

Addendum Report Evidence 3.8

Syllabus

Codification: FAED 4003

Course Title: Professional Reflexive Seminar III

Credits: One credit (1) (15 hours)

Prerequisites: Professional Reflexive Seminar II

Corequisite: Concentration Practice

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 education profession and its function in society.
2. To evidence his/her academic and professional development in a online portfolio.
3. To reflect upon the evidence presented to prove their progress on the online portfolio.
4. To present the online Education Faculty's Reflective Formative Portfolio.
5. To understand the importance of the online Reflective Formative Portfolio in their future professional development.

Content outline

Theme	Time distribution	
	Presential	Hybrid
A. My portfolio: Where I am and what I still have to do. 1. Identifying evidences.	3 hours	3 hours (1 face to face)
B. Reflecting upon investigating while teaching. 1. My areas of strength and areas of need.	3 hours	3 hours (1 face to face)

University of Puerto Rico
Rio Piedras Campus
Education Faculty

C. My professional briefcase i. Where am I headed? ii. My luggage	3 hours	3 hours (1 face to face)
D. Preparation for the final presentation of the online Reflexive Portfolio and research in action. 1. Include and revise evidences. 2. Include execution evidences for the pre-practice course and field practice. 3. Presenting the portfolio (5 hours). 4. Strong areas and development need in professional practice.		

Aspects to be worked on in the online portfolio:

1. My Professional Suitcase.
2. Reflective work on Investigating while 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: Planification / 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. Presential modality with online tools – the course is presential 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.

University of Puerto Rico
Rio Piedras Campus
Education Faculty

- 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

University of Puerto Rico
Rio Piedras Campus
Education Faculty

partiality or completely of the academic labor of another person, to plagiarize 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 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

University of Puerto Rico
Rio Piedras Campus
Education Faculty

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/#/>

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>

University of Puerto Rico
Rio Piedras Campus
Education Faculty

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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University of Puerto Rico
Rio Piedras Campus
Education Faculty

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University of Puerto Rico
Rio Piedras Campus
Education Faculty

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