George Mason University
College of Education and Human Development
Ph.D. in Education Program
Teaching & Teacher Education

EDUC 851 (Section 001) Research on Teacher Education
3 credits, Fall 2019
Wednesdays, 4:30-7:10, Peterson 2408, Fairfax Campus

Professor: Nancy Holincheck, Ph.D.
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Prerequisites/Corequisites
Recommended Prerequisite: EDRS 810

University Catalog Course Description
Explores the history and development of the search for effectiveness in the preparation of preservice teachers and the continuing professional development of practicing teachers. The students will examine the substance and gaps in the study of the education of educators.

Course Overview
The content of this course is one of the two the foundation courses for the specialization in Teaching and Teacher Education. It explores the history of the research-base for teacher education and for the continued study of teacher education and builds a sense of inquiry into the students' repertoire.

Course Delivery Method
The course will be taught through a variety of activities to support the development of your teacher research projects involving: whole class and small group discussions, group, pair and group work, online work, and through dialogue and reflections of/in practice. Individual and group consultations are also built into the course design.

This course is a doctoral seminar. As such, it is expected that you will read in advance of class and continue to work to synthesize your understanding of the knowledge base of research on teacher education while you work to locate your focus or "dot". In addition to classroom attendance and participation, you are expected to participate fully in whole class and small group discussions, group, pair, and individual projects, Internet research, and reflections on practice. We will use Mason's web-accessible Blackboard throughout the course; many of the examples are posted there for you to read in advance of our discussions.

Learner Outcomes
Upon completion of this course, the students will:
- explore historical and current trends on the knowledge base of research on teacher education
- consider the multiple perspectives that researchers have brought to the field,
- summarize the research on teacher demographics, the liberal arts, the professional sequence, professional development, diversity and individual differences, and accountability,
- learn to pose researchable questions to advance this literature both substantively and methodologically, and
- continue to improve writing and presentation skills as doctoral students and especially in articulating a research proposal.

Required Texts

Note that students are not required to purchase any texts this semester. We will read various articles and chapters from the handbooks listed below. Note that all three of these handbooks are available through the Mason library.

- Clandinin, D., & Husu, J. (2017). *The SAGE handbook of research on teacher education* . London, England: SAGE Publications.
- Loughran, J., & Hamilton, M. (2016). *International Handbook of Teacher Education Volume 1 & Volume 2*. Singapore: Springer Singapore. https://doi.org/10.1007/978-981-10-0369-1
- Gitomer, D., & Bell, C. (2016). *Handbook of research on teaching.* Washington, DC: American Educational Research Association.

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).

	Points
Class Participation & Professionalism	10
Co-Facilitation of Discussion	20
Development of Research Proposal *Task 1: 10* *Task 2: 20*	30
Research Proposal	30
Conference Submission Simulation	5
Final Presentation	5
Total Points	100

Participation (10%): Your participation grade will be based on your regular attendance, active contribution to each class discussion, and peer review of tasks during class and online. Students will be asked to work individually or in small groups in class assignments throughout the semester. Students may 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.

Co-Facilitators of Discussion (20%): On two designated dates your role is to collaborate with "critical friend (s)" and come to class with some specific discussion points, activities, observations, and/or questions about the readings for the day to spark a critically reflective discussion amongst our class. You may (but are not required to) to locate and read additional related pieces you find on your own to add further insights to the dialogue. Upon completion of your presentation, you will complete the self-group assessment found on our course website in Blackboard.

Research Proposal (60%). This assignment will ultimately take the form of a well-integrated research proposal modeled in part on The American Educational Research Association's conference proposal format (see Task #3). Completion of this proposal is divided into three related tasks (see below for details). In the final paper, you will identify a researchable problem in your area of study (e.g. the preparation of teachers in your area, science, media and technology, special education, diverse classrooms, etc.), and prepare a literature review of the relevant and related research that would serve as a proposal to conduct a study. You are not expected to conduct the study, rather use the assignment to gain a deeper understanding of your area of interest as it relates to the study of teacher education, and discern next best research question(s).

Note: At least one citation you use in your proposal must be a dissertation. In this way, you will review some models of others' work to gain a sense of what goes into preparing your own.

The format for the entire paper is:
- The nature of the problem/purpose of the study (**Objectives and Purposes**)
- What others who have studied this problem have found (**Framework and Literature Review**)
- A description of the next study you think should be conducted (**Research Question(s))**
- A description of how you would conduct it (**Modes of Inquiry/Methods**)
- A brief discussion of why this study has educational significance (I**mplications**)

See the tasks below and the rubric at the end of the syllabus for how the proposal will be assessed.

Research Proposal: Three Tasks
These three tasks are intended to encourage you to think about your perspective and skill as a developing researcher. The first two build to the third one and will allow the instructor to provide you with support in how to identify a problem, discern relevant and related previous research, and eventually to practice crafting a research proposal.

Task #1: 10%: For this first assignment, you have an opportunity to develop a *statement of the problem* about which you want to know more. It must be a problem that focuses on the education of teachers in any of its various forms. You are not expected to break new ground, but are expected to be able to situate your research problem within in extant literature. You should write 1-2 pages in which you state the problem and very briefly describe the policy and/or practice context around it. You should also identify what literature (e.g. search terms and/or journals) you are looking at to inform your thinking and writing. **Due date: 9/25.**

Task #2–20%: 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, Follow APA 6 guidelines for the reference format. **Due date: 10/20.** *Also bring a copy to class on 10/23.*

Locating Resources for your research proposal: Consult ALL of the handbooks, specifically looking for chapters related to your specific content area/topic. You should use google scholar and the library databases to identify additional empirical research studies, and at least one dissertation. Be sure to include at least one handbook chapter (from any of the three handbooks) that we did not use in class.

Task #3–**30%: A research proposal.** Throughout most of the semester you will work on developing a literature review on a topic that interests you related to research on teacher education. You should review at least 15 sources beyond class readings, become aware of the existing research base, and identify possible future research directions based on gaps or possible extensions in the literature.

Developing a well-integrated review of the literature in support of a researchable problem placed within a strong argument/rationale and research design is the basis of a research proposal and for Task #3. The objective of this task is to move you closer to the actual task of identifying a problem and writing up the literature to make your case for conducting the study (practice at learning how to ask a manageable and focused researchable questions within solid design). You will also describe a possible research study of any type, and **Complete draft of literature review & sketchy draft of research proposal due to CFG by 11/15; Final research proposal due to Blackboard by 12/11**

Conference Submission Simulation: (5%). Review the AERA (or similarly esteemed education- related conference) submission requirements, Divisions and Special Interest Groups (SIGs). In a brief addendum to your proposal, identify the Division or SIG in which you think your proposal best fits and why. Provide a paragraph-length rationale for your decision of selection based on the "call" and/or mission of the Division or SIG. **Due date: 12/11**

Final Presentation: (5%). Throughout the semester you will have opportunities to share your ongoing work with peers for peer review which will culminate in an oral presentation in class. **Due Date: 12/4**

Grading Scale

Rating	Course Points
A	95-100
A-	90-94
B+	86-89
B	83-85
B-	80-82
C	70-79
F	<70

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 http://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 http://coursessupport.gmu.edu/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

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

Proposed Class & Reading Schedule

Date	Class Topic	Readings & Assignments due for class date
8/28	**Policy context of teacher education**	o Korthagen, F. A. (2016). Pedagogy of teacher education. In J. Loughran & M.L. Hamilton (Eds.) *International handbook of teacher education* (pp. 311-346). Springer, Singapore.
9/4	**Big picture concerns in RoTE**	o Rosiek & Gleason (2016). Philosophy in Research on Teacher Education. In D. Clandinin & J. Husu, *The SAGE handbook of research on teacher education* . London, England: SAGE Publications. o Kafka, J. (2016). In search of a grand narrative: The turbulent history of teaching. In D. Gitomer & C. Bell. *Handbook of research on teaching.* Washington, DC: AERA.
9/11	**History of Reform in Teacher Education**	o Kosnik, C., Beck, C., & Goodwin, A. L., (2016). Reform efforts in teacher education. In J. Loughran & M. L. Hamilton (Eds.), *International Handbook of Teacher Education* (pp. 267-275 & 279-284). Singapore: Springer. o Bullough, R. V. Jr. (2014). Recalling 40 years of teacher education in the USA a personal essay. *Journal of Education for Teaching, 40, (*5), 474-491. o Kennedy, M. (1996). Research genres in teacher education. In F. B. Murray (Ed.)., *Teacher Educator's Handbook.* (pp. 120-152).San Francisco, CA: Jossey Bass. o Levine, A. (2006). Educating school teachers. *Education Schools Project*. **ONLY READ PAGES 5-34**
9/18	**Contextualizing Policy and Standards in Teacher Education**	o Darling-Hammond, L. (2016). Research on teaching and teacher education and its influences on policy and practice. *Educational Researcher*, *45*(2), 83-91. o Sleeter, C. (2014). Toward teacher education research that informs policy. *Educational Researcher, 43* (93), 146-153. o Payne, K.A. & Zeichner, K. (2017). Multiple voices and participants in teacher education. In D. Clandinin & J. Husu (Eds.) *The SAGE handbook of research on teacher education* (pp. 1019-1032). London, England: SAGE Publications. o Goodlad's Postulates: Goodlad, J. (1994). *Educational renewal: Better teachers, better schools.* San Francisco: Jossey-Bass. Briefly skim: CAEP Standards & US DOE Regs for Teachers: o Council for the Accreditation of Educator Preparation. (2013). *CAEP Standards.* Retrieved from http://caepnet.org/standards/introduction o U.S. Department of Education. (USDOE). (2016). Teacher preparation program reporting system. Washington, DC: Author. Retrieved from https://www2.ed.gov/documents/teacherprep/teacher-prep-reporting-guidance.pdf

9/25	**Knowledge Base for Research on Issues of Teacher Knowledge & Preparation**	o Cochran-Smith, M., & Villegas, A. M. (2015). Framing teacher preparation research: An overview of the field, part 1. *Journal of Teacher Education*, *66*(1), 7-20. o Cochran-Smith, M., Villegas, A. M., Abrams, L., Chavez-Moreno, L., Mills, T., & Stern, R. (2015). Critiquing teacher preparation research: An overview of the field, part II. *Journal of Teacher Education*, *66*(2), 109-121. o Hiebert, J., Gallimore, R., & Stigler, J. W. (2002). A knowledge base for the teaching profession: What would it look like and how can we get one?. *Educational researcher*, *31*(5), 3-15. o CCSSO (2017). Transforming Educator Preparation: Lessons Learned from Leading States *Task #1 due: Submit 1-pager to Blackboard AND be prepared for a 1-minute presentation in class (no handout or slides, please!)*
10/2	**How and Where Should We Educate Teachers?**	o Ronfeldt, M., Matsko, K., Greene, H., & Reininger, M. (2018). *Who knows if our teachers are prepared? Three different perspectives on graduates' instructional readiness and the features of preservice preparation that predict them* (No. 18-01). CEPA Working Paper. o Levine, A. (2006). Educating school teachers. *Education Schools Project*. Read pp. 35-44 and 45-53 o Zeichner, K., & Conklin, H. G. (2016). Beyond knowledge ventriloquism and echo chambers: Raising the quality of the debate in teacher education. *Teachers College Record*, *118*(12).
10/9	**Teacher Education in YOUR content Area** **ONLINE CLASS WORK**	*Online Module: Scaffolded work on literature for your proposal* o As part of the online module this week, students will identify ONE chapter from one of the online teacher education teaching handbooks that relates to their specific content area. This chapter should be read, summarized using a summarization strategy provided in the module, and linked with other class readings. o Students will also identify at least one dissertation related to their research topic, which they will skim this week. Both should be references that could be included in Task #2.
10/16	**No class meeting: Work Week**	*WORK WEEK:* Students are expected to make significant progress on Task #2 this week. The completed task #2 is due at the end of this week, submitted to your instructor via Blackboard. **Task #2 due to instructor via Blackboard by SUNDAY night of this week (10/20)**

10/23	**Critical Perspectives for Research on Teacher Education** **Mid-term Check-In**	o Boylan, M. (2017). Disrupting oppressive views and practices through critical teacher education: turning to post-structuralist ethics. In D. Clandinin & J. Husu (Eds.) *The SAGE handbook of research on teacher education* . London, England: SAGE Publications. o Loutzenheiser, L. & Heer, K. (2017). Unsettling habitual ways of teacher education through 'post-theories' of teacher agency. In D. Clandinin & J. Husu (Eds.) *The SAGE handbook of research on teacher education* . London, England: SAGE Publications. *Task #2 due for in-class conferencing with Critical Friends & individual sessions with instructor (bring what you turned in on Sunday night)*
10/30	**Knowledge Base for Research on Issues of Teacher Professional Development**	o Fuller, et al., New roles for Teachers in Diverse Schools, Handbook Ch 15 o Lessons Learned: New Teachers Talk about their Job o Desimone, L. M. (2009). Improving impact studies of teachers' professional development: Toward better conceptualizations and measures. *Educational researcher*, *38*(3), 181-199. o Blömeke, S., & Kaiser, G. (2017). Understanding the development of teachers' professional competencies as personally, situationally and socially determined. *Note: We will likely need to finish Task #2 check-in conferences with instructor this week!*
11/6	**Knowledge Base for Research on Issues of Equity and Diversity in Teacher Education**	o Faltis, C. J., & Valdés, G. (2016). Preparing teachers for teaching in and advocating for linguistically diverse classrooms: A vade mecum for teacher educators. *Handbook of research on teaching*, 549-592. o Mitchell, R., Wooten, S.C., Landry-Thomas, K. & Mitchel, C.A. (2017). Recruitment and retention of traditionally underrepresented students in teacher education. In D. Clandinin & J. Husu (Eds.) *The SAGE handbook of research on teacher education* . London, England: SAGE Publications. o Brown, G. (2017). What we know we don't know about teacher education. In D. Clandinin & J. Husu (Eds.) *The SAGE handbook of research on teacher education* . London, England: SAGE Publications.
11/13	**Practice and Pedagogy**	o Darling-Hammond, L. (2014). Strengthening clinical preparation: The Holy Grail of teacher education. *Peabody Journal of Education, 89,* 547-561. o White, S., & Forgasz, R. (2016). The practicum: The place of experience?. *International handbook of teacher education*(pp. 231-266). Springer, Singapore. o Ellis, V., & McGuire, M. (2017). Teacher education pedagogies based on critical approaches: learning to challenge and change prevailing educational practices. *Handbook of research on teacher education*. o Major, J., & Reid, J. A. (2017). Culturally relevant teacher education pedagogical approaches. In *The Sage handbook of research on teacher education* (pp. 610-632). SAGE Publications Ltd.
11/20	**Draft Check-In**	**Draft of Task 3 due for in-class review with Critical Friend Groups and with your instructor** *Literature Review draft should be mostly complete, Methods may be a work-in-progress*

11/27	**No Class: Thanksgiving Recess**	
12/4	**Knowledge Base for Research on Issues of PD for Teacher Educators**	o Knight, S. L., Lloyd, G. M., Arbaugh, F., Gamson, D., McDonald, S. P., & Nolan Jr, J. (2014). Professional development and practices of teacher educators. o Goodwin, A. L., Smith, L., Souto-Manning, M., Charuvu, R., Tan, M. Y., Reed, R., & Taveras, L. (2014). What should teacher educators know and be able to do? Perspectives from practicing teacher educators. *Journal of Teacher Education*, *65*(4), 284–302. o Loughran, J. (2014). Professionally developing as a teacher educator. *Journal of Teacher Education*, *65*(4), 271-283. Final research proposal presentations
12/11	**No class meeting: final assignment due to BB**	Final paper due with Conference Selection Rationale (Task 3 + Conference)

EDUC 851: Critical Friend Self/Group-Assessment
Please complete and submit to your instructor on the days you present

Please complete the following self/group-assessment related to your participation in your group activity/presentations. Once completed, submit this as a paper form to your professor.

Student Name_____   **Topic**_____

My critical friend group was well prepared for this presentation.
- o Strongly Agree
- o Agree
- o Neutral
- o Disagree
- o Strongly Disagree

All critical friend group members actively participated in our presentation.
- o Strongly Agree
- o Agree
- o Neutral
- o Disagree
- o Strongly Disagree

Based on the comments of the class, our presentation effectively contributed to our course-mates' understanding of the topic(s).
- o Strongly Agree
- o Agree
- o Neutral
- o Disagree
- o Strongly Disagree

I sought personal excellence in my contribution toward developing this presentation.
- o Strongly Agree
- o Agree
- o Neutral
- o Disagree
- o Strongly Disagree

As part of this group, I was self-directed and productive in contributing to the development of our presentation.
- o Strongly Agree
- o Agree
- o Neutral
- o Disagree
- o Strongly Disagree

I took full advantage of the opportunities offered by this assignment to increase my and my course-mate's knowledge of this topic.
- o Strongly Agree
- o Agree
- o Neutral
- o Disagree
- o Strongly Disagree

As a prospective teacher educator, how does this topic impact the preparation and development of teachers?

_____

_____

_____

COMPLETE THIS QUESTION AT THE END OF YOUR PRESENTATION: Please provide at least one positive and one constructive comment about your participation in this critical friend group presentation activity.

_____

_____

_____

_____

EDUC 851 Critical Friend Presentation Rubric

CATEGORY	Distinguished	Proficient	Developing	Unacceptable
Presentation /Cohesiveness	Group demonstrates exemplary abilities to present information in a way that is clear to the audience	Group demonstrates abilities to present information in a way that is clear to the audience	Group demonstrates limited abilities to present information in a way that is clear to the audience.	Group demonstrates little to no ability to present information from the assigned text and presentation is confusing and unclear to the audience
Presentation/Potency	Group's presentation shows thorough understanding of the topic, and demonstrates this understanding in ways fitting to prospective teacher educators	Group's presentation shows significant understanding of the topic, and demonstrates this understanding in ways fitting to prospective teacher educators	Group's presentation shows a limited understanding of the topic	Group's presentation shows little or no understanding of the topic
Research Implications	Group's presentation effectively illustrates numerous teacher education research implications from the text, and explores both theoretical and practical utilities of the information	Group's presentation illustrates two or more teacher education implications from the text, and explores both theoretical and practical utilities of the information	Group's presentation only vaguely illustrates research implications from the text, and fails to explore theoretical and practical utilities of the information	Group's presentation illustrates no research implications from the text
Author's Assertions	Information presented demonstrates exemplary insight into author's themes and thesis	Information presented demonstrates significant insight into author's themes and thesis	Information presented demonstrates only limited insight into author's themes and thesis	Information presented fails to demonstrate any insight into author's themes and thesis

Rubric for Evaluating Research on Teacher Education Proposals

	Accomplished 28-30 pts	Basic 25-27	Unsatisfactory Below 24
The problem/research question	The problem is clearly stated and its significance to the field is discussed in context to the field in both specific and more general terms	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
The literature review	The literature review is well-integrated (including at least two dissertations). The logic within each set of studies is cogent, tight and the transitions from one set of studies to another is clearly drawn	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 do not describe the studies with enough clarity for the reader to see the argument for the study. The scholarship descriptions do not build from one study to the next
The proposed subjects	The proposed 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.	The subjects are consistent with previous research and are appropriate for the problem under study.	The subjects are inconsistent with previous research or no explanations are offered for studying a different set of subjects.
The proposed methods	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 clearly made.	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.