

ASHLAND UNIVERSITY
GRADUATE EDUCATION
COURSE SYLLABUS

GRAD X Undergrad:
Credit hours: 3
Field/Clinical Hours:

Course Number:
EDIS 788

Course title for the catalog:
Capstone Inquiry Seminar : Talent Development

Catalog Description:

Participants work collaboratively to explore a topic or issue related to curriculum, instruction, or such foundational concepts as the social, cultural, political, and psychological, factors that influence schools and learning. Students will participate in extensive reading of professional literature and in-depth discussions. The seminar may also involve study of media resources or firsthand experiences such as travel, service learning, or action research. Students will produce final products that show evidence of in-depth understanding of the topic and careful reflection about implications for future practice or research.

The prerequisite (s) for the course is (are):

At least 24 graduate semester hours in M.Ed. program
Application and selection process
All Core Courses complete (EDFN 500, EDFN 521, EDFN 506, EDFN 508 and EDFN 501)

The enrollment restrictions (s) for this course is (are):

Students will follow an application procedure.

Course and field clinical experience objectives (including knowledge, skills, attitudes and values):

KNOWLEDGE:

The graduate education student will:

1. Have in-depth knowledge of knowledge of a specific topic or issue related to curriculum and/or instruction.
2. Understand the connections between philosophy, theory, and practice
3. Understand how foundational concepts such as the social, cultural, political, and psychological, factors are related to the specific topic.
4. Understand various forms of research and their respective purposes and limitations
5. Identify useful and appropriate sources of professional information.
6. Identify the implications of new learning for instruction and/or assessment
7. Know a range of options for communicating information to colleagues, parents, and others
8. Know ethical standards for conducting and using research, including APA guidelines for citing sources and appropriate formats for doing so.

SKILLS:

The graduate education student will:

1. Draw on prior course work and professional experience to identify important issues or questions for investigation
2. Use multiple information sources including professional literature and collaboration with other professionals to seek relevant information
3. Analyze and synthesize information through effective listening and communication in order to develop new insights into educational issues
4. Integrate the use of technology throughout the process of gathering, analyzing, interpreting, and sharing information

5. Use appropriate techniques for presenting research
6. Use strategies of reflection and synthesis to integrate new professional knowledge with previous professional practice
7. Follow APA guidelines for citing sources and communicating professional knowledge.

ATTITUDE AND VALUES:

The graduate education student will value:

1. The process of educational inquiry, and the its role in guiding decision-making
2. Clear and organized presentation of one's own research
3. Collaboration as a means of developing deeper understanding of educational questions and findings, and applications
4. Sharing research with students, staff, parents, and others
5. The importance of ethical standards as guidelines for conducting and applying research

Suggested texts and/or references:

One or more common texts for group discussion of the topic, a wide range of individually selected texts

Suggested instructional strategies:

Group discussion and critique of professional literature

Individual exploration of professional resources

Collaboration in posing essential questions, sharing useful resources, and developing an effective presentation of findings

Viewing and creating web pages, WIKI books, or other electronic resources

The use of guest speakers to reinforce the application of the inquiry process to schools

Description of field/clinical experiences: none required

Evaluation of students: See attached rubric

Student evaluation should be based upon:

1. Participation in in-depth discussions
2. Locating a wide and extensive body of print and non-print professional resources
3. Synthesis of findings and application to future professional practice
4. Effective communication of findings

Products for evaluation may include:

1. Research papers or other written products such as annotated bibliographies, article manuscripts, or handbooks for parents or colleagues
2. Self- evaluation and/or reflection papers
3. Oral or media presentation
4. Portfolios that document research process through a variety of products including those listed above

Faculty who frequently teach the course:

Graduate Faculty in Educational Foundations and Curriculum and Instruction

Bibliography:: Each inquiry seminar course outline should include an appropriate bibliography of relevant sources

SELF-REFLECTION ASSESSMENT FOR CANDIDATES IN INQUIRY SEMINARS AND OTHER CAPSTONE EXPERIENCES

All students in inquiry seminars are required to complete a 2-3 page self-assessment of their learning for 3 key goals that should be addressed in all seminars. Please complete the assignment described below and return it to your instructor. **The self assessment is required.** The instructor/advisor has the option of using or not using it for grading purposes. The data being collected by seminar instructors for the capstone advisors/instructors are for the purpose of unit-level evaluation.

I. Describe the ways in which your capstone experience has helped you to build in-depth knowledge of the capstone topic and understanding of its implications for curriculum and/or instruction.

Indicators for such understanding might include some or all of the following:

- Understanding connections between philosophy, theory, and practice
- Understanding how foundational concepts such as social, cultural, political, and psychological, factors are related to the topic.
- Understanding various forms of research and their respective purposes and limitations
- Identifying the implications of new learning for instruction and/or assessment
- Knowing a range of options for communicating information to colleagues, parents, and others
- Knowing and applying ethical standards for conducting and using research, including APA guidelines for citing sources and appropriate formats for doing so.

II. Identify skills of professional inquiry that you have developed or applied during your capstone experience. These skills might include some or all of the following:

- Drawing on prior study and experience to identify important issues or questions for investigation
- Using multiple information sources, including a range of professional literature, to find relevant information
- Analyzing and synthesizing information from multiple sources in order to develop new insights into educational issues
- Using technology throughout the process of gathering, analyzing, interpreting, and sharing information
- Has reflected on ways to integrate new professional knowledge into professional practice
- Has effectively communicated professional knowledge or examples of its application, including the use of APA format where appropriate

III. Identify ways in which you have demonstrated that you value collaboration, ethical research practices, and commitment to ongoing school improvement. Indicators for such values might include some or all of the following:

- Providing evidence of your willingness to use educational inquiry to guide decision-making
- Providing evidence of your appreciation for collaboration through seminar discussions and by sharing new knowledge with colleagues, students, parents, or others
- Following ethical standards such as confidentiality, proper citation of sources, and acknowledging limitations of research methods as you used, gathered, and shared information