**Ihanktonwan Community College**

***Branch of Sinte Gleska University***

**Methods of Teaching Elementary Science Ed 310**

**Spring 2018 Tuesday 4-6pm**

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**Book**

Methods for Teaching Elementary School Science by Peters/Stout

ISBN-0-13-171599-2

**Objective**

Students will have the opportunity to preview science materials and learn how to use them in a classroom through planning and simulation. Provides opportunities for students to develop an understanding of what science is. Students will learn to integrate Science lessons with other content areas, including Lakota Studies, with an emphasis on the integration with math, and to critique science materials, activities, and children’s materials for appropriateness. Students will develop an understanding of the process of science and how children learn. Students will identify the fields of study and explore cultural variations in science learning and teaching.

**Schedule**

**1/16** Introduction/science inquiry

**1/23** constructing science experiments

**1/30** find article supporting using inquiry in science to and write reaction paper

**2/6** planning for inquiry

**2/13** developing inquiry skills

**2/20** Lesson including computers/technology in science due

**2/27** create investigation for students using the scientific method for classmates to follow

**3/6** assessment

**3/13** shared article based on one type of assessment with reaction paper

**3/01** spring break

**3/27** science experiments for all students

**4/3** constructing technological understandings

**4/11** share teaching science with technology activity with classmates

**4/10** science learning opportunities

**4/17**science learning opportunities added to a curriculum you will teach

**4/24** no class

**5/1** workday

**5/8** Final webquest integrating science, technology, and experiments

**Assignments**

Articles reaction papers 25 points

Attendance 25 points

Lessons 25 points

Final webquests 100 points

Chapter tests-20-30 points

**Grading Scale:**

100-90 A

89-80 B

79-70 C

69-60 D

Below 60 F

**Teaching Philosophy/teaching methods**

I believe the fundamental goal of teaching is to foster learning. Learning takes place in many different circumstances and contexts. Although everyone is capable of learning, a student's desire to learn is a vital pre-condition to effectively mastering new concepts and skills. Humans have multiple learning styles: some learn best in lecture atmospheres, some are motivated by discussion, and others absorb best when they read and reflect on what they have read. The classroom setting can encourage or inhibit learning depending on the dominant learning style of each student. Accommodating different learning styles creates an atmosphere that is conducive to learning. Students take many of their learning habits from the instructor. If the instructor doesn't show interest in the subject and a passion for learning, students are less likely to put forth the effort to learn in that class. An instructor must convince students of his or her knowledge and expertise before they will show a willingness to learn.

My job, as an instructor, is to create an atmosphere that fosters learning. I am an instructor because I have a passion for guiding students through the learning process, in addition to a passion for the material I present. One of the best ways to foster learning is to demonstrate those feelings to my students. I encourage learning by creating a relaxed environment for students, stimulating conversation about concepts being presented and organizing material in a way that makes it easiest to understand. I treat subject matter as interconnected, emphasizing that everything students are learning fits together into a holistic understanding of the world, from which they develop their personal worldview. I believe this is best accomplished when I am demonstrating general research methodology. I demonstrate that learning how to find information applies to all areas of life and I use topics and examples that are multidisciplinary. Finally, I believe that respect for my students is one of the most important things I can show - not only to encourage their openness to the material I am presenting, but also to inspire them to respect each other and all other humans.

One of the most important concepts I hope to impart to students is that learning is a process that never ends. For me, the learning process includes improving myself professionally. I want to read more about formal learning theories to expand my understanding of how learning takes place. As I continue to instruct classes, I also aim to enhance my ease and confidence in front of classrooms and audiences. Finally, I plan to experiment with different methods and means of presenting information to classes in order to improve the learning atmosphere I create for students.

**Course Policies:**

All policies found in the student handbook will be followed. Students are required to familiarize themselves with the policy and procedures.

**Instructional Methods:**

Students will learn the subject through class lectures, discussions, class activities, reflection, writing, comparative analysis, and general class participation.

S**tudent Expectations**

Students are expected to be in class on time, prepared, participating in discussion, complete assignments when they are due, and exhibit those qualities and character of a professional teacher.

**Student Responsibilities**

1. **Attendance**-The attendance policies stated in the Ihanktonwan Community College Student Handbook will be strictly adhered to. **Successful completion** of this course is contingent upon attendance, participation, and completion of all course requirements, complied in a portfolio in a timely matter.
2. **Accountability**-All readings, presentations, and assignments must be ready when due in order to earn the maximum number of points allowed. The instructor reserves the right to deduct points for late work. After one week, a failing grade for that assignment may be given. Work handed in must be professional quality. A final grade will not be given unless a completed portfolio is handed in**. MOST IMPORTANTLY STUDENTS MUST UNDERSTAND THAT THEY ARE ULTIMATELY RESPONSIBLE FOR THEIR OWN LEARNING**
3. **CELL PHONE POLICY** Cell phone usage disrupts the learning process. All cell phones must be turned off and put away during class time. You may check your messages and/or make necessary phone calls during class breaks or after class is over. Thanks for your cooperation.
4. **DISABILITY STATEMENT** ICC strives to assist students with declared disabilities that may impact their learning. Please advise your instructor or academic advisor prior to the beginning of the class if you have special needs.

**Extended time** **will not be granted past finals week unless arrangements are made ahead of time with a valid reason.**

**Grade changes will not be granted without a class completion contract that is approved by me and the college administration.**

**I reserve the right to adjust this schedule as I deem necessary.**