

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION  
TRANSFORMATIVE TEACHING MASTER'S DEGREE PROGRAM**

**EDUC 647 C03: Critical Reflective Practice  
1.5 Credits, Summer 2017  
Monday, July 24 - Friday, July 28**

**9 AM - 4:30 PM/ MTWRF  
Thompson Hall 1020**

**PROFESSORS:**

Names:	Betsy DeMulder, PhD	Stacia Stribling, PhD	Jenice View, PhD
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**COURSE DESCRIPTION:**

A. Prerequisite: Admission into the MEd Curriculum and Instruction concentration in Transformative Teaching program.

B. Engages students in a learning community of teachers to develop skills of critical reflection on professional practice.

**LEARNER OBJECTIVES:**

**This course is designed to enable students to:**

1. Develop as researchers and reflective practitioners.
2. Develop a critical perspective on issues related to teaching and learning,

**PROFESSIONAL STANDARDS:**

This course fits with the core values of the College of Education and Human Development, which include collaboration, research based practice, innovation, ethical leadership, and social justice.

This course is designed to meet the following professional teaching standards:

- GMU Dispositions for a Career Educator V
  - Commitment to Democratic Values and Social Justice
- Teachers College Columbia Teacher Expectations IV
  - Advocates of Social Justice and Diversity
- NBPTS Propositions 1
  - Teachers are Committed to Students and Their Learning

**REQUIRED TEXTS:**

Wink, J. (2011). *Critical pedagogy: Notes from the real world* (4th ed.). NJ: Pearson Education, Inc. [selected chapters]

Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass. [selected chapters]

\*Please Note: Additional articles, chapters, PowerPoint presentations, and media will be distributed and/or posted on Blackboard as needed.

**COURSE ASSIGNMENTS: (aligned with outcomes/objectives)**

**1. Assignment descriptions**

- Critical Reflection Paper – PBA (Assesses objectives 1 and 2)
- Identity Web (Assesses objectives 1 and 2)
- Critical Pedagogy in Action Documentation (Assesses objectives 1 and 2)\*
- Photo Personal Narrative (Assesses objectives 1 and 2)\*
- Pre-Survey Equity Audit (Assesses objectives 1 and 2)

**2. Assignment weighting (percentages, points)**

Attendance & Participation (5 days-4pts. each)	20 points
Class Day Feedback (4 days-5 pts. each)	20 points
Activities:	
Identity Web	5 points
Pre-Survey Equity Audit	5 points
Critical Pedagogy in Action Documentation	10 points
Photo Personal Narrative	10 points
Critical Reflection Paper	30 points

**3. Grading policies (and grading scale appropriate for UG or GR level)**

**Grade Distribution**

95-100	A
90-94	A-
87-89	B+
83-86	B
80-82	B-
75-79	C
74 and below	F

#### **4. Other expectations (e.g., attendance, writing requirements)**

- The completion of all readings assigned for the course is assumed. Because the class will be structured around discussion and small group activities, it is imperative that students keep up with the readings and participate in class.
- Attendance in class is important to students' learning; therefore, students are expected to make every effort to attend the summer residency class sessions. Absences, tardiness, and leaving early may negatively affect course grades. If, due to an emergency, students will not be in class, they must call the instructor and leave a message or send an email before class. The following policy is from the university course catalog: Students are expected to attend the class periods of the courses for which they register. In-class participation is important not only to the individual student, but also to the class as a whole. Because class participation may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.
- All written assignments prepared outside of class will be evaluated for content and presentation. The American Psychological Association, Sixth Edition (APA) style will be followed for all written work. All written work unless otherwise noted must be completed on a word processor and should be proofread carefully. (Use spell check!) If students are not confident of their own ability to catch errors, they should have another person proofread their work. When in doubt, they should check the APA manual. Portions of the APA manual appear at the Style Manuals link on the Mason library web guide at <http://library.gmu.edu/resources/edu/>. Students may consult the Writing Center for additional writing support. Students will do the following:
  - Present ideas in a clear, concise, and organized manner. (Avoid wordiness and redundancy.)
  - Develop points coherently, definitively, and thoroughly.
  - Refer to appropriate authorities, studies, and examples to document where appropriate. (Avoid meaningless generalizations, unwarranted assumptions, and unsupported opinions.)
  - Use correct capitalization, punctuation, spelling, and grammar.

#### **5. Selected performance-based assessment (PBA)**

Critical Reflection Paper. Consider the activities and experiences of the past week. In a 3-7 page paper, use Brookfield's Critical Reflection Process to describe new insights about your assumptions and beliefs about teaching and learning as well as critical questions related to power and hegemony. Draw data from at least 3 products created during the week as evidence for how you came to these new understandings. This final analysis should not simply repeat what you have already produced, but should be a synthesis across the experiences that describes a deeper understanding of who you are as a teacher and learner.

## **6. TK20 Performance-Based Assessment Submission Requirement**

Every student registered for any [Name of Program] course with a required performance-based assessment is required to submit this assessment, **Critical Reflection Paper**, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

## **GMU Policies and Resources for Students**

- a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/the-mason-honor-code/>].
- b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- c. Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- d. The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- e. Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- g. The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
- h. The Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community (<http://studentsupport.gmu.edu/>) and the staff will follow up with the student.

## PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

## CORE VALUES COMMITMENT

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].**

## CLASS SCHEDULE:

Date	Topic/Learning Experiences	Readings and Assignments
Day 1	Introducing Reflective Practice & Critical Pedagogy	<b>Have read:</b> Wink text: Intro, Chapters 1 & 2 <b>Due in Blackboard by 9pm:</b> Class Day Reflective Feedback
Day 2	Multiple Perspectives; Developing Teacher Research Skills; Identity	<b>Have read:</b> Critical Reflection Reading <b>Due in Blackboard by 9pm:</b> Class Day Reflective Feedback
Day 3	Technology Introduction/Preparation; Developing Teacher Research Skills;	<b>Due in Blackboard by 9pm:</b> Class Day Reflective Feedback
Day 4	Critical Pedagogy in Action: Field trip to DC	<b>Due in Blackboard by midnight:</b> <ul style="list-style-type: none"><li>• Identity Web</li><li>• Pre-Survey (Equity Audit)</li></ul> <b>Due in VoiceThread by midnight:</b> <ul style="list-style-type: none"><li>• Photo Personal Narrative</li></ul>
Day 5	Critical Pedagogy in Action: Debriefing the field trip, VoiceThread presentations/ sharing  Critical Reflection	<b>Due in Class:</b> Critical Pedagogy in Action Assignment
<b>Due in Bb Assignments &amp; in Assessments by Sunday midnight:</b> Critical Reflection Paper (PBA) <b>Due in Blackboard by Sunday midnight:</b> Summer Session Reflective Feedback		

**ASSESSMENT RUBRIC:** The Critical Reflection Paper (PBA) will be assessed according to the professional standards and the specific assignment guidelines using the following rubric:

**Critical Reflective Practice**  
*Assignment rubric*

<b>CRITERIA</b>	<b>Beginning (Does not meet standards) 1</b>	<b>Developing (Meets standards) 2</b>	<b>Accomplished (Exceeds standards) 3</b>	<b>Exemplary (Exceeds standards) 4</b>
<b>Multiple Perspectives (GMU V, TC IV, NBPTS 1)</b>	Budding understanding of how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues	Understands own perspective and how it affects teaching and relationships with children, families, pedagogy, and colleagues	Understands how own perspective affects teaching and relationships with children, families, pedagogy, and colleagues. Respects difference and avoids deficit thinking. Distinguishes between assumptions and facts	Metacognitively understands the origins of own perspective, questions self about perspectives, actively seeks understanding of others' cultural knowledge and views, respects difference. Avoids deficit thinking. Distinguishes between assumptions and facts
<b>Reflection</b>	Merely describes experiences without any analysis	Solid description of experiences and identity with minimal analysis	Solid description with an adequate analysis of meaning	Seamlessly weaves experience and analysis to illustrate a deep understanding of identity