



**HARDING UNIVERSITY COLLEGE OF EDUCATION
EDFD 202**

**THE TEACHING PROFESSION AND TECHNOLOGY – FIELD EXPERIENCE I
3 hours credit – Spring 2003 – MWF – (8:00, 10:45, 2:00) – AS 204**

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COURSE DESCRIPTION: An introductory course for the profession of teaching. The course is designed to help students make career decisions in education and to develop technology skills for the 21st century classroom. Requires 16 hours of field and clinical experience. The *Pathwise Model* is introduced through frameworks of teaching with inclusion of the four *Pathwise* domains in all courses to follow.

TEXT: Parkay, F. and Stanford, B.H. *Becoming a Teacher*. Boston: Allyn and Bacon, 5th edition (2001)
Danielson, C. *Enhancing Professional Practice: A Framework for Teaching*
Association for Supervision and Curriculum Development. Alexandria, VA. 1996.

REQUIRED MATERIALS: A 100 Meg Zip Disk (for PC only), CD-Recordable, and 2-5 3.5” floppy disks.

COURSE OBJECTIVES: Upon completion of the course, the student will:

1. Develop an understanding of what teaching is really like by:
 - a. Considering rewards and challenges of the profession
 - b. Exploring the historical foundations of education
 - c. Discussing how society influences education
 - d. Studying the philosophical foundations of education
 - e. Explaining how schools are governed and supported
 - f. Considering the legal concerns of American education
 - g. Understanding the importance of diversity in American schools
 - h. Exploring the four domains of the *Praxis* framework for Teaching
 - i. Examining the Arkansas Standards for Teachers
 - j. Exploring the relationship of the teacher and the school curriculum
 - k. Considering the importance of creating community in the classroom
 - l. Discussing the importance of teacher leadership in education
 - m. Observing in actual classrooms

2. Make informed career decisions about teaching by:
 - a. Learning how a student becomes a teacher
 - b. Discussing ways a teacher gets his/her first job
 - c. Exploring what teaching will be like in the future
 - d. Examining how Harding University prepares a student to be a teacher

- e. Exploring the different kinds of schools in which a teacher might teach
 1. Public
 2. Private
 - a. Christian
 - b. Independent
 - f. Considering at what level a student might find the best “fit.”
 1. Early Childhood
 2. Mid-level
 3. Secondary
 4. University
 5. Observing in actual classrooms
3. View teaching as a ministry and a way of life rather than a job by:
 - a. Reading about great teachers
 - b. Viewing videos of great teachers
 - c. Understanding the Biblical view of teaching
 4. Acquire technology skills for teaching in the 21st century by:
 - a. Producing student-prepared instructional materials that follow the principles of layout and design.
 - b. Operating overheads, TV/VCR, copier, and computers.
 - c. Producing a computer slide show and beginning the production of an electronic portfolio.
 - d. Using E-mail and Internet to locate instructional material and communicate with classmates and instructor.

LEARNING EXPERIENCES: The student will:

1. Attend all class meetings and actively participate in discussions.
2. Read all material as it is assigned.
3. Observe for one full school day in a school classroom of your choice.
4. Observe for one full school day in a multi-cultural school system (instructor’s choice).
5. Write a resume/vitae.
6. Write a personal educational philosophy (1-2 pages)
7. Write a report on the one-day observation experience.
8. Write an essay on “Why I Choose to Teach.”
9. Turn in the zip disk (for PC only) with each of the above papers (4 through 8).
10. Complete a Curriculum Lab and Internet Scavenger Hunt.
11. Learn how to operate projectors, copier, TV/VCR, and computer file and disk operations.

STUDENTS WITH DISABILITIES: *It is the policy for Harding University to accommodate students with disabilities, pursuant to federal and state law. Therefore, any student with a documented disability condition (e.g., physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the instructor and Student Support Services at the beginning of the semester. SSS is located in Room 109 of the Lee Academic Center, telephone 279-4028.*

All papers should be two pages (unless otherwise stated), double-spaced, one (1) inch margins, Times New Roman 12 font, and saved on the ZIP disk (for PC only) using a word processor. Use **Microsoft WORD (WINDOWS version)** to do each paper. Papers will be graded for content, as well as, grammar, punctuation, and spelling. Unless otherwise stated, all assignments will be turned in on the Zip disk. If a “hard copy” of the paper must be turned in, **it must be stapled.**

SCHEDULE FOR EDFD 202 – (01)

Date	Class Topic	Assignment Due
Wednesday, January 8	Introduction & structure of class	
Friday, January 10	Chapter 1: Teaching, Your Chosen Profession	
Monday, January 13	“	
Wednesday, January 15	Chapter 2: Learning to Teach	
Friday, January 17	“	
Monday, January 20	Technology: Email, file and disk operations	
Wednesday, January 22	<i>Pathwise</i> : Domain A – Planning and Preparation	Resume/Vitae
Friday, January 24	<i>Pathwise</i> : Domain B – Classroom Environment	
Monday, January 27	<i>Pathwise</i> : Domain C – Instruction	
Wednesday, January 29	<i>Pathwise</i> : Domain D – Professional Responsibilities	
Friday, January 31	EXAM 1: Chapters 1 – 2 and Pathwise Introduction	
Monday, February 3	Arkansas Standards for Teachers	
Wednesday, February 5	Technology: Internet Resources	
Friday, February 7	Technology: Use of Overheads, TV/VCR, Copier	
Monday, February 10	A Biblical View of Teaching	Web Scavenger Hunt
Wednesday, February 12	Chapter 3: Ideas/Events That Have Shaped Education in the U.S.	
Friday, February 14	“	Curriculum Lab Scavenger Hunt
Monday, February 17	Chapter 4: Social Realities Confronting Today’s Schools	
Wednesday, February 19	“	
Friday, February 21	Technology: Using Graphic Programs for Visuals	Philosophy
Monday, February 24	Chapter 5: Struggle for Control of Schools in the United States	
Wednesday, February 26	“	
Friday, February 28	EXAM 2 (Mid-Term) Chapters 3-4-5	
Monday, March 3	Video: Harry Wong – “I Choose to Care”	
Wednesday, March 5	“Day of Outreach” & return exams	
Friday, March 7	Technology: Creating a PowerPoint Presentation	
Monday, March 10	Chapter 6: Ethical and Legal Issues in Education in the U.S.	
Wednesday, March 12	“	“Why I Choose” Essay
Friday, March 14	NO CLASS ☺ NO CLASS ☺ NO CLASS ☺	
Monday, March 24	Chapter 7: Teaching Diverse Learners	
Wednesday, March 26	“	
Friday, March 28	Chapter 8: Addressing Individual Needs	
Monday, March 31	“	
Wednesday, April 2	EXAM 3 – Chapters 6-7-8	
Friday, April 4	“What Level Should I Teach?”	
Monday, April 7	Preparation for Observation	
Wednesday, April 9	OBSERVATION	
Friday, April 11	Discussion of Observation	Observation Report
Monday, April 14	Technology: Creating a Web Page	
Wednesday, April 16	Chapter 9: Creating a Community of Learners	
Friday, April 18	“	
Monday, April 21	Technology: Burning a CD	
Wednesday, April 23	Chapter 10: Developing and Implementing the Curriculum	
Friday, April 25	Chapter 12: Teachers as Educational Leaders	
Monday, April 28	“	
Wednesday, April 30	Chapter 13: Your First Teaching Position	
Friday, May 2	“	
Monday, May 5	FINAL EXAM – 8:00 – 10:30 (Section 2 – 10:45) FINAL EXAM – 2:40 – 5:10 (Section 3 – 2:00)	CD w/Electronic Portfolio due at Final
Tuesday, May 6	FINAL EXAM – 2:40 – 5:10 (Section 1- 8:00)	