



**EDUC 2200: MAT Disciplined Inquiry**  
**Authoring the self as a teacher committed to educational equity**  
**Spring 2022**

**Instructor information**

**Instructor: Professor Heather Hendry**

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**Course information**

**ZOOM meeting on Monday 4:00-6:30 January 24, 2022**

All other meetings held face-to-face unless otherwise noted.

**March 7 is spring break.** We will not meet on this day

**Dates for class**

|                |
|----------------|
| Jan. 24 (zoom) |
| Feb. 7         |
| Feb. 21        |
| March 14       |
| March 28       |
| April 11       |
| April 25       |

**Course Materials**

- All course materials will be found in weekly Modules on CANVAS.
- Please set your notifications/announcements to notify immediately.
- Course announcements will be available in CANVAS and sent to your e-mail addresses.
- There are no textbooks for this course.

## Purpose of the course

EDUC 2200 has been developed to fulfill several goals. The course is intended:

- (a) To prepare you for interviews for teaching positions,
- (b) To fulfill your MAT comprehensive examination (university requirement),
- (c) To deepen your understanding of particular aspects of your own teaching practice and allow you to PRESENT your practice in clear and insightful ways,
- d) To prepare you to move to the Research Seminar, your last course in the program, and
- e) To explore what is meant by social justice in the classroom and how a justice orientation to instruction is closely linked to educational equity.

In a recent article published in Edutopia, Hoa P. Nguyen states that, for her, social justice means working toward a redistribution of resources, opportunities, and power that promotes equity. In this course and through our discussions and presentations of specific pedagogical practices, we will explore more deeply what this means to teach for equity.

## Goals of the course:

- 1) To explore how classrooms can become *equitable and socially just spaces* for all students so that they may all learn and develop.
- 2) To satisfy the *MAT comprehensive examination* requirement.
- 3) To *learn FROM your teaching* rather than ABOUT teaching.
- 4) To learn how to *present* your teaching, *explain* it clearly, and *justify* what you do.
- 5) To prepare you to discuss teaching in ways that *communicate to other professionals* in the field and, in this way, prepare you for interviews.
- 6) To explore alternate and *creative ways of communicating what you know* and, in this way, experience different ways of engaging students in your own classes.
- 7) To leave the course with the a few questions you will explore in the *Research Seminar* and the kinds of information you might collect to answer these questions.
- 8) To form a *supportive collaborative community of professional practice* where ideas are generated, problems are posed, and divergent ways of thinking about teaching are explored.

## What do students say about the course?

The course helps to pull together what we learned in the fall.

Good preparation for job interviews.

Share and learn new ideas about teaching.

Increase my ability to talk about teaching.

Motivates at a time when feeling motivated may be difficult.

### **What will we do in this class?**

**In the past**, the primary outcome of EDUC 2200 was to create a portfolio document of 4 essays (4-5 paragraphs each) on a specific teaching practice with evidence to support your claims. In other words, this class was quite **writing intensive**.

**Now**, we are a large interdisciplinary group and conferencing about writing is impossible and revisions to writing will be difficult to manage. We have, therefore, decided to experiment a bit and change the format of this course to make it a) more creative, b) more student-driven, and c) more focused on your presentational skills.

### **What topics will we explore?**

a) **Formative Assessment** and how formative assessment is arguably a tool that teachers should use to ensure instructional equity in their classroom.

b) **Classroom Talk (Discourse)** and how classroom talk, e.g., creates participation, manages the class, develops critical thinking about important social issues, makes student thinking public, ensures inclusive classrooms, meets individual student learning needs, among other important issues associated with classroom talk.

c) **Praxis: Theoretical Practice and Practical Theory**. Praxis involves thinking, making, and doing. Paulo Freire defines praxis in *Pedagogy of the Oppressed* as "reflection and action directed at the structures (e.g., classes, curriculum, policy) to be transformed." Praxis may be described as a form of critical thinking and comprises the simultaneous combination of reflection and action. This topic will also set you up for moving into your research seminar.

### **How will we explore these three topics?**

Each topic will be examined and connected to your teaching practice in the following ways (schedule below):

**Formative Assessment through *Narration***  
**Classroom Talk through *Dramatization***  
**Theory and Practice through *Illustration*.**

**What are the procedures for exploring these three topic?**

- 1) You will be assigned to team of *4 individuals* (by subject area whenever possible).
- 2) For each of these topics, you will be given a set of *instructions and roles* for the team.
- 3) During the week that we do not meet, you will *prepare with your team* (on zoom) for Presentation during the next class meeting *and/or read and discuss* a short reading in preparation for the next class.
- 4) Presentations should be no more than *15 minutes*.
- 5) Prepare a question(s) you may still be thinking about that you will pose to the class after the presentation. What are you wondering about?
- 6) After the presentation, each team member will submit *a short critical analysis* of the topic following the prompt given. Analyses should be uploaded to canvas (due dates will be given).
- 7) Presentations will also be *assessed using a rubric*.

**What is the class schedule?**

|             |  |
|-------------|--|
| January 24  | Orientation  |
| February 7  | <b>Formative Assessment</b> and directions for <b>NARRATION</b> task                                 |
| February 21 | <b>NARRATION</b> presentations and introduction to <b>Classroom Talk</b>                             |
| March 14    | <b>Classroom Talk</b> and directions for <b>DRAMATIZATION</b> task                                   |
| March 28    | <b>DRAMATIZATION</b> presentation and introduction to Praxis   |
| April 11    | <b>Praxis: Theoretical Practice and Practical Theory</b> and directions for <b>ILLUSTRATION</b> task |
| April 25    | <b>ILLUSTRATION</b> task and concluding comments.<br>Looking forward to the Research Seminar.        |

**What should we do when we are not meeting?**

When we do not meet, this is your time to:

- Meet with your team.
- Discuss the roles of the team members
- Plan and rehearse the presentation for the upcoming week
- Read any material that you are assigned
- Write your critical analysis.
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I'm available during off weeks if you need to **talk** with me ([heh15@pitt.edu](mailto:heh15@pitt.edu) to set up a way to talk).

**How will I learn a grade for this course?**

This is a **LETTER GRADE COURSE**.

- Narration task = 20 points
- Dramatization task = 20 points
- Illustration task = 30 points
- Self-Assessment = 10 point each = 30 points

| Letter Grade | Percent Grade |
|--------------|---------------|
| A+           | 97-100        |
| A            | 93-96         |
| A-           | 90-92         |
| B+           | 87-89         |
| B            | 83-86         |
| B-           | 80-82         |
| C+           | 77-79         |
| C            | 73-76         |
| C-           | 70-72         |
| D+           | 67-69         |
| D            | 65-66         |
| E/F          | Below 65      |

**ATTENDANCE**

This course is an opportunity for you to become part of a community of learners who are committed to learning through reading, writing, discussing, and collaborating. To be a part of that community, you need to attend all 7 class meetings and participate thoughtfully in all activities. If for some reason, you need to miss class, please inform me before the absence and provide a valid reason. I realize these are challenging times but if we make the effort to attend and be attentive, including myself, we can have a positive experience and leave the course at a point beyond where we started.

**DIVERSITY AND INCLUSION STATEMENT:**

I consider this classroom to be a place where you will be treated with respect, and welcome individuals of all ages, backgrounds, beliefs, ethnicities, genders, gender identities, gender expressions, national origins, religious affiliations, sexual orientations, ability – and other visible and nonvisible differences. All members of this class are expected to contribute to a respectful, welcoming and inclusive environment for every other member of the class.

**ACADEMIC INTEGRITY:**

All students are expected to adhere to the standards of academic honesty. Any student engaged in cheating, plagiarism, or other acts of academic dishonesty would be subject to disciplinary action. 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 of any individual suspected of violating the University Policy.

**DISABILITY SERVICES:**

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.