Department of Teaching and Learning
Inquire. Educate. Innovate.

Course Information

Prefix & Number	CIG 760R / CIG 780
Title	**INQUIRY INTO TEACHER EDUCATION/RESEARCH ON TEACHING AND SCHOOLING**
Credits	3 Credit Hours
Semester	
Instructor	
Office/Phone/Email	
Class Location	
Office Hours	
Prerequisites	
Course Description (Course Introduction)	This course is designed to engage doctoral students in exploring, analyzing, and critiquing research literature on the relationship between effective teaching practices, contexts and cultures of teaching and schooling, teachers' knowledge, conceptions, experiences, and practice, and academic performances of diverse learners. It starts with an analysis of historical and classic literature on effective teaching practices, teacher knowledge and beliefs, and teaching quality. Then it moves to explore the influence of teaching and school contexts and culture on teaching practice and teacher change. In the end, it examines the complex relationship between schooling, teaching, and learning of diverse students.
SPA Standards Addressed: Standard Domain Areas Addressed in this Course	

INTASC Principles Addressed in this Course (please insert three subcomponents to them (performance, essential knowledge, and critical dispositions	

COE PRINCIPLES

The course content aligns directly with the following the principles of College of Education:

- Principle 1 (Content Knowledge): The COE graduate knows and understands the central concepts, tools of inquiry, and structures of the discipline(s) and creates learning experiences that make these aspects of content meaningful. They are passionate about their subjects and their work
- Principle 2 (Individual Development): The COE graduate knows and understands how individuals learn and can develop and provide opportunities that support intellectual, career, social, and personal development. They seek ways to enhance the success of their future students
- Principle 3 (Diverse Learners): The COE graduate knows and understands how individuals differ in their approaches to learning and creates opportunities that are equitable and adaptable to the needs of Diverse learners. They demonstrate dispositions that reflect a caring nature toward their clients
- Principle 4 (Planning Processes): The COE graduate understands planning processes based upon knowledge of content, learners characteristics, the community, and curriculum goals and standards. They are active participants in the local k-12 education system
- Principle 5 (Strategies and Methods): The COE graduate knows and understands and can employ a variety of strategies and methods and encourages the development of critical thinking, problem solving, decision-making, and performance skills. They create lessons that promote student achievement
- Principle 6 (Learning Environments): The COE graduate knows and understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. They create enriched learning environments
- Principle 7 (Communication): The COE graduate knows and understands effective verbal, nonverbal, and media communication techniques and other forms of symbolic representation and can foster active inquiry, collaboration, and supporting interactions. They use technology to facilitate student learning
- Principle 8 (Assessments): The COE graduate understands and promotes formal and informal assessment strategies and evaluates the learner's continuous intellectual, social, and physical development. They develop fair assessments of student achievement

- Principle 9 (Collaboration, Ethics, and Relationships): The COE graduate understands and fosters ethical relationships with parents, school colleagues, and organizations in the larger community to support the individual's learning development. They build communication opportunities through trust and genuine regard for student personal and academic growth
- Principle 10 (Reflection and Professional Development): The COE graduate is a reflective practitioner who continually evaluates the effects of choices and actions on students, adults, parents, and other professionals in the learning community, and who actively seeks opportunities to grow professionally. They respond to the rapidly changing educational context of Southern Nevada in a thoughtful manner.

COURSE OBJECTIVES

In alignment with the above description and principles, the course serves for the following specific objectives of student learning:

- Develop academic skills of searching, selecting, narrowing down, and following the conceptual and empirical literature related to the specific issues of teaching and schooling related to your interests
- Acquire academic skills necessary for thorough synthesis, careful review, and critical analysis of literature on the issues of teaching, teacher education and schooling related to your interests
- Cultivate and refine the academic writing skills and habits that are critical for you to become a professional researcher in education
- Explore and understand the research paradigm and its evolution in the field of research from historical perspective
- Raise critical questions about the research studies based on the literature review and situate these questions in the contexts of theory, policy, and practice of teaching and schooling
- Identify and critique the relationships between theoretical assumptions, relevant empirical studies, methodology, findings, and implications underlying individual studies

REQUIRED TEXTS

Plano Clark, V. L., & Creswell, J. W. (2010). *Understanding research: A consumer's guide.* Boston, MA: Pearson.

RECOMMENDED TEXTS AND RESOURCES

Publication Manual of the American Psychological Association (6th ed.).

AERA Standards for Research Conduct:
http://www.aera.net/Publications/StandardsforResearchConduct/tabid/15746/Default.aspx

ASSIGNMENTS, COURSE POLICIES, AND GRADING

Course assignments and activities are designed to provide you with the opportunity to demonstrate your mastery of the stated course objectives. It is expected that you will demonstrate mastery through classroom participation, submission of quality assignments, and effective use of educational technology.

Assignment Table

Assignments	Due Date	Points
(1) Task #1 (Statement of the Problem)	No later than 9/30/15	15
(2) Task #2 (Annotated Bibliography)	10/28/15	5
(3) CITI Training	11/4/15	5
(4) Consultation or Literature Review Concept Map Mini-Presentation	No later than 11/18/15	10
(5) Poster Presentation	12/2/15	10
(6) IRB Application	12/5/15	10
(7) Task 3 (Research Proposal)	12/5/15	25
(8) Class Participation	Ongoing	10
Total		100

Assignment Guidelines: All assignments should be **double spaced and written in 12 point Times New Roman font. Assignments are only accepted as Word documents** (no Pages, PDFs, etc.). APA 6th edition delineates the use of a cover page, abstract, running head, and a reference list. All citations in text and in the reference list should follow APA 6th edition. APA resources are provided in the Course Content folder, but I strongly recommend that you purchase the *Publication Manual of the American Psychological Association* (6th ed.). Assignments not formatted in APA style are not accepted.

Note: In order to avoid academic misconduct, you should consult the instructor if you want to use an assignment(s) from another class for this class.

Late Work: Late assignments will result in a 10% reduction in points **earned** per day each day that the assignment is late. For example, an assignment that is three days late will result in a 30% reduction in total points earned.

Absentee Policy: I understand that we all get sick and busy. However, our class only meets once each week so missing one class is equivalent to missing a week's worth of class. If you are absent more than once, I will deduct points from your class participation grade as a result. Two

late arrivals (20 minutes or more) will count as one absence. You can't contribute to class if you do not attend.

Technology Policy: *Electronic devices may only be used for class-related activities. Please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.*

(Note: The assignments below were adapted from Galluzzo [2011] and Maxwell [2011]. Parts of the assignment have been adapted, while portions were copied and pasted from their syllabi).

Assignments
There is one, large assignment for this course: a well-integrated research proposal. The other assignments for this course are designed to help you reach this end goal. The purpose of the proposal is to identify a researchable problem in your area of study, e.g., content area teaching, media and technology, diverse classrooms, etc. and to prepare a literature review of the relevant research that would serve as a proposal to conduct a study. You are not expected to conduct the study, just to gain some deeper understanding of your area as it relates to the study of teaching and to identify the next best research question. **Note: Two of the citations must be dissertations. In this way, you will see some models of other dissertations so you can get a sense of what goes into preparing your own.**

Required Tasks
These tasks are intended to encourage you to think about your perspective and skill as a beginning researcher.

(1) Task #1 (Statement of the Problem) (5 points): For this first assignment, I would like you to give me a statement of the problem about which you want to know more. A researchable problem is specific without being overly narrow (e.g., variables affecting teacher retention in urban teacher residency programs vs. textbooks used in urban teacher residency programs); it can also be defined using specific research terms (e.g., "reten*" and "urban teacher residency"). It must be a problem that focuses on the study of **teaching or schooling** in any of their various forms. I don't expect you to break new ground, but do expect you to be grounded in extant literature. **This should be no less than one paragraph double spaced, and no more than one page double spaced. It is due to me via email no later than midnight on September 30, 2015.**
(2) Task #2 (Annotated Bibliography) (15 points): For this second assignment, I would like an annotated bibliography of the studies you are considering for your final paper (minimum of 15 empirical studies from peer-reviewed journals). **Note: Two of the citations must be dissertations. In this way, you will see some models of other dissertations so you can get a sense of what goes into preparing your own. This assignment is due no later than October 28, 2015.** Please address the following in your annotations:

As you review your research studies, please attend to the following:

- The nature of the problem
- The subjects/participants studied (Do you notice any sampling errors? Conversely, were the sampling or participant selection methods exemplary? Why?)
- The methods used to conduct the study (Are these appropriate for the research questions?)
- The findings (Do these follow from the methods and analyses?)
- The conclusions (Did the author(s) overreach in their conclusions? Do they present implications for future research that justify your proposed study?)
- **Optional:** Other useful resources in the Reference list

(3) CITI Training (5 points): Ethics training is required for all researchers working with human subjects and must be kept current. Complete the Collaborative Institutional Training Initiative online modules (https://www.citiprogram.org) or send me your completed certificate via email **no later than November 4, 2015**. On average, this training takes 4 hours to complete but may take longer.

(4) Consultation or Literature Review Concept Map Mini-Presentation (10 points): You have two options for this assignment: a consultation or a literature review concept map mini-presentation. The two options are outlined below; students will sign up to for this assignment on September 2 in class. This assignment should be completed **no later than November 18, 2015.**

Consultation: The purpose of a consultation is for you to get feedback on what you are doing in your project, and advice on dealing with questions or problems that you have. The nature of the consultation is entirely up to you, but plan to talk for 8-10 minutes and allow 5-7 minutes for classmates' responses. These consultations are not *presentations*, but should follow a problem-posing/problem-solving structure. Their main purpose is to help you do a better job on your project, both through feedback in your own consultation and by learning from others' consultations. Bringing in short handouts (planned research questions, a draft interview guide, short excerpts from interview transcripts or observation notes, examples of your data analysis methods, tentative conclusions, etc.) is helpful. **I recommend recording your consultations**, so that you can listen to others' ideas and suggestions without having to try to write these down as they're given.

Literature Review Concept Map Mini-Presentation: The purpose of a literature review is to get a sense of the work that has been done in a particular area as well as the work that *has not* been done (i.e., locating a void). The purpose of this assignment is to graphically organize the larger take-always and themes based on your reading on your research topic of interest. You will present this concept map to the class in a mini-presentation (i.e., maximum of 5 minutes). This mini-presentation will also serve as a consultation for your method(s) section(s) because it will include information about your proposed methods of data collection and analysis. You should also verbally "think through" the theoretical framework for your study here based on what you have noticed in the literature you have reviewed.

(5) Poster Presentation (10 points): Your proposals will be presented in class as posters on the last night of class on December 2, 2015. The purpose of these presentations is threefold. First of all, you will gain experience in reviewing your peers' posters including their theoretical frameworks, literature reviews, and proposed methods. You will also get feedback on your work to date from your peers and UNLV COE faculty. Finally, this experience will replicate poster presentations at scholarly conferences and will thus be transferrable to that setting. I have deliberately set this due date several days before the research proposal is due so that you have time to apply the feedback you gain from this experience.

(6) IRB Application (10 points): This assignment is designed to help you understand the ethics behind human subject research. The IRB application should serve as a "road map" for your study so that you could pick the application up a year later and replicate the study. The IRB documents include the proposal protocol, informed consent and assent form(s), and data sources (e.g., interview guide, observation protocol, survey, etc.). This assignment should be submitted with your research proposal as a separate document and is due via email **no later than midnight on December 5, 2015.**

(7) Task #3 (Research Proposal) (25 points): A Proposal for a Study of Teaching. A well-integrated review of the literature in support of a researchable problem. The real goal of this task is to give you a chance to go beyond writing another paper, and to get you closer to the actual task of identifying a good problem and writing up the literature to make your case for conducting the study. This is a proposal with an introduction, a statement of the problem, a literature review, and a proposed method with instrumentation for studying the problem. This assignment is due via email **no later than midnight on December 5, 2015.**

Note: Students often want to know "how long" a paper should be. I suggest that you target a journal that you would one day like to be published in and see how long the Introduction, Theoretical Framework, and Literature Review are in any given article published by this journal. Then replicate that word limit or page length for these sections. The Methods section in this proposal will be abbreviated and should not be compared to the journal article. Follow the outline below.

Research Proposal: The format for the research proposal follows:

Introduction
Describe the nature of the problem/purpose of the study. Explain its significance in the current educational policy climate, research, or practices. Explain how this review was conducted (e.g., keyword searches, which databases were used) and how the literature review is structured.

Theoretical/Conceptual Framework
First, based on the review of conceptual and empirical papers, you should identify at least one major theory or conceptual framework. Then describe the theory or conceptual framework that you will use to frame your study. Explain why this conceptual framework is useful and how you

will use it for your study. Critique the incomplete, inadequate, or inappropriate use of the theory in the reviewed studies when applicable.

Literature Review: The purpose of the literature review is to synthesize, analyze, and critique the literature you have read. Per APA style guidelines, you should always lead with the idea (e.g., Understanding students' perceptions of reading and learning in middle school social studies is particularly important because students' preferences for instruction generally are tied to their long-term learning) rather than the authors (e.g., Stodolsky, Salk, and Glaessner [1991] noted the importance of students' perceptions on learning because they are tied to their long-term learning).

Organize your literature review by particular subheadings (likely level two and three headings in APA format) and subthemes. Use precise language rather than placeholder language for these subheadings (e.g., Recruitment and Retention in Urban Teacher Residencies vs. Urban Teacher Residencies).

Include a concluding paragraph that summarizes the big ideas, patterns in methods used, and voids in the literature and research methods. Include your research questions at the end of this paragraph. These questions should seek to address the voids in the literature that you have uncovered.

Methods

Open this section by connecting it back to your theoretical framework. Include a description of the methods you would use to conduct the study.   See the rubric below for how I will be reviewing these papers.   Use the following subheadings within this section:

Research Context

Describe the demographics of the participants at your site regarding gender, ethnicity, language, and socioeconomic status.

Participant Selection (Qualitative) or Sample (Quantitative)

Describe how and why participants were chosen.

Methods of Data Collection

Will you use qualitative, quantitative, or mixed methods and why? Over what period of time will the data be collected?

Data Analysis

How will you analyze the data collected?

	Exceeds Expectations (4 = 5 points)	Meets Expectations (3 = 3 points)	Below Expectations (2 = 1.5 points)	Unacceptable (1 = 0 points)
Introduction	Introduction clearly frames the significance of the problem and concisely delineates how the literature review was conducted.	Introduction somewhat clearly frames the significance of the problem and concisely delineates how the literature review was conducted.	Introduction somewhat unclearly frames the significance of the problem and concisely delineates how the literature review was conducted.	Introduction either does not frame the significance of the problem or does not delineate how the literature review was conducted.
Theoretical/ Conceptual Framework	Theoretical/Conceptual Framework is sophisticated and connects logically to the literature review.	Theoretical/Conceptual Framework is clearly articulated and connects logically to the literature review.	Theoretical/Conceptual Framework is somewhat clearly articulated and/or somewhat logically connects to the literature review.	Theoretical/Conceptual Framework is unclearly articulated and/or is not logically connected to the literature review.
Literature Review	Literature review presents a sophisticated overview and critique of the studies on the problem. At least two of the studies are dissertations.	Literature review presents a clear overview and critique of the studies on the problem. At least two of the studies are dissertations.	Literature review presents somewhat unclear overview and critique of the studies on the problem. At least two of the studies are dissertations.	Literature review does not synthesize nor critique the studies on the topic. No dissertations are utilized in the literature review.
Methods	The proposed methods fill the void identified in the literature review and convey originality.	The proposed methods fill the void identified in the literature review and are logical.	The proposed methods somewhat fill the void identified in the literature review and/or are somewhat logical.	The proposed methods do not fill the void identified in the literature review and/or are not logical.

Clarity and APA	Writing relies on strong verbs to convey messages without introducing unnecessary wordiness. All APA format guidelines are followed.	Writing relies is lean but somewhat unnecessarily wordy. All APA format guidelines are followed.	Writing is unnecessarily wordy. Most APA format guidelines are followed.	Writing is incoherent. Some APA format guidelines are followed.

(8) Class Participation (10 points): This is your class. The success of this course depends upon all students being prepared for class and contributing to discussions and activities. Attendance is *not* participation.

Grading Policy

Final grades will be determined by the amount of points earned during the semester. Grading is based on meeting the criteria for each assignment as detailed on the evaluation rubrics and written description of expectations.

Grading Scale

95 and above	A
90 to 94	A-
85 to 89	B+
80 to 84	B
75 to 79	B-
70 to 74	C+
65 to 69	C
60 to 64	C-
45 to 59	D
Below 45	F

SPECIAL NOTES

Academic Misconduct

Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic*

Misconduct Policy (approved December 9, 2005) located at:
https://www.unlv.edu/studentconduct/student-conduct.

Copyright
The University requires all members of the University Community to familiarize themselves with and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: http://www.unlv.edu/provost/copyright.

Disability Resource Center (DRC)
The UNLV Disability Resource Center (SSC-A 143, http://drc.unlv.edu/, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy
Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses, of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: http://catalog.unlv.edu/content.php?catoid=6&navoid=531.

Transparency in Learning and Teaching
The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:
https://www.unlv.edu/provost/teachingandlearning
https://www.unlv.edu/provost/transparency

Incomplete Grades
The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor

believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Tutoring and Coaching
The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit http://www.unlv.edu/asc or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center
One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: http://writingcenter.unlv.edu/.

Rebelmail
By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. Emailing within WebCampus is acceptable.

Final Examinations
The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at:
http://www.unlv.edu/registrar/calendars.

Library Resource
Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information

are vital skills for academic work and for successful post-college life. Access library resources and ask questions at https://www.library.unlv.edu/.

Any other class specific information
(e.g., absences, make-up exams, status reporting, extra credit policies, plagiarism/cheating consequences, policy on electronic devices, specialized department or college tutoring programs, bringing children to class, policy on recording classroom lectures, etc.)