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| ***ÇAĞ UNIVERSITY FACULTY OF ARTS AND SCIENCES***  ***DEPARTMENT OF ENGLISH LANGUAGE TEACHING*** | | | | | | | | | | | | | | | | |
| **Code Course Title Credit ECTS** | | | | | | | | | | | | | | | | |
| ELT 429 | | | Reflective Practice | | | | | | | | (3-0) 3 4 | | | | | |
| **Prerequisites None** | | | | | | | | | | | | | | | | |
| **Language of Instruction** | | | | | | English | | | **Mode of Delivery Online** | | | | | | | |
| **Type and Level of Course Compulsory Elective/4th Year/Fall Semester** | | | | | | | | | | | | | | | | |
| **Lecturers** | | | | | **Name(s)** | | Lecture Hours | | | Office Hours | | | | **Contacts** | | |
| **Course Coordinator**  [**sedentuyan@gmail.com**](mailto:sedentuyan@gmail.com)  12:30) | | | | | LecturerDr.  Seden Eraldemir Monday(9.40-12.25) Wed. (13:30-15:20) [**sedentuyan@cag.edu.tr**](mailto:sedentuyan@cag.edu.tr)  Tuyan Monday(12.40- 14.55) | | | | | | | | | | | |
| **Course Objective** | | | | | This course is designed to enable students to: 1. Develop as teacher researchers and reflective  practitioners in ELT. 2. Develop a critical perspective on issues related to teaching and learning in  ELT. | | | | | | | | | | | |
| **Learning Outcomes of the Course** | |  | Students who have completed the course successfully will be **Relationship** | | | | | | | | | | | | | |
| able to:  Demonstrate an understanding of the meaning of reflective practice, reflective learning theory and related literature | | | | | | | | | | Prog. Output **Net Effect** | | | |
| 1 | 5, 6, 9 | | | 4, 4, 5 |
| 2 | | Critically analyze their observation practices to gain a better  understanding of  quality of teaching and learning EFL, | | | | | | | | 5, 6, 9 | | | 4, 4, 5 | |
| 3 | | Discuss reflective practice in the context of teaching standards and the  role of the professional teacher in ELT, | | | | | | | | | 5, 4, 4 | | | 5, 6, 9 |
| 4 | Relate theory to ELT practice in different educational contexts, | | | | | | | | | | 5, 6, 7, 9, 10 | | | 4, 4, 3, 5, 4 |
| 6 | Understand and identify professional learning opportunities in ELT. | | | | | | | | | | 5, 3 | | | 4, 3 |
| **Course Description:** This course will focus on the role of reflective practice in EL teacher education by introducing some models of reflective practice and guide students to identify the difference between reflection, analysis and description. By reflecting on some observation experiences based on different tasks, students will be mentored to understand the difficulties in ensuring that reflection leads to learning and begin to develop some strategies to ensure reflection supports development. | | | | | | | | | | | | | | | | |
| **Course Contents: (Weekly Lecture Plan )** | | | | | | | | | | | | | | | | |
| **Weeks** | **Topics** | | | | | | | **Preparation Teaching Methods** | | | | | | | | |
| **1** Introduction to the course syllabus Course Syllabus Presentation, discussion, ÇUZEM online | | | | | | | | | | | | | | | | |
| **2** | Professional Development | | | | | | | Textbook (1) Ch.1 Presentation, discussion, ÇUZEM online | | | | | | | | |
| **3** Reflective Practice Textbook (1) Ch.1 & 2 Presentation, discussion, ÇUZEM online | | | | | | | | | | | | | | | | |
| **4** | Teacher beliefs | | | | | | | Textbook (1) Ch.2 Presentation, discussion, ÇUZEM online | | | | | | | | |
| **5** Reflection on teacher beliefs Textbook (1) Ch.5 Presentation, discussion, ÇUZEM online | | | | | | | | | | | | | | | | |
| **6** | What is critically reflective teaching? | | | | | | | Textbook (2) Ch. 1 Presentation, discussion, ÇUZEM online | | | | | | | | |
| **7 MIDTERM WEEK** | | | | | | | | | | | | | | | | |
| **8** | **MIDTERM WEEK** | | | | | | |  | | | | | | | | |
| **9** Students’ Insights on Observation Experience Q&A, reflection, discussion, ÇUZEM online | | | | | | | | | | | | | | | | |
| **10** | Students’ Insights on Observation Experience | | | | | | | Q&A, reflection, discussion, ÇUZEM online | | | | | | | | |
| **11** Students’ Insights on Observation Experience Q&A, reflection, discussion, ÇUZEM online | | | | | | | | | | | | | | | | |
| **12** | Students’ Presentations on Critical Incidents | | | | | | | Students’ presentations | | | | | | | | |
| **13** Students’ Presentations on Critical Incidents Students’ presentations | | | | | | | | | | | | | | | | |
| **14** | Students’ Presentations on Critical Incidents | | | | | | | Students presentations | | | | | | | | |
| **REFERENCES** | | | | | | | | | | | | | | | | |
| **Textbooks**  1. Farrell, T.S.C. (2013). *Reflective Practice in ESL Teacher Development Groups: From Practices to Principles.* Palgrave Macmillan. [selected chapters]  2. Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass. [selected chapters] | | | | | | | | | | | | | | | | |
| **Related links** <https://www.youtube.com/watch?v=r-abWqXlkFY&list=PLpRZh60flv8Ywy9qu0FoI3VYBM4SPqlsB&t=18s> <https://www.youtube.com/watch?v=zLY5buOkS7c> | | | | | | | | | | | | | | | | |
| <https://medium.com/@diahwulanhudaya/reflective-teaching-79e2d9c3dd20>  <https://www.youtube.com/watch?v=0glFJMYv1JY>  . | | | | | | | | | | | | | | | | |
| <https://www.youtube.com/watch?v=UqjEY-kJFjo>  <https://www.youtube.com/watch?v=vGyjF9Ngd8Y> | | | | | | | | | | | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **ASSESSMENT METHODS** | | | | | | | | **Activities** | **Number** | | **Effect** | **Notes** | | | | **Exploratory Research Project** | **1** | | **30 %** |  | | | | **EAR Report Analysis & Presentation** | **1** | | **20 %** |  | | | | **Research Paper** | **1** | | **50 %** |  | | | | ***Effect of The Activities*** |  | | **50%** |  | | | | ***Effect of The Final Exam*** |  | | **50%** |  | | | | **ECTS TABLE** | | | | | | | | **Contents** | | **Number** | | | **Hours** | **Total** | | **Hours in Classroom** | | **14** | | | **3** | **28** | | **Hours out of Classroom** | | **14** | | | **2** | **42** | | **Presentation** | | **4** | | | **40** | **14** | | **Project** | | **1** | | | **60** | **36** | | **Total**  **Total / 30**  **ECTS Credit** | | | | | | **120** | | **=120/30** | | **4** | | | | | | | | | | | | | | | | | |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Midterm** | **1** | | **30 %** |  | | | | **Critical Reflection Tasks** | **2** | | **10 %** |  | | | | **Research Paper** | **1** | | **50 %** |  | | | | ***Effect of The Activities*** |  | | **50%** |  | | | | ***Effect of The Final Exam*** |  | | **50%** |  | | | | **ECTS TABLE** | | | | | | | | **Contents** | | **Number** | | | **Hours** | **Total** | | **Hours in Classroom** | | **14** | | | **3** | **28** | | **Hours out of Classroom** | | **14** | | | **2** | **42** | | **Presentation** | | **4** | | | **40** | **14** | | **Project** | | **1** | | | **60** | **36** | | **Total**  **Total / 30**  **ECTS Credit** | | | | | | **120** | | **=120/30** | | **4** | | | | | | | | | | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Observation Experience Presentation** | **1** | **10 %** |  |  |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | | **Research Paper** | **1** | **50 %** |  | | ***Effect of The Activities*** |  | **50%** |  | | ***Effect of The Final Exam*** |  | **50%** |  | | | | | | | | | | | | | | | | | |
| |  |  |  |  | | --- | --- | --- | --- | | **Final Observation Insights Report** | **1** | **50 %** |  | | **Research Paper** | **1** | **50 %** |  | | ***Effect of The Activities*** |  | **50%** |  | | ***Effect of The Final Exam*** |  | **50%** |  | | | | | | | | | | | | | | | | | |

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| **Contents** |  | **Number Hours** | **Total** |
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| **Hours out of Classroom** |  | **14 2** | **28** |
| **Presentation** |  | **1 5** | **10** |
| **Midterm Exam** |  | **1 15** | **15** |
| **Final REPORT** |  | **1 25** | **25** |
|  |  | **Total** | **120** |
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**ASSESSMENT METHODS**

**2016-2017 S P R ING S E ME S T E R**

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