Course Description
This course explores key issues that surround and define teaching and conducting research on teaching and learning, particularly the theoretical and conceptual frameworks that have guided the study of teaching. Throughout the course, we will come back to the question: Is teaching a simple, technical, and intuitive act that requires little preparation, or is it a complex enterprise requiring considerable skill and preparation.

The course is designed to be the first required core course for doctoral students pursuing a degree in Curriculum and Instruction. Next semester, in EDCI 790, we will examine more closely the epistemological and methodological underpinnings of research on teaching. As we explore the different issues that impact teaching, we will also attend to the theories and approaches used in the study of teaching. Thus, we approach our work this semester with two primary goals:

- To consider the theories, concepts, and methods used to study teaching and the particular findings about teaching. As we investigate the different ways to think about and analyze teaching, we will question how these different lenses contribute to our understanding of teaching.
- To develop and refine questions about teaching of interest to you and to identify theoretical and methodological approaches that allow you to pursue these questions.

We will begin by considering our own models and conceptions of teaching, as well as some of the classic models that have been developed in the field. We will move into considerations of research on teaching and the different insights they have provided over the years. Having developed, considered and critiqued different lenses for the study of teaching, we will then use these lenses to examine key issues in teaching, including close attention to learning and achievement. Throughout the course, we will ground our analyses and discussions of teaching in the research literature and in examples of practice.

Learning Outcomes

- To become familiar with key issues related to teaching and research on teaching
- To become familiar with prevalent research models that inform our study and understandings of teaching practice
- To become more knowledgeable of the variety of research approaches that have been employed to study teaching and learning
- To engage in critical discussion and analysis of education research literature on teaching
- To learn to read, think, talk and write like a educational researcher
- To explore an issue of interest in depth through the completion of a scholarly research paper

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1 This course is adapted from a course taught by Jo Boaler at Stanford University's School of Education and draws from previous versions of EDCI 780 taught by Drs. VanSledright, Coffey, O'Flahavan, and Hyler.
Course Requirements and Assignments

All assignments must conform to the following conventions:

- 2-line spacing; 12-point font; Times New Roman
- APA style (http://www.lib.umd.edu/guides/citing_apa.html#reflist)

Weekly Readings and Discussions (25% of grade). Students are expected to participate in weekly discussions of readings and other class activities. This course is structured as a seminar, and how we participate in class discussions is fundamental to your learning. All students are expected to come to class on time prepared to participate actively. This includes thoughtful interaction with the reading for the class ahead of time (e.g., 5-6 hours), participation in class discussions and careful attention to the contributions of classmates. In preparation for class, read the introductory questions and assigned material closely and prepare notes that will promote discussion in class. While these will not be collected, preparing them will help you come ready to participate and contribute to conversation. It is not enough to claim that you learn best by listening. You need to actively contribute to the day’s discussion. If you must miss class for any reason, notify me by email and arrange with a classmate to catch up on what you have missed. You will need to submit a 2-3 page written analysis/reflection on readings before the next class to receive partial class participation credit. Students who miss class due to religious observances (e.g., Rosh Hashanah) can receive full participation credit if they submit a response paper, but must let me know in advance. Assigned readings for each week are available on Blackboard (www.elms.umd.edu).

Response Papers (30%). In addition to weekly participation, you will be asked to write three response papers (10% each) about an idea or concept of interest that emerged from that week’s readings. Use the introductory questions for each day’s reading as a general guide. In that response, clearly state the idea, its significance, and its representation in the text(s). It might be an idea with which you agree or disagree—or for which you find the arguments, empirical evidence, or methodology to be more or less compelling. You should address at least two of the readings and explore, in depth, the significance of the idea in relation to class discussions, prior 780 readings, or readings from other classes. Responses should not exceed 4 pages (excluding references). All papers for the course are to be submitted through Blackboard.

- Due Dates: before class on Sept 22; Oct 6; Oct 27

Culminating Project (45%). The culminating project involves the creation of a scholarly, research-oriented paper (not to exceed 25 pages excluding reference list) that reflects your interests and deals with theories and research related to teaching. The paper should be organized as a critical review of a specific body of literature (empirical studies, theoretical essays, research syntheses). We will use Boote & Biele (2005) Ed Researcher article as a guide; McKeldin Library Research Port will be invaluable (http://www.lib.umd.edu/). You will be asked to submit a sketch, proposal, and draft on the way to producing your final paper. More detailed guidelines for this project will be made available on Blackboard.

- Due Dates:
  - Project Idea, due Oct 22 (not graded; submit on Discussion Board)
  - Proposal, due Nov 12 (5%)
  - Draft, for peer review, Dec 3 (5%)
  - Peer Feedback, complete a response sheet, Dec 6 (5%)
  - Presentation, AERA roundtable format with PPT handout, Dec 8 (5%)
  - Final Paper—due Dec 15 (25%)
Accommodations
If you have a documented disability or other learning needs and you would like accommodations, please contact me as soon as possible to make the appropriate arrangements.

Honor Code
You are expected to abide by the University of Maryland’s code of academic integrity. (For specifics see http://www.shc.umd.edu/code.html). Please review, in particular, information about plagiarism on this and other electronic sites (e.g., http://www.lib.umd.edu/guides/honesty.html)

Campus Closing
In the event of campus closing (e.g., inclement weather), we will make every effort to hold class electronically through the Blackboard features (e.g., Discussion Board, Wimba, Small Groups).

Writing Assistance
See McKeldin Library “Writing Tools” (http://www.lib.umd.edu/ETC/Reference.html#writing) and EDCI Handbook for suggestions (http://www.education.umd.edu/EDCI/docs/brochure-writing_eng-1.pdf). In addition, International students, for whom English is not their first language, may receive help through the English Department (http://www.umdenglish.info/academics/writingcenter/resources; http://www.umdenglish.info/academics/writingcenter/graduate/international)

Readings and Texts
Readings are posted on Blackboard (www.elms.umd.edu). You can access the course website by logging into the ELMS site using your university ID and password. Most of the readings are also available electronically via UMD’s research port, accessed on the University Libraries webpage: http://www.lib.umd.edu/.

Assignment Due Dates and Grades

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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tr>
<td>Class participation</td>
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<td>(approx 2% per class)</td>
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<tr>
<td>Response Paper 1</td>
<td>10%</td>
<td>(due Sept 22)</td>
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<tr>
<td>Response Paper 2</td>
<td>10%</td>
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<tr>
<td>Culminating Project Idea</td>
<td>Non-graded</td>
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<tr>
<td>Response Paper 3</td>
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<td>(due Oct 27)</td>
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<tr>
<td>Culminating Project Proposal</td>
<td>5%</td>
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<tr>
<td>Culminating Project Final Paper</td>
<td>25%</td>
<td>(due Dec 15)</td>
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Course evaluation.
As a member of our academic community, students have a number of important responsibilities. One of these is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning. Soon after the Thanksgiving holiday, the online course evaluation system will be available. Please go to https://www.courseevalum.umd.edu to complete your course evaluation. If you submitted all of your evaluations in the fall or are a new student, you can also access all posted results from previous years via Testudo under CourseEvalUM Reporting. To retain this access, you must submit all your evaluations each semester. More information is at: https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml
CLASS SCHEDULE
(Tentative: Readings subject to change)

9/01/11  Introduction & Overview
Introductions of students, instructor, syllabus, ELMS, expectations

We begin to explore the question, How do we define theory? Research? Teaching?
What are the different facets that make up the practice and phenomenon of teaching?

9/08/11  Defining and Understanding Teaching
What do the different authors foreground in the models that they put forth? What
lurks in the background? What are the implications of these different definitions of
teaching for student learning and for teacher learning? What do the models help you
see when we study a case of teaching?

Fenstermacher, G., & Soltis, J. (1986). The teacher as..., Approaches to teaching.
New York, NY: Teachers College Press.


University Press. (Selected chapter: Teacher and Theory Maker)

hooks, b. (1994). Teaching to transgress: Education as the practice of freedom.
New York, Routledge. (pages 1-22)

9/15/11  Perspectives on Research on Teaching, Part I
What did the different authors learn from a teaching episode? What claims did they
make? Based on what evidence? What methods of inquiry did they use? What
theories, perspectives, and models for teaching did they seem to employ? How did
these impact their analyses? (Read Intro and watch Video first; Appendix is
transcript of video).

Rosenshine, B. (1986). Unsolved issues in teaching content: A critique of a lesson on

teacher's classroom performance using the Florida performance measurement


Eisner, E. (1986). A Secretary in the classroom. Teaching & Teacher Education,
2(4), 325-328.

Teacher Education, 2(4), 329-332.

**Perspectives on Research on Teaching, Part II**
What does it mean to study teaching? How do the authors represent their case for the study of teaching? What are the important questions you would like to ask about teaching? How would you ask them?


- **Due:** Response Paper (#1)
  Upload a copy to course website before class—document title: Lastname R1

**Perspectives on Teaching and Learning, Part I**
Before we consider the connections between teaching and learning, we pause to consider perspectives on learning. What are our understandings of how people learn? What are the connections between teaching and learning? What are the implications for research? What does learning look like, and how do we capture it?


*Read this ER article in preparation for your culminating projects:*

*Suggested Reading (not required):*

**Perspectives on Teaching and Learning, Part II**
How do different researchers capture the complex relationship between teaching and learning? Which variables do they pay attention to? What do we now know about the relationship? Why is the link between teaching and learning so hard to capture?


**Suggested Reading (not required):**

- **Due:** Response Paper (#2)
  Upload a copy to course website before class—document title: Lastname R2

**10/13/11**

**Perspectives on Teaching for Equity**
In the last decade a number of educational reforms have swept through schools, with an assumption that they would improve the learning opportunities for all students and reduce the achievement differences that prevail for students of different ethnicities, social classes and genders. The articles this week consider the relationship between teaching and equitable student learning and attainment, but the researchers offer markedly different perspectives and ideas. What can we learn from these different studies? What are the questions that remain? How may equitable teaching & learning be encouraged?


**Suggested Reading (not required):**

**10/20/11**

**Teacher’s Perspectives on Teaching and Teacher Research**
How does teaching look from the teacher’s side of the desk? When teachers study their practice, on what do they focus? How is their perspective different from the perspective of a disciplinary researcher? What does teacher research offer for the improvement of teaching? What insights can teacher research provide? What are the limitations to this way of researching teaching and learning?


*Suggested Reading (not required):*


• **Due Oct 22:** Culminating Project Sketch (no grade)
  o What conversation do you want to enter, and why?
  o Post 1-2 paragraphs on the Discussion Board Forum

10/27/11

**Teacher Learning and Teacher Communities** (Guest: Dr. Daniel Levin)

If teaching is complex, how do neophytes learn to do it? What implications do our different considerations of the practice of teaching hold for teacher education? What are the possible relationships between research on teaching and learning to teach?


**Suggested Reading (not required):**


- **Due:** Response Paper (#3)
  Upload a copy to course website before class—document title: Lastname R3

11/03/11

**Perspectives on Teacher Knowledge**

What do teachers need to know in order to be effective teachers (and what, again, do we mean by “effective” teachers)? What are implications for research?


**Suggested Reading (not required):**

Preparing teachers for a changing world: What teachers should learn and be able to do (pp. 201-231). San Francisco: Jossey Bass.

11/10/11

**Perspectives on the Cultural Context of Teaching** (Guest: Dr. Maria Hyler)

Few would argue that context doesn’t matter in teaching or in conducting research on teaching. But, what constitutes context varies, as does the ways in which it matters. What can we learn from these articles in terms of better understanding context – what it is? How to consider it? And how it becomes consequential?


*Suggested Reading (not required):*


- **Due Nov 12:** Culminating Project Proposal
  Upload a copy to course website—document title: LastnamePP

11/17/11

**Perspectives on Teaching in an Accountability Context**

What happens to the work of teaching in a high-stakes accountability context? What happens to high quality teaching? What is high quality teaching? How has national educational policy affected the nature of educational research?


Suggested Reading (not required):


11/24/11 Happy Thanksgiving – NO CLASS

12/01/11 Perspectives on Teacher Assessment

What are the various ways in which teachers and teaching are assessed? What are benefits, limitations, and risks in different ways of assessing, such as “value-added” for different reasons, and with different consequences? Revisiting Fenstermacher and Richardson, should teaching quality be defined by student learning?


Suggested Reading (select one from below to add to discussion):


- **Due Dec 3**: Culminating Project Draft
  - Upload on Elms—document title: LastnamePD
  - Peer Feedback Sheet & Edited copy due by Dec 6—document title: lastnamePF

12/08/10 **Culminating Project Presentations**

- **Due**: 1/2 hr presentation including 10-15 minutes for discussion
  - Bring PPT handouts for each member of your group; upload copy at least 2 hours before class—document title: LastnamePPT

12/15/10 **Culminating Project (final paper) due**

- Upload document title: LastnameFP
HANDBOOKS AND REFERENCE BOOKS


