

CAS 409 SLP Scholar Practicum
CRN 17376— 2-credits, Pass/No Pass

Practicum Advisor Contact Information:

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PRACTICUM DESCRIPTION:

In this practicum, Undergraduate Science Literacy Program Scholars will help co-teach general education science courses with direct supervision from a faculty mentor. Students will be paired with a faculty mentor and Graduate SLP Fellow in a teaching team. Students will attend a weekly science education journal club to explore theories of science education and help develop and implement classroom activities and assessments to support student learning.

PRACTICUM GOALS:

Undergraduate SLP scholars will

1. Have the opportunity to explore science courses behind-the-scenes as a teacher.
2. Receive mentored teaching support from a faculty co-instructor.
3. Learn about scientific teaching and active learning and how to apply it to science courses.

PRACTICUM OUTCOMES:

At the completion of this practicum, Undergraduate SLP Scholars will be able to

1. Explain the theory and evidence behind scientific teaching and active learning as techniques that support student learning.
2. Design assessments and activities to implement active learning techniques in a SLP affiliated science course in partnership with a teaching team.
3. Read and practice applying pedagogical theory from current science education literature to classroom experiences.
4. Coordinate classroom support activities with faculty mentor and teaching team.
5. Write and discuss reflections of the experience.

ESTIMATED STUDENT WORKLOAD:

Each week students will be expected to spend 6 hours attending and co-facilitating class sessions, participating in journal club, and contributing to teaching team meetings. Additionally, students should expect to spend 6 hours a week in preparation for the science course and journal club through reading, developing assignments, activities, and assessments, and completing reflection assignments for the practicum. Scholars may also be asked to participate in SLP program assessment activities such as end of the term interviews and surveys.

PRACTICUM MATERIALS:

All of the journal club readings will be available in a weekly email newsletter and on the SLP website scilit.uoregon.edu. Additional science course materials will be made available through your faculty mentor. Practicum assignments will be available on the course Canvas page.

REQUIREMENTS AND GRADING:

This is a 2-credit, pass/no pass practicum. To receive a passing grade you will be required to

- Document your attendance and participation at class sessions, journal club, and teaching team meetings through weekly reflective writing.
- Give a microteaching demonstration either as part of an in-class activity for your SLP course or with other SLP Scholar practicum students.
- Submit a lesson plan for one revised activity or assessment for the SLP course based on educational literature from a journal club article or other science education article.
- Write thoughtful midterm and final reflections about the practicum experience.
- Receive a favorable evaluation from your teaching mentor.

PRACTICUM ACTIVITIES:

Below is a list of activities of previous SLP Scholars under direct supervision from a faculty mentor:

- Create personal goals to be achieved during the term
- Build the science literacy of undergraduate students by making science relevant to all students
- Facilitate class and discussion activities
- Design and provide input on activities to do in class or discussion
- Research content and create worksheets for class and discussion activities
- Create and lead in-class demonstrations and follow-up discussion
- Develop course videos
- Guide and answer student questions (small group or individually) during class
- Lead part of a class session/lecture
- Facilitate class discussion
- Develop case studies
- Write homework questions
- Write reading questions
- Write in-class clicker questions based on reading or class content
- Contribute to a study guide
- Write exam questions
- Maintain materials on Canvas site (discussion board, blogs, extra materials)

PRACTICUM ADVISOR:

As your practicum advisor, I will

- Pair SLP Scholars with a faculty mentor.
- Provide SLP orientation for the whole a teaching team.
- Provide teaching resources through journal club and individual consultation.
- Provide individual consultation for teaching activity development.
- Observe your microteaching demonstration (either in class or in a separate event with other Scholars) and provide feedback.
- Grade your written reflections and provide feedback.
- Provide support and guidance for any questions or problems that arise during the term.

FACULTY MENTOR

Your faculty mentor will

- Discuss your personal goals for the practicum.
- Provide opportunities for you to participate in development and teaching in ways that match your goals.
- Arrange weekly meetings with the Graduate SLP Fellow and Undergraduate SLP Scholar teaching team so you can participate in course design and implementation.
- Provide you with feedback such as your presence in front of the class when facilitating an activity or ways to improve a homework question.
- Support your development as a teacher.
- Complete a final evaluation of your performance as a SLP Scholar.

“PRACTICE MAKES PERFECT”

We'll spend time in journal club discussing evidence-based teaching pedagogy and then you will have the opportunity to read more as you develop a course activity and work with your faculty mentor. The more effort you put towards your practice of ideas the easier it will be to incorporate them into teaching experiences and in the future.

DIVERSITY

Open inquiry, freedom of expression, and respect for difference are fundamental to a comprehensive and dynamic education. We are committed to upholding these ideals by encouraging the exploration, engagement, and expression of divergent perspectives and diverse identities.

ACADEMIC INTEGRITY

All students are expected to complete assignments in a manner consistent with academic integrity. Students must produce their own work and properly acknowledge and document all sources (ideas, quotations, paraphrases). Students

can find more complete information about the University of Oregon’s Policy on Academic Dishonesty in the University of Oregon *Student Handbook*.

STUDENTS WITH DISABILITIES

The University of Oregon is working to create inclusive learning environments. If there are aspects of the instruction or design of this course that result in barriers to your participation, please notify me as soon as possible. You are also welcome to contact the Accessible Education Center (AEC) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu.

If you are not a student with a documented disability through AEC, but you would like for me to know about class issues that will impact your ability to learn, I encourage you to come visit with me during my office hours so that we can strategize how you can get the most out of this course.

PRACTICUM OUTLINE: USE THIS TABLE TO ADD IN ADDITIONAL ACTIVITIES FOR YOUR TEACHING TEAM AND SLP COURSE.

Week	Activities outside of Assigned Course	Homework Weekly homework includes reading journal articles, teaching team activities, and reflective writing PLUSE THE FOLLOWING:
1	SLP Team Orientation Practicum Orientation	
2		
3		
4		
5		Midterm reflection due
6		
7		
8		
9		
10		Micro teaching demonstration due
Finals		Final reflection due