Advanced Candidates Critique Research and Theories Related to Pedagogy and Learning

Advanced Music

Candidates demonstrate their abilities to critique research and theories related to pedagogy and learning in the final research paper for MU 848 Learning Theories in Music, a research documented report on one of the learning theories discussed during the semester. This paper is Assessment 7 of the current Program Annual Report. The paper must contain:

• Provide a thorough explanation of the theory.
• Provide and explain any opposing ideas to this theory.
• Explain how you can use this theory in your teaching including a minimum of three specific examples.

Assessment is rubric-based. Assessment data for 2008-2011, N of 12 candidates, is reported as follows:
Possible Score = 40; Minimum Passing Score = 32
Mean Score = 36.33
Percent of Possible Scores = 90.83
Percent of Pass = 100

Advanced Physical Education

Students complete a research project.

Building and District Leadership

Competence demonstrated through action research, practicum, and ER752 Analysis of Research course.

Curriculum & Instruction

Students are required and encouraged to critique and analyze research articles related to teaching and learning. Various analyses of research and theory-based articles are designed in the coursework to help students to have a better understanding of the main components of quantitative, qualitative and mixed-methods study and to distinguish between good and bad research in their academic field. Students are equipped with skills as a “knowledgeable consumer of research” by completing practical projects of research evaluation and present research reports on significant issues in education. Topics of these projects relate to changes involving specific issues in K-12 education. Students apply research knowledge and skills to evaluate and critique the products of available research on these issues so that they can learn to make an intelligent, research-based decision.

ESOL

These skills are measured by Reflective Inquiry projects in TS734, TS700, TS735, and TS719 as explained above. Rubrics are used to assess these projects.
**Gifted Special Education**

Perquisite coursework for Practicum Part I (SD855/857) requires gifted advanced program candidates to investigate studies on gifted learners related to pedagogy (SD851) and characteristics of advanced learners (SD850). Completion of Practicum Part II (SD856/858) includes the submission of a Capstone project which requires candidates to apply philosophical, historical, and legal foundations (Standard 1) to gifted learners in a philosophy paper. In addition to the philosophy paper, candidates critique learning theories by compiling examples of best practices in learning theory and pedagogy in a curriculum portfolio in the Capstone Project. Gifted Advanced Program candidates demonstrate competencies in Disposition III by attending and presenting research at research conferences, conducting action research in their schools, and submitting manuscripts to leading journals in the field of gifted education. They receive awards as outstanding candidates and researchers in the Teachers College.

**Instructional Design and Technology**

A key component of IT700 Foundations of Instructional Technology is critique of research and theories such as behaviorism, constructivism, cognitivism, Dale's Cone of Experience, and learning styles, to name only a few.

**Master Teacher-Elementary Subject Matter**

It begins with EL751 Application of Developmental Theories and continues on through all of the content specific courses that are part of the program.

**Reading Specialist**

Candidates must continuously critique research and theories to make effective decisions about strategies to apply when meeting the needs of students. Candidates learn the difference between research-based strategies and those activities/strategies without a research base. Also, candidates learn the names and contributions of literacy leaders present and in the history of reading education.

**School Counseling**

Throughout the program and content-related courses candidates are provided with a variety of resources (i.e., journal articles, resource materials, etc.) making aware of research conducted within the counseling profession and potential counseling theories that apply to working with ages 4-18. As a final step in the critical thinking process, candidates are provided opportunities to evaluate the relevance and efficacy of research and examine specific counseling/learning theories deciding how best to use this information and whether to incorporate these into practice. This decision making process (that occurs during their field experience) leads to action is based on careful observation, clinical assessment and judgment, and experimental practice that comes only through repeated practice, and careful and consistent feedback from both on-site supervisors and the university instructor. As candidates develop their personal theory and set of techniques
they become empowered to only experiment with approaches and techniques that have strong base of support for positive outcomes and understanding ‘which approach, with which client, under what conditions?’ is the on-going question that is posed. An additional source of new knowledge and skills is provided through belonging to state and national organizations (e.g., Kansas Counseling Association, American Counseling Association, American School Counselor Association, etc.), which includes professional journals, state and national workshops and conventions that also provide opportunities and potential for new theories and techniques.

School Psychology

A required Ed.S. project/thesis requires a review of research and theory, as well as an active research design, related to a pedagogy/learning topic.

A required theories of learning class has as its primary outcome a review of research and theory and a comparison/critique of theories.

During the supervised practicum field experience, the candidates must complete reviews of the literature related to pedagogy and learning: they are required to critique research and theory and discuss it in context of current field experiences.