



*UAS SOE graduates will be **informed, reflective, and responsive** educators within diverse classroom, school, and community contexts.*

## ***ED 122 Introduction to Education (Exploring Education Careers I)***

**3 UAS credits**

**Course is delivered distance via Blackboard & Elluminate Live  
for 11th & 12th grade High School FEA students**

**2013 FALL Semester: September 3—December 13**

**Instructor:** T. Michael Stacks-Adjunct Professor of Education

**E-mail:** [tmstacks@alaska.edu](mailto:tmstacks@alaska.edu)

**Phone:** (501) 554-5125 **Fax:** (501) 335-8192

**Office Hours:** Monday—Friday 1:00 PM—5:00 PM

### **Course Description:**

This course is designed for 11th & 12th grade high school Future Educator of Alaska students who wish to pursue a career in education. Students will become familiar with learning and teaching styles, teacher effectiveness, and professionalism. Some activities involve interviewing educators, attending a school board meeting, researching information such as job salaries and employability options using the Alaska Career Information System (AKCIS). Students will become knowledgeable about what it takes to become an educator, what various school models are available, and what teaching responsibilities are required. Students will read, journal, present and engage in discussion with peers on various educational topics.

### **Course Context:**

This engaging course is designed to help students reflect on why they might want pursue a career in education. It will also help students begin to identify what it means to be an informed, reflective and responsive educator.

### **Instructional Methodologies:**

This course includes group discussions, reflective fieldwork, and written applications of class activities, Internet searches, interview processes with elders and educators, attending a school board meeting, and reflective readings.

**Prerequisite:** None

**Technology Needed:** Computer/tablet and headset with microphone. A reliable Internet connection is necessary. A pen tablet is preferred but not required.

**UAS Technology Support Help Desk:** 796-6400 or 1-877-465-6400 and <http://www.uas.alaska.edu/helpdesk> or [helpdesk@uas.alaska.edu](mailto:helpdesk@uas.alaska.edu)

**UAS Library:** 796-6466 or 1-888-550-6167 or <http://www.uas.alaska.edu/library/> – see the links listed under Egan Library Online on the UAS Online class homesite. 796-6285 is the Outreach Services Librarian available for your support.

**UAS SOE Office:** 1-866-465-6424, 1-907-796-6424 or 796-6424

**To access the handbook for your program, go to**  
<http://www.uas.alaska.edu/education/proghand.html>

**Web Meeting/Elluminate Live:** Go to our class site at <https://online.uas.alaska.edu/online>, log in and go to “WebMeet” for our distance class sessions. \*\*Log in well before class time so you can call the Help Desk for assistance if you encounter difficulties. We will practice this together during our first online class session.

**Policies:**

Students are expected to attend each class and be active participants; students will receive grades for both. Assignments are to be completed as assigned in a timely manner. Teacher reserves the right to reduce assignment scores if they are late. Attendance, participation and promptness on assignments are vital!

<b>Course Objective</b> <i>The candidate will demonstrate the knowledge and skills necessary to:</i>	<b>SOE</b> <i>(Conceptual Framework)</i> <b>Standard Met</b>	<b>Grad (0r) Under-Grad Competencies</b>	<b>ACEI Standard Met</b>	<b>Assessment ensuring that the objective has been met</b>
Development, learning, motivation and professionalism	1, 2 & 8	1, 5 & 6	1.0, 3.1, 3.2 3.3 3.4, 3.5, 4.0 & 5.1	Chapter responses, note-taking guides, reflective journaling & participation in classroom discussion Final reflection assignment, School board meeting and paper, Interview an educator
Differentiation, collaboration & professionalism	3, 6 & 8	2, 5 & 6	3.2,3.4, 3.5, 5.1 & 5.2	Weekly reflection assignments and participation in class discussions, practicum journal & host instructor, teacher, coordinator assessments
Knowledge	4 & 9	1, 2, 3, 4, 5 & 6	3.1, 3.2, 3.3, 4.0, 5.1 & 5.2	Academic content knowledge, Weekly reflections from reading and assignments Final opinion reflection assignment

**Relationship of the Conceptual Framework to Standards:**

An increasing emphasis on professional standards for educators reinforces the relevance of the School of Education’s vision of an informed, reflective and responsive professional educator as the grounding tenants of our Conceptual Framework. As the lists of expected achievement indicators, competencies, and dispositions issued by government and professional groups become more extensive, only an informed professional who actively reflects on his/her teaching and is responsive to student, family and community needs will be capable of meeting the intent of those standards. The general theme of our vision is that each of these areas strives to nurture and prepare professional educators so that they can meet the needs of diverse learners. Efforts include continuous endeavors to creatively incorporate technology throughout individual subject area fields, promoting understanding and appreciation for diversity, and support of the development of literacy skills needed in an increasingly complex society.

**Basis for Student Evaluation:**

<b>Evaluation Item</b>	<b>Description</b>	<b>Ttl Points</b>
Attendance and participation in class sessions.	7 entries--10 points each	70
Reflective Journaling	15 entries--3 points each	45
Blackboard Discussion Board	5 posts--5 points each	25
Assigned Readings/Viewings-Summarize & Reflect	6 reflections--15 points each	90
3-5 paragraph Essays	2 essays--15 points each	30
Educator Interview	1 item--10 points	10
Elder interview	1 item--10 points	10
Oral Presentation	1 presentation--15 points	15
School Board Meeting	Attend 1 meeting--10 points	10
AKCIS Portfolio	See syllabus explanation	30
Additional Assignments TBA		65
<b>TOTAL POINTS POSSIBLE</b>		<b>400</b>

**\*Specific information about assignments, expectations, due dates, points possible, etc. will be announced/assigned in class and posted on Blackboard weekly.**

**Explanation of Assignments:****Attendance and Participation**

Students are expected to be on time, prepared and active participants in the online class sessions. The concepts presented during our online sessions are better understood when they can be analyzed, reflected upon, and discussed in an exchange of thoughts and ideas. Students will be expected to discuss the readings assigned. **If students are absent due to a school traveling activity, case-by-case basis will be made with the instructor and on-site facilitator well in advance.** Students are expected to submit their assigned work and if they are missing a discussion, the instructor will likely have them share their thoughts via journaling or through Blackboard discussion.

**Reflective Journaling**

Students will be required to keep a personal journal. One journal entry per week is required and the entries should be specifically reflective on the research done for this course. Students should continually reflect upon their interest in the profession, its requirements, rewards and challenges. The entries will not be shared and will only be verified by facilitators/on site supervisors.

### **Assigned Readings/Viewings—Summarize & Reflect**

Students will be required to read educational content from a variety of sources including articles, books, film & Internet. The information gleaned from these readings/viewings will be summarized and reflected upon in papers of no more than one page in length. Students may be asked to contribute their findings/thoughts during our online sessions.

### **Essays**

Students will be required to submit two opinion essays about a specific educational topic discussed in our online sessions. These essays will be no longer than 5 paragraphs in length.

### **Educator Interview**

Students will be required to interview a certified educator about his/her experiences in education. The interview rubric will be provided.

### **Elder Interview**

Students will be required to interview an Elder about his/her experiences in education, specifically about “schooling” when he/she was young.

### **Oral Presentation**

Students will be asked to present to the class during one of our online sessions using a presentation media of their choice.

### **School Board Meeting**

Students will be required to attend one school board meeting as an observer. A rubric of specific items to observe will be provided.

### **Alaska Career Information System (AKCIS)**

AKCIS is a comprehensive career guidance system that provides information and career exploration tools for students in Alaska. It provides detailed descriptions of hundreds of occupations, information about thousands of two and four year colleges, and numerous tools for sorting occupational and educational information.

Students will access AKCIS at **akcis.org**, and we will utilize this program throughout the course. Students will create an educational portfolio that stores information they will use throughout their educational careers. We will also utilize the program to research careers in education, compare wages and career requirements.

**\*Students are encouraged to check our course home site on Blackboard @**

**<https://online.uas.alaska.edu/online> for updates and specific assignment reminders. A detailed list of resources, books and websites can also be found here.**

**Online Session Agenda: (Subject to change)**

<b>E Live! Sessions</b>	<b>Topics</b>	<b>Assignments--Specifics posted on Blackboard</b>
<b><u>Session 1</u></b> Tues, Sept 3, (2-330 & 330-5) Wed, Sept 4 (130-3 & 3-5) Tues, Sept 10 (2-330 & 330-5) Thurs, Sept 12 (130-3 & 3-5)	*Introductions *Course Syllabus *Blackboard *AKCIS introduction *Learning Styles	
<b><u>Session 2</u></b> Tues, Sept 17 (2-330 & 330-5) Wed, Sept 18 (130-3 & 3-5) Tues, Sept 24 (2-330 & 330-5) Thurs, Sept 26 (130-3 & 3-5)	*Personal Learning Styles *Types of Learners *Who Am I? *Student Learning Styles	
<b><u>Session 3</u></b> Tues, Oct 1 (2-330 & 330-5) Wed, Oct 2 (130-3 & 3-5) Tues, Oct 8 (2-330 & 330-5) Thurs, Oct 10 (130-3 & 3-5)	*Why Teach? *Teaching as a Profession *Teacher Ethics	
<b><u>Session 4</u></b> Tues, Oct 22 (2-330 & 330-5) Wed Oct 23 (130-3 & 3-5) Tues, Oct 29 (2-330 & 330-5) Thurs, Oct 31 (130-3 & 3-5)	*Theories of Human Development *Stages of Development *Motivational Theories	
<b><u>Session 5</u></b> Tues, Nov 5 (2-330 & 330-5) Wed, Nov 6 (130-3 & 3-5) Tues, Nov 12 (2-330 & 330-5) Thurs, Nov 14 (130-3 & 3-5)	*AKCIS career research *Educational Careers *Culturally Responsive Teaching	
<b><u>Session 6</u></b> Tues, Nov 19 (2-330 & 330-5) Wed, Nov 20 (130-3 & 3-5) Tues, Nov 26 (2-330 & 330-5) Wed, Nov 27 (130-3 & 3-5)	*Educational Careers *Our Favorite Teachers	
<b><u>Session 7</u></b> Tues, Dec 3 (2-330 & 330-5) Wed, Dec 4 (130-3 & 3-5) Tues, Dec 10 (2-330 & 330-5) Thurs, Dec 12 (130-3 & 3-5)	*Role of the School Board *Types of Schools in Alaska *Wrap up--assignment check	

**\*As shown above, students will have 4 days (8 different meeting times) to choose from, for**

**each Session. Students must attend at least one, 1.5 hour E Live Session, every two weeks.**

**Grading Scale:**

90%-100%--A 80%-89%--B 70%-79%--C

A passing grade must be achieved to receive 3 college credits. >C is not an acceptable grade toward a Bachelors degree in elementary/secondary education.

**Academic Policy Statement**

Honesty in academic endeavors is a central tenet of the UAS philosophy. One may feel proud of accomplishments and success attained honorably through hard work. Knowledge gained in this way often leads to later success in professional pursuits and in personal life. Unfortunately, academic stress and anxiety sometimes impact the individual in ways that produce dishonest behavior, or taking an “easier” route to fulfilling academic responsibilities. Infractions of academic dishonesty can lead to serious consequences. *Refer to the UAS Student Handbook for more details.* Programs offered through the Learning Center and the Student Resource Center address topics such as study skills and time management to reduce stress and thus help to prevent dishonest behavior.

**Student with Disabilities**

To aid college students who experience a documented physical, cognitive, and/or psychiatric disability. Disability Support Services are available on all UAS campuses. The University of Alaska Southeast is committed to equal opportunity and programmatic access for students with disabilities (See University of Alaska Regents Policy: [www.alaska.edu/bor/policy/policy.xml](http://www.alaska.edu/bor/policy/policy.xml)). For further information on disability support services and guidelines about documentation please visit our website at [www.uas.alaska.edu/dss](http://www.uas.alaska.edu/dss) or Juneau (907) 796-6000. Early contact with this program promotes a positive educational experience.

**Civility and Harassment**

Intellectual honesty, mutual respect and freedom from discrimination, intimidation, harassment and violence against persons or property are central to the UAS mission. Acts of intolerance and abusive behaviors that violate these basic values will not go unchallenged without our academic community. UAS is committed to standards promoting speech and expression that fosters the maximum exchange of ideas and opinions. Ideally, discourse is open, candid and characterized by mutual respect and dignity. It is the goal of the university to foster a campus climate that promotes the ideals of civility and appreciation for the uniqueness of each member of our academic community.

**Dispositions of Professional Educators**

1. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience.
2. Appreciate unique thinking processes of learners at different stages of development.
3. Appreciate multiple perspectives and value individual differences.
4. Commit to professional discourse about content knowledge and student learning of content.
5. Value assessment and instruction as integrated processes.
6. Commit to ensuring student well-being and development of self-regulation and group interaction skills.
7. Recognize the school as an integral part of the community and value parents and guardians as partners in promoting student learning.
8. Value professional ethics, democratic principles and collaborative learning communities.
9. Value technology as a tool for student and teacher lifelong learning.

### **Additional Writing & Communication Expectations**

Students should be conscious of written and verbal communications with their colleagues and college instructors. This is a wise habit to develop early on during the process of becoming a professional educator. Throughout the pre-service career and when in a classroom or education setting, students may be called upon to respond verbally and/or in writing to conversations, notes, emails, texts, memos, letters, etc., to/from parents/guardians, administrators, students, colleagues, etc., many times each day. In addition, *students should be mindful of phone voice mail greeting – it should be one that sets a tone of professionalism (i.e., one that you would want a potential employer to hear)*. Being mindful of this early on will help one be cognizant of their written (and spoken) word and how both serve to represent oneself to others. Lesson/other submissions/postings will not be “graded” for spelling and grammar, but a note of students’ errors may be mentioned. Before posting/sending/handing in submissions or postings, students should consider the following: have someone proof them; use spelling and grammar check for word processing documents and for e-mails. Students may be asked to edit their paper if it has too many mistakes, so they should have someone proofread their papers prior to submission.