Course Description: This course 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, with an emphasis on the future of the study of teaching.

Course 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. learn to pose researchable questions to advance this literature both substantively and methodologically.
4. continue to improve your writing skills as doctoral students.

Required Course Text:


Recommended Text:


Additional readings posted on blackboard.com

Some Relevant Websites:

http://www.aera.net/divisions/?id=76 This is the website for Division K of the American Educational Research Association. Division K is devoted to research on Teaching and Teacher Education.

Supplies

Computer with Internet access and current GMU email account.
CEHD Course Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See http://gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

Attendance is mandatory, as the discussions that take place in this class are essential to achieving the course objectives.

Each student is expected to complete all the assigned readings and participate in the discussions. It is expected that each student will be attuned to group dynamics in order to ensure the active participation of all in the class.

If you must miss a class, you are responsible for notifying me (preferably in advance) and for completing any assignments, readings, etc. before the start of the next class.

All assignments must be completed in MSWord and sent to me as an attachment via email prior to class. Late assignments will not be accepted without making prior arrangements with me.

Course Delivery

This course is a doctoral seminar. As such it is expected that you will read in advance of class and continue to try to find the bigger picture as you learn to sort through the findings of one study to the next. In addition to classroom attendance and participation, I expect you to participate fully in whole class and small group discussions, group, pair, and individual projects, internet research, analyses of case studies, and reflections on practice. I will use GMU’s web-accessible Blackboard course framework regularly throughout the course; many of the examples are posted there for you to read in advance of our discussions.
Course Assignment

There is only one assignment: a well-integrated research proposal. In this paper, I want you to identify a researchable problem in your area of study, e.g. English teaching, media and technology, diverse classrooms, etc. and to prepare a literature review of the relevant research that would serve as a proposal to conduct a study. You are not expected to conduct the study, just to gain some deeper understanding of your area as it relates to the study of teaching and to identify the next best question.

The format for the entire paper is:
- The nature of the problem/purpose of the study
- What others who have studied this problem have found
- A description of the next study you think should be conducted
- A description of how you would conduct it

See the rubric below for how I will be reviewing these papers.

As you review your research studies, please use the following format:
- The nature of the problem
- The subjects/participants studied
- The methods used to conduct the study
- The findings
- The conclusions

I’m using these two formats to help you with your writing as you proceed toward your dissertation.

If it is at all possible, I would like you to present your papers to your peers on December 12.

Three Tasks

These tasks are intended to encourage you to think about your perspective and skill as a beginning researcher.

Task #1: For this first assignment, I would like you to give me a statement of the problem about which you want to know more. It must be a problem that focuses on teaching in any of its various forms. I don’t expect you to break new ground, but do expect you to be grounded in extant literature. Due date: October 3.

Task #2: For this second assignment, I would like an annotated bibliography of the studies you are considering for your final paper. Please use the following format: Author (last name first). (date). Title. Publication information, e.g. journal with volume and number; or for a book location and publisher; or URL and date retrieved. Refer to APA guidelines. Due date: November 7.

Task #3: A Proposal for a Study of Teaching. A well-integrated review of the literature in support of a researchable problem. The real goal of this task is to give you a chance to go beyond writing another paper, and to get you closer to the actual task of identifying a good problem and writing up the literature to make your case for conducting the study. Due date: December 5.
**Tentative Schedule**

8/29  
Introductions, syllabus, background for the course  
Art or Science?  
Read Chapters 1, 3, and 11 in Richardson for next class

9/5  
*No Class: Labor Day*

9/12  
The foundations of research on teaching  
Read chapters 10 and 17 for next week

9/19  
Can Teaching be Measured? The Evolution of Research Methods I  
Read chapters 12 and 13

9/26  
The Evolution of Research Methods II  
Read chapters 14 and 18

10/3  
The Evolution of Research Methods III  
Read Getzels and Jackson on electronic reserve  
Read chapter 7  
*Task #1 due today*

10/11  
Good People are Good Teachers: Teacher Personality  
Read chapters 6 and 9

10/17  
How Teachers Teach: Teacher Methods  
Read Rosenshine and Stevens on electronic reserve  
Read Brophy and Good on electronic reserve

10/24  
What teachers Do: Teacher Behavior  
Read Clark and Peterson on electronic reserve  
Read Wittrock on electronic reserve

10/31  
It’s the Decisions They Make: Teacher Thoughts  
Read Chapter 42  
Read Shulman hand-out

11/7  
You Can’t Teach What You Don’t Know: Teacher Content Knowledge  
Read the chapter of your discipline among chapters 19-32  
*Task #2 due today*

11/14  
It’s in the Disciplines  
Read chapters 19, 46 and 47

11/21  
You Have to Study the Students!  
All read chapter 44
Paired reading among chapters 33-36

11/28  Maybe it’s in Classroom Interaction: Classroom Discourse
       Read chapter 37

12/5  Emerging Perspectives: The Emerging Power of Policy to Direct the
      Future of the Study of Teaching

      Final papers due
### Rubric for Judging Research on Teaching Proposals

<table>
<thead>
<tr>
<th></th>
<th><strong>Accomplished</strong></th>
<th><strong>Basic</strong></th>
<th><strong>Unsatisfactory</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The problem/research question</strong></td>
<td>The problem is clearly stated and it significance to the field is discussed</td>
<td>The problem is clearly stated, but the significance is neither discussed nor does it place the problem in the context of the literature</td>
<td>The problem statement is a collection of global assertions and its significance is neither discussed nor related to the problem</td>
</tr>
<tr>
<td><strong>The literature review</strong></td>
<td>The literature review is well-integrated with the logic within each set of studies tight and the transitions from one set of studies to another drawn clearly</td>
<td>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</td>
<td>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</td>
</tr>
<tr>
<td><strong>The proposed subjects</strong></td>
<td>The subjects are consistent with previous research and are appropriate for the problem under study, or if the subjects represent a new group, the rationale for their inclusion is clearly made.</td>
<td>The subjects are consistent with previous research and are appropriate for the problem under study.</td>
<td>The subjects are inconsistent with previous research or no explanations are offered for studying a different set of subjects.</td>
</tr>
<tr>
<td><strong>The proposed methods</strong></td>
<td>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.</td>
<td>The methods are consistent with previous research and are appropriate for the problem under study.</td>
<td>The methods are inconsistent with previous research or no rational is offered for introducing a new strategy.</td>
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