

TED UNIVERSITY
FACULTY OF EDUCATION

EDUC 406 STUDENT TEACHING II
(2-6-0) 5 Credits / 12 ECTS
Spring 2023

Instructor: Assist. Prof. Dr. Elif Buldu/ Assist. Prof. Dr. Fatma Yalçın

Time and Place: Student teaching and meetings at the school on Wednesday;

Meeting at the university on Friday between 09:00-10:50 at F-123

Office Hours: By appointment

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Catalog Description: Making observations concerning teaching methods and techniques peculiar to subject area; microteaching teaching practices individually or with groups by using teaching methods and techniques peculiar to subject area; developing activities and materials peculiar to subject area; organizing learning environments, classroom management, testing, evaluation and reflection.

(The language of instruction in this course is both Turkish and English)

Extended Description:

This course has been designed in order to offer students an opportunity to make reflective observations related to teaching methods and techniques peculiar to early childhood education. Within the scope of the course, along with real in-class observations, students will have an opportunity to put their theoretical knowledge into practice by making individual or group-based microteaching exercises in which special teaching methods and techniques are used. Throughout the course, students are expected to develop activities and materials peculiar to early childhood education. Within the scope of the course, it is not only intended to provide students with an opportunity to prepare learning environments in accordance with lesson plans but also develop such skills as classroom management. Furthermore, students are expected to use appropriate testing and evaluation techniques consistent with teaching outcomes.

Course Objectives: The course aims to equip pre-service teachers with the beginning experience of teaching, instructional planning, and designing appropriate activities and learning environments. Through instructional planning, they gain deep knowledge in preparing activity plans including assessment, family involvement practices and adaptation practices which in turn contribute to their professional development.

Course Learning Outcomes:

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

1. make reflective observations related to teaching methods and techniques peculiar to early childhood education.
2. practice microteaching on an individual or group basis by using teaching methods and techniques peculiar to early childhood education.
3. develop activity and material peculiar to early childhood education.
4. prepare learning environments peculiar to early childhood education.
5. use effective classroom management techniques.
6. use appropriate testing and evaluation techniques in accord with age group and learning outcomes.
7. make reflective observations and evaluations related to the classroom environment.

Readings

- McKeown, R. (2011). *Into the classroom: A practical guide for starting student teaching*. Knoxville: Univ Tennessee Press
- Tyminski, C. (2014). *Your early childhood practicum and student teaching experience: Guidelines for success*. Upper Saddle River, NJ: Merrill
- Aktan-Acar, E. (2017). *The mosaic of early childhood education: Significant concepts/ key ideas, models, and approaches*. [Erken çocukluk eğitimi mozaïği. Büyük düşünceler/fikirler, modeller ve yaklaşımlar]. Ankara, Nobel.

Recommended Readings

- Çelik, N., & Daşcan, Ö. (2017). *Son Değişikliklerle Okul Öncesi Eğitim Programı ve Etkinlik Kitabı*. Ankara, Anı Yayıncılık.
- Milli Eğitim Bakanlığı [MEB] (2013). *Okul Öncesi Eğitim Programı* (related link: <http://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>)
- Milli Eğitim Bakanlığı [MEB] (2013). *Okul Öncesi Eğitim Programı ile Bütünleştirilmiş Aile Destek Eğitim Rehberi*. (related link: https://anaokulu.cu.edu.tr/__/file/OBADER_2013.pdf)

Student Workload:

Lectures (28 hrs), Course readings (30 hrs), Observation (84 hrs), Reflective observation reports (18 hrs), Lesson plans (55 hrs), Microteaching (5 hrs), Hands-On Work 40 hrs. Report on a Topic 40 hrs

Planned Learning Activities and Teaching Methods:

Telling/Explaining, Discussion/Debate, Questioning, Scaffolding/Coaching, Demonstrating, Reading, Problem Solving, Peer Learning, Collaborating, Hands-on Activities, Web Searching, Micro Teaching, Field Trips.

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>
https://www.tedu.edu.tr/sites/default/files/content_files/docs/Yonergeler/akademik_durustluk_ilkeleri_ihlalinde_uygulanacak_usul_ve_esaslar.pdf

II. Attendance

This course requires your regular participation, attendance, and punctuality. You have to attend the school on each Student Teaching Day. It is expected that you attend the class on a regular basis and be on time. It is your responsibility to keep in touch with me about emergencies prior to class or student teaching practice. The TEDU policy concerning attendance will be followed strictly.

III. Late Work

You are supposed to turn in each assignment on time. I will only accept late assignments in unusual circumstances (e.g. documented illness). In all other cases, I will deduct 10% of the total points per day for late work, and the assignment will not be accepted after three days.

IV. Assignment Rules

All assignments must be typed and prepared in APA style. It is expected that you turn in assignments on time.

V. Academic Honesty Policy

This course adheres to the academic honesty policy. I expect that all work submitted and presented by you will be your own original work and that the contributions of others will be openly acknowledged. Failure to adhere to this policy will result in disciplinary action. For more information:

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!

VI. Announcements

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

COURSE ASSIGNMENTS

1. Self-Evaluation paper: (2x4= 8%)

Self Evaluation papers 1 & 2: You are expected to evaluate yourself during **the first and last weeks** of the semester (as indicated in the tentative schedule). The evaluation form will be provided to you at the beginning of the semester. Thanks to this evaluation, it is aimed that you see your own change and development more clearly. Each self-evaluation will be **4 points**.

2. Observation Pieces (4x3= %12)

Observation Paper # 1., 2.,3, 4: This assignment requires you to observe your mentor teacher during an activity using the supplied observation form. Your observation form consists of three parts: descriptive information, observation guidelines, and a reflection section. You are supposed to observe your mentor teacher **four times throughout the second, third, fourth, and fifth weeks** using this observation form. The objective of this assignment is to enable you to examine the teaching process analytically and draw inferences using the mentor teacher's strengths as a model.

2. Guest Speaker Report & Discussions (10%)

In the class meetings, assigned readings, early childhood education program, and some other topics will be discussed. Beside assigned readings, teaching experiences of students will be revisited. Throughout the term, there will be some guest speakers from the field. We will make discussions on new approaches to early childhood education and make some implementations. Students are assigned to at least 500 word reflections considering the guest speaker's talks. You need to choose one of the speeches and write one reflection paper. A reflection paper will be written on just one speech of a guest speaker of your choice.

3. Lesson Plans/Portfolio (%46)

- Throughout the semester you will prepare **six lesson plans** (each 4 points, 24% in total) and implement them with small and large groups in the classroom. The weekly subjects for your lesson plans are listed below in the course schedule. You will get feedback on your plans in a weekly manner. In the portfolio, your revisions will also be graded.
- You are supposed to turn in your lesson plans one week before the teaching, in other words, on **Sunday until 12 p.m.** so that we can give you feedback on **Tuesday (both written & oral)** and then, you can revise your plan if necessary and be ready to implement on Tuesday. We will visit your classroom to observe and supervise your teaching (at least 2 times).
- After teaching your activity plan, you are supposed to add one paragraph of self-evaluation to your lesson plan and put it into the portfolio that you will submit

at the end of the course. A folder including the final versions of your lesson plans (including self-evaluation and assessment sections) is due on the final date.

- **Assessment:** You will select assessment tools and follow-up children accordingly to this assessment tool to observe the influences of your teaching. As you engage in assessment, you will re-visit your lesson plans and add reports of the assessment to your lesson plan.
- **Monthly Plan (2x1, 1 points each 2%):** At the beginning of each month (April, and May) a monthly plan should be requested from your cooperating teacher and check it depending on Appendix 3 (Monthly Plan Format) of 2013 National Early Childhood Education Curriculum. In addition to these monthly plans, Appendix 5 (Monthly Concept Chart) and Appendix 6 (Monthly Objective-Indicators Chart) will be requested and submitted all together. Totally, you are expected to submit 2 Monthly Plans, 2 Monthly Concept Charts and 2 Monthly Objective-Indicators Charts during the semester (all these will be requested from your cooperating teachers).
- **Child Observation Form: (4x2, 4 points each 8 %)** This form is given in the Appendix 1 of 2013 National ECE Curriculum. One child from the class will be chosen and s/he will be observed during the semester. This form should include critical indicators of child's development. At the end of the specified two months (November & December) "Development Observation Form" will be filled and submitted to the instructor. Totally, 2 Development Observation Forms will be submitted for November, and December.

4. Teacher & Instructor Observation on Lesson Plan Implementation (24%)

Throughout the semester, your instructors will have scheduled visits to your student-teaching school (at least 4 times). One purpose of these visits is to observe and support you in your practice teachings. The other purpose is to hold a common meeting with you and your cooperating teacher. During these meetings, we will be discussing about your experiences as a student-teacher and also about your teacher's supervision experience. Your classroom teacher (12%) and your instructor (12%) will fill in a form following your implementation by using a form (3 points each).

Course Assessments & Learning Outcomes Matrix:

Assessment Methods	Learning Outcomes
Self-Evaluation paper	#1, #5, #6
Observation Pieces	#1, #5, #6,
Lesson Plans-Portfolio	#2, #3, #4, #5, #6, #7

Guest Speaker reports & discussions	#1
Teacher & Instructor Observation on Lesson Plan Implementation	#1, #2, #3, #4, #5, #6, #7

Grading Rubrics:

Grading rubrics for practice reflections and portfolio will be presented and clarified in class in a timely manner before they are due.

Overall Evaluation Criteria:

Course requirement	Due date	% of final grade
Reflection Pieces	Specified weeks	8
Observation Pieces	Specified weeks	12
Lesson Plans/ Portfolio (6x4= 24% implementations)- Monthly Plans 2%- Child Observation Forms 8% Portfolio (revisions 12%)	Final date	46
Guest Speaker Reports & Discussions	Final date	10
Teacher & Instructor Observation on Lesson Plan Implementation	Specified implementation weeks	24

*The above & below schedules and procedures in this course are subject to change in the event of extenuating circumstances. You will be notified of any changes in class.

*The final grade is determined by the judgment of the instructor, completion of requirements for each objective and preparedness and participation in the classroom.

Tentative Course Schedule:

Date	Topics	Assignments
Week 1 (8-10th March)	First Meeting, Overview of the course-Expectations- School Visit & Meeting the School Administration/Teachers	Course Syllabus Discussions

Week 2 (15-17th March)		Self Reflection Paper 1
Week 3 (22-24th March)		Preschool Curriculum Discussions Observation Pieces 1
Week 4 (29-31th March)		Preschool Curriculum Discussions Observation Pieces 2
Week 5 (5-7th April)		OBADER Discussions Observation Pieces 3
Week 6 (12-14th April)		Guess Speaker & Discussions Observation Pieces 4
Week 7 (19-21th April)	Official Holiday -Ramadan Eid	
Week 8 (26-28th April)	Book Reading Activity	Activity Plan 1 Monthly Plan-March Guess Speaker & Discussions
Week 9 (3-5th May)	Art Activity	Activity Plan 2 Guess Speaker & Discussions

Week 10 (10-12th May)	Early Literacy Activity	Activity Plan 3 Lesson Plan Review and Evaluations
Week 11 (17-19th May)	Environmental Education Activity or Outdoor Play Activity	Activity Plan 4 Monthly Plan-April Lesson Plan Review and Evaluations
Week 12 (24-26th May)	Movement /Drama Activity	Activity Plan 5 Child observation form 1 Lesson Plan Review and Evaluations
Week 13 (31th May-' 2th June)	STEM Activity	Activity Plan 6 Lesson Plan Review and Evaluations
Week 14 (7-9th June)		Self Reflection Paper 2 Child Observation Form 2