

## Overview of Field and Clinical Experiences

### Policies

1. All assignment of field experience hours to a course must follow a specific rationale. If a program decides to change the field hours in one or more courses, they must provide a rationale for this change in terms of the benefits to the whole program. For example, at present we have 6 field hours assigned to theory-based courses; 8 to methods classes. If this changes, there must be a rationale for the change.
2. If there are field hours assigned to a course, they must be done. An assignment should be in the course syllabus that reflects this experience.
3. Candidates must have field experiences in every semester once they enter teacher education. The kinds of experiences they have must become more active and more advanced in teaching skills demonstrated with each semester.
  - a. Field assignment should specifically relate to the objectives and learning outcomes of the course as identified in the syllabus.
  - b. Observation activities are appropriate for introductory courses only.
  - c. Over the course of the program, candidates should take on more responsibility and more interaction with students (or, in the case of advanced programs, students and/or school staff).
  - d. Checkpoint 3 courses (semester before graduation) must require all initial candidates to demonstrate teaching in an authentic context (e.g. micro-teach).
4. Field placements should offer as much diversity of experience as is possible in this context (different grades within the concentration, gender diversity if appropriate).

Table 1: Overview of B.Ed. Primary Program Field and Clinical Experiences

| Course   | Course Name  | Assignment  | Field Hours |
|--|--|---|-------------|
| <i>Education Core courses, taken by all candidates</i>   |  |   | 12          |
| EDUC 312   | Curriculum and Assessment                              | Observation related to instruction and assessment | 6           |
| EDUC 316   | Classroom Management                                   | Observation/Data Collection Assessment.           | 6           |
| <i>Concentration specific – Early Childhood concentration</i>                                    |  |   | 24          |
| EDEC 413   | Teaching Integrated Math and Science to Young Children | Small group work                                  | 8           |
| EDEC 453   | Teaching Arabic Language to Young Children             | Micro-teach                                       | 8           |
| EDEC 456   | ESL and Young Children                                 | Micro-teach                                       | 8           |
| <i>Concentration specific – Math Science concentration</i>                                       |  |   | 24          |
| EDPR 450   | Teaching Primary Level Science                         | Micro-teach                                       | 8           |
| EDPR 451   | Teaching Primary Level Mathematics                     | Micro-teach                                       | 8           |
| EDPR 452   | Methods in Inquiry and Research                        | Small group work                                  | 8           |
| <i>Concentration specific – English concentration</i>  |  |   | 24          |
| EDPR 453   | Teaching Primary Level English (ESL I)                 | Small group work                                  | 8           |
| EDPR 454   | Teaching Primary Level English (ESL II)                | Micro-teach                                       | 8           |
| EDPR 455   | Teaching Primary Level Reading                         | Micro-teach                                       | 8           |
| <i>Concentration specific – Arabic Studies concentration</i>                                     |  |   | 24          |
| EDPR 446   | Teaching Primary Level Arabic                          | Small group work                                  | 8           |
| EDPR 447   | Teaching Primary Level Islamic Studies                 | Micro-teach                                       | 8           |
| EDPR 448   | Teaching Primary Level Social Studies                  | Micro-teach                                       | 8           |
| Student teaching   |  |   | 300         |
| <b>Total number of field hours= (12 Core + 24 concentration specific + 300 student teaching)</b> |  |   | <b>336</b>  |

Table 2. Overview of B.Ed. Secondary Field and Clinical Experiences

| Course  | Name of Course   | Activity   | Field Hours |
|---|--|--|-------------|
| <b>Candidates will complete all of the following (Core)</b>                                 |  |  | <b>18</b>   |
| EDUC 312  | Curriculum and Assessment (Observation)                  | Objectives: Lesson Structures  | 6           |
| EDUC 316  | Classroom Management (Observation)                       | Observation: Classroom Management  | 6           |
| EDSE 331  | Reading and Writing across the Curriculum                | Observation: Inclusion practices   | 6           |
| <b>Candidates will complete 1 of the following: (Method I)</b>                              |  |  | <b>8</b>    |
| EDSE 341  | Methods I: Instructional Strategies for English Language | Small group work   | 8           |
| EDSE 342  | Methods I: Instructional Strategies for Islamic Studies  | Small group work   | 8           |
| EDSE 343  | Methods I: Instructional Strategies for Social Studies   | Small group work   | 8           |
| EDSE 344  | Methods I: Instructional Strategies for Mathematics      | Small group work   | 8           |
| EDSE 345  | Methods I: Instructional Strategies for Physics          | Small group work   | 8           |
| EDSE 346  | Methods I: Instructional Strategies for Chemistry        | Small group work   | 8           |
| EDSE 347  | Methods I: Instructional Strategies for Biology          | Small group work   | 8           |
| EDSE 340  | Methods I: Instructional Strategies for Arabic Language  | Small group work   | 8           |
| <b>Candidates will complete 1 of the following (Methods II)</b>                             |  |  | <b>8</b>    |
| EDSE 461  | Methods II: Inquiry and ICT for English Language         | Micro-teach  | 8           |
| EDSE 462  | Methods II: Inquiry and ICT for Islamic Studies          | Micro-teach  | 8           |
| EDSE 463  | Methods II: Inquiry and ICT for Social Studies           | Micro-teach  | 8           |
| EDSE 464  | Methods II: Inquiry and ICT for Mathematics              | Micro-teach  | 8           |
| EDSE 465  | Methods II: Inquiry and ICT for Physics                  | Micro-teach  | 8           |
| EDSE 466  | Methods II: Inquiry and ICT for Chemistry                | Micro-teach  | 8           |
| EDSE 467  | Methods II: Inquiry and ICT for Biology                  | Micro-teach  | 8           |
| EDSE 460  | Methods II: Inquiry and ICT for Arabic Language          | Micro-teach  | 8           |
| EDSE 491  | Student Teaching in Secondary Education                  | Formal Unit Reflections (Mid-and Final)<br>Assessment Project<br>Technology Project<br>CPA-PPI-PDI | 300         |
| <b>Total number of field hours in program (18 core + 16 methods + 300 student teaching)</b> |  |  | <b>334</b>  |

Table 3. Overview of Diploma Programs Field and Clinical Experiences

| Primary Education  | Activity  | Field Hours |
|--|---|-------------|
| Education Core   |   | 27          |
| EDUC 500: Qatari Schools & Society                             | Observe an exemplary teacher and relate to standards and ethics | 3           |
| EDUC 501: Human Development & Learning                         | Observe and gather data on 5 domains of child development.      | 6           |
| EDUC 502: Instructional Planning & Assessment                  | Observation of classroom planning and assessment                | 6           |
| EDUC 503: Introduction to Special Education                    | Observation and IEP   | 6           |
| EDUC 504: Management of the Educational Environment            | Gather and interpret data on classroom management               | 6           |
| Specialty Courses – Diploma in Special Education               |   | 32          |
| SPED 520: Assessment of Students with Learning Difficulties    | Individual or Small Group Work                                  | 8           |
| SPED 521: Methods and Materials in Special Education           | Individual or Small Group Work                                  | 8           |
| SPED 522: Applied Behavior Analysis                            | Assessment project -- antecedents and consequences              | 8           |
| EDUC 520: Methods of Teaching ESL                              | Micro-teach   | 8           |
| Specialty Courses – Diploma in Early Childhood                 |   | 32          |
| EDEC 510: Preschoolers and Learning                            | Micro-teach   | 8           |
| EDEC 511: Methods of Teaching in Early Childhood Education     | Small group work  | 8           |
| EDEC 512: Language and Literacy Development in Early Childhood | Small group work  | 8           |
| EDUC 520: Methods of Teaching ESL                              | Micro-teach   | 8           |
| Specialty Courses – Diploma in Primary Education (Arabic)      |   | 32          |
| EDPR 543: Arabic Methods I                                     | Small Group work  | 8           |
| EDPR 544: Arabic Methods II                                    | Micro-teach   | 8           |
| EDPR 545: Social Studies Methods                               | Micro-teach   | 8           |
| EDPR 546: Islamic Studies Methods                              | Small group work  | 8           |
| Specialty Courses – Diploma in Primary Education (English)     |   | 32          |
| EDPR 540: Reading Language Arts Methods                        | Small group work  | 8           |
| EDPR 541: Mathematics Methods                                  | Micro-teach   | 8           |
| EDPR 542: Science Methods                                      | Micro-teach   | 8           |
| EDUC 520: Methods of Teaching ESL                              | Small group work  | 8           |

|   |                                 |            |
|---|---------------------------------|------------|
| Specialty Courses – Diploma in Secondary Education  |                                 | 32         |
| EDSE 502: Second Language Learners in the Secondary Classroom                               | Small group work                | 8          |
| EDSE 503: Reading and Writing Across the Curriculum   | Small group work                | 8          |
| Methods I   | Micro-teach                     | 8          |
| Methods II  | Micro-teach and action research | 8          |
| Internship  |                                 | 300        |
| <b>Total number of field hours in program (27 core + 32 methods + 300 student teaching)</b> |                                 | <b>359</b> |

Table 4. Overview of Masters in Education, Special Education Field and Clinical Experiences

| Course Title   | Activity   | Field Hours |
|--|--|-------------|
| SPED 602: Inclusive Education for Students with Disabilities | Policy and practice observation and reflection                             | 10          |
| SPED 603: Applied Behavior Analysis                          | Data-based intervention plan   | 10          |
| SPED 607: Characteristics of Mild/Moderate Disabilities      | Literacy assessment and IEP  | 15          |
| SPED 611: Literacy Assessment and Remediation                | Assessment, development, delivery, and evaluation of literacy instruction  | 15          |
| Internship   | Research-informed project to improve student learning in authentic content | 350         |
| <b>Total Hours</b>   |  | <b>400</b>  |

Table 5. Overview of Masters in Education, Educational Leadership Field and Clinical Experiences

| Course Title                              | Activity                               | Field Hours |
|---|--|-------------|
| EDEL 608 Issues in Educational Leadership | Supervision Project                    | 20          |
| EDEL 609 Action Research                  | Action Research Project                | 30          |
| EDEL 610 Internship                       | Leadership Experience any assignments? | 350         |
| <b>Total Hours</b>                        |  | <b>400</b>  |

الساعات العملية في المقررات الدراسية التربوية بكلية التربية – بكالوريوس التعليم الابتدائي  
( خريطة توضيحية )

**The Required Field Hours for F. Ed Primary Courses (Detailed Matrix)**

| الوصف<br>Description   | اسلوب الملاحظة<br>Observation Type  | وقت طرح المقرر<br>Semester   | عدد الساعات<br>العملية<br>No. of Field<br>Hours                  | المقرر<br>Course   |
|--|---|--|--|--|
| <p>قيام الطالب المعلم بزيارة ميدانية ومشاهدة حصص صفية لبعض مدارس قطر الابتدائية والثانوية الشريكة مع كلية التربية وتتطلب المهمة الجوانب التالية :</p> <p>١ . تكون عدد الملاحظات (٣ ملاحظات ) للمعلم في مختلف التخصصات الدراسية .</p> <p>٢ . تزويد الطالب باستمرار تقييم يزود بها الطالب من قبل استاذ المقرر والنظر الى مدى تحقيق الاستفادة من المعلومات التي درسها الطالب في المقرر .</p> <p>٣ . كتابة صحيفة تفكر في الاداء والعمل على تنمية الذات ونقدها وتقديم الورقة لأستاذ المقرر مصاحب بورقة تثبت الزيارة مع عدم الحاجة الى وجود مشرف جامعي يصاحب الطلاب .</p> <p>٤ . العمل على تصميم نسخ من النماذج (أ) نموذج التقييم لكل من مقرر المناهج والتقييم ومقرر الادارة الصفية ، ب . بنود صحيفة التفكير ، ج . سلم تقييم لصحيفة التفكير ) وبالتالي مجموع الساعات تتضمن ثلاث ملاحظات وكتابة صحيفة التفكير في الاداء الملاحظ .</p> <p><b>The student teacher visits and watches some classroom sessions in Qatari primary and secondary schools who are partners with the College of Education: the task requests the following activities:</b></p> <p><b>1. three observations of teachers in different courses. 2. Students follow an observation template provided by the course teacher which shows how much of what is taught at the university is applied in actual classroom sessions.</b></p> <p><b>3. filling out a reflection part that shows the student's self-evaluation and awareness and submitting that to the course teacher. NO SUPERVISOR IS NECESSARY AT THIS STAGE.</b></p> <p><b>4. MUST design a. Evaluation form for each of the curriculum and assessment and classroom management, courses b. Daily reflection form and rubrics.</b></p> | <p><b>ملاحظة صفية مرتبطة بالمعارف والمهارات في المقرر</b></p> <p><b>Classroom observation related to the course objectives and skills</b></p> | <p>الفصل الدراسي الأول والثاني<br/>1st. &amp; 2nd. semesters</p> <p>الفصل الدراسي الرابع<br/>4th. semester</p> | <p>٦ ساعات مقرر عام</p> <p>6 hours/ general Education Course</p> | <p>EDUC 312 : Curriculum &amp; Assessment</p> <p>EDUC 316 : Classroom management</p> |
| <p>زيارة الطالب المعلم للمدارس الشريكة والقيام بالجوانب التالية</p> <p>١ . مساعدة المعلم في بعض المهام مثل توجيه مجموعة صغيرة من تلاميذ الفصل ، المساعدة في التخطيط اليومي والاسبوعي ، إعداد أنشطة تعلم و وسائل تعليمية .</p> <p>٢ . يكون عدد المهام ( ٣ ) مهام ، وتكون واحدة منهما مختلفة عن الآخر</p>  | <p><b>انشطة مشاركة الطالب المعلم ( المتدرب ) مع تلاميذ المدرسة</b></p> <p><b>Cooperative</b></p>  | <p>الفصل الدراسي السادس<br/>6th. semester</p>  | <p>٨ ساعات تخصص طفولة مبكرة</p> <p>8 hours/ Early childhood</p>  | <p>EDEC 452 : Teaching Reading &amp; Writing to young children</p>                   |

|  |   |  |  |  |
|--|---|--|--|--|
| <p>٣ . كتابة صحيفة التفكير في أدائه .<br/> ٤ . كتابة صحيفة التفكير في أداء طالبين من زملائه.<br/> ٥ . المدة الزمنية في المدرسة ( يوم دراسي ) أو على ثلاثة أيام متفرقة<br/> ٦ . الحاجة إلى وجود مشرف جامعي على الأقل زيارة واحدة .<br/> ٧ . العمل على تصميم نسخ من النماذج التالية (أ) سلم تقييم توجيه مجموعة عمل صغيرة ، ب . سلم تقييم خطة الدرس والوحدة الدراسية ج . سلم تقييم أنشطة تعلم ووسائل تعليمية د . بنود كتابة صحيفة التفكير وبالتالي مجموع الساعات تشمل على التخطيط المسبق للمهام وتنفيذها في ثلاث حصص وكذلك التفكير في أدائه وأداء طالبين من زملائه .</p> <p><b>The student teacher visits partner schools and does the following: 1. Assist the teacher in some tasks such as helping a small group of learners, planning daily and weekly learning activities and teaching tasks. 2. They have to perform (3) tasks, each one is different from the other 3. Write daily reflection on self-performance. 4. Write daily reflection on performance of two of his colleagues. 5. Time in school (one school day) or three separate days 6. Needs a College Supervisor at least for one visit. The following forms must be designed:(rubrics for small group assessment, b. Rubrics for lesson plan and Unit module Assessment C.rubrics for evaluating learning activities and teaching tools. D. form and rubrics for the daily reflection.</b></p> | <p><b>Activities ( the Student-teacher with School students).</b></p> | <p>الفصل الدراسي الخامس<br/>5<sup>th</sup>. semester</p> | <p>Major<br/>ساعات \ 8<br/>تخصص لغة انجليزية<br/>8 hours / English Major</p> | <p>EDPR 453 :<br/>Teaching primary level English (ESL 1 )</p>    |
| <p><b>يحقق الطالب المعلم الجوانب التالية :</b></p> <p>١ . تحضير درس ما في تخصصه تحضيراً كاملاً من حيث الأهداف ، الأنشطة ، الوسائل ، الأساليب والتقييم ) ثم عرضه امام زملائه في الجامعة ويحصل على تغذية راجعة من المشرف الجامعي و أقرانه .<br/> ٢ . يقضي الطالب المعلم يوم دراسي كامل أو حضوره على عدة مرات من ( ٣ - ٤ ) مرات مع حضور المشرف الجامعي والقيام بالأمور التالية :<br/> ٢,١ . ملاحظة أداء معلم المدرسة وإبداء الملاحظات .<br/> ٢,٢ قيام الطالب المعلم بتدريس جزئية من المهارات التدريسية بمدرسة التدريب الميداني والحصول على تغذية راجعة من المشرف الجامعي وزملائه<br/> ٢,٣ ملاحظة أداء طالبين أو ثلاثة طلاب من زملائه .<br/> ٢,٤ . كتابة صحيفة التفكير لأدائه والتفكير لأداء أقرانه .<br/> ٣ . العمل على تصميم وتوافر نسخ من أ . بطاقة ملاحظة للتدريس المصغر<br/> ب . وبنود صحيفة التفكير .<br/> وبالتالي مجموع الساعات تشمل على التخطيط المسبق للدرس وتدريس جزئية من المهارة في مدارس التطبيق الميداني وملاحظة أداء طالبين أو ثلاثة من زملائه والتفكير في أدائه</p>   | <p><b>التدريس المصغر<br/>Micro Teaching</b></p>                       | <p>الفصل الدراسي السادس<br/>6<sup>th</sup>. semester</p> | <p>ساعات \ 8<br/>تخصص طفولة مبكرة<br/>8 hours / Early Childhood Major</p>    | <p>EDEC 453 :<br/>Teaching Arabic Language to young children</p> |
|  |   | <p>الفصل الدراسي السابع<br/>7<sup>th</sup>. semester</p> | <p>ساعات \ 8<br/>طفولة مبكرة<br/>10 hours / Early Childhood Major</p>        | <p>EDEC 456 :<br/>ESL&amp; young children</p>                    |
|  |   | <p>السابع<br/>7<sup>th</sup>. semester</p>               | <p>ساعات \ 8<br/>رياضيات</p>   | <p>EDPR 450 :<br/>Teaching Primary</p>                           |

|   |                                      |   |   |                      |
|---|--------------------------------------|---|---|----------------------|
| <p>وأداء طالبين من زملائه .</p> <p><b>The student teacher achieves the following aspects:</b></p> <p><b>1 .observe the school teacher and give feedback\ comments.</b></p> <p><b>2. Prepares a lesson in full (objectives, activities, methodology, strategies and assessment) and gives a presentation to his colleagues in the University and gets feedback from the academic supervisor and peers.</b></p> <p><b>3. Spends a full school day with a university supervisor or visit school (3-4 times ) and does the following: 3.1 the student teacher teaches an activity or a part of an activity and gets feedback from the University supervisor and his colleagues 3.2 observes two or three fellow students teaching. 3.3. Writes daily reflection on his performance and the performance of the three peers. The following forms must be designed: a. Micro teaching observation template b. Form and Rubrics for the daily reflection.</b></p> |                                      |   | <p>وعلوم<br/>8<br/>hours/Math<br/>and Science<br/>Major</p>               | <p>level Science</p> |
|   | السابع<br>7 <sup>th</sup> . semester | <p>8 ساعات  <br/>رياضيات<br/>وعلوم<br/>8<br/>hours/Math<br/>and Science<br/>Major</p> | <p>EDPR 451<br/>:Teaching<br/>primary<br/>level<br/>mathematics</p>       |                      |
|   | السابع<br>7 <sup>th</sup> . semester | <p>8 ساعات  <br/>8 hours/<br/>English<br/>major</p>                                   | <p>EDPR 454:<br/>Teaching<br/>primary<br/>level English<br/>(ESL 11 )</p> |                      |
|   | السابع<br>7 <sup>th</sup> . semester | <p>8 ساعات  <br/>10 hours/<br/>English<br/>major</p>                                  | <p>EDPR 455<br/>:Teaching<br/>primary<br/>level<br/>Reading</p>           |                      |
|   | الخامس<br>5 <sup>th</sup> . semester | <p>8 ساعات \<br/>دراسات عربية<br/>8 hours/<br/>Arabic<br/>Studies/<br/>major</p>      | <p>EDPR 446;<br/>Teaching<br/>primary<br/>level Arabic</p>                |                      |
|   | السابع<br>7 <sup>th</sup> . semester | <p>8 ساعات \<br/>دراسات اسلامية<br/>8 hours/<br/>Islamic<br/>Studies<br/>major</p>    | <p>EDPR 447 :<br/>Teaching<br/>primary<br/>level Islamic<br/>studies</p>  |                      |
|   | السادس<br>6 <sup>th</sup> . semester | <p>دراسات<br/>اجتماعية<br/>8 hours/<br/>social<br/>Studies<br/>major</p>              | <p>EDPR 448 :<br/>Teaching<br/>primary<br/>level Social<br/>studies</p>   |                      |



## B.Ed. Secondary: Field Experience Chart

| Course   | Name of Course   | Field Hours   | FH        |
|--|--|---|-----------|
| EDUC 312   | Curriculum and Assessment (Observation)                  | Objectives: Note objectives for lesson (LP) from teacher lesson plan; observe lesson and record student activity relative to objectives (Beginning, middle, end) (See Observation Form) | 6         |
| EDUC 316   | Classroom Management (Observation)                       | Management Observation: Note number of students, classroom arrangement, record actions teacher uses to maintain or correct behavior (See Observation Form)                              | 6         |
| EDSE 331   | Reading and Writing across the Curriculum                | Observation: Follow instructional strategies and inclusion practices set by teacher. (See Observation Form)   | 6         |
| <b>Total number of field hours in pedagogical knowledge courses`</b> |  |   | <b>18</b> |
| <b>Candidates will complete 1 of the following:</b>                  |  |   |           |
| EDSE 341   | Methods I: Instructional Strategies for Arabic Language  | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 342   | Methods I: Instructional Strategies for English Language | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 343   | Methods I: Instructional Strategies for Social Studies   | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 344   | Methods I: Instructional Strategies for Biology          | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 345   | Methods I: Instructional Strategies for Chemistry        | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 346   | Methods I: Instructional Strategies for Physics          | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 347   | Methods I: Instructional Strategies for Mathematics      | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| EDSE 348   | Methods I: Instructional Strategies for Islamic Studies  | Small group work (Assist students while they work in small groups; note strategies used by teacher)   | 8         |
| <b>Total Number of Field Hours in Methods I</b>                      |  | <b>8</b>  |           |

B.Ed. Secondary: Field Experience Chart

| <b>Candidates will complete 1 of the following:</b>    |  |   |     |
|--|--|---|-----|
| EDSE 461   | Methods II: Inquiry and ICT for Arabic Language  | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 462   | Methods II: Inquiry and ICT for English Language | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 463   | Methods II: Inquiry and ICT for Social Studies   | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 464   | Methods II: Inquiry and ICT for Biology          | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 465   | Methods II: Inquiry and ICT for Chemistry        | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 466   | Methods II: Inquiry and ICT for Physics          | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 467   | Methods II: Inquiry and ICT for Mathematics      | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| EDSE 468   | Methods II: Inquiry and ICT in Islamic Studies   | Micro-teach (Plan, present, & assess 20-30 min. interactive task for students; use LP format w/ reflection) | 8   |
| <b>Total Number of Field Hours in Methods II</b>       |  | <b>8</b>  |     |
| EDSE 491   | Student Teaching in Secondary Education          | Formal Unit<br>Reflections (Mid-and Final)<br>Assessment Project<br>Technology Project<br>CPA-PPI-PDI       | 300 |
| EDSE 491   | Student Teaching Seminar                         | In-class assignments and tasks  | 38  |
| <b>Total number of field hours in Student Teaching</b> |  | <b>338</b>  |     |
| <b>Total number of field hours in program</b>          |  | <b>372</b>  |     |

Field Hours for the B.ED in Education  
Small Group Activity  
Eight hours

**Course title:**

**Course No.**

**No. of students:**

**No. of Hours:** 8 hours

**General Assignment:** Plan and Conduct a Small group work activity

**Period:** Three weeks' range (Where students choose from to fulfill their assignments)

First week:

Second Week:

Third week:

**Time needed for the assignment:** one school day or three separate days

**Subtasks required:**

- Help in a small group activity with KG children with the class teacher
- Observe 2 peers while conducting a Small Group Work activity with the KG teacher and children
- Write a reflective journal (at least one page) for the 8 hour field experiences for oneself and peers.
- Write an activity plan sheet

**University Supervisor task:**

1-Visiting every student at least twice to observe and evaluate the student's work with the Small Group Work activity.

**Tools used:**

- A small group activity observation form
- An activity plan form

**How to register for a school:**

-Contact :Mrs. Lamiah: The Unit of the field training and internship unit  
Mrs. Amel at the Diploma office.

**Contents of the Field experience File:**

## B.Ed. Secondary: Field Experience Chart

- An activity plan form
- A reflective paper
- Two Peer evaluation forms
- University faculty observation form