

Course Syllabus for EDUC 430 - Virtual

COURSE NAME	TERM/YEAR:
The Catholic School Teacher: Pre-Practicum Course and Experience	Fall 2019 and Winter 2020
CLASS SCHEDULE	
Every second Tuesday at 6:00 - 7:30 pm starting on Tuesday, September 17, 2019 (Synchronous)	
INSTRUCTOR:	CONTACT INFORMATION:
Dr. Christine Younghusband	cyounghusband@stmarkscollege.ca
OFFICE HOURS:	
Contact Christine by email to arrange a time to meet online.	

COURSE DESCRIPTION:

This course is designed for students who are interested in pursuing a career in teaching. Students will engage and participate in education related activities, reflect on self and role of a teacher, and observe classes to sense-make and consider the characteristics and qualities teachers possess. Students will be asked to connect face-to-face with the instructor and other students in the course to discuss what was observed, ask questions, and participate in professional learning activities outside of course time. Possible activities will be discussed further during virtual class time.

LEARNING OUTCOMES:

Students will be able to:

- Identify what it means to be a learner.
- Describe the role and responsibilities of a teacher.
- Differentiate the difference between a teacher and educator.
- Participate in professional learning activities and find ways to contribute.
- Become a reflective practitioner and participate in Assessment AS Learning.
- Effectively observe teaching and learning in schools and classrooms.

REQUIRED TEXTS & RESOURCES:

Readings, videos, journal reflections, and online assignments will be found on Canvas.

COURSE REQUIREMENTS:

Students must be (at least) in their 4th year.

GRADE DISTRIBUTION:

This course is evaluated on a Pass/Fail basis. It is expected that students will attend all online synchronous classes, complete all journal reflections and online assignments, read all assigned readings found on Canvas, and participate in activities outside of course time.

COURSE POLICIES

It is the responsibility of every student to read and understand the College Policies. The College Policies on Academic Honesty, Academic and Exam Accommodations, Grading Practices, Student Conduct, Technology Usage and more can be found in the Undergraduate Student Handbook on the website: <http://stmarkscollege.ca/about-us/governance/policies/>.

PRE-READING (before September 17, 2019)

Heart of a Teacher – Identity and Integrity in Teaching (1997) by Parker Palmer**
https://biochem.wisc.edu/sites/default/files/labs/attie/publications/Heart_of_a_Teacher.pdf

ASSIGNMENTS

Weekly Journal Reflections

- Although the class meets once a week, students are to write a written reflection of what they have learned about teaching and learning our online class, their experiences in the classroom, readings and/or videos, or their professional learning activity experience.
- Journals will be completed on Canvas and class members and instructor will comment.
- Journal reflections should be a approximately 300 words or more. This is an opportunity to experience learning as a reflective practitioner and using Assessment AS Learning.
- A summative journal reflection focussing on “what did you learn” will be required at the end of the course to summarize and synthesize your learning in this course.

Professional Learning Activities

- Students will attend at least two teacher professional learning events
 - BC Provincial Professional Development Day – choose one event
 - EDvent, IGNITE, TEDx, or EdCamp – choose at least one event
- Students will engage in the learning experience and report back what they have learned, why it was important to learn that information, what they would like to do next

Attendance and Participation

- Students are expected to attend the online synchronous class held every second week (see schedule below) and participate in small group discussions and online learning activities.
- Students may be required to do a pre-reading or watch a video before attending the class. These resources will be posted on Canvas on the “non-class week” of the course.

Digital Footprint

- Students will learn how to use Twitter as a professional learning tool. Using social media as a platform to learn more about education, teaching, and learning in addition to finding who to follow, how to be a digital citizen, and contribute to the online conversation.
- Students will participate in at least one “edu-chat” and report back to the group what they have learned, why was that important to learn, and what would the like to do next.
- Students will share resources and discuss what they have found on Twitter, how effective is learning from Twitter, and what are some of the benefits of using Twitter for learning.

COURSE SCHEDULE

The following schedule may be altered according to the instructor's judgment.

Week	Date(s)	Course Content	Other Information
1	September 3, 2019	No Class	Pre-Reading**
2	September 17, 2019	Introduction and Syllabus	Heart of a Teacher
3	October 1, 2019	Professional Learning	What is teaching?
4	October 15, 2019	Class Observations	What to look for?
5	October 29, 2019	Provincial Pro-D (Oct. 25)	Fall Conference 2019
6	November 12, 2019	Reflection on Learning	Professional Learning Communities
7	November 26, 2019	BC's Curriculum	BC Core Competencies EdCamp (Jan. 18, 2020)
8	January 7, 2020	What is assessment?	Puzzle of motivation
9	January 21, 2020	The Growth Mindset	Student led learning
10	February 4, 2020	What is pedagogy?	Imagination Education
11	February 18, 2020	Reading Break	-----
12	March 3, 2020	What is Inclusion?	Universal Design for Learning (UDL)
13	March 17, 2020	First Peoples Principles of Learning (FPPL)	Indigenous Education
14	March 31, 2020	What did you learn?	Summarize our learning

Please note: The course schedule is subject to change. Notice will be given.

OTHER RELEVANT INFORMATION FOR THIS COURSE:

Readings, videos, online assignments, and journal reflection questions will be found on Canvas.