Course Title   EDCI 480 – Readings in Research and Education

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Text   N/A

Conceptual Framework Statement
"The mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

The main goals of this course are to explore, examine and investigate the world of classroom assessment, from teacher-made sources of student progress and achievement to standardized tests.

General Description
This is a capstones course in which students independently conduct research in order to enhance their roles as teachers, leaders and academics.

Jamaican Relevancy
Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

General Course Objectives/Competencies
•   Identify a minimum of three resources that have impacted your philosophy of education.
•   Discuss the role of teacher- leadership in your school and what impact it can have on student learning.
•   Identify 10 resources that provide evidence for a project that will enhance your growth as a teacher.

Diversity Statement
Students explore the role of the educational leader in providing leadership in school to create climates and instructional strategies to meet the needs of diverse teachers and learners.
Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

Accommodations for Students with Disabilities

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential.

Academic Honesty Policy
Western Carolina University, as a community of scholarship, is also a community of honor. Faculty, staff, administrators and students work together to achieve the highest standards of honesty and integrity. Academic dishonesty is a serious offense at Western Carolina University because it threatens the quality of scholarship and defrauds those who depend on knowledge and integrity. Academic dishonesty includes:

A. Cheating--Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
B. Fabrication--Intentional falsification or invention of information or citation in an academic exercise.
C. Plagiarism--Intentionally or knowingly representing the words or ideas of someone else as one's own in an academic exercise.
D. Facilitation of Academic Dishonesty--Intentionally or knowingly helping or attempting to help someone else to commit an act of academic dishonesty, such as knowingly allowing another to copy information during an examination or other academic exercise.

The full University Academic Integrity Policy is located at: http://catalog.wcu.edu/content.php?catoid=20&navoid=346#honestypolicy.

Using a paper or project from another class OR student is unacceptable.

Technology Expectations
Students complete the class on-line. In addition, students must use the web for research and submit all assignments electronically.

Technology Resources
There are various technology resources available to you to help you complete assignments in this course. You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B. The Technology Commons on the bottom floor of the library also has various equipment for checkout. Both also provide consultation on the use of technology and software training.

Clinical and/or Field Experience Component: No formal clinical component is required for this course. However, teachers will be constantly asked to apply concepts to relevant situations.

Class Attendance
In order for us to develop as a community of learners who will learn from each other and enjoy our time together, and in order for the time to speed by, it is important that everyone:

• attend each class, arriving on time and willing to move the furniture when necessary
• be an active and informed participant in class discussions
• read and think about the assigned materials prior to class
• prepare and hand in assignments on the date due
• understand that what you know when you come to class each week may change
• arrive with a mind open to the ideas of others

Student Responsibilities:

I. Option 1. Professional Growth (100 Points): Students will identify and independent project in the area of professional growth that will directly impact their teaching and classroom. This project, to a great extent, will utilize Hunter Library resources. The project will initially be vetted by a peer group of 4-5 individuals, with final authorization granted by the instructor. Students may work individually or in small groups no larger than 3 students. The final product should be a minimum of 8 – 10 pages, including all text, drawing, charts, etc, but not including the references used. If working in small groups, you must clearly identify the contributions of each group member. You

should have a minimum of 10 sources (books, journals, internet), documented as a reference section using APA format. All final products will be presented on the final day of class.

Suggested activities for Professional Growth might include but not restricted to):
- Reviewing/redesigning curricula – curriculum mapping
- Or because the curriculum in many cases in set…identifying different activities and teaching methods based on the perceived needs in those courses taught…and identifying specifically when/how these new strategies will be implemented
- Classroom management plans, focusing on student ownership, involvement
- Differentiating instruction

<div align="center">**OR**</div>

Option 2. Personal growth: to identify personal goals that will improve who you are as an individual and then identify readings and articles in that area.

Suggested activities for Personal Growth might include but not restricted to):
- Identify specific areas of personal growth (patience, tolerance, understanding, etc). Write out as goals.
- Identify readings (books and articles) that relate to your area of research (minimum of 10)
- Write out a synopsis of what was gained from each of the readings and how it relates to your areas of personal growth
- What is the product of your endeavors? Paper? Play? Plan of action?

<div align="center">**PLUS**</div>

II. Personal Evaluation, Analysis, and Synthesis Paper (100 Points): In this program, you have had various opportunities to explore your philosophy of teaching. Here at the end of your programme, I would like for you to take that information (additional philosophy of education inventories are available if you are interested in re-taking a Philosophy of Education inventory; for example, http://oregonstate.edu/instruct/ed416/Task4.html)
and combine it with the information gained from a Myers-Briggs type Personality Inventory; for example: http://www.humanmetrics.com/cgi-win/jtypes1.htm to produce a personal evaluation that analyzes and synthesizes the knowledge you have gained about yourself. In this final paper (5-6 typed, double-spaced pages), I want you to think about your strengths and weaknesses and consider how you have grown and evolved over the course of your studies and how this information relates to your philosophy of life generally; and more specifically, to teaching, learning and leading. Finally, what are your professional goals for the future? Who are you? And more importantly, where do you want to go from this point forward?

Grading
Students may earn a total of 200 points and grades will be based on the following percentages of the total possible points.
A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
Below 70% is a failing grade

Bibliography/Additional Readings

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<u>Tentative Schedule of Activities</u>

Week 1	
7/12	• Review syllabus/expectations • Re-introductions • Brainstorm project ideas
7/13	9:15 Library tour/ writing center (Meet in front of circulation desk)
7/14	9:15 Curriculum Materials Activity….Library
7/15	Movie: Life and Debt (Killian 102) Meet in small groups (3-4 people) to discuss/exchange educational philosophies/ideas. Begin writing out your *Personal Evaluation, Analysis, and Synthesis Paper* paper.
Week 2	
7/19	Library/ Work on projects/ Sign-in with Dr. Blair at library
7/20	Library/ Work on projects/Sign-in with Dr. Blair at library
7/21	Library/ Work on projects/Sign-in with Dr. Blair at library
7/22	Movie: Finlandia Phenomenon (Library)
Week 3	
7/26	Library/ Work on projects/ Sign-in with Dr. Blair at library
7/27	Library/ Work on projects/ Sign-in with Dr. Blair at library
7/28	Research Presentations (Group One)
7/29	Research Presentations (Group Two) ALL WORK DUE!!!!!!