



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2014

ED 2510 INTRODUCTION OF THE PROFESSION OF TEACHING, 3 (3-0-4) UT 105 HOURS; ED2530 ORIENTATION TO TEACHING, 3 (3-0-6) UT 135 HOURS

INSTRUCTOR: Koreen Kerswell **PHONE:** 780-539-2792
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OFFICE HOURS: Tuesdays and Thursdays 11:30 a.m.-1:00 p.m., 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 & 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

ED2510/2530 consists of three hours of in-class instructional seminar time each week **and** appropriate completion of field experience. If you are absent from class, you may be required to write a summary document (2 to 4 pages) as evidence of having explored the discussed classroom topic demonstrating your understanding of the topic and its importance to the educational environment. 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.

TRANSFERABILITY:

Note: Students are cautioned that it is their 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**

GRADING CRITERIA:

GRANDE PRAIRIE REGIONAL COLLEGE			
GRADING CONVERSION CHART			
Alpha Grade	4-point Equivalent	Percentage Guidelines	Designation
A⁺	4.0	90 – 100	EXCELLENT
A	4.0	85 – 89	
A⁻	3.7	80 – 84	FIRST CLASS STANDING
B⁺	3.3	77 – 79	
B	3.0	73 – 76	GOOD
B⁻	2.7	70 – 72	
C⁺	2.3	67 – 69	SATISFACTORY
C	2.0	63 – 66	
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

***This is a credit/no credit course. Please note the minimum requirements for credit.**

EVALUATIONS:

Class Presentation	10%
Personal response	10%
Round One Journal/ Round One Report	25%
Round Two Journal/ Round Two Report	25%
Final Project: Professional Portfolio/ Scrapbook	30%
Total	100%

STUDENT RESPONSIBILITIES:

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.

Assignments are due on the dates set by the instructor. If there is a valid reason for an extension, it must be requested prior to the due date.

****Note: This is a pass/fail 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.
2. Achieving an overall grade of at least **60% (C-)**.

It is expected that assignments will be handed in on time. If the student is unable to hand the assignment by the deadline, a request for an extension must to given to the instructor no less than

48 hours prior to the deadline. Extensions are fully at the discretion of the instructor. Exceptions to this policy will be considered on a case by case basis in the event of unforeseen or unavoidable circumstances (i.e. accidents, hospitalization).

Note: Assignments and projects **not picked up by students** will be **held until the end of the first week** of the following semester and then discarded.

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.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Note: These discussion topics may be modified and/or other topics may be added.

Please login to moodle for update information.

Date	Topic	Assignment
Jan. 7	Introduction to course: What is a Teacher?	
Jan. 9	Professional Portfolio & Report Writing	
Jan. 14	Sociological and historical importance of schooling	
Jan. 16	Pedagogy: What vs. How	
Jan. 21/23	The School Act & Teaching Standards	Round One begins
Jan. 28	Teacher Professional Growth Plans and Competency	
Feb. 4/6	The Alberta Teachers' Association, Professionalism, and code of ethics	
Feb. 11/13	The role of Alberta Education	
Feb. 25	Planning (long range, unit, daily)	Personal Response Due
March 4/11	Eugenics, Special Education, and inclusion.	
March 6	Teacher's Convention	
March 13	Diversity and Multiple Intelligences	
March 18	Classroom routines and Behavioral supports	Round One report due
March 20	Technology in the Classroom	Round Two begins
March 25/27	Inquiry Based Learning/projects	
April 1, 3	Projects & Presentations Student Presentations	Presentations
April 8	The Philosophy of Assessment	
April 10	The Hidden Curriculum and social change	
April 15	Classroom Culture & School Culture	
April 27	Ways of knowing and learning	
April 22	Making a Living/Collective Agreement	
April 24	Wrap up	Round Two report due
TBA	Final exam (portfolio)	Portfolio due

