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 2021
Wednesdays, 4:30-7:10 PM, Online in Instructor's Zoom Room

Faculty
Name: Mark Helmsing, Ph.D.
Office Hours: By appointment in person and via phone/Zoom
Office Location: Thompson Hall 1807, Fairfax Campus
Office Phone: 703-993-2384 (*please use email whenever possible*)
Email Address: mhelmsin@gmu.edu

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
This course will be delivered online (76% or more) using a synchronous format via Zoom and the 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 on Wednesday, August 25 before 4:30 pm.

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.

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.

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. 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

- 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 are encouraged to use headphones and/or a headset microphone for use with Zoom.

- 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/

Expectations

- 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 two 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 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.

Learner Outcomes or Objectives

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 some of the handbooks listed below. Note that most of these handbooks are available through the Mason library in either print and/or electronic versions. Students can purchase their own copies of these books to own if they prefer. All assigned readings, however, will be made available as PDFs accessible via Blackboard.

1. Akiba, M., & LeTendre, G.K. (Eds.). (2018). *International handbook of teacher quality and policy*. Routledge.

2. Clandinin, D., & Husu, J. (Eds.). (2017). *The SAGE handbook of research on teacher education*. SAGE Publications.

3. Cochran-Smith, M., Feiman-Nemser, S., McIntyre, D.J., & Demers, K.E. (Eds.). (2008). *Handbook of research on teacher education* (3rd edition). Routledge.

4. Gitomer, D., & Bell, C. (Eds.). (2016). *Handbook of research on teaching*. American Educational Research Association.

5. Loughran, J., & Hamilton, M. (Eds.). (2016). *International handbook of teacher education Volume 1 & Volume 2*. Springer.

6. Martin, C., & Polly, D. (Eds). (2017). *Handbook of research on teacher education and professional development*. IGI Global.

Course Performance Evaluation, Assignments, and Grading
Students are expected to submit all assignments on time via Blackboard.

Assessment	Point Value	Due Date
Class Participation, Discussion, & Sharing	30	Ongoing each week
Statement of Problem	5	Wednesday, September 29
Academic Research Article Review	20	Wednesday, October 27
Research Product	40	Wednesday, November 10 (draft) Wednesday, December 1 (final)
Final Presentation	5	Wednesday, December 1

- **Class Participation, Discussion, & Sharing (30%):** 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. 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 participation will reflect the professional attitude implied in the course goals and will account for 30% of your course grade. Students who must miss a class must notify the instructor (preferably in advance when possible).

- **Statement of Problem (5%):** develop a statement of a problem related to teacher education 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 expected to be able to situate your research problem within in extant literature. You should write 1-2 pages (double spsaced) 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 plan to consult and use when looking at to inform your thinking and writing. If you are a full-time educator or other practitioner, you can craft a research problem to meet the needs of your current context.

- **Academic Research Article Review (20%):** Using the template provided to you by the instructor, you will create a chart with ten or more published peer-reviewed studies you are considering for your research product. The chart will include annotated summaries of the studies and your rationale for including them.

- **Research Product (40%):** Building off of your Statement of Problem and your Academic Research Article Review, you will create a research product that relates to any the following. Regardless of choice, the product must have a minimum of 3,000 words.
  - (1) a proposal for an academic conference
  - (2) a manuscript for publication, such as a journal article or a book chapter
  - (3) a research study proposal with IRB application
  - (4) a paper accepted to be presented at a conference
  - (5) a proposal for a grant or other funding
  - (6) a document that contributes towards your Portfolio and/or Dissertation
  - (6) a product different from the above and designed with instructor guidance

- **Final Presentation (5%):** During the final class session(s) you will present an overview that describes your research prouct to your classmates.

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule
Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Week	Date	Class Topic & Task Due	Readings Posted on Blackboard for Class
1	8/25	*From where do you teach?* Introduction to course, instructor, and each other	1. Review syllabus and explore Blackboard course after tonight's class
2	9/1	*What is teacher education?* Mapping the fields of teacher education Surveying professional organizations related to teacher education	1. Loughran & Hamilton chapter (H5) 2. Kitchen & Petrarco chapter (H5) 3. 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. 4. 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.
3	9/8	*What's the point of teaching teachers?* Purposes and philosophies of teacher education Begin discussion Research Product process in class	1. Biesta & Stengel chapter (H4) 2. Hansen chapter (H3) 3. Sockett chapter (H3) 4. Fendler, L. (2011). *Edwin & Phyllis. Studies in Philosophy and Education, 30*(1), 463-469.
4	9/15	*How have we taught teachers through the years?* Histories and legacies of teacher education Begin analyzing sample research studies in class	1. Robinson chapter (H2) 2. Labaree chapter (H3) 3. Kafka chapter (H4) 4. Kosnik, Beck, & Goodwin chapter (H5) 5. Sample research study to analyze

5	9/22	*What should teachers know and be able to do?* The content of teacher education Continuing to anlayze sample research studies in class	1. Russ et. al. chapter (H4) 2. Flores handbook chapter (H5) 3. Korthagen handbook chapter (H5) 4. Materials from TeachingWorks program 5. Sample research study to analyze
6	9/29	*Where should teachers be taught?* The settings, roles, and contexts of teacher education Continuing to anlayze sample research studies in class ***Statement of Problem due on Blackboard and share in class**	1. Beck & Kosnik chapter (H2) 2. Zeichner & Conklin chapter (H3) 3. Murray chapter (H5) 4. Guise et. al. chapter (H6) 5. Hodges et. al. chapter (H6) 6. Sample research study to analyze
7	10/6	*Who teaches and who should teach?* Recruitment and selection in teacher education Continuing to anlayze sample research studies in class	1. Zumwalt & Craig chapter (H3) 2. Johnson & Kardos chapter (H3) 3. Goodwin & Oyler chapter (H3) 4. Mitchell et. al. chapter (H2) 5. Sample research study to analyze
8	10/13	*How do we teach teachers about race, diversity, and difference?* Equity and inclusion in teacher education Continuing to anlayze sample research studies in class	1. Faltis & Valdés chapter (H4) 2. Carter & Darling-Hammond chapter (H4) 3. Klingner et. al. chapter (H4) 4. Major & Reid chapter (H2) 5. Sample research study to analyze
9	10/20	*How do we measure teacher quality?* Assessment, accountability, and policy reform in teacher education	1. Ronfeldt et. al. (2018) report 2. Ingersoll chapter (H1) 3. Katz & Wyckoff chapter (H1) 4. Cochran-Smith et. al. (H1)

		Continuing to anlayze sample research studies in class	5. Sykes & Wilson chapter (H4) 6. Sample research study to analyze
10	10/27	*What does teacher education look like internationally?* Teacher education throughout the world ***Academic Resarch Article Review due**	1. Darling-Hammond et. al. chapter (H1) 2. Ingvarson & Rowley chapter (H1) 3. Paine, Blömeke, & Aydarova chapter (H4) 4. Sample research study to analyze
11	11/3	*How do teachers learn to teach subject matter?* Teacher education in the disciplines	1. Rollnick & Mavhunga chapter (H5) 2. Selected chapters from across all six handbooks specific to a particular discipline and/or content area
12	11/10	*What do Mason professors study in teacher education?* Examining research agendas and publications of Mason teacher educators *Share draft of Research Product	1. Materials to be selected and posted by course guests 2. Browse summaries of classmates' Research Products in folder on Blackboard
13	11/17	*What can you do as a doctoral student in teacher education?* Perspectives from doctoral candidates, dissertators, and recent graduates	1. Materials to be selected and posted by course guests
14	11/24	No Class University Thanksgiving Recess	None
15	12/1	Classmates Share Their Research Product Presentations ***Final version of Research Product due**	None

December 6 through December 15 are scheduled as Reading Days and Final Exam Days for the University. No class sessions are held or assignments are due during this time. Commencement is Saturday, December 16.

Last revised August, 2021

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. 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.

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