



## DEPARTMENT OF ARTS AND EDUCATION

### COURSE OUTLINE – FALL 2021

#### ED2530 (A2 & B2): Introduction to the Profession of Teaching - 3 (3-0-6)

#### 135 Hours for 15 Weeks

Grande Prairie Regional College respectfully acknowledges that we are located on Treaty 8 territory, the traditional homeland and gathering place for many diverse Indigenous peoples. We are honoured to be on the ancestral lands of the Cree, Dene/Beaver and Métis, whose histories, languages, and cultures continue to influence our vibrant community. We are grateful to have the opportunity to work, learn, and live on this land.

<b>INSTRUCTOR:</b>	Dr. Denise Nowicki	<b>PHONE:</b>	780-539-2792
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<b>OFFICE HOURS:</b>	Zoom, by appointment.		

#### CALENDAR DESCRIPTION:

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** 60 hours of field experience in **both** elementary and secondary classrooms over the term.

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

**PREREQUISITE(S)/COREQUISITE:** None

#### REQUIRED TEXT/RESOURCE MATERIALS:

- Police Information Check **AND** Child Intervention Record Check (prior to beginning your classroom observation),
- Access to the **GPRC MyClass** site,
- Access to **GPRC email**,
- Handouts and Website resources as assigned,
- A Journal and/or an e-portfolio.

**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. Sessions may take place in person or on-line as necessary.

### **COURSE OBJECTIVES:**

The primary objective of the **Classroom Seminar** in the course ED2530 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.

### **LEARNING OUTCOMES:**

- Explain the difference between classrooms as places for “teaching” versus places of “learning”
- Discuss multiple instructional strategies to support student intellectual, social, and personal development.
- Describe how to create a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.
- Compare the roles of the Alberta Teachers’ Association and the Alberta Ministry of Education.
- Identify and describe how the historical and sociological legacy of education impacts current student learning.
- For a given instructional situation, give examples of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

## 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**:

- **ED2530 students** will spend a **minimum of 30 hours** at an assigned school;

### Notes:

- Observation hours are based on Instructional Hours.
- Mentor teachers **must be contacted** by the student in the first week of each practicum.

**School observation hours must be successfully completed to pass the course.**

## TRANSFERABILITY: UA, UC, AU, MU, KUC

**Warning:** Although we strive to make the transferability information in this document up-to-date and accurate, **the student has the final responsibility for ensuring the transferability of this course to Alberta Colleges and Universities.** Please consult the Alberta Transfer Guide for more information. You may check to ensure the transferability of this course at Alberta Transfer Guide main page <http://www.transferralberta.ca> or, if you do not want to navigate through few links, at <http://alis.alberta.ca/ps/tsp/ta/tbi/onlineearch.html?SearchMode=S&step=2>

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.**

## EVALUATIONS:

Personal Philosophy (Paper)	10%
In-Class Presentation (Solo/Duo)	10%
Round One Journal/Report	20%
In-Class Presentation (Group) lesson plan submitted digitally	20%
Final Exam: Professional Portfolio including the Round Two Journal/Report	40%
Total	100%

**IMPORTANT NOTE: This is a Credit/No Credit course.**

**In order to receive Credit in ED2530:**

1. Students must successfully complete both placements of the field experience, as evidenced by:
  - a. handing in a timesheet signed by each mentor teacher attesting to the successful completion of practicum hours,
  - b. achieving a grade of at least 75% (B) on the observation journals,
2. Miss a maximum of four class lectures. It is the student's responsibility to sign the attendance sheet at each lecture AND monitor their attendance (the attendance sheet will not be available after 8:40 each morning), and
3. Achieve an overall grade of at least 75% (B).

**Important:** ED2530 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.

**GRADING CRITERIA:**

Please note that most universities will not accept your course for transfer credit **IF** your grade is **less than C-**.

Alpha Grade	4-point Equivalent	Percentage Guidelines		Alpha Grade	4-point Equivalent	Percentage Guidelines
A+	4.0	95-100		C+	2.3	66-69
A	4.0	90-94		C	2.0	63-65
A-	3.7	85-89		C-	1.7	60-62
B+	3.3	80-84		D+	1.3	54-59
B	3.0	75-79		D	1.0	50-54
B-	2.7	70-74		F	0.0	00-49

**COURSE SCHEDULE/TENTATIVE\* TIMELINE****Please keep this course information sheet for future reference.**

	Topic	Additional Information
Week 1 & 2	Introduction to Course – Practicum Preparation, Practicum Journal, and Professional Portfolio	
Sept. 1 (A2) Sept. 2 (B2)	First Day of Classes	
Sept. 6	Labour Day	No Classes
Sept. 8 (A2) Sept. 9 (B2)	Learning Commons Orientation and Tour	<b>Meet in the Learning Commons</b>
Sept. 13 (A2) Sept. 14 (B2)	Indigenous Education History	Guest Speaker: Darlene Horseman
Week 3	Lesson Planning and Feedback	
Sept. 20 (A2) Sept. 21 (B2)	Solo/Duo Mini Lesson Info Due <b>in Class</b>	Group Members, Grade and Date
Week 4	The Alberta Teachers' Association	
Sept. 20	Observation Practicum Begins	Round One Begins
Sept. 24	Personal Philosophy Due MyClass Due <b>11:55 pm</b>	Personal Philosophy Due MyClass
Week 5 & 6	Solo/Duo Presentations	Presentations
October 11	Thanksgiving	No Classes
October 12-15	Fall Break	No Classes
October 20 (A2) October 21 (B2)	Group Mini Lesson Info Due <b>in Class</b>	Group Members, Grade and Date
Week 7 & 8	The Role of Alberta Education/School Act	
October 29	Observation Practicum Ends	Round One Ends
Week 9 & 10	TSQ and you – best buds forever. Teacher Professional Growth Plans and Competency	
November 5	Observation Practicum Journal Due <b>11:55 pm</b>	Round One Journal, Mentor Teacher Review and Timesheet Due MyClass
November 8	Observation Practicum Begins	Round Two Begins
November 11	Remembrance Day	No Classes
Week 10 & 11	Planning (Long Range & Unit) and Management	
Week 12 & 13	Group Presentations	Presentations
Week 13 & 14	Maximizing Impact on Learning: Inclusive Education, Diversity, CPS and NM	
December 8 (A2)	Last Class A2	Last Class
December 9 (B2)	Last Class B2	Last Class
December 10	Observation Practicum Ends	Round Two Ends
TBA	Final Exam (Portfolio) Schedule TBA	Portfolio Due (Including Round Two Documents)

**\*Note: These discussion topics/dates may be modified, and/or other topics may be added.**

## 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 does not have a textbook and depends heavily on in-class discussion and activities, attendance at all sessions is required and is critical to the student's success in the course. A student who misses more than three classes will not receive credit for the class unless alternative arrangements have been made. For example, we encourage students who are ill to stay home to avoid the spread of COVID. If due to COVID or other illness or emergency, a student misses more than three classes, a doctor's note will be required. Classes will be recorded and evidence that the student has watched the recorded missed class(es) will be required. In case of illness or emergency, notify me 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 me immediately for assistance. If you simply want more discussion with me about any aspect of the course, please visit my office during office hours or at a more convenient pre-arranged time.

If you foresee that you will be unable to complete an assignment for the scheduled time due to illness or emergency, you should notify me immediately, preferably one day in advance. A message may be left on my voice mail (780-539-2792) or e-mail – the best way to contact me ([dnowicki@gprc.ab.ca](mailto:dnowicki@gprc.ab.ca)) together with a phone number where you may be reached to arrange for an alternative date to hand-in/present the assignment, if feasible. Failure to notify me will result in a grade of zero for the assignment that was missed, unless proof is presented that you were physically or mentally unable to do so due to a sudden illness or emergency or to unavoidable circumstances beyond your 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, constructive response to criticism, and arriving on time.

All assignments (with the exception of the Final Portfolio) **must be submitted electronically (on My-Class)** following the APA format. A support document for APA is available in the Learning Resource Centre within the Learning Commons or on-line. It is particularly important to **save a copy** of any and **all work** submitted for credit or grading.

## STUDENT RESPONSIBILITIES (in local schools):

Students will spend a minimum of 30 hours in local schools. A professional attitude and behavior are expected at all times. Specific expectations will be discussed in class.

**STATEMENT ON PLAGIARISM AND CHEATING:**

Cheating and plagiarism will not be tolerated and there will be penalties. For a more precise definition of plagiarism and its consequences, refer to the Student Conduct section of the College Calendar at \*\* <http://www.gprc.ab.ca/programs/calendar/> or the College Policy on Student Misconduct: Plagiarism and Cheating at <https://www.gprc.ab.ca/about/administration/policies>

Instructors reserve the right to use electronic plagiarism detection services on written assignments. **Instructors also reserve the right to ban the use of any form of electronics (cell phones, Blackberries, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

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