

Sample schedule EDUC 310/316 (COM is shaded) – **Elementary** (12-mo.Sept. start)

WK	MONDAY	WEDNESDAY	TOPICS
1		<i>Sept. 9</i> Introduction	
2	<i>Sept. 14</i> Team-building	<i>Sept. 16</i> E-folio*	Foundation of Classroom Communication UBC ASR/ e-folio
3	<i>Sept. 21</i> E-folio	<i>Sept. 23</i> Teacher Presence	Evidentiary documents/Artifacts Listening Non-Verbal communication
4	<i>Sept. 28</i> Teacher Presence	<i>Sept. 30</i> Teacher Presence	Personal style in communication Organization for communication Student involvement in learning
5	<i>Oct. 5</i> Communication Needs of a Diverse Classroom	<i>Oct. 7</i> Communication Needs of a Diverse Classroom	Language, talk and learning Organizing for the learning needs of EAL students
6	<i>Oct. 12</i> Thanksgiving	<i>Oct. 14</i> Communication Needs of a Diverse Classroom	Social and emotional language for diverse classrooms Organizing for the learning needs of EAL students
7	<i>Oct. 19</i> Communication needs of Aboriginal children	<i>Oct. 21</i> Communication needs of Aboriginal children	Factors that impact on Aboriginal students' classroom performance
8	<i>Oct. 26</i> Communication needs of Aboriginal children	<i>Oct. 28</i> Communicating with parents	Conferencing / Report cards Formal/Informal meetings / EAL parents
9	<i>Nov. 2</i> Communicating with parents	<i>Nov. 4</i> Communicating with colleagues, admin.	Relationships with colleagues Presenting to colleagues
10	<i>Nov. 9</i>	<i>Nov. 11</i> Remembrance Day	How might we create safe and engaging learning environments?
11	<i>Nov. 16</i>	<i>Nov. 18</i>	How might we design and deliver teaching/learning experiences?
12	<i>Nov. 23</i>	<i>Nov. 25</i>	How might we design and deliver teaching/learning experiences?
13	<i>Nov. 30</i>	<i>Dec. 2</i>	How might we prepare/plan?
	WINTER	BREAK	

* this session will take place on Tuesday, Sept. 15 in Scarfe 100 – times to be announced.

	JANUARY	PRACTICUM	
20	<i>Jan. 18</i> Lecture-videos* 1/2 - Knowing	<i>Jan. 20</i> Inquiry	What are the attributes of excellent teachers? How are students different or the same as 5/10/20 years ago?
21	<i>Jan. 25</i> Lecture-videos 3/4 - Knowing	<i>Jan. 27</i> Inquiry	How might we create optimum learning environments? How do we value/engage all learners?
22	<i>Feb. 1</i> Lecture-videos 5/6 -Learning	<i>Feb. 3</i> Guest speaker Assessment for Learning**	How might we integrate teaching, learning and assessment?
23	<i>Feb. 8</i> Lecture-videos 7/8 -Learning	<i>Feb. 10</i> Inquiry	How do curriculum documents address complex learning and teaching? How has “behaviour mgmt” evolved?
24	Olympics	Olympics	
25	Olympics	Olympics	
26	<i>Mar. 1</i> Paper due Lecture-videos 9/10 -Teaching	<i>Mar. 3</i> Inquiry	How might we design and deliver teaching/learning experiences? How might we provide for differentiation?
27	<i>Mar. 8</i> Paper due Lecture-videos 11/12 -Teaching	<i>Mar. 10</i> Inquiry	Issue-based Project of interest to each cohort: Inquiry & Sharing
28	<i>Mar. 15</i> Inquiry	<i>Mar. 17</i> Inquiry	Issue-based Project of interest to each cohort: Inquiry & Sharing
29	<i>Mar. 22</i> Inquiry	<i>Mar. 24</i> Communicating for employment	Issue-based Project of interest to each cohort: Inquiry & Sharing Interviewing for a teaching position

Paper due anytime between March 1-8

* Lecture-videos are viewable/downloadable from iTunesU (<http://www.itunes.ubc.ca>)

Click on 'Launch UBC on iTunesU' --> Faculties & Schools --> Education, Faculty of
(Date of viewing is flexible)

** Morning groups – 10 am – 12 pm in Scarfe 100;

Afternoon groups – 1:00-3:00 pm in Life Sciences Centre 2 (will be filmed for iTunesU)

ASSIGNMENTS – COM

1	Observation/ Analysis of Classroom Teaching		
2		Microteaching	
3			E-folio Reflections

ASSIGNMENTS – POT

1	Critical Interpretation Paper	
2		Issue-based Inquiry Project

Notions drawn from the lectures -- Questions to explore during inquiry sessions

	Notions that could be taken up	Questions that could be explored
Lectures 1/2: Knowing	<ul style="list-style-type: none"> - what makes a good teacher? - low- and high complexity people - life- and career-long learning - knowing—and the people we’re teaching—are changing 	<p>What are the attributes of excellent teachers?</p> <p>How are your students different or the same as 5/10/20 years ago?</p>
Lectures 3/4: Knowing	<ul style="list-style-type: none"> - networked knowing in a logical, sequenced school system - knowing as embodied, situated and distributed - importance of normal - knowledge of the collective 	<p>How might we create optimum learning environments/ collectives?</p> <p>How do we value/ engage all members of the class?</p>
Lectures 5/6: Learning	<ul style="list-style-type: none"> - complexity thinking in a complicated school system; learning systems - teaching by engaging - behaviourism/”management” - construalism 	<p>How do/might our curriculum documents address complex learning and teaching?</p> <p>How might we think about creating positive learning/social climates?</p> <p>How has the notion of “managing behaviour” evolved?</p>
Lectures 7/8: Learning	<ul style="list-style-type: none"> - what is intelligence? - multiple intelligences? - intelligence and technologies - differentiated instruction; diverse learners/labelling 	<p>How might we design and deliver teaching/learning experiences?</p> <p>How might we address diverse needs and contexts?</p>
Lectures 9/10: Teaching	<ul style="list-style-type: none"> - teacher as interpreter rather than instrument of curriculum - assessment and reporting as mechanical constructs - pedagogy and didactics – intertwined & interactive - teaching as pointing 	<p>How might we envision the role of the teacher?</p> <p>What is the interplay of curriculum as written and curriculum as lived?</p> <p>How might we integrate teaching, learning and assessment?</p>
Lectures 11/12: Teaching	<ul style="list-style-type: none"> - associations of “teaching”; unhelpful connotations & false dichotomies - preparing to teach – thinking outside Madeline Hunter’s box - teaching as enabling constraints - teacher as global citizen 	<p>How might we prepare for teaching on a daily/weekly/term basis?</p> <p>How might we design and deliver teaching/learning experiences?</p> <p>How might we prepare students/ourselves for a world they/we cannot yet know?</p>