EDUC 850 001: The Study of Teaching
3 credits, Spring 2017, CRN 11257
Wednesdays, 4:30 – 7:10, Aquia 219

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3:30-4:30 Wednesdays or by appointment
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Prerequisite: EDRS 810

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.

Nature of 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 online Blackboard course framework throughout the course; the articles are posted there for you to read in advance of our discussions.

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. identify relevant theoretical frameworks for use in research on teaching
4. learn to pose researchable questions to advance this literature both substantively and methodologically.
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 Course Texts:

Darling-Hammond, L. (2013). *Getting teacher evaluation right: What really matters for effectiveness and improvement*. Teachers College Press. ISBN 978-0807754467
Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* New York, NY: Routledge. ISBN 978-0415476188
Schiro, M. S. (2012). *Curriculum theory: Conflicting visions and enduring concerns*. Sage publications. ISBN 978-1412988902

Related resources
American Psychological Association (2001). Publication manual of the American Psychological
Association 6th ed.). Washington, DC: Author.

Additional readings posted on our Blackboard course:
https://mymasonportal.gmu.edu/

<u>**Some Relevant Websites**</u>:

This is the website for Division K of the American Educational Research Association. Division K is
devoted to research on Teaching and Teacher Education:
http://www.aera.net/AboutAERA/MemberConstituents/Divisions/TeachingTeacherEducationK/tabid/11
141/Default.aspx

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

Course Assignments

		Points
Class Participation & Professionalism		20
Development of Research Proposal		50
	Task 1: 10	
	Task 2: 20	
	Task 3: 20	
Research Proposal		30
	Total Points	**100**

1. **Participation & Professionalism (20%)**
   Students will be asked to work individually or in small groups in class assignments throughout the
   semester. Students will also be asked to participate in online Blackboard Discussions outside of class
   time. Because of the importance of lecture and discussion to your total learning experience, you are
   strongly encouraged to both attend and participate in class regularly. Attendance, punctuality,
   preparation, and active contribution to small and large group efforts are essential. These elements of
   your behavior will reflect the professional attitude implied in the course goals and will account for
   20% of your course grade. Students who must miss a class must notify the instructor (preferably in
   advance) and are responsible for completing all assignments and readings for the next class.

2. **Research Proposal & Development Tasks:** There is only one course product: a well-integrated
   research proposal. You will have intermediate assignments (Tasks 1, 2 & 3) intended to prepare
   you for writing the proposal. In your research proposal you should identify a researchable problem in
   your area of study, (e.g. content area teaching, media and technology, diverse classrooms, etc.) and
   prepare a literature review of the relevant research to accompany the proposal to conduct your 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, to identify the next best research question, and to practice writing a research proposal.

NB: Two of the citations must be dissertations. In this way, you will see some models of other dissertations so you can get a sense of what goes into preparing your own.

The format for the entire paper is:
I.   Introduction: 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

Note: See the rubric on page 11 for how your instructor will be reviewing these papers. As you review your research studies, use the table provided on pages 12-13 to analyze the literature.

The required Academic Research Article Review Chart (for Task #2) and the optional Literature Synthesis Chart are intended to help you in your thinking about the current research. It is helpful to understand how the methods used in the literature can impact the findings of the study. The importance and value of the research studies you read is heavily influenced by the nature of the methods used in the study. As novice education researchers, you are called on to critique the literature you consume, while also broadening and deepening your understanding of academic research methods in education. Using the charts provided and taking the time to reflect on the articles and how they are connected will help strengthen your literature review and your methods section.

Three Tasks & Course Product:

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

Task #1: For this first assignment, provide <u>a statement of the problem</u> about which you want to know 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. This will be discussed briefly with a peer in class on 2/17.
Due: Submit to Blackboard by 4:30 pm on February 17, please also bring a paper copy to class.
Task #2: For this second assignment, provide an Academic Research Article Review chart of the 6 or more studies you are considering for your final paper. ***Please use the table provided on blackboard***, <u>Follow APA 6 guidelines for the reference format</u>. This will be briefly discussed with a peer in class on 3/23.
Due: Submit to Blackboard by 4:30 pm on March 23, please also bring a paper copy to class.

Task #3: For the third assignment you should write a mostly complete draft of your literature review. The literature review should address the relevant themes in the literature you reviewed, and should also lead the reader to the method section that will follow. (You do NOT need the methods section to be drafted at this time, but you should have a good idea of your participants and data to collect, so that the literature review leads toward the methods.)
This draft will be workshopped in class with your classmates and your instructor on 4/13.
Due: Submit to Blackboard by 4:30 pm on April 13, please also bring a paper copy to class.

Final Course Product: A complete proposal for a Study of Teaching. A well-integrated review of the literature in support of a researchable problem/topic. 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. This is a proposal with a 100-250 word abstract, an introduction to the problem, a statement of the problem, a literature review, and a proposed method with instrumentation for studying the problem.
Due: Submit to Blackboard by 4:30 pm on May 10

Professional dispositions
   Students are expected to exhibit professional behaviors and dispositions at all times.

Proposed Class Schedule:

Date	Class Topic	Readings & Assignments due for class date *All readings (except those marked TEXT) available on Blackboard*
Jan. 25 Week 1	Introductions, syllabus, Background for the course How, why evaluate? Art or Science?	Discuss in class: • Dannenberg (2014) - Ten Words to Better Teacher Prep Programs. [Slides with data] • Dynarski, M. (2016, December 8). Teacher observations have been a waste of time and money. Brookings Institute. Retrieved from http://www.brookings.edu • Mann, H. (1989). *On the art of teaching*. Applewood Books. [Note: Mann wrote book in 1840, this edition was published in 1989] • Weisberg, D., Sexton, S., Mulhern, J., Keeling, D., Schunck, J., Palcisco, A., & Morgan, K. (2009). The widget effect: Our national failure to acknowledge and act on differences in teacher effectiveness. *New Teacher Project*. • White, T. (2014). Adding Eyes/ The Rise, Rewards, and Risks of Multi-Rater Teacher Observation Systems. Issue Brief. Carnegie Foundation for the Advancement of Teaching.
Jan 27 Week 2	Positivism, Nate Gage, and the foundations of research on teaching	Read: • TEXT: Schiro Chapter 1 and ONE OF: chapter 2, 3, 4, or 5 • Gage, N. L. (2009). A conception of teaching. Springer Science & Business Media. *Chapter 2 only* • Floden, R. E. (2001). Research on effects of teaching: A continuing model for research on teaching. In Virginia Richardson (Ed.) *Handbook of Research on Teaching, 4th ed.*, 3-16. • Kane, T. J., & Cantrell, S. (2010). Learning about teaching: Initial findings from the measures of effective teaching project. MET Project Research Paper, Bill & Melinda Gates Foundation. *Supplemental (not required)* • Harris, D. N., & Rutledge, S. A. (2010). Models and Predictors of Teacher Effectiveness- A Comparison of Research about Teaching and Other Occupations. *Teachers College Record, 112*(3), 914-960. • Tyler, L. (2010, January 27). Measuring Teaching Effectiveness. *Education Week, 29*(19), 18-19.
Feb 3 Week 3	Can teaching be measured?	Read: • TEXT: Hattie chapters 1-3 (pp 1-38) • TEXT: Schiro Chapter 6 • Fenstermacher, G. D., & Richardson, V. (2005). On making determinations of quality in teaching. *Teachers College Record, 107*(1), 186-213. • Olson, J. (1988). Making sense of teaching: Cognition vs. culture. *Journal of Curriculum Studies, 20*(2), 167-169. • Rust, F. (2009). Teacher research and the problem of practice. *Teachers College Record, 111*(8), 1882-1893.

Feb 10 **Week** **4**	What methodology should we use?	Read: • Crawford, J., & Impara, J. C. (2001). Critical issues, current trends, and possible futures in quantitative methods. In Virginia Richardson (Ed.) *Handbook of Research on Teaching, 4th ed.*, 133-173. • Eisenhart, M. (2001). Changing conceptions of culture and ethnographic methodology: Recent thematic shifts and their implications for research on teaching. In Virginia Richardson (Ed.) *Handbook of Research on Teaching, 4th ed.*, 209-225. • Smith, M. L. (2006). Multiple methodology in education research. *Handbook of complementary methods in education research*, 457-475.
Feb 17 **Week** **5**	What makes a good teacher?	Read: • TEXT: Hattie chapter 6, (pp 108-128) • College Board. (2011). Student Voices: What Makes a Great Teacher? • Klassen, R. M., & Tze, V. M. (2014). Teachers' self-efficacy, personality, and teaching effectiveness: A meta-analysis. *Educational Research Review*, *12*, 59-76. • Kristof, N. (2012, Jan 21). How Mrs. Grady Transformed Olly Neal - The New York Times. • Naison, M. (2012, January 9). Where is the love? Thoughts on teachers and teaching that educational reformers don't seem to get. LA Progressive. *Supplemental (not required)* • Cochran-Smith, M., Cannady, M., McEachern, K. P., Viesca, K., Piazza, P., Power, C., & Ryan, A. (2012). Teachers' education and outcomes: Mapping the research terrain. • Tschannen-Moran, M., goldhaber, A. W., & Hoy, W. K. (1998). Teacher efficacy/ Its meaning and measure. Review of educational research, 68(2), 202-248. ==*Task 1 due to Blackboard by 4:30 pm on 2/17, bring paper copy to class*==
Feb 24 **Week** **6**	Curriculum and Methods	Read: • TEXT: Hattie chapters 8 (pp 129-160) • TEXT: Darling-Hammond ch. 1 & 2 • AFT TPT (2012). Raising the Bar: Aligning and Elevating Teacher Prep and the Profession. American Federation of Teachers. • Dunlosky, J., ... Willingham, D. T. (2013). Improving students' learning with effective learning techniques: Promising directions from cognitive and educational psychology. *Psychological Science in the Public Interest, 14*(1), 4-58. • Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W., & Beechum, N. O. (2012). *Teaching Adolescents to Become Learners: The Role of Noncognitive Factors in Shaping School Performance-- A Critical Literature Review*. Consortium on Chicago School Research. **[Read pages 4-16 for class.]** *Supplemental (not required)* • *Complete Farrington, et al. (2012) report on non-cognitive factors.*

Mar 2 Week 7	What Teachers Do: Teacher Behavior	Read: • TEXT: Hattie chapter 9, (pp 161-199) • Cornelius-White, J. (2007). Learner-centered teacher-student relationships are effective/ A meta-analysis. *Review of Educational Research, 77*(1), 113-143. • Farbman, D. A. (2010). Tracking an emerging movement/ A report on expanded-time schools in America. *The Education Digest, 75*(6), 17. • Kaplan, C., & Chan, R. (2012). Time Well Spent/ Eight Powerful Practices of Successful, Expanded-Time Schools. National Center on Time & Learning. . **[Read pages 4-15 for class.]** • Pianta, R.C. (2011). Getting traction on enhancing teachers' impacts on student learning. Teachers College Record. • Rosenshine, B. Stevens, R. (1986). Teaching Functions. In Merlin C. Wittrock (Ed.) *Handbook of Research on Teaching, 3rd ed.*, 376-391. • Silva, E. (2007). On the clock: Rethinking the way schools use time. Washington, DC: Education Sector. *Supplemental (not required)* • *Complete Kaplan & Chan (2012) report on time spent in schools*
Mar 9 Week 8	**Spring Break**	
Mar 16 Week 9	What Teachers Do: Teacher Behavior	Read: • TEXT: Darling-Hammond, ch. 3 • TEXT: Hattie chapter 10 (pp 200-236) • Cantrell, S., & Kane, T. J. (2013). Ensuring fair and reliable measures of effective teaching/ Culminating findings from the MET Project's three-year study. MET Project Research Paper. • Dweck, C. S. (2007). The perils and promises of praise. *Educational Leadership, 65*(2), 34-39. • Stuhlman, M. W., Hamre, B. K., Downer, J. T., & Pianta, R. C. (2010). A practitioner's guide to conducting classroom observations: What the research tells us about choosing and using observational systems. • Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*, *24*(1), 80-91. *Supplemental (not required)* • Brophy, J., & Good, T. L. (1986). Teacher Behavior and Student Achievement. In Merlin C. Wittrock (Ed.) *Handbook of Research on Teaching, 3rd ed*, 328-375. • Wallace, T. L., Kelcey, B., & Ruzek, E. (2016). What can student perception surveys tell us about teaching? Empirically testing the underlying structure of the Tripod Student Perception Survey. *American Educational Research Journal*, *53*(6), 1834-1868.

		Read:
Mar 23 Week 10	It's the Decisions They Make: Teacher Thoughts & Cognition	Read: • Barr, R. (1988). Conditions influencing content taught in nine fourth-grade mathematics classrooms. *The Elementary School Journal, 88*(4), 387-411. • Fang, Z. (1996). A review of research on teacher beliefs and practices. *Educational Research, 38*(1), 47-65. • Kyriakides, L., Christoforou, C., & Charalambous, C. Y. (2013). What matters for student learning outcomes: A meta-analysis of studies exploring factors of effective teaching. *Teaching and Teacher Education*, *36*, 143-152. • Shavelson, R. J., & Stern, P. (1981). Research on teachers' pedagogical thoughts, judgments, decisions, and behavior. *Review of Educational Research, 51*(4), 455-498. *Supplemental (not required)* • Clark, C.M. and Peterson, P.L. (1986). Teachers' Thought Processes. In Merlin C. Wittrock (Ed.) *Handbook of Research on Teaching, 3rd ed,*. 255-296. ==***Task #2 due today, submit to Blackboard by 4:30 pm on 3/23, bring paper copy to class***==
Mar 30 Week 11	You Can't Teach What You Don't Know: Teacher Content Knowledge	Read: • TEXT: Darling-Hammond, ch. 6 • Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4-14. • Wilson, S. M., Shulman, L. S., & Richert, A. E. (1987). "150 different ways" of knowing: Representations of knowledge in teaching. In James Calderhead, J. (Ed.). *Exploring teachers' thinking*. London: Cassell. • Porter, A. C. (2002). Measuring the content of instruction: Uses in research and practice. *Educational Researcher, 31*(7), 3-14.
Apr 6 Week 12	Teachers' Effects? You Have to Study the Students! Focus on teacher impact on student learning.	Read: • TEXT: Hattie chapter 4 (pp 39-60) • Sanders, W. L., & Rivers, J. C. (1996). Cumulative and residual effects of teachers on future student academic achievement. University of Tennessee Value-Added Research and Assessment Center. • Barone, C. (2009). Are We There Yet? What Policymakers Can Learn from Tennessee's Growth Model. Education Sector Technical Reports. Education Sector. • Chetty, R., Friedman, J., & Rockoff, J. (2014). Discussion of the American Statistical Association's Statement (2014) on using Value-Added Models for educational assessment. *Statistics and Public Policy, 1*(1), 111-113. • Corcoran, S., & Goldhaber, D. (2013). Value added and its uses: Where you stand depends on where you sit. *Education, 8*(3), 418-434. *Supplemental (not required):* • Chetty, R., Friedman, J., & Rockoff, J. (2012) Long-term impacts of teachers: Teacher value added and student outcomes in adulthood. NBER Working Paper 17699. •
Apr 13 Week 13	Workshop draft, catch up if needed	==***Task #3 due today, submit to Blackboard by 4:30 pm on 4/13, bring paper copy to class***==

Apr 20 Week 14	Inside the forming paradigm	Read: • TEXT: Darling-Hammond, ch. 5 • American Statistical Association. (2014). ASA statement on using value-added models for educational assessment. Alexandria, VA. • Pivovarova, M., Amrein-Beardsley, A., & Broatch, J. (2016). Value-Added Models (VAMs)/ Caveat Emptor. *Statistics and Public Policy, 3*(1), 1-9. • TNTP. (2013). Fixing Classroom Observations • Kane, T. J., & Staiger, D. O. (2012). Gathering Feedback for Teaching/ Combining High-Quality Observations with Student Surveys and Achievement Gains. Research Paper. MET Project. Bill & Melinda Gates Foundation. *Supplemental (not required)* • *Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., ... & Shepard, L. A. (2010). Problems with the Use of Student Test Scores to Evaluate Teachers. EPI Briefing Paper# 278. Economic Policy Institute.*
Apr 27 Week 15	Need for new hypotheses and new forms of research	Read: • TEXT: Hattie, chapter 11, (pp 237-261) • TEXT: Darling-Hammond, ch. 7 & 8 • Gargani, J., & Strong, M. (2014). Can we identify a successful teacher better, faster, and cheaper? Evidence for innovating teacher observation systems. *Journal of Teacher Education, 65*(5), 389-401. • Seidel, T., & Shavelson, R. J. (2007). Teaching effectiveness research in the past decade/ The role of theory and research design in disentangling meta-analysis results. *Review of Educational Research, 77*(4), 454-499. • Ripley, A. (2012). Why kids should grade teachers. *The Atlantic*. Retrieved from http://theatlantic.com. *Supplemental (not required)* • *Darling-Hammond, L. (2010). Evaluating teacher effectiveness/ How teacher performance assessments can measure and improve teaching. Center for American Progress.*
May 10 Week 16		*Final Paper due* *Please submit to Blackboard by 4:30 pm on 5/10*

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Core values commitment

The College of Education and Human Development is committed to *Social justice, Innovation, Research-based practice, Ethical leadership, and Collaboration.* Students are expected to adhere to these principles. [See http://cehd.gmu.edu/values]

GMU POLICIES AND RESOURCES FOR STUDENTS

1. *Policies*
   a. Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-honor-code/).
   b. Students must follow the university policy for Responsible Use of Computing (see http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
   c. 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.
   d. 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 http://ods.gmu.edu/).

   e. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

   Campus Resources

   f.   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 http://coursessupport.gmu.edu/.
   g. The Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see http://writingcenter.gmu.edu/).
   h. The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see http://caps.gmu.edu/).
   i. The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone (703-993-3686). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.
2. For additional information on the College of Education and Human Development, please visit our website http://cehd.gmu.edu/.

Rubric for Judging Research on Teaching Proposals

	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

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. **For TASK 2, create an APA style reference list of your articles and use the table below to analyze at least 6 references.**
NOTE: At least 2 of these references should be dissertations in your field.

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.

	1	2	3
Article Reference (APA) *also create a separate list of your references*			
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			

Academic Research Article Review

	4	5	6
Article Reference (APA) *also create a separate list of your references*			
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			

What emergent themes have you identified from the literature on your topic? (What patterns are you seeing in the findings and recommendations?) These themes may be useful as headings to organize your literature review. Remember that your literature review should lead the reader logically through the ideas that stand out or repeat within the literature. Your research methods should follow from the literature review, so also be sure that ideas .
Create a list of the themes from the literature (prospective headings for your lit review). You may need to go on to the next page for this.

Academic Research Article Review

Literature Synthesis Chart

You are NOT required to use the chart below, but you may find it a useful step as you organize your literature. 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 to be discussed.   For additional help, see sample chart provided in class and on Blackboard by your instructor.

Themes *(Headings for lit review)*	Reference 1:	Reference 2:	Reference 3:	Reference 4:	Reference 5:	Reference 6: