

Duration: 45 total course hours

Credit Units: 3.00

*NOTE: The hours may vary.

This course is a prerequisite for:

NO COURSES

Course Description:

This course provides opportunities for participants to develop an awareness of their professional rights and responsibilities as college educators, and to further develop the skills, attitudes and ethical principles demonstrated in their professional practice. Participants will also discuss and apply concepts of reflective practice in a context of current theory and practice, develop documents that provide evidence of a commitment to reflective practice and a teaching philosophy that reflects an understanding of the college culture, and create plans that recognize the need for continuous improvement and ongoing professional development.

Learning Outcomes:

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

1. Articulate a definition of professionalism in the educational context
 2. Identify professional rights and responsibilities in the college context
 3. discuss the role of the collective in the life of a professional
 4. Identify professional associations and resources for ongoing professional development
 5. Identify methods and resource for self-evaluation including self assessment, peer assessment, teaching portfolios, course portfolios
 6. Develop documents that provide evidence of a commitment to reflective practice
 7. Articulate a teaching philosophy that reflects an understanding of college culture
 8. Discuss the role of the scholarship of teaching and learning in the professional life of the college educator
 9. Plan (and, if feasible, conduct) an action research project related to college teaching
 10. Create plans that recognize the need for continuous improvement and ongoing professional development
 11. Update and expand the teaching portfolio
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Detailed Content:

| Session | Topic | Readings | Evaluation Events (%) |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------------------|
| weekend academy | <ul style="list-style-type: none">• introduction to reflective practitioners• knowing yourself as a teacher• assumptions about learning and teaching | p's 1~28 | |

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|-----------------|-----------------------------------------------------------------------------------------------|--------------|--|
| | <ul style="list-style-type: none"> defining professionalism | | |
| Week 1 | <ul style="list-style-type: none"> learning to know ourselves | p's 49-71 | |
| Week 2 | <ul style="list-style-type: none"> seeing ourselves through our student's eyes | p's 92~113 | |
| Week 3 | <ul style="list-style-type: none"> understanding classroom dynamics | p's 114~139 | |
| Week 4 | <ul style="list-style-type: none"> action research proposal | online / FOL | |
| Week 5 | <ul style="list-style-type: none"> creating a culture of reflection | p's 229-246 | |
| weekend academy | <ul style="list-style-type: none"> presentations / seminars | | |

* To receive the benefits of collaborative learning, students will present their draft assignments and participate in group critiques, with the goal of improving the collective quality of the assignments through engagement in professional scholarly discourse.

| # | EES-Learning Outcomes | Taught | Reinforced | Assessed |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------|--------|------------|----------|
| 1 | Communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience. | ✓ | ✓ | ✓ |
| 2 | Respond to written, spoken or visual messages in a manner that ensures effective communication. | ✓ | ✓ | ✓ |
| 3 | Execute mathematical operations accurately. | | | |
| 4 | Apply a systematic approach to solve problems. | ✓ | ✓ | ✓ |
| 5 | Use a variety of thinking skills to anticipate and solve problems. | ✓ | ✓ | ✓ |
| 6 | Locate, select, organize and document information using appropriate technology and information systems. | ✓ | ✓ | ✓ |
| 7 | Analyze, evaluate and apply relevant information from a variety of sources. | ✓ | ✓ | ✓ |
| 8 | Show respect for diverse opinions, values, belief systems, and contributions of others. | ✓ | ✓ | ✓ |
| 9 | Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals. | | ✓ | ✓ |

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|----|-----------------------------------------------------------------------|--|---|---|
| 10 | Manage the use of time and other resources to complete projects. | | ✓ | ✓ |
| 11 | Take responsibility of one's own actions, decisions and consequences. | | ✓ | ✓ |

Teaching/Learning Methodology:

Weekend Academy, Online discussions, group projects, individual assignments

Required Learning Resources:

Brookfield, Stephen. (1995) *Becoming a Critically Reflective Teacher*, San Francisco: Jossey-Bass.
Online articles posted in FOL

Method Of Evaluation:

The final mark/grade for this course will be determined as follows:

| | |
|---------------------------------------------------------------|-------------|
| | |
| Quality of Online Participation in Discussions (using rubric) | 20% |
| Teaching Philosophy | 20% |
| Professional Development plan | 20% |
| Teaching Portfolio | 20% |
| Action Research Proposal | 20% |
| TOTAL | 100% |

It is the responsibility of the student to retain course outlines for possible future use to support applications for transfer of credit to other educational institutions.

ABSENCE FROM SCHEDULED EXAMS/TESTS:

Students who miss a scheduled examination/test due to illness or work commitments may, at the discretion of the instructor, write an alternate examination/test. The \$35.00 fee is payable to the College and the examination/test will be written in the College's Testing Centre during the Centre's regularly scheduled hours.

NOTE: Test and assignment due dates, etc. will be provided by the professor at the beginning of

the course. Consult the Program Division Policy for additional information on course evaluation and progression.

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CHEATING - All forms of cheating are considered an academic offence and the College has a clear policy on cheating. Please refer to Policy 2-G-04 on Fanshawe Online or in the Student Handbook.

PLAGIARISM - Plagiarism is cheating and an appropriate penalty will be applied and a report will be placed in the student's file in conformance with College Policy 2-G-04 on cheating.

Plagiarism (the intellectual dishonesty resulting from a student's failure to acknowledge indebtedness to sources used) is a serious academic offence that shall result in appropriate penalties, to be determined at the discretion of the course professor in consultation with the Divisional Chair. Plagiarism includes, but is not limited to, submitting the same work to more than one professor for credit in different courses without prior written permission from the professors. Penalties shall range from failure of an assignment to possible failure of the course.

REWRITES - Students cannot make the assumption that any provision will be made by the professor to permit a student to rewrite failed assignments or tests.

Prepared By:

The following applies for course offerings consistent with the Standard Academic Calendar:

Internal/External Course Credit Application Deadline

Applications for Internal/External Course Credit are available from the Office of the Registrar. Check college calendar for deadlines.

Course Add/Drop Deadline

You may withdraw from a course without academic penalty during the first 70% of the course duration. Application is made through the Office of the Registrar.

Students With Disabilities

If you are a student with a disability and will require academic accommodations or supports, we encourage you to contact the Disability Services office in F2010. You may also call 452-4282 (TTY: 453-8617) to make an appointment. Early notification is important for accessible education.

Re-taking a Course:

Subject to meeting any pre-requisite or co-requisite requirements, a student may retake a course. The second re-take must be approved by the Academic Manager or designate and will be granted based on extenuating circumstances and with recommended interventions such as counselling or a learning contract. Subsequent re-take opportunities will only be available as part of an overall success strategy developed in consultation with the student, program co-ordinator and the Academic Manager. The best grade achieved will be used in calculating the cumulative GPA.

Authorized By: _____

Date: Friday, January 11, 2008