

University of Puerto Rico
Rio Piedras Campus
Faculty of Education

Addendum Report Evidence 3.4

Syllabus

Codification: FAED 4001

Course Title: Professional Reflexive Seminar I

Credits: One credit (1) (15 hours)

Corequisite:

EDFU 3012 – Educational Psychology Fundamentals or
EDCO 3007 – Human Cycle of Life (for students studying preschool education) or
EDFI 3618: Psychological Fundamentals in Physical Activity (for students studying physical
education)

*The Reflexive Seminary is linked with the mentioned courses. Some evidences and tasks could provide evidences for the course.

Course description

The Professional Reflexive Seminar of the Faculty of Education is offered in three stages that extend from the student's entry into the Faculty until they complete their baccalaureate degree. The seminar provides students the opportunity to reflect upon teaching and the academic and professional preparation this profession requires. The electronic portfolio is used as a tool to stimulate and evidence the students' reflection and development process using the competencies and principles presented in the Faculty of Education's Conceptual Framework as a foundation. In Seminar III the student will complete his or her portfolio and reflect about the research in teaching process.

Objectives

1. To reflect upon the teaching profession and its function in society.
2. To understand and analyze the conceptual framework, principles and competencies and the dispositions established for the formation of teacher in the Faculty of Education.
3. To know the online portfolio process and its purpose in the formation of future teachers and to initialize its process.
4. To understand and practice reflecting upon the evidences presented to prove their performance in the Online Portfolio.

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Content outline

Theme	Time distribution	
	Presential	Hybrid
A. Course introduction. 1. My Educational Path	1.5 hours	1.5 hours
B. Teachers in the profession and their role in society. 1. Relationship between the conceptual framework, principles and dispositions of the educator in formation in a academic program.	1.5 hours	1.5 hours
C. The Online Portfolio and the reflexive educator. 1. Introduction to the Online Portfolio model. a. Gather b. Select c. Reflect d. Transform 2. Execution evidences and their relationship with the principles and competences. 3. Online Portfolio examples in which students can see other Educational Paths.	3 hours	3 hours (1 face to face)
D. The reflective process about their learning.	3 hours	3 hours (1 face to face)
E. The platform 1. Use and management of the platform.	3 hours	3 hours (1 face to face)
F. Assessment process and Portfolio evaluation.	3 hours	3 hours (1 face to face)

Aspects to be worked on in the online portfolio:

1. Get to know me.
2. My educational path.
3. Work on reflection: "To be a teacher".
4. Principle #1: The disciplines and general education/ Competency #1: Mastery and knowledge of the subject matter.
5. Principle #2: Learning and development / Competency #2: Awareness of student and the learning process.
6. Principle #3: Planning / Competency #3: Planning for teaching.
7. Principle #4: Critical thinking, investigation, and creativity / Competency #4: Implementation and research of the teaching process.
8. Principle #5: Motivation / Competency #5: Creation of learning environment.
9. Principle #6: Language / Competency #6: Communication.
10. Principle #7 Educative technologies / Competency #7: Integration of emerging educational technologies.
11. Principle #8: Evaluation and assessment / Competency #8: Assessment of learning.

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12. Principle #9: Community and social context / Competency #9: Relations with the community.
13. Principle #10: Action and ethic professional development / Competency #10: Professional and personal development and performance.

Strategies and teaching modalities

1. Face to face modality with online tools – the course is on site but integrates online experiences and activities utilizing virtual platforms.
2. Use active learning activities like:
 - a. Group collaboration and work.
 - b. Group discussions.
 - c. Reflections.
 - d. Invited resources.
 - e. Workshops.
 - f. Demonstrations.

Minimum resources needed

1. Digital platform for electronic portfolios.
2. Computers and internet connection.
3. Video-projector

Strategies for evaluation and assessment

1. Assistance and participation (15%)
2. Online Portfolio (50%)
 - a. Include evidences worked on after the second seminary.
 - b. Revise evidences.
3. Presenting the Online Portfolio (35%)
 - a. The online portfolio's rubric will be used to evaluate student's performance presenting their evidences.
4. Differenced evaluation: There will be changes made to the evaluation process according to special needs students may have. This will be done with the process suggested by the *Oficina de Asuntos para las Personas con Impedimentos (OAPI)*.

Grade system

P: Pass

NP: No pass

- A student needs to meet 70% of the course requisites to approve a seminary.

Reasonable accommodation

In compliance with the Section 504 of the Law for Vocational Rehabilitation of 1973 and Title II of the Americans with Disabilities Act of 1990, students that voluntarily tell the corresponding university's authorities that they have a special need, that may affect their performance in the course, will have to communicate such need to the professor so he or she may work upon what is suggested by OAPI. In this way it is expected that students with special needs may meet the requirements of this course.

Academic integrity

The University of Puerto Rico works upon higher standards for academic and scientific integrity. Article 6.2 of the General Student Regulations (Certification Num. 13 2009-2010, of the Board of Trustees) establishes that "the academic dishonesty includes, but is not limited to: fraudulent actions, the obtaining of grades or degrees using false or fraudulent simulations, to copy in partiality or completely of the academic labor of another person, to plagiaries completely or partially the labor of another person, to copy partially or completely the answers of another person in an exam (oral or written), or help of another person that behaves in the ways mentioned before". Any of these actions will be subject to disciplinary action in conformance with the process established by the General Student Regulations.

Magazines:

Action in Teacher Education
American Educational Research Journal
American Journal of Education
American Secondary Education
Australian Journal of Education
British Educational Research Journal
British Journal of Educational Studies
British Journal of Educational Technology
Cambridge Journal of Education
Canadian Journal of Education
Child Development
Cuadernos de Investigación
Early Childhood Research and Practice (online)
Early Childhood Research Quarterly
Early Education and Development
Harvard Educational Review
Health Education Journal
Health Education Research

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Health Educator
History Teacher
Innovation in Language Learning and Teaching
International Journal of Early Special Education (online)
Journal of Applied Developmental Psychology
Journal of Early Childhood Teacher Education
Journal of Early Intervention
Journal of Research in Childhood Education
Paideia
Physical Education and Sport Psychology
Science & Education
Science Activities: Classroom Projects and Curriculum Ideas
Science Education
Science Education International
Science Education Review
Science Teacher
Teacher Development
Teacher Education and Practice
Teacher Education and Special Education
Teacher Education Quarterly
Teachers and Teaching: Theory and Practice
Teaching Children Mathematics
Teaching Science
Technology, Knowledge and Learning
Technology, Pedagogy and Education
TESL Canada Journal
TESOL in Context
TESOL Journal
Theory and Research in Education

Web Pages

Answerables

<http://answerables.com/>

AppsBar <http://www.appsbar.com/>

BeenPod

<https://beenpod.com/edu>

BioDigital Human <https://human.biodigital.com/index.html>

Bookopolis <https://www.bookopolis.com/#/>

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Booktrack Classroom <https://www.booktrackclassroom.com/content/>

Beyond Pad <https://www.beyondpad.com/>

Code <https://code.org/>

DIY <https://diy.org/>

Engineering is Elementary <http://www.eie.org/>

FlipQuiz <http://flipquiz.me/>

Google Classroom <https://www.google.com/edu/products/productivity-tools/classroom/>

Gooru <http://www.gooru.org/#home>

Hstry <https://www.hstry.co/>

IFTTT (If This Then That) <https://ifttt.com/>

Knowmia <http://www.knowmia.com/>

Media History Digital Library <http://mediahistoryproject.org/>

Molecular Workbench <http://mw.concord.org/modeler/index.html>

My Storybook <https://www.mystorybook.com/>

National Association for the Education of Young Children www.naeyc.org

Pear Deck <https://www.peardeck.com/>

PhET <http://phet.colorado.edu/>

Remix-T <http://learning.nd.edu/remix/>

Soundtrap <https://www.soundtrap.com/>

Storyboard That <https://www.storyboardthat.com/>

Tackk <https://tackk.com/>

The Why Files <http://whyfiles.org/>

TouchCast <http://www.touchcast.com/>

Vocabulary.com <https://www.vocabulary.com/>

What Was There <http://www.whatwasthere.com/>

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