

Draft Course Syllabus

Title: EDSS 55 Unpacking your backpack: Exploring education through self-reflection

Credits: 3 - 1 credit = 15 contact hours

Instructor: Diana González

Meeting dates and times:

Online June 16 – 22, On Campus June 25 – July 3, Online/Project Time July 5- 11, 2014

Class Meetings: 9:00am – 4:15pm, Lunch 12:00pm – 1:00pm

Location: TBD

Please note: this is a preliminary syllabus and there will be adjustments.

Course Description:

Designed so that students critically reflect upon their own learning experiences, learn educational theory, and clarify their motivation for entering the field of education. Using emerging educational techniques and technologies to expand student engagement and prepare for the horizon of education. This course will culminate with the construction of a multi-media website where students incorporate theory and practice to describe their personal educational experience to date as well as create a personal statement of their viewpoint of her/himself as an educator.

Goals:

- Critically examine and explore past educational experiences.
- Critically examine and explore the literature on educational viewpoints.
- Consider how the above theories inform and shape one's own view of and practice as a future educator.

Learning Outcomes:

1. Students will gain understanding about how to analyze different educational viewpoints using self-reflection.
2. Students will gain an understanding of different research and other methods for analyzing educators.
3. Students will develop a perspective on themselves as future educators.
4. Students will gain knowledge of how to use educational technologies to demonstrate their learning

General Course Information

Attendance Expectations:

Participation: Participation in all classes, activities and experiences is an essential element of the learning experience. The ability to read, and think critically, to engage in dialogue including listening actively, reflecting and responding appropriately are essential skills for the individual student and for the class as a whole. Demonstration of these skills through class participation provides both students and the instructor with an opportunity for assessment. As an intensively designed class, it is imperative that no session is missed. If something unavoidable does occur and class time is missed, the instructor and the student will discuss, as soon as possible, if and how to make up any missing time. Missing a class may be serious enough that it will be suggested that the student drop the class.

Late attendance: As with missing a class, if you are late to class it is your responsibility to collect information, handouts, notes, new deadlines, etc. from the missed class time from one of your colleagues/classmates. As with participation, missing any portion of an intensively designed course is serious and may impact your grade for the course.

Religious Observance:

The official policy for excused absences for religious holidays: Students have the right to practice the religion of their choice. Each semester students should submit in writing to their instructors by the end of the second full week of classes their documented religious holiday schedule for the semester. Faculty must permit students who miss work for the purpose of religious observance to make up this work.

Please submit any documentation before the end of the 1st distance learning portion of this course, June 25th.

Academic Honesty & Professionalism:

All students are required to be familiar with and adhere to the “Academic Honesty Policy Procedures” delineated in the following website. <http://www.uvm.edu/~uvmppg/ppg/student/acadintegrity.pdf>).

Accommodations:

Accommodations will be provided to eligible students with disabilities. Please obtain an accommodation letter from the ACCESS office and see one of the instructors early in the course to discuss what accommodations will be necessary. If you are unfamiliar with ACCESS, visit their website at <http://www.uvm.edu/access> to learn more about the services they provide. ACCESS: A-170 Living Learning Center, University of Vermont, Burlington, VT 05405. PH: 802-656-7753, TTY: call 711 (relay), Fax: 802-656-0739, Email: access@uvm.edu, Instant Messenger: UVMaccess. General office hours: 8:30am – 4:30pm Monday through Friday. Call to make an appointment.

Required and/or recommended readings:

Readings will include research and popular articles, multi-media, and works of fiction. The substantial readings will be completed during the 1st distance-learning portion of the course.

Potential readings include excerpts from:

Alexie, S., & Forney, E. (2009). *The absolutely true diary of a part-time Indian*. New York: Little, Brown and Co.

Borich, G. D. (2011). *Observation skills for effective teaching* (6th ed.). Boston: Pearson/Allyn and Bacon Publishers.

Bynum, S. S. (2009). *Ms. Hempel chronicles*. Boston [Mass.]: Mariner Books.

Koch, J. (2013). *TEACH*. Belmont, Calif.; Andover: Wadsworth ; Cengage Learning [distributor].

Palmer, P. J., & Scribner, M. (2007). *The courage to teach guide for reflection and renewal*. San Francisco, CA: Jossey-Bass.

Electronic Submissions/Internet Use:

The course will use Blackboard during the distance learning and in-person class time. Students will be expected to have access to Blackboard and an active email address. Students will submit work electronically via Blackboard.

Student Evaluation/Assessment

Grading:

Evaluation will focus, as much as possible, on an assessment of the students’ engagement with the material, their learning, and their ability to apply theory to practice. Evidence for this assessment will include evidence of having completed all readings, class participation, assignments and self-assessment. Students will be asked to rate themselves on a scale of 1 to 10 on the various components as part of the final evaluation process.

Grading will, thus, be based on:

- Blackboard engagement 20 points
- Evidence of completion of readings 10 points
- Class participation 15 points

- Case study 15 points
- Peer interview 10 points
- Final project 20 points
- Self evaluation 10 points

Criteria for each assignment will be provided. A criterion for class participation is a broad category. It does not apply solely to how much a student talks during a class, since that is different for every person. It does apply to the nature of each student's ability to be 'present' in the class, i.e, to arrive on time, to attend all classes, to be attentive, to not be texting or doing email during class time, to have completed all the assignments for the class and done the reading, to be prepared to examine and engage in the class as much as one is able.

To determine final grades, the following numerical values will be used, calculated as an aggregation of the points noted above:

A+ = 98 A = 94 A- = 90 B+ = 86 B = 82 B- = 80 C+ = 78 C = 74 C- = 71. 70 and below is an F. An F = 0 will be awarded for any assignment not completed.

Description of Class Assignments:

1. Blackboard engagement
The 1st distance-learning phase of this class (June 16 -24) will use Blackboard. Students are expected to log on every day, complete readings and tasks, and respond to posts by fellow classmates.
2. Case study presentation
Students will present an analysis of an educator, who may be one with whom the student has known or one taken from literature or drama (film, TV show, etc.). The analysis will use the theory studied to analyze, describe, and illuminate the educator's educational stance. The point of the presentation is to provide a 'real' (and brief) case study of an educator that illuminates one of the theories or issues we have been discussing in class or you have drawn from the reading. Students may use electronic or non-electronic format for the presentation. Criteria for evaluation:
 - a. Clear identification of specific aspects or qualities of the educators' behavior
 - b. Use of readings and/or ideas discussed in class to illuminate the behavior
 - c. Evidence of what you have learned so far and/or of questions that you continue to have about a personal educational philosophy.
3. Peer interview
In pairs, students will interview each other about their past educational experiences. After the interview, each student will write a reflection of the interview, articulating her or his thinking about personal educational viewpoints.
4. Multi-media personal educational viewpoint website
Each student will create a final website that demonstrates self-reflection on her or his previous educational experiences and demonstrates a personal viewpoint of her/his self as a future educator. Throughout class (both during the 1st distance learning portion and during the in-class time) there will be reflective journals; students are expected to use material from these journals in their final project. These websites are not required to be public.
5. Self-evaluation
After completing all other assignments, students will complete a self-evaluation reflecting upon their work in all graded areas: Blackboard engagement, completion of readings, class participation, case study, peer interview, and final project.