

# Academic Year: 2017-2018

## *Semester Core Course*

### **Teaching practice and school internship / design of learning resource: Part 1**

**Instructors:** Aaloka Kanhere and Adithi Muralidhar

**Duration:** January 22 to April 30 2018

**Credits:** 3

**Time-table Slot:** Mondays (2pm to 4pm) and Wednesdays (11am to 1pm)

#### **Summary**

This is the first part of an 8 credit course, spread across two semesters. This course would be done in 2 sessions. Session 1 will carry 3 credits and will expose participants to the practice of school and pre-service teaching & learning. It will involve studying ways of preparing for teaching & learning. The course will include readings, observations as well as interviews with student teachers and/or teacher educators. Students will observe teaching in B.Ed /D.Ed colleges and get an idea about exposures of a pre-service teacher. This will help to understand how teachers prepare for classroom teaching, their related tasks and the implementation of a teaching trajectory designed by them. Session 2 of this course will carry 1 credit and will be scheduled for May 2018. In this course, students would plan and implement a teaching trajectory designed by them.

#### **Learning Objectives**

- To get acquainted with the experiences of pre-service teachers
- To understand the various aspects of planning and implementing a classroom transaction
- To link theories of teaching with teaching practice.
- To obtain hands on experience of designing a learning unit and teaching it

#### **Unit 1: Understanding teaching practice**

In this unit, we will develop an understanding of what teaching is, and how over the years educators and researchers have perceived teaching of content areas.

#### **Activities:**

1. Read, discuss and understand basic literature on teaching and classroom transactions.
2. Maintain field notes and reflective diary, and present from the same during debriefing.

#### **Assignment:**

Formulate your own definition of what teaching is based on the readings. We will revisit the same throughout the semester, to see how our experiences from observations, apprenticeship and teaching reflect in that definition. Maintain a reflective diary on this.

#### **Unit 2: Exposure to pre-service experiences**

In this unit, we will primarily focus on experiences during an internship with a pre-service teacher. Each one of you will shadow a student-teacher for a week or more. You will accompany the student-teacher in her/his preparation of teaching, classrooms and other related tasks around work of teaching.

**Activities:**

1. Work with (shadow) a pre-service teacher.
2. Observe classroom interactions in D.Ed / B.Ed colleges or schools.
3. Maintain field notes and reflective diary, and present from the same during debriefing
4. Design and conduct an interview with a student-teacher and a teacher educator which will inform your understanding of teacher preparations for a classroom setting.

**Assignments:**

1. Maintain field notes and reflective diary
2. Interview notes and its analysis

**Proposed Readings:**

Badheka, G. (1932/1990). *Divaswapna* (English translation). New Delhi: National Book Trust. Retrieved from <http://www.arvindguptatoys.com/arvindgupta/ds.pdf>

Lampert, M. (2003). *Teaching problems and problems of teaching*. USA: Yale Publishing.

Raghavan, N. (2015). *The reflective teacher: Case studies of action research*. New Delhi: Orient Blackswan Private Limited.

Govinda, R. (2011). *Who goes to school? Exploring exclusion in Indian education*. India: Oxford UP.

Pattnaik, B., & Pattnaik, N. M. (English Translation). *Totto-chan*. Srujanika. Retrieved from [https://archive.org/stream/Tottochan-English/Tottochan\\_djvu.txt](https://archive.org/stream/Tottochan-English/Tottochan_djvu.txt)

IDAC Group (1978). *Danger school*. Geneva. Retrieved from [https://gyanpedia.in/Portals/0/Toys%20from%20Trash/Resources/books/Danger\\_school.pdf](https://gyanpedia.in/Portals/0/Toys%20from%20Trash/Resources/books/Danger_school.pdf)

Kumar, K. (2003). Shivam ki Rachna. In K. Kumar (Ed.), *School ki Hindi* (pp. 13-18). India: Rajkamal Prakashan Pvt Ltd.

Barnes, D. (2010). Why talk is important. *English Teaching: Practice and Critique* 9(2), 7-10. Retrieved from <https://edlinked.soe.waikato.ac.nz/research/files/etpc/files/2010v9n2art1.pdf>

Neill, A. S. (1960). *Summerhill: A radical approach to child rearing*. USA: Hart Publishing Company.

Wenger, E. (2000). *Communities of practice*. UK: Cambridge University Press.

We will also refer teacher magazines like Teacher Plus (<http://www.teacherplus.org/>) and Learning Curve (<http://teachersofindia.org/en/periodicals/learning-curve-issue-xxvi-teacher>), where first hand accounts of teachers are reported.