Introduction

Teachers are charged with the responsibility of teaching. Just exactly, what does it mean to teach? Is teaching simply a matter of following a script written by someone else? Or, is teaching more like playing a role in a serious drama? Maybe teaching is just doing what comes naturally. Then again, maybe it is simply a reconstruction of prior experiences with teachers.

Students who enter teacher education programs come with a long "apprenticeship of observation" (Lortie, 1975)\(^1\), with strongly held judgments about education that may or may not have been reasonably derived or consciously determined. Thus, a fundamental goal of teacher education, in addition to guiding novices to acquire both the technical (how-to) and the practical (what to), must be to lead neophytes to temper their judgments, to replace their unsubstantiated opinion with professional judgment – or what Dewey (1910) called "grounded belief."\(^2\)

Reflective Teaching offers those preparing to teach a community in which to reflect on the initial conceptions and experiences of teaching. Dewey (1910) described reflection as the "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends" (p. 6).\(^3\) Through dialogue rooted in reflection on personal experience in the context of authoritative educational research, preservice teachers examine their own beliefs about education, employing what van Manen refers to as a "pedagogical thoughtfulness" (1991, p. 9).\(^4\) By engaging in "a process of seeking and making meaning from personal, practical, and professional experiences" (Vacca, Vacca, & Bruneau, 1997, p. 446),\(^5\) preservice teachers enjoy a guided entrance into the profession, and they become "conscious that they are coming to school to learn and not just to teach" (Paolo Freire cited in Burton, 1991, pp. 16-17).\(^6\)

Reflective Teaching offers students in the teacher education program resources and guidance for research, reflection and dialogue on issues embedded in what it means to teach. Students select the issues, conduct systematic educational research by which to gather information, evaluate information sources, assess the relevance of information gathered with respect to self-selected goals, and present informative seminars aimed at promoting reflection and professional dialogue....all under the watchful guidance of faculty members from the Department of Education, who model professional judgment and offer frequent feedback to support students as they examine personal assumptions about teaching in light of professional responsibilities and ethics.

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3 Ibid.


What This Course Is About:

Students in Reflective Teaching are expected to work collaboratively with a team to plan, implement, reflect on, and evaluate a seminar designed to promote thoughtful reflection and professional dialogue on critical issues in education. In addition, students are expected to contribute as active, engaged participants in seminars planned and implemented by others in the course.

The seminar -- to be achieved -- is the seminar defined and discussed by Mortimer Adler in his books: *The Paideia Proposal* (1982), *Paideia Problems and Possibilities* (1983), and *The Paideia Program: An Educational Syllabus* (1984). Therefore, it is incumbent upon students to understand Adler's concept of seminar and to remain faithful to that concept of seminar when designing, implementing, participating in, and evaluating seminars for this course.

Upon a foundation of Socratic Seminar, Reflective Teaching promotes the formation of a "professional community of practice" where members engage in reflection, dialogue, and self-assessment as they:

- plan, implement, and participate in professional seminars;
- identify, examine, select, and collect substantial research from authoritative sources of educational research;
- investigate and seek perspective on what it "means" to teach -- professionally and personally; and
- examine and articulate -- both orally and in narrative -- the strengths, challenges, and tensions within the context of today's educational culture.

Reflective teaching explores teaching from a professional perspective...for the purpose of engaging educators in professional dialogue.

General Course Expectations:

1. Students will come to class regularly and on time.
2. Students will contribute generously in class and online because they are serious in their commitment to inform reflective teaching practices.
3. Students will construct seminar topics seriously and reflectively.
4. Students will achieve course goals
5. Students will work "Vygotsky style" and ASK*.

Specific Readings and Assignments: See course calendar on E-College.

Course Textbook / Resources:

There is no required text; however, the Department of Education maintains a reserved collection of texts and handouts for this class. Students will be free to use these resources during class times. In addition, they may be checked out overnight as well. Because of the nature of this course, materials must be returned regularly in order to be available as resources during class research/collaborative practice.

Many of the resources that students will need are online and connected to the course website. We have made every effort to provide up-to-date, working links; however, Internet features, protocols and resources change and grow by the minute. For this reason, students may discover that some of the resource links are outdated and/or no longer working. Students may need to search for alternative URL's or even new resources to satisfy course requirements. Please notify Mrs. Khirallah in the case of links that no longer work.

Lab facilities will be available for students to practice procedures covered in class. Such "extra" lab work will be necessary. The University is perpetually in the process of installing, experimenting with, and field-testing new network tools and procedures. Some of the tools described in this syllabus may or may not be available for on-line demonstration during the semester. Use of the printers in general University labs is available at a minimal charge. Students may purchase printing cards in the library. In addition, there is a printer in the Media Center, which student may use without charge for up to 50 pages of printing.
### Course Goals

Course goals are offered to guide the seminar teams in the design, implementation, and evaluation of the seminars. These goals will also serve as the basis for evaluation in the course. Each goal is stated below. In addition, course assignments/tasks that will be used to assess that goal are indicated.

<table>
<thead>
<tr>
<th>During this course, students will be expected to demonstrate growth in their ability to</th>
<th>Student growth will be assessed based on the following</th>
</tr>
</thead>
</table>
| 1. research, evaluate, collect and select authoritative information relevant to a given topic in education on which to construct and implement a coherent, Socratic-style seminar aimed at stimulating meaningful dialogue focused by a set of well-defined goals; | • Seminar Goals / Trial Run  
• Annotated Bibliography  
• Engagement and support sought during the research process  
• Organization and use of the research during the Seminar  
• Data collection and analysis  
• Self/Team Assessment Form  
• (Seminar Portfolio – optional) |
| 2. recognize, interpret, and differentiate among the key terms, principles, procedures, and strategies related to a) Socratic Seminars as defined by selected readings from Mortimer Adler and Grant Wiggins and b) a given educational topic/issue as defined by a “core” reading or readings – selected and distributed within the first weeks of the course. | • Online Quiz over Socratic Seminars  
• Online Quiz or quizzes over “core” reading(s)  
• Oral Contribution  
• Seminar Reflections (Written) |
| 3. collaboratively plan, implement, and evaluate Socratic-style seminars aimed at engaging an audience of educators in reflection and professional dialogue within a framework of well-defined goals; | • Seminar Goals  
• Seminar Plan  
• Pre-Seminar meeting / Trial Run with course instructor(s)  
• Seminar Implementation  
• Seminar Evaluation components  
• Seminar data collection |
| 4. speak substantively, professionally, and effectively on current and future problems in education -- contributing reasonable oral arguments that demonstrate a growing awareness of one’s own strengths and the limits of one’s understanding – within the context of relevant reading, research, dialogue, experience, and reflection. | • Seminar attendance  
• Seminar Research / Planning Process  
• Seminar Dialogue  
• Oral Contribution(s)  
• Final Exam |
| 5. Contribute substantive written reflections on current and future problems in education – developing coherent, well-reasoned arguments that demonstrate a growing awareness of one’s own strengths and the limits of one’s understanding – within the context of relevant reading, research, dialogue, experience, and reflection. | • Seminar Reflections / Reflection Rubric  
• Seminar Attendance  
• Final Exam |
| 6. Examine and re-conceive personal assumptions about what it means to teach in the light of a) relevant research into the theory and practice of teaching, b) current systems of educational accountability, c) various philosophies of education, and d) the moral dimensions of teaching. | • Seminar Dialogue  
• Seminar Reflections  
• Oral Contributions  
• Data Collection and analysis |
| 7. Collect, select, organize, analyze, and use data to examine and evaluate both quantitatively and qualitatively goal achievement, student / self performance, and seminar. | • Data collection and analysis  
• Seminar Evaluation components  
• Seminar Dialogue components |
| 8. Achieve selected Texas educator standards | • See addendum |
| 9. Achieve selected technology standards | • See addendum |
ABOUT MEDIA CENTER / PRINTER PRIVILEGES: Students enrolled in EDU 3147/3148 courses pay a course fee which gives them access to a well-maintained media center and printer (with a limited supply of paper). Students may use the Media Center and its resources (computers, scanner, SmartBoard, and printer) to support EDU course work. Paper is available to make single copies of EDU course projects/assignments. In cases where students need multiple copies of handouts in conjunction with EDU course requirements, students MUST seek assistance from the Administrative Assistant in the Department of Education. Students who use the Media Center printer to make multiple copies or who use it either for personal use and/or for assignments/papers from other departments will lose Media Center privileges.

ASSESSMENT PLAN FOR THE COURSE:

Evaluation in this course is based on the achievement of course goals. The chart below shows the components that together provide information regarding goal achievement. See the goals chart for alignment of components with goals. The components elements have been assigned point values which add up to a total of 100 course points. Due dates are also indicated. More detailed information about requirements for each component is available on the course website.

N.B. Assignments are due on class days. Each assignment submitted late is penalized 1 course point per each class day late.

<table>
<thead>
<tr>
<th>COURSE COMPONENTS</th>
<th>POINT VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEMINAR REFLECTIONS (WRITTEN)</td>
<td>See Rubric</td>
<td></td>
</tr>
<tr>
<td>Seminar 1 Reflection/Responses – E-College</td>
<td>5</td>
<td>Reflections must be posted on E-College not later than one week following a given seminar; Responses to the reflections of colleagues must be posted on E-College not later than two weeks following a given seminar.</td>
</tr>
<tr>
<td>Seminar 2 Reflection/Responses – E-College</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Seminar 3 Reflection/Responses – E-College</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Seminar 4 Reflection/Responses – E-College</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Responses offered to colleagues in Discussion relevant to your own seminar -- Optional</td>
<td>Up to 2 points</td>
<td>Seminar Team members are not required to post reflections for their own seminar; however, they are encouraged to respond to the posts of others (and may earn up to 2 points extra credit for doing so).</td>
</tr>
</tbody>
</table>
| READING QUIZZES (BLACKBOARD) | 10 (5 points each) | a. Last day for credit is October 12, 2015  
| a. Socratic Seminar Quiz | |  
| b. Core Reading Quiz | | b. Last day for credit is October 12, 2015 |
| SEMINAR | | |
| Research: Annotated Bibliography Entries (Individual) | 5 | Submitted Not later than day of seminar |
| Research: Conceptual Coherence (Team) | 5 | Day of seminar |
| Seminar Goals / Questions / Trial Run | 5 | Seminar Goals Chart due October 12, 2015 |
| Seminar Time / Pacing | 5 | Day of Seminar |
| Seminar Dialogue + Environment | 10 | Day of Seminar |
| Collection & Analysis of Pre- and Post-Assessments, ParticipationRubric, and Participation Scores (Team) | 5 | |
| Contribution to Seminar Team based on Self-Team Assessment –Required Form | 10 | Based on Self-Team Assessment Forms + Instructor Input |
| Seminar Evaluation (Essay): See Criteria | 10 | Submitted Not later than one week following seminar |
| Advance Material -- Optional | Up to 3 points | Not later than one week prior to seminar |
| Seminar Portfolio -- Optional | Up to 3 points | Not later than last day of class |
| ORAL CONTRIBUTION | | |
| Oral Communication Skills -- Oral Proficiency | 5 | As a Seminar Leader |
| Contribution to Seminars | 5 | As a Seminar Participant (Avg of Participant Scores) |
| FINAL EXAM | | |
| Final Exam | 10 | TBA |
| Total Course Points | 100 | |
The course is based on 100 points which are distributed among the five major course components as indicated in the above matrix. The final grade will be calculated by adding the total points earned for each element. Total points will be translated into letter grades using the following formula.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>90-91</td>
<td>C-</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>82-86</td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>80-81</td>
<td>D-</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Below 60</td>
</tr>
</tbody>
</table>

*IMPORTANT NOTE:*

Optional Seminar Portfolios may be submitted for up to 3 points of extra credit by an individual members of a Seminar Team or collectively by the entire Seminar Team. Portfolios may be submitted to the course instructor up until the last day of class. No Seminar Portfolios will be accepted after that date.

Official Notices

**Title IX Statement**
The University of Dallas is committed to the safety and well-being of all students. If you believe that you have been a victim of sexual misconduct, harassment or violence (including sexual assault, stalking, dating or domestic violence), whether on or off campus, you have options and resources available to assist you. Students can make confidential reports to licensed professionals in the Counseling Center or the Student Health Clinic, to a member of the clergy or to the Director of Campus Ministry. Reports made to faculty members must be forwarded by faculty to the campus Title IX Coordinator, the Director of Student Life and/or the Director of Campus Security for investigation. Additional information related to the process for investigation of complaints is available from the Title IX Coordinator.

**Students with Disabilities**
Any student who, because of a disability, may require special arrangements in order to meet the course requirements should register with the Coordinator of Disability Services in order to obtain appropriate verification. Upon receiving the letter of accommodation, the student should contact the instructor as soon as possible to make any necessary arrangements. Please note instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Coordinator of Disability Services has been provided. For additional information, you may contact the Coordinator of Disability Services in A101 Blakley or 972-721-5385.

**SAVE THE DATE –**

*Friday, November 20, 2015 7:00 p.m. H.A.T.C.H. PARTY (Halloween, All Saints, Thanksgiving, Christmas, and Hanukkah):* Students are invited to the annual H.A.T.C.H. Party hosted by the Department of Education. This party is a holiday party to which all students enrolled in EDU courses are invited. A date, spouse, or friend is also invited. Please join the faculty of the Department of Education (and their families) as well as members of the wider educational community (local teachers, administrators, and friends of U.D.) at the Khirallah house for an evening of fun, food, and frolic in anticipation of the Christmas season. You don’t want to miss this! Students will be given directions and further information about this event later in the semester.

*Assessment that informs Student Knowledge:*
Assessment in this class refers to a “whole” process of obtaining information that will be used to satisfy multiple purposes:

- to assist student learning
- to identify students’ strengths and weaknesses
- to determine the effectiveness of a particular instructional strategy
- to assess and improve teaching effectiveness
- to assess and improve the effectiveness of the course
- to collect data to assist in making decisions about student progress, understanding, grades, etc.

To achieve multiple purposes, I will use multiple forms of assessment: diagnostic, formative, and summative.

Diagnostic assessment is used prior to instruction to determine students’ strengths, weaknesses, knowledge, and skills. The course begins with a series of diagnostic assessments based on your understanding of Socratic Seminars and the broad educational topic selected for the semester. The online quizzes are informal assessments that provide early indications of your a) knowledge of a given topic and b) skill in constructing a seminar. These quizzes serve as tools in support of a more formal assessment such as the seminar rubric. They become part of the collection of artifacts (evidence of achievement) that together are used to evaluate your performance in this class.

Formative assessment is distinct from diagnostic assessment in that it is used “during instruction” to inform and guide teachers as they make instructional decisions throughout the course. According to the Principles and Standards for School Mathematics published by the National Council of Teachers of Mathematics in 2000, assessment should be more than merely a test at the end of instruction to see how students perform under special conditions. It should not merely be done to students; rather, it should also be done for students, to guide and enhance their learning (The Assessment Principle)\(^1\). Throughout the course, students will be expected to grow in their understanding of an educational topic and in the construction/delivery of a Socratic-style seminar. Participation and completion of assessments suggested to support those goals are far more significant as evidence of your serious attempt to develop understanding than they are for their “rightness” or “wrongness.” Thus, taking the online quizzes and struggling to find the “right” answer among the choices offered is far more significant to your progress in the course than is the answer itself. The "right" answer, when achieved too easily without the struggle/pain offers little in the way of learning. The function of the ASK data is to collect evidence of your thinking and your progress during the “formation” of skills and concepts.

ASK data is authored by you, the student, as you participate in this course. Sometimes you will select and complete an ASK assignment independently. More often, I hope that you require the assistance of colleagues to complete the task….for the purpose of ASK assignments is to offer opportunity to examine concepts associated with a given topic as they emerge from not only course reading but more importantly from the “instructional conversation” of the course. According to Tharp and Gallimore (1988), the "instructional conversation is the medium, the occasion, the instrument for rousing the mind to life….The concept itself contains a paradox: 'Instruction' and 'conversation' appear contrary, the one implying authority and planning, the other equality and responsiveness. The task of teaching is to resolve this paradox. To most truly teach, one must converse; to truly converse is to teach"(p. 109). \(^{ii}\)

ASK will emerge naturally from the flow of the course. It needs to be accomplished in the sequence of the course...not at the end....if you hope to achieve the greatest benefit from it. Each time an ASK is offered, it will have value with respect to your grade. Course expectations related to the participation in and completion of ASK include the following:

1. Students are expected to engage in "instructional conversation" while tackling ASK assignments.

The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky (1978) states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals" (p. 57)\(^{iii}\).

2. Students are expected to engage in social interaction within the classroom as a fundamental tool in the development of understanding.

Research in education reveals the promise of intertwined active and collaborative learning approaches. “Collaborative learning … emphasizes the virtues of active involvement. It requires students to take the initiative in the classroom, to
become active creators rather than passive recipients of knowledge, and to rely on each other as much or more than on the teacher’s authority” (Hansen & Stephens, 2000).iv

3. Students are expected to show evidence that they learn from each other as well as from the teacher.

Education studies show that “the difficult abilities of decision-making and problem-solving are best taught through learning groups” (Michaelsen, Fink & Knight, 1997).v “Drawing analogies from everyday learning, researchers argue that knowledge is contextualized; that is, learners construct knowledge by solving complex problems in situations in which they use cognitive tools, multiple sources of information, and other individuals as resources (Brown, Collins & Duguid, 1989)vii Moreover, because learning occurs in a social context, learners interact with and internalize models of knowing and thinking represented and practiced in a community” (Toulmin, 1972).vii

4. Students are expected to show evidence that they are “constructing” knowledge and solving problems both in class and out of class as they propose, implement, collect, interpret and present a research study that examines significant questions in child growth and development.

Students are expected to take seriously the value of the “social context” of the classroom. Thus, they will be present to contribute to and benefit from the interaction in the classroom and, when appropriate, submit data, which will provide evidence of progress.

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N.B. Because the use of technology and computer networks has become commonplace for competitive professional work in education/psychology, this course will utilize the World Wide Web (“WWW” or “the Web”) for research, guidance and presentation of selected materials. Students should regard Web exploration as part of the research that supports the course. In addition to reading from the Web, more traditional reading will also be used to frame course work and discussion.

**Fall 2015 Media Center Access Guidelines**

All students enrolled in EDU courses are welcome to use the resources in the Media Center during the course of the semester. There are computers, a scanner, a printer, and various other electronic and print resources available for use. During regular work hours (8:00 a.m. – 5:00 p.m. M-F), students may gain access to the Media Center by seeking help from the Administrative Assistant in the Department of Education. When the Department of Education is closed, students may gain access to the Media Center by submitting a request to Campus Safety.

Please read carefully the following Media Center Access Guidelines as sent to Campus Safety.

**ACCESS FOR:** Education Department Media Center

**REQUEST FROM:** Barbara Khirallah, Tel. 972-721-5334 – Email: bkhirall@udallas.edu

**ACCESS TIMES PERMITTED:** From 6 a.m. until 12:00 midnight seven days per week

**STUDENTS ON ACCESS LIST:** All Students enrolled in Edu courses
Dear Campus Safety….

Students have permission to work in the Media Center in the Education Department after hours during the Fall 2015 semester. They understand that they will come to or call the Campus Safety Office to request access. Students must show a current University of Dallas ID, driver’s license, or other form of legitimate identification in order to verify their identification against the list in the Campus Safety Office. When students are finished, they will use the telephone in the Media Center to call Campus Safety at 5305 and **WAIT until Security comes to lock up the Media Center**. Campus Safety will keep a record of all students who access the Media Center, recording names, dates and times of access. It is not unusual for Campus Safety to open and check activity in the Media Center during regular campus rounds.

Students who request access to the Media Center from Campus Safety understand that they can request access only for themselves. Students not on the list who wish to use the Media Center after hours must see Mrs. Khirallah personally to request that they be added to this list. Students who use the Media Center are expected to be conscientious and respectful of all property. Those who are not will lose Media Center privileges.

Thank You,

Barbara Khirallah
Office Ext. 5334
Email: bkhirall@udallas.edu