George Mason University
College of Education and Human Development
Teaching and Teacher Education

EDUC 801.DL1 – Seminar for Teaching in Teacher Education

1 Credit, Fall, 2020
Fridays/10:00-12:00
Online via Blackboard Collaborate

Faculty

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Prerequisites/Corequisites

Recommended Prerequisite: ECED 803/EDUC 803: Teacher Preparation and Professional
Development; Special circumstances may be accommodated upon request.
Recommended Corequisite: Serving as a course instructor for an undergraduate or graduate level
course for teacher candidates; Special circumstances may be accommodated upon request.

University Catalog Course Description

Provides doctoral students an opportunity to develop their own expertise as teacher educators.
Examines practical supports for engaging adult learners. Explores specific challenges, experiences,
and emerging issues students confront as they facilitate their first courses within a higher education
context.

Course Overview

Not Applicable.

Course Delivery Method

This course will be delivered using a three-hour seminar format that will meet five times across the
semester.

Learner Outcomes or Objectives

This course is designed to enable students to do the following:
1. Synthesize readings in teacher education for practices that engage adult learners.
2. Apply theoretical concepts in teacher education to personal experiences teaching teacher
candidates.

3. Design and implement a variety of instructional practices teacher educators use to engage adult learners.
4. Evaluate implementations and use a critical lens to redesign or enhance practices for the next course sessions.
5. Identify problems of practice in teaching teacher candidates.
6. Collaborate with peers and mentors to reflect on and enhance instructional practices for guiding teacher candidates.
7. Refine personal teaching philosophies.

Professional Standards
- Not applicable

Required Texts

Cochran-Smith, M., & Lytle, S. (1999). Relationships of knowledge and practice: Teacher learning in communities. *Review of Research in Education*, *24,* 249-305.
Dinkleman, T. (2003). Self-study in teacher education: A means and ends tool for promoting reflective teaching. *Journal of Teacher Education, 54*(1), 6-18.
Merriam, S. B. & Bierema, L. L. (2014). *Adult learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass.
Villegas, A.M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education, 53*(1), 28-33.

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	Points	Date Due
Attendance and Participation	20	Ongoing
Critical Friends Networking Discussion	25	Ongoing
Reflections on Instructional Practices	40	Week 3, 5, 8, and 11
Guiding Principles Teaching Philosophy	15	Week 15

- **Assignments and/or Examinations**

Critical Friends Networking Discussion (25 points)
At the beginning of the course you will be assigned a critical friends networking group. Each class session, you will meet with your networking group to brainstorm pressing questions and identify critical issue you would like to explore further. After a period of discussion and supporting dialog with other groups and your course instructor, you will develop an action plan for addressing the

issues and questions you posed with your group. Some questions may be easily resolved within one class session and some questions may take more time to resolve. Accordingly, at the end of each session you will meet again with your group to determine next steps. You will document your discussions with your Networking group in a shared document and collaboratively maintain the document for the duration of the course.

    a) Questions/Issues/Wonderings
    b) Information gathered from Critical Friend/Instructor/Literature
    c) Action Plan
    d) Status
    e) Solution

At the end, of the course you will download the collaborative document. You will use the collaborative document to consider how your expertise as a teacher educator developed over the course of the semester. You will upload your personal reflection and a copy of your collaborative critical friends networking discussion document to Blackboard.

Reflections on Instructional Practices (40 points)

Based on course readings, discussions, and personal lines of inquiry you will intentionally select an instructional strategy to use with the students in your undergraduate/graduate class with teacher candidates. The strategy you select will be grounded in teacher education literature. To support your reflection, you will follow the process outlined below:

1. Before implementing the strategy, you will write a brief two-paragraph description of the instructional practice you anticipate using with your students. The paragraph will include the following:
    a. Identify the area of practice you would like to focus on (e.g., feedback, relationship building, active learning, technology, etc.),
    b. Explain why you selected this as an area of focus,
    c. Describe the specific instructional strategy you will use to enhance your teaching expertise in the focus area,
    d. Discuss how you plan to capture evidence of the effectiveness of the strategy you will use, and
    e. Include at least <u>one</u> citation to support why the strategy you are using is a promising practice for teacher educators.

2. After implementing the strategy, you will write a brief summary of your strategy implementation/ The summary will include the following:
    a. Analysis of your implementation of the new strategy,
    b. Discussion of the evidence you collected to determine the "effectiveness" of the strategy you used,
    c. Considerations for using the strategy again in the future including any modifications and wonderings you have about the strategy after using it with your students, and
    d. Recommendations for teacher educators interested in using the strategy in the future.

Guiding Principles Teaching Philosophy (15 points)

To synthesize your experiences reflecting on effective (and ineffective) practices for teacher educators this semester, you will construct a set of Guiding Principles to describe your personal Teaching Philosophy. These principles will be crafted in list format (i.e., 1, 2, 3, …. 6.). The principles will articulate the essential instructional and teaching practices you anticipate embracing

and nurturing in the future as you continue to develop and hone your craft as a teacher educator. You will articulate <u>at least four and no more than six</u> guiding principle practice statements that are essential aspects of your teaching philosophy.

Following your guiding principle practice statements, you will include a rationale/justification for the statements you crafted. The rationale will holistically justify why the articulated practices are essential components of your Philosophy of Teaching. You will support your rationale with references to relevant literature from the course experiences. The rationale will be approximately 1 page.

- **Other Requirements**
  Attendance and Participation (20 points)

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. Learning communities thrive when multiple perspectives are heard and respected. Accordingly, it is expected that you attend all scheduled classes and asynchronous/ synchronous online meetings outlined within the syllabus. In addition, you are expected to be on time to each class unless advance notice has been provided to the instructor. Readings must be completed prior to the class meeting for which they are assigned.

- **Grading**
  This course will be graded using Satisfactory/No Credit (S/NC). To receive an 'S' a minimum of 80 points must be earned across all assignments. Less than 80 points earned across the semester will result in an 'NC'

Professional Dispositions

 See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

Date	Topics to be Discussed in Class	Readings & Assignments
Class 1 August 28 Online Synchronously	• Examining course expectations for your teaching assignment • Discussing personal philosophies of and experiences with teaching in higher education contexts • Exploring high-leverage practices to facilitate learning Critical Friends Networking Discussion #1	**Readings:** Cochran-Smith, M., & Lytle, S. (1999) **Assignments Due:** N/A
Class 2 September 11	• Exploring high-leverage practices to facilitate learning	**Readings:** Dinkleman, T. (2003). Self-study in teacher education: A means and ends tool for promoting reflective

Online Synchronously	• Exploring self-study strategies for enhancing teaching practices Critical Friends Networking Discussion #2	teaching. *Journal of Teacher Education, 54*(1), 6-18. **Assignments Due:** Reflections on Instructional Practices #1
Class 3 September 25 Online Synchronously	• Exploring high-leverage practices to facilitate learning • Exploring culturally responsive teaching practices for teacher educators Critical Friends Networking Discussion #3	**Readings:** Villegas, A.M., & Lucas, T. (2002). Preparing culturally responsive teachers: Rethinking the curriculum. *Journal of Teacher Education, 53*(1), 28-33. **Assignments Due:** Reflections on Instructional Practices #2
Class 4 October 16 Online Synchronously	• Exploring high-leverage practices to facilitate learning • Exploring adult learning theories for enhancing teaching practices Critical Friends Networking Discussion #4	**Readings:** Merriam, & Bierema, (2014). Chapter 3 Androgogy: The art and science of helping adults learn. *Adult learning: Linking theory and practice*. San Francisco, CA: Jossey-Bass. **E-book through GMU library** **Assignments Due:** Reflections on Instructional Practices #3
Class 5 November 13 Online Synchronously	• Exploring high-leverage practices to facilitate learning • Discussing personal philosophies of and experiences with teaching in higher education contexts Critical Friends Networking Discussion #5	**Assignments Due:** Reflections on Instructional Practices #4

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

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

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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/ .