

DCI 791
PROFESSIONAL LEARNING RESEARCH

Fall 2009

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Interdisciplinary B, 353
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Tuesday, 4:40 – 7:30 p.m.
Room: Interdisciplinary B, 353A

This course is designed for graduate students interested in how teachers learn in our changing society. From a *theoretical* perspective, a sociocultural view of learning will be emphasized, particularly the scholarship on learning communities. The course also focuses on teacher learning related to cultural differences. A central goal of the course is to identify potential lines of research on teacher learning about cultural differences. In addition to selected journal articles and book chapters, the following texts are required for this seminar:

Florio-Ruane, S. (2001). *Teacher education and the cultural imagination: Autobiography, conversation, and narrative*. Mahwah, NJ: Lawrence Erlbaum.

McLaughlin, M. W., & Talbert, J. E. (2006). *Building school-based teacher learning communities: Professional strategies to improve student achievement*. New York: Teachers College Press.

Accommodations

If you need accommodations due to a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Course Assignments

- *Engagement* (20%)

Student participation is essential to the success of the course. Participation entails two types of activities. First, activities related to *preparation and participation in class discussions* such as reading the assigned articles, sharing insights or questions about the course material, responding or providing feedback/clarification to questions posed by peers or the instructor, contrasting the course readings with other scholarly sources or your own background experiences, and entertaining alternative points of view in the discussion of readings.

The second activity involves serving as *lead co-facilitators of class discussions*. The instructor will select randomly every week one student to co-lead discussions of course readings. The student co-facilitator will *play at least two of the following three roles*:

- *Synthesizer*: Identify agreements, conclusions, or generalizations related to the topic under discussion. Conclusions can refer to (theoretical and/or methodological) insights gained through course readings and/or classroom discussions.
- *Knowledge builder*: Raise questions and make statements about the view of teacher learning that is emerging from course materials and/or class discussions. The person playing this role can build on previous and the current class session.
- *Critic*: Raise questions or analytic comments related to the conceptualization or the study of teacher learning. Disagreements, contradictions, ambiguities, or tensions in the reviewed literature can be raised about the notion of teacher learning.

- *Evaluation of Research Studies (30%)*

Students are required to prepare two evaluations (15% each) of studies on teacher learning. A template to evaluate the studies will be provided by the instructor. Critiques must be written as if you were submitting a peer review evaluation of an article to a journal editor; that is, write it for the paper authors and the journal editor. Two common mistakes made in the past when writing this assignment included: (a) focus only on weaknesses and what's missing in the study, and (b) discuss how the study could have been conducted (oftentimes under ideal circumstances).

I expect you to present (1) a critical review of the theoretical and methodological features of the study and (2) provide the authors with *specific guidance and directions on how to improve the design of the study*. The paper must be written according to the editorial guidelines of the American Psychological Association's (APA) 2010 Publication Manual (6th edition). The instructor will provide resources on how to write study reviews.

Each critique should not exceed 6 pages (double spaced, excluding references, table, and title page). Include a table in an appendix that presents a descriptive overview of the study including the study questions, methods (sample, instruments, data collection and analysis procedures), main findings and conclusions. The critique of the study should be grounded in (a) the course literature as well as (b) theory and research relevant to the study topic. You are expected to address issues of cultural differences. Due dates are listed in the calendar section of the syllabus. The instructor will provide examples of written critiques and will suggest studies for this assignment.

- *Presentation and discussion of data analysis (25%)*

Students will collect data from a (preservice or inservice) teacher to analyze one of the following aspects of teacher learning covered in the course: Mediation, zone of proximal development, and participation. It is recommended that the evidence cover at least three different points in time of the same event or activity. The instructor will assist you to define the focus of the data collection and analysis. You are expected to research your chosen aspect of learning (i.e., mediation, zone of proximal development, or participation) and draw from the course literature. The instructor will share additional sources on these aspects of learning.

Students will make one 20-minute presentation based on the analysis of data related to teacher learning. Presentations will entail: (a) Situate theoretically the focus of the analysis, (b) state the purpose of the analysis, (c) contextualize the data used for the analysis, and (d) present

the relevant data and the data analysis. We will devote at least 30 minutes to discuss the analysis presented. Students will write a 1,000-word theoretically grounded discussion of the main findings and/or lessons derived from the analysis. I expect you to use the class feedback about your presentation when writing the essay. The essay is due the week after the class presentation.

- *Proposal to Study Teacher Learning About Cultural Diversity (25%)*

Students are required to prepare a proposal to study (*inservice or preservice*) *teacher learning*. Identify a teacher learning for cultural diversity research study and conduct a systematic evaluation of the theoretical and methodological features of the study. Use this evaluation to propose an improved version of the evaluated study. The paper must be written according to the editorial guidelines of the APA's 2010 Publication Manual (6th edition).

We will devote time in class to have students do preliminary 20-minute reports on this assignment. You may prepare handouts to present the preliminary report. Preliminary reports should cover:

- An earlier evaluation of the selected study that covers
 - an overview of the study--questions, methods (sample, instruments, data collection and analysis procedures), main findings and conclusions.
 - critique of the study (theoretical and methodological observations) grounded in the course literature and theory and research relevant to the study topic, and
- Preliminary ideas for the proposal. Address the following issues (LeCompte & Schensul, 1999):
 1. *What*: An initial research question related to teacher learning for diversity.
 2. *Why*: The reasons or rationale for focusing on this area.
 - Contradictions, gaps, and inconsistencies in the literature (*the link between the research question and the literature gaps should be clearly identified*).
 - Preliminary hypotheses or research questions.
 3. *Where*: The place or site where the study will be conducted.
 4. *With Whom*: The categories of teachers with whom the problem will be studied.
 5. *How*: Preliminary ideas for the design of the study.

The proposal is due the last day of class (December 8th) and should be 10 double spaced pages, excluding title page, abstracts, references, and appendices.

The paper will include a critique of the study and a theoretically grounded and methodologically rigorous proposal to improve the study. *The proposal does not have to be grounded in the same theoretical framework or rely on the same methodological approach of the original study. In addition, the proposal should have an explicit focus on an aspect of diversity.* The proposal should include the following sections:

Introduction

- Overview and critique of the original study
- Statement of problem as addressed by your proposal

i. Identify literature gaps, theoretical and methodological weaknesses

- Research questions

Methods

- Participants
- Data collection and analysis procedures
- Strategies to enhance trustworthiness

EVALUATION & GRADES

Students are expected to comply with ASU's regulations on student conduct and academic integrity. Please review carefully these rules, procedures, and sanctions at the following web pages:

Student Conduct Code:

http://www.abor.asu.edu/1_the_regents/policymanual/chap5/chapter_v.htm#C.%20CODE%20OF%20CONDUCT

Academic Integrity: http://coe.asu.edu/oss/integrity_conduct_standards.html

Unless extraordinary circumstances are documented, late assignments will be deducted points for each day after the due date. Final grades will be assigned according to the following scale:

<u>Grade</u>	<u>Percentage Required</u>
A	94% or above
A-	90% to 93%
B+	87% to 89%
B	83% to 86%
B-	80% to 82%
C+	77% to 79%
C	70% to 76%
F	00% to 69%

CALENDAR

DATE	TOPIC	READINGS	ASSIGNMENT DUE
August 25	<i>Introductions & Organization</i>		
September 1	<i>Teacher Learning: Setting the context</i>	<p>Darling-Hammond, L. (2006). Securing the right to learn: Policy and practice for powerful teaching and learning. <i>Educational Researcher</i>, 35(7), 13-24.</p> <p>Hammerness, K., Darling-Hammond, L., Bransford, J., with Berliner, D. Cochran-Smith, M., McDonald, M., & Zeichner, K. (2005). How teachers learn and develop. In L. Darling-Hammond & J. Bransford (Eds.). <i>Preparing teachers for a changing world: What teachers should learn and be able to do</i> (pp. 358-389). San Francisco: Jossey-Bass.</p> <p>Kennedy, M. (2005). <i>Inside teaching: How classroom life undermines reform</i>. Cambridge, MA: Harvard University Press. [Read chapters 1 & 2]</p>	
September 8	<i>Teacher Learning: Research Programs: Knowledge, subject matter</i>	<p>Ball, D. L. (1993). With an eye on the mathematical horizon: Dilemmas of teaching elementary school mathematics. <i>Elementary School Journal</i>, 93, 373-397.</p> <p>Read Hill et al. OR Nathan & Knuth</p> <p>Hill, H. C., Rowan, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. <i>American Educational Research Journal</i>, 42, 371-406.</p>	

DATE	TOPIC	READINGS	ASSIGNMENT DUE
	<i>Teacher Learning and Cultural Differences</i>	<p>Nathan, M. J., & Knuth, E. J. (2003). A study of whole classroom mathematical discourse and teacher change. <i>Cognition and Instruction</i>, 21, 175-207.</p> <p>Cochran-Smith, M. (1999). Learning to teach for social justice. In G. Griffith (Ed.), <i>Ninety-eighth Yearbook of the National Society or the Study of Education – Part I</i> (pp. 114-144). Chicago: University of Chicago Press.</p>	
September 15	<p><i>Teacher Learning: Research Programs: Life history and teacher learning</i></p> <p><i>Teacher Learning and Cultural Differences</i></p>	<p>Carter, K., & Doyle, W. (1996). Personal narrative and life history in learning to teach. In J. Sikula, T. J. Buttery, & E. Guyton (Eds.), <i>The handbook of research on teacher education</i> (pp. 120-142). New York: Macmillan.</p> <p>Kennedy, M. (2005). <i>Inside teaching: How classroom life undermines reform</i>. Cambridge, MA: Harvard University Press. [Read chapter 6]</p> <p>Florio-Ruane, S. (2001). <i>Teacher education and the cultural imagination</i>. Mahwah, NJ: Erlbaum. [Read chapters 1 & 2].</p>	
September 22	<i>Foundations of a Sociocultural View: The role of culture in learning</i>	<p>Nasir, N. S., Rosebery, A. S., Warren, B., & Lee, C. D. (2006). Learning as a cultural process: Achieving equity through diversity. In K. Sawyer (Ed.). <i>The Cambridge handbook of the learning sciences</i> (pp. 489-504) New York: Cambridge University Press.</p> <p>Peressini, D., Borko, H., Romagnano, L., Knuth, E., & Willis, C. (2004). A conceptual framework for learning to teach secondary mathematics: A situative perspective.</p>	

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		<p><i>Educational Studies in Mathematics</i>, 56, 67-96.</p> <p>Rogoff, B. (2003). <i>The cultural nature of human development</i>. New York: Oxford University Press. [Read pp. 270-281: Distributed cognition in the use of cultural tools for thinking and chapt. 8: Learning through guided participation in cultural endeavors]</p>	
September 29	<p><i>Sociocultural Teacher Learning Research: Learning as Changing Participation</i></p>	<p><u>Read Cobb et al. OR Adger & Hoyle</u></p> <p>Adger, C., & Hoyle, S. M. (2004). Locating learning in in-service education for preschool teachers. <i>American Educational Research Journal</i>, 41, 867-900.</p> <p>Cobb, P., Stephan, M., McClain, K., & Gravemeijer, K. (2001). Participating in classroom mathematical classrooms. <i>The Journal of the Learning Sciences</i>, 10, 113-163.</p> <p>Duranti, A. (1997). <i>Linguistic anthropology</i>. Cambridge: Cambridge University Press. [Chapt. 9 – Read pp. 294-330]</p> <p>O'Connor, M., & Michaels, S. (1996). Shifting participant frameworks: Orchestrating thinking practices in group discussions. In D. Hicks, (Ed.), <i>Discourse, learning, and schooling</i> (pp. 63-103). New York: Cambridge University Press.</p> <p>Rogoff, B. (2003). <i>The cultural nature of human development</i>. New York: Oxford University Press. [Read chapt. 2: Development as transformation of participation ...]</p>	

DATE	TOPIC	READINGS	ASSIGNMENT DUE
October 6	<i>Sociocultural Teacher Learning Research: Learning Communities</i>	<p>McLaughlin, M. W., & Talbert, J. E. (2006). <i>Building school-based teacher learning communities</i>. New York: Teachers College Press. [Read chapters 1 and 2].</p> <p>Graven, M. (2004). Investigating mathematics teacher learning within an in-service community of practice: The centrality of confidence. <i>Educational Studies in Mathematics, 57</i>, 177-211.</p> <p>Valli, L., Groninger, R. G., & Walters, K. (2007). Who (else) is the teacher? Cautionary notes on teacher accountability systems. <i>American Journal of Education, 113</i>, 635-662.</p>	Preliminary proposal reports.
October 13	<i>Sociocultural Teacher Learning Research: Mediation and Re-mediation</i>	<p>Cobb, P., & McClain, K. (2006). The collective mediation of a high-stakes accountability program: Communities and networks of practice. <i>Mind, Culture, and Activity, 13</i>, 80-100.</p> <p>Diaz, E. & Flores, B. (2001). Teachers as sociocultural, sociohistorical mediators. In M. Reyes & J. Holcon (Eds.), <i>The best for our children: Latina/Latino voices on literacy</i> (pp. 29-47). New York: Teachers College Press.</p> <p>Moll, L. C. (1998). Turning to the world: Bilingualism, literacy, and the cultural mediation of thinking. <i>National reading Conference Yearbook, 47</i>, 59-75.</p> <p>Werstch, J. V. (2007). Mediation. In H. Daniels, M. Cole, & J. V. Werstch (Eds.), <i>The Cambridge companion to Vygotsky</i> (pp. 178-192). Cambridge, UK: Cambridge University</p>	Preliminary proposal reports.

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October 20	<i>Sociocultural Teacher Learning Research: Mediation and Re-mediation</i>	<p>Press.</p> <p>Doehler, S. P. (2002). Mediation revisited: The interactive organization of mediation in learning environments. <i>Mind, Culture, and Activity</i>, 9, 22-42.</p> <p>Edwards, A., & Protheroe, L. (2004). Teaching by proxy: Understanding how mentors are positioned in partnerships. <i>Oxford Review of Education</i>, 30, 183-197.</p> <p>Lima, E. S. (1998). The educational experience with the Tikuna: A look into the complexity of concept construction. <i>Mind, Culture, and Activity</i>, 5, 95-104.</p>	Evaluation 1 of teacher learning study
October 27	<p><i>Sociocultural Teacher Learning Research: The Zone of Proximal Development</i></p> <p><i>Sociocultural Teacher Learning</i></p>	<p>Del Rio, P., & Alvarez, A. (2007). Inside and outside the zone of proximal development: An ecofunctional reading of Vygotsky. In H. Daniels, M. Cole, & J. V. Werstch (Eds.), <i>The Cambridge companion to Vygotsky</i> (pp. 276-303). Cambridge, UK: Cambridge University Press.</p> <p>Griffin, P., & Cole, M. (1984). Current activity for the future: The Zo-ped. In B. Rogoff & J. Wertsch (Eds.), <i>Children's learning in the zone of proximal development: New directions for child development</i>, No. 23 (pp. 45-64). San Francisco: Jossey Bass.</p> <p>Rymes, B. (2003). Contrasting zones of comfortable competence: Popular culture in a phonics lesson. <i>Linguistics and Education</i>, 14, 321-335.</p> <p>McLaughlin, M. W., & Talbert, J. E. (2006). <i>Building school-based teacher learning communities</i>. New York: Teachers</p>	<p>Preliminary proposal reports.</p> <p>Data analysis session.</p>

DATE	TOPIC	READINGS	ASSIGNMENT DUE
	<i>Research: Learning Communities</i>	College Press. [Read chapter 3].	
November 3	<p><i>Sociocultural Teacher Learning Research: Learning Communities</i></p> <p><i>Teacher Learning and Cultural Differences</i></p>	<p>Grossman, P., Wineburg, S., & Woolworth, S. (2001). Toward a theory of teacher community. <i>Teachers College Record, 103</i>, 942-1012.</p> <p>McLaughlin, M. W., & Talbert, J. E. (2006). <i>Building school-based teacher learning communities</i>. New York: Teachers College Press. [Read chapter 4].</p> <p>Florio-Ruane, S. (2001). <i>Teacher education and the cultural imagination</i>. Mahwah, NJ: Erlbaum. [Read chapter 3].</p>	Data analysis session.
November 10	<p><i>Sociocultural Teacher Learning Research: Activity Systems</i></p> <p><i>Sociocultural Teacher Learning Research: Learning Communities</i></p>	<p>Engeström, Y. (1998). Reorganizing the motivational sphere of classroom culture: An activity theoretical analysis of planning in a teacher team. In F. Seeger, J. Voigt, & U. Waschescio (Eds.), <i>The culture of the mathematics classroom</i> (pp. 76-103). Cambridge, United Kingdom: Cambridge University Press.</p> <p>Grossman, P., Valencia, S., Evans, K., Thompson, C., Martin, S., & Place, N. (2000). Transitions into teaching: Learning to teach writing in teacher education and beyond. <i>Journal of Literacy Research, 3</i> (2), 631-662.</p> <p>McLaughlin, M. W., & Talbert, J. E. (2006). <i>Building school-based teacher learning communities</i>. New York: Teachers College Press. [Read chapters 5 and 6].</p>	<p>Preliminary proposal reports.</p> <p>Data analysis session.</p>

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November 17	<p><i>Sociocultural Teacher Learning Research: Learning Communities</i></p> <p><i>Teacher Learning and Cultural Differences</i></p>	<p>Grossman, P., & Thompson, C. (2004). District policy and beginning teachers: A lens on teacher learning. <i>Educational Evaluation and Policy Analysis</i>, 26, 281-301.</p> <p>Little, J. W. (2002). Locating learning in teachers' communities of practice: Opening up problems of analysis in records of everyday work. <i>Teaching and Teacher Education</i>, 18, 917-946.</p> <p>Florio-Ruane, S. (2001). <i>Teacher education and the cultural imagination</i>. Mahwah, NJ: Erlbaum. [Read chapters 4-5].</p>	Data analysis session.
November 24	<p><i>Sociocultural Teacher Learning Research: Identity</i></p> <p><i>Teacher Learning and Cultural Differences</i></p>	<p>Hodges, D. C. (1998). Participation as dis-identification with/in a community of practice. <i>Mind, Culture, and Activity</i>, 5, 272-290.</p> <p>Holland, D., & Lave, J. (2001). History in person: An introduction. In D. Holland, & J. Lave, (Eds.), <i>History in person: Enduring struggles, contentious practice, intimate identities</i> (pp. 3-33). Santa Fe, NM: School of American Research Press.</p> <p>Florio-Ruane, S. (2001). <i>Teacher education and the cultural imagination</i>. Mahwah, NJ: Erlbaum. [Read chapters 6-7].</p>	Evaluation 2 of teacher learning study.
December 1	<p><i>Sociocultural Teacher Learning Research: Learning Communities</i></p>	<p>Coburn, C. E. (2003). Rethinking scale: Moving beyond numbers to deep and lasting change. <i>Educational Researcher</i>, 32(6), 3-12.</p> <p>McLaughlin, M. W., & Talbert, J. E. (2006). <i>Building school-</i></p>	Data analysis session

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	<i>Teacher Learning and Cultural Differences</i>	<p><i>based teacher learning communities</i>. New York: Teachers College Press. [Read chapter 7].</p> <p>Florio-Ruane, S. (2001). <i>Teacher education and the cultural imagination</i>. Mahwah, NJ: Erlbaum. [Read chapters 8-9].</p>	
December 8	<p><i>Sociocultural Teacher Learning Research: Learning Communities</i></p> <p><i>Teacher Learning and Cultural Differences</i></p>	<p>Little, J. W. (2003). Inside teacher community: representations of classroom practice. <i>Teachers College Record</i>, 105, 913-945.</p> <p>Florio-Ruane, S. (2001). <i>Teacher education and the cultural imagination</i>. Mahwah, NJ: Erlbaum. [Read chapter 10].</p>	