



## Field Experience 700 Seminar - 2012

### INTRODUCTION TO THE LIFE OF CURRICULUM DESIGN AND PROGRAM DEVELOPMENT

#### Course Information

Field Experience 700 Seminar is a non-credit 18 hour course scheduled in Semester 1 of the second year of the Bachelor of Education Program. The Seminar is intended to prepare students for the final practicum by deepening and broadening their understanding of the connectedness of learning, in the context of curriculum design and program development. The Field Experience 700 Seminar will focus on the application of practical aspects of learning and teaching to learners, teachers, schools, and society.

#### Class Schedule

Fridays: 1:00 – 3:00

Semester 1: September 7<sup>th</sup> to November 9<sup>th</sup> 2012

#### Teacher

Peter Waldron

#### Additional Information

Field Experience 700 Seminar.....etc (see Handbook)

#### Attendance

Field Seminar 700 is an integral part of the Bachelor of Education Program and, as such, all students are expected to attend each Seminar session.

#### Course Outline

**Session 1 [September 7<sup>th</sup>]:** Introduction to the Seminar.

- Establish a framework for the Seminar to demonstrate the connectedness of principles of learning, curriculum and program design, and a classroom/school learning environment.
- The centrality of the ten Ambrose competencies to the tri-part Seminar framework.
- Use of the Seminar Framework in all Seminar sessions to show how all facets of learning and teaching are connected in symbiotic and coherent ways to the *commonplaces* in education.

**Session 2 [September 14<sup>th</sup>]:** A review of the Ambrose Field Services Handbook.

**Session 3 [September 21<sup>st</sup>]:** Assessment and evaluation in Alberta's schools.

- Provincial Achievement Tests (PATs); What, why, when, where, how.
- Understanding and interpreting results.
- Implications for teachers, schools, and parents.
- Province-wide / city-wide publication of results; pros and cons.

- Purpose; what, how, and why to assess learning in the classroom/grading systems
- Rubrics and how they are determined.
- Communicating with parents

**Session 4 [September 28<sup>th</sup>]: Classroom Management**

- An introduction to *Leaman*, a classroom management mentor!
- Gaining the attention of your class / use of voice.
- Democracy in a classroom.
- Movement of children within a lesson / entering and leaving a classroom.
- Meaning and understanding; invitational learning vs 'making' and 'telling'.
- Dignifying children's responses, especially the incorrect.

**NOTE: There will not be a class on October 5<sup>th</sup>, Thanksgiving weekend.**

**Session 5 [October 12<sup>th</sup>]: Responding to Children**

- Power and control.
- Developing relationships; the basis for successful learning.
- Teaching as a moral enterprise.
- Appropriate / inappropriate use of voice by teachers.
- Children's voice in their learning. Understanding the understanding of a child.
- Children's choice in their learning.
- Who are you in the life of a child?

**Session 6 [October 19<sup>th</sup>]: Discipline in the classroom.**

- Continuum from positive to negative, desirable to undesirable behaviours.
- Readers' Theatre: Conflict between Danny and his teacher.
- Communicating with parents.
- Understanding goals for behaviour; children learning responsibility, accountability and ownership for their learning in your classroom.
- Educational enabling: avoiding this problem when working with children.

**Session 7 [October 26<sup>th</sup>]: Educational technologies.**

- Guest from Ambrose IT Department.
- Future professional practice; implications, questions, decisions yet to be made.
- Implications for practice.
- Building your portfolio

**Session 8 [November 2<sup>nd</sup>]: School as a learning environment; a community of learners**

- Dimensions of a school – the need for coherency and consistency
- Statements of purpose / vision / beliefs
- Leadership and related roles; administration, teachers, students, parents
- Assumptions about children and schooling
- Professional development

**Session 9 [November 9<sup>th</sup>]** : Student concerns and questions

- Burning questions preparatory to beginning your final practicum.
- Anxieties you would like to express
- Experiences from your first practicum
- Revisit the organizing framework for the Seminar, and consider the implications, discussions, and conclusions drawn during our work together that will contribute to your health and well-being during the upcoming field experience in schools.
- Guest: Cynthia G Malner-Charest, Executive Assistant, Member Services  
Alberta Teachers' Association

**Expected Learning Outcomes**

At the end of the Seminar students will be able to:

1. Understand and explain the interconnectedness of principles of learning, curriculum design and program development, and a school learning environment, as a tri-part framework, in the context of the Ambrose B.Ed competencies and the commonplaces of education.
2. Describe the conditions necessary for successful completion of a round of student teaching.
3. Identify and explain the conditions required for personal success in Field Experience 700.
4. Apply the principles and practices of participatory action research.
5. Demonstrate an understanding of shared praxis as a school-wide way of coming to understand and learn about schools and classrooms.
6. Design inquiry-based scenarios and explain their relevance to and practicality in schools and classrooms.
7. Explain the interconnectedness of curriculum and programs of study in Alberta's schools with assessment and evaluation practices, technology use, parental engagement, and a teacher's philosophy and vision for teaching.
8. Understand and embrace the presence of *Leaman* as a partner in your practicum and beyond.

**Course Requirements**

Field Experience 700 is based largely on shared praxis, and conversations regarding success in the classroom. Attendance at each session is, therefore, required.

**Examinations**

There are no examinations of a formative or summative kind in this Seminar. There may be, however, an assignment based on the entire Seminar given at the discretion of the teacher.

**Grading**

Success in the Seminar will be based on a pass/fail assessment, awarded by the teacher.

### **Electronic Etiquette**

Students are expected to treat their teacher, guest speakers, and fellow students, with respect. It is disruptive to the learning goals of a course or seminar, and disrespectful to fellow students and the teacher, to engage in electronically-enabled activities unrelated to the class during a class session. Please turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Please do not use iPods, MP3 players, or headphones. The teacher has the right to disallow the use of a laptop in future classes and/or to require a student to withdraw from a session if s/he does not comply with this policy. Repeat offenders will be referred to the Dean. If you are expecting communication due to an emergency, please speak to the teacher before the class begins.

### **Academic Integrity**

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Student Handbook and Academic Calendar. Personal information, information about an individual that may be used to identify that individual, may be collected as a requirement for taking a class. Any information collected will only be used and disclosed for the purpose for which the collection is intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### **Academic Policies**

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University College because it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means, is academic dishonesty. Plagiarism is fraud and theft, but plagiarism can also occur if a student, inadvertently or otherwise, fails or forgets to give credit to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for a course, or immediate dismissal from the University College. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of a student's permanent record.