

EDEC 4010L
Orientation to Early Childhood Education Laboratory
Field Experience
Spring 2007

Instructor

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Office hours: by appointment

Requirements for 4010L

Insurance:

You are required to provide evidence of insurance or waive university responsibility for the legal consequences of any of your actions. Membership in SAGE and PAGE includes insurance coverage. Forms are available in 122 Aderhold Hall.

Name Tags:

You will be expected to wear an official UGA nametag during all field visits.

Field Experience:

You are required to visit Whit Davis Elementary (1450 Whit Davis Road, Athens, GA 30605 (706) 369-1036) each week, beginning January 22nd and ending April 20th. Each visit should be at least an-hour-and-15-minutes long, and *a minimum of 15 hours* across the semester should be spent at the school.

You are required to complete 5 assignments on your field experience (see the guidelines below) and to keep a log of your visits (attached). You are responsible for notifying the school and me in case you may be absent. You are also responsible for making up any times you missed your field experience. *Please note:* Being on time is critical for your work with your mentor teacher(s) and children. Late arrival is *not* acceptable.

A completed log sheet and spiral note book (field observations) is due on May 8th (*no later than noon*). Your 4010L grade will depend on your attendance in the field, on completed hours, and on completed field experience assignments.

Assessment:

You will receive check, check plus, check minus on your field assignments.

Guidelines for the Field Experience Reflections

During your field experience you will be observing and writing reflections. The purpose of writing reflections is to make deliberate connections between your field experience and the class readings and assignments.

You will buy a spiral notebook and keep a record of your observations. You will turn in this notebook at the end of your field experience with the time log. The purpose of this notebook is to help you to be both observant and reflective. Use the four assignment prompts to guide your observations and later use these observations to write your reflections. The topics and due date of each entry are listed below. Use pseudonyms for the names of children and teachers.

Assignment # 1 (Due February 6): Knowing your mentor teacher

Plan an interview with your mentor teacher to understand her/his vision for teaching. How does she/he create the classroom environment in keeping with their vision? What roles do the students play? What roles does she/he play? What specific teaching strategies does she/he use?

Write conclusions and questions for future observations and explaining how what you have learned will affect your teaching in this classroom.

Guiding Text: Neito, S. (2005). *Why we teach*.

Assignment # 2 (Due February 27): Observing a classroom from a student's perspective

Think about the experiences students in your class might be having. Sitting at the desk of the child and asking your self, "How does it feel to be this child?" may help you to engage in perspective taking.

Putting yourself physically in the child's place may help.

Guidelines for observing a classroom

- How does the classroom look? Is it a student's world or a teacher's, or a merging of the two? Is it a place I want to be?
- How do things in the classroom sound? How do I characterize or interpret what the teacher says and does, and what my classmates say and do?
- What does it feel like to be a member of this class? Is it safe or scary, friendly or lonely, comfortable or rigid? Can I be myself?
- What are the rules? Who makes them? What does it mean to break them?
- What does it mean to be a good student? Is it following the rules? Knowing the right answer? Thinking carefully for myself and with my friends?
- When do I feel puzzled? Engaged? Bored? What helps me feel interested?
- What counts as knowledge? Who decides?

Write conclusions and questions for future observations and explain how what you have learned will affect your teaching and your future inquiry.

Guiding Text: Oldfather, P. & West, J. with White, J. & Wilmarth, J. (1999). *Learning through children's eyes* (Goals 3 & 4).

Assignment # 3 (Due March 27): Learning from students' questions

Make a note of the questions students ask in class. Try to note the questions as verbatim as possible. Further observe the interactions that follow. What kinds of questions are asked in this class (concept building, clarification, evaluative, open-ended, close ended)? Who asks the questions (student initiated, teacher-initiated)? Who answers the questions (students; teachers; the child who posed the question)? What counts as "right" answer? Who decides? Can there be one right answer?

Write conclusions and questions for future learning and explaining how what you have learned will affect your teaching.

Guiding Text: Commeyras, M. (1995). What can we learn from students' questions?

Assignment # 4 (Due April 3): Knowing a student

Select one child in your class. Using the methods we have discussed in class (like observing, listening, journaling, arts-based activities, or any other method you would like to explore further), take some time to know what this chosen student expects from his/her teacher, his/her peers, and self? What roles does he/she play? What activities does he/she like to do? What are the reasons?

Write conclusions and questions for future observations and explain how what you have learned would affect your teaching in this classroom.

Guiding Text:

Paley, V. (1986). On listening to what the children say.

Balaban, N (1995). Seeing the child, knowing the person

April 10: "Story of the Field" Project Presentations

For your class presentation, prepare a 10 minute presentation to provide a *sneak preview* into your field assignments. You may consider using photographs, copies of students' work, your observation notes, etc as artifacts to contextualize your classroom. In addition, share what you have learned from these assignments. In the next 5 minutes your group members will have some time to ask questions and give you warm and cool feedback.

Assignment # 5 (Due May 8): "Story of the Field" Project

You will turn in a class project with self assessment.

Include the following papers:

- Knowing your mentor teacher
- Observing a classroom from a student's perspective
- Learning from students' questions
- Knowing a student
- Self assessment (How would you assess the quality of ideas represented in your paper? How would you assess the quality of your writing? Think about style as well as organization and mechanics. What have you learned in the process of writing this project?)

NAME: _____

EDEC 4010/4010L FIELD EXPERIENCE LOG SHEET

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Date: _____ **Time at school:** _____

Total Hours in the field: _____

Mentor Teacher's Signature: _____

Student's Signature: _____

Comments (not required) _____
