

EDU202: Issues in Education through Technology Field Placement Tasks

Education 202 students are usually sophomore level and typically have not had previous field placement experience. They are assigned a 20-40 hour field placement, which combined with the classroom portion of the course will help them to determine their interest in teaching.

Suitable tasks for 202:

Suitable tasks at this level include setting-up and operating audio-visual and computer equipment, setting-up labs, preparing bulletin boards, gathering and preparing materials, observing different kinds of instruction, tutoring assigned students, scoring objective tests, assisting with student projects, taking attendance, and reading with students.

Students learn about teaching through being in your classroom. While there are some tasks to be performed outside of the classroom, your intern should be in class at least 75% of the time that he/she is accruing internship hours.

Students should complete the following assignments in conjunction with the field placement:

Teacher Questionnaire Report and Presentation

Students will work as a group to prepare a questionnaire to gather data from their cooperating teachers about their teacher's perspectives on various aspects of teaching. At some point during the semester, your intern should use the tool his/her group has developed for an interview. The intern **must** actually interview you rather than just handing you the questionnaire and asking you to complete it! The students will then use the results from the interviews to create a report based on data collected.

Classroom Map

Students will create maps that show classroom space design and how the space is utilized in school. This project is designed to help students think about the physical space of classroom and how it can be used to enhance instruction, and also to think about auxiliary services offered in a school (i.e.: speech therapy, music programs, special education, etc.)

Philosophy of Education

Your student may want to discuss your philosophy of education. At the conclusion of each semester in the Ferrum Teacher Education Program, each student writes a philosophy paper about his/her beliefs about various aspects of educating students. As your student prepares to write this paper, he/she may choose to engage you in conversation about your views. Your willingness to share with your student is helpful in terms of the student's development of his/her personal philosophy.

I have read, understand, and willing to accommodate the above tasks:

Student's Signature: _____ **Date:** _____

Cooperating Teacher's Signature _____