

SAN JOSE STATE UNIVERSITY

College of Education Teacher Education Division Spring 2005

EDEL 221 - Critical Perspectives On Schooling For A Pluralist Democracy

INSTRUCTOR: **Dr. Obed Norman**
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Course Related Websites:

1. <http://sweeneyhall.sjsu.edu/peass>

OFFICE HOURS M (5:00PM - 7:00PM)
T (5:00PM - 7:00PM)
W (5:00PM - 7:00PM)

CLASS HOURS **WEDNESDAY (7:00 PM – 9:45 PM)**

MEETING ROOM SH - 444

COURSE SYLLABUS

PHILOSOPHY/MISSION

The mission of the college of education is to prepare educators who will enhance the quality of education for all students. Our philosophy is based on a vision of competent professional educators who can function effectively in the multicultural, multilingual, and technologically complex environment of today's schools. We want to prepare teachers who can also meet the challenges of tomorrow's schools with confidence and enthusiasm. As faculty we are committed to the preparation of teachers who are critical and reflective practitioners prepared to make informed and appropriate decisions in daily practice, to serve in diverse educational contexts, and who are able to provide appropriate instruction for diverse populations. The teachers must also be aware of appropriate uses of technology for learning and be well-prepared in current educational theory, research, methods and practice.

Thinking About Teacher Research

We acquire insights about learning and teaching through research and reflection. Reflection means careful and critical interrogation of our practice. Research means systematic and sustained scrutiny of our practice and its impact on students. Both reflection and research have improved practice as ultimate goal. Reflection and research enhances our repertoire of effective strategies. An essential feature of being a good teacher is the commitment to become a better teacher. Research and reflection will help us become better teachers. Research and reflection are the foundation and cornerstone of the most important room in our teaching house: the room for improvement.

COURSE DESCRIPTION

This course will focus on using teacher research to explore issues in the teaching and learning process in diverse, multilingual, multicultural contexts. Specifically, we will focus on three important aspects of conducting research on teaching. First, you will describe a dilemma in your classroom/practice and read what the literature says about alternative perspectives about your concern. Next, you will collect preliminary research data from the classroom based on the strategies you choose and work with colleagues to discern patterns, insights, and additional questions. Your new insights and understandings will give you the opportunity to organize and share your data through a formal presentation at the student teacher colloquium.

COURSE READINGS (Recommended)

Shagoury Hubbard, R., Miller Power, B. (1993) *The Art of Classroom Inquiry*. Heinemann, Portsmouth, NH.

Glesne, C (1999). *Becoming qualitative researchers: An introduction*. White Plains: Longman Publishing Group.

Perrone, V. 1991. *A letter to teachers: Reflections on Schooling and the art of teaching*. San Francisco: Jossey-Bass.

ADDITIONAL ARTICLES AND READINGS WILL BE PROVIDED BY THE INSTRUCTOR

COURSE AIMS

The participants will conduct research on their own teaching practice OR a topic related to classroom practice by:

- considering issues in light of a critical action research posture
- collecting preliminary research data from the classroom based on their own concerns and question(s)
- work with colleagues to discuss the readings and collected data in order to discern patterns, insights and additional questions
- organize and share their research findings through a paper and presentation at the student teacher colloquium.

EVALUATION OF PERFORMANCE

1. **Attendance and Participation:** The class is organized around discussion. Everyone is expected to attend, fully participate and to fully prepared for each class session.
2. **Personal Inquiry:** Students will prepare a narrative describing the big questions that emerge in their practice. This will be reviewed at the beginning of the class and will be developed into a "statement of the Problem" section where you will define your research issue for the research paper. (10%)
3. **Article Summaries** (30%)
4. **Summary of Literature** (10%)
5. **Data collection Methods** (10%)
6. **Final Paper** (30%)
7. **Presentation of Prospectus to Class and Colloquia** (10%)

TENTATIVE SCHEDULE

Week#	Date	Topics/Activities	Task Assignments DUE DATES
1.	1/26/05	Orientation/Overview Overview Of Qualitative Research	
2.	2/2/05	The Nature of Classroom Research Discussing your ponderings School Culture	Article Summary
3.	2/9/05	PreStudy Tasks Discussion of Worksheets The Purpose of Education	DUE: Description of your research pondering or questioning
4.	2/16/05	Participant Observation Engaging Students and Community Internet Database Searches	
5.	2/23/05	Data Collection in the Classroom Assessment of 'Students	DUE: Draft Summary Literature Search
6.	3/2/05	Data Collection in the Classroom Teacher Accountability	
7	3/9/05	Discussion of Research Progress Question, Literature, Methods Teachers as Reflective Practitioner- Transformative Intellectuals	Article Summary
8.	3/16/05	Discussion of Research Progress Question, Literature, Methods	DUE: Data Collection Methods
9.	3/23/05	Discussion of Research Progress Question, Literature, Methods Teachers as Reflective Practitioner- Transformative Intellectuals	
10. AERA	4/6/05	Data Analysis and Writing	Article Summary
11. NARST	4/13/05	Sexual Harassment and Gender Issues Data Collection in the Classroom	
12.	4/20/05	Teacher Accountability Peer Review of Research	
13.	4/27/05	School Funding Powerpoint Presentation of Research	DUE: Draft Summary Literature Search
14.	5/4/05	Powerpoint Presentation of Research project	
15.	5/11/05	Powerpoint Presentation of Research project	Last day of Instruction

Lab Dates: 2/16/05, 3/2/05, 3/16/05, 4/6/05, 4/20/05, 5/4/05
On these dates class will meet in SH-431 (Computer Lab)