

## EDUCATION 2530

Fall 1999

Instructor: Dr. Arthur O. Jorgensen  
Address: 4411 - 5 Avenue, Edson T7E 1B7  
Office Hours: By appointment  
Class Hours: Edson - Tuesdays 1-4 p.m.  
Hinton - Wednesdays 1-4 p.m.

### STATEMENT OF PURPOSE:

1. To expose you to the actual processes of teaching and learning, in the hope that your contact with students, teachers, administration, and custodial personnel will make your choice of career realistic and reliable.
2. To acquaint you with the common characteristics of systems of education.

Course Pre-requisite: None

Required Text: (1) The School Act  
(2) Elements of Teaching

Required Assignments: (1) Regular attendance and class participation is expected from all students.  
(2) One observation journal based on 80 hours spent in schools, primarily in the role of observer.  
(3) An accumulation of at least ten (10) relevant articles, news releases, etc., which are relevant to teaching today. A short summary assessment of the articles is required.  
(4) A twenty minute class presentation on some aspect of your school experiences, which you would like to share with your classmates.  
The topic chosen is to be mutually agreed upon with the instructor.

Evaluation:	Attendance and class participation	10%
	Journal	50%
	Accumulation of relevant articles with accompanying summary and assessment	15%
	Class presentation	25%

### Journal:

The journal is meant to be an account of your experience in the schools. Your thoughts, feelings, discussions with teachers, students, etc., should be included. An event in the school that you witness and wonder about, a disciplinary situation which provokes a reaction within you, are examples of what might cause reflection about education, and your desire to become an educator. Questions which we will deal with in class and which should be applied to your observations may also be a part

of this, and should those you have thought of on your own. You are expected to begin each visit to the schools with a specific observational objective. Your journals must show signs of this being done. The journal is meant to be a chronicle of the impact these observations are having on your intention to pursue education as a career. You are required to observe for 80 hours unless there are compelling reasons why this should be modified. You have certain responsibilities as a student observer. Should you fail to comply with these, your final grade may be affected.

You must allow time for a personal discussion with the teachers regarding their teaching philosophy, original motives for entering the field, etc. These discussions will comprise one aspect of how you will be evaluated. It is your responsibility for giving your teachers the evaluation form, and for returning their feedback to me.

**Evaluation:** All marks will be on a 1-9 basis. "Five" will be an average mark for the journal and each of your observation sessions. There is also a possibility of a bonus mark for the quality of your class discussion, providing you exhibit an overall commitment to the course. The latter refers to such things as attendance, coming to class properly prepared to discuss, etc. Not everyone will necessarily receive a bonus mark. You will be eligible only if you have fulfilled the other requirements for the course and if you participate in class discussion sufficiently to permit an impression to be formed. No class averaging will be done. At any time when special circumstances prevail, you should consult with me about extensions, incompletes, etc.

#### **Discussion Topics:**

1. What are the various reasons listed for teachers deciding to choose education? What are your motives for wanting to become educators?

2. What is meant by professional socialization? How does this process compare to that experienced in other occupations?

Contemplate the reported views of teachers regarding their profession and on-the-job experiences. Could you be satisfied having to work under similar conditions?

3. What career rewards are associated with teaching? Would these satisfy your expectations? What are your expectations?

Are there differences based on gender?

4. Evaluate critically but constructively the relationship between learning and teaching. Analyze your own experiences as students, and be prepared to discuss them.

5. How would you define motivation? How were you motivated in school? Should the teacher accept the burden of providing the first spark?

6. Are the teacher's goals professionally justifiable? Can you suggest objectives that were not included?

7. Of the varied concepts of learning expressed, which most accurately reflect(s) the education you have received so far? Which aspects would you choose to emphasize in your classrooms?
8. What are the characteristics of some of the uncertainties associated with teaching? Are they personal, psychological, or structural? Why might they be called "endemic"? Are doubt and uncertainty *synonymous*? What doubts, if any, do you have?
9. In your experience has there been a connection between the efficacy of your teachers, and the expectations they had of you?  
  
What expectations do you have of yourselves as future educators? Assume you are surveying your teaching career from its end. How would you assess whether you had been successful?
10. What are status realities, and how do these affect the sentiments of teachers?
11. Classroom management.
12. Stress management as it relates to both the teacher and the student.
13. Interpersonal relationships.
14. Teaching materials.  
(1) Selection  
(2) Use
15. Effective utilization of time.
16. Effective lesson planning.

If at all possible I will attempt to bring in guest lecturers to discuss such topics as:

- i) Teachers and the law
- ii) Stress management
- iii) Effective community relations
- iv) Role and effective use of technology
- v) Need for continual professional upgrading and adjustment to change

The discussion topics as presented are meant to serve as a guide only, and may be varied to better meet the needs and interests of the students.

### MAJOR ASSIGNMENT COMPLETION DATES

All assignments must be completed by December 7-8, 1999.

I would encourage you to do your journal immediately after each visit. By so doing you will not forget key issues of happenings

Please hand in your journals soon after completion. By so doing I will be able to assess them, and if necessary make recommendations for change in content and format.

There is no one recommended style for the journal. The journal is for your use, so should be in a style which best meets your needs. It should be comprehensive enough, that when you refer to it at some future date that it will have some meaning to you.

I would also encourage you to hand into me your reading summaries on a regular basis. This will aid me in providing you with guidance.

If at all possible I would like to have assignments typed for ease of reading.

Please try to have your class presentation ready for December 7-8.

I realize that you are in the school primarily in an observational role, however, I would encourage you to become involved with the teachers and students whenever you feel comfortable. Just sitting in a passive role all day will become very boring.

Specific factors which you might concentrate on during any one visit are:

1. Classroom management.
2. Classroom arrangement.
3. Who does the talking.
4. Lesson plans.
5. Student interaction.
6. Staff relations; including all staff, ie: teachers, administrators, secretarial staff, teacher aides, custodians. Morale.
7. Library, laboratories, gymnasium, staff room, office.
8. Extra curricular activities.
9. Availability of special services.
10. Relationship with the community.
11. Staff meetings.
12. Supervision.