TED 5300-001 (16399)
RESEARCH FOR CLASSROOM TEACHERS
Online - Blackboard
Fall 2018

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COURSE DESCRIPTION

This course will introduce students to research methodologies designed to address the problems and needs of classroom teachers. 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. 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

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 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 research proposal with preliminary findings directed toward an audience of researchers and professionals in the field (via professional organizations)

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 edition). Thousand Oaks, CA: Corwin. ISBN-10: 1483331989
- Additional course materials will be posted on Blackboard.

WEEKLY SCHEDULE	
Week	**Topic**
1 August 27-September 2	Introduction to Teacher Research
2 September 3-9	Teacher Research Case Analysis
3 September 10-16	Brainstorm your Wonderings around Eight Aspects
4 September 17-23	Develop your Focus Wondering & CFG Meeting 1
5 September 24-30	Literature Review
6 October 1-7	Refine Literature Review
7 October 8-14	Research Design Basics
8 October 15-21	Develop a Data Collection Plan
9 October 22-28	Refine your Data Collection Plan & CFG Meeting 2
10 October 29-November 4	Develop a Data Analysis Plan
11 November 6-12	Refine your Data Analysis Plan
12 November 12-18	Collect Sample Data
✿ November 19-25	*FALL BREAK*
14 November 26-December 2	Analyze Sample Data
15 December 3-9	Prepare Final Proposal & CFG Meeting 3
16 December 10-14	Complete Final Proposal

ASSIGNMENTS

Instructions for all assignments are arranged by week in the Course Content section on Blackboard. Some assignments are due by **11:00pm Mountain Time every Friday**. All additional weekly assignments and activities need to be completed by **11:00pm every Sunday**.

My Wondering Statement
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.

Synthesis of Literature Review
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
  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.

Data Analysis Plan

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

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

Each week, students will provide feedback to at least three peers on the Blackboard discussion board, including at least one from your CFG group and two other classmates outside of your group. If none of your CFG members has submitted his or her post by the deadline, you can choose to reply to any three of your classmates' posts. Replies to classmates are due by 11pm every Sunday. Please write *at least 50 words* for each required reply. Additional replies can be shorter.

Critical Friends Group Participation

Each group will meet three times throughout the course. Group members decide to meet either virtually via Skype, Google+ Hangouts, etc., 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 first group meeting should happen in Week 4 (9/17-23)**. The second group meeting focuses on sharing and discussing your data collection plan. **The next meeting should happen in Week 9 (10/22-28)**. The last group meeting will be a presentation of your research proposal. **This final meeting should happen in Week 15 (12/3-9)**. 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 submitting the report to Blackboard no later than one day after the deadline of each meeting (11pm, 9/24, 10/29, 12/10 respectively). The report

should have at least 350words. Group members receive credits for this assignment based on the report. ***

Peer Evaluation
At the end of the course, each student will evaluate other members in their Critical Friends Group and give 0-40 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 and community building in this course.

Grading Scale
A: 900-1000 points (90-100%)
B: 800-899 points (80-89%)
C: 700-799 points (70-79%)
D: 600-699 points (60-69%)
F: 0-599 points (0-59%)
Total points possible = 1000

Late Assignments
Because this is a fast-paced online 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. You may be asked to provide supportive documents, such as doctor's notes. Without prior notice, late assignments will NOT receive any credit.

Course Schedule Changes
Online courses offer excellent opportunities for collaboration and peer learning. I highly recommend that you engage in ongoing communication with your peers via your Critical Friends Group as well as the full-class discussion board, above and beyond the instances where I prompt (or require) you to do so. You are in the position to support one another and help each other through this process, and building a strong community with one another is one of the most valuable experiences that can emerge from your participation in this course.

Communication Plan
In this course, you will also receive my feedback on various assignments as you go through the stages of research proposal development. Feedback on these assignments will generally be returned within one week after the due date. For this reason, it is critical that

you submit your assignments on time.

WEEK	ASSIGNMENTS	DUE DATE	DAY @11PM	POINTS
1 Aug 27-Sept 2	Self-introduction on BB discussion board	8/31	Friday	10
	Reading reflection on BB discussion board	8/31	Friday	30
	Feedback to peers' reading reflection	9/2	Sunday	10
2 Sept 3-9	Teacher research case analysis	9/7	Friday	30
	Feedback to peers' reading reflection	9/9	Sunday	10
3 Sept 10-16	Comparative analysis of two sets of wonderings	9/14	Friday	30
	Brainstorming your wondering around 8 passions	9/14	Friday	30
	Feedback to peers' wonderings	9/16	Sunday	10
4 Sept 17-23	My focus wondering statement	9/21	Friday	40
	Feedback to peers' focus wondering statements	9/23	Sunday	10
	CFG Meeting 1 Report due	9/24	Monday	40
5 Sept 24-30	Initial literature review	9/28	Friday	40
	Feedback to peers' literature review	9/30	Sunday	10
6 Oct 1-7	Refined literature review	10/5	Friday	40
	Feedback to peers' literature review	10/7	Sunday	10
7 Oct 8-14	Reading reflection on research design	10/12	Friday	30
	Feedback to peers	10/14	Sunday	10
8 Oct 15-21	Initial data collection plan	10/19	Friday	40
	Feedback to peers	10/21	Sunday	10
9 Oct 22-28	Refined data collection plan	10/26	Friday	40
	Feedback to peers	10/28	Sunday	40
	CFG Meeting 2 Report due	10/29	Monday	10
10 Oct 29-Nov 4	Initial data analysis plan	11/2	Friday	40
	Feedback to peers	11/4	Sunday	10
11 Nov 5-11	Refined data analysis plan	11/9	Friday	40
	Feedback to peers	11/11	Sunday	10
12 Nov 12-18	Sample data collection	11/16	Friday	40
	Feedback to peers	11/18	Sunday	10
14 Nov 26-Dec 2	Sample data analysis	11/30	Friday	40
	Feedback to peers	12/2	Sunday	10
15 Dec 3-9	Quality indicator and dissemination plan	12/7	Friday	30
	Feedback to peers	12/9	Sunday	10
	CFG meeting 3 Report due	12/10	Monday	40
16 Dec 10-14	Final draft of research proposal	12/14	Friday	150
	Peer evaluation	12/14	Friday	40
TOTAL POINTS POSSIBLE				**1000**

Rubric for Evaluating Reading Reflection

	EXCELLENT (31-40PTS)	**GOOD (21-30PTS)**	**POOR (0-20PTS)**
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 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 Peer Evaluation (at the end of the semester)

	EXCELLENT (31-40 PTS)	**ACCEPTABLE (21-30 PTS)**	**POOR (0-20 PTS)**
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.

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

POLICIES & PROCEDURES

Academic Ethics
The following are just a few reminders of things that you should be aware of:

Academic Honesty
- 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.

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.

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. Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, states that if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services. You may call 915-747-5148 for general information about the American with Disabilities Act and the rights that you have as a UTEP student with a disability. Individuals with disabilities have the right to equal access and opportunity. It is the student's responsibility to contact the instructor and the Center for Accommodations and Support Services at the University of Texas at El Paso.