

University of North Texas
EDEC 5800: Special Topics: Research & Inquiry
Summer 2021, Online Accelerated Course

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OFFICE HOURS: By appointment	COURSE MEETS: Via the online platform Canvas
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COURSE DESCRIPTION- This course is designed to provide guidance and support for students who wish to disrupt or rethink their teaching practices as they engage in diverse experiences within early childhood settings. You will collaborate with classmates as well as work individually to create a supportive setting for the development of a research/inquiry study, that includes open dialogue, investigation, and the analysis of issues and topics that emerge from, and contribute to, your teaching practice.

COURSE OVERVIEW- Teacher research empowers teachers to explore the underlying assumptions, values, biases, and ideologies that are ingrained in their curriculum, classroom culture, and teaching (Pappas & Tucker-Raymond, 2011). In this course, we will use teacher research to disrupt our current teaching practices as well as spur a lifelong journey of professional inquiry.

Students will explore and work with an ordered and systematic way of gathering and documenting information and experiences, including recollecting, rethinking, and analyzing classroom happenings (Pappas & Tucker-Raymond, 2011). We will critically consider the ways our own voices and perspectives are privileged and what it means to make children active research partners in the process (Larremore, 2104).

Students will work with feminist poststructural and queer theories to guide the design of their project and to make decisions about data collection methods. We will bring order, structure, and meaning to the data and uncover what lies beneath our teaching practices by deepening our understandings and examining what data analysis looks like (Hubbard & Power, 2003). In doing so we will enter into dialogue with it, question it further, and continuously interrogate and dissect our teaching practices. Through ongoing inquiry and reflective dialogue, we will examine multiple possibilities of thinking critically and teaching differently in the early childhood classroom (Larremore, 2014).

As a final project, students will use an ordered plan to create a beginning lead to their inquiry investigation, consider and plan how to write their project for a wider audience, and submit a recollective account of their research findings.

REQUIRED TEXTS

- Hubbard, R.S., & Power, B.M. (2003). *The Art of Classroom Inquiry*. New York, NY

In addition to *The Art of Classroom Inquiry* text, you will participate in a book club conversation. There are three options for the book club discussion. Choose one of the following texts:

- Cartaya, Pablo (2019). *Each Tiny Spark*. Harper Teen: New York, NY
- Thomas, Angie (2021). *Concrete Rose*. Balzer & Bray: New York, NY
- Chee, Traci (2020). *We are Not Free*. HMH Books for Young Readers: New York, NY

SUPPLEMENTAL REQUIRED READINGS- Supplemental readings provided by the instructor using online links, electronic copies, and/or handouts.

COURSE STRUCTURE- The content of this course is divided into seven modules. Each module is designed to take about a week to complete. Initial discussion responses are typically due at the beginning of the week while your responses to peers and other assignments are due later in the week. Each module contains a sequenced collection of readings, information, discussion, and assignments designed to teach a specific aspect of child guidance. **Activities, readings, and tasks are meant to be completed in the order they appear.**

Modules typically contain the following components and tasks:

- An overview video of the upcoming week's content including reading connections, content clarifications, and new learning will be shared each Sunday evening prior to the start of the new week.
- Each module starts with a reading, video, or question designed to get you thinking about the specific topic and/or ideas that we will discuss during that week. These tasks are referred to as initiating activities and are meant to only take a few minutes to complete. These activities will set you up for the work ahead.
- A short overview of the unit.
- Several readings that you must complete in order to engage in the week's discussion.
- Videos, PowerPoint slides, and various other resources to help explain, connect, and share the week's content.
- Assignment or discussion activity that requires you to post and respond to at least two of your peers' posts. These weekly assignments will assist you in completing your final project.
- Suggested readings to keep you on track for the Book Club discussions.

ONLINE COURSE NETIQUETTE- Online courses provide few opportunities for face-to-face interaction between you, your professor, and your classmates. Since most of the interactivity that takes place in an online course involves text-only discussion, you cannot always accurately "read" body language, facial expressions, vocal inflections, or the changing pace of what's being said. This presents a number of challenges and opens up opportunities for classmates to misunderstand what one another is saying.

Course discussions are meant to be personal and will likely contain dialogue involving your belief systems regarding race, gender, sexuality, religion, and politics. Respond in a respectful non-critical tone regardless of whether you agree or disagree with another person's posting or comments. In some cases, discussion threads may make you feel awkward, uncomfortable, or frustrated. When this happens, remain open-minded and remind yourself that others are entitled to have their own perspectives on the issues.

When posting, avoid using language that is angry, sarcastic, or meant as a joke. Without seeing your facial expression or hearing your tone of voice, your classmates might not realize you are joking. When in doubt, ask questions and clarify what the other person is trying to say. Think carefully about the content of your message before posting. If you are uncertain about posting something, it may be best to set it aside, spend some additional time thinking about it, and come back to it later. Feel free to reach out to me privately if you are concerned about "inappropriate" content that's been added to a discussion or if you want to talk over your posting before you add it to the thread.

Be sure to read the full discussion thread before responding. Make sure your question was not asked, discussed, or resolved previously. Keep your posts to the conversation relevant, brief, and clear. If you refer to

something a classmate posted previously, then quote a few lines from the post you are mentioning so that what you are referring to is clear to others.

COURSE OBJECTIVES- As we proceed through this course together, I expect you will be able to:

- Further examine and use alternative theoretical perspectives to dissect philosophies and beliefs regarding teacher pedagogy.
- Reflect on and engage in critical discussions with classmates, cooperating teachers and staff, and professors to consider new ways of thinking, teaching, and learning.
- Develop, exhibit, and employ skills for inquiry, dialogue, critical thinking, and reflection to disrupt and transform classroom practice.
- Use your analysis of data to better understand and push your thinking and practice.
- Produce and submit a recollective account of the research study that demonstrates a narrative representation of the inquiry process as well as one's teaching journey in rethinking pedagogical behaviors.

COURSE EVALUATION

Point Value	Task and/or Assignment
105 points	Initiating Activities (10 points per module for 7 modules)
20 points	Check-in with Dr. Larremore
25 points	Discuss/Assignment: Module 1
25 points	Discussion/Assignment: Module 2
25 points	Discussion/Assignment: Module 3
25 points	Discussion/Assignment: Module 4
25 points	Discussion/Assignment: Module 5
25 points	Discussion/Assignment: Module 6
25 points	Discussion/Assignment: Module 7
10 points	Book Club Survey Week 1
10 points	Book Club Discussion Week 2
10 points	Book Club Discussion Week 3
25 points	Book Club Discussion Week 4 (Group Discussion)
10 points	Book Club Discussion Week 5
10 points	Book Club Discussion Week 6
25 points	Book Club Discussion (Final Group Discussion)
150 points	Final Project

550 points	Total Number of Points Possible
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COURSE GRADING SCALE

A = 493-550 points (90%-100%)

B = 438-492 points (80%-89%)

C = 383-437 points (70%-79%)

D = 328-382 points (60%-69%)

F = <328 points (<59%)

COURSE CALENDAR

Deadlines are 11:59 p.m. Central Time on the date listed. For example, if something is due by 05/17, it is due 05/17 on or before 11:59 p.m. Central Time.

This course syllabus is intended to be a guide and may be amended at any time by the instructor.

START HERE

MODULE TASKS (in recommended order) Monday, 5/10 to Sunday, 5/16 (**START HERE AND MODULE 1 are both due by 5/16**)

Read and/or view the following texts:

- Course overview, meet your instructor, required materials, online netiquette, course structure, objectives and overview of assignments, course policies
- Course syllabus
- Complete book club survey
- Overview of final research paper (not due til 7/02)

MODULE 1 – INTRODUCTION TO TEACHER RESEARCH AND INQUIRY

MODULE TASKS (in recommended order) Monday, 5/10 to Sunday, 5/16 (**START HERE AND MODULE 1 are both due by 5/16**)

Initiating Activity due

Module Overview

Module Readings

Discussion

Book Club Survey due 5/12

MODULE 2 – FINDING AND FRAMING A RESEARCH QUESTION

MODULE TASKS (in recommended order) Monday, 5/17 to Sunday, 5/23

Initiating Activity

Module Overview

Module Readings

Discussion

Book Club Discussion due 5/23. Responses to peers due 5/24

MODULE 3 – PLANNING YOUR INQUIRY (RESEARCH DESIGN)

MODULE TASKS (in recommended order) Monday, 5/24 to Sunday, 5/30

Initiating Activity
 Module Overview
 Module Readings
 Discussion
 Book Club Discussion due 5/30. Responses to peers due 5/31

MODULE 4 – STRATEGIES FOR DATA COLLECTION

MODULE TASKS (in recommended order) Monday, 5/31 to Sunday, 6/06

Initiating Activity
 Module Overview
 Module Readings
 Discussion
 Book Club Group Discussion – audio/video response due 6/06

MODULE 5 – THE IMPORTANCE OF READING (REVIEWING THE LITERATURE)

MODULE TASKS (in recommended order) Monday, 6/07 to Sunday, 6/13

Initiating Activity
 Module Overview
 Module Readings
 Discussion
 Book Club Discussion due 6/13. Responses to peers due 6/14

MODULE 6 – STRATEGIES FOR DATA ANALYSIS

MODULE TASKS (in recommended order) Monday, 6/14 to Sunday, 6/20

Initiating Activity
 Module Overview
 Course Readings
 Discussion
 Book Club Discussion due 6/20. Responses to peers due 6/21

MODULE 7 – WRITE IT UP

MODULE TASKS (in recommended order) Monday, 6/21 to Sunday, 6/27

Initiating Activity
 Module Overview
 Module Readings
 Discussion
 Book Club Final Group Discussion – audio/video response due 6/28

FINAL STEPS

MODULE TASKS (in recommended order) Monday, 6/28 to Friday, 7/02

SPOT Evaluation
 Book Club Final Group Discussion – audio/video response due 6/28
 Final Research Paper due 7/02

IMPORTANT DATES

Last day to change to pass/no pass status – 05/28

Last day to drop a course – 05/09

Last day to withdraw from the semester – 06/18

Final project due – 07/02

REFERENCES

- Bissex, G. (1986). On becoming teacher experts: What's a teacher-researcher? *Language Arts*, 63(5), 482-484.
- Dana, N.F., & Yendol-Hoppey, D. (2009). Developing a research plan: Making inquiry a part of your teaching practice. In *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, (pp. 73-115). Thousand Oaks, CA: Corwin Press.
- Dana, N.F., & Yendol-Hoppey, D. (2009). Finding your findings: Data analysis. In *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, (pp. 117-132). Thousand Oaks, CA: Corwin Press.
- Dana, N.F., & Yendol-Hoppey, D. (2009). Starting your journey: Finding a wondering. In *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*, (pp. 16-58). Thousand Oaks, CA: Corwin Press.
- Dyson, A.H. & Genishi, C. (2005). *On the case: Approaches to language and literacy research*. New York, NY: Teachers College Press.
- Gallas, K. (1994). Chapter 1: On being an aboriginal: A model for teacher research. In *Languages of learning: How children talk, write, dance, draw, and sing their understanding of the world* (pp. 1-11). New York, NY: Teachers College Press.
- Graue, M. E., & Walsh, D. J. (1998). Theory as context. In *Studying children in context: Theories, methods, and ethics*, (pp. 24-54). Thousand Oaks, CA: Sage Publications.
- Hubbard, R.S., & Power, B.M. (2003). Pentimientio: Strategies for data analysis. In *The art of classroom inquiry*, (pp. 88-133). New York, NY: Heinemann.
- Hubbard, R.S., & Power, B.M. (2003). The artist's toolbox: Strategies for data collection. In *The art of classroom inquiry*, (pp. 36-87). New York, NY: Heinemann.
- Kutz, E. Teacher research: Myths and realities. *Language Arts*, 69(3), 193-197.
- Mukherji, P., & Albon, D. (2010). Chapter 14: Creative methods for listening to children in research. In *Research methods in early childhood: An introductory guide*, (pp. 169-179). Los Angeles, CA: Sage Publications
- Neimark, A. (2014). Do you want to see something goofy? Peer culture in the preschool yard. *Voices of EDEC* 5800, Summer 2020

Practitioners, 3(1), 1-11.

- Paciga, K. (2011). Reading, writing, and sharing: The journey to become kindergarten authors. In C. Pappas & E. Tucker-Raymond (Eds.), *Becoming a teacher researcher in literacy teaching and learning* (pp. 90-105). New York, NY: Routledge.
- Pankratz, L.M. (2015). Building with blocks: Incorporating picture books to motivate and guide block play in kindergarten. *Voices of Practitioners*, 10(2), 64-79.
- Pappas, C., & Tucker-Raymond, E. (2011). Chapter 2: Creating your research questions: The first step in inquiry. In *Becoming a teacher researcher in literacy teaching and learning* (pp. 12-17). New York, NY: Routledge.
- Pappas, C., & Tucker-Raymond, E. (2011). Chapter 4: Writing a preliminary literature review to inform your inquiry. In *Becoming a teacher researcher in literacy teaching and learning* (pp. 30-44). New York, NY: Routledge.
- Pappas, C., & Tucker-Raymond, E. (2011). Chapter 7: Writing up your inquiry as an evocative account? In *Becoming a teacher researcher in literacy teaching and learning* (pp. 71-85). New York, NY: Routledge.
- Phillips, D.K., & Carr, K.M. (2010). *Becoming a teacher through action research: Process, context, and self-study*. New York, NY: Routledge.
- Solomon, J. (2016). Gender identity and expression in the early childhood classroom: Influence on development within sociocultural contexts. *Voices of Practitioners*, 1-12.
- Wall, S. V. (2004). Writing the “self” in teacher research: The potential powers of a new professional discourse. *English Education*, 36(4), 289-317.
- Wien, C.A. (2004). From policing to participation: Overturning the rules and creating amiable classrooms. *Young Children*, 59, 1-7.
- Wien, C.A., & Kirby-Smith, S. (1998). Untiming the curriculum: A case study of removing clocks from the program. *Young Children*, 53(5), 8-13.
- Wood, J.W. (2013). Moses’s story: Critical literacy and social justice in an urban kindergarten. *Voices of Practitioners*, 1-12.

COURSE POLICIES

COURSE PLATFORM - Canvas is the platform used for this course. It is your responsibility to check Canvas for course announcements, readings, and assignments. All readings outside of the required texts will be linked or uploaded to the corresponding module in Canvas.

COURSE PARTICIPATION- Participation in this course requires you to actively engage with your professor and classmates through the completion of module readings and written assignments, shared discussion of what you've learned from them, and demonstrated understanding and application of the concepts presented via audio/video chats, Padlet posts, and book club conversations. Since we do not meet face to face in this course it is imperative that you read and reply to the posts of classmates by the assigned dates. The effectiveness of class discussions depends on your timely and thoughtful contributions. You must post and respond to posts in order to receive full credit for course participation each week.

COURSE ASSIGNMENTS- All discussion responses, tasks, and assignments must be completed and turned in on time. Points will be subtracted for each day an assignment is late past the designated due date. I do not provide extra credit assignments, so it is important that you submit your best work by the posted due date. All assignments must be completed in full before they are submitted. Grades will not be given for incomplete submissions. Written assignments must be completed in APA style and submitted via Canvas.

ACADEMIC INTEGRITY- Honesty is the foundation for academic integrity. Showcase your own intellect and abilities when completing assignments and responding to discussion board prompts. Avoid copying ideas, research, and data word for word without quoting it and citing your source. Work you've written and submitted for a previous course should not be resubmitted for this course. The work done for this course should be original work and all sources used should be credited. Please refer to the course syllabus for a complete list of all university policies.

Teacher Education & Administration Departmental Policy Statements

ACADEMIC DISHONESTY

Students caught cheating or plagiarizing will receive a "0" for that particular assignment or exam. Additionally, the incident will be reported to the Dean of Students, who may impose further penalty. According to the UNT catalog, the term "cheating" includes, but is not limited to: a. use of any unauthorized assistance in taking quizzes, tests, or examinations; b. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; c. the acquisition, without permission, of tests or other academic material belonging to a faculty or staff member of the university; d. dual submission of a paper or project, or resubmission of a paper or project to a different class without express permission from the instructor(s); or e. any other act designed to give a student an unfair advantage. The term "plagiarism" includes but is not limited to: a. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment; and b. the knowing or negligent unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

ACCEPTABLE STUDENT BEHAVIOR

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including

university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at deanofstudents.unt.edu/conduct.

ACCESS TO INFORMATION – EAGLE CONNECT

Your access point for business and academic services at UNT occurs at my.unt.edu. All official communication from the university will be delivered to your Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward your e-mail: eagleconnect.unt.edu/

ADA STATEMENT

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the Office of Disability Accommodation website at disability.unt.edu, (940) 565-4323.

E-PORTFOLIO

Foliotek is a free to you software data management system (MMS) used in the assessment of your knowledge, skills, and dispositions relevant to program standards and objectives. You will be required to use your Foliotek account for the duration of your enrollment in the College of Education in order to upload required applications, course assignments, and other electronic evidence/evaluations as required. This course may require assignment(s) to be uploaded and graded in Foliotek. The college of Education will track your progress in your program through this data to verify that you have successfully met the competencies required in your program of study. All students must register in the program portfolio that aligns with their degree plan. Registration codes and tutorials can be found on this site: <https://www.coe.unt.edu/office-educator-preparation/foliotek>

ETHICAL BEHAVIOR AND CODE OF ETHICS

The Teacher Education & Administration Department expects that its students will abide by the Code of Ethics and Standard Practices for Texas Educators (Chapter 247 of the Texas Administrative Code www.sbec.state.tx.us) and as outlined in Domain IV: Fulfilling Professional Roles and Responsibilities of the Pedagogy and Professional Responsibilities (PPR) Texas Examination of Educator Standards (TExES); and as also addressed in codes of ethics adopted by professionals in the education field such as the National Education Association (NEA) and the American Federation of Teachers (AFT).

EMERGENCY NOTIFICATION & PROCEDURES

UNT uses a system called Eagle Alert to quickly notify you with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). The system sends voice messages (and text messages upon permission) to the phones of all active faculty staff, and students. Please make certain to update your phone numbers at my.unt.edu. Some helpful emergency preparedness actions include: 1) know the evacuation routes and severe weather shelter

areas in the buildings where your classes are held, 2) determine how you will contact family and friends if phones are temporarily unavailable, and 3) identify where you will go if you need to evacuate the Denton area suddenly. In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

OBSERVANCE OF RELIGIOUS HOLIDAYS

If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

RETENTION OF STUDENT RECORDS

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. You have a right to view your individual record; however, information about your records will not be divulged to other individuals without the proper written consent. You are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the university's policy in accordance with those mandates.

SPOT

The Student Perception of Teaching (SPOT) is expected for all organized classes at UNT. This brief online survey will be made available to you at the end of the semester, providing you an opportunity to provide course feedback.

STUDENT WORK SAMPLES

To monitor students' achievement, improve instructional programs, and publish research findings, the Department of Teacher Education and Administration collects anonymous student work samples, student demographic information, test scores, and GPAs to be analyzed by internal and external reviewers.

SUCCEED AT UNT

UNT endeavors to offer you a high-quality education and to provide a supportive environment to help you learn and grown. As a faculty member, I am committed to helping you be successful as a student. Here's how to succeed at UNT: Show up. Find Support. Get advised. Be prepared. Get involved. Stay focused. To learn more about campus resources and information on how you can achieve success, visit success.unt.edu/.

TECHNOLOGY INTEGRATION POLICY

The Elementary, Secondary, and Curriculum & Instruction program areas support technology integration to assist teacher candidates and practicing teachers to design and implement curricular and instruction activities which infuse technology throughout the K-12 curriculum.

TEXES TEST PREPARATION

To meet state requirements for providing 6 hours of test preparation for teacher certification candidates, the UNT TExES Advising Office (TAO) administers the College of Education TExES Practice Exams. Students who want to take a practice exam should contact the TAO (Matthews Hall 103). Students may take up to two exams per session that relate to their teaching track/field at UNT. Students should also plan accordingly, as they are required to stay for the entire testing period. Current students must meet the following criteria in

order to sit for the TExES practice exams: Students must (1) be admitted to Teacher Education, (2) have a certification plan on file with the COE Student Advising Office, and (3) be enrolled in coursework for the current semester. For TExES practice exam information and registration, go to: <http://www.coe.unt.edu/texas-advising-office/texas-exams>. If you need special testing accommodations, please contact the TAO at 940-369-8601 or e-mail the TAO at coe-tao@unt.edu. The TAO website is www.coe.unt.edu/texas. Additional test preparation materials (i.e. Study Guides for the TExES) are available at www.texas.ets.org.

“Ready to Test” Criteria for Teacher Certification Candidates. Teacher certification candidates should take the TExES exams relating to their respective certification tracks/teaching fields during their earlyfield-experience semester (i.e. the long semester or summer session immediately prior to student teaching).

UNT CAREER CONNECT

All undergraduate students are expected to participate in “UNT Career Connect.” Each student needs to set up a UNT e-portfolio for this purpose. As a UNT student engages in real-life, career-related experiences in curricular and/or co-curricular settings, s/he should upload documentation of these experiences into his/her UNT e-portfolio. Course instructors will help students identify appropriate experiences and accompanying documentation/artifacts for inclusion in the e-portfolio. Through their respective e-portfolios, students are able to make connections across their student experiences and reflect upon their learning and skills in order to prepare them with marketable skills for careers and graduate degrees. The e-portfolio also serves as a useful device for future job interviews. Career Connect places emphasis on important job skills such as communication, teamwork, and critical thinking. For students seeking teacher certification, these on-the-job skills will be evaluated during student teaching using the North Texas Appraisal of Classroom Teaching (NTACT) or its successor instrument.

EDEC 5513, Fall 2018, page 13

Follow this link to learn more and to set up your personal e-portfolio: <http://careerconnect.unt.edu/default>.

WRITING POLICY

Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Your written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format, and English usage. You should expect that all assignments will be evaluated on these writing skills, in addition to any other expectations of a particular assignment. The UNT Writing Lab (Auditorium Building, 105) offers one-on-one consultation to assist students with their writing assignments. To use this resource, call (940) 565-2563 or visit <https://lwc.unt.edu/labs/unt-writing-labhome>.

NOTICE FOR F-1 STUDENTS AND ONLINE COURSES

To read INS regulations for F-1 students taking online courses, please go to <http://www.immigration.gov/graphics/services/visas.htm> and select the link to “8 CFR 214.2(f)” in the table next to “F-1.” Paragraph (f)(6)(i)(G). A final rule with clarifications on the restriction can be found here: <http://www.immigration.gov/graphics/lawsregs/fr121102.pdf>. Refer to Section IX on page 9 with the subject header “Online and Distance Education Courses.” To comply with immigration regulations, an F-1 holder within the U. S. may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other oncampus experience integral to the completion of this course.

EDEC 5800, Summer 2020

If such an on-campus activity is required, it is the student's responsibility to do the following: (1) Submit a written request to the instructor for on-campus experiential component within one week of the start of the course. (2) Ensure that the activity on campus takes place and the instructor documents in writing with a notice sent to the International Advising Office. The UNT International Advising Office has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Advising Office at 940-565-2195 or email international@unt.edu to get clarification before the one week deadline.

The Educator as Agent of Engaged Learning

The educator as agent of engaged learning summarizes the conceptual framework for UNT's basic and advanced programs. This phrase reflects the directed action that arises from simultaneous commitment to academic knowledge bases and to learner centered practice. "Engaged learning" signifies the deep interaction with worthwhile and appropriate content that occurs for each student in the classrooms of caring and competent educators. "Engaged learning" features the on-going interchange between teacher and student about knowledge and between school and community about what is worth knowing. This conceptual framework recognizes the relationship between UNT and the larger community in promoting the commitment of a diverse citizenry to life-long learning. In our work of developing educators as agents of engaged learning, we value the contributions of professional development

EDEC 5513, Fall 2018, page 14

schools and other partners and seek collaborations which advance active, meaningful, and continuous learning.

Seeing the engaged learner at the heart of a community that includes educators in various roles, we have chosen to describe each program of educator preparation at UNT with reference to the following key concepts, which are briefly defined below.

1. Content and curricular knowledge refer to the grounding of the educator in content knowledge and knowledge construction and in making meaningful to learners the content of the PreK-16 curriculum.
2. Knowledge of teaching and assessment refers to the ability of the educator to plan, implement, and assess instruction in ways that consistently engage learners or, in advanced programs, to provide leadership for development of programs that promote engagement of learners.
3. Promotion of equity for all learners refers to the skills and attitudes that enable the educator to advocate for all students within the framework of the school program.
4. Encouragement of diversity refers to the ability of the educator to appreciate and affirm formally and informally the various cultural heritages, unique endowments, learning styles, interests, and needs of learners.
5. Professional communication refers to effective interpersonal and professional oral and written communication that includes appropriate applications of information technology.
6. Engaged professional learning refers to the educator's commitment to ethical practice and to continued learning and professional development.

Through the experiences required in each UNT program of study, we expect that basic and advanced students will acquire the knowledge, skills, and dispositions appropriate to the educational role for which they are preparing or in which they are developing expertise.

A broad community stands behind and accepts responsibility for every engaged learner. UNT supports the work of PreK-16 communities through basic and advanced programs for professional educators and by promoting public understanding of issues in education.