COURSE SYLLABUS
EDUC 561.01 – Educational Psychology
Spring 2010

Classroom: CAC 121
Days and Time: Mon. & Thurs., 2 p.m.-4 p.m.
Instructor: Stella Erbes, Ph.D.
Office: CAC 108
Office Hours: Mon. & Thurs. 12:00-1:00 p.m., or by appointment
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Software: My Lab School Package which accompanies course textbook

Course Description & Goals: EDUC 561 is a 4-unit educational psychology course which includes such topics as educational objectives, student characteristics, learning theory, motivation, teaching methods, and evaluation. The goal of this course is to familiarize students with theories and concepts which develop effective teachers. Although theoretically based, the course offers a blend of a review of the research on teaching/learning and the applications for the classroom. Twenty hours of fieldwork in an elementary school are required in this course. There are no prerequisites for this course. This research methods course is intended for Liberal Arts majors and teaching credential-seeking students. Students in the course are required to conduct purposeful research as well as to study introductory and advanced research methodology. Students learn research language and methods for conducting and assessing effective research. The students use the university’s electronic databases and read and review current journal publications and documents to explore current research in the field of educational psychology. EDUC 561 meets the general education requirement for research methods/presentation skills by requiring students to meet the following goals:

1) Acquire and demonstrate both introductory and advanced methods of research and discovery used in a particular academic discipline.
2) Use research language effectively.
3) Develop extensive methods and procedures for conducting and recording effective research in different formats and settings.
4) Identify, synthesize and assess research literature.
5) Plan, structure and write a research paper.
6) Present research findings both formally and dynamically to an academic audience.

The goals mentioned above are met by EDUC 561 in the following ways:

1) The students will acquire and demonstrate both introductory and advanced methods of research and discovery used in a particular academic discipline.
   • The learner will distinguish between qualitative and quantitative research methods. (Chapter 1)
   • Students will be introduced to research methods through examples of qualitative methods (fieldnotes, interview guides, anecdotal records) and quantitative methods (Likert scale surveys, statistical methods).
2) The students will use research language effectively.
   • The learner will plan, structure, and write a research paper, virtually free of error in grammar and syntax.
   • The learner will use the American Psychological Association (APA) guidelines when writing the research paper.
   • The students will use research language in class as they discuss current research topics in the field of educational psychology. Journal articles and the text will be used for references during these discussions.
   • Students will also present their research findings to their classmates.

3) The students will develop extensive methods and procedures for conducting and recording effective research in different formats and settings.
   • The learner will be able to demonstrate advanced search abilities for information on World Wide Web and other on-line computer resources.
   • The learner will use current published research from on-line databases like ERIC as sources for the research paper.
   • After reviewing studies that are relevant to the field of educational psychology, students will brainstorm methods and procedures for carrying out future studies in education.
   • The learner will use the American Psychological Association (APA) guidelines when preparing and writing the research paper.

4) The student will identify, synthesize and assess research literature.
   • The learner will describe research findings regarding the effectiveness of bilingual education programs with total immersion programs. (Chapter 5)
   • The learner will summarize empirical research regarding the effectiveness of the mastery learning approach. (Chapter 6)
   • The learner will state and discuss the research findings regarding the effects of ability grouping on student achievement, self-concept, attitudes toward other, and behavior. (Chapters 4, 11, & 13)
   • The learner will distinguish between content, construct, and criterion validity. (Ch. 14)
   • The learner will formulate research questions, review existing criticism already written on a subject, and contribute a unique interpretation or issue or context to a research discussion.
   • The learner will identify resources using on-line resources, like the World Wide Web, the University’s databases, or professional web sites.
   • The learner will synthesize the research literature that is available for the research topic that is being studied and assess its relevance to the student’s paper.

5) The student will plan, structure and write a research paper.
   • A well-researched, informative, and insightful paper is to be prepared by each student. Each student will choose an appropriate topic to research that must be approved by the instructor. The paper is to be double spaced and 7-9 pages in length. A reference list will also accompany the paper and the written research project should follow the American Psychological Association (APA) citation guidelines. An outline for the proposal that is to be presented to the professor for approval of the appropriateness of the topic with the course objectives, substantial resources, and outline of how the paper will be developed. Through
this research assignment, students will demonstrate advanced proficiency in research procedures as defined by the discipline of educational psychology.

6) The student will present research findings both formally and dynamically to an academic audience.
   - Each student will make a 10 minute presentation of the research paper and will provide an outline of the paper and resources for the class. Students will be able to extrapolate their research into dynamic, technology-enhanced oral presentations designed for an academic audience.

Course Expectations:
1. **Class Attendance**: This course is a crucial component of your teacher preparation, so punctual and full attendance is imperative. Class meetings will be comprised mostly of discussion, group work, simulations, and other activities, so it will be difficult to make up a missed class. **Please contact the professor beforehand if you know that you will be absent for all or part of any class session, and as soon as possible after an unexpected absence.** All students are responsible for making up missed work and obtaining any handouts that were distributed during class. Absences, tardies, and leaving class early will count against your final grade. See grading section for the outlined deductions in your final grade.

2. **Missed Quizzes or Celebrations**: Being present for quizzes or celebrations is mandatory. **THERE ARE NO MAKEUPS!!!** In the case of an emergency for which a student is absent on such a day, the professor should be notified immediately for other arrangements to be made.

3. **Assignments**: All students are expected to complete the readings and assignments outlined in the course syllabus. **Assignments must be turned in at the beginning of the class period. Late assignments will not be rewarded any credit.**

4. **Ethical behavior**: Because Pepperdine University seeks to develop mature scholars with both academic excellence and Christian values, the college acknowledges the principle of academic integrity. Consequently, all forms of dishonesty, including plagiarism or cheating in any form, are wrong, non-productive, and contrary to the college’s educational philosophy and the student’s best interest. These forms of unethical behavior will result in failure of an assignment or possible failure in the course.

5. **Fieldwork**: All students will be expected to complete 20 hours of fieldwork in an elementary school. In your field placement, maintain professional relationships with the Supervising Teacher, your students, parents, and anyone else you meet. Be on time to the classroom. Meet your obligations. Contact your Supervising Teacher in a timely fashion if you need to make a change in your schedule. You will become an important person in your fieldwork classroom, and people will be depending on you! **Students who do not complete their fieldwork by the end of Dead Week (the week before final exams) will fail the course, unless special arrangements have been made with the professor.** You will also be evaluated by your Supervising Teacher.

*If you are a student with a documented disability who will require accommodations in this course, please register with Tammy Selby, Director of Disability Services, for assistance in developing a plan to address your academic needs. (TAC 264, Ext. 6500)

**Required course assignments:**

1. **Readings**: Students are expected to have read and to be prepared to discuss all assigned material by the date noted in the syllabus. Quizzes will also be given on the readings.
2. **Research paper**: A well-researched, informative, and insightful paper is to be prepared by each student. Each student will choose an appropriate topic to research that must be approved by the instructor. The paper is to be double spaced and 7-9 pages in length. A reference list will also accompany the paper and the written research project should follow the American Psychological Association (APA) citation guidelines. An outline for the proposal that is to be presented to the professor for approval of the appropriateness of the topic with the course objectives, substantial resources, and outline of how the paper will be developed. Through this research assignment, students will demonstrate advanced proficiency in research procedures as defined by the discipline of educational psychology.

3. **Research presentation**: Each student will make a 10 minute presentation of the research paper and will provide an outline of the paper and resources for the class. Students will be able to extrapolate their research into dynamic, technology-enhanced oral presentations designed for an academic audience.

4. **Class participation**: Students are responsible for completing the reading, participating in class discussions, and being active learners in the class, as well as in their field placements. Students are encouraged to contribute to class discussions by sharing their knowledge of relevant current issues gleaned from newspapers, magazines, or journals. Personal thoughts, opinions, and/or questions regarding lectures and assigned readings will assist the learning process.

5. **Celebrations**: There are three celebrations, which includes the final. The material covered will include readings, class discussions, video presentations, guest speakers, and student reports, etc. Students are held responsible for all information included in the readings, even if all details of the readings are not discussed in class.

6. **Mini-lesson, paper, and brief class presentation**: The student will present a mini-lesson demonstrating learning theories and teaching methods discussed in class. This mini-lesson will be taught at the fieldwork location and also demonstrated in class. A brief reflective paper will accompany the lesson plan. Further details and suggestions will be given in class.

7. **Fieldwork Description**: An ethnographic description of students’ experiences in the fieldwork assignments will be completed.

8. **Profile of Student with Special Needs**: Students will identify a student with special needs from their fieldwork and will write a profile about that student which includes a description of the student’s disabilities, treatments, and daily teaching modifications. *It is important to protect the anonymity of the student and keep the case study confidential.

Connection to University’s Mission Statement:
EDUC 561 introduces students to a profession in which their lives will be purposefully used each day in a role of service and leadership. As prospective teachers of tomorrow’s classrooms, students will be challenged to find ways in which they can integrate their faith with their teaching. Knowing that a teacher’s role moves far beyond the boundaries of simply dispersing content knowledge, students will be encouraged to find strength in God and in fellowship with other colleagues. These methods of support will help them to not only survive but thrive as role models in the classroom. In this course, students are encouraged to review the knowledge and wisdom gained from their past and present educational experiences and link them to the challenges that might be presented in their futures as classroom teachers.
Method of Grading: *Points indicated below could change.

100 points  Celebration #1
100 points  Celebration #2
120 points  Celebration #3 (In class-60 points, Educational Philosophy-60 points)
10 points   Supervising Teacher Contact Form & Required Fieldwork Information Form
80 points   Ethnographic Description (40) & Student Profile (40 Points)
180 points  Research proposal (15), sources (5), drafts, (20), ref list (10) & paper (115)
60 points   Mini-lesson proposal (10), lesson write-up, reflection, & presentation (50)
90 points   Research Presentation (80) & Affirmations (10)
5-10 pts. each Quizzes

Approximate Grading Distribution:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
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<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<tr>
<td>B-</td>
<td>80-82%</td>
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<td>C+</td>
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<tr>
<td>C</td>
<td>73-76%</td>
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<tr>
<td>C-</td>
<td>70-72%</td>
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<td>D+</td>
<td>67-69%</td>
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<tr>
<td>D</td>
<td>63-66%</td>
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<td>D-</td>
<td>60-62%</td>
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*ATTENDANCE : For the following number of absences, your grade will be dropped accordingly.

- 3 absences = 1 grade level dropped
- 4 absences = 2 grade levels dropped
- 5 absences = 3 grade levels dropped
- 6 absences = 4 grade levels dropped

*TARDIES : Two points will be deducted for every 15 mins.

Due Dates and Celebration Dates:

- Research proposal & Intro.: Thurs., Jan. 28
- 2 pages of working paper: Thurs., Feb. 11
- Supervising Teacher Contact Form & Fieldwork Information Form: Mon., Feb. 15
- Celebration #1: Mon., Feb. 15
- Annotated Bibliography: Thurs., Feb. 18
- Research paper: Thurs., Feb. 25
- Student Profile: Thurs., Mar. 11
- Celebration #2: Mon., Mar. 15
- Mini-lesson presentation and reflective paper: Mon., Mar. 22, & Thurs., Mar. 25
- Ethnographic Description: Mon., Mar. 29
- Research Presentations: Thurs., Apr. 8, Mon., Apr. 12 & Thurs., Apr. 15
- Final fieldwork materials: on or before your office appointment
- Office visits: Thurs., Apr. 22
- Final Celebration: Mon., Apr. 26, 10:30 a.m.
The calendar for EDUC 561 is scheduled as follows. Please permit me to change this calendar, as it seems helpful to student learning and the course requirements. It is my hope this syllabus gives the guidance intended and that it also gives scope and sequence to what we are set out to learn this semester.

<table>
<thead>
<tr>
<th>Course Schedule</th>
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<tr>
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Course Schedule (continued)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment Due</th>
<th>TPE Addressed</th>
<th>Topic</th>
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<tbody>
<tr>
<td>6</td>
<td>Mon., Feb. 15</td>
<td>*Contact Form and Fieldwork</td>
<td>2, 3, 4, 5, 6: 6A, 6B, 6C, 8, 9, 13</td>
<td>Celebration #1- Chapters 1-4</td>
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<td>Thurs., Feb. 18</td>
<td>Chapter 5 (pp. 158-191); *Reading Activity *Annotated biblio. due</td>
<td>7, 8, 9, 12</td>
<td>Culture &amp; Diversity: Multicultural Classrooms; Ethnic, Racial, and Gender Differences</td>
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<tr>
<td>7</td>
<td>Mon., Feb. 22</td>
<td>Chapter 6 (pp. 197-227); *QUIZ 6</td>
<td>5, 6: 6A, 6B, 6C, 10, 11</td>
<td>Fieldwork Discussion; Behavioral Views of Learning: contiguity, classical conditioning (Pavlov)</td>
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<td></td>
<td>Thurs., Feb. 25</td>
<td>*Research Papers Due</td>
<td>4, 5, 6: 6A, 6B, 6C, 10, 11</td>
<td>Chapter 6 continued; Operant conditioning (Thorndike &amp; Skinner); Mastery Learning</td>
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<td><strong>S</strong>PRING BREAK: MARCH 1- MARCH 5</td>
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<td>8</td>
<td>Mon., Mar. 8</td>
<td>Chapter 7 (pp. 234-263); *QUIZ 7</td>
<td>4, 5, 6: 6A, 6B, 6C, 10, 11</td>
<td>Chapter 7: Cognitive Learning- Constructivism, Memory, Metacognition; The Brain</td>
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<td>Thurs., Mar. 11</td>
<td>Chapter 9 (pp. 306-341); * Reading Activity *Student Profile DUE</td>
<td>5, 6: 6A, 6B, 6C, 10, 11</td>
<td>The Learning Sciences &amp; Constructivism; Study Guide &amp; Review</td>
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<td>9</td>
<td>Mon., Mar. 15</td>
<td>Last day to Withdraw with “W”</td>
<td>4, 5, 6: 6A, 6B, 6C, 7, 8, 9, 10, 11, 12</td>
<td>Celebration #2- Chapters 5-7, &amp; 9</td>
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<td>Thurs., Mar. 18</td>
<td>Chapter 10 (pp. 347-358); Chapter 11 (375-383) *Reading Activity</td>
<td>5, 6: 6A, 6B, 6C, 8,</td>
<td>(10) Social Cognitive Views of Learning and Motivation; (11) Motivation in Learning and Teaching</td>
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<td>Mon., Mar. 22</td>
<td>Mini-lessons</td>
<td>1: 1A, 4, 5, 6: 6A, 6B, 8, 9, 10, 13</td>
<td>Mini-lesson Presentations</td>
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<td>Thurs., Mar. 25</td>
<td>Mini-lessons</td>
<td>1: 1A, 4, 5, 6: 6A, 6B, 8, 9, 10, 13</td>
<td>Mini-lesson Presentations</td>
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<td>Week</td>
<td>Date</td>
<td>Assignment Due</td>
<td>TPE Addressed</td>
<td>Topic</td>
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<td>11</td>
<td>Mon., Mar. 29</td>
<td>Chapter 12 (pp. 417-448); *QUIZ 12 *Ethnographic Description DUE</td>
<td>4, 5, 6: 6A, 6B, 6C, 7, 9, 10, 11</td>
<td>Creating Learning Environments</td>
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<td>11</td>
<td>Thurs., Apr. 1</td>
<td>Chapters 13 (pp. 454-456, 459, 470-472, 477-486); *QUIZ 13</td>
<td>2, 3</td>
<td>Teaching Every Student</td>
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<td>12</td>
<td>Mon., Apr. 5</td>
<td>Chapter 14 (pages 494-531); *QUIZ 14</td>
<td>2, 3</td>
<td>Classroom Assessment, Grading, &amp; Standardized Testing</td>
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<td>12</td>
<td>Thurs., Apr. 8</td>
<td>Research Presentations</td>
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<td>Mon., Apr. 12</td>
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<td>Thurs., Apr. 15</td>
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<td>Research Presentations</td>
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<td>Fri., Apr. 16</td>
<td>Last day for WP or WF Withdrawal</td>
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<td>15</td>
<td>Mon., Apr. 19</td>
<td>Educational Philosophy Exercise &amp; possible guest speaker (student teacher)</td>
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<td>15</td>
<td>Thurs., Apr. 22</td>
<td>Fieldwork materials</td>
<td>Office appointments</td>
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<td>Mon., Apr. 26</td>
<td>FINAL -10:30 a.m.</td>
<td>1:1A, 2, 3, 4, 5, 6: 6A, 6B, 6C, 7, 8, 9, 10, 11, 13</td>
<td>Celebration #3: Ch. 10-14, presentations, &amp; philosophy</td>
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Teacher Performance Expectations Addressed in EDUC 561

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction
TPE 1A: Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
EDUC 561 candidates must complete 20 hours of fieldwork in an elementary classroom. During this field placement, candidates observe subject-specific pedagogical skills for multiple subjects, help facilitate student learning, and prepare and carry out one formal lesson in this classroom.

TPE 2: Monitoring Student Learning During Instruction
EDUC 561 candidates monitor students’ progress in one-on-one, small group, and whole group settings during their 20 hour fieldwork experience. As candidates lead and facilitate the teaching-learning process in the classroom, they anticipate, check for, and address common student misconceptions and misunderstandings. Chapters 2 and 13 of the course text present the methods for checking students’ progress.

TPE 3: Interpretation and Use of Assessments
EDUC 561 candidates observe and may help implement a variety of informal and formal, as well as formative and summative assessments, to determine students’ progress and plan instruction during their 20 hour field placement. Chapters 3, 13, and 14 of the course text also address the interpretation and use of assessments.

TPE 4: Making Content Accessible
EDUC 561 candidates are exposed to multiple methods of presenting content and are encouraged to vary instructional strategies in their future classrooms as well as during their formal lesson that is presented in their field work. Candidates are exposed to the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communications, and computer technology. Chapter 1, 2, 4, 7, and 9 of the course text present various ways that instructors can make lessons creative and engaging for the learners. Being a Research Methods Course, EDUC 561 candidates must also write a research paper on a topic that is relevant to Educational Psychology and present an oral presentation of the findings. Through this research paper and presentation, candidates distinguish between conversational and academic language, and develop skills in using and understanding academic language.

TPE 5: Student Engagement
EDUC 561 candidates practice writing clearly stated instructional objectives for students. A 7-step lesson plan is presented, modeled, and practiced in this course. The lesson plan includes the following steps: Anticipatory Set, Objective, Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice. One typed 7-step lesson plan of the mini-lesson presented in the candidate’s field placement must be turned in to the instructor. This practicum also gives the candidates an opportunity to interact directly with the students in the role of a teacher. Chapters 2, 7, 8, and 9 also address methods used to engage students in learning.

TPE 6: Developmentally Appropriate Teaching Practices
TPE 6A: Developmentally Appropriate Practices in Grades K-3
TPE 6B: Developmentally Appropriate Practices in Grades 4-8
TPE 6C: Developmentally Appropriate Practices in Grades 9-12
EDUC 561 candidates observe a structured day in an elementary classroom during their 20 hour field assignment. In these classrooms, they see how various subject areas taught using age-appropriate manipulatives and instructional strategies. Though candidates are not assigned to work with students in grades 9-12 during the EDUC 561 course, discussions regarding the developmental stage and appropriate instructional methods for this older age group are carried out in class. Chapters 4, 6, 7, 8, and 9 of the course text also address developmentally appropriate teaching practices.

TPE 7: Teaching English Language Learners
EDUC 561 candidates are exposed to the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. In both their fieldwork and the coursework, candidates learn how cognitive, pedagogical, and individual factors affect students’ language acquisition. They are encouraged to take these factors into account in planning lessons for English language development and for academic content. Chapters 5, 9, 10, and 11 present the difficulties that English Language Learners face and offer helpful instructional strategies for future teachers.
TPE 8: Learning about Students
EDUC 561 candidates draw upon an understanding of patterns of child and adolescent development to understand their students. The candidates study the developmental theories of Piaget, Bruner, and Vygotsky in their course text. In addition, the influences of culture, gender, and learning disabilities and exceptionalities are covered in this course. Chapters 3, 4, 5, and 8 describe these factors and their influences upon student learning. In their fieldwork, candidates may begin to see the effects of these special patterns of development on the teaching-learning process.

TPE 9: Instructional Planning
EDUC 561 candidates are required to plan one formal lesson during their 20-hour field placement. A typed 7-step lesson plan must be written up on the lesson that is presented and then each candidate gives an oral presentation describing the lesson plan to the class. Each candidate in encouraged to highlight what specific parts of the lesson exemplified theories or strategies that were discussed in class or could relate to items covered by the course text. Chapters 3, 5, 8, and 9 of the course text address instructional planning.

TPE 10: Instructional Time
EDUC 561 candidates observe procedures for routine tasks and the management of transitions to maximize instructional time during their 20-hour field placement. Chapters 6, 9, 10, 11, and 12 of the course text also address the topic of instructional time.

TPE 11: Social Environment
EDUC 561 candidates observe the discipline program of their Supervising Teacher and also often find themselves using this system when carrying out their lesson plan. Candidates often have the opportunity to engage in discussions with their Supervising Teachers regarding discipline and maintaining a positive social environment in the classroom. Chapters 6, 9, 10, 11, and 12 of the course text present strategies and issues to be considered when creating a positive social environment in one’s classroom.

TPE 12: Professional, Legal, and Ethical Obligations
EDUC 561 candidates understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Chapter 5 of the course text presents important public laws and inspires class discussion on the effects of these laws upon today’s schools.

TPE 13: Professional Growth
EDUC 561 candidates engage in planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness. Writings of their fieldwork must be completed during the semester. In these writings, candidates reflect upon their observations and teachings from their fieldwork. Candidates must also write a reflective essay about the formal lesson which they present in their fieldwork.