

EDED/EDMS 8070  
 Research and Perspectives on Teacher Education  
 Fall 2004

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Class Meeting Time: Tuesday, 5:00 pm to 7:45 pm, August 24 through December 7

### Overview of Course

The purpose of this course is to explore research and multiple perspectives on teacher education for grades pre-kindergarten through 8. We will examine the history of research on teaching and teacher education, theoretical perspectives that serve as foundations for teacher education, and research about (a) initial preparation of teachers, (b) induction of teachers into the profession, (c) mentoring, (d) professional development for teachers, (e) assessment of teachers and teacher education, (f) teacher education and social justice, and other topics selected by the class.

### Readings

There is no required textbook for the course. We will read extensively from books, journals, and other documents.

### Grading

Attendance and Participation	15 points
Discussion Leader	25 points
Paper	60 points
Total	100 points

### Attendance and Participation

I assume that you will attend each class meeting. Absences can affect your grade. If you cannot attend class, please contact me before class to let me know. If you miss class, you are responsible for contacting me about options for making up the work missed.

Your participation in class discussions is a major contribution to this course. It is important for you to read all of the material assigned before each class and to reflect on the meaning of the material. For each reading assignment, consider what the material contributes to

our understanding of the preparation of teachers. Please come to class with your own questions and comments about what you have read. In addition to your participation in class discussions and careful, critical reading of course materials, your participation grade will also be related to the timely completion of course assignments.

### Discussion Leader

Each of you will be responsible for leading the class for our discussion of one topic during the semester. You will consult with me about 4 weeks before the class about what readings to assign. You will lead the learning activities for that topic. You will have the option of submitting entries related to the topic to the GSTEP Bridge web resource for beginning teachers.

### Paper

The major assignment for the course will be a paper. Please write your paper using APA Style (5th edition). This paper may be in the form of (a) an extensive review of literature for a topic within teacher education or (b) a proposal for a research study that includes the purpose, research questions, and rationale for the study; a review of literature to support the study; and a description of the design and method for the study. All literature reviews and proposals for the course will focus on some aspect of teacher education.

You will write a draft of your paper well before the end of the semester so that I may read it carefully and provide detailed feedback about how to improve it. I also encourage you to seek feedback from other members of the class about how you might improve the draft of your paper. The draft of your paper will not be graded. Preparing a draft and revising it are a normal part of the writing process for all researchers. I will grade the final version of the paper. As a class, we will develop a rubric to use in evaluating and grading the paper.

At the end of the semester, you will present your paper to the class. Your presentation will not be graded. The purpose of the presentation is to share what you have learned with the class.

Deadline for approval of paper topic	September 7
Draft of paper due	November 9
Receive feedback about your draft	November 30
Due date for final version of paper	December 13, 5 pm

### Academic Honesty

“Academic integrity is an adherence to a high standard of values regarding life and work in an academic community. Pursuit of knowledge and the creation of an atmosphere conducive to learning are both definite aspects of academic integrity, but its basis lies in the standard of honesty.

“Students at The University of Georgia are responsible for maintaining and adhering to the strictest standards of honesty and integrity in every aspect of their lives. Honesty in academic matters is a large part of this obligation. Specific regulations governing student academic conduct are contained in the Student Handbook, and these should be read to avoid any misunderstanding.

A full statement of the policy may be found at the following website:  
[http://www.uga.edu/ovpi/academic\\_honesty/culture\\_honesty.htm](http://www.uga.edu/ovpi/academic_honesty/culture_honesty.htm)