UNIVERSITY OF TEXAS
EL PASO

College of Education- Department of Teacher Education

Title of Course: TED 5300 RESEARCH FOR CLASSROOM TEACHERS	**Instructor Information:** **Name:** Dr. María Teresa (Mayte) de la Piedra
Section: 1 **CRN** 27327	
Semester: Spring 2020	**Email:** mdelapiedra@utep.edu
Day/Time Fully Online; Runs: Monday-Sunday Schedule 16 weeks (1/21 – 5/7, 2020)	**Office hours:** *Virtual:* Thursdays from 3-5pm MST. Please, <u>email for appointment at other times</u>.
Credits: 3	*BlackBoard:* Anytime in "Helping each other," located in "Discussions" in BlackBoard (BB)
Class hours: 3	

ONLINE PREPARATION

This course is **fully online**; there are no in-person/campus-based class meetings. This 16-week course runs on a Monday to Sunday schedule; course work throughout the week are due at specific days/times, however**, you are not required to be online at any specific time**. The standard recommendation across the board by American universities is to plan for approximately three hours of study time for every one credit hour taken. Therefore, for this course, you can expect each week to spend **3 hours of class time + 9 hours of study and prep time, which equals approximately 12 hours per week** devoted to this course. Please read the syllabus and information in the course site very carefully, understand what you need to do and when you need to do it, and then plan course study time in your week accordingly. Do not wait until the last minute to rush on the assignments as they build on each other. If at any time you do not understand what to do or when to do it, you should contact Dr. de la Piedra immediately by sending an email to mdelapiedra@utep.edu.

For Technical Assistance: For technical problems with our online course site or related computer/Internet applications, please contact the UTEP Helpdesk: M - F: 7AM - 8PM, Sat: 9AM - 1PM, Sundays 11-4 pm. On campus phone: 915.747.5257. Off campus: 915.747.4357. If you are on campus, you may also visit the ATLAS lab located within the Undergraduate Learning Center (UGLC building) or the Technology Support Center in Room 300, Library.

COURSE DESCRIPTION

Teacher research, also called "action research," "teacher inquiry," or "practitioner inquiry," is a powerful approach to improving teachers and classroom practice and developing reflective practitioners.

> What is teacher research? Why should I do it? Where do I begin? How do I find a research question? What data should I collect? How do I analyze data and report findings?

TED 5300 will address these questions. TED 5300 will introduce prospective and practicing teachers to classroom research, with a goal of helping them to learn to teach and teach to learn through practitioner inquiry. This course will take students step by step through the inquiry process, including developing a focus question, conducting literature review, collecting data, analyzing data, and sharing one's work with others.

REQUIRED TEXTBOOK

- Dana, N.F. & Yedol-Hoppey, D. (2014) *The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry (3rd ed.).* ISBN-13: 978-1483331980 ISBN-10: 1483331989
- Additional course materials will be posted on Blackboard.

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STUDENT LEARNING RESOURCES

UTEP provides a variety of student services and support, including the resources below:
UTEP Library: You can access to a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.
The University Writing Center (UWC): Virtually everyone needs help with writing academic English. There's no shame in it. The UWC [Library Building, Rm.227; phone: 915.747.5112] **provides online consultations to all UTEP students at no cost**. They also have walk-in services, if you are local. It is a terrific resource. If I suggest you attend the Writing Center, it's because I think you will benefit from it. It's not a punishment – it's intended to help you. Check the website for more information: http://uwc.utep.edu

INCLUSIVENESS, EQUITY, NETIQUETTE & DISCUSSION EXPECTATIONS

 Inclusiveness and equity: Learning happens only when we feel respected as a whole human being. My top priority in our classroom is to cultivate relationships of trust and respect and a sense that we see each other as whole, complex human beings. That you experience this in our classroom is important for the sake of your learning in our course and for the sake of your future students' learning, so that you feel able to cultivate such relationships with them. To that end, I want you to know that all of you is welcome in our classroom space—all the parts of you as a person are welcome in our discussions, our activities, our assignments, and in our assessments. We are all complex people with a variety of perspectives, experiences, challenges, assets, and resources—our gender identities, our sexual orientations, our religions, our races, our ethnicities, our economic statuses, our immigration statuses, our parenthoods, our veteran statuses, our ages, our languages, our abilities and disabilities. All the parts of you are welcome in our learning community to the extent that you feel comfortable bringing them in. I strive to show respect for the variety and wholeness in each of you, and I expect that each of you show respect for each other as well. If you feel marginalized in our class, and you feel comfortable discussing it, I would like to know so that I can support you, protect you, and make changes that feel more inclusive and equitable. You can also talk with our Department Chair and/or you can report a

complaint of discrimination to the University's Equal Opportunity Office, Kelly Hall, Third Floor, 915-747-5662 or eoaa@utep.edu.

 "Netiquette" is the term used to describe the courteous and civil exchange of electronic communications, and will be the guide and expectations of this course. As a member of the learning community of this class, the following is a list of specific expectations (Note that this list is not exhaustive and that it may be added to as needed throughout the semester):

1. *You are expected to actively engage in the learning community of this class.*
   This includes: completing the coursework tasks as outlined in each week's session, actively contributing to discussions, seeking guidance if you have questions (note that if you have a question, it is likely that everyone will benefit if ask your question) and exhibiting professional courtesy during interactions with classmates/ your instructor. Class participation includes, but is not limited to: engaging in in-class activities and writing, volunteering inputs in class discussions, answering questions, defending personal viewpoints, and presenting completed assignments to your classmates.

2. *You are expected to exhibit appropriate behavior for a higher learning environment.*
   Even though we will not meet face-to-face, logging on to our online course site is the equivalent of walking on to the UTEP campus. Therefore, the rules of conduct that apply on campus also apply in our course site.   Our course site is a place to engage in social learning; it is meant to be a safe space for all. Our ideas and beliefs shape who we are, and will differ from our peers; sharing these within class allows us to learn different perspectives and points of view, but this can only happen successfully if everyone in our learning community is respectful of individual ideas. You are encouraged to participate in all activities to the fullest extent possible, with an open mind to new experiences. In particular, the following are general guidelines for online interactions:

   • All the information discussed between peers and/or with your instructor should be kept confidential, thus providing a safe atmosphere for creative expression, free of judgment.

   • You are encouraged to participate to the depth that you feel comfortable sharing with the class (Note: An electronic record will remain, so be thoughtful in how much personal information you share. The general rule is: share only that which you would be comfortable seeing printed in a newspaper/ public Internet page.).

   • Do not use inappropriate language, all capital letters, or language short cuts (i.e. texting shorthand). Online entries should reflect academic writing standards, with edited spelling, grammar, and punctuation.

   • When reacting to someone else's message, whether in agreement or disagreement, please address the ideas, not the person. (Note: Harassing, flaming and/or inappropriate postings will not be tolerated.)

   • Be sure to read everyone's responses before posting. Avoid repetition of what someone else has already said. Add something new to the discussion!

   • Please refrain from posting yes/no or I agree/disagree answers (this will NOT earn you participation points). The point of our online interactions is to create a rich and meaningful sharing of ideas; therefore, posts should justify positions, provide specific examples, and demonstrate that you have read the required readings and your classmates' comments carefully and thoughtfully.

3. *You are expected to exhibit high-level time management skills and turn your work in ON TIME.*
   This course requires you to devote significant time to complete the required readings, discussions and various additional assignments that are due each week. Although there is no mandatory time that you must be online, the research shows that those with the best success in online courses create a set schedule for coursework and stick to it (whether you do your work at 3am or 10am on whatever day does not matter, what matters is just that you allow a sufficient, set time each week of the semester to

focus on coursework). Timely completion of all coursework is essential for this class to run smoothly (i.e. your classmates rely on you to do your readings early in the week and contribute to the discussion on time in order for them to be able to post feedback later in the week). **Therefore, late work will not be accepted.** All online assignments are due by the due date and time listed in the task directions (see syllabus and each weekly session in our course site for specific details). Please ensure that you carefully read all instructions for each assignment, particularly the due dates and times, and then schedule the time you devote to this class accordingly.

Missing two weeks of discussion and/or failure to turn in three assignments will result in your automatically failing this course, regardless of any points earned.

Note: Exceptions may be made in the case of *extreme emergency* with supporting documentation_. **I will not accept ANY late coursework after one week** from the originally scheduled due date during the semester or after the last scheduled coursework due date at the end of the semester. If you anticipate your assignment will be late due to unusual circumstances, please contact me and explain your situation prior to the due date of the assignment. **Without prior notice, late assignments will NOT receive any credit.**

If BlackBoard is down and you cannot get into our course site to post work by the required due date:
ALL coursework should be posted in our online course site.   If you find that you are unable to log into Blackboard to access our course site at the time that you are trying to post your work by the due date, **you must email me** (through regular e-mail mdelapiedra@utep.edu) **immediately with an attachment of your work**. When you do this, I will know that you have completed the work in a timely manner and I will accept it, even though it was not posted in our course site as is generally required. I will then check with the Technology staff at UTEP to determine when Blackboard was out. If you email me indicating that you did not post your coursework because Blackboard is down, but you do not send me your work as an attachment in the message, **you will not receive credit for your work.**

4. *Your work is expected to be your own.*
   Everything you turn in for this course must be your own work. The purpose of coursework is to know what *you* think, not how clever you are at getting around the rules…. so use your brilliance in a productive way. **Any student caught engaging in instances of cheating, plagiarism or any other form of academic misconduct will be referred to the Dean of Students Office for disciplinary action**. Students may be suspended or expelled from UTEP for such actions. It's serious! Don't do it.

5. *You are expected to contact me for help if needed throughout the semester.*
   I will have virtual office hours on Thursdays from 3-5pm. You can email me for a quick response or email me to set up a phone consultation during this time.   My email is mdelapiedra@utep.edu. Please include your first and last name and the title of the course you are taking with me in the body of your message. Outside of my virtual office hours, you can expect a response from me with 24-48 hours for any email communication you send. If at any time, you have difficulty understanding my expectations or the course material or completing course work for any reason—BE PROACTIVE!!! I am here for you (email, phone, Skype, or Zoom).   I *strongly* encourage you to reach out to me as soon as possible (do not wait until the day before something is due or the end of the semester) and we will work together to make this class a success for you!

UTEP POLICIES

Standards of Academic Integrity
Students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. Any student who commits an act of scholastic dishonesty is subject to

discipline. Scholastic dishonesty includes, but is not limited to: cheating, plagiarism, collusion [making plans to cheat with another], the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others.

Students with Disabilities statement

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to the Center for Accommodations and Support Services (CASS) located in Union E Room 106. Students who have been designated as having a disability must reactivate their standing with CASS 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 CASS. You may call 919-747-5148 for general information about the Americans with Disabilities Act (ADA).

Student Conduct and Discipline

All students are expected and required to obey the law and to comply with Regent, Rules, and Regulations (http://www.utsystem.edu/bor/rules) with system and University rules, with directives issued by an administrative official in the course of his or her authorized duties and to observe the standards of conduct appropriate for the university.

Equal Opportunity

All students regardless of gender, age, class, race, religion, physical disability, sexual orientation, etc., shall have equal opportunity without harassment in this course. Any problems with or questions related to this can be discussed confidentially with your **instructor [**mdelapiedra@utep.edu**]** to set up an in-person or phone meeting.

STUDENT LEARNING OUTCOMES	
COURSE SPECIFIC LEARNING OUTCOMES **Students will be able to:**	**Measurements (means of assessment for student learning outcomes listed in first column):**
1. Explain what teacher research is and why it is important for teachers to engage in research on their classroom practice	Module 1 Reading Reflection
2. Analyze multiple teacher research case studies in order to prepare for teacher research in their own classroom	Discussion Boards in modules 1, 2 and 5
3. Produce a research plan to study a problem of practice	Final Paper: Research Proposal
4. Apply the main aspects of teacher research, including selecting a focus question, conducting literature review, collecting and analyzing data, and reporting findings	Refined wondering Statement Literature review synthesis Refined data collection plan Data Analysis Plan
5. Cultivate an inquiry stance towards classroom practice and make inquiry a part of, rather than apart from, teaching	Critical Friends Group reports #1, #2, and #3

EVALUATION & COURSEWORK REQUIREMENTS OF STUDENTS

WEEK	ASSIGNMENTS	DUE DATE	DAY	POINTS
Module 1 (1/21-2/2)	Self-introduction on BB discussion board	1/23	Thursday	2
	Reading reflection on BB discussion board	1/23	Thursday	5
	Feedback to peers' reading reflection	1/28	Tuesday	3
Module 2 (2/3-2/16)	My initial wondering statement (**draft**)	2/4	Tuesday	0
	Feedback to peers' wondering statement	2/6	Thursday	3
	CFG Meeting 1: Report	2/11	Tuesday	5
Module 3 (2/17-3/1)	Literature review synthesis	2/20	Thursday	10
	Refined wondering statement	2/20	Thursday	5
	Feedback to peers' literature synthesis	2/25	Tuesday	3
Module 4 (3/2-3/15) **Happy Spring Break!** (3/16-3/20)	Data collection plan (**draft**)	3/5	Thursday	0
	Feedback to peers' data collection plan	3/10	Tuesday	3
	CFG Meeting 2: Report	3/12	Thursday	5
Module 5 (3/23-4/5)	Refined data collection plan	3/24	Tuesday	10
	Feedback to peers' refined data collection plan	3/26	Thursday	3
	Collect sample data for analysis	**Throughout the 2 weeks**		
Module 6 (4/6-4/19)	Data analysis plan and preliminary findings	4/9	Thursday	10
	Feedback to peers' data analysis	4/14	Tuesday	3
Module 7 (4/20-5/7)	CFG Meeting 3: Report	4/21	Tuesday	5
	Peer evaluation	4/23	Thursday	5
	Final research proposal	5/7	Thursday	20
TOTAL POINTS POSSIBLE				**100**

ASSIGNMENTS

Instructions for all assignments are arranged by Module (each module lasts 2 weeks) in the Assignments section on Blackboard. Additional information is included in the Overview section in each module.

Autobiography (2 points)
This **PowerPoint (PPT) presentation** will allow you to introduce yourself to the class and the professor. Please, feel free to add pictures and voice to your presentation. You may also want to create a video. You will find instructions to do this in Course Contents, Module 1.
Please, answer the following questions when you develop your autobiography:
- Who am I and where do I come from?

- Why am I interested in the teaching profession? What are my professional goals?
- What do I know about research? What has been my experience with research and/or what are some thoughts I have about research?
- Any other thing you would like to share with the professor and your peers.

Please, prepare a PPT presentation of between 5-7 slides, including your voice. If you decide to produce a video, please produce a video of 3-5 minutes. If you prefer to do this assignment only using text and images, please write 500 words and include at least one picture.

Post your autobiography in "discussions," Module 1.

Reading Reflection (5 points)

During the first module, students will write a reading reflection answering questions posed by the professor. Please, see rubric below.

My Wondering Statement (5 points)

Students will develop a research question as the focus of their inquiry project. The research question can be one of the eight passions discussed in Chapter 2 of the textbook, or about other aspects of classroom teaching of interest to the student. Please, make sure to turn in your draft as well as the last version of this assignment. **Failure to turn in the draft on time will result in partial credit of your final assignment work (50%).**

Synthesis of Literature Review (10 points)

Students will produce an overview and descriptive analysis of relevant research literature for their research topics. Students will report the steps they took to conduct the literature review, databases they searched, and major findings about the topic being reviewed.

Data Collection Plan (10 points)

In the data collection plan, students will describe what variables to investigate, unit of analysis, participants of the study, human subject protections, procedures used for selecting participants, the methods and procedures used for data collection, duration of data collection, and any reliability or validity of collection methods. Please, make sure to **turn in your draft** as well as the last version of this assignment. **Failure to turn in the draft on time will result in partial credit of your final assignment work (50%).**

The purpose of this assignment is for students to gain hands-on collecting data in the midst of a learning situation. You are not expected to have specialized preparation to do this assignment. Through this hands-on experience you will learn about the methodological challenges and opportunities in carrying out this type of research. **Because you will not have an approved IRB, this is an educational exercise**. You are **not to do research**, **present nor publish any information related to this assignment**. This assignment does not constitute research.

Data Analysis Plan and Preliminary Sample Data Analysis (10 points)

In the data analysis plan, students will describe how they are going to analyze and reduce raw data to findings. For quantitative data, students will describe what statistical analysis tools they will use to identify relationships between variables. For qualitative data, students will describe how they are going

to identify patterns, categories, and themes from raw data such as interviews and observations. <u>Sample data collected during the module</u> will be used to illustrate the data analysis process.

Final Research Proposal (20 points)

The final research proposal will include a detailed description of how the study will be conducted. Students will describe problem statements and research purposes, research questions or hypotheses, review of relevant literature, the types of data that are to be gathered, from whom, the design and procedure for gathering data, and how the data will be analyzed.

Feedback to Peers (18 points: 6 x 3 points)

Each module, students will provide feedback to **at least three peers** on the Blackboard discussion board. Please write at least **100 words for each required reply**. In your replies, please use the **main ideas covered by the assigned readings**.

Critical Friends Group Participation and reports (15 points)

Each group will meet **three times** throughout the course (see schedule). Group members decide to meet virtually via either Skype or Zoom. The first group meeting focuses on sharing and discussing your wonderings about the eight passions discussed in Chapter 2 of the textbook. The second group meeting focuses on sharing and discussing your data collection plan. The last group meeting will be a presentation of your research proposal. **Each meeting will take approximately one to one and half hours**.

<u>Each group should rotate three roles:</u>

> 1) *facilitator,* who sends reminders to all group members prior to the meeting and organizes the meeting according to the guideline provided by the instructor;
>
> 2) *timekeeper,* who monitors the time spent on each task and makes sure all group members have equal opportunity to participate in discussion; and
>
> 3) *reporter,* who uploads a brief report about when and where the meeting happened, who participated in the meeting, how the meeting went, and what questions or ideas were discussed.

<u>The reporter is responsible for uploading the report to the Discussion board</u>. See deadlines in the table above (*Assignments and Due Dates*). The report may be written in a Word document (300-400 words) **or** may be a multi-modal presentation using PowerPoint with images and voice (5-7 slides) **or** YouTube video (3-5 minutes). <u>The group should talk and decide about their preferred format for the report</u>. Group members receive credit for this assignment based on the report. The report should include at least **3 concepts or ideas covered in the course readings for that week.** These concepts should be <u>well explained</u> in the report, as to demonstrate knowledge of the 3 issues discussed.

Peer Evaluation (5 points)

At the end of the course, each student will evaluate other members in their Critical Friends Group and give 0-5 points based on how awesome he or she has been as a Critical Friend. The student should use the rubric provided below. The average rating that a student receives from the group will be his or her grade on peer evaluation. If a student does not turn in their peer evaluation, they will earn a cero in this assignment.

Please note that in addition to the graded assignments in the table above, there will be other assignments and activities to be completed each week. Although those assignments will not be graded, they are important for you to complete the graded assignments and are an integral part of the learning experience in this course.

Grading Scale
A: 91-100%
B: 81-90%
C: 71-80%
D: 61-70%

An "A" means work that clearly **exceeds expectations**. Written work falling into this category will demonstrate clarity of purpose, organization, and will communicate its points clearly and effectively. It will also demonstrate engagement with, insights into, and original interpretation of course material.
A "B" means work that **meets expectations**, meaning that all aspects of the assignment are completed, but it lacks some aspects of "A" work, particularly written work that demonstrates less significant insight into the material, frequent grammatical errors, and/or organizational inconsistencies.
A "C" for written work signifies that one or more aspects of the assignment were omitted, that assignment specifics were not attended to, and/or poorly constructed, unsupported, or inconsistent arguments characterize the work. Work with multiple spelling, grammatical and editing errors also falls into this category.

Below a C is failing a graduate course or a graduate assignment.

Rubric for Evaluating Reading Reflection

	EXCELLENT (5 PTS)	GOOD (3-4PTS)	POOR (0-2PTS)
Ideas	Post responds to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.	Post responds to all questions. Post makes some connections to the readings & other materials assigned for the week.	Post does not respond to all questions. Points in the post are well supported & grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent. No spelling/grammar errors.	Writing is clear and understandable. No more than one spelling/grammar error.	Post is difficult to read. Two or more spelling/grammar errors.

Rubric for Weekly Feedback to Peers

	EXCELLENT (3 PTS)	GOOD (2)	POOR (0-1)
Ideas	Points in the feedback post are well developed and grounded in the readings & other materials assigned for the week. Demonstrates knowledge of the material covered. Thoughtful, relevant suggestions and/or questions.	Feedback post makes connections to the readings & other materials assigned for the week. Relevant suggestions and/or questions.	Points in the feedback post are not well, supported or grounded in the readings & other materials assigned for the week.
Length	Meets the length requirement.	Meets the length requirement.	Shorter than the length requirement.
Writing	Writing is clear, concise and coherent. No spelling/grammar errors.	Writing is clear and understandable. No more than one spelling/grammar error.	Post is difficult to read. Two or more spelling/grammar errors.

Rubric for Peer Evaluation (at the end of the semester)

	EXCELLENT (4-5PTS)	ACCEPTABLE (3 PTS)	POOR (0-2PTS)
Meeting Deadlines	My CFG member always met the deadline for submitting their work throughout the semester	My CFG member did not meet the deadline for submitting their work 1-2 times throughout the semester	My CFG member did not meet the deadline for submitting their work 3 times or more throughout the semester
Providing Feedback	My CFG member was always thoughtful in providing their feedback to me. I learned a lot from this person.	Most of the time my CFG member provided good feedback. I learned something from this person I did not know before.	The feedback by my CFG member was often not thoughtful and seemed to be put together at the last minute.
Collegiality	My CFG member was a great pleasure to work with. They always responded promptly to my messages.	My CFG member was easy to work with. Most of the time they responded to my messages in a reasonable time period.	My CFG member was difficult to work with. They often did not respond to my messages.

COURSE SCHEDULE

Module 1 (1/21-2/2)	Understanding Teacher Research

Introduction to the course; understand what teacher research is; case analysis of teacher research; form Critical Friends Groups (CFG).

Readings
- Chapter 1: Teacher inquiry defined
- Teacher research case study 1: ''Science Talks'' in Kindergarten classrooms: Improving classroom practice through collaborative action research
- Teacher research case study 2: What motivates unmotivated students?

Assignments
- Post your multimodal autobiography on Blackboard
- Post your reading reflection on Blackboard
- Reply to peers' reading reflections
- Exchange contact information with your CFG group and set up meeting times and formats**.**

Module 2 (2/3-2/16)	Finding a Focus Area

Identify a problem from practice; formulate a research question; provide feedback to peers' research questions.

Readings
- Chapter 2: The start of your journey: Finding a wondering
- The Wondering Litmus Test by Nancy Fichtman Dana
- Making Teaching Public: A digital exhibition
- The Gallery of Teaching and Learning
- Inside Teaching: A living archive of practice

CFG Meeting 1
- ➢ The Great Wondering Brainstorm and Sharing

Assignments
- Post your wondering statement (draft) on Blackboard
- Provide feedback to peers' wondering statements

Module 3 (2/17-3/1)	Conducting Literature Review & Refining Research Question

Understand the literature review process; conduct literature review on selected topics using ERIC, Web of Science, Google Scholar, or other sources; produce a synthesis of literature review; refine research questions based on literature review.

Readings
- Chapter 4: Strategy 1: Literature as data (pages 86-91)
- Review of Related Literature by Geoffrey E. Mills

Assignments
- Post your literature review synthesis on Blackboard
- Post your refined wondering statement on Blackboard
- Provide feedback to peers' literature review

Module 4 (3/2-3/15)   Developing a Data Collection Plan

Develop a research plan; understand different types of teacher research: qualitative and quantitative; understand different methods of collecting data (e.g., survey, interview, and observation).

Readings
- Chapter 3: To collaborate or not to collaborate: This is the question
- Chapter 4: Developing a research plan: Making inquiry a part of teaching practice
- Teacher research case study 3: Seeing what you normally don't see

CFG Meeting 2
- ➢ Sharing and discussing your data collection plan

Assignments
- Post your data collection plan on Blackboard (draft)
- Provide feedback to peers' data collection plan

SPRING BREAK (3/16-3/20)

Module 5 (3/23-4/5)   Refining Data Collection Plan & Collecting Sample Data

Refine your data collection plan; understand the concepts of validity, triangulation, and reliability in data collection and analysis; collect sample data from either your Critical Friends Group or other sources.

Readings
- Chapter 5: Considering the ethical dimensions of your work as an inquirer
- Methods of Analyzing Data by Andrew P. Johnson
- Teacher research case study 4: Reflection on Action Research by James Rockford

Assignments
- Post your refined data collection plan on Blackboard
- Provide feedback to peers' data collection plan
- Collect sample data for analysis

Module 6 (4/6-4/19)   Developing Data Analysis Plan & Conducting Initial Analysis

Understand methods of analyzing data; understand the processes in qualitative data analysis; develop a data analysis and triangulation plan; analyze sample data for initial results.

Readings
- Chapter 6: Finding your findings: Data analysis
- Chapter 7: Extending your learning: The inquiry write-up

Assignments
- Post your data analysis plan and preliminary data analysis results on Blackboard
- Provide feedback to peers' data analysis plan

Module 7 (4/20-5/7)	**Putting it Together**

Complete a research proposal; present the proposal in your Critical Friends Group; conduct peer evaluation.

Readings
- Chapter 8: Becoming the best teacher and researcher you can be: Assessing the quality of your own and others' inquiry
- Chapter 9: The beginning at the end of your journey: Making your inquiry public

CFG Meeting 3
- ➢ Presentation of your final research proposal

Assignments
- Submit research proposal to Blackboard
- Submit peer evaluation to Blackboard

Disclaimer

The instructor reserves the right to **adjust schedules and change topics** in support of student and instructor needs.