

Registrar

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES
EDUCATION PRACTICUM
EDUCATION 253
FALL, 1991

INSTRUCTOR: Jan Shields
OFFICE: C 203
PHONE: 529-2861 (office) 532-4295 (home)
OFFICE HOURS: MWF 9:00 - 10:30 and by appointment

TEXT AND RELATED MATERIALS:

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

Posner, George J. (1989) Field experience: Methods of reflective teaching (2nd edition). White Plains, NY: Longman Inc.

ED Practicum 151 Readings

ED Practicum 253: Student Manual.

I. PURPOSE

The general aim of the education practicum (ED 253) is to provide students with a good understanding of the scope of teaching and the expectations that have to be met. More specifically, this course is designed to introduce students to the professional life of the teacher, with particular attention given to the various roles that a teacher is expected to perform within the school workplace.

The most prominent role of the teacher is that of instructor, but the tasks and responsibilities associated with teaching extend beyond matters which pertain to instruction. Indeed, teaching is a many-sided, complex occupation and this complexity can be appreciated only through insight into these 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.

ED 253 entails two complementary kinds of learning experience. 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 context of the teacher's workplace. The in-school component (field experience) provides students with the opportunity to observe, investigate, and subsequently analyze instances of the phenomena discussed in on-campus classes; participate in the life of schools and classrooms; and work in a limited way with students at different grade levels.

II. MAJOR OBJECTIVES

1. To assist you in thinking about the teaching profession as a personal career choice.
2. To extend your understanding of the school environment as a workplace and deepen your insight into the various roles, demands, and complexities associated with teaching as it occurs in this social organizational setting.
3. To strengthen your experiential and conceptual base so that you can better make connections between educational theory and teaching practices.
4. To involve you in systematic, field-based inquiry into how teachers (and also students) carry out their roles both in the classroom and within the wider school context.
5. To initiate your participation in activities and tasks associated with teaching by way of both the school-based component of the course as well as the seminars.
6. To develop your ability to think reflectively about your educational experiences.

III. ASSIGNMENTS

1. Minor assignments and quizzes related to course content.
 2. Two observation-based investigations per round. (Outlined in the Education Practicum: Student Manual)
 3. Daily journal entries for each observation day of the two rounds. (Outlined in the Education Practicum: Student Manual)
 4. One paper on an educational or teaching issue of particular relevance or interest to you. (More detailed information will be given in a separate hand-out)
- *** Please note the due dates for assignments located on page 5. Students are expected to meet the submission deadlines.

IV. COURSE ORGANIZATION

The Education Practicum (ED 253) is designed for students in the first or second year of the BEd 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 classroom setting.

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

Field Experience

ED 253 involves two rounds of school visits to be undertaken during the weekly half-day or full-day periods scheduled. During one round you will spend five full days to 10 half-days in an elementary school setting. For the other round you will spend an equivalent amount of time in a junior or senior secondary setting.

Fall Semester:

Round One: Sept 23 to Nov 1
Round Two: Nov 4 to Dec 6

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

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

In addition, students will begin to develop reflective skills through journal writing.

Seminars

It is intended that class discussion will direct and reinforce the learning acquired during the field experience. The seminars will centre on the following four themes and their sub-topics:

	TEXT	
	Posner	Elair
1. <u>Developing a Professional Viewpoint.</u>	Chapter	Chapter
a. The importance of teaching as a chosen profession	2,3,6 7,8,9	1
b. Purpose(s) of education		
c. Towards a personal philosophy of education		
d. Goals of the Education Practicum		
2. <u>Understanding the Context in Which Teachers Work.</u>	Chapter	Chapter
	1,4,5	1,2,3, 5,6,7
a. The school and community		
i. Organization		
ii. Collegial Relations		
b. The classroom		
i. Organization		
ii. Classroom management		
iii. Student-teacher relations		
3. <u>Understanding the Content of Teacher's Work.</u>	Chapter	Chapter
	9, 10	1,2,8
a. Student affect		
b. Student learning		
c. Curriculum		
d. Instruction		
4. <u>Issues in Education.</u>		
a. Teacher-centered versus student-centered instruction		
b. Excellence versus equity		
c. Socialization and acculturation versus change		
d. Isolation versus collegiality		
e. Central control versus site-based control		
f. Diversity of learners		
g. Restructuring of schools		
h. Cooperative learning		
i. Process versus content versus product etc.		

V. EVALUATION

Students will receive a final grade using the official Grande Prairie Regional College's nine-point grading system:

9	outstanding	First Class
8	excellent	Standing

7	good	Second Class
6		Standing

5	pass	
4		

3	fail	
2		
1		

Your in-school performance (Field Experience) during each round, however, will be evaluated on a satisfactory/unsatisfactory basis by the cooperating teacher using a standard report form. A sample of this report form is included at the end of this syllabus.

A student must pass both the campus-based component (Seminar) and the school-based component (Field Experience) of ED 253 in order to earn credit for the course. Accordingly, students who receive unsatisfactory ratings in relation to either or both rounds of school visits will not be granted course credit.

MINOR ASSIGNMENTS, QUIZZES, AND PARTICIPATION	15%
4 OBSERVATION-BASED INVESTIGATIONS(@ 2/round)	30%
2 JOURNALS	30%
PAPER	25%

PLUS SUCCESSFUL COMPLETION OF TWO ROUNDS OF
FIELD EXPERIENCE

IMPORTANT DATES:

Minor Assignments and Quizzes	TBA as required
Observation-Based Investigations	
Round one @ 2	Nov. 8
Round two @ 2	Dec. 13
Journals	
Round one	Nov. 8
Round two	Dec. 13
Paper	Nov. 22