ILAC 6930-229 Research on Teaching and Learning

Objectives:
- Become familiar with the various research methodologies used in the field of education;
- Develop an ability to critically analyze research in teaching and learning;
- Formulate questions pertinent to the study of teaching and learning;
- Determine appropriate approaches that answer particular questions.

MAJOR ASSIGNMENTS

1. Statement of Teaching, Learning, & Research 20%

Part A: Before the course begins, you will explain your current understanding of educational research as it relates to your understanding of teaching and learning. Complete before beginning the class readings. Email to the professor at least three weeks before the beginning of the class. Two pages maximum. Due 04/16/02

Part B: After the course is finished, you will revise your original statement of teaching, learning, and research in light of your growing understanding. This revised version should include references to scholarly readings that have contributed to your growth in these areas, including the textbooks, the articles in the reading packet, and other in-class reading materials that you might have studied. Due: 05/19/02

2. In-Class Examination 20%

An examination will be given on 05/11/02 (Saturday). This exam will cover the book by Frank Smith (all) and the selected chapters in Fraenkel & Wallen (Chapter 1-9, 13-20, and 23 only). This is a closed-book exam. However, you may consult any notes you have taken while studying those reading materials.

3. Reflective Journal 15%

After each class period, you are to record your reflections on ideas that become important for you through your readings and class activities. Reflections are not summaries but personal responses to readings and learning experiences. You can comment on the ideas you’ve learned from the readings and class activities and explain why these are important to your understanding of educational research and/or the relationship between research, teaching, and learning. You can express your agreement or disagreement with the class readings and explain why. You are also strongly encouraged to include your interpretation of the readings and the impact on you as an educator/future educator. Also record questions that arise as a result of your reflections. It is critical that these reflections be done in a thoughtful and critical manner.

4. Article Critique 15%
You will be able to select a partner for this assignment. From a list of research articles provided or approved by the professor (including the research articles in Section 2 of the Course Reading Packet), two of you will write a critique of the article that you’d choose to work on. This assignment will be discussed further in class. Due 05/14/02

5. Leading Class Discussion/Peer Teaching
As a sequel to the article critique assignment, you and your partner will prepare and lead a class discussion focusing on the article you’ve chosen to critique. Use your best teaching strategies to help your classmates develop a better understanding of your selected research article. Prepare a handout for your classmates for future references. This assignment will be discussed further in class. To be done in class on 05/11/02.

6. Professional Participation
It is important that you attend all sessions. You will be expected to finish all required readings before you come to each class and actively contribute to class discussions. Emphasis will also be placed on your contribution to the building of a supportive learning community and a constructive learning environment.

This is a letter-graded course: A, B, C, D, or F.

COMPANION DIRECTED READINGS

Write a five page paper. Select an educational issue of personal interest. Read, interpret, and critique 3-5 relevant research articles. Discuss how the research findings impact your learning and your teaching/potential teaching practices. You may select and use the research articles shared in class or in Section 2 of the Course Reading Packet for this assignment if they are relevant to your topic of interest. In particular, in the paper, you will discuss each study in relation to:
1. Its findings;
2. Appropriateness of methodology;
3. How it relates to other studies, any consistency or conflict, and how that might be resolved;
4. How the findings contribute to your new understanding of the issue;
5. Implications for teaching and learning.

This CDR is graded as Satisfactory (S) or Unsatisfactory (U). A grade of S is equivalent to B or better.