EDUC 5004G The Reflective Practitioner

EDUC5004G Course outline, Spring-Summer, 2012

1. Course Details & Important Dates*

<table>
<thead>
<tr>
<th>Term</th>
<th>Section</th>
<th>Status</th>
<th>Course Type</th>
<th>Day</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>SS</td>
<td>1</td>
<td>Graduate</td>
<td></td>
<td>Tuesdays and Thursdays</td>
<td>6:00 pm- 9:00 pm</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Location</th>
<th>CRN #</th>
<th>Classes Start</th>
<th>Classes End</th>
<th>Last Day to Drop Courses</th>
<th>Final Exam Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virtual classroom</td>
<td>10814</td>
<td>May 8, 2012</td>
<td>June 14, 2012</td>
<td>See Official Calendar</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* For other important dates go to: www.uoit.ca > Current Students > Important Dates

Prerequisite(s): none

2. Instructor Contact Information

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
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<tbody>
<tr>
<td>Maurice DiGiuseppe</td>
<td>EDU 528</td>
<td>905-721-8668 Ext. 3823</td>
<td>WebCT E-mail</td>
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</tbody>
</table>

Online and face-to-face meetings by appointment via WebCT E-mail

3. Course Description

This course is concerned with the exploration of reflection in the context of professional practice. The emphasis is on ways in which reflection informs action and facilitates learning, growth, and development. In this course, we review and examine theoretical perspectives and research traditions that have informed our understanding of reflective professional practice. Consideration of influential theories such as those of Dewey and Schön will serve as a basis for analyzing contemporary thinking and research. Topics include: the role of reflection in professional practice and professional development; the relationships among reflection, learning theory, and professional practice; the roles introspection, retrospection, and metacognition play in the process of reflection; reflection and the affective domain; the role of reflection in constructivist learning; reflection in case study research, self-research, and related research traditions; other suggested topics.

4. Course Outcomes

Participants will
- Explore theories, views, and perspectives regarding reflection, professional practice, knowledge creation, and meaning-making.
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- Connect relevant theories, views, and perspectives to a variety of professional practices in order to develop a deeper and more personalized vision of one’s profession.
- Engage in personal and collaborative reflective processes through readings, inquiry, online multimedia presentations, dialogue, discussions, and debates.
- Apply the elements of critical reflection to gain insight into personal and professional development.

5. Course Design
Students will reflect on professional practices through the lens of relevant theory and will critically examine views and assumptions that inform decision-making and career journeys. Students are required to contribute to class discussions by sharing their reflections in synchronous Adobe Connect sessions and in asynchronous WebCT postings. Sessions will include lecture, PowerPoint presentations, video presentations, readings, whole class and small group discussions, chat, student-facilitated seminars, and case study presentations and debates. Resources, including articles, video clips, podcasts, web sites, and assignment outlines will be posted on WebCT, and may from time-to-time be e-mailed directly to students. In the spirit of constructivism, this course has a significant emergent design component. Students are encouraged to collaborate with the instructor in suggesting readings, multimedia presentations, and alternate modalities of communication that will facilitate the social construction of knowledge and the development of a scholarly community of learners.

6. Outline of Topics in the Course
Topics include:
Introduction to reflection in professional practice.
Reflection-on-action/reflection-in-action.
Single loop and double loop reflection.
Meta-reasoning and meta-cognition in reflective practice.
Reflection in the professions.
Critical Perspectives on reflection and reflective practice.
Self-research, Action Research, Cooperative Inquiry, and other reflective research traditions.

7. Required Texts/Readings
No single textbook will be used in this course. However, a number of print documents/articles and multimedia presentations will be explored and analyzed. A partial reading list will be provided. The reading list will be further developed by the class on the basis of personal and collective interest and professional orientation. All readings will be available online.

Table 1: Session Dates, Topics, and Activities (including Readings and Assignment Due Dates)

<table>
<thead>
<tr>
<th>SESSION</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td>1 + 2</td>
<td>May 8, May 10</td>
<td>Introduction to reflection in professional practice</td>
<td>Exploring the meaning of reflection in the context of professional practice through mind-mapping, small group and whole class discussion; postings in WebCT discussion board, video presentations.</td>
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<tr>
<td>3</td>
<td>May 15</td>
<td>Theoretical Perspectives</td>
<td>Facilitated Seminars 1 and 2 (reports due May 20) Articles:</td>
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<td></td>
<td>This page contains a schedule of readings and discussions for EDUC 5004G The Reflective Practitioner. The main focus is on the work of Donald Schön and John Dewey, as well as other key figures in the field of reflective practice. The course covers theoretical perspectives on reflective practice and includes practical applications through facilitated seminars and self-study research. The course concludes with a seminar on action research and cooperative inquiry.</td>
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**Day 4: May 17**

Theoretical Perspectives and Practical Applications: Dewey on Reflective Practice and Methods for Reflecting on Practice

Facilitated Seminars 3 and 4 (reports due May 21)

Articles:


Begin Reflective Case Study development Small group and whole class discussion; postings in WebCT discussion board.

**Day 5: May 22**

Theoretical Perspectives and Practical Applications: Metacognition in Reflective Practice

Facilitated Seminars 5 and 6 (reports due May 27)

Articles:


Continue Reflective Case Development Small group and whole class discussion; postings in WebCT discussion board.

**Day 6: May 24**

Theoretical Perspectives and Practical Applications of Reflective Practice

Facilitated Seminar 7 (report due May 28)

Articles:


Continue Reflective Case Development Small group and whole class discussion; postings in WebCT discussion board.

Guest Presenter: TBA

**Day 7: May 29**

Self-Study Research and other reflective research traditions

Facilitated Seminar 8 (report due June 3)

Articles:


Continue Reflective Case Development Guest Presenter: TBA

**Day 8: May 31**

Action Research and Cooperative Inquiry

Whole Group Seminar

Articles:

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<tr>
<td>9</td>
<td>June 5</td>
<td>Review and Consolidation</td>
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<tr>
<td>10</td>
<td>June 7</td>
<td>Reflective Case Study Presentations</td>
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<tr>
<td>11</td>
<td>June 12</td>
<td>Reflective Case Study Presentations</td>
</tr>
<tr>
<td>12</td>
<td>June 14</td>
<td>Reflective Case Study Presentations</td>
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8. Evaluation Method

Final grades for this course will be determined on the basis of 4 evaluated activities:

1. Contributions to Online Discussions 25% (ongoing)
2. Seminar Facilitation and Report 25% (see Table 1 for due dates)
3. Reflective Case Study 25% (see Section 9 below for information and due dates)
4. Professionalism 25% (ongoing)

100% (converted to UOIT letter grade for transcript)

Please note that final course grades may be adjusted to conform to program or Faculty grade distribution profiles. Further information on grading can be found in Section 5 of the UOIT Academic Calendar.

9. Graded Assignments

Contributions to Online Discussions (25%) (ongoing)

Students are expected to post personal reflections and responses to classmates’ reflections in WebCT and on a regular basis (between classes). No minimum number of postings is required. However, with 25% of the course grade dedicated to this component, it is expected that students will make frequent contributions. Posted reflections should be substantive, and should relate to course readings and classroom discussions. Postings may include personal views and opinions, comments, insights, clarifications, literature citations, personal experiences/observations, theoretical perspectives, etc. It is expected that all members of this online community will respect each other’s views and opinions, and will maintain proper online etiquette.

Seminar Facilitation and Report (25%) (See Table 1 for due date information)

A number of seminars will provide participants with opportunities to analyze theoretical and practical concepts, issues, problems, and perspectives related reflective professional practice. Students will facilitate a number of small group seminars for which they will submit facilitation reports.

Process

1. One Week Before the Seminar, all members of the class will:
   (a) read assigned articles or view and analyze assigned video clips or podcasts
   (b) prepare to participate in a facilitated seminar to discuss key ideas/issues.

One week before the seminar, seminar facilitators will
   (a) read the assigned articles or view and analyze assigned video clips or podcasts
(b) prepare to facilitate the seminar discussion.

2. During the Seminar, facilitators will:
(a) introduce the article (title, authors, abstract) (note: facilitator will also research and inform participants about author background such as institutional affiliation, research interests, etc.)
(b) prompt group members to identify and discuss important views, theories, concepts, problems, issues, or possible solutions to identified problems.
(c) moderate the discussion,
(d) record exchanges between participants including key points, counterpoints, and opinions,
(e) conclude the seminar.

During the seminar, other seminar participants will:
(a) discuss key ideas/issues/perspectives with seminar participants,
(b) if possible, relate article/video/podcast concepts/situations to personal experiences,
(c) propose possible solutions to problems that may be presented in article/video/podcast.

Facilitated seminars will take place in Adobe Connect breakout rooms (3 rooms with 4 students per room). Seminars will be up to one hour in length.

3. Immediately following the seminar, all members of the class will meet in the Adobe Connect common room to participate in a whole class discussion of the seminar proceedings. Seminar facilitators will lead this discussion.

4. During the week following the seminar, facilitators will:
(a) prepare a written report of seminar proceedings, including key ideas/issues/opinions discussed (and possible solutions proposed). The report must include key points and counterpoints raised by individual seminar participants (identifying participants by name).
(b) submit facilitation report to the instructor (via WebCT e-mail) no later than midnight of the Sunday following the seminar.

Reflective Case Study (25%) (presentations as per presentation schedule provided in class. Submission date: May 27, 2012)

Each student in the course will prepare a multimedia reflective case study on a current or historical personal professional issue or problem. Case studies will be presented to the class according to a presentation schedule.

Process
1. The reflective case study will describe, analyze, and critique events and situations that have impacted the student’s professional or academic work and have caused the student to learn more about his or her professional practice or academic experiences or about becoming a professional.

2. The completed case study will include:
(a) A 1500-2000 word written reflection (appropriately referenced to relevant literature) (6-8 pages of 1-1/2-spaced 12-point Times New Roman font).
(b) A multimedia presentation to the class

3. The case study presentation will last up to 30-minutes (20 min presentation followed by 10 min question/discussion period) and should include 2-3 key questions posed by the presenter to stimulate class discussion.

4. In the case study paper and presentation, the student will
(a) introduce the specifics of the case,
(b) identify a historical or ongoing situation, problem, or issue of particular significance to the student that is in need of analysis and/or resolution (writing in first person is acceptable and often preferred in case studies such as this),
(c) describe the context of the situation, problem, or issue and reasons for why the situation, problem, or issue is particularly meaningful and in need of resolution or understanding. Why is/was this particular situation, problem, or issue of particular interest or priority?
(d) describe what is being done (or was done) to (i) better understand the situation, problem, or issue, (ii) determine and carry out possible courses of action,
(e) provide reasons for why particular courses of action may be (or were) considered or taken,
(f) describe what was (or may be) learned from actions planned or implemented (about yourself, organizations, and/or others),
(g) reflect openly on what you are learning (or learned) about yourself through the identified situation, problem, or issue in terms of professional skill and competence (including technical skill, communication skill, decision-making skill, emotional intelligence, etc.),
(g) connect experiences to relevant theories and perspectives, and
(h) conclude the case by reflecting on how the situation, problem, or issue is contributing (or has contributed) to overall professional development.

Reflective Case Study Evaluation Criteria
Evaluation of the reflective case study will be based on the following criteria:
(a) The case is introduced and the purpose of the case is described.
(b) The organizational and social context of the case is established and the events are described. Key individuals are identified. The writer places himself or herself in the centre when describing events.
(c) The writer adequately analyses events (answers questions such as: What happened or is happening? What decisions are or were made and why? What are or were the perspectives and reactions of others?)
(d) The writer critiques his or her own analysis (comments on, critiques, and questions personal behaviours/decisions/views/perspectives/reactions/emotions). The writer identifies, describes, and evaluates feelings, intuitions, and personal learning.
(e) The writer connects relevant theory to practice.
(g) Reflective thinking is present. The student views events, issues, problems and situations from different points of view and is able to “step back” from the situation, and construct and reconstruct a position that reflects understanding of his or her learning process.
(h) The case is concluded adequately.

Professionalism (25%) (ongoing)
Students are expected to adhere to professional conduct becoming of a UOIT graduate student and to participation in the development of a dynamic learning community. There is a high expectation that students will attend and participate in all course activities. The professionalism mark includes partial grades for attendance and punctuality, participation in class discussions, respect for assignment deadlines, regular and timely postings, and a high level of engagement in synchronous and asynchronous online discussions and debates.

PLEASE ATTEND TO THE FOLLOWING UOIT ASSIGNMENT POLICIES AND PRACTICES
Returning Assignments
Most assignments will be returned in class within a time frame that is suitable for the professor to mark a large number of submissions.
Re-Write Policy
Students who receive a grade of C or lower on an assignment are eligible one time only to re-write the assignment making use of the feedback provided on the first attempt to improve their grade. The due date for the re-write will be negotiated between the student and the professor.
Presentation of Assignments
Assignments must always reflect a professional form (margins, pagination, headings, subheadings, correct grammar, and mechanics). Please use APA style for all papers (http://www.apastyle.org OR http://www.uoit.ca/assets/Section~specific/Current~students/Academic~resources/Library/PDF/APA.pdf). Supporting references and documentation should be given where appropriate. Assignments must be professionally presented in a digital form and submitted via email on WebCT. Assignments must include the following information:
- title / name of assignment
- your name & student number
Submitting Assignments
Assignment criteria are specified in the detailed assignment descriptions above. Additional recommendations and helpful information about assignments may be posted on Web CT. Read all the provided information carefully to be sure that you have fulfilled all aspects of the requirements. Keep a copy of all assignments that you have submitted (hard and soft copy) as good practice.

Assignments are DUE ON THE DAY INDICATED unless the following occurs:

Non-negotiable Late Assignment
This is an assignment that has been handed in late, after the 1st ten minutes of class, and there has not been a verbal, contractual agreement between the student and the professor to extend the time for the assignment to be handed in. This assignment is considered late and will be assigned a grade of zero.

Negotiated Late Assignment
This is an assignment that has been handed in late, but with the permission of the professor. The professor and student, through discussion, have mutually agreed on the time/extension and penalty (if applicable) that the student will receive to hand in the assignment.

Extenuating Circumstances
The professor will consider individually, rare extenuating circumstances, which may cause an assignment to be late. The student must provide documentation to validate the extenuating circumstance, which might include hospitalization, death of family member or significant other. It will be at the professor’s discretion to work out the extension in this situation.

10. Accessibility
To ensure that disability-related concerns are properly addressed during this course, students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require alternative testing and examination arrangements or other academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Academic Integrity
Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT’s regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one’s own work to copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT’s regulations on academic conduct does not constitute a defense against its application.

Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent

12. Course Evaluations
Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT’s programs and instructional effectiveness. To that end, course evaluations are administered by an external company in an online, anonymous process during the last few weeks of classes. Students are encouraged to participate actively in this process and will be notified of the dates via MyCampus.