

# Reflective Practice and Research in Education EDUC 495

## Course Syllabus



### COURSE INFORMATION

- A. Number: EDUC 495
- B. Title: Reflective Practice and Research in Education
- C. Credits: 2
- D. This course is offered Spring Quarter in conjunction with EDUC 490/491 or ECED 498
- E. This course meets Wednesdays from 4:30 – 6:20 p.m. during spring quarter  
in Education Building Room 113

### PERSONAL INFORMATION

- A. Instructor: Doug Ruhman / Amy Burland
- B. Office: Education Building Room 124 / 133
- C. Telephone: Office: 275-4763 / 275-4761
- D. Email: [doug\\_ruhman@skc.edu](mailto:doug_ruhman@skc.edu) / [amy\\_burland@skc.edu](mailto:amy_burland@skc.edu)

### REQUIRED MATERIALS

Selected course readings on professional practice, assessment, and educational research.  
Provided by the instructor(s).

### DESCRIPTION

**Reflective Practice and Research in Education** is a capstone course for the Teacher Education Program, and is taken along with student teaching. The course focuses on research and best practices in education with relation to classroom management, student assessment, and other topics important to high quality teaching in elementary education settings. Candidates analyze lessons learned during student teaching, engage in the development of action research, and participate in the development of a professional portfolio.

### GENERAL COURSE OBJECTIVES

#### Upon completion of this course students will:

- A. Revise, complete, and present candidate portfolios according to SKC TEP Stage 3 requirements.

- B. Share, discuss, and evaluate collected data from EDUC 490 (elementary student teaching) relevant to the candidate's Action Research project on assessment.
- C. Plan, draft, revise, and present completed Action Research project.
- D. Explore and describe several examples of pertinent educational research.
- E. Participate in activities regarding preparation for the employment process for K-8 education.

#### SKC 4Cs: CULTURAL RELEVANCY

Cultural relevancy will be addressed in this course through teaching methodologies, discussion of educational issues relevant to the role research plays in Indian education, and through strategies modeled and utilized by the instructor.

##### Candidate Objectives:

1. Candidates will articulate connections between their research and the unique learning needs of special populations, including Native students.
2. Candidates will examine and describe significant works of educational research conducted by American Indian scholars.

#### SKC 4Cs: COMMUNICATION

Growth in Communication Skills will be addressed in this course through candidates' increased proficiency in professional writing skills and through the use of digital media tools for communicating ideas and information in educational settings.

##### Candidate Objectives:

1. Candidates will plan, compose, and develop a professional action research project summary.
2. Candidates will revise and develop a professional portfolio according to TEP requirements and guidelines articulated in TEP rubrics.
3. Candidates will engage in oral presentations describing and detailing their Action Research projects.
4. Candidates will participate in TEP Portfolio interviews for Stage 3 of the TEP Program, and will also participate in mock interviews and other communication scenarios in preparation for the K-8 employment process.

#### SKC 4Cs: CITIZENSHIP

Citizenship will be addressed in this course as candidates share descriptions of their experiences in clinical practice working with families and communities.

##### Candidate Objectives:

1. Candidates will include information relevant to community and family outreach as they update and revise their professional portfolios.

## SKC 4Cs: CRITICAL THINKING

This course will encourage critical thinking skills by having students apply and critique information.

### Student Objectives:

1. Students will apply information learned in class to enhance their teaching practices.
2. Students will participate in group activities and discussions that utilize critical thinking skills such as problem solving skills, self-evaluation techniques and comparing information on educational issues;
3. Students will analyze and evaluate their own teaching skills and abilities.
4. Students will compare and contrast various instructional tools in relation to their value in the educational process.

## COURSE REQUIREMENTS

- A. Excellent attendance, participation in class activities and discussions. (see Attendance)
- B. Complete and present Action Research Project based on data from student teaching.
- C. Submit a weekly journal entry documenting your ST experience.

## GRADING SYSTEM

Attendance & Participation (10 sessions, 10 pts. Each)	100
Action Research Project (progress, paper, presentation)	200
Weekly Journaling (10 entries, 10 pts. Each)	100
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Total	400

## ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. Students may contact the Disability Services Coordinator, Linda Pete, at 275-4968, linda\_pete@skc.edu, or consult the SKC web page for Students with Disabilities for more information.

The faculty reserves the right to change the course syllabus or course content. Students will be provided advanced notice of changes in writing.

## CREDIT HOURS

Following the SKC Credit Hour policy, to meet the identified student learning outcomes of this course, this course, delivered over a 10 week term, will approximate:

2 hours/week classroom or direct faculty instruction. In addition, out-of-class student work will approximate a minimum of 4 hours each week to complete the weekly assignments.

## SKC RETENTION

The SKC Student Success Team is available to help you if you are having difficulties at SKC. The Team is available to help you with tutoring, adjusting to college life, time management, reading, study skills, personal issues, and more. We are located in the Late Louis Caye Building and you are welcome to drop-in at any time. Please contact the Success coaches to help you; James Steele, Jr 275-4712 and Laura Ginsburg at 275-4711.

## ATTENDANCE POLICY

This class is highly interactive and learning occurs through participation in class discussions, activities, and student presentations that are impossible to be duplicated outside of class. Therefore, it is required that students attend all class sessions.

## TITLE IX RESOURCES AND PROTOCOLS

Title IX: The U.S. Department of Education's Office for Civil Rights (OCR), enforces Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex in education programs or activities that receive Federal financial assistance. Title IX states that: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

All employees at SKC are considered "Responsible Employees" which requires them to report incidents of gender-based discrimination (sexual violence, sexual harassment, rape, sexual assault, domestic violence, and/or stalking). In accordance with Title IX laws, students must be made aware of the following: If any employee of SKC, including instructors, learns of any potential gender-based discrimination, they are required to notify the Title IX Coordinator, Rachel Andrews-Gould (275-4985, located in BigKnife Building), immediately. Once an incident is reported to Title IX, the student will be contacted by the Title IX Coordinator for follow up. Students can also report directly to the Title IX coordinator in regards to any gender-based discrimination.

If any student wants to speak with someone confidentially, the following resources are available:

Center for Prevention and Wellness Agnes Kenmille Building Building #51 406.275.4913 or 406.275.4744	SAFE Harbor Advocacy Services 24-Hour Advocacy 406.676.0800
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Speaking with a confidential resource does not preclude students from making a formal report to the Title IX Coordinator if and when they are ready. In the confidential setting, students will be made aware of available resources and reporting options. An advocate is available for all students upon request through the Center for Prevention and Wellness.

## JOURNALING REQUIREMENT

All EDUC 495 students will be required to participate in an online journal for the remainder of the quarter. To accomplish this, a “closed”, secure Facebook group has been created for the purpose of allowing ongoing discussion in this course. No one will be allowed to access this group without permission from the instructor, who serves as the group’s administrator.

Please be sure to contribute at least one original post each week, and also respond to other students’ posts. Please make sure to read posts created by others in the class and feel free to comment and support each other throughout your student teaching experience!

This FB page requires that you send Amy a request to be added to the group. The page can be accessed by searching for:

**SKC Student Teachers 2017**