

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL655

Course: Inquiry into Practice

New: FA '01



“The Teacher as Professional Educator”

Catalog Description: Introduction to inquiry of practice. Students will engage in descriptive, analytical, and reflective activities, writing, and dialogue.

Course Description: Introduction to inquiry of practice. Students will engage in descriptive, analytical, and reflective activities, writing, and dialogue based on their classroom practices and experiences.

Rationale: Teachers need to think systematically about their practice and learn from their experiences.

Credit Hours: 2

Prerequisites: Introduction to Online Instruction and Portfolio Development (may be taken concurrently).

Conceptual Framework:

Course Objectives:

The student will:

- A. Assume a position in relation to others (Inquiry Method).
- B. Identify and evaluate multiple perspectives and evidence on a research topic (Inquiry Method).
- C. Discuss how different perspectives inform practice (Inquiry Method).
- D. Interpret and apply information from publications to one’s practice (Reflection).
- E. Identify perspectives and arguments within a publication/case studies (Assessment).
- F. Design and report research related to one’s practice (Teacher Technology Application).
- G. Post comments, topics, and reflections and maintaining the intellectual integrity of the discussion threads (Teacher Technology Application).
- H. Adhere to time sensitive activity schedules (Teacher Technology Application).
- I. Facility with research terminology and concepts (Teacher Technology Application).
- J. Use teacher computer productivity tools (Teacher Technology Application).

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 30 contact hour expectation common for two credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

- 1) Inquiry Method
 - a) Terms and concepts
 - b) Problem Solving Approach
 - c) Deductive
 - d) Inductive

- 2) Reflection
 - a) Case studies/analysis
 - b) Problem Statement
 - c) Assessment
 - d) Procedures
- 3) Assessment
 - a) Holistic scoring
 - b) Problem statement (classroom research, grant preparation, school improvement)
- 4) Teacher Technology Application
 - a) Teacher Technology Competencies Pre-test – post test
 - b) Course activities.

Methods of Instruction: E-mail, chat, search, document sharing, journals, webliographies, threaded discussions, online assessments, narrated presentations, interactive assignments and activities

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:

- 1) Problem statement with instructor and peer review.
- 2) Case study analysis with holistic scoring.

Research Component: The students will research current instructional strategies that are being used in various classroom settings.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record

- | | |
|--|-----|
| • Pre-and post-test of terms and concepts | 15% |
| • Problem statement narrative | 15% |
| • Reflection and peer analysis of problem statement narratives | 30% |
| • Case study analysis with holistic scoring | 30% |
| • Threaded discussion participation | 10% |

Course Schedule: To be determined by the instructional design team and the instructor of record

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested text:

Hubbard, Ruth S. and Power, Brenda M. (1999). *Living the questions: A guide of teacher-researchers*. York, Maine: Stenhouse Publishers.

Library Review: Students will be expected to be able to access major educational journals and publications.

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:

- 1) a failing grade for a particular assignment;

- 2) a failing grade for the course;
- 3) suspension for various lengths of time from the university; and/or
- 4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

Bibliography:

- 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.
- Belenky, M.F. et. al. (1986). *Women's ways of knowing: The development of self, voice, and mind*. New York: Basic Books.
- Benton, J. E. & Jain, N. (1999). A comparative study of teaching practices in the United States and India which promote intercultural understanding and awareness. In K. Hakkinen (Ed.), *Innovative Practices to Intercultural Education* (pp. 75-108). Jyvaskyla, Finland: University of Jyvaskyla.
- Burnaford, G.E., Fischer, J., Hobson, D. (2001). *Teachers doing research: The power of action through inquiry*. New York: Lawrence Erlbaum Associates.
- Calhoun, E. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: ASCD.
- 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*. New York: Teachers College Press.
- Corey, S. (1953). *Action research to improve school practices*. New York: Teachers College Press.
- Davis, N.J. (1992). Teaching about inequality: Student resistance, paralysis, and rage. *Teaching Sociology*, 20(3), 232.
- Dewey, J. (1997). *How we think*. Toronto, Canada: Dover.
- Elliott, J. (1991). *Action research for educational change*. Philadelphia: Milton Keynes Open University Press.
- Greenwood, D. J., Levin, M. (1998). *Introduction to action research: Social research for social change*. New York: Sage Publications.
- 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.
- Lather, P. (1991). *Getting smart: Feminist research and pedagogy within the postmodern*. London: Routledge.

- McKernan, J. (1991). *Curriculum action research: A handbook of methods and resources for the reflective practitioner*. London: Kogan Page.
- McNiff, J., Lomax, P., Whitehead, J. (1996). *You and your action research*. New York: Routledge.
- Mills, G.E. (1999). *Action research: A guide for the teacher researcher*. New York: Prentice Hall.
- National Board for Professional Teaching Standards. (1998). Arlington, VA.
- Noffke, S. E. & Stevenson, R. B. (Eds). (1995). *Educational action research: Becoming practically critical*. New York: 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, New York: 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.
- Scheirer, E.A. (1998). *The curriculum thinking in pre-service teachers in elementary education*. East Lansing, MI: National Center for Research on Teacher Learning. (ERIC Document Reproduction Service No. ED 420 633).
- Stenhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- Stringer, E.T. (1999). *Action research*. New York: Corwin.
- Tabachnick, R. B. & Zeichner, K. M. (Eds). (1991). *Issues and practices in inquiry-oriented teacher education*. London: Falmer.
- Whitehead, J. (1994, 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.
- 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, Orlando, FL.
- Zuber-Skerritt, O. (Ed.). (1996). *New directions in action research*. London: Falmer Press.

Internet Sites and Sources:

National Board for Professional Teaching Standards
<http://www.nbpts.org/nbpts/>

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>

Educating as Inquiry A Teacher / Action Research Site
<http://users.andara.com/~jnewman/>

NETWORKS--An On-Line Journal for Teacher Research
<http://www.oise.utoronto.ca/~ctd/networks/>

Action Research Resources at Southern Cross University, Australia
<http://www.scu.edu.au/schools/sawd/ari/ar.html>

The Teacher Inquirer (BC Teachers' Federation)
<http://www.bctf.bc.ca/inquirer/>

Action Research Electronic Reader at University of Sydney, Australia
<http://www.behs.cchs.usyd.edu.au/arow/Reader/welcome.htm>

PARnet Cornell University, USA
<http://www.parnet.org/>

Collaborative Action Research Network University of East Anglia, UK
<http://www.uea.ac.uk/care/carn/>