

# Teaching Practice and School Internship / Design of Learning Resource - Part 1

Graduate Course, HBCSE-TIFR 2018-19- Semester 1

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**Duration:** August 3 (Friday) to December 18 (Tuesday), 2018

**Credits:** 4

**Course Summary:** The course will expose participants to the practice of teaching and learning in schools. It will (briefly) involve studying teaching as well as studying ways of preparing for teaching-learning. Students will observe teaching in various school settings, intern with in-service teachers to understand how teachers prepare for classroom teaching, related tasks and finally will implement a teaching trajectory designed by them.

## **Learning Objectives:**

- To understand the various task components that constitute teaching and learning.
- To link theories of teaching with teaching practice.
- To develop professional noticing to understand classroom better.
- To obtain hands-on experience of teaching
- To acquaint with teaching-learning process.

## **Unit 1: Understanding Teaching Practice through Readings**

In this unit, we will develop an understanding of what teaching is, and how over the years educators and researchers have perceived teaching of content areas.

### *Activities:*

1. Read, discuss and understand basic literature on teaching, and teaching Sciences and Mathematics.
2. Observe various teaching episodes to deepen our understanding of processes and work of teaching through live teaching observation.
3. Formulate your own definition of what teaching is based on the readings. We will revisit the same throughout the semester, to see how our experiences from observations, apprenticeship and teaching reflect in that definition.
4. Students will present chapters/ readings in the classes.

## **Unit 2: Experiencing School Settings**

In this unit, the graduate students will observe classrooms in different school systems and for different subjects. Observations will be conducted throughout the week for around 9-12 hours. Debriefing sessions will be held intermittently for discussions and reflections.

### *Activities:*

1. Interact with school officials and arrange for school visits.

2. Observe classes for science, mathematics, social science and language in different school systems.
3. Maintain a field note and reflection diary, and present from the same during de-briefs.

### **Unit 3: Exposure to In-Service Teachers' Experiences**

In this unit, graduate students will be exposed to the every day practices of an in-service school teacher. Each student will be assigned an in-service teacher for 7-10 days and the student is expected to accompany the teacher in his/her preparation of teaching, making lesson plans and other related tasks around work of teaching. Debriefing sessions will be held intermittently for discussions and reflections.

#### *Activities:*

1. Become an intern with an in-service teacher, for 7-10 days.
2. Participate in all the activities around work of teaching.
3. Maintain a field note and reflection diary, and present from the same during de-briefs.
4. Note that the in-service teacher will be evaluating your participation in this component, and therefore those respective teachers will give the assignments.

*Written Assignment:* Students are expected to write a detailed reflective note on their internship experience, and how this has contributed to your understanding of teaching practice. The assignment should be submitted by October end.

### **Unit 4: Design and Enactment of Teaching**

In this unit, each of you will be designing a teaching trajectory (lesson plan) in discussion with an assigned mentor. You will conduct this teaching camp in a school or as a camp at the Centre, depending on availability of students. The topics will be chosen based on any interest or questions you might have around teaching science or mathematics.

#### *Activities:*

1. Design a teaching trajectory in discussion with your mentor.
2. Enact the trajectory in a teaching camp
3. Understand and reflect on your teaching and what really happened.
4. Maintain a reflection diary, and present from the same during de-briefs.

#### *Written Assignments*

1. The lesson plans / the design of the trajectory.
2. Field notes of enactment and submission of your reflection diary.

### **Assessment**

Students taking the course for credit will be graded on the 1) Written assignments 2) Classroom participation and presentations 3) In-service teacher's evaluation on their internship 4) Teaching camp

## **Tentative schedule for the Course:**

**Unit 1:** From August – December

**Unit 2:** From August – September

**Unit 3:** To be announced later, as this depends on schedule and availability of teachers.

**Unit 4:** From November - December

## **Proposed Readings**

Badheka, G. (1932/1990). *Divaswapna* (English translation). New Delhi: National Book Trust.

Ball, D. L., Thame, M. H., & Phelps, G. (2008). Content knowledge for teaching what makes it special? *Journal of Teacher Education*.

Barnes, D. (2010). Why talk is important: English teaching: *Practice and Critique* 9(2), 710.

Govinda, R. (2011). *Who goes to school? Exploring exclusion in Indian education*. India: Oxford UP.

IDAC Group (1978). *Danger school*. Geneva. IDAC.

Kumar, K. (2003). Shivam ki Rachna. In K. Kumar (Ed.), *School ki Hindi* (pp. 1318). India: Rajkamal Prakashan Pvt Ltd.

Lampert, M. (2003). *Teaching problems and problems of teaching*. USA: Yale Publishing.

Neill, A. S. (1960). *Summerhill: A radical approach to child rearing*. USA: Hart Publishing Company.

Pattnaik, B., & Pattnaik, N. M. (English Translation). *Tottochan*. Srujanika.

Raghavan, N. (2015). *The reflective teacher: Case studies of action research*. New Delhi: Orient Blackswan Private Limited.

Sarangapani, P. (2003). *Constructing school knowledge: An ethnography of learning in an Indian village*. India: Sage.

Shulman Lee (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, Vol. 15, No. 2, pp. 4-14.

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)

Wenger, E. (2000). *Communities of practice*. UK: Cambridge University Press.

We will also refer teacher magazines like *Teacher Plus* and *Learning Curve*, where firsthand accounts of teachers are reported.