

## INTRODUCTION TO EDUCATION

05:300:200:06

*Wednesdays 9:00am - 12:00pm*

*Frelinghuysen Hall, Room A1*

*3 credits*

*Office hours: by appointment*

*(please contact [Colleen.McDermott@gse.rutgers.edu](mailto:Colleen.McDermott@gse.rutgers.edu) to schedule)*

Instructor Name: Drew Gitomer	Email Address: drew.gitomer@gse.rutgers.edu
Phone Number: 609-651-6004	Location: Frelinghuysen Hall, Room A1 Class Meeting Times: Wednesdays, 9:00am – 12:00 pm
Office Hours: by appointment	Prerequisites or Other Limitations: None
Mode of Instruction: <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions About Where to Get Permission Numbers: N/A

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### **Academic Integrity Policy:**

Make sure that you provide proper citations for all materials that you use in all written work. Any violation of academic honesty is a serious offense and is therefore subject to an appropriate penalty. Refer to <http://academicintegrity.rutgers.edu/> for a full explanation of policies.

### **Contacting Me:**

I encourage you to contact me to ask questions, discuss issues, consult on your papers, etc. While I don't have standing office hours, please contact me through email, and we'll set up a meeting.

My assistant is Colleen McDermott, and she can help with scheduling meetings, logistical issues, etc. Please contact her (colleen.mcdermott@gse.rutgers.edu) if you are having trouble getting in touch with me.

## **Course Description:**

This course introduces students to important issues in U.S. education, including: race; immigration; special education; the structures of schools and schooling; theories of learning and teaching; students' experiences; teachers' experiences; inequality; family and community relationships; and contemporary school reform policies.

In this course, you will draw upon your own experiences as learners and your observations of teaching, as well as the readings, class discussions, and activities, to develop an understanding of contemporary schooling, and equally important, of education as a process that is at the heart of all human activity. Each week is organized to consider educational issues from both a theoretical and research perspective, and from the realities of educational practice in school and out of school contexts. In addition, class will model various pedagogical strategies, and these experiential exercises will provide for an examination of teaching and learning.

This course is offered in conjunction with Introduction to Education: Field Based Lab Clinical Experience. While this experience has involved classroom visits, this semester we will try something a bit different. Students will have the opportunity to observe, analyze, and respond to videos of a broad range of teaching in light of the course readings and class discussions. Students will draw on course readings, their own experiences as learners, classroom practice video analysis, and class discussions and activities to write four analytic journals in which they integrate what they observe in the videos with the theoretical understandings they are gaining in class. Each week is organized to consider educational issues from both a theoretical perspective, and in light of the realities of educational practice in schools, as seen in the videos.

## **Learning Goals:**

1. Students will become skilled in reflecting on their educational experiences, beliefs, and practices as future teachers.
2. Students will demonstrate an understanding of the intersections of culture, race, language, gender, special needs, and other social factors with educational policy and practice.
3. Students will learn to analyze, discuss, and write about different forms of communication about teaching and learning including scholarly research, other publications, video/film, and other forms of communication.
4. Students will learn to analyze and communicate about teaching using different lenses that focus on different aspects of teaching.
5. Students will become active members of a learning community dedicated to the exploration of teaching within a broader social context.

**The New Jersey Professional Standards for Teachers (see NJ Professional Standards for Teachers 2014 in Canvas Files) that are covered in this course include:**

### **Fundamental Principles**

The teacher recognizes, respects, and upholds the dignity and worth of students as individual human beings, and therefore dealing with them justly and considerately.

The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

### **Developing Instruction**

The teacher acquires the essential knowledge that will allow them to create developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs; that enables each learner to advance and accelerate their learning; and that prepares the teacher to collaborate with families, communities, colleagues and other professionals to promote learner growth and development.

The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

### **Language and Cultural Diversity**

The teacher understands the role and impact of language and culture on learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

The teacher values diverse languages, dialects, and cultures and seeks to integrate them into his or her instructional practice to engage students in learning.

The teacher develops the critical disposition to allow them to value diverse languages, dialects, and cultures and to seek to integrate them into their instructional practice to engage students in learning.

The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.

### **Teacher Reflection**

The teacher reflects on their personal biases and accesses resources to deepen their own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

The teacher is committed to deepening understanding of his or her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

The teacher recognizes the potential of bias in his or her representation of the discipline and seeks to appropriately address problems of bias.

### **Readings:**

**Required Text** (can be ordered from the Rutgers Bookstore and is available free online through the Rutgers University Libraries):

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass.

The remaining required readings listed below are available through Canvas Files and linked to in Canvas Modules.

### **Required Digital Resources:**

I am excited that we will be back in a live classroom setting. However, we will use technology as needed. The class will be organized through Canvas. In addition, we will also be using the ATLAS system for examining teaching videos. Two of our classes will be conducted virtually—something that we all now have experience in doing. Finally, while I prefer that all students attend class each week, there may be *occasional* circumstances where this is not possible. If you let me know in advance, I will try to accommodate virtual participation (but it must be during the time of the class [i.e., Wednesday, 9:00am – 12:00 pm]). Please contact me at any time with access issues and technical difficulties that you are encountering.

## **Expectations and Class Rules:**

*Observation of Classroom Practice:* Traditionally, this course included onsite school visits (a minimum of 20 hours). However, we had to change that last year because of the pandemic and replaced this component with the review and analysis of videos of classroom teaching. Given the uncertainty of the coming year, we will continue in that mode this year. You are required by the state to demonstrate that you have completed 20 hours of teaching observations. We will build this into the weekly assignments by having you analyze teaching practice that is observable in the videos. You will be responsible for responding to the assignments throughout the semester.

Please note that you cannot receive credit for this course without completing the 20 hours of required classroom video observation for the lab course.

*Syllabus/Weekly Responsibilities:* Read the syllabus carefully. You are responsible for knowing what is contained in the syllabus and for adhering to due dates and requirements in the syllabus without any reminders from me.

We will try to create some consistency across weeks beginning in Week 2. Each week you will be responsible for:

1. Doing all assigned “readings”: Readings can include videos, podcasts, or other media in addition to printed texts.
2. Actively participating in class discussions of readings: Participating means actively listening and contributing to the discussion. If you are uncomfortable talking in class, one thing that may help is to come to class with a comment or question already thought through. Everyone should have the goal of making at least one contribution (comment or question) during each week’s class.
3. Responding to a weekly assignment that addresses the readings in some way.
4. Reviewing and analyzing teaching videos or other teaching examples—there will be group and individual assignments for this.

We will have a break mid-way through each class session. Feel free to bring a snack, coffee, water, etc. Also, if you want to use a computer or other device to assist you in class, that is fine. I only ask that you be “present” for the entire class and not use these devices to do other tasks.

*Attendance:* Attendance at all classes is required barring any exceptional circumstances. Please inform me as soon as possible if you will not be able to attend the weekly class session. One excused absence (e.g., for illness, religious holiday, or serious event) will be permitted. After the first absence, one percent will be deducted from your overall total grade for the course for every subsequent absence. Four or more absences will automatically result in a failing grade for the course.

*Assignments/Written Work:* All written work must be properly reference using the APA (American Psychological Association) reference style. You are expected to cite course readings and other articles and multimedia materials in your writing assignments. For your final paper, include a separate references page in APA format. In your discussion posts, simply add the

references at the end of your post. One good resource for APA reference style is [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

All assignments should be submitted either directly in Canvas (for short responses) or as a WORD file. Please do not submit pdf files—I will often provide written feedback and edits, and it is easier to respond in WORD files. When you write papers, please include page numbers—this is a good habit so someone reacting to your paper can say something like, “On the bottom of page 3, you said...”

Weekly assignments are due end of day on the Tuesday before class. They will be considered late if I check in early on Wednesday and they are not posted.

*Communication:* Check your email regularly. I will use Canvas for announcements and email to contact you individually. You will need to pay attention to these emails in a timely fashion. If you do not usually use your Rutgers email account, be sure that you have set it to forward to the account that you do check.

### **Assignments:**

#### *1) Story Circle Reflection (5%; 200-300 words)*

Write a brief reflection of your story circle participation.

#### *2) Educational Autobiography (5%; 750-1000 words)*

Write about a selected experience or set of experiences from your own educational autobiography. Develop the story of your experience with rich and evocative detail, and include a main point or thesis that you would like to convey.

#### *3) Weekly Assignments (40%)*

Read all of the readings (videos, podcasts, etc.) for the week. Posts should address the discussion prompts.

#### *4) Three (3) Classroom Teaching Analysis Papers (35%; 1000-1500 words each)*

Watch videos of teaching each week. The videos will include elementary schools, secondary schools, special education environments, ESL environments, and classrooms in the United States and around the world. Over the course of the semester, write three analytic papers, including a final paper, about teaching. In most cases, you will compare and contrast lessons from at least two classroom videos and address some of the following questions:

- Culturally Relevant Pedagogy: To what extent is culturally relevant pedagogy and content apparent in the classroom?
- Classroom Discourse: What is the nature of classroom discourse and discussion? How do the students and the teacher participate? Who participates, and who does not? How are student ideas considered?

- **Intellectual Challenge:** What are students asked to do during classroom instruction? For example, do they engage in reasoning about important concepts? Are they expected to provide elaborated responses?
- **Social Interactions:** What are the social dimensions of the classroom? How do we view respect, warmth, cooperation, autonomy, and responsibility?
- **Educating Emerging Bilinguals:** How does the classroom support the learning and success of immigrant students and emerging bilinguals?
- **Students With Special Needs:** How does the classroom support the learning and success of students with special needs?
- **Classroom Teaching Around the World:** What are some similarities and differences in approaches to teaching and learning in countries around the world?

#### *5) Current Events Posts (5%)*

Each week we will begin the class with a discussion of current events in education. Twice during the semester each student will write a post that includes a news item(s) addressing current educational issues. Students should post a link to the article(s), a brief reaction, and a discussion question as a way to initiate a conversation with the class. Seek out reputable sources and also consider the credibility of the article as well as potential biases and alternative perspectives. Depending on what is happening in the world, I may ask students to select readings on a current topic in the news. We will ask for volunteers at the beginning of the semester, so everyone will know when they are responsible for posting their reaction and leading the class discussion.

#### *6) Class Participation (10%)*

Class participation will be considered when determining the final grade. Students are expected to be “present” during the class. Having a computer/device is fine, but that is to be used to keep up with the class, take notes, etc.

#### *7) Weekly Video/Teaching Assignments (100% of Field Based Lab Clinical Experience Grade)*

In addition to the aforementioned items, students will be required to respond to a weekly assignment tied to either a video or teaching assignment. These assignments will be used as the basis for your grade for the Field Based Lab Clinical Experience.

#### **Grading Policy:**

Each student will receive two separate grades. The first is given for the course, *Introduction to Education*. The second grade is for the course, *Introduction to Education: Field Based Lab Clinical Experience* (using video). Specific assignments will be noted as contributing to the field experience course.

Completion of all assignments is required to pass this course. All written work is graded based on thoroughness, quality of analysis, level of support from data and/or literature, organization, and clarity. Grading rubrics are available in Canvas Assignments.

Final grades will be assigned as follows:

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C

## **Course Schedule by Week:**

### **Week 1 (9/15) Introduction**

Assignments: Complete Canvas Profile  
Complete Student Survey  
Sign up for Current Events

Critically Watch/Read:

#### **[Episode 1: Race: The Power of an Illusion \(The Difference Between Us\)](#)**

**Ladson-Billings, G.** (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass. (**Chapters 1-3**)

Class Activities: Introductions  
Review of Syllabus and Class Expectations  
Review of Canvas (Student Guide)  
Introduction to New Jersey Professional Standards for Teachers  
Introduction to Story Circle Reflections  
Discussion of Library Access and Critical Reading Guidance  
Discussion of Ladson-Billings (*The Dreamkeepers*, Ch. 1-3)  
Discussion of Episode 1: Race: The Power of an Illusion (The Difference Between Us)

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### **Week 2 (9/22) Building Critical Anti-racist and Intercultural Competence**

Assignments: Educational Autobiography

Critically Watch/Read:

**Carini, P.** (2000). A letter to parents and teachers on some ways of looking at and reflecting children. In M. Himley & P. F. Carini (Eds.), *From another angle: Children's strengths and school standards* (pp. 56–64). New York, NY: Teachers College Press.



Cisneros, S. (1991). *Woman hollering creek: And other stories*. New York, NY: Vintage. (pp. 3–20)

**Episode 2: Race: The Power of an Illusion (The Story We Tell)**

McIntosh, P. (1998). White privilege: Unpacking the invisible knapsack (Essay Excerpt). In *White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies* (Working Paper 189). Wellesley, MA: Wellesley Centers for Women.

<http://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

Class Activities:      Current Events  
                                 Story Circle Reflections Debrief  
                                 Discussion of Episode 2: Race: The Power of an Illusion (The Story We Tell)  
                                 Discussion of Readings  
                                 Introduction to ATLAS  
                                 Observing Teaching – Learning to Observe (Video Exploration)

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**Week 3 (9/29)      Early Childhood – Children's Ideas (VIRTUAL)**

Assignments:          Video Observation Assignment  
                                 Episode 3: Race: The Power of an Illusion (The House We Live In)  
                                 Story Circle Reflection

Critically Watch/Read:

Duckworth, E. (1987). *The having of wonderful ideas and other essays on teaching and learning*. New York, NY: Teachers College Press. (pp. 1–14)

**Episode 3: Race: The Power of an Illusion (The House We Live In)**

Ladson-Billings, G. (1994). *The dreamkeepers: Successful teachers of African American children*. San Francisco, CA: Jossey-Bass. (Chapter 4)

Class Activities:      Current Events  
                                 Story Circle Reflections Debrief  
                                 Discussion of Episode 3: Race: The Power of an Illusion (The House We Live In)  
                                 Discussion of Readings  
                                 Observing Young Children's Thinking (Video Exploration)

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**Week 4 (10/6)      Ways of Observing and Evaluating Teaching**

Assignments:          Video Observation Assignment  
                                 Danielson Analysis Assignment

Critically Read:

**Danielson, C.** (2013). *Rubrics from the Framework for Teaching: Evaluation instrument*. Princeton, NJ: The Danielson Group.

Class Activities:      Current Events  
                                 Observing Teaching – Formal Observation Systems (Video Exploration)  
                                 Analysis Paper #1 (Assigned 10/6; Due 10/26)

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## **Week 5 (10/13)      The Purpose of Education and Nature of Knowledge**

Assignments:          Video Observation Assignment  
                                 Response to Readings Assignment

Critically Read:

**Bellamy, G. T., & Goodlad, J. I.** (2008). Continuity and change: In the pursuit of a democratic public mission for our schools. *Phi Delta Kappan*, 89(8), 565–571.  
<https://doi.org/10.1177/003172170808900806>

**Hirsch, E. D., Jr.** (1997). *Fairness and core knowledge*. Charlottesville, VA: Core Knowledge Foundation.

**Hirsch, E. D., Jr.** (1999). Americanization and the schools. *The Clearing House*, 72(3), 136–139. <https://www.jstor.org/stable/30189429>

**National Commission on Excellence in Education.** (1983). *A nation at risk: The imperative for educational reform*. Washington, DC: Author.

Class Activities:      Current Events  
                                 Discussion of the Purpose of Schooling  
                                 Observing Teaching – Content-Specific Observing (Video Exploration)

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## **Week 6 (10/20)      Structures of Educational Inequality – Segregation**

Assignments:          Response to Readings Assignment  
                                 Video Observation Assignment

Critically Listen to/Read:

**Hannah-Jones, N.** (2016, June 9). Choosing a school for my daughter in a segregated city. *The New York Times Magazine*. <https://www.nytimes.com/2016/06/12/magazine/choosing-a-school-for-my-daughter-in-a-segregated-city.html>

**Kozol, J.** (2005, September). Still separate, still unequal: America's educational apartheid. *Harper's Magazine*, 31(1864).

**[Nice White Parents \(Podcast\), Episode 1: The Book of Statures](#)**

Class Activities:      Current Events  
                                 Discussion of Readings

## Observing Teaching – Focusing on Classroom Discussion (Video Exploration)

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### Week 7 (10/27) Structures of Educational Inequality – Tracking

Assignments: Analysis Paper #1 Due – 10/26  
 Response to Readings Assignment  
 Video Observation Assignment

Critically Listen to/Read:

**Anyon, J.** (1980). Social class and the hidden curriculum of work. *Journal of Education*, 162(1), 67–92. <https://www.jstor.org/stable/42741976>

[Nice White Parents \(Podcast\), Episode 2: I Still Believe in It](#)

**Oakes, J.** (1986). Beyond tracking. *Educational Horizons*, 65(1), 32–35. <https://www.jstor.org/stable/42926852>

**Rubin, B. C.** (2006). Tracking and detracking: Debates, evidence, and best practices for a heterogeneous world. *Theory Into Practice*, 45(1), 4–14. [https://doi.org/10.1207/s15430421tip4501\\_2](https://doi.org/10.1207/s15430421tip4501_2)

**Shapiro, E.** (2019, August 30). Desegregation plan: Eliminate all gifted programs in New York. *The New York Times*. <https://www.nytimes.com/2019/08/26/nyregion/gifted-programs-nyc-desegregation.html>

Class Activities: Current Events  
 Analysis Paper #2 (Assigned 10/27; Due 11/16)  
 Discussion of Readings  
 Observing Teaching – What Do We Ask of Students? (Video Exploration)

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### Week 8 (11/3) Gender Equity

Assignments: Response to Readings Assignment  
 Video Observation Assignment

Critically Watch/Read:

**Cimpian, J.** (2018, April 23). How our education system undermines gender equity: And why culture change—not policy—may be the solution. *Brown Center Chalkboard*. <https://www.brookings.edu/blog/brown-center-chalkboard/2018/04/23/how-our-education-system-undermines-gender-equity/>

[Gender Revolution: A Journey With Katie Couric](#)

**Katch, H., & Katch, J.** (2010). When boys won't be boys: Discussing gender with young children. *Harvard Educational Review*, 80(3), 379–391. <https://doi.org/10.17763/haer.80.3.10274358k6406234>

**Mangin, M.** (2018). Supporting transgender and gender-expansive children in school. *Phi Delta Kappan*, 100(2), 16–21. <https://doi.org/10.1177/0031721718803564>

Class Activities: Current Events  
Discussion of Readings  
Observing Teaching – The Lens of Gender (Video Exploration)

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## **Week 9 (11/10) Teaching Students With Special Needs (VIRTUAL)**

Assignments: Response to Readings Assignment  
Video Observation Assignment

Critically Watch/Read:

**Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y., & Burke, S.** (2016). *A summary of the evidence on inclusive education*. Cambridge, MA: Abt Associates, Inc.  
<https://www.abtassociates.com/insights/publications/report/summary-of-the-evidence-on-inclusive-education>

[Restraint and Seclusion: Hear Our Stories](#)

Class Activities: Current Events  
Discussion of Readings  
Observing Teaching – Classrooms With Students With Special Needs  
(Video Exploration)

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## **Week 10 (11/17) Motivating and De-motivating Students**

Assignments: Response to Readings Assignment  
Video Observation Assignment  
Analysis Paper #2 Due – 11/16

Critically Read:

**American Psychological Association Zero Tolerance Task Force.** (2008). Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *American Psychologist*, 63(9), 852–862. <https://doi.org/10.1037/0003-066X.63.9.852>

**Demerath, P.** (2009). *Producing success: The culture of personal advancement in an American high school*. Chicago, IL: University of Chicago Press. (**Chapters 3 and 4**)

**Kohn, A.** (1999). Lures for learning: Why behaviorism doesn't work in the classroom. In A. Kohn, *Punished by rewards: The trouble with gold stars, incentive plans, A's, praise, and other bribes* (pp. 142–159). Boston, MA: Houghton Mifflin Harcourt Publishing Company.

**Maxime, F.** (2018, January 18). Zero-tolerance policies and the school to prison pipeline. *Shared Justice*. <https://www.sharedjustice.org/domestic-justice/2017/12/21/zero-tolerance-policies-and-the-school-to-prison-pipeline>

Class Activities:      Current Events  
                                 Analysis Paper #3 (Assigned 11/17; Due 12/14)  
                                 Discussion of Readings  
                                 Observing Teaching – Motivating Student Learning (Video Exploration)

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**NOTE:**              Thanksgiving break begins 11/24, so we will not have class. However, we will have class twice the following week: Monday (11/29) and Wednesday (12/1). Please make sure to get all of your work done for the two weeks in advance.

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## **Week 11 (11/29)      Immigration**

Assignments:              Response to Readings Assignment  
                                 Video Observation Assignment

Critically Watch/Read:

**Ee, J., & Gándara, P.** (2020). The impact of immigration enforcement on the nation's schools. *American Educational Research Journal*, 57(2), 840–871.  
<https://doi.org/10.3102/0002831219862998>

**[Girl Rising, 5th Anniversary Edition \(Rutgers University Libraries\)](#)**

**McCarthy, M., Apol, L., & Roue, B.** (2018). “But I’ve never been to Lebanon . . .” and other reflections on “unrelatable” texts. *World of Words: Center of Global Literacies and Literatures Stories*, V(4). <https://wowlit.org/on-line-publications/stories/wow-stories-volume-v-issue-4/4/>

**Suárez-Orozco, M. M., Darbes, T., Dias, S. I., & Sutin, M.** (2011). Migrations and schooling. *Annual Review of Anthropology*, 40, 311–328. <https://doi.org/10.1146/annurev-anthro-111009-115928>

Class Activities:      Current Events  
                                 Discussion of Readings  
                                 Observing Teaching – Classes With Immigrants (Video Exploration)

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## **Week 12 (12/1)      English as a New Language**

Assignments:              Response to Readings Assignment  
                                 Video Observation Assignment

Critically Read:

**August, D.** (2018). Educating English language learners: A review of the latest research. *American Educator*. <https://www.aft.org/ae/fall2018/august>

**García, O.** (2015). Critical multilingual language awareness and teacher education. In J. Cenoz, D. Gorter, & S. May (Eds.), *Language awareness and multilingualism: Encyclopedia of*

*language and education* (3rd ed., pp. 1–17). Cham, Switzerland: Springer International Publishing. [https://doi.org/10.1007/978-3-319-02325-0\\_30-1](https://doi.org/10.1007/978-3-319-02325-0_30-1)

Class Activities:      Current Events  
                                Discussion of Readings  
                                Observing Teaching – English Language Learners (Video Exploration)

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**Week 13 (12/8)      Teacher Knowledge**

Assignments:          Response to Readings Assignment  
                                Video Observation Assignment

Critically Read:

**Ball, D. L., Thames, M. H., & Phelps, G. C.** (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 398–407.  
<https://doi.org/10.1177/0022487108324554>

**Shulman, L. S.** (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 15(2), 4–14. <https://doi.org/10.3102/0013189X015002004>

Class Activities:      Current Events  
                                Discussion of Readings  
                                Observing Teaching – Teaching in Other Countries (Video Exploration)

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**Week 14 (12/15)      Teaching in the New Normal**

Assignment:          Analysis Paper #3 Due – 12/14

Class Activities:      TBD

Class concludes. Have a great break!