



DEPARTMENT OF ARTS AND EDUCATION

COURSE OUTLINE – WINTER 2021

ED2530 (A3 & B3): Orientation to Teaching – 3 (3-0-6)

135 Hours for 15 Weeks

INSTRUCTOR: Mrs. Stefanie van Wyngaard

E-MAIL: svanwyngaard@gprc.ab.ca

OFFICE: REMOTE

OFFICE HOURS: Monday – Thursday, 10:00-11:00 a.m. or 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 (*Winter 2021 will be done remotely*) each week 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 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 (both need to be submitted to your ED2530 instructor prior to beginning your first classroom observation)
- Readings, assignments and website resources will be provided as needed via D2L; Book Study “Kids These Days” by Jody Carrington available through the GPRC bookstore

DELIVERY MODE(S):

This course is delivered remotely. There are no face-to-face or onsite requirements. Students must have a computer with a webcam and reliable internet connection. Technological support is available through helpdesk@gprc.ab.ca. While done remotely, course objectives will be done via lectures, discussions, observations, in-class activities, take-home assignments, individual and/or group presentations.

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COURSE OBJECTIVES:

The primary objectives 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.

TRANSFERABILITY:

This course is considered a University Transferable Course; however, 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 the Alberta Transfer Guide main page <http://www.transferalberta.ca>.

**** 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 and transferable grades.**

EVALUATIONS:

| | |
|--|------|
| Weekly Discussion Posts | 10% |
| Weekly Video Observation Responses | 10% |
| (Solo/Duo) Presentation | 15% |
| (Group) Presentation | 15% |
| Round One Observation Report | 10% |
| Round Two Observation Report | 10% |
| Final Portfolio Project (Book Study, Teacher Toolbox Proposals & Personal Teaching Philosophy Essay) | 30% |
| Total | 100% |

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 instructional hours** at an assigned school after contacting the Mentor teacher in the first week of each practicum to establish an observation schedule.

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

GRADING CRITERIA:**IMPORTANT NOTE: THIS IS A CREDIT/NO CREDIT COURSE****To receive Credit in ED2530, students must complete all three requirements:**

1. Students must successfully complete **both** placements of the field experience, as evidenced by handing in a timesheet signed by each mentor teacher attesting to the **successful completion of required practicum hours**.
2. Students must attend a **minimum** of 23 of the 26 (A3&B3) class lectures. It is the student's responsibility to login to ZOOM promptly for each lecture AND be present for the online session to ensure their attendance is recorded (the ZOOM participants list is recorded both at the beginning and end of class).
3. Students must achieve an **overall grade** of at least **75% (B)**.

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 | 90-100 | C+ | 2.3 | 67-69 |
| A | 4.0 | 85-89 | C | 2.0 | 63-66 |
| A- | 3.7 | 80-84 | C- | 1.7 | 60-62 |
| B+ | 3.3 | 77-79 | D+ | 1.3 | 55-59 |
| B | 3.0 | 73-76 | D | 1.0 | 50-54 |
| B- | 2.7 | 70-72 | F | 0.0 | 00-49 |

*This Grading Criteria is reflected in the Course Rubrics for all discussions, assignments, presentations, journals and reports.

COURSE SCHEDULE/TENTATIVE TIMELINE:

Please keep this course information sheet for future reference – please note however the weekly theme or important dates are subject to change and/or additional topics or assignments may be added.

| <u>Week of</u> | <u>Learning Theme</u> | <u>Important Dates</u> |
|----------------|---|--|
| Week 1 | Course Introduction with the “end in mind” | *Week 1 Discussion post and responses DUE by Sunday at noon. *Week 1 Video Observation DUE by Sunday at noon. |
| Week 2 | Overview of educational pedagogies, theories, research and philosophies | *Week 2 Discussion post and responses DUE by Sunday at noon. *Week 2 Video Observation DUE by Sunday at noon. |
| Week 3 | Professional teacher roles in and out of the classroom | *Week 3 Discussion post and responses DUE by Sunday at noon. *Week 3 Video Observation DUE by Sunday at noon. |
| Week 4 | Curriculum and short range (lesson) planning | *Round One Observations Begin* *Week 4 Discussion post and responses DUE by Sunday at noon. *Week 4 Video Observation DUE by Sunday at noon. |
| Week 5 | Best Practices for Instruction | *Solo/Duo Presentations DUE* *Week 5 Discussion post and responses DUE by Sunday at noon. *Week 5 Video Observation DUE by Sunday at noon. |
| Week 6 | Assessment FOR (formative) and OF (summative) learning through effective feedback | *Week 6 Discussion post and responses DUE by Sunday at noon. *Week 6 Video Observation DUE by Sunday at noon. |

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| Week 7 | No Classes – Winter Break! | *Nothing Due Week 7 as it is Winter Break for students, enjoy your time off* |
| Week 8 | Classroom Management Strategies | *Week 8 Discussion post and responses DUE by Sunday at noon. *Week 8 Video Observation DUE by Sunday at noon. |
| Week 9 | Diversity in the classroom: learning needs (IPP, AAP, Behaviour plans) | *Round One Observation Report DUE* *Round Two Observations Begin* *Week 9 Discussion post and responses DUE by Sunday at noon. *Week 9 Video Observation DUE by Sunday at noon. |
| Week 10 | Diversity in the classroom: cultural awareness (with a focus on Indigenous ways of learning) | *Week 10 Discussion post and responses DUE by Sunday at noon. *Week 10 Video Observation DUE by Sunday at noon. |
| Week 11 | Curriculum and long range (unit and yearly) planning. | *Week 11 Discussion post and responses DUE by Sunday at noon. *Week 11 Video Observation DUE by Sunday at noon. |
| Week 12 | ATA and Ab. Ed. | *Group Presentations DUE* *Week 12 Discussion post and responses DUE by Sunday at noon. *Week 12 Video Observation DUE by Sunday at noon. |
| Week 13 | TQS | *Week 13 Discussion post and responses DUE by Sunday at noon. *Week 13 Video Observation DUE by Sunday at noon. |
| Week 14 | Professional growth plans for lifelong learning | *Round Two Observation Report DUE* *Week 14 Discussion post and responses DUE by Sunday at noon. *Week 14 Video Observation DUE by Sunday at noon. |
| Week 15 | Wrap-up Q&A for our last class | *Last day of GPRC classes are this week – nothing DUE, work on final project* |
| Final Project: Book Study, Teacher Toolbox and Personal Teaching Philosophy Essay DUE on or before the TBD final exam date. | | |

Through this learning schedule, students will:

- Understand how curriculum is used for lesson, unit and year planning
- Learn a variety of best practices for instruction
- Compare the differences between assessment for and assessment of learning
- Be able to incorporate cultural diversity, such as Indigenous ways, into the classroom
- Explore the different methods for classroom management, including various tiered supports
- Know how to meet diverse learning needs through classroom and individual accommodations (IPP, AAP, behaviour plans and more)
- Appreciate the professional teacher roles both in and out of the classroom
- Learn how documents and associations impact teacher responsibilities (TQS, ATA, Alberta Ed., etc.)
- Create Professional Growth Plans for lifelong learning
- Be aware of various learning pedagogies, theories and research related to Education
- Develop their personal teaching philosophy

STUDENT RESPONSIBILITIES:

The assigned readings and assignments for each week should be completed during the week and submitted no later than Sunday of that week for assessment and feedback to be given. If you are required to participate before attending a class session, I will be sure to make you aware via email – so it is important to check that regularly. This course depends heavily on classroom lectures, discussions, observations, in-class activities, take-home assignments, individual and/or group presentations. 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. 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 guidance or to discuss any aspect of the course, please make arrangements during my office hours.

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 (780-978-0575) or e-mail (SvanWyngaard@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 (*Winter 2021 will be done remotely over ZOOM and expectations still apply*). 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 **must be submitted electronically** 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.

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>

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