Education Studies Concentration
Oberlin College

Student Information
Updated 5/26/15

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Members of the Education Studies Curricular Committee – 2015-2016

- Faculty members – Deborah Roose (chair), Daphne Johns, Carol Lasser and Travis Wilson
- Ex officio – Kim Faber, head of SITES (gone for 2015-2016), and Susan Pavlus, Bonner Center Education Outreach Coordinator
- Students (two) – to be appointed fall 2015
Student Information about the Education Studies Concentration
Oberlin College
Fall 2015

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)
  o 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.
### Conceptual Approaches Courses
- AAST 280 Africana Philosophies of Education
- EDUC 300 Principles of Education
- EDUA 312 Alternative Pedagogies (last time offered, fall 2016)
- EDUA 320 Children and Society (last time offered, spring 2017)
- POLT 333 Education for Politics
- POLT 409 Public Education, Policy and Law
- PSYC 216 Dev. Psych (prereq Psych 100)
- PSYC 300s Advanced Methods in Dev Psych (when appropriate, check with ESC chair)
- PSYC 461 Seminar in Adolescent Development
- PSYC 480 Seminar in Child Development
- SOC 314 Unequal Educations
- SOC 350 School and Punishment

### Pedagogical Approaches Courses
- AAST 320 Practicum in Social Justice Education
- CINE 394 Apollo Outreach Initiative Workshop
- CRWR 450 Teaching Imaginative Writing
- DANC 214 Moving into Community
- EDUA 101 Language Pedagogy
- ENVS 354 Practicum in Ecological Communication and Oberlin Project (when appropriate, check with ESC chair)
- ENVS 501 Research in Environment Studies (when appropriate, check with ESC chair)
- HIST 268 Oberlin History as American History
- MUED 206 Choral Methods
- MUED 300 Teaching Music to Adolescents
- MUED 301 Teaching Music to Children
- RHET 401/ENG 399 Teaching and Tutoring Writing Across the Disciplines

### Experiential Components*
- AAST 281 Practicum in Tutoring AmericaReads
- Dubois Fraction Club (check with ESC chair)
- Education Practica (e.g. SITES – EDPR 102)
- Girls and Boyz in Motion
- Ndine Scholars tutoring
- OWLS (Oberlin Workshop and Learning Sessions)
- Quantitative Skills Drop-In Center
- Winter Term and Summer Internships (appropriate projects, check with ESC chair)
- Writing Associates Program

*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.

### Non-Standard Courses and Petitions
Check with the ESC Chair about whether the following types of courses will count for the concentration or need to be petitioned to count:
- CAST 300/302
- First Year Seminar (e.g. The Privileged and the Marginalized: History and Culture of American Colleges and Universities - Shozo Kawaguchi)
- Private Reading
- Other PSYC 400s (Seminars)
- SOC 391
- Study Away and Transfer courses

A student can petition for these activities to fulfill an experiential component for the concentration:
- Academic Services work
- America Counts
- Bonner Leaders (education related positions)
- Bonner Scholars
- COMETS (Collaborative Media Exploration Technology Support) mentors
- Community Service Work-Study Program
- ExCo (leadership position)
- Music Mentors
- Study Away and summer experiences
- Other similar types of experiences

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

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

1. One significant finished product from each of the courses taken (from either the conceptual approaches or pedagogical approaches categories);
2. The final reflection paper from any experiential component included;
3. 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.
4. 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.
5. Please include your signed honor code.

The portfolio needs to be in electronic version (label items well).

Process

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

Meet with the chair of the Education Studies Committee, Deborah Roose for 2015-2016, to set your portfolio review date.

- Send your portfolio to the chair of the Education Studies Committee, Deborah Roose, for 2015-2016, (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 1st portfolio review.
- Prepare for a 20-minute meeting (10 minutes for your presentation) to talk about
  - major challenges & insights you have had so far working on the concentration,
  - how your concentration work fits within the context of your Oberlin career (e.g. influenced by your major, certain experiences, etc.),
  - where you want to head next in your inquiry and practice, and
  - 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

At that time you need to assemble the following in the portfolio:

1. The pieces from your first portfolio review, including the response from the committee.
2. One significant finished product from each additional course you have taken for the concentration since the 1st review.
3. The final reflection paper from each addition experiential component you have taken for the concentration since the 1st review.
4. 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.

5. 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.
The portfolio needs to be in an electronic version (label items well).

Process

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

- **Meet with the chair of the Education Studies Committee, Deborah Roose for 2015-2016, to set your portfolio review date.**
- Give your portfolio to the chair of the Education Studies Committee, Deborah Roose, for 2015-2016, (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 2\textsuperscript{nd} review and compile your 2\textsuperscript{nd} 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>
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</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</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>
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<td>2.</td>
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<td>3.</td>
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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>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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Additional Experiences and Courses (not required)

___________________________________________________________________________________

___________________________________________________________________________________

5/15
<table>
<thead>
<tr>
<th>Actions</th>
<th>Dates:</th>
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<tbody>
<tr>
<td>Talk with a current Education Studies Committee (ESC) member to make</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>certain you are clear about what you need to do to obtain an ES</td>
<td></td>
</tr>
<tr>
<td>Concentration.</td>
<td></td>
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<tr>
<td>Fill out and have the ESC Chair sign a Declaration of Education Studies</td>
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<tr>
<td>Concentration form and give one copy to the registrar’s office.</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>First Portfolio Review</td>
<td></td>
</tr>
<tr>
<td>Contact the ESC Chair and set date for your first review.</td>
<td>Date Completed:</td>
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<tr>
<td>(Completed 2\textsuperscript{nd} semester sophomore or 1\textsuperscript{st}</td>
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<tr>
<td>semester junior year)</td>
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<tr>
<td>Petition the ESC Chair by submitting petition form for course or</td>
<td>Date Completed:</td>
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<tr>
<td>experience you believe qualifies. (Due at least three weeks before</td>
<td></td>
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<tr>
<td>your scheduled review.)</td>
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<tr>
<td>Portfolio electronically submitted to chair of ESC at least one week</td>
<td>Date Submitted:</td>
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<td>before scheduled 1\textsuperscript{st} portfolio review.</td>
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<td>1\textsuperscript{st} portfolio review</td>
<td>Date Completed:</td>
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<td>Second Portfolio Review</td>
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<tr>
<td>Contact the ESC Chair and set date for your second review.</td>
<td>Date Completed:</td>
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<td>(Completed 1\textsuperscript{st} semester senior year or by the</td>
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<td>beginning of classes 2\textsuperscript{nd} semester senior)</td>
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<tr>
<td>Petition the ESC Chair by submitting petition form for course or</td>
<td>Date Completed:</td>
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<tr>
<td>experience you believe qualifies. (Due at least three weeks before</td>
<td></td>
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<tr>
<td>your scheduled review.)</td>
<td></td>
</tr>
<tr>
<td>Portfolio electronically submitted to chair of ESC at least one week</td>
<td>Date Submitted:</td>
</tr>
<tr>
<td>before scheduled 2\textsuperscript{nd} portfolio review.</td>
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<tr>
<td>2\textsuperscript{nd} portfolio review</td>
<td>Date Completed:</td>
</tr>
<tr>
<td>Make certain the Chair of the ESC Committee sends certification of</td>
<td>Confirmation Date:</td>
</tr>
<tr>
<td>the completed Education Studies Concentration to the registrar (before</td>
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<tr>
<td>April 1st your senior year).</td>
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</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>
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<tbody>
<tr>
<td>A. Conceptual Courses</td>
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<tr>
<td>B. Pedagogical Courses</td>
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<td>3.</td>
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<tr>
<td>C. Experiential Components</td>
<td>Sponsoring Organization</td>
<td>Name of Experience</td>
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<td>2.</td>
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<tr>
<td>D. Portfolio Reviews</td>
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<tr>
<td>1st review – midway through concentration</td>
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<tr>
<td>2nd review – at end of concentration</td>
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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

9/14
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.).

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