

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

**EDUC 647 002: Critical Reflective Practice
1.5 Credits, Summer 2021
Monday, July 19 - Friday, July 23
9 AM - 4:30 PM/ MTWRF**

PROFESSORS:

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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 Students and Their Learning

REQUIRED TEXTS:

Wink, J. (2010/2011). *Critical pedagogy: Notes from the real world (4th ed.)*. NJ: Pearson Education, Inc. [selected chapters]

Souto-Manning, M. (2010). Freire, teaching, and learning: Culture circles across contexts. New York: Peter Lang. [selected chapters in Bb Readings]

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

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

Prompts for All Readings:

- What does this have to do with me?
- How could I explain these concepts to my students?
- What emotions are conjured up as I read? What’s that about?
- What can I change about my practice, curricula, relationships, and policies?
- How can I use this to center my teaching on my most marginalized students?

COURSE ASSIGNMENTS: (aligned with outcomes/objectives)

1. Assignment descriptions

- Critical Reflection Paper – PBA (Assesses objectives 1 and 2)
- Identity Web (Assesses objectives 1 and 2)
- Critical Pedagogy in Action Documentation (Assesses objectives 1 and 2)
- Photo Personal Narrative (Assesses objectives 1 and 2)
- Pre-Survey Equity Audit (Assesses objectives 1 and 2)

2. Assignment weighting (percentages, points)

Attendance & Participation (5 days - 4 pts. each)	20 points
Class Day Feedback (4 days - 5 pts. each)	20 points
Activities: Identity Web/Racial Identity Development Essay	5 points
Pre-Survey Equity Audit	5 points
Critical Pedagogy in Action Documentation	10 points
Photo Personal Narrative	10 points
Critical Reflection Paper	30 points

3. Grading policies (and grading scale appropriate for GR level): Grade Distribution

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

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 Paper. 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/experiences 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.

6. VIA Performance-Based Assessment Submission Requirement

Every student registered for this Transformative Teaching course has a required performance-based assessment, the Critical Reflection Paper, to submit to VIA through Blackboard. Evaluation of the

performance-based assessment by the course instructors will also be completed in VIA through Blackboard. Failure to submit the assessment to VIA (through Blackboard) will result in the course instructors reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required VIA submission, the IN will convert to an F nine weeks into the following semester.

GMU Policies and Resources for Students

Policies

- a. Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/>).
- b. Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- c. Students are responsible for the content of university communications sent to their Mason 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. Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- e. Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- a. Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- b. For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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 <http://cehd.gmu.edu/>.

CLASS SCHEDULE:

Date	Topic/Learning Experiences	Readings and Assignments
Day 1	Introducing Reflective Practice & Critical Pedagogy	<p>Have read: Wink text: Intro, Chapters 1 & 2</p> <p>Due in Blackboard by 9pm: Class Day Reflective Feedback</p>
Day 2	Multiple Perspectives; Developing an Inquiry Approach and Teacher Research Skills; Identity	<p>Have read: Brookfield’s Chapter 1: What is Critical Thinking? (in Bb Readings)</p> <p>Due in Blackboard by 9pm: Class Day Reflective Feedback</p>
Day 3	Technology Introduction/Preparation; Developing Teacher Research Skills	<p>Have read: Chapters 1 and 2 of Souto-Manning (in Bb Readings)</p> <p>Due in Blackboard by 9pm: Class Day Reflective Feedback</p>
Day 4	Critical Pedagogy in Action: Reading the World	<p>Due in Blackboard by 9pm: Class Day Reflective Feedback</p>
Day 5	Critical Pedagogy in Action: Reading the World Debriefing, VoiceThread presentations/sharing; Critical Reflection	<p>Due in Class: Critical Pedagogy in Action Assignment</p> <p>Due in Blackboard by midnight:</p> <ul style="list-style-type: none"> • Identity Web (with racial identity development essay) • Pre-Survey (Equity Audit) <p>Due in VoiceThread by midnight: Photo Personal Narrative</p>
<p>Due in Bb Assignments & in Assessments by Monday (7/26) midnight: Critical Reflection Paper</p> <p>Due in Blackboard by Monday (7/26) midnight: Summer Session Reflective Feedback</p>		

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students.

ASSESSMENT RUBRIC: The Critical Reflection Paper (PBA) will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

Critical Reflective Practice
Assignment rubric

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