



Field Experience 600 Seminar (non credit)

Course Description

Field Experience 600 Seminar is a non-credit 20 hour class scheduled in Semester 2 of a student's first year in the BEd program. The seminar is intended for students to recognise and understand the interconnectedness of teachers and the professional practice of teaching with curriculum, subject matter, learners and learning, schools and classrooms, and society and culture. In addition, the seminar is intended to prepare students for their Field Experience 600 round of student teaching.

Additional Information

Field Experience 600 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 BEd program, gives both direction and focus to students and seminar leader. The goal of the seminar is for students to understand better the assumptions, theories, values and concepts that give rise to their teaching practices through guided reflection with the seminar leader. During the seminar, students will reflect on previous field experiences, past teaching and leading experiences and will do so in view of the context of professional knowledge found in research and best practices.

Class Schedule

2013 Winter Semester, Wednesdays, 12:30 pm to 2:30 pm, Room TBA

Instructor Information

Ms. Kathy Crawford

Textbooks

n/a

Attendance

Attendance is expected at each seminar session.

Course Outline

Seminar Session 1: Introductions

Overview of the seminar schedule, expectations, and conditions for success in both the seminar and during the Field Experience. We will be setting the compass for issues and discussions to explore.

Seminar Session 2: Reflections on FE 500

Revisiting lessons learned from FE 500, insights into classrooms, schools, teaching, and pedagogy. We will review the competency checklist and assessment form. Reflections and discussion will include observations regarding praxis, collaboration and successful classroom practices. We will revisit the significance of the teaching profession and professional conduct of both student teachers and teachers in order to prepare for the expectations placed upon teachers by society as well as by their peers.

Seminar Session 3: Exploring our bias

This time will be used to develop an awareness of what it means to each individual to teach, how to tie teaching styles and goals to curriculum, relevance of modification, and issues to consider in the classroom and becoming aware of this bias prior to entering the field experience. We will discuss current issues and ethical challenges facing teachers and develop an awareness of our bias.

Seminar session 4: **Competencies 1 and 3 in action**

What are practical tools, methods and skills build affirmative relationships in classrooms and within schools? What do strong learning communities look like and how to we create and support them? How is technology influencing learning communities and how can we use these tools ourselves?

Seminar session 5: **Competencies 2 and 4 in action**

We will explore and practice creating learning opportunities for the 21st century student, reinforcing the role of assessment to drive practice, and inquiry based learning to engage students.

Seminar Session 6: **Competencies 5 and 7 in action**

Our focus is diversity in learning and how that impacts our role in student learning. How do we address and include cultural sensitivities, learning exceptionalities, support services and parents when creating our activities and communicating with families?

Seminar Session 7: **Competencies 6 and 8 in action**

We will explore education as a profession, including the integral nature of shared praxis, critical reflection, and professional development. How does these impact and are impacted by our personal bias and our role as an educator?

Seminar Session 8: **Competencies 10 in action**

We will gather and explore skills and techniques for building a positive and inclusive learning environment for all students, with an emphasis on decreasing off task and disruptive behaviour. We will gain insight into a variety of learning challenges that increase behaviour challenges for some students and how to cope with these situations in a positive and constructive manner. We discuss the IPP process and our responsibilities as classroom teachers.

Seminar Session 9: **Competency 9 in action and student concerns**

We will create a list of professional tips and do's and don'ts for your 4 week Field Experience to ensure a positive and successful completion of the experience. Students will have an opportunity to ask further questions and raise concerns that have not yet been addressed.

Expected Learning Outcomes

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

1. Explain the interconnectedness of teachers and teaching 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 600

Course Requirements

Because the seminar is based on shared praxis and on conversations regarding success in field experience, attendance at each session is required.

Examinations:

There are no examinations or assignments required for FE 600 Seminar

Grading:

There are no grades assigned for FE 600 Seminar

Important Notes/Dates:

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.