



DEPARTMENT OF Arts and Education  
COURSE OUTLINE – Winter 2012

**ED2510 Introduction to the Profession of Teaching, 3 (3-0-4) UT 105 Hours**  
**ED2530 Orientation to Teaching, 3 (3-0-6) UT 135 Hours**

<b>INSTRUCTOR:</b>	Koreen Kerswell	<b>PHONE:</b>	Office (780) 539-2792
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<b>OFFICE HOURS:</b>	Tuesday/Thursday 10:00 a.m. – 11:00 a.m.		

Revised December 19, 2011

**PREREQUISITE(S)/ CO-REQUISITE:** N/A

**Required Resources:** 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 & A Scrapbook

**CALENDAR DESCRIPTION:**

**ED2510: Introduction to the Profession of Teaching**

An introductory investigation of the school context from the vantage points 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 points 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.

**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,
6. Creating a beginning understanding of theory and research 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.

### **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.

**GRADING CRITERIA:**

Grades will be assigned on the Credit/No Credit Grading Structure.

Grande Prairie Regional College			
Grading Conversion Chart			
<b>Grade</b>			
<b>Credit</b>	<b>C+ or above</b>	<b>65 - 100%</b>	**Please see Note under Student Responsibilities below.
<b>No Credit</b>	<b>C or below</b>	<b>0 - 64%</b>	

**COURSE EVALUATION CRITERIA:**

Professional Portfolio/ Scrapbook/ Final report	30%
Class Presentation	20%
First written response	10%

Round One Journal/ Round One Report	20%
Round Two Journal/ Round Two Report	20%
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 Credit/No Credit course and in order to receive credit in ED2510/2530:**

1. ALL assignments and non-graded assigned work, must be completed;
2. Successful completion of the field experience; and
3. An overall grade of 65% or better AND no mark below 50%.

It is expected that assignments will be handed in during class time. If a student does not hand in an assignment when it is due, the procedure is as follows:

1. Advise the instructor that the assignment has not been submitted and confirm the date it will be submitted.
2. Deliver the assignment to the instructor, this may be via moodle.

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 CONDUCT, PLAGIARISM AND CHEATING:**

Please refer to the Admissions Guide under Academic Misconduct for the policy regarding plagiarism, cheating and the resultant penalties. This policy can also be found at:

<http://www.gprc.ab.ca/downloads/documents/Student%20Misconduct%20Plagiarism%20and%20Cheating.pdf> These are serious issues and will be dealt with severely.

## CLASSROOM DISCUSSION TOPICS/TENTATIVE SCHEDULE:

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. 5/9	Intro. What is a Teacher? & Legislation	
Jan. 10/11	Professional Portfolio & Report Writing	
Jan.12/16	The School Act & Alberta Education	
Jan. 17/18	The Alberta Teachers' Association & Professionalism	
Jan. 19-25	Code of Ethics & Teachers' Legal Rights and Responsibilities	
Jan. 26/30	Teacher Professional Growth Plans	First Written Response
Jan. 31/ Feb. 6	Alberta Education website	
Feb.7/8	Multiple Intelligences	
Feb.9/13	Inquiry Based Learning	
Feb. 14/27	Technology in the Classroom	Round one report
Feb. 28- March 6	Planning (long range, unit, daily)	
March 12/13	Reflection of teacher's conference	
March 14/15	Classroom experience, complexities, and routines	
March 19/21	Assessment/Rubric/Demonstration of learning	
March 22/28	Projects & Presentations Student Presentations	Presentations
March 29/ April 2	Student Conduct & Student Support	
April 3/4	Classroom Culture & /School Culture	
April 5/9	Observation Experience	Round two report
April 10/12	Making a Living/Collective Agreement	Portfolio/Final report