

Annotated Sample of Writing from Teacher Education

The following annotation of the article cited below provides students with examples of both **(a) writing strategies and conventions** that are commonly part of successful academic writing in teacher education, and **(b) content related to threshold concepts (important, core knowledge)** in teacher education:

Harper, S. R. & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. University of Pennsylvania: From the Selected Works of Shaun R. Harper, Ph.D. Retrieved from <https://onlinelibrary.wiley.com/doi/pdf/10.1002/ss.254>

It is important to note that teacher education is a broad field with many theories, methodologies, and areas of content. The annotated article included here was selected because of its **emphasis on social justice** (a central focus in the Department of Teacher Education at Miami University), the **variety of research methodologies used** (both qualitative and quantitative), and **its contributions to threshold concepts**—allowing readers to intellectually engage with issues (e.g., the issue of campus racial climates), become more critically conscious (e.g., understanding the impact of campus racial climates on students), and use knowledge to take action and create change (e.g., ways that readers can participate in creating more inclusive campus climates).

A caveat: This article has a traditional research-based structure. While it is important for students to know how to read and understand this type of article, there are **many other styles of writing in teacher education that are equally effective in contributing to threshold concept learning**. Many use **story** and **voice** rather than traditional research methodologies. Students are encouraged to read broadly to explore as many perspectives and writing styles as possible; broad reading will increase awareness and understanding of topics and also assist the students in finding their own voices and strategies. Again, this represents elements of this style of writing within the field; annotations for how other styles of professional writing relate to threshold concepts would be different.

The following section provides information for each of the numbered annotations within the article. The article includes a total of 8 comments. These comments appear within the text of the article and are noted with bold text, brackets [], and the word "comment." You can also view these annotations or the original article in other formats linked below:

- [PDF of Annotations within Article \(https://drive.google.com/open?id=1CjwjqtGSuncQmYI-Z_dbPnozYqGeQygc\)](https://drive.google.com/open?id=1CjwjqtGSuncQmYI-Z_dbPnozYqGeQygc)
- [Original Article Text \(https://onlinelibrary.wiley.com/doi/abs/10.1002/ss.254\)](https://onlinelibrary.wiley.com/doi/abs/10.1002/ss.254)

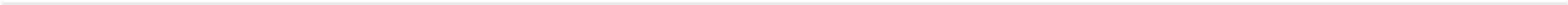
Included Annotations

1. **Example/story.** The chapter lede of an example/story provides context for the remainder of the article; invests the reader in the importance of the topic. (A lede is the opening of a piece of writing.) (p. 7–8)
2. **Clear goal.** The paragraph explicitly states the goal and (as importantly) how that goal will be achieved. (last paragraph on p. 8, paragraph continues on p. 9)
3. **Synthesis of previous work.** The impact of foundational previous work of one of the authors (Hurtado) is noted; 15 years of research on the topic is summarized, and themes are identified; summary information is included in both narrative and table form. (p. 9–14)
4. **Identification of research gap.** Statement connecting previous work and work of the authors reported in the article. Authors note the predominance of quantitative work, and relative absence of qualitative work on the topic. (p. 12)
5. **Methodology of study.** Elements of qualitative study methodology described (e.g., selection criteria for institutions, use of focus groups). (p. 15–16)
6. **Findings.** Description of each of the nine themes. (p. 16–19)
7. **Call for action.** Meaning and implications of the findings are applied to needs and specific strategies for change. The action steps are clearly connected to and derived from the research reported in the article. (p. 19–21)
8. **References.** All works cited in the article are included. American Psychological Association (APA) style is used. (APA is the most commonly used style guide in education literature.) (p. 21–24)

Nine Themes in Campus Racial Climates and Implications for Institutional Transformation

Shaun R. Harper, Sylvia Hurtado

Example/Story
Clear Goal
Synthesis of Previous Work
Identification of Research Gap
Methodology of Study
Findings
Call for Action
References



-

-
