

**UNIVERSITY OF WATERLOO
DEPARTMENT OF PSYCHOLOGY**

**Psychology 466 - Educational Apprenticeship
Fall 2006**

Course Coordinator: Dr. Susan Sykes
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Seminar/Discussion Meetings: Thursdays except as shown on course schedule
4:30-6:00 p.m.
PAS 3026

Office Hours: Fridays 9:30 a.m.- 10:30 a.m. (or by appointment)

Course Format

1. Importance of the Apprenticeship. The apprenticeship experience is an integral part of Psychology 466. This one-term course provides students with an unpaid work experience within an approved classroom setting in schools under the jurisdiction of the Waterloo Region District School Board (WRDSB). Apprentices commit to a **minimum of six hours per week** (either one 6-hour or two 3-hour sessions) and work closely with an experienced teacher who serves as their teacher-mentor. Changes to the day or time of the apprenticeship session will not be permitted once set- except by permission of the specific teacher-mentor and the Course Coordinator. In the event of unexpected absence due to illness or emergency, students must contact their teacher-mentor in a timely fashion to advise them of this. Students are expected to arrive at least 15 minutes prior to the beginning of their session and to remain at least 15 minutes after the session to allow for discussions with their teacher-mentor and for preparations for their session etc. Students' enthusiasm, motivation, regular attendance and punctuality are critical to success in the apprenticeship and the course.

Apprenticeships typically are within a regular classroom or special education setting or both, and may involve working with and teaching children from a variety of grade levels: individually, in small groups, and/or in full classes. In collaboration with their teacher-mentor, apprentices normally will receive increased responsibilities and greater independence in their apprenticeship setting as the term progresses. Students' activities typically include: assisting individual or groups of children with assignments/projects/class work; marking assignments and other assessment methods; becoming familiar with the curriculum requirements for the specific grade level; learning how to develop lesson plans; teaching their own lessons and evaluating the success of their plans. Other opportunities enable students to learn classroom management skills and a variety of formal and informal evaluation techniques.

2. Evaluation Criteria. The primary aim of this course is to provide students with an apprenticeship experience under the direct supervision of an experienced teacher who serves as the student's mentor. Evaluation of the student's performance is ongoing and in four different areas. Only students who successfully meet the requirements within each of the four course components will receive a Credit standing in this course. The components include i) full attendance and participation in seminar/discussion meetings; ii) completion of weekly journals;

iii) seminar presentation on a topic related to their apprenticeship setting and submission of a corresponding paper; and iv) satisfactory, ongoing performance in the apprenticeship setting. This course does not have a mid-term or final exam. More detail about each of the four components follows.

2.1. Seminar/Discussion Meetings. In addition to their involvement in the apprenticeship setting, students participate in weekly one and a-half hour seminars throughout the term except as noted in the Course Schedule section of this syllabus. The seminars are an opportunity for discussion and problem-solving around practical, theoretical and ethical issues related to the apprenticeship, the field of education and teaching as a career. In several classes, presentations will be made by teachers and consultants from the WRDSB. In other classes, students will provide overviews of their papers (see section 2.2). **Attendance at the seminars/discussion meetings is compulsory.** A list of meeting dates is attached in the Course Schedule.

2.2. Weekly Journals. Using the template provided for this purpose, students are expected to complete a weekly journal of the progress of their apprenticeship and are to submit a complete set of journals twice during the term: in mid-October and in mid-November. These are reviewed by the Coordinator and returned with comments (see Course Schedule). With appropriate attention to confidentiality, excerpts from journal entries may be used by students as catalysts for discussion during each seminar meeting.

2.3. Research Paper. Students will identify, research and write a 6 to 8 page paper on a topic from the area of educational psychology related to classroom teaching. The topic must be selected in collaboration with the teacher-mentor and reflect the interests of both student and mentor. The paper must follow the attached guidelines. Students must provide the Coordinator with the topic of their paper and a one paragraph outline by the **October 12th** class. Feedback will be provided by the Coordinator at the next class.

Because this course encourages students to share information and learn from each others' experiences, students will be expected to present a brief (i.e. 15 to 20 minutes) interactive summary of their papers with discussion. These presentations will occur during the seminars in November; students will select dates for their presentation. **Papers must be turned in at the last class on November 30, 2006 for evaluation by the Course Coordinator.** Students must aim to produce excellent quality (A level) papers since each paper will be read by the specific teacher-mentor, and potentially by other teachers and the principal at the specific schools. Each student is responsible for picking up his/her paper and an Evaluation Feedback Sheet from the Course Coordinator's office **in NH 1026 by December 11.** Any required revisions must be completed in a timely manner. A final copy of the paper is given to the teacher-mentor with a copy to the Course Coordinator no later than **December 15.** Students are responsible for advising the Course Coordinator by email when they have provided their teacher-mentor a copy of the paper.

2.4 Ongoing Evaluation of Student's Progress in the Apprenticeship. The Coordinator will contact each teacher-mentor at intervals throughout the term to discuss the student's progress to date. In addition, an in-class visit to each apprenticeship setting will be made by the Coordinator after the mid-point of the term to monitor and discuss the student's progress with the teacher-mentor and to observe each student apprentice interacting with/teaching the children in their respective class. Teacher-mentors will be asked to complete a Student Progress Summary Form twice during the term: one at the mid-point of the term and a second at the end of the apprenticeship. Students are asked to provide the forms to their mentors at the time of their first apprenticeship session. As part of the evaluation process, students are

responsible for ensuring they have discussed their progress and the content of the forms with their teacher-mentors. The Progress Summary forms must be returned by the students to the Coordinator on specific dates (see attached Schedule).

3. Other Responsibilities

3.1. Confidential Information. During the course of their apprenticeship, and in the context of their apprentice roles, students will be privy to a variety of confidential information including, but not limited to, details about students and their performance, their families, teachers and other school-related activities and issues. Students must ensure that they respect and maintain the confidentiality of this information. More discussion will occur on this topic in the seminar sessions.

3.2. End of Term Letter of Appreciation. In addition to the students' responsibilities outlined under Course Format, students are expected to send a letter of appreciation to their teacher-mentor and the class at the end of their apprenticeship experience.

3.3. Prevention of Academic Offenses. All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offense, to avoid committing academic offenses, and to take responsibility for their academic actions. When the commission of an offense is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offenses and types of penalties, students are directed to consult the summary of Policy #71 (Student Academic Discipline) which is supplied in the Undergraduate Calendar (section 1 at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offenses such as plagiarism, cheating, and double submission, ask your course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.'

RECOMMENDED READINGS

American Psychological Association, *Ethical Principles in the Conduct of Research with Human Participants*, Washington, DC, 1992.

American Psychologist, *Ethical Principles of Psychologists*, 1990: 390-395.

Canadian Psychological Association, *Companion Manual to the Canadian Code of Ethics for Psychologists*, Old Chelsea, Quebec, 1991.

Government of Ontario, *Child and Family Services Act*, Toronto, 1984.

Keith-Spiegel, P.C. & Koocher, G.P., *Ethics in Psychology: Professional Standards and Cases*, Lawrence Erlbaum Associates, Inc.: New York, 1985.

Koocher, G.P. & Keith-Spiegel, P.C. *Children, Ethics and the Law: Professional Issues and Cases*, University of Nebraska Press: Lincoln, Nebraska, 1990

Knoppers, B.M. (ed.) *Canadian Child Health Law: Health Rights and Risks of Children*, Thompson Educational Publishing, Inc.: Toronto, 1992.

Province of Ontario, Individual Education Plan (IEP), Queen's Printer for Ontario, 1998.

Province of Ontario, Guide to the Provincial Report Card, Grades 1-8, Queen's Printer for Ontario, 1998

GUIDELINES FOR RESEARCH PAPER

- The topic must be related to educational psychology and reflect the interests of student and teacher-mentor.
- A one paragraph outline with title must be handed in by the **October 12, 2006** class.
- **One copy** of the paper must be submitted at the last Psych 466 class- **November 30, 2006**. The paper will be reviewed by the Course Coordinator and available for pick up, together with an Evaluation Feedback Sheet, from the Course Coordinator's office in NH 1026 by **December 11, 2006**.
- Requested revisions must be incorporated and a final copy of the paper provided to the teacher-mentor with one to the Course Coordinator by **December 15, 2006**.
- Papers must be written at an 'A' level.
- Papers must be typed, double-spaced and not longer than 6 to 8 pages in length. Use of illustrations and other visuals that clarify the information presented are recommended.
- The paper must demonstrate an awareness and understanding of the research available on the specific topic.
- A *Dedication* page MUST be included at the beginning of the paper. This acknowledges the role of the teacher-mentor and the students (as a group) with whom students have worked during their apprenticeship.
- An *Introduction/Introductory* page must be included that clearly outlines what is to be covered in each subsequent section (e.g. the objectives). Use of headings and sub-headings, and a summary statement/conclusion for each section, also are recommended.
- Students are encouraged to use supporting evidence or anecdotal information from their apprenticeship experience. However, in doing so, students must not violate confidentiality. Use of pseudonyms is recommended.
- A *Conclusion* section is needed in which the purpose of the paper is re-mentioned, the salient issues raised in the paper are summarized and a sound conclusion(s) is presented. Be willing to speculate where the area still needs further work. Including a *Recommendation* section would be appropriate.
- A *Reference* section must be included at the end and must be written according to APA style (refer to a copy of the APA Publication Manual). Appropriate referencing must appear throughout the paper and must be done according to APA style.
- Students are encouraged to be organized, clear and logical in their thinking and writing. Sentences must be grammatically correct with accurate spelling and punctuation. Allow sufficient time to proof-read the paper.
- Students are reminded to always give credit where credit is due- to a published author, a mentor, or even themselves!

TENTATIVE COURSE SCHEDULE

Date	Focus
September 21	i) Introduction: ' <i>Format, Expectations, Student and Mentor Responsibilities</i> ' ii) Topic: ' <i>Ethical Considerations; Listening; Observing</i> '
September 28	i) Topic: ' <i>Classroom Management Strategies</i> '
October 5	i) Guest Presentation: Mrs. Pat Bender Education –Retired Teacher, WRDSB, ' <i>The Classroom Lesson Plan</i> '; ii) Round table discussion
October 12	i) Guest Presentation: Dr. Ted De Young, Psychologist, WRDSB, ' <i>The Role of Psychology in Today's District School Boards</i> ' ii) Research paper outlines due
October 19	i) Guest Presentation: Stu Telfer–Retired Coordinator of Assessment, WRDSB, ' <i>Student Assessment Strategies</i> ' ii) Research paper outlines returned with feedback
October 26	i) Guest Presentation: Sharon Blomfield, Retired Teacher, WRDSB, ' <i>Using Questions as an Effective Teaching Technique</i> ' ii) Progress Report #1 from Teacher-Mentors Due (Weeks Sept. 18- Oct. 23 inclusive) iii) Journal Set #1 Due (Weeks Sept. 18- Oct. 23 inclusive)
November 02	Presentations on Research Papers (4 students) Discussion & Roundtable
November 09	Presentations on Research Papers (3 students) Discussion & Roundtable
November 16	Presentations on Research Papers (3 students)
November 23	<u>No class</u>
November 30	i) Presentations on Research Papers (3 students) ii) One copy of research papers due
December 11	i) Research Papers available from NH 1026 ii) Progress Report #2 from Teacher-Mentors Due (Weeks Oct. 30- Dec. 4 inclusive) iii) Journal Set #2 Due (Weeks Oct. 30- Dec. 4 inclusive)
By December 15	Final Copy of Research Paper to Teacher-Mentor and Course Coordinator
<i>Coordinator's Site Visits:</i>	Tentatively- Week of November 6