



Dr. Laura Pinto

EDUC 5401G: Introduction to Adult Education and Higher Education

Course outline for Winter 2014

1. Course Details & Important Dates*

Term	Section	Status	Course Type	Day	Time
Winter		G	Graduate	Tuesday	6:00-9:00pm

Location	CRN #	Classes Start	Classes End	Last Day to Drop Courses	Final Exam Period
Adobe Connect	TBA	January 6, 2014	April 4, 2014	January 17, 2014	N/A

* for other important dates go to: www.uoit.ca >Current Students >Important Dates

Prerequisite(s): None.

2. Instructor Contact Information

Instructor Name	Office	Phone	Email
Dr. Laura Pinto	TBA	905 721 8668 X TBA	laura.pinto@uoit.ca

Office Hours: daily on Adobe Connect or Skype (please email me and I'll log in if not immediately present)

Name: Intro to Adult Education and Higher Education
 URL: <http://uoit.adobeconnect.com/educ-5401g-201401-73453>

General room (open 24/7 for everyone to use):

Name: 2013-2014 Masters of Education General Room
 URL: <https://uoit.adobeconnect.com/medgeneralroom0910/>

3. Course Description

The purpose of this course is to survey fundamental concepts and issues in the field of adult education and higher education within the current digital context. Students will examine a variety of literature and engage in discussions that allow an exploration of broad topics in adult education and higher education. Potential topics include, but are not limited to, the adult learner, theories of adult learning, contexts, problems and issues in adult education, self-study as an adult learner, and digital technology. The course will take a constructivist orientation to adult learning and will challenge

participants to examine and situate their own learning in the context of the current literature on adult education.

4. Course Outcomes

This course provides an initial orientation to the field of adult education and higher education. Participants will begin to think deeply about: issues related to how adults learn and how such learning may or may not be unique from how children and adolescents learn, considerations for professional workplace environments, assessment, management and policy in adult education.

On the successful completion of the course, students will be able to:

1. Demonstrate understanding of the development of Adult Education as a discipline.
2. Discuss the importance of concepts of transformative learning, reflective practice, self-directed learning and andragogy to the current understanding of the characteristics of adult learners.
3. Describe an approach to teaching adults in an environment that is relevant to their personal context.
4. Articulate a personally relevant philosophy for working with adult learners.

5. Course Design/Outline of Topics in the Course

This course will be held in Adobe Connect. Graduate students are requested to sign in prior to class start time to make certain that the necessary equipment is functioning optimally.

The vehicle of course communication will be Blackboard. In the event that you have not had a quick response from the professor in Blackboard, contact the professor through UOIT mail (above).

6. Course Calendar:

Before the course, please introduce yourself in the discussion area of Blackboard. All of the readings for the first week are provided in Blackboard. Please feel free to read ahead and make notes ahead of the official class start. Your attendance is expected online for every class. Any changes to assignment due dates require advance notice to the professor and approval in writing.

Course Overview

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
1 Jan. 6	Course orientation and historical development of adult education	Demonstrate understanding of the development of Adult Education as a discipline.	<p>Readings:</p> <p>Hodgkinson, C. (1991). Chapter 1: Education is special. <i>Educational leadership: The moral art</i>. NY: SUNY Press.</p> <p>Merriam, S. (2004). The changing landscape of adult learning theory. In J. Comings, B. Garner, & C. Smith (Eds.), <i>Review of adult learning and literacy. Vol. 4</i> (pp.199-220). Mahwah, NJ: Lawrence Erlbaum Associates.</p> <p>Henschke, J.A. (2010). An international capsule of the</p>

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
			<p>history and philosophy of andragogy. Proceedings of the Midwest Research-to-Practice Conference in Adult, Continuing, Community and Extension Education, Michigan State University, East Lansing, MI, September 26-28, 2010 (pp. 118-123).</p> <p>Guiding questions</p> <ul style="list-style-type: none"> • How do you conceptualize the purposes of education in your practice? Do emphasis on various purposes shift depending on the age of the learner? • What have been the major developments in adult learning theory and practice?
2 Jan. 13	Course orientation and historical development of adult education: Epistemologies and the Andragogy Debate	Demonstrate understanding of the development of Adult Education as a discipline.	<p>Readings and digital media resources:</p> <p>Kilgore, D. (2001). Critical and post-modern perspectives on adult learning. <i>New Directions for Adult and Continuing Education</i>, 89, 53-61.</p> <p>Grace, A.P. (1996) Striking a critical pose: andragogy -- missing links, missing values. <i>International Journal of Lifelong Education</i>, 15 (5), 382-392.</p> <p>Mezirow, J. (1981) A critical theory of adult learning and education. <i>Adult Education</i>, 32(1), 3-24.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> • Clarify the following term: epistemology, critical theory, post-structuralism, interpretism (you may be familiar with them, or you may need to look them up). How do these concepts operate in this week's readings? • Reflect on Hodgkinson's purposes of education from last week's readings. How do these underlying beliefs take shape among this week's authors? Of what educational purposes are these authors critical (implicitly or explicitly)? • What are the advantages and disadvantages of critical approaches to adult education from the perspective of various stakeholders (citizen/learner sub-groups, colleges/universities or other education providers, employers, etc.)?
3 Jan. 20	The adult learner: Transformative learning theory	Discuss the importance of concepts of transformative learning, reflective practice, self-directed learning and andragogy to the current understanding of the characteristics of adult learners.	<p>Readings:</p> <p>Dirx, (1998). Transformative learning theory in the practice of adult education: An overview. <i>PAACE Journal of Lifelong Learning</i>, 7, 1-14.</p> <p>Taylor, E. (2007). An update on transformative learning theory: a critical review of the empirical research (1999-2005). <i>International Journal of Lifelong</i></p>

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
			<p><i>Education</i>, 26(2), 173-191.</p> <p>Mezirow, J. (1997). Transformative learning: theory to practice. <i>New Directions for Adult and Continuing Education</i>, 74, 5-12.</p> <p>Additional (non-compulsory) resources:</p> <p>Kucukaydin, I. & Cranton, P. (2013). Critically questioning the discourse of transformative learning theory. <i>Adult Education Quarterly February</i>, 63(1), 43-5</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • What are the underlying assumptions of transformative learning? • How would you describe the epistemology behind transformative learning theory and practice? • Describe the tensions you see as existing between conventional or institutional goals of education, and the goals of transformative educators. Can they coexist?
4 Jan. 27	The adult learner: Learning from reflective practice	Discuss the importance of concepts of transformative learning, reflective practice, self-directed learning and andragogy to the current understanding of the characteristics of adult learners.	<p>Readings and digital media resources:</p> <p>Greenwood, J. (1993). Reflective practice: a critique of the work of Argyris and Schon. <i>Journal of Advanced Nursing</i>, 18, 1183-1187.</p> <p>Kotzee, B. (2012). Private practice: exploring the missing social dimension of 'reflective practice'. <i>Studies in Continuing Education</i>, 34 (1), 5-16.</p> <p>Van Manen, M. (1995). On the epistemology of reflective practice. <i>Teachers and Teaching: Theory and Practice</i>, 1(1), 33-50.</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • In your own words, summarize van Manen's concepts of "habitual practice" and "intelligent practice." What is the role of reflection in making that transition? • The readings offer a critique of traditional models of reflective practice. Summarize those critiques. • As an educator, talk about how reflective practice can be used (a) as a strategy for your own practice; and (b) as an instructional approach with your own students. • How can reflective practice be "taught" or learned?
5 Feb. 3	The adult learner: Self-directed learning	Discuss the importance of concepts of transformative learning, reflective practice, self-directed learning and andragogy to the current	<p>Readings and digital media resources:</p> <p>Dr. S. Bullock's videos on self-directed learning (see videos on course website)</p> <p>Brookfield, S. (1993). Self-directed learning, political clarity, and the critical practice of adult education.</p>

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
		understanding of the characteristics of adult learners.	<p><i>Adult Education Quarterly</i>, 43 (4), 227-242</p> <p>Additional (non-compulsory) resources</p> <p>Loyens et al (2008). Self-Directed Learning in Problem-Based Learning and its Relationships with Self-Regulated Learning. <i>Educational Psychology Review</i>, 20, 411–427</p> <p>Silen & Uhlin. (2008). Self-directed learning a learning issue for students and faculty! <i>Teaching in Higher Education</i>, 13(4), 461-475. (NOTE: this is a very good practical resource)</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • Discuss the epistemological standpoints of Bullock and Brookfield in their work on self-directed learning (SDL). • In what ways can SDL and reflective practice complement one another? • How have your education experiences as an adult reflected or incorporated SDL?
6 Feb. 10	Teaching in an adult learning environment: Formal, Informal and Workplace Learning	Discuss the importance of concepts of transformative learning, reflective practice, self-directed learning and andragogy to the current understanding of the characteristics of adult learners.	<p>Readings and digital media resources:</p> <p>Dr. S. Eaton’s Podcast on types of learning</p> <p>Fenwick, T. (2010), Workplace ‘learning’ and adult education: Messy objects, blurry maps, and making a difference. <i>European Journal for Research on the Education and Learning of Adults</i>, 1 (1-2), 79-95.</p> <p>Marsick, V. & Watkins, K. (2001). Informal and incidental learning. <i>New Directions for Adult and Continuing Education</i>, 89, 25-34.</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • In what ways are various types of learning (either by institution, or by topic/content) privileged over others? • What are the implications on individuals or groups when such hierarchies of learning exist? • Think about your own experience in workplace learning. Analyze the formal, informal, and non-formal learning that you experienced in joining the organization and in your current position. • In educational contexts, who decides what formal or informal learning occurs in the workplace? How are such decisions made? Who ought to make them? • How do previous course concepts (SDL, reflective practice, and transformative learning) apply to workplace and other forms of learning?
7	Teaching in an adult learning	Describe an approach to teaching adults in an	Readings and digital media resources:

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
Feb. 27	environment: Cultural contexts and cultural relevance	environment that is relevant to their personal context.	<p>Tisdell, E.J. (2006). Spirituality, cultural identity, and epistemology in culturally responsive teaching in higher education. <i>Multicultural Perspectives</i>, 8(3), 19-25.</p> <p>Tisdell, E.J., Taylor, E.W. & Forté, K.S. (2013). Community-based financial literacy education in a cultural context: A study of teacher beliefs and pedagogical practice. <i>Adult Education Quarterly</i>, 63(4), 338-356</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • How do you define “culture”? How does culture intersect (or differ from) race, religion, or social class? • In what cultural groups do you consider yourself a member? • How do cultural differences affect the work of a teacher in higher or adult education environments? • How do cultural differences impact the way individuals approach learning? • Using Tisdell et al.’s research on financial literacy as a basis for reflection, what assumptions do you bring to your work as an educator? You can situate your response in any context (your work, your career aspirations, informal learning, etc.)
BREAK			
8 Mar. 3	Contexts, problems and issues in adult education: Policy issues	<p>Describe an approach to teaching adults in an environment that is relevant to their personal context.</p> <p>Demonstrate understanding of the development of Adult Education as a discipline.</p>	<p>Readings and digital media resources:</p> <p>Rubenson, K. (2005). Social class and adult education policy. <i>New Directions for Adult and Continuing Education</i>, 106, 15-25.</p> <p>Kirby, D., Curran, V. & (2009). Non-formal adult learning programs at Canadian post-secondary institutions: Trends, issues, and practices. <i>Canadian Journal of University Continuing Education</i>, 35(2), 63-86.</p> <p>Chapter 2 of CMEC’s Adult Learning and Education: Canada progress report for the UNESCO Global Report on Adult Learning and Education (GRALE) and the end of the United Nations</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • For what reasons would a government be interested in adult education? • At what level(s) and through what agencies/Ministries does adult education policy get formulated? • Identify the policy implications of Canada’s current practices. • How do non-education policies inadvertently affect

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
			adult education participation?
9 Mar 10	Contexts, problems and issues in adult education: Equity Issues	Describe an approach to teaching adults in an environment that is relevant to their personal context.	<p>Readings and digital media resources:</p> <p>Closson, R. (2010). Critical race theory and adult education. <i>Adult Education Quarterly</i>, 60, 261-283. DOI: 10.1177/0741713609358445</p> <p>Duhaney, P. (2010). Why is our educational system still guilty of whiteness? <i>Canadian Social Work Review</i>, 27 (1), 95-113.</p> <p>Manglitz, E. (2003) Challenging White Privilege In Adult Education: A Critical Review Of The Literature. <i>Adult Education Quarterly February</i>, 53(2) 119-134.</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • Differentiate between the terms equity and equality. What is the relevance in education situations? • Define critical race theory (CRT) and white privilege. • What are some of the subtle and overt barriers to educational equity posed by race? • Duhaney speaks about her experience in higher education. How are the situations she describes relevant in other types of adult learning contexts? • The readings here deal with race. What other intersectionalities can lead to inequity in adult learning situations.
10 Mar. 17	Contexts, problems and issues in adult education: Gender Issues	Describe an approach to teaching adults in an environment that is relevant to their personal context.	<p>Readings and digital media resources:</p> <p>Railla, J. A (2001, Spring). A broom of one's own. Bust, 41-45. Retrieved from:</p> <p>Stalker, J. (1996). Women and Adult Education: Rethinking Androcentric Research. <i>Adult Education Quarterly</i>, 46, 98-113</p> <p>Plus, choose ONE of the following:</p> <p>Gouthro, P.A. (2005). A critical feminist analysis of the homeplace as learning site: Expanding the discourse of lifelong learning to consider adult women learners. <i>International Journal of lifelong education</i>, 24(1), 5-19</p> <p>Hugo, J.M. (1990). Adult Education History and the Issue of Gender: Toward A Different History of adult Education In America. <i>Adult Education Quarterly</i>, 41 (1), 1-16.</p> <p>Merrill, B. (2005). Dialogical feminism: Other women and the challenge of adult education. <i>International Journal of Lifelong Education</i>, 4 (1), 41–52</p> <p>Stromquist, N.P. (2006). Women's rights to adult education as a means to citizenship. <i>International</i></p>

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
			<p>Journal of Educational Development, 26 (2), 140 - 152</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • This week’s readings only offer a glimpse of the multitude of issues in feminist approaches to understanding and critiquing education. Comment on differences between gender inclusiveness and the content of education, versus gender inclusiveness in practices in education (pedagogies, hierarchies, etc.). • Think about the 3 readings you completed and make connections to (a) the aims of education from week 1 of the course; and (b) the types of learning from week 6 of the course. • How does Railla’s position contribute to our understanding of what counts as “official” or valued knowledge and skills? • One of the critiques of and by feminist researchers is the trap of essentialism – that is, when we view gender in binary ways. Based on your prior experience and knowledge, comment on the dangers of essentialism, and how we might view gender issues in adult education as a prism and not a binary.
<p>11 Mar. 24</p>	<p>Digital technologies in adult education: Using digital technologies for learning</p>	<p>Articulate a personally relevant philosophy for working with adult learners</p> <p>Describe an approach to teaching adults in an environment that is relevant to their personal context.</p> <p>Demonstrate understanding of the development of Adult Education as a discipline.</p>	<p>Readings and digital media resources:</p> <p>Dinevski, D. & Radovan, M. (2013). Adult learning and the promise of new technologies. <i>New Directions for Adult and Continuing Education</i>, 138, 61–69.</p> <p>Hardaker, G., Dockery, R. & Sabki, A.A. (2010). Cognitive learning styles and digital equity: searching for the middle way. <i>International Journal of Inclusive Education</i>, 14 (8), 777-794</p> <p>Smith, D.R. & Ayers, D.F. (2006). Culturally responsive pedagogy and online learning: Implications for the globalized community college. <i>Community College Journal of Research and Practice</i>, 30, 401–415.</p> <p>Guiding Questions</p> <ul style="list-style-type: none"> • What types of digital technologies are shaping the design, delivery and availability of adult education? • In what ways do technologies increase access to adult education? How does this relate to democratization of learning? • What barriers do digital technologies create with respect to adult education? • How are providers of adult education affected by

Week	Theme	Learning Outcome	Readings (see http://educ5401.weebly.com/ for direct links, and embedded video to supplement readings)
			digital technologies, in both positive and negative ways?
12 Mar. 31	Course synthesis/consolidation	Articulate a personally relevant philosophy for working with adult learners Demonstrate understanding of the development of Adult Education as a discipline.	Readings and digital media resources: N/A Synthesis questions: 1. Complete the K-W-L that you began at the beginning of the course. 2. How might you apply concepts or ideas from the course into your practice, either as an educator or as a learner?

7. Required Texts/Readings: See above

A general reference that is useful, but not required:

Merriam, S., Caffarella, R., & Baumgartner, L. (2007). *Learning in Adulthood: a Comprehensive Guide* (3rd edition).

Ebook, available at no charge:

Kidd, T. (Ed.). (2010). *Online Education and Adult Learning: New Frontiers for Teaching Practices*. Hershey, PA: Information Science Reference. Retrieved from: <http://bit.ly/lzAxtl>

8. Evaluation Method

Note: Any extensions require timely, personal consultation with the Professor. Detailed assignment descriptions appear in Section 9 of the syllabus below.

Students will use proper APA style for their work.

Grade	Percentage	Description
A+	90-100	Very Good to Excellent. Student
A	85-89	Demonstrates mastery of understanding the key concepts, skills and values of the course.
A-	80-84	
B+	77-79	Acceptable to Good. Student demonstrates adequate understanding of the key concepts, skills and values of the course.
B	73-76	
B-	70-72	

9. Assignments

Assignment criteria are specified in the detailed assignment descriptions and in the instructions. Read them carefully to ensure that you have fulfilled all aspects of the requirements. Late assignments policy is as follows:

Non-negotiated late assignments: An assignment that has been submitted late without prior agreement between the student and the professor to extend the deadline will be assigned a grade of zero.

Negotiated late assignments: An assignment that has been submitted late in accordance with a mutually agreed

deadline and penalty (if applicable, will be considered a negotiated late assignment and will be marked in accordance with the mutually agreed terms).

Extenuating circumstances: Instructors will consider, on a case-by-case basis, rare extenuating circumstances which may cause an assignment to be late. Examples of extenuating circumstances include hospitalization, death of a loved one, traffic accidents, etc. The student **must provide documentation** to validate the extenuating circumstance. It will be at the instructor's discretion to work out the extension in this situation.

Assignment	Description	Submission deadline	Value
Reflecting, participating and sharing	The success and meaningfulness of the discussions will greatly depend on your preparation and participation. One of the major aims of class participation is to develop the class into a community of inquiry -- one in which the participants care about the issues discussed and the persons in the group. Thus, you should attend sessions prepared to thoughtfully and seriously participate in big and small group discussions of course readings and issues. You should feel free to ask any type of question: clarification, critical, inquiring etc., and where appropriate make connections among readings and your experience.	Ongoing	[20%]
Blog Posts	You will create and maintain a password-protected blog shared only with me. The purpose of this blog is to provide a forum for you to respond to a number of guiding questions that arise in the course and to document your developing understanding of the field of adult education. It is expected that these blogs will serve as catalysts for small-group discussions in class and that you will link your posts to both recommended readings and readings that you find on your own.	March 31	[30%]
Praxis Paper	You will prepare a scholarly paper makes connections between course themes and your experience (as <i>praxis</i>). The paper will be between 3000 and 4000 words, not including references, and conform to APA guidelines. There will be numerous opportunities to obtain feedback on developing ideas and your paper throughout the course.	April 10	[50%]

Assignment criteria are specified in the detailed assignment descriptions and in the rubrics for all assignments which are posted in our online environment. You are encouraged to carefully review all requirements before submitting assignments.

Assignments are due by midnight on the day indicated.

10. Accessibility

Students with documented disabilities and who may require assistance to participate in this class are encouraged to speak with their instructor as soon as possible. Students who require academic accommodations must contact the Centre for Students with Disabilities (B297) as early as possible to ensure that your needs can be met.

11. Professional Conduct (if applicable)

All graduate student interactions among graduate students and with the professor will exemplify respectful, productive and ethical conduct.

12. Academic Integrity

Students and faculty at UOIT share an important responsibility to maintain the integrity of the teaching and learning relationship. This relationship is characterized by honesty, fairness and mutual respect for the aim and principles of the pursuit of education. Academic misconduct impedes the activities of the university community and is punishable by appropriate disciplinary action. Students are expected to be familiar with UOIT's regulations on Academic Conduct (Section 5.15 of the Academic Calendar) which sets out the kinds of actions that constitute academic misconduct, including plagiarism, copying or allowing one's own work to be copied, use of unauthorized aids in examinations and tests, submitting work prepared in collaboration with another student when such collaboration has not been authorized, and other academic offences. The regulations also describe the procedures for dealing with allegations, and the sanctions for any finding of academic misconduct, which can range from a written reprimand to permanent expulsion from the university. A lack of familiarity with UOIT's regulations on academic conduct does not constitute a defense against its application.

Further information on academic integrity is available at: www.uoit.ca/EN/academicintegritystudent

13. Course Evaluations

Student evaluation of teaching is a highly valued and helpful mechanism for monitoring the quality of UOIT's programs and instructional effectiveness. The professor will outline an anonymous process that will take place during the last class. The professor will not receive course evaluations until grades have been assigned.

BLOG OVERVIEW AND EVALUATION

You will create and maintain a password-protected blog shared only with me. The purpose of this blog is to provide a forum for you to respond to a number of guiding questions that arise in the course and to document your developing understanding of the field of adult education. It is expected that these blogs will serve as catalysts for small-group discussions in class and that you will link your posts to both recommended readings and readings that you find on your own.

Please see the assignment guidelines PDF for additional details, including guiding questions, and instructions on how to use blogger.com

Summary of blog activity:

Post	Topic	Date
1.	Introduction	Week 3
2.	The Adult Learner	Week 5
3.	Teaching in an Adult Learning Environment	Week 7
4.	Contexts, Problems, and Issues in Adult Education	Week 9
5.	Philosophy for working with adults in education contexts	Week 11

BLOG EVALUATION CRITERIA

Criterion	Look fors	Comments and Grade
Theory	<ul style="list-style-type: none"> • makes clear connections to course readings or other scholarly research • demonstrates understanding of core concepts and ideas 	
Reflective practice	<ul style="list-style-type: none"> • makes clear connections to experience or observations, connecting theory to practice 	
Critical reflection	<ul style="list-style-type: none"> ▪ Beyond description – raises questions and issues ▪ Avoids clichés and jargon ▪ Unpacks underlying assumptions ▪ Avoids fallacies ▪ Connects or contrasts ideas and views or divergent perspectives 	
Communication	<ul style="list-style-type: none"> • appropriate language or visuals • at least 500 words long (or equivalent, if visual or video) • engages the reader by raising a number of potential areas for further discussion • flow of information is well-organized 	

PRAXIS PAPER OVERVIEW AND EVALUATION

The philosopher Aristotle elaborated three basic human activities, each corresponding to a type of knowledge: *theōria* (contemplation) corresponds to *episteme* (knowledge, know-what), to which the end goal is truth; *poiesis* (making) corresponds to *technē* (method involved in producing an object, know-how), to which the end goal is production; and *praxis* (doing) corresponds to *phronēsis* (practical wisdom), to which the end goal is action. Paulo Freire extended this notion of *praxis* as a philosophy of activism based on conscientization which he believed to be an aim of education.

A praxis paper, therefore, aims to make connections between theory, practical wisdom and doing. As such, it is an appropriate task for an adult learning course since it invites students to connect lived experience with course readings and other research.

The paper should:

- Connect your praxis (experience, practical wisdom and/or action) to one of the course themes or topics
- Integrate course readings/content
- Include 5 additional references you locate through independent research
- Explore the course theme/topic chosen based on your praxis, OR demonstrate how readings and theory have helped you to make sense of your praxis

Length: 11-12 pages, typed, double-spaced, 12 font (3000-4000 words not including references).

Criterion	“Look fors”	Comments
Reflective practice and course connections	<ul style="list-style-type: none"> ▪ Demonstration of an understanding of course concepts, readings, and class discussions ▪ Integration of praxis (personal experience, practical wisdom and/or action) to enhance theory 	
Critical analysis	<ul style="list-style-type: none"> ▪ Beyond description – raises questions and issues ▪ Avoids clichés and jargon ▪ Unpacks underlying assumptions ▪ Avoids fallacies ▪ Connects or contrasts ideas and views or divergent perspectives 	
Clarity	<ul style="list-style-type: none"> ▪ Well-organized thoughts ▪ Appropriate writing style ▪ Giving support for your views, for example, relevant examples and anecdotes from your experience, expressing your feelings and providing arguments ▪ Clarifying assumptions ▪ Identifying contradictions 	
Research quality	<ul style="list-style-type: none"> ▪ Bibliography of at least 5 items outside of course readings ▪ Sound and reasonable references and use of research to support position or make sense of experience 	