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), 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 what Dewey (1910) called "grounded belief."

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). Through dialogue rooted in reflection, preservice teachers can examine their own beliefs about education, employing what van Manen refers to as a "pedagogical thoughtfulness" (1991, p. 9). They can confront teaching as a problem to solve, as "a process of seeking and making meaning from personal, practical, and professional experiences" (Vacca, Vacca, & Bruneau, 1997, p. 446). They can become "conscious every day that they are coming to school to learn and not just to teach" (Paolo Freire cited in Burton, 1991, pp. 16-17).

Reflective Teaching offers students in the teacher education program resources and guidance for research, reflection and dialogue on the 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 the information with respect to self-selected goals, and present informative seminars aimed at promoting reflection and professional dialogue...all under the watchful guidance of two 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.


## Course Goals

<table>
<thead>
<tr>
<th>By the end of the course, students will show evidence that they can</th>
<th>...because they have</th>
<th>Assessments used to Collect Evidence</th>
</tr>
</thead>
</table>
| 1. research, evaluate, collect and select relevant information on which to construct a coherent Socratic-style seminar based on current topic in education; | 1. constructed a set of well-defined goals to guide a seminar discussion and selected relevant, authoritative research to support the goals | • Online Quiz over Socratic Seminars  
• Online Quiz or quizzes over broad educational topic  
• Seminar Planning Sheet  
• Seminar  
• Seminar Rubric |
| 2. collaboratively construct, 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; | 2. successfully planned and implemented Socratic-style seminars aimed at engaging an audience of educators in reflection and professional dialogue on a topic of significance within a framework of well-defined goals | • Seminar Planning Sheet  
• Seminar  
• Seminar Rubric  
• Self/Team Assessment Form  
• Seminar Evaluation Reflection |
| 3. contribute substantively to oral dialogue on current and future trends in education and construct reasonable oral arguments to solve open-ended problems in a manner that demonstrates growing insight and professional judgment developed as a result of professional reading/research, dialogue, and reflection on critical issues in education; | 3. contributed substantively to dialogue during each seminar, demonstrating growing insight and judgment (rooted in authoritative research, “pedagogical thoughtfulness”, and/or experience) on current and future trends in education | • Seminar attendance  
• Seminar contribution(s) |
| 4. contribute substantively to the written dialogue on current and future trends in education and construct reasonable oral arguments to solve open-ended problems in a manner that demonstrates growing insight and professional judgment developed as a result of professional reading/research, dialogue, and reflection on critical issues in education; | 4. submitted weekly reflections on the seminars | • Written Seminar Reflections |
| 5. develop and express significant insight about what it means to teach in light of the seminars presented during the course (in writing) | 5. written an insightful essay on a self-selected quotation that reveals developing insight and judgment on issues in education related to the seminars | • Final Exam |

### Excellence in Education Forum

Students are expected to attend the Excellence in Education Forum. Date and time will be announced in class and posted online on the course calendar. Go to the course calendar directly by going to [http://dante.udallas.edu/edu3148/Spring_2006/calendar_Spring2006.htm](http://dante.udallas.edu/edu3148/Spring_2006/calendar_Spring2006.htm).
REQUIRED PRINTING AND USAGE FEE: The Department of Education is charging each student enrolled in any EDU course a printing and usage fee of $20.00. Only one $20.00 fee is required whether a student is taking one EDU course or several. The $20.00 fee covers all handouts and use of equipment and computers in the Media Center. Paper and printing for Education course projects/assignments are also covered by the fee. All other printing (either for personal use and/or for assignments/papers from other departments) is strictly prohibited. A student who violates this policy will be severely penalized and lose Media Center privileges. The $20.00 fee is to be paid to Mrs. Randall, administrative assistant to the Department of Education. Only checks or cash can be accepted — no credit/debit cards. The fee must be paid by February 1, 2006.

Course Expectations:

1. Students will come to class regularly and on time.
2. Students will participate 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 objectives
5. Students will work "Vygotsky style" and ASK*.

Student Evaluation

<table>
<thead>
<tr>
<th>Assessment Tasks</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Seminar Implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td>10</td>
<td>As scheduled – See Online Course Calendar</td>
</tr>
<tr>
<td>Clear focus (research questions and goals)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Pre-Seminar Assessment</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Time / Pacing</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Seminar Dialogue (Quantity and Quality)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Post-Seminar Assessment</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Self and Team Evaluations – See form (5 points)</td>
<td>15</td>
<td>One week after seminar</td>
</tr>
<tr>
<td>Seminar Evaluation – See instructions for writing narrative (10 points)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II. Seminar Preparation/Planning (Reading Quizzes and Seminar Planning Sheet)</td>
<td>10</td>
<td>March 7</td>
</tr>
<tr>
<td>III. Written Reflections (on Seminars other than the one planned and implemented)</td>
<td>20</td>
<td>One week after seminar date</td>
</tr>
<tr>
<td>IV. Final Exam (Quotation &amp; Reflection)</td>
<td>10</td>
<td>TBA</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Assignments: See course website.

Course 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.

*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). 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)\textsuperscript{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” \textsuperscript{iv}(Hansen & Stephens, 2000).

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” \textsuperscript{v}(Michaelsen, Fink & Knight, 1997). “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)\textsuperscript{vi} Moreover, because learning occurs in a social context, learners interact with and internalize models of knowing and thinking represented and practiced in a community” \textsuperscript{vii}(Toulmin, 1972).

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.

The Education Department complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request to me, or the ADA Coordinator, before the 4th class day.


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.

Spring 2006 Media Center Access Guidelines

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

LAB ASSISTANT(S): There will be a lab assistant on duty at various times; however, access does not depend on the presence of a lab assistant. Students on the Education Access List may request access at any of the allowable access times.

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 Spring 2006 semester. They understand that they will come to the Campus Safety Office to request access. Then, when they 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, including the 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