

Education 2200: Disciplined Inquiry for Math & Science MATs

Spring 2019

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Office hours: By appointment

Course Objectives

Disciplined Inquiry (DI) is designed to help you:

- Form scholarly arguments about your teaching practice;
- Collect evidence to support these arguments;
- Reflect upon this evidence to gain insight into your teaching practice;
- Use these insights to inform or change your practice;
- Pursue continued professional development by reflecting on your practice more habitually and less formally

In this course, you will learn to reflect upon your instruction in an intellectually honest and rigorous way by forming arguments that appeal to evidence about your instruction. The process of documenting and reflecting upon your instruction will repeat itself through five portfolio entries, which when completed will comprise your DI Teaching Portfolio. Your DI Teaching Portfolio will then represent a clear set of conceptual and practical accomplishments in your development as a teacher in the MAT program. As you work on your Teaching Portfolio, you will identify some problems, critical issues, or professional concerns involving your instruction and student learning. You may choose one of these problems, issues, or concerns as a subject of further empirical study (that is, pursuing a question by collecting data) in your MAT Teaching Project. You will complete the first half of your Teaching Project by the end of this course, and then you will complete the entire Project during Research Seminar in Summer 1.

Course Design

- In preparing portfolio entries, you will develop an intellectually honest and rigorous habit of reflecting upon your instruction
- In preparing portfolio entries, you will learn to use evidence of teaching and learning, in a variety of forms, to support your claims about your practice.
- The process of arguing, documenting, and reflecting on your teaching in portfolio entries will support your effort to plan and implement a quality Teaching Project that will serve as a Master's Thesis for your MAT degree.

- Your ability to construct quality arguments (that articulate claims sufficiently supported by evidence) will be supported by critiquing the arguments of your peers.

Disability/Special Needs. We want to fully include persons with disabilities or special needs in our classrooms. If a student requires special circumstances to enable his/her participation in the course, he/she should talk to the instructor as soon as possible.

Important NOTE TO STUDENTS: If you have a disability that requires special testing accommodations or other classroom modifications, you need to notify both the instructor and the Disability Resources and Services no later than the 2nd week of the term. You may be asked to provide documentation of your disability to determine the appropriateness of accommodations. To notify Disability Resources and Services, call 648-7890 (Voice or TTD) to schedule an appointment. The Office is located in 216 William Pitt Union.

Participation.

Learning is mediated through social interactions within communities. As such, our participation is necessary both for our own learning and that of others. Therefore, students are expected to attend all classes, arrive on time, and be prepared to participate in respectful ways. The “norms” of participation will be negotiated among the members of the learning community, but there are some “up-front” norms about which we feel strongly:

- First, as much as possible—we know that enthusiastic discussions can become “messy”—there should be only one person speaking at a time. Please lend your attention to others when they are talking.
- Second, try to monitor your participation so that you are both making contributions and making space for your colleagues to be heard.
- Third, no “side conversations.” If you have something to add to the discussion, please do so in a public forum (either by speaking up to the whole class or posting on the class Discussion Board).

Academic Integrity. Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity (a link is provided on our Blackboard site). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination (or written work) of any individual suspected of violating University Policy.

The School of Education Academic Integrity policy can be found on pg. 19 of the New Student Handbook (linked through Blackboard).

Required Readings

Textbook: Putman, S.M. & Rock, T. (2018) Action research: Using strategic inquiry to improve teaching and learning. Los Angeles: SAGE. [Available on reserve in Hillman library or for purchase in the university bookstore.] Additional readings are online (courseweb.pitt.edu).

Grading Information

Assignments	Due Date(s)	Point Totals
Teaching Portfolio entry drafts turned in on time @ 3 pts each	See schedule for deadlines	15pts.
Final Teaching Portfolio	April 21 (11:59 pm)	30pts.
Online or Oral Presentation (portfolio entry or teaching project) (See Presentation Schedule)	Presenters must submit document by Sunday at noon before class	15pts.
Written Critique (portfolio entry or teaching project) (See Presentation Schedule)	Critics must submit documents by Sunday at midnight before class	15pts
Initial Teaching Project Topic	January 20 (11:59 pm)	4 pts
Revised Teaching Project Topic	March 3 (11:59 pm)	6 pts
Final MAT Teaching Project (Introduction and Method sections)	April 21 (11:59 pm)	30 pts
Participation (attendance and critique/support during presentations)	Attendance is required for all Face-to-Face classes. Absence and tardiness may affect your participation grade significantly.	15pts.
TOTAL:		130 pts

Grading Scale

Grade	Percentage of pts
A+	98-100%
A	93-97%
A-	90-92%
B+	87-89%
B	83-86%
B-	80-82%
C	70-79%

DATE	TOPIC	ACTIVITY	ASSIGNMENT DUE
Week 1 Jan 07	INTRODUCTION TO ACTION RESEARCH	Read Action Research text, Chapter 1—Task Definition of Action Research. Review teaching portfolio requirements.	
Week 2 F2F Jan 14	INTRODUCTION TO THE COURSE	Introductions Course overview Good arguments: Claims, evidence and warrants. Classroom video analysis activity. Review attention to equitable learning entry.	Institutional Description (submit by Sunday, Jan 13 before midnight)
Week 3 Jan 21	TEACHING PROJECT INITIAL TOPIC	Read Action Research text, Chapter 2— Identifying a research topic; Sample Teaching Projects: Intro and Method sections	One paragraph outlining Teaching Project topic (submit Sunday Jan 20 before midnight)
Week 4 F2F Jan 28	ENTRY: ATTENTION TO EQUITABLE LEARNING	Face to face Presentations; Review analyzing talk and formative assessment entries	Attention to equitable learning entry (submit by Sun Jan 27 at midnight)
Week 5 Feb 4	ENTRY: ANALYZING TALK	Online critiques; Read Action Research text, Chapter 4— Creating a research plan.	Analyzing Talk entry (submit by Sun Feb 3 before midnight)
Week 6 F2F Feb 11	ENTRY: FORMATIVE ASSESSMENT	Face to face Presentations; Group activity: Revising Teaching Project plan; Review Connecting theory to practice and change in practice entries.	Formative Assessment entry (submit by Sun Feb 10 before midnight)

Week 7 Feb 18	ENTRY: CONNECTING THEORY TO PRACTICE	Online critiques	Connecting Theory entry (submit by Sun Feb 17 before midnight)
Week 8 F2F Feb 25	ENTRY: CHANGE IN PRACTICE	Face to face Presentations	Change in Practice entry (submit by Sun Feb 24 before midnight)
Week 9 Mar 4	TEACHING PROJECT PLAN	Online critiques	Revised Teaching Project plan (submit by Sunday Mar 3 before midnight)
SPRING BREAK Mar 10-16		NO CLASS	
Week 10 Mar 18	TEACHING PROJECT	Read Action Research text, Chapter 3—Creating a review of the literature	TBA
Week 11 F2F March 25	TEACHING PROJECT	Individual consultations	TBA
Week 12 April 1	TEACHING PROJECT	Online critiques, Read Action Research text, Chapter 5—Methods of data collection	TBA
Week13 F2F April 8	TEACHING PROJECT	Face to face Presentations	TBA
Week14 April 15	SUBMIT TEACHING PORTFOLIO	Online critiques	Complete Teaching Portfolio (submit by Sunday April 14 by midnight)
Week15 F2F Apr 22	SUBMIT TEACHING PROJECT PLAN	Individual consultations	Introduction & Methodology sections of MAT Teaching Project (submit by Sunday April 21 by midnight)

Note: Dates highlighted in yellow are Face-to-face (F2F) classes. The remaining dates are online classes.