

**TED UNIVERSITY**  
**FACULTY OF EDUCATION**  
**The Primary Education Program**

**EGE 381 Practicum**  
(1-4-0) 3 Credits/6 ECTS, Fall, 2016

**Instructor(s):** Assis. Prof. Dr. Tülin Haşlamam

**Class Times:** Practicum day at school on Wednesday 09:00-12:50; Meeting at the university on Tuesday 15:00-16:00

**Office:** D 107

**Office Hours:** Tuesday 16.00-17.00; Friday 10.00-11.00 or by appointment

**Contact:** [tulin.haslamam@tedu.edu.tr](mailto:tulin.haslamam@tedu.edu.tr)

**OfficePhone:** 585-0179

**Catalog description:**

Designing and planning curriculum and learning environments under the supervision of mentor teachers. Teaching as an assistant teacher. Assessing children's learning. Engaging parents. Attending professional teacher development activities.

**Extended Description:**

Designing and planning curriculum and learning environments under the supervision of mentor teachers, teaching as an assistant teacher, assessing children's learning, engaging parents, attending professional teacher development activities. Assessing personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest. Experiencing all roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities in a semester long program. Receiving feedback from structured observations, including conferencing and suggestions for improvement, from the school site supervisor and university supervisor.

**Course Learning Outcomes:**

Upon successful completion of this course, a student will be able to;

1. Demonstrate knowledge of classroom and school practices and policies.
2. Develop relationships with parents and guardians.
3. Demonstrate knowledge of the subject being taught.
4. Recognize knowledge of students' prior understandings and experiences to make instruction relevant and meaningful.
5. Develop higher-order questions to engage students in original, creative, and evaluative thinking
6. Illustrate a variety of appropriate teaching methods (demonstration, discussion groups, inquiry, etc.).
7. Choose and use a variety of formal and informal performance assessments.

**Textbook:** Roe, B. D., Smith, S. H., & Ross, E. P. (2010). Student teaching and field experiences handbook (7th ed.). Upper Saddle River, N.J.: Pearson. 2. Radford, C. P. (2004). Strategies for successful student teaching: a comprehensive guide (2nd Ed.). Boston: Allyn and Bacon

**Student Workload (Total 150 Hrs.)**

Resource Review and Readings (18 hrs), Reflection Papers (36 hrs), Observation (86 hrs), Case studies (10 hrs),

#### **Planned Learning Activities & Teaching Methods**

Observation, Discussion, Questioning, Scaffolding/Coaching, Demonstrating, Predict-Observe-Explain, Video Presentations, Web Searching, Peer Teaching, Problem Solving, Collaborative Learning, Brainstorming, Case studies.

### **COURSE POLICIES**

#### **I. TED University Code of Academic Integrity**

TED University takes academic integrity seriously. **Please read through the entire code acquaint yourself with how violations are defined!** Entire code might be found at the following link: <http://www.tedu.edu.tr/Assets/Documents/Content/genel/TEDU-Academic-Catalog.pdf>

#### **II. Attendance**

You are expected to attend class on a regular basis, to be on-time, and to participate fully in class discussions and activities. The TEDU policy concerning attendance will be followed strictly. ***If you have 3 weeks absence on whole days' observation you may fail (even with medical reports).***

#### **III. Missed Work**

If you miss a class, you are responsible for all work missed. An assignment is due on the specified date even if you are absent from class, unless your absence is a TED University-approved excuse. In the latter case, arrangements should be made with me beforehand concerning an alternative due date. If classes are cancelled due to certain circumstances, assignments are due the same week that the campus is re-opened.

#### **IV. Late Assignment Submission Policy**

Each assignment is to be turned in on time. Arrangements for accepting late assignments will be made only in unusual circumstances (e.g., major illness, death of loved one), and only if you are able to provide documentation to support your excuse. ***In all other cases, there will be a 10% point-reduction per day for late work, and work will not be accepted if it is three or more days late.***

#### **V. Extra Credit**

There is no rewriting or extra credit offered in this course.

#### **VI. Assignment Rules**

All assignments handed in must be typed and prepared in APA style! Electronic submissions (e.g., attachments via e-mail or on a disc) will not be accepted. Please use 12 point type, double space your text, use standard margins, and insert page numbers on the top right hand corner of each page. All assignments must be submitted with a cover page which includes students' full names, ID numbers, title of assignment, and date. ***And, please use spell-check and proofread as points might be deducted for an excessive number of careless errors.***

#### **VII. Plagiarism**

**a.** Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism.

b. *All parties to plagiarism are considered equally guilty.* If you share your coursework with another student and she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his/her coursework available to another student unless the instructor gives explicit permission for this to happen.* Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. *Avoid plagiarism by citing sources properly!*

### **VIII. Cheating**

You may neither receive help from nor give help to others during an in-class exam. During exams, you may not leave the room, talk, or use dictionaries, translators, cell phones or programmable calculators. And please keep your eyes on your own work.

### **IX. Announcements**

All announcements will be sent to your e-mail address. It is your responsibility to keep your e-mail address operative all times. Check your e-mail address regularly in order to be informed.

## **COURSE ASSIGNMENTS**

### **A. Critical Evaluation of Child Observations (55%)**

Each week you are required to submit your reflections on your observations. There will be 14 reflection papers writing in accordance with the subject which will be studied on the related week. The reflection papers are to include child's developmental progress, learning environment, instructional tools and strategies used in your class, and your overall thoughts of the child, teacher and class/school you observed. A total of 14 reflections paper will be submitted. Be careful in being subjective and critical while writing the papers.

### **B. Reading and Discussion (10%)**

Class participation is an important expectation of this course. Students are expected to read book chapters and related articles about developmental characteristics of child (Physical development, attachment, social development, language and communication, play and fantasy, cognitive development, self-regulation, moral development and sense of self). With the guidance of readings, also students are expected to share observations and actively participate discussions each week throughout the semester. In this context of readings and class discussions (10%) will be evaluated using "Classroom Discussion Rubric".

**Case studies (%10)** Case studies depict real-life situations in which problems need to be solved and case study gives the story behind the result by capturing what happened to bring it about, and can be a good opportunity to highlight a project's success, or to bring attention to a particular challenge or difficulty in a Project. In this course two case studies will be given to you. You should recognize the key steps in analyzing case studies and you should. Identify and appreciate different ways to present case analysis.

### **C. Final exam (25%)**

A final exam (25%) will be written in class in response to questions that come directly from class experiences and readings. Exam will likely to include short answer and essay questions.

### **Grading Scale:**

Your grade points will be tabulated and evaluated using the following scale in order to determine the final course grade:

Activity	Percentage	Grading Scale	
Critical Evaluation of Child Observations	55	AA	90-100
Reading and Discussion	10	BA	85-89
Case studies	10	BB	80-84
Final exam	25	CB	75-79
Total	100	CC	70-74
		DC	60-69
		DD	50-59
		F	0-49
		FX	Both absent and unsuccessful

### COURSE ASSESSMENT & LEARNING OUTCOMES MATRIX

#### *Assessment Methods*

Critical Evaluation of Child Observations

Reading and discussion

Case studies

Final exam

#### *Course Learning Outcomes*

#1, #2, #3, #4, #5, #6, #7

#1, #2, #3, #4, #5, #6, #7

#1, #2, #3, #4, #5, #6, #7

#1, #2, #3, #4, #5, #6, #7

#### Tentative Course Outline

<i>W</i>	<i>Day</i>	<i>Topics</i>	<i>Readings</i>	<i>Assignments</i>
1	26 <sup>th</sup> Sept.	Seminar	Syllabus of EGE 381	
	28 <sup>th</sup> Sept	Observation	<b>Practicum Starts: First Day of the School</b> How to navigate students on the second week of the school	
2	3 <sup>th</sup> Oct	Seminar	Discussion about observations of the last week	Discussion of the week's report on the task set, and planning for the next week's task.
	5 <sup>th</sup> Oct	Observation	Observation of the students-teacher interactions	
3	10 <sup>th</sup> Oct.	Seminar	Discussion about observations of the last week	Discussion of the week's report on the task set, and planning for the next week's task.

	12 <sup>th</sup> Oct.	Observation	Physical, cognitive, development of first grade students Problems faced in the classrooms	Discussion of the week's report on the task set, and planning for the next week's task.
4	17 <sup>th</sup> Oct.	Seminar	Discussion about observations of the last week	Discussion of the week's report on the task set, and planning for the next week's task.
	19 <sup>th</sup> Oct.	Observation	Physical, cognitive, development of first grade students	
5	24 <sup>th</sup> Oct.	Seminar	Discussion about observations of the last week	Discussion of the week's report on the task set, and planning for the next week's task.
	26 <sup>th</sup> Oct.	Observation	Observation of two students' activities	
6	31 <sup>th</sup> Oct.	Seminar	Discussion about observations of the last week	Write a reflection To use some observation tools
	2 <sup>th</sup> Nov	Observation	Problems faced in the classrooms	
7	7 <sup>th</sup> Nov.	Seminar	Discussion about observations of the last week	Discussion of the week's report on the task set, and planning for the next week's task.
	9 <sup>th</sup> Nov.	Observation	Discussion about class activities  Physical development of first grade students	
8	14 <sup>th</sup> Nov.	Seminar	Observation of two students' activities	Discussion of the week's report on the task set, and planning for the next week's

				task.
	16 <sup>th</sup> Nov.	Observation	Problems Faced by Beginning Primary Education Teachers	
9	21 <sup>th</sup> Nov.	Seminar	Family Engagement Practices at the School	Discussion of the week's report on the task set, and planning for the next week's task.
	23 <sup>th</sup> Nov.	Observation	Becoming a professional teacher	
10	28 <sup>th</sup> Nov.	Seminar	Problems Faced by Beginning Primary Education Teachers	Discussion of the week's report on the task set, and planning for the next week's task.
	30 <sup>th</sup> Nov.	Observation	Problems faced in the classrooms (case studies)	
11	5 <sup>th</sup> Dec.	Seminar	Observation of students Observe 2 or more students	Discussion of the week's report on the task set, and planning for the next week's task.
	7 <sup>th</sup> Dec.	Observation	Problems faced in the classrooms (case studies)	
12	12 <sup>th</sup> Dec.	Seminar	Observing lesson management and class control	Discussion of the week's report on the task set, and planning for the next week's task.
	14 <sup>th</sup> Dec.	Observation	Observing lesson management and class control	
13	19 <sup>th</sup> Dec.	Seminar		Discussion of the week's report on the task set, and planning for the next week's task.
	21 <sup>th</sup> Dec.	Observation	Self-Assessment	Discussion of the week's report on the task set, and planning for the next week's

				task.
14	26 <sup>th</sup> Dec.	Seminar		Discussion of the week's report on the task set, and planning for the next week's task.
	28 <sup>th</sup> Dec.	Observation	Observing lesson management and class control	
<b>FINAL EXAMS WEEK</b>				

*\*This syllabus and the schedule are subject to changes*

#### **FURTHER READING**

Roe, B. D., Smith, S. H., & Ross, E. P. (2010). *Student teaching and field experiences handbook* (7th ed.). Upper Saddle River, N.J.: Pearson.

Radford, C. P. (2004). *Strategies for successful student teaching: A comprehensive guide* (2nd ed.). Boston: Allyn and Bacon.

Radford, C. P. (2012). *Strategies for Successful Student Teaching: A Guide to Student Teaching, the Job Search, and Your First Classroom* (3rd Edition), Boston: Allyn and Bacon.

Rubric for Classroom Discussion

Criteria	Exemplary (3 points)	Effective/ Meets expectations (2 points)	Developing but below expectation (1 points)	Inadequate (0 point)
<b>Level of Engagement</b>	<input type="checkbox"/> Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis <input type="checkbox"/> Actively engages others in class discussions by inviting their comments <input type="checkbox"/> Constructively challenges the accuracy and relevance of statements made <input type="checkbox"/> Effectively identifies and summarizes main points	<input type="checkbox"/> Contributes to class activities by offering ideas and asking questions on a regular basis <input type="checkbox"/> Often engages others in class discussions by inviting their comments <input type="checkbox"/> Challenges the accuracy and relevance of statements made <input type="checkbox"/> Identifies and summarizes main points	<input type="checkbox"/> Occasionally contributes to class activities by offering ideas and asking questions <input type="checkbox"/> Sometimes engages others in class discussions <input type="checkbox"/> Sometimes has an understanding of main points <input type="checkbox"/> Identifies and summarizes some of the main points	<input type="checkbox"/> Fails to contribute to class activities <input type="checkbox"/> Fails to invite comment/opinions from other students <input type="checkbox"/> Demonstrates little understanding of main points <input type="checkbox"/> Does not identify or summarize main points
<b>Preparedness</b>	<input type="checkbox"/> Always prepared for class with assignments and required reading materials <input type="checkbox"/> Accurately expresses foundational knowledge pertaining to issues raised during the discussion	<input type="checkbox"/> Usually prepared with assignments and required reading materials <input type="checkbox"/> Expresses basic foundational knowledge pertaining to class discussions	<input type="checkbox"/> Seldom prepared with assignments and required reading materials <input type="checkbox"/> Expresses limited foundational knowledge pertaining to class discussions	<input type="checkbox"/> Consistently unprepared for class <input type="checkbox"/> Expresses no relevant foundational knowledge
<b>Attitude</b>	<input type="checkbox"/> Consistently positive, cooperative attitude during class <input type="checkbox"/> Always supportive of other students' ideas	<input type="checkbox"/> Usually positive and cooperative with classroom projects and discussions <input type="checkbox"/> Often supportive of other students' ideas	<input type="checkbox"/> Seldom actively participates in classroom projects and discussions <input type="checkbox"/> Sometimes supportive of other students' ideas	<input type="checkbox"/> Rarely if ever participates in classroom projects and discussions <input type="checkbox"/> Occasional disruptive behavior



<b>Level of Participation</b>	<input type="checkbox"/> The participant integrated evidence from the reading, lecture, or past experience in supporting their argument. <input type="checkbox"/> The participant consistently posted insightful comments and questions that prompted on topic discussion. <input type="checkbox"/> The participant consistently helped clarify or synthesize other class members' ideas. <input type="checkbox"/> If disagreeing with other class members' ideas, the participant stated his or her disagreement or objections clearly, yet politely.	<input type="checkbox"/> The participant was notably lacking in one or two of the items listed for A-level participation. <input type="checkbox"/> The participant consistently had to be prompted or coaxed to participate. <input type="checkbox"/> The participant usually, but not always, expressed herself or himself clearly.	<input type="checkbox"/> The participant was consistently lacking in two or more of the items listed for A-level participation. <input type="checkbox"/> The participant was extremely reluctant to participate, even when prompted. <input type="checkbox"/> The participant rarely expressed himself or herself clearly.	<input type="checkbox"/> The participant frequently attempted (success is irrelevant) to draw the discussion off-top
<b>Development of Ideas</b>	<input type="checkbox"/> Well-developed ideas; introduces new ideas, and stimulates discussion	<input type="checkbox"/> Developing ideas; sometimes stimulates discussion	<input type="checkbox"/> Poorly developed ideas which do not add to the discussion	<input type="checkbox"/> Does not enter the discussion
<b>Contribution to the Learning Community</b>	<input type="checkbox"/> Aware of needs of community; frequently attempts to motivate the group discussion; present creative approaches to topic.	<input type="checkbox"/> Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	<input type="checkbox"/> Occasionally makes meaningful reflection on group's efforts	<input type="checkbox"/> Does not make effort to participate in learning community as it develops