



# Education 5552

## Practicum in Education II

### Language and Literacy Cohort

### Spring 2020

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### Calendar Description:

This experience allows further or additional independent scholarly activity in the context of teaching in their own or another's classroom. The student works with a faculty member to develop a proposal and the details of the study. Students should consult the Associate Dean, Graduate Studies and Research in the Faculty of Education for more information.

### Course Description:

The practicum course provides an opportunity for graduate students to engage in an inquiry project focused on an aspect of teaching, learning, or professional development that has direct relevance to the graduate students' professional context with an additional focus on Indigenous literacies. The practicum will facilitate the development of skills as a reflective practitioner-researcher, as participants will explore theoretical concepts in relation to their teaching practice or context. The exploration of the chosen topic, question, or issue should result in an elaborated understanding about their teaching and teaching context and should result in tangible growth as a professional practitioner and emerging academic.

As the focus of the course is on the development and implementation of a inquiry project with a focus on Indigenous literacies, the structure of the course will be very individualized. The inquiry project may be based on work completed for previous courses or may be a novel undertaking. Moreover, the project may provide the foundation for further inquiry in relation to the capstone, culminating project or thesis, or may be an isolated project with the specific focus of exploring ways to improve teaching practices. To support the individual inquiry project, there will be course meetings throughout the term with the instructor, in small groups, and the whole group.

## Course Outcomes:

At the end of the course students will be able to:

- 1) Explore an aspect of their professional work through the integration of theory and practice resulting in tangible insights into their teaching practices or context, with a focus on Indigenous literacies.
- 2) Propose, conduct, and reflect on an inquiry project, thus demonstrating practitioner-researcher skills.
- 3) Synthesize appropriate academic resources to create a coherent inquiry report related to the topic of investigation.
- 4) Apply high academic standards in reporting findings from the inquiry project.
- 5) Demonstrate advanced skills as a reflective practitioner by identifying ways to improve future teaching and scholarly practices.

## Course Materials:

There are no predetermined materials for the course. Students should conduct extensive reading about the selected area of investigation for their inquiry project that will inform the structure of the project and constitute the literature review section of the final report.

## Evaluation:

The practicum course is graded 'pass' or 'fail.' In order to achieve a 'pass' for the course, all requisite components of the inquiry project must be completed to a high standard of quality.

## Inquiry Project Requirements:

### **Project Proposal (10 page maximum)**

*Due Date – January 31<sup>st</sup> and February 14<sup>th</sup>, 2020*

*Weight: 40%*

The inquiry project proposal will clearly outline the focus and structure of the inquiry project students will undertake as part of the course. Prior to submitting the final proposal, students will have the opportunity to discuss the proposed project with the instructor and to receive feedback on initial draft of the proposal. The proposal should include the following content:

- 1) **Project Contextualization** – This section will include a clear articulation of the focus of the inquiry project. This will include the topic, problem, issue, etc. that will be addressed and the question that will guide the inquiry. This section should also clarify the context in which the project will be undertaken, including the position and responsibilities of the investigator, the institution in which the investigation will take place, and any other pertinent information that may influence the practicum project. In essence, this section will introduce the focus of the project and ground the inquiry in a specific location.

- 2) **Rationale** – After introducing the topic and location of the investigation, this section will provide space for rationalizing the proposed project. The rationale should include a concise articulation about the relevance of the exploration to the context of investigation, including its significance to your own professional and personal growth. The rationale should also clearly locate the inquiry topic in relation to contemporary literature in the field and should demonstrate a strong foundational grounding in the topic.
- 3) **Action Plan** – Develop a comprehensive plan of action to explain the steps that will be taken to complete the project with a timeline attached for the completion of each of the steps (February 24<sup>th</sup> – March 27<sup>th</sup>). Students should consult the schedule for the course provided on a subsequent page when creating the timeline for the project to ensure that actions are completed by appropriate dates. The action plan should be as detailed and descriptive as possible and include all relevant actions to be taken by the investigator and other people involved directly or indirectly in the project.
- 4) **Self-Evaluation Plan** – In order to determine the effectiveness of the inquiry project, students will identify the criteria to be used in evaluating the project. The criteria should clearly articulate how the success of the project will be measured. The self-evaluation plan should also include the data/evidence that will be collected to demonstrate the effectiveness of the project.

## **Final Report**

*Due Date – April 10<sup>th</sup> and April 17<sup>th</sup>, 2020*

Weight: 60%

The final report will be the culminating piece of the course that ties together everything that was completed during the semester. The final report for the inquiry project may include multi-media components as well as written text. All work completed should be of a high academic standard and should adhere to APA standards. Although there may be great variance in the form of the final report, all reports must include the following components:

- 1) **Abstract** – Summarize the structure and key findings of the project in 100 to 150 words. The abstract should provide a concise overview of the project and its outcomes.
- 2) **Introduction** – The introduction to the report will be similar to the first two components of the Inquiry project proposal. The introduction should clearly introduce the topic of investigation (inquiry question), the context in which the investigation was undertaken, and the relevance of the investigation (rationale).

- 3) **Literature Review** – A literature review should be included to provide the theoretical and contextual grounding for the project. Although it is not expected that literature reviews be exhaustive of the literature included in the field, it is expected that the reviews will incorporate influential literature on the topic and demonstrate a strong foundation for pursuing the investigation.
- 4) **Summary of Action Plan** – Explain the procedure undertaken in completing the project so that the audience will have a clear understanding about the structure of the project. This may be similar to the action plan developed as part of the proposal (in a summarized form).
- 5) **Summary of Learning** – Articulate in detail the learning that was derived from the project. This could relate to the insights derived from the project itself that will inform future teaching practices. This could also relate to lessons derived from the practicum that will inform your future work as a researcher or graduate student. Clearly articulate how the practicum project has influenced your professional and scholarly knowledge and how it will influence your work moving forward. Make connections to the literature to clarify how your findings compare, contrast, or build upon other work in the field.
- 6) **Conclusion** – Concisely conclude the report by directing your audience to the key points you would like them to take away from your project. Also address new and/or future questions generated, goals, challenges, and implications raised as a result of this experience.
- 7) **Appendices** – Depending on the structure and content of the inquiry project, relevant documents may need to be appended to the report. If materials not produced by the investigator are included in the appendices, it is important to also include a written notice of permission for its inclusion unless it falls under the general permission school boards obtain from parents/guardians. All specific identifiers should be removed from documents included in the appendices to protect the anonymity of the individuals who produced the work.

## Tentative Schedule:

<b>When</b>	<b>What</b>	<b>Description</b>
<b>Jan. 6 - 17</b>	Initial Meeting (One-on-One)	<ul style="list-style-type: none"> <li>• Arrangements will be made for one-on-one meetings with the instructor to discuss course content and initial proposals for the practicum course.</li> </ul>
<b>Jan. 20-24</b>	Presentation of Practicum Proposal (Whole Class)	<ul style="list-style-type: none"> <li>• In this whole class meeting, each member of the group will provide a five-minute overview of the proposal for the inquiry project followed by discussion.</li> </ul>
<b>Jan. 31</b>	Submission of Draft Proposal (Individual)	<ul style="list-style-type: none"> <li>• Students will submit the draft proposal for their inquiry project. Formative feedback for the proposals will be provided by February 7<sup>th</sup>.</li> </ul>
<b>Feb. 14</b>	Submission of Final Proposal (Individual)	<ul style="list-style-type: none"> <li>• Based on feedback provided by peers and the instructor, students will complete a final proposal that will outline the inquiry project that will be undertaken.</li> </ul>
<i>Feb. 17-21</i> <b>READING WEEK</b>		
<b>March 9-13</b>	Progress Sharing (One on One)	<ul style="list-style-type: none"> <li>• Students will meet with the instructor to discuss their progress on the project and to address concerns, questions, and next steps.</li> </ul>
<b>March 23-27</b>	Reflective Discussion (Whole Class)	<ul style="list-style-type: none"> <li>• As a whole class, the group will meet to engage in supportive and reflective discussion about the ongoing projects. The focus will be on lessons derived from projects and challenges faced during the process.</li> </ul>
<b>April 10</b>	Submission of Draft Report (Individual)	<ul style="list-style-type: none"> <li>• Students will submit the initial draft of the inquiry project report. The report should be complete and ready for final submission. Formative feedback will be provided by April 12<sup>th</sup>.</li> </ul>
<b>April 17</b>	Submission of Final Report (Individual)	<ul style="list-style-type: none"> <li>• Based on feedback provided, students will make revisions to the final report and submit the final version.</li> </ul>

## **Student Conduct:**

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar ([www.uleth.ca/ross/academic-calendar/sgs](http://www.uleth.ca/ross/academic-calendar/sgs)) Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

## **ATA Code of Professional Conduct**

<https://www.teachers.ab.ca/The-Teaching-Profession/ProfessionalConduct/Pages/default.aspx>

## **Standards of Professional Conduct for Master of Education Students:**

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

You are expected to produce original work in this course for all assignments. All other materials and ideas used in class and in assignments must be properly acknowledged to give credit to the originator. This includes all resources whether consulted and/or quoted or copied from print resources, the Internet, other media, or personal consultations. Assistance with documentation is available through the University Library. If violations are suspected, student may be required to submit an electronic version of their work and the work may be subsequently subjected to author detection processes.

## **Accommodations:**

If you have a disability, special learning needs, or a recent injury that requires academic accommodation to complete the required activities and/or assignments, please follow the procedures outlined in the University Calendar.

You are encouraged to contact the Accommodated Learning Centre (<http://www.uleth.ca/ross/accommodated-learning-centre/>) for guidance and assistance. Counselling Services (<http://www.uleth.ca/counselling/>) is another resource available to all students.

## **Privacy and Confidentiality:**

Although we place a heavy emphasis in this course on your own school settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue. The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person's specific permission, please do not mention identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific. While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.

**Withdrawal from an Online Course:**

If you have indicated in writing to your instructor that you will be withdrawing from an online course, your access to that course will need to be removed as soon as possible. You must notify the program staff immediately to complete the required paperwork.