

GRANDE PRAIRIE REGIONAL COLLEGE  
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

**EDUCATION 2530: EDUCATION PRACTICUM**  
**WINTER 1994**

**INSTRUCTOR:** Keith Roscoe

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**OFFICE HOURS:** *MW F* 11:00 - 12:00, *W* 4:00 - 6:00, or by appointment.

**TEXT AND RELATED MATERIALS** (all available in the bookstore)

1. Blair, T. R. (1988). Emerging patterns of teaching: From methods to field experience. Columbus, OH: Merrill.
2. Taylor, G.D. (ed) (1992) An Introduction to the Study of Teaching Ed. Pr 151 Course Readings 1992/93 (Red Cover)
3. Education Practicum: Orientation to teaching. Student Manual: 1993-1994 (Grey Cover)

**OPTIONAL:**

Hacker, D. (1989). A Canadian Writer's Reference. Scarborough, ON: Nelson Canada.

**PURPOSE**

The Education Practicum (Ed 2530) 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 involved in a teaching career by assigning student teachers to a working teacher.

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. Teaching is a many-sided, complex occupation, which can only be appreciated through knowledge of the teacher's other roles and tasks. Consideration will be given to the multiple roles of teaching as they are defined by the school and society, and as defined by teachers themselves.

**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 secondary and elementary routes.
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 related to teaching practice.

## COURSE ORGANIZATION

Ed 2530 involves two complementary kinds of learning experience:

### I. 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.

The in-school component will involve three kinds of activities:

1. **Observation-based investigations (OBI's)** of the roles and responsibilities associated with teaching. These investigations will be selected by the student with help from the cooperating teacher (see Education Practicum Student Manual).

2. **Teaching-related activities** associated with these roles and responsibilities. A mini-lesson taught to a small group of students or the whole class could be one activity.

3. **Journal** writing and reflection.

Teachers will complete an **Assessment of Student Development Form** for discussion with the student teacher on the final visit to the school during each round. The purpose of this assessment is to provide formative feedback to the student teacher about their potential as a teacher, but the assessment does not form part of the student's grade. However, students will not receive credit for the course until the reports are submitted.

### II. SEMINARS (B3: MW 13:00-13:50; A3: MW 14:00-14:50)

It is intended that class discussion will direct and reinforce the learning acquired during the field experience. Therefore, the on-campus component (**seminars**) involves an exploration 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.

#### Content:

A certain amount of seminar time will be devoted to orienting students to the field experience: roles, responsibilities, expectations, protocols, activities, assignments, and so on.

The exact content will depend on the needs and interests of the students in each seminar class. Topics will likely include most of the following, but not necessarily in this order:

1. Why teach?
2. The teacher as a professional
3. The roles of the teacher
4. Instructional skills and strategies
5. The school as a workplace
6. The characteristics and needs of students

## EVALUATION

All grades will be assigned on nine-point stanine scale.

### Evaluation Scheme

#### **A. SEMINARS: 50%**

✓ Attendance, preparation for, & participation in seminars*	10%
✓ Completion of class assignments (Personal Goals, lesson plan, group assignments)	30%
✓ Research review of educational issue	10%

#### **B. FIELD EXPERIENCE: 50%**

✓ First Round Journal	10%
✓ Second Round Journal	15%
✓ Second Round OBI	15%
✓ Time sheets (2)	10%

(\* Seminar attendance is very important for the smooth operation of the practicum and for a full understanding and appreciation of the field experience.)

NB: A student must successfully complete both the on-campus component and the in-school component of Ed 2530 in order to earn credit in the course. Accordingly, students who receive unsatisfactory ratings in relation to either or both rounds of school visits will not be granted course credit.

## IMPORTANT DATES

### **A. Field Experience**

*Round One: Jan 24-Feb 25*

Round One Journal: due Mon. Feb 28

Assessment of Student Development completed: Mon. Feb 28

Time Sheet # 1: due Mon. Feb 28

*Round Two: Feb 28-Apr 15*

Round Two Journal: due Mon. Apr 18

Round Two OBI: due Wed. Apr 6

Assessment of Student Development completed: Mon. Apr 18

Time Sheet # 2: due Mon. Apr 18

### **B. Seminars**

Research Review: due Wed. Feb 2

Class Assignments: as assigned in class