

TED 5300-007 (35927)

**RESEARCH FOR CLASSROOM
TEACHERS**

Online - Blackboard
Summer 2021

Course Instructor: Dr. Stacey Duncan

Online Office Hours: Thursdays 2:00-3:00pm; and by appointment

Online Office Location: <https://utep-edu.zoom.us/j/6194055922>

Contact: slduncan@utep.edu, Blackboard mail, or (575) 323-1861

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.

COURSE OBJECTIVES

By the end of the class, students should be able to:

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. Develop an understanding of the processes involved in teacher research, including selecting a focus question, conducting literature review, collecting and analyzing data, and reporting findings;

3. Develop an understanding of how teacher research looks like in reality by reading and analyzing multiple teacher research case studies;
4. Develop an ability to generate a research plan to study a problem of practice;
5. Cultivate an inquiry stance towards classroom practice and make inquiry a part of, rather than apart from, teaching.

REQUIRED TEXTBOOK

- Dana, N.F. & Yendol-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.

WEEK	ASSIGNMENTS	DUE DATE	DAY	POINTS
Week 1	Self-introduction on BB discussion board	5/21	Friday	20
	Reading reflection on BB discussion board	5/21	Friday	60
	Feedback to peers' reading reflection	5/23	Sunday	20
Week 2	My wondering statement	5/28	Friday	60
	Feedback to peers' wondering statements	5/30	Sunday	20
	CFG Meeting 1	5/30	Sunday	50
Week 3	Literature review synthesis	6/4	Friday	100
	Refined wondering statement	6/4	Friday	40
	Feedback to peers' literature synthesis	6/6	Sunday	20
Week 4	Data collection plan	6/11	Friday	60
	Feedback to peers' data collection plan	6/13	Sunday	20
	CFG Meeting 2	6/13	Sunday	50
Week 5	Refined data collection plan	6/18	Friday	40
	Feedback to peers' refined data collection plan	6/20	Sunday	20
Week 6	Data analysis plan	6/25	Friday	100
	Feedback to peers' data analysis plan	6/27	Sunday	20
Week 7	Final research proposal	7/4	Sunday	200
	Peer evaluation	7/4	Sunday	50
	CFG Meeting 3	7/4	Sunday	50
TOTAL POINTS POSSIBLE				1000

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. 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**. I encourage you to use Sunday to start working on the tasks and assignments for the following week.

My Wondering Statement (100 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.

Synthesis of Literature Review (100 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 (100 points)

NOTE: For this assignment you do **not** need to collect actual data, it is a mock assignment. 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 (100 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 (200 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 (120 points)

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 (150 points)

Each group will meet three times throughout the course. Group members decide to meet either virtually via Skype, Google Hangouts, FaceTime, Zoom, 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 during week 2. The second group meeting focuses on sharing and discussing your data collection plan. This meeting should happen during week 4. The last group meeting will be a presentation of your research proposal. This meeting should happen during week 7. Each meeting should 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 sending the report to Dr. Duncan via email (slduncan@utep.edu) no later than one day after the deadline of each meeting (11pm, 5/31, 6/14, and 7/4, respectively). The report should have 300-400 words and should include details/examples. Group members receive credits for this assignment based on the report. ****

Peer Evaluation (50 points)

At the end of the course, each student will evaluate other members in their Critical Friends Group and give 0-50 points **to each member** 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: 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, 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. 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 (50pts total)

	EXCELLENT (50-60PTS)	GOOD (30-50PTS)	POOR (0-30PTS)
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 (50pts total for each member)

	EXCELLENT (40-50PTS)	ACCEPTABLE (25-40PTS)	POOR (0-25PTS)
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

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 (5/17-23)**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 self-introduction on Blackboard (Due date: 11pm, Friday)
- Post your reading reflection on Blackboard (Due date: 11pm, Friday)
- Reply to peers’ reading reflections (Due date: 11pm, Sunday)

Week 2 (5/24-30)**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

Assignments

- Post your wondering statement on Blackboard (Due date: 11pm, Friday)
- Provide feedback to peers’ wondering statements (Due date: 11pm, Sunday)

CFG Meeting 1

- The Great Wondering Brainstorm and Sharing (Due date: 11pm, Sunday)
- CFG Report (Due date: 11pm, Monday)

Week 3 (5/31-6/6)**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 (Due date: 11pm, Friday)
- Post your refined wondering statement on Blackboard (Due date: 11pm, Friday)
- Provide feedback to peers' literature review (Due date: 11pm, Sunday)

Week 4 (6/7-13)

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

Assignments

- Post your data collection plan on Blackboard (Due date: 11pm, Friday)
- Provide feedback to peers' data collection plan (Due date: 11pm, Sunday)

CFG Meeting 2

- Sharing and discussing your data collection plan (Due date: 11pm, Sunday)
- CFG Report (Due date: 11pm, Monday)

Week 5 (6/14-20)

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 (Due date: 11pm, Friday)
- Provide feedback to peers' data collection plan (Due date: 11pm, Sunday)
- Collect sample data for analysis (Due date: 11pm, Sunday)

Week 6 (6/21-27)

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 (Due date: 11pm, Friday)
- Provide feedback to peers' data analysis plan (Due date: 11pm, Sunday)

Week 7 (6/28-7/4)

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

Assignments

- Submit research proposal to Blackboard (Due date: 11pm, Sunday)
- Submit peer evaluation to Blackboard (Due date: 11pm, Sunday)

CFG Meeting 3

- Presentation of your final research proposal (Due date: 11pm, Sunday)
- CFG Report (Due date: 11pm, Monday)