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DISCUSSION ROOMS
G08 – Joseph Senese
G14 – Kate Shannon Biddle
G22 - Carla Cortez
G28 - Beatriz Diaz-Pollack
G29 - Cyndi Knodle
G30 – Jim Koch
G31 – Jenny Niemi
G32 – Courtney Reynolds
101 – Narineh Gharashor
317 - Bradley Wadle

THE NORTHWESTERN UNIVERSITY CONCEPTUAL FRAMEWORK, ILLINOIS TEACHING STANDARDS, AND MSED 406:

Northwestern University Conceptual Framework:

Fall 2010
SYLLABUS

MS_ED 406: Research and Analysis in Teaching and Learning I:
Discussion and Question Development
Thursday, 6:00-9:00 PM
Room G15, Annenberg Hall (plus others)
As active participants in the field of education, our candidates will strive for improvement and innovation, based on inquiry that is grounded in reflection and research. The candidates will have

A Vision of Learning that focuses on:
1.1. understanding student thinking about the subject matter;
1.2. reflection and research as a means of learning;
1.3. learning as a social practice, which encourages collaborative learning in which people clarify doubts, examine beliefs and work together to address questions and concerns;
1.4. authentic experience, where class sessions and assignments are designed to engage students’ interests and to have implication for the student beyond the classroom; and
1.5. the use of technology to extend learning opportunities and thinking.

A Vision of Learners that focuses on:
2.1 lifelong learning and development shaped by social contexts; and
2.2 student diversity as a resource for the educational community.

A Vision of Teaching that focuses on:
3.1 connection of theory to practice, where the candidates understand that theories suggest questions and ideas about practice, and practice suggests modifications of theory; and
3.2 professional conduct that is responsible and ethical.

Dispositions (as implied by the NUCF):
1. Willingness to systematically reflect on one’s own practice. (NUCF 1.2, 3.1)
2. Commitment to understanding students’ thinking about the subject matter. (NUCF 1.1)
3. Belief in the value of seeing students as individuals. (NUCF 2.2)
4. Enthusiasm for learning and teaching through collaboration. (NUCF 1.3)
5. Willingness to take the risks associated with engaging students’ interests through real world experiences. (NUCF 1.4)
6. Energy for incorporating innovations in teaching, including the use of new technologies. (NUCF 1.5)
7. Commitment to conducting one’s self professionally and responsibly. (NUCF 3.2)

MSED 406 emphasizes several tenets of our Conceptual Framework, particularly: *Diversity as a Resource* (NUCF 2.2, Disp. 3); *understanding student thinking* about the subject matter (NUCF 1.1, Disp. 2); *Authentic Experience* (NUCF 1.4, Disp. 5): *learning as a social practice* (NUCF 1.3). It also portrays *teaching as grounded in reflective research* (NUCF 1.2).

Each class session features interpretive discussion and dialogue. Individual perspective, history, and interests are drawn out in discussion and are indispensable to its success (*Diversity as a Resource* (NUCF 2.2; Disp.3) In focusing upon discussion and dialogue, the course places emphasis upon *understanding student thinking* about the subject matter (NUCF 1.1, Disp. 2). Students prepare for each class by writing questions about the meaning of the texts under discussion. Their questions, as well as the questions cultivated throughout the course that become the Master’s Project Question, are grounded in student interests. Most have implications for their development as educators. Thus, the course emphasizes *Authentic Experience* (NUCF 1.4, Disp. 5): The focus on questioning and discussion/diaglogue helps students to understand *learning as a social practice* (NUCF 1.3). Discussion of texts in relation to experiences in field settings helps students *relate theory to practice* (3.1). It also portrays *teaching as grounded in reflective research* (NUCF 1.2) Finally, use of Blackboard helps *use technology to extend student thinking* (NUCF 1.5). In focusing upon these tenets of the NUCF, the course should help students to develop the dispositions implied by them. At the same time, work in the course addresses the following Illinois Professional Teaching Standards (which are cross-referenced with the tenets of the NUCF):

#1: **Content Knowledge:**
The competent teacher understands the central concepts, methods of inquiry, and structures of the disciplines and creates learning experiences that make the content meaningful to all students.

#3 **Diversity:**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (NUCF 1.3, 2.2)

#5 **Learning Environment:**
The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (NUCF 1.3, 2.2)

#7 **Communication:**
The teacher uses knowledge of effective written, verbal, nonverbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. (NUCF 1.3, 2.2)

**#9 Collaborative Relationships:**
The teacher understands the role of the community in education and develops and maintains collaborative relationships with colleagues, parents/guardians, and the community to support student learning and well being. (NUCF 1.3)

**#10 Reflection and Professional Growth:**
The teacher is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally. (NUCF 1.1, 1.2, 1.4)

In addition, course experiences help students to meet the following IPT Language Arts Standards (NUCF 1.3) and technology (NUCF 1.5):

**Language Arts 1:** Literacy Techniques and Strategies (NUCF 1.1) All teachers must know a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student’s ability to read, write, speak, and listen to his or her potential within the demands of the discipline.

**Language Arts 2:** Model English Language Arts Skills (NUCF 1.1) All teachers should model effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities. The most important communicator in the classroom is the teacher, who should model English language arts skills.

**Language Arts 3:** Constructive Instruction and Feedback (NUCF 1.1, 2.2) All teachers should give constructive instruction and feedback to students in both written and oral contexts while being aware of diverse learners’ needs. Teachers should effectively provide a variety of instructional strategies, constructive feedback, criticism, and improvement strategies.

**Technology 3:** Application of Technology in Instruction (NUCF 1.1, 1.3, 1.5, 2.2) The competent teacher will apply learning technologies that support instruction in his or her grade level and subject areas. He or she must plan and deliver instructional units that integrate a variety of software, applications, and learning tools. Lessons developed must reflect effective grouping and assessment strategies for diverse populations.

**Technology 7:** Research, Problem Solving, and Product Development (NUCF 1.1, 1.2, 1.3, 1.5) The competent teacher will use computers and other technologies in research, problem solving, and product development. The competent teacher will appropriately use a variety of media, presentation, and authoring packages; plan and participate in team and collaborative projects that require critical analysis and evaluation; and present developed.

**Academic Integrity**
Students in this course are expected to comply with the policies found in the booklet, “Academic Integrity at Northwestern University: A Basic Guide.” All papers submitted for credit in this course must be sent as email attachments as well as delivered in printed form. Your written work may be electronically tested for plagiarized content. For details regarding academic integrity at Northwestern, visit: http://www.northwestern.edu/uacc/. If you need a copy of the brochure visit the SESP Student Affairs Office.

**Accommodations for students with disabilities**
In compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act, Northwestern University is committed to providing equal access to all programming. Students with disabilities seeking accommodations are encouraged to contact the office of Services for Students with Disabilities (SSD) at 467-5530 or ssd@northwestern.edu. SSD is located in the basement of Scott Hall. SSD also has an excellent website at: http://www.stuaff.northwestern.edu/ssd/

**OBJECTIVES AND OVERVIEW OF THE COURSE:**

The overall objective of the course is to introduce a model of teaching and learning that is known in our School of Education and Social Policy (SESP) as “inquiry,” and in so doing help you to
define a question for your Master’s Project. Inquiry is a model that is useful in most settings where learning and teaching take place; it is a model that is useful in conducting research. Indeed, you will find that methods of inquiry are used in most of the courses that you take in the MSED Program and in SESP. In 406, inquiry makes use of discussion about educational issues or discussion about the meaning of texts. Questioning is the foundation of inquiry. Hence, 406 will focus on the highly complex topic of questioning. To help you engage in meaningful questioning and to cultivate a question for your Master’s Project, the course has specific objectives:

1) To learn to question the meaning of texts and educational issues through discussion with others and in so doing, to ponder the relation(s) between educators and students in social/cultural contexts;
2) To develop genuine questions related to the aims and modes of educating human beings;
3) To refine a question of interest until you discover the point of doubt that you care most to resolve. That point of doubt will serve as the basis for the Master’s Project question (MPQ);
4) To clearly articulate the MPQ so that procedures for resolving it are laid open;
5) To begin a review of the literature related to the question for the Master’s Project;
6) To identify modes of observation, data collection, and data analysis that help to clarify the question and develop a plan to resolve it;
7) To articulate the question for the Master’s Project to others so as to engage them in dialogue about it and about procedures for addressing it.

All students will be members of a small coaching group. In general, students remain in the group for the duration of the Master’s Project sequence. In 406, we will be engaged in building communities of learners. As members of such communities, we question and refine questions through discussion with others. Students will see that discussion helps the formation and exploration of questions for the Master’s Project. Indeed, it is an interactive mode of teaching and learning that may be used in K-12 and in workplace settings where a variety of disciplines and topics are pursued. We will ask you to lead a discussion about a text related to your question for the Master’s Project.

By Session VII, you will be asked to formally state your Master’s Project question. That statement will be posted on Blackboard so that those with similar interests can find you. Within your coaching group, you will be paired with others who may share related interests, and you will have opportunities to work closely with these peers during the course.

MSED 406 should be both exciting and a valuable resource for preparing you to pursue your Master’s Project and to work as an educator. It makes use of the discussion/dialogue approach and offers the opportunity to study discussion and questioning from a variety of perspectives, viz., participant, leader, questioner, and seeker.

**COURSE REQUIREMENTS:**
1) Attend all classes, and for the duration of each class. If you must be absent for a family emergency or illness, please contact your coach as soon as possible and make arrangements to complete additional work so that continuity in the course is preserved.

2) Complete all readings on time—before the class for which they are assigned;

3) Bring the written work assigned for each class to the session. It must be word-processed and, at times, must be emailed to your coach. (Note: coaches will identify deadlines by which written work is to be submitted and in what format.)

4) Participate actively in the class discussions—speaking and listening skills are to be cultivated;

5) Prepare for and lead an interpretive discussion on a text related to your question for the Master’s Project (see course schedule below);

6) Final MSED 406 MPQ Summary due Monday, December 6, 5:00 PM.

Please note that an NU e-mail address is a requirement for the course.

GRADING:
Course requirements are listed above. Serious, careful work submitted on time is necessary for success in this course. Those who attend all classes, submit all assigned work on time, and participate actively are candidates for A’s and B’s.

BLACKBOARD:
Blackboard is a software package that we will make use of in the course. Blackboard allows students to continue reflections that are begun in class and to communicate about topics related to the Master’s Project. You are encouraged to visit the site each week, between classes, and to post questions and comments about the readings, the topics that have arisen in class, your individual Master’s Project topic or question, the topics or questions of others, even discussion and questioning themselves. Here, you may also share resources that others might find helpful in their research. You will find both general messages to all on the site as well as dialogue that is restricted to those in your coaching group. Intelligent use of Blackboard will greatly enhance your experience in 406 as well as your understanding of technology in the field of education: professional use, application of technology in instruction, and information access (NUCF 1.5).

COURSE MATERIALS:


Haroutunian-Gordon, S. “The Nature of Questions.” (on Blackboard)

Master’s Project Sequence (on Blackboard)


All texts are required unless otherwise indicated. Creswell will be used in 407 and 408 as well as in 406. Please bring texts to class on nights when they are under discussion.
In addition to the readings, the following website will be useful when applying APA style:
http://owl.english.purdue.edu/owl/resource/560/01/

All written assignments should be processed in 12-point font, Times New Roman, 1” margin all around.

SESSION I: Thursday, September 23, 2010

OBJECTIVES:
1) To gain an overview of the course.
2) To begin reflecting upon student/educator relations in social/cultural contexts as well as the topics of questioning and discussion.

MATERIALS AND ACTIVITIES (in class)
1) Review course syllabus.
2) Read and discuss an excerpt from a lecture by Igor Stravinsky, “The Poetics of Music.”
3) Model “discussion” of the lecture to demonstrate an interpretive discussion as a way to uncover a point of doubt and help bring it to resolution.
4) Participate in activities designed to help uncover areas of interest/concern for possible MPQs.

SESSION II: Thursday, September 30, 2010

OBJECTIVES:
1) To begin to identify the criteria of a “good” question, as a means to learning.
2) To interact with a panel of researchers who have graduated from the MSEd Program.
3) To explore the place of dialogue and discussion in reflection and learning.
4) To become familiar with the Master’s Project sequence.
5) To become familiar with the Institutional Board Review Board (IRB) website and CITI training program.

ASSIGNMENT:
(All assignments are to be completed before class and, if written, then submitted in word-processed form. NO LATE PAPERS, PLEASE.)

1) Review “Master’s Project Sequence”. (on Blackboard)
2) Read Creswell, chapter 18 and pp. 11-13. Write questions/observations as you read. Type two questions and bring to class for discussion.
3) Observation and Journal Entry I, part 1: Make an observation in your practicum/workplace setting, paying special attention to areas of interest and/or concern. In approximately 2 - 3 pages describe your observation. What issues surfaced? Where do you stand on those issues? On what evidence are you basing your questions/opinions?
4) Journal Entry I, part 2: In no more than one-half page, state a question, or at minimum, a domain (or area of study) for your Master’s Project. Try to describe your point of doubt clearly - the thing you do not know but wish to resolve.

MATERIALS AND ACTIVITIES (in class):
6:00 - 7:30 PM: Coaching group discussion of Creswell, chapter 18, Master’s Project Sequence, ethical issues in research (including IRB CITI training), and first observation.
7:45 – 9:00 PM: Whole group in G15 for panel discussion of graduates sharing their process of finding a deepest point of doubt and a research question.

SESSION III: October 7, 2010

OBJECTIVES:
1) To become familiar with models of research in education.
2) To gain insight into techniques of and approaches to observation.
3) To discover the elements of exact description and its role in conducting action research.
4) To explore issues related to questioning, discussion, and the Master’s Project.

ASSIGNMENT:
1) Read “Nature of Questions.”
2) Read Glesne, chapter 3, to learn about writing description and being a participant-observer.
3) Read Senese (teacher ed only).
4) Read Neumann (higher ed only).

As you read through the selections for the first time, mark places to focus on closely when you read for the second time - places you feel you don't understand, ideas and formulations about which you have questions, places you find of particular interest. Write down questions and observations as they occur to you.

Now, re-read. When you have finished the second reading, review your questions and comments.

Pick out two of these observations/questions and bring them to class, typed up.

5) Observation and Journal Entry II: Make a second observation in your practicum/workplace setting and write a journal entry that describes what you observed. This time do not evaluate what you observed (e.g., Was it good? Was it successful? What do I think/believe about what I observed?), but make your journal entry a careful and detailed description of what you observed and heard. (2-3 typed pages)

MATERIALS AND ACTIVITIES (in class):
6:00 – 7:15 PM: Coaching group discussion of Glesne, Senese or Neumann, and second observation.
7:30 – 9:00 PM: Teacher ed in G15 with Senese; Higher ed in G22 with Neumann and Trautvetter.

SESSION IV: October 14, 2010

OBJECTIVES
1) To gain insight into how interpretive questioning can be used to bring one to a researchable question that one cares to resolve and a cluster of questions that will lead to that resolution.
2) To use the reading to reflect upon the research process and to make progress refining the Master’s Project question.
3) To use the research method of interviewing to obtain a perspective on a potential research question.

ASSIGNMENT
3) Read Learning to Teach Through Discussion: The Art of Turning the Soul (ATS): Chapters 1 and 4 and pp. 94-95 and 112 – 118.

As you read through ATS for the first time, mark places to focus on closely when you read for the second time - places you feel you don't understand, ideas and formulations about which you have questions, places you find of particular interest. Write down questions and observations as they occur to you.

Now, re-read. When you have finished the second reading, review your questions and comments.

4) Pick out two of these observations/questions and bring them to class, typed up. Try to follow the format for writing questions described in ATS, pp. 94 - 95.

MATERIALS AND ACTIVITIES (in class)
6:00 - 7:30 PM: Whole group in G15 with SHG.
7:45 – 8:30 PM: Coaching group discussion of ATS and Creswell.
8:30 – 9:00 PM: Students meet in dyads/triads. Each student in the mini-group reads and responds to the other’s interview protocol.

SESSION V: October 21, 2010

OBJECTIVES
1) To differentiate types of research.
2) To obtain an overview of possible sources of data and data-collection methods.
3) To use the research method of interviewing to obtain a perspective on the possible MPQ.

ASSIGNMENT
1) Read Creswell, Chapters 1, 2, and 3.
2) As described above (Session IV), write questions while reading, re-read, and select two questions from the list to write up (ATS, 94-95) and bring to class.
3) Use the protocol that you wrote last week to conduct an interview in your practicum site/workplace to obtain a broader understanding of the MPQ or area of research that you are interested in pursuing. This area may change over the next few weeks. Consider your interviews in the next few weeks as one way of investigating the issues that you are interested in (and possible sources of data later on).
4) Journal Entry IV: Write a summary (1 - 2 pages) of your interview emphasizing your perspective and point of doubt.

MATERIALS AND ACTIVITIES (in class)
6:00 – 7:00 PM: Whole group in G15 to visit with librarian to learn about databases and resources for research.
SESSION VI: October 28, 2010

OBJECTIVES
1) To experience a method of conducting an interview or focus group called Q-sort.
2) To learn about reviewing literature as a way to inform your research.
3) To introduce APA style.

ASSIGNMENT
1) Read Creswell, chapter 8.
2) Write two questions about the reading and bring to class (per Session IV).
3) Revise or revamp interview protocol. Prepare to share it with group.
4) Read Creswell, pp. 145-146. Write a cluster of questions (6 – 8) about your MPQ. These questions should help resolve your MPQ. The cluster will be handed in.
5) Journal Entry V: Write your MPQ as it now stands, or at minimum, a domain (or area of study). This time ask yourself and answer the question, “Why do I find this MPQ of interest?” to help discover your passion for resolving the question. (2 -3 pages)

MATERIALS AND ACTIVITIES (in class)
6:00 – 6:30 PM: Participate in a Q-sort and discuss its uses in interviews/focus groups.
6:30 – 7:30 PM: Discuss Creswell and its relation to developing a MPQ and the process of conducting research, including writing a cluster of questions. Meet in mini-groups to discuss MP cluster of questions.
7:30 – 8:00 PM: Discuss APA style and review revised interview protocols.
8:00 – 9:00 PM: Master Project question review in coaching group.

SESSION VII: November 4, 2010

OBJECTIVES
1) To engage in discussion that helps all to refine their Master’s Project questions.
2) To refine the MPQ after a second interview.
3) To find an article for discussion and write a cluster of questions about it to deepen your understanding of your MPQ.
4) To begin a review of the literature on your MP topic.

ASSIGNMENT
1) Journal Entry VI, part 1: In as straightforward a manner as you can, state the domains of your Master’s Project question and the question itself as it now stands. Submit to coach. Topics and questions will be posted on Blackboard in the coming week.
2) Journal Entry VI, part 2: Using your revised or rewritten protocol, interview another person in the workplace/practicum site, someone who could deepen your understanding of the problem that you are pursuing. How has this interview deepened or changed your understanding? (2 - 3 pages)
3) Find a short article or published research about one of the topics that you have been writing about as a problem or issue of interest to your study. Prepare a cluster of questions (6 - 8) about the reading to use in a small group discussion about the article. At the end of the class, you will submit the cluster of questions to your coach, along with the article.
4) Send a copy of the article or a link to the article to the members of your discussion group by the Monday before the class when the article will be discussed.

MATERIALS AND ACTIVITIES (in class)
6:00 - 7:30 PM: Meet with partner in the coaching group and read his/her article for discussion and review the cluster. At the end of class, submit your revised cluster to your coach.
7:30 - 8:00 PM: Discuss results of second interviews.
8:00 - 9:00 PM: MPQ review in coaching group.
   As needed: Meet individually with coach about progress on the MPQ.

SESSION VIII: November 11, 2010

OBJECTIVES
1) To reflect upon how the researcher prepares him/herself to select texts suitable for discussion and research and engages others in questioning and discussion preparation.
2) To use readings to reflect upon and refine the Master’s Project question.
3) To begin to create a review of the literature on your MP topic.
4) To engage in discussion that helps others refine Master’s Project questions.

ASSIGNMENT
1) Read articles for the discussions that will take place in class that evening. Write questions as you read and be prepared to submit at least one question about the article to the discussion leader.
2) Read shg, ATS, Chapter 6 to learn how to lead a discussion about your article.
3) Continue to find articles/research about your MPQ for a review of the literature.

MATERIALS AND ACTIVITIES (in class)
6:00 – 8:00 PM: In a mini-group, in round-robin fashion, lead a small group discussion about the article or research that you have discovered. Be sure to provide copies for the members of your mini-group.
8:00 – 9:00 PM: Master Project question review in coaching group.

SESSION IX: November 18, 2010

OBJECTIVES
1) To reflect upon how the researcher prepares him/herself to select texts suitable for discussion and research and engages others in questioning and discussion preparation.
2) To use readings to reflect upon and refine the Master’s Project question.
3) To add to your review of the literature on your MP topic.
4) To engage in discussion that helps others refine Master’s Project questions.

ASSIGNMENT
1) Read articles for the discussions that will take place in class that evening. Write questions as you read and be prepared to submit at least one question about the article to the discussion leader.
2) Continue to find articles/research about your MPQ for a review of the literature.
3) Submit a partial draft of MP Summary.

MATERIALS AND ACTIVITIES (in class)
6:00 – 8:00: In a mini-group, in round-robin fashion, lead a small group discussion about the article or research that you have discovered. Be sure to provide copies for the members of your mini-group.
8:00 - 9:00 PM: Master Project question review in coaching group.

SESSION X: December 2, 2010

The objective of the final session is to communicate with others, both inside and outside your coaching section, who share interest in the topic of your Master’s Project. Hence, discussion sections will be reorganized for Session X when you will have an opportunity to:

1) In approximately 10 minutes share your research question and sub-questions (Master’s Project cluster) and its domains with others. You will repeat this format several times over the course of the class. Others in mini-groups will offer comments, questions, and suggestions.
2) Participate with others in the discussion of their questions/topics to help them clarify their questions and begin to progress toward resolution.

MSED 406 Master’s Project Question Summary

*Copy due Monday, December 6, 2010, 5:00 PM, MSED office (Amy Ferguson)*

The MSED 406 Master’s Project Question Summary contains the following information (approximately 10 pages):

I. The research question whose resolution you will pursue with the Master’s Project, together with 6 - 8 sub-questions (Master’s Project cluster);
II. The rationale for the question, which includes discussion of:
   A) Why it is important to resolve the question, given the research and the state of our understanding; why each sub-question, if resolved, should have implication for resolution of the research question;
   B) How the questions and sub-questions are researchable, i.e., within the locus of your control to address;
   C) Why you feel passionate about resolving the Master’s Project cluster of questions;
   D) How the MPQ and your thinking about your topic developed over the ten weeks;
   E) Why you believe that pursuing its resolution will help you to improve your practice;
   F) What assumptions or biases you have about this question as you enter the research process.
III. A preliminary literature review in which you discuss six to ten pieces of literature that have informed your thinking about the questions in your Master’s Project cluster and
your procedure for addressing them. If possible, discuss articles that present different/conflicting perspectives on your MPQ and related issues.

IV. An outline of the literature review with the main domains – in other words, a preview of how the literature can be synthesized. You should relate articles to each other and to your deepest point of doubt.

V. A description of the kinds of information that you will need to gather in order to address the questions in your Master’s Project cluster, and the procedures you plan to follow in order to gather the evidence. Note: As you are about to begin your fieldwork, ask yourself: what data in the field site will I gather in order to address the questions in my Master’s Project cluster?