

**EDUCATION 628**  
**Developments in Learning and Instruction**  
**Spring 2004**

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**Mission Statement of the College of Education, CSU San Marcos**

The mission of the College of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research, and ongoing service. Our practices demonstrate a commitment to student centered education, diversity, collaboration, professionalism, and shared governance.

**CLAD Emphasis**

In 1992, the College of Education voted to infuse Cross-cultural, Language And Academic Development (CLAD) competencies across the curriculum.

**Course Description:**

Students will focus on an intensive study of a selected area of learning and instruction. Current research, applications, issues and various perspectives relating to the specific topics selected will be explored. Students will choose an area for a research study or select a curricular project to explore for the course topic. Sample topics could include:

- ◆ The historical basis for various contemporary curriculum and instructional issues
- ◆ Improving procedures for curriculum development and implementation
- ◆ How to evaluate and adopt instructional materials
- ◆ How to support and affirm diversity in curriculum and instruction
- ◆ Various uses of technology in the development and evaluation of curriculum
- ◆ Current reform efforts in California
- ◆ An in depth study of a specific content area of the school curriculum
- ◆ Assessment issues and techniques
- ◆ Critical issues in curriculum and instruction.

**Required Texts:**

Hubbard, R.S. & Power, B.M. (1999). Living the questions: A guide for teacher researchers, MN: Stenhouse Publishers.

Wolcott, H (1990). Writing up Qualitative Research. CA: Sage Publications.

**Suggested Texts:**

Marzano, Robert J., Debra J. Pickering, & Jane E. Pollock (2001). Classroom Instruction that Works VA. ASCD.

Marion, Robin & Zeichner, Ken. (2001) Practitioner Resource Guide-for Action Research, OH National Staff Development Council.

**Course Requirements**

**General Expectations:** This course is designed for students to take an active part in the learning process. It is therefore essential that students come to class prepared to discuss required readings, submit required assignments, conduct research, lead discussions, and participate in group activities.

**Attendance:** Each student is expected to attend class and participate in the activities.

**Reading Logs:** In order to stay up to date on the educational issues that impact teaching and learning students are expected to read and keep a log summarizing at least **five** articles selected from reports, magazines, and/or professional journals. When possible, the articles chosen should relate to the topic chosen for the master's study. Entries in the log are to provide the following:

- title, source, and date of the article
- a brief summary of the main points
- personal reflections.

Students will be asked to share these articles with other students.(some will need to be reproduced for the class or your assigned group) The reading log will be collected and will be reflected in the final grade.

**Oral Presentation:** Each student will make at least one presentation on a professional article and something related to the content of your research topic.

**Grading Policy:** Grading will be determined from a combination of assignments. The total number of points earned (100 possible points) will calculate the final grade.

1. Attendance and Class Participation 10 points
2. Reading Logs 15 points
3. Oral Presentation(s) 15 points
4. first draft ( 3-10 pages) of Master's Project 20 points
5. Second draft (10-20 pages) of Master's Project 30 points
6. A Bibliography of ten or more items relating to the topic of the research 10 points

### TENTATIVE CLASS SCHEDULE (As of 1/1/04)

<b>Date</b>	<b>Topic</b>	<b>Assignment for Next Class</b>
1/20	Administrivia, introductions, and discussion of course objectives and group organization	Read: Hubbard and Powers (H&P) p. 1-46 and Wolcott (W) p.1-36.
1/27	Writing- getting started, teacher research, questions. Discussion of reading (instructor)	Group One -select article and bring handouts for class
2/3	Discussion of Group One's reading	Prepare first draft ( 4 copies )
2/10	Discussion/analysis of first draft.	Group Two-select article assignment-bring for class
2/17	Discussion of Group two reading	H&P p.117-160.
2/24	Discussion of text reading	Group Three-select article and prepare handouts for class
3/2	Discussion of Group three reading	Prepare research progress reports-group One
3/9	Group 1 Reports	H&P.161-178. Prepare research progress reports-group Two
3/16	Group 2 Reports	Prepare research progress reports-group Three
3/23	Group 3 Reports	Work on draft #2
3/30	SPRING BREAK	
4/6	Class discussion	Prepare Draft # 2.
4/13	Submit Draft #2- Share Overview with Class	W p.47-81. H&P p. 208-316
4/20	Preparation for final presentations	
4/27	Final Presentations	

*Research/reaction groups: students will be assigned to a group to present their research drafts for comments and suggestions. This group will also facilitate class discussions on journal articles and/ or research studies relating to teaching and learning.*

*Proposed groups:*

## Scoring Guide for Reading Logs and Other Writing Assignments

Writing logs for journals are scored on a 1 to 3 scale with “3” being the highest mark. Other writing assignments are generally marked on a ten point scale as follows:

### **Excellent (3) 9/10 for other writing assignments**

- Follows requested format (including: title, source, date of publication, short summary, and personal reflections for reading logs.
- Provides concrete details of the article/interview.
- Insightful commentary using personal viewpoints.
- Presents clear and logical organization of thoughts.
- Has very few, if any, mechanical errors.
- Holds interest-is interesting to read.
- Uses a sophisticated vocabulary.

### **Very Strong (2) 7/8 for other assignments**

- Follows requested format (including: title, source, date of publication, short summary, and personal reflections for reading logs)
- Provides concrete details of article/interview.
- Includes personal viewpoints
- Good organization
- Has a few mechanical errors
- Holds interest-is interesting to read.
- Some sentence variety

### **Meets the Standard (1) 5/6 for other assignments**

- Follows some of the requested format including: title, source, date of publication, short summary, and personal reflections.
- Provides a few concrete details
- Adequate summary of the article.
- Organization hard to follow
- Many mechanical errors
- Hard to Read
- Little sentence variety