

GRANDE PRAIRIE REGIONAL COLLEGE
DEPARTMENT OF ARTS, COMMERCE AND EDUCATION

JAN 17 2002

ED2510: Preliminary Practicum 3(3-0-4) UT
ED2530: Preliminary Practicum 3(3-0-6) UT
Winter 2002

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OFFICE HOURS: Anytime

OVERVIEW

The purpose of the Preliminary Education Practicum is to provide first or second year B.Ed. students with an experiential basis for future decisions and study relating to their choice of the teaching profession as a personal career. The most distinctive aspect of course arrangement involves assigning student teachers to a working teacher in a classroom setting. It requires the student teachers to develop the ability to conduct systematic inquiries into the nature of the teacher's role within the classroom, school and society. The key role of the teacher as instructor involves a very wide range of skills applied to a very wide range of interactions between teachers and students. Beyond the classroom door, the teacher is an integral part of the general administration of the school. As a member of a professional group the teacher also actively participates in the development and upholding of professional standards.

COURSE TEXTS

1. Beauchamp & Parsons, Teaching from the Inside Out. (Third Edition, 2000)
2. Parkay, Stanford, Gougeon, Becoming a Teacher. (Canadian Edition, 1996)
3. Education Practicum: Orientation to Teaching: Student Manual. (2000 - 2001)

COURSE ORGANIZATION

There are two main parts to the course, each of which is intended to reinforce the other, in a type of feedback system.

1. Seminars

In these twice weekly classes all students in the course meet together for lessons and discussion on readings related to the nature of school teaching. It is intended that the seminar work will contribute to and benefit from the learning acquired during the classroom placement. A certain amount of seminar time will be used for orientation to the field experience, including protocols, activities and assignments. There will be a mid-term and a final exam.

2. Field Experience

The field experience consists 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 five (5) half days at an assigned school; ED2530 students will spend ten (10). The school placement component will involve the following activities:

- a. TEACHER-ASSISTANT ACTIVITIES - assisting the teacher upon request for aid in specific classroom administrative or tutorial situations.
- b. CLASSROOM JOURNALS AND REPORTS - assignments aimed at practising structured observations and reflections on roles and responsibilities associated with teaching.

Students will also complete a Student Teacher Self-assessment form.

EVALUATION – CREDIT/NON-CREDIT

A. Seminars: 50%

Attendance and participation in seminars	10%
Portfolio and Web CT	10%
Mid-Term (60% pass mark)	20%
Final exam (60% pass mark)	20%

B. Field Experience: 50%

Round One Journal	P/F
Report	20%
Round Two Journal	P/F%
Report	20%

All elements must be successfully completed for CREDIT to be awarded.