Conference Credit Information Packet
EDU 596

General Information

Thank you for your interest in graduate credit through SUNY Buffalo State. We are glad you have decided to take the challenge of expanding your conference learning.

The instructions for applying, completing and submitting your course work for EDU 596 are included in this Information Packet. Students must apply and be accepted as a Buffalo State student in order to enroll in a conference credit course and obtain graduate credit.

Deadlines for official acceptance, enrollment in conference course and course work completion for each semester are *May 1 for Spring Semester*, *Aug. 1 for Summer Semester, and Dec. 1 for Fall Semester.* For questions regarding acceptance requirements and registration contact Cathy Beecroft at: molendca@buffalostate.edu

Registration Form

For each conference vetted as an approved conference by IGPE for graduate credit, there is a specific registration form. Forms can be obtained through the International Graduate Programs for Educators office. Students *must apply and be accepted* as a non-matriculating (non degree-seeking) or as a degree-seeking, Master of Science in Multidisciplinary Studies student *prior* to registering for conference credit.

Instructor

Your professor for this course will be Dr. Susan Keller-Mathers, an Associate Professor at Buffalo State and Interim Director for the International Graduate Programs for Educators. To insure your success in completing your assignments, you are encouraged to reach out with your questions to Dr. Keller-Mathers prior to submitting your final work.

Email Dr. Keller-Mathers at: kellersm@buffalostate.edu with your questions and/or to set up a meeting with her.

How do I decide how many credits to apply for?

Educators can obtain one, two or three graduate level conference credits (EDU 596) through Buffalo State when attending a professional educators' conference. One credit includes 15 contact hours (and approximately 30 assignment hours), two credits includes 30 contact hours (and approximately 60 assignment hours) and three credits includes 45 contact hours (and approximately 90 assignment hours). "Contact hours" refers to your time spent doing conference-related learning activities. "Assignment hours" refers to the time spent on homework assignments in the course. Each is outlined next.

Contact Hours (Learning & Instruction)	Assignments (Products/Descriptions of Outcomes)
• Sessions, workshops, keynotes, presentations at conference • Discussions with colleagues, presenters, educational community (before, during and after conference) • Reading about, watching videos on related topics (before, during, after), reviewing conference website and conference program. • Networking, following up with contacts for future connections.	• Write up of goals and rationale (Section I) • Write up of conference learning and interactions (Section II & III) • Write up of Implementation and Results (Section IV.1) OR Write up of Material Development (Section IV.2) • Documentation of products/outcomes (photos, links to online forums developed, feedback from colleagues, student work, description of or inclusion of other products)

Overview of Graduate Conference Credit Template

The template on the following pages includes basic information to complete Sections I-IV:

• **Section I:** Goals/Big Ideas, Rationale and Pre-Conference Reading

• **Section II:** Conference Sessions/Workshops

• **Section III:** Informal Conference Interactions

• **Section IV.1:** Post Conference Implementation and Results **or**

• **Section IV.2:** Post Conference Material Development.

Students should use the Graduate Conference Credit Template to complete their assignments for the course. Additional information submitted with this template *should be clearly noted somewhere in the template and in the body of your email.* (for example, link to additional documentation in google.doc, names of other attachments included in email).

GRADUATE CONFERENCE CREDIT TEMPLATE

Conference General Information
Conference Name: Conference Dates: Conference Website Address: Conference Description (from website):

Student General Information
Name: Email:

Proof of Attendance
Provide below proof of attendance at the preconference/conference (such as photo of name badge or conference registration confirmation email). If you are providing an attachment, indicate that below and give the name of the attachment provided.

Summary of Documentation of Contact Hours

Provide below a brief overview of how you obtained the number of credit hours for your course (Pick either 1, 2 or 3 credits). Contact hours include a combination of pre-readings (Section I), attending conference sessions (Section II), informal conference related interactions (Section III) and all readings (Section IV). *Note that even if write-ups of sections are well done, a student must meet contact hours of 15 for one credit 30 for two and 45 for 3 credits.*

Note that in order to get conference credit, you must be able to document the required contact hours for the number of enrolled credits. *If your documentation is incomplete or does not fulfill the requirements, it will affect your final grade.*

One Graduate Credit	Two Graduate Credit	Three Graduate Credit
Describe how you meet the 15 hours of instruction/learning.	**OR** Describe how you meet the 30 hours of instruction/learning.	**OR** Describe how you meet the 45 hours of instruction/learning.

Summary

Section I: Goals/Big Ideas, Rationale and Pre-Conference Reading

After reviewing the conference offerings and prior to the start of the conference, formulate learning goals and/or big ideas to focus on during the conference, provide a rationale for selection and support your thinking through reviewing related literature. Ideally this occurs before the conference but if not possible, this should be completed as soon as possible during the conference.

Grading Rubric   **Points Awarded:_____**

Quality (9-10):
Goals/Big Ideas and Rationale are strongly aligned with professional practice area and conference theme. Supporting literature is from highly credible sources and provides solid evidence of informed thinking regarding the topic. All required elements are well-organized, clearly articulated and follow APA style conventions.

Proficient (8-9):
Goals/Big Ideas and Rationale are aligned with professional practice area and conference theme. Supporting literature is in alignment with goals/big ideas. References conform to APA style conventions. All requirements met.

Needs Improvement (0-8):
Several required elements are not addressed well or are missing. Goals/Big Ideas are vague or unclear. Lacks a clear rationale, or rationale is not aligned to professional practice area or conference theme. Little or no literature that supports the direction and/or APA formatting for references. General writing is weak.

For One or Two Graduate Credit:
Articulate an overarching goal and/or big idea you wish to focus on for the conference and at least 1-2 secondary goals or essential questions. Describe your rationale for your goal and/or idea selection. Describe what you hope to gain from these goals/ideas. Read two resources that support your goal/big idea and inform your thinking, and/or lend support to the importance of your focus. Examples include website article, book, journal or magazine article, review, blog, textbook, etc. Be a wise consumer by striving to find current scholarly sources (leaders in the field, online material from university sources, journals, leading education organizations, etc). For each source of information, summarize, and provide your insights into the importance of the information to your practice. Provide the full reference for each source in APA format.

For Three Graduate Credits:
Articulate an overarching goal and/or big idea you wish to focus on for the conference and at least 3-4 secondary goals or essential questions. Describe your rationale for your goal and/or idea selection. Describe what you hope to gain from these goals/ideas. Read a minimum of four resources that support your goal/big idea and inform your thinking, and/or lend support to the importance of your focus. Examples include website article, book, journal or magazine article, review, blog, textbook, etc. Be a wise consumer by striving to find current scholarly sources (leaders in the field, online material from university sources, journals, leading education organizations, etc). For each source of information, summarize, and provide your insights into the importance of the information to your practice. Provide the full reference for each source in APA format.

Section I Student Work: Goals/Big Ideas, Rationale and Pre-Conference Readings:

Section II. Conference Sessions/Workshops

For **each** session and/or workshop you attend (including any pre-conference sessions), you will reflect on the learning and describe how you might utilize the information using the Conference Session Template included. Most of your contact hours are to be represented in this section.

Grading Rubric	Points Awarded:_____

Quality (9-10)
Clear evidence of thoughtful reflection on conference sessions and your goals/big ideas, high quality resources and questions. Ideas for application are relevant, meaningful and reflect original thinking. All requirements met to a high degree.

Proficient (8-9)
Reflection on conference sessions is clear, resources and questions support content. Ideas for application are related to professional work and goals/big ideas. All requirements met.

Needs Improvement (0-8)
Reflection on conference sessions is unclear and/or lacks depth, resources and/or questions are missing or inadequate. Limited ideas for application and/or relation to professional work.

Directions for 1, 2 or 3 Graduate Credits:

With your goals and/or big idea in mind, summarize, describe key learnings and questions you have that help you digging deeper into the subject, annotate resources that inform your thinking on the content and describe your next steps to use the information shared.

You do not need to elaborate to the same level for each session. For sessions that are more meaningful, focus on a more in-depth overview and key learnings, adding more resources and elaborating more thoroughly for your application/next step selection. Resources can include looking further into literature provided by the presenter and finding additional resources yourself to learn more about the topic. For each resource, provide the reference in APA format. The following is provided as a guideline to help you determine the specific elaboration for each. However, as stated above, you may decide to elaborate more on some that were more impactful or meaningful and less on sessions that were not as relevant to your professional work.

For sessions up to 2 hours: Summary of session content (50-100 words), Key learnings/Questions (3-4 points/questions), Annotated Resources (1-2 with 3 sentence annotation), Application/Next Steps (50-100 words

For ½ day sessions: Summary of session content (100-150 words), Key learnings/Questions (4-5 points/questions), Annotated Resources (2-3 with 4 sentence annotation), Application/Next Steps (100-150 words

For Full day sessions: Summary of session content (150-200 words), Key learnings/Questions (6+ points/questions), Annotated Resources (4-5 with 4 sentence annotation), Application/Next Steps (200+ words)

Section II Student Work: Conference Sessions/Workshops Template

Indicate session length:
Conference Session Title
Presenter(s)
Time Frame (date and time)
Summary of session content
Key learnings, questions (what do you want to learn more about?)
Annotated Resources
Ideas for Applications/Next Steps

Duplicate this template as needed for additional conference sessions.

Section III. Informal Conference Interactions

Often times, the most meaningful conference-related dialogue emerges outside of structured sessions. These dialogues can happen in small groups, with individuals, before or after the session, or before or after the conference. Use this section to complement Section II. If you have a robust group of conference sessions you outlined (and/or quite a bit of resources outlined throughout this document), this section may be small. If you are lacking sufficient evidence of meeting contact hours in other areas, then this section might be more robust. This is designed to not only document your informal learning but to also provide an additional means to meet the contact hours for course credit.

Grading Rubric   Points Awarded:_____

Quality (9-10)
Evidence that student took full advantage of opportunities to engage in informal interactions throughout the conference. Documentation shows great potential for future learning and/or networking.

Proficient (8-9)
Evidence of seeking out meaningful interactions and/or thoughtful engagement in informal conversations that occur naturally. Documented connections for future retrieval of key information and contacts and reflected on learnings.

Needs Improvement (0-8)
Little or no evidence of meaningful interactions with others during the conference and/or documenting any informal learning.

Directions

For each meaningful interaction:
1) Summarize the learning
2) Define next steps for one or both:
   • Following up with other professionals for further networking
   • Implementation of new information and concepts.
3) Briefly note contacts and connections with other professionals for future follow up. Be sure to give yourself enough information so it can be useful to you in the future.

<u>Section III Student Work</u>: Informal Conference Interactions

Section IV.1 Post Conference Implementation and Results:

What you do with your learning is the most important aspect of engaging in a conference. Design, implement and evaluate your actions based on your conference learnings.

Grading Rubric   Points Awarded:_____

Quality (27-30)
Well-documented plan is successfully executed. Builds from meaningful connections to conference learning and includes thoughtful reflection on both teacher and student learning. Supporting documentation is of high quality. Highly organized and professionally presented. All requirements met to a high degree.

Proficient (24-27)
Evidence of successful implementation of plan that builds from conference connections. Reflection on learning includes meaningful insights and documentation. Professionally presented. All requirements met.

Needs Improvement (1-24)
Plan is vague or poorly written, lacks connections to conference learning. Limited implementation and/or meaningful reflection, lack of documentation.

Directions for Post-Conference Implementation and Results, Section IV.1:
This part of the conference requirements focus on what you did to change your practice, how successful it was and how you know it worked. Follow the directions below for the number of credits you are signed up to complete. Include your work in the space provided below. You can supplement what you write below with an online link such as a google.doc if some documents are better presented online, however you must use the template and indicate in the template any additional supplemental documents you provide.

For One Graduate Credit:

Complete an implementation proposal that includes a brief literature review (approximately 500 words) and explains possible applications from the sessions attended to your current position. You can use the annotated resources you've compiled in Section II as your basis for the brief review and at least one additional scholarly source. Implementing your plan is not required for 1 credit. Follow APA style conventions for literature review and reference list.

For Two Graduate Credits:

Complete an implementation proposal that includes a brief literature review (approximately 1000 words) and explains possible applications from the sessions attended to your current position. Use the annotated resources you've compiled in Section II as your basis for the brief review and include at least two additional scholarly sources. Follow APA style conventions for literature review and reference list.

Implement a lesson and/or professional development activity at your current position/place of work. Document your

work by providing an overview of the implementation, as well as other documentation such as the lesson, sample outcome, any materials developed, photos, and/or feedback from learners.

Include your reflection on the learning by using the **PPCo** format to answer the following questions:

PLUSES: What did you like about what you did? What went well?

POTENTIALS: What good things might happen in the future as a result of this application? (Phrase your response with: It might… They might.. or I might..) Focus on positive future possibilities.

CONCERNS: What was 1 or 2 concerns you had? What could be improved? (Phrase this in the form of a question to assist with problem solving starting with How to? Or How might?)

OVERCOMING CONCERNS: Restate one concern above and generate at least 5-7 ideas for improving it.

For Three Graduate Credits:

Complete an implementation proposal that includes a brief literature review (approximately 1500 words) and explains possible applications from the sessions attended to your current position. Use the annotated resources you've compiled in Section II as your basis for the brief review and include and at least three additional scholarly sources. Follow APA style conventions for literature review and reference list.

Implement a series of lessons and/or professional development activities at your current position/place of work. Document your work by providing an overview of the implementation, as well as other documentation such as the lesson, sample outcome, any materials developed, photos, and/or feedback from learners.

Include your reflection on the learning by using the PPCo format to answer the following questions:

PLUSES: What did you like about what you did? What went well?

POTENTIALS: What good things might happen in the future as a result of this application? (Phrase your response with: It might… They might.. or I might..) Focus on positive future possibilities.

CONCERNS: What was 1 or 2 concerns you had? What could be improved? (Phrase this in the form of a question to assist with problem solving starting with How to? Or How might?)

OVERCOMING CONCERNS:

Restate one concern above and generate at least 5-7 ideas for improving it.

<u>Section IV.1 Student Work</u>: Post Conference Implementation and Results

OR, For those educators who, because of their circumstance, or timing of the conference are not able to implement their plan in their educational setting, there is an alternative way to complete Section IV for the 2 or 3 credit option.

Alternative to IV.1:
Section IV. 2 Post Conference Material Development:

You are more likely to use what you've learned when you develop a plan for using it and have the resources readily available for ease of implementation. If implementation is not an option within the timeframe of the conference, then development of a plan and more robust material development is appropriate.

Grading Rubric	Points Awarded:_____

Quality (27-30)
Evidence of robust, detailed plan that builds from conference connections. Evaluation/Reflection on plan includes meaningful insights and effective ways to continue to improve the plan and the materials developed. Materials are detailed, polished and add substantial value to the plan. Professionally presented. All requirements met to a high degree.

Proficient (24-27)
Evidence of solid plan that builds from conference connections. Evaluation/Reflection on plan includes meaningful insights and ways to continue to improve. Polished materials add value to the plan. Professionally presented. All requirements met.

Needs Improvement (1-24)
Plan is vague or poorly written, lacks connections to conference learning. Lacks sufficient materials developed to support the plan.

Directions for Material Development (Alternative to Results/Conclusions)

You will provide a thorough plan for using some aspect of the learning such as a unit or series of lessons and develop some products that can be used with it. Those products may include visual aids or other products that support student learning, evaluation forms, or other items that allow you to easily implement the learning when you are back in your professional area**)**. Your work should be "implementation ready."

This can include any type of materials that can be used in your professional setting such as digital information on a subject for use with students, games, more in-depth lesson plans, professional educator magazine piece, series of blogs, website development. Be sure to include specifics about when, where (and why) this will be implemented and how you have set yourself for a successful implementation. This should include elaboration as it represents the same number of hours that VI implementation would entail.

Include an evaluation of your plan/materials by using the PPCo format to answer the following questions:

PLUSES: What do you like most about your plan/materials developed? What are the strengths of it?

POTENTIALS: What good things might happen in the future as a result of applying it? (Phrase your thoughts with: It might… They might... or I might...) Focus on positive future possibilities.

CONCERNS: What is 1 or 2 concerns you have about your plan/materials? What could be improved? (Phrase this in the form of a question to assist with problem solving starting with How to? Or How might?)

OVERCOMING CONCERNS: Select one concern above, restate it and generate at least 5-7 ideas for improving it.

Section IV.2 Student Work: Post Conference Material Development

ADDITIONAL USEFUL INFORMATION FOR YOUR PLANNING

APA STYLE ASSISTANCE:

https://owl.english.purdue.edu/owl/resource/560/01/

http://www.apastyle.org/learn/faqs/index.aspx

APA STYLE FORMAT: Help Sheet (PDF from E. H. Butler Library at Buffalo State):

http://library.buffalostate.edu/home/citationhelp#s-lg-box-15828857

CITATION FORMATING:

http://library.buffalostate.edu/home/citationhelp#s-lg-box-8451141

ADDITIONAL INFORMATION/TERMS:

Goal: Describes the knowledge, skills and/or attitudes a student aims to achieve

http://educationalgoals.tlc.sfu.ca/define-educational-goals/

Big Ideas: Help make sense of facts that otherwise may appear to be discrete or appear unrelated, providing an overarching principle, insightful perspectives, focused theme, or insightful perspective

http://www.authenticeducation.org/bigideas/index.lasso?-session=Auth:88B7F65313c792129ExV5A6B2840

Essential Questions: Are engaging, open-ended, thought provoking and higher order thinking questions. http://www.ascd.org/publications/books/109004/chapters/What-Makes-a-Question-Essential%A2.aspx

Using the PPCo Tool for Evaluation:

http://innovationbound.tumblr.com/post/28560980922/ppco-why-it-is-a-great-creative-power-tool-to#.WYyn8neGPF0

https://www.coursera.org/learn/ignite-creativity/lecture/tuXcx/ppco

Finding and using Scholarly and other Credible Literature Sources

Scholarly literature or peer-reviewed journal articles. These are written by experts in a field. They can be research, theoretical pieces and/or application. The key is that they are the authority in a field due to their leading knowledge, insights and contributions. Peer review journals are a good source of scholarly work. University websites, individual leaders in the field's websites as well as some magazines are also often a source of well written work by academic leaders in the field and practitioners with a vast amount of expertise.

Finding Other Credible Sources in Education:

Substantive news articles: Articles from credible sources such as the National and International Education associations, National public radio and other sources that do extensive fact checking and cross referencing.

Websites: The credibility varies considerably. Examine the source for credibility and the site: .edu (education) and .gov (government) are more credible. Others, such as org and com vary.

Primary Source for quoting: With regard to your literature review, primary sourcing is something to be aware of throughout your inquiry into the literature. Most importantly, if you find some information that you want to quote in your review, you'll want to make sure go to the primary source (the quote in the article written by the person who said it) and not use the quote if you are reading the quote in someone else's writing (they are repeating someone else's quote). There are exceptions, but generally it's not to be done. Here's a bit more information:

http://blog.apastyle.org/apastyle/2010/05/secondary-sources-aka-how-to-cite-a-source-you-found-in-another-source.html

The Ultimate Guide to Teaching Source Credibility:

http://www.educationworld.com/ultimate-guide-teaching-source-credibility

This article in Education World online written by Keith Lambert is a good overview of the issues around credibility, including the issues around "fake news". It's focused on what teachers need to do to help students find credible sources.