

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 Professional Studies

Department (or program if no department): Teacher Education Department

Calendar Description:

This course develops each candidate's ability to reflect, and apply that reflection to future action. The first two semesters focus on the effective gathering of evidence with a detailed reflection. The third semester culminates in an electronic portfolio using evidence from EDUC 492.

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 EDUC 495 course.

Prerequisites (or NONE): Admission to the Bachelor of Education program.

Corequisites (if applicable, or NONE):

Pre/corequisites (if applicable, or NONE):

Equivalent Courses (cannot be taken for additional credit)

Former course code/number:

Cross-listed with:

Equivalent course(s):

Note: Equivalent course(s) should be included in the calendar description by way of a note that students with credit for the equivalent course(s) cannot take this course for further credit.

Transfer Credit

Transfer credit already exists: Yes No

Transfer credit requested (OREg to submit to BCCAT):

Yes No (Note: If yes, fill in transfer credit form)

Resubmit revised outline for articulation: Yes No

To find out how this course transfers, see bctransferguide.ca.

Total Hours: 30

Typical structure of instructional hours:

Lecture hours	12
Seminars/tutorials/workshops	8
Laboratory hours	
Field experience hours	
Experiential (practicum, internship, etc.)	
Online learning activities	
Other contact hours: Student directed learning	10
Total	30

Special Topics

Will the course be offered with different topics?

Yes No

If yes,

Different lettered courses may be taken for credit:

No Yes, repeat(s) Yes, no limit

Note: The specific topic will be recorded when offered.

Maximum enrolment (for information only): 36

Expected frequency of course offerings (every semester, annually, etc.): annually

Department / Program Head or Director: Dr. Sheryl MacMath

Date approved: August 18, 2014

Campus-Wide Consultation (CWC)

Date of posting: n/a

Faculty Council approval

Date approved: November 21, 2014

Dean/Associate VP: Dr. Tracy Ryder Glass

Date approved: November 21, 2014

Undergraduate Education Committee (UEC) approval

Date of meeting: January 30, 2015

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 student teaching 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

Prior Learning Assessment and Recognition (PLAR)

Yes No, PLAR cannot be awarded for this course as the course is integrated with the practicum and other courses. Students cannot audit or challenge this course.

Typical Instructional Methods (guest lecturers, presentations, online instruction, field trips, etc.; may vary at department's discretion)

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

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

Typical Text(s) and Resource Materials (if more space is required, download supplemental Texts and Resource Materials form)

<u>Author Surname</u> <u>Initials</u>	<u>Title (article, book, journal, etc.)</u>	<u>Current Edition</u>	<u>Publisher</u>	<u>Year Published</u>
1. Foster, B., Walker, M. & Hyunsook, K.	A Beginning teaching portfolio handbook: Documenting and reflecting on your Professional growth and abilities.	<input checked="" type="checkbox"/>	Pearson	2009
2.	Standards for the Education, Competence and Professional Conduct of Educators in BC, 4 th edition	<input type="checkbox"/>	Ministry of Education, Teacher Regulation Branch	2012
3.	Bachelor of Education Handbook	<input checked="" type="checkbox"/>	UFV Education Department	

Typical Evaluation Methods and Weighting

Final exam:	%	Assignments, reflective writing, portfolio	90%	Midterm exam:	%	Practicum:	
Other:		In-class activities:	10%	Other:		Total:	100%

Details (if necessary): Students will be evaluated on a Credit/ No Credit basis. Students must receive credit for all three 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.

Grading system: Letter Grades: Credit/No Credit: Labs to be scheduled independent of lecture hours: Yes No

Typical Course Content and Topics

The following questions describe the guiding questions the teacher candidates will be expected to reflect upon over the year, providing documentation through a variety of means including discussion, written, or online format. Teacher candidates 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?

Typical Course Content and Topics (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?
- What legal and ethical restrictions are associated with sharing information gathered in an education setting?

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?
- 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 Bachelor of Education values and goals as criteria, review your progress towards becoming a teacher.
- Examine the work in your portfolio and, using the BC TRB 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