Introduction

The Idea

We conceive of this course as a seminar focused around a set of "cases." Some of those cases will be written—and will constitute the readings for the course. Others will be "cases in the making," oral presentations by colleagues here at Michigan State who are engaged of thinking about issues of the curriculum and pedagogy of teacher education. Another set of "cases in the making" will be the cases that students write during the term.

Case discussions and framing questions

Case discussions involve a particular style of discourse. Although we could all sit around and probably have a very interesting discussion about someone's experiences teaching teachers, we have another kind of "discussion" in mind, one that is focused on a set of questions, one that uses certain concepts and notions to understand issues about teacher education, one that involves a shared vocabulary and goals. We'll start the term, then, by working toward the development of such a style of talk and such a set of questions to explore. For these purposes, we'll read some cases and talk about them. We'll also read some writing on the pedagogy of cases in teaching and teacher education. At the same time, we'll analyze our own discussions and think about how to shape them so that we can make the most out of this opportunity to learn about teacher learning: What questions we want to use to guide our thinking and discussions. What ideas seem central to helping us learn more about the curriculum and pedagogy of teacher education. In short, we'll take the first couple of weeks to work on the development of our own discourse community.

We will also explore what we mean by the curriculum and pedagogy of teacher education. We will discuss a small set of required readings organized around a set of framing questions that will get the conversation started:

What is the subject matter of teacher education?
What is the relationship between content and method?
What is the relationship of theory to practice?
How does the teacher's personal reality influence teaching, learning, and learning to teach?
What is the relationship between the child and the curriculum?

Problems of practice: Cases to discuss

After spending some time learning to use and discuss cases, we'll hear presentations from colleagues at MSU, teacher educators who are struggling with a particular problem. We have invited several colleagues to present such cases and may invite one or two more depending on how the course works as a seminar. The case presenters include:

Dirck Roosevelt: Helping new teachers become critical consumers of field experiences
Pam Schram: Helping experienced teachers think about their beliefs about mathematics and mathematics teaching.

Deborah Ball: Helping new teachers learn to confront and manage the uncertainties of teaching by learning to frame and investigate problems of practice.

Kathleen Roth: Helping preservice teachers learn to teach social studies while also helping teacher educators redefine social studies curriculum and pedagogy.

Jenny Denyer: Helping preservice teachers learn to teach writing.

Tom Bird and Linda Anderson: Helping new teachers think about and sometimes revise their beliefs about teaching and learning.

Corinna Hasbach: Helping teachers redefine content and pedagogy while attending to concomitant changes in students' knowledge and beliefs.

In addition to listening to and talking with these teacher educators, each student in the class will identify a problem of practice that they wish to examine, and draft a case about that problem. For this assignment, students can examine their own practice as teacher educators, that of someone else, or they can look at a problem of teacher education from the perspective of a learner.

Course requirements

Grades for the course will be determined using the following indicants:

- **Class participation (25%).** It is essential that you come to class and contribute to the ongoing dialogue concerning the content and pedagogy of teacher education.

- **Readings (30%).** There are a small number of assigned readings for the course that we will examine as a group. In addition, we will ask you to produce an annotated bibliography throughout the term of readings that you have done to help you explore the issues you want to examine in your case. We have provided a set of some possible readings to help you get started, and we intend to continually update this list with suggestions from members of the class. See Appendix A: Required Readings and Beginning Bibliography.

A case about the content and pedagogy of teacher education (40%). Each student will draft a case about teacher education. We have structured a number of tasks to help in the development and drafting of this case. The evaluation of your work on the case will be determined by looking at all of these tasks, not simply the draft you produce at the end of the course. See Appendix B: Toward a Case Structure and Appendix C: Structured Tasks for the Case Assignment.

A reflective essay (15%). We will ask you to write a brief reflective essay as a final examination for the course. We will discuss this essay in the final weeks of the term.
### Schedule of Course Meetings

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC AND ASSIGNED READING</th>
<th>CASE PROJECT</th>
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<tbody>
<tr>
<td>Feb. 2</td>
<td>Case 2: Helping preservice teachers learn to teach social studies while also helping teacher educators redefine social studies curriculum and pedagogy, Kathy Roth *McIntosh, P. (1983). Interactive phases of curricular re-vision: A feminist perspective (Also see McIntosh, 1990 on bibliography)</td>
<td>Discussion: Conceptual orientations and other influences on problems</td>
</tr>
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First draft of Annotated Bibliography due |
| Feb. 23  | Case 3: Helping preservice teachers become critical consumers of field experiences, Dirck Roosevelt | Work on Task 3  
Work on Annotated Bibliography                   |
<table>
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<tr>
<th>Date</th>
<th>Event</th>
<th>Reading/Assignment</th>
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<tr>
<td>Mar. 2</td>
<td><strong>Case 4:</strong> Helping preservice teachers confront and manage the uncertainties of practice, Deborah Ball</td>
<td>Report on Task 3, Work on Annotated Bibliography</td>
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<tr>
<td>March 9</td>
<td><strong>NO CLASS--Spring Break</strong></td>
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| March 16   | **Topic:** How does the teacher’s personal reality influence teaching, learning, and learning to teach?  
*Greene, M. Teaching: The question of personal reality | Task 4 due, Begin data collection, Work on Annotated Bibliography                     |
| March 23   | **Case 5:** Helping preservice teachers reflect on their beliefs, Tom Bird and Linda Anderson  
| March 30   | **Case 6:** Helping experienced teachers think about their assumptions about learning and teaching mathematics, Pam Schram | Collect data, Work on Annotated Bibliography                                          |
| April 6    | **NO CLASS**                                                          | Work on Task 5 with group                                                           |
| April 13   | **Topic:** What is the relationship between the child and the curriculum?  
*Dewey, The child and the curriculum, pp. 339-249 | Task 6 due, Second draft of Annotated Bibliography due                                 |
| April 20   | **Case 7:** Helping a teacher redefine her content and pedagogy while attending to concomitant changes in students’ knowledge and beliefs, Corinna Hasbach  
*Hoekwater, E., & Hasbach, C., The smile of a cheshire cat: The role of consent in teacher-researcher collaboration  
(Also see McIntosh, 1983 and 1990) | Tasks 7 & 8 due, Work on Tasks 9 & 10 with group, Work on Annotated Bibliography       |
| April 27   | **Topic:** Cases as pedagogy in teacher education  
*Sykes & Bird, Teacher education and the case idea, pp. 27-46 | Third draft of case due, Annotated Bibliography due, Take-Home Final Examination distributed |
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<tr>
<th>May 4</th>
<th>Topic: Curriculum and pedagogy of teacher education across career stages</th>
<th>Copies of Annotated Bibliographies distributed</th>
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<td>Final Examination Due</td>
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Appendix A: 
Required Readings and Beginning Bibliography

Required Texts:


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Beginning Bibliography About Cases and Teacher Education*


* Selections marked with * are available in 116 Erickson at Stephanie's desk (Suzanne's secretary) and may be signed out for a limited time.


**Beginning List of Cases**


* Selections marked with * are available in 116 Erickson at Stephanie's desk (Suzanne's secretary) and may be signed out for a limited time.


Paley, V. (199x). You can't say you can't play.


Appendix B:
Toward a Case Structure

Note: These are the notes that are being distributed to guests to help them prepare for their case presentations.

1. What is the context?

In this part of the case, we would hope to get information that helps the audience place the discussion of the problem in its appropriate organizational, conceptual, and theoretical context. For example, is the story to be told one that involves a teacher education program? Where? When? Is the story about a course? If so, what were the topics and purposes of the course? Does the story take place in a school? If so, who are the central characters and what is the nature of the endeavor at the school?

2. What is the problem?

In this part of the case, we would expect a description of the "problem" facing the teacher educator/storyteller. As Shulman and others (Shulman, 1986; Wilson and Gudmundsdottir, 1986) reminded us, a significant question to ask is "What is this a case of?" It might be helpful to use some theoretical scheme like Schwab's (1973) commonplaces—student, teacher, subject matter, context—to identify the nature of the problem. Is this, for example, a problem related to getting more information about what students know? Is it a problem about teaching prospective teachers about subject matter? Or how to teach diverse populations of students? Is it a problem about teacher beliefs? If so, what types of beliefs? Alternatively, one might use Schon's (1990) notion of problem framing, figuring out what to focus on and why, determining what is problematic and how to examine that, beginning to understand what you are including in the problem and what you are leaving out.

3. What decisions were made about curriculum and pedagogy?

In this part of the case, we want to know what the teacher educator did in order to deal with this problem. Some authors might choose to talk more about decisions and actions concerning pedagogy: the instructional strategies they used, their posture as teachers. Others might choose to talk more about curricular decisions: what readings did they decide to use, or content to cover, what ideas did they introduce to students in order to work on the problem. Others may wish to discuss the intersection of decisions and actions about pedagogy and curriculum.

4. What happened?

After the discussion of how the teacher educator decided to handle the problem, we're interested in hearing something about what happened. In this part of the case, authors could choose to offer up evidence—transcripts of interviews or discussions, anecdotes, samples of student work, excerpts from their notes or journals—although there is no need to approach this discussion as formal research.

5. Where is your thinking now
   * about the problem
   * about the curriculum and/or pedagogy of teacher education

In this part of the case, we hope to learn something about what the author "learned" from the experience—about teaching, about teacher education, about the problem at hand, about the curriculum and/or pedagogy of teacher education.
6. What process have you gone through to conceptualize, discuss and write (talk) about this case?

At the end of each discussion, having focused on the curriculum and pedagogy of teacher education, we would like to step back and think about the writing of the case. How was the problem identified? Were there other contenders? Has the problem transformed itself through the writing of the case? How did you think about evidence? About the plot of the case: what to include, what to leave out.

7. What scholarship has informed your thinking as a teacher educator, specific to the case?
Appendix C:
Structured Tasks for the Case Project

Overview of the Project: For this project you will develop a case that illustrates a problem or issue related to curriculum and/or pedagogy of teacher education. The case may represent the perspective of a teacher educator or of a learning teacher (preservice, beginning, or experienced). It can arise out of teacher education work you are currently involved in or it can be about other people's work. As part of developing and discussing your case with your colleagues in the course, you will also develop an annotated bibliography. This set of six or more readings will include books, journal articles, chapters, etc. that you find helpful in guiding your thinking as you identify your topic, collect, analyze, and interpret your data, and develop your case. Each annotation should include a brief summary of the selection and a discussion of how this selection informs your case. Finally, for your Take-Home Final Examination, you will write a reflective essay in which you discuss the process of developing your case.

The Set of Tasks: We have broken this semester-long project into a set of tasks with specific due dates. These tasks are designed to help you pace your work across the semester and as a means for us and your colleagues to provide ongoing response to your work-in-progress. In this way, our developing cases can become part of the text in the course. PLEASE KEEP THE COMPLETED TASKS IN A FOLDER OR NOTEBOOK and hand in your entire folder/notebook each time tasks are due.

TASK 1: What is this (or could this be) a case of? (February 9)
Bring to class a brief paragraph (or a representation such as a concept map) describing the kind of case you are interested in developing and the aspect(s) of teacher education that you expect your case to emphasize. Is this primarily a problem of curriculum? or pedagogy? or both? For example, you might think of Schwab's (1973) commonplaces—student, teacher, subject matter, context—to identify the area in teacher education that you are most interested in thinking about. What kinds of problems or issues in teacher education emerge as especially important or interesting to you? Does this problem seem to involve decisions about pedagogy? curriculum? both? Is there a particular conceptual orientation or set of beliefs that shapes a particular aspect of teacher education that you would like to investigate (e.g., field experiences, a methods course, an inservice approach)? Or you might start with naming and framing a particular problem (Schon, 1990) that arises in teacher education, and try to describe which aspects of the situation are focused on more particularly when the problem is framed in this way.

TASK 2: What would you like to come to understand? (February 16)
Write a one-page essay explaining what you would like to come to understand about a problem in the pedagogy and/or curriculum of teacher education. This will entail identifying and describing the problem and identifying a set of questions that will help you focus on particular aspects of the problem that you are interested in learning more about.

Bring a first draft of your annotated bibliography with at least one source listed and annotated. Each annotation should include a brief summary of the selection and a discussion of insights, issues, problems etc. raised by the selection, especially as they relate to your case.
TASK 3: Locating a site for your case (Feb. 23 & March 2)

Identify a site where you will pursue your study of a problem in the pedagogy and curriculum of teacher education. Talk to people, ask about the necessary dates and arrangements for your project, and get initial agreement from those involved. Be sure to talk with us and/or with your colleagues if you need help in finding a site! Be ready to report on your initial arrangements during class on March 2.

TASK 4: Plan for data collection (March 16)

Bring to class an outline indicating (a) the types of data you plan to collect to develop the kind of case you have in mind (e.g., interview, discussion, samples of student work, notes or journal), and (b) a timeline for collecting the data. To be realistic, contact people to find out when they are available and actually set up appointments. You should plan to collect the majority of the information you will need to develop your case during the next three weeks.

TASK 5: Spend time working with your data (April 6)

Spend some time, alone and with your small group, looking over your data, thinking about the reading you have been doing for your annotated bibliography, and developing some tentative hunches about the kind of story that is emerging. You might also consider questions of voice and audience. In other words, you should consider two questions: What is this a case of? And for whom?

Discuss alternative approaches to making sense of your data. For example, what are key aspects to pay attention to and how do these aspects relate to the "problem" as you defined it? How should you decide which aspects of the story to tell and which aspects to leave out? At this stage, it is important to remain open to what the data offers you and to think about whether it fits with your initial conceptions of the kind of "problem" you defined and the kind of story you set out to tell. Working with other people in your small group— with your own data and theirs— can push your thinking and help you figure out an approach to developing your case.

TASK 6: Developing a focus as you begin your analysis (April 13)

Write a one-page essay describing what this is turning into a case of. Is it the kind of case you characterized in Task 2, or has it taken a different turn? What is your current understanding of the problem you are investigating and what are the key questions your story addresses? What are you learning about your key questions? Who is the audience for your case? What is the purpose of the case? How will you organize and draw on the data you’ve collected in constructing the case?

Bring a second draft of your annotated bibliography with at least 4 sources listed and annotated.

TASK 7: Developing your first draft of your story (April 20)

Bring to class a first draft of your story. This will provide an opportunity for you to try out one way of organizing your story and find out if your story is sufficiently developed. Include the following in your draft:

- What is the context?
- What is the problem?
• Whose perspective does this case represent (e.g., teacher educator, learning teacher)?
• What decisions were made about curriculum and/or pedagogy?
• What happened?
• What factors influenced what happened (e.g., conceptual orientation, context)?
• What is your thinking now, about the problem and about the curriculum and/or pedagogy of teacher education?

**TASK 8: Responding to your colleagues' first drafts (April 20)**

You will exchange the first draft of your story within a small group for comments and suggestions. Your group will consider questions such as: Is the problem framed clearly? Does the story address or illuminate aspects of the problem? Is the story well developed? Is there sufficient information about the context? What are you confused about? What parts work especially well? What suggestions for improvement can you offer?

**TASK 9: Revising your draft (April 20)**

Use the comments and suggestions to revise your first draft.

**Task 10: Responding to your colleagues' second drafts (April 20)**

Outside of class, share a second draft of your case with your small group. This will provide an opportunity for you to find out if your revisions addressed the issues raised and suggestions made from the first response, and to receive further suggestions. If you are reading the same draft as last week, consider the following questions: Has the person addressed the questions raised and suggestions offered? What further suggestions do you have? If you are reading a different draft, consider: Is the problem framed clearly? Does the story address or illuminate aspects of the problem? Is the story well developed? Is there sufficient information about the context? What are you confused about? What parts work especially well? What suggestions for improvement can you offer?

**Task 11: Case and Annotated Bibliography Due (April 27)**

Hand in your folder/notebook with: (a) tasks 1, 2, 4, 6, 7, 10 and (b) a typed third draft of your case. Please make sure all tasks are labeled clearly.

Hand in your typed Annotated Bibliography (including at least six sources).

For your Take-Home Final Examination (due May 4) you will write a 3-4 page typed reflective essay in which you provide a commentary on the process you experienced in conceptualizing and developing your case, and about selected readings that may have informed your thinking about the case. More detailed information about the Take-Home Final Examination will be distributed in class.

**Final Examination Due (May 4)**

Your Final Examination is due in class on May 4.

We will distribute a class set of Annotated Bibliographies.