

Teaching Overview cum Practicum

Graduate Course, HBCSE, TIFR

Monsoon 2019

(Semester 1 for first year students, Semester 3 for second year students)

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Course Credits: 4

Duration: 16 weeks (August 7 to December 6, 2019). Occasional Saturday class may be scheduled.

Time and location: Wednesdays and Fridays, 11am to 1pm, Room 217, Main building. Field work locations to be intimated later.

Important dates: August 19-23 (Pre-service teacher shadowing), November 1-15 (teaching in schools), subject to change, based on availability of schools/ teachers.

About the course

Scholars step into a graduate programme in education with differing levels of experience in teaching and varied backgrounds of their education. No matter the differences, this course will provide an immersive experience of teaching preparation and practice, preparing scholars to search for answers to several questions later in their research: What should be taught? How do we teach? How does a teacher prepare curriculum for conceptual development among students? How does one make informed decisions about schools, teachers and students? This course stands on the belief that one needs to understand the processes of preparation and practice of teaching to make decisions about what is worth researching and what needs to inform policy.

The course consists of four main units, Teacher Preparation, Perspectives in Education, Organizing the Curriculum, Experience in Teaching. Each of these units requires intense, consistent participation from the scholars. Further requirements and assessments will be communicated to the scholars in the introductory lecture(s). The course readings and useful links will be put up on the Centre's Moodle; contribution to discussions on the platform is also encouraged.

Teacher Preparation

This unit will help in gaining understanding of some of the teacher preparation. There will be lectures, interactions with Pre-service teachers, and observation of practicum in teacher certification courses.

Perspectives in Education

Education is complex and there are multiple perspectives that inform(influence?) formal education. This short unit will include readings and discussions about some of these perspectives and ideas. The unit will require critical reading, presentation and written summaries.

Organizing the Curriculum

Participants are expected to select a topic from school curriculum, study textbooks through grades and prepare an analytical report on the same. They will share their understanding through presentations and work as a group to prepare a consolidated analysis.

Experience in Teaching

This unit will expect participants to work as teachers of Science and Mathematics. It is but one of the immersive experiences that scholars will have of teaching in schools. They are expected to plan their lessons, teach, and reflect on their teaching. In addition to school teaching experience, the second year scholars will also teach at the Homi Bhabha Centre for Science Education for an experience in higher education.

Important Note: Scholars are expected to maintain a reflection journal to be shared with instructors from time-to-time.

Assessments:

The course components have been set as follows:

Unit	Component	No of sessions	Assessment
Teacher Preparation	Lecture – Educational Objective	1	
	Orientation	1	
	Observation of Pre-service teachers	7* working days	Field notes with observations, interviews (if any), reflections
	Debriefing	2	Participation in discussions
Perspectives in Education	Readings	5	Presentations, written summaries, participation in discussions
Organizing the Curriculum	Tracing a topic across grades and school boards	3	Presentation of findings, written report, participation in discussions
Experience in Teaching	Peer lectures (conducted by 2 nd year)	3	Lectures
	Lesson planning	2* weeks	
	Teaching Practice	1* week	Classroom sessions, reflections
	Debriefing	2	Participation in discussions

* Subject to availability of schools/ teachers.

References:

For 'Educational Objectives' (lecture by Dr Kalpana Kharade)

1. Bloom, B. S. *Engelhart, M. D.; Furst, E. J.; Hill, W. H.; Krathwohl, D. R. (1956). Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain.* New York: David McKay Company.
2. Pohl, M. (1999). Learning to Think, Thinking to Learn
3. Anderson, L., & Krathwohl, D. E. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives [Abridge Edition]. New York: Addison Wesley Longman, Inc.

Readings for Perspectives in Education:

- Labaree, D. F. 2000. On the nature of teaching and teacher education: Difficult practices that look easy, *Journal of Teacher Education*, 51:3, p228-233.
- Neumann, K., Kind, V., & Harms, U. (2019) Probing the amalgam: the relationship between science teachers' content, pedagogical and pedagogical content knowledge, *International Journal of Science Education*, 41:7, 847-861, DOI: 10.1080/09500693.2018.1497217

- Kumar, K. 2011. Teaching and the neo-liberal state, *Economic and Political Weekly*, 46:21, p37-40.
- Cochran-Smith, M. 2003. Sometimes it's *not* about the money. *Journal of Teacher Education*, 54:5, p371-375.
- Dewey, J. 1897. My pedagogic creed. First published in *The School Journal*, Volume LIV, Number 3, (January 16, 1897), pages 77-80.
- Glassman, M. 2001. Dewey and Vygotsky: Experience, society, and inquiry in educational practice, *Educational Researcher*, 30:4, p3-14.
- Calabrese-Barton, A. 1998. Teaching science with homeless children: Pedagogy, representation, and identity, *Journal of Research in Science Teaching*, 35:4, p379-394.
- Sarangapani, P. 2003. Indigenising curriculum: Questions posed by baiga vidya, *Comparative Education*, 39:2, p199-209.
- Hemmings, A. 2000. High school democratic dialogues: possibilities for praxis, *American Educational Research Journal*, 37:1, p67-91.
- Ghosh, J. 2006. Case for caste-based quotas in higher education, *Economic and Political Weekly*, 41:24, p.2428-2432.