TECC NO

UNIVERSITY CURRICULUM COMMITTEE Add a Course Form

Instructions: Complete this form. Obtain college level approval. E-mail the completed form to the Academic Publications Editor (Charles Tibbals) in the Registrar's Office, ctibbals@uidaho.edu.

Deadline: This form must be submitted to the Academic Publications Editor by <u>October 15th</u> for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer semester.

Submission Information
College: Education
Department: Curriculum and Instruction
College Curriculum Committee Chair:
Date approved by college curriculum committee:
Date approved by college faculty/college dean's office:
Course Information
Course Subject Prefix: EDCI 5XX
Course numbers are assigned by the Office of the Registrar, please list your requested level as 1XX, 2XX, 3XX, etc.:
Course Title (If the title is longer than 30 characters including spaces also complete the short course title below):
Short Course Title: Math Education Seminar
Credits: 1 (may be repeated for credit; Maximum credits – 6)
Course Description:
This weekly seminar will examine current research and theory in mathematics education. Participants will read, analyze, and discuss current research and theory articles. Participants will take an active role in discussions, including leadership of seminar discussions. Pass/Fail grading only. Course may be repeated for up to 6 credits.
Prerequisites:
<u>Co-requisites</u> :
Is this course cross- and or joint-listed: no
Cross-listed with; subject prefix and number:
Joint-listed with; subject prefix and number:

Rationale Information

Other Affected Departmental Chair/Heads(s) and date of approval of these changes:

Do all affected departments support these changes to the cross- and/or joint-listed course:

Rationale for approval of this request, including an explanation of how the department will manage the added workload of this new course (such as increase faculty, rotate offerings, dropping other offered courses, overload faculty, responsibility of existing faculty, etc.):

Students will be mentored into participating in scholarly discourse focused on current publications in mathematics education research and theory. The mathematics education seminar is an on-going activity during the academic year. Regular participants are local mathematics education faculty, graduate students, and K-12 teachers. Mathematics education faculty already participate in the seminar, and provide such mentoring for graduate students, so this course will not require any additional work on their part. This course will provide credit for students who participate in the seminar.

Cooperative Course Approval (If Applicable)

Statement of Purpose

Co-operative programs are based on one or more of the following criteria:

- Strengthen the academic program -- by providing access to complementary or unique program components (faculty, facilities, or other program related information or materials).
- Support partnerships -- funded research/grants.
- Provide efficiencies -- resource and/or fiscal efficiencies that would not otherwise be available.

Rationale for approval of this request; given the above statement of purpose how does this request support the outlined criteria:

Office of the Registrar Information

Date received by Academic Publications Editor:

UCC Item Number:

Appears on General Curriculum Report number:





InEDCI XXX. Course Title

Semester – Days – Times of Credits Class Meeting Place:

> Number Instructor: Office Location: Phone: Email:

EDCI 5XX Mathematics Education Seminar Fall 2012

1 credit

Class Meetings: Wednesdays, 4:30 to 5:30 pm

Instructor: Anne Adams

Office Location: 405C Education

Phone: 208-885-5273

Email: aeadams@uidaho.edu

Office Hours: Monday 1 to 3 pm and by appointment

Required Readings: Weekly a mathematics education article will be provided by math education faculty.

Reasonable accommodations are available for students who have documented temporary or permanent disabilities. All accommodations must be approved through Disability Support Services located in the Idaho Commons Building, Room 306 in order to notify your instructor(s) as soon as possible regarding accommodation(s) needed for the course.

- 885-6307
- email at <dss@uidaho.edu>
- website at <www.access.uidaho.edu>

College Vision

Idaho's Leader in Lifelong Learning and Healthy Lifestyles.

We seek teaching, learning, and living that transforms, invigorates, and nurtures. We expand lasting knowledge centered in local and global communities.

College Mission

The University of Idaho's College of Education is the state's flagship and land-grant research college focused on the preparation of professionals for schools, the movement sciences, and workforce counselors and educators. From our commitment to develop leaders in these fields emerges our responsibility to enhance the scientific, social, economic, and cultural assets of the state and develop solutions for complex problems.

We deliver on our commitment through focused, interdisciplinary excellence in teaching, research, outreach, and engagement in a collaborative environment at our residential main campus and our regional centers. Consistent with the land-grant ideal, our outreach activities serve the state and at the same time strengthen our teaching, scholarly, and creative capacities.

Our teaching and learning include undergraduate, graduate and professional education offered through both resident instruction and extended delivery. Our scholarly and creative activities promote K-12 academic achievement, human development and wellness, global awareness, and progress in professional practice.

Conceptual Framework

University of Idaho educators **CARE**. Together we develop as scholar practitioners who value and professionally apply and advance:

Cultural Proficiency;
Assessment, Teaching, and Learning;
Reflective Scholarship & Practice; and,
Engagement in Community Building & Partnerships.

Course Description

This weekly seminar will examine current research and theory in mathematics education. Participants will read, analyze, and discuss current research and theory articles. Participants will take an active role in discussions, including leadership of seminar discussions. Pass/Fail grading only. Course may be repeated for up to 6 credits.

Course Goal and Expectations

Course Goals:

Develop understanding of issues and research questions in mathematics education

Develop skill in participating and leading collegial discussion

Deepen understanding of research questions, methods, and theory in mathematics education

Bring together local faculty and graduate students to collaborate in understanding current issues in mathematics education

Course Objectives

Students will be able to:

- Read the assigned article to prepare for discussion each week
- Take an active role in seminar discussions

• Plan and lead the discussion of an article two times during the semester. This may be done with a partner.

Goals of Curriculum and Instruction

- Philosophy and Educational Organizations CI Masters degree graduates have a comprehensive understanding of the philosophical, historical, social, political and cultural understanding of schools and society.
- Curriculum CI Masters degree graduates understand that curriculum should be relevant, engaging, challenging, and integrative for the learner. They know how to select, adapt and reflect on theories and engage in reflective practices in light of curriculum standards, theories, models and learners.
- Instruction CI Masters degree graduates understand the principles of instruction know a wide variety of teaching strategies and learning theories and incorporate relevant technologies while teaching core concepts, skills of inquiry, problem posing/solving, collaboration, and communication to facilitate student learning.
- Assessment and Evaluation CI Masters degree graduates analyze and understand the various
 roles of multiple types of assessments for monitoring, evaluating and responding to student
 learning; they understand, develop, use and critique formal, informal, and performance
 assessment techniques, including local, state, and national assessment systems to improve
 student learning.
- Research CI Masters degree graduates, as critical consumers of educational research, appreciate the role of educational research for informing practice. M.Ed. graduates develop the skills to conduct classroom research. M.S. graduates, as producers of educational research, collect and analyze data, and formally share their research findings.
- Diversity CI Masters degree graduates understand human diversity as a valued component of
 educational systems; understand how to appropriately engage with diverse population;
 effectively structure learning experiences with diverse population; and effectively engage with
 diverse populations of students, parents, and colleagues.
- **Subject Knowledge** CI Masters degree students demonstrate their knowledge of the content that they teach through the admissions requirements and/or through content coursework that is included in the degree.

Required Readings and Learning Resources

Readings will be provided each week by mathematics education faculty participants of the seminar. Articles will be selected to focus on current issues in mathematics education research and theory.

Learning Activities and Assignments

Requirements:

- 1) Attend the weekly mathematics education seminar. This is a seminar conducted jointly by faculty at University of Idaho and Washington State University.
- 2) Each week prior to the seminar meeting, read the assigned article to prepare for discussion
- 3) Take an active role in seminar discussions

4) Plan and lead the discussion of an article two times during the semester. This may be done with a partner.

Grading Policy

Grading will be on a Pass/Fail basis only. Students who attend regularly, take an active role in seminar discussions and assume the leadership of discussion at least two times during the semester will be given a passing grade.

Academic Integrity

The University of Idaho has as one of its core values the ideal of academic honesty and integrity. University of Idaho students live and work in a collegiate community which emphasizes their responsibility for helping to determine and enforce appropriately high standards of academic conduct. The faculty of the University of Idaho expects all students to adhere to the highest standards of academic honesty, and to refrain from any action which infringes upon academic freedom of other members of the academic community. Please refer to the University of Idaho - Student Code of Conduct Article II-Academic Honesty.

Course Activities Format

Each week, and article will be provided for discussion at the next seminar meeting. Participants are expected to read the article prior to the seminar meeting and participate actively in discussion of the article.

Weekly:

- 1) Read article
- 2) Analyze article:
- Determine the meanings of terms and processes discussed in the article
- Identify author's purpose in writing the article
- Determine the author's perspective

For a theoretical or meta-analysis

- 1. Consider the theoretical basis for the paper.
- 2. Identify key research that was reviewed or work that led to the theoretical framework. What was the time frame of the literature reviewed?
- 3. Determine: the importance of some of the literature
- 4. Did the authors ignore any relevant studies or were there any gaps?"
- 5. Determine the theory that is proposed or the findings of the meta-analysis
- 6. Consider how the paper adds to the research domain of the topic
- 7. Consider how the theory or meta-analysis may be useful to research

For a Research-Based Article

Make explicit the research questions, hypotheses, of the paper (if appropriate).

2. Identify:

- a. research methods, research paradigms, theoretical framework or basis, or foundation(s), of the paper.
- b. the results of the research, and the connection between the questions, the method and the results.
- c. How well the researcher answered his/her questions.
- d. What follow-up questions and/or research remain.
- 3) Twice during the semester, lead the seminar discussion. Use the guidelines for article analysis above to plan your discussion. You may lead the seminar with a partner.

Things to consider when you lead the discussion

- Write important ideas on the board
- Ask about the meanings of terms and processes think for ourselves, did not tell us the "answer"
- Think of author's perspective before voicing your own opinion
- When someone wants to take a diversion, politely refocus the conversation
- Does everyone understand the author's point? Now, what do you think?
- How do major ideas of the paper impact what you do (reflect back on your practice/learning) Share this at the end.

Engage in Discussion Respectfully of Viewpoints of all Participants

In any environment in which people gather to learn, it is essential that all members feel as free and safe as possible in their participation. To this end, it is expected that everyone in this course will be treated with mutual respect and civility, with an understanding that all of us (students, instructors, professors, guests, and teaching assistants) will be respectful and civil to one another in discussion, in action, in teaching, and in learning.

Should you feel our classroom interactions do not reflect an environment of civility and respect, you are encouraged to meet with your instructor during office hours to discuss your concern. Additional resources for expression of concern or requesting support include the Dean of Students office and staff (5-6757), the UI Counseling & Testing Center's confidential services (5-6716), or the UI Office of Human Rights, Access, & Inclusion (5-4285).

University of Idaho (UI) Nondiscrimination Policy

It is UI policy to prohibit and eliminate discrimination on the basis of race, color, national origin, religion, sex, sexual orientation and gender identity/expression, age, disability, or status as a Vietnam-era veteran. This policy applies to all programs, services, and facilities, and includes, but is not limited to, applications, admissions, access to programs and services, and employment. Such discrimination is prohibited by titles VI and VII of the Civil Rights Act of 1964, title IX of the Educational Amendments of 1972, sections 503 and 504 of the Rehabilitation Act of 1973, the Vietnam Era Veterans' Readjustment Assistance Act of 1974, the Age Discrimination Act of 1975, the Age Discrimination in Employment Act Amendments of 1978, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, other federal and state statutes and regulations, and university commitments (see Faculty Staff Handbook (FSH) 3060). Sexual harassment violates state and federal law and policies of the Board of Regents, and

is expressly prohibited, as stated in FSH 3220. The University of Idaho also prohibits discrimination on the basis of sexual orientation, as stated in FSH 3215. The entire FSH can be accessed online at http://www.webs.uidaho.edu/fsh. Questions or concerns about the content and application of these laws, regulations or University policy may be directed to: the Office of Human Rights, Access & Inclusion (208-885-4285); Regional Office for Civil Rights, U.S. Department of Education in Seattle (206-220-7900); Equal Employment Opportunity Commission, Seattle District Office (206-220-6883); or Pacific Regional Office of Federal Contract Compliance Programs, U.S. Department of Labor in San Francisco (415-848-6969). Complaints about discrimination or harassment should be brought to the attention of the Office of Human Rights, Access & Inclusion (885-4285). Retaliation for bringing forward a complaint is prohibited by FSH 3810.

Library Resources (On Campus Classes)

As a UI student, you not only have access to valuable print and electronic resources from the university's library, but you also have the ability to set up a personalized reference appointment with one of the librarians. If you have assignments or research questions and aren't sure how to make the most of library resources, feel free to contact the College of Education liaison librarian with questions: Rami Attebury, 885-2503, rattebur@uidaho.edu. As always, you may also stop by the reference desk anytime Monday to Thursday 9 to 9, Friday 9 to 5, and Sunday 1-9, 208-885-6584, or visit http://www.lib.uidaho.edu for email or IM assistance.

Library Resources (Distance Education/Centers Classes)

As a UI student from outside of Moscow, you have access to valuable electronic and print resources from the university's library. To learn more about using library resources from a distance, visit the library's Off-Campus Access webpage at http://www.lib.uidaho.edu/offcampus/index.html. Live reference/research assistance is available Monday to Thursday 9 a.m. to 9 p.m., Friday 9 a.m. to 5 p.m., and Sunday 1 to 9 p.m. Just call 208-885-6584, email libref@uidaho.edu, text 208-856-0814, or IM from http://www.lib.uidaho.edu. In addition, please feel free to contact the College of Education liaison librarian, Rami Attebury, directly at 208-885-2503 or rattebur@uidaho.edu.