

EDUC 700 Culminating Experience Inquiry Presentation Instructions



What is EDUC 700?

Since 2005, when the M.Ed. Instruction program began, **EDUC 700 – Inquiry Presentation** has been an integral part of the Master’s degree experience. EDUC 700 is a 0-credit, 0-tuition course that was attached to the culmination of EDUC 602 – Inquiry in Practice. After completing their teacher research project in EDUC 602, Master’s degree candidates complemented their research report with a public presentation of their work. These presentations offered insights and highlights from the inquiry project to an audience of other M.Ed. (RTC) students. These EDUC 700 presentations were graded on a Pass / Fail basis.

Beginning with the Summer 2021 semester, the M.Ed. Instruction program will be undergoing a change. The Inquiry Core, comprised of three sequentially-linked courses in teacher research (EDUC 510, EDUC 601, and EDUC 602), will no longer be automatically required of all program graduates. EDUC 510 (*now called Exploration of Reflective Teaching*) will now be part of the Required Instructional Core. Both EDUC 601 (*now called Data-Inspired Decision Making*) and EDUC 602 (*Inquiry in Practice*) will become part of our newest and fifth Option Concentration Area (*Collaboration & Classroom Inquiry*).

Despite this reorganization, EDUC 700 will remain as a requirement for all students who wish to complete the degree program. Our New Jersey partner, The College of New Jersey, requires that all Master’s program graduates complete a Culminating Experience, also known as a Capstone Project. EDUC 700 remains a fitting and appropriate Culminating Experience for the M.Ed. Instruction program as it requires all graduating students to reflect on the enduring knowledge and transformative experiences emerging from their Master’s degree studies.

How will EDUC 700 work?

For students completing EDUC 601 and EDUC 602 in the Existing Program:

EDUC 700 will continue as the presentation-based culminating experience that it has always been. At the conclusion of EDUC 602, the instructor and/or the program director will schedule and organize a presentation event for all students in the EDUC 602 class. Students will prepare a 12-minute presentation that will summarize various highlights and insights gained from their practitioner inquiry-based work in EDUC 601 and EDUC 602. Previously held as a face-to-face event, the Zoom-based adaptation used throughout 2020 and now 2021 has proven an effective mode for presenting this work. Students may choose to incorporate such presentation formats as PowerPoint, Prezi, or other similar models.

Specific and detailed instructions about the presentation will be offered by instructors in each EDUC 602 class.



For all other students completing the Revised M.Ed. Instruction program:

EDUC 700 is required for all M.Ed. students whether or not they complete EDUC 601 and EDUC 602. Students who elect to complete their M.Ed. Instruction degree under the revised program plan will have more choice in how to structure their program. Please refer to the Revised Program Plan for a graphic organizer of the “5 + 3 + 2 + 0” model, which includes:

- 5 courses from the Required Instructional Core
- 3 Courses from one of the five Option Concentration Areas
- 2 Elective Courses chosen from other available RTC courses and
- EDUC 700, a required 0-credit, 0-tuition Culminating Experience Presentation

Students who choose the Revised Program Plan will fall into two categories:

- **Category A** will include students who choose to enroll in EDUC 601 and EDUC 602 as part of their chosen courses. Students interested in RTC’s newest Option Concentration Area, *Collaboration and Classroom Inquiry* may choose EDUC 601 and EDUC 602 as two of their Option Concentration course choices. Additionally, students in other Option Concentration Areas may choose to enroll in EDUC 601 and EDUC 602 as part of their two elective courses. In either case, students completing EDUC 601 and EDUC 602 will complete EDUC 700 as a routine part of their EDUC 602 class. The instructor and/or program director will provide full instructions and details in class.
 - **Category B** will be students who do not choose to enroll in EDUC 601 and EDUC 602. All students are still required to complete EDUC 700, Inquiry Presentation/Culminating Experience. However, EDUC 700 will function in a different way, as outlined immediately below.
1. All M.Ed. Instruction students who do not enroll in EDUC 601 and EDUC 602 will be required to register for EDUC 700 in the last semester of coursework, the semester that includes their intended graduation date. EDUC 700 must be completed in the last semester. EDUC 700 may not be completed before a student’s last semester.

Students graduating in...	Will register for and complete EDUC 700 in...
Spring semester (May)	Spring semester (sometime between February and May)
Summer semester (August)	Summer semester (sometime between June and August)
Fall semester (December)	Fall semester (sometime between September and December)
Winter semester (January)	Winter semester (January)

2. Although we expect to send out frequent reminder emails about registering for and completing EDUC 700, it is the students' responsibility to register for EDUC 700 according to the schedule outlined in the chart immediately above. Several sections of EDUC 700 will be scheduled for each semester, based on the number of prospective graduates. Specifically, Spring and Summer semesters will have more sections than Fall or Winter semesters because of graduation patterns.
3. EDUC 700 involves a student-created presentation of your learning based on a reflective review of all prior courses taken by the student as part of their M.Ed. Instruction Program.
4. At some point in their final semester before graduation, students will prepare and offer a 12-minute presentation with the following features:
 - a. Students will reflect on all of their prior RTC coursework, identifying the insights, assignments, activities, and experiences that had the greatest positive impact on their learning, their teaching, and on their students' learning, as well.
 - b. The presentation should draw on the highlights of the enduring knowledge that will last long after students complete the program. The presentation should focus on the most transformative aspects of their coursework experiences. Students should reflect on and talk about specific experiences from their M.Ed. program. Some of the guiding questions for this presentation could be:
 - What will you remember most vividly from your coursework?
 - What will you use in your classroom as you go forward?
 - What made a difference to you as a teacher? This may include specific courses, activities, readings, instructors, or other aspects of the program.
 - What educational or pedagogic challenges did your coursework help you to overcome or improve?
 - What professional and personal skills and strengths have been enhanced through your coursework?
 - What do you know now that you would like other teachers to know about?
 - What do you still want / need to know more about?
 - c. **Note:** these questions above are not intended as a comprehensive list or a rubric checklist. They are offered as an example of the kind of reflective thinking that will help students decide what to address in their presentation. Students are encouraged to think of their own individual and personal questions that draw on their ability to reflect and synthesize the knowledge gained in the M.Ed. Instruction program.
 - d. At some point in their final semester, students will register for an EDUC 700 presentation event. Students will then be assigned a Presentation Facilitator who will supervise and coordinate their presentation event.
 - e. In addition to contact with their Presentation Facilitator, we will be creating an **EDUC 700 Informational Video** that students can reference. It will discuss the presentation expectations, guidelines and other related issues.

- f. In addition to consulting with their Presentation Facilitator, students may also contact Dr. Alan Amtzis, Program Director and Student Advisor for the M.Ed. Instruction program for information. His email address is amtzis@tnj.edu
- g. Students will be asked to develop a presentation using PowerPoint, Prezi, videos, or another similar slide or image-based presentation model. Students should be prepared to offer a verbal presentation, using the PowerPoint (or other format) as a visual enhancement or illustration. The PowerPoint by itself is not the complete presentation.
- h. It is expected that the Presentation Events will be held as virtual Zoom-based events.
- i. Presentation events will consist of small groups of graduating students (no more than 8 per event) who will consecutively present their 12-minute reflection on the enduring knowledge gained through the M.Ed. program. A Q&A discussion will follow. For accreditation purposes, these events maybe recorded. They will never be used for any other purpose without the students' express consent.