

# #52 Teaching Methods

## Course Outcome Summary

### Course Information

<b>Organization</b>	WTCS - Wisconsin Technical College System
<b>Developers</b>	WTCS Certification 52 Analysis Team
<b>Course Number</b>	WTCS 52
<b>Alternate Title</b>	WTCS Certification Education Requirement #52
<b>Potential Hours of Instruction</b>	80
<b>Total Credits</b>	2

### Description

Prepares educators to create a learning environment that supports learners and results in the achievement of designated learning outcomes. Emphasizes teaching and learning techniques that promote active learning, support learners with a variety of learning preferences and needs, and generate continuous improvement in teaching and learning. [This course meets WTCS Certification Requirement #52-Teaching Methods]

### Target Population

This professional development requirement is intended to lay the groundwork for excellence in teaching and educational leadership in the Wisconsin Technical College System. The target audience is professionals holding positions requiring WTCS certification and includes technical college teachers and those serving in other technical college leadership roles (e.g. counselors, supervisors, librarians, administrators).

### Core Abilities

Facilitators of WTCS Certification Activities may incorporate core abilities established by the sponsoring organization or they may address the core abilities suggested in the WTCS Certification Professional Development Design.

### WTCS Certification Education Requirement Outcome

Facilitate teaching/learning strategies that help learners maximize learning

### Competencies

#### Unit A. Planning and Managing Learning

##### A.1. Plan a learning environment that meets the needs of learners.

###### You will demonstrate your competence:

- o by producing a learning environment plan for a specific course or another learning experience (If you are not currently teaching, work with a hypothetical course.)
- o by planning for a specific group of learners (If you are not currently teaching, work with a hypothetical learner group.)
- o by planning for a specific delivery mode (e.g. classroom, online, accelerated learning, telecourse, etc.)

###### Your performance will be successful when:

- o your plan describes the purpose of the course, the target learner population, and the delivery mode (e.g. classroom, online, accelerated learning, telecourse, etc.)

- o your plan proposes a physical layout and characteristics of the classroom, OR the components of the online delivery platform, OR an ideal learning environment for the at-home learner and describes how the environment supports learning for the target population
- o your plan includes a list of written expectations that establish a climate of mutual respect, honesty, and high expectations for learning
- o your plan includes guidelines and strategies for encouraging learner-to-teacher interaction
- o your plan includes guidelines and strategies for encouraging learner-to-learner interaction (except for individual and self-paced learning)
- o your plan includes strategies for actively engaging learners in the learning
- o your plan includes strategies for preventing gender, cultural and/or special needs bias
- o your plan includes strategies for orienting learners to the learning experience
- o your plan includes "guidelines for success" to be included in your syllabus
- o your plan includes a brief evaluation of its feasibility and likelihood of success
- o your plan addresses classroom management strategies
- o your plan meets district guidelines

**A.2. Select learning materials/objects that support a learning plan.**

**You will demonstrate your competence:**

- o by developing an annotated list of learning materials/objects (e.g. practices, handouts, slides, charts, graphs, work sheets, templates, reading assignments, experiments, manipulatives) for at least one learning plan
- o using a performance-based learning plan of your own (If you do not have a performance-based learning plan, you may use one that is provided by your instructor.)

**Your performance will be successful when:**

- o your list identifies the target competency and/or other target learning outcomes
- o your list includes at least three (3) items that support learning and present content (e.g. practices, handouts, slides, charts, graphs, work sheets, templates, reading assignments, experiments, manipulatives, etc.)
- o your list or annotations show evidence that you have explored the options for including one or more learning objects
- o each item on your list is annotated
- o each annotation includes a description of how the item will help learners achieve the targeted competency and/or other target learning outcomes
- o each annotation includes a verification that the item is free from gender, racial, and cultural bias
- o each annotation notes how the item shows application of skills and knowledge to the real world
- o each annotation includes a brief critique of how the item fits the needs and abilities of the learners
- o each annotation includes a defense of the item's efficiency/effectiveness ratio (in terms of learning time and value to learning)
- o each annotation includes evidence that the item is readily accessible to learners at a reasonable cost
- o your annotated list includes learning materials/objects that are presented in varied formats (i.e., print, audio, video, computer, experiential)

**A.3. Create teaching plans.**

**You will demonstrate your competence:**

- o by creating a teaching plan

- o using a performance-based learning plan of your own (If you do not have a performance-based learning plan, you may use one that is provided by your instructor.)
- o by planning for a specific group of learners (If you are not currently teaching, work with a hypothetical learner group.)
- o by planning for a specific delivery mode (e.g. classroom, online, accelerated learning, telecourse, etc.)

**Your performance will be successful when:**

- o your teaching plan is based on a performance-based learning plan that targets specific learning outcomes
- o your teaching plan incorporates all phases of the learning cycle: motivation, comprehension, practice, and application
- o your teaching plan includes learning activities that support a variety of learning styles
- o your teaching plan includes teaching strategies
- o your teaching plan includes time guidelines for each activity
- o your teaching plan includes a list of resources and supplies
- o your teaching plan can be accomplished within the time constraints and is feasible for delivery via the selected delivery mode

**Unit B. Facilitating Learning**

**B.1. Facilitate learning for varied group sizes (combine B.2-3-4)**

**You will demonstrate your competence:**

- o after completing competencies A1 "Plan a learning environment that meets the needs of learners, A2 "Outline classroom management strategies," A3 "Select learning materials/objects that support a learning plan, and A4 "Create teaching plans"
- o by facilitating a learning experience that incorporates large group, small group, and individualized activities
- o in a real-time or videotaped demonstration observed by your instructor, or by submitting self, peer, and learner evaluations documenting a real-time demonstration
- o using a performance-based learning plan of your own (If you do not have a performance-based learning plan, you may use one that is provided by your instructor.)
- o using a teaching plan that supports the learning plan

**Your performance will be successful when:**

- o you communicate the target learning outcomes (i.e. learning objectives, competencies, core abilities, general education, or program)
- o you facilitate activities to meet a minimum of three learning preferences
- o you organize the learning experience according to the learning cycle to promote long-term retention of content
- o you give clear directions for completion of the learning activity
- o you arrange for necessary resources/supplies
- o you use accurate and relevant information
- o you use examples to show application to the real world
- o you use one or more teaching aids
- o you employ questioning techniques that promote higher order thinking
- o you apply the "70/30" rule (at least 70% is learner-centered), incorporating practice or documenting how you will provide opportunity for practice in another session
- o you facilitate in a manner that is free of bias and stereotyping
- o you present guidelines to promote effective learning in small groups
- o you incorporate one or more collaborative activity (e.g. brainstorming, nominal group technique, model building, problem-solving, experience/opinion sharing, debating, etc.)

- o you encourage equitable participation of all learners
- o you close the activity by summarizing and focusing on what has been accomplished
- o you prepare and administer evaluations that request feedback on the above criteria and reflect on the results

**B.2. Employ critical thinking and reflection techniques.**

**You will demonstrate your competence:**

- o after completing competency A4 "Create teaching plans"
- o using a performance-based learning plan of your own and a teaching plan that supports it (If you do not have a performance-based learning plan, you may use one that is provided by your instructor.)
- o in a real or simulated demonstration

**Your performance will be successful when:**

- o your questions are relevant to the intended learning outcomes (i.e. learning objectives, competencies, core abilities, program outcomes, or general education outcomes)
- o your questions engage learners in exploration of the content and its application
- o your questions encourage critical thinking and reflection
- o your questions may have multiple right answers and rarely require a yes/no response
- o you allow learners to think by using pauses and silence
- o you acknowledge learners' responses with encouraging feedback
- o you probe learners' answers, seeking clarification or elaboration

**B.3. Adapt learning plans to meet the needs of a variety of delivery modes**

**You will demonstrate your competence:**

- o after completing competencies A1 "Plan a learning environment that meets the needs of learners, A2 "Outline classroom management strategies," A3 "Select learning materials/objects that support a learning plan, and A4 "Create teaching plans"
- o by designing a learning plan for learning experience for a delivery mode other than traditional classroom [could include individualized lab, online learning, computer mediated, web enhanced, accelerated, ITV or IP Video]
- o using a performance-based learning plan of your own (If you do not have a performance-based learning plan, you may use one that is provided by your instructor.)
- o using technology that supports the learning plan

**Your performance will be successful when:**

- o your learning plan supports the delivery mode selected
- o your learning plan includes student access to resources that support learning in the selected delivery mode
- o your learning plan incorporates the learning cycle
- o your learning strategies are appropriate for your selected delivery mode
- o your learning plan includes instructions and guidelines for each activity
- o your learning plan can be accomplished within the time constraints and is feasible for delivery via the selected delivery mode

**B.4. Address difficult "classroom" situations.**

**You will demonstrate your competence:**

- o using a series of scenarios presenting difficult classroom situations provided by your instructor or your classmates
- o by presenting an oral or written analysis of each situation

**Your performance will be successful when:**

- o your analysis includes an explanation of the nature of the situation
- o your analysis identifies any school policies and support systems that apply to this

situation

- o your analysis includes a description of the responsibilities of the learner and of the teacher
- o your analysis proposes strategies for diffusing the situation and minimizing disruption of learning
- o your analysis includes recommendations for resolving the current situation
- o your analysis includes recommendations for preventing future occurrences

## **Unit C. Enhancing Teaching/Learning Effectiveness**

### **C.1. Adapt learning activities for students with disabilities.**

**You will demonstrate your competence:**

- o using a scenario of a learner with a documented disability and a request for accommodation provided by your instructor or your classmates
- o by recommending a plan of action

**Your performance will be successful when:**

- o your plan includes a description of the potential barriers in the learning experience
- o your plan proposes reasonable accommodations
- o your plan includes an analysis of the impact of the accommodation on the learning outcome
- o your plan lists resources necessary to provide accommodation

### **C.2. Analyze the effectiveness of a teaching and learning experience.**

**You will demonstrate your competence:**

- o by developing a pre-analysis checklist
- o by analyzing the effectiveness of a learning experience

**Your performance will be successful when:**

- o your analysis includes a description of the intended outcome(s) of the learning experience
- o your analysis includes a pre-analysis checklist that includes measurable, observable criteria for achievement of learning outcomes, learner satisfaction, and teacher satisfaction
- o your analysis incorporates the use of at least one Classroom Assessment Technique
- o your analysis rates the learning experience according to the pre-analysis checklist
- o your analysis provides a summary of the findings, including the results of the Classroom Assessment Technique
- o your analysis includes recommendations for improving the learning experience based on the results

### **C.3. Enhance learning using technology**

**You will demonstrate your competence:**

- o after completing competencies A1 "Plan a learning environment that meets the needs of learners, A2 "Outline classroom management strategies," A3 "Select learning materials/objects that support a learning plan, and A4 "Create teaching plans"
- o in a written or oral evaluation of the use of learning technologies during a learning experience

**Your performance will be successful when:**

- o your evaluation includes a description of one or more specific technologies and how they were used by teacher and learners
- o your evaluation includes a description of how the technologies helped learners achieve the intended outcomes (competency, core ability, etc.)
- o your evaluation includes a description of how learners were encouraged and supported in the use of the technologies

- o your evaluation includes a description of the technology support services available to you through your college
- o your evaluation includes a brief proposal for incorporating at least one type of technology that you have not yet incorporated into your classes
- o your evaluation explains how the technology impacted teaching and learning (value added, constraints, barriers, etc.)
- o your evaluation includes recommendations for future use of the technology

**C.4. Summarize your philosophy of learning**

**You will demonstrate your competence:**

- o in a written or oral presentation of your philosophy of learning

**Your performance will be successful when:**

- o your summary outlines your assumptions and beliefs about teaching and learning
- o your summary addresses your beliefs on the role of technology in teaching and learning
- o your summary illustrates how your teaching and learning plans align with your approach and assumptions
- o your summary critiques how your approach, assumptions, and beliefs align with your college's guidelines and/or policies
- o your summary includes a discussion of how your approach, assumptions, and beliefs align with at least three current performance-based research or best practice references
- o your summary provides bibliographic citations for each of the three performance-based research or best practice references