

EDUC 316 – Communication in Teaching (30 hours)

Instructor: Mary Leah de Zwart, PhD

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Office hours: Scarfe 2110 (by appointment)

Tel. 604-822-8891

Sessions:

**Tuesday 10:30-12:30 to Oct. 13
Tues. 10:30-12:30 and Thurs. 4:30-6:30
after Oct. 13**

EDUC 311 – Principles of Teaching (48 hours)

Instructor: Blake E. Smith, M.A., Ph.D. student

e-mail blakesmith.ubc@gmail.com

Office hours: by appointment

Tel. 604-822-8891 (message)

Sessions:

**Tuesday 1:30-3:30
Thursday 2:00-4:00 and 4:30- 6:30 (to Oct. 13)**

Professionalism

Teacher candidates in the Faculty of Education are enrolled in a professional program and must adhere to a professional code of conduct both during the practicum experiences and while on campus. Professionalism is expected at all times (e.g. attendance, communications of all forms [verbal, written, on-line], and general deportment). Please refer to the British Columbia College of Teachers 'Standards for the Education, Competence and Professional Conduct of Educators in B.C.' (<http://www.bcct.ca/Standards/StandardsOverview.aspx>)

Required Materials

EDUC 311

A course package, EDUC 310/311 – Course Readings, is available through the UBC Bookstore (\$16.00)

EDUC 316

"Individual Style Survey" (ISS) - available at UBC Bookstore (\$7.00)

Photocopy Fees - \$10.00 (EDUC 311) cash

Attendance

Teacher candidates are expected to attend **ALL** classes. Teacher candidates who are unavoidably absent because of illness or disability, should advise the instructor as soon as possible. (see Bachelor of Education Student Handbook 2011-2012). Teacher candidates who miss a significant amount of class hours are normally expected to repeat the course. For more information, please see the Bachelor of Education Student Handbook.

Oral English Requirement (Bachelor of Education Student Handbook 2011-2012)

Competence in spoken English is a requirement for teaching within the British Columbia School system. Students admitted to the teacher education program must demonstrate competency in oral English. All students in the teacher education program enrol in a communication class where their oral English will be evaluated on an ongoing basis. If questions arise regarding oral English competency, students may be asked to undergo an evaluation of their spoken English. The results of both oral proficiency in the

communication class and the subsequent oral evaluation will be used to determine whether the student will be required:

1. to improve their standard of oral English before proceeding to the Extended Practicum and/or before being recommended for the Bachelor of Education and a teaching certificate, or
2. to withdraw from the Faculty.

Students will not be permitted to begin the Extended Practicum (EDUC 329) until they have passed this requirement.

Written English Requirement (Bachelor of Education Student Handbook 2011-2012)

All students admitted to a program leading to teacher certification must provide evidence of a satisfactory standard of written English prior to registering for the program. Those who have had all their post-secondary study at an English-language institution(s) are presumed to have achieved a satisfactory standard of writing. All other students will be required to provide evidence of satisfactory achievement by means of an acceptable English language test.

Students who do not provide evidence of an acceptable standard of English during the program may be required to complete a test of written English. On the basis of the results of this test, students may be required by the Faculty:

1. to improve their standard of written English before proceeding to the Extended Practicum and/or before being recommended for the Bachelor of Education and a teaching certificate, or
2. to withdraw from the Faculty.

Pass/Fail description

The professional program in teacher certification at UBC is committed to a high level of performance among all teacher candidates. It is with this in mind that a pass/fail system has been instituted. While marks are assigned in a few elective courses, all mandatory courses are judged on a pass/fail basis.

EDUC 311 Course Description- Principles of Teaching (PoT)

The course serves as an introduction to: 1) reflective inquiry i.e., inquiry into the teacher-candidate's own practice; and, 2) inquiry as a form of research on a specific topic (e.g., ecological education, challenges for recently immigrated students, curriculum or textbooks as cultural and historical objects.)

EDUC 316 Course Description- Communication in Teaching(COM)

This course is designed to be experiential and developmental. It is intended to provide teacher candidates with opportunities to gain an understanding of the communications processes (speaking, presenting, listening, body language and professional reflective writing) in education and develop skills for effective communication with students, parents, and colleagues. Students will also begin work on their electronic portfolios, required for teacher certification in B.C.

PoT / COM COURSE OUTLINE OVERVIEW

Week	Time			READINGS	Sign up for "Experts"
1 - Sept.6	9-10:30	POT- COM	Orientation / Team Building Foundations of classroom communication		
1 - Sept. 8	2:00-4:00	POT	Reading block Discussion of reading	1. Freire, P. (1998).	
	4:30-6:30	POT	Conceptions of teaching		
2 – Sept. 13	10:30-12:30	COM	Teacher presence E-folio	“Bring an item that you can use to explain why you went into teaching” Andrea Webb – guest speaker on e-folios	
	1:30-3:30	POT	Understanding teaching as inquiry		
2 – Sept. 15	2:00-4:00	POT	Reading block Discussion of reading	Henderson, J. (1992).	
	4:30-6:30	POT	Understanding teaching as inquiry		
3 – Sept. 20	10:30-12:30	COM	Teacher presence E-folio		
	1:30-3:30	POT	Exploring teachers’ inquiry		
3 – Sept. 22	2:00-4:00	POT	Reading block Discussion of reading	1. Shamsher, M., Decker, E., & Leggo, C. (2003). 2. Brandes, G., & Kelly, D. (Eds.). (2004).	
	4:30-6:30	POT	Exploring teachers’ reflections	POSSIBLE EDUCATION LIBRARY ORIENTATION	
4 – Sept. 27	10:30-12:30	COM	Communication needs of a diverse classroom	POSSIBLE SCHOOL VISIT	
	1:30-3:30	POT	Linking inquiry and practice		
4 – Sept. 29	2:00-4:00	POT	Reading block Discussion of reading	Sims, M. (1993).	
	4:30-6:30	POT	Generating questions		
5 – Oct. 4	10:30-12:30	COM	Communication needs of a diverse classroom		
	1:30-3:30	POT	Enlarging perspectives		
5 – Oct. 6	2:00-4:00	POT	Reading block Discussion of reading	Aoki, T. (2005).	
	4:30-6:30	POT	Enlarging perspectives		
6 – Oct. 11	10:30-12:30	COM	Communication needs of a diverse classroom		
	1:30-3:30	POT	Preparing for inquiry / practicum	First draft of proposal due	
6 – Oct. 13	2:00-4:00	POT	Reading block Preparing for inquiry / practicum	Cole, A. & Knowles, J. (2000).	
	4:30-6:30	COM	Preparing for practicum		

Two-week practicum is October 17-28, 2011.

COURSE ASSIGNMENTS AT A GLANCE

EDUC 311

1. In-class activities and participation e.g. reading presentations and reflections

/Entrance and Exit Slips (Due dates to be determined by cohort instructor) including reading “experts”

2. Inquiry Project: Proposal, Paper and Presentation (Due dates to be determined by cohort instructor). All PoT proposals are due November 1, 2011. Presentation dates will be assigned later.

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1. In-class activities and participation e.g. Introduction, completion of ISS, reading activity; self-reflections

2. Collection of artifacts for WordPress e-portfolio and presentation

3. Observation assignment

4. Micro-Teaching assignment

ACADEMIC ACCOMMODATIONS for STUDENTS with DISABILITIES

Students with a disability who wish to have an academic accommodation should contact the Disability Resource Centre without delay.

PoT Course Website:

www.mmecarr.ca/POT/schedule-sec2011.pdf

9 things about me

1. Full Name
(underline preferred name) _____

2. Contact phone
(emergencies) _____

3. UBC Email _____

4. Best Email _____

5. Home town _____

6. High school
graduated from _____

7. Most recent
degree and
University _____

8. Education
specialty _____

9. Second area if
applicable _____

Practicum Ideas

1. Name: _____

2. Permanent Address: _____

Postal Code: _____

3. Address During Practicum if different from above:

Postal Code

4. Would you consider a placement outside the Lower Mainland? *Yes* *No*

If yes, where? _____

5. Mode(s) of transportation available for practicum: *Public transit* *Own car* *Other such as:*

6. Circle your top three school districts for placement: Burnaby Vancouver Surrey Richmond
Langley North Vancouver West Vancouver Other _____

7. Circle your top three Home Economics/ Home Economics related subjects that you would like to teach:
Grade 8 Lifeskills Junior Foods Senior Foods Junior Textiles Senior Textiles Family Studies
Other such as Planning Tourism _____

8. Teaching experience(include volunteer, adult, etc.) _____

9. Related teaching experience: _____

10. Other subjects that you would like the opportunity to observe and/or teach: _____

12. Other things to take into account for your placement: (e.g. childcare arrangements,
etc.) _____

13. IF you had to prioritize your choices, which would be most important to you (#1 to #5)

_____ Close to where I live _____ Other such as _____

_____ More employment prospects