

Southwest Minnesota State University
Marshall, Minnesota 56258
Graduate Education Program



The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

AE 511: Critical Reflection on Research, 1-3 Credit
Spring 2013

Communities of Practice Investigating Learning and Teaching
Southwest Minnesota State University
Graduate Education Program
AE: 511 Critical Reflection on Research, 1-3 Credit
Grading: A-F

<i>Facilitator:</i> Dr. Tanya McCoss-Yerigan	<i>Class Days:</i> TBD
<i>Office:</i> IL 156	<i>Class Hours:</i> TBD
<i>Telephones:</i> 320-564-2337	<i>Meeting Room:</i> TBD
<i>E-Mail Address:</i> tanya.yerigan@smsu.edu	<i>Office Hours:</i> Anytime

Course Description:

Through partnership with the Center for Scholastic Inquiry and SMSU, this course offers professionals the opportunity to earn university credit while developing reflective practice, practical activities and strategies based on knowledge attained by attending an international academic research conference focused on evidenced-based and best practice. Students will attend the research conference and then, within their own work setting, explore the content, process for design, implementation and evaluation of the research.

Course Specifics:

Conference Date: TBD

This course will be held via a blend of conference attendance and participation, workplace lab, reflection communication between learner and facilitator.

Course Requirements:

Students must attend all general and one session per breakout at the conference and complete all follow up assignments. This does not mean attending every available breakout session, but one presentation per breakout session. This course is offered for variable credit. Students registering for 1 credit must attend one conference day (8 hours) and complete objectives/outcomes 1-3, students registering for 2 credits must attend two conference days (16 hours) and complete objectives/outcomes 1-5 and students registering for 3 credits must attend all three conference days (24 hours) and complete objectives/outcomes 1-6.

Required Readings/Resources:

Required readings are based on the materials and resources provided by individual presenters in the conference general and individual breakout sessions.

Course Overview:

Objectives/ Outcomes	Activity	Assessment	Timeline
1. Identify Professional Goals	<ul style="list-style-type: none"> Write a paper defining how attending the research conference relates to and supports your professional goals. <i>(see rubric)</i> 	Professional Goal Paper	TBD
2. Gather & Evaluate Research Content	<ul style="list-style-type: none"> Attend all general conference sessions and a session during each breakout. Write a substantive summary of each session (include time, session name, presenter(s) name and a brief description of session content). <i>(see rubric)</i> 	Session Summaries	TBD
3. Summarize & Assess Learning	<ul style="list-style-type: none"> Write a reflective paper synthesizing your conference experience based on your professional goal statement. Be sure to assess the information gained from the session. The paper should be 3-5 pages in length. <i>(see rubric)</i> 	Reflective Paper	TBD
4. Action Plan	<ul style="list-style-type: none"> Develop an action plan that includes two practical activities/applications based on what you learned at the conference. Through development of an action plan, design the activities, implement and evaluate them. This action plan should include a specific explanation of each activity, a timeline and a reflective evaluation plan. The activities should be geared to the audience you work with. <i>(see rubric)</i> 	Application Action Plan	TBD
5. Reflective Evaluation Plan	<ul style="list-style-type: none"> An evaluation report must be developed and completed. The report must include evaluation of the specific activity and a self-evaluation of professional practice/performance. The self-evaluation must describe what was learned through the design and implementation of the activities. Additionally, the evaluation must include how he/she will apply this in his/her practice. 	Reflective Evaluation Report	TBD
6. Annotated Bibliography	<ul style="list-style-type: none"> A minimum of 5 (mixture of online, book, journal) resources on the topic must be reviewed, analyzed and synthesized. A summary must be written for each resource. The bibliography must be properly formatted according to the APA 6th edition manual. 	Annotated Bibliography	TBD

Assessment Methods:

Assessment:	1 Credit Points	2 Credits Points	3 Credits Points
Professional Goal Statements/Paper	50	75	100
Conference Attendance Verification & Session Summaries	150	300	450
Reflective Paper	100	125	150
Application Action Plan		100	100
Reflective Evaluation Report		100	100
Annotated Bibliography & Reflective Resource Summary			200
	300	700	1100

1 Credit=300

2 Credits=700

3 Credits=1100

Grading Scale:

100% A+	92-89 B+	82-79 C+	72-69 D +
99-96 A	88-86 B	78-76 C	68-66 D
95-93 A-	85-83 B-	75-73 C-	65-63 D-
Minimum competency for a graduate class is 73%			62- F

Class Policies:

Collaboration - All class members are expected to use professional and ethical interactions to support a positive learning environment. The instructor wants open, honest, and supportive communication.

Academic Honesty – As stated in the SMSU Student Handbook, any form of academic dishonesty, including, but not limited to, cheating, and plagiarism, is prohibited.

Disabilities – If you are a student with a documented disability and wish to discuss your academic accommodations, please make an appointment with the instructor. You may also wish to contact the Coordinator of Disabled Student Academic Accommodations in the SMSU Learning Resources, IL 220, 537-6169.

Attendance Policy – Attendance is an important aspect of professionalism. You will need to have high, consistent attendance (including timely arrival and departure) in your role as a professional; therefore, attendance is expected in this course. You may miss class once but missing more than this will result in a lower grade. If you must be gone, please call the instructor. If there are extenuating circumstances for missing class, we will discuss alternative measures for correcting the absence. If the attendance policy poses a problem, you may appeal first of all to the chair of the department, and if you are not satisfied with this, you may appeal to the education department.

Appeal Process - The Education Department appeal process is available in the Education Department Office. Refer to the Southwest Minnesota State University (SMSU) Student Handbook for additional policies.

Rubric:

Scoring Rubric	1	2	3
1. Professional Goal Paper includes:			
▪ specific outcomes for the conference sessions selected to attend.			
▪ professional benefit anticipated from the conference.			
2. Session Summaries:			
▪ name, date, time and presenter for each session attended.			
▪ substantive summary of each session			
3. Reflective Paper:			
▪ relates information gained at the conference to professional goal statements/paper.			
▪ is written in clear and concise style.			
▪ is 3-5 pages, typed and grammatically correct.			
▪ Reviews the key points of the sessions and the application of these points to your professional practice/development.			
4. Application Action Plan:			
▪ Timeline is present (including a minimum of two application ideas).			
▪ Activity is described as if the reader were not familiar with the topic.			
▪ A specific learning objective and plan for accomplishing it is written for each activity.			
▪ Explanation of appropriateness of activity for your work setting.			
▪ An explicit connection between what you learned at the conference and the activities planned/implemented is present.			
▪ Reflective evaluation plan delineated			
5. Reflective Evaluation Plan (must include written reflective paper)			
▪ Completed evaluation plan present			
▪ The experience was critically evaluated.			
▪ Self-evaluation was present (Reflected on what was learned through the design and implementation of this activity. Reflected on how he/she will apply this learning in his/her practice.			
6. Annotated Bibliography & Reflective Resource Summary			
▪ The annotated bibliography			
▪ A minimum of 10 (mixture of online, book, journal) resources was utilized.			
▪ The bibliography is properly formatted according to the APA 6 th edition manual.			
▪ The resource summary (250 word minimum) for each			
1 points = incomplete or not developed; work is at a superficial level 2 points = complete and specific to task 3 points = constructive in nature and transformational for student			