

Harper College Graduate Equivalency Course (GEC) Syllabus

The Reflective Educator

1 GEC

Online – 6 Weeks

Faculty Information

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Office Location: F344 **Office Hours:** By Appointment

Course Information

Course Description and Course Goals:

A reflective educator examines their interactions with students and strives to modify those interactions in ways that increase student success, student satisfaction, professional expertise, and/or personal fulfillment. In this course, participants will examine their underlying beliefs about their educational practices. Participants will identify and/or create sources of data from which they can gather information about their practices. Participants will then collect data from these sources, identify areas of strength and areas for growth, and create plans for future exploration and action. Participants will provide evidence of their work in the form of an ePortfolio.

Learning Outcomes:

After completing this course, participants will be able to:

1. Develop a personal educator philosophy.
2. Curate set of artifacts that demonstrates how your current educational practices embody your philosophy.
3. Identify self-assessment and external data sources that provide you with evidence that you are achieving your educational goals.
4. Collect and analyze data collected self-assessment and external sources, identifying areas of strength and areas for growth.
5. Build an ePortfolio that effectively displays the reflective educator experience and artifacts.

Course Outline:

1. Introduction to ePortfolios for the reflective educator.
2. Developing a personal educator philosophy.
3. Collecting, developing, and displaying a set of artifacts that provides evidence for how you live your educator philosophy.
4. Collecting, developing and analyzing self-assessment data sources for reflection.
5. Collecting, developing and analyzing data from external feedback sources for reflection.
6. Creating “exploration and action” plans.
7. Completion of a reflective educator ePortfolio.

Required Materials:

- Access to a computer with the [Google Chrome browser](#), version 54+ or the [Firefox browser](#), version 49+. These will be required to fully utilize the Blackboard Collaborate Ultra tool, which will be used for synchronous course meetings. To find out what your browser version is, click on the browser menu icon in the upper right corner of the browser. Click on Help, then click on About Google Chrome (or About Firefox). This will display your browser version, as well as a prompt to update if updates are available. Contact the Help Desk at x4357 (on campus) or 847-925-6199 (off campus) if you have questions or need help installing/updating one of these browsers.

Recommended Materials:

- A headset with a microphone, or a computer with speakers and a microphone to assist in participating in the synchronous course sessions. If you do not have these materials, a cell phone or land line phone can be used to send/receive audio.

Recommended Text:

There are no outside required readings in the course; all materials will be made available in the course Blackboard shell. However, the texts below can be very helpful in your reflective practice. Select one of the following, based on your area of interest:

- Ken Bain, *What the Best College Teachers Do* (Cambridge, MA: Harvard University Press, 2004). ISBN: 978-0674013254
- Carol S. Dweck, *Mindset: The New Psychology of Success* (New York, NY: Ballantine Books, 2016). ISBN: 978-0345472328
- R. David Lankes, *The New Librarianship Field Guide* (Cambridge, MA: The MIT Press, 2016). ISBN: 978-0262529082

Student Expectations and Requirements

Expectations of the Participant Role:

This course earns 1 GEC, so participants can expect to spend 30 hours on this course over the 6 weeks; this includes reviewing the materials provided, completing the assignments, and reviewing and commenting on the work of your peers. All materials and assignments for the entire course will be accessible on Day 1, so you are encouraged to work ahead if that fits your schedule. If you run into difficulties completing the assignments on time, please contact me as soon as possible so that we can come to a solution quickly.

Expectations of Facilitator Role:

I will be active in this course in Blackboard regularly during the week and at least once on Sunday mornings/early afternoons. Expect to see me posting in the discussion boards regularly, and posting

grades no more than 3 days after the due date for each assignment. I commit to responding to your email and voicemail messages within 48 hours. Always feel free to post questions to the “Questions Asked and Answered” discussion forum where fellow participants can also be of assistance.

Course Requirements and Assignments

Prerequisites:

There are no prerequisites, although it is recommended that you review the [Blackboard Demonstration Course](#) if you are unfamiliar with taking online courses or courses in Blackboard.

Assignments:

There are a variety of assignments that you will complete to evidence your achievement of the learning outcomes in this course.

1. **Statement of Understanding Assignment** – You will use the Statement of Understanding assignment to acknowledge the requirements of this GEC course and provide your instructor with high-level information about your experiences and goals for the course.
2. **Discussions Forums** – There are three required discussion forums in this course: one introductory discussion to meet the other faculty participating in this course and two feedback discussion forums (in Week 3 & Week 6) in which you submit your work for the course and receive feedback from your peers. To receive credit, post your original thread and your minimum of one peer reply by the due dates indicated in the course schedule. Please be sure to participate in a collegiate manner.
3. **Living My Philosophy Planning Document** – In Week 3, you will develop a plan for demonstrating in your ePortfolio that you live your educator philosophy. This plan will lay out the artifacts you will add to your ePortfolio and the descriptions/interpretations you will provide. You will share your planning document with your peers in the Week 3 discussion forum.
4. **ePortfolio Construction** – Throughout the course, you will build items in a professional ePortfolio in Blackboard. The items to be built include: 1) Biography; 2) Educator Philosophy; 3) Living My Philosophy; 4) Evidence of Impact, 5) Exploration & Action. You will submit a link to your ePortfolio each week to your instructor and will share a link to your ePortfolio with your peers in the Week 6 discussion forum.

Methods of Evaluation

Required Assignments:

Assignment	Points
1. Statement of Understanding Assignment	5 points
2. Discussion Forums <ul style="list-style-type: none"> • Getting to Know You (5 points) • Week 3 & Week 6 Feedback Forums (2 x 5 points) 	15 points

Assignment	Points
3. Living My Philosophy Planning Document	5 points
4. Reflective Educator ePortfolio <ul style="list-style-type: none"> • Biography (5 points) • Educator Philosophy (20 points) • Living My Philosophy (20 points) • Evidence of Impact (20 points) • Exploration & Action (10 points) 	75 points
Total Points	100 Points

Important Note: A minimum of **90 points** must be earned to successfully complete this course (receive a PV grade on your transcript).

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](#). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a “XV” (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member’s professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as “PV” (Pass) for students who have successfully completed the course and “XV” (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room I103.

Equal Opportunity Statement

Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service

Course Calendar

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
Pre-Course Orientation	<ul style="list-style-type: none"> Course Orientation 	<ul style="list-style-type: none"> Read/watch course welcome message and video Review course syllabus and schedule Explore course layout and materials 	All due Tuesday, Week 1 @ 11:59 p.m. <ol style="list-style-type: none"> Submit Statement of Understanding Assignment Post in the Getting to Know You Discussion Forum (1 original post + 1 reply to peer)
Week 1 Introduction to ePortfolios for the Reflective Educator	<ul style="list-style-type: none"> Build an ePortfolio that effectively displays the reflective educator experience and artifacts. 	<ul style="list-style-type: none"> Read/watch resources on the use of an ePortfolio for professional reflection Review examples of ePortfolios Watch the instructional video on starting your Blackboard ePortfolio Collect photos, background, and introductory information 	All due Sunday, Week 1, @ 11:59 p.m. <ol style="list-style-type: none"> Create the Biography page(s) of your ePortfolio
Week 2 Developing a Personal Educator Philosophy	<ul style="list-style-type: none"> Develop a personal educator philosophy. 	<ul style="list-style-type: none"> Review materials and examples of personal educator philosophies. Review examples of ePortfolios Watch the instructional video on adding an Educator Philosophy page to your Blackboard ePortfolio Draft or modify your own educator philosophy 	All due Sunday, Week 2, @ 11:59 p.m. <ol style="list-style-type: none"> Create the Educator Philosophy page of your ePortfolio
Week 3 Illustrating the Philosophy	<ul style="list-style-type: none"> Curate set of artifacts that demonstrates how your current 	<ul style="list-style-type: none"> Review examples of ePortfolios Review templates for laying out your teaching philosophy artifacts 	All due Sunday, Week 3, @ 11:59 p.m. <ol style="list-style-type: none"> Complete the Living My Philosophy planning document

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
	<p>educational practices embody your philosophy.</p>	<ul style="list-style-type: none"> • Watch the instructional videos on inserting graphics, attachments, and videos to your Blackboard ePortfolio • Collect artifacts and draft descriptions/interpretations 	<ol style="list-style-type: none"> 2. Begin work on the Living My Philosophy section of your ePortfolio 3. Post in the Week 3 Feedback Forum (1 original post with Living My Philosophy planning document attached + 1 reply to peer)
<p>Week 4 Reflection through Self-Assessment</p>	<ul style="list-style-type: none"> • Identify self-assessment and external data sources that provide you with evidence that you are achieving your educational goals. • Collect and analyze data collected self-assessment and external sources, identifying areas of strength and areas for growth. 	<ul style="list-style-type: none"> • Review examples of ePortfolios • Review an overview of self-assessment data sources and their purposes and uses • Select one or two self-assessment data sources and review the related resources • Collect/create data for the one or two sources you've chosen 	<p>All due Sunday, Week 4, @ 11:59 p.m.</p> <ol style="list-style-type: none"> 1. Complete the Living My Philosophy section of your ePortfolio 2. Add at least one self-assessment artifact to the Evidence of Impact section of your ePortfolio
<p>Week 5 Reflection through External Feedback</p>	<ul style="list-style-type: none"> • Identify self-assessment and external data sources that provide you with evidence that you are achieving your educational goals. • Collect and analyze data collected self- 	<ul style="list-style-type: none"> • Review examples of ePortfolios • Review an overview of external feedback sources and their purposes and uses • Select one or two external feedback sources and review the related resources • Collect data for the one or two sources you've chosen 	<p>All due Sunday, Week 5, @ 11:59 p.m.</p> <ol style="list-style-type: none"> 1. Add at least one external feedback artifact to the Evidence of Impact section of your ePortfolio 2. Complete the Evidence of Impact section with at least one more self-assessment or external feedback artifact

Week	Topics/Outcomes	Class Activities	Due Dates/Assignments
	<p>assessment and external sources, identifying areas of strength and areas for growth.</p>		
<p>Week 6 Creating “Exploration and Action” Plans & Completing the ePortfolio</p>	<ul style="list-style-type: none"> Collect and analyze data collected self-assessment and external sources, identifying areas of strength and areas for growth. 	<ul style="list-style-type: none"> Review examples of ePortfolios Brainstorm possible resources, techniques/tools, actions to take, and evidence of success in two selected areas of growth OPTIONAL: Review and select 2 additional pages for future ePortfolio creation 	<p>All due Sunday, Week 6, @ 11:59 p.m.</p> <ol style="list-style-type: none"> Complete the Exploration & Action section of your ePortfolio. Post in the Week 6 Feedback Forum (1 original post with link to completed portfolio attached + 1 reply to peer)