George Mason University
College of Education and Human Development
Teaching and Teacher Education
PhD in Education Program

EDUC 801.DL3
Seminar for Teaching in Teacher Education

1 Credit, Spring 2024
Selected Wednesdays, 7:30-8:45pm
January 17, February 14, March 13, April 10, May 1
Online

Faculty
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Prerequisites/Corequisites
Recommended Prerequisite: ECED 803/EDUC 803: Teacher Preparation and Professional Development; Special circumstances may be accommodated upon request.

Recommended Corequisite: Serving as a course instructor for an undergraduate or graduate level course for teacher candidates; Special circumstances may be accommodated upon request.

University Catalog Course Description
Provides doctoral students an opportunity to develop their own expertise as teacher educators. Examines practical supports for engaging adult learners. Explores specific challenges, experiences, and emerging issues students confront as they facilitate their first courses within a higher education context.

Course Overview
Not Applicable.

Course Delivery Method
This course will be delivered online (76% or more) using synchronous and 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.

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.

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 obtain a list of Blackboard's supported browsers see:
https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
To obtain 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 will need 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

Expectations
- Course Week:
Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- 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.

Learner Outcomes
This course is designed to enable students to do the following:
1. Synthesize readings in teacher education for practices that engage adult learners.
2. Apply theoretical concepts in teacher education to personal experiences teaching teacher candidates.
3. Design and implement a variety of instructional practices teacher educators use to engage adult learners.
4. Evaluate implementations and use a critical lens to redesign or enhance practices for the next course sessions.
5. Identify problems of practice in teaching teacher candidates.
6. Collaborate with peers and mentors to reflect on and enhance instructional practices for guiding teacher candidates.
7. Refine personal teaching philosophies.

Professional Standards
Not applicable

Required Texts
Articles available on BB

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, VIA, hard copy).

Course Assignments	Points
Guiding Principles Teaching Philosophy	20
Critical Friends Dialogue and Workshopping	25
Investigations into Instructional Practices	40
Attendance and Participation	15

- **Assignments and/or Examinations**

Guiding Principles Teaching Philosophy (15 points)

Making visible what we believe about teaching and learning and interrogating those beliefs is essential to a critically reflective teacher educator. How we come to our decisions and corresponding instructional actions is not random- our decisions are influenced by our identities, our sociopolitical contexts, our programmatic teaching contexts, and the list goes on. For this exercise, you should reflect on what you value in teaching and learning. These values may/will refine or revise over time, and indeed, we will return to this statement at the conclusion of the semester, but to do so with intention, we have to first make these values and beliefs visible. At the beginning of the semester, you'll create a mind-map that identifies your guiding teaching values/beliefs/principles. Each principle should be accompanied by a rationale that is based in your experiences as an educator and learner, and if you have the background, the literature. You'll identify actions to accompany each value/belief/principle (What does my belief about XX look like in my teaching? Or depending on your current teaching situation, How *could* my teaching demonstrate my belief in XX?). You'll select one belief/value and associated actions on which to focus during the semester. At the conclusion of the course, you'll return to your mind-map/statement and revise as necessary to construct a final write up of your 'core' teaching principles. Further details to be provided in class.

Critical Friends Dialogue and Workshopping (25 points)

Teaching in isolation from others can be, well, isolating. Even if there are multiple instructors of sections of your course, finding time to meet regularly to share challenges and successes can be difficult. A main purpose of this course is to provide space to create connections and relationships with peers and mentors where we can share our puzzles, our challenges, and our successes to help one another with support and critical feedback. As you move through the course, each of us will focus on strengthening elements of our practice through critical friend dialogue and workshopping.

Investigations into Instructional Practices (40 points)

Using your guiding teaching principles, you will select one principle and corresponding actions on which to heavily focus this semester. This focus area will form the basis of most of your work in the course as you utilize the literature, CF workshopping, CF feedback, and your own instructional analysis to continue strengthening your teacher education instructional practices through intentional systematic examination. To do this:
1. Select a principle and potential associated actions on which to focus.
2. Review the literature related to that area.
3. Engage with critical friends around related puzzles of practice.

4. Keep a reflective weekly log where you identify your instructional decisions and teaching moves and describe your thoughts on the outcomes and next steps. Pay special attention to your assumptions and how they affected your instructional decisions and moves.
5. Engage in in-depth analysis of a teaching session. Choose to either record your teaching and analyze it individually or share it with a critical friend OR invite a critical friend to a live class session. Either way, you should have a guiding question(s) for your analysis.
6. Create a final product *of your choice* to share your self-study.
   a. Product choice is yours and must include: identification of focus area, rationale, related literature, synthesis of critical friend work and personal reflection, findings from teaching analysis, next steps for your growth as a teacher educator

Note: If you are interested in possibly publishing your self-study, consider crafting a manuscript or robust manuscript outline as your final product. Review self-study outlets, such as *Studying Teacher Education*, to familiarize yourself with the format and essence of a self-study paper.

Attendance and Participation (20 points)

This course operates with the assumption that knowledge is socially constructed and the most meaningful learning opportunities are those where you have the opportunity to offer and explore diverse perspectives with peers. Learning communities thrive when multiple perspectives are heard and respected. Accordingly, it is expected that you attend all scheduled classes and asynchronous/ synchronous online meetings outlined within the syllabus. In addition, you are expected to be on time to each class unless advance notice has been provided to the instructor. It is expected that you are prepared for each class session and mentally present to engage with our community.

- **Grading**

This course will be graded using Satisfactory/No Credit (S/NC). To receive an 'S' a minimum of 80 points must be earned across all assignments. Less than 80 points earned across the semester will result in an 'NC'

Professional Dispositions

See https://cehd.gmu.edu/students/policies-procedures/

Class Schedule

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

Date	Topics to be Discussed in Class	Due
Class 1 **January 17** Online Synchronous	• Getting started with a course • Beliefs/values mind map • Positionality • What is self-study?	Initial mind-map sketch Identity web
Class 2 **February 14** Online Synchronous	• Teaching adult learners in higher education contexts • Problematizing our practices	Review articles in *Studying Teacher Education*, "bring" 1-2 to share Submit initial philosophy statement. By the end of class, identify the value/belief and associated actions on which you'll focus Be prepared to share challenges/successes/updates in your teaching
Class 3 **March 13** Online Synchronous	• Teaching adult learners in higher education contexts • Exploring high-leverage practices to facilitate learning • Problematizing our practices • Evidence of teaching and learning; how do you know what you're doing is "working?"	"Bring" 3-4 articles related to your area of focus Be prepared to share challenges/successes/updates in your teaching
Class 4 **April 10** Online Synchronous	• Teaching adult learners in higher education contexts • Exploring high-leverage practices to facilitate learning • Problematizing our practices	Be prepared to share challenges/successes/updates in your teaching Share in-depth analysis of your teaching session
Class 5 **May 1** Online Synchronous	• Sharing our self-studies • Reflecting on the semester's teaching and learning experiences	**Final product due between May 1 and May 6**

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, sexual harassment, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/ .