UNIVERSITY COLLEGE of the FRASER VALLEY

COURSE IMPLEMENTATION DATE: September 2007
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2010
(Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT: Education

EDUC 400		6
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Integration of Knowledge and Practice I
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This six week practicum allows students to observe and experience the teaching environment. The course will include an individual observation of students, classroom and school routines, and observations of students. Opportunities will be given for small group instruction and designing lesson plans within the larger context of unit plans and prescribed learning outcomes. The practicum will also allow students to implement effective teaching strategies and to apply assessment strategies. Proactive organization and classroom management for teaching whole classes are also emphasized.

PREREQUISITES: Admission to the Teacher Education Program (TEP), EDUC 410, EDUC 412, EDUC 420, EDUC 421, EDUC 422, EDUC 423, EDUC 424, EDUC 425

COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO: _____ *(Department/Program)* _____ *(Department/Program)*

TOTAL HOURS PER TERM: **90**
STRUCTURE OF HOURS:

Lectures:		Hrs
Seminar:		Hrs
Laboratory:		Hrs
Field Experience:	**90**	Hrs
Student Directed Learning:		Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT: **32**
EXPECTED FREQUENCY OF COURSE OFFERINGS:

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	X Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Allan McNeill
Chairperson: *Allan McNeill (Curriculum Committee)*
Department Head: Paul Orlowski
Dean: Karen Evans
UPAC Approval in Principle Date:
UPAC Final Approval Date: Dec. 13, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of EDUC 400, it is expected that students will be able to:

- design effective lesson plans within the context of larger unit plans and prescribed learning outcomes
- implement effective teaching strategies
- apply assessment strategies
- demonstrate classroom management and proactive organization skills
- understand how reflective practice can influence the theoretical and practical aspects of the student teacher's work and teaching philosophy

METHODS: (Methods will vary and may include)

- Observation, gathering data, small group instruction, lesson design.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ Yes X No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Lang, Hellmut R. and David N. Evans. *Models, Strategies, and Methods for Effective Teaching.* Toronto: Pearson Education, 2006.
British Columbia provincial curriculum integrated resource packages (IRPs)

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Mid-term progress report	50%
Final evaluation	50%

Grading is on a credit/no credit basis.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Practicum 1 will include: a small research project, the observation of pupils, classroom and school routines; small group instruction; the designing of lesson plans within the larger context of unit plans and prescribed learning outcomes; the implementation of effective teaching strategies; the application of acceptable principles of assessment; and the proactive organization and classroom management for teaching whole classes.

Phase In (1 week)
Immersion (4 weeks)
Phase Out (1 week)

During the Phase-in, student teachers will observe pupils, and classroom and school routines. They will gather data for their individual child study and engage in small group instruction under the direction of their school associate. During Immersion, there will be further small group instruction and a shift to a focus on lesson design. Transition of responsibility for lesson design from the school associate to student teacher will begin. Completion of the Midterm Progress Report will occur at this point. Student responsibility increases so that student teachers are teaching 2-3 lessons over 3-4 days. Student teachers will implement different teaching strategies, assessing the effectiveness of each strategy. The focus of designing lesson plans will now take place within the larger context of unit plans and prescribed learning outcomes. Assessment as it influences pedagogical practice will also be explored. Student teachers will then teach 4-5 full days. Phase-out will allow students to withdraw slowly from their responsibilities and prepare for their Final Evaluation.

Students may be grouped in their schools, and will work individually with both their school associates and faculty supervisor (or FA in phases 2 and 3).