

Ed 555

Teacher as Researcher (3 sch)

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Course Description

Introduces research as a means to improve instructional and school-based decision-making. Various qualitative research techniques will be applied to classroom or school observation. As an extension of reflective practice, candidates will be expected to produce a qualitative research-based proposal.

Course Rationale

The purpose of this course is to help equip the classroom teacher with qualitative methodologies and research skills that can be directly related to the day-to-day demands of life in the classroom. The class is a bridge from theory to practice. It will also assist the candidates in defining a problem and devising a research plan that they will refine in ED 558 (Educational Research for Improved Student Learning) and put into action for the ED 598 course, Capstone Project. The course is designed to help guide the teacher to refine his/her classroom practice through reflective thought and individual research.

Internet Resources

Course webpage: <http://teaching.up.edu/edresearch>

Technology

This course requires extensive use of technology. It is suggested that candidates will have a laptop computer with wireless capabilities and Microsoft Office Suite. Microsoft Office is available to all UP candidates at no cost through the Pilots webpage.

The specific technology related competencies that will be developed through the course are:

* The use of Microsoft Word to include table building, editing through Track Changes, and some analysis tasks for qualitative research.
* Ability to access and use online statistical resources. Ability to use bibliographic tools (i.e., Zotero).
* Advanced level literature search capabilities using a variety of search engines including the UP Library access.

Direct instruction of these uses of technology will occur at appropriate points in the curriculum. Even though technology skills will not be assessed directly, each of the course assignments will assume the ability to use technology based on course instruction.

Taskstream

All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement. When you complete a course assignment that is designated as a key assessment, you are required to upload that assignment to [Taskstream](https://login.taskstream.com/signon/). Key assessments are indicated by the phrase “Key assessment for Taskstream submission” below.

All students enrolled in a School of Education course will have access to Taskstream and an account will be automatically created for them. The student’s username will be their UP email address, including the “@up.edu” at the end.  For instructions on how to login to Taskstream for the first time, please [click here](https://education.up.edu/_files/soed_documents/how-to-login-to-taskstream-for-the-first-time.pdf).  For instructions on how to upload/submit a key assessment to Taskstream, please [click here](https://education.up.edu/_files/soed_documents/how-to-upload-a-course_based-assessment.pdf).  Please contact Chris Greene (greenec@up.edu or 503-943-8534) with any questions related to Taskstream.

Standards and Objectives

The mission of the School of Education at the University of Portland is to develop exceptional professional educators. The School’s [Shared Values (Conceptual Framework)](https://goo.gl/p87k4n) outlines characteristics of such an educator, and along with the [InTASC Model Core Teaching Standards](https://goo.gl/W1WuqQ) and relevant specialty area standards, it guides the design and objectives of this and all courses in the School of Education.

Activities in this course are designed around applicable standards from the Teacher Leader Model Standards (TLMS) and International Society for Technology in Education (ISTE) standards for educators.

The two TLMS assigned to this course are:

* Domain 2: Accessing and Using Research to Improve Practice and Student Learning
* Domain 5: Promoting the Use of Assessments and Data for School and District Improvement

The ISTE standard for educators assigned to this course is:

* Standard 3: Citizen – Educators inspire students to positively contribute to and responsibly participate in the digital world.

*Objectives*

1. Students will be able to use basic qualitative methods of interview, observation, and document analysis to gather qualitative data. (TLMS 2 & 5) (ISTE 3)

*Activity*: Students will complete one in-class and one outside of class exercise to practice each qualitative data gathering strategy.

*Assessment and Evaluation*: Students will complete a write-up of gathered data from each of the 6 data gathering exercises. Write-ups will be evaluated for quality of gathered data and reflection on how to improve the data gathering process.

Students will be able to locate and evaluate prior research around a topic of their choosing.

*Activity*: After classroom presentation of library research strategies students will produce literature reviews based on a topic of interest that will show that appropriate journals have been found, major authors representing theoretical frameworks have been identified, and that the most current sources for the topic have been listed.

*Assessment and Evaluation*: Students will produce an APA style reference list of sources they have accumulated around their topic. The reference list will be reviewed for accuracy of APA style and inclusion of appropriate literature review components. All School of Education courses include key assessments that are linked to program standards and provide program feedback for continuous improvement.

1. Students will be able to complete an APA style introduction, literature review and methods section. (TLMS 5)

*Activity and Assessment:* After classroom presentation on the components of five-chapter design, students will prepare a completed introduction and literature review and draft of a methods section for their research project.

*Evaluation*: Content of written work will be evaluated on the following criteria:

Introduction:

Is the introduction built on a logical argument that leads to your problem statement?

Are the points of the argument sufficiently expanded to make the introduction easy to understand?

Do the expanded points of the argument make reference to the context of your study and to the theoretical framework on which it is founded?

Is the problem statement clearly stated including the appropriate components for qualitative or quantitative research questions?

Literature Review:

Based on your research question (and the outline you made for yourself to do a literature review) have all relevant areas of research been reviewed?

Is the review organized in an understandable way?

Has the theoretical framework for your study been identified?

Is the review of appropriately current work in your area of study?

At the end of the review have you summarized important points from the review that will be most important to your study?

Methods Draft:

Based on your research question have you described relevant details of the context in which the study will be done?

Based on your research question have you described relevant details about those who you will be studying and how they got into the study?

Have you described the tools that will be used for data collection and how they were developed? Have you described how data collection will be accomplished?

Have you described how data will be analyzed once it is collected?

Students will be able to prepare a proposal for Institutional Review Board approval of their project.

*Activity and Assessment:* Following the guidelines provided for the complete of IRB proposal students will submit a proposal for their project to the instructor.

*Evaluation:* This activity is evaluated by the University of Portland IRB representative as an approved proposal.

***Key Assessment: When you complete this assignment, you are required to upload it to Taskstream.***

Grading

**(50%)** All research writing will be done in APA style and follow suggestions for good APA writing. Since writing in any style takes practice, my major concern is that you demonstrate an effort to improve your ability with APA. This can be shown by rewriting based on suggestions from me, asking questions if you cannot figure out how to write something, or working with other candidates to critique each other's work. I am looking for improvement. It is possible that you will write the perfect paper the first try but unlikely. That means that the more you write the easier it will be for me to see your progress.

**(40%)** Research methods take practice as well. I am concerned that you apply appropriate design and procedures to your work. This can be demonstrated through the methods section of your paper, rewriting based on suggestions from me, and your response and participation in class activities. It is particularly important to have a firm understanding of basic qualitative data gathering and analysis procedures.

**(10%)** Attendance. Because so much of this course is designed based on class activities and discussions it is important that everyone attends each class. Time missed will affect your grade. If you have not warned me ahead of time that you will miss any of the class it will affect your grade to a greater extent. All other School of Education policies related to attendance will be followed.

Calendar

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| 8/27/18 | Problem Statements |  |
| 9/3/18 | Library, APA |  |
| 9/10/18 | Writing Introductions, Research Philosophy |  |
| 9/17/18 | Interviews | Draft Intro Due |
| 9/24/18 | Observations |  |
| 10/1/18 | Coding | Interview Assignment |
| 10/8/18 | Test | Observation Assignment |
| 10/15/18 | Fall Break |  |
| 10/22/18 | Methods, IRB | Draft Lit Review Due |
| 10/29/18 | Generalizability |  |
| 11/5/18 | Descriptive Statistics |  |
| 11/12/18 | Survey Design |  |
| 11/19/18 | Survey Design |  |
| 11/26/18 | Presentations | Paper Due |
| 12/3/18 | Test |  |
| 12/10/18 | Final |  |

Information Required in All Syllabi

Academic Integrity:

This is a major expectation of this and all courses taught at the University of Portland. Students are expected to complete all work and course expectations honestly according to the specifications of the instructor. Note: Field experience requirements, when applicable, are an integral part of the course and are a requirement for a passing grade in some courses. Hours are to be reported accurately, and all forms should contain the appropriate signatures. Every student should review the sanctions for cheating listed in the bulletin to understand some of the consequences for inappropriate behavior. The consequences for failure to meet the expectations of academic integrity are harsh and are described in both the Student Handbook and the University of Portland Bulletin.

University of Portland’s Code of Academic Integrity:

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

Academic Regulations:

Policies governing your coursework at the University of Portland can be found in the [University Bulletin](http://up.smartcatalogiq.com/en/current/bulletin/University-Academic-Regulations).

Assessment Disclosure Statement:

Student work products for this course may be used by the University for educational quality assurance purposes.

Accessible Education Services:

Students who experience a disability and require an accommodation to fully participate in this class should contact the Accessible Education Services (AES) office located in Buckley Center Room 163 or call 503-943-8985. If you have an AES accommodation plan that includes academic accommodations that apply to this course, make an appointment to meet with me to discuss how your accommodation will be implemented. You are responsible for giving me sufficient notice for timely implementation of your accommodation; therefore it is recommend that you speak with me in the first week of the semester or as soon as your accommodation plan is activated. Also, you should meet with me if you have an AES Safety Plan and/or wish to discuss emergency medical information or special arrangements in case the building must be evacuated. Requests for an alternate location for exams and/or extended exam time should, when possible, be made two weeks in advance of the exam, and must be made at least one week in advance of an exam.

Assessment of Professional Dispositions:

Demonstration of professional dispositions is a foundational expectation in all School of Education courses and will be assessed by faculty. The Dispositional Rating Form can be viewed [here](https://goo.gl/GhV4FD).

Mental Health:

As a college student, you may sometimes experience problems with your mental health that interfere with academic experiences and negatively impact daily life. If you or someone you know experiences mental health challenges at UP, please contact the University of Portland Health and Counseling Center in Orrico Hall (down the hill from Franz Hall and Mehling Hall) at <http://www.up.edu/healthcenter> or at 503-943-7134. Their services are free and sessions are confidential, and if necessary they can provide same day appointments. Also know that the University of Portland Public Safety Department (503-943-4444) has personnel trained to respond sensitively to mental health emergencies at all hours. Remember that getting help is a smart and courageous thing to do – for yourself, for those you care about, and for those who care about you.

Community Against Violence:

University of Portland Faculty, Staff, and Students are committed to creating a community free of interpersonal violence, in which all members feel safe and respected. Each of us has a personal responsibility to reject violence or intimidation of any kind. Resources for those experiencing or wishing to report violence can be found on our Community Against Violence website: <http://www.up.edu/cav>.

Bibliography/Resources:

Bogdan, R. C., & Biklen, S. K. (1998). Qualitative research for education: An introduction to theory and methods. Boston, MA: Allyn & Bacon.

Creswell, J. W. (2013). Qualitative inquiry and research design: Choosing among five approaches (3rd Ed.).Thousand Oaks, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). Qualitative data analysis (2nd Ed.). Thousand Oaks, CA: Sage.

Saldaña, J. (2013). The coding manual for qualitative researchers (2nd Ed.). Thousand Oaks, CA: Sage.

Saldaña, J. (2015). Thinking qualitatively: Methods of mind. Thousand Oaks, CA: Sage.

Spradley, J. P. (1980). Participant observation. New York, NY: Holt, Rhinehart, & Winston.