

**SIMON FRASER UNIVERSITY
FALL SEMESTER 2005**

**EDUC 252-4
INTRODUCTION TO REFLECTIVE PRACTICE**

(D01.00)

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Office Hours: Thursday 9-11 am (Fort St. John)
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and by appointment

FRIDAY 10:00-2:30 (Fort St. John) Room 101
FRIDAY 10:00-2:30 (Dawson Creek) Room 1706

PREREQUISITE

Students with credit for EDUC 401 or holding teaching certificates may not take this course for credit.

THE WORK OF A TEACHER – exhausting, complex, idiosyncratic, never twice the same – is, at its heart, an intellectual and ethical enterprise. Teaching is the vocation of vocations, a calling that shepherds a multitude of other callings. It is an activity that is intensely practical and yet transcendent, brutally matter-of-fact, and yet fundamentally a creative act. Teaching begins in challenge and is never far from mystery.

William Ayers

Education 252 provides opportunities for prospective teachers to begin their development as reflective practitioners. Through readings, classroom activities, discussions, and interactions with students and practicing teachers, students will be exposed to various educational issues and questions. They will be given time to explore their own values and beliefs about education and teaching.

OVERARCHING UNDERSTANDING

Teaching is an expression of self.
(Good teachers are what they teach. Max van Manen)

ENDURING UNDERSTANDINGS

- reflecting on professional practice is key to professional growth
- learning is both an individual and social process
- beliefs and values are shaped by life experiences. Beliefs and values about human interactions, education, learning, teaching, schools, and communities are part of the

“person” each brings to the teaching profession.

- what happens within classrooms is about relationships – relationships such as student to student, student to teacher, student to the curriculum, and teacher to the curriculum

OVERARCHING QUESTION

Is teaching my vocation?

TOPICAL QUESTIONS

1. What role do my life experiences, including my time in school, have in my decision to become a teacher?
2. What do I bring to the teaching profession?
3. What are my values and beliefs about education, learning, teaching, and schools?
4. How do people learn? What kinds of teaching and what kinds of environments stimulate learning?
5. Why are the processes of reflection and inquiry important?
6. What is the purpose and context of education in the global village?

REQUIRED TEXTS

Lipton, L., & Wellman, B (2004). Pathways to Understanding: Patterns and Practices in the Learning-Focused Classroom (3rd edition). CT: Mira Via.

Noddings, N. (2005). The Challenge to Care in Schools: An Alternative Approach to Education (2nd edition). New York: Teachers College Press.

Wassermann, S. (2004). This Teaching Life: How I Taught Myself to Teach. New York: Teachers College Press.

Additional readings will be distributed during class time, or will be posted on FirstClass. There will be a group icon for this course on FirstClass. Please check it frequently as it is a method of communication for the instructor and all registered students.

COURSE EXPECTATIONS

- regular, punctual attendance at each class. If you are unable to attend a class, please telephone, leaving a message for me at the AHCOTE office. ALSO, email or telephone me directly so that we will be able to determine how the missed class time will be recovered. Students who fail to contact the instructor promptly will be subject to a 5 point deduction from their final mark.
- respectful and active membership within our classroom community
- assignments submitted on the date indicated. Late assignments will not be accepted or graded unless prior arrangements have been made with the instructor. Acceptance of late assignments is at the discretion of the instructor.
- only hard copies of assignments will be accepted. However, 3 of the reflections of school visits may be submitted in the “dropbox” on FirstClass.

STYLE/GIVENS

- please use the APA or MLA style guide for citations. The layout may vary according to the nature of the

assignment.

- papers and reflections must be typed, double-spaced, and stapled together. Include the course number, your name (first and last), and a bibliography.
- be sure to keep a hard copy of all of your papers and reflections
- correct spelling, grammar, essay form

SCHOOL VISITATIONS

Students, in pairs, will visit local schools five times over the course of the semester. These visits serve as an occasion to observe and interact within the school environment and to assume the stance of teacher. Placements and partnerships will be arranged by the instructor. After each school visit, students will be required to submit a 1 to 2 page reflection via FirstClass.

Some guidelines to follow:

- the partner team must call the School Associate well in advance in order to arrange the first visit. Other dates can be arranged during the first visit.
- at the time of the first visit, introduce yourself to the principal and the school secretary
- each time you are in the school, let the secretary know you are in the building
- visits should be a minimum of one and one half (1.5) hours in length
- arrive at the school 15 minutes before the scheduled time
- dress appropriately. Remember not to chew gum!
- if you must be late or if you need to change an arrangement, call the school, or your School Associate
- communicate with your partner

The visits are organized as follows (tentative):

1st Visit: Week of October 3 to 6

Observational Focus: “Deep Hanging Out”. Explore the school learning community adopting a multi-sensory perspective. Examine aspects of the school such as the “Mission Statement”, the classroom configurations, school grounds, school population and dynamics, classroom design and school code of conduct. As well, walk through the building, observing the landscape, the graffiti, and bulletin boards. Close your eyes! What do you hear, sense, smell? Listen to conversations without taking notes or asking questions. Listen to what people are saying about basic needs, interests, work, decision-making, worries, values, interests, strengths, relationships, and feelings. Try to sense the essence of the school. Instead of writing a reflection, create a one page narrative, visual map of the school community. In addition to physical structures, locate your findings in whatever form you wish. You could use photos, stories, symbols, drawings, or samples to represent your findings. Identify the smells, sounds, textures, and natural elements, as well as the types of social activities and conversations that you observed. This is your personal map; it represents the unique things you sensed in your research. It is not meant to be a ‘real’ map. (Adapted from “A Sensual Map Assignment”, T. Henry, 2005). This assignment should be submitted at the beginning of class, on Friday, October 7th.

2nd Visit: Week of October 11 to 13

*When arranging the time for this visit, be sure to ask if the teacher will set aside time to talk to you about his/her classroom.

Observational Focus – Explore a classroom examining how a learning community is developed, organized, and brought to life. Participate in the activities and interact with the students. Look for the “intuitive, pathic, and tactful” (van Manen, 1997) interactions. Gather data from within the classroom by sketching the physical

layout of the room, listing the members of the class, and describing routines. Talk to the teacher about his/her classroom, and find out specific things he/she does to establish a sense of community. Complete a one to two page reflection.

3rd Visit: Week of October 17 to 20

Observational Focus – Explore how a teacher supports the learning of each child in his/her classroom. Find out how the teacher deals with organization of materials, learning activities, assignments, assistance, assessment strategies, planning etc. Complete a one to two page reflection.

4th Visit: Week of November 7 to 10

Observational Focus – Teaching and Observation Cycle 1. One student will teach a lesson to a small group, while the other student observes. The two students will conference after the lesson, sharing their observations and thoughts regarding how things went. School Associates are welcome to share their observations/insights, providing this is convenient for them. Complete a one to two page reflection only on your teaching cycle.

5th Visit: Week of November 14 to 18

Observational Focus – Teaching and Observation Cycle 2. The same as above, only the students reverse roles.

ASSESSMENT TASKS – THE EVIDENCE OF YOUR UNDERSTANDING

- | | |
|---|---------------------|
| 1. Educational Autobiography | Due: September 23 |
| 2. Personal Learning Profile | Due: October 14 |
| 3. Response to an Educational Issue
(Group Presentation) | Due: November 4 |
| 4. Meta Reflection | Due: November 25 |
| 5. School Visit Reflections | Ongoing in Oct/Nov. |
| 6. Demonstration of Professionalism
(Participation, punctual, prepared, etc) | Ongoing |
| 7. Final Demonstration | December 2 |

CRITERIA-BASED LETTER GRADE ASSESSMENT OUTLINE

Each assessment task will be assessed using criteria developed in class and/or supplied by the instructor. The grading system described on page 247 of the Simon Fraser University calendar will be followed.

A – Exemplary B – Accomplished C – Developing F – Fail

The weighting of the assignments is as follows:

- | | |
|------------------------------|-----|
| 1. Educational Autobiography | 10% |
| 2. Personal Learning Profile | 15% |
| 3. Group Presentation | 20% |
| 4. Meta Reflection | 25% |
| 5. School Visit Reflections | 10% |
| 6. Professionalism | 10% |
| 7. Final Demonstration | 10% |

BROAD, TENTATIVE OVERVIEW OF CLASS TOPICS

September 9 Finding a Starting Place, Forming a Community

Who am I? What do I bring to teaching? What does “Professional Program” mean?

September 16 Looking Back Before Moving Forward

What were my school experiences like? How do my memories interact with what I think about schools, teaching, and learning?

September 23 Values and Beliefs

What do I believe about teaching and learning? What makes a “good” teacher? What is reflective practice? Goals and Dispositions

September 30 Building a Caring Classroom Community - Relationships

What does a caring classroom community look like? Why is this important to learning?
Active Listening

October 7 & 14 Teaching and Learning – How do I Learn? How do Others Learn?

Multiple Intelligences, Learning Type Theory, Habits of Mind, Lesson Planning

October 21 Retreat – “Trek/Journey Together - Looking Back, Moving Forward

*Please note – Plan for this to be a longer day, extending into early evening.

October 28 No Class

November 4 Educational Issues

Student Presentations, Diversity Guest Speaker – David Rattray

November 18 Purpose of Education in the 21st Century

“What do we do with the dreams of Youth?” How does our culture influence what happens in schools?
Guest Speaker Bryan Harman

November 25 Consolidating the Experience – Where do I go From Here?

Goals, reflection, and inquiry, theory and practice

December 2 Self, Representations of Growth

Please note: Topics are tentative and are subject to change at the discretion of the instructor.

EDUCATIONAL AUTOBIOGRAPHY

ASSIGNMENT 1

23

DATE DUE: SEPTEMBER

This assignment is adapted from Bullough, R. & Gitlin, A. (1995). *Life History/Educational Autobiography*, Chapter 2, “Becoming a Student of Teaching”.

Accordingly, the writing of autobiographies does not free teachers from their histories but rather enables them to take charge of those histories, to assert ownership, and to recognize their place as actors who can shape contexts and as authors who have before them choices that matter, that make a difference in the quality of schooling offered young people and in their own development as teachers. (p.27)

Description of Assignment:

Select a variety of experiences from your schooling which profoundly affected your attitude/success as a student and which greatly influenced your current thinking about learning. Describe your experiences,

feelings, and their effects. Did any themes or patterns emerge from your experiences? What are the implications of these experiences for you as you become a teacher? We have to examine “where we’ve been” in order to understand “where we need to go”.

Required Readings

1. Bullough, R., & Gitlin, A. (1995). Life History/Educational Autobiography, Chapter 2, “Becoming a Student of Teaching”.
2. Lipka, R.P., & Brinthaupt, T.M. (1999). Effective Teachers: What They Do, How They Do It, and the Importance of Self-Knowledge. Chapter 8.
3. Mitchell, C., & Weber, S. (1999). Studying Ourselves as Teachers. Introduction.
4. Palmer, P. (1999). The Courage to Teach. Chapter 2: “Now I Become Myself”.
5. Wasserman, S. (2004). This Teaching Life: How I Taught Myself to Teach. Chapter 1: “Leaving”.

Givens

- stapled together (no paper clips)
- double-spaced, typed
- on time
- first and last name, course number
- quotes are cited in your text, a bibliography is provided
- not less than 5 pages, not more than 10
- correct spelling, grammar, essay form

Criteria

- identification of themes and patterns in your life and your interpretation of their influence on your decision to teach
- identification of the social, political, and economic context during your life and your interpretation of the influence they had on your life and on your decision to teach – (what was going on in your country, on the planet?)
- identification of important people in your life who influenced your decision to teach; explain their influence on your decision to teach, your thinking about the goals of education, and your thinking about yourself as a teacher

Evaluation: Facets 1 (Explanation), 2 (Interpretation), and 6 (Self-Knowledge) from the “Rubric for the Six Facets of Understanding”, Wiggins & McTighe (1998). Understanding by Design, pp. 76-77.

PERSONAL LEARNING PROFILE

Assignment 2

Date Due: October 14

Everyone has a style, a way of learning that is different from everyone else. We also have a “Cognitive Type” that influences how we process information, and how we work best. In order for us to respect and appreciate the different learning styles and personality types of the children in our classrooms, we must first know about our preferred mode(s) of learning/interacting.

Description of Assignment:

You will work with the readings to determine your predominate learning style. You will present your findings to the class, and teach them about your style, using a compatible format. You will provide a written reflection on your learning.

Required Readings:

1. Eisner, E. (200?). "Getting in Touch With Your Learners".
2. Mamchur, C. (1996) Cognitive Type Theory & Learning Style. Introduction.
3. Pool, C. "Up With Emotional Health"
4. Silver, H., Strong, R., & Perini, M. (2000). "So Each May Learn"
5. Wellman, B., & Lipton, L. (2000). Pathways to Understanding. Chapter 1.
6. Wasserman, S. (2004) This Teaching Life. Chapter 5.

CLASS PRESENTATION GIVENS (OCTOBER 14)

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- have materials ready before you are asked to present
- presentation length – 5 to 10 minutes

Criteria

- clearly identify and explain your learning style. Support with examples from readings you have done (remember to cite your references)
- complete the "Humanmetrics Jung Typology Test" (Weblink on FirstClass)
- teach the class about your learning style; the format of your presentation should represent your learning style
- describe your learning process; what you do first, second, etc.

Written Reflection (Due after your presentation)

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- must be handed in immediately following your presentation to the class
- double-spaced, typed, stapled
- first and last names, course number, title
- correct spelling, grammar, essay form
- two to four pages

Criteria

- describe the connections, moments of clarity you had about your learning and the learning of others

Evaluation

Facet 1 from Understanding by Design (referenced above).

RESPONSE TO AN EDUCATIONAL ISSUE

Assignment 3
November 4

Due:

Description of Assignment

Select an educational issue, of interest to you, from the list provided and be prepared to share, reflect, discuss, and critique aspects of this issue. Find articles pertaining to the educational issue you have selected. Create a group of five, and share readings on your educational issue. You may choose to meet in person, or to communicate via FirstClass. As a group, prepare a presentation about your issue. You and your group will share your presentation during class on November 4.

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prepare this presentation properly, need to arrange to meet together as a group outside of class time. Thus, it is important that the planning of this assignment begins well in advance of the due date!

Meta Reflection

Assignment 4

Due: November 25

Description of Assignment

Refer to the “Overarching” and the “Essential Understandings” given at the beginning of the Education 252 Course Syllabus. Select one of these understandings. Explain your understanding of the “understanding”. What have you come to understand about that specific insight about this work we call teaching. Refer to course readings and discussions, as well as providing examples from your school visits.

Required Readings

Noddings, N. (2005). *The Challenge to Care in Schools: An Alternative Approach to Education*. Second Edition. New York: Teachers College Press.

Wasserman, S. (2004). *This Teaching Life: How I Taught Myself to Teach*. New York: Teacher’s College Press.

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- double-spaced, typed, stapled
- correct spelling, grammar, essay form
- first and last name, course number, title
- not less than 3 pages, not more than 5

Evaluation

Facet 1 (Explanation), 2 (Interpretation), from *Understanding by Design*, (referenced above)

School Visit Reflections

Assignment 5 Due: Each of the 5 reflections should be submitted no later than the weekend following the school visit.

Assignment Description and Criteria

We learn about our practice from our practice, that is, through the students we teach. The art of watching and listening to students is critical to discovering the strengths and weaknesses of our work. However, if we are to truly understand our work with students, we must record and reflect on our observations; in a way we are researching our own lived experience. The focus of each observation, and the assignment for the first visit, are already provided. Your reflections for school visits 2, 3, 4/5 should deal with the focus of the observation. For each, you should describe the experience. Consider the concrete, as well as your emotions. Consider focusing on an experience that stands out because of its vividness. Try to construct your reflection around a theme and common patterns about learning. Explain your understanding, insights, and areas of further inquiry (Taken from van Manen (1997)).

Required Readings

- draw from any course readings that you consider relevant

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- double-spaced, typed, correct spelling, grammar, essay form

- first and last name, course number, and “Reflection Number”
- submitted on FirstClass in our course “drop box”
- 1 to 2 pages in length (no longer please!)

Evaluation

- there will be no formal evaluation of the reflections, **unless** the description and criteria listed are ignored, or the assignment is not submitted. Not following the criteria, or failing to submit the reflection will result in a 2% deduction. For example, failing to submit a reflection once will mean a 2% deduction, failing to submit two reflections will mean a 4% deduction etc

FINAL PROJECT – A Progress Report on the Journey!

Assignment 7 Due: December 2

You are asked to create an artifact (portfolio, painting, visual, poem, drama, video, dance etc.) synthesizing your learning and growth during your journey this semester.

This artifact should represent what you have learned about yourself as you become a teacher. Drawing from all of your experiences this semester: assignments, listening to presentations, discussions, and reflections, select snapshots that best illustrate your learning and growth. These snapshots can include photographs, music, sketches, summaries of experiences etc. Organize these snapshots into an interesting artifact that represents who you were at the beginning of EDUC 252, who you are as you leave EDUC 252, and your hopes and dreams as you continue your journey as “teacher”. Please bring your artifact to our last class. Be prepared to share and discuss your artifact with the class. Please limit your presentation to 5 to 8 minutes. Also, give your peers an opportunity to comment on your presentation. Your presentation will be evaluated on your ability to demonstrate the processes of inquiry (further questions, quests), and reflection, as well as on your demonstration of personal growth. Your presentation will be evaluated according the Facet 6 from Understanding by Design (referenced in Assignment 1).

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