



**PRE-INTERNSHIP
SEMINAR GUIDE**

STUDENT INTERNSHIP PROGRAMME

EDP 361: PRE-INTERNSHIP SEMINAR

**IEDE
CETDAR**

Copyright

All rights reserved. No part of this publication should be reproduced, stored in a retrieval system or transmitted by any form or means, electronic, mechanical, photocopying or otherwise without the prior permission of the Head of Department, Centre for Teacher Development and Action Research, Institute for Educational Development and Extension, Winneba.

Acknowledgements

The course coordinator and designers, Centre for Teacher Development and Action Research , wish to thank those below for their contribution to this Internship Seminar Guide:

Mr. E K. Asante, HOD, CETDAR	Dr. (Mrs.) Sally O. Essuman), SIP Coordinator
Mr. E. Ofosu-Dwamena, Monitoring/Evaluation	Mrs. Joyce Wilson-Tagoe, SIP Administrator
Mr. R. Bampoh-Addo, Prin. Research Assistant	Dr, George Kankam, Dep. Director, IEDE
Mr. P. A. K. Amissah, SIP Consultant	

Centre for Teacher Development and Action Research

Institute for Educational Development and Extension

Fax: +233-20- 8169339

E-mail: cetdar@uew.edu.gh

Website: www.cetdar.iede@uew.edu.gh

Contents

About the Pre-Internship Seminar1

An internship is a chance to try out a prospective career and to gain professional work experience. This is an opportunity to see if your interests match your experience. You can work with professionals and gain day to day knowledge of your field.

In view of the new demands of the Student Internship Programme (SIP), of UEW the course **On-Campus Teaching Practice (ONCTP)** has been re-organised to cover not only the development of the technical teaching skills and teaching standards, but also to provide the student teacher with an exposure to the following components of the SIP: writing a philosophy of teaching statement; reflective practice; building a student teaching portfolio; understanding UEW professional teaching standards and post-internship activities.

Course overview.....3

Welcome to the current practice in teacher education which has moved away from the situation where teacher education institutions see themselves as having the sole responsibility for the training of student teachers. It now relies greatly on the use of the Apprenticeship or internship model of training. In this course, internship seminar, we shall, we shall look at the following topics and engage ourselves in the outlined activities that follow:

1. Teaching philosophy
2. Reflective practice
3. Technical teaching skills and instructional strategies sessions
4. Technical teaching skills and instructional strategies sessions
5. UEW Teaching Standards and the Intern Teaching Evaluation Form
6. UEW Teaching Standards and the Intern Teaching Evaluation Form
7. Micro teaching: Assessing practice (Video clips)
8. Micro teaching: Students' practice & peer assessment
9. Micro teaching: Students' practice & peer assessment
10. Micro teaching: Students' practice & peer assessment
11. Micro teaching: Students' practice & peer assessment
12. Micro teaching: Students' practice & peer assessment
13. Student-Teaching Portfolio
14. Post-internship Seminar

Course outcomes

By the end of the programme you will be better able to:3

- apply and practice the principle of teaching and learning in the classroom setting and in the school context.
- develop practical understanding and appreciation of the major teachers' roles as well as the skills that are required to perform these roles.
- broaden your experiences, understanding and awareness of the realities of teaching and working in a school.
- develop an understanding of learners, and skills to respond appropriately to their needs, interests and capacities

- develop skills in professional decision-making, and capacities for reflective learning and self-evaluation, and
- develop professional attitudes and qualities of adaptability and sensitivity to the school and the students you teach.3
- Timeframe: The programme is for a duration of one semester4
- Study skills: The SIP Handbook is made available to you4
- Need help? Contact any CETDAR staff member5
- Assignments: Performance in the course will be assessed on the following basis:
 - Attendance at seminars, 20%; Assignments, 20% 6
 - Assessments: Performance in microteaching activities, 60%6
- This is an educational document that will help you with how to prepare fully for your internship programme of **University of Education, Winneba**.....
- Margin icons direct you on what to do7

Unit 18

- Philosophy of Teaching 8
 - Introduction.....8
 - Concept and purpose of Philosophy of Teaching8
 - Major Components of a Philosophy of Teaching Statement8
 - Developing and writing Philosophy of Teaching statements9
- Unit summary.....9
- Assignment9
- Assessment.....9

Unit 2 10

- Reflective Practice 10
 - Introduction.....10
 - What is reflective practice?.....10
 - Reflecting on your practice.....11
- Unit summary.....11
- Assignment11
- Assessment.....11

Unit 3 12

- Developing Teaching Skills 12
 - Introduction.....12
 - Motivational Skills12
 - Presentation and Communication Skills.....13
- Unit summary.....13
- Assignment13
- Assessment.....13

Unit 4 14

- Teaching Standards and Intern Teaching Evaluation 14
 - Introduction.....14
 - UEW Teaching Standards.....14
 - Teaching Standards15

Unit summary.....	15
Assignment	15
Assessment.....	15

About the Pre-Internship Seminar

The Pre-Internship Seminar Guide has been produced by the Centre for Teacher Development and Action Research, Institute for Educational Development and Extension. All Pre-Internship Seminar Guides produced by the Centre for Teacher Development and Action Research are structured in the same way, as outlined below.

How the Pre-Internship Seminar Guide is structured

The course overview

The course overview gives you a general introduction to the course. Information contained in the course overview will help you determine:

- If the course is suitable for you.
- What you will already need to know.
- What you can expect from the course.
- How much time you will need to invest to complete the course.

The overview also provides guidance on:

- Study skills.
- Where to get help.
- Course assignments and assessments.
- Activity icons.
- Units.

We strongly recommend that you read the overview *carefully* before starting your study.

The course content

The course is broken down into units. Each unit comprises:

- An introduction to the unit content.



- Unit outcomes.
- New terminology.
- Core content of the unit with a variety of learning activities.
- A unit summary.
- Assignments and/or assessments, as applicable.

Resources

For those interested in learning more on this subject, we provide you with a list of additional resources at the end of each unit; these may be books, articles or web sites.

Your comments

After completing the Pre-Internship Seminar Guide we would appreciate it if you would take a few moments to give us your feedback on any aspect of this course. Your feedback might include comments on:

- Course content and structure.
- Course reading materials and resources.
- Course assignments.
- Course assessments.
- Course duration.
- Course support (assigned tutors, technical help, etc.)

Your constructive feedback will help us to improve and enhance this course.

Course overview

Welcome to the Pre-Internship Seminar Guide

The pre-internship seminar of UEW has been re-organised to cover the development of the technical teaching skills and teaching standards and provide the student teacher with an exposure to the components of the Student Internship Programme to enable student to build on their professional competences.

The Internship Seminar is for you.

This course is intended for final year students of UEW who wish to apply and practice the principle of teaching and learning in the classroom setting and in the school context and to develop professional attitudes and qualities of adaptability and sensitivity to the school and the students they teach.

All prospective final year students of UEW at any of the three campuses of UEW, namely Winneba, Kumasi and Mampong are eligible.

Students must have a cumulative UEW GPA of 2.0 or higher.

Each student may receive credit for three hours of internship seminars.

Interns must attend required internship meetings at their departments and complete a final evaluation of their internship experience to receive credit.

Course outcomes

Upon successful completion of the Internship Seminar programme you will be able to move smoothly through the transition from campus to classroom. It is a new way to serve members and guarantee instructional quality and can represent the difference between success and failure.



Outcomes

Other benefits include

- ✓ assistance in the development of key competencies of student-teachers joining the profession;
- ✓ helps to induct student-teachers into the school environment;
- ✓ assists in identifying potential good teachers for recruitment; and
- ✓ helps to enhance exchange of new skills, ideas and methodology of teaching

Timeframe



How long?

The duration of this course is 14 weeks.

Formal study time required is three hours.

Individual self-study time expected/recommended is three hours.]

Study skills



As an adult learner your approach to learning will be different to that from your school days: you will choose what you want to study, you will have professional and/or personal motivation for doing so and you will most likely be fitting your study activities around other professional or domestic responsibilities.

Essentially you will be taking control of your learning environment. As a consequence, you will need to consider performance issues related to time management, goal setting, stress management, etc. Perhaps you will also need to reacquaint yourself in areas such as essay planning, coping with exams and using the web as a learning resource.

Your most significant considerations will be *time* and *space* i.e. the time you dedicate to your learning and the environment in which you engage in that learning.

We recommend that you take time now—before starting your self-study—to familiarize yourself with these issues. There are a number of excellent resources on the web. A few suggested links are:

- <http://www.how-to-study.com/>

The “How to study” web site is dedicated to study skills resources. You will find links to study preparation (a list of nine essentials for a good study place), taking notes, strategies for reading text books, using reference sources, test anxiety.

- <http://www.ucc.vt.edu/stdysk/stdyhlp.html>

This is the web site of the Virginia Tech, Division of Student Affairs. You will find links to time scheduling (including a “where does time go?” link), a study skill checklist, basic concentration techniques, control of the study environment, note taking, how to read essays for analysis, memory skills (“remembering”).

- <http://www.howtostudy.org/resources.php>

Another “How to study” web site with useful links to time management, efficient reading, questioning/listening/observing skills, getting the most out of doing (“hands-on” learning), memory building, tips for staying motivated, developing a learning plan.

The above links are our suggestions to start you on your way. At the time of writing these web links were active. If you want to look for more go to www.google.com and type “self-study basics”, “self-study tips”, “self-study skills” or similar.

Need help?



Help

Course website address(es) are given at the end of each unit.

There are four course instructors. You may contact your department’s SIP representative for details about the instructor assigned to your department. Meanwhile you can get in touch with any of the following persons at CETDAR [[click](#)]. You may call 233-20-8169339.

There is a teaching assistant for your routine enquiries. You can locate the one in the Pecku Building, Room 202. Or call 233-20-8169339

For your technical issues (computer problems, website access, etc.) contact Eric Ofosu-Dwamena on 233-20-8169339 in room 202, Pecku Building, North Campus, on this web address erick2gh@yahoo.com



Assignments



Assignments

There are assignments for each unit.

Students will submit three assignments.

All assignments should be submitted to the course coordinator of SIP.

Specific dates will be given for the submission of assignment through the following link. www.eod.SIP_internship_assignments

Assignments should be completed in the order in which they are given.]

Assessments



Assessments

There will be three assessments in this course.

There will be two assessments..

The assessments will take place at the completion of four consecutive units.

The assessments will vary in duration, but not more than 30 minutes.

Learners will be allowed to complete the assessment(s) in 30 minutes.

















Teacher will mark the assessment(s) within a week.

Getting around this Internship Seminar Guide

Margin icons

While working through this Internship Seminar Guide you will notice the frequent use of margin icons. These icons serve to “signpost” a particular piece of text, a new task or change in activity; they have been included to help you to find your way around this Internship Seminar Guide.

A complete icon set is shown below. We suggest that you familiarize yourself with the icons and their meaning before starting your study.

			
Activity	Assessment	Assignment	Case study
			
Discussion	Group activity	Help	Note it!
			
Outcomes	Reading	Reflection	Study skills
			
Summary	Terminology	Time	Tip



Unit 1

Teaching Philosophy

Introduction

Writing a statement of teaching philosophy is a cornerstone of reflective practice in teaching and learning. Every teacher who enters a classroom or other teaching situation has a philosophical framework (a teaching philosophy) that guides their practice. In this guide you will find a set of useful suggestions for developing such a statement. It is neither comprehensive, prescriptive, nor the last word. Indeed, a statement of teaching philosophy is an extremely personal text, and it should reflect and represent its writer as an individual. It is hoped that these guidelines and suggestions will help you to organize your thinking in useful and strategic ways.



Outcomes

Objectives:

Upon completion of this unit you will be able to:

1. interpret the concept and purpose of philosophy of teaching.
2. to develop and write your philosophy of teaching statements.
3. change the integral aspects of your pedagogy, and
4. identify the benefits that result from practical engagements with your philosophy in the classroom.


Terminology

Teaching	What is taught; doctrine. Training
philosophy	personal rule of life
reflection	idea arising in the mind; comment , consideration
components	part of a larger whole, being part of a larger whole
conceptualisation	form a concept or idea of
accommodate	adapt, harmonize, reconcile (must accommodate himself to new ideas)
experience	event or activity participated in or observed
metaphor	application of a name or description to something to which it is not literally applicable

Concept and purpose of Philosophy of Teaching

What is a Teaching Philosophy?

“Teaching philosophy” as a phrase, has a wide variety of meanings. For our purpose, teaching philosophy is a reflection of your personal teaching beliefs and values. It is a statement of **what** you believe about teaching and learning, **why** you hold these beliefs, and **how** these beliefs and values have shaped your career path as a teacher, or **how** you implement these beliefs and values in the classroom.

What is the Purpose of Developing a Philosophy of Teaching?

The teaching statement gives you a starting point to:

- Examine your teaching practices
- Share your ideas with others and
- Monitor the progress of your own development as a teacher

Major Components of a Philosophy of Teaching Statement

A written teaching philosophy can be broken down into the following components, accompanied by a set of appropriate questions to help direct your thinking.

Conceptualisation of learning (How do you think learning occurs?)

Ask yourself such questions as:

- What do we mean by learning?
- What happens in a learning situation?



Many people find it useful to think of a metaphor that can capture the spirit of a successful learning experience. For example:

- Are students empty vessels into which teachers pour well-organised information?
- Are students members of a learning team where teachers are the coaches?

Always add a sentence or two to explain your metaphor so that readers get the sense of what you mean.

Conceptualisation of teaching (What do you mean by teaching?)

What role(s) do you see yourself playing as a teacher in the teaching-learning process?

Ask yourself questions such as:

- What do we mean by teaching?
- How do I facilitate this process as a teacher?

Here too, you can use the metaphor format, but a common practice is a more direct description of the nature of a teacher with respect to motivating and facilitating learning. Along with the questions above, you may also address such issues as how to challenge students intellectually and support them academically. You may also state how you can respond to different learning styles and support students who are frustrated, and accommodate different abilities.

Goals (what can a student get out of your subject?)

This section is a description of what skills you expect your students to obtain as the results of learning. You may address such questions as:

- What goals do you have for your class in the specific subject matter?
- What is the rationale behind the goals?
- What goals do you have for your class as learners in general?
- What kind of activities do you try to introduce in class in order to reach the goals?

For instance, you can describe how you expect students to learn not only the content, but also skills such as critical thinking, problem solving, and effective communication.

Implementation of the philosophy (how do you plan to accomplish your goals?)

This component illustrates how your concepts about teaching and learning and goals for students are transformed into classroom activities. What activities, assignments, and projects do you implement in the teaching-learning process? These may include the application of either child-centred or teacher-centred methods.

Professional growth plan (What goals have you set for yourself as a teacher?)

- What goals have you set for yourself as a teacher?
- How do you accomplish these goals?

You can illustrate how you have professionally grown over the years, what challenges exist at the present, what long-term development goals you have projected, and what you will do to reach these goals.

Developing and writing Philosophy of Teaching statements**What is the Structure of a Philosophy of Teaching Statement?**

There is no consensus about the structure and content of a teaching philosophy statement. The way in which it is structured and worded is individual. However, by examining the literature on teaching philosophies and analyzing a large number of statements that are available the following guidelines are suggested:

A statement of teaching philosophy should be:

- Brief, 1 -2 pages long
- A personal narrative; first person narrative is generally appropriate; most statements avoid technical terms; the general rule is that you should write the statement with the audience in mind.
- Evidence of your sincerely held beliefs
- Representative of your experience and practice

Read samples of Teaching Philosophies

<http://www.usask.ca/gmcte/portfolios/parts.php>



Unit summary



Summary

In this unit you learned what a teaching philosophy is, the purpose of developing a philosophy of teaching, the major components of a philosophy of teaching statement, conceptualising learning, conceptualising teaching, what you can get out of your subject, implementing the philosophy, your professional growth plan and the structure of a philosophy of teaching statement.

You have come to realise that statements of teaching philosophy stimulate personal reflection in a process that can yield professional growth and achievement, as you examine whether your actions inside and outside the classroom match your beliefs about teaching. Reflecting and articulating beliefs through writing is a powerful process that takes time and commitment. When you write these statements to guide your teaching, it can open school-wide discussions that lead to common understanding of teaching expectations, as well as innovative teaching. Overall, the process holds the promise of affecting the valuation and role of teaching in all educational institutions.

Assignment



Assignment

What constitutes a teaching philosophy? (3 statements)

Of what use is a teaching philosophy (3 statements)

Three things that happen in the learning situations

Produce three statements of teaching philosophy.

READ: Goodyear, G. E. & Allchin, D. (1998). Statement of teaching philosophy. *To Improve the Academy* 17, 103-22. Stillwater, OK: New Forums Press.

www.usc.edu/programs/cet/private/pdfs/statements_of_teaching_phil.pdf

www.lll.hawaii.edu/sltcc/tipps/philosophy.html

http://ftad.osu.edu/portfolio/philosophy/Phil_guidance.html

Assessment



Assess students through active participation and involvement in class

Unit 2

Reflective Practice

Introduction

The University of Education, Winneba is committed to the concept of the teacher as a thoughtful decision maker, applying knowledge gained from both practice and theory towards the ongoing improvement of teaching and learning.

Upon completion of this unit you will be able to:



Outcomes

- explain the concept of reflective practice to enable you reflect on your own practice.
- reflect on all aspects of your performance, appreciating what was good and bad, and to look forward to what you can do next time to improve your performance.
- encourage yourself to maintain your teaching strengths and to build upon them



Terminology

concept	general notion; abstract idea
event	thing that happens
strengths	positive attribute.
strategy ies	long-term plan
experience	observation of or practical acquaintance with facts or events; knowledge or skill resulting from this. Event or activity participated in or observed; know-how
behaviour	performance, actions, deeds
professional	engaged in a specified activity as one's main paid occupation; expert; skilled; trained
application	formal request; submission; purpose



What is reflective practice

What is reflective practice?

- ✓ Reflective practice is a way of looking at your day to day activities or experience with an open mind.
- ✓ Reflection is an active process of evaluating one's own practice and devising strategies of making things better. (Schon, 1983).

Reflective Practice in Teaching

- ✓ Reflective practice in teaching involves looking back and evaluating your teaching experiences. It is the process of witnessing your own teaching experience in order to take a closer look at it.
- ✓ Through reflection, teachers can identify ways to improve the quality of their work.

Who is a Reflective Practitioner?

- A reflective practitioner is someone who develops the ability and willingness to examine past and present experiences in relation to future behaviour and in guiding professional practice.
- Every individual needs to reflect on every aspect of his/her life. The ability to reflect is a valuable part of human life for as Plato says, 'the un-reflected life is not worth-living' (Plato in Taylor, 2000 p 10)

Reflecting on your practice

How do you reflect on your practice?

Reflection in teaching may go through some basic steps. Now, let us look at the following four steps:

- Step 1: A Description of the Event
- Step 2: Analysis and Interpretation of the Event
- Step 3: Meaning and Application - (Strengths and Weaknesses)
- Step 4: Implications for Action

Step One: What?

Description of the Event

Write a description of the teaching experience using the following questions as guide:

- ✓ What was I trying to achieve?
- ✓ What did I do?
- ✓ What were the effects of what I did (or did not do?)

Step Two: Why?

An Analysis and Interpretation of the Event

Write your analysis. Some of the following questions might help you to analyze the events.

- Why do I think things happened the way they did?
- Why did I choose to act the way I did?
- Why did I respond as I did?
- How did I feel in this situation?
- How did my actions match with my beliefs?
- How the context might influence the experience?
- What did I do effectively?

Step Three: So What? (Meaning and Application)

Being able to describe something and find out why it happened that way is not enough to improve your teaching. You need to see the overall meaning of events in order to use them to improve teaching practice. You may consider the following questions at this stage.

- What were the essential strengths of the lesson?
- What did I do that was not effective?
- Where do I need improvement as a teacher?
- What are some other ways to present the lesson that would be just as effective or more effective?
- What have I learned from this?
- How could I improve?
- How might this change my teaching in future?

Step Four: Now What? (Implications for Action)

- At this stage, reflection moves into action planning. The most powerful reflection focuses on student learning; how you will vary your teaching to improve learning for your students.
- What will I do differently?
- Can you think of another way you might have taught this lesson?
- How can I modify my teaching if a similar situation were to happen again?
- What help do I need to assist me act on the results of my reflection?

Unit summary



Summary

In this unit you learned about how to reflect on your teaching in order to improve upon performance. The steps that aid reflection are:

Step 1: A Description of the Event

Step 2: Analysis and Interpretation of the Event

Step 3: Meaning and Application - (Strengths and Weaknesses)

Step 4: Implications for Action

Benefits of reflective practice include the following:

- ✓ Can generate practice-based knowledge, as it is based on real practice
- ✓ Can help teachers to make more sense of difficult and complex practice.
- ✓ Reminds teachers that there is no end point to learning about their everyday practice.



Assignment



Assignment

Group Task

1. Break into your groups for 20 minutes and prepare a 5-minute-lesson.
2. Come and role play the lesson.
3. Go back into your Groups for 30 minutes and use the guidelines to reflect on the teaching.

READ:

ATHERTON J S (2005) *Learning and Teaching: Reflection and Reflective Practice* [On-line] UK: Available:

<http://www.learningandteaching.info/learning/reflecti.htm>

<http://www.ukcle.ac.uk/resources/reflection/teaching.html>

Assessment



Assessment

Groups present reports to the whole house on their reflections.

Unit 3

[Add unit title here]

Introduction

[Add introductory text here]

Upon completion of this unit you will be able to:



Outcomes

- [verb] [complete the sentence].
- *[verb]* [complete the sentence].
- *[verb]* [complete the sentence].
- *[verb]* [complete the sentence].
- *[verb]* [complete the sentence].
- *[verb]* [complete the sentence].



Terminology

[Term]:	[Term description]
[Term]:	[Term description]
[Term]:	[Term description]
[Term]:	[Term description]
[Term]:	[Term description]
[Term]:	[Term description]
[Term]:	[Term description]
[Term]:	[Term description]

[First topic heading]

[Add topic text here]



[Second topic heading]

[Add topic text here]

Unit summary



Summary

In this unit you learned [Add summary text here - you may wish to use the unit outcomes to write this text]

[Continue your body text here]

Assignment



Assignment

[Add assignment text here]

[Continue your body text here]

Assessment



Assessment

[Add assessment text here]

[Continue your body text here]

Unit 4

[Add unit title here]

Introduction

[Add introductory text here]

Upon completion of this unit you will be able to:



Outcomes

- [complete the sentence].
- [complete the sentence].
- [complete the sentence].
- [complete the sentence].
- *[verb]* [complete the sentence].
- *[verb]* [complete the sentence].



Terminology

- | | |
|---------|--------------------|
| [Term]: | [Term description] |
| [Term]: | [Term description] |
| [Term]: | [Term description] |
| [Term]: | [Term description] |
| [Term]: | [Term description] |
| [Term]: | [Term description] |
| [Term]: | [Term description] |
| [Term]: | [Term description] |

[First topic heading]

[Add topic text here]

[Second topic heading]

[Add topic text here]

Unit summary



Summary

In this unit you learned [Add summary text here - you may wish to use the unit outcomes to write this text]

[Continue your body text here]

Assignment



Assignment

[Add assignment text here]

[Continue your body text here]

Assessment



Assessment

[Add assessment text here]

[Continue your body text here]