WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: ECE 214
COURSE TITLE: Creating Environments for Learning

### College of Education Program Attributes

*The manner in which we prepare educational personnel is informed by eight essential attributes: (1) ensuring that programs are knowledge-based; (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e., providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.*

### I. PROGRAM COMPETENCIES: Bachelor of Science in Education

#### Competency 1:
Create learning experiences that make content meaningful to students and reflect an understanding of the core concepts and structure of education. *(NAEYC Standard 4c; ACEI Standards 2.1-2.8)*

**Learning Outcomes/Learning Activities:** The student will define and understand major concepts in classroom management by:

1.1 Defining academic learning time and explain its positive effect on discipline.
1.2 Defining and illustrating a “time-out” area.
1.3 Explaining the importance of the “action zone” to optimal classroom participation.

#### Competency 2:
Provide learning opportunities that support the intellectual, social, emotional, and physical development of students based on an understanding of childhood development and learning. *(NAEYC Standard 1a-1c; ACEI Standard 1)*

**Learning Outcomes/Learning Activities:** The student will identify and evaluate various discipline models used in the classroom by:

2.1 Reviewing Glasser’s Reality Therapy and describing how it would promote self control in students.
2.2 Identifying Dreikurs’ goals of misbehavior.
2.3 Identifying the usual components of a Behavioral Modification plan.
2.4 Illustrating the various roles inside each person according to Transactional Analysis.

**Competency 3:**
Adapt instruction for diverse learners based on an understanding of how students differ. (NAEYC Standard 1a-1c; ACEI Standard 1)

**Learning Outcomes/Learning Activities:** The student will understand strategies for promoting understanding and tolerance of different learners by:

3.1 Naming and describing three activities that will promote openness to diversity among classmates.
3.2 Evaluating the appropriateness of each model in relation to cultural differences.
3.3 Recognizing the advantages of cooperative classroom placements to students with special behavioral needs.

**Competency 4:**
Demonstrate proficiency in oral and written communication. (NAEYC Standard 4a; ACEI Standard 3.5)

**Learning Outcomes/Learning Activities:** The student will demonstrate appropriate and correct English usage by:

4.1 Applying correct English mechanics in written assignments, oral presentations, and classroom participation.
4.2 Using good language expression in all forms of communication in classwork and homework assignments.

**Competency 5:**
Create a learning environment that fosters active engagement, self-motivation, and positive social interaction by understanding individual and group behavior. (NAEYC Standard 4b, ACEI Standard 3.4)

**Learning Outcomes/Learning Activities:** The student will develop methods and strategies for restructuring the learning environment in the classroom by:

5.1 Describing the components that are necessary for a well-organized classroom.
5.2 Examining the physical environment of a classroom and how it impacts on discipline.
5.3 Examining seating arrangements in a classroom for their potential effect on discipline.

**Competency 6:**
Design instruction based upon knowledge of the disciplines, the community, and Delaware’s student content standards to demonstrate knowledge of instructional planning. (NAEYC Standard 4d; ACEI Standard 3.1)

**Learning Outcomes/Learning Activities:** The student will understand the positive impact on learning of effective teaching by:

6.1 Numerating the steps of conflict resolution found in Teacher Effectiveness Training.
6.2 Showing the relationship between a highly motivated class and low incidence of
misbehavior.

**Competency 7:**
Apply a variety of instructional approaches that promote student thinking, understanding, and application of knowledge. *(NAEYC Standard 4b, ACEI Standard 3.3)*

**Learning Outcomes/Learning Activities:** The student will acquire and understand strategies for preventing discipline problems in the classroom by:

7.1 Distinguishing between reactive and proactive approaches to classroom management.
7.2 Comparing the discipline strategies commonly used in classrooms.
7.3 Explaining how parents may be used as guest instructors in the classroom.

**Competency 8:**
Use multiple assessment strategies for the continuous development of students. *(NAEYC Standard 3a-3d, ACEI Standard 4)*

**Learning Outcomes/Learning Activities:** The student will understand the role of assessment in school success by:

8.1 Showing how a portfolio is arranged.

**Competency 9:**
Pursue opportunities to improve teaching and thereby enhance professional growth. *(NAEYC Standard 5a, 5c, and 5d; ACEI Standard 5.2)*

**Learning Outcomes/Learning Activities:** The student will understand the critical role of the teacher in establishing good classroom management by:

9.2 Describing a set of rules and consequences that would serve to define a teacher’s leadership in the classroom.

**Competency 10:**
Collaborate with colleagues, parents/guardians, and other members of the community to support student learning and demonstrate knowledge of the school in the community. *(NAEYC Standards 2a-2c, 4a, and 5e; ACEI Standards 5.3 and 5.4)*

**Learning Outcomes/Learning Activities:** The student will develop skills to recognize and address more serious discipline problems in the classroom by:

10.1 Identifying programs and/or agencies in the community that can help parents deal with students’ problems.
10.2 Identifying the student problems that lead to poor attendance.
10.3 Examining options teachers have to end stealing and vandalism.
10.4 Listing and explaining preventative measures teachers can use for cheating among students.

**Competency 11:**
Use educational technology as an instructional and management tool. *(NAEYC Standard 5b; ACEI Standard 5.1)*

**Learning Outcomes/Learning Activities:** The student will apply current technology...
sources to address current social problems evident in schools by:

11.1 Summarizing the causes of drug and alcohol abuse in students and some possible interventions.

**Competency 12:**
Understand and maintain standards of professional conduct guided by legal and ethical principles. (NAEYC Standard 5b; ACEI Standard 5.1)

**Learning Outcomes/Learning Activities:** The student will understand appropriate and professional procedures for handling discipline problems in the classroom by:

12.1 Describing the role of the teacher in Canter’s Assertive Discipline.

**Competency 13:**
Demonstrate dispositions expected of beginning teachers.

**Learning Outcomes/Learning Activities:** The student will acquire techniques for dealing with parents that will increase the probability of student success by:

13.1 Describing the way in which a teacher can create a pleasant atmosphere for a parent conference.
13.2 Listing the pros and cons of arranging a tea, luncheon or open house to display students’ work.
13.3 Establishing criteria for utilizing parent volunteers in the classroom.

**Competency 14:**
Obtain and retain successful employment in the profession of education

**Learning Outcomes/Learning Activities:** The student will understand how critical it is for the teacher to understand the student’s self-concept by:

14.1 Explaining why a teacher’s understanding of how students view themselves is an important factor in creating a positive classroom environment

II. TESTING PROCEDURES/STUDENT EVALUATION

- Exam
- Quiz
- Final
- Observations
- Assignments
- Position Paper
- External Assignment

III. ATTENDANCE POLICY:

In the College of Education, faculty must approve all requests for exceptions to the University policy. Vacations are not considered to be legitimate reasons for missing classes. Faculty must be contacted prior to class in all cases except for valid emergencies. Failure to attend class may result in lowering the final grade or
assigning an FA (failure due to absence). Early departures and late arrivals will be cumulative and will result in missing a whole class period. It is the student’s responsibility to obtain and complete assignments on the due date.

**Structured External Assignment:**
Teacher candidates will present at least five rules and four value statements that they would use with students in creating an engaging learning environment. They will also describe, analyze and reflect on the use of various classroom management techniques that they will use during instruction, during classroom transitions, during classroom movement through corridors or at assemblies. The teacher candidate will write activities as to how they will teach these techniques and skills to their students.