

Education 2200: Disciplined Inquiry for MATs

Spring 2020

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Office hours: By appointment. (The best way to reach me is through email. I will try to respond to any messages within 24 hours.)

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 four portfolio entries (and an introduction), 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 the MAT Research Seminar in Summer 1.

Course Design

- In preparing teaching portfolio entries, you will develop an intellectually honest and rigorous habit of reflecting upon your instruction
- In preparing your teaching 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 your group, to the whole class or posting on the class Discussion Board).
- Fourth, in your group presentations of the portfolio entries, one or two presenters lead each week’s discussion by summarizing their entry (introduction, claim, evidence, warrant, reflections). One or two recorders take notes during the group presentations to report out to the whole class. All other group members should serve as critics (or peer reviewers) who are responsible for making constructive suggestions to the presenter about ways to strengthen her or his entry. The critics should use the scoring rubric as a guide for their suggestions. The critics must post their comments on the Discussion Board (DB) section of Black Board (BB).
- Fifth, the instructor will be monitoring your participation throughout the course and will provide feedback at the midpoint about your participation grade. Your participation grade will be affected if you miss a class without providing a valid excuse (e.g., illness). It will also be affected if your assignments are routinely late, incomplete or do not follow the guidelines. It will also be affected if you are not an active and responsive member of your group.

Instructions for MAT students in disciplined inquiry about the course structure

This spring term course (EDUC 2200) follows a hybrid structure (half online and half face to face classes). We will be completing two important requirements for your MAT: a teaching portfolio and a teaching project plan. The teaching project will be completed during your summer Research Seminar course. Each requirement will involve multiple drafts that will be evaluated during the term by the instructor and your classmates.

During many of the **face-to-face classes** early in the course (Jan 27, Feb 10, Feb 24) (weeks 4, 6, 8) we will be meeting in small groups for presentations and critiques of teaching portfolio entries.

Each of you will be responsible for one group presentation during those class meetings and someone in your group will be responsible for reporting on those presentations. A rubric for peer critiques will be provided to help the presenters and critics understand the basis for those evaluations. The recorder will take notes during the group meetings and use those notes to report out to the rest of the class about the group presentation and critiques. One **online** class (Mar 3, week 9) will follow a similar format but the discussion will occur on your group pages instead of face to face.

- Each presenter for that week will receive a maximum of 5 points as part of his/her participation grade
- Each presenter for that week must submit her/his portfolio entry draft to the instructor via email on Saturday before each face-to-face class as well as submit it in the classroom assignment section on BB (like her/his classmates)
- The instructor will review each presenter's draft before class on Monday.
- Each group presentation and instructor's critique will be posted before class on Monday in the classroom section of BB
- Each group recorder for that week will receive a maximum of 5 points as part of his/her participation grade
- All class members must submit their drafts of each portfolio entry via the classroom pages of BB on weeks 4, 6, 8, and 9 for a maximum of 3 points each. These entries will be revised, based feedback and resubmitted as one document on week 14 (maximum 20 points).

During most of the **online** classes throughout the course (Jan 20, Feb 3, Feb 17, Mar 16, Mar 30) (weeks 3, 5, 7, 10, 12), you will be submitting reports to the Discussion Board Section of BB. Those reports will be answers to prompts about course readings in the required textbook. These reports should be drafted in a word document and pasted into Discussion Board by Sat midnight. The length of these reports should vary but generally will be 50-200 words long. Some of these reports will be in the form of a table similar to figures in the textbook.

There will be five EXCEPTIONS to the above format (Jan 6, Jan 13, Mar 3, Apr 6, Apr 20).

- On Jan 6 and 13, you will be reading chapter 1 of the textbook (available in the classroom section of BB) and posting answers (50-100 words) to one of the questions listed on Discussion Board for week 2. You will also be required to submit the first part of your teaching portfolio (institutional description) in the Classroom section of BB. Both of these assignments are due Sat Jan 11 before midnight. Jan 6 is an **online** class, Jan 13 is **face-to-face**.
- On Mar 3 (an **online** class), you will be conducting group presentations and critiques online in your group pages. In addition, you will be submitting your last teaching portfolio entry that week.
- On Apr 6 and 20, individual consultations (required on Apr 6 and optional on Apr 20) will be held **face-to-face**. Sign-up sheets for time slots will be made available ahead of time.

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).

Disciplinary Partners

Discipline	Partner	Email
English Language	Katrina Jacobs	kbjacobs@pitt.edu
Foreign Language	Heather Hendry	heh15@pitt.edu
Mathematics/Science	Ellice Forman	ellice@pitt.edu
Social Studies	Leigh Tanner	ltanner@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	Week 14, April 11 (11:59 pm)	20pts.
One Presentation of Teaching Portfolio Entry to Group (See Presentation Schedule)	Presenters must submit document by Sat (11:59 pm) before class	5pts.
One report to whole class from group critique	Reporters must present summary of group critique	5pts
Reports of Teaching Project Plans	Weeks 3, 5, 7, 12	12 pts
Initial Literature Review	Week 10, March 14 (11:59 pm)	5 pts
Final Teaching Project Plan (Literature Review and Methods sections)	Week 15, April 18 (11:59 pm)	20 pts

Weekly 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
Discussion board assignments	Weeks 2, 3, 5, 10, 12	20 pts
TOTAL:		117 pts

* Note: These are drafts on which you will receive feedback. If you receive a grade of 0-1 points for your draft of any entry, you may revise your draft within 2 weeks of receiving this grade and resubmit it to the instructor.

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%

Course Schedule

DATE	TOPIC	ACTIVITY	ASSIGNMENT DUE
Week 1 Jan 06	INTRODUCTION TO ACTION RESEARCH	Read Action Research text, Chapter 1—Task Definition of Action Research. Review teaching portfolio requirements.	Begin 2 assignments due on Sat, Jan 11.
Week 2 F2F Jan 13	INTRODUCTION TO THE COURSE	Introductions; Course overview; Good arguments: Claims, evidence and warrants. Classroom video analysis activity.	Institutional Description (submit by Sat, Jan 11 before midnight) Chapter 1 Discussion Board Post (post by Sat, Jan 11 before midnight)
Week 3 Jan 20	TEACHING PROJECT INITIAL TOPIC	Read Action Research text, Chapter 2— Identifying a research topic; Sample Teaching Projects: Intro and Method sections;	Use figure 2.3 to organize your initial ideas about your teaching project (e.g.,

		Review formative assessment entry	topic, research questions). (submit Saturday Jan 18 before midnight) Chapter 2 Discussion Board Post (post by Saturday, Jan 18 before midnight)
Week 4 F2F Jan 27	ENTRY: FORMATIVE ASSESSMENT	Face to face Presentations; Review change in practice A (classroom talk) entry	Formative Assessment entry (submit by Sat Jan 25 before midnight)
Week 5 Feb 3	CREATING RESEARCH PLAN	Read Action Research text, Chapter 4— Creating a research plan.	Action Research Plan (use figure 4.6 to begin plan; submit by Sat Feb 1 before midnight) Chapter 4 Discussion Board Post (post by Sat, Feb 1 before midnight)
Week 6 F2F Feb 10	ENTRY: CHANGE IN PRACTICE A	Face to face Presentations; Group activity: Revising Teaching Project plan; Review Connecting theory to practice entry.	Change in Practice A entry (submit by Sat Feb 8 before midnight)
Week 7 Feb 17	TEACHING PROJECT PLAN	Revised teaching project plan	Revised Teaching Project plan (update plan from Figure 4.6; submit by Sat Feb 15 before midnight)
Week 8 F2F Feb 24	ENTRY: CONNECTING THEORY TO PRACTICE	Face to face Presentations	Connecting Theory entry (submit by Sat Feb 22 before midnight)
Week 9 Mar 3	ENTRY: CHANGE IN PRACTICE A+B	Online critiques	Change in Practice A+B entry (submit by Sat Feb 29 before midnight)
SPRING		NO CLASS	

BREAK Mar 9-15			
Week 10 Mar 16	TEACHING PROJECT	Read Action Research text, Chapter 3— Creating a review of the literature	Initial draft of literature review Submit summary of 2-3 articles by Saturday Mar 14 before midnight to your instructor and disciplinary partner) Chapter 3 Discussion Board Post (post by Sat, Mar 14 before midnight)
Week 11 F2F March 23	TEACHING PROJECT	Individual consultations	Bring a one-page handout based on figure 4.6 that updates your progress and questions to class. (Submit a signed form from your disciplinary partner in class.)
Week 12 March 30	TEACHING PROJECT	Read Action Research text, Chapter 5—Methods of data collection	Update the template Figure 4.6 (submit by Sat, Mar 28 before midnight) Chapter 5 Discussion Board Post (submit by Sat, Mar 28 before midnight)
Week13 F2F April 6	TEACHING PROJECT	Face to face Presentations; Individual consultations	TBA
Week14 April 13	SUBMIT TEACHING PORTFOLIO		Complete Teaching Portfolio (submit by Sat April 11 by midnight)
Week15 F2F	SUBMIT TEACHING	(Optional) Individual consultations	Introduction & Methodology

Apr 20	PROJECT PLAN		sections of MAT Teaching Project (submit by Sat April 18 by midnight)
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Note: Dates highlighted in yellow are Face-to-face (F2F) classes. The remaining dates are online classes.