

**GRANDE PRAIRIE REGIONAL COLLEGE**  
**DEPARTMENT OF ARTS, EDUCATION AND COMMERCE**

**EDUCATION 2530: EDUCATION PRACTICUM**  
**1995-96**

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## **OVERVIEW**

The purpose of the Education Practicum (ED2530) is to provide first or second year B.Ed. students with an experiential basis for future decisions and study relating to their choice of the teaching profession as a personal career. The most distinctive aspect of course arrangements involves assigning student teachers to a working teacher in a classroom setting. It requires the student teachers to develop the ability to conduct systematic inquiries into the nature of the teacher's role within the classroom, school and society. The key role of the teacher as instructor involves a very wide range of skills applied to a very wide range of interactions between teacher and students. Beyond the classroom door, the teacher is an integral part of the general administration of the school. As a member of a professional group the teacher also actively participates in the development and upholding of professional standards.

## **COURSE TEXTS**

1. Blair, T. R. Emerging Patterns of Teaching. (1988)
2. Taylor, G. D., & Runte, R. (eds.) Thinking About Teaching. (1995)
3. Education Practicum: Orientation to Teaching: Student Manual.

## **COURSE ORGANIZATION**

There are two main parts to the course, each of which is intended to reinforce the other, in a type of feedback system.

1. Seminars

In these twice weekly one-hour meetings all students in the course meet together for lessons and discussion on readings related to the nature of schoolteaching. Readings and exercises will

be based on the course materials listed below. It is intended that the seminar work will contribute to and benefit from the learning acquired during the classroom placement. A certain amount of seminar time will be used for orientation to the field experience, including

## 2. Field Experience

The field experience consists of two five-week rounds of school visits, one in an elementary school setting and one in a secondary school setting. During each round the student will spend five (5) full days or ten (10) half days at an assigned school. The school placement component will involve the following activities:

- a. LOGBOOK - a series of small-scale exercises aimed at practicing structured observations and reflections on roles and responsibilities associated with teaching.
- b. OBSERVATION-BASED INVESTIGATION (O.B.I.) - a larger scale exercise in systematic field-based inquiry and reflection.
- c. TEACHER-ASSISTANT ACTIVITIES - assisting the teacher upon request for aid in specific classroom administrative or tutorial situations.

Teachers will complete an Assessment of Student Development form in order to provide feed back to the student teacher about their potential as a teacher.

## EVALUATION

### A. Seminars: 50%

Attendance and participation in seminars	10%
Completion of class assignments	20%
Final exam	20%

### B. Field Experience: 50%

First Round Logbook	15%
Second Round Logbook	10%
Second Round O.B.I.	15%
Time sheets	10%

N.B. Students must successfully complete both the seminar and the field experience sections of the course in order to gain credit. In addition to the criteria listed above, successful completion of the field experience requires receiving a 'satisfactory' rating on the Assessment of Student Development Form in each Round.