# Critical Analysis of Current Research on Effective Educational Practice
## EDL/EDFL 831
## SLU & ULL Shared EdD Program
Nan B. Adams, PhD

**COURSE PREREQUISITES:**

Admission to the Doctor of Education in Leadership degree program.

**COURSE DESCRIPTION:**

This course will examine research on effective educational practice along with the social and philosophical forces impacting schools in modern American society.

In order to successfully plan, develop, and implement curricula to meet the needs of diverse learners in today's world and to prepare students for the future, the College of Education and Human Development (COEHD) has identified four critical components of The Effective Educator: standards-based instruction (SBI), knowledge of the learner (KL), best pedagogical practices (PP), and content knowledge (CK).

**OBJECTIVES:**

The candidate demonstrates a knowledge and understanding of:

1. Principles of effective instruction
2. Best practices for student learning
3. Research-based strategies
4. Current research-based information sources
5. Analysis and relevance of research findings

**Course Delivery Method**

This course is delivered via a variety of strategies to include face to face instruction and distance learning.

**Special Requirements**

- Internet access

- Word Processing Software

**Text:**

**Understanding and Shaping the Curriculum,** What we Teach and Why
Thomas W. Hewitt
ISBN 0761928685

**Order Immediately**.  I have investigated the various online bookstores (B&N, BAMM, Amazon) and have found that Amazon ha2 the book in stock and will ship same day for no charge.    Some online booksellers have used copies of the book, but these are limited.

**Course Expectations:**

1. Each student is expected to read the text and other articles as assigned.
2. Each student is expected to read and post as directed in the online **discussion forums (see below)**.
3. Each student will individually prepare a term paper expounding and expanding upon a topic covered in the course, indicating any areas in which his/her opinion might have changed since beginning the class (empirical) .Although this is a request for personal opinion, the third person should be used in writing the paper (e.g. "The writer feels...").This is a term project and will be due at the time of the second-to-the-last class period.  This work must be typed and follow a consistent writing style. [APA, style is the most acceptable to the College of Education.] It will be evaluated on the basis of its articulateness, depth of research, grammar, and syntax.

**Discussions:**

Discussions require a response to specific questions that results in collaborative conversations and construction of knowledge that build on and expand learning. In each Discussion, you are encouraged to support your postings and responses with specific references to readings you have done as part of the coursework. You will be asked to:

**Post** your response to the question(s) or issue(s).

**Read** a sampling of your colleagues' postings.

**Respond** to a selection of your colleagues' postings in one or more of the following suggested ways:

- Suggest why you might see things differently.

- Ask a probing or clarifying question.

- Share an insight from having read the colleague's posting.

- Offer and support an opinion.

- Validate an idea with your own experience.

- Make a suggestion.

- Expand on the colleague's posting.

- Ask for evidence that supports the posting.

**Review and reflect** on the responses to your original posting. Note what you have learned and/or any insights you have gained as a result of the comments made by your colleagues. Also consider how your insights/learning might impact your future

**Evaluation Procedures and Grading Scale**

Course grades will be based on participation and completion of assignments listed below:

- 30% of total course grade: Initial and subsequent responses to discussion topics

- 30% of total course grade: Course Writings

- 40% of total course grade: Final Research Paper

**Plagiarism**

Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:

- Wholesale copying of passages from works of others into an assignment, paper, discussion board posting, or thesis or dissertation without acknowledgment

- Using the views, opinions, or insights of another without acknowledgment

- Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment

I will monitor student work for evidence of plagiarism. I will use Turnitin® as a filter for plagiarism in student work. Students who plagiarize will receive an F in the course.

"Free discussion, inquiry, and expression is encouraged in class.  Classroom behavior that interferes with either (a) the instructor's ability to conduct the class or (b) the ability of students to benefit from the instruction is not acceptable.
Classroom behavior which is deemed inappropriate and cannot be resolved by the student and the faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review as per the Code of Student Conduct which may be found at
http://www.selu.edu/StudentAffairs/Handbook/2003/codeofconduct.html."

**NOTICE:**  As per SLU's Email Policy of January 1, 2003, Students are required to use their SLU email accounts for all communication.

**NOTICE:**  New Rules and Deadlines for Graduation - PLEASE READ notice on SLU official website:
http://www.selu.edu/enroll/gradap.html

**Important Dates:**

Friday, March 16, 2007 is the last date to withdraw or resign from the university.