Sistema Universitario Ana G. Méndez
School for Professional Studies
Florida Campuses
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

SCFG 508

EDUCATION AND SOCIETY
EDUCACIÓN Y SOCIEDAD

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PRONTUARIO

Título del Curso: Educación y Sociedad

Codificación: SCFG 508

Duración: Cinco semanas

Prerrequisito: Ninguno

Descripción:

Este curso cubre los fundamentos de la Sociología de la Educación como un área de investigación. Examina los efectos de la escuela y su efectividad en el escenario educativo presente así como el contexto familiar y comunitario del desarrollo personal y académico del niño. También estudia si las escuelas han aumentado o disminuido los patrones de desigualdad a través de las clases sociales. Finalmente, también examina cómo los diferentes tipos de niños progresan después de haber completado su educación escolar (el resultado final de la estratificación educativa) y las propuestas recientes para una reforma escolar.

Objetivos Generales:

1. Estudiar a profundidad algunos aspectos de las relaciones entre educación y sociedad, incluyendo la ética, la antropología, la evaluación, la economía, la intervención social y la comunicación, etc., en relación a la educación.
2. Discutir la epistemología y los métodos de investigación en la ciencia educativa en la responsabilidad ética, en la evaluación del sistema educativo y en una serie de áreas características de la compleja sociedad actual.
3. Discutir varias perspectivas sobre las escuelas y la desigualdad y en la evolución histórica del sistema educativo formal.
4. Analizar sistemas tales como el contexto familiar y comunitario del desarrollo personal y académico del niño.
5. Analizar el rol de las escuelas en el aumento y disminución de la desigualdad entre las clases sociales.

6. Discutir cómo los diferentes tipos de niños progresan después de haber completado su educación formal (el resultado final de la estratificación educativa) y las recientes propuestas para una reforma educativa.

Textos y Recursos

Ballantine, J., and Spade, J. (2008). *Schools and Society: A Sociological Approach to Education*. (3rd edition). USA: Sage Books

Ballantine, J. (2001). *The Sociology of Education: A Systematic Analysis*. (5th edition). USA: Sage Books.

Referencias y Material Suplementario

Allen, D., et al. (2007). *Social and Cultural Foundations of American Education.* (3rd edition). http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education/Edition_3/Table_of_Contents

Evaluación:

• Asistencia y Participación	40 pts.	20%
• Ensayos de Resumen y de Síntesis	50 pts.	30%
• Mesa Redonda	25 pts.	15%
• Presentación Oral	25 pts.	15%
• Portafolio	40 pts.	20%
TOTAL	180 pts.	100%

Descripción de la Evaluación

Asistencia y participación

- La asistencia a clases es obligatoria y tendrá una puntuación de 40 puntos (20% de la nota final).
- Es requisito asistir a todos los talleres para aprobar el curso. Las ausencias afectarán su nota final (3 puntos por asistencia y 5 puntos por participación).

Ensayos de Resumen y Síntesis

- La redacción de ensayos de resumen y de síntesis es un componente esencial de este curso. Los estudiantes redactarán 1 ensayo de resumen y 4 ensayos de síntesis sobre los temas asignados en los talleres del 1 al 5.
- Los ensayos deberán entregarse estrictamente en las fechas asignadas y tendrán un total de 50 puntos (30% de la nota final). Vea los anejos C y E.
- Los ensayos deberán incluir lo siguiente:
    - Página de presentación
    - Ensayo
    - Referencias
    - Estar redactados siguiendo el estilo APA

Mesa Redonda

- La mesa redonda tendrá una puntuación de 25 puntos (15% de la nota final). Vea el anejo F.
- Los estudiantes investigarán sobre el tema seleccionado.
- Los estudiantes podrán usar sus notas o leer pasajes cortos de lo que dicen los investigadores sobre el tema de su grupo.

Presentación Oral

- Trabajo en equipo.
- Cada miembro será responsable de presentar uno o varios sub temas.
- Esta actividad tendrá una puntuación de 25 (15% de la nota final).

Portafolio

- La información será presentada en un portafolio que fungirá como un recopilador de la información analizada durante el curso.
- Los estudiantes deberán seguir estrictamente la Guía de Preparación del Portafolio (Anejos Ds).
- El portafolio tendrá un valor de 40 puntos (20% de la nota final).

Escala

A = 100 – 90% B = 89 – 80% C = 79 – 70% D = 69 – 60%

F = 59% o menos

Descripción de las normas del curso

1. Este curso sigue el programa "Discipline-Based Dual-Language Model®" del Sistema Universitario Ana G. Méndez, el mismo esta diseñado para promover el desarrollo de cada estudiante como un profesional bilingüe. Cada taller será facilitado en inglés y español, utilizando el modelo 50/50. Esto significa que cada taller deberá ser conducido enteramente en el lenguaje especificado. Los lenguajes serán alternados en cada taller para asegurar que el curso se ofrece 50% en inglés y 50% en español. Para mantener un balance, el módulo debe especificar que se utilizarán ambos idiomas en el quinto taller, dividiendo el tiempo y las actividades equitativamente entre ambos idiomas. Si un estudiante tiene dificultad en hacer una pregunta en el idioma especificado, bien puede escoger el idioma de preferencia para hacer la pregunta. Sin embargo, el facilitador deberá contestar la misma en el idioma designado para ese taller. Esto deberá ser una excepción a las reglas pues es importante que los estudiantes utilicen el idioma designado. Esto no aplica a los cursos de lenguaje que deben ser desarrollados en el idioma propio todo en inglés o todo en español según aplique.
2. El curso es conducido en formato acelerado, eso requiere que los estudiantes se preparen antes de cada taller de acuerdo al módulo. Cada taller requiere un promedio de diez (10) horas de preparación y en ocasiones requiere más.
3. La asistencia a todos los talleres es obligatoria. El estudiante que se ausente al taller deberá presentar una excusa razonable al facilitador. El facilitador evaluará si la ausencia es justificada y decidirá como el estudiante repondrá el trabajo perdido, de ser necesario. El facilitador decidirá uno de los siguientes: permitirle al estudiante reponer el trabajo o asignarle trabajo adicional en adición al trabajo a ser repuesto.

   Toda tarea a ser completada antes del taller deberá ser entregada en la fecha asignada. El facilitador ajustará la nota de las tareas repuestas.

4. Si un estudiante se ausenta a más de un taller el facilitador tendrá las siguientes opciones:
    a. Si es a dos talleres, el facilitador reducirá una nota por debajo basado en la nota existente.
    b. Si el estudiante se ausenta a tres talleres, el facilitador reducirá la nota a dos por debajo de la nota existente.
5. La asistencia y participación en clase de actividades y presentaciones orales es extremadamente importante pues no se pueden reponer. Si el estudiante provee una excusa válida y verificable, el facilitador determinará una actividad equivalente a evaluar que sustituya la misma. Esta actividad deberá incluir el mismo contenido y componentes del lenguaje como la presentación oral o actividad a ser repuesta.
6. En actividades de grupo el grupo será evaluado por su trabajo final. Sin embargo, cada miembro de grupo deberá participar y cooperar para lograr un trabajo de excelencia, pero recibirán una calificación individual.
7. Se espera que todo trabajo escrito sea de la autoría de cada estudiante y no plagiado. Se debe entender que todo trabajo sometido esta citado apropiadamente o parafraseado y citado dando atención al autor. Todo estudiante debe ser el autor de su propio trabajo. Todo trabajo que sea plagiado, copiado o presente trazos de otro será calificado con cero **(vea la política de honestidad académica).**
8. Si el facilitador hace cambios al módulo o guía de estudio, deberá discutirlos y entregar copia a los estudiantes por escrito al principio del primer taller.
9. El facilitador establecerá los medios para contactar a los estudiantes proveyendo su correo electrónico, teléfonos, y el horario disponibles.
10. EL uso de celulares esta prohibido durante las sesiones de clase; de haber una necesidad, deberá permanecer en vibración o en silencio.
11. La visita de niños y familiares no registrados en el curso no está permitida en el salón de clases.
12. Todo estudiante esta sujeto a las políticas y normas de conducta y comportamiento que rigen al SUAGM y el curso.

Nota: Si por alguna razón no puede acceder las direcciones electrónicas ofrecidas en el módulo, no se limite a ellas. Existen otros motores de búsqueda y sitios Web que podrá utilizar para la búsqueda de la información deseada. Entre ellas están:

- **www.google.com**
- **www.altavista.com**
- **www.ask.com**
- **www.excite.com**
- **www.pregunta.com**
- **www.findarticles.com**
- **www.telemundo.yahoo.com**
- **www.bibliotecavirtualut.suagm.edu**
- **www.eric.ed.gov/**
- **www.flelibrary.org/**

El/la facilitador(a) puede realizar cambios a las direcciones electrónicas y/o añadir algunas de ser necesario.

Filosofía y Metodología Educativa

Este curso está basado en la teoría educativa del Constructivismo. Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio conocimiento sobre el mundo en el que vivimos.

Cada uno de nosotros genera nuestras propias “reglas “y “métodos mentales” que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder acomodar nuevas experiencias. Como facilitadores, nuestro enfoque es el mantener una conexión entre los hechos y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros estudiantes y motivar a los mismos a analizar, interpretar y predecir información.

Existen varios principios para el constructivismo, entre los cuales están:

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.
2. Significado requiere comprender todas las partes. Y, las partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios, no en hechos aislados.
3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.
4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, no sólo memorizar las contestaciones “correctas” y repetir el significado de otra persona. Como la educación es intrínsicamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer del avalúo parte esencial de dicho proceso, asegurando que el mismo provea a los estudiantes con la información sobre la calidad de su aprendizaje.
5. La evaluación debe servir como una herramienta de auto-análisis.

6. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.
7. El aprendizaje debe ser controlado internamente y analizado por el estudiante.

STUDY GUIDE

Course Title: Education and Society

Code: SCFG 508

Time Length: 5 weeks

Pre-requisite: None

Description:

This course covers foundations of Sociology of Education as an area of inquiry. It examines school effects and school effectiveness on the present-day educational landscape as well as the family and community context of children's personal and academic development. It also studies whether schools have augmented or lessen pictures patterns of inequality across social lines. Finally, it also examines how different kinds of children fare after they exit complete schooling (the outcome side of educational stratification) and recent proposals for school reform.

General Objectives:

1. Carry out in-depth study in some current aspects of relations between education and society, including ethics, anthropology, assessment, economics, social intervention, and communication, etc. related to education.
2. Discuss epistemology and research methods in educational science in ethical responsibility, in assessing the education system and in a series of areas characteristic of current complex society.
3. Discuss various perspectives on schools and inequality and at the historical evolution of the formal educational system.
4. Analyze systems such as the family and community context of children's personal and academic development.
5. Analyze the role of schools in increasing or mitigating inequality across social lines.
6. Discuss how different kinds of children fare after they complete formal schooling (the outcome side of educational stratification) and recent proposals for school reform.

Textbooks and Resources

Ballantine, J., and Spade, J. (2008). *Schools and Society: A Sociological Approach to Education*. (3rd edition). USA: Sage Books

Ballantine, J. (2001). *The Sociology of Education: A Systematic Analysis*. (5th edition). USA: Sage Books.

References and Supplementary Materials

Allen, D., et al. (2007). *Social and Cultural Foundations of American Education.* (3rd edition). http://en.wikibooks.org/wiki/Social_and_Cultural_Foundations_of_American_Education/Edition_3/Table_of_Contents

Evaluation:

• Attendance and Participation	40 pts.	20%
• Summary and Synthesis Essays	50 pts.	30%
• Round Table Discussion	25 pts.	15%
• Oral Presentation	25 pts.	15%
• Portfolio	40 pts.	20%
TOTAL	180 pts.	100%

Evaluation's description

Attendance and Participation

- Attendance and participation into every workshop is mandatory and the student will receive 40 points for each class (20% of the final grade).
- It is a requisite to attend all workshops in order to pass the course. Absences will affect your final grade (3 points for attendance and 5 points for class participation).

Summary and Synthesis Essays

- Summary and synthesis essay writing is a major component of this course.
- Students will write 1 summary essay and 4 synthesis papers about the assigned topics in Workshops One to Five.

- All essays should be submitted strictly on the assigned deadlines and will have a score of 50 points (30% of the final grade). See appendices C and E.
- All essays should include:
    - Presentation page
    - Essay
    - References
    - APA style

Round Table Discussion

- The Round Table Discussion will have a score of 25 points (15% of the final grade). See appendix F.
- Students will do a research on the selected topic.
- Students can use notes or read short excerpts of what researchers say about the selected topic.

Oral Presentation

- Collaborative work in groups.
- Each member of the group should be responsible for one of the topics.
- This activity will have a score of 25 points (15 of the final grade).

Portfolio

- The information should be presented in a portfolio that will act as a data compiler about the information gathered and analyzed in this course.
- Students should strictly follow the Guidelines to Prepare the Portfolio (appendices Ds).
- The portfolio will have a scoring of 20 points (20% of the final grade).

Scale

A = 100 – 90% B = 89 – 80% C = 79 – 70% D = 69 – 60%

F = 59% o menos

Description of course policies

1. This course follows the Sistema Universitario Ana G. Méndez Dual-Language Discipline-Based Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time. Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.

4. If a student is absent to more than one workshop the facilitator will have the following options:
    a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
    b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own **(see Academic Honesty Policy).**
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.

12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- **www.google.com**
- **www.altavista.com**
- **www.ask.com**
- **www.excite.com**
- **www.pregunta.com**
- **www.findarticles.com**
- **www.telemundo.yahoo.com**
- **www.bibliotecavirtualut.suagm.edu**
- **www.eric.ed.gov/**
- **www.flelibrary.org/**

The facilitator may make changes or add additional web resources if deemed necessary.

Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information.

There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

Workshop One

Specific Objectives

At the end of Workshop One, students will:

1. Define education-related words accurately.
2. Analyze some current aspects of relations between education and society, including ethics, anthropology, assessment, economics, social intervention, and communication related to education.
3. Discuss education and society interaction issues.

Language Objectives

Students will:

1. Summarize main ideas using correct grammar and spelling in English after reading a selection.
2. Write a summary essay using appropriate vocabulary, grammar, and style.
3. Use cooperative learning strategies to analyze and discuss a topic.

Electronic Links (URLs)

Education-related words

http://www.actionforchange.org/getinformed/glossary.html

http://www.soci.canterbury.ac.nz/resources/glossary/index.shtml

http://en.wikipedia.org/wiki/Sociology_of_education

http://www.crossroad.to/glossary/education.html

Relations

http://www.cyberessays.com/Politics/31.htm

http://www.educationpolicy.org/MLcolumn/MLcolumn-073101.htm

http://www.scu.edu/ethics/publications/iie/v10n1/education.html

http://www.aaanet.org/committees/commissions/aec/why.htm

http://www.aaanet.org/committees/commissions/aec/resources.htm

http://www.edweek.org/rc/issues/assessment/

http://www.ncrel.org/sdrs/areas/issues/methods/assment/as700.htm

http://www.chicagofed.org/publications/fedletter/cfljanuary2006_222a.pdf

http://www.ed.uiuc.edu/EPS/PES-Yearbook/95_docs/biesta.html

Education and Society Interaction

http://findarticles.com/p/articles/mi_m1011/is_v20/ai_3242641

http://books.google.com/books?id=mfj5a6Z3le4C&pg=PT20&lpg=PT20&dq=interaction+between+education+and+society&source=web&ots=B85VNAp1_n&sig=OpXfznYh7HWmFDIiTuvxG3PPla4&hl=en#PPT27,M1

Assignments before Workshop One

1. Search the following concepts on the Internet or dictionaries and create a glossary using index cards (see Appendix A for more details):
    a. Education
    b. Society
    c. Ethics
    d. Anthropology
    e. Assessment
    f. Economics
    g. Social Intervention
    h. Communication
2. Students will select one topic from the URL category "Relations," search the selected topic using the recommended websites as well as other textbooks or resources, and be prepared for discussion in class.
3. Students will print out the resources used in their research and prepare a summary paper on the readings of their selected topic.
4. Students will make a concept mapping with the analyzed information obtained at reading about their selected topic.
5. Students will bring magazines, pictures, scissors, glue, markers, and other resources to make a collage.

Activities

1. The facilitator and the students will introduce themselves by engaging in an icebreaking activity suggested by the facilitator.
2. The facilitator will introduce him/herself, course, module, and students.
3. Students will provide their personal contact information to their facilitator.
4. Students will elect their student representative.

5. Students will participate in a term glossary game. Students will make two lines face to face in the middle of the classroom. The facilitator will choose the line that will begin the game, “What does ‘education’ mean?” The other line can answer using one of the members or as a group; however, glossary words will not be used while answering a question. The facilitator will record the points obtained by each line. The line that gets the higher number of points will be the winner.
6. Using the strategy *Phillips 66* –Discussion 66- (**Appendix B**), students will talk about the existing relations between education and society including ethics, anthropology, assessment, economics, social intervention, and communication related to education.
7. Students will share their ideas discussed within their groups with the entire class.
8. Students will submit the printouts of their reading and the attached summary paper to the facilitator (**Appendix C**).
9. The facilitator will provide a PowerPoint presentation about the interaction existing between education and society.
10. In groups of four, students will use their notes from their at-home reading and using a graphic organizer will prepare a short presentation about one or two interactions between education and society. Guided class discussion.
11. After presentations, groups will make a collage that reflects all the possible interactions between education and society, and explain it to the group.
12. Students will begin working on their portfolios (**Appendices D**), including notes of their thoughts and their completed self reflection of one of the most relevant entries or activities from this workshop.
13. The facilitator will explain assignments corresponding to Workshop Two.

Assessment

1. Students will complete their self reflection sheet (**Appendix D3**).

Taller Dos

Objetivos Específicos

Al final del Taller Dos, los estudiantes:

1. Definirán los términos relacionados a la epistemología y los métodos de investigación correctamente.
2. Discutirán la epistemología y los métodos de investigación de la ciencia educativa en relación con la responsabilidad ética y con la evaluación del sistema educativo.
3. Describirán el período pre-escolar: los contextos familiares y comunitarios.

Objetivos del Lenguaje

1. Los estudiantes utilizarán el proceso de lectura efectivamente.
2. El estudiante escribirá un ensayo de síntesis usando gramática, vocabulario y estilo adecuados después de analizar e interpretar la información.
3. Los estudiantes expresarán sus ideas en ingles y español oralmente de manera efectiva usando organizadores gráficos.

Enlaces Electrónicos

Glosario

http://groups.msn.com/1407tubnl0p/glosariodeepistemologa.msnw

http://html.rincondelvago.com/epistemologia_educacion.html

http://www.cibernous.com/glosario/alaz/epistemologia.html

Epistemología y métodos de investigación

http://www.geocities.com/julio_gonzalez/Yenni.html

http://www.astrolabio.unc.edu.ar/articulos/filosofiasocial/articulos/merlo.php.pdf

http://www.uhu.es/agora/version01/digital/numeros/06/06-articulos/monografico/pdf_6/jose_moya.pdf

Epistemología y métodos de investigación, ética y evaluación

http://www.cem.itesm.mx/dacs/publicaciones/logos/anteriores/n31/vmartinez.html

http://www.bioetica.org/bioetica/doct15.htm

http://www.usta.edu.co/publicaciones/hallazgos/documentos/hallazgos_4/marco_institucional/2.pdf

http://www.uv.es/RELIEVE/v9n1/RELIEVEv9n1_1.htm

http://www.geocities.com/josepadron.geo/element_analisis_inv_educ.htm

Período Pre Escolar

http://www.saber.ula.ve/db/ssaber/Edocs/pubelectronicas/educere/vol5num15/articulo22.pdf

http://www.monografias.com/trabajos17/educacion-preescolar/educacion-preescolar.shtml

Asignaciones antes del Taller Dos

1. Los estudiantes buscarán los conceptos en la Internet o en diccionarios y elaborarán un glosario utilizando fichas bibliográficas (vea el **Anejo A** para mayor información):
   a. Epistemología
   b. Idea
   c. Concepto
   d. Método
   e. Empírico
   f. Síntesis
   g. Análisis
   h. Deducción
   i. Inducción
   j. Analogía
   k. Paradigma
2. Los estudiantes seleccionarán un tema de la categoría denominada "Epistemología y métodos de investigación, ética y evaluación," buscarán la información sobre el tema seleccionado en las direcciones electrónicas recomendadas así como en otros textos o recursos y se prepararán para su discusión en clase.
3. Los estudiantes imprimirán los recursos utilizados en su investigación y prepararán un ensayo de síntesis sobre las lecturas de su tema seleccionado (**Anejo E**). Para más información acerca del ensayo visite: http://www.spanish.fau.edu/gamboa/ensayo.pdf o http://www.monografias.com/trabajos14/nociones-basicas/nociones-basicas.shtml
4. Los estudiantes traerán marcadores de colores, reglas y otros materiales para elaborar un organizador gráfico en clase con la información analizada.

Actividades

1. El facilitador devolverá los ensayos de resumen a los estudiantes debidamente evaluados y con retroalimentación efectiva.
2. Los estudiantes y el facilitador participarán en un juego con las tarjetas que contienen la terminología del glosario de este taller (**Anejo A**). Los estudiantes formarán dos filas paralelas frente a frente. El facilitador colocará las tarjetas sobre una silla entre las dos filas. Se sorteará qué fila empezará a preguntar. Una vez seleccionada la fila, el primer estudiante de ésta comenzará a preguntar. Tomará una tarjeta al azar y preguntará, "¿Qué significa 'empírico'?" (por ejemplo). La fila que está respondiendo no se le permitirá utilizar las tarjetas con las definiciones. La fila en turno puede responder a través de uno de sus integrantes o en grupo. El facilitador llevará la cuenta de los puntos obtenidos por cada una de las filas. La fila que obtenga el mayor puntaje será la ganadora.
3. Utilizando una presentación de diapositivas (PowerPoint), el facilitador presentará el tema "La Epistemología y los Métodos de Investigación en la Ciencia Educativa."
4. El facilitador brindará a los estudiantes un artículo científico sobre la estrecha relación que existe entre la epistemología y los métodos de investigación con la ciencia educativa.
5. En grupos de cuatro integrantes, los estudiantes leerán el artículo, elaborarán un organizador gráfico y harán una pequeña presentación a la clase sobre el contenido de la lectura. Discusión.
6. Continuando con la presentación de diapositivas, el facilitador mostrará un bosquejo de las posibles relaciones de la epistemología y los métodos de investigación de la ciencia educativa con la responsabilidad ética y con la evaluación del sistema educativo.
7. Utilizando sus notas, su ensayo de síntesis y el contenido del material leído en casa, los estudiantes formarás tres equipos de panelistas para elaborar un libreto para una mesa redonda sobre una de las siguientes relaciones de la epistemología y los métodos de investigación de la ciencia educativa con:
    a. La responsabilidad ética, y

   b. La evaluación del sistema educativo

8. Cada grupo tendrá 10 minutos para implementar la técnica de discusión de la mesa redonda (**Anejo F**).
9. Los estudiantes entregarán sus ensayos de síntesis junto con la evidencia impresa de los artículos leídos al facilitador (**Anejo E**).
10. Los estudiantes continuarán trabajando en sus portafolios (**Anejos D**) incluyendo la hoja de autorreflexión, el ensayo de resumen devuelto en este taller y las notas de sus reflexiones sobre las discusiones o actividades implementadas en este taller.
11. El facilitador explicará las asignaciones del Taller Tres.

Avalúo

1. Los estudiantes completarán la hoja de autorreflexión sobre una o algunas de las actividades más relevantes de este taller (**Anejo D3**).

Workshop Three

Specific Objectives

At the end of Workshop Three, students will:

1. Describe the historical evolution of the formal educational system.
2. Analyze the school effects and educational differentiation during the schooling period.
3. Analyze personal, interpersonal and experiential factors during the schooling period.

Language Objectives

Students will:

1. Use the reading process effectively.
2. Write a synthesis essay using appropriate vocabulary, grammar, and style after analyzing and interpreting data.
3. Express their ideas in spoken English effectively using graphic organizers.

Electronic Links (URLs)

Evolution of the formal educational system

http://www.servintfree.net/~aidmn-ejournal/publications/2001-11/PublicEducationInTheUnitedStates.html

http://www.dyscalculia.org/HUM501.html

http://www.cloudnet.com/~edrbsass/educationhistorytimeline.html

Factors during the schooling period

http://goliath.ecnext.com/coms2/gi_0199-6062048/Student-perceptions-of-school-and.html

http://www.wcer.wisc.edu/archive/cl1/cl/story/middlecc/TSCME.htm

http://www.thefreelibrary.com/Student+perceptions+of+school+and+personal+factors-a0155567980

https://www-s.med.uiuc.edu/m34/xcultopps/PDF/clinical%20cultural%20assessment.pdf

http://www.sidos.ch/method/RC28/abstracts/Mei-Ling%20Lin.pdf

Assignments before Workshop Three

1. Students will read articles about the historical evolution of the formal educational system posted on the recommended websites or any textbooks.
2. Students will prepare a timeline with the information related to the historical evolution of the formal educational system.
3. Students will select one topic from the URL category "Factors during the schooling period," search the selected topic using the recommended websites as well as other textbooks or resources, and be prepared for discussion in class.
4. Students will print out the resources used in their research and prepare a synthesis paper on the readings of their selected topic (**Appendix E**).
5. Students will make a concept mapping with the synthesized information obtained at reading about their selected topic.
6. Students will bring markers, color pencils, and other materials to make a poster in class.

Activities

1. The facilitator will return the synthesis paper submitted in Workshop Two with the corresponding grade and feedback.
2. Using a PowerPoint presentation, the facilitator will present an outline the historical evolution of the formal educational system.
3. Using the timeline prepared at home, students –in groups of four– will discuss the historical evolution of the formal education system.
4. Each group will select a representative to participate in the elaboration of a detailed timeline of the historical evolution of the formal education system along with other groups' representatives. Class discussion.
5. The facilitator will continue presenting factors during the schooling period using a PowerPoint presentation.
6. The facilitator will provide students with two research-based articles about different perspectives on factors during the schooling period.
7. Class will make two teams. Each team will have a different article provided by the facilitator and read it. Then, each team will discuss the article, prepare a

graphic organizer with the most relevant points, and participate in a debate in which the facilitator will be the moderator

8. Students will be matched by selected topic in groups of four. Using their synthesis paper and resource printouts, students will discuss and prepare a script to run a news program with the content of their topic. Class discussion.
9. Students will submit their synthesis paper and attached printouts of their reading on their selected topic to the facilitator (**Appendix E**).
10. In groups of four, students will make a poster with all the information discussed in this workshop. Then, each group will explain their poster to the class.
11. Students will submit their portfolios to the facilitator for its first evaluation. Students will include all PowerPoint presentations, self reflection sheets, notes of their thoughts, returned papers, and other relevant materials. Please follow the guidelines to prepare the portfolio (**Appendix D**).
12. The facilitator will send the Progression Follow-Up Chart (**Appendix D5**) electronically to students before Workshop Four with his/her comments on students' strengths and/or weakness as well as improvement ideas if any. Students should reply back to the facilitator with their response before the following workshop.
13. The facilitator will explain the assignments corresponding to Workshop Four.

Assessment:

1. Students will complete their self reflection sheet about one or some of the most relevant entries of this workshop (**Appendix D3**).

Taller Cuatro

Objetivos Específicos

Al final del Taller Cuatro, los estudiantes:

1. Analizará los patrones de logro educativo durante el período escolar.
2. Analizará los sistemas de desarrollo personal y académico tales como los contextos familiares y comunitarios.
3. Analizará varias perspectivas sobre el sistema educativo y la desigualdad.

Objetivos del Lenguaje

1. Los estudiantes utilizarán el proceso de lectura efectivamente.
2. El estudiante escribirá un ensayo de síntesis usando gramática, vocabulario y estilo adecuados después de analizar e interpretar la información.
3. Los estudiantes utilizarán estrategias efectivas para llevar a cabo discusiones formales e informales incluyendo actividades de reflexión y análisis, respetando los diversos puntos de vista de otros.

Enlaces Electrónicos

Patrones de logro educativo

http://www.rieoei.org/rie20a05.htm

http://evaluacionesinternacionales.blogspot.com/2007/09/evaluaciones-internacionales-de-calidad.html

http://www.eduteka.org/EvaluacionNAP.php

http://www2.edtrust.org/EdTrust/Press+Room/Haycock+Appropriations+Testimony.htm

http://www.eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/29/d7/98.pdf

http://www.nagb.org/pubs/1996science/national.html

Sistemas desarrollo personal y académico

http://ecrp.uiuc.edu/v9n2/gilliard.html

http://www.cal.org/services/parenting_bkground.pdf

http://www.able.state.pa.us/able/lib/able/fieldnotes07/fn07flliterature.pdf

Las escuelas y la desigualdad

http://www.rieoei.org/rie23a04.htm

http://www.rieoei.org/rie23a05.htm

http://redie.ens.uabc.mx/vol1no1/contenido-reimers1.html

Asignaciones antes del Taller

1. Los estudiantes responderán electrónicamente a los comentarios hechos por el facilitador sobre la calidad de sus portafolios antes del Taller Cuatro utilizando la Tabla de Progreso.
2. Los estudiantes leerán todas las direcciones electrónicas recomendadas en la categoría "Patrones de logro educativo" e investigarán este tema usando también otros recursos y/o libros de texto.
3. Los estudiantes imprimirán los recursos utilizados en su investigación y prepararán un ensayo de síntesis sobre las lecturas de su tema seleccionado (**Anejo E**).
4. Los estudiantes traerán marcadores de colores, reglas y otros materiales para elaborar un organizador gráfico en clase con la información analizada.

Actividades:

1. El facilitador devolverá los portafolios a los estudiantes adjuntando la Tabla de Progreso con sus comentarios y con la respuesta de los estudiantes.
2. El facilitador aclarará cualquier pregunta sobre cómo mejorar la calidad de los portafolios.
3. Usando una presentación de diapositivas (PowerPoint), el facilitador analizará los patrones de logro educativo durante el período escolar.
4. En grupos de cuatro integrantes y utilizando los materiales leídos y sus ensayos de síntesis, los estudiantes prepararán una presentación oral sobre los patrones de logro educativo (**Anejo E**). Discusión.
5. Los estudiantes entregarán sus ensayos de síntesis junto con la evidencia impresa de sus recursos de investigación al facilitador para su evaluación y retroalimentación a brindarse en el Taller Cinco.
6. Siguiendo con su presentación, el facilitador presentará las características esenciales de los sistemas de desarrollo personal y académico tales como los contextos familiares y comunitarios.

7. El facilitador dividirá la clase en dos equipos y brindará a cada grupo un artículo científico diferente que presente varias perspectivas sobre el sistema educativo y la desigualdad.
8. Cada equipo leerá en silencio su artículo asignado, discutirá su contenido y preparará un organizador gráfico con las ideas más relevantes del mismo.
9. Luego del trabajo grupal, el facilitador anunciará el inicio del debate sobre el contenido de cada uno de los artículos. Cada grupo tendrá aproximadamente 3 – 5 minutos para presentar las ideas principales y desarrollar la defensa de sus ideas. El facilitador servirá de moderador y brindará su ayuda sobre el tema si fuese necesario.
10. Los estudiantes continuarán trabajando en sus portafolios incluyendo la hoja de autorreflexión (**Anejo D**), el ensayo de síntesis devuelto en este taller y las notas de sus reflexiones sobre las discusiones o actividades implementadas en este taller.
11. El facilitador explicará las asignaciones del Taller Cinco.

Avalúo

1. Los estudiantes completarán la hoja de autorreflexión sobre una o algunas de las actividades más relevantes de este taller (**Anejo D3**).

Workshop Five/Taller Cinco

NOTA: Este taller es bilingüe. Tanto, el Facilitador como los estudiantes, deberán utilizar el idioma asignado para cada tarea y actividad.

NOTE: This is a bilingual workshop. Both the facilitator and student should use the language assigned for each homework and activity.

Specific Objectives

At the end of Workshop Five, students will:

1. Describe the post-schooling period accurately.
2. Analyze the role of schools in increasing or mitigating inequality across social lines.
3. Analyze recent proposals for school reform.

Language Objectives

The students will:

1. Develop ideas to solve problems in an effective way.
2. Use cooperative learning strategies to analyze and discuss a topic.
3. Write a synthesis essay using appropriate vocabulary, grammar, and style after analyzing and interpreting data.

Electronic Links (URLs)

Post-schooling period

http://repository.upenn.edu/cgi/viewcontent.cgi?article=1008&context=parc_working_papers

Role of schools

http://www.perfectfit.org/CT/giroux3.html

http://www.irp.wisc.edu/publications/focus/pdfs/foc233b.pdf

http://siteresources.worldbank.org/INTLAC/Resources/ExecutiveSummary_RaisingStudentLearningLatinAmerica_ENG.pdf

Proposals for school reform

http://epsl.asu.edu/epru/documents/EPRU%202002-101/epru-2002-101.htm

http://www.ascd.org/portal/site/ascd/menuitem.6f662ce249e8980edeb3ffdb62108a0c/template.article?articleMgmtId=092f84cd6d92e010VgnVCM1000003d01a8c0RCRD

http://www.helium.com/items/162050-restructuring-educationeducational-environments-combine

http://www.newscurrents.com/nco/ncodemo/5433sr/sfiles/543301-03.pdf

http://www.gao.gov/new.items/d06948t.pdf

http://heartland.temp.siteexecutive.com/pdf/SRNJan08.pdf

http://heartland.temp.siteexecutive.com/pdf/SRNAug07.pdf

http://heartland.temp.siteexecutive.com/pdf/SRNJan07.pdf

http://heartland.temp.siteexecutive.com/pdf/SRNNov06.pdf

http://heartland.temp.siteexecutive.com/pdf/SRNOct06.pdf

http://www.cerpe.org.ve/boletin/boletin30/ti30_3.pdf

Assignments before Workshop Five

1. Students will read all the information posted in the URL category "Role of schools," search further on this topic using other textbooks or resources, and be prepared for discussion in class.
2. Students will write a synthesis paper on "Role of schools" and attach the resources used in their research to their paper.
3. Students will choose one of the proposals posted in the URL category "Proposals for school reform," prepare visual aids (e.g. posters, graphic organizers, data charts, etc.) to be used in their proposals in the midst of a hot political campaign between Democrats and Republicans.

Activities

1. The facilitator will return the synthesis paper submitted in Workshop Four with the corresponding grade and feedback, and answer questions (in Spanish).
2. Using a PowerPoint presentation, the facilitator will introduce a detailed explanation of the post schooling period (in English).
3. The facilitator will provide students with two research-based articles about different roles of schools in increasing or mitigating inequality across social

lines. In two teams and using their searched information, synthesis paper and other resources, students will discuss the role of schools in:

a. increasing inequality across social lines
b. mitigating inequality across social lines

The facilitator will be the moderator in this debate (in English).

4. Students will submit their synthesis paper and attached printouts of their reading on their selected topic to the facilitator (**Appendix E**).
5. The facilitator will continue to present an outline with the most challenging schools reforms proposed by the American government during this century. Class discussion (in Spanish).
6. Students will be matched by their selected proposals in groups of four. Using their synthesis paper, resource printouts, index cards and the information provided in this workshop, groups will choose one member to simulate being a political leader and propose a challenging school reform. Each group will set up the scenario with posters, data charts, and other visual aids that help the speaker convince the audience that his/her proposal is the best for the educational advantage of all. Class debate.
7. In groups of four, students will prepare an overall closing activity of the course. Students may act out a news program, perform a song or a role play, recite a poem, or prepare a commercial or advertisement that wraps up the content of the course completed in this workshop.
8. Students will complete and submit their portfolios strictly following the guidelines to prepare the portfolio posted (**Appendix D**).

Assessment

1. Students will complete their self reflection sheet on one or some of the most relevant entries of this final workshop (**Appendix D3**) (in Spanish).
2. Students will complete their overall portfolio self assessment (**Appendix D4**) (in English).

Anejos/Appendices

Anejo A/Appendix A

Guía para elaborar el glosario

Antes del inicio de cada taller, los estudiantes deben conocer alguna terminología básica. Para ello, los estudiantes deben:

1. Buscar estas palabras en las direcciones electrónicas citadas o en el diccionario.
2. Escribirlas en tarjetas.
3. Las dimensiones requeridas de las tarjetas son 8 ½ x 5.
4. El estudiante deberá traer el glosario a cada taller para usarlo en actividades específicas.

Glossary Guide

Before each workshop, students should know some basic terms. Students should:

1. Look up these words in the cited websites or in the dictionary.
2. Write these words on index cards.
3. The required size of the cards is 8 ½ x 5.
4. The student should bring the glossary to each workshop to be used in specific activities.

Anejo B/Appendix B

Phillips 6-6

Esta técnica, conocida también como Discusión 6-6, fue creada por *J. Donald Phillips*. Los estudiantes se dividen en grupos de seis para discutir el tema o problema por un término de seis minutos con el propósito de llegar a una conclusión en ese tiempo determinado.

Esta técnica provee la oportunidad para que los estudiantes se envuelvan en una comunicación efectiva, ayudándolos a llegar a un consenso en relación al tema en discusión.

Procedimiento:

- El procedimiento se debe explicar con claridad.
- Se explicará el modo de agruparse.
- Se presentarán las preguntas a discutirse durante la actividad.
- Los estudiantes tendrán solamente seis minutos para discutir las preguntas en los respectivos equipos.

Los estudiantes tendrán seis minutos para presentar sus conclusiones al resto de la clase.

Phillips 6-6

Also known as 6-6 Discussion, this technique was created by *J. Donald Phillips*. The class is divided in groups of six students who will discuss a problem or topic during six minutes in order to reach a general conclusion.

This technique lets students get involved in effective communication and helps them reach consensus of the discussed topic.

Procedures:

- Procedures should be explained clearly.
- Grouping should be explained.
- Introduction of questions to be solved during the activity.
- Students will have only six minutes to discuss questions in their corresponding teams.

Students will have six minutes to present their conclusions to the entire class.

Anejo C/Appendix C

Summary Paper Rubric

Name/Group _____
Course: __SCFG 508_____ Date: _____
Topic: _____ Time: _____

Criteria	Value Points	Student Score
	Content	
Excellent organization enhances readability and/or understandability of the summary	3	
The summary begins with a clear topic sentence that states the main idea of the original selection.	3	
All other major points are stated economically and arranged in logical order.	3	
A concluding sentence effectively brings the summary to a close, but no details or reflections are added	3	
The writer answers his/her corresponding question thoroughly as part of the summary.	3	
The overall purpose of the summary is clear and expresses only the main idea and major points of the original selection.	3	
APA is used accurately and consistently throughout the summary.	3	
	Language	
Demonstrates a command of standard English (vocabulary, syntax and flow of ideas)	3	
Word choice is consistently efficient and concise.	3	
Uses spelling, punctuation, and capitalization correctly.	3	
Total Points	100 (70% content and 30% language)	Total score:

Student's Name: _____

Facilitator's Signature: _____

Anejo D/Appendix D

Guidelines to prepare the portfolio

1. Determination of sources of content

   The following, but not limited to, documentation will be included:

   a. Projects, surveys, and reports.
   b. Oral presentations
   c. Essays: dated writing samples to show progress
   d. Research papers: dated unedited and edited first drafts to show progress
   e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
   f. Class notes, interesting thoughts to remember, etc.
   g. Learning journals, reflective diaries.
   h. Self assessments, peer assessments, facilitator assessments.
   i. Notes from student-facilitator conferences.

2. Organization of documentation

   Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

3. Presentation of the portfolio

   - Documentation will be posted in a binder or in a digital version (e-portfolio).
   - The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (Appendix E1).
   - The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
   - A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should

include a brief description, date produced, date submitted, and date evaluated (Appendix E2).

- Introduction and conclusion of the income and outcome of the portfolio.
- Documentation and reflection process (Appendix E3) required in each workshop.
- Self assessment of the portfolio (Appendix E4)
- The progression follow-up template will be added to the portfolio (Appendix E5).
- A list of references and appendices of all assignments included will be added to the end of the portfolio.
- Letter of Use and Return or Use and Discard of Portfolio (Appendices E6, & E7)
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a “Publication Manual of the APA, Fifth Edition.”

Appendix D1: PORTFOLIO INFORMATIONAL SHEET (to be placed in front)

Sistema Universitario Ana G. Méndez
Metro Orlando Campus
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

Check one:

- ❑ **Universidad del Este**
- ❑ **Universidad Metropolitana**
- ❑ **Universidad del Turabo**

Check one:

- ❑ **Undergraduate**
- ❑ **Graduate**

Concentration	
Student's Name	
Facilitator's Name	
Portfolio rated as	
Reason of this rate	

Appendix D2: Log of Entries

Entry Description	Date of Entry	Date Submitted	Date Evaluated	Page #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Appendix D3: Reflection Process

Directions: Please complete the following blanks:

This entry is an example of my strengths:

_____

_____

_____

_____

This entry is an example of an area I really need to improve:

_____

_____

_____

_____

This entry is an example of an area I have improved:

_____

_____

_____

_____

I think this exercise has been very helpful for my learning because:

_____

_____

_____

_____

_____

_____

Proceso de Reflexión

Instrucciones: Complete los siguientes espacios en blanco:

Este ingreso es un ejemplo de mis fortalezas:

_____

_____

_____

_____

Este ingreso es un ejemplo de un área que realmente necesito mejorar:

_____

_____

_____

_____

Este ingreso es un ejemplo de un área que he mejorado:

_____

_____

_____

_____

Considero que este ejercicio ha sido muy útil para mi aprendizaje porque:

_____

_____

_____

_____

_____

_____

Appendix D4: Overall Portfolio Self-Assessment

Dear Student: This form will assist you in monitoring your portfolio and determining the strengths and weaknesses of your writing

Part I: Read the statements below. Write the numbers that mostly honest reflects your self assessment (Scale 1-5: 5=strong, 4=moderately strong, 3=average, 2=moderately weak, 1=weak)

_____ 1. My portfolio contains all of the items required by the facilitator.
_____ 2. My portfolio provides strong evidence of my improvement over the course.
_____ 3. My portfolio provides strong evidence of my ability to report factual information.
_____ 4. My portfolio provides strong evidence of my ability to write effectively.
_____ 5. My portfolio provides strong evidence of my ability to think and write creatively.

Part II: On the lines below, write the topic of each assignment. Rate your *effort* for each piece (5=strong effort, 1=weak effort). In the space below write one suggestion for improving that piece.

_____ 1. _____
_____
_____ 2. _____
_____
_____ 3. _____
_____
_____ 4. _____
_____
_____ 5. _____
_____

Part III: In assessing my overall portfolio, I find it to be (check one)

Very satisfactory	_____	Satisfactory	_____
Somewhat satisfactory	_____	Unsatisfactory	_____

Part IV: In the space below list your goal for the next PT and two strategies you plan to achieve.
Goal:
_____
Strategies:
1. _____
2. _____

Appendix D5: Progression Follow-Up Template

	Strengths	Weaknesses	Improvement Ideas
Facilitator's comments			
Student's response and comments			

Appendix D6: Use and Return of Portfolio

Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System, to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the office of Assessment and Placement to keep a copy of my portfolio for six months and return it to me at the end of this period of time.

_____ _____

Student's Name (print) Date

_____ _____

Student's Signature Date

Appendix D7: Use and Discard of Portfolio

Sistema Universitario Ana G. Méndez
Universidad del Este, Universidad Metropolitana, Universidad del Turabo

I, _____, grant permission to the office of Assessment and Placement of the Ana G. Méndez University System to keep in their records a copy of my portfolio. I understand that the portfolio is going to be used for accreditation or educational purposes only, and that is not going to be disclosed without my consent.

By signing this document I authorize the Office of Placement and Assessment to keep a copy of my portfolio for six months and discard it at the end of this period of time.

.

_____ _____

Student's Name (print) Date

_____ _____

Student's Signature Date

Appendix D8: Overall Portfolio Rubric

	4	3	2	1
PORTFOLIO APPEARANCE				
▪ **Readable:** Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics?				
▪ **Professionalism:** Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner?				
▪ **Organization:** Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?				
PORTFOLIO CONTENT AND FUNCTION				
▪ **Content:** Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making.				
▪ **Authenticity:** Are the samples and illustrations a true reflection of the student's efforts and abilities?				

▪ **Growth/Development:** Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?				
▪ **Collaboration:** Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning?				
▪ **Reflection and Personal growth:** Do items show exceptional understanding of how to be a reflective thinker and how to seek opportunities for professional growth? Does the student include self-reflective comments? Does the student reflect enthusiasm for learning?				
▪ **Professional Conduct:** Do items show clear understanding of ethical behavior and professional conduct? Do items display the pride the student has in his or her work?				
Overall Portfolio Impact				
▪ Is this portfolio an asset in demonstrating the student's value (skills, abilities, knowledge) to a potential employer or college representative?				

Rating Scale

4 = Outstanding 3 = Very good 2 = Good 1 = Needs improvement

Source: Retrieved from www.lcusd.net/lchs/portfolio/rubric.htm on February 10th, 2007. Adapted 02/10/2007 by Fidel R. Távara, M.Ed. Coordinator of Assessment and Placement – Metro Orlando Campus

Anejo E/Appendix E

SYNTHESIS PAPER RUBRIC

	NEEDS IMPROVEMENT (0 points)	FAIR (4 points)	GOOD (7 points)	OUTSTANDING (10 points)
PAPER CONTENT (70%)				
INTRODUCTION	• No thesis • No context • No summary of points to be explored in body of paper	• Thesis stated • Little or no context • And/or no summary of the argument to be explored in the body of the paper • Or, thesis is unclear	• Thesis clear • Context addresses what and why • Summary of argument is included (i.e., overview of points to be discussed in body of paper)	• Introduction engages the reader and signals the intent of the paper • Language is fluent and interesting • Clear, relevant thesis stated • Context is clearly developed • Concession offered • Summary of argument is included
BODY OF PAPER	• Unconnected to introduction • Unsupported opinions used to develop argument • No use of text references to support claims	• Ideas connected to introduction/ but organization is unclear • Claims based on texts but ideas not explored • Or, claims made but do not support an overall argument • Some use of text references to support claims • Each text treated separately	• Each paragraph clearly connected to introduction or to preceding paragraph(s) • Claims based on text and the ideas are explored and developed • Claims build an argument • Good use of text references • Comparison and contrast of presenters' ideas provided	• Parallel construction (paragraph order equals summary in introduction) • Appropriate use of text references to support claims • Thorough exploration of claims <u>and</u> possible counter-arguments to build argument • Language use engaging and fluent • Comparison and contrast of presenters' ideas conceptually developed

CONCLUSION	• No concluding paragraph • Or the paragraph introduces new information	• Concluding paragraph reviews some of major points • No conclusion offered related to thesis	• Concluding paragraph reviews all major points • No conclusion related to thesis	• Reviews major points in interesting way • Offers conclusion about thesis
ACCURACY OF CLAIMS	• Most claims indicate lack of understanding of the round-table discussion topic	• Part of the information indicates understanding of the round-table discussion topic but many gaps in logic or understanding	• Individual theories, models, research understood but connections reveal inaccurate understanding	• All claims demonstrate good understanding of presenters' arguments in the round-table discussion topic and relationships of theories, models, research
SYNTHESIS	• No synthesis. • Body of paper offers separate summaries of ideas from the round table discussion presenters' ideas, but no generalizations, explanations, or conclusions.	• Attempts at synthesis indicated through combining ideas from the round table discussion presenters' ideas. However, no conclusions or generalizations are offered.	• Conclusions or generalizations offered but not both • Or conclusions & generalizations drawn directly from the round-table discussion presenters' ideas and do not represent ability to create new ideas	• The paper demonstrates ability to create new ideas and generalizations based upon previous knowledge and experiences. • Ability to relate knowledge from several areas and draw conclusions
COHESION AND FLUENCY	• Sentences are not cohesive and ideas do not flow as the essay is read.	• Some sentence cohesion and flow of ideas	• Sentence cohesion is mostly clear and ideas flow most of the time.	• Sentences are cohesive and ideas flow as the essay is read.
LANGUAGE (30%)				
MECHANICS	• Many spelling errors that could have been detected by spell-checker • Many grammatical errors	• Spelling or grammatical errors but not both • Lack of noun/pronoun agreement • Lack of subject/verb agreement • Or other	• Spelling or grammatical errors that spell check could miss	• Correct spelling • No grammatical errors

		consistent grammatical errors		
APA	• Incorrect citation format • Incorrect reference format • Past tense not used • Active voice not used	• Some citations in correct form • Some references in correct form • Past tense used • Active voice used	• Most citations in correct form • Most references in correct form • Past tense used • Active voice used	• Correct citations • Correct reference list format • Appropriate use of past and present tense • Active voice
DICTION	• Vocabulary is not appropriate. The student does not use academic vocabulary in expressing ideas. The tone is inappropriate.	• Academic vocabulary is used inconsistently. A colloquial tone is strongly observed on the paper. A formal tone is not maintained all the time.	• Academic vocabulary is used most of the times. Tone is adequate.	• The paper is written in the correct academic vocabulary and appropriate tone.

Anejo F/Appendix F

MATRIZ DE VALORACIÓN DE LA MESA REDONDA

Nombre del Estudiante: …… **Fecha:** ……..

Criterios	**Valor**	**Puntaje del Estudiante**
	Contenido	
El participante ofrece un análisis suficientemente sólido, y sin dudar avanza en la conversación.	5	
El participante, a través de sus comentarios, demuestra un conocimiento profundo del tema y un alto entendimiento de las preguntas elaboradas por la audiencia.	5	
El participante ha venido preparado para la discusión – con notas y pasajes o textos marcados o anotados.	5	
El participante, a través de sus comentarios, demuestra que esta escuchando activamente a los otros participantes.	5	
El participante ofrece explicaciones aclaratorias y/o seguimiento que extiende la conversación.	5	
Las observaciones del participante frecuente se refiere a ideas o argumentos expuestos en la discusión.	5	
El participante demuestra una actitud y postura profesional durante la conversación.	5	
	Lenguaje	
Demuestra habilidad en el manejo del idioma inglés	5	

estándar (vocabulario, sintaxis y flujo de ideas).		
Usa la gramática de una manera adecuada y correcta.	5	
Ante una idea controversial, presenta un argumento persuasivo para defender su punto de vista personal.	5	
Total	100 (70% contenido y 30% lenguaje)	Puntaje Total:

El nombre del estudiante: _____

Firma del facilitador: _____

Anejo G/Appendix G

Oral Presentation Rubric

Student Name: _____Date:_____

Criteria	Value Points	Student Total Score
Content		
The speaker provides a variety of types of content appropriate for the task, such as generalizations, details, examples and various forms of evidence.	10	
The speaker takes into account the specific knowledge and experience of the listener	10	
The speaker uses arguments which are adapted to the values and motivations of the specific listener.	10	
The speaker uses delivery to emphasize and enhance the meaning of the message.	10	
The speaker delivers the message in a lively, enthusiastic Fashion.	10	
The volume varies to add emphasis and interest.	10	
Pronunciation and enunciation are very clear. The speaker exhibits very few disfluencies, such as "ahs," "uhms," or "you knows."	10	
Language		
Student pronounces words in a clear and correct manner so as to make language understood to others	10	
Correct use of grammar and verb conjugation	10	
Use of correct use of vocabulary words to express message	10	
Total Points	**100 (70% of content and 30% of language)**	**Student's Total Score: _____**

Student's signature: _____ Facilitator's Signature: _____