This course supports the assessment for SSA1. The course covers 1 competency and represents 3 competency units.

Introduction

This course is aligned to the SSA1 performance assessment.

Overview
This course is one of a 3-part series. In this series, you will conduct research to identify problems in education, and write about potential solutions. Educational theory synthesis and evaluation (SSA1) teaches you to complete online research to evaluate and synthesize information, and create an annotated bibliography. Theoretical reasoning and problem solving (SCA1) reviews current educational theory and practice. This prepares you for the necessary critical thinking process to create a paper representing your personal vision for the future of education. Educational studies integration (SDA1) involves learning to review and synthesize information. You will identify key points from your vision paper to develop a multimedia presentation.

Watch the following video for an introduction to this course:

Note: To download this video, right-click the following link and choose "Save as...": download video.

Competencies
This course provides guidance to help you demonstrate the following 3 competencies:

- **Competency 608.3.1: Creating an Annotated Bibliography**
  The graduate prepares an annotated bibliography of representative works on educational theory, trends and practices.

Course Mentor Assistance
As you prepare to demonstrate competency in this subject, remember that course mentors stand ready to help you reach your educational goals. As subject matter experts, mentors enjoy and take pride in helping students become reflective learners, problem solvers, and critical thinkers. Course mentors are excited to hear from you and eager to work with you.

Successful students report that working with a course mentor is the key to their success. Course mentors are able to share tips on approaches, tools, and skills that can help you apply the content you're studying. They also provide guidance in assessment preparation strategies and troubleshoot areas of deficiency. Even if things don’t work out on your first try, course mentors act as a support system to guide you through the revision process. You should expect to work with course mentors for the duration of your coursework, so you are welcome to contact them as soon as you begin. Course mentors are fully committed to your success!

Preparing for Success
The information in this section is provided to detail the resources available for you to use as you complete this course.

**Learning Resources**
The learning resources listed in this section are required to complete the activities in this course. For many resources, WGU has provided automatic access through the course. However, you may need to manually enroll in or independently acquire other resources. Read the full instructions provided to ensure that you have access to all of your resources in a timely manner.

In the following resources, you may read about No Child Left Behind (NCLB). Please be aware that as of December 2015, President Barack Obama replaced NCLB with the Every Student Succeeds Act (ESSA). This new act reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students. Although not required for this course, you are encouraged to familiarize yourself with the new act. For additional information, please visit the following links from the U.S. Department of Education:

- [Webinar recording](#)
- [Read the ESEA now referred to as the ESSA](#)
- [Fact sheet on ESSA](#)
- [Transition Letter](#)

**Other Learning Resources**
You will use the following learning resource for this course.

**APA Formatting**
Successful completion of this course requires an understanding and application of proper APA formatting. Please review WGU's APA formatting page for formatting guidelines and solutions for a range of citation types. If you find yourself in need of additional information on APA formatting, you are welcome to purchase a copy of the most recent edition of the *Publication Manual of the American Psychological Association* at your own expense.

**Pacing Guide**
The pacing guide suggests a weekly structure to pace your completion of learning activities. It is provided as a suggestion and does not represent a mandatory schedule. Follow the pacing guide carefully to complete the course in the suggested timeframe.

**Week 1**

- Introduction/Preparing for Success
  - Read the introduction
  - Watch the SSA1 overview video
  - Review WGU's APA formatting page
- Synthesis and Evaluation: Annotated Bibliography, Part 1
  - Create a notebook or file for this course
  - Identify the general topic area that you will use for your SCA1: Theoretical Reasoning and Problem Solving (SCA1) paper. The paper will be about a
"problem" or "challenge" that you see in education today that you would like to explore different options to address.

- Develop a matrix to list potential resources as you research your topic. Keep sources in alphabetical order.
- Follow this link to the BAES course webinar and cohort schedule, to see the offerings for SSA1: [Cohort/Webinar schedule](#)

**Week 2**

- Synthesis and Evaluation: Annotated Bibliography, Part 1 (cont.)
- Read the task instructions for this assessment in Taskstream
- Begin Research: Use the WGU library and other Internet and library sources to identify appropriate articles, books, and web pages
  - Review information on [How to Prepare an Annotated Bibliography](#) and [Annotated Bibliographies](#). Make notes as appropriate in your notebook
  - Create a blank document to develop your annotated bibliography entries from the appropriate resources identified in the matrix
  - Identify the first ten (10) appropriate resources, and complete annotations for each. Specifically, include information that gives the main ideas of the reference, the target audience and usefulness of the information for the SCA1 paper, and information on how the resource related to current issues, varying points of view, or diversity and/or range of student ability

**Week 3**

- Synthesis and Evaluation: Annotated Bibliography Part 1 (cont.)
  - Review the [Purdue OWL APA Formatting and Style Guide](#)
  - Follow [this link](#) to the BAES course video page, and watch the overview video for SCA1. This provides an overview of the larger paper for which you are researching articles. Pay particular attention to the description of the aspect sections. You will identify five (5) of those aspects to include in your paper. Your bibliography should include sources that relate to those aspects
  - Complete the resources from the matrix you started in week one of the course, adding at least five (5) additional sources to use in your vision paper. (Only five (5) sources can be unpublished sources. e.g. websites, unpublished articles, etc.)
  - Complete annotations for each of the ten (10) sources you identify

**Week 4**

- Synthesis and Evaluation: Annotated Bibliography Part 1 (cont.)
  - Complete the resources from the matrix you started in week one of the course, adding at least five (5) additional sources to use in your vision paper. (Only five (5) sources can be unpublished sources. i.e., websites, unpublished articles, etc.)
  - Complete annotations for each of the ten (10) sources you identify
Week 5

- Synthesis and Evaluation: Annotated Bibliography, Part 2
  - Read the task instructions for this task again, paying particular attention to the items that should be included in each annotation

Week 6

- Synthesis and Evaluation: Annotated Bibliography, Part 2 (cont.)
  - Review and edit your final task document
  - Check for APA formatting, and ensure that each entry has addressed all of the task prompts
  - Submit SSA Task (0815) for evaluation

Note: This pacing guide does not replace the course. Please continue to refer to the course for a comprehensive list of the resources and activities.

Cohorts
Please join us for our cohort offerings! You can sign up for as many cohort opportunities as you like. A cohort provides students an opportunity to work on application of the concepts and theories they are learning in this course. For each cohort, you will prepare in advance by working through a particular section of the course of study, and then in the live sessions we provide students with an opportunity to process the information, ask questions, share ideas and examples, and work through sample questions or scenarios to get a better understanding of the material.

BAES Calendar
This calendar includes all of our live cohort and webinar offerings for SDA1 and other BAES courses. Students can view schedules, and find links to sign-up for each cohort. Webinars do not require any sign-up—just drop in when you are able to attend. Please click on any of the individual offerings to learn more about them. The schedule rotates monthly.

Contact a Mentor
Use our booking page to find time to meet with a course mentor. Course mentors work varied schedules, and there are appointments available 7 days a week.

Schedule an appointment with a course mentor

Synthesis and Evaluation: Annotated Bibliography, Part 1

The goal of the annotated bibliography is to encourage you to expand your knowledge and broaden your perspectives of educational theory, trends, and perspectives. This involves a
process of researching and evaluating resources that are relevant to a particular project or subject and creating a resource that can be used in the development of papers and other academic projects.

**Research Educational Theory, Trends, and Practices**

In this section, you will begin to search for and review articles, journals, and other resources that could be used to support the research focus for the vision paper.

**Begin Research**

Watch this video on Finding and Using Good Resources: Finding and Using Good APA Resources. Use the WGU library and other Internet and library sources to begin identifying appropriate articles, books, and web pages. Remember to look for "Peer-reviewed" or Academic Sources for the majority of your resources.

**Identify Suitable Resources and Preview the Material**

Read and/or preview the articles, books, and other sources identified. Make notes in your notebook regarding possible material suitable for your vision paper.

Watch this video on Online Sources: Mastering APA Online Sources

This course requires that you use a minimum of "Unpublished" sources in your bibliography. Review the information on this site to learn more about Internet sources, and how to identify publication information for your articles, journals, and so on:

Online sources vs. Print sources

Watch this video on APA Formatting: APA Format: The Basics

**Evaluating Sources**

Evaluating the usefulness of your sources is an important part of this course. Review this link to gain an understanding of how to review and evaluate a source for a research project:

Evaluating Sources

**Organize**

In your notebook, develop a matrix to record usable resources. Keep sources in alphabetical order as you develop your list of sources.

Use the following worksheet to identify key information from each source as you review and evaluate it:

- Annotated Bibliography Worksheet

**Annotated Bibliographies**

Review information at the following websites on how to prepare an annotated bibliography. Make notes as appropriate in your notebook.
• How to Prepare an Annotated Bibliography
• Annotated Bibliographies

Begin to Assemble the Annotated Bibliography

Identify the first 5 appropriate resources, and complete annotations for each. Specifically, include information that gives the main ideas of the reference, the target audience and usefulness of the information, and information on how the resource related to current issues, varying points of view, or diversity and/or range of student ability.

Annotated Bibliography Part I (Cont.)

Review the WGU APA Formatting and Style Guide.

Watch the overview video for SCA1. This provides an overview of the larger paper for which you are researching articles. Pay particular attention to the description of the aspect sections. You will identify five (5) of those aspects to include in your paper. Your bibliography should include sources that relate to those aspects.

Complete the resources from the matrix you started in week one of the course, adding at least five (5) additional sources to use in your vision paper. (Only five (5) sources can be unpublished sources. e.g. websites, unpublished articles, etc.)

Complete annotations for each of the ten (10) sources you identify.

Synthesis and Evaluation-Annotated Bibliography, Part 2

In this section, you will complete the annotated bibliography. The goal of the annotated bibliography is to encourage you to expand your knowledge and broaden your view of educational theory, trends, and perspectives. This involves a process of researching and evaluating resources that are relevant to a particular project or subject and creating a resource that can be used in the development of papers and other academic projects.

Research Educational Theory, Trends, and Practices

Have you found all of the material you need to complete the annotated bibliography and begin writing? In this section, you will complete the process of searching for articles, journals, and other resources that will be used to support the research focus for the vision paper.

Organize

Complete the resource matrix you started in the "Organize" activity from the "Synthesis and Evaluation-Annotated Bibliography, Part 1" section of the course, adding at least 5 additional sources that will be used in your vision paper. Remember that only five of the sources can be Internet sources.

Writing Assistance

Use the Center for Writing Excellence as a resource to assist you in identifying appropriate sources, APA formatting, pulling your document together, and any other writing issues of concerns you may have. Visit the Writing Center for more information.
SSA1 Performance Assessment

Open the following task in Taskstream:

- SSA1: Task (0805)

For directions on how to receive access to performance assessments, see the "Accessing Performance Assessments" page.

Complete the Annotated Bibliography-Task (0805)

Complete the following task in Taskstream, the annotated bibliography, including at least 20 sources with appropriate annotations:

- SSA1: Task (0805)

Specific instructions can be found in Taskstream in the SSA1 assessment.

Final Steps

Congratulations on completing the activities in this course! This course has prepared you to complete the assessment associated with this course. If you have not already been directed to complete the assessment, schedule and complete your assessment now.

The WGU Library

The WGU Library
The WGU Library is available online to WGU students 24 hours a day.

For more information about using the WGU Library, view the following videos on The WGU Channel:

Introducing the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video.

Searching the WGU library

Note: To download this video, right-click the following link and choose "Save as...": download video.

Center for Writing Excellence: The WGU Writing Center

If you need help with any part of the writing or revision process, contact the Center for Writing
Excellence (CWE). Whatever your needs—writing anxiety, grammar, general college writing concerns, or even ESL language-related writing issues—the CWE is available to help you. The CWE offers personalized individual sessions and weekly group webinars. For an appointment, please e-mail writingcenter@wgu.edu.

**Accessibility Policy**

Western Governors University recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973 and similar state laws. Western Governors University is committed to provide reasonable accommodation(s) to qualified disabled learners in University programs and activities as is required by applicable law(s). The Office of Student Accessibility Services serves as the principal point of contact for students seeking accommodations and can be contacted at ADASupport@wgu.edu. Further information on WGU's Accessibility policy and process can be viewed in the student handbook at the following link:

[Link to Accessibility Policy]

**Student Support**

WGU values your input! Please submit any feedback you have using the following form:

[Feedback Form]

Access the WGU Library 24 hours a day, 7 days a week:

[Library Access]

Visit the Student Success Center to access a variety of topics that will help you succeed at WGU:

[Success Center Access]

Contact the WGU Writing Center for help with any part of the writing or revision process:

[Writing Center Contact]