MAE 510: INTRODUCTION TO METHODS OF TEACHING
FALL 2006, THURSDAY 3:50- 6:30
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PURPOSE: This course will center on aspects of constructivist teaching and learning mathematics, the NCTM principles and standards, and the New York State standards for school mathematics. Emphasis will be placed on observations of middle- and high-school mathematics classrooms, individual reflection based on those observations, and group collaborative analyses of selected cases representing teaching/learning situations. It is expected that by the end of the semester you will have experienced at least the beginning of a community of inquiry within this class, and will recognize different dimensions of its dynamics. The purpose of the course is to enable you, through a process of individual and group inquiry, to enrich your theoretical and practical understanding of the knowledge, skills, and dispositions necessary for inquiry-based mathematics teaching and learning.

REQUIRED TEXTS:

Reading List. Designated readings will be distributed by the instructor a week prior the specific session.


PREREQUISITE: Enrollment in the secondary teacher preparation program in mathematics.

REQUIREMENTS:

1. ATTEND CLASS AND PARTICIPATE. This course is designed to be interactive and collaborative, and requires each member’s presence and participation for complete success. More than two absences constitute grounds for grade reduction.
2. **COMPLETE READINGS** prior to the session for which they are assigned. Bring them to class, as we will be using the texts and regularly referring to them.

3. **MAINTAIN A READING JOURNAL**, in which you react specifically to the readings, and --if relevant to the readings—to the concepts and themes which emerge in class. One typewritten page (double spaced) minimum, to be handed in weekly, and in collected form (a total of 13 response-papers) at the end of the semester.

4. **COMPILE AN OBSERVATION JOURNAL**, which will consist of 9 entries, each of which will represent weekly observations of 4 classrooms (2 middle-school, and 2 high-school classes). Each entry is to be handed in weekly, starting the week of 10/2 and ending the week of 12/4.

5. **FINAL PAPER OR PROJECT** (5-10 pages): This may be an essay that centers on your philosophy of teaching mathematics or the role of the mathematics teacher in the teaching and learning process. It may be a fully annotated analysis of the transcript found in Chapter 6 of Boaler, J., & Humphreys, C., or an analysis using some other research approach. Deadline 12/21.

6. **SELF-EVALUATION**: Hand in an in-depth self- and course-evaluation at the end of the semester, 2 typewritten pages minimum, organized according to the criteria enumerated below. The self-evaluation should be comprehensive, honest, not afraid of self-criticism, include a description of how one’s understanding might have changed as a result of the course, and of how one’s future goals might have been modified by the experience.

   All written work should be typewritten, double-spaced, and saved on disk.

**EVALUATION:**

You will conduct your own final evaluation and suggest your own final grade, based on the reading journal, observation journal, final paper, and class participation, **which includes attendance**, based on the criteria for each which follows. I will either agree with your evaluation, or modify it upward or downward. Some of the reasons for modifying it downward might be: more than two absences; leaving class early without explanation; final packet of work is not complete; submitted work which instructor doesn’t consider to meet the minimum criteria of the course and/or the Teacher Preparation Program; no detailed, in-depth self-evaluation at the end of course.
READING JOURNAL:
Weekly submission
Direct, detailed references to readings and classroom discussions.
The primacy of the text as interlocutor
Clarity and entailment of arguments
Level of engagement with material and with class themes

OBSERVATION JOURNAL:
Description of each site and subjects
Clear definition of the phenomenon to be observed and its operationalization
Appropriate selection of research instruments for data collection
Systematic execution of the data collection process
Brief summary
Cross-sectional comparison among the four classroom sites
Conclusion

PAPER/PROJECT:
Clear focus on critical thinking
Incorporation of ideas and information from class texts and discussions
Clarity
Appropriate research method and accuracy of analysis (project)

CLASS PARTICIPATION:
Participation as evidenced by regular attendance
Verbal and/or attentional participation
Use of critical thinking skills and dispositions in discussions, e.g. active listening,
raising questions, seeking clarification, summarizing, offering counterarguments,
questioning assumptions, offering hypotheses, etc.
Evidence of developing community-building skills
Ability to work in groups

READING ASSIGNMENTS:

I. THINKING


II. INQUIRY/COMMUNITY OF INQUIRY

**III. COGNITIVE DEVELOPMENT AND LEARNING**


**IV. GOALS OF MATHEMATICS EDUCATION**


**V. MOTIVATION AND AFFECT**


Boaler, J., & Humphreys, C., Chapter 2

**VI. FORMAL AND INFORMAL MATHEMATICS/REASONING**


**VII. CONNECTIONS**


Boaler, J., & Humphreys, C., Chapter 3
VIII. COMMUNICATION

IX. PROBLEM SOLVING

X. PROOF

XI. CLASSROOM CULTURE

XII. THE ROLE OF THE MATHEMATICS TEACHER/FACILITATOR

Boaler, J., & Humphreys, C., Chapter 4
Boaler, J., & Humphreys, C., Chapter 5
Boaler, J., & Humphreys, C., Chapter 7
Boaler, J., & Humphreys, C., Chapter 8
XIII. RECONSTRUCTING MATHEMATICS PEDAGOGY


Boaler, J., & Humphreys, C., Chapter 9

XIV. NCTM PRINCIPLES AND STANDARDS AND NY STATE STANDARDS FOR SCHOOL MATHEMATICS

Note: This syllabus is subject to change during the semester.