The Teacher as Researcher (EDUC 506)
This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying, analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Prerequisite: EDUC 500 with B or higher. (Three credits; Summer; Shosh)

The Teacher as Evaluator (EDUC 508)
This course prepares teachers to design, interpret, and evaluate assessment instruments in an informed and responsible way. Topics include the role of assessment in teaching, issues of reliability and validity, grading practices, and the use and interpretation of standardized and teacher-made tests. Formative and summative assessment instruments and alternative assessment strategies, including portfolio development and performance assessment, are also explored. Pennsylvania's Standards Aligned System (SAS) is integrated throughout the course. (Three credits; Summer; Ziegenfuss)

Four (4) 600-level courses chosen from:
600 Best Practices in Online Teaching
601 Online Teacher as Instructional Designer
602 Online Teaching for the Online Learner
603 The Online Instructional Endorsement Practicum
604 Online Curriculum Development

605 Media Production: The Power of Digital Publication
606 Reading and Writing across the Curriculum
607 Digital Alternatives to Test Preparation
609 Teaching Grammar in the Context of Writing
610 Differentiating Instruction
612 Literacy Seminar in New Zealand
615 High Achieving Learners in the Regular Classroom
616 Drama in Education
617 Special Education: Identification and Effective Intervention
618 Effective Inclusionary Practices
620 A Constructivist Approach to Teaching Mathematics
622 School Law and Professional Ethics
623 Special Education Processes and Procedures
624 Educating Students with Disabilities and Exceptionalities
625 Making History Live: New Approaches to History Teaching
626 Comprehensive Literacy Practices for Grades Pre-K-4
627 Comprehensive Literacy Practices for Grades 4-8
628 Literature Circles
629 The Literacy Specialist
630 Managing the Constructivist Classroom
633 Teaching Mathematics K-8 with a Problem-Solving Approach
EDUC 700 with B or higher.

Located in salient electronic and traditional secondary source research material, the workshop will help participants to reflect on their practice. This hands-on experience will allow candidates to synthesize findings from multiple research studies, and draft a review of the literature on a specific educational research topic identified by each participant. Prerequisite: EDUC 700 with B or higher.

(Three credits; Summer; Shosh)

Reflective Practice Seminar (EDUC 702)

This is a capstone course through which students will carefully examine the philosophical and empirical bases for reflective teaching and learning. Data for the action research thesis will be collected, coded, analyzed, and interpreted. Prerequisite: EDUC 700 with B or higher. (Three credits; Fall; Shosh)

Action Research Thesis (EDUC 704-705)

Candidates will work independently, under the guidance of a thesis advisor, to place action research data within the context of published studies and to report research findings in a final thesis. An oral defense of the thesis will be required. Prerequisite: EDUC 702 with B or higher. (Three credits each; Spring; Shosh, Grove, Dilendik)

For additional information, contact
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Curriculum Development and Action Research (EDUC 700)

This course explores the relationships of learning theory and action research to curriculum design. Various models of curriculum development are explored, and strategies for curriculum design are studied, leading to the development of a research question for the M.Ed. thesis. Prerequisite: M.Ed. Degree candidacy with completion of 500-series and 600-series requirements with QPA of 3.0 or higher. (Three credits; Spring; Grove)

Conducting and Writing a Review of Educational Research (EDUC 701)

Central to practitioner research cycles of observation, action, and reflection is an examination of a research base to provide focus for subsequent observations, suggestions for new classroom action, and theories through which to examine reflective practice. This hands-on workshop will help participants to locate salient electronic and traditional secondary source research material, synthesize findings from multiple research studies, and draft a review of the literature on a specific educational research topic identified by each participant. Prerequisite: EDUC 700 with B or higher. (Three credits; Summer; Shosh)