



EDCI 690.1SW Seminar in Education: Complexity in Teacher Education Research

COURSE SYLLABUS: SUMMER I, 2025

INSTRUCTOR INFORMATION

Instructor: Laura Slay, Ph.D., Assistant Professor

Office Location: Online

Office Hours: By appointment or online

Class Location: Online & Scheduled Zoom Meeting

University Email Address: Laura.Slay@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: *Emails will be answered within 24 hours; all emails sent after 5:00 pm on Fridays will be answered on Monday.*

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

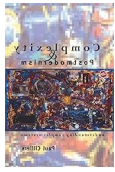
Textbook(s) Required

All texts (book chapters and articles) required for this course are available as ebooks or .pdf files through the TAMUC Waters Library. Links will be provided in D2L.



Eoyang, G.H. & Holladay, Royce, J. (2013). *Adaptive Action: Leveraging Uncertainty in Your Organization*. Stanford Business Books.

<https://ebookcentral.proquest.com/lib/tamu/detail.action?docID=1157360&pq-origsite=primo>



Cilliers, P. (1998). *Complexity and Postmodernism: Understanding Complex Systems*. Routledge.

<https://ebookcentral.proquest.com/lib/tamu/detail.action?docID=165109&query=cilliers>

Other required reading will be available through the Waters Library at no cost.

Optional Texts and/or Materials



Davis, B. & Sumara, D. (2008). *Complexity and Education: Inquiries into Learning, Teaching, and Research*. Routledge.

Course Description

This course offers students an opportunity to explore teacher education and human systems as networked systems including patterns that reveal affordances and challenges inherent to the system. Students will explore the literature about complex adaptive systems, complexity theory, system mapping, case studies, and research specific to disciplines represented in the class.

Student Learning Outcomes

Through learning experiences in this class students should be able to:

1. Develop background knowledge of complexity theory and Complex Adaptive Systems (CAS).
2. Synthesize complexity theory literature relative to their doctoral inquiry.
3. Apply the tools of Adaptive Action to identify, map, and present the patterns of a complex system relevant to their doctoral inquiry.
4. Participate in critical discussions of assigned readings.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Students should be prepared to use the learning management system (D2L Brightspace), Microsoft Office software, presentation and graphics programs, Google Suite of office tools and apps, chat programs such as Adobe Connect and Zoom, VoiceThread, and Padlet.

Instructional Methods

Although this class is an online class, it will meet for a synchronous video conference every Tuesday from 6:00-7:00 pm. If you are unable to attend, the session will be recorded for later viewing, and you are required to complete course work associated with the recorded sessions.

The course is organized into modules and uses an inquiry and multimodal learning approach. Each module contains reading assignments, recorded lectures, group discussions, and individual activities designed to support the acquisition of theoretical knowledge and applied learning experiences appropriate for supporting your doctoral inquiry.

Student Responsibilities or Tips for Success in the Course

Students are responsible for engaging in their own learning. This includes being aware of and meeting deadlines, checking class emails, course announcements posted in D2L, asking questions to clarify understanding, and actively participating in course activities.

Assessments

1. **Personal or Professional Inquiry:** Prepare an inquiry statement describing the context and questions of your personal or professional inquiry that you are working on across your doctoral courses or considering for your dissertation. This statement should be a concise summary, including the context, what you know or have learned so far, and what you want to know or what leads you in search of this inquiry. Include your challenge and the questions related to that challenge. **Approximately 500 words are due within the first three days of the course.**
2. **Weekly Reflective Learning Log:** The purpose of the journal is for you to reflect on your readings of the literature and the professional articles and chapters presented and/or discussed in class. Record your understanding, questions, and connections to these readings. Write about your response, not summaries of the readings. The journal is a vehicle to reflect on important and difficult ideas and issues raised by our readings. You are writing a response, not a summary of

what you read. **Submit a reflective essay or table of thoughts, including the APA 7 reference to the literature you read during the week by each Sunday, 11:59 pm.**

3. **Discovering and sharing research that focuses on complexity thinking relative to your discipline or inquiry.** The instructor will provide a few articles to read that are examples of research that uses a complexity lens. However, part of seeking greater understanding of this lens is to identify examples in the various research journals and readings. Your examples will be shared with others in this class. **You will submit an annotated bibliography and post a narrated slideshow for your peers of at least 5 articles you read that focus on complexity thinking and your area of interest by the end of Module 3.**
4. **Individual Project:** The instructor will share figures and from her research journey that reflect complexity thinking. With a full understanding that your research journey is still underway, **you will prepare and present a visual representation of a complex adaptive system connected to your inquiry or doctoral research along as you currently understand it with a narrative that describes the figure and your thinking during the last week of the course.**
5. **Participation, Preparation & Professionalism:** This course is designed as a seminar which depends on students' timely participation and engagement. As a firm believer in Vygotsky's notion of the social construction of knowledge, I will work towards creating a learning community that is interactive and continuously invites input from each of you as well as input from other scholars and forms of media. It is expected that students will attend or respond to prompts related to the weekly Zoom meetings, as well as actively engage in discussions and activities throughout the course. It is expected that students will demonstrate knowledge and behavior appropriate for doctoral studies. Lack of preparation and late discussion submissions may result in a lower grade.
6. **Final notes—**In a doctoral seminar, there is always room for negotiation and flexibility for change in our proposed schedule if we find our time better used in one direction than another. **We are a community of learners!!**

GRADING

All assignments will be assessed using the following scale and will be held to standards appropriate for doctoral level studies. Additional grading information will be available on rubrics developed in class.

A = excellent/outstanding B = good/commendable C = developing F = unsatisfactory

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

Zoom Video Conferencing Tool

https://inside.tamuc.edu/campuslife/CampusServices/CITESupportCenter/Zoom_Account.aspx?source=universalmenu

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

I firmly believe students need feedback soon after an assignment is turned in. I will make sure that all quizzes and assignments are graded after the end of the module. Any items turned in early will not be graded until after the due date. For the projects, I will need two weeks after the module closes to complete the evaluations.

From time-to-time, I will make comments on the discussion board or Padlet, but my role is to facilitate the discussion by asking thought-provoking questions or extending your thinking with my experiences and connections.

Please know that I, your instructor, welcome your questions and concerns. Please stay in contact with me for assignment clarifications, to offer feedback, and/or to update me on your status that may impact your success with this course. The best way to reach me is through email: Laura.Slay@tamuc.edu.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

This course allows students to work through each module at their own pace. However, all assignments, quizzes, and discussion board posts must be submitted by the due date. **No late work will be accepted after the due date** except for in extenuating circumstances. Examples of extenuating circumstances include a verified illness, death in a student's immediate family, and obligation of a student at legal proceedings in fulfilling responsibility as a citizen. Documentation is required to be granted an exception to the late work policy. Make-up work, re-writes, and extra credit are not permitted.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

TENTATIVE COURSE OUTLINE / CALENDAR

Zoom Meeting Link: <https://tamuc.zoom.us/j/8561023611>
Tuesdays, 6:00 - 7:00 pm

Module	Dates
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Course Texts: Posted in D2L	
Module 1: Introducing Complexity Theory Zoom Meetings: June 4	June 2 – 9, 2025
Module 2: Discovering Adaptive Action • Zoom Meeting: June 11	June 10 – 16, 2025
Module 3: Exploring Complexity Thinking & Educational Inquiry Zoom Meeting: June 18	June 17 – 23, 2024
Module 4: Sharing Interdisciplinary Perspectives Zoom Meetings June 25 & July 2	June 24 – July 2, 2024