University of Texas at El Paso
TED 5300: Research for the Classroom Teacher (23164)
Spring 2015

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Course description:
This course will introduce students to research methodologies designed to address the problems and needs of classroom teachers. One methodology in particular - teacher research (also called "action research," "teacher inquiry," or "practitioner inquiry") - will be emphasized. Teacher research is a particularly powerful approach to improving classroom practice and developing reflective practitioners. The course will address several key questions: What is educational research, and teacher research in particular? What are the benefits of engaging in (teacher) research? Where do I begin? How do I develop a research question? What data should I collect? How do I analyze data and report findings? This course will take students step by step through the inquiry process, including developing a research question, conducting an abbreviated literature review, collecting data, analyzing data, and sharing one's work with others.

Student learning outcomes:

In completing this course, students will:

1) Develop an understanding of what teacher research is and why it is important for teachers to engage in research on their classroom practice;

2) Become familiar with research and professional organizations for educators;

3) Analyze published research studies in order to develop an understanding of educational and teacher research;

4) Become familiar with and apply the processes involved in teacher research, including selecting a research question (4a), constructing an abbreviated literature review (4b), collecting data (4c), analyzing data (4d), and reporting findings (4e);

5) Develop a research plan to study a problem of practice;

6) Produce a 2,000-2,500 word research proposal with preliminary findings directed toward an audience of researchers and professionals in the field (via professional organizations);

Course readings:

Required books:
Dana, N.F. and Yendol-Hoppey, D. (2014). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (3rd edition). Thousand Oaks, CA: Corwin. ISBN: 978-1-4833-3198-0.

[Available at the UTEP Bookstore under TED 5300 or at online retailers such as Amazon.com or half.com]

Course requirements:

Successful completion of this course will be based on several key elements (details on all assignments can be found in Blackboard):

Course assignments (25 points total)
- Self-introduction to CFG (week 1) – 1 point
- Notes on Glesne (Week 2) – 5 points
- Identification of professional organization (Week 2) – 1 point
- Research article analyses (Week 4) – 10 points (5 points each)
- Peer feedback (Weeks 4, 8, 13) – 6 points
- CFG meeting report (Week 14) – 2 points

Building blocks of research proposal (40 points total)
- Wondering statement draft (Week 4) – 5 points
- Annotated bibliography of 6-8 sources draft (Week 5) – 5 points
- Abbreviated literature review draft (Week 6) – 8 points
- Revised wondering statement (Week 7) – 3 points
- Data collection plan draft (Week 8) – 5 points
- Sample data sources (3 sources, 2 points each) – 6 points
- Preliminary findings section draft – 6 points
- Outline of preliminary findings section – 2 points

Oral presentation (5 points)

Final research proposal (30 points) – Rubric can be found on Blackboard

Grading:

A   90-100 points
B   80-89 points
C   70-79 points
D   60-69 points
F   Below 59 points

A Note on Research/Inquiry:
The purpose of this course is to prepare master's level students to conduct classroom-based teacher research. As part of this preparation, you will have the opportunity to practice hands-on data collection and analysis. Unless you have approval from the Institutional Review Board (IRB), no data collected as part of the class project should under any conditions be presented in any public outlet, for example, in a conference presentation, research colloquium, or publication. All participants shall remain anonymous.

Attendance Policy:
Because this is a web-enhanced course with limited face-to-face meetings, absences for any reason are discouraged. If extenuating circumstances make it necessary for you to miss a class, arrive late, or leave early, please let the instructor know ahead of time; excessive absences (missing more than 15% of face-to-face class time) could result in your being dropped from the course.

Disability Policy:
If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Office of Disabled Student Services located in Union E Room 203. Students who have been designated as disabled must reactivate their standing with the Office of Disabled Student Services on a yearly basis. Failure to report to this office will place a student on the inactive list and nullify benefits received. If you have a condition which may affect your ability to exit safely from the premises in an emergency or which may cause an emergency during class, you are encouraged to discuss this in confidence with the instructor and/or the director of Disabled Student Services. You may call 747-5148 for general information about the Americans with Disabilities Act (ADA).

Academic Ethics:

Academic Honesty

The following are just a few reminders of things that you should be aware of:
- Any time you use material or **ideas** from any source – including journals/books, colleagues, websites, course materials – you must identify the source.
- Turning in even part of a paper that was used in another course is considered plagiarism, unless you have permission from both instructors.
- If you paraphrase or summarize a source, you must cite it.
- Collaboration means a group of people come together and devise a plan. Copying is taking someone else's words and using them in a way that is very similar or identical to way the originator used them. Copying is cheating.
- I would rather you stumble through and submit your honest work with all its imperfections than to copy the work or ideas of another without properly citing them.

University Statement on Academic Dishonesty (from the UTEP Handbook of Operating Procedures)

Academic dishonesty is prohibited and is considered a violation, according to the UTEP Handbook of Operating Procedures. It includes, but is not limited to cheating, plagiarism, and collusion. Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism, and collusion in dishonest activities are serious acts which erode the University's educational and research roles and cheapen the learning experience not only for the perpetrators, but also for the entire community. It is expected that UTEP students will understand and subscribe to the ideal of academic integrity and that they will be willing to bear individual responsibility for their work. Materials (written or otherwise) submitted to fulfill academic requirements must represent a student's own efforts.

Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. Violations will be referred to the Dean of Students Office for possible disciplinary action. Students may be suspended or expelled from UTEP for such actions.

Course schedule:

Week 1	Face-to-Face Session #1 – January 26	Readings & Assignments *(readings should be completed before class)*
1/26-2/1	Introduction to the course Formation of Critical Friends Group (CFG)	**Assignments:** • Introduce yourself to your CFG by 1/29 at midnight
Week 2	**Face-to-Face Session #2 – February 2**	
2/2-2/8	Approaches to educational research	**Readings:** Glesne, Meeting qualitative inquiry **Assignments:** • Notes on Glesne due by 2/1 at midnight in Blackboard • Identification of professional organization and conference proposal requirements due by 2/1 at midnight
Week 3	**ONLINE – February 9**	
2/9-2/15	Case studies of educational research/teacher research Reading research critically	**Readings:** Heath, What no bedtime story means Mohr, The way I would teach *Additional resource (optional):* Wallace & Wray, Reading critically (Ch 1) **Assignment:** • Article analysis on Mohr due by 2/9 at midnight • Article analysis on Heath due by 2/12 at midnight
Week 4	**Face-to-Face Session #3 – February 16**	
2/16-2/22	Developing a wondering/research question IRB (Institutional Review Board)	**Readings:** Dana & Yendol-Hoppey, Chapters 1-2 Sample wondering statement **Assignments:** • Wondering statement due to CFG by 2/19 at midnight • Provide feedback to two peers' wondering statements by 2/22 at midnight
Week 5	**ONLINE –February 23**	
2/23-3/1	Researching your topic	**Readings:**

	Developing an annotated bibliography	Chiseri-Strater & Sunstein, Researching the idea Mills, Reviewing related literature Handout on annotated bibliographies **<u>Assignments:</u>** • Submit annotated bibliography of 6-8 scholarly sources by 3/1 at midnight
Week 6	**Face-to-Face Session #4 – March 2**	
3/2-3/8	Developing an abbreviated literature review Refining your research question	**<u>Readings and resources:</u>** Jones & Villa, Literature reviews in educ Lit review video **<u>Assignments:</u>** • Abbreviated literature review due by 3/5 at midnight
Week 7	**March 9 – SPRING BREAK**	
3/9-3/15	No class	**<u>Assignments:</u>** • Revised wondering statement due to CFG by 3/15 at midnight – bring to class on 3/16
Week 8	**Face-to-Face Session #5 – March 16**	
3/16-3/22	Developing a research plan Identifying research methods	**<u>Readings:</u>** Dana & Yendol-Hoppey, Chapter 4 **<u>Assignments:</u>** • Data collection plan due to CFG by 3/19 at midnight (with data sources #1-3) • Feedback on two peers' data collection plans by 3/22 at midnight
Week 9	**ONLINE – March 23**	
3/23-3/29	Ethical dimensions of (teacher) research Data source: constructing fieldnotes	**<u>Readings:</u>** Dana & Yendol-Hoppey, Chapter 5 Emerson et al., Writing ethnographic fieldnotes **<u>Assignments:</u>** • Submit sample data source #1 to CFG by 3/29 at midnight – bring to class on 3/30
Week 10	**Face-to-Face Session #6 – March 30**	
3/30-4/5	Data collection and analysis, Part I	**<u>Readings:</u>** Dana & Yendol-Hoppey, Chapter 6

		Assignments: • Submit sample data source #2 to CFG by 4/5 at midnight
Week 11	**ONLINE – April 6**	
4/6-4/12	Data sources: Interviews	**Readings:** Seidman, Interviewing, Ch 1-2 **Assignments:** • Submit sample data source #3 to CFG by 4/12 at midnight - bring to class on 4/15
Week 12	**Face-to-Face Session #7 – April 15**	
4/15-4/21	Data collection and analysis, Part II Triangulation, trustworthiness, validity	**Readings:** Hinchey, Collecting and analyzing data **Assignments:** • Bring all three sample data sources to class on 4/15 • Outline of preliminary findings due to CFG 4/18 at midnight
Week 13	**ONLINE – April 20**	
4/20-4/26	Write-up of preliminary findings Meet with CFG (virtual or f-t-f)	**Readings:** Dana & Yendol-Hoppey, Chapter 7 **Assignments:** • Draft of preliminary findings (data analysis) section of research proposal due by 4/23 at midnight • Feedback on two peers' findings by 4/26 at midnight
Week 14	**ONLINE – April 27**	
4/27-5/3	Assessing the quality of your own and others' inquiry	**Readings:** Dana & Yendol-Hoppey, Chapter 8 **Assignments:** • CFG meeting (virtual or f-t-f) report due by 4/30 at midnight • Revised draft of preliminary findings section due by 5/3 at midnight
Week 15	**F-t-F Session #8 – May 4**	
5/4-5/10	Putting it all together	**Assignments:** • In-class oral presentation on research proposal and preliminary findings

Week 16	FINAL EXAM WEEK	
5/11-5/15	Research proposal due	**Assignments:** • Final research proposal due to CFG and professor by 5/11 at midnight

Syllabus subject to change