Laboratory Internship
Reflection Seminar
Spring 2006
ESCI 4100

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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.

Meeting location: variable but initially in 328 Bioscience
Meeting time: 4:30 p.m.

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. Oliver by email or phone 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 give 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.

Reflection #!

The First Reflection Paper will be a time for each of you to describe the activities in which you have been engaged as a Laboratory Teaching Intern, the feelings you have had with regard to this experience and the plans you have for the future. But this is not intended to be a long assignment.

Specifics:

- You will write a paper of a few pages in length. I would imagine that for most people this will be 3 or 4 pages in length.
- 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 matrix that was handed out in class to ensure that your reflection does not deal solely with a chronological listing of facts related to your participation (e.g. I came to lab at 3:00 today, the topic was photosynthesis…etc.)
- You do not need to address all issues of the reflection matrix, but should address at least 5 of these areas (an area might be described as an intersection of two strands and themes).
- 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.

This first assignment will be due March 27th. Please submit it electronically. Feel free to contact me if you have questions at 542-1763 or soliver@uga.edu

Reflection #2

Describe an incident in which you learned the most about teaching. Completely describe 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.

Laboratory Internship Reflection meetings, Spring 2006		
Class meeting dates	Topic	Items/Issues/Conflicts
January 23	None	Unknown conflicts
January 30	Introductions and Which of the tasks takes the greatest amount of time? How do you imagine this will change over time? Planning, Conducting Instruction, Assessment of Learning, Management of the Classroom, Professional Development.	
February 6	Use the rubric for the secondary reflective journal and examine the role of knowledge, affect and actions in the teaching of laboratories. Also consider the strands that run through these themes.	
February 13	What is inquiry? How does a goal of inquiry learning shape the structure and teaching within the lab?	
February 20	How are you changing as a result of this experience? with regard to teaching, with regard to biology, with regard to interactions with other people, etc. Do you have a vision for the type of teacher that you want to be? A metaphor?	
February 27	How do labs link together? How do you begin a lab? How do you end a lab? Do you review at the beginning?	
March 6	Gagne's nine events of instruction	
March 13	**NO CLASS**	**Spring Break**
March 20	Discussion of task #1	
March 27	Pedagogical Content Knowledge	Paper #1 is due
April 3	**NO CLASS**	**Oliver in San Francisco, NARST**

April 10	Teaching practices, teaching to the whole class, taking responsibility for deciding what to teach and how to translate into teachable forms.	
April 17	Evaluation discussion	
April 24	Evaluation discussion	
May 1	How do you become a science teacher?	Paper 2 is due

Special Note:

The University of Georgia's policy on Academic Honesty can be found in the UGA Student Handbook. It is in the interest of every student to be familiar with this policy. On most activities you may feel free to engage other students in discussion regarding the nature of material that they are producing relative to a given assignment. However, you must turn in for a grade only that work which is original to and/or created by you. On examinations and other activities that the instructor specifically excludes, you must not seek help in their completion.

The course syllabus provides a general plan for the course; deviations may be necessary.