

EDS 129A
Introduction to Teaching and Learning
in the Secondary Mathematics and Science Classroom
Spring 2010

Instructors:

Chris Halter, chalter@ucsd.edu

Course hours: Mondays, PCH 304, 3:00-4:20 pm

Office Hours: Mondays, 1:00-3:00pm, PCH (third floor) or by appointment

Required Readings:

How Students Learn Mathematics/Science, National Research Council

How People Learn: Bridging Research and Practice, National Research Council (online)

Course Description:

The purpose of this course is to enable UCSD students to examine the social and community context of secondary school life, to implement theories of learning and classroom interaction in a practical educational environment, and to provide educational assistance to teachers and students in the San Diego community. This quarter, UCSD students will serve as Classroom Teaching Assistants (CTAs) in various secondary schools throughout San Diego County.

CTC Professional Teacher Education Program Standards met by this course: 1(a-c), 2(e,g), 3(b,c), 5(a-f), 6(b-d), 9e, 10a, 1(a-b), 12(a-c), 15(b,d), 16(a,b,g), 18A

CTC Teaching Performance Expectations addressed in this course: TPE4, TPE5, TPE8, TPE11, TPE12

Course Organization and Expectations:

EDS 139, *Practicum in Teaching and Learning*, must be taken concurrently with EDS 129A, *Introduction to Teaching and Learning*.

EDS 129A (letter grade) consists of a series of lectures along with a mandatory discussion section, in which students review their individual field experiences in relationship to course readings and lecture presentations.

EDS 139 (pass/no pass) is the field experience component in which students serve 40 hours minimum as volunteer CTAs (Classroom Teaching Assistants) in a participating secondary school.

All students are expected to:

- Attend lectures (Monday, 3:00-4:20pm). Absences or late arrivals/early departures will affect grade.
- Participate actively in discussion section.
- Participate regularly in field experience for a minimum of 40 hours at assigned school.
- Complete assigned readings.
- Complete weekly journal entries including reading responses.
- Complete four School-Community Profile assignments.
- Complete observation write-ups from classroom observations.
- Complete midterm and final exams.
- Check e-mail regularly.

Course Grading:

To pass this course, students must be enrolled in EDS 139 and complete a minimum of 40 hours as a CTA (Classroom Teaching Assistant) in assigned school. If you do not meet the 40-hour requirement, you cannot pass the course. Beyond this requirement, course grades for EDS129A are based on:

- Attendance during lecture and discussion section (10%)
- Quality and completeness of classroom journals and contribution to discussion section (15%)
- School-Community Profiles (four components) (25%)
- Quality and Completeness of Structured Classroom Observations (20%)
- Final (30%)

**EDS 129A/139 COURSE AGENDA, READING, AND ASSIGNMENT SCHEDULE
INTRODUCTION TO TEACHING AND LEARNING IN THE SECONDARY CLASSROOM**

Day		SCHEDULED TOPICS	Readings Due	Assignments Due
3/29 Wk. #1	Introduction, Course Expectations	<ul style="list-style-type: none"> • Introduction to Teaching and Learning • 129A/139 Syllabus • Overview of UCSD Teacher Education Program (TEP) in Education Studies • Field Placements (explanation of purpose/format) • Role and Practice of the Tutor 		
4/5 Wk. #2	Introduction to Mentoring and Tutoring	<ul style="list-style-type: none"> • The culture of schools and the need for mentors • Learning about students in and out of the classroom • Stereotyping students/stereotype threat • Video: Kay Tolliver 	HSL (all); pg 1-24 Piaget (online reading) Erikson (online reading) Hidden Bias (online reading)	<u>Journal #1</u>
4/12 Wk. #3	Teaching and Learning Theories	<ul style="list-style-type: none"> • Learning Theories (Behaviorists, Cognitivists, Constructivists) • Multiple Intelligences • Learning Styles • Brain-based Learning • Modalities of Learning (Sensory Modes) 	Constructivism (online reading) Social Constructivism (online reading) Gardner's MI (online reading) MI Online Test (online reading)	<u>Journal #2</u> <u>School-Community Profile #1</u> (school)
4/19 Wk. #4	Socially and Culturally responsive Teaching and Learning	<ul style="list-style-type: none"> • A Vision of Vygotsky • Thought and Language • Sociocultural Teaching and Learning • The Zone of Proximal Development (ZPD) 	HSL Math; pg 217-245 HSL Science; pg. 397-415	<u>Journal #3</u> <u>Observation #1:</u> Student-Student and Student-Teacher Interactions

4/26 Wk. #5	More Teaching and Learning Theory	<ul style="list-style-type: none"> Continuation of Learning Theory and Sociocultural Educational Topics 	Learning Theory (a summary) (online reading)	<u>Journal #4</u> <u>School-Community Profile #2</u> (community)
5/3 Wk. #6	Classroom Environment	<ul style="list-style-type: none"> Factors Influencing Classroom Environment Recognizing Effective Teaching Behaviors Creating Positive Interpersonal Relationships Organizing Students, Time, Materials What makes for good teaching? Teacher Attributes 	HSL Math; pg. 351-390 HSL Science; pg. 515-561 Your Teaching Style (online readings)	<u>Journal #5</u>
5/10 Wk. #7	Content Specific Teaching and Learning	<ul style="list-style-type: none"> Introduction to Standards, Frameworks, “Backwards Planning” Content Specific Strategies/Lessons/Activities Lesson Planning Simulations 	CA Content Standards and Frameworks (online reading) Why Students Don’t Like School (online reading) Pedagogical Content Knowledge (online reading)	<u>Journal #6</u> <u>Observation #2:</u> Instructional Delivery
5/17 Wk. #8	Innovations in teaching and	<ul style="list-style-type: none"> Strategies that Work Research and Practice: Why teachers do what they do 	Teaching Videos (online reading)	<u>Journal #7</u>
5/24 Wk. #9 Last class session	Making a Difference	<ul style="list-style-type: none"> A Look Back: Where we’ve been this quarter Video Case Study: A view to the future Closing Remarks 	HSL; pg. 569-587	<u>Journal #8</u>
5/31 Wk. #10		<ul style="list-style-type: none"> University Holiday – no class 		FINAL Paper Due