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| |  | | --- | | **TISHK INTERNATIONAL UNIVERSITY FACULTY OF EDUCATION Department of BIOLOGY EDUCATION, 2020-2021 Fall Course Information for EDU 201 INTRODUCTION TO EDUCATION** |  |  |  | | --- | --- | | **Course Name:** | INTRODUCTION TO EDUCATION | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **Code** | **Regular Semester** | **Theoretical** | **Practical** | **Credits** | **ECTS** | | EDU 201 | 4 | 3 | - | 3 | 3 | | | | **Name of Lecturer(s)-Academic Title:** | Aziza Kavlu - PhD. Aziza Kavlu - PhD. | | **Teaching Assistant:** | Alpaslan Toker | | **Course Language:** | English | | **Course Type:** | Main | | **Office Hours** | By appointment | | **Contact Email:** | aziza.kavlu@tiu.edu.iq aziza.kavlu@tiu.edu.iq  Tel:07503551754 07503551754 | | **Teacher's academic profile:** | Aziza Kavlu - did her PhD in International Black Sea University (Georgia) - Faculty of Education and Humanities - Doctor of Education Sciences Doctoral Thesis : Enhancement of English as a Foreign Language (EFL) University Students' reading Skills through Project - Based Learning Implementation (Iraqi case) Lecturer at TISHK International University since 2014 Research area: PBL (Project - Based Learning) in EFL (English as a Foreign Language) context Aziza Kavlu - did her PhD in International Black Sea University (Georgia) - Faculty of Education and Humanities - Doctor of Education Sciences Doctoral Thesis : Enhancement of English as a Foreign Language (EFL) University Students' reading Skills through Project - Based Learning Implementation (Iraqi case) Lecturer at TISHK International University since 2014 Research area: PBL (Project - Based Learning) in EFL (English as a Foreign Language) context | | **Course Objectives:** | This introductory course is designed to acquaint students with the field of education. Students will examine technology and its impact on schools, ethical and legal issues facing teachers, effective teaching strategies, diversity in the classroom, social problems and how they relate to schools, standard-based education, professionalism in education and current curricula. Students will complete a variety of activities including writing reflective essays for inclusion in the student portfolio. A practicum component is required which includes 10 hours of classroom observation. This course requires direct contact with children. | | **Course Description (Course overview):** | Teacher trainees the basic concepts related to education, education, psychological, social, philosophical, economic, historical, legal basis, structure and problems of the global educational systems, radical views on education and introductory information to gain a new understanding. | | **COURSE CONTENT**   |  |  |  |  | | --- | --- | --- | --- | | **Week** | **Hour** | **Date** | **Topic** | | **1** | 3 | 7-8/10/2020 | Introduction to the course | | **2** | 3 | 11-15/10/2020 | Teachers and Teaching Profession | |  |  |  |  | | **3** | 3 | 18-22/10/2020 | Teachers and Teaching Profession continued... | | **4** | 3 | 25-28/10/2020 | Schools | |  |  |  |  | | **5** | 3 | 1-5/11/2020 | Schools continued... | | **6** | 3 | 8-12/11/2020 | Student Similarities and Differences | |  |  |  |  | | **7** | 3 | 15-19/11/2020 | Student Similarities and Differences continued... | | **8** | 3 | 22-26/11/2020 | Midterm Exam | |  |  |  |  | | **9** | 3 | 29/11-3/12/2020 | Curriculum and Instructions | | **10** | 3 | 6-10/12/2020 | Curriculum and Instructions continued... | |  |  |  |  | | **11** | 3 | 13-17/12/2020 | Assessment and Accountability | | **12** | 3 | 20-24/12/2020 | Creating and Maintaining a Positive and Productive Learning Environment | |  |  |  |  | | **13** | 3 | 27-31/12/2020 | Philosophical Foundations of Education | | **14** | 3 | 3-7/1/2021 | Learning Styles | |  |  |  |  | | **15** | 3 | 10-14/1/2021 | Final Exam | | **16** | 3 | 17-21/1/2021 | Final Exam | |  |  |  |  | | | | **COURSE/STUDENT LEARNING OUTCOMES**   |  |  | | --- | --- | |  |  | | **1** | Learn about theories of learning and their assumptions. | | **2** | Demonstrate a better understanding of the role of education and educators in society. | | **3** | Discover recent research findings on cognitive development and their implication for diverse students as learners. | | **4** | Compare and contrast various assessment forms and tools to check for understanding.Distinguish between different teaching and learning theories | | **5** | Identify the various assumptions underlying curricular design | | | | **COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES** (Blank : no contribution, I: Introduction, P: Profecient, A: Advanced )   |  |  |  | | --- | --- | --- | |  | **Program Learning Outcomes** | **Cont.** | | **1** | Apply the core body of knowledge in pure, applied and educational mathematics. |  | | **2** | Apply methods of teaching on elementary number theory and algebra. | I | | **3** | Design their lectures according to a variety of learners in mathematical morality. | P | | **4** | Connect geometry to other strands of mathematics and use it to solve problems. | I | | **5** | Analyze and apply proof methods to answer background of concepts and verify conjectures. |  | | **6** | Apply differential and integral calculus into the applicable content. | I | | **7** | Implement pedagogical content knowledge, technology and perfectible assessment in every level of basic education. | I | | **8** | Use mathematics critically, research scientifically, and become modern and up-to-date. | P | | **9** | Discuss the interrelationship of human development, cognition, and culture and their impact on learning. | I | | **10** | Apply analytical and theoretical skills to model and solve mathematical problems. |  | | **11** | Effectively use a variety of teaching technologies and techniques and classroom strategies to positively influence student learning. |  | | **12** | Implement connections among educators, families, and the larger community to promote equity and access to education for his/her students. |  | | **13** | Analyze and compare alternative assessment and evaluation of student performance and program effectiveness. |  | | | | **Prerequisites (Course Reading List and References):** | None Required | | **Student's obligation (Special Requirements):** | Students are required to; read the weekly readings, visit the course website for lecture notes and files, participate in in and out of classroom discussions, and submit the assignments on time. | | **Course Book/Textbook:** | Sara Davis Powell (2012): Your Introduction to Education, 2nd edition, Pearson. | | **Other Course Materials/References:** | Sadonik, Alan, Cookson, Peter, and Semel, Susas. (2005) Education: An Introduction to the Foundations of Education, Allyn & Bacon. | | **Teaching Methods (Forms of Teaching):** | Lectures, Practical Sessions, Presentation, Project, Assignments, Case Studies | | **COURSE EVALUATION CRITERIA**   |  |  |  | | --- | --- | --- | | **Method** | **Quantity** | **Percentage (%)** | | Participation | 1 | 10 | | Quiz | 1 | 10 | | Project | 1 | 10 | | Midterm Exam(s) | 1 | 30 | | Final Exam | 1 | 40 | | **Total** | | **100** | | **Examinations:**Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers |  |  | | | | **Extra Notes:** | | | **ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD**   |  |  |  |  | | --- | --- | --- | --- | | **Activities** | **Quantity** | **Workload Hours for 1 quantity\*** | **Total Workload** | | Theoretical Hours | 16 | 3 | 48 | | Practical Hours | 16 | 0 | 0 | | Final Exam | 1 | 1 | 1 | | Participation | 1 | 1 | 1 | | Quiz | 1 | 1 | 1 | | Project | 1 | 1 | 1 | | Midterm Exam(s) | 1 |  | 0 | | **Total Workload** | | | **52** | | **ECTS Credit (Total workload/25)** | | | **2.08** | | |   **Peer review**   |  |  |  | | --- | --- | --- | | Signature: | Signature: | Signature: | | Name: | Name: | Name: | | Lecturer | Head of Department | Dean | |