**Course Syllabus**

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| **2023 CNU International Summer Session** |

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| **Course Title** | | | **[Graduate Course]** Seminar in Strategy of Positive Motivation to Learn  Core Reflection: A Strength-Based Approach for Reaching Human Potential | | | | | | | | | | | | | | |
| **Course Code** | | |  | | | | **Credits**  **(hours/**  **day)** | | | | 3  (3hrs/day) | | | **Name of the Professor** | | | Jo-Anne  Lau-Smith, Ph.D. |
| **Department** | | | Education | | | | **Office**  **Address** | | | | N/A | | | **E-mail** | | | lausmitj@sou.edu |
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| **Course objectives** | | | | Upon successful completion of this course, students will be able to:   * Understand the aim and scope of the approach of Core Reflection. * Develop an understanding of how to use Core Reflection and how it can be integrated into other settings. * Acquire insight into personal strengths and develop a plan to maximize individual potential and quality of life. * Comprehend research that supports the principles, strategies, and skills of Core Reflection. * Leave with a deeper understanding of self and others that supports a sense of empowerment and community. | | | | | | | | | | | | | |
| **Course summary** | | | | Grounded in positive psychology, Core Reflection illustrates the shift from a deficiency model to a strength-based perspective of human potential. The approach of Core Reflection identifies individual strengths, called “core qualities,” as the building blocks for gaining self-understanding to approach barriers from a strength perspective. In this course, students will examine Core Reflection research in one United States teacher education program and how Core Reflection was used to assist student teachers achieve their goals. The course assignments and activities will examine the research and application of Core Reflection in educational settings, discuss/explore how Core Reflection applies to other professions/contexts, and ultimately students will apply core reflection for self-understanding and for achieving personal goals. Course activities will include readings, videos, hands-on activities, small group discussions, and project presentations. | | | | | | | | | | | | | |
| **Academic Support for Handicapped students** | | | | - Visually handicapped students: provision of course related materials, note taking helper, permission to record the lecture.  - Audibly handicapped students: provision of course related materials, note taking helper, permission to have e-learning lectures in sign language or shorthand.  - Physically handicapped or mentally challenged students: provision of course related materials, note taking helper, permission to record the lecture.   * Any other requests that are considered necessary. | | | | | | | | | | | | | |
| **Grade calculation** | | | | Mid-term | Final | | | Practical / Coursework | | | | | Attendance | | | | **Total** |
| 50 | 50 | | | 80 | | | | | 75 | | | | 255 |
| ※ If a student misses class more than three(3) times, the student will fail this class and receive the grade F for the entire class.  ※ According to Amendment No. 28, in case of handicapped students, the lecture-management and evaluation methods can be adjusted. | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | |
| Category | Title | | | | | | | | Author | | | | | | Publisher | | Year of publication |
| Main textbook | Teaching and Learning from Within: A Core Reflection Approach to Quality and Inspiration in Education. | | | | | | | | Korthagen, F.A.J., Kim, Y.M., & Greene, W.L. (Eds.) | | | | | | Routledge | | 2013 |
| Others |  | | | | | | | |  | | | | | |  | |  |
| Reference | [**www.authentichappiness.org**](http://www.authentichappiness.org)  [**https://korthagen.nl/en/focus-areas/core-reflection-multi-level-learning/**](https://korthagen.nl/en/focus-areas/core-reflection-multi-level-learning/) | | | | | | | |  | | | | | |  | |  |
| **Daily Course Schedule** | | | | | | | | | | | | | |

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| **Day**  **(3hrs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| 1  Jun.26 | Introduction to Core Reflection | 3 | Lecture, in-class activities and videos | Textbook readings  Forward, Preface & Chapter 1 |
| 2  Jun.27 | Core Reflection & Human Potential | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 2 |
| 3  Jun.29 | Identifying your own Strengths: Core Reflection Approach | 3 | Lecture, in-class activities and videos, discussion | Textbook readings  Chapter 3 |
| 4  Jun.30 | Understanding of Self through core reflection  Role of Facilitator | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 4 |
| 5  Jul.3 | Actualization of Core Strengths through Core Reflection | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 5 |
| 6  Jul.4 | Bringing out the Best in Others- Coaching | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 6 |
| 7  Jul.6 | MIDTERM EXAM | 3 | Examination |  |
| 8  Jul.7 | Application of Core Reflection for human potential | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 7 |
| 9  Jul.10 | Core Reflection with Young Children | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 8 |
| 10  Jul.11 | Developing Core Qualities in Young Children | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 9 |
| 11  Jul.13 | Application of Core Reflection to address Barriers | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 10 |
| 12  Jul.14 | Core Reflection and the Development of Professional and Personal Identity | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 11 |
| 13  Jul.17 | Core Reflection as the Catalyst for Change | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 12 |
| 14  Jul.18 | Future use of Core Reflection: Application & Self-Improvement Plans | 3 | Lecture, in-class activities and videos | Textbook readings  Chapter 13 |
| 15  Jul.20 | FINAL EXAM | 3 | Examination |  |