COURSE IMPLEMENTATION DATE: May 2007
COURSE REVISED IMPLEMENTATION DATE:
COURSE TO BE REVIEWED: September 2010
(Four years after UPAC final approval date) (MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:

EDUC 495	Education	2
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS

Applications of Reflective Practice
COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

This year-long portfolio project is designed as a form of narrative inquiry for student teachers in which they portray and reflect on their knowledge, experiences, and developing educational philosophy. The guided questioning each term supports critical reflection on existing preconceptions of teaching and learning, on academic coursework, and on the activities during the program. This reflective process will help the students derive new levels of understanding and aid them in the development of justified principles and theories to guide future actions in the classroom. Students will become accustomed to reflection for problem solving and making pedagogical decisions. The project is further designed to promote a disposition for self-education and life-long learning. Feedback from faculty will serve an important mentorship function.

Note: EDUC 495 is offered in four 0.5 credit parts (A, B, C, D) which must be completed in the same academic year.

PREREQUISITES: Admission to the Teacher Education Program (TEP)
COREQUISITES:

SYNONYMOUS COURSE(S)
(a) Replaces: _____ *(Course #)*
(b) Cannot take: _____ *(Course #)* for further credit.

SERVICE COURSE TO:
_____ *(Department/Program)*
_____ *(Department/Program)*

TOTAL HOURS PER TERM: **30**
STRUCTURE OF HOURS:

Lectures:	**2**	Hrs
Seminar:	**4**	Hrs
Laboratory:		Hrs
Field Experience:		Hrs
Student Directed Learning:	**24**	Hrs
Other (Specify):		Hrs

TRAINING DAY-BASED INSTRUCTION
LENGTH OF COURSE:
HOURS PER DAY:

MAXIMUM ENROLLMENT:	**32**	
EXPECTED FREQUENCY OF COURSE OFFERINGS:	**once a year**	
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	☐ Yes	X No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	X Yes	☐ No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	☐ Yes	X No

AUTHORIZATION SIGNATURES:

Course Designer(s): Barbara Moon/Allan McNeill
Chairperson: *Allan McNeill (Curriculum Committee)*
Department Head: Paul Orlowski
Dean: Dianne Common, VP Academic
UPAC Approval in Principle Date:
UPAC Final Approval Date: Dec. 13, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

After successful completion of this course, students will:

- Portray and reflect on their knowledge, experience, and developing educational philosophy
- Utilize guided questioning to reflect critically on existing preconceptions of teaching and learning, on academic coursework, and on the activities during the program
- Become accustomed to reflection for problem solving and making pedagogical decisions
- Develop a disposition for self-education and life-long learning

METHODS:

(Methods will vary and may include)

- Portfolio project with feedback from faculty

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ Yes X No

METHODS OF OBTAINING PLAR:

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

All four parts of EDUC 495 must be completed in the same academic year. Students must receive credit for all four parts to be able to receive credit for the course. All questions related to the course content must be adequately addressed in order to receive credit.

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

Thematic questions, such as the following related to on-going activities, will be emphasized each term:

Term 1: EDUC 495-I

- How has this academic term supported the work you did in Education 200 and 300?
- What are the big ideas that are informing your teaching practice (i.e. teaching philosophy)?
- How have your ideas about teaching changed or been modified since you decided to become a teacher?
- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? Why was it compelling to you?
- What evidence did you not find convincing? Why did you discount it?
- What attitudes, knowledge, insights, and attributes did you gain this term that will be important for you as a teacher?
- What issue or principle of social justice impressed you as being of central importance for teachers and students?

Term 2: EDUC 495-II

- What have you added to your philosophy of teaching from this term?
- What evidence from theory and your other readings has had an impact on your views of teaching? How do you expect to modify your teaching practice?
- What evidence from your classroom experiences and your research project has had an impact on your views of teaching? How do you expect to modify your teaching practice?

- Assess the teaching strategies you have experienced in your classes as they have had an impact on your learning and on your plans for teaching.
- What are key goals to prepare you for a successful long practicum?
- What steps will you commit to in order to accomplish these goals?

Term 3: EDUC 495-III

- How have your ideas as a beginning teacher and researcher influenced your research topic and your observations?
- Has the interactive process in your collaborative research project brought about changes in your theories about diverse learners or classroom research?
- How has the focus on diverse learners informed your understanding of the role of special needs and mental health, culture, family, and language in the learning needs of children?
- What evidence has most influenced you?
- How do teachers deal with these considerations in planning teaching and assessment?

Term 4: EDUC 495-IV

- Did you meet the goals you set for yourself at the end of your practicum in Term 2?
- What factors were influential in supporting or impeding the attainment of your goals in your long practicum?
- How might you modify your goal setting for teaching in the future?
- Construct a coherent, clear, and justified view of what it is to be a teacher (in other words, your teaching philosophy) that you will present to your colleagues.
- What evidence from your teaching experience has had an impact on your views of teaching?
- How will your philosophy influence your actions as a beginning teacher?
- How do you expect to change your work as a teacher as your experience builds?
- Consider your experience in the long practicum and, using the UCFV TEP values and goals as criteria, review your progress towards becoming a teacher.
- Examine the work in your portfolio and, using the BCCT Standards for the Education and Competence of Educators in British Columbia as criteria, review your progress towards becoming a teacher.
- Use the criteria to assess your strengths and to plan for future growth as a practicing professional.
- Envision yourself as a teacher 10 years from now.