
STL Graduate Seminars Spring 2017



EDG 6931, "Multiple Perspectives on Teaching & Learning"

Dr. Carole Beal
Tuesdays, periods 10-E1

This course will provide a survey of theoretical perspectives on learning and consider the implications for instruction. We will begin with an analysis of the role, function and value of theories in research, and then review major theoretical frameworks such as behaviorist, sociocultural, cognitive, constructivist, and social justice views, among others. We will also consider major theories of learning in light of recent neuroscience research on how the brain learns. Students will read original sources, apply and critique theories in discussion and develop a case study that illustrates a range of teaching and learning challenges that can be analyzed from different theoretical perspectives.



EDF 7934, "Seminar in Educational Foundations"

Dr. Sevan Terzian
Mondays, periods 5-7

The purpose of this research seminar is for students to investigate systematically some feature of the history of American education from World War Two to No Child Left Behind through the use of archival sources to produce an original research paper. Assigned books and journal articles are designed to help students identify an appropriate and feasible research question that can be answered using primary sources. Our mutual goal is to develop original historical papers that can find acceptance in a professional academic conference such as the History of Education Society annual meeting, the Southern History of Education Society annual meeting, or the American Educational Research Association conference.



LAE 7519, "Language and Inquiry"

Dr. Jane Townsend
Thursdays, periods 9-11

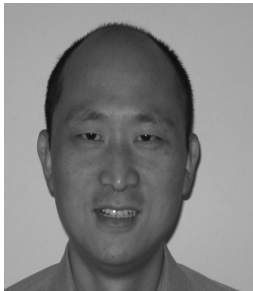
In this graduate seminar, we'll take a close look at the language act of inquiry. We'll discuss the human urge to turn to others in search of understanding, new ideas, and information. We'll consider the purposes, expressions, styles, and contexts of inquiry. We'll also consider the implications for classroom practice in all subject areas and across grade levels. We'll look for the patterns and paradoxes in the questions we ask ourselves and others, and we will identify the pretender events that so often masquerade as inquiry in classrooms. We'll also work to understand the relationship between inquiry and students' developing literacy and school achievement. Students will design and undertake original exploration projects in the area of their special interest.



MAE7899, “Seminar in Math Education: Lesson Study and Teacher Learning”

Dr. Aki Murata
Thursdays, periods 3-5

In this education seminar, we will focus on lesson study – teacher learning community to investigate student learning – to explore teacher learning, classroom practices, and teachers’ roles in student learning processes. Lesson study encompasses many characteristics of effective professional development and provides ideal research contexts by making teacher thinking processes visible. Lesson study is also not limited to mathematics, but is used with many subject areas, and across grade levels. In course readings, discussions, activities, and final projects, we will deeply delve into the topics of teacher learning and development, and position ourselves as educational researchers with own research topics.



RED 6346, “Seminar in Reading”

Dr. Zhihui Fang
Tuesdays, periods 6-8

The goal of this seminar is to familiarize students with a functional language approach to discourse analysis. The focus of the course is on developing an in-depth understanding of how the lexical and grammatical resources of language are used to construct text in context and construe knowledge and ideology. Students will learn and practice tools for analyzing different types of pedagogical texts (oral or written) for purposes of reading/literacy research and instruction through constructs such as clause, genre, register, transitivity, mood and modality, appraisal, cohesion, theme and rheme, and other lexical/grammatical features of language.



EDG 6931, “Teaching Adults”

Dr. Elizabeth Bondy
Tuesdays, periods 7-9

Although we require our graduate students to take courses about how to conduct research, we do not (yet) require our students to take courses about how to teach adults—and many of our students intend to teach adults. The course is designed to explore purposes, theories, and practices of teaching in higher education and other settings in which adults teach and learn. Do you wonder what the best college teachers do? Are you concerned about establishing democratic environments in which transformative learning can flourish? What does research on teaching adults reveal about effective strategies? We will examine these questions and more in this Spring 2017 seminar. Please email Buffy with questions: bondy@coe.ufl.edu



EME 6235, “Managing Educational Projects”

Dr. Albert Ritzhaupt
Wednesdays, periods 10-E1

Managing Educational Projects is a course focused on connecting the Project Management Body of Knowledge (PMBOK) to educational contexts (e.g., higher education, training, K-12). Students in the course will learn about nine knowledge areas, including topics like communications management, cost management, schedule management, and more. These knowledge areas span across five process groups from initiating a project to closing a project. The primary goal of this course is to prepare educational professionals to successfully manage projects in their context. A secondary goal of this course is to prepare students to successfully pass the Project Management Professional certification exam, a highly regarded designation in the professional world.



EDG 7252,” Perspectives in Curriculum, Teaching, and Teacher Education “

Dr. Vicki Vescio
Thursdays, periods 9-11

This course will involve a collaborative exploration of enduring issues related to teaching and learning in classrooms at all levels. The central questions we will confront appear simple, yet their answers have deep implications for education: What should schools teach? Who should decide what and how schools teach? How should the effectiveness of schools be evaluated? Traditional answers to these questions have been the topic of theoretical writings and research studies for close to 100 years. However, despite decades of work, the answers to these questions are still debated in contemporary education without a consensus within the profession. Simultaneously, decisions about curriculum are being made through a political process that may, or may not, be influenced by the knowledge of educators. For example, current debates around issues such as standardized assessment, accountability, vouchers, charter schools, the teaching of evolution, performance-based pay, reading instruction, and grade level retention (to name just a few) are largely political debates and the decisions which will impact schools are typically legislative in nature. In this course we will focus on these prevailing controversies in the curriculum field to explore how they have come to impact our current system of education.

LAE 6939, “Literacy, Family, and Culture”



Dr. Danling Fu
Tuesdays, from periods 9-11

This graduate seminar is to broaden our perspectives on literacy, learning and teaching by taking a close look at the literacy patterns of students in an underprivileged class and also teaching and learning framed from different cultural and language backgrounds. We will examine the interactive patterns, learning styles and life experiences of students who are different from those in the mainstream culture or new to this culture, and discuss how students’ home culture (life experience) influences their school learning and performance and how the school culture and environment impact upon them as learners. Through extensive reading and discussing about the school and home literacy experiences of students with various backgrounds and inquiring about students’ literacy performance at school and home, hopefully, we will reach an understanding of those students with diverse backgrounds and gain an appreciation and respect for their dialects, home cultures and living and learning styles. Also, we will re-examine our conception of “Literacy” and our perception of those students and their families while exploring our roles in providing equal and justice education for the people of the underprivileged and of nonmainstream cultural backgrounds.
