



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – FALL 2014

ED2510 (A2) INTRODUCTION OF THE PROFESSION OF TEACHING - 3 (3-0-4) 105

HOURS; ED2530 (A2) ORIENTATION TO TEACHING - 3 (3-0-6) 135 HOURS

INSTRUCTOR: Denise Nowicki, PhD. **PHONE:** 780-539-2792
OFFICE: C402 **E-MAIL:** dnowicki@gprc.ab.ca

OFFICE HOURS: Mondays and Wednesdays 11:30 am – 12:30 pm, or by appointment.

PREREQUISITE(S)/COREQUISITE: N/A

REQUIRED TEXT/RESOURCE MATERIALS:

Police Information Check (prior to beginning your classroom observation)

Handouts and Website resources as assigned;

Access to the GPRC Moodle site and GPRC email; and

A Journal and an e-portfolio

CALENDAR DESCRIPTION:

ED2510: Introduction to the Profession of Teaching

An introductory investigation of the school context from the vantage point of students, teachers and others involved education. The course includes 3 hours of on-campus work each week and 30 - 40 hours of field experience in both elementary and secondary classrooms over the term.

Note: Students are advised to free one half day in order to complete the field experience requirement. This course is restricted to Education students transferring to University of Alberta.

ED2530: Orientation to Teaching

An introductory investigation of the school context from the vantage point of students, teachers, and others involved in education. The course includes 3 hours of on-campus work each and 60 - 80 hours of field experience in both elementary and secondary classrooms over the term.

Note: Students are advised to free one full day or two half days in order to complete the field experience requirement. This course is restricted to Education students transferring to University of Lethbridge.

CREDIT/CONTACT HOURS: 3 credits / 105-135 hours per term

ED2510/2530 consists of three hours of in-class instructional seminar time each week **and** appropriate completion of field experience. Failure to complete **both** the classroom and field experience portions will result in no credit.

DELIVERY MODE(S):

The course work includes lectures, class discussions, group work, in-class exercises, take-home exercises and individual and/or group student presentations, both written and oral.

OBJECTIVES:**Classroom Discussions**

The primary objective of the **Classroom Seminar** in the course ED2510/2530 is to assist pre-service teachers with:

1. assessing their motivation for entering the teaching profession,
2. thinking about how students learn and what the teacher's role is in assisting with learning,
3. thinking about classrooms as places of learning, not places of teaching,
4. creating conditions whereby students are able to interpret instances of learning and teaching in ways that assist with the beginning phases of learning to teach,
5. developing a critical awareness of issues that pertain to teaching, including those of equity, cultural awareness and student ability, within the historical and sociological legacy of the province and country,
6. creating a beginning understanding of theory and research, philosophy, and pedagogy related to learning and teaching,
7. becoming initiated into the duties and responsibilities and work of teachers, and
8. creating a beginning understanding of the interdependency of schools and community, and the possibilities of equalizing opportunities through educational practices and reforms.

Field Experience

The Field Experience Observation* opportunities consist of **TWO five-week rounds** of school visits, one in an elementary school setting and one in a secondary school setting. During **each round**:

- **ED2510 students** will spend the equivalent **five (5) half days** at an assigned school;
- **ED2530 students** will spend the equivalent of **ten (10) half days** at each assigned school.

Note: A half-day is generally considered to be three (3) Instructional Hours.
Observation hours are based on Instructional Hours.

*** School observation hours must be completed to receive credit for the course.**

TRANSFERABILITY:

Note: Students are cautioned that it is your responsibility to contact the receiving institutions to ensure transferability.

This course may be included as part of a block transfer to institutions which have Education degree programs. GPRC has transfer agreements with University of Alberta, University of Calgary, University of Lethbridge, and Athabasca University. Students should check with the receiving institution concerning transferability as all arrangements are subject to change.

**** Grade of D or D+ may not be acceptable for transfer to other post-secondary institutions. Students are cautioned that it is their responsibility to contact the receiving institutions to ensure transferability.**

STATEMENT ON PLAGIARISM AND CHEATING:

Refer to the Student Conduct section of the College Admission Guide at <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at www.gprc.ab.ca/about/administration/policies/ **

****Note:** all Academic and Administrative policies are available on the same page.

GRADING CRITERIA:

| GRANDE PRAIRIE REGIONAL COLLEGE | | | |
|---------------------------------|--------------------|-----------------------|-------------------------------------|
| GRADING CONVERSION CHART | | | |
| Alpha Grade | 4-point Equivalent | Percentage Guidelines | Designation |
| A ⁺ | 4.0 | 95 – 100 | EXCELLENT |
| A | 4.0 | 90 – 94 | |
| A ⁻ | 3.7 | 85 – 89 | FIRST CLASS STANDING |
| B ⁺ | 3.3 | 80 – 84 | |
| B | 3.0 | 75 – 79 | GOOD |
| B ⁻ | 2.7 | 70 – 74 | |
| C ⁺ | 2.3 | 66 – 69 | SATISFACTORY |
| C | 2.0 | 63 – 65 | |
| C ⁻ | 1.7 | 60 – 62 | |
| D ⁺ | 1.3 | 55 – 59 | MINIMAL PASS |
| D | 1.0 | 50 – 54 | |
| F | 0.0 | 0 – 49 | FAIL |
| WF | 0.0 | 0 | FAIL, withdrawal after the deadline |

Note: This is a credit/no credit course. In order to receive credit in ED2510/2530:

1. Students must successfully complete **both** placements of the field experience, as evidenced by:
 - a. handing in a timesheet signed by the mentor teacher attesting to the completion of practicum hours,
 - b. achieving a mark over 50% on the observation journals and reports, and
2. Achieving an overall grade of at least **60% (C-)**.

EVALUATION:

| | |
|------------------------------------|------|
| Personal Response | 10% |
| Round One Journal/Report | 25% |
| Class Presentation | 10% |
| Round Two Journal/Report | 25% |
| Final Exam: Professional Portfolio | 30% |
| Total | 100% |

STUDENT RESPONSIBILITIES (on campus):

The assigned readings and exercises for each class should be completed before attending that class, except for the first class. As this course will depend heavily on in-class discussion and activities, attendance at all sessions is required and is critical to the student's success in the course. In case of illness or emergency, notify the instructor as soon as possible. If you are unable to attend a particular class, it is your responsibility to find out what was missed. If you find yourself having difficulty in this course, please contact the instructor immediately for assistance. If you simply want more discussion with the instructor about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

If a student foresees that he/she will be unable to complete an assignment for the scheduled time due to illness or emergency, he/she should notify the instructor immediately, preferably one day in advance. A message may be left on the instructor's voice mail (780-539-2792) or e-mail (dnowicki@gprc.ab.ca) together with a phone number where the student may be reached to arrange for an alternative date to hand-in/present the assignment, if feasible. Failure to notify the instructor will result in a grade of zero for the assignment that was missed, unless proof is presented that the student was physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond the student's control.

It is expected that all students will display a professional attitude and behaviour in the classroom. This includes reliability, respect for and cooperation with your fellow students and the instructor, attention to fellow student questions and instructor's response, determination to achieve first-class work while meeting deadlines, and constructive response to criticism.

All assignments must be word-processed following **the APA format**. A support document for APA is available in the Learning Resource Centre within the Library or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

Please keep this course information sheet for future reference.

COURSE SCHEDULE/TENTATIVE TIMELINE:**Note: These discussion topics may be modified and/or other topics may be added.****Please login to Moodle for updated information.**

| Date | Topic | Assignment |
|---------------------|--|---|
| Sept. 8 | Introduction to Course and What is a Teacher? | |
| Sept. 10 | Professional Portfolio, Report Writing and Reflection | |
| Sept. 15/17 | Assessment of/for/as Learning | |
| Sept. 22 | Sociological and Historical Importance of Schooling | Round One Begins |
| Sept. 24 | GPRC ESA Professional Development Day | No Class - One Page Review Due Next Class |
| Sept. 29 | Pedagogy: What vs. How | One Page Review Due |
| Oct. 1 | The School Act and Teaching Standards | Personal Response Due |
| Oct. 6 | Teacher Professional Growth Plans and Competency | |
| Oct. 8 | The Alberta Teachers' Association, Professionalism, and Code of Ethics | |
| Oct. 13 | Thanksgiving | No Class |
| Oct. 15 | The Role of Alberta Education | |
| Oct. 20 | Planning (long range, unit, daily) and Flexibility | |
| Oct. 22/27 | Eugenics and Inclusive Education | |
| Oct. 29 | Diversity and the Intelligences | |
| Nov. 3 | Classroom Routines and Behavioral supports | Round Two Begins |
| Nov. 5 | The Hidden Curriculum and Social Change | Round One Journal/Report Due |
| Nov. 10 | Fall Break | No Class |
| Nov. 12 | Technology in the Classroom | |
| Nov. 17/19 | Maximizing Impact on Learning | |
| Nov. 24 | Maximizing Impact on Learning Student Presentations | Presentations |
| Nov. 26 & Dec. 1 | Student Presentations | Presentations |
| Dec. 3 | Classroom Culture and School Culture | |
| Dec. 8 | Making a Living/Collective Agreement | Round Two Journal/Report Due |
| Dec. 10 | Where do we go from here... | |
| TBA | Final Exam (Portfolio) Scheduled by the Registrar | Portfolio Due |