

## **Teacher Researcher: Exploring Research Based Practice and Learning Myths**

**EDUO 9910 3 Graduate-Level Credits/Units**

Instructor – Christina Costa

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### **Course Syllabus**

#### **Course Overview**

How is research used to inform classroom practice? How do we combat learning myths and what are potential problems with buzzwords in education? 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.

#### **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 Materials**

De Bruyckere, P., Kirschner, P., Julshof, Casper. (2015). *Urban Myths about Learning and Education: 1<sup>st</sup> Edition*. Academic Press.

ISBN-13: 978-0128015377

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#### **Course Relation to Quality Professional Learning Standards:**

##### **Early Childhood Generalist Standards**

Standard III: Fostering Equity, Fairness and Appreciation for Diversity

Standard VI: Managing the Environment for Development and Learning

Standard VII: Planning for Development and Learning

Standard IX: Reflecting on Teaching Young Children

### **Middle Childhood Generalist Standards**

Standard II: Respect for Diversity

Standard III: Establishing an Environment for Learning

Standard V: Instructional Decision Making

Standard IX: Reflective Practice

### **How to Submit Coursework**

Each completed assignment in this course is submitted to the instructor for review. Follow directions at the end of each assignment on how to prepare and in which Moodle Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e.

BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade.

Grading assessment rubrics for written projects and for presentation projects are found in this document.

### **Course Assignments**

There are 5 modules that make up this course. In Module 1 and 2 you will discover learning myths and buzzwords in education. In Module 3 you will learn the habits of effective teacher researchers. In Modules 4 and 5 you will learn how to make change in your classroom or school by developing a research portfolio. Participants are expected to read the assigned material for each module, and complete the required assignments according to criteria.

Introductions	
Overview	Welcome to this class! The purpose of this short first assignment is for me to get to know who you are and where you are coming from (both geographically and mentally). Thank you in advance for taking the time to introduce yourself.
Assignment	<p>For your first assignment, please write a short autobiographical paragraph to introduce yourself to the course instructor. In this introduction, include the following:</p> <ul style="list-style-type: none"><li>• Your current position</li><li>• Why you chose to take this course</li><li>• What brought you to the field of education</li><li>• What are some of your future goals</li><li>• Anything else that you would like the instructor to know</li></ul> <p><b>Submit to Dropbox Under: Assignment 1: Introduction</b></p>

## Module 1

Overview	Learning myths are highly believed, misused, and prevalent in the field of education. Teachers who are aware of various learning myths, aware of where they come from, and aware of how they are upheld have the ability to disrupt the further spread of misinformation.
Goals	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.
Objectives	By the end of this module, participants synthesized their learning on learning myths through a written response.

## Assignments

1. Create a note taking tool to hold your questions and reflections as you read through the material for this Module including the blog posts and chapters. You will use these notes to write a reflection at the end of this module. These notes will not be uploaded for feedback, but is for your use in formulating thoughts for a reflection.
2. Take this learning myths quiz to start thinking about the misconception that you might hold coming into the module. Read the article that goes along with the quiz when you have finished:  
<https://www.npr.org/sections/ed/2017/03/22/520843457/you-probablybelieve-some-learning-myths-take-our-quiz-to-find-out>
3. Read Chapter 1: The Big Clear Out from the text 'Urban Myths about Learning and Education.' The following are guided questions for this chapter and are meant to serve as a guide.
  - Why will people who believe education myths find evidence to support them?
  - According to Michael Shermer, why do we ignore experiences that don't fit our case?
  - What is the Hawthorne effect?
  - Why are education myths still perpetuated?
  - What is the effect of thinking in boxes?
4. Read Chapter 2: Myths about Learning from the text 'Urban Myths about Learning and Education.' The following are guided questions for this chapter and are meant to serve as a guide. This chapter is 90 pages long and includes 12 different learning myths. Read at least 6 that interest your experience and classroom the most.
  - What are the different paradigms that exist and why are they problematic?
  - For each myth...
    - o What is the current assumption?
    - o How do the authors challenge this assumption?
    - o How do your personal experiences align with the current assumptions of the myth or authors challenge of the myth?
5. 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:  
<https://www.youtube.com/watch?v=855Now8h5Rs>
6. **Synthesize your learning** by writing a reflection that shows your informed opinions about the learning myths information presented in the readings from this module. Your reflection should include the following:
  - Your understanding of learning myths and reflections on particular myths that were presented in the readings
  - Your understanding of learning myths that you believe to be apparent in the context of your work
  - Information that was new to you from the readings and your reflections of how these ideas have challenged your previous thoughts about learning myths
  - Your reflection should be one-page, single spaced, size 12 font

**Submit to Dropbox Under:**

**Assignment 2: Learning Myths**

Module 2

Overview	Buzzword 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 through the year. This is not surprising considering that
	the education field 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.
Goals	By the end of this module, participants will learn various current buzzwords in education and what the research says about each.
Objectives	By the end of this module, participants will have reflected on the ways buzzwords can be misused, and will have reflected on an interview with another teacher on buzzwords.

<p>Assignments</p>	<ol style="list-style-type: none"> <li>1. Explore a current buzzword in education— ‘Grit.’ Start with watching Angela Duckworth’s Ted Talk, then read more about Grit, and finally listen to the NPR piece on Grit. <ul style="list-style-type: none"> <li>• Watch the Ted Talk: <a href="https://www.youtube.com/watch?v=H14bBuluwB8">https://www.youtube.com/watch?v=H14bBuluwB8</a></li> <li>• Read ‘The Limits of Grit’: <a href="https://www.newyorker.com/culture/culture-desk/thelimits-of-grit">https://www.newyorker.com/culture/culture-desk/thelimits-of-grit</a> • Read ‘What’s Wrong with Grit?’: <a href="https://greatergood.berkeley.edu/article/item/whats_wrong_with_grit">https://greatergood.berkeley.edu/article/item/whats_wrong_with_grit</a></li> <li>• NPR: The Power and Problem of Grit: <a href="https://www.npr.org/2016/04/04/472162167/the-power-and-problem-of-grit">https://www.npr.org/2016/04/04/472162167/the-power-and-problem-of-grit</a></li> </ul> </li>   <li>2. Explore a current buzzword in education— ‘Growth Mindset.’ Start with watching Carol Dweck’s Ted Talk, then read more about Growth Mindset. <ul style="list-style-type: none"> <li>• Watch the Ted Talk: <a href="https://www.youtube.com/watch?v=hiiEeMN7vbQ">https://www.youtube.com/watch?v=hiiEeMN7vbQ</a></li> <li>• Read ‘Carol Dweck Revisits the Growth Mindset’: <a href="https://bit.ly/2mW59Lw">https://bit.ly/2mW59Lw</a> <ul style="list-style-type: none"> <li>• Read ‘How Praise Becomes a Consolation Prize’: <a href="https://www.theatlantic.com/education/archive/2016/12/how-praise-became-aconsolation-prize/510845/">https://www.theatlantic.com/education/archive/2016/12/how-praise-became-aconsolation-prize/510845/</a></li> </ul> </li> </ul> </li>   <li>3. Conduct an interview with another teacher. This teacher can be a colleague or someone who works at a different school than your own. This is an open-ended interview—meaning that you will have guiding questions, but are welcome to go off the script and ask other questions as they arise. The purpose of this assignment is to gain further insight as to how teachers view current buzzwords in education. You will use interview as part of the final assignment for this Module. The following are guide questions for your interview. Chose how you will take notes of the interview (written, typed, or audio). <ul style="list-style-type: none"> <li>• When you think of buzzwords in education, which ones comes to mind?</li> <li>• What can you tell me about [specific buzzword...grit, growth mindset, another buzzword that interviewee mentions].</li> <li>• Do you think buzzwords are problematic? Why or why not? <ul style="list-style-type: none"> <li>o In what context are buzzwords problematic?</li> <li>o In what context are buzzwords not problematic?</li> </ul> </li> <li>• What buzzwords do you see the most via the new or internet?</li> <li>• What buzzwords do you see the most in your school setting?</li> </ul> </li>   <li>4. Write a reflection of the interview you conducted with another teacher on buzzwords. Your reflection should include... <ul style="list-style-type: none"> <li>• A summary of what your interviewee said</li> <li>• Your individual reflection on your interviewees responses</li> <li>• How the themes from the material presented at the beginning of this module were evident (or not evident) in your interviewees responses</li> <li>• Your overall thoughts on current buzzwords that you have heard (at least 2 others that have not been mentioned in this module)</li> </ul> </li> </ol>
	<p><b>Submit to Dropbox Under: Assignment 3: Buzzwords Interview Reflection</b></p>

Module 3

Overview	Specific habits can help teachers develop a critical lens, which then helps not only their current practice but 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.
Goals	By the end of this module, participants will have discovered the habits of effective teacher researchers.
Objectives	By the end of this module, participants will have used these habits to further study learning myths in education and critically analyze education advice online.
Assignments	<ol style="list-style-type: none"> <li>1. Read Chapter 3 of the text 'Urban Myths about Learning and Education.' Skim through the several myths and pick <b>one</b> to read thoroughly. In one paragraph, answer the following question: How does other research listed debunk the original myth? Use the confirmation bias to explain the other sources of research that proved or disproved the original myth.</li> <li>2. First, read Chapter 4 of the text 'Urban Myths about Learning and Education.' Skim through the several myths and pick <b>one</b> to read thoroughly. In one paragraph, answer the following question: Is there clear research evidence for the original myth? If not, how was it lacking? If so, what evidence existed for other explanations?</li> <li>3. Read Chapter 5 of the text 'Urban Myths about Learning and Education.' Skim through the several myths and pick <b>one</b> to read thoroughly. In one paragraph, answer the following question: How was the myth unable to 'prove' itself? Ultimately, was there original research to the myth in the first place?</li> <li>4. Put the three paragraph responses from actions items 2-4 in a single document and submit it to the dropbox.</li> </ol> <p><b>Submit to Dropbox Under: Assignment 4: Applying Habits to Myths</b></p> <ol style="list-style-type: none"> <li>5. Learning habits is the easy part—living them out in everyday life is the challenge. For assignments #5, you are going to seek education advice on the internet (through social media or blog posts) and use one of the 5 habits to challenge that idea or piece of advice. In a single document, you will submit three different examples of how you did this. When appropriate, please include pictures, screenshots, or links to your sources. The following are examples that you may use, but you are welcome to be creative. <ul style="list-style-type: none"> <li>• Taking a picture of a pedagogical book you find in the library or your classroom and searching for references in the back</li> <li>• Finding an Instagram post/blog post/pin/tweet that offers teaching advice and asking questions behind the 'why' of that post</li> <li>• Find an online post (see above examples) and looking for the sources of research</li> </ul> </li> </ol>



	<ul style="list-style-type: none"> <li>• Taking a picture of a current practice you use in your classroom and seeking the 'why' behind it</li> <li>• Explaining a current practice that you use that is backed by research and then also determining why an alternative approach is less effective (the confirmation bias)</li> <li>• All of the above examples would also work with different variations of finding advice on the internet or using things that are utilized in your classroom. The most important piece is that you are searching for an example (your own or online) and then using a habit to provide a question for that practice.</li> </ul> <p><b>Submit to Dropbox Under: Assignment 5: Applying the Habits</b></p>
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Module 4	
Overview	Finding relevant research that support or is critical of our practice is essential to applying new ideas in school systems. However, it is often difficult to find these papers and once we find them it is difficult to digest how different experiments and theories can be appropriately applied to our specific school setting.
Goals	By the end of this module, participants will have a clear understand of how to find and dissect research that is relevant to their interests.
Objectives	By the end of this module, participants will

Assignments	<ol style="list-style-type: none"> <li>1. Read Chapter 6: Myth Persistence and Myth Busting. Use the following questions to guide your reading: <ul style="list-style-type: none"> <li>• How do learning myths persist?</li> <li>• How can we avoid believe myths or passing them on to other educator and students?</li> <li>• In particular, focus on pages 201-203 to inform your assignment in this Module.</li> </ul> </li> <li>2. When you start a project, organizing your research and materials will also be important. Research an effective way to gather and organize your material.</li> <li>3. Once you have located your research paper that you will use to inform possible practices, you need to analyze the research for the many items listed in Chapter 6.</li> <li>4. 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. Find at least <b>three</b> different empirically reviewed research papers that discuss this topic. You will not provide these papers in your final assignment, but you will add them as sources.</li> <li>5. In a one page paper (single spaces, size 12 font) complete a review of the research you found of the practice you searched for. Your paper should include: <ul style="list-style-type: none"> <li>• Overview of the topic you chose to research</li> <li>• Summary of each research paper that you read</li> </ul> </li> </ol>
	<ul style="list-style-type: none"> <li>• Analysis of each research paper that includes answers at least two questions posed on pages 201-203 in Chapter 6</li> <li>• References to each paper on a References page</li> </ul> <p><b>Submit to Dropbox Under: Assignment 6: Review of Research</b></p>

Module 5	
Overview	The final step of either implementing a new practice into 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.
Goals	By the end of this module, participants will have understood the process of analyzing practices in their school as well as the process of making change.

Objectives	By the end of this module, participants will have completed a confidence clipboard that includes research-based evidence of the practice of their choice, their observations of how the practice went, and their conclusions as a whole.
Assignments	<p>1. Creating a plan to either support a practice that you would like to try in your classroom, support a practice you are already doing in your classroom, or dispute a practice that you find problematic at your school is a challenge process. It requires that you do the research, make the plan, and then also track the changes that are happening within your classroom or school.</p> <p>2. Choose a practice that you would either like to implement into your classroom or one that is already implemented. Set up and create your own 'Confidence Clipboard'. This will take time to both think of the background of your students and additionally do the research behind the practice.</p> <p>3. You now have the opportunity to track your observations on this practice. Track 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. Your method of observation should include</p> <ul style="list-style-type: none"> <li>• Date</li> <li>• Detailed notes on how the practice is going</li> <li>• Aspects that are going well</li> <li>• Aspects that are not going well</li> </ul> <p>4. After you have had time to observe the practice, conclude your 'Confidence Clipboard' by adding a reflection of how you think it went. Use references to research and references to your observations in the reflection. Submit the entire 'clipboard' together in the drobox. If you used a paper copy of the clipboard, scan it and submit it as a pdf.</p> <p><b>Submit to Dropbox Under:</b></p>
	<b>Assignment 7: Confidence Clipboard</b>

Conclusion	
Overview	You now only have one more written assignment until you have completed this course. The following assignment is to wrap up your thoughts on the course and provide feedback.

Assignment	<p>For your last assignment, please write a short paragraph on your final thoughts. Include the following:</p> <ul style="list-style-type: none"><li>• What is your key takeaway from this course?</li><li>• How will you use material from this course to inform your future work?</li><li>• Which module did you get the most and why?</li></ul> <p><b>Submit to Dropbox Under: Assignment 8: Conclusion</b></p>
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**Course Assessment Rubric**

**Course Assessment Rubric**

- 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](mailto: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](https://www.dominicancaonlinestore.com/store/index.php?main_page=login)
- For Dominican Self-Guided course information, link to <http://dominicancaonline.com/Dominican-CA->

<p align="center"><b>EXCELLENT</b> Meets or Exceeds Course Objectives: <b>A to A-</b></p>	<p align="center"><b>ACCEPTABLE</b> Majority of Work Meets Course Objectives; <b>B+ to B-</b></p>	<p align="center"><b>NOT ACCEPTABLE</b> Needs Considerable Improvement: Resubmit Work Suggested: <b>C or below</b></p>
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.	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.	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.
The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	The presentation of written coursework is highly organized, clearly articulated, and includes detailed evidence to demonstrate completion of the course objectives.	The presentation of written coursework is limited in organization and clarity, or includes minimal evidence to demonstrate completion of the course objectives.
Reflection responds directly to prompt and demonstrates a connection between course content and experience.	Reflection responds directly to prompt and demonstrates a connection between course content and experience.	Reflection responds with limited reference to the prompt and has minimal connection between course content and experience.
All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	All work submitted follows suggested formatting. Work is free of spelling and grammatical errors. Resources are cited.	Submitted work does not follows suggested formatting. Work has numerous spelling and grammatical errors. Resources are not cited.

[Online-FAQ](#)

## EDUOxxxx\_Course Name Syllabus