

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL677

Course: Portfolio, Part II

New: FA '01



“The Teacher as Professional Educator”

I. Course Description:

A systematic study, using action research methodology of a significant issue in the education environment will be undertaken. The study will provide evidence of the candidate’s originality, critical and independent thinking and will contribute to knowledge of the profession. Continue portfolio development and documentation. Emphasis will be placed on the candidate’s knowledge and application of the National Board for Professional Teaching Standards as the portfolio is developed. (3)

II. Prerequisites:

Completion of Portfolio Part I, EL664, ED615 or CE630 or EX601, and EL615.

III. Purposes or Objectives of Course:

The candidate will:

- A. Establish an Action Research Committee consisting of the following people, as in accordance with Graduate School policy:
 1. a chairperson,
 2. one graduate faculty from the Department,
 3. one graduate faculty outside of the Department, and
 4. a professional from public school district with adjunct status.The Committee will approve the candidate’s proposal for and supervise the action research.
- B. Design, implement, analyze and evaluate a significant action research project that transforms teaching into a highly accomplished practice.
- C. Reflect upon the results from the action research project and describe how it will modify instructional practice.
- D. Advance to Candidacy.

IV. Expectations of Students:

The candidate will:

- A. Design action research proposal and attain approval of the Action Research Committee for study, following Graduate School policies and procedures for human subjects.
- B. Implement study.
- C. Analyze data and evaluate study.

- D. For a portfolio entry, write a reflection on the results of the action research project and how these findings will be used to modify instructional practice.
- E. Implement completion of Candidacy form.

V. Course Content or Outline:	Hours
A. Developing action research project proposal [Problem narrative (Introduction, Description of the Topic, and Rationale), Hypothesis, Literature Review (Review of research), Baseline Information, Intervention Plan]	15
B. Implementing action research project [Data collection]	15
C. Analyzing data and evaluating study [Findings (conclusions and discussion), Implications]	10
D. Written reflection on results of action research project as they impact teaching and instructional practices.	5

VI. Textbook:

None.

VII. Basis for Student Evaluation:

A. Study design	40%
B. Data analysis	30%
C. Reflection and evaluation	30%

VIII. Knowledge Base:

- Arnold, G.H. (1992, March). *Strengthening student teachers' critical/reflective thinking skills through collaborative research*. Paper presented at the meeting of the Eastern Educational Research Association, Hilton Head, SC.
- Calhoun, E. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: ASCD.
- Camp, R. (1992). Portfolio reflections in middle and secondary school classrooms. In Yancy, K.B. (Ed.), *Portfolios in the writing classroom* (pp. 61-79). Urbana, IL: National Council of Teachers of English.
- Carr, W. & Kemmis, S. (1996). *Becoming critical: Education, knowledge and action research*. London: Falmer.
- Clift, R.T., Houston, W.R., & Pugach, M.C. (Eds.). (1990). *Encouraging reflective practice in education: An analysis of issues and programs*. NY: Teachers College Press.
- Corey, S. (1953). *Action research to improve school practices*. NY: Teachers College Press.
- Dewey, J. (1993). *How we think: A statement of the relation of reflective thinking to the educative process*. Boston: DC Heath.
- Dewey, J. (1997). *How we think*. Toronto, Canada: Dover.

- Duff, R.E., Brown, M.H., & Van Scoy, I.J. ((1995, May). Reflection and self –evaluation: Keys to professional development. *Young Children*, 81-88.
- Elliott, J. (1991). *Action research for educational change*. Philadelphia: Milton Keynes Open University Press.
- Hitchcock, G. & Hughes, D. (1989). *Research and the teacher: A qualitative introduction to school-based research*. London: Routledge.
- Hopkins, D. (1985). *A teacher's guide to classroom research*. Philadelphia: Milton Keynes Open University Press.
- Lyons, N. (1998). Portfolios and their consequences: Developing as a reflective practitioner. In Lyons, N. (Ed.), *With portfolio in hand* (pp. 247-264). NY: Teachers College Press.
- McKernan, J. (1991). *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. London: Kogan Page.
- Noffke, S.E. & Stevenson, R.B. (Eds.). (1995). *Educational action research: Becoming practically critical*. NY: Teachers College Press.
- Noffke, S.E., & Brennan, M. (1988, February). *Action research and reflective student teaching*. Paper presented at the meeting of the Association of Teacher Educators, San Diego, CA.
- Novak, J.M. (Ed). (1994). *Democratic teacher education: Programs, processes, problems, and prospects*. Albany, NY: State University of New York Press.
- Parsons, S., Reynolds, K.E. (1995, April). *Establishing an action research agenda for pre-service and in-service elementary teacher collaboration on self-empowerment in science*. Paper presented at the meeting of the National Association for Research in Science Teaching, San Francisco, CA.
- Schon, D.A. (1983). *The reflective practitioner: How professionals think in action*. USE: Basic Books.
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- Tabachnick, R.b. & Zeichner, K.M. (Eds.). (1991). *Issues and Practices in Inquiry-Oriented Teacher Education*. London: Falmer.
- Whitehead, J. 91994, April). *How teacher-researchers are creating a new form of educational knowledge*. Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Wolf, K. & Dietz, M. (1998, May). Teaching portfolios: Purposes and possibilities. *Teacher Education Quarterly*, 9-21.
- Yancey, K.B. (1992). Portfolios in the writing classroom: A final reflection. In Yancey, K.B. (Ed.), *Portfolios in the writing classroom* (pp. 102-116). Urbana, IL: National Council of Teachers of English.
- Zelazek, J.R., Lamson, S. (1992, February). *Action research and the student teacher: A framework for problem-solving and reflective thinking*. Paper presented at the meeting of the Association of Teacher Educators.
- Zeichner, K.M. (1994). Conceptions of reflective practice in teaching and teacher education. In Harvard, G.R., & Hadfinson, P. (Eds.), *Action and reflection in teacher education* (pp. 15-34). Norwood, NJ: Ablex.

Zuber-Skerritt, O. (Ed.). (1996). *New directions in action research*. London: Falmer Press.

Internet sites and sources:

The Education and Research Network American Education Research Association

The Ontario Action Researcher (on-line journal for teachers)

<http://www.unipissing.ca/oar/>

Action Research at Bath University (UK)

<http://www.bath.ac.uk/~edsajw/>

Action Research: A Brief Overview

<http://users.andara.com/~jnewman/ARoverview.html>

GAJAL-The Global Anthological Journal of Action Learning

<http://www.free-press.com/journals/gajal/>

WEB Links to Participatory Action Research Sites

<http://www.goshen.edu/soan/soan96p.htm>