



The University of Georgia

ESCI 4100: Laboratory Internship Reflection Seminar Fall 2008

INSTRUCTORS:

Michael P. Mueller, Ph.D.
Mathematics and Science Education
The University of Georgia
212 Aderhold Hall, Athens, GA 30602

Marshall Darley, Ph.D.
Biological Sciences
The University of Georgia
212 Aderhold Hall, Athens, GA 30602

TIME:

Fall Semester
Fridays, 2:30-3:20
August 29 – December 5, 2008
Room: 320 Bioscience

Syllabus is subject to change depending on the dynamics of the class and instructors.

COURSE DESCRIPTION:

The purpose of the reflection seminar is to assist the participating students in developing knowledge of the craft of teaching during an internship in the teaching laboratory. We created this experience to assist science students in gaining experience during their undergraduate careers. We also believe that the teaching interns play an important role in aiding the learning of the undergraduate students in the laboratories.

ACADEMIC HONESTY:

The University of Georgia seeks to promote and ensure academic honesty and personal integrity among students and other members of the University community. In keeping with the University Honor Code and Academic Honesty Policy, each student is expected to do his/her academic work and to acknowledge fully any assistance and academic resources. All academic work must meet the standards contained in "A Culture of Honesty." All students are responsible to inform themselves about those standards before performing any academic work. Terms of this policy, resolution procedures, and consequences of violation are available at: http://www.uga.edu/ovpi/academic_honesty/culture_honesty.html

REQUESTS FOR MODIFICATIONS:

It is policy of the University of Georgia to make reasonable accommodations for qualified individuals with disabilities. If you are a person with a disability and want to request accommodations to complete your course requirements, please make an appointment with the course professors as soon as possible to discuss your request. For information on documentation requirements, contact the office of Disability Services (2-8719).

NOTES ON CLASS DISCUSSIONS:

This course welcomes a caring style with respect to conversation and interaction with peers. A caring style encourages paraphrasing of others' thoughts and asking questions as a way to offer interest and attentiveness. A caring style offers compassion when others are frustrated. A caring style offers support for ideas to obtain clarity prior to critique. A caring style monitors their time so that they are not monopolizing the conversation---allow quieter others to voice their positions. A caring style is responsible to others to ensure that the current topic is given enough attention. Contrasting views are also appreciated and help to clarify others' ideas---so offer contrasting views when appropriate but in a constructive and inclusive way that permits effective exchanges.

ASSIGNMENTS PROFICIENCY AND SUMMARY:

Assignment proficiency is meeting 90% of the required expectations for completing assignments (rubrics). Assignments may be re-completed to meet the proficiency requirements for this course.

The reading schedule, activities, and assignments rubrics will be negotiated with the class.

Overview of Assignments:

1. Attend the laboratory to which you are assigned each week. Prepare for your activities in the teaching laboratory in consultation with the assigned TA and other staff. Although you are not technically working for them, you should only prepare the teaching activities that you are directed to prepare after consulting with the TA or other staff.
2. When assigned to do so, you will take the primary responsibility for teaching the laboratory section. In some cases you will be observed and evaluated by the TA, professors in the course, and other staff/faculty.
3. Attend the preparatory session conducted each week for the laboratories.
4. Attend the reflection seminar each week. You are asked to contact Dr. Mueller by email (mmueller@uga.edu) or phone (706-542-4641) if you cannot attend. You are asked to participate in the discussion conducted during the reflection seminar and write reflections of your activities in the teaching internship. Further direction on the nature of the writing assignments will be given later.
5. Participate in a final evaluation session with the professors of the course.
6. Write reflective papers which describe your experiences in the laboratories.

Assignment Details:

Reflection #1

The first reflection will be a time for each of you to describe the activities in which you have been engaged as a Laboratory Training Intern, your experiences including beliefs about these experiences and the plan you have made for the future. This assignment is intended to be brief.

- You will write a paper of 3-4 pages double-spaced.
- You will report on the experiences you have had while conducting yourself as a laboratory teaching intern, preparing for your duties as a laboratory teaching intern, or reflecting on your experiences as a laboratory teaching intern.
- You will use the rubric we discussed in class to ensure that your reflection does not deal solely with a chronological listing of the facts related to your participation (“book report”)
- You should thoroughly edit your work so as to remove grammatical and typographic errors
- You should be prepared to discuss this work in class at some later point.
- I hope you will find this document useful in thinking about how the second half of the semester will be conducted to optimize the benefits to your own learning about teaching and to the learning of your students.

The first assignment will be due _____, October ____, 2008. Please submit it electronically. Feel free to contact me if you have questions.

Reflection #2

Describe an incident in which you learned the most about teaching. Provide a “thick description” of the interactions with other individuals that happened and identify what you believed before about teaching and what you came to believe afterwards. What about this event made it more significant than the dozens of other moments in teaching? Was this a positive moment or a negative moment? This assignment is due on the last meeting of our seminar. Again this assignment will be submitted electronically. Submit the last day of the class.

TENATIVE COURSE SCHEDULE:

August 29, 2008	Topic: What is science teaching? How do we think about pedagogical issues in teaching?
September 5, 2008	Topic: Develop a rubric for reflections, why is a rubric useful?
September 12, 2008	Topic: What is inquiry? How does a goal of inquiry learning shape the structure and teaching within the lab?
September 19, 2008	Topic: How are you changing as a result of this experience? How have your interactions with others changed? Do you have a vision for the type of teacher that you want to be? A metaphor?
September 26, 2008	Topic: How do labs link together? How do you begin a lab? How do you end a lab? Do you review at the beginning?
October 3, 2008	Topic: How do you guide initial activities? Independent practices?
October 10, 2008	No Class
October 17, 2008	Topic: Discussion of Reflection #1
October 24, 2008	Topic: What are the different ways that you assess student learning? Informal and formal assessments?
November 7, 2008	Topic: Pedagogical Content Knowledge
November 14, 2008	Topic: Discussion of Reflection #2
November 21, 2008	Topic: Evaluation Discussion
December 5, 2008	Topic: TBD