

TED 5300 (28139)

**RESEARCH FOR CLASSROOM TEACHERS**

Spring, 2018

*“Una de las tareas del educador o la educadora progresista, a través del análisis político, serio y correcto, es descubrir las posibilidades –cualesquiera que sean los obstáculos– para la esperanza, sin la cual poco podemos hacer porque difícilmente luchamos” (Freire, 2002, La pedagogía de la esperanza, p. 9).*

**Instructor:** María Teresa (Mayte) de la Piedra, Ph.D.

**Office:** College of Education, Rm. 805

**Office Hours**

*Online:* Anytime in “Helping each other,” located in “Discussions” in BlackBoard (BB)

*Email:* Email is the best way to contact me. I will answer emails within 48 hours of receiving them. Please include “TED 5300” in your subject line.

*By phone:* By appointment only on Tuesdays from 3-5pm MST. Please, make an appointment with me via email a few days earlier.

**E-mail:** [mdelapiedra@utep.edu](mailto:mdelapiedra@utep.edu)

**Phone:** (915) 747-5527

**Credit Hours:** 3

**UTEP Connect:** 100 % online, 7 weeks

**ONLINE PREPARATION**

This is a fast-paced, intense course that covers the content typically taught in a 15-week semester. To succeed in this course, you are expected to invest **at least 15-18 hours each week** to study the course content and complete the assignments. Please read the syllabus carefully, understand what you need to do, and plan your week accordingly. I strongly recommend that you arrange at least three sessions in your weekly schedule to work on this course. **DO NOT** wait until the last minute to rush on the assignments as they build on each other.

**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? These are the questions that TED 5300 will address. 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.

#### STUDENT LEARNING OUTCOMES

By the end of the class, students (in-service teachers and future teachers) will:

1. Understand what teacher research is and why it is important for teachers to engage in research on their classroom practice;
2. Analyze multiple teacher research case studies in order to prepare for teacher research in their own classrooms
3. Produce a research plan to study a problem of practice;
4. Apply the main aspects of teacher research, including selecting a focus question, conducting literature review, collecting and analyzing data, and reporting findings;
5. Cultivate an inquiry stance towards classroom practice and make inquiry a part of, rather than apart from, teaching.

#### 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* (3<sup>rd</sup> ed.). ISBN-13: 978-1483331980 ISBN-10: 1483331989
- Additional course materials will be posted on Blackboard.

#### ASSIGNMENTS AND DUE DATES

| WEEK                    | ASSIGNMENTS                                     | DUE DATE | DAY      | POINTS |
|-------------------------|---|----------|----------|--------|
| Week 1<br>(1/16-1/21)   | Self-introduction on BB discussion board        | 1/18     | Thursday | 2      |
|                         | Reading reflection on BB discussion board       | 1/18     | Thursday | 5      |
|                         | Feedback to peers' reading reflection           | 1/20     | Saturday | 3      |
| Week 2<br>(1/22-1/27)   | My initial wondering statement ( <b>draft</b> ) | 1/23     | Tuesday  | 0      |
|                         | Feedback to peers' wondering statement          | 1/25     | Thursday | 3      |
|                         | CFG Meeting 1: Report                           | 1/27     | Saturday | 5      |
| Week 3<br>(1/29 – 2/03) | Literature review synthesis                     | 2/1      | Thursday | 10     |
|                         | Refined wondering statement                     | 2/1      | Thursday | 5      |
|                         | Feedback to peers' literature synthesis         | 2/03     | Saturday | 3      |
| Week 4<br>(2/05-2/10)   | Data collection plan ( <b>draft</b> )           | 2/08     | Thursday | 0      |
|                         | Feedback to peers' data collection plan         | 2/10     | Saturday | 3      |
|                         | CFG Meeting 2: Report                           | 2/10     | Saturday | 5      |

|                              |   |                            |          |            |
|------------------------------|---|----------------------------|----------|------------|
| Week 5<br>(2/12-2/17)        | Refined data collection plan                    | 2/13                       | Tuesday  | 10         |
|                              | Feedback to peers' refined data collection plan | 2/15                       | Thursday | 3          |
|                              | Collect sample data for analysis                | <b>Throughout the week</b> |          |            |
| Week 6<br>(2/19-2/24)        | Data analysis plan                              | 2/22                       | Thursday | 10         |
|                              | Feedback to peers' data analysis                | 2/24                       | Saturday | 3          |
| Week 7<br>(2/26-3/02)        | Peer evaluation                                 | 2/27                       | Tuesday  | 5          |
|                              | Final research proposal                         | 3/01                       | Thursday | 20         |
|                              | CFG Meeting 3: Report                           | 3/02                       | Friday   | 5          |
| <b>TOTAL POINTS POSSIBLE</b> |   |                            |          | <b>100</b> |

### ASSIGNMENTS

Instructions for all assignments are arranged by week 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, Week 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," week 1.

#### ***Reading Reflection (5 points)***

During the first week, 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 will result in partial credit of your 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 will result in partial credit of your 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 (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. Sample data 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.

### ***Weekly Feedback to Peers (18 points: 6 x 3 points)***

Each week, 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 calendar). Group members decide to meet either virtually via Skype, Zoom, or face-to-face. 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.**

Each group should rotate three roles: 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 emails a brief report to the instructor about when and where the meeting happened, who participated in the meeting, how the meeting went, and what questions or ideas were discussed.

The reporter is responsible for uploading the report to Discussion board. 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). The group should talk about their preferred format for the report. Group members receive credits 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 well explained 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 average rating that a student receives from the group will be his or her grade on peer evaluation.

## **GRADING & EVALUATION**

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.**

***Late Assignments***

Because this is a fast-paced, intense 7-week course, **late assignments will NOT be accepted**. It is important for students to stay on track and submit assignments on time. If you anticipate your assignment will be late due to unusual circumstances, please contact me to discuss your situation prior to the due date of the assignment. Adjustments may be made at that time. You may be asked to provide supportive documents, such as doctor’s notes. Without prior notice, late assignments will NOT receive any credit.

***Rubric for Evaluating Reading Reflection***

|                | <b>EXCELLENT (5 PTS)</b>  | <b>GOOD (3-4PTS)</b>  | <b>POOR (0-2PTS)</b>  |
|----------------|---|---|---|
| <b>Ideas</b>   | 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 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. |
| <b>Length</b>  | Meets the length requirement.   | Meets the length requirement.   | Shorter than the length requirement.  |
| <b>Writing</b> | 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**

|                | <b>EXCELLENT (3 PTS)</b>  | <b>GOOD (2)</b>   | <b>POOR (0-1)</b>  |
|----------------|---|---|--|
| <b>Ideas</b>   | 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. |
| <b>Length</b>  | Meets the length requirement.   | Meets the length requirement.   | Shorter than the length requirement.   |
| <b>Writing</b> | 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)**

|                           | <b>EXCELLENT (4-5PTS)</b>  | <b>ACCEPTABLE (3 PTS)</b>  | <b>POOR (0-2PTS)</b>  |
|---------------------------|--|--|---|
| <b>Meeting Deadlines</b>  | 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 |
| <b>Providing Feedback</b> | 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.  |
| <b>Collegiality</b>       | 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.                      |

## NETIQUETTE & DISCUSSION EXPECTATIONS

“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. Distance separation between members of this course community does not provide any member the right to be impolite or discourteous to any other member (including the instructor). Members (students and instructor) are expected to desist from personal attacks when disagreeing with others or critiquing their work (“flaming”), and should use emoticons and acronyms to convey emotions. “Capitalized” or “bolded” text imply shouting and will be avoided. Members will “support, not divide”, “critique, not criticize”, “question ideas, not people”, “provide scholarly information, not personal opinions”, “think critically and creatively”, and “communicate assertively while respecting personal boundaries” (Parra & Bovard, 2009).

## TECHNICAL ASSISTANCE

If you have technical problems with the course, please contact the UTEP Helpdesk:

- M – F 7am-8pm, Saturdays 9am-1pm, Sundays 12-4 pm
- On campus: 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.

## 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, 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.

### ***Copyright and Fair Use***

The University requires all members of its community to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you nor assume any responsibility for



student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies.

***Students with Disabilities***

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 (915) 747-5148 for general information about the Americans with Disabilities Act (ADA).

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

## WEEKLY SCHEDULE

### Week 1 (1/16-1/20)

### 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.

### Week 2 (1/22-1/27)

### 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

|                           |  |
|---------------------------|--|
| <b>Week 3 (1/29-2/03)</b> | <b>Conducting Literature Review &amp; Refining Research Question</b> |
|---------------------------|--|

*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

|                           |  |
|---------------------------|--|
| <b>Week 4 (2/05-2/10)</b> | <b>Developing a Data Collection Plan</b> |
|---------------------------|--|

*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

|                           |   |
|---------------------------|---|
| <b>Week 5 (2/12-2/17)</b> | <b>Refining Data Collection Plan &amp; Collecting Sample Data</b> |
|---------------------------|---|

*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

### Week 6 (2/19-2/24)

### 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

### Week 7 (2/26-3/02)

### 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