

ED776-001 [26422]
The Study of Teaching:
Classic Models and New Genres

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A set of ideas leading to the design of this course:

1. The study of teaching is the act of pursuing knowledge of teaching, as by reading, observation, or research. A "study of teaching" is what we might call the product of such a studious endeavor. The study of teaching can also mean, less formally, the attentive scrutiny of teaching, and more formally, scholarly research on teaching. In this course, we will examine different kinds of studies of teaching. And we will investigate the acts and processes that can be used to produce studies of teaching
2. Teaching is a practice and it is also a profession. In this course we will look at studying the practice of teaching, that is, what teachers do. We will not study the profession, as in career trajectories of teachers, how teachers relate to other educators, and so on. Although much of what we talk about will pertain to other kinds of teaching, we will look primarily at teaching in k-12 classrooms, where attendance is compulsory and a curriculum is understood to be in place.

Although teaching practice is what teachers do, it is more than how teachers behave with students or the actions of individual teachers; action is behavior with meaning, and practice is action informed by a particular organizational or group context. In "Bridging Epistemologies: The Generative Dance Between Organizational Knowledge and Organizational Knowing," Scott Cook and John Seely Brown use a medical example to clarify the differences among behavior, action, and practice: "If Vance's knee jerks, that's behavior. When Vance raps his knee with a physician's hammer, that's action. If his physician raps his knee as part of an exam, it is practice. This is because the meaning of her action comes from the organized contexts of her training and ongoing work in medicine (where it can draw on, contribute to, and be evaluated in the work of others in her field)." I would add that the context of interaction with the patient also serves to give meaning to what the physician does. (Organizational Science, Vol. 10, No. 4, July-August, 1999, p. 387).

Within education systems, multiple social and institutional contexts serve to define teaching practice. In the classroom, the social unit is one teacher and many students. Students' individual and collective actions and their interpretation of the learning context contribute to determining the work of teaching. Classrooms are organized into schools, and schools have a particular role in social, political, and economic environments, each of which is a context that contributes to the determination of teaching practice. On another plane, ideas about what it means to do teaching in school come from teacher training, teacher assessment, professional organizations, research and reform efforts, and informal "communities of practice" in which teachers work together on problems of common concern. To determine the elements of teaching practice for the purposes of our discussion, we begin in the classroom, but as we will see the social and institutional contexts of teaching and learning permeate that environment through the people who inhabit it.

3. The phenomenon of "teaching" is ephemeral and boundless, even when limited to at teaching in k-12 classrooms, where attendance is compulsory and a curriculum is understood to be in place. It is hard to say when it starts and stops, and as soon as you have seen it happening, it goes away. Although a study of sunflowers might be carried out by turning over actual plants and looking at them from all sides, smelling them, tasting parts of them, and feeling their many different textures, a study of

teaching relies on the capacity to represent teaching. Teaching will not hold still while we try to observe it from different angles. What we scrutinize to study teaching is not teaching itself but some form of records of practice. And so this course will also examine what it means to produce such records, what forms they might take, and how they might be analyzed.

4. Since we are pursuing this project in a Doctoral Program in Teacher Education we will also ask why someone would study teaching and what might be learned from such study. Since teaching is a practice, and many study it in order to learn how to do it, or do it better, we will also investigate what reading, observation, and research have to do with teacher learning and the improvement of practice. In what sense do teachers study teaching? What are the products of their study? In what sense do scholars study teaching? And how does what scholars study and produce relate to what teachers might study and how and what teachers learn? We will need to work on how studies of teaching can be used in preservice and inservice courses for teachers from two different perspectives: learners studying their own teaching or studying teaching directly from records of another teacher's practice, and learners reading studies of teaching done by scholars.

5. This set of themes forces us to ask some more abstract questions, namely, what does it mean to "know" teaching and who could be said to know teaching. Does it make sense to distinguish between "knowing teaching" and "knowing about teaching"? What about "understanding" teaching? It is widely believed that one must do teaching in order to understand it, that teaching is learned from experience and not from the analysis of representations of teaching. In order to provoke our thinking about who knows what about teaching, will consider various arguments about this matter organized around the practice of teacher research.

COURSE ACTIVITIES

We will engage in three kinds of activities in this course: reading and asking questions about the works we read; figuring out how we, as scholars, might participate in the study of teaching; and examining how we, as teacher educators, and other teacher educators might make use of studies of practice.

FOCAL QUESTIONS

Reading and writing assignments will be tailored to investigate the following kinds of questions. Use these as a guide when you are doing assignments for the course.

About the works we read:

What is the person who is writing this trying to do? Why have they chosen the approach they have chosen? What can their work contribute to our knowledge and understanding of teaching? What can it contribute to the improvement of teaching? What can it contribute to the improvement of scholarship?

About appreciating a literature of practice:

As a scholar, what do you take from this work? How do we respect our knowing as teachers and also participate in the development of academic knowledge about practice? Where is the line between popular literature or journalism and academic writing? What is the role of a discourse community in judging the legitimacy of modes of investigation? What is the relationship between an educative or compelling case and "truth"? Who is the audience for writing about teaching practice and how does audience shape choices among genres for reporting results?

About the relationship between a literature of practice and the practice of teacher education:

What is the difference between a teacher's perspective on teaching and "the perspective of practice"? What does the work imply about what it means to know teaching? What does it imply about the process of teaching someone to teach or to change his/her teaching? What are the factors that contribute to a work being appropriate for reading in preservice teacher education? In inservice teacher development settings? What does writing about practice have to offer in these settings in relation to other texts? What is the role of writing about teaching in learning about teaching? What is the relationship between teacher research as a learning activity and producing writing about teaching?

BOOKS ORDERED FOR YOU TO PURCHASE

Gail Burnaford, Joseph Fischer, and David Hobson (Eds.) Teachers Doing Research: The Power of Action Through Inquiry, Second Edition. (Mahwah, NJ; Lawrence Erlbaum Association, Inc., 2001) ISBN 080583589 (paper)

Please do not order by the first edition of this book. The second edition is expanded considerably!

Mary A. Lundberg, Barbara B. Levin, and Helen L. Harrington, Who Learns What from Cases and How? The Research Base for Teaching and Learning with Cases (Mahwah, NJ; Lawrence Erlbaum Association, Inc., 1999) ISBN 080582778-1 (paper)

Maria Broderick, Daniel Chazan, Sandra Lawrence, Paul Naso, Bobby Ann Starnes (Eds.) For Teachers about Teaching (Cambridge: Harvard University Press, 1991) Harvard Educational Review reprint Series No. 20 (out of print, but available used as a compilation; individual articles available through the library) ISBN 0916690229

Philip W. Jackson. Life in Classrooms. (New York: Holt Rinehart & Winston, 1968) ISBN 080773034 (paper)

WRITTEN ASSIGNMENTS

September 30:

Five page paper due: details depend on how things develop in class and who is enrolled in the course. The purpose of this paper is to give early feedback on your writing about ideas developed in the course.

October 14

Plan for project due

November 23:

On this date, the first part of a two-part study of the use of representations of teaching in teacher education or teacher development will be due. (Think ahead: Your plans for this assignment will be a topic of class discussion on Thursday, October 7.)

Part 1 . This part of the project is best done in pairs or small groups. It must be completed and a hard-copy written report turned in on the TUESDAY BEFORE THANKSGIVING.

Either

Choose a representation of teaching from those we have considered in this course (or propose another for discussion) and develop a series of at least two "lessons" for either preservice or practicing teachers using this representation as a focus for the study of teaching.

Explain, in your plans for the lessons:

- what learners will do with the representation
- what learners have the opportunity to learn with the representation
- what a teacher educator would contribute to their learning
- how one might assess what was learned from the activities described

Then, teach these lessons to a group of preservice or practicing teachers and invite a colleague from the class to observe. Consider your own teaching in this case as the focus of a research project in which you are studying the teaching of teaching using methods that were presented in the course readings. Write a descriptive report on the study.

Or

Locate a teacher educator who is using some form of records of practice to teach something to his/her students in a preservice or inservice setting.

Obtain written permission to study this person's practice and the responses of one or more learners following guidelines from the IRB for the study of human subjects.

Design and conduct an interview that will investigate the teacher educator's reasoning about this approach to providing an opportunity for participants to study teaching, ascertain what it is about teaching that the teacher educator intends for participants to learn.

Observe one or more sessions in which the method is being used.

Design and conduct an interview with one or more participants in the session with an eye toward understanding this participant's learning from the study of practice.

Write a descriptive report on the study.

December 16

Project presentations in the form of a poster session for Teacher Education faculty and graduate student teaching assistants.

December 21

On this date, the second part of a two-part study of the use of representations of teaching in teacher education or teacher development will be due.

This part of the project is to be completed independently by each student in the class. It is meant to be a comprehensive representation of what you have learned in this class, and it should be no more than 10 pages long.

Prepare a critical essay which links the ideas that you explored in assignment number 2 with what you learned from assignment number 3, part 1. Consider written comments from the instructor and class discussion of assignment number 2 in your paper.

GRADES

Each of the four assignments described above is worth 20% of your final grade: first paper, project first part, project presentation, project second part. Class participation is worth 20% of your final grade.

For each class missed (unexcused) or each week of lateness in turning in a paper (unexcused), your total final grade will be lowered by one half point (for example, from a B+ to a B). If it is absolutely necessary for you to miss a class or turn in an assignment late, please request permission from the instructor on email, in advance, giving your reasons. Incompletes will only be granted in extreme circumstances. An incomplete grade will become no credit if the work is not completed within one year.

STANDARDS FOR THE EVALUATION OF CLASS PARTICIPATION

All the purposes of this course are not directly related to its substance. The course is also designed to help you develop skills and dispositions that contribute to disciplined scholarly work. These include how you think, analyze, argue, and write. Doctoral study involves, in part, learning to participate in new communities of discourse. Hence, the course is designed to focus explicitly on methods and forms of thought and expression -- particularly methods of interpretation, analysis, and argument, as well as approaches to reading and forms of writing -- that are part of participating in these communities.

The course also serves as an opportunity for you to build and participate in an intellectual community with others in the doctoral program. The nature of the work in this course will involve interpreting and analyzing texts, observations, experiences, and other materials; framing and revising questions; making conjectures; and testing alternative assertions. All this involves taking intellectual risks, and thus, developing a culture in which taking such risks is valued, encouraged, and supported is part of our collective task. Further, each of you comes to this class with different experiences, interests, perspectives, and expertise. The opportunity to have your ideas questioned and challenged from perspectives other than your own is crucial to doing good work. Who we are and what we bring to this class are resources for the course itself if we cultivate them.

Creating thoughtful arguments involves both making conjectures and proving justification for those conjectures. Sometimes justification comes from the texts -- specific references to an argument that an author has made well. At other times, justification is based on the logical analysis of a term or set of ideas. Unpacking ideas is difficult work, drawing on previous experience, your own ideas, and current thinking that the class is doing. Sometimes you may choose to connect these authors' musings to ideas that have been raised in your other classes at UM. I encourage you to do this, examining the interrelationships, complementarity, or contradictions of issues and ideas that you encounter in your doctoral work.

Because the course will be run as a seminar, your participation in discussions is important not only for your own learning but also the learning of others. What you learn in this course will be influenced by the degree of everyone's engagement in and contributions to these discussions. Preparing the readings and coming to class with questions, insights, and issues is crucial to making the course work. A learning community like this one relies on the contributions and participation of all its members.

Building the culture of the class so that genuine inquiry is possible will take all of our efforts to make the seminar a context in which in which people listen and are listened to, in which evidence matters, in which thoughtful questioning of one another's claims is desirable, and in which alternative perspectives and interpretations are valued. Because we are engaged in investigating a complex topic, we will need to take risks in trying out interpretations or ideas that are only partially developed as we articulate them. Trying out an idea experimentally is an important part of developing the capacity to think in disciplined ways. Therefore, how we listen to one another, assist with the formulation of an interpretation, question and challenge will affect the quality of what we can do together. How we listen to others' reactions to our ideas, accommodate critique and questions, change our minds and revise at some times, and reinforce our analyses at others -- all these will affect the intellectual culture of the class.

To do this, we will need to work attentively on the norms of our class. Listening carefully, treating ideas with respect and interest, raising and responding to questions, sharing the floor -- all these will matter in constructing an environment where satisfying and challenging intellectual work can take place.

Tentative schedule of classes

Fall, 2004

Class 1 September 9, 2004

Introduction to the course

Class 2 September 16, 2004

Teaching practice from the teacher's point of view

Karen Hale Hankins, "Cacophony to Symphony: Memoirs in Teacher Research" in The Complex World of Teaching, pp. 111-124 also in Harvard Educational Review

Vivian Paley, "On Listening to What Children Say" Harvard Educational Review, 56 (2), May 1986, 122-131 also in Maria Broderick, Daniel Chazan, Sandra Lawrence, Paul

Naso, Bobby Ann Starnes (Eds.) *For Teachers about Teaching* (Cambridge: Harvard University Press, 1991) Harvard Educational Review reprint Series No. 20

Harriet Bjerrum Nielsen "Seductive Texts with Serious Intentions" *Educational Researcher*, 24 (1), (Jan-Feb-1995), 4-12

Filippo Graziani, "The Intersection Among Practices Of Students' Learning, Teachers' Learning And Teaching," paper prepared for the Rockefeller Foundation Conference *Investigating the Practice of School Improvement: Theory, Methodology, and Relevance*. August 10-15, 2004. Bellagio Study and Conference Center. Bellagio, ITALY (pdf)

Bring to class a non-textual representation of the practice of teaching through which others can "see" something important about teaching practice from your point of view.

Class 3 September 23, 2004

Teaching practice from the scholar's point of view

Jackson, P. (1968). "Introduction" and "The Daily Grind." In *Life in Classrooms* (pp. ix - 37). New York: Holt Rinehart & Winston

David K. Cohen, "Teaching Practice: Plus ça change. . ." National Center for Research on Teacher Education, East Lansing, MI, Michigan State University, Issue paper 88-3, September 1988 (found on D.K. Cohen's website)

Class 4 September 30, 2004

The relation between knowing and doing in teaching

Lee Shulman: "Those who Understand: Knowledge Growth in Teaching"

Lee Shulman: "Knowledge and Teaching: Foundations of the New Reform"

Suzanne Wilson, Lee Shulman and Anna Richert: "150 Different Ways of Knowing: Representations of Knowledge in Teaching"

Seamus Hegarty, "Teaching as a Knowledge-Based Activity," *Oxford Review of Education* 26 (3/4) September-December, 2000, pp.451-465 (jstor)

Class 5 October 7, 2004

First writing assignment due

The meaning of "expertise" in teaching practice

National Board for Professional Teaching Standards, "about NBPTS" including, "What Teachers Should Know and Be Able to Do: The Five Core Propositions of the National Board" which can be found at

<http://www.nbpts.org/about/index.cfm>

and the "Standards" in your subject matter area, which can be found at <http://www.nbpts.org/standards/stds.cfm>

Gaea Leinhardt (1988) "Expertise in Instructional Lessons: An Example from Fractions." In Grouws & Cooney (Eds.) *Effective Mathematics Teaching* (pp. 47-66) Reston Va; NCTM

Christopher M. Clark & Magdalene Lampert (1986). "The study of teacher thinking: Implications for teacher education." *Journal of Teacher Education*, 37 (5), 27-31.

Robert E. Floden; Hans Gerhard Klinzing, "What Can Research on Teacher Thinking Contribute to Teacher Preparation? A Second Opinion," *Educational Researcher*, Vol. 19, No. 5. (Jun. - Jul., 1990), pp. 15-20.

Stable URL:

<http://links.jstor.org/sici?sici=0013-189X%28199006%2F07%2919%3A5%3C15%3AWCROTT%3E2.0.CO%3B2-W>

Christopher M. Clark & Magdalene Lampert; "Expert Knowledge and Expert Thinking in Teaching: A Response to Floden and Klinzing," *Educational Researcher*, Vol. 19, No. 5. (Jun. - Jul., 1990), pp. 21-23+42

Stable URL:

<http://links.jstor.org/sici?sici=0013189X%28199006%2F07%2919%3A5%3C21%3AEKAETI%3E2.0.CO%3B2-XNBPTS>

Class 6 October 14, 2004

Scientific research linking teaching practice with outcomes:
process product studies and evidence based claims about instruction

Barak Rosenshine "Teaching Functions in Instructional Programs" *The Elementary School Journal*, Vol. 83, No. 4, Special Issue: Research on Teaching. (Mar., 1983), pp. 335-351.

Stable URL: [http://links.jstor.org/sici?sici=0013-](http://links.jstor.org/sici?sici=0013-5984%28198303%2983%3A4%3C335%3ATFIIP%3E2.0.CO%3B2-R)

[5984%28198303%2983%3A4%3C335%3ATFIIP%3E2.0.CO%3B2-R](http://links.jstor.org/sici?sici=0013-5984%28198303%2983%3A4%3C335%3ATFIIP%3E2.0.CO%3B2-R)

Greta Morine-Dershimer, "Instructional Strategy and the "Creation" of Classroom Status" *American Educational Research Journal*, Vol. 20, No. 4. (Winter, 1983), pp. 645-661.

Stable URL:

[http://links.jstor.org/sici?sici=0002-](http://links.jstor.org/sici?sici=0002-8312%28198324%2920%3A4%3C645%3AISAT%22O%3E2.0.CO%3B2-%23)

[8312%28198324%2920%3A4%3C645%3AISAT%22O%3E2.0.CO%3B2-%23](http://links.jstor.org/sici?sici=0002-8312%28198324%2920%3A4%3C645%3AISAT%22O%3E2.0.CO%3B2-%23)

David K. Cohen, Steve Raudenbusch, and Deborah Loewenberg Ball, "Resources, Instruction, and Research," *Educational Evaluation and Policy Analysis*, Summer, 2003, Vol 25, no.2,

Plan for a project due

Class 7 October 21, 2004

Scholarly research for understanding practice (part a)
Teacher scholars

Carol Lee, "Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students," in American Educational Research Journal Spring 2001, Vol. 38, No. 1, pp. 97-141

Deborah Lowenberg Ball "Working in the Inside: Using One's Own Practice as a Site for Studying Teaching and Learning" in Anthony Kelly and Richard Lesh, eds., *Research Design in Mathematics and Science Education* (Amsterdam: Kluwer, 1999)pp. 365-402.

Deborah Lowenberg Ball & Suzanne Wilson, "Integrity in Teaching: Recognizing the Fusion of the Moral and Intellectual," American Educational Research Journal, 33, (1), (Spring 1996),155-192; (On DB website)

E. David Wong, "Challenges Confronting the Researcher/Teacher: Conflicts of Purpose and Conduct" Educational Researcher, 24(3),(1995), 22-28 and "Challenges Confronting the Researcher/Teacher: A Rejoinder to Wilson" Educational Researcher, 24(8),(1995), 22-23

Suzanne M. Wilson, "Not Tension but Intention: A Response to Wong's Analysis of the Researcher Teacher," Educational researcher 24 (8), (1995), 19-22

Class 8 October 25 (rescheduled from October 28), , 2004

Scientific research linking teaching practice with outcomes:
process product studies and evidence based claims about instruction (continued)

Gage, Nathaniel L. (Stanford University, Palo Alto, California), **Chapter 13 An Analytical Approach to Research on Instructional Methods**, Journal of Experimental Education, 37:1 (1968:Fall)

http://gateway.proquest.com/openurl?ctx_ver=Z39.88-2003&res_dat=xri:pqi:res_ver=0.1&rft_val_fmt=ori:format:pl:ebnf:jarticle&rft_id=xri:pcift:article:h101-1968-037-01-000017&res_id=xri:pcift-us

Barak Rosenshine "Teaching Functions in Instructional Programs" *The Elementary School Journal*, Vol. 83, No. 4, Special Issue: Research on Teaching. (Mar., 1983), pp. 335-351.

Stable URL: <http://links.jstor.org/sici?sici=0013-5984%28198303%2983%3A4%3C335%3ATFIIP%3E2.0.CO%3B2-R>

Greta Morine-Dersheimer, "Instructional Strategy and the "Creation" of Classroom Status" American Educational Research Journal, Vol. 20, No. 4. (Winter, 1983), pp. 645-661.

Stable URL:

<http://links.jstor.org/sici?sici=0002-8312%28198324%2920%3A4%3C645%3AISAT%22O%3E2.0.CO%3B2-%23>

David K. Cohen, Steve Raudenbusch, and Deborah Loewenberg Ball, "Resources, Instruction, and Research," Educational Evaluation and Policy Analysis, Summer, 2003, Vol 25, no.2,

Graham Nuthall "Relating Classroom Teaching to Student Learning: A Critical Analysis of Why Research Has Failed to Bridge the Theory-Practice Gap" Harvard Educational Review, Vol. 74, No. 3, Fall 2004, pp. 273-306

Class 9 November 4, 2004

Historical, philosophical, literary, and artistic studies of teaching practice

Charlie Vanover: presentation of a new play written and produced from data to represent the work of urban teaching

Among other sources, we will read

The Theory of Inquiry: Dewey's Legacy to Education

Donald A. Schön

Curriculum Inquiry, Vol. 22, No. 2. (Summer, 1992), pp. 119-139.

Stable URL: [http://links.jstor.org/sici?sici=0362-](http://links.jstor.org/sici?sici=0362-6784%28199222%2922%3A2%3C119%3ATTOIDL%3E2.0.CO%3B2-I)

[6784%28199222%2922%3A2%3C119%3ATTOIDL%3E2.0.CO%3B2-I](http://links.jstor.org/sici?sici=0362-6784%28199222%2922%3A2%3C119%3ATTOIDL%3E2.0.CO%3B2-I)

Scheffler, "Reason and Teaching"

Class 10 November 11, , 2004

Anne Marie Palincsar

Readings to be distributed

Class 11 November 18, 2004

Written Cases In The Study Of Teaching

Mary A. Lundberg, Barbara B. Levin, and Helen L. Harrington, Who Learns What From Cases And How? The Research Base For Teaching And Learning With Cases

November 25 (Thanksgiving), , 2004

Class 12 December 2, 2004

Learning in and from practice (part a)

Teacher action research

Joseph Fischer, "Action Research Rationale and Planning: Developing a Framework for Teacher Inquiry," " in Teachers Doing Research, pp. 29-48

Gail Burnaford, "Teachers Work: Methods for Researching Teaching," in Teachers Doing Research, pp. 49-82

David Hobson, "Learning With Each Other: Collaboration in Teacher Research," Teachers Doing Research, pp. 173-192

"Teacher Action Research and Professional Development: Foundations for Educational Renewal", in Teachers Doing Research, pp. 221-236

Kenneth Zeichner, "Practitioner Research," in The Handbook of Research on Teaching, V. Richardson, (Ed.)

Marilyn Cochran-Smith and Susan Lytle, "Research on Teaching and Teacher Research: Issues that Divide" Educational Researcher, 19, (2), (March 1990), 2-11)

Marilyn Cochran-Smith and Susan Lytle, "The Teacher Research Movement: A Decade Later," Educational Researcher, 28 (7), (October 1999). 15-25

Class 13 December 9, 2004

Learning teaching in and from practice (part b)
Generating, storing, and using practice based knowledge and insight

Revisit: Seamus Hegarty, "Teaching as a Knowledge-Based Activity," Oxford Review of Education 26 (3/4) September-December, 2000, pp.451-465 (jstor)

Barbara Neufled and Diana Roper, Coaching: A Strategy for Developing Instructional Capacity, Annenberg Institute for School Reform, June 2003 (online)

David Hobson and Louanne Smolin, "Teachers go Online" in Teachers Doing Research, pp. 83- 120

Eleanor Duckworth, "Teaching As Research," Harvard Educational Review (in For Teachers About Teaching)

James Hiebert, Ronald Gallimore, and James W. Stigler, "A Knowledge Base for the Teaching Profession: What Would It Look Like and How Can We Get One?" Educational Researcher (Download PDF of Pages 3-15 of the print version (108 Kb) at <http://www.lessonlab.com/research/publications.htm>)

Classes end Tuesday December 14, 2004

Exam week December 16-23, 2004

project presentations Thursday December 16, 2004

final project write up due Tues December 21, 2004