

CATE COURSES—2011-12

FALL 2011

Updated: 5/18/11

Course No.	Instructor	Initials	Day	Time	Title
590	Marilyn Parsons	FMP	W <i>(CHANGE IN DAY)</i>	4-6:50	Framing Research from Multiple Perspectives Ed Bldg. 389
<p><i>This doctoral seminar introduces students to a range of theoretical positions and then we work with strategies how to use one or more of these to theorize your own research projects and interpretations, with a focus on research in teacher education. We will do some beginning reading of sociocultural, critical, critical race, poststructural feminist, and post-colonial authors. This is an introductory course on reading theories and theorizing research. There are no prerequisites.</i></p>					
590 2 credits	Margery Osborne	CAT	W <i>(CHANGE IN DAY)</i>	7-8:50	CATE Doctoral Seminar Ed Bldg. 398
<p><i>This seminar is an introduction to the Curriculum Aesthetics and Teacher Education division as well as research in these fields and graduate student life in the division, department and college. Intended for new CATE doctoral students or those who have not yet taken the seminar.</i></p>					
509	Liora Bresler	QRM	R	9-11:50	Qualitative Research Methods
<p><i>This course is designed for people who wish to gain a general understanding of qualitative research and for those who want to conduct studies using qualitative methods. We will examine the nature of qualitative research in various research intellectual traditions; will practice the tools and methods of qualitative research, and will discuss quality in qualitative research. We will spend time doing intensive observations (of "static" as well as "real time" events), interviewing, and using these for reflections/interpretations, identifying research themes and issues.</i></p>					
509	Liora Bresler	QRP	R	4-6:50	Research in Progress Ed Bldg. 385
<p><i>This course is designed for people who wish to gain a general understanding of qualitative research and for those who want to conduct studies using qualitative methods. We will examine the nature of qualitative research in various research intellectual traditions; will practice the tools and methods of qualitative research, and will discuss quality in qualitative research. Students who wish to focus on their own projects and be supported by "peer debriefing" in identifying research themes and issues are invited to share with class members their work in progress.</i></p>					
518	Susan Noffke & Stafford Hood		R	4-6:50	Evaluation of Ed Programs
<p><i>The purpose of this course is to provide students with an introduction to program evaluation-- what it is and its uses. Students will engage with various definitions and practices of the meaning of "program", including curriculum in general and program in response to local, commercial, and national trends in terms of efforts to shape national and international interests, which converge to create educational programs. Students will gain a historical perspective of program and curriculum evaluation, an introduction to a variety of evaluation approaches as well as an orientation to methods for designing and conducting program and</i></p>					

<i>curriculum evaluations. Students will develop basic knowledge of program and curriculum evaluation and develop a comprehensive evaluation design as a final project.</i>					
590	Mark Dressman	SAM	R	4-6:50	Semiotic Analysis & Multimodality ED 37
<i>This is an advanced doctoral seminar focusing on two major theories of semiotic(s), or the study of how human beings organize and make sense of the world through signs: the work of Ferdinand de Saussure and the work of Charles Sanders Peirce. The course will focus on structural and poststructural analysis of a wide range of written documents, institutions, and spaces with respect to Saussure. With respect to Peirce it focuses on the development of an advanced theory and method of analysis of multimodal texts. Students need not have prior knowledge of semiotic theory, but they must be prepared to read deeply and carefully and work closely with each other and the instructor in a highly collegial atmosphere.</i>					

SPRING 2012

Course No.	Instructor	Initials	Preferred day	Time	Title
509/510	Noffke	AR	M	4-6:50	Curriculum Research: Action Research
581	Bresler	AC	T	4-6:50	Aesthetics and Curriculum
507	Parsons	TET	W	4-6:50	Teaching & Schooling Around the World
501	Ndimande	FCD	R	4-6:50	Fundamentals of Curriculum Development
501/556	Osborne	ITL	R	4-6:50	Inquiry Teaching and Learning
509	Bresler	QRM		weekends	Course for EPOL cohort but other students are welcome