

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
EDUCATION PRACTICUM
EDUCATION 2530
FALL 1992

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OFFICE HOURS: MW 11:00 - 12:00, 4:00 - 6:00. F 11:00 - 12:00
and by appointment.

TEXT AND RELATED MATERIALS

Blair, Timothy R. (1988) Emerging patterns of teaching: From methods to field experience. Columbus, OH: Merrill Publishing Company

Ed. Practicum 151 Readings

Education Practicum Manual

PURPOSE

The Education Practicum (Ed 253) is designed for students in the first or second year of the B Ed program. The primary purpose is to introduce beginning teacher candidates to the professional life of the teacher as well as to orient them to the school and the classroom setting.

The practicum is intended to enhance awareness of the full responsibilities and diverse demands that a career in teaching entails by assigning student teachers to a professional-in-action.

The most prominent role of the teacher is that of instructor, but the tasks and responsibilities associated with teaching extend far beyond matters of instruction. Indeed, teaching is a many-sided, complex occupation and this complexity can be appreciated only through insight into the teacher's other roles and tasks. Consideration will therefore be given to the multiple roles of teaching as they are defined by the school and the wider society, and as they are interpreted by teachers themselves.

MAJOR OBJECTIVES

1. To assist students in making a decision about the teaching profession as a personal career choice.
2. To assist students in choosing between the secondary and elementary route.
3. To develop students' ability to do systematic, field-based inquiry into how teachers and students carry out their roles in the classroom and within the wider school context.
4. To develop students' ability to think reflectively about their educational experiences.
5. To introduce students to issues and concerns related to practice. Due to time constraints, students should appreciate that this course can only offer a brief overview of educational theory and practice.

COURSE ORGANIZATION

Ed 253 entails two complementary kinds of learning experience:

FIELD EXPERIENCE

The in-school component (*field experience*) provides students with opportunities to observe, investigate, and subsequently analyze instances of the ideas discussed in the seminars; to participate in the life of schools and classrooms; and to work in a limited way with students at different grade levels. 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.

While in the schools, students will engage primarily in three types of activities:

1. Systematic, *observation-based investigations (OBI's)* of the multiple roles and responsibilities associated with teaching. These investigations will be selected by the student with help from the cooperating teacher (see Education Practicum Manual)
2. Participation in teaching-related activities associated with these diverse roles and responsibilities. A mini-lesson taught to a small group of students or the whole class can be one activity.

3. Students will begin to develop reflective skills through *journal* writing.

SEMINAR

It is intended that class discussion will direct and reinforce the learning acquired during the field experience, therefore the on-campus component (*seminar*) involves a conceptual analysis of the various roles and expectations attached to the teacher's job as well as the social and instructional context of the teacher's workplace.

There are three inter-related themes running through the course. The first one is related to the student as a prospective teacher.

Professionalism

Identifying values, beliefs and assumptions about teaching
Developing skill in observation and reflection
The characteristics of a professional
ATA Code of Conduct

RESOURCES

Ed Prac 151 readings
Chapter 1, 2, 8 (Blair)
Manual
class notes/discussion

The second and third theme relates more directly to the knowledge base of education.

School Context

Stakeholders in the educational process
- the principal
- ancillary staff
- parents and the community
- students
Life in the classroom

RESOURCES

Ed Prac 151 readings
Chapter 2, 3, (Blair)
Manual
class notes/discussion

Principles of Instruction

Differentiated instruction
Quality time
Lesson Planning
Characteristics of an effective teacher

RESOURCES

Ed Prac 151 readings
Chapter 4, 5,
class notes/discussion

The above outline should be considered tentative, in that it may be necessary to modify the course as student interests and needs become apparent.