

# **Principles of Teaching Research Project**

**EDUC 310**

**Surrey/Langley/2-year Cohort**

**Term 2 – 2008/09**

## **Background Information:**

In this course, we explore the principles of teaching by addressing the following ‘guiding questions’:

- How might we envision the role of the teacher?
- How might we create safe and engaging learning environments?
- How might we design and deliver teaching/learning experiences?
- How might we address diverse needs and contexts?
- How might we prepare/plan for teaching/learning?
- How might we integrate teaching, learning and assessment?

The intent of addressing these questions is to develop a level of understanding while practising skills in preparation for your profession. This research project provides an opportunity to become more familiar with what is at stake around a few prominent issues and to heighten awareness of the deeply contested, constantly evolving landscape of formal education.

## **Objectives:**

- to design an appropriate lesson plan using our template
- to work cooperatively as a group of 3 (sometimes 4) Groups will be assigned by the instructor
- to teach the lesson to the whole group and receive feedback
- to include a PowerPoint (or other multimedia) presentation as part of the lesson.  
*(Multimedia is the combined use of media for communicating or diffusing information. It may include film, technology, print, theatrical or musical interpretation, etc.)*
- to address the Principles of Teaching and Learning during the lesson
- to provide the opportunity for you to synthesize the content of your other courses and to make that content relevant to your chosen subject
- to include an explanation (as an addendum to the lesson plan) that explains how you have addressed the guiding questions and Principles of Teaching and Learning.
- to provide your colleagues with an in-depth presentation of your topic along with an appropriate handout that includes a select list of resources for their practical use.

## **Details:**

1. The lesson plan will be detailed, typed and include all the elements (except PLO’s)
2. Since this is a group assignment, all members of the group will be included in the planning and teaching of the lesson.
3. This assignment will be assessed according to the rubric attached
4. The entire lesson should be approximately 30 minutes in length.

### **Suggested Topics:**

You do not necessarily have to limit yourselves to these topics, but be sure to have your topic approved by your instructor. Consider the diverse perspectives within the topic. Submit your first 3 choices of topic as soon as possible.

- Differentiated Instruction –how can this be managed/achieved
- French Language instruction in BC (core, immersion, intensive, francophone) what are the differences? Who participates in each? Programs for all or just for some?
- Special or Inclusive Education -- the dilemmas
- Issues involved in assessment and evaluation
- Multigrade classes-the pros and cons
- Options to the traditional school calendar
- Continuing education for teachers-models, possibilities and difficulties
- Specialist vs generalist teachers in elementary –pros and cons
- Daily physical education - pros and cons
- EAL learner support -how best to provide? For how long? and issues
- How come I have 8 children out of the room? Pull-out programs – pros/cons
- Technology in schools – options / use of resources / issues
- Class size and impact on learning – research and practice

### **Feedback:**

1. Each of the other 4 groups will provide one collaborative written feedback.
2. The instructor will provide written and oral feedback.
3. The presentation group will individually hand in their self-assessment of the planning and teaching presentation (attached).

### **Assessment Criteria:**

<b>Criteria</b>	<b>Meets Expectations</b>	<b>Exceeds Expectations</b>
Conduct and compile research about a topic in education	- compilation of research shows a clear understanding of the topic	- strategic compilation of research shows insight into the topic
Present research on a topic through a multi-media presentation	- multi-media presentation is complete and effectively conveys the researched material	- multi-media presentation is complete and innovatively showcases the research material
Make reference to the literature on the topic	- references to the literature support various aspects of the topic	- references to the literature are used effectively to support all aspects of the topic
Consider critically the topic, eg. its pros and cons and/or its proponents or critics	- evidence of critical consideration	- convincing evidence of critical consideration
Prepare and facilitate engagement/discussion among your colleagues	- evidence of preparation and practice - collegial involvement is facilitated	- evidence of extensive preparation and practice - collegial involvement is expertly facilitated

