

**Augusta State University
College of Education
Department of Teacher Education
Summer 2008**

EDTD 6131 Research in Social Studies Education

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376 University Hall

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TEXT: *Critical Issues in Social Studies Teacher Education* edited by Susan Adler

HOURS: 3

TIME: Monday – Friday – 12:30-4:15 – two week course – June 4 – June 17

LOCATION: University Hall 356

PREREQUISITES (IF ANY): Admission to graduate program

INSTRUCTOR: Kelly Farmer – phone: 706-860-1505; email – kfarmer2@aug.edu

COURSE DESCRIPTION:

This course will examine research in strategic learning and schema theory and the implications of social science curriculum and instruction.

CONCEPTUAL FRAMEWORK PRINCIPLES ADDRESSED:

1. Understand the central concepts, tools of inquiry, and structures of the discipline(s) and be able to create learning experiences that make these aspects of subject matter meaningful for learners.
4. Understand and use a variety of instructional strategies to encourage the learner's development of critical and creative thinking, problem solving, and performance skills.
5. Use an understanding of individual and group motivation and behavior to create the learning environment that encourages positive social interaction, active engagement in learning and self-motivation.
7. Plan instruction based upon knowledge of subject matter, the learners, the community, and curriculum goals.
8. Understand and use authentic assessment to evaluate and ensure the continuous intellectual, social, and psychological development of the learner.
9. Be a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and actively seeks the opportunity to grow professionally.

SPECIFIC COURSE GOALS:

At the end of this course, the students will understand and be able to:

1. Read, interpret, and evaluate research literature related to Social Science education.
2. Plan and evaluate learning experiences designed to implement improved Social Science instruction within the educational environment.
3. Evaluate their own and others' perspectives and cultural behaviors in the light of Social Science trends and theory for a better understanding of teacher and student growth.

COURSE OBJECTIVES:

1. Critically analyze national standards in social studies, geography, and history. Examine implications for teacher knowledge, curriculum and instruction.

2. Critically analyze recommended approaches to instruction, specifically concept formation, concept formulation, generalization building, inquiry, issue centered in light of their congruence with outcomes recommended by the standards.
3. Critically examine current teaching practices in relation to standards and recommended instructional approaches.
4. Critically analyze varied materials that might be used in social studies instruction for best fit with standards and recommended practices.
5. Apply results of critical analyses to instructional planning, reflective essays and presentations.

COURSE POLICIES:

1. Attendance and punctuality are required except in extreme emergencies. The maximum number of absences for this class is one. You may be withdrawn from the class on the second absence. Each tardy will count as one-third of an absence. If you are absent (even once), you will be required to do a one page reflective paper citing two articles about a critical issue in social studies teacher education. **Be on time for class!** If you are tardy more than one time, the same assignment applies and is due the following day after the absence or tardy. Designate another student to pick up any missed handouts!
2. **All assignments are due as you enter class in hard copy form on the day due. Reminder: Relevant assignments from this course should be posted to LiveText by the end of this semester.** Please type all assignments professionally (correct spelling, grammar, punctuation, etc.). **Points will be deducted for spelling and grammatical errors.** Use APA style for references as needed.
3. Late assignments will be penalized 15 points per day. They will be penalized 10 points if they are turned in on the day they are due but after class begins. If an assignment is late, write "late" at the top, along with the date and time the assignment was turned in. Assignments will not be accepted at all three or more days beyond the due date.
4. The academic honesty policy outlined in the ASU Catalog applies in this class.
5. Keep your cell phones turned off or on **silent**.
6. Student grievances should follow the policy as outlined in the ASU catalog.
7. You are expected to check your ASU Campus **Pipeline** Email Account **on a daily basis!**
8. Children should not be brought to class.
9. All papers/projects are to be picked up no later than 2 weeks after the final class.

Class Assignments

I. Presenting a Teaching Strategy (125 points):

You will **sign up** to present a teaching strategy (100 points) to the class. You will research the topic and teach a lesson using the strategy. Make the presentation interactive, creative and not more than 15 minutes. Following your teaching presentation, you will give each student a **handout** (10 points) and give a quick summary (10 minutes) of your teaching strategy and analysis of the approach from a research perspective (citing at least 3 sources). Include a reference list on your handout. The following class period after your presentation, you will turn in a **reflection** (15 points) of your teaching experience.

II. Daily Class Assignments (125 points):

- * *Article Reflections on Teaching Strategies Approach* – 2 reflections (cite your Article (25 pts/50 total) – APA – one page typed **Due Dates: June 5th and 6th**
- * *Checklist* for scanning the Teacher Education Website completed/turned in. (25 pts) **Due Date: June 6th**
- * *Annotated Bibliography for Research Topic Paper* – 5 references (5 pts/25 pts total) **Due Dates: June 9th, 10th, 11th, 12th, 13th**
- * *Video Review* (Must be at least 25 minutes in duration and be an elementary/middle/high school teacher teaching a Social Studies concept.) (25 pts) **Due Date: June 10th**

III. Final Paper (200 points) – Due Date: June 17th

The paper should be at least 5 pages long. Choose one issue from your text reading. Choose one side of the issue, evaluate the research and critically analyze and develop your own perspective and its application to your classroom. Your written summary will consist of the following parts:

- Choice:** Explanation of the component with a rationale for your choice.
- Context:** Research: What do the major researchers in this area have to say about the topic? (cite a minimum of 5 references APA style).
- Instruction:** Description of how you would apply this component to your class. Include handouts, materials, etc. if applicable.
- Evaluation:** How would you assess the effectiveness of your application? Be very specific. You are primarily interested in the learning of your students.
- *Attach a copy of all research articles used (add APA information at the top of each article).**

V. Attendance and Participation (50 points)

Class attendance, preparation and participation are expected. Participation will be determined based on participation in every aspect of the class including active participation in discussion and attention during all aspects of class.

SUMMARY:

Presenting a Teaching Strategy = 125 points

(100 pts – Presentation / 10 pts – Handout/Overview / 15 pts - Reflection)

Daily Assignments = 125 points

Final Paper = 200 points

Attendance – 25 points / Participation = 25 points

Grading Scale:

465 – 500 points = A

429 – 464 points = B

393 – 428 points = C

357 – 392 points = D

< 356 points = F