



A M B R O S E

**FE 500 Field Education Seminar
(non credit)
Fall 2013**

Course Description

Field Experience 500 Seminar

Further Course Information

Field Experience 500 Seminar is a non-credit 20 hour class scheduled in Semester 1 of a student's first year in the B Ed program. The seminar is intended for students to deepen and broaden their understanding of the lives of students, teachers and Principals in Alberta public school classrooms and schools. The developmental focus of Field Experience 500 is the interconnectedness of schools and classrooms with learners, teachers, curriculum and society. In addition, the seminar is intended to guide students to understand observations and reflections recorded in their journals drawn from their Field Experience 500 school visits.

Class Schedule

Tuesday 1:00 PM – 3:00 PM

Instructor Information

Mr. Phillip Field (pfield@ambrose.edu)

Office Hours

Tuesday 11:00 – 12:00

Telephone

Cell: 587-893-8654

Additional Information

Field Experience 500 Seminar is designed for students to continue to reflect upon their teaching practices and assumptions, theories, values and concepts that give rise to their practices. The guiding principle of shared praxis, one of the three main guiding principles of the B Ed program, gives both direction and focus to students and seminar leader. The goal of the seminar is for students to better understand the assumptions, theories, values and concepts that give rise to their intended teaching practices, through guided reflection with the seminar leader. In the seminar students will reflect on previous field experiences, past teaching and leading experiences, as well as on current observations and reflections in Field Experience 500 in schools, and do so in view of the context of professional knowledge found in research and best practices.

Students enrolled in FE500 will visit several schools throughout the course. The purpose of these visits is to gain a deeper understanding of the life and culture of schools. Students will be expected to observe and reflect on different aspects of education, which may include, but are not limited to: instructional strategies, classroom management strategies, the layout and design of the school, the professional culture of the school and the role of parents. These observations and reflections will form the basis of the classroom discourse and provide the content for the students' reflective journals.

The methodology used in Field Experience 500 is participatory action research. Students will observe and assist with school and classroom activities under the guidance of a school teacher or designate assigned to do so by a school's Principal or field experience designate. The students will be expected to identify assumptions that have been challenged as a result of their in-school observations and reflections called into question or confirmed through discussions led by the seminar leader. Students will be expected to consider how research and best practices regarding schools and classrooms and the life of teachers, learners and Principals affirms or disaffirms assumptions, values, theories and concepts students have had regarding schools and classrooms.

Textbooks

There are no assigned textbooks for this seminar. Digital resources, accessed through Moodle, will support the weekly seminars. Students are **required** to read the material prior to class and be prepared to discuss the ideas presented in the reading.

Attendance

Attendance is expected at each seminar session. If you cannot attend a session, please notify the instructor prior to the beginning of class.

The practice of professional discourse is a critical aspect of becoming a professional educator. The ability to articulate one's ideas and professional practices in a collegial atmosphere is a critical aspect of becoming a reflective practitioner.

Course Outline

Prior to attending the weekly seminar, students should check the weekly outline and read the URL's listed for that week. The weekly readings will provide much of the foundational knowledge that will assist students to relate their classroom based experiences and observations to educational research.

Seminar session 1: **Introductions**, overview of the seminar's implementation (dates of FE 500, expectations of both seminar and FE 500, conditions for success in both the seminar and in schools during FE 500)

Seminar session 2: **Review of Field Experience 500 Handbook and Field Experience Activities**

Seminar session 3: **Reflections on B Ed Program Competencies and Reflections on first school visits**-review of ten program competencies, discussion of Field Experience

500 Competency Checklist and Assessment Form, discussion of what observable behaviours teaching evaluators would see if a competency were fully expressed; discussion regarding first school visits-impressions, questions, surprises, problems.

Seminar session 4: **Scenario creation**-design and present a scenario for (your personal) success in learning in FE 500 in schools; discussion regarding school visits and Field Experience Activities-first action research reports-what do a student's initial and "early-on" observations and reflections mean; what assumptions are already being challenged; how do emerging impressions affirm or disaffirm theories, beliefs and concepts regarding classrooms and schools

Seminar session 5: **SWOT analyses and scenario**-Assess your scenario through the framework of your personal strengths, weaknesses, opportunities to learn and grow, and threats to your ultimate success as a future professional educator working in Alberta's public schools and classrooms.

Seminar session 6: **Teacher, Principal or designate feedback**-discussion and reflection on feedback, comments, reflections and ideas received from student's teacher, Principal or designate regarding principles and practices in schools and classrooms. In the context of shared praxis students should consider how the comments call into question or confirm their scenario development and a student's assumptions about the life of classrooms and schools; and, consider how the mentor comments affirm or disaffirm the student's SWOT analyses

Seminar session 7: **Future Successful Professional Practice: A Principal's perspective** – comments and reflections from school Principals regarding successful or effective practices of schools and classrooms (reference to the Field Experience Activities and categories therein). In the context of shared praxis students are to consider how the Principal's comments call into question or confirm the student's understandings that have emerged to date regarding successful professional practice in schools and classrooms; and, how the Principal's comments affirm or disaffirm the student's SWOT analyses

Seminar session 8: **Student concerns and concerns** In this session students are to bring their concerns and questions regarding student teaching generally and FE 500 specifically to the class and seminar leader-with moderated and guided discussion and analyses of the assumptions, theories, values and beliefs that give rise to the concerns and questions

Seminar session 9: **Seminar leader thoughts and reflections** on the life of teachers and teaching-their interconnectedness to the educational commonplaces. In this session the seminar leader is to bring the students back to the main idea of the seminar and to consider the implications for their health and well-being in the upcoming FE 600 in the schools.

Seminar Session 10: **Focus on Competencies 1 & 9**

This seminar will focus on two related competencies: 1. Build affirmative relationships with children **and** 9. Demonstrate the essential dispositions that characterize a professional educator from Ambrose University College Bachelor of Education Program.

After several weeks in different schools, seminar participants should come prepared to discuss their emerging understanding of how professional educators demonstrate these competencies.

Seminar Session 11: Focus on Competencies 3 & 6

This seminar will focus on two related competencies: 3. Build Learning Communities **and** 6. Engage in shared praxis. After several weeks in different schools, seminar participants should come prepared to discuss how schools are addressing the need to establish Professional Learning Communities in which shared praxis forms the foundation of school improvement.

Seminar Session 12: Focus on Competencies 2, 4, 5, & 8

This seminar will focus on four related competencies: 2. Apply theories of curriculum, learning and assessment, to the development of programs. 4. Design teaching and learning scenarios that include inquiry based learning. 5. Design inclusive learning experiences that recognize and accommodate all children, including those with exceptional needs. **and** 8. Understand critical and creative thinking as essential to learning in all programs. After several weeks in different schools, seminar participants should come prepared to discuss how teachers use different teaching strategies to engage and motivate students.

Expected Learning Outcomes

By the end of the seminar the students should be able to:

1. Explain the interconnectedness of schools and classrooms with the commonplaces in education
2. Describe the conditions necessary for successful completion of a round of student teaching
3. Identify and explain the conditions required for their (student's) personal success in Field Experience 500
4. Apply the principles and practices of participatory action research
5. Exhibit and 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 in practical settings like schools and classrooms

Course Requirements

Because the seminar is shared praxis based and largely based on conversations regarding success in field experience, attendance at each session is required. **In order to obtain credit for this course, students must attend 90% of the classes on time and complete the Field Journal and Student Observation and Participation Activities according to the criteria listed in the syllabus.**

Field Journal Criteria

In order for the Field Journal to be completed successfully, it must meet the following criteria:

- the entries must consist of observations and insights based on the school visits.
- the entries must consist of critical reflections about what the student has observed in the different schools. For example, in addition to writing that the hallways are decorated with student work, the student should be reflecting upon why certain work was displayed, what does the work say about the academic nature of the school, what does this work say about the instructional strategies used in the classroom. Another key element of critical reflection is that of the self as a participant observer. How do you feel about the work displayed on the walls? How and why would you display student work? Another example might involve your observation about how the classroom is arranged. You might want to ask why it is arranged in a certain way and what does this arrangement say about the way in which information is obtained and shared in this classroom.

Professionalism Assessment Rubric

	Exemplary	Almost always	Below expected
Attend class and be on time			
Complete the assigned readings			
Engage in class discussion and online forums			
Act in a professional manner as per Competency 9			
Contributes documents to cohort resources			

- You will be invited to give input into the evaluation of your professionalism based on the criteria above.

e-Portfolio Requirement

The Ambrose B.Ed. Program is, in addition to preparing you to teach, designed to prepare you for the hiring process following graduation with information and learning activities building the needed skills for both presentations and position interviews. One of the ways for you, as prospective teachers, to 'stand out' from the crowd is through the development and presentation of an e-portfolio. An e-portfolio is, therefore, a graduate requirement of the Bachelor of Education program due in your final semester of study. Each course provides opportunity to build this living document that includes such elements as a resume, teaching philosophy, and documented work with children. In particular, this course and its assignments will feed into your e-portfolio by providing you with material from your Field Experience to insert under a tab that includes sample Lesson or Unit Plans, photos of student work (with parental permission), and specific exemplars of the 10 Core Competencies. You may also want to consider the opportunity to develop a relationship with your Partner Teacher and/or an Administrator in the event that they are willing to provide a letter of reference, and perhaps be a reference for future employers.

Examinations

There are no examinations required for FE 500 Seminar.

Grading

There are no grades assigned for FE 500 Seminar. In order to successfully complete the course, students must attend the weekly seminars on a regular basis and successfully complete the Student Observation and Participation Activities. Students must hand in their Field Journals for feedback and evaluation at least twice within the course; the dates are listed below.

Please note that final grades will be available on the student portal. Printed grade sheets are no longer mailed out.

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Office of the Registrar in writing within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal to review final grades. If the appeal is sustained, the fee will be refunded.

Important Notes/Dates:

Oct. 22nd, 2013 Field Journal Due
Dec. 3rd, 2013 Field Journal Due
Dec 3rd, 2013 FE Activity Booklet Due

The last day to enter a course without permission and /or voluntary withdrawal from a course without financial penalty (**drop**) – Sunday, September 15th, 2013 (Fall semester). These courses will not appear on the student's transcript.

Electronic Etiquette

Students are expected to treat their instructor, 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 instructor 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. Do not text, read or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

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, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension” from the Registrar’s Office. Requests for course extensions or alternative examination time must be submitted to the Registrar’s Office by the appropriate deadline (as listed in the Academic Calendar <http://www.ambrose.edu/publications/academiccalendar>).

Course extensions are only granted for serious issues that arise “due to circumstances beyond the student’s control.”

Academic Integrity

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 as 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 involves presenting someone else’s ideas, words, or work as one’s own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student 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 the 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 the student’s permanent record.

Students are advised to retain this syllabus for their records.