

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
TRANSFORMATIVE TEACHING MASTER'S DEGREE PROGRAM**

**EDUC 647 X01, X02, & X03: Critical Reflective Practice
1.5 Credits, Summer 2014
9 AM - 4:30 PM/ MTWRF
Enterprise Hall 277**

PROFESSORS:

Names:	Betsy DeMulder, PhD	Stacia Stribling, PhD	Jenice View, PhD
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COURSE DESCRIPTION:

- A. Prerequisite: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program.
- B. Engages students in a learning community of teachers to develop skills of critical reflection on professional practice.

LEARNER OBJECTIVES:

This course is designed to enable students to:

1. Develop as researchers and reflective practitioners.
2. Develop a critical perspective on issues related to teaching and learning,

PROFESSIONAL STANDARDS:

This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.

This course is designed to meet the following professional teaching standards:

- GMU Dispositions for a Career Educator V
 - Commitment to Democratic Values and Social Justice
- Teachers College Columbia Teacher Expectations IV
 - Advocates of Social Justice and Diversity
- NBPTS Propositions 1
 - Teachers are Committed to Student and Their Learning

REQUIRED TEXTS:

Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). NJ: Pearson Education, Inc. [selected chapters]

Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass. [selected chapters]

Bolton, G. (2010). *Reflective practice: Writing and professional development* (3rd edition). Los Angeles: Sage. [selected chapters]

*Please Note: Additional articles, chapters, PowerPoint presentations, and media will be distributed and/or posted on Blackboard as needed.

COURSE ASSIGNMENTS: (aligned with outcomes/objectives)

1. Assignment descriptions

- Critical Reflection Collection – PBA (Assesses objectives 1 and 2)

2. Assignment weighting (percentages, points)

Class Participation	50 points
Critical Reflection Collection	50 points

3. Grading policies (and grading scale appropriate for UG or GR level)

Grade Distribution

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

4. Other expectations (e.g., attendance, writing requirements)

- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
- Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend the summer residency class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog:
Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

- All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support. Students will do the following:
 - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
 - Develop points coherently, definitively, and thoroughly.
 - Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
 - Use correct capitalization, punctuation, spelling, and grammar.

5. Selected performance-based assessment (PBA)

Critical Reflection Collection. Consider the activities and experiences of the past week. In a 3-7 page paper, use Brookfield's Critical Reflection Process to describe new insights about your assumptions and beliefs about teaching and learning as well as critical questions related to power and hegemony. Draw data from at least 3 products created during the week as evidence for how you came to these new understandings. This final analysis should not simply repeat what you have already produced, but should be a synthesis across the experiences that describes a deeper understanding of who you are as a teacher and learner.

TASKSTREAM REQUIREMENTS

Every student registered for any Transformative Teaching course with a required performance-based assessment is required to submit this assessment, *The Critical Reflection Collection*, to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

GMU POLICIES AND RESOURCES FOR STUDENTS

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly.

All communication from the university, college, school, and program will be sent to students solely through their Mason email account.

d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].

e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

CLASS SCHEDULE:

Date	Topic/Learning Experiences	Readings and Assignments
Day 1	Introducing Reflective Practice, Critical Pedagogy and Teacher Research	Wink text: Introduction, Chapters 1 & 2; Bolton text: Section 1 and Key Terms; Critical Reflection Reading #1 (in class)
Day 2	Developing Teacher Research Skills; Identity; Developing a Teaching Philosophy	Critical Reflection Reading #2 (in class)
Day 3	Technology Introduction/Preparation; Developing Teacher Research Skills;	
Day 4	Introduction to Policy/Advocacy: Field trip to Richmond, Virginia Education Association (VEA); Advocacy Panel	
Day 5	Review; Preparation for Upcoming Assignments	Critical Reflection Collection (PBA) due

ASSESSMENT RUBRIC:

The PBA will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

**Critical Reflective Practice
Assignment rubric**

Name: _____ Date: _____

CRITERIA	Beginning (Does not meet standards) 1	Developing (Meets standards) 2	Accomplished (Exceeds standards) 3	Exemplary (Exceeds standards) 4
Multiple Perspectives (GMU V, TC IV, NBPTS 1)	Budding understanding of how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues	Understands own perspective and how it affects teaching and relationships with children, families, pedagogy, and colleagues	Understands how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues. Respects difference and avoids deficit thinking. Distinguishes between assumptions and facts	Metacognitively understands the origins of own perspective, questions self about perspectives, actively seeks understanding of others' cultural knowledge and views, respects difference. Avoids deficit thinking. Distinguishes between assumptions and facts

Reflection	Merely describes experiences without any analysis	Solid description of experiences and identity with minimal analysis	Solid description with an adequate analysis of meaning	Seamlessly weaves experience and analysis to illustrate a deep understanding of identity
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Comments