

University of Wisconsin-Stevens Point
School of Education
EDUC 308/508 – Turtle Project
Spring 2020

Instructor: Pamela J. Bork Ph.D.

Course Instruction: Online

Office: CPS 460

Phone: 715-346-2354

pbork@uwsp.edu

Office Hours: Wednesdays 1:00-4:00 p.m. or by appointment. Individual and group appointments can be arranged by phone or e-mail.

Course Overview

Education 308/508 is a course designed for self-directed study in a field of interest, similar to an independent study. Together the student and professor will create the learning outcomes by designing activities and assessments that evidence the learning in the course. The outcomes can be evidenced and measured in a variety of ways (i.e. reading a book and writing a paper or doing research and creating a graphic representation of the results). This is a fun and exciting course designed to meet your personal or professional interests.

Community of Learners

My goal, as the professor of this course, is to establish a culture that is inclusive, respectful, honest and caring. In order to create this community of learners, we should remain open to new ideas, actively listen and be mindful of the diversity in our modern world. As a community, we aim to be respectful to all citizens in this class, regardless of race, ethnicity, religion, gender or sexual orientation. Please remember that professional behavior is expected at all times in the classroom.

Course Objective:

Education 308 is a course designed to allow students the opportunity to build their own learning experience and outcomes. The course design is completed collaboratively with the instructor, and the final course grid with the description of the course must meet designated guidelines for assessment and rigor.

Learner Outcomes:

Students will be able to:

- Identify and demonstrate the attainment of knowledge, skills or dispositions that would enhance a personal or professional interest.
- Complete a course grid with learning outcomes and assessments.

- Follow through on an independent project and/or learning goal (s).
- Provide evidence of learning through a completed assessment.
- Complete professional development on a topic or interest in a field of study.

Session times and Course requirements

| Dates | Activities | Format |
|-----------------------------------|--|--|
| Week of January 27 th | Watch Video about the course requirements of – Submit Course Contract with an on-line signature | On CANVAS |
| Week of February 3 rd | Individual meetings with students – on-line or in person. On-line sign-up link: https://calendly.com/pbork/individual-meetingseeting | Zoom link needed for on-line meetings https://uwsp.zoom.us/j/7153462354 |
| Week of February 10 th | Fill out initial draft of Coursework Grid with course requirements and evidence of assessment of learning outcomes | Submit to D2L by February 16 th |
| Week of February 17 th | Submission of Final Course Grid with instructor feedback | Submit to D2L by February 23 rd |
| Week of March 9 th | Progress Report due | Submit to D2L by March 15 th |
| Week of April 6 th | Progress report due | Submit to D2L by April 12 th |
| Week of April 16 th | Optional student check in | E-mail or face to face |
| Week of April 20 th | Submit evidence of course completion (if you want feedback on your work prior to your grade) | Submit to D2L by May 1 st |
| Week of April 27 th | Resubmit evidence of course completion after instructor feedback | Submit to D2L by May 8 th |

*In this course, you are expected to collect artifacts, reflections and/or other learning evidence that demonstrates your learning in the course. The assessment of your learning is collaboratively decided in the first session with the professor. You **cannot** change the assessment of your learning outcomes without the consent of the instructor. The final course

grid will determine the learning activities and assessments. These various pieces of evidence will be the final work that you produce for your course grade.

Credit Hour Requirement:

1 credit – approximately 22 hours of work for the semester

2 credit – approximately 37 hours of work for the semester

3 credit – approximately 52 hours of work for the semester

* This is the length of time to complete the final course grid and all the evidence for the course.

Grading

| Assignment | Due Date | Points |
|---|---|-------------------|
| First Session with course requirements | Wednesday, January 31 st | |
| Meeting with Instructor (zoom or in-person) - Mandatory | Week of February 5 th – Make appointment electronically or sign up for in-person meeting | 10 points |
| Contract | February 2 nd | 5 points |
| Course Grid Draft | February 16 th | 5 points |
| Course Grid Final | February 23 rd | 10 points |
| Progress Report | March 15 th | 5 points |
| Progress Report | April 12 th | 5 points |
| Final Course work | May 8 th | 60 points |
| | | Total: 100 points |

Grading Scale: 94-100 (A), 93-90 (A-), 89-87 (B+), 86-84 (B), 83-80 (B-), 79-77 (C+), 76-74 (C), 73-70 (C-), 69-67 (D+), 66-64 (D), 63-61 (D-) Below 60 will be an (F) or incomplete depending on the situation.

Late assignments are defined as those assignments that are not submitted to the drop box by the closing date on D2L. Any late assignments should be placed in the late drop box and will have one point deducted for every day that an assignment is late – up to the maximum number of points given for that assignment. The drop box deadline for all assignments for this course are clearly labeled in D2L.

Undergraduate Level Coursework

In this course, the student is responsible for the learning outcomes, activities, and assessments for the course. A course grid is collaboratively developed with the professor. The undergraduate level of coursework should have the level of rigor equal to an undergraduate level course taken anywhere on campus. Undergraduate students should consider what type of work is comparable to other undergraduate courses and design the course grid accordingly. In this course, the instructor has the prerogative to increase the level of rigor expected of the student while developing the course grid or before final approval the course grid. Students should have a developed concept of their undergraduate project prior to scheduling their independent meeting with the course professor. The course professor is a great resource if you need ideas for a project or for developing your course content. Please feel free to ask for suggestions if you need help on your course grid, or if you do not understand how to evidence your work in this course. Undergraduate students could select studies and/or topics from the following list. This list is not an exhaustive list but it helps give ideas of what you might select for this course. Most of these items are completed in some combination to meet the rigor of the course.

- 1) Professional interest
- 2) Professional development
- 3) Professional conference or presentation
- 4) Research
- 5) Professional readings/writing
- 6) Comprehensive project
- 7) Program development
- 8) Curriculum development
- 9) Conducting or participation in professional training
- 10) Practicum
- 11) Site Visits
- 12) Other

Graduate Level Coursework

In this course, the student is responsible for the learning outcomes, activities, and assessments for the course. A course grid is collaboratively developed with the professor. The graduate level coursework has an increased level of rigor. Graduate students should consider what type of work is comparable to other graduate courses they have taken in our master's program and design their course grid accordingly. In this course, the instructor has the prerogative to increase the level of rigor expected of the student while developing the course grid or before approving the final course grid. Students should have a developed concept of their graduate

project prior to scheduling their independent meeting with the course professor. The course professor is a great resource if you need ideas for a project or for developing your course content. Please feel free to ask for suggestions if you need help on your course grid, or if you do not understand how to evidence your work in this course. Graduate students could select studies and/or topics from the following list. This list is not an exhaustive list, but it helps give ideas of what you might select for this course. Most of these items are completed in some combination to meet the rigor of the course.

- 13) Professional interest
- 14) Professional development
- 15) Professional conference or presentation
- 16) Research
- 17) Professional readings/writing
- 18) Comprehensive project
- 19) Program development
- 20) Curriculum development
- 21) Conducting or participation in professional training
- 22) Practicum/Internship
- 23) Site Visits
- 24) Other

UWSP Community Bill of Rights and Responsibilities

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

American with Disabilities Act

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6th floor of the Learning Resource Center (Library). You can also find more information here:

<http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.