

INTERSESSION 1981
LOCATION: Kelowna

INSTRUCTOR: David Hopkins

Prince George

. . . the outstanding characteristics of the extended professional (teacher) is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research techniques.

Stenhouse 1975 p.44

GOALS:

- to extend the students' repertoire of her/his own teaching skills
- to enable the student to analyse her/his own teaching and that of her/his peers
- to familiarize the student with the literature on the analysis of teaching

REQUIREMENTS:

- video tapes demonstrating the acquisition of a new teaching skill, modelling and coaching rest of class in the skill, and a log book documenting the process of acquiring the skill.
- a research report which (i) analyses another teacher's teaching and uses a classroom research methodology and (ii) demonstrates the students ability to analyse her/his own teaching
- a critical review and annotated bibliography on an aspect of the analysis of teaching literature

PROCEDURES:

- The course is practitioner based and will be largely self-directed: the instructor's role will be that of facilitator and resource person. Students will be encouraged to work in dyads or triads particularly for the research/analysis component of the course.

After an initial meeting with the instructor (Session 1), students will review the literature and identify a teaching skill they wish to develop that is appropriate to their teaching style. After video-taping their baseline skill in that particular technique students will collaboratively begin to internalize and implement their chosen skill. During Session 2, students will report to the class on their progress in mastering the new skill. Session 3 will constitute a workshop on classroom research/observation skills, as a prelude to the research/analysis component of the course. Session 4 will be a

progress report meeting, and during Session 5 students will demonstrate the model of teaching they have internalized. The final session (Session 6) will include the presentation of research reports.

CALENDAR: (tentative)

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|-----------|-------------------------|-------------------|
| Session 1 | April 7 (Prince George) | April 9 (Kelowna) |
| Session 2 | June 3 or 4 | |
| Session 3 | week beginning June 8 | |
| Session 4 | week beginning June 15 | |
| Session 5 | week beginning June 22 | |
| Session 6 | week beginning June 29 | |

The calendar is tentative and may be changed at a later date in consultation with prospective students. Because of the small number of meetings students must be prepared to have some of these sessions on Saturday, and to spend more time in those sessions than is usual.

It may be possible to arrange the session on a more ad hoc basis, e.g. into July.

TEXTS:

Bruce Joyce and Marsha Weil Models of Teaching
2nd edition Prentice Hall 1980

Good and Brophy Looking in Classrooms

or

Keith Acheson and Meredith Gall Clinical Supervision of Teachers
Longmans 1980