

EDFL 506 Research in Effective Teaching



Course Description

The course is designed to enable each student to identify through research, observation, and interviews the best practices in teaching. It will also explore topics that surface either during the online discussion or through questions posed by the students. Analysis and investigation of current research in effective teaching methods as related to specific subject areas, learning styles, and current school reform will be applied.

Supplemental Services for Students at George Fox University

The **Academic Resource Center (ARC)** provides all students with free writing consultation, general tutoring, academic coaching, and learning strategies (e.g., techniques to improve reading, note-taking, study, time management). The ARC hours of operation are from 1:00-10:00 p.m., Monday through Thursday, and 12:00-4:00 p.m. on Friday. Call ext. 2327 or email the_arc@georgefox.edu to schedule an appointment. Visit arc.georgefox.edu for information about ARC Consultants' areas of study, instructions for scheduling an appointment, and helpful learning tools. Call Rick Muthiah, Director of the Academic Resource Center, at ext. 2314 if you have questions.

If you have specific physical, psychiatric, or learning disabilities and require accommodations, please contact the Disability Services Office as early as possible so that your learning needs may be appropriately met. You will need to provide current documentation of your disability to Disability Services. For more information, contact Rick Muthiah, Director of Disability Services (ext. 2314 or rmuthiah@georgefox.edu), or go to ds.georgefox.edu for more information.

Course Dates: Monday, September 10, 2007, through Friday, December 14, 2007

Format: The course is delivered online. foxtale.georgefox.edu

Text: Good, T.L., & Brophy, J. E. (2008). *Looking in Classrooms* (10th ed.). Boston: Allyn & Bacon.

Course Objectives

Through this course, each professional will demonstrate competencies aligned with the following objectives.

1. Reflect and examine his/her teaching practice as compared with the best practices that are identified in the research literature.
2. Identify and evaluate best practices in teaching through an examination of the research base; interviews with colleagues, students, and other stakeholders; and observations of the teaching practices of colleagues.
3. Analyze and apply current research identifying best practices to his/her own practice and the practice of his/her colleagues.
4. Synthesize best practices research in teaching to develop an action proposal which examines a specific teaching practice and recommends specific actions at either the school or district level.

Course Objectives Related to Standards

See Page 3

Course Expectations

I am approaching this course with high expectations for myself as the instructor and for you as the students. I view our work together as a collaborative effort as each one of us seeks to improve our instructional and assessment practices to enhance both our professional expertise and the academic excellence of our students. The communications, research, and products of our work together should maintain high standards of excellence. I ask that each one holds his/her colleagues (including the instructor) with the same regard as you hold the colleagues with whom you work.

Grading in this class will be based on three perspectives 1) quality or standard of work, 2) timeliness, and 3) level of participation in the discussions. Please follow APA style (5th ed.) in any written materials. The EDFL research handbook includes examples of reference citations.

The scoring scale can be found on page 4.

Course Objectives Related to Standards

Objective	Conceptual Framework ¹	TSPC Standards ²	NBPTS ³	How Assessed
1. Reflect and examine teaching practice	1. Think Critically 2. Transform Practice 3. Promote Justice	1. The competent educator stimulates the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of goals	1. Teachers think systematically about their practice and learn from experience.	1. The student will be engaged in a reflective practice throughout the course. A culminating activity will be a reflection paper which emphasizes self-assessment of current teaching practices in light of best practices research.
2. Identify and evaluate best practices in teaching	1. Think Critically 2. Promote justice	2. The teacher demonstrates a commitment to scholarship	2. Teachers think systematically about their practice and learn from experience.	2a. The student will critique five research articles focused on best practices research. 2b. The student will develop an action proposal which evaluates a specific teaching practice and recommends a course of action.
3. Analyze and apply current research	1. Think Critically 2. Transform Practice	3. The competent educator uses current subject matter that is appropriate to the individual needs of the students	3. Teachers think systematically about their practice and learn from experience.	3. The student will critique five research articles focused on best practices research and its application to the professional's practice..
4. Synthesize best practices research to develop action plan	1. Think Critically 2. Transform Practice 3. Promote Justice	4. The competent educator demonstrates skill in the selection and use of teaching techniques conducive to student learning	4. Teachers are members of learning communities.	4. The student will develop an action proposal which evaluates a specific teaching practice and recommends a course of action.

1. GFU School of Education Conceptual Framework elements

2. Teacher Standards and Practices Commission Standards for Competent Educators (OAR 584-020-0010, 584-020-0015)

3. National Board for Professional Teaching Standards *The Five Core Propositions*

Scoring Scale and Grades

Level of Performance	Standard of Work	Timeliness	Level of Participation
<p>Excellent (A)</p> <p>90-100%</p>	<p>Professional Quality. Written products are complete, concise, and appropriate for a professional/graduate level audience. Form, style, grammar, and appearance meet professional standards.</p> <p>Written work demonstrates scholarship and research that is appropriate for masters and/or doctoral students. Research is synthesized and analyzed, not merely summarized. At least 12 research sources are used in the action proposal. Conclusions are based on the evidence and research presented in the paper.</p>	<p>All work is completed within the established deadlines.</p>	<p>Level of participation in discussions, class activities, and assignment completion is high. Preparation for class participation is evident.</p>
<p>Good (B)</p> <p>80-89%</p>	<p>Of professional quality. Written products may not reflect the highest standard, but will still be well accepted by professional colleagues. Slight problems with style, appearance, length and form will be noted. No significant or glaring mistakes are apparent.</p> <p>Written work demonstrates scholarship and research that is appropriate for masters and/or doctoral students. Research is synthesized and analyzed, not merely summarized. The action proposal will be written using only 10 or 11 scholarly sources. Most of the conclusions are based on the evidence or research that is presented in the paper.</p>	<p>All work is completed within the established deadlines.</p>	<p>Level of participation in discussions, class activities, and assignments is relatively high. Preparation for class participation is incomplete.</p>
<p>Fair (C)</p> <p>70-79%</p>	<p>Approaching professional quality. Written products do not reflect high standards. Significant difficulties are noted in the length, form, style, and completeness of the paper.</p> <p>Written work does not meet the scholarship and research expectations at the masters/doctoral levels. The action proposal is written using less than 9 scholarly sources. Audience has to make conjectures concerning validity of conclusions due to lack of research or evidence.</p>	<p>Work is not completed and turned in by the due date.</p>	<p>Level of participation in discussions, class activities, and assignments is minimal. Preparation for class participation is minimal.</p>
<p>Poor (F)</p> <p>Below 70%</p>	<p>Does not meet professional standards. Written products demonstrate a disregard for high standards in style, form, length, or completeness. Work is not completed or shows a minimal effort.</p>	<p>Work is not completed or is turned in after the due date.</p>	<p>Participation is nonexistent. Preparation for class is missing.</p>

Assignments

Assignment	Points
Action Proposal	20
APA Style	5
Module 1	10
Module 2	15
Module 3	15
Module 4	15
Module 5	15
Module 6	15
Module 7	15
Total Course Points	125

1. Action Proposal (20 Points)

This is the major project for the course. Develop an action proposal concerning the implementation of a specific teaching technique, practice, or curriculum at the school or district level in light of best practices research. Your action proposal should include solid evidence of scholarly research and evaluation of the issue. It is expected that the evaluation will include examination of: (1) strengths and weaknesses, (2) financial impacts, (3) implications for staff and staff development, (4) consequences for students, (5) reasons why the technique, practice, or curriculum should be considered, (6) the research base, and (7) other relevant areas. The foregoing enumeration is not the order of their presentation in the paper. Their presentation should be focused on the best way to persuade your audience to adopt your idea. This description will be expanded later in the class.

Minimum Length: 15 pages, not including reference list
 Scholarly References: At least 12

Due Dates: (1) A peer review process will be used to assist each student in developing a strong professional presentation. This peer review process will be in groups of two students. The draft of your presentation is due to your peer reviewer by **November 26**. The response of your peer reviewer is due by **December 2**.

(2) Your action proposal is to be sent to the instructor by **December 16, 2007**. The paper should be sent by email to rlbonner@georgefox.edu

2. APA Style (5 Points)

These points will apply to your action proposal paper. The paper is to be written in APA Style, 5th edition. I have provided links on Foxtale to resources concerning how to cite references both in text and in the reference list according to APA. The number of points awarded will decrease with the increasing number of style errors.

3. Module Assignments (100 Points)

The class will be divided into 7 modules. The first module will be one week in duration while the remaining six modules will be two weeks in duration. The focus and assignments for each module will be announced on the first day of the session. Unless otherwise indicated, all assignments will be due by the last day of the session. Points allotted to each activity will be announced at the beginning of the session. Posting your responses sooner will allow other students to respond to your postings more readily than if you wait until the end. Some of the module assignments are listed below.

Textbook readings: Each module will have assigned readings in the textbook. Most of the assignments will be approximately 90 to 100 pages in length. The textbook readings are designed to provide a foundation for your learning. No points are given for reading the textbook.

Research Critiques (35 points): There will be five research critiques which will be assigned in Modules 2-6. Each critique will be worth 7 points. There are four parts to each critique: (1) The reference citation in APA style, (2) A summary of the research questions, population, methods, etc., (3) A summary of the research results, and (4) The implications of the research for your practice. Specific details concerning each part will be given during each module.

Responses to Colleagues (21 points): The power of the online course can be found in the discussions that you have with your colleagues. Unless indicated otherwise, you will be expected to provide thoughtful feedback to at least three colleagues with each online assignment.

Reflection and Application (12 points): This paper will be assigned during Module 7. This paper is designed to be an opportunity for you to reflect on your practice in light of the best practices research, identify strengths and weaknesses in your practice, and then develop an action plan for improving your practice in light of the best practices research.

The Schedule

Module 1	September 10 – September 16
Module 2	September 17 – September 30
Module 3	October 1 – October 14
Module 4	October 15 – October 28
Module 5	October 29 – November 11
Module 6	November 12 – November 25
Module 7	November 26 – December 9

Instructor Information

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Office hours can be arranged to meet your needs.

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