

University of Puerto Rico
Rio Piedras Campus
Faculty of Education

Addendum Report Evidence 3.7

Syllabus

Codification: FAED 4002

Course Title: Professional Reflexive Seminar II

Credits: One credit (1) (15 hours)

Prerequisites: Professional Reflexive Seminar I (FAED 4001)

Corequisite: Concentration Field Pre-Practice 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 about the his or her educational philosophy and its significance towards his or her educational practice and other teacher's practice.
2. To recognize the diversity in the education context.
3. To reflect upon the implications that diversity has on educational practices.
4. To explain the social context of the school community in which he or she realizes the field practice and it's implication in the learning and teaching process.
5. To participate in professional development.
6. To recognize the impact that professional development may have in his or her teaching practice and in students learning.
7. To fortify the reflection process to demonstrate his or her development as a future teacher.
8. To evidence his or her academic and professional development in the online portfolio.

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Content outline

Theme	Time distribution	
	Presential	Hybrid
<p>A. Introduction to the seminary.</p> <ul style="list-style-type: none"> a. Principles/Competencies of the Faculty of Education. b. What I have accomplished and what I still must do in my online portfolio. c. My philosophy as my base for my vision and practice as a teacher. 	1.5 hours	1.5 hours
<p>B. Reflecting upon learning and teaching</p> <ul style="list-style-type: none"> a. The importance of reflecting in educational practice. b. The impact of the action of learning and teaching. c. The reflective process. d. The process of observing while teaching. e. How to reflect in the professional portfolio. 	3 hours	3 hours (1 face to face)
<p>C. Diversity in educational context.</p> <ul style="list-style-type: none"> a. Social contexts and the understanding of the communities from which education emerges. b. The proper management of diversity in the school context. 	3 hours	3 hours (1 face to face)
<p>D. Educator's professional development.</p> <ul style="list-style-type: none"> a. A learner through life – diversity in professional experiences. b. Investigation as a tool for professional development. c. Investigation as a process for promoting critical thinking and problem solution. 	3 hours	3 hours (1 face to face)
<p>E. My educational philosophy – Task work.</p> <ul style="list-style-type: none"> a. Considerations for the writing of “My Educational Philosophy”. b. My vision: <ul style="list-style-type: none"> i. How do we learn? ii. What is learning? What is teaching? iii. How do I create profound learning? iv. Of the society, of the learner. v. Of the education and the discipline, I will be teaching. 	3 hours	3 hours (1 face to face)

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Theme	Time distribution	
	Presential	Hybrid
F. Extending the portfolio. a. Evidences developed in the diverse courses and extracurricular activities that allow one to demonstrate the development of the future teacher in each Principle/Competency and the elaboration of the reflection related with each principle and competency.		

Aspects to be worked on in the online portfolio:

1. My Educational Philosophy.
2. Reflective work on Learning and Teaching.
3. Principle #1: The disciplines and general education/ Competency #1: Mastery and knowledge of the subject matter.
4. Principle #2: Learning and development / Competency #2: Awareness of student and the learning process.
5. Principle #3: Planning / Competency #3: Planning for teaching.
6. Principle #4: Critical thinking, investigation, and creativity / Competency #4: Implementation and research of the teaching process.
7. Principle #5: Motivation / Competency #5: Creation of learning environment.
8. Principle #6: Language / Competency #6: Communication.
9. Principle #7 Educative technologies / Competency #7: Integration of emerging educational technologies.
10. Principle #8: Evaluation and assessment / Competency #8: Assessment of learning.
11. Principle #9: Community and social context / Competency #9: Relations with the community.
12. 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 face to face 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 o 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

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before”. Any of these actions will be subject to disciplinary actions 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
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

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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/#/>

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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