

OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

Note: The University reserves the right to amend course outlines as needed without notice.

Course Code and Number: EDUC 495		Number of Credits: 2 Course credit policy (105)											
Course Full Title: Applications of Reflective Practice Course Short Title: Reflective Practice													
Faculty: Faculty of Education, Community, and Human Development		Department: Teacher Education											
Calendar Description: Develops candidates' reflective capacity. This is the only continuous course in the Bachelor of Education program. Semester one focuses on teacher identity and reflective practice theory, semester two supports candidates' application of reflection leading to future action, and semester three culminates in an electronic portfolio that evidences their learning throughout the program. Note: EDUC 495 is offered in three consecutive semesters. EDUC 495A is 0.5 credit, EDUC 495B is 0.5 credit, EDUC 495C is 1 credit. All three sections must be completed to successfully complete the course.													
Prerequisites (or NONE):		Admission to the Bachelor of Education.											
Corequisites (if applicable, or NONE):													
Pre/corequisites (if applicable, or NONE):													
Antirequisite Courses (<i>Cannot be taken for additional credit.</i>) Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		Course Details Special Topics course: No <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: No <i>(See policy 207 for more information.)</i> Grading System: Credit/No Credit Delivery Mode: May be offered in multiple delivery modes Expected frequency: Annually Maximum enrolment (for information only): 32											
Typical Structure of Instructional Hours <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</td> <td>25</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>Total hours</td> <td>30</td> </tr> </table>		Lecture/seminar	5	Tutorials/workshops	25					Total hours	30	Prior Learning Assessment and Recognition (PLAR) PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	5												
Tutorials/workshops	25												
Total hours	30												
Scheduled Laboratory Hours Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		Transfer Credit (See bctransferguide.ca .) Transfer credit already exists: Yes Submit outline for (re)articulation: No <i>(If yes, fill in transfer credit form.)</i>											
Department approval		Date of meeting: December 8, 2021											
Faculty Council approval		Date of meeting: May 6, 2022											
Undergraduate Education Committee (UEC) approval		Date of meeting: June 17, 2022											

Learning Outcomes *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, candidates will be able to:

- Reflect on knowledge and experience.
- Develop an educational philosophy.
- Describe changes to preconceptions of teaching and learning based on academic coursework and experience.
- Describe one or more examples of how reflection during practica is utilized for problem solving and decision-making.
- Articulate the development of teacher dispositions towards self-education and lifelong learning.
- Present artifacts and examples from practica and course work.
- Apply reflective practice theory to their teaching practice.
- Articulate their understanding of social justice, anti-racism, decolonization, and Indigenization.

Recommended Evaluation Methods and Weighting *(Evaluation should align to learning outcomes.)*

Assignments:	60%	%	%
	40%	%	%

Details:

Assignments: knowledge, dispositions, practice grid (30%), reflection activities (30%); portfolio and presentation (40%)

NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.

Texts and Resource Materials *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Foster et al	A Beginning teaching portfolio handbook: Documenting and reflecting on your professional growth and abilities.	2006
2. Online resource	UFV TED	BEd Handbook	

Course Content and Topics

This course is designed to provide students (teacher candidates) with the opportunity to gain a deeper appreciation for the process in which they engage as they 'become Teacher', including a deliberate focus on reflective practice, deep inquiry and self-understanding. It is offered in three parts, culminating in the creation of an electronic portfolio. The process of developing and maintaining their portfolio will facilitate students' development as growing professionals and help to synthesize their learning. This portfolio process involves "discovering a subject", "considering one's audience", "searching for specifics", and "creating a design". While the e-portfolio is the main product of this course, there are numerous components which are developed over the duration of the year as part of the contents of the e-portfolio.

Term 1: EDUC 495A Discovering your subject/sensing your audience

- Develop an understanding of the role of reflective practice in the development of teacher identity
- Develop an understanding of the variety of ways in which reflective practice can be demonstrated
- Become (more) comfortable with the reflective process
- Demonstrate a growing awareness of the BEd Goals, the TED Values and Commitments, and the BC Professional Teaching Standards
- Write reflections to support your understanding of the BEd Goals, the TED Values and Commitments, and the Professional Standards
- Create the 'first draft' of a personal Teaching Philosophy statement

Term 2: EDUC 495B: Sensing your audience/Searching for specifics

- Develop a mini-biography
- Revise and continue to draft your teaching philosophy
- Demonstrate increasing familiarity with the BEd Goals, the TED Values and Commitments, and the BC Professional Teaching Standards
- Create an Action Plan to support future success

Term 3: EDUC 495C: Creating your design

- Reflect upon your journey
- Describe your learning in relation to the BEd Goals, and the BC Professional Teaching Standards through
- Prepare and present an e-portfolio that demonstrates your learning throughout the program.