



مركز الاعتماد  
وإضمان الجودة  
ACCREDITATION & QUALITY ASSURANCE CENTER



**The University of Jordan**

**Accreditation & Quality Assurance Center**

# **Course Syllabus**

**Course Name:**

1	Course title	Teaching methods for the first three classes
2	Course number	0802205
3	Credit hours (theory, practical)	3
	Contact hours (theory, practical)	48
4	Prerequisites/co-requisites	-None
5	Program title	Classroom teacher
6	Program code	-4
7	Awarding institution	The University of Jordan
8	Faculty	School of Educational Sciences
9	Department	Curriculum and Instructional Department
10	Level of course	BA
11	Year of study and semester (s)	2016/2017 first semester
12	Final Qualification	Bachelor
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	Arabic
15	Date of production/revision	04/30/2015

**16. Course Coordinator:**

Officenumbers,officehours, phonenumber, andemailaddresses shouldbelisted.  
None

**17. Other instructors:**

*Officenumbers,officehours, phonenumber, andemailaddresses shouldbelisted.*

Office hours: (11-12). Sun, Tue, Thu  
office number 5355000 Ext.: 24472  
i.shara@ju.edu.jo

**18. Course Description:**

*As stated in the approved study plan.*

This Course deals with the components of classroom teaching position, teaching competencies and skills necessary for the teacher in the first basic classes: Planning for teaching, taking into account the developmental characteristics of students and instructional skills (incentive configuration, using questions, communication skills, diversity stimuli). integrated approach in organizing the teaching and learning process by using models and appropriate strategies; such as programmed instruction, inductive thinking, critical thinking, problem solving, acquisition of the concept, collaborative learning, role-playing games and communicate classroom.

## 19. Course aims and outcomes:

**1. Aims:**

First, cognitive objectives:

2. To recognize the elements of planning: Long term and short ( daily )plan.
3. To recognize essential first stage students' characteristics (1-3).
4. To recognize and learn the skills for first three grades' teaching (1-3)
5. Use the integrated approach to teach the first three classes.
6. Recognize teaching strategies such as problem solving, cooperative learning, programmed instruction, teaching concepts, induction, Role playing.
7. Integrated and emerging technology in instruction

Second: affective objectives:

8. Creating positive trends with teachers of the first three grades.
9. Adoption of appropriate strategies for teaching the students of the essential grades.
10. Acceptance of the first three basic grades' students and communicating with them.
11. Intended Learning Outcomes (ILOs): Upon successful completion of this course students will be able to:

First; acknowledgment, understanding and comprehension:

12. Distinguish between: Teaching, learning and instruction
13. Distinguish between: Strategy, method and teaching style.
14. Understanding the elements of planning: Long term and short (Lesson) plan.
15. Recognize the essential first stage students' characteristics (1-3).
16. Learn the skills required for the first three grades (1-3) teaching.
17. Use the integrated approach to teach the first three grades (1-3).
18. Recognize teaching strategies: Problem solving, cooperative learning, programmed learning,
19. Concepts instruction, induction, Role playing.
20. Integrated and emerging technology in instruction

**Second; Mental and analytical skills:**

21. Criticise instructional lesson.
22. Analyse lesson plan.
23. Criticise teachers' practices.
24. state learning obstacles.

Third; Applied practical skills:

25. Preparing a lesson plan and long term plan.
26. Preparing a study in one of teaching strategies for teaching concepts

Fourth; Creative skills / convertible:

27. Presenting an article in one of teaching strategies.
28. Designing a strategy for teaching the first three grades ( 1-3).

**20. Topic Outline and Schedule:**

1.					
Topic	Week	Instructor	Achieved ILOs	Evaluation Methods	Reference
2. Unit one : the philosophy of teaching skills	3. Two weeks	4. Dr. Ibrahim	Distinguish between teaching, instruction and learning. Distinguish between the strategy, method and teaching style.	5. Discussion, And Observation	Abu Zina and Ababneh
6. Efficiencies of a good teacher	7. Three Weeks	8. Dr. Ibrahim	• cognitive competencies • efficiencies of	9. Discussion, And Observation	Abu Zina and Ababneh

			<p>material and classroom management</p> <ul style="list-style-type: none"> <li>• competencies planning</li> <li>• Implementation of teaching competencies (thinking development, providing effective learning environment, facilitate the teaching process)</li> <li>• competency evaluation of student achievement</li> <li>• competencies to deal with the students (psychological competencies).</li> </ul> <p>*Jordanian Teachers professional development standards.</p>			
10. Unit three: planning skills to teach	11. Three weeks	12. Dr. Ibrahim	<ul style="list-style-type: none"> <li>• The concept of planning for teaching</li> <li>• Planning levels of teaching (annual, quarterly, and daily)</li> <li>• elements of the plan for a long-term (annual), and short-term (daily)</li> <li>• classification of goals (cognitive, affective (emotional), and (kinetic)</li> <li>• educational objectives in terms of the degree of public (goals, general, behavioral)</li> <li>• sources to derive educational</li> </ul>	Discussion, Observation  And Presentation	Mery and Al- Heleh	

			goals and educational (behavioral)		
			<ul style="list-style-type: none"> <li>behavioralObjective components</li> </ul>		
13. Unit Four:Implementation of teaching skills	14. Two Weeks	15. Dr. Ibrahim	<ul style="list-style-type: none"> <li>concept of skill</li> <li>skills should a teacher observed in the course of teaching:</li> <li>Raise motivation</li> <li>flexibility and Professional Development</li> <li>Preparation of questions and direct them to the classroom activities and</li> <li>Learning media</li> <li>Communicate with the students</li> </ul>	16. Discussion, And Observation Midterm Exam	Mery and Al- Heleh
17. Unit Five: Standards for selecting Teaching Methods	18. Two Weeks	19. Dr. Ibrahim	standards for selecting teaching methods and strategies: Educational goals, environment, student motivation, nature of subject matter, teacher experience	20. Discussion, Observation and Presentations of the conducted research	Mery and Al- Heleh
21. Unit Six: Teaching Methods; Advantages and disadvantages	22. Two Weeks	23. Dr. Ibrahim	<ol style="list-style-type: none"> <li>Lecture</li> <li>discussion and dialogue</li> <li>Narative Approach</li> <li>Problem Solving</li> <li>projects</li> <li>Cooperative learning</li> <li>Field visits</li> <li>Role playing</li> <li>learning through play</li> <li>programmed learning</li> <li>Induction and Deduction.</li> </ol>	24. Discussion, Observation and Presentations	Mery and Al- Heleh
25. Unit Seven; Assessment Strategies	26. Two Weeks	27. Dr. Ibrahim	<ul style="list-style-type: none"> <li>concepts of assessment and evaluation</li> <li>types</li> </ul>	28. Discussion, Observation , Presentations and by the end of	Abu Zina and Ababneh

			evaluation • evaluation instruments • types of tests	the course will conducted the Final Exam	
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### 21. Teaching Methods and Assignments:

Development of ILOs is promoted through the following teaching and learning methods:  
Intended Outcomes learning (ILOs) achieved through the learning activities and teaching strategies:

- Dialogue and discussion method.
- Work in groups.
- Schools visits.
- Conducting research in teaching methods.

### 22. Evaluation Methods and Course Requirements:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

#### ASSESSMENTS

1. Class participation: All students are expected to attend class faithfully and to participate in in-class activities. A minimum of more than 85% attendance rate is required to receive a passing grade in this class.
2. Individual paper on teaching methods: every student will be required to write a paper must also include strategies for teaching the first three classes.
3. Lesson plan: students must develop at two complete lesson plans that demonstrate the elements of the plan: goals, instrument, activities and assessment.
4. Long-term plan: students must develop at two complete lesson plans that demonstrate the elements of the plan: goals, activities, time period and assessment.
5. Teamwork: Group of three student conducting a research on one of teaching method (strategy) should include: Cover paper, and APA references style, introduction, advantages and disadvantage.

A - Midterm exam ..... 30%

B - Tasks ..... 20%

Distributed as:

1. Activity discussions and attend lectures ..... 5%
  2. Preparation Material and ..... 5%
  3. Conducting a study in teaching methods ..... 10%
- C - Final exam. .... 50%

#### GRADING SYSTEM

Distributed on 12 symbols from ( H ) to ( A ). Depends on normal distribution.

### 23. Course Policies:

A- Attendance policies:

- prevents mobile uses during the lecture for any reason unless prior permission for a particular reason.
- Early attendance for the lecture (and seen each case on its own).
- Do not talk with each other out- side the topic during the lecture.

B- Absences from exams and handing in assignment on time:

Who exceed the abstention rate of 15% without an excuse deprived of the course

C- Health and safety procedures:

All students encourage to express their ideas in a safe environment

D- Honesty policy regarding cheating, plagiarism, misbehavior:  
 student who cheat through the exam, will apply the instruction of cheating law.  
 And Cooperation and teaching is based on mutual respect

E- Grading policy:  
 Midterm, research with tasks and final

F- Available university services that support achievement in the course:  
 Library and laps

**24. Required equipment:**

Laptop and Data show

**25. References:**

A- Required book (s), assigned reading and audio-visuals:

- Abu Zina, F. and Ababneh, A (2007). The teaching of mathematics for the first classes of the school curriculum. Dar Al- Maserah publishing, distribution and printing, first edition, Amman, Jordan.
- Mery, T. and Al- Heleh, M. (2005). General teaching methods. Dar Al- Maserah publishing, distribution and printing, Amman, Jordan.
- Al-Kholy, M. (2000). General teaching methods, Dar Al-Falah for Publishing and Distribution, Amman, Jordan

B- Recommended books, materials, and media:

\*Glasgow and Hichks ( 2009). What Successful teachers do? 2ed. Corwin Press.

\*Magna. ( 2010). Faculty Focus Teaching Mistakes From the College Classroom. Special Report, Magna publication.

**26. Additional information:**

1. All students expected to attend class and contribute to the community of learners by being a positive participant in discussions, presentations, and hands-on projects.
2. All written assignments should have a cover sheet with assignment title, candidate name, course title, and date.
3. All written assignments should be word processed, double spaced, and in 12 point standard font with references in APA style.
4. All written assignments should use correct grammar and spelling.
5. All students must have a working email JU address, to enable efficient communication.

Name of Course Coordinator: None      Signature: -----Date: -----

Head of curriculum committee/Department: ----- Signature: -----

Head of Department: Dr. MonemSaaideh Signature: -----

Head of curriculum committee/Faculty: Prof. Ibrahim Al- Shara Signature: -----

Dean: Prof. Saleh Al- RwadiehSignature: -----

Copy to:

Head of Department

Assistant Dean for Quality Assurance

Course File