

STA1 – STA TASK 1: FIRST BOOK ANALYSIS

EDUCATIONAL THEORY AND ANALYSIS – STA1

PRFA – STA1

TASK OVERVIEW

SUBMISSIONS

EVALUATION REPORT

COMPETENCIES

608.2.2: Assessing Impact of Theoretical Writing

The graduate relates principles of educational theory to their own personal perspective on education and to present issues and future trends in education.

INTRODUCTION

The goal of Educational Thought Seminar is to expose you to literature on educational theory that will challenge your perspectives regarding the following topics:

- diversity and issues of fairness
- alternative viewpoints and voices in education
- changing demographics in educational institutions
- future trends in education
- personal visions of “what if?”

Select five books from the attached “Reading List.” *At least* one must be selected from *each* of the following topic areas:

- diversity in education
- alternate viewpoints in education
- the future of education

Read the first book you selected, and then write an essay. Once you have submitted the essay, schedule a teleconference with an STA1 Course Mentor to discuss the book. For this course, you will read and discuss five books, and you will need to write essays for three of them. This task will focus on the first of your three essays.

REQUIREMENTS

Your submission must be your original work. No more than a combined total of 30% of the submission and no more than a 10% match to any one individual source can be directly quoted or closely paraphrased from sources, even if cited correctly. An originality report is provided when you submit your task that can

be used as a guide.

You must use the rubric to direct the creation of your submission because it provides detailed criteria that will be used to evaluate your work. Each requirement below may be evaluated by more than one rubric aspect. The rubric aspect titles may contain hyperlinks to relevant portions of the course.

Write a brief essay (*suggested length of 2–3 pages*) about the first book you read from the attached reading list by doing the following:

- A. Summarize the book you read and describe how the book connects to your personal perspective on education. Include specific examples from the book.
- B. Discuss how the book relates to **one** of the following three categories or trends, using specific references from the text:
 - diversity in education
 - alternate viewpoints in education
 - the future of education
- C. Relate principles of the book’s educational theory or author’s perspective to current educational practice by doing the following:
 1. Identify current educational practices relevant to the content of the book.
 2. Discuss how the book’s educational theory or author’s perspective addresses current educational practices.
- D. Discuss how the book’s educational theory or author’s perspective applies to the future of education.
- E. Acknowledge sources, using APA-formatted in-text citations and references, for content that is quoted, paraphrased, or summarized.
- F. Demonstrate professional communication in the content and presentation of your submission.

File Restrictions

File name may contain only letters, numbers, spaces, and these symbols: ! - _ . * ' ()

File size limit: 200 MB

File types allowed: doc, docx, rtf, xls, xlsx, ppt, pptx, odt, pdf, txt, qt, mov, mpg, avi, mp3, wav, mp4, wma, flv, asf, mpeg, wmv, m4v, svg, tif, tiff, jpeg, jpg, gif, png, zip, rar, tar, 7z

RUBRIC

GENERAL TEACHING DISPOSITIONS AS INDICATED IN THE WGU TEACHERS COLLEGE CODE OF ETHICS:

NOT EVIDENT

APPROACHING

COMPETENT

The submission demonstrates consistently unprofessional or unethical behavior or disposition as outlined in the WGU Teachers College Code of Ethics.

COMPETENCE

The submission demonstrates behavior or disposition that conflicts with the professional and ethical standards outlined in the WGU Teachers College Code of Ethics.

The submission demonstrates behavior and disposition that align with the professional and ethical standards outlined in the WGU Teachers College Code of Ethics.

A PERSONAL PERSPECTIVE

NOT EVIDENT

A description of how the book has impacted or broadened the personal perspective on education is not provided.

APPROACHING COMPETENCE

The description does not summarize the book, draw connections to the personal perspective on education, or include specific examples.

COMPETENT

The description summarizes the book and draws connections to the personal perspective on education, including specific examples.

B CATEGORIES OR TRENDS

NOT EVIDENT

A discussion of how the book relates to 1 of the given categories or trends is not provided.

APPROACHING COMPETENCE

The discussion explains how the book relates to 1 of the given categories or trends but contains content inaccuracies or does not include specific, relevant references from the text.

COMPETENT

The discussion explains how the book relates to 1 of the given categories or trends, including specific, relevant references from the text.

C1 CURRENT EDUCATIONAL PRACTICES

NOT EVIDENT

The submission does not identify current educational practices.

APPROACHING COMPETENCE

The submission identifies current educational practices, but they are not relevant to the content of the book.

COMPETENT

The submission identifies current educational practices, and they are relevant to the content of the book.

C2 THEORY OR PERSPECTIVE**NOT EVIDENT**

A discussion of the book's educational theory or author's perspective is not provided.

APPROACHING COMPETENCE

The discussion identifies how the book's educational theory or author's perspective addresses current educational practices, but it contains inaccuracies or does not include specific examples.

COMPETENT

The discussion accurately identifies how the book's educational theory or author's perspective addresses current educational practices, including specific examples.

D: APPLICATION OF THEORY OR PERSPECTIVE TO THE FUTURE OF EDUCATION**NOT EVIDENT**

A discussion of how the book's educational theory or author's perspective applies to the future of education is not provided.

APPROACHING COMPETENCE

The discussion includes a prediction for how the book's educational theory or author's perspective applies to the future of education, but the prediction is vague or makes illogical connections between the book's educational theory or author's perspective and the future of education.

COMPETENT

The discussion includes a specific and logical prediction for how the book's educational theory or author's perspective applies to the future of education.

E APA SOURCES**NOT EVIDENT**

The submission does not include in-text citations and references according to APA style for content that is quoted, paraphrased, or summarized.

APPROACHING COMPETENCE

The submission includes in-text citations and references for content that is quoted, paraphrased, or summarized but does not demonstrate a consistent application of APA style.

COMPETENT

The submission includes in-text citations and references for content that is quoted, paraphrased, or summarized and demonstrates a consistent application of APA style.

F PROFESSIONAL COMMUNICATION

NOT EVIDENT

Content is unstructured, is disjointed, or contains pervasive errors in mechanics, usage, or grammar. Vocabulary or tone is unprofessional or distracts from the topic.

APPROACHING COMPETENCE

Content is poorly organized, is difficult to follow, or contains errors in mechanics, usage, or grammar that cause confusion. Terminology is misused or ineffective.

COMPETENT

Content reflects attention to detail, is organized, and focuses on the main ideas as prescribed in the task or chosen by the candidate. Terminology is pertinent, is used correctly, and effectively conveys the intended meaning. Mechanics, usage, and grammar promote accurate interpretation and understanding.

SUPPORTING DOCUMENTS

[Reading List.pdf](#)