Education Studies Concentration
Oberlin College

Student Information
Updated 7/31/16

Table of Contents

Goal, Overview and Requirements 2
Courses and Experiential Components 3
Portfolios and Portfolio Reviews 4-5
Guide and Checklist for the Education Studies Concentration 6-7
Reflection and Self-Assessment Guidelines (for Experiential Components) 8
Final Reflection/Self-Assessment (for Experiential Components) 9
Supervisor’s Evaluation Form (for Experiential Components) 10
Declaration of Education Studies Concentration form 11
Petition form (for Courses or Experiential Components) 12

Members of the Education Studies Curricular Committee – 2016-2017

• Faculty members – Deborah Roose (co-chair), Daphne Johns (co-chair), Joanne Erwin, Jade Schiff and Travis Wilson
• Ex officio – Kim Faber, head of SITES and Susan Pavlus, Bonner Center Education Outreach Coordinator
• Students (two) – to be appointed fall 2016
Student Information about the Education Studies Concentration
Oberlin College
Fall 2016

Goal and Overview of The Education Studies Concentration

The goal of the Education Studies Concentration is to guide you in the coordination and integration of coursework and fieldwork in the study and practice of education. An Education Studies concentration integrates pedagogical approaches, conceptual approaches, and experiential components for those of you who are interested in engaging with understandings of education as a part of the liberal arts. It encourages you to work with diverse communities both as learners and as educators.

The Education Studies Curricular Committee supports those students who choose an Education Studies concentration. The Committee is a focal point for a flexible, social and intellectual learning community for you and other students and faculty at Oberlin College who are interested in the study and practice of education.

The concentration includes student work in three areas: conceptual approaches, pedagogical approaches and experiential components.

- The goal of the courses in the "Conceptual Approach" category is to engage students with the theories, research, frameworks and perspectives about education, children/youth and/or learning.
- The goal of the courses in the "Pedagogical Approach" category is to support students in the integration and application of skills, methods, theory and practices, and reflection on their work.
- The goals of the Experiential Components are to support students, through regular direct contact in educational situations, in gaining experience in practical application of education theory, techniques and self-assessment and/or to learn to engage with diverse learners.

Requirements for an Education Studies Concentration

Pieces (6 total)
- **Four (4) full courses** (at least one course each in Conceptual and Pedagogical Approaches areas)
  Courses in which a student has earned a letter grade lower than a C-, or lower than a P, cannot be used to fulfill the requirements of the concentration.
- **Two (2) Experiential Components** (at least one preK-12 and at least one local)
  - Includes weekly Reflection and Self-Assessment, a final Reflection and a Supervisor’s Evaluation

Process
- Tied together by Reflection and Self-Assessment through a Portfolio and two Portfolio Reviews

You may begin the concentration at any point in your college career before spring of your senior year by filling out the Declaration of Education Studies Concentration form (page 11) - but are encouraged to do so no later than the middle of the junior year.
<table>
<thead>
<tr>
<th>Conceptual Approaches Courses</th>
<th>Pedagogical Approaches Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 280 Africana Philosophies of Education</td>
<td>CRWR 450 Teaching Imaginative Writing</td>
</tr>
<tr>
<td>EDUC 300 Principles of Education</td>
<td>DANC 214 Moving into Community</td>
</tr>
<tr>
<td>EDUA 312 Alternative Pedagogies (last time offered, fall 2016)</td>
<td>DANC 247 Dance Pedagogy</td>
</tr>
<tr>
<td>EDUA 320 Children and Society (last time offered, spring 2017)</td>
<td>EDUA 101 Language Pedagogy</td>
</tr>
<tr>
<td>POLT 333 Discipline, Resistance and Virtue</td>
<td>ENVS 354 Practicum in Ecological Communication and Oberlin Project</td>
</tr>
<tr>
<td>POLT 409 Public Education, Policy and Law</td>
<td>(when appropriate, check with ESC chair)</td>
</tr>
<tr>
<td>PSYC 216 Dev. Psych (prereq Psych 100)</td>
<td>ENVS 501 Research in Environment Studies</td>
</tr>
<tr>
<td>PSYC 300s Advanced Methods in Dev Psych (when appropriate, check with ESC chair)</td>
<td>(when appropriate, check with ESC chair)</td>
</tr>
<tr>
<td>PSYC 461 Seminar in Adolescent Development</td>
<td>MUED 206 Choral Methods</td>
</tr>
<tr>
<td>PSYC 480 Seminar in Child Development</td>
<td>MUED 300 Teaching Music to Adolescents</td>
</tr>
<tr>
<td>SOC 314 Unequal Educations</td>
<td>MUED 301 Teaching Music to Children</td>
</tr>
<tr>
<td>SOC 350 School and Punishment</td>
<td>RHET 401/ENG 399 Teaching and Tutoring</td>
</tr>
<tr>
<td>SOCI 428 Schools, Rights and Education Policy</td>
<td>Writing Across the Disciplines</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Experiential Components*</th>
<th>Non-Standard Courses and Petitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 281 Practicum in Tutoring</td>
<td>Check with the ESC Chair about whether the following types of courses will count for the concentration or need to be petitioned to count:</td>
</tr>
<tr>
<td>AAST 320 Practicum in Social Justice Education AmericaReads</td>
<td>- CAST 300/302</td>
</tr>
<tr>
<td>CINE 394 Apollo Outreach Initiative Workshop</td>
<td>- First Year Seminar (e.g. <em>The Privileged and the Marginalized: History and Culture of American Colleges and Universities</em> - Shozo Kawaguchi)</td>
</tr>
<tr>
<td>Dubois Fraction Club (check with ESC chair)</td>
<td>- Private Reading</td>
</tr>
<tr>
<td>Education Practica (e.g. SITES – EDPR 102)</td>
<td>- Other PSYC 400s (Seminars)</td>
</tr>
<tr>
<td>Girls and Boyz in Motion</td>
<td>- SOC 391</td>
</tr>
<tr>
<td>Ninde Scholars tutoring</td>
<td>- Study Away and Transfer courses</td>
</tr>
<tr>
<td>OWLS (Oberlin Workshop and Learning Sessions)</td>
<td>A student can petition for these activities to fulfill an experiential component for the concentration:</td>
</tr>
<tr>
<td>Quantitative Skills Drop-In Center</td>
<td>- Academic Services work</td>
</tr>
<tr>
<td>Winter Term and Summer Internships (appropriate projects, check with ESC chair)</td>
<td>- America Counts</td>
</tr>
<tr>
<td>Writing Associates Program</td>
<td>- Bonner Leaders (education related positions)</td>
</tr>
<tr>
<td>*For an Experiential Component to be counted in an Education Studies Concentration it needs to include at least two contact hours per week for a semester or a minimum of 20 contact hours during a semester plus weekly reflections and a final written reflection.</td>
<td>- Bonner Scholars</td>
</tr>
</tbody>
</table>

Copies of Reflection and Self-Assessment Guidelines, Final Reflection/Self-Assessment and Supervisor’s Evaluation sheets to be used with any Experiential Component are attached at the end of this document (pages eight through ten).

The Education Studies Concentration is a flexible student-initiated and student-centered concentration. After reading through this entire document, use the Checklists, on pages six and seven, to help you keep track of items you need to collect and dates you need to keep in mind.
Portfolios and Portfolio Reviews

Portfolios and portfolio reviews in the Education Studies concentration are used as a vehicle by which you reflect upon and connect the different courses and components for the concentration that you have chosen to do, think about how you are developing as a learner and educator, decide on appropriate and interesting next steps and be in conversation with others in the Oberlin College community interested in education. Portfolio reviews will take place twice during your career at Oberlin.

First Portfolio Review

The First Portfolio Review will take place after you have completed three of the six required pieces of the concentration and usually at the end of your sophomore or beginning of your junior year.

Products

The portfolio needs to be in electronic version (label items well) and all in one document.

Your portfolio for your first review needs to include the following:

1. At the beginning of the portfolio include a sheet/paragraph that says:
   a. Year of graduation
   b. Major(s), minors
   c. The courses and experiential components you have completed or are doing right now (indicate which)
   d. The courses and experiential components you plan on taking and when (can be guesses or hoped for or not certain about...)

2. One significant finished product from each of the courses taken (from either the conceptual approaches or pedagogical approaches categories);

3. The final reflection paper from any experiential component included;

4. The evaluation from your supervisor for any experiential component selected for inclusion in the concentration (you are responsible for making certain that this piece is completed);

   With each significant finished product from a course or final reflection paper from an experiential component, include a brief reason for why it was chosen to be included – what it illustrates about your growth as a learner and educator, challenges, questions, etc.

5. A several page reflection about a) major themes you found as you assembled the portfolio and as you think about how the different courses and experiential components completed support and/or challenge your thinking and inquiry about education and b) next directions you want to head/ideas to pursue/next steps to take in your development as a learner and educator.

6. Please include your signed honor code.

Process

The Education Studies Committee (ESC) will conduct portfolio reviews at least several times each month during the academic year. Check with the co-chair of the Education Studies Committee, Deborah Roose for 2016-2017, to set your portfolio review date.

• Send your portfolio to the co-chair of the Education Studies Committee, Deborah Roose, for 2016-2017, (deboraht.roose@oberlin.edu) at least one week before your scheduled review. At least two members of the committee will read your portfolio.

   If you need to petition for a course or experience to be included, your petition needs to be given to a co-chair of the Education Studies Committee at least three weeks before your scheduled 1st portfolio review.

• Prepare for a 20-minute meeting (10 minutes for your presentation) to talk about
   o major challenges & insights you have had so far working on the concentration,
   o how your concentration work fits within the context of your Oberlin career (e.g. influenced by your major, certain experiences, etc.),
   o where you want to head next in your inquiry and practice, and
   o how the committee can help you.

   Half the time (10 minutes) will be for you to present (not read) and half (10 minutes) for the committee to ask questions and to think with you about possible resources and experiences/courses that would be helpful for you.
Second Portfolio Review

The second review will come after you have finished the concentration of at least four courses plus two experiential components (or enrolled in your final pieces) and the 1st portfolio review.

**Products**

The portfolio needs to be in an electronic version (label items well) and all in one document. At that time you need to assemble the following in the portfolio:

1. At the beginning of the portfolio include a sheet/paragraph that says:
   - a. Year of graduation
   - b. Major(s), minors
   - c. The courses and experiential components you have completed for the first portfolio review
   - d. The courses and experiential components you have taken or are taking since the first portfolio review.

2. The response from the committee from your first portfolio review.

3. One significant finished product from each additional course you have taken for the concentration since the 1st review.

4. The final reflection paper from each additional experiential component you have taken for the concentration since the 1st review.

5. The evaluation from your supervisor for any experiential component selected for inclusion in the concentration not part of the 1st review (**you are responsible for making certain this is completed**).
   
   With each product added since the 1st review, include a brief reason for why it was chosen to be included – what it illustrates about your growth as a learner/educator, challenges, questions, etc.

6. A two to three page reflection about
   - a. major themes you found as you assembled the portfolio and as you think about how the different courses and experiential components taken support or challenge your thinking, inquiry about education, and
   - b. next directions you want to head/ideas to pursue/next steps to take in your journey as a learner and educator.

6. Please include your signed honor code.

**Process**

The Education Studies Committee (ESC) will conduct portfolio reviews at least several times each month during the academic year.

- Meet with the co-chair of the Education Studies Committee, Deborah Roose for 2016-2017, to set your portfolio review date.
- Give your portfolio to the co-chair of the Education Studies Committee, Deborah Roose, for 2016-2017, (deborah.roose@oberlin.edu) at least one week before your scheduled review. At least two members of the committee will read your portfolio.
  
  If you need to petition for a course or experience to be included, your petition needs to be given to the chair of the Education Studies Committee at least three weeks before your scheduled portfolio review.

- Prepare for a 20-minute meeting with the committee (10 minutes for your presentation)
  - a. for you to talk about major challenges, insights and learning you have had during work on the concentration and
  - b. how your concentration work fits within the context of your Oberlin career (e.g. influenced by your major, certain experiences, etc.) and
  - c. where you want to head next in your inquiry and practice as you finish and leave Oberlin.

No more than 10 minutes will be for you to present (don’t read) and 10 minutes for the committee to ask questions, give you feedback about the portfolio and think with you about possible courses, resources and experiences that could be helpful for you as you finish your Oberlin career and think about your plans for life after Oberlin.
Course and Experiential Component Checklist for the Education Studies Concentration

Four courses and 2 experiential components are needed for the Concentration.

- Complete three of the six required components of the concentration before your first portfolio review and compile your portfolio as per page 4.
- Complete all six of the required components or enrolled in them before your 2nd review and compile your 2nd portfolio as per page 5.

Conceptual Approaches Courses taken (at least one is needed)

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Semester Taken</th>
<th>Finished product chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.______________</td>
<td>_______________</td>
<td>______________________</td>
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<tr>
<td>2.______________</td>
<td>_______________</td>
<td>______________________</td>
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<tr>
<td>3.______________</td>
<td>_______________</td>
<td>______________________</td>
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</tbody>
</table>

Pedagogical Approaches Courses taken (at least one is needed)

<table>
<thead>
<tr>
<th>Name of Course</th>
<th>Semester Taken</th>
<th>Finished product chosen</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.______________</td>
<td>_______________</td>
<td>______________________</td>
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<tr>
<td>2.______________</td>
<td>_______________</td>
<td>______________________</td>
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<tr>
<td>3.______________</td>
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<td>______________________</td>
</tr>
</tbody>
</table>

Experiential Components (two needed – one needs to be local and one needs to be with K-12)

<table>
<thead>
<tr>
<th>Name of Component</th>
<th>Semester Taken</th>
<th>Final Reflection</th>
<th>Supervisor’s Signed Form (student is responsible for getting the signed form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.______________</td>
<td>_______________</td>
<td>_________________</td>
<td>______________________________________________________________________</td>
</tr>
<tr>
<td>2.______________</td>
<td>_______________</td>
<td>_________________</td>
<td>______________________________________________________________________</td>
</tr>
</tbody>
</table>

Additional Experiences and Courses (not required)

________________________________________________________________________________
________________________________________________________________________________

5/15
### Checklist of Important Actions for which Students are Responsible

<table>
<thead>
<tr>
<th>Actions</th>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk with a current Education Studies Committee (ESC) member to make certain you are clear about what you need to do to obtain an ES Concentration.</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Fill out and have the ESC Chair sign a Declaration of Education Studies Concentration form and give one copy to the registrar’s office.</td>
<td>Date Completed:</td>
</tr>
</tbody>
</table>

**First Portfolio Review**

<table>
<thead>
<tr>
<th>Action</th>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact the ESC Chair and set date for your first review. (Completed 2&lt;sup&gt;nd&lt;/sup&gt; semester sophomore or 1&lt;sup&gt;st&lt;/sup&gt; semester junior year)</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Petition the ESC Chair by submitting petition form for course or experience you believe qualifies. (Due at least three weeks before your scheduled review.)</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Portfolio electronically submitted to chair of ESC at least one week before scheduled 1&lt;sup&gt;st&lt;/sup&gt; portfolio review.</td>
<td>Date Submitted:</td>
</tr>
<tr>
<td>1&lt;sup&gt;st&lt;/sup&gt; portfolio review</td>
<td>Date Completed:</td>
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</table>

**Second Portfolio Review**

<table>
<thead>
<tr>
<th>Action</th>
<th>Dates:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact the ESC Chair and set date for your second review. (Completed 1&lt;sup&gt;st&lt;/sup&gt; semester senior year or by the beginning of classes 2&lt;sup&gt;nd&lt;/sup&gt; semester senior)</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Petition the ESC Chair by submitting petition form for course or experience you believe qualifies. (Due at least three weeks before your scheduled review.)</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Portfolio electronically submitted to chair of ESC at least one week before scheduled 2&lt;sup&gt;nd&lt;/sup&gt; portfolio review.</td>
<td>Date Submitted:</td>
</tr>
<tr>
<td>2&lt;sup&gt;nd&lt;/sup&gt; portfolio review</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Make certain the Chair of the ESC Committee sends certification of the completed Education Studies Concentration to the registrar (before April 1st your senior year).</td>
<td>Confirmation Date:</td>
</tr>
</tbody>
</table>
Reflection and Self-Assessment Guidelines
(to be filled out weekly during an Experiential Component
for the Education Studies Concentration or to be used as a guide for weekly journaling)

Use these prompts to shape your reflections. They will become part of your Concentration Portfolio.

• What were your own learning goals for this past week?

• Describe a specific time/event/interaction on which you want to focus from the week. What happened? What did you do? What did your learners do? What did you learn? What did the students learn, and how do you know?

• What patterns/themes did you see in your work?

• What did you do well as a learner/teacher?

• What questions do you have? How might you go about answering them?

• What connections have/are you making with your previous experiences or course work?

• What do you want to work on for next week? (Choose one “next step” and be specific about how you will go about working on that “next step.”)
Final Reflection/Self-Assessment
(for each Experiential Component requirement for an Education Studies Concentration)

1. Review your weekly reflections (on separate forms or in your journal)

2. Consider your overall development as a learner and educator throughout the semester.

3. Keeping in mind the points below, write a three to four page (typed/double spaced) reflection/self-assessment on your development as a learner and educator.
   - Include a brief overview of what you learned, noting any changes in your learning and teaching over the course of the semester/experience.
   - List any activities you did throughout the experience that you think were especially interesting or helpful for learners and explain why.
   - Make connections between these experiences and other coursework.
   - Describe at least five strengths you have now as a learner and educator (skills, content, attitudes)
   - Include a couple “next steps” for yourself as a learner and educator and concrete ways you want to work on them.
Supervisor’s Evaluation  
Experiential Component  
Education Studies Concentration

Student Name: ____________________________  Start & End Dates: __________
Supervisor: _____________________________
Oberlin College Sponsor: ________________________________
Placement/situation: _____________________  Hours per week: __________
(minimum 2 contact hrs/week/semester or 20 contact hours minimum/semester)

Brief description of work: ____________________________________________
_______________________________________________________________________

Please briefly evaluate the student with whom you worked in each of the following areas. A copy of this evaluation will become part of the student’s portfolio. Thank you.

1. Ability to organize and carry through tasks assigned:

2. Sense of responsibility toward the placement/situation:

3. Strengths observed:

4. Areas of work needed:

5. Other comments:

Please return this form to the Chair of the Education Studies committee by _________. Any additional or confidential comments may be emailed to the Oberlin College Sponsor.

Signatures:
Signature of Supervisor: ____________________________ Date: __________
Signature of Oberlin College Sponsor: ________________ Date: __________
Signature of Student: ____________________________ Date: __________

5/15
# Declaration of Education Studies Concentration

Name: ________________________________________

Box Number: __________________________________

Major(s): _____________________________________

Student ID: ___________________________________

Expected Year of Graduation: ________________

Email address: ________________________________

<table>
<thead>
<tr>
<th>Department</th>
<th>Course Title + Number</th>
<th>Date taken or expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Conceptual Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
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<tr>
<td>B. Pedagogical Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<tr>
<td>3.</td>
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<tr>
<td>C. Experiential Components</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sponsoring Organization</td>
<td>Name of Experience</td>
<td>Date completed or expected to be completed</td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
<td></td>
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<tr>
<td>D. Portfolio Reviews</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1st review – midway through concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd review – at end of concentration</td>
<td></td>
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</tbody>
</table>

Student signature and date: ____________________________________________

Education Studies Committee Chair signature and date: ________________________________

Notes:
1. Four Courses needed with at least one in the Conceptual Category and one in the Pedagogical Category
2. Two Experiential Components needed
3. A mid-way and final portfolio review needed

Copies to: Student, Major Advisor, Education Studies Committee Chair, Registrar
Petition Form for Courses and Experiential Components to Count for the Education Studies Concentration – Oberlin College

Name: ___________________________ Class Year: ___________________________ Date: ___________________________

Concentration Course of Study
Courses
1. List courses already taken and date completed:
   Conceptual Courses

   Pedagogy Courses

2. Courses still to be taken:

Experiential Components
1. List experiential components already accomplished and date completed:

2. Experiential components still to be accomplished

Check one
Petition request for: Course_____ Experiential Component _____

Name of Course or Experiential Component ___________________________

Semester/dates taken/completed ___________________________

Numbers of credits (courses) or contact hours (experiential components) ___________________________

Describe the course or experiential component (on a separate sheet) and explain why it should count for the concentration. Attach appropriate documentation (syllabus, course description, transcript, journals, reflections, papers, etc.).

5/15