



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – WINTER 2016

#### ED2510 (A3 & B3) INTRODUCTION OF THE PROFESSION OF TEACHING - 3 (3-0-4) 105 HOURS

**INSTRUCTOR:** Denise Nowicki, PhD.   **PHONE:** 780-539-2792  
**OFFICE:** C402                               **E-MAIL:** dnowicki@gprc.ab.ca

**OFFICE HOURS:** Tuesdays and Thursdays 10:15 am – 11:45 am or by appointment.

**PREREQUISITE(S)/COREQUISITE:** None

#### **REQUIRED TEXT/RESOURCE MATERIALS:**

Police Information Check **AND** Child Intervention Record Check (prior to beginning your classroom observation)

Handouts and Website resources as assigned;

Access to the GPRC Moodle site and GPRC email; and

A Journal and/or an e-portfolio

#### **CALENDAR DESCRIPTION:**

An introductory investigation of the school context from the vantage point of students, teachers and others involved education. The course includes 3 hours of on-campus work each week and 30 - 40 hours of field experience in both elementary and secondary classrooms over the term.

**\*Note:** Students are advised to free one half day in order to complete the field experience requirement. This course is restricted to Education students transferring to University of Alberta.

#### **CREDIT/CONTACT HOURS: 3 credits / 4 hours per week**

ED2510 consists of three hours of in-class instructional seminar time each week **and** appropriate completion of field experience. Failure to complete **both** the classroom and field experience portions will result in no credit.

**DELIVERY MODE(S):**

The course work includes lectures, class discussions, group work, in-class exercises, take-home exercises and individual and/or group student presentations, both written and oral.

**COURSE OBJECTIVES:****Classroom Discussions**

The primary objective of the **Classroom Seminar** in the course ED2510 is to assist pre-service teachers with:

1. assessing their motivation for entering the teaching profession,
2. thinking about how students learn and what the teacher's role is in assisting with learning,
3. thinking about classrooms as places of learning, not places of teaching,
4. creating conditions whereby students are able to interpret instances of learning and teaching in ways that assist with the beginning phases of learning to teach,
5. developing a critical awareness of issues that pertain to teaching, including those of equity, cultural awareness and student ability, within the historical and sociological legacy of the province and country,
6. creating a beginning understanding of theory and research, philosophy, and pedagogy related to learning and teaching,
7. becoming initiated into the duties and responsibilities and work of teachers, and
8. creating a beginning understanding of the interdependency of schools and community, and the possibilities of equalizing opportunities through educational practices and reforms.

**LEARNING OUTCOMES:**

- Explain the difference between classrooms as places for “teaching” versus places of “learning”
- Discuss multiple instructional strategies to support student intellectual, social, and personal development.
- Describe how to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.
- Compare the roles of the Alberta Teachers’ Association and the Alberta Ministry of Education.
- Identify and describe how the historical and sociological legacy of education impacts current student learning.
- For a given instructional situation, give examples of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

## Field Experience

The Field Experience Observation opportunities consist of **TWO five-week rounds** of school visits, one in an elementary school setting and one in a secondary school setting. During **each round**:

- **ED2510 students** will spend the equivalent **five (5) half-days** at an assigned school;

Notes: A half-day is generally considered to be three (3) Instructional Hours.

Observation hours are based on Instructional Hours.

Mentor teachers **must be contacted** by the student in the first week of each practicum.

**\*\* School observation hours must be completed to pass the course.**

## TRANSFERABILITY:

**Note:** Students are cautioned that it is your responsibility to contact the receiving institutions to ensure transferability.

This course may be included as part of a block transfer to institutions which have Education degree programs. GPRC has transfer agreements with University of Alberta, University of Calgary, and Athabasca University. Students should check with the receiving institution concerning transferability as all arrangements are subject to change.

**\*\* Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

## GRADING CRITERIA:

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	54-59
B	3.0	75-79		D	1.0	50-54
B-	2.7	70-74		F	0.0	00-49

**IMPORTANT NOTE: This is a credit/no credit course.****In order to receive credit in ED2510:**

1. Students must successfully complete **both** placements of the field experience, as evidenced by:
  - a. hand in a timesheet signed by the mentor teacher attesting to the successful completion of practicum hours,
  - b. achieve a grade of at least **70% (B-)** on the observation journals and reports,
2. Attend a **minimum of 21 class lectures** (it is the student's responsibility to sign the attendance sheet at each lecture – the attendance sheet will not be available after 8:40 each morning), and
3. Achieve an overall grade of at least **70% (B-)**.

**EVALUATIONS:**

Personal Philosophy	10%
Round One Journal/Report	20%
In-Class Presentation and Lesson Plan	20%
Round Two Journal/Report	20%
Final Exam: Professional Portfolio	30%
Total	100%

**STUDENT RESPONSIBILITIES (on campus):**

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course will depend heavily on in-class discussion and activities, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify me as soon as possible. If you are unable to attend a particular class, it is your responsibility to find out what was missed. If you find yourself having difficulty in this course, please contact me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

If a student foresees that he/she will be unable to complete an assignment for the scheduled time due to illness or emergency, he/she should notify me immediately, preferably one day in advance. A message may be left on my voice mail (780-539-2792) or e-mail ([dnowicki@gprc.ab.ca](mailto:dnowicki@gprc.ab.ca)) together with a phone number where the student may be reached to arrange for an alternative date to hand-

in/present the assignment, if feasible. Failure to notify me will result in a grade of zero for the assignment that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's control.

It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

All assignments (with the exception of the Final Portfolio) **must be submitted electronically (Moodle preferred)** following the APA format. A support document for APA is available in the Learning Resource Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

#### **STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/>

Or the College Policy on Student Misconduct: Plagiarism and Cheating at <http://www.gprc.ab.ca/about/administration/policies/>

**\*\*Note:** all Academic and Administrative policies are available on the same page.

Instructors reserve the right to use electronic plagiarism detection services on written assignments. Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.

**COURSE SCHEDULE/TENTATIVE TIMELINE****Please keep this course information sheet for future reference.**

Date	Topic	Additional Information
Week 1	Introduction to Course	
Week 2	What is a Teacher?	
Week 2	Professional Portfolio, Report Writing and Reflection	
Jan. 18		Round One Begins
Week 3	Sociological and Historical Importance of Schooling	
Week 3	The School Act	
Week 4	The Alberta Teachers' Association, Professionalism, TQS, and Code of Ethics	
Week 5	Teacher Professional Growth Plans and Competency	Personal Philosophy Due
Week 6	The Role of Alberta Education	
Feb. 15/19	Family Day/Winter Break	No Classes
Week 7	Planning (long range, unit, daily)	
Feb. 26		Round One Ends
Feb. 29		Round Two Begins
Week 8	Assessment of/for/as Learning	Round One Journal/Report Due
Week 9 & 10	Inclusive Education, Diversity, CPS and NME, Classroom Routines and Behavioral Supports	
Week 11	The Hidden Curriculum and Social Change	
Week 11	Maximizing Impact on Learning	
Week 12 & 13	Student Presentations	Presentations
Week 13	Technology in the Classroom (Date subject to change)	
Apr. 8		Round Two Ends
Week 14	Classroom Culture and School Culture	
Week 14	Where do we go from here...	Last Class Round Two Journal/Report Due
TBA	Final Exam (Portfolio) Schedule TBA	Portfolio Due

**\*Note: These discussion topics may be modified and/or other topics may be added.**