

Teaching practice and school internship / design of learning resource

Instructors: N. D. Deshmukh, Aisha Kawalkar, Shweta Naik

Duration: 6th August to 18 December 2018

Credits: 4

Summary

This is the second part of the course where students engaged with the practice of teaching & learning in schools. The part I involved studying teaching as well as studying ways of preparing for teaching & learning (briefly), and the students also designed and conducted a teaching intervention experiment.

In the second part, the students will continue to gain understanding of learning to teach and additionally gain insights from actual teaching. The students will also engage in analysing videos of some exemplar teaching. During this part students will undergo intensive classroom observations, and will intern with an in-service teacher.

The readings in the second part will focus on cross-professional perspective, and attempt to see elements of teaching in classroom setting in contrast with other forms of teaching.

Learning Objectives

- To understand challenges in teaching
- To participate in regular teaching process
- To understand cross-professional aspect of teaching
- To reflect, redesign and re-enact a teaching cycle.

Unit 1: Understanding in-service teaching practice with a cross professional perspective [Instructor: Shweta Naik]

Activities:

1. Read, discuss and understand basic literature on in-service teaching, and teaching in other professions.
2. Observe various teaching episodes (videos) to deepen our understanding of processes
3. Reflecting on what we learn from field experiences through some specific readings

4. Maintain a summary note.

Assignments:

1. Formulate your own definition of what teaching is based on the readings. We will revisit the same through out the semester, to see how our experiences from observations, apprenticeship and teaching reflect in that definition.

Unit 2: Experiencing School Settings [Instructor: N. D. Deshmukh]

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:

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

Unit 3: Exposure to In-Service Teachers' Experiences [Instructor: N. D. Deshmukh]

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:

- Become an intern with an in-service teacher, for 7-10 days.
- Participate in all the activities around work of teaching.
- Maintain a field note and reflection diary, and present from the same during de-briefs.
- 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 [Instructor: Aisha Kawalkar]

In this unit, each of you will be re-designing a teaching trajectory (lesson plan) in discussion with an assigned mentor, based on your earlier teaching cycle. You will conduct this teaching camp in a school or as a camp at the Centre, depending on availability of students.

Activities:

- Re-design a teaching trajectory in discussion with your mentor.
- Re-enact the trajectory in a teaching camp
- Understand and reflect on your teaching and what really happened.
- Maintain a reflection diary, and present from the same during de-briefs.

Written Assignments

- The lesson plans / the design of the trajectory.
- Field notes of enactment and submission of your reflection diary. Unit 2: Pre-service teachers' development

Assigned Tentative Readings:

Lampert, M. (2010). Learning teaching in, from, and for practice: What do we mean? *Journal of Teacher Education*, 61(1).

Rose, M. (1999). "Our hands will know": the development of tactile diagnostic skill - teaching, learning, and situated cognition in a physical therapy program. *Anthropology & Education Quarterly*, 30(2), 133-160.

Jordan, B. (1989). Cosmopolitical obstetrics: Some insights from the training of traditional midwives. In *Social Science Medicine*, 28, 925-944.

Hiebert, J., Morris, A, Berk, D. Jansen, A. (2007). Preparing teachers to learn from teaching. *Journal of Teacher Education*, 58(1), 47-61.

Dewey, J. (1904/1965). The relation of theory to practice in teacher education. In M. Borrowman, (Ed.). *Teacher education in America: A documentary history*. (pp. 140-171). New York: Teachers College Press.

Rozelle, J. J. & Wilson, S. (2012). Opening the black box of field experiences: How cooperating teachers' beliefs and practices shape student teachers' beliefs and practices. *Teaching and Teacher Education*, <http://dx.doi.org/10.1016/j.tate.2012.07.008>.

Gawande, A. (2002, January 28). The learning curve. *The New Yorker*, 52-61.

Nicolini D., Gherardi S., & Yanow D., "Introduction: Toward a Practice-Based View of Knowing and Learning in Organizations," in D. Nicolini, S. Gherardi, & D. Yanow (Eds.), *Learning in Organizations*. Armonk, NY: M.E. Sharpe, pp. 3-31.

Grossman, P., Compton, C., Igra, D., Ronfeldt, M., Shahan, E., Williamson, P. (2009). Teaching practice: A cross-professional perspective. *Teachers College Record*. 111 (9).