

**MOLLOY UNIVERSITY**  
**School of Education and Human Services**  
**Department of Teacher Education**

***EDU 5900 22 - Student Centered Instructional Practices:  
Are They Getting It? (3 credits)***

**Semester Year: Summer 2026**

**Instructor: Dr. Brian Trapani**

**Email: [brtrap@gmail.com](mailto:brtrap@gmail.com)**

**Office hours: Zoom or telephone (516-850-1059)**

**Course Description:**

Welcome!...and thank you for showing interest in the course, *Student Centered Instructional Practices: Are they Getting It?* The course is geared toward gaining a practical knowledge of the Understanding by Design instructional framework and model its application in the classroom. You will also learn how to incorporate student centered instructional strategies into lesson design and execution. Specifically, through Socratic Seminar, Debate, and engaging instructional technology. I will model each instructional strategy we discuss, then expect you to create your own exemplar to demonstrate an understanding of its practical classroom use. During the week you will be expected to create a 3-4 slide presentation summary of one of the UbD unit design chapters assigned. You will also be asked to engage in discussion, on Canvas, related to classroom culture, instructional strategies, and backwards design methods. You will be required to complete a UbD unit plan, in the template provided, by the end of the course.

**\*This course may be used as the first of three courses towards a certificate in XXX**

**Shared Vision**

The Molloy University Teacher Education faculty has derived its vision for the exemplary teacher from the University's mission statement, the four pillars of the Dominican tradition, comments and input from the Professional Education Unit's Advisory Board and degree candidates as well as numerous faculty discussions rooted in the department's knowledge base which undergirds the initial and advanced programs' curriculum, pedagogy, and values



The teaching professionals who complete Molloy's teacher preparation programs are distinguished by their ability to exemplify and promote core values in their own teaching. These values include: Belief that all children can learn

- Learner-centered and value-centered curriculum and pedagogy
- Ethics and spirituality
- Intellectual curiosity
- Independence and risk-taking, while promoting collective identity and responsibility
- Diversity, multiculturalism, and pluralism, including divergent thinking
- Passion for teaching
- Commitment to students and their communities
- Civic responsibility through the promotion of social justice and interdependence
- Commitment to democracy

## **Course Objectives:**

- Create a unit plan using the UbD Template
- Create your own Socratic Seminar based on a topic provided
- Evaluate the role of instructional technology in creating Student Centered Instructional Practices.
- Consider how mindful educators need to be to the SEL needs of students in creating an engaging learning environment.

## **Course Format:**

This course will be offered online through Canvas, Molloy's learning management system. The course will open two days before the start date and close one week after the last day of class. This section is offered XXXX (list dates). There will be daily activities and discussions that must be completed at the end of each day. Responses to the discussions will be due the following day by noon. An extra week will be allotted for the completion of the final project (due by XXXX).

## **Required Readings, Videos, and Other Materials:**

All materials will be provided on Canvas throughout the course.

## **Course Requirements and Evaluation:**

All assignments will be graded throughout the four-day course. Following the assignment requirements will be evaluated with full credit. The assignments will consist of a daily post on Canvas, the development of a three slide UbD presentation, and the completion of a UbD Unit Template.

## **Molloy University and School of Education and Human Services Policies and Supports:**

### **Expectations of Academic Integrity for All Students**

[Honor Pledge and Academic Honesty Policy](#)

### **Course Withdrawals**

View [Withdrawal Policy](#) for potential financial implications

View [the Academic Calendar](#) and/or the course syllabus for the last day to withdraw dates

### **Incompletes**

[Incompletes Policy](#)

### **Health and Wellness**

[Student Health Services](#)

[Student Counseling Center \(SCC\)](#)

### **Center for Access and Disability (Access)**

[Center for Access and Disability](#)

## **Technical Support**

[Student Account, Technology and Canvas](#)

## **Ally for Canvas**

[Supportive Tools and Resources/ Ally](#)

## **Use of Proctorio for Exams/Quizzes (if applicable)**

[Proctorio Resources for Students](#)

## **Email Accounts**

Students are to communicate via their Molloy e-mail account or via Canvas throughout the semester. Those who use a non-Molloy account may miss important messages. Students are responsible for responding to all methods of communication relating to this course in a timely fashion. Instructors will respond to emails from students within 24 hours. When/ if you email the instructor(s), please indicate what course you are in with the course number and section.

## **APA Manuscript Style**

All manuscripts in the field of education are written in the style format of the American Psychological Association. Candidates in the Graduate Education Programs are required to purchase the Publication Manual of the American Psychological Association (7<sup>th</sup> ed.). (2010). All papers written in every course must adhere to the manuscript prescriptions defined in this manual.