



COURSE IMPLEMENTATION DATE: May 2007
 COURSE REVISED IMPLEMENTATION DATE: January 2014
 COURSE TO BE REVIEWED: January 2020
(six years after UEC approval) *(month, year)*

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

EDUC 495	Professional Studies/Education	2
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV 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 lifelong learning. Feedback from faculty will serve an important mentorship function. The Standards for the Education, Competence, and Professional Conduct of Educators in British Columbia, as administered by the Teacher Regulation Branch, will provide the focus and guidelines to assist each student in the development of their e-portfolio.

Note: EDUC 495 is offered in four 0.5 credit parts (A, B, C, D) over the entire year-long program. The four sections must be completed in the same academic year. The final objective is for each student to have completed an electronic portfolio by the end of the program. Students will become increasingly comfortable with the process of reflection for problem solving and for pedagogical decision-making. The process of developing and maintaining portfolios will facilitate development as a growing professional.

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

SYNONYMOUS COURSE(S): _____ **SERVICE COURSE TO:** *(department/program)*
 (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

TOTAL HOURS PER TERM: <u>30</u>	TRAINING DAY-BASED INSTRUCTION:
STRUCTURE OF HOURS:	Length of course: _____
Lectures: <u>12</u> Hrs	Hours per day: _____
Seminar: <u>8</u> Hrs	
Laboratory: _____ Hrs	
Field experience: _____ Hrs	OTHER:
Student directed learning: <u>10</u> Hrs	Maximum enrolment: <u>36</u>
Other (specify): _____ Hrs	Expected frequency of course offerings: <u>annually</u>
	<i>(every semester, annually, every other year, etc.)</i>

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only) Yes No
 WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department) Yes No
 TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE: Yes No

Course designer(s): <u>Dr. Shirley Lister</u>	Date approved: <u>April 2011</u>
Department Head: <u>Awneet Sivia</u>	Date of meeting: <u>April 1, 2011</u>
Supporting area consultation (Pre-UPAC)	Date approved: <u>April 15, 2011</u>
Curriculum Committee chair: <u>Awneet Sivia</u>	Date approved: <u>April 15, 2011</u>
Dean/Associate VP: <u>Rosetta Kahlideen</u>	Date of meeting: <u>August 30, 2013</u>
Undergraduate Education Committee (UEC) approval	

LEARNING OUTCOMES:

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

- Reflect on knowledge and experience to develop an educational philosophy
- Describe changes to preconceptions of teaching and learning based on academic coursework and academic experience
- Describe one or more examples of how reflection during student teaching practica is utilized for problem solving and decision making
- Articulate the development of teacher dispositions towards self-education and lifelong learning
- Demonstrate learning in the form of artifacts and examples from practica and course work

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lectures, discussion, guest speakers, peer sharing, self-directed learning

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Examination(s) Portfolio assessment Interview(s) Other (specify):

PLAR cannot be awarded for this course for the following reason(s): This course is integrated with practica and other Teacher Education Program courses. Students cannot audit or challenge this course.

TEXTBOOKS, REFERENCES, MATERIALS: *[Textbook selection varies by instructor. An example of texts might be:]*

Foster, B., Walker, M., & Hyunsook, K. (2009). *A Beginning teaching portfolio handbook: Documenting and reflecting on your Professional growth and abilities*. Pearsons. Columbus:OH

Articles relevant to the development of a portfolio will be assigned for reading and discussion at various times during the year.

References:

University of the Fraser Valley. *Teacher Education Program Handbook*.

Standards for the Education, Competence and Professional Conduct of Educators in British Columbia. *Please see <http://www.bcteacherregulation.ca/standards/default.aspx>. The complete version includes a full description on the criteria, definitions and a bibliography.

SUPPLIES / MATERIALS:

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

Participation:	10%
Reflective writing:	40%
Electronic portfolio and presentation:	50%

Students will be evaluated on a Credit/ No Credit basis. 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. Students must have developed an effective e-portfolio that demonstrates their professional journey to that point in time, and documents their readiness to be a teacher, certified in British Columbia.

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

The following questions describe the guiding questions the students will be expected to reflect upon over the year, providing documentation through a variety of means including discussion, written, or online format. Students will be guided in the development of an online portfolio, utilizing their answers to these questions to build the foundation of their portfolio.

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

Term 1: EDUC 495A

- 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?

Course Content continued:

Term 2: EDUC 495B

- 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 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 495C

- 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 495D

- 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 UFV 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.