

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
- E. This course meets Wednesdays from 4:30 – 6:20 p.m. during spring quarter in Education Building Room 113

PERSONAL INFORMATION

- A. Instructors: Cynthia Davey, Doug Ruhman
- B. Office: Education Building Room 105 (Cynthia) Room 124 (Doug)
- C. Telephone: Office: 275-4772 (Cynthia) 275-4763 (Doug)
- D. Email: cynthia_davey@skc.edu doug_ruhman@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 EDUC 490.
- C. Post an original online weekly journal entry documenting your ST experience, and respond/comment to a minimum of one classmate's journal entry per week.

GRADING SYSTEM

Attendance (10 sessions, 10 pts. Each)	100
Action Research Project	200
Reading Responses	100
Weekly Journaling	100
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Total	500

500-450 = A
449-400 = B
399-350 = C
349-300 = D
Below 300 = F

ACCOMMODATIONS

Reasonable accommodations are provided for eligible students with identified disabilities. The College complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Students may contact the College's Disability Officer, Stanley Fleming (stanley_fleming@skc.edu, or [406-275-4968](tel:406-275-4968)) or consult the SKC web page for Students with Disabilities for more information.

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.

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.



Please keep cell phones on QUIET during class.

Thank You!