

رئوس مطالب

مقدمه ای از نظام آموزشی کانادا و دانشگاه کلگری
معرفی اجمالی مسیرهای معلمی در کلگری
نسبت دروس و کارورزی در هر مسیر
مقایسه شیوه اجرای کارورزی در کلگری و ایران
نقاط مشترک و متفاوت از لحاظ تمهیدات دانشگاهی
کارورزی در زمان کرونا
نمونه ای از ارزشیابی روایتی
نمونه ای از طرح درس
نمونه ای از طراحی واحد یادگیری



دانشگاه رِجینا
معاونت پژوهش و فناوری دانشگاه فرهنگیان



سلسله
نشست‌های
علمی-تخصصی

نشست علمی - تخصصی

تجربه زیسته از کارورزی در کشور کانادا: تفاوتها / شباهت‌ها
(با تأکید ویژه بر کارورزی در دوران کرونا)

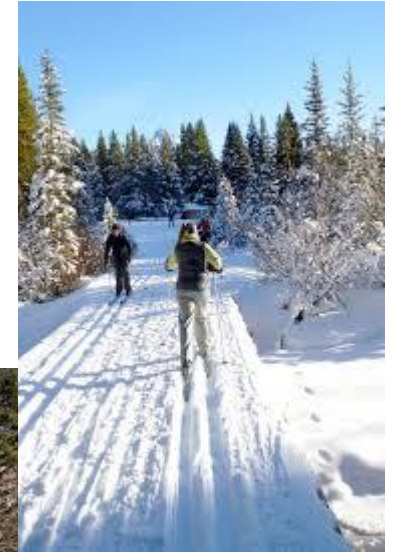
با ارائه عضو هیأت علمی دانشگاه فرهنگیان استان خوزستان:
سرکار خانم دکتر عظیمه تکریم

زمان: چهارشنبه، ۳۰ آذر ۱۴۰۱ ساعت ۱۰ الی ۱۲
مکان: ساختمان پردیس فاطمه الزهرا (س) اهواز
لینک شرکت در نشست: <https://vc.cfu.ac.ir:443/pfzkwebinar>



مقدماتی در مورد کشور کانادا





Four-Year Bachelor of Education

- Program entails 120 units (40 courses), of which:
 - **21** EDUC major courses (63 units) – must be taken through UCalgary
 - **19** Non-Education requirements:
 - **8** teachable subject area courses (24 units)
 - **6** foundational courses (18 units)
 - One course in each of 6 areas: English (or French) Literature, Canadian Studies, Psychology, Fine Arts, Science/Math, and Health and Wellness
 - **5** are electives/option courses (15 units)
- Designed to equip you with the skills to teach any area in K-12, with added depth into one teachable subject area of specialization.

Two-Year On-Campus Bachelor of Education After-Degree

Five-Year Concurrent Bachelor of Education

- Program entails 150 units (50 courses), of which:
 - **21** EDUC major courses (63 units) – must be taken through UCalgary
 - **29** courses to fulfill co-degree requirements
- First three years focused on co-degree, last two years in EDUC
- See eligible combinations for co-degree to teachable subject area here: <https://www.ucalgary.ca/pubs/calendar/current/ed-3-1-2.html>



Suggested Program Sequence

Year 1	Fall	Winter
	EDUC 201: Introduction to Educational Studies Teachable Subject Area course Fine Arts foundational Math or Science foundational Elective	Teachable Subject Area course Literature foundational Canadian Studies Foundation Course Elective Elective
Year 2	Fall	Winter
	EDUC 420: Issues in Learning and Teaching EDUC 427: STEM EDUC 430: Pragmatics of Learning and Teaching EDUC 435: Literacy, Language and Culture EDUC 440: Field Experience I	Psychology foundational Teachable Subject Area course Teachable Subject Area course Teachable Subject Area course Elective
Year 3	Fall	Winter
	Teachable Subject Area course Teachable Subject Area course Teachable Subject Area course Physical Education or Health and Wellness foundational Elective	EDUC 445: Individual Learning: Theories and Applications EDUC 450: Diversity in Learning EDUC 456: Assessment EDUC 460: Specialization I EDUC 465: Field Experience II
Year 4	Fall	Winter
	EDUC 521: Design for Learning EDUC 525: Ethics and Law in Education EDUC 530: Indigenous Education EDUC 535: Specialization II EDUC 540: Field Experience III	EDUC 551: Comprehensive School Health and Wellness EDUC 556: Professional Learning EDUC 56X Series: Your choice! EDUC 560: Field Experience IV



Suggested Program Sequence

Year 1	Fall	Winter
	EDUC 201: Introduction to Educational Studies Co-Degree	Co-Degree
Year 2	Fall	Winter
	Co-Degree	Co-Degree
Year 3	Fall	Winter
	Co-Degree	Co-Degree
Year 4	Fall	Winter
	EDUC 420: Issues in Learning and Teaching EDUC 427: STEM EDUC 430: Pragmatics of Learning and Teaching EDUC 435: Literacy, Language and Culture EDUC 440: Field Experience I	EDUC 445: Individual Learning: Theories and Applications EDUC 450: Diversity in Learning EDUC 456: Assessment EDUC 460: Specialization I EDUC 465: Field Experience II
Year 5	Fall	Winter
	EDUC 521: Design for Learning EDUC 525: Ethics and Law in Education EDUC 530: Indigenous Education EDUC 535: Specialization II EDUC 540: Field Experience III	EDUC 551: Comprehensive School Health and Wellness EDUC 556: Professional Learning EDUC 56X Series: Your choice! EDUC 560: Field Experience IV



UNIVERSITY OF CALGARY
WERKLUND SCHOOL OF EDUCATION

تعداد کارورزی	کاتادا (کلتگری)	ایران
1/2/3/4	1/2/3/4	1/2/3/4
عنوان کارورزی	زندگی در مدرسه آموزش انفرادی در کلاسها اصول مشارکت اجتماعی و فرهنگی توسعه تدریس و مهارتهای دوره درسی	مشاهده تاملی طراحی، اجرا و ارزشیابی خرده فعالیت کنش پژوهی کنش پژوهی گروهی (درس پژوهی)
طول مدت	کارورزی 1- دو هفته کارورزی 2- چهار هفته کارورزی 3- شش هفته کارورزی 4- هشت هفته	کارورزی 1- معادل دو هفته کارورزی 2- معادل دو هفته کارورزی 3- معادل دو هفته کارورزی 4- معادل دو هفته
توصیف	مشاهده زندگی مدرسه ای، معلم همکار خاصی وجود ندارد اما دانشجو تحت نظارت استاد کارورزی و مسئول هماهنگی در مدرسه مشاهده هایش را انجام میدهد. بررسی ابعاد و پیچیدگیهای یاددهی و یادگیری، تحت نظارت یک یا دو معلم، معمولاً در تیمهای دوفره دانشجویی بررسی گروهی ابعاد و پیچیدگیهای یاددهی و یادگیری کل کلاس تحت نظارت دو یا چند معلم بررسی عمیقتر پیچیدگیهای یاددهی و ارزشیابی و برنامه ریزی برای کل کلاس و کل گروهها تحت نظر یک یا دو معلم. مدرسه کارورزی 3 و 4 باید یکی باشد.	مهارت یابی در تحلیل موقعیت آموزشی مهارت یابی در شناسایی و رایانه راه حل مسائل خاص و حرفه ای مهارت یابی در تدریس مبتنی بر ساختن گرای مهارت یابی در طراحی واحد یادگیری و تدریس مشارکتی
مسئولیتهای کارورز	یادداشت تاملی، شرکت در مباحثات آنلاین و سمینارها، تهیه پوشه الکترونیک یادداشت تاملی، برنامه ریزی درسی، تکالیف یادگیری، شرکت در مباحثات آنلاین و سمینار، تکالیف پایانی،، تهیه پوشه الکترونیک یادداشت تاملی، شرکت در مباحثات آنلاین، طراحی درس و طراحی واحد یادگیری، تهیه پوشه الکترونیک یادداشت تاملی، شرکت در مباحثات آنلاین، طراحی درس و طراحی واحد یادگیری	مشاهده تاملی/ مطالعه موقعیت/مسئله یابی (5 مرحله/ گزارش نویسی تاملی/ پژوهش روایی طراحی خرده فعالیت یاددهی/ یادگیری برای مسأله شناسایی شده/ اجرا و ارزشیابی 10 تدریس مطالعه موقعیت/ طراحی تدریس/ گزارش نویسی تاملی با تاکید بر خودپژوهی حرفه ای طراحی واحد یادگیری/ تدریس مستقل/ ارزشیابی/ طراحی و اجرای مجدد/ گزارش نویسی تاملی با تاکید بر خودپژوهی حرفه ای
ارزشیابی کارورز	تکمیل دوره، حضور مستمر و اهمیت به حرفه، ارزیابی رسمی استاد کارورزی، کسب نمره قبولی تکمیل دوره، حضور مستمر و اهمیت به حرفه، ارزیابی روایتی استاد کارورزی، ارزیابی روایتی معلم همکار، کسب نمره قبولی تکمیل دوره، حضور مستمر و اهمیت به حرفه، ارزیابی روایتی استاد کارورزی، ارزیابی روایتی معلم همکار، کسب نمره قبولی تکمیل دوره، حضور مستمر و اهمیت به حرفه، ارزیابی روایتی استاد کارورزی، ارزیابی روایتی معلم همکار، از مون میان ترم بعد از هفته چهارم، تکمیل پوشه کار الکترونیکی یا فیزیکی یا ترکیبی از هر دو، کسب نمره قبولی	ارزشیابی پایانی/ ارزشیابی فرایند/ ارزیابی پوشه کار/ ارزشیابی رسمی عوامل مدرسه ارزشیابی پایانی/ ارزشیابی فرایند/ ارزیابی پوشه کار/ ارزشیابی رسمی عوامل مدرسه ارزشیابی پایانی/ ارزشیابی فرایند/ ارزشیابی پوشه کار/ ارزشیابی رسمی عوامل مدرسه ارزشیابی پایانی/ ارزشیابی فرایند/ ارزشیابی پوشه کار/ ارزشیابی رسمی عوامل مدرسه

برخی نقاط مشترک/متفاوت

➤ وجود معاونت کارورزی در پرتال دانشگاه

➤ انتخاب معلم، مدرسه، منطقه (هیچ کارورزی حق ندارد پیش از اعلام نامش با مدرسه ای یا منطقه یا معلمی تماس بگیرد/نمیتواند در مدرسه ای که دوست یا فامیلش در آنجا کار میکند کارورزی داشته باشد/نمیتواند در مدرسه ای که تحصیل کرده است کارورزی کند) آنها در فرمی که برای دانشگاه پر میکنند به سوالات زیادی در مورد علاقمندیها و نقاط قوت یا ضعف یا منطقه مسکونی یا.. پاسخ میدهند که بر اساس آنها دانشگاه تصمیم میگیرد هر کارورز به کدام مدرسه معرفی شود.

➤ انتخاب استاد کارورز (بررسی سی وی و قرارداد دوساله و انجام مصاحبه با داوطلبان)

➤ تعیین محل مدرسه (از میان مدارس و معلمان داوطلب انتخاب میشوند)

➤ اقدامات و دستورالعملها و حمایتهای دانشگاه (از قبیل دادن ایمیل دانشگاهی و الزام آنان به مکاتبه با مدرسه و معلمان و اولیا فقط با همان ایمیل)

➤ شیوه/ زمان و مدت اجرای کارورزی

➤ برنامه هماهنگ برای اساتید کارورزی جهت اجرای درست کارورزی و نظارت بر حسن انجام سمینارها و ... همه در سایت در دسترس دانشجویان هستند

کارورزی در دوران
کرونا

آیا در کانادا تفاوت ایجاد شد؟
سیستم آموزش آنلاین D2L از قبل موجود بود
بنابراین آمادگی بیشتری وجود داشت.
آیا در ایران تفاوت ایجاد شد؟

نمونه ای از ارزیابی
روایتی کارورز
توسط معلم همکار



UNIVERSITY OF
CALGARY
WERKLUND SCHOOL OF EDUCATION
UNDERGRADUATE PROGRAMS IN EDUCATION
EDUC 560: FIELD EXPERIENCE IV
PARTNER TEACHER NARRATIVE ASSESSMENT
EXTENDING TEACHING AND CURRICULUM EXPERTISE

Student Teacher: Andra Slavik

ID#: 10129434

School: Rosscarrock School

Partner Teacher: Kathy Cook

Field Instructor: Dianne Dodsworth

NOTE: This is not a letter of reference and will not be distributed by the WERKLUND SCHOOL OF EDUCATION to potential employers, however potential employers may ask for this assessment from the student directly.

The purpose of this eight-week field experience is to focus on their ability to extend and deepen their understanding classroom learning as they move towards meeting the requirements of interim certification. Upon successful completion of this Field Experience, Student Teachers are prepared to assume the full pedagogical and professional responsibilities of a practicing teacher. Under the guidance of a Partner Teacher, the Student Teacher has planned and assumed responsibility for 80%-100% of classroom teaching responsibilities in his/her placement classroom. The following Narrative Assessment should address the Student Teacher's growth and readiness in relation to the TQS outcomes, available in the Comprehensive Field Experience Handbook. Finally, an assessment of the Student Teacher's readiness to take on the role of teacher, including evidence of professionalism and collegiality, should be described.

Andra Slavik worked in my half time kindergarten and half time music classrooms, as a student teacher, for her fall 2018 term with the University of Calgary.

During her time in my music classroom as a student teacher, Andra demonstrated the ability to create an organized, effective, and highly engaging learning environment for students. For example, she planned and executed a variety of music lessons around the concepts of melody, rhythm, major and minor scales and chords. She brought with her an extensive wealth of knowledge and skill around music with a particular expertise in the area of voice.

She imparted knowledge and skills to the children about the mechanics and importance of diaphragmatic breathing, vocal warm ups and correct posture. Andra often incorporated her comprehensive knowledge and understanding of musical composition to all of her music lessons. Her passion for teaching music was evident in her detailed preparation and enthusiastic execution of daily music lessons, which definitely proved to be an asset towards student engagement. Her lessons consistently reflected a thorough grasp of the Alberta Curriculum, as well as the front matter content. She conscientiously kept both formative and summative assessment learning goals in mind when creating lessons for our school, grades 1 to 6.

While Andra came to our classroom with a good understanding of effective lesson planning, she highlighted a desire to improve her ability to be flexible as an educator, for example, learning to teach instrumentation as well as vocals skills. Andra definitely demonstrated growth in this area, through her improved ability to make quick decisions and react in a timely and professional manner when faced with necessary lesson adjustments, in order to meet the students ever changing needs. With a deep understanding of the importance of building positive relationships with students, Andra often made special effort to foster connections with the individuals in our classes. She made a conscious effort to build positive relationships with each one of the students in our school. For example, she regularly volunteered to participate during morning outdoor supervision, in order to have the opportunity to connect with each individual; she also greeted and dismissed each student with personal attention, which provided opportunities to make positive connections with each.

Ms. Slavik came to the teaching field with several years working experience as a server. The benefits of this previous professional experience has been evident in her organizational skills, presentation (on-time, appropriate dress, social interactions, documentation and maturity) and in her ability to juggle the complexities involved in the elementary classroom setting, and particularly with the high energy and demands of teaching music to the entire school, including the a paced learning program classroom (PLP), and then working in a kindergarten classroom all afternoon.

Partner Teacher's Signature Kathy Cook Date Dec 14, 2018

Student Teacher's Signature Andra Slavik Date Dec 14/18

Recommendation to the Office of Undergraduate Programs: ☒ Credit ☐ Non-Credit

Was this assessment reviewed with the student? ☒ Yes ☐ No

نمونه ای از طرح درس

LESSON PLAN TEMPLATE

Date		Lesson Title		Grade Level	
Time in Lesson		Subject		Lesson #	
Developed by					

IDENTIFY DESIRED RESULTS

Learner Outcomes from the Program of Studies What are the SPECIFIC outcomes to be addressed in this lesson?	
Objective in student-friendly language What will students understand/experience/appreciate as a result of this lesson?	Assessment Strategies What will I accept as evidence of learning/development? Have I employed formative assessment? Do I make use of prior assessments in this lesson?
By the end of this lesson students will...	
Resources What materials/resources/technology will be required?	Personalization/Differentiation How will you attend to the needs of ALL learners in this lesson?

LESSON PLAN SEQUENCE

Introduction How will you ACTIVATE prior knowledge and ENGAGE them in the lesson and how does this lesson connect to prior lessons?		
Learning/Activity Sequence How will students ENGAGE, EXPLORE, EXPLAIN, ELABORATE, and/or EVALUATE their understandings of the outcomes.		
What is the TEACHER doing? What is your plan for the body of the lesson? What steps are taken during the lesson?	What are the STUDENTS doing? How are they engaged while you are teaching the lesson?	Approx. time
Conclusion How will you ensure students walk away with a sense of understanding the PURPOSE of the lesson and its IMPORTANCE to their learning?		

PRE-SERVICE TEACHER SELF-REFLECTION

<ul style="list-style-type: none">How do you feel your students experienced this lesson?How were they able to make explicit and self-evaluate their growing understanding, skills and/or knowledge?How did you employ formative assessment for/of/as learning?
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نمونه ای از طراحی
واحد یادگیری

UNIT PLAN TEMPLATE

Title of Unit		Grade Level	
Curriculum Area(s)		Time Frame	
Developed by			

IDENTIFY DESIRED RESULTS

Programs of Study Foundations What program foundations form the emphasis of the unit? What big ideas from the program of studies will you include?
Essential Question What is the big, overarching question guiding your unit plan?
Unit Plan Outcomes What are the program of studies general outcomes and specific competencies to be covered in your unit? What will students understand, be able to do, be able to apply?

UNIT PLAN RESOURCES

What resources will you require? Will there be guest speakers/field trips to plan for? Will you need particular resources/materials/technologies?

UNIT PLAN SUMMATIVE ASSESSMENT

What will you accept as evidence that learning has occurred at the conclusion of this unit?	
What is the summative performance assessment for the unit?	
What is the goal of your summative performance assessment as framed within the outcomes and competencies? What do you hope to learn?	
How will this assessment inform student learning and your practice?	

LESSON PLAN SEQUENCE/OUTCOMES

For each lesson in the unit, consider the primary topic/activities, outcome and assessment. Does each lesson build on the next? Consider the following questions as you plan your sequence of lessons: What events will help students engage with, explore, explain, elaborate on and evaluate the big idea in the unit? How will you help guide students to reflect, rethink and refine their work/ideas/understandings?
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