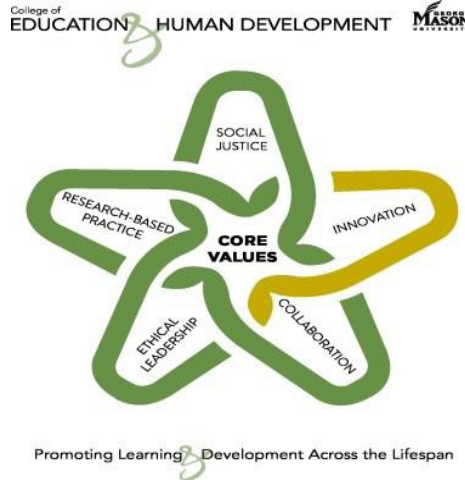


**GEORGE MASON UNIVERSITY**  
**COLLEGE OF EDUCATION AND HUMAN**  
**DEVELOPMENT**  
**Ph.D. in Education Program**



**EDUC 800 – *Ways of Knowing***  
**Summer 2020**  
**June 3- August 5th**  
**3 credits**

- **Instructor Information:** Beverly D. Shaklee, Ed.D
- **Class Days/Time:** Wednesdays – Tuesdays, June 3-August 5th  
**Email:** bshaklee@gmu.edu
- **Skype:** bshaklee1
- **Office Hours:** By appointment
- **Telephone:** 703-993-2388

## **Course Outline and Requirements**

### **COURSE DESCRIPTION:**

Provides understanding of characteristic ways of knowing in various liberal arts disciplines while examining subject matter, key concepts, principles, methods, and theories. Analyzes philosophical traditions underlying educational practice and research.

**Course Overview:** This course is a foundation course for the Ph.D. in Education program. The purpose of the course is to explore how we come to know and accept a method(s) of inquiry among the various ways of knowing. Using a seminar approach structured around readings, reflections on those readings, class discussions, and individual research, the course seeks to develop in students an ability to reflect critically on the strengths and limitations of the various ways of knowing, and to become aware of the implications of the different ways of knowing for

*EDUC 800/Shaklee, 2020*

research and practice.

***No Prerequisites – admission to the PhD program or permission of instructor***

### **LEARNER OUTCOMES/OBJECTIVES:**

As a result of this course, students participating in EDUC 800 will be able to:

1. Describe, compare, and contrast ways of knowing from a variety of perspectives.
2. Describe ways of knowing of individuals and groups and analyze and explain personal, sociocultural, professional, political, and other influences on ways of knowing.
3. Explain how various ways of knowing affect individual scholars, research, and practice in education and related fields.
4. Expand upon and further refine their scholarship abilities, including critical and analytic reading, writing, thinking, oral communication, and the use of scholarly resources.

This introductory course seeks to develop each Ph.D. student's ability to become grounded in the ways we come to know through inquiry and research based practice. Through the readings, dialogic discussions, critical reflections, and presentations, it is intended that each student will become more analytic about the conduct of inquiry and one's own perspectives on inquiry, research-based practice, and the nature of knowledge, as well as develop a respect for the diversity of thought that characterizes inquiry.

### **REQUIRED TEXTS/ RELATED READINGS**

**All readings will be accessed through our course Blackboard site at:**

**<https://mymasonportal.gmu.edu/>**

#### **Recommended Text**

American Psychological Association. (2020). *Publication Manual* (7<sup>th</sup> ed.). Author: Washington, DC.

*If your field of study requires a different style manual, please notify your instructor at the beginning of class.*

### **Course Delivery Method**

This course will be delivered fully online using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available by **May 27<sup>th</sup>, 5:00 EDT**

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

This online course is **not self-paced. You will be expected to complete one module every week.** Completing a Weekly Module includes reading, participating in Discussion Board, and

completing any assignments and/or activities within that Week Module. You are asked to engage deeply with the course content, to take risks in your thinking, and to listen to and learn from your classmates.

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on Wednesday and finish on Tuesdays.
- Log-in Frequency:

Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least [3] times per week. In addition, students must log-in for all scheduled online synchronous meetings.

- Participation:

Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- Technical Competence:

Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.

- Technical Issues:

Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.

- Workload:

Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- Instructor Support:

Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.

- Netiquette:

The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.

- Accommodations:

Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Students who are unfamiliar with Bb should make time to take the online tutorial before the beginning of class. <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>

All students can request a WebX account from ITU, <https://its.gmu.edu/webex>. to facilitate online communication with one another and with the instructor.

## MASON POLICIES and RESOURCES FOR STUDENTS

### 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](mailto: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 assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

## **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>]

EDUC 800 reflects the mission and core beliefs of the College of Education and Human Development at George Mason University through its commitment to engage doctoral students in critical reflection and research literature that promotes ethical educational leadership, deep understanding of a world perspective in educational decision-making, knowledgeable teacher education professionals who can teach their content and work effectively with diverse language learners, understand and implement research-based practice, and collaborate productively with colleagues. CEHD’s five Core Values are integrated with and actively incorporated in the course content, discussions, and student work associated with EDUC 800: Collaboration, Ethical Leadership, Social Justice, Research Based Practices and Innovation.

Students are expected to exhibit professional behaviors and dispositions at all times. See <https://cehd.gmu.edu/students/polices-procedures/>

## COURSE REQUIREMENTS AND ASSIGNMENTS

**Course Delivery.** This is fully online doctoral seminar utilizing the Blackboard web-based course management system to extend learning and foster personal and collaborative reflection. Dialogic in nature, EDUC 800 is predicated upon expanding knowledge and understanding through interactive discussion, critical reflection, and research. Course delivery is designed to be learner-focused in multiple ways to meet the course objectives and the needs of participants. A variety of on-line, cooperative, and individualized instructional approaches include:

- *Student and professor directed discussions and dialogic participation;*
- *Discussions* (i.e., active involvement of students in learning by asking questions that engage doctoral students in deep critical thinking and engaged verbal interaction);
- *Cooperative and Collaborative learning* (i.e., small group learning interactions emphasizing learning from and with others);
- *Multimedia*

My teaching style revolves around dialogic interaction. It is expected that *you will read in advance of each class module on Bb* and continue to try to find the bigger picture as you learn to sort through the findings as you move from one author/study to the next. In addition readings and activities online, you are expected 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.

## COURSE ASSIGNMENTS

	<i>Points</i>
Participation & Professionalism	30
Journal Reflections (4 x 5)	20
Paper on a New Way of Knowing/activities	40
Closing Reflection on Ways of Knowing	10
<i>Total Points</i>	<b>100</b>

### **Participation & Professionalism (30%)**

#### **Due: Weekly: Wednesday-Tuesday**

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion and activities in a substantive way (by both responding directly to the prompt and by responding to others' comments). Your participation in discussion board conversations and activities is **30%** of your final grade.

**\*\*Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on a Wednesday and run through the following Tuesday. You must start posting for each module by Saturday at midnight (EST) so that the class will have Saturday through Tuesday to engage in conversation.**

Posting later than Saturday or multiple times in a row will not count as appropriate class participation. Your postings will need to be spaced to give your classmates adequate time to respond, question and reply.

\*\*Students will be expected to respond to each of the discussion questions that the instructor posts.

\*\*Additionally, students should respond to **at least two** posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general “criteria for Blackboard Discussions” below.

**Important Note:** Discussion board for each module will be “open” only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week’s discussion board during the week we are working on it.

### Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph.
2. Each module begins on a Wednesday. You should *begin* posting by Saturday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).  
\*Please note: it is acceptable to post your responses to my initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fell swoop.**
4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.  
\*Please note: it is perfectly fine to send “agree” or “great idea” responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **two** posts from other classmates **unless** otherwise noted in the discussion board prompt. End your response with relevant questions to promote further discussion.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.

9. Use proper etiquette (proper language, typing, etc.). Please avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

### Evaluation of Discussion Board

At the end of week 3 and 6, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
<b>Content quality:</b> Responsive to discussion and lesson of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings appear to be generally understood and there is some incorporation into responses.	It is not evident that readings were understood and/or not incorporated into discussion.
<b>Writing quality:</b> Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
<b>Timeliness:</b> Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)	Not Met (0 points)	
<b>Responsiveness:</b> At least posts from two others have been responded to during the module	At least two posts from two others have been responded to during the module	One or no others have been responded to during the module	

### Journal Reflection Papers (4 x 5 = 20%)

You are encouraged to make time to reflect on weekly readings, class activities and class discussions. You will write four reflection papers as noted in the class schedule, *turned in by the beginning of the date we will discuss the topic*. These reflections are designed to capture your growth and understanding of each way of knowing as you proceed through the course. Reflections are about the content of the course and cannot be submitted in advance of the appropriate discussion.

The intent of these brief papers (2 pages, double-spaced) is to help you become thoughtful and analytic about some rather conceptual, and sometimes complex, course content. You should look upon these papers as an opportunity to engage me in discussion as you grow over the semester.



## **Paper on a New Way of Knowing (40%)**

Select a new way of knowing for you, e.g. a new theory in your field, an area within the arts, sciences, or social sciences, or an interdisciplinary area of inquiry to explore. Read, examine and explore this new way of knowing. This process has 4 parts: 1) approval by the instructor of your NWOK topic (1 page); peer review of your NWOK; media presentation of your NWOK; and submission of the final paper for your NWOK.

Prepare a paper (about 3,000 words/12-15 pages) that demonstrates: 1) your understanding of the basic assumptions of this approach including as appropriate epistemology and ontology; and 2) what it is that makes this approach a new way of knowing for you, e.g. comparison to your understandings coming into 800. Note: depth and analysis are more important than breadth. APA format required.

Part I: As part of the development of your paper, please submit via email, a one-page description of your proposed project so we can agree early in the semester no later than the fifth class. The outline should address the following questions:

1. What is the way of knowing you will explore?
2. How do you propose to study it?
3. What are your tentative sources?

Part II: Peer Review of NWOK (see schedule and guidelines in Bb)

Part III: Media Presentation of NWOK (see schedule and guidelines in Bb)

Evaluation of the final paper: *This assignment is the performance based assessment for EDUC 800.* The main criteria are a clearly defined focus, clear and accurate presentation of assumptions (including epistemology/ontology as appropriate) and definitions about your selected way of knowing, a demonstrated understanding of the implications for research, examples of research in your field using the NWOK and clear organization and writing (*see scoring rubric overview attached*) **APA 7<sup>th</sup> edition required including Abstract.**

## **Closing Reflection on Ways of Knowing (10%)**

You will maintain regular reflective writings (above) that are both reflective and analytic in nature. The overall purpose is to use informal journal writing/Db entries as a means to think, make personal connections to, and reflect on the content of the course. In particular, reflection is a means for you to connect course material to your own experiences and to analyze the course readings critically. The course outline lists specific assignments for the journal reflections. For this final paper, you will look across the semester and consider its effects on you. The guiding questions for this final paper are:

1. How would you describe your way(s) of knowing, learning, and thinking when you began this class? As you consider your autobiography/personal history, what factors personal, experiential, familial, sociocultural, historical, and/or disciplinary influenced your ways of knowing?
2. How has the course affected your ways of knowing as a practitioner and as a

- researcher? How would you describe the evolution of your current way of knowing?
3. What are some examples from your journal entries and/or Db that support your positions on your growth and development?
  4. What are some likely implications of your reflections on question 2 with regard to your personal and professional growth during your doctoral study? For your scholarly work?

Criteria for assessment include: evidence of serious reflection and analysis, clear organization and clear writing. This paper (4-5 pages) is the culminating activity of the course and is due at the beginning of the last class meeting. **Since this is a reflection, complete APA format is not required.**

*All assignments should be completed in MS Word and submitted via Blackboard by the due date specified in the syllabus and on Blackboard. No PDF files will be accepted.*

## SUMMARY OF DUE DATES

### *Journal Reflections*

- **Reflection #1 – June 10**
- **Reflection #2 – June 24**
- **Reflection #3 – July 8**
- **Reflection #4 – July 15**
  
- *New Way of Knowing Paper*
- **Description due on July 1st**
- **Peer Review July 21 (or when completed)**
- **Media Presentation – week of July 22-28**
- **Paper due on August 7<sup>th</sup> (or when completed)**
  
- *Closing Reflection on Ways of Knowing*
- **July 29<sup>th</sup>.**

**All assignments a due before the beginning of class.**

### **Grading Scale:**

At George Mason University, course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The system for grading graduate courses is as follows:

<b>Grade</b>	<b>GRADING</b>	<b>Graduate Courses</b>
<b>A+</b>	100	Highly Satisfactory / Passing
<b>A</b>	94-99	Satisfactory / Passing
<b>A-</b>	90-93	Satisfactory / Passing
<b>B+</b>	85-89	Satisfactory / Passing

<b>B</b>	80-84	Satisfactory / Passing
<b>C</b>	70-79	Does not meet requirements of the School of Education
<b>F</b>	<69	Does not meet requirements of the School of Education

In order to receive an A+ in this course all participation, assignments and discussion (Db) must be at the very highest level and represent the highest level of discourse for a PhD program. **Note: “C” is not satisfactory for a graduate course and may negatively impact your program; “F” does not meet requirements of the School of Education**

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

### Honor Code & Integrity of Work

**Integrity of Work:** PhD students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). The principle of academic integrity is taken very seriously and violations are treated as such.

*Violations of the Honor Code* include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to:

<https://owl.english.purdue.edu/owl/resource/589/02/>

### Late Work Policy

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any *extraordinary circumstances* that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### Course Withdrawal with Dean Approval

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact the PhD Director and instructor to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

### Online Participation/Attendance Policy

Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two absences will receive a one-letter grade deduction in their final grade; students with three absences will receive a two-letter grade deduction in their final grade; students with four absences will not receive credit for the course.** Only absences as indicated in the Mason

Catalog will be considered excused.

**Incomplete (IN)**

This grade may be given to students who are *in good standing*, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason Catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the instructor's office.

Week	Topic	Readings	Assignments	Work Due
June 3-9	How do we know? What is the continuum of research philosophy? What counts as knowledge?	<p><b>All readings are due before the class week begins in Db</b></p> <p>How to be a Successful Doctoral Student</p> <p>Challenges of Becoming A Scholar</p> <p>Check Out: How to Read/Write at Graduate School</p>	<p>Watch: Welcome Video</p> <p>Watch: How do we know we exist?</p> <p>Review Syllabus</p> <p>Discussion Board</p> <p>Goal Statement</p>	Goal Statement to instructor no later than 6/9
June 10-16	What are our ways of knowing? What is epistemology, ontology, axiology? Why should I care?	<p>Chapter 1 &amp; 2: <b>Court Rose</b>, On Reflection (Chapter 2)</p> <p><b>Ellerton</b>, How do you know what you know is true? (Bb)</p> <p><b>Descartes</b>, <i>Meditations on First Philosophy</i> (pp1-54)</p>	<p>Discussion Board</p> <p>Watch: David James, How to Get Clear</p> <p>Review Powerpoint: Terminology (Bb)</p>	Journal #1 – due the day class week begins
June 17-23	What is the nature of research and ‘science’? How has research evolved? What has influenced my life as a future researcher?	<p>Chapter 3: <b>Court Kuhn</b>, in two parts (pp1-110)</p> <p><b>Lopez-Alvarado</b>, Educational Research: Education Purposes, The Nature of Knowledge and Ethical Issues</p> <p><b>Stone</b>, Numbers</p>	<p>Discussion Board</p> <p>Cultural/Linguistic Scaffold</p>	

June 24-30	What is the purpose of research in education? What is my role as a researcher?	Chapter 4 & 5, <b>Court Dewey</b> , <i>The Theory of Inquiry</i>  <b>Bruner</b> , <i>The Culture of Education</i> , Chapters 1,5,6  <b>Freire</b> , <i>Pedagogy of The Oppressed</i> , Chapter 1	Discussion Board  Watch: Brene' Brown <i>The Anatomy of Trust</i>	Journal #2 – due the day class week begins
July 1-7	How is research influenced by culture? What is critical theory?	<b>Kellner</b> , <i>Toward A Critical Theory of Education</i>  <b>Bernal</b> , <i>Critical race Theory...</i>  <b>hooks</b> , <i>Black Looks: Race and Representation (Introduction &amp; Chapter 3)</i>	Discussion Board	
July 8-14	How is research influenced by identity? What are post-modernists?	<b>Said</b> , <i>Orientalism (Introduction &amp; Chapter 1)</i>  <b>Grupta &amp; Ferguson</b> , <i>Beyond 'Culture': Space, Identify and the Politics of Difference</i>	Discussion Board  Watch: <i>The Danger of A Single Story</i>	Journal #3 – due the day class week begins
July 15-21		Writing Workshop  PP: Peer Review: Critical Friends  Peer Review Guidelines	Peer Review –  Review PP and guidelines for peer review, Read Peer Review paper; arrange for F2F (Skype, WebX, Zoom...) call to discuss and debrief	Journal #4 – due the day class week begins  Peer Conference Results – due July 21st

July 22-28		<b>Maxwell</b> , Paradigms or Toolkits  <b>Becker</b> , Evidence (Chapters 1 & 2)  <b>Valentine</b> , Theorizing Researching Intersectionality	Discussion Board – post NWOK media presentation to Bb Review and comment on two.	Media Presentation: NWOK – Due July 22
July 29- Aug. 5th		<b>Brookings Institute</b> : How COVID 19 will change our schools  <b>NWEA</b> Future research needs in education	Discussion Board	Closing Reflection – due July 29 <sup>th</sup>  Final NWOK paper (DUE no later 8/7)

Our week for online classes will be Wednesday through Tuesday. All assignments are due before the next scheduled session. The instructor reserves the right to modify the schedule as appropriate to the needs of the class and guidelines of the University.

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### EDUC 800 Performance Assessment: Rubric for the “Knowing” Paper

<b>Elements</b>	<i>Does not meet standard</i> (Little or no evidence)	<i>Approaches standard</i> (Some evidence)	<i>Meets standard</i> (Clear evidence)	<i>Exceeds standard</i> (Clear convincing and substantial evidence)
<b>Focus of paper</b>	The new way of knowing is not clearly identified and/or its historical roots are not described.	The new way of knowing is somewhat identified and/or its historical roots are minimally described.	The new way of knowing is clearly identified and its historical roots are clearly described.	The new way of knowing is clearly and explicitly identified; its historical roots are clearly and thoroughly described.
<b>Presentation of Assumptions</b>	Assumptions about the nature of knowledge in the new way of knowing are not made clear. Key terms are not defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained minimally; some key terms are defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly; the key terms necessary to understand this way of knowing are defined.	Fundamental assumptions about the nature of knowledge in the new way of knowing are explained clearly and thoroughly; the key terms necessary to understand this way of knowing are defined with depth and clarity.
<b>Connections to research</b>	Neither the nature of the research questions this way of knowing has been used to explore are clear nor are the examples presented.	The nature of the research questions this way of knowing has been used to explore are minimally or not clearly included and/or examples are not adequately presented.	The nature of the research questions this way of knowing has been used to explore are included and described clearly with relevant examples.	The nature of the research questions this way of knowing has been used to explore are articulated clearly and robustly; they are described with relevant examples.
<b>Comparison and discussion with reflection on new way of knowing</b>	Minimal to no attention is given to how this way of knowing is new to you.	Includes a cursory discussion where distinctions are present, but may not be developed in depth.	Includes a discussion that reveals a delineation between your way of knowing and the new way of knowing.	Includes a rich and meaningful discussion that reveals clear delineation between your way of knowing and the new way of knowing.
<b>Resources</b>	Minimal or no EDUC 800 references are included; does not comply with APA style, or contains multiple irregularities.	EDUC 800 or other references are mentioned but clarity or relevance may be lacking; some APA (6 <sup>th</sup> ed) style irregularities may be present.	Appropriate EDUC 800 references are included; some APA (6 <sup>th</sup> ed) style irregularities may be present.	Appropriate EDUC 800 references are clearly and accurately incorporated, and are in accurate APA (6 <sup>th</sup> ed) style.
<b>Language and Writing</b>	Author makes more than 5 errors in grammar, mechanics or spelling that distract the reader from the content, or there are error patterns evident. Writing is not at the level of graduate work.	Author makes some errors in grammar, mechanics or spelling that distracts the reader from the content. Uses language that is appropriate but may not be fluent or engaging. Writing approaches that of graduate level quality, but may need additional development.	Author makes minimal to few errors in grammar, mechanics or spelling. Uses language with elaboration to express ideas. Writing is generally at the graduate level, but may benefit from more careful editing.	Author makes no, or very few, errors in grammar, spelling or mechanics. Uses language masterfully and thoughtfully to express ideas. Writing is clearly at the graduate level and shows careful editing.