

## **Teaching practice and school internship / design of learning resource**

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Duration: 14<sup>th</sup> August to 20<sup>th</sup> November 2017

Credits: 4

### **Summary and objectives**

This is the second part of the course where students engaged with the practice of teaching & learning in schools. The part I involved studying teaching as well as studying ways of preparing for teaching & learning (briefly), and the students also designed and conducted a teaching intervention experiment.

In the second part, the students will continue to gain understanding of learning to teach and additionally gain insights from teaching in other professions, such as medicine, architecture or law, in addition to teaching. The purpose of analyzing teaching in cross professions is to unpack components of teaching that go into making a professional. Even though teachers often undergo various professional development programs, they are rarely seen as independent professionals like doctors or lawyers. This is another motivation to understand practice of teaching in schools of medicines and law, etc.

### **Learning Objectives**

- To be able to look at practice and decipher it in terms of learning to do it.
- Gain cross-professional aspect of teaching
- Read relevant literature and situate in the field experience.

- Engage in practice by actual enactment in authentic situations.
- Reflect on nature of learning that happens through experience.

## **Unit I: Understanding teaching practice across profession**

We begin our exploration by considering how practice is taught and learned across a number of different “relational” professions, always with an eye towards implications for teacher education. We might observe how lawyers, doctors or architects are prepared for the practice component of their profession.

### *Activities:*

1. Read, discuss and understand basic literature on education in other professions.
2. Observe various teaching episodes to deepen our understanding of processes and work of teaching through live teaching observation of these professions.
3. Maintain a field note and reflection diary, and discuss some of these during debrief discussion.

### *Assignments:*

1. Reflections based on prompts.
2. Submit the diary of field notes and reflection of teaching observed.

## **Unit 2: Pre-service teachers' development**

In this unit, we will primarily focus on experiences in partnering with a student-teacher at a teacher education institute. Each one of you will be assigned a student-teacher partner for 7-10 days. You will accompany the student to classes, observe ( and if possible participate) in various activities (eg lesson planning, micro-teaching) being conducted to prepare the student-teachers for a career in the teaching profession. You will also draw on your experiences in this period to think and reflect on the nature of preparation (eg theory, practical skills) of these students during the degree course.

### *Activities:*

1. Become an intern with a pre-service teacher, for 7-10 days.
2. Participate in all the activities of student-teachers in a teacher education institute
3. Maintain a field note and reflection diary.

### *Assignments:*

1. Reflections based on prompts.
2. Submit the diary of field notes and reflection of teaching observed.

## **Unit 3: Design and Enactment of Teaching**

In this unit, each of you will be re-designing a teaching trajectory in discussion with an assigned mentor. You and your mentor will conduct this teaching camp

in two school settings (or as a camp at the Centre). You may choose to continue the same topic as in the last semester's design and enactment of teaching. Alternatively, you may decide to focus on any other interest or questions you might have around teaching Sciences or Mathematics.

*Activities:*

1. Re-design a teaching trajectory drawing on feedback obtained during the first cycle of design and enactment in part I of this course, OR design a new teaching trajectory in discussion with your mentor
2. Enact the trajectory in one setting.
3. Understand and reflect on your teaching and what really happened.
4. Compare all the above aspects with your first cycle of design and enactment of teaching
5. State your findings. Reflect

*Assignments:*

1. The design of the trajectory.
2. Field notes of enactment – help will be provided.
3. Reflections post-teaching connecting it to modifications in the trajectory.
4. Comparison of the original and modified trajectory.

A tentative week wise schedule of the entire semester is given here.

**Unit 4: writing from experiences**

Collate all your experiences from the above units and write a reflective note on your understanding about 'What is teaching?' Think and state whether and how this understanding has changed based on your experiences with teaching practice in another professional course (eg law, medicine)

### **Unit 5: reflecting on learning from experience.**

In this last section we reflect on learning from experience through readings such as Dewey and Gandhi. We also look at recent studies that talk about effectiveness of learning from practice. In the light of this learning we re-imagine practice-based teacher education at pre-service level.

### **Important Readings:**

Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61(1).

Rose, M. (1999). "Our hands will know": the development of tactile diagnostic skill - teaching, learning, and situated cognition in a physical therapy program. *Anthropology & Education Quarterly*, 30(2), 133-160.

Jordan, B. (1989). Cosmopolitical obstetrics: Some insights from the training of traditional midwives. In *Social Science Medicine*, 28, 925- 944.

Hiebert, J., Morris, A, Berk, D. Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47–61.

Dewey, J. (1904/1965). The relation of theory to practice in teacher education. In M. Borrowman, (Ed.). *Teacher education in America: A documentary history*. (pp. 140-171). New York: Teachers College Press.

Rozelle, J. J. & Wilson, S. (2012). Opening the black box of field experiences: How cooperating teachers' beliefs and practices shape student teachers' beliefs and practices. *Teaching and Teacher Education*, <http://dx.doi.org/10.1016/j.tate.2012.07.008>.

Gawande, A. (2002, January 28). The learning curve. *The New Yorker*, 52-61.

Nicolini D., Gherardi S., & Yanow D., "Introduction: Toward a Practice-Based View of Knowing and Learning in Organizations," in D. Nicolini, S. Gherardi, & D. Yanow (Eds.), *Learning in Organizations*. Armonk, NY: M.E. Sharpe, pp. 3-31.

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*. 111 (9).