

DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

COURSE OUTLINE – WINTER 2023

ED2530 (A3): Introduction to the Profession of Teaching - 3 (3-0-6)

135 Hours for 15 Weeks

Northwestern Polytechnic acknowledges that our campuses are located on Treaty 8 territory, the ancestral and present-day home to many diverse First Nations, Metis, and Inuit people. We are grateful to work, live and learn on the traditional territory of Duncan's First Nation, Horse Lake First Nation and Sturgeon Lake Cree Nation, who are the original caretakers of this land.

We acknowledge the history of this land, and we are thankful for the opportunity to walk together in friendship, where we will encourage and promote positive change for present and future generations.

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|----------------------|--|----------------|--|
| INSTRUCTOR: | Dr. Denise Nowicki | PHONE: | 780-539-2792 |
| OFFICE: | C401 | E-MAIL: | dnowicki@nwpolytech.ca |
| OFFICE HOURS: | Monday and Wednesday, 10:30 am – 11:30 am 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 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 **NWP MyClass** site,
- Access to **NWP email**,

- Handouts and Website resources as assigned,
- A Journal and/or an e-portfolio, and
- A laptop and/or smart phone and internet access.

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. A laptop and/or smart phone and internet access are necessary for several aspects of this course.

COURSE OBJECTIVES:

The primary objective of the **Classroom Seminar** in 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 each 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:

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.transferralberta.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.**

EVALUATIONS:

| | |
|---|------|
| Personal Philosophy (Paper) | 10% |
| In-Class Presentation (Solo/Duo) | 10% |
| Round One Journal/Report | 20% |
| In-Class Presentation (Group) | 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 no more than 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

| | Topic | Additional Information |
|------------------------------------|---|---|
| January 4 (A3) January 5 (B3) | First Day of Classes | Classes Begin |
| Week 1 - 2 | Introduction to Course – Practicum Preparation, Practicum Journal, and Professional Portfolio | |
| January 6 | Practicum Information Form Due MyClass <u>11:55 pm</u> | |
| January 16 (A3) January 17 (B3) | Indigenous Education History | Guest Speaker: Darlene Horseman |
| January 16 | Observation Practicum Begins | Round One Begins |
| January 23 (A3) January 25 (B3) | Solo/Duo Mini Lesson Info Due <u>In Class</u> | Group Members, Grade and Date |
| January 27 | Personal Philosophy Due MyClass <u>11:55 pm</u> | Personal Philosophy Due MyClass |
| Week 3 & 4 | Lesson Planning and Feedback | |
| Week 4 & 5 | Alberta Teachers' Association | |
| Week 5 & 6 | Solo/Duo Presentations | Presentations |
| February 17 | Observation Practicum Ends | Round One Ends |
| February 20 | Family Day | No Classes |
| Feb. 21-24 | Winter Break | No Classes |
| February 27 | Observation Practicum Begins | Round Two Begins |
| Week 7 | The Role of Alberta Education/School Act | |
| March 1 (A3) March 2 (B3) | Group Mini Lesson Info Due <u>In Class</u> | Group Members, Grade and Date |
| March 3 | First Observation Practicum Journal Due MyClass <u>11:55 pm</u> | Round One Journal, Mentor Teacher Review and Timesheet Due MyClass |
| Week 8 & 9 | TSQ and you – best buds forever. Teacher Professional Growth Plans and Competency | |
| Week 10 & 11 | Planning (Long Range & Unit) and Management | |
| Week 12 | Group Presentations | Presentations |
| March 31 | Observation Practicum Ends | Round Two Ends |
| April 7 | Good Friday | |
| April 7 | Second Observation Practicum Journal Due MyClass <u>11:55 pm</u> | Round Two Journal, Mentor Teacher Review and Timesheet Due MyClass |
| Week 13 & 14 | Maximizing Impact on Learning: Inclusive Education, Diversity, CPS and NM | |
| April 11 (B3) | Last Class A3 | Last Class |
| April 12 (B3) | Last Class B3 | Last Class |
| TBA | Final Exam (Portfolio) Schedule TBA | Portfolio Due |

***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 four classes will not receive credit for the class unless alternative arrangements have been made. For example, we encourage students who are ill with COVID to stay home to avoid the spread of COVID. If due to COVID or other illness or emergency, a student misses more than four classes, a doctor's note 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 contact me during office hours or to arrange a meeting at an alternate 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 sent to my e-mail (the best way to contact me) dnowicki@nwpolytech.ca together with a phone number where you can 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 and online. 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 60 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 Northwestern Polytech Calendar at <http://www.nwpolytech.ca/programs/calendar/> or the College Policy on Student Misconduct, Plagiarism and Cheating in the Student Rights and Responsibilities policy:

** <https://www.nwpolytech.ca/about/administration/policies/fetch.php?ID=69>

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, iPods, tablets, scanning pens, electronic dictionaries, etc.) during class and during exams.**

**Note: all Academic and Administrative policies are available at <https://www.nwpolytech.ca/about/administration/policies/>