Research Like a Teacher: Exploring Research Based Practice and Learning Myths
EDUO 9910  3 Semester Credits/Units
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Course Syllabus

Public Syllabus – This syllabus contains assignment examples. Please contact the instructor for a full syllabus.

Course Overview

Explore current learning myths in education, how they are upheld, and how you can debunk them. Learn the habits of the effective teacher researcher, and learn how to create a plan for using research in school. In this course, you will use research to inform classroom practice, and combat learning myths and potentially problematic buzzwords.


Course Objectives:

In this course, participants will have opportunity:
- Analyze learning myths and buzzwords in education;
- Explore habits of effective teacher researchers;
- Critically reflect on research in the classroom, how to find and dissect research, and how to make plans for change.
## Course Assignments

<table>
<thead>
<tr>
<th>Topic</th>
<th>Assignments</th>
<th>Hours</th>
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| Module 1 | Learning myths are highly believed, misused, and prevalent in the field of education. Teachers who are aware of various learning myths, where they come from, and how they are upheld have the ability to disrupt the spread of misinformation. By the end of this module, participants will be aware of what learning myths are, the different myths that are currently present in education, and how those myths are perpetuated.  
- Create a note taking tool  
- Take a learning myths quiz  
- Read Chapter 1: The Big Clear Out from the text ‘Urban Myths about Learning and Education.’  
- Read Chapter 2: Myths about Learning from the text ‘Urban Myths about Learning and Education.’  
- Dr. Tesia Marshik challenges learning styles in her Ted Talk and discusses the consequences of this myth. Watch the Ted Talk and consider the thoughts of this video for your final reflection. | 8 |
| Module 2 | Buzzwords in education are popular. They are words that seem to be all over the internet—from Pinterest to Instagram, and they are also often talked about in professional development throughout the year. This is not surprising considering that the field of education is always seeking to improve, and often there is a new word for the ‘next best thing.’ This module will dive into two specific buzzwords and also discuss how buzzwords can cause harm in school systems. By the end of this module, participants will analyze current buzzwords in education and what the research says about each.  
- Explore current buzzwords in education  
- Watch a lecture of Buzzwords and how they are misinterpreted and misused  
- Conduct an interview with another teacher. You will use interview as part of the final assignment for this Module.  
- Reflect on the interview you conducted with another teacher on buzzwords. | 8 |
| Module 3 | Specific habits can help teachers develop a critical lens, which not only helps their current practice but informed their future endeavors in the classroom. Teacher who utilize these habits have the tools necessary to dissect information that is being presented at school and online. By the end of this module, participants will have discovered the habits of effective teacher researchers.  
- Watch the habits of teacher researchers lecture video  
- Read Chapter 3 of the text ‘Urban Myths about Learning and Education’  
- Use one of the 5 habits to challenge a current idea or piece of advice. In a single document, submit three different examples of how you did this. When appropriate, please include pictures, screenshots, or links to your sources. | 8 |
## Module 4
Finding relevant research that supports or critiques our practice is essential to applying new ideas in school systems. However, it is important that we know how to find this research and how this research applies to our specific school setting. By the end of this module, participants will have a clear understanding of how to find and dissect research that is relevant to their interests.

- Read Chapter 6: Myth Persistence and Myth Busting
- Watch tutorial on how to find research
- Watch tutorial on how to organize research
- Watch tutorial on dissecting research and apply principles from chapter 6
- Search for research. Think of a current practice that you use in your classroom OR a practice that you do not currently use, but have heard in the education world.
- In a one-page paper (single spaced, size 12 font) complete a review of the research you found of the practice you searched for.

## Module 5
The final step of either implementing a new practice in the classroom or challenging an existing one requires both reviewing current research and observing how the practice functions in the space of your school or your classroom. By the end of this module, participants will have engaged in the process of analyzing practices in their school as well as the process of making change.

- Watch this introduction video, ‘What is Best’
- Watch the ‘Making Classroom Change’ presentation
- Watch the ‘Making School Level Change’ presentation
- Next, choose a practice that you would either like to implement in your classroom or one you’ve already done.
- You now have the opportunity to track your observations of this practice. Record these observations in your confidence clipboard. The time period for this should be a minimum of one month. Pay attention to nuances such as how different students react to the practice, days of the week, reactions from team members, etc. You will choose the best method of recording observations for you practice.
<table>
<thead>
<tr>
<th>EXCELLENT</th>
<th>ACCEPTABLE</th>
<th>NOT ACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meets or Exceeds Course Objectives: A to A-</td>
<td>Majority of Work Meets Course Objectives; B+ to B-</td>
<td>Needs Considerable Improvement: Resubmit Work Suggested: C or below</td>
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<tr>
<td>Shows exemplary understanding of how learning myths and buzzwords are upheld in the education context, and steps necessary to debunk these myths are use practices that are rooted in researched informed work.</td>
<td>Shows basic understanding of how learning myths and buzzwords are upheld in the education context, and steps necessary to debunk these myths are use practices that are rooted in researched informed work.</td>
<td>Needs more time to develop an understanding of how learning myths and buzzwords are upheld in the education context, and steps necessary to debunk these myths are use practices that are rooted in researched informed work.</td>
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<td>The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.</td>
<td>The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.</td>
<td>The presentation of written coursework is limited in organization and clarity or includes minimal evidence to demonstrate completion of the course objectives.</td>
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<td>Reflection responds directly to prompt and demonstrates a connection between course content and experience.</td>
<td>Reflection responds directly to prompt and demonstrates a connection between course content and experience.</td>
<td>Reflection responds with limited reference to the prompt and has minimal connection between course content and experience.</td>
</tr>
<tr>
<td>All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.</td>
<td>All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.</td>
<td>Submitted work does not follows suggested formatting. Work has numerous spelling and grammatical errors. Resources are not cited.</td>
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- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Store account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login
- For Dominican Self-Guided course information, link to http://dominicancaonline.com/Dominican-CA-Online-FAQ