Courses in Educational Theory & Practice

Graduate Courses

E Tap 512
Teachers in Context (3)
Offered online through the Blackboard Learning System. An examination of the influence of sociological, cultural, and historical factors on the place of teachers in society and the professional practice of teaching with an emphasis on representative countries.
(2271) Kumi-Yeboah, Alex
6 week 1: May 26-July 3
(2270) Benton, Noreen
6 week 2: June 22-July 31
*Online course in Blackboard*

E Tap 519
Learning in the Academic Disciplines (3)
This course is an introduction to general theories of human learning and their application to learning in academic disciplines. The course explores some aspects of the relationships among sociology, technology, and human learning, and raises pedagogical and curricular issues related to the creation of instruction and learning environments in subject matter domains.
The below section offered online through the Blackboard Learning System.
(1724) Bonafide, Anna Marie
6 Week 3: July 6-August 14
*The below section offered off-site as part of a professional development initiative through the Bronx Charter School for Better Learning. A very limited number of seats will be made available for students in remote locations to participate via online meeting tools. Contact instructor or Department for additional details and Permission of Instructor.*
(2173) Swartz, Theodore
June 1-June 24
MTWTh 1:00p.m.-4:00p.m.
The Bronx, NY

E Tap 524
Integrating Technology Across the Curriculum (3)
This course meets a requirement for the Institute of Online Learning & Teaching. Offered online through the Blackboard Learning System. This course enables educators to use technology to enhance teaching and learning within and across the content areas. Theoretical and practical aspects of technology integration will be discussed. Course participants will be encouraged, via courses readings and discussion, to view technology through an interdisciplinary lens to best serve students' learning needs. Participants will work in interdisciplinary groups to promote the exchange of perspectives from outside of their own discipline.
(1727) Kumi-Yeboah, Alex
6 Week 2: June 22-July 31
*Online course in Blackboard*

E Tap 529
Introduction to Distance Learning (3)
This course meets a requirement for the Institute of Online Learning & Teaching. Offered online through the Blackboard Learning System. This course is designed to allow for a better understanding of principles of distance education. As such, we will spend time examining both the history and current state
of distance education. Since the overarching goal of the course targets understanding distance education on a conceptual level, less time will be spent on practical design. The department offers course in which you design full course. Understanding distance education from a theoretical and research aspect will allow you to succeed in these other, more advanced courses.

(1254) Vickers, Jason
12 Week: May 26-August 14
Online course in Blackboard

**E Tap 530**
*Reading and Writing Across the Curriculum (3)*
This course addresses the theory and practice of literacy learning and instruction within and across the disciplines. Focuses on disciplinary and interdisciplinary uses of and purposes for oral and written texts. Includes developing research-based models for integrating reading and writing into content study and for communicating beyond the school setting.

*The below section offered online through the Blackboard Learning System.*

(1725) Learned, Julie
6 Week 1: May 26-July 3
*The below section offered off-site as part of a professional development initiative through the Bronx Charter School for Better Learning. Contact instructor or Department for additional details and Permission of Instructor.*

(2174) Ballard, Bruce
July 7-July 17
MTWThF 9:00a.m.-3:00p.m.
*The Bronx, NY*

**E Tap 612**
*Teaching Math in the Elementary School (3)*
Mathematics is a dynamic set of tools and thinking processes that people of any age can experience and develop. In this course, we explore the amazing mathematical thinking that children can exhibit, if/when they are given appropriate opportunities. We will explore how to recognize the mathematics children know, design instruction that encourages children to build on their knowledge, and construct rich mathematical experiences for students that engage them in mathematical thinking. As part of your mathematical journey, you will reflect on your own mathematical thinking as both a mathematics student, engaging in a variety of problem solving tasks, and as a mathematics teacher, reflecting on the processes of teaching and learning mathematics. *Enrollment open to Literacy Studies students only. Contact Trudy Walp in the Literacy Teaching and Learning Department for permission number.*

*The below section offered online through the Blackboard Learning System.*

(1197) Herzig, Abbe
12 Week: May 26-August 14
*The below section offered off-site as part of a professional development initiative through the Bronx Charter School for Better Learning. Contact instructor or Department for additional details and Permission of Instructor.*

This course prepares participants to teach mathematics in grades K through 5 through an instructional approach that stresses hands-on activities, visualization, discussion and reflective writing. Participants will spend class time revisiting elementary school math topics and developing mathematical experiences that inspire deep student engagement: exploration, sense-making, and creativity. The course will focus on creating physical models that represent mathematical concepts; and on developing strong number sense and strong mental arithmetic skills based on algebraic principles. In this course participants will re-build their own insights about underlying mathematical relationships that may have escaped them in their own formative years.

(1726) Hajar, Paula
July 27-August 6
MTWThF 9:00a.m.-3:00p.m.
*The Bronx, NY*
E Tap 614
Science for Children (3)
This course offered online through the Blackboard Learning System. This course prepares graduate students to monitor and enhance the development of science literacy in pre-school and elementary school children. Graduate students will deepen their understanding of fundamental scientific principles and develop pedagogical strategies applicable in formal and informal educational settings that provide all children the opportunity to develop understanding of science and the abilities of science inquiry appropriate to their developmental level. Enrollment open to Literacy Studies students only. Contact Trudy Walp in the Literacy Teaching and Learning Department for permission number.
(1170) Oliveira, Alandeon
12 Week: May 26-August 14
Online course in Blackboard

E Tap 638
Media Literacy (3)
This course offered online through the Blackboard Learning System. This graduate-level course examines the theories and principles of media literacy education, teaching ways of decoding media messages (from advertising, news, TV, to information online) to students of all levels, fostering habits of critical inquiry, awareness of aspects of framing in media messages, and media bias. You will also be learning how to integrate the principles learned in this course in curriculum and lesson plans of any topic you are teaching. ETAP638 is suitable for students studying toward MSSE and MS-CDIT degrees, as well as interested doctoral students.
(1149) Feyzi Behnagh, Reza
6 Week 2: June 22-July 31
Online course in Blackboard

E Tap 640
Introduction to Online Teaching (3)
This course meets a requirement for the Institute of Online Learning & Teaching. Offered online through the Blackboard Learning System. This course provides foundational knowledge and hands-on practice in developing fully online courses. A component of a series of courses in online teaching and learning this course introduces students to both theory and practice and requires that learners develop a significant online learning course or course module of instruction.
(1255) Vickers, Jason
12 Week: May 26-August 14
Online course in Blackboard

E Tap 652C
Teaching Computing in the Secondary School (3)
This course offered online through the Blackboard Learning System. Focus is on current research, theory, and practice related to teaching computer science and information technology in pre-college settings. Designed for beginning and advanced classroom teachers, the course promotes inquiry into major contemporary issues concerning computing education; developmental needs, standards and assessments, methods for promoting computational thinking and computational practices across contexts and content areas. This course is part of a sequence that prepares teachers to offer the Advanced Placement Computer Science Principles course and other computing courses.
(1829) Ni, Lijun
4 Week 2: June 22-July 17
Online course in Blackboard

E Tap 653
Language, Literacy, and Technology (3)
This course offered online through the Blackboard Learning System. This course explores the many and important roles electronic texts play in the development of contemporary readers and writers. How technologies affect language and literacy development in native, foreign, and second languages will be studied. See Department for Permission of Instructor.
Learned, Julie
6 Week 3: July 6-August 14
*Online course in Blackboard*

**E Tap 655H**  
**Contemporary Social Studies Education (3)**  
*Offered online through the Blackboard Learning System.* Examines the characteristics, impact, implications and research base for current pedagogical and psychological developments and trends in social studies education, with a particular emphasis on classroom instruction. Designed for in-service and pre-service teachers in grades K-12. Recent topics have included global studies and culture, integrating technology, and document-based assessment.

Levy, Brett
6 Week 2: June 22-July 31
*Online course in Blackboard*

**E Tap 655M**  
**Contemporary Mathematics Education (3)**  
*Offered online through the Blackboard Learning System.* This course explores contemporary issues of effective technology integration to enhance mathematics teaching and learning at the elementary and secondary level grounded in the 8 standards for mathematical practice upon which New York State’s current and Next Generation Mathematics Learning Standards are based. The course explores the essential elements of purposeful implementation to drive intentional pedagogical choices and learning opportunities such as making learning more inquiry based, making all students’ thinking visible, managing responsive teaching, differentiating, and increasing collaborative learning. This course focuses on lesson development adapted to individual settings, demands, requisite curricula, and technology availability utilizing only free and freemium digital resources.

**Staff**
6 Week 2: June 22-July 31
*Online course in Blackboard*

**E Tap 680**  
**Research Seminar: Critical Introduction to Educational Research Paradigms (3)**  
*This course offered online through the Blackboard Learning System.* This seminar focuses on the different models and paradigms in educational research and how these paradigms can inform educational practice. It will involve critical reading of published exemplars of different paradigms, analyzing previously collected data, and making sense of the application of these data. Prerequisites: Consent of instructor and 12 graduate credits in master's program.

Kumi-Yeboah, Alex
4 Week 1: May 26-June 19
*Online course in Blackboard*

Hayes, Suzanne
12 Week: May 26-August 14
*Online course in Blackboard*

**E Tap 687**  
**Reading & Writing Frames of Mind (3)**  
What are the various meanings of “reading” and “writing”? This course investigates that question in depth, through the lens proposed by Caleb Gattegno. It complements the courses of study provided by ETAP 530 (Reading and Writing Across the Curriculum) and ETAP 687 (Literacy through the Eyes of a Philosopher/Mathematician: Caleb Gattegno). We examine how awareness of one’s own frame of mind amplifies a person’s capacity: 1) to craft one’s writing to support what one intends, both for oneself and for the reader to experience and, inversely; and 2) to experience as a reader both what the writer intended and what one intends for oneself. *This course offered off-site as part of a professional development initiative through the Bronx Charter School for Better Learning. Contact instructor or Department for additional details and Permission of Instructor.*
(2178) Swartz, Theodore/Ballard, Bruce
July 27-August 6
MTWThF 9:00a.m.-3:00p.m.
*The Bronx, NY*