Instructor: Dr. Rebecca Schneider, Professor of Science Education
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Office Hours: Wednesday 11am to 4pm  Office: 2000KK Gillham Hall
UT Blackboard Login Site: https://blackboard.utdl.edu
ACE@UT site: https://ace.oaeproject.org/
Credit Hours: 3 graduate semester hours

Overview
Designed for educators, this course guides students in exploring core ideas to develop a framework for the study of teaching. Students investigate issues of what and how to teach in the content areas as well as explore the knowledge of expert content teachers. As a core graduate course in curriculum and instruction, students analyze and integrate ideas to form a theoretical framework and are guided in developing professional written work grounded in the literature.

Topics include: Educative experiences, learning progressions, ambitious teaching, e-learning environments, and pedagogical content knowledge.

Prerequisites
1) Graduate student status at the University of Toledo
2) Those seeking the Education Specialist degree must enroll in the doctoral level (CI 8830)

Instructional Approach
This fully online course is designed to stimulate student learning through the web-based delivery of readings, video, and audio, as well as collaborative activities involving asynchronous discussion and group projects. No on-campus meetings will be required.

As an online (distance learning or DL) course all interactions and communications will be facilitated online. You will need to prepare and participate weekly in online activities and discussions, in interactions with other students, and the course readings and assignments. Your learning and that of your peers is depended on consistent and progressive conversations, discussions, and assignments. Although this course is somewhat flexible and adjustments are made for individual needs and schedules, this is NOT a self-paced course. Students are strongly cautioned against falling behind the overall pace of the course activities.
Student Learning Outcomes
Learners will be able to:

1. Demonstrate knowledge of core ideas in curriculum and instruction including current ideas and issues in a thoughtful and substantive manner
2. Design a plan for studying learning that integrates core ideas and develops pedagogical content knowledge
3. Develop and articulate a theoretically grounded and supported argument regarding the study of teaching in a content area
4. Reflect on his or her own thinking, learning, and pedagogical content knowledge
5. Critique and provide productive feedback for peers
6. Communicate professionally in formal writing using language style and conventions of academic English and APA guidelines
7. Participate knowledgably, reflectively, and professionally in discussions regarding core ideas for the study of teaching
8. Participate professionally in an online learning community

Activities and Evaluation
Your performance will be evaluated on the following tasks.

Reflection and response
Throughout the course you will respond to questions posed by the instructor based on class activities, assigned readings or other homework. Questions are intended to encourage thoughtfulness and reflection.

Journal. Responses will be posted on your online journal. Journals are private conversations between each student and the instructor. Responses are informal but must be thoughtful. This is a place to try out ideas and get feedback. Responses are typically a paragraph or two. Consistency is essential; it is important to not fall behind. Responses to all questions are required.

Discussion. We will also have a public discussion board. There will be forums for each module and the overall course. An important aspect of any learning community is the active engagement of students and teachers around worthwhile content. Your contributions are essential to your learning as well as to the health and learning of our own classroom community. No set number or pattern of posting is required. However, it is your responsibility to be prepared to be an active participant in each discussion by raising relevant questions, making contributions that promote discussion, being sensitive to eliciting the ideas of others in the class.

Learning Study Plan
The learning study is an examination of learning centered on one or more high impact ideas in your content area. Learning studies will include a description of the teaching context, the target
idea(s) and how it is meaningful and worthwhile, student cognitive task and artifact, sequence of learning, and anticipated student ideas. Learning studies are written descriptions with examples and references. References will be in APA format. Learning study drafts will be review by a peer in the class. Final learning study plans will be posted publicly on your blog for the class. More details will follow in class.

Peer reviews
Each student will formally review another student's (a) draft learning study and (b) draft position statement. Reviews are a written critique describing strong points, areas for improvement with suggestions, and overall action items. Reviews will include 2-3 references to support your position in your review. Reviews are semi-private, between only two students. More details will follow in class.

Position statement on the study of teaching
The position statement is a professional argument regarding the study of teaching. It should be a thoughtful and persuasive presentation of your position. Position statements should be professionally written and suitable for sharing publically via an online blog. Selection of specific topics will be made in consultation with the instructor.

Position statements must integrate and apply ideas from class, the course readings, and personal experience as appropriate for master’s level work. Work must be thoughtful and clear, and claims should be supported (i.e. references should be cited). References will be in APA format. Statement drafts will be review by a peer in the class. Final statements will be posted publicly on your blog for the class. More details will follow in class.
Assessment Scheme: Assignments are due on the dates noted below. All work must be turned in on due date. Grades on assignments will be lowered by one letter grade for each day an assignment is late unless prior arrangements are made with the instructor. The requirements are subject to change and adaptation at the discretion of the professor. You must submit an assignment on time in order to participate in any revision option. A grade of I (incomplete) will be given only under extreme conditions and with agreement of the instructor. **Students must earn a grade of C or better on EACH assignment in order to earn a C or higher grade for the course.**

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<tr>
<th>Assignment</th>
<th>Percent of Grade</th>
<th>Due Date</th>
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<tr>
<td>Reflection and response</td>
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<td>Journal</td>
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<td>As Assigned</td>
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<tr>
<td>Discussion</td>
<td>15</td>
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<td>Learning study plan</td>
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<tr>
<td>Version one for review</td>
<td>P/F</td>
<td>7-3</td>
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<td>Final version with response to feedback</td>
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<td>Peer review</td>
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<td>Learning study</td>
<td>10</td>
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<td>Position statement</td>
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<tr>
<td>Position statement on the study of teaching</td>
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<td>8-7</td>
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Required Reading:
Readings will be electronic files supplies by the instructor.

**Studying Teaching**

**Educative Experiences**

**Learning Progressions**


Optional


Learning Study


Ambitious Teaching


Lampert, M., Boerst, T. A., & Graziani, F. (2011). Organizational resources in the service of school-wide ambitious teaching practice. Teachers College Record. 13 (7), 1361-1400.


**Optional**


**E-Learning**


**Optional**


**Framework for Studying Teaching**


**Optional**

Recommended Resources

University Policies
Policy Statement on Non-Discrimination on the basis of Disability (ADA)
The University is an equal opportunity educational institution. Please read The University’s Policy Statement on Nondiscrimination on the Basis of Disability Americans with Disability Act Compliance.

Academic Accommodations
The University of Toledo is committed to providing equal access to education for all students. If you have a documented disability or you believe you have a disability and would like information regarding academic accommodations/adjustments in this course please contact the Student Disability Services Office.

College of Graduate Studies Policies
This course follows the policies described by the College of Graduate Studies. This includes both the general information and the Graduate Student Handbook available at: [http://www.utoledo.edu/graduate/currentstudents/references/](http://www.utoledo.edu/graduate/currentstudents/references/). Please be sure you are familiar with these documents.

Forms and other information for graduate students are also available from the College of Graduate Studies ([http://www.utoledo.edu/graduate/currentstudents/index.html](http://www.utoledo.edu/graduate/currentstudents/index.html)).
Grading guidelines

Ideas are on track and work is well done ................................................................. A

Ideas on track but there are one or two minor points to adjust .............................. A minus

Main ideas are on track but there is at least one substantive issue to address ....... B plus

Main ideas are on track but there are more than one substantive issue to address..... B

Main ideas are on track but there are multiple substantive issues to address ........ B minus

Many ideas on track but there are key weakness to address ................................. C plus

Some ideas on track but there are several key weaknesses ................................. C

One or more critical point or idea is wrong ............................................................ C minus

Only minor points are on track ............................................................................ D plus

No ideas are on track ......................................................................................... D

You turned something in .................................................................................... D minus

On track means consistent with ideas of the field (e.g. science education), what we are addressing in class, and where you should be at this point in the class and in your graduate program.

Substantive issues are important issues that must be attended to but are fixable without totally restructuring your work.

Key weaknesses are issues of greater impact and weaken or undermine your work. Revision will likely involve restructuring your work.

Critical points are potential deal breakers that raise significant doubts about your understanding.