

School Teaching Experience

Course Coordinator: K. Subramaniam

Credits: 2

Duration: January to April, 2015

Meetings: Wednesdays 11:00 am to 1:00 pm. School visits, internship, teaching and feedback/debriefing meetings will be scheduled as per need and convenience.

Summary and objectives

This course will expose participants to the practice of teaching in schools. It will involve studying teaching as well as studying ways of preparing for teaching. Students will teach in schools and also visit teacher education institutions to understand the ways in which they prepare student teachers through practice teaching and school internship.

Learning Objectives

- To understand the various task components that constitute teaching.
- To link theories of teaching with teaching practice.
- To obtain hands-on experience of teaching in schools.
- To develop professional noticing to understand classroom better.
- To understand the ways in teacher education institutions prepare future school teachers for teaching practice.

Course readings are listed under each unit. The readings may change as the course progresses.

Unit 1: Understanding teaching practice

In this unit, course participants will study techniques used to prepare pre-service teachers such as micro-teaching, developing lesson plans and teaching practice. They will accompany student teachers to schools. Course participants will observe “practice teaching” (as coined by the teacher education colleges) of prospective teachers from Xavier’s Institute of Education (XIE) over the month of January 2015 and participate in processes of reflection and feedback.

Readings:

1. Allen, D. W., & Eve, A. W. (1968). Microteaching. *Theory into practice*, 7(5), 181-185.
2. Hiebert, J., Morris, A. K., Berk, D., & Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47-61.
3. Jangira, N. K., & Singh, A. (1982). Core Teaching Skills: Micro Teaching Approach. *New*

Delhi, NCERT. (Unit 2: Strengthening Student Teaching, p 9-18)

4. Kosnik, C., & Beck, C. (2009). *Priorities in teacher education: The 7 key elements of pre-service preparation*. Routledge. (Chapter 1: Program Planning, p 13-39)

Assessment (15%): Maintain a reflective diary of visits (Submission deadline – 2nd Feb 2015); participation in discussion and feedback

Unit 2: Teaching Internship

Course participants will serve as an intern in the nearby school, for one whole day and one half day per week in the nearby schools over the month of February 2015. They will be associated with a mentor teacher and will assist the teacher in school based activities including classroom teaching. They will understand the various dimensions of work of the school as a whole and try to participate in as wide a range of activities as possible.

5. Grossman, P., Ronfeldt, M., & Cohen, J. (2011). *The power of setting: The role of field experience in learning to teach*. In K. Harris, S. Graham, T. Urdan, A. Bus, S. Major, & H. L. Swanson (Eds.) American Psychological Association (APA) Educational Psychology Handbook, Vol. 3: Applications to Teaching and Learning (pp. 311-334).
6. Joyce, B. R. & Weil, M. (1985). *Models of teaching*. Prentice-Hall of India Private Limited, New Delhi. (Chapter 12: Classroom meeting model: mental health through group process, p. 206-221; Chapter 28: Models of teaching and educational objectives – boosting learning of various kinds, p. 461-479)
7. Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice*, 1(3), 293-307.
8. Stigler, J. W., & Hiebert, J. (2009). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom*. Publisher: Simon and Schuster. (Chapter 3: Images of Teaching, p. 25-54; Chapter 7: Beyond reform: Japan's approach to the improvement of classroom teaching, p. 103-128)

Assessment (20%): The assessment will be based on extent and quality of participation in school activities. 10% will be marked by a mentor teacher in the school. 10% will be marked on the basis of a report that communicates the extent and quality of participation in school work and the participant's own reflections on what (s)he has learnt. (Submission deadline for report – 2nd Mar 2015)

Unit 3: Lesson Study Planning and Teaching

Graduate students will plan a teaching camp for ten hours on a specific topic during March-April 2015. They will use lesson study approach to share and build their knowledge of teaching and learning to teach.

9. Ermeling, B. A., & Graff-Ermeling, G. (2014). Learning to learn from teaching: a first-hand

account of lesson study in Japan. *International Journal for Lesson and Learning Studies*, 3(2), 170-191.

10. Fernandez, C., & Yoshida, M. (2004). Lesson study: A Japanese approach to improving mathematics teaching and learning. Routledge.
11. Kosnik, C., & Beck, C. (2009). *Priorities in teacher education: The 7 key elements of pre-service preparation*. Routledge. (Chapter 3: Classroom Organization and Community, p 64-85)
12. Lave, J. (1996). Teaching, as learning, in practice. *Mind, Culture, and Activity*, 3, 149-164.

Assessment (50%): 25% will be marked against actual teaching. 25% will be marked against report and records of practice from classroom teaching such as lesson plans, worksheets, tasks/activities designed, students' work, students' assessment, etc. All records must be accompanied by a note explaining the context and significance of the record. Deadline for submission of report and records of practice – 30th April 2015.

Assessment (15%): Classroom discussion and presentation of readings. All participants are required to read the reading material assigned before the class.