George Mason University
College of Education & Human Development
PhD in Education
Teaching and Teacher Education Specialization

EDUC 850: The Study of Teaching
3 credits
Mondays, 4:30-7:10pm; Robinson B118
January 21-May 13, 2020

Faculty
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University Catalog Course Description
Explores the history and development of the search for teaching effectiveness. The course will trace the various definitions of effectiveness and the methods created to assess effectiveness.

Recommended Prerequisite
EDRS 810

Course Delivery Method
This course is a doctoral seminar. As such, it is expected that you will read in advance of class and actively work to consider how the course content relates to and broadens your understanding of both your personal teaching experiences and the larger field of teaching and teacher education. This course will strengthen your skills as a scholar as you make sense of the research studies we read and consider them through a problem-posing lens. In addition to physical class attendance, you are expected to be mentally present by actively participating in whole class and small group dialogue; group, pair, and individual projects; and all other class activities.

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you the opportunity to share ideas, be exposed to a range of perspectives and experiences, and support each other as you continue to develop your teaching and researching skills.

Course Outcomes and Objectives
Upon completion of this course, the students will:
1. trace the history of research on teaching;
2. compare and contrast the multiple perspectives that researchers have brought to the field;
3. identify relevant theoretical frameworks for use in research on teaching;
4. learn to pose researchable questions to advance this literature both substantively and

methodologically; and

5. continue to improve your writing skills as doctoral students.

Relationship of EDUC 850 to the Ph.D. Program
The content of this course is the foundation for the specialization in Teaching and Teacher Education. It explores the history of the research base for teaching and for the continued study of teaching and builds a sense of inquiry into the students' repertoire.

Required Texts
Gitomer, D. H., & Bell, C. A. (Eds.). (2016). *Handbook of research on teaching* (5th ed.). Washington, DC: AERA.

Flinders, D. J., & Thornton, S. J. (Eds.). (2017). *The curriculum studies reader* (5th ed.). New York, NY: Routledge.

Recommended Resources
The OWL at Purdue is an excellent APA resource
https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

General Websites
The website for American Educational Research Association, Division K, which is devoted to research on Teaching and Teacher Education: https://www.aera.net/Division-K/Teaching-Teacher-Education-K

The Center for the Study of Teaching and Policy: http://www.depts.washington.edu/ctpmail/

Carnegie Foundation for the Advancement of Teaching: http://www.carnegiefoundation.org

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Course Assignments**

Task	Points
Participation and Professionalism	20
Midterm Essay	10

Development of Research Proposal
          Task 1 (draft problem statement): 10
          Task 2a (literature review charts): 5
          Task 2b (draft literature review): 15
          Task 3 (draft methods): 10
	40

Research Proposal	30
Total Points	**100**

Participation and Professionalism (20 points)

Students are expected to attend *all* class periods of courses for which they register. Class participation is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departures as de facto evidence of non-participation and as a result lower a course grade. Participants are expected to read the assigned materials, arrive promptly, attend all class meetings for the entire session, and participate in class discussions. It is your responsibility to offer insights, questions, comments, and concerns related to the readings; You are expected to construct reading notes for each class period and come prepared to actively engage in dialogue related to that week's topic. Your job as a doctoral student is to question, connect, reflect, and extend (not necessarily in that order).

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. To do this, you are expected to regularly contribute to in class discussions and online discussion forums, as well as to genuinely 'listen' to peers as they do the same. Agreement is not mandatory; consideration and respect are. This means that you must be "present" throughout all dialogue and activities. If, due to an emergency, you will not be able to participate during a given week of class, notify your instructor in advance of class. Students are responsible for connecting with a peer to collect notes from class discussions. Demonstration of positive and collaborative professional dispositions toward colleagues during small group interactions and peer reviews, along with a willingness to consider constructive criticism, is a course expectation. Sharing of final research proposal during our last class is included in evaluation of participation and professionalism, as are class leadership activities.

Midterm Essay (10 points)
You will write a brief midterm essay (3-5 pages not including references) that will prompt you to make sense of the readings and discussion thus far in the course. You should identify a key issue or theme in the study of teaching (issue is broadly defined here) that has become evident to you via our readings. You will present the issue or theme using your understanding of our course readings (practicing connecting ideas/readings together in writing), and pose potential questions for examination via your research proposal.

Research Proposal (30 points)
The primary course product for our class is a research proposal. The goal of this task is to offer you the opportunity to move beyond writing another paper and to strengthen your skills in identifying a problem and reviewing and presenting related literature to form your case for conducting a study of your design. You will have intermediate assignments (draft/revised introduction/statement of problem, literature review, and methodology sections) intended to prepare you for writing the proposal. In your research proposal, you will identify a researchable problem in your area of study and then prepare an introduction, a literature review of the relevant research, and a methods section detailing your study design. You are not expected to conduct the study during this course; *however*, I highly encourage you to consider how you might conduct the study, or a version of it, after the conclusion of course.

The proposal must include the following sections, preceded by an abstract of 150 words:
   I.   Introduction/Statement of the Problem: The nature of the problem/purpose of the study
  II.   Literature Review: What others who have studied this problem have found

III.   Methods: A description of the next study you think should be conducted, how you would conduct it, and why this study has educational significance

Notes: Reminder, this project must have an explicit focus on others' teaching and learning and your study of others' pedagogical or schooling practices; two of the citations must be dissertations to enable you to see models of other dissertations to better understand what goes into preparing your own; see the rubric in this syllabus for evaluation criteria.

Development of Research Proposal (40 points)
You will submit complete drafts of the proposal sections: introduction, literature review, and methods sections of your research proposal, as listed in the schedule below. I will provide feedback on your drafts and we will engage in a peer review process in (or following) class.

Introduction/Statement of Problem: Craft a statement of the problem about which you want to learn more. It must be a problem that focuses on the **study of teaching** in any of its various forms. You are not expected to break new ground, but your problem must be grounded in the extant literature. You should also identify possible search terms to use as you look for literature.

Review of the Literature: Craft a review of the literature that considers at least ten sources—at least seven peer-reviewed journal articles from the last ten years, two dissertations, and one alternative source (a research report, for example). Use the Academic Research Article Review Chart and Literature Synthesis Chart (both in this syllabus and on BB) to complete your analyses. The literature review should address the relevant themes in the research resources you considered, and should also lead the reader to the methods section that will follow. Be sure to follow APA 6th edition guidelines for the reference format.

Methods: Craft a methods section that describes the details and steps of your study in sufficient detail that a reader could reasonably replicate your study. Be sure to include key procedures, including instruments/protocols; a timeline; and a matrix of your question(s) and data sources.

During our last class meeting, you will share your proposal with the class in a 15 minute presentation. Your presentation will include details from the three sections of your final proposal, but should also include highlights related to your proposal development process (how did you land where you did?).

- **General Requirements**
    a. All assignments are due to Blackboard no later than 11:59 PM on the due date indicated in the course schedule. Late assignments without prior consultation with the instructor will be reduced by 10%. No late submissions will be accepted after the course end date.
    b. I am here for your support and happy to clarify and lend assistance on projects and assignments, but you must contact me in advance within a reasonable timeframe.
    c. All work must be typed, 12-point Times New Roman font, one-inch margins all around, double-spaced, and follow APA guidelines.
    d. Writing quality (including mechanics, organization, and content) is included in the overall points for each writing assignment, so proofread carefully.
    e. All work submitted should have the filename format LASTNAME-ASSIGNMENT

TITLE. Do <u>not</u> upload written assignments in PDF format. Other editable formats are acceptable (i.e., .doc, .docx, .rtf, .ppt, .pptx, .xlsx, .xlsx).

f. Assignments earning less than a passing grade may be rewritten and resubmitted so that the assignment is satisfactorily completed. In fact, because learning is the goal, I may *require* you to revise and resubmit an assignment that is far below expectations.

g. I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester, with appropriate notice.

- **Grading**
  | 95-100=A | 90-94=A- | 86-89=B+ | 83-85=B | 80-82=B- | 70-79=C | Below 70=F |

Professional Dispositions
See https://cehd.gmu.edu/students/policies-procedures/

Course Schedule: Spring 2020

Note: Faculty reserve the right to alter the schedule as necessary, with notification to students

Week/Date	Topics/Guiding Questions	Assignments Due <u>before</u> class	Readings *note page indications are approximations for planning
1 **January 27**	Introductions Course Overview What does "teaching" mean?		• Syllabus • Biesta & Stengel: Thinking philosophically about teaching *(Handbook)* • Mann (1840). On the art of teaching. • Dewey (1929). My pedagogic creed *(Reader)* 75 pages
2 **February 3**	Foundations of teaching and research on teaching		• Kafka: In search of a grand narrative *(Handbook)* • Capella, Aber, & Kim: Teaching beyond achievement tests *(Handbook)* • Gage (2009). The possibility and desirability of a theory of teaching 137 pages
3 **February 10**	Can teaching be measured? If so, to what ends? What is "good" teaching? (And if can/can't be measured, can it be taught?)		• Nasir et al.: The sociopolitical context of teaching *(Handbook)* • Praetorius, Pauli, Reusser, Rakoczy, & Klieme (2014). One lesson is all you need: Stability of instructional quality across lessons. • RAND report (2016) Improving Teacher Effectiveness • Olson (1988) Making sense of teaching 75 pages

4 **February 17**	What methodologies can we use to examine and evaluate teaching? ATE Conference	Midterm Essay due	• Moss & Haertel *(Handbook)* • Self-selected educational study on an element of teaching ○ Note what keywords you used, what you found during your search, why you chose this study, what your study methodologically represents about research on teaching 124 pages
5 **February 24**	What makes a "good" teacher?		• Stronge, Ward, & Grant (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness/student achievement • College Board (2011). "Student Voices: What Makes a Great Teacher?" • Klassen & Tze (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. 67 pages
6 **March 2**	How does curriculum fit into our conceptions of effective teaching?	Problem Statement due	• Sleeter & Stillman (Reader) • Au (Reader) • Freire (Reader) • Adler (Reader) • Noddings (Reader) 110 pages
7 **March 9**	**Spring Break** No class meeting		
8 **March 16**	Teacher actions: What do teachers do?	Lit Review Charts due	• Seidel & Shavelson 33 pages
9 **March 23**	Teacher decision making: What do teachers think and believe?		• Tschannen-Moran, Hoy, & Hoy (1998). Teacher efficacy: Its meaning and measure.

			• Sheppard & Levy (2019). Emotions and teacher decision-making • Self-selected reading regarding teaching beliefs ○ Note what keywords you used, what you found during your search, why you chose this study, what your study represents about the role of beliefs in research on teaching >50 pages
10 **March 30**	Teacher knowledge: What do teachers need to know?	Lit Review draft due	• Select one chapter from Ch.16-23 *(Handbook)* • Shulman (1987). Knowledge and teaching • Dyches & Boyd (2017). Foregrounding equity in teacher education • Carter & Darling-Hammond: Teaching diverse learners *(Handbook)* >69 pages
11 **April 6**	Effects of teaching on students		• Pianta (2011). Getting traction on enhancing teachers' impacts on student learning • Kyriakides, Christoforou, & Charalambous (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching 11 pages
12 **April 13**	Back to evaluation of teaching effectiveness: What's fair?		• Gitomer et al. (2014). The instructional challenge in improving teaching quality • Gargani & Strong (2014). Can we identify a successful teacher better, faster, and cheaper?

			• Corcoran & Goldhaber (2013). Value added and its uses: Where you stand depends on where you sit
			• Choose one:
			○ Hill, Kapitula, & Umland (2011). A validity argument approach to evaluating teacher value-added scores
			○ Blazar, Litke, Barmore (2016). What does it mean to be ranked a "high" or "low" value-added teacher?
			○ Loeb, Soland, & Fox (2014). Is a good teacher a good teacher for all?
			>36 pages
13 **April 20**	AERA Conference: No class meeting, meet with peer(s)	Methods draft due for peer review only	No new readings
14 **April 27**	Where do we need to go next?		• Morris, Usher, Chen (2017). Reconceptualizing sources of teaching self-efficacy • Mills & Ballantyne (2016). Social justice and teacher education • Ripley (2012). Why kids should grade the teachers 53 pages
15 **May 4**	Where do we need to go next? cont'd Final class meeting	Proposal presentations	No new readings
Wednesday **May 6**	**Final Research Proposal Due to BB by 11:59pm**		

Core Values Commitment
The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students
Policies
- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/.

Research on Teaching Proposal Rubric

	Accomplished	*Basic*	*Unsatisfactory*
Nature of the problem/research question	The problem is clearly stated and its significance to the field is discussed	The problem is clearly stated, but the significance is neither discussed nor does it place the problem in the context of the literature	The problem statement is a collection of global assertions and its significance is neither discussed nor related to the problem
Literature review	The literature review is well-integrated with the logic within each set of studies tight and the transitions from one theme or set of studies to another drawn clearly	The literature review is "reportorial" i.e., a mechanical listing and description of each study, but unable to create a coherent "whole" that is tightly supportive of the problem/question	The literature review is vague with global citations that don't describe the studies with enough clarity for the reader to see the argument for the study build from one study to the next
The proposed participants	Participants are consistent with previous research and are appropriate for the problem under study, or if the participants represent a new group, the rationale for their inclusion is clearly made.	Participants are consistent with previous research and are appropriate for the problem under study.	Participants are inconsistent with previous research or no explanations are offered for studying a different set of participants.
The proposed data collection, analysis methods and significance	The methods are consistent with previous research and are appropriate for the problem under study, or if the methods introduce a new strategy, the rationale is made clear. Potential instruments are provided. Significance of proposed study is fully discussed.	The methods are consistent with previous research and are appropriate for the problem under study.	The methods are inconsistent with previous research or no rational is offered for introducing a new strategy.
Quality of writing	The writing is clear. The logic of the argument flows easily. APA guidelines are closely followed and few errors are evident.	The writing is inconsistent with periodic episodes of clarity and logic. APA guidelines are not closely followed.	The writing lacks a clear and convincing tone. APA guidelines are not closely followed.

Academic Research Article Review Table

For your EDUC 850 Research Proposal you should identify 10 academic research resources for use in the literature review and to provide ideas for the research methods section. Use the table below to help you create an APA style reference list of your articles and to analyze at three references. As you examine the literature, look for emergent themes—these will be useful for organizing your literature review. Identify these themes after you complete the table. *NOTE: At least two of your final ten references should be dissertations in your field.*

	1	2	3	4	5	6
Article Reference (APA) *also create a separate reference list*						
Nature of the problem						
Subjects/ Participants						
Data Collection Methods *(what data did the researchers collect)*						

Data Analysis Methods *(what did the researchers do to analyze the data)*					
Findings of the research *(what did the researchers find from their analysis of data)*					
Conclusions, Recommendations, and/or implications for practice					

Literature Synthesis Table

You are NOT required to use the chart below for all of your resources, but you may find it a useful step as you organize your literature. Use this with three required sources you will share with your draft literature review. Remember that you want your literature review to be a synthesis of the ideas (findings, recommendations), not a *summary* of the articles. This chart may help you synthesize (pull together similar ideas from different articles).

Themes *(Potential headings for lit review)*	Reference 1	Reference 2	Reference 3