



Fall 2016 Master's Courses



SCHOOL OF EDUCATION UNIVERSITY OF MICHIGAN

EDUC 500: Foundations of Literacy (T, 9-12PM)

Together, we will learn a) the relationships among theoretical frameworks and how literacy is regarded, described, explained, taught, and measured, b) the major milestones and processes in literacy development, c) the ways in which literacy teaching and learning are embedded in socio-political systems with unequally distributed power and resources, and d) how policy has shaped literacy initiatives.

EDUC 524: Inquiry on Educational Issues (T, 1-4PM)*

This course provides an orientation to educational inquiry appropriate for a range of education stakeholders. In interdisciplinary work groups students investigate a specific contemporary educational policy/practice issue as it plays out in real-world contexts, conduct a guided inquiry, and design a response to the issue.

EDUC 526: Language Analysis for Second Language Teaching and Learning (T, 4-7PM)

Participants will learn to analyze the language demands of subject area teaching and develop approaches to curriculum design, assessment, and pedagogy that support students who are learning English as a second/additional language. They will apply this knowledge in a project that engages them to enhance learning opportunities for English language learners in an educational context.

EDUC 547-004 or 005: Partners in Authentic Learning in Schools (PALS) (T or W, 6-8PM)

PALS is designed to provide students hands-on experiences working with children, youth, and schools. Students learn more about university-school partnerships while working to foster the social, emotional, and academic development of local students.

EDUC 591: Learning How We Learn: Using Theories of Learning to Help Guide Educational Practice (M, 1-4PM)*

In this course, we will explore major theories of learning that have guided educational practice historically and currently. In the course of this exploration, we will analyze educational artifacts (e.g., curricula, assessments, museum exhibits) to investigate which theory/theories of learning appear to influence the design of these artifacts and how learners are supposed to engage with them.

EDUC 601: Transformative Teaching and Learning with Technology (M, 8:30-11:30AM)

What role does technology play in high-performance learning and teaching environments? What are the most common mistakes schools, parents, and communities make when integrating technology into learning and teaching? We will examine ways technology has been used successfully (and not so successfully) in a variety of educational contexts.

EDUC 604: Curriculum Development & Evaluation (Th, 1-4PM)

Using the State of Michigan as a focus example, this course explores general guidelines, issues, and other foundations for curriculum development and evaluation at elementary, middle, and secondary school levels. Included are the strands, objectives and evidence for their attainment, instructional strategies, and formative evaluation procedures for each subject.

EDUC 626: Principles of Software Design (W, 4-7PM)

Students are introduced to the process of designing computer-based learning environments. Students work in groups to design and prototype learning environments for real classrooms based upon sound pedagogical theory.

EDUC 621: What Makes Writing Good? (Th, 1-4PM)

The assessment of writing has long been part of American education. This course will examine writing assessment by first taking a historical perspective in order to understand the origins of some of the assumptions and practices of today's writing assessment.

EDUC 645: Education and Cultural Studies (W, 1-4PM)

This course introduces students to the trans-disciplinary field of cultural studies (CS) through scholarship, multimedia and popular culture sources. The course explores how cultural studies' theories, which relate to knowledge, ideology, politics, discourse, oppression, agency, and empowerment, can be drawn upon to develop more equitable and inclusive education for diverse youth.

EDUC 647: History of Mexican American Education (W, 1-4PM)

This course presents a historical survey and interdisciplinary approach to Chicana and Chicano schooling in the United States. Special emphasis will be placed on analyzing the ways in which race, gender, class, immigrant status, and Hollywood representations have historically shaped Chicana/o educational experiences.

*Course(s) may be taken by advanced undergraduates with instructor permission.