

**Simon Fraser University
EDUCATION 352-4**

BUILDING ON REFLECTIVE PRACTICE

Prerequisite: Educ 252

Course Description

Building on the experience of EDUC 252, prospective teachers will continue to develop their reflective practice. Educational issues related to the caring for children and the creation of learning communities will be explored. Prospective teachers will spend time in classrooms exploring the importance of connected learning experiences for children.

Required Resources

A collection of readings reflecting current educational issues and practises. A sample of recommended readings is attached. At the discretion of the instructor, a text may be designated.

Course Outcomes

Students will

become aware of some of the current major questions and issues in education, including the ethic of care in schools and the importance of learning communities

meld theory and practice through readings, class discussions, classroom observations, practice in classrooms, and reflections

develop interpersonal skills through seminars and field experiences

gain knowledge and develop skills, attitudes concerning the planning of effective, connected learning activities for children

Assignments

Assignments will include those noted below, and will be responsive to the developmental needs of the students as the course unfolds.

reading and responding to professional literature
reflection on seminar and field experiences connecting practise and theory
preparation and presentation of connected learning activities
research, preparation, and presentation of a paper dealing with an educational issue
evidence indicating personal learning during Education 352

Evaluation

Evaluation will be based on both theoretical and practical assignments, including professional reflections, an observation assignment, the completion of a unit plan, a critical paper and a final reflection paper. Criteria for grading will be discussed with students.

Education 352

Recommended texts:

Brophy, Jere E., Good, Thomas L. *Looking in Classrooms* 7th edition. 1997, Adios Wesley Longman, Inc., New York.

Sinclair, Carollyne. *Looking for Home A Phenomenological Study of Home in the Classroom*. 1994, State University of New York Press, Albany.

Noddings, Nel (1992). *The challenge to care in schools: An alternative approach to education*. New York, NY: Teachers College Press.

Suggested readings:

Alder, Ronald B., Rosenfeld, Lawrence B., and Townie, Neil, "Conflict" from *Interplay The Process of Interpersonal Communication* Second Edition.

Beauchamp, Larry and Parsons, Jim, "Asking Questions", "Creating a Positive Classroom Environment" and "Evaluating Students" from *Teaching from the Inside Out*. 1992, Les Editions Dual Inc., Edmonton, Alberta.

Brand, Ron. "Punished by Rewards A Conversation with Alfie Kohn" from *The Best in Educational Leadership*. 1995, ASCD, Alexandria, VA.

Bruner, Jerome S., "After John Dewey, What?" from *On Knowing Essays for the Left Hand*. 1962, McClelland and Stewart Ltd., Toronto.

Kohn, Alfie, "The Classroom as Community" from *Beyond Discipline*.

Mamchur, Carolyn. "I Did it My Way, You Do it Yours: Understanding Individual Differences to Strengthen the Student Teacher/Sponsor Teacher Relationship". from *Becoming a Teacher* edited by Holborn, Pat, Wideen, Marvin, and Andrews, Ian. 1988, Kagan and Woo Ltd., Toronto.

Noddings, Nel, "Unequal Relations" pg. 103 - 109 and "Getting Started in Schools" pg. 173 - 180 from *The Challenge To Care in Schools An Alternative Approach to Education*. 1992, Teachers College Press, New York.

Schaps, Eric, Watson, Marilyn, and Lewis, Catherine, "A Sense of Community is Key to Effectiveness in Fostering Character Education" from *Journal of Staff Development*. Spring 1996, Volume 17, No. 2.

"Teaching in Teams" from *Education Update* Volume 40, Number 1, January 1998.

Wassermann, Selma. *Asking the Right Question: The Essence of Teaching*. 1992, Phi Delta Kappa Educational Foundation, Indiana

SIMON FRASER UNIVERSITY
NEW COURSE PROPOSAL
Calendar Information

Course Number: 352-4
Course Title: Building on Reflective Practice
Credit Hours: 4 **Vector:** 0/4/0

Course Description (for Calendar). Attach a course outline to this proposal

Building on the experience of EDUC 252, prospective teachers will continue to develop their reflective practice. Various educational issues related to the caring for children and the creation of learning communities will be explored. Prospective teachers will spend time in classrooms exploring the importance of connected learning experiences for children.

Prerequisite: EDUC 252-4

Course(s) to be dropped if this course is approved:

Course has previously been offered in the AHCOTE program as Education 370 (4). It continues the AHCOTE mandate of creating opportunities for classroom experiences throughout its program.

Rationale for Introduction of this Course: Will this be a required or elective course in the curriculum; probable enrolment when offered?

As part of the initial agreement among the members of the AHCOTE Consortium (SFU, Northern Lights College, and participating school districts), it was agreed that AHCOTE students would take the equivalent of two, 4-credit hour experientially-based courses as part of an introduction to teaching, and prior to their formal admission to the PDP segment of the AHCOTE program. This course is the second of those two agreed-upon courses. It has previously been offered as a special topic 4-credit hour course. This proposal formalizes its regular offering.

Scheduling and Registration Information:

Indicate Semester and Year this course would be first offered and planned frequency of offering thereafter.

This course will initially be offered as part of the AHCOTE program. Thereafter, it will be offered yearly in that program, and elsewhere as needed.

Which of your present CFL faculty have the expertise to offer this course? Will the course be taught by sessional or limited term instructors?

When offered as part of the AHCOTE program, it will be taught by AHCOTE Faculty Associates as part of their load.

Are there any proposed student fees associated with this course other than tuition fees:

NO.

SIMON FRASER UNIVERSITY

NEW COURSE PROPOSAL
EDUC. 352-4

Page Two

Is this course considered 'duplicate' of any current or prior course under the under the University's duplicate course policy? Specify, as appropriate:

Educ 370.

Resource Implications:

Note: Senate has approved (S93-11) that no new course should be approved by Senate until funding has been committed for necessary library materials. Each new course proposal must be accompanied by a library report and, where appropriate, confirmation that funding arrangements have been addressed.

Provide details on how existing instructional resources will be redistributed to accommodate this new course. For instance, will another course be eliminated or will the frequency of offering of other courses be reduced; are there changes in pedagogical style or class sizes that allow for this additional course offering.

This course has previously been offered as a special topic course. No new resources will be needed.

Does this course require specialised space or equipment not readily available in the department of the university, and if so, how will these resources be provided?

NO.

Does this course require computing resources (e.g. hardware, software, network wiring, use of computer laboratory space) and if so, describe how they will be provided.

NO.

Approvals:

Chair, Department/School

Chair, Faculty Curriculum Committee

Chair, SCUS

Date

Date

Date