

General information	Name of course, its code, and number of credits	EDU495, Methods of Instruction, 6 ECTS
	Department	Education
	Program (Bachelor, Master)	Bachelor
	Semester	Spring 2026
	Instructor	Oluwaseyi Sodiya
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	Phone	-
	Room	Narimanov Campus (building)
	Office Hours	TBA
Prerequisites	EDU101 Introduction to Education	
Language of instruction	English	
Type of course (compulsory, elective)	Compulsory	
Textbooks/Additional Literature	<ul style="list-style-type: none"> ▪ Borich, G. D. (2017). <i>Effective teaching methods: Research-based practice</i> (9th ed.). Pearson. ▪ Lam, F. (2011). <i>The Socratic method as an approach to learning and its benefits</i> [Senior honors thesis, Carnegie Mellon University]. Research Showcase CMU. ▪ Overholser, J. (2018). <i>The Socratic method of psychotherapy</i>. Columbia University Press. ▪ Pihlgren, A. S. (2008). <i>Socrates in the classroom: Rationales and effects of philosophizing with children</i> (Doctoral dissertation). Stockholm University. 	
Course description	<p>This course is designed to assist potential teachers put instructional theory into practice. This course introduces students to effective teaching concepts, methods, and practices. Students will investigate a wide range of teaching tactics, from traditional methods to innovative, learner-centered approaches. They will look into how instructional decisions influence student engagement, comprehension, and skill development in a range of learning settings. Important areas of interest include:</p> <ul style="list-style-type: none"> ▪ Foundations of instruction: Knowledge of curricular alignment, instructional approaches, and learning theories. ▪ Teaching strategies include inquiry-based learning, cooperative learning, technology-enhanced instruction, experiential learning, lectures, and discussions. ▪ Lesson planning and delivery: Creating precise goals, organizing classes, and modifying instruction for a range of students. ▪ Classroom management: encouraging student motivation and establish encouraging learning environments. 	

	<ul style="list-style-type: none"> ▪ Using formative and summative assessments to direct instruction and enhance practice is known as assessment and reflection.
<p>Course objectives</p>	<p>By the end of this course, students will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze the role of research in defining effective teaching as a series of specific teacher-student interaction patterns rather than just personal characteristics. ▪ Develop a classroom management plan that establishes trust through expert and referent leadership and guides groups through the stages of forming, storming, norming, and performing. ▪ Integrate Web 2.0 technologies, such as blogs, wikis, and virtual worlds, into lesson plans to promote knowledge construction, collaboration, and self-regulated learning. ▪ Master questioning techniques by differentiating between convergent questions for fact acquisition and divergent questions for analysis, synthesis, and evaluation. ▪ Apply the 5E Learning Cycle (Engagement, Exploration, Explanation, Elaboration, Evaluation) to implement the "Rigor and Relevance" framework in indirect instruction. ▪ Design cooperative learning activities that require task specialization and individual accountability to build student self-esteem and prosocial behavior. ▪ Develop a test blueprint to ensure classroom assessments accurately sample content areas and levels of behavioral complexity taught. ▪ Create performance assessments and rubrics for student portfolios that document growth, effort, and mastery in authentic, real-world contexts.
<p>Learning Outcomes</p>	<p>At the end of the course, the students will clearly define their approach to instruction; implement teaching skills into a classroom setting.</p> <ul style="list-style-type: none"> ▪ Identify and implement the five key instructional behaviors, lesson clarity, instructional variety, teacher task orientation, student engagement, and success rate, empirically related to positive learner outcomes ▪ Develop vertical and lateral unit plans, ensuring that disciplinary content is sequenced hierarchically while interdisciplinary themes integrate knowledge across multiple subject areas. ▪ Master the art of questioning by distinguishing between convergent questions for factual recall and divergent questions that promote higher-order thinking, analysis, and synthesis ▪ Use Mental Modeling to teach metacognitive skills by "thinking aloud" to show students the reasoning processes required for complex problem-solving ▪ Create Performance Assessments and Portfolios that document a student's growth, effort, and mastery through authentic, real-world tasks and rubrics

Instructional Methods	Lecture	+	
	Group Discussion	+	
	Practical Assignments	+	
	Case Analysis	+	
Assessment	Components	Date/Deadline	Percentage (%)
	Midterm examination		30%
	Participation/Attendance		10 %
	Practicum experience (Reflective essay)		10%
	Final Examination		35 %
	Project (Simulation in Teacher Education)		10%
	Lesson Plan		5%
	Final Grade		100%
Policies	<p>Attendance/participation. Because of the once-a-week course format, students are expected to attend all sessions. Failure to attend will lead to the deduction of the points from the student grade. If you have an absence, take responsibility for making up assignments and for obtaining missed lecture information.</p> <p>Participation is important for doing well in the course. You'll be graded for your active engagement with the material and your peers.</p> <p>The attendance and participation will account for 10% of the total course grade.</p> <p>Class preparation. Students are responsible for: 1) reading the assigned materials; 2) taking the initiative to ask questions that promote understanding of the academic subject; 3) communicating regularly with the instructor, especially in matters related to class assignments.</p> <p>Practicum experience (Reflective essay). An essential component of the course is the student practicum. Throughout the practicum, students will maintain an ongoing journal to record their teaching observations and experiences. Drawing on these entries, each student will compose a reflective essay that critically examines their practicum journey. This assignment constitutes 10% of the overall course grade.</p> <p>Academic Integrity (Cheating/plagiarism)</p> <p>Academic integrity is a cornerstone of kharza university values and practices. Any violation of these standards will result in the cancellation of the assignment. If you are uncertain about issues such as plagiarism or other forms of academic misconduct, you are strongly encouraged to seek guidance from the course instructor.</p>		
Schedule (Tentative)			
Week	Date (planned)	Topics	Textbook/Assignments

1.		Overview of class & syllabus The Effective Teacher and Understanding Your Students Core Behaviors and Diversity <i>Characteristics of effective teaching; the transition from "good person" definitions to patterns of teacher-student interaction</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.1-3)
2.		Understanding your students(contd.). Classroom management <i>Adaptive teaching and differentiated instruction; misconceptions about intelligence</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.1-3)
3.		Classroom Management: <i>Promoting Student Engagement Establishing a learning climate; earning trust through expert, referent, legitimate, and reward leadership</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.11-13)
4.		Unit and lesson planning <i>The teacher as a decision-maker; vertical vs. lateral unit planning. The 7 Events of Instruction (Gaining attention, informing learners of objectives, stimulating recall, presenting content, eliciting behavior, feedback, assessing outcome)</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.23-24)
5.		Technology Integration in the 21st Century <i>Web 2.0 and Interactive Tools. Using technology to promote knowledge construction vs. consumption; virtual worlds and digital gaming in the classroom</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.27-29)
6.		Questioning Strategies <i>Convergent, Divergent, and Probing</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.33-37)
7.		Teaching Strategies: Direct Instruction <i>Mastery of Facts and Rules. Concept learning, inquiry learning, and problem-centered learning. Teaching Strategies: Indirect Instruction Concept Learning and Inquiry</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.40-44)
8.		Midterm examination	
9.		Introduction to the Socratic Tradition	Lam, F. (2011). The Socratic method as an approach to

		<i>Historical roots of Socratic dialogue Socratic ignorance vs. knowledge. The Socratic Learning Method as a branch of inquiry-based learning</i>	learning and its benefits [Senior honors thesis, Carnegie Mellon University]. (p.47-51)
10.		The Socratic Learning Method (SLM) Framework <i>Formulating "How" and "Why" questions to test hypotheses against counterexamples</i> Self-Directed and Constructivist Learning <i>Internalizing the Learning Process Mental modeling; Reciprocal Teaching (Predicting, Questioning, Summarizing, Clarifying)</i>	Lam, F. (2011). The Socratic method as an approach to learning and its benefits [Senior honors thesis, Carnegie Mellon University]. (p.52) Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.68)
11.		Cooperative Learning and Collaborative Process <i>Learning Together Outcomes of cooperation (prosocial behavior, integrated identity)</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.74-75)
12.		Assessing the academic Progress of Learners <i>Measurement and Evaluation. Norm-referenced vs. criterion-referenced tests; performance-based assessment. Assessing Special Learners Legislation and Intervention</i>	Borich, G. D. (2017). Effective teaching methods: Research-based practice (9th ed.). Pearson (p.80)
13.		Socratic Seminar Methodology <i>Individual reading, opening questions, textual analysis, and relating ideas to self</i>	Lam, F. (2011). The Socratic method as an approach to learning and its benefits [Senior honors thesis, Carnegie Mellon University]. (p.58)
14.		Facilitating Socratic Dialogue and the Safe Circle <i>Creating a safe seminar circle; managing "silent" interactions (gestures and glances); the "believing game" vs. "doubling game"</i>	Lam, F. (2011). The Socratic method as an approach to learning and its benefits [Senior honors thesis, Carnegie Mellon University]. (p.65)
15.		Activity: Group Work – Designing a Teacher’s Experience Tree <i>In this activity, students will work collaboratively to design a “Teacher’s Experience Tree.” The tree will serve as a visual representation of the various stages,</i>	

		<p><i>challenges, and achievements in a teacher's professional journey.</i></p> <p>Roots: <i>Foundational knowledge, values, and motivations that inspire teaching.</i></p> <p>Trunk: <i>Core skills and practices that sustain a teacher's daily work.</i></p> <p>Branches: <i>Different experiences, such as classroom management, lesson planning, and student engagement.</i></p> <p>Leaves/Flowers: <i>Successes, memorable moments, and professional growth.</i></p> <p>Fruits: <i>Long-term impacts, such as student success, contributions to the school community, and personal fulfillment.</i></p> <p><i>This collaborative exercise encourages reflection, creativity, and teamwork while helping students visualize the holistic nature of teaching</i></p>	
		Final examination	