

AUGUSTA STATE UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHER DEVELOPMENT
Fall 2008
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Course Description:

EDTD 6131 Strategic Teaching and Learning in Social Science (3-0-3)

This course will examine research in strategic learning and schema theory and the implications for social science curriculum and instruction.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic to evaluate and ensure the continuous intellectual, social, and psychological development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

SPECIFIC COURSE GOALS:

At the end of the course, students will understand and be able to:

1. Read, interpret, and evaluate research literature related to Social Science education
2. Plan and evaluate learning experiences designed to implement improved Social Science instruction within the educational environment.
3. Evaluate their own and others' perspectives and cultural behaviors in the light of Social Science trends and theory for a better understanding of teacher and student growth.

COURSE OBJECTIVES:

1. Critically analyze national standards in social studies, geography, and history. Examine **implications for teacher knowledge, curriculum and instruction**.
2. Critically analyze recommended **approaches to instruction**, specifically concept formation. concept formulation. generalization building, inquiry, issue centered in light of their congruence with outcomes recommended by the standards.

3. Critically examine **current teaching practices** in relation to standards and recommended instructional approaches.
4. Critically **analyze varied materials** that might be used in social studies instruction for best fit with standards and recommended practices.
5. Apply results of critical analyses to instructional planning, reflective essays and presentations.

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