

**TISHK INTERNATIONAL UNIVERSITY
FACULTY OF EDUCATION
Department of PHYSICS EDUCATION,
2022-2023 Spring
Course Information for EDU 206 PRINCIPLES AND METHODS OF INSTRUCTION**

Course Name:		PRINCIPLES AND METHODS OF INSTRUCTION				
Code	Regular Semester	Theoretical	Practical	Credits	ECTS	
EDU 206	4	3	-	3	3	
Name of Lecturer(s):	Aziza Kavlu					
Teaching Assistant:	None					
Course Language:	English					
Course Type:	Main					
Office Hours	By Appointment					
Contact Email:	aziza.kavlu@tiu.edu.iq					
	Tel: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					
Course Objectives:	As a result of the learning opportunities and activities of this course, the learner will be able to: develop an understanding of the qualities necessary for being an effective teacher • identify and describe the essential skills and traits of effective teachers and explain their importance • discuss the main reasons and factors that influenced instructional planning and give examples of planning phases • identify different teaching methods including direct instruction and inductive techniques (teacher-centered and student-centered) • identify and classify some of the diverse types of students found in classrooms and modify instruction based on individual differences • use appropriate strategies to create a positive learning environment • describe and evaluate examples of research-based teaching strategies					
Course Description (Course overview):	This course presents the basic instructional principles and methods in education. It focuses on the principles of learning and teaching, the significance and necessity of being planned and organized in learning. To this end, this course will cover the basic principles of course design (e.g. yearly plans, lesson plans, and etc.) as well as basic methods and techniques in learning and teaching. In this course students will discover the ways to apply their relevant theoretical knowledge while learning how to utilize their teaching materials effectively. Students will also become conscious of teacher responsibilities and develop strategies to enhance quality in education.					

COURSE CONTENT

Week	Hour	Date	Topic
1	3	29/1-2/2/2023	Introduction to Course
2	3	5-9/2/2023	The Basic Teaching Functions
3	3	12-16/2/2023	Essential Teaching Characteristics
4	3	19-23/2/2023	Expectation for Effectiveness
5	3	26/2-2/3/2023	Reasons for Planning
6	3	5-9/3/2023	Planning Phases
7	3	12-16/3/2023	Source of Student Diversity
8	3	19-23/3/2023	Cognitive Style
9	3	26-30/3/2023	Students Presentation
10	3	2-6/4/2023	Midterm Exam
11	3	9-13/4/2023	Implications for Diverse classrooms
12	3	16-20/4/2023	Implications for Diverse classrooms
13	3	23-27/4/2023	Strategies That Promote Understanding, Thinking, and Engagement
14	3	30/4-4/5/2023	Creating an Inclusive, MULTICULTURAL CLASSROOM
15	3	7-11/5/2023	Direct Instructional Strategies
16	3	14-18/5/2023	Poster Presentation
17	3	21-25/5/2023	Direct Instructional Strategies
18	3	28/5-1/6/2023	Final Exam
19	3	4-8/6/2023	Final Exam

COURSE/STUDENT LEARNING OUTCOMES

- 1 Identify and describe the skills and personality traits of effective teachers and explain their importance
- 2 Distinguish between instructional plan phases and their examples
- 3 Discuss the necessity for adapting methods and materials for diverse learners, including multicultural groups

4	Apply appropriate strategies to create a positive learning environment		
5	Examine different teaching methods; direct instruction and inductive techniques (teacher-centered and student-centered)		
COURSE'S CONTRIBUTION TO PROGRAM OUTCOMES (Blank : no contribution, I: Introduction, P: Proficient, A: Advanced)			
Program Learning Outcomes		Cont.	
1	Define the basic terms and principles of language teaching.	I	
2	communicate ideas in English language effectively and appropriately in written and oral forms both in academic and non-academic contexts	I	
3	apply the appropriate methods of assessment and evaluation in the education process to obtain accurate feedback on learners' progress.	I	
4	teach the language skills of speaking, writing, listening and reading effectively	I	
5	apply the basic terms and principles of language teaching in the teaching process.	I	
6	apply modern methods and approaches of teaching foreign language.	I	
7	differentiate between material adoption, adaptation, and development methods.	I	
8	translate from and into English and their mother tongues.	I	
9	use appropriate methods and techniques to improve students' critical thinking, creative thinking and problem-solving skills.	I	
10	plan teaching and learning processes by considering individual needs, differences of students, and needs of the teaching field.	P	
11	use required methods and techniques for student-centered teaching by considering individual and cultural differences.	P	
12	provide guidance and counselling to students and their parents to boost the quality of learning of each individual student.	P	
Prerequisites (Course Reading List and References):	1. Acero, E. A. (2000). Principles and Strategies of Teaching'2000 Ed: Rex Book Store. 2. Merrill, M. D., Communications, A. f. E., & Technology. (2020). First Principles of Instruction, Revised Edition: AECT.		
Student's obligation (Special Requirements):	To attend and participate in all classes Study, complete all assignments, and turn them in on time Be aware of grading criteria and evaluation rubrics of assignments Do not plagiarize or cheat when submitting work for assessment		
Course Book/Textbook:	Burden, Paul R., & Byrd, David M. (2016). Methods for Effective Teaching (4th ed.). Boston: Pearson.		
Other Course Materials/References:	Weekly articles relevant to the topic of that week Estes, T. H., et al. (2016). Instruction: A Models Approach, Pearson Education, Incorporated. Rau, D. M., HQ, W., & Hoare, J. (2014). Who Was Gandhi?: Penguin Young Readers Group.		
Teaching Methods (Forms of Teaching):	Lectures, Presentation, Project, Assignments, Case studies, , ,		
COURSE EVALUATION CRITERIA			
Method	Quantity	Percentage (%)	
Workshop	1	5	
Quiz	1	10	
Homework	1	5	
Project	1	15	
Midterm Exam	1	15	
Presentation	1	10	
Final Exam	1	40	
Total		100	
Examinations: Essay Questions, True-False, Fill in the Blanks, Multiple Choices, Short Answers, Matching, , ,			
Extra Notes:			
ECTS (ALLOCATED BASED ON STUDENT) WORKLOAD			
Activities	Quantity	Workload Hours for 1 quantity*	Total Workload
Theoretical Hours	19	3	57
Practical Hours	19	0	0
Final Exam	1	6	6
Workshop	1	1	1
Quiz	1	3	3
Homework	1	1	1
Project	1	10	10
Midterm Exam	1	3	3
Presentation	1	5	5
Total Workload			86
ECTS Credit (Total workload/25)			3

Peer review

Signature:
Name:
Lecturer

Signature:
Name:
Head of Department

Signature:
Name:
Dean