

**Union Graduate College
School of Education
MAT Project**

Fall Term EDS 580
Tuesdays 4:30 – 7:50
UGC Room 002

Instructors: Dr. Catherine Snyder, NBCT and Richard Lasselle, NBCT
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Office Hours: On Request

Course Description

The MAT/MST Project is a one-term (10-week) research project whose purpose is to allow students time and supervision to develop breadth and/or depth of knowledge to become a better teacher in their certification field. What the project will entail varies greatly from student to student. The course is intended to be custom-tailored to meet the specific needs of an individual intern. MAT projects are well-grounded in research and theory, but also include a strong and extensive applied aspect, directly addressing the question: What would this look like in the classroom?

Course Objectives

The students will:

1. **analyze** research using studies that have been published on a topic of their choice related to their field.
2. **evaluate** current research.
3. **develop** a plan to apply their research to the classroom.
4. **implement** the plan and gather their own data (to the extent that their internship allows).
5. **participate** in the course as a member of a learning community, supporting and contributing to the learning of others and gaining from the others as well.
6. **present** their project to the class.

Pre-requisite courses: EDS 540, EDS 541

Concurrent Course: EDS 551

Readings

Mills, Geoffrey (2010). *Action Research: A Guide for the Teacher Researcher 4th edition*. New York, NY: Pearson Publishing.

Articles to be assigned.

Class Schedule

Date	Class Topic	Homework	Presenter(s)
Week 1 September 16	<ul style="list-style-type: none"> • Introduction to project • Using the UGC research database • Select project presentation time slot 	Read chapters 1 & 3 for week 1.	Tom McFadden, UGC Librarian; David Besozzi, BHBL High School
Week 2 September 23	Individual conferences on project proposals and time to research	<ul style="list-style-type: none"> • Write proposal draft 	
Week 3 September 30	Individual conferences about the research progress and individual work time	<ul style="list-style-type: none"> • Read chapter 2 • Finalize proposal • Perform research and write 8 abstracts 	
Week 4 October 7	Individual conferences on research abstracts and individual work time	<ul style="list-style-type: none"> • Finish research and remainder of abstracts (12-15 total) 	
Week 5 October 14	Conferences and individual/peer work time	<ul style="list-style-type: none"> • Read chapter 4 • Complete unit plan for implementing project 	
Week 6 October 21	Conferences and individual/peer work time	<ul style="list-style-type: none"> • Read chapter 5 • Revise unit plan and write introduction 	
Week 7 October 28	Conferences about presentation and as needed and individual/peer work time	<ul style="list-style-type: none"> • Read chapter 6 • Prepare first "draft" of presentation for review by instructors 	
Week 8 November 4	Conferences as needed and individual/peer work time	<ul style="list-style-type: none"> • Read chapter 7 	
Week 9 November 11	Project Presentations	<ul style="list-style-type: none"> • Submit final project 	
Week 10 November 18	Project Presentations	Submit self-evaluation	

Course Expectations:

This is a graduate level course; as such the following expectations are in place:

1. This course is designed to be an educative tool as well as a professional learning community. It is the firm belief of the instructors that full attendance is an important part of successful completion of the course.
2. Each student is expected to be in class on time.
3. Active participation in all course work and assignments is expected and required.
4. All class assignments must be completed on time.
5. A minimum grade of **B** is required.
6. The instructor expects personal involvement with the questions and materials used in this course and an active commitment to professional growth and development.

Course Grading

Class Participation	10%
Project	70%
Presentation	20%

Class Participation (10%):

Students who receive an **A** for class participation make frequent positive contributions to the class by making thoughtful comments, raising important questions, or citing clarifying examples. They clearly have read the assigned material.

Students who receive a **B** for class participation make some positive contributions to the class and usually indicate by their responses that they have read the assigned materials.

Students who receive a **C** for class participation may be those who never or rarely speak in class discussions. They may also be those who do speak and dominate the discussion without listening to other positions or they display behaviors other than civil discourse designed to explore all views on a topic. It is often clear that a student has misread or misunderstood the assigned readings.

Project (70%):

The format of the final product is negotiated between the student and the instructors. The final product may be a formal paper, but does not have to be. Students often submit a paper in conjunction with a set of lesson plans, videos, diaries, student-work, etc.—depending on the nature of the project. Projects must include a classroom

implementation that is as extensive as their own internship situation allows. Projects should move beyond theory, to classroom applications. Ideally, the project or some aspect of it will be included in the intern's professional portfolio.

Projects are graded solely by the instructors. Completed projects count as one course credit toward the master's degree, and so the level and professionalism of the work needs to be appropriate. Projects are more substantive than the average "term paper," which is usually only part of a graduate course. Typically students work approximately 7-10 hours per week throughout the term on their projects. The project's scope must be negotiated with the instructors.

It is difficult to present one rubric that will apply to each project since the projects will all differ and be tailored to each student's needs, interests and particular situation. A project that receives an A will be one that: shows an exhaustive search of the literature, eloquently pieces together the research to find commonalities and an overall conclusion, creatively applies the research into a coherent unit plan complete with all materials needed to implement the plan, is presented professionally in the APA format devoid of grammatical errors, is highly reflective and demonstrates clearly that the student has learned a great deal about teaching and learning as a result of engaging in this project.

Presentation (20%):

The instructors wish to have the participants in this course participate in a learning community. The students will support and learn from each other. To that end, students will present their findings to the class during the last two weeks of class. If each student merely submitted a project, the student would be the only one who learned from it. By adding a presentation, the learning is broadened to include the entire community of the class. The parameters of the presentation are:

- The presentation should be 12 minutes in length followed by 5 minutes of questions from the students or the instructors.
- The presentation should include a brief review of the research
- The presentation should fully describe the implementation phase of the project
- The presentation should be expertly made with text that is readable from any part of the room and without grammatical errors.
- The presentation should be delivered with the intent of being informative and interesting
- The presentation should be submitted to the instructors in an electronic format.