

## Section Descriptions

Academic Year 2011-2012

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Educational Research Sequence

EDD 630 & 631

### Investigating the Role of Emotions in Learning

Instructor: Professor V. Shulman

Fall 2011                      EDD 630 Tues. 4:40-6:20pm

Spring 2012                    EDD 631 Tues. 4:40-6:20pm

Our focus this year is on how emotions affect and mediate our ability to attend, to learn and to remember. Some of the questions we will consider include: Why is our memory for emotionally charged events so acute? What are the circumstances that enable us to attend and focus on learning? How do emotions enable us to transfer knowledge and skills learned in school to other environments? What is the effect of emerging computer technologies, such as online learning, on our emotional selves and capacity to learn? We will use mixed method research designs to investigate these and other questions related to the educational implications of our emotional selves.

Course organization: Students spend the first semester (EDD 630) developing a research proposal around a particular area of inquiry. In the second semester (EDD 631), students implement their proposed studies. Students create measuring instruments, collect and analyze data using statistical software, discuss the educational implications of their research, and complete the final research paper. During the course of the seminar, students learn the principles of research design and analysis, and apply these principles to the design of their research projects.

Students in this section **do not** need to be currently teaching or student-teaching. Students who are interested in this section should email Professor Shulman at [Vivian.Shulman@csi.cuny.edu](mailto:Vivian.Shulman@csi.cuny.edu)

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### Working towards a Science of Teaching

Instructor: Professor G. Seals

Fall 2011                      EDD 630 Thurs. 6:30-8:10pm

Spring 2012                    EDD 631 Thurs. 6:30-8:10pm

'Science' is a contested term in education. Few believe it possible. Fewer still want to see it realized. Most who favor a science of education labor under an impoverished conception of science as that body of knowledge created by empirical, especially statistical study of educational practice. A result of this contestation is creation of at least two major, opposing camps in educational theory, one positivistic, one postmodern. We'll be using these lenses to look into the scientific potential of teaching in an effort to transcend the debate. We'll compare ideas about a science of teaching to conceptions of teaching as an artistic activity, as a craft, and as an occupation requiring for the most part simply the ability to follow the directions of supervisors. We'll also consider the consequences of holding these views for issues of teacher accountability and teacher professionalism.

Students interested in this section should email Professor Seals at [Greg.Seals@csi.cuny.edu](mailto:Greg.Seals@csi.cuny.edu)

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EDD 630 & 631

### **Mathematics Classroom Inquiry**

Instructor: Professor J. Kerekes

Fall 2011                    EDD 630 Wed. 6:30-8:10pm  
Spring 2012                EDD 631 Wed. 6:30-8:10pm

Learning comes from taking risks. Teachers may teach, but no real learning occurs until learners become active participants to make connections between their realities and what is taught. This action research class helps teachers reach their full potential in their journeys as teachers of mathematics from the Pre-K to 12<sup>th</sup> grades. The class focuses on each of the five content standards (Number and Operations, Algebra, Geometry, Measurement, Data Analysis and Probability), and provides ideas on how teachers can use real-life problems, manipulatives, and mental mathematics to improve their students' excitement about and achievement in mathematics.

The class offers a great avenue for teachers to learn how to create learning environments in which students view mathematics as useful and exciting. Teachers also learn through practice to make decisions based on the individual personalities and capabilities of their students, as well as on the diversified developmental progress of the class as a whole.

Students interested in this section should contact Prof. Kerekes by email at [kerekes@mail.csi.cuny.edu](mailto:kerekes@mail.csi.cuny.edu) to set up an appointment.

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### **Effect of Technology on Teaching and Learning Mathematics and Science**

Instructor: Professor I. Lyublinskaya

Fall 2011                    EDD 630 Mon. 4:40-6:20pm  
Spring 2012                EDD 631 Mon. 4:40-6:20pm

Emerging technologies afford teachers and students new opportunities to grasp mathematical and scientific concepts, study natural and artificial phenomena both inside and outside their community, and discover alternate pathways into science and mathematics fields. There is a huge need to figure out how technology can/should facilitate learning in these content areas, while simultaneously we are figuring out how technology is changing the content area itself.

In this section of the research seminar we will focus on the principles of quantitative research design and analysis.

During the fall semester you will apply these principles to the design of your own research project. In the spring semester you will collect and analyze data. The data you will collect will have to be primarily quantitative, possibly with some qualitative data used to support and enrich the quantitative core. The end product of your research will be written report and presentation. Participation in the department's Celebration of Research is a required part of this class.

Students interested in this section should contact Professor Lyublinskaya at [Irina.Lyublinskaya@mail.csi.cuny.edu](mailto:Irina.Lyublinskaya@mail.csi.cuny.edu) to set up an appointment

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### Overcoming Adversity

Instructor: Professor E. Samuels

Fall 2011 EDD 630 Mon. 4:40-6:20pm

Spring 2012 EDD 631 Mon. 4:40-6:20pm

This section focuses on the influence of non-academic factors on academic success and how our understanding of them can help disadvantaged children succeed. Among the non-academic factors I am most able to help you explore are resilience, motivation, and the effects of impoverished extracurricular environments on learning and self-efficacy. Most of the readings will be primary texts such as articles from research journals.

The main goals for the first (fall) semester will be (1) to gain a solid understanding of an issue within the general realm of students' abilities to overcome adversity to succeed academically and (2) to design and propose an investigation based on your acquired understanding of your area and what more you would like to learn about it.

During the second semester, you will complete your inquiry process and analyze the outcomes. You will then draw conclusions from these analyses that advance your knowledge of the issue. The final product of the course sequence should demonstrate a sophisticated understanding of your area, and a well reasoned and presented position that advances the field through the results of your inquiry.

Students interested in this section should contact Professor Samuels at [El.Samuels@csi.cuny.edu](mailto:El.Samuels@csi.cuny.edu) to set up an appointment.

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### Literacy Focus

Instructor: Professor L. Tao

Fall 2011 EDD 630 Tues. 6:30-8:10pm

Spring 2012 EDD 631 Tues. 6:30-8:10pm

This year-long seminar on literacy research would focus on the text analysis of available literacy materials. For the first semester, students will be exposed to the research methodology of conducting textual discourse analysis, learn to critically evaluate research papers, and develop your own proposal for conducting a research study in analyzing relevant texts. For the second semester, students will carry out the study as they proposed in the previous semester and present the final study as professional education researchers. To be qualified for this literacy seminar series, students should not merely meet the requirements specified for the research seminars in general but also need to have solid knowledge on literacy education, strong writing skills, and a commitment to excellence in research.

Students interested in this section should contact Professor Tao at [Liqing.Tao@csi.cuny.edu](mailto:Liqing.Tao@csi.cuny.edu) to set up an appointment.

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### Literacies and Identities

Instructor: Professor E. Johnson

Fall 2011

EDD 630 Wed. 4:40-6:20pm

Spring 2012

EDD 631 Wed. 4:40-6:20pm

The construct of literacy hinges on beliefs, values, affiliations and experiences. What is literacy? Who is literate? What counts as literacy in school? How do we know? How does literacy change in different places with different texts for different audiences with different purposes? In this research seminar, we will delve deeply into the study of literacy and identity. Focusing on our stories of self, we will explore how we have come to recognize literacy over the course of our lives. In so doing, it is my hope that we will all come to recognize a broader range of literacies and begin to consider how we can build on multiliteracies to teach more students in culturally responsive ways.

Through lenses of narrative inquiry, students will collaborate with the professor to design and conduct individual studies of their *own* literacy practices. Students will gain experience: a) developing personally relevant research questions, b) reviewing literature in the fields of narrative inquiry, teacher identity and literacy, c) gathering ethnographically rich, multimodal data from their daily lives, (e.g., journals, photo-ethnographies, collage, digital storytelling, etc.), d) employing narrative lenses to analyze documents, artifacts, photographs, etc., e) planning, drafting, revising, and editing an academic thesis, f) reviewing peers' academic writing, and g) participating in a collaborative teacher inquiry group.

Interested students should email [elisabeth.johnson@csi.cuny.edu](mailto:elisabeth.johnson@csi.cuny.edu) for further information and to express interest in registering for this section of the course.