



## CLASS AND LECTURER INFORMATION

**Number of hours:** Forty-five (45)

**Number of Credits:** Three (3)

### **Lecturer/Facilitator and contact information**

Dr. Lorna Gow-Morrison      lornagowmorrison@stcoll.edu.jm

### **Course Description**

This course is structured around three units which will allow students to engage in reflection as they explore self and identity. Students will also be exposed to various issues of diversity making connections to the classroom and wider society. Emphasis will also be placed on teacher professionalism as students interact with pertinent documents such as the Teaching Standards, the Code of Ethics and The Code of Regulations.

### **Reading Resources**

Ayers, W. (1995). Thinking and Teaching. In Ayers, W. (Ed) To become a teacher: Making a difference in Children's lives. Teachers' College Press

Balaban, N. (1995). Seeing the Child, Knowing the person. In Ayers, W. (Ed) To become a teacher: Making a difference in Children's lives. Teachers' College Press

Evans, H. (2001). Inside Jamaican Schools

Evans, H. (2000). Learning to Teach, Learning From Teaching. In Brown, M. (Ed) Dimensions of Teaching and Learning: The Caribbean Experience Institute of Education, UWI Mona

Parker, J. (1998). The Heart of a Teacher, The Courage to Teach: Exploring the Inner Landscape of the Teachers life. Jossey Bass. NY

Raywid, M.A. (1995). The Teacher's Awesome Power. In Ayers, W. (Ed) To become a teacher: Making a difference in Children's lives. Teachers' College Press

Whyte, M. (2002). The Teacher as a professional in a Developing Country.

### **Summary of Content**

Unit One: Understanding Self

Unit Two: Diversity in the Classroom

Unit Three: Professional Ethics and Teacher Relationships

## **Course Assessment**

Coursework 60%

Examination 40%

## **Instructional Processes**

Some strategies that will be used to facilitate this course are: Cooperative learning, debates, discussions, games, research, movie analysis and simulations.

## **Class Goals, Policies and Expectations**

This course is designed to allow students to begin to understand themselves in relation to the profession of teaching. It exposes students to some theories which seek to allow them to explore the development of their personalities. In addition students are helped to understand the characteristics of the teacher as a professional. In order to benefit from the information and interaction, students (as adult learners) have a responsibility to engage in self-directed learning activities which will allow them to attend classes equipped with the necessary information. In addition, it is the responsibility of students to attend all classes noting that failure to attend the required number of classes can lead to them unsuccessfully completing the course. Collaboration is an essential part of this course which will enable both personal and professional development and so students are expected to fulfil their roles in collaborative tasks.

## Course Schedule

	Topics	Readings/Resources	
Wks 1 & 2	<ul style="list-style-type: none"> <li>Course Introduction</li> </ul>	<a href="http://www.youtube.com/watch?v=6tup3bWlt9Q">http://www.youtube.com/watch?v=6tup3bWlt9Q</a> <b>Learning Styles Inventory</b> <a href="http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml">http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml</a> <b>Multiple Intelligence Test</b> <a href="http://psychology.about.com/library/quiz/bl-mi-quiz.htm">http://psychology.about.com/library/quiz/bl-mi-quiz.htm</a>	<b>Critical Students' Task 1:</b> Go online and complete a learning styles inventory and a multiple intelligence test. Record the results on a sheet of paper and take to your next class.
	<ul style="list-style-type: none"> <li>Defining self</li> <li>Aspects of self</li> <li>Factors influencing the development of the personal and professional self</li> <li>Importance of understanding identity</li> </ul>		<b>Critical Students' Task 2:</b> Create a glossary which includes the following terms: self, identity, self-concept, self-esteem, self-efficacy, self-awareness, self-handicapping, self-fulfilling prophecy, ideal self, personality  <b>Critical Students' Task 3:</b> In three assigned groups, examine the personality theory of Freud, Rogers or Erikson and respond to the guiding questions.  <b>Critical Students' Task 4:</b> Add the following terms to your glossary: diversity, bias, prejudice, labelling,
Wks 1 & 2	<i>Presentation on theorists</i>		<b>Critical Students' Task 5:</b> Add the following terms to your glossary: generalization, stereotype and self-fulfilling prophecy
			<b>Critical Students' Task 6:</b> Add the following terms to your glossary: Pygmalion effect, equity, access and equality.
Wk 3	<ul style="list-style-type: none"> <li>Overview of Diversity</li> <li>Behaviours and attitudes related to diversity</li> </ul>		<b>Due date for assignment 1</b> <b>Critical Students' Task 7:</b> <b>Submit Assignment one (1) to the Education Department By 3:30 pm</b>
	<ul style="list-style-type: none"> <li>Teacher effectiveness and suitability</li> </ul>		<b>Critical Students' Task 8:</b> Add the following terms to your glossary: teaching, indoctrination, profession, professional, professionalism
Wk 4	Presentations on diversity assigned (40 mins each)		<b>Due date for assignment 2</b>
Wks 5 & 6	<ul style="list-style-type: none"> <li>Professionalism and concepts of professionalism</li> </ul>		<b>Critical Students' Task 9:</b> Explore argument for and against the moot " <i>Teaching is a Profession</i> "

	<ul style="list-style-type: none"> <li>• Characteristics of a professional</li> <li>• The teacher/professional as a role model</li> <li>• The teacher/professional as a reflective</li> </ul>		<p><b>Critical Students' Task 10:</b> Explore the of the following organizations: <b><i>Caribbean Union of Teachers (CUT)</i></b> <b><i>Jamaica Teachers' Association (JTA)</i></b> <b><i>Record your findings in your glossary.</i></b></p>
	<ul style="list-style-type: none"> <li>• Professional organizations with which teachers are affiliated (role of these organizations)</li> <li>• Exploration of Code of Ethics as compiled by the JTA The National Education Inspectorate</li> <li>• The Jamaica Teaching Council</li> </ul>	<p><a href="http://www.caribbeanteachers.com/">http://www.caribbeanteachers.com/</a></p> <p><a href="http://www.jta.org.jm/content/about-us">http://www.jta.org.jm/content/about-us</a></p> <p><a href="http://www.jisajm.com/PrinConf/Role%20of%20the%20Inspectorate.pdf">http://www.jisajm.com/PrinConf/Role%20of%20the%20Inspectorate.pdf</a></p> <p><a href="http://www.stcoll.edu.jm/Education/PDF%5CTTSS%5Cjamaica_teaching_council.pdf">http://www.stcoll.edu.jm/Education/PDF%5CTTSS%5Cjamaica_teaching_council.pdf</a></p>	<p><b>Critical Students' Task 11:</b> In assigned groups, examine the role of the following bodies: The National Education Inspectorate The Jamaica Teachers' Council The Ministry of Education</p>
	The role of The Ministry of Education The Code of Regulations		<p><b>Critical Students' Task 12:</b> Review contents of the course and record and questions you may have.</p>
<b>Wks 5 &amp; 6</b>	Personal Development of the teacher:		<p><b>Critical Students' Task 13:</b> Review contents of the course and record any questions you may have.</p>
	Facilitation of questions and revision of concepts		<p><b>Critical Students' Task 14:</b> Prepare effectively for your examination.</p>