

*George Mason University
Graduate School of Education
Advanced Studies in Teaching and Learning Program*

**EDUC 612
INQUIRY INTO PRACTICE
Summer 2004**

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COURSE DATES/TIMES:

Wednesday, May 19 – 5 – 9 p.m.
Friday, June 4 – 5 – 9 p.m.
Saturday, June 19 – 9 a.m. – 1 p.m.
June 22, 23, 24, and July 1 – 1 – 5 p.m.
July 6 – 2 – 4 p.m.

Office Hours (Fox and Ritchie):

Before or after class, and
By appointment

COURSE LOCATIONS: Campus and FEA Building; Professional Development Center;
3917 Old Lee Hwy; Fairfax City; 703-352-7300

COURSE DESCRIPTION:

The purpose of this course is to provide participants with: a) knowledge about academic research; b) opportunities for experience using research skills; and c) a foundation for implementing reflective, systematic, and thoughtful inquiry into classroom practice. Practitioners explore relevant classroom practice issues through writing, reflections, experimenting with action research strategies, and sharing their work in a collaborative setting. Through the critical reading of action research studies and experimentation with action research strategies, teachers come to recognize the value of action research as a way to make more informed decisions about practice. Practitioners give special attention to cultural diversity and gender issues in both the consideration of research questions, puzzlements, and the conduct of research.

RELATIONSHIP TO PROGRAM GOALS AND PROFESSIONAL ORGANIZATION

EDUC 612 is the first of five courses in the ASTL Program Core. It lays the foundation through reading, experiential learning activities, and reflective action research exercises for the research projects in both EDUC 613 and EDUC 606 and the future. It is aligned with the following GSE Priorities: Diversity and Equity, Students, and High Standards and Research-Based Practices. EDUC 612 is also aligned with the Propositions established by the National Board for Professional Teaching Standards, as follows:

- III. Teachers are responsible for managing and monitoring student learning,
- IV. Teachers think systematically about their practice and learn from experience,
- V. Teachers are members of learning communities,
- VI. Teachers account for the needs of culturally, linguistically, and cognitively diverse

- learners,
- VII. Teachers are change agents, teacher leaders, and partners with colleagues and families.
- VIII. Teachers use technology effectively to facilitate student learning and their own professional development.

COURSE DELIVERY

To meet course objectives, the delivery of EDUC 612 is accomplished through a combination of experiential learning activities, in-class collaborative work groups, on-line discussion strand postings, and mini-lectures designed to help meet the needs of all learners and learning styles. These include:

- *Presentations* (i.e., mini-lectures/lecturettes, often assisted by Power Point and other visuals);
- *Discussions* (i.e., active involvement of students in learning by asking questions that provoke critical thinking and verbal interaction);
- *Cooperative learning* (i.e., small group structure emphasizing learning from and with others);
- *Collaborative learning* (i.e., heterogeneous groups in an interdisciplinary context);
- *Guest lectures*;
- *Student sharing and mini-presentations*;
- *Blackboard 5™* web-based course management and portal system.

HONOR CODE

As stated on the GMU web site: “Please familiarize yourself with the Honor System and Code, as stated in the George Mason University *Undergraduate Catalog*. When you are given an assignment as an individual, the work must be your own. Some of your work may be collaborative; source material for group projects and work of individual group members must be carefully documented for individual contributions.” For a complete overview of the Honor Code, please consult the following GMU web address:

<http://mason.gmu.edu/~montecin/plagiarism.htm>

STUDENTS WITH SPECIAL NEEDS

Students who require any special accommodations or those with disabilities that may affect their ability to participate fully in the course are encouraged to work with the instructor to ensure their successful participation.

STUDENT LEARNING OUTCOMES

As a result of EDUC 612, practitioners will be able to:

- identify and understand different approaches to inquiry and inquiry into practice,
- identify the theoretical foundations of quantitative and qualitative research methodologies,
- reflect systematically and critically about their teaching practice as members of learning communities,
- provide a rationale for researching their own practice and recognize how action research informs the management and monitoring of student learning,
- identify, comprehend and express the ethical and moral issues connected to research involving students,
- explain the critical importance of considering multiple perspectives,

- respect and celebrate teaching and learning related to cultural diversity in the field of action research,
- generate viable research questions relevant to their classroom practice,
- collect, analyze, and interpret qualitative data,
- demonstrate an emergent knowledge of the use of technology in their professional development and in qualitative research, and
- begin to appreciate the value of the reflective process as a means of documenting growth.

REQUIRED TEXTS

Mills, G. (2003). *Action research: A guide for the teacher researcher*. (2nd ed.). Upper Saddle River, NJ: Prentice-Hall.

Hubbard, R.S. & Power, .M. (2003). *The art of classroom inquiry*. Portsmouth, NE: Heinemann.

RECOMMENDED TEXTS

Arhar, J., Holly, M., & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Prentice-Hall.

Romano, T. (2000). *Blending genre, altering style*. Portsmouth, NH: Heinemann.

RELATED RESOURCES

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Blackboard Website: <http://blackboard.gmu.edu/> Click on ASTL Fairfax Core 2004. The course syllabus and other related course documents, including daily agendas, related Powerpoint presentations. Announcements will be posted regularly on the opening page of the Core site.

Articles

Articles that will be used to support learning in this class may be accessed through the GMU Library E-Reserves. *One of the most direct ways to access the E-Reserves is through the class Blackboard site by clicking on the External Links button.* Follow the instructions provided there for the E-reserves. The course password will be provided in class and posted under the link, as well. The GMU Library may also be directly accessed at: <http://oscr.gmu.edu/cgi-bin/ers/OSCRgen.cgi>

Representative list:

Abi-Nader, J. (1994). A house for my mother: Motivating Hispanic high school students. *Anthropology & Education Quarterly* 21, 41-58.

Anderson, Gary L. (1999). Knowledge generation in educational administration from the inside-out: The promise and perils of site-based administrator research. www.era.net/fivisions.a/aneews/win00-2d.htm.

- Anderson, G., & Herr, K. (1999). The new paradigm wars: Is there room for rigorous practitioner knowledge in schools and universities? *Educational Researcher* 28 (5), 12-21, 40.
- Backman, Carolyn (1994). Finding an effective note-taking system for math students. *Teaching and Change* 2(1), 73-88.
- Baumann, J., & Duffy, A. (2001). Teacher-researcher methodology: Themes, variations, and possibilities. *Reading Teacher* 54 (6), 608-616.
- Cone, J. (1994). Appearing acts: Creating readers in a high school English class. *Harvard Educational Review* 64 (4), 450-473.
- Delgado-Gaitan, C. (1993). Researching change and changing the researcher. *Harvard Educational Review* 63(4), 389-411.
- Fecho, B. (2000). Critical inquiries into language in an urban classroom. *Research in the Teaching of English* 34 (3), 368-395.
- Fordham, S. (1993). Those loud black girls: (Black) women, silence, and gender “passing” in the academy. *Anthropology in Education Quarterly* 24 (1), 3-32.
- Goldston, M., & Shroyer, M., (2000). Teachers as researchers: Promoting effective science and mathematics teaching. *Teaching and Change* 7 (4), 327-346.
- Hermann, K. , Carstarphen, N. , & Coolidge, J. (1997). Meeting the challenges of diversity and conflict: The immigrant student experience. *Teaching and Change* 4 (3), 206-226.
- Hole, S. & McEntee, G. (1999). Reflection is at the heart of practice. *Educational Leadership* 56 (8), 34-37.
- Hollingsworth, S. (1992). Learning to teach through collaborative conversation: A feminist approach. *American Educational Research Journal* 29(2), 373-404.
- Jeffrey, S. G. (1994). Using learning styles to construct cooperative learning groups and develop leadership skills. *Teaching and Change* 1(3), 295-309.
- Johnson, R.W. (Oct. 1993). Where can teacher research lead? One teacher’s daydream. *Educational Leadership* 51(2), 66-68.
- Power, B.M. (1997). Passing notes. *Learning* 8, 70-72.
- Rogers, C. (2002). Definign reflection: Another look at John Dewey and reflective thinking. *Teacher’s College Record*, (104), 4, pp. 842-866.
- Shafer, L. (1995). Anecdotal record keeping: Learning from Rosa, Ahmed, and Zhou. *Greater Washington Reading Council Journal* 19, 16-23.

Seidman, I. (1997). Technique isn't everything, but it is a lot. *Interviewing as qualitative research* (pp. 56-71). NY: Teachers College Press.

COURSE REQUIREMENTS

1. Journals (100 points)

Practitioners will maintain a reflective journal throughout the course, as explained at the orientation. Teachers will engage in both online and personal reflections (see Schedule) on a weekly basis to support the development of critical reflective practice and deep reflection. Teachers reflect on their learning, their students and/or practice and respond to the readings, research exercises, and discussions. They also reflect on their own reflective practice. They record questions, ideas, and insights. Practitioners share selected excerpts of their choice from their journal orally during class sessions. Systematic and regular journaling will provide evidence of growth and emerging competency as a reflective practitioner and will provide experience in journaling as a data collection source for action research projects.

Due: Each class, in personal journal and/or word-processed on Blackboard.

2. Research Exercises and Class Participation Activities (100 points)

A. Brief exercises done in class and reflections describing the conduct, analysis, and interpretation of data obtained through various research strategies.

B. Critical discussion of the qualitative methodology of scholarly research studies. Studies may be from required reading, and discussion of methodology approaches from other research studies is encouraged. **Due: Per class, as assigned.**

3. Multigenre Reflective Practice Paper (100 points)

Teachers use their narratives, research exercises, course materials, and focused journal entries to provide a rationale and foundation for reflective practice research and their potential inquiries in preparation for EDUC 613 and 606. Teachers are encouraged to include genres that they deem relevant to the analysis of their learning and teaching, and for presenting their emergent ideas about themselves as teacher researchers. Examples will be provided in class.

Due: July 26, Electronic submission in Digital Drop Box and hard copy mailed or delivered.

EVALUATION CRITERIA

Criteria for evaluation includes attendance in class, active participation in class and on-line discussions and in small group activities, completion of all readings, exercises, and papers, active and ongoing engagement with journaling as a growth of reflective practice.

All written work should be carefully edited for standard grammar and punctuation, as well as clarity of thought. With the exception of journal entries, all submitted work should be prepared through word processing and reflect APA-style (5th edition).

EDUC 612 Grading Scale

Rating	Course Points
A+	296-300
A	285 – 295
A-	270 – 284
B+	255 – 269
B	240 – 254
B-	228 – 239
C	210 – 227
F	<209

COURSE SCHEDULE

<i>Date</i>	<i>Class Topic</i>	<i>Assignments For this Class</i>
<p>Class One</p> <p>May 19</p> <p>(Evening Session – Part II of Core Orientation)</p>	<ul style="list-style-type: none"> • Introduction and overview of the course • Overview of Educational Research and an historical look at Teacher Research • Focused journal entries in personal journal and online Blackboard responses – thoughts about your practice 	
<p>Class Two</p> <p>June 4</p> <p>5 – 9 P.M.</p>	<ul style="list-style-type: none"> • Defining what it means to be a critically reflective teacher • Finding ways to gain insight into your area of focus for research • Understanding the influences literature can have in the teacher research process <p>In class reading, “Reflection is at the Heart of Practice”</p>	<p>Bring an artifact to class this evening that represents you as an individual</p> <p>Read Mills, Ch. 1, 2, 3</p> <p>Read “Defining Reflection: Another look at John Dewey & Reflective Thinking: by C. Rodgers.</p> <p>Respond to discussion prompt on BlackBoard (#1)</p> <p>Begin Journal entries in personal journal – may be based on topics suggested or own choice (see handout) Select one of these to be handed in at June 24 class as shared journal response #1.</p>
<p>Class Three</p>	<ul style="list-style-type: none"> • Determining the make-up of a TR project. 	<p>Reread Mills, Ch. 3 (in depth)</p> <p>Read Hubbard & Power, Ch. 1</p>

<p>June 19 9 AM – 1 PM</p>	<ul style="list-style-type: none"> • Research questions – casting & development of the question • Identifying data sources and data collecting techniques. • Developing research instruments. • A look at ethical responsibilities related to conducting research. <p>In class jigsaw, “Passing Notes,” “List of Data Collection Possibilities” and “Researching change and changing the researcher”</p>	<p>Maintain Journal entries in personal journal to share in class</p> <p>Respond to discussion prompt on Blackboard discussion strand #2.</p> <p>Read: “T-R Methodology: Themes, Variations & Possibilities” by Baumann Duffy and “Where can teacher research lead? One teacher’s daydream” by Johnson. Make second word-processed reading/journal response based on prompt.</p>
<p>Class Four June 22 1 – 5 PM</p>	<ul style="list-style-type: none"> • Using Likert surveys and deriving interview questions from survey results. • Using structured interview guides and open-ended questions to collect data. • Discovering aspects of self in terms of being a reader and a writer. <p>In class: examination of Mills pp. 48-49, and 64-66. Selections from Hubbard & Power.</p>	<p>Read “Using learning styles to construct cooperative learning groups and develop leadership skills” by S. Gerow-Jeffrey, & look over “Researching change and changing the researcher” by Concha Delgado-Gaitlan. Make third word-processed reading/journal response based on prompt.</p> <p>Respond on BB on third discussion forum based on instructors’ prompt (#3).</p> <p>Maintain Journal entries in personal journal to share in class</p> <p>Hubbard and Power, Ch. 2</p>
<p>Class Five June 23 1 – 5 P.M.</p>	<ul style="list-style-type: none"> • Looking at different ways a researcher can obtain data through observation. • Gaining an understanding of the importance of having multiple perspectives in obtaining and interpreting data. • In class observation exercises for analysis and interpretation. • Begin to look at identifying themes through coding (see Mills 105-108). • Finding patterns and meaning in the data 	<p>Maintain Journal entries in personal journal to share in class</p> <p>Read “Technique isn’t everything, but it is a lot,” and “Anecdotal record keeping: Learning from Rosa, Ahmed, and Zhou.” Respond on BB fourth forum based on instructors’ prompt (#4).</p>

	<p>from the Burke Interviews.</p> <p>In class, we will read and discuss selected parts of H and P's Strategies for Data Collection & Strategies for Data Analysis</p>	<p>Based on classwork done in Class Four, interview three people and extend the interview with open-ended questions to go further into a particular area of interest. Bring notes to class today.</p> <p>Make fourth word-processed shared journal response about obtaining data through observation.</p>
<p>Class Six</p> <p>June 24</p> <p>1 – 5 PM</p>	<ul style="list-style-type: none"> Identifying important findings and implications for the future. Discussing different strategies for data analysis and relating those to practice. Focus on data analysis and interpretation using the constant comparison method and triangulation. <p>**Discussion: Learning more about the multi-genre paper and how it can bring into focus who we are as learners, teachers, and teacher-researchers.</p>	<p>Maintain Journal entries in personal journal to share in class</p> <p>Think about and practice your observation and deepening reflection skills. Refer to “Teacher Researchers at Work” to make a BB journal response (#5).</p> <p>Make fifth word-processed journal entry based on the HW prompt.</p> <p>**Print out the five word – processed reflective reading/journal entries you have written to hand in today.</p>
<p>Class Seven</p> <p>July 1</p> <p>1 – 5 PM</p>	<ul style="list-style-type: none"> Discussing ways technology can be used to collect, organize and manage data Discuss how theory serves as an analytical and interpretive framework for teachers trying to make sense of what goes on in the classroom. A further discussion of ethical responsibilities when doing teacher research. Discussion of possible TR topics 	<p>Maintain Journal entries in personal journal to share in class</p> <p>Reflect on a theme for your M-G paper</p> <p>Read the two multigenre example papers posted on Blackboard to help you begin your own paper</p>
<p>Class Eight</p> <p>July 6</p>	<ul style="list-style-type: none"> Discussing how theory serves as an analytical and interpretive framework for teachers trying to make sense of what goes on in the classroom. Discussion of possible TR Topics 	<p>After reading the two M-G example papers on BB and looking at the exemplar copies provided in class, prepare your outline ideas to share in</p>

2 – 4 p.m.	<ul style="list-style-type: none"> • Sharing of multigenre plans and synthesizing journal reflections • Course evaluations 	class today about the theme of your M-G paper.
July 26	<ul style="list-style-type: none"> • Submit Multigenre Papers to Digital Drop Box in Blackboard <i>and</i> mail/deliver hard copies to instructor by this date. 	

EDUC 612 Grading Criteria – See Schedule and Rubrics for additional details

Blackboard Responses- 100 points	Shared journal responses - 50 points. (Five responses posted on Blackboard – 10 pts. Each)	Forum Responses- 50- points. (Five responses to experiences and discussions in class – 10 pts. Each)
Research Exercises- 50 Points	<u>Out of Class:</u> Burke survey with open-ended interviews as a follow-up- 10 pts. Group survey project- 10 pts.	<u>In class:</u> Likert survey- 10 pts. Burke survey- 10 pts. Observation Exercises - 10 pts.
Oral Discussions in class- 50 points	Ten points for sessions 3, 4, 5, 6 and 7- Ten points each session, whole class or small group	
Multigenre Paper- 100 points	(see rubric in syllabus)	

*Fox & Ritchie/2004 update
George Mason University
EDUC 612: Inquiry Into Practice*

Advanced Studies in Teaching and Learning Program
EDUC 612 RUBRICS

	Points	<i>No evidence</i> (Little or no evidence)	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear, convincing and substantial evidence)
		F: <30 (<75)	C: 30-34 (75-79)	B: 35-41 (80-92)	A: 42-50 (93-100)
<i>Journals and Blackboard Postings</i>	100	Does not make entries in journals and/or does not share select passages	Maintains journal on most days. Journal entries are descriptive only; sometimes shares relevant passages	Maintains journal regularly. Journal entries analyze and apply descriptions to teaching, learning and research; often shares relevant passages	Maintains both personal & word-processed journal entries regularly, and makes required postings on BlackBoard. Journal entries synthesize and evaluate description and application to self as a teacher, learner, and researcher; consistently shares relevant passages
<i>Research Exercises</i>	50	Does not participate	Sometimes participates and contributes to group process and products	Often participates and makes many useful contributions to group process and products	Always participates and plays an integral role in group process and products
<i>Oral Participation</i>	50	Does not participate in discussions or in-class exercises. Minimal to no participation in final community synthesizing reflection time	Sometimes participates in daily cohort discussions and exercises; minimal participation in final community synthesizing reflection time	Often participates in daily discussions and exercises; makes some useful contributions during the final community synthesizing reflection time, but is not fully engaged	Always participates in daily discussions: pairs, small groups, and/ or whole class; provides many useful contributions and is fully engaged during the final community synthesizing reflection

	Points	<i>No evidence</i> (Little or no evidence)	<i>Beginning</i> (Limited evidence)	<i>Developing</i> (Clear evidence)	<i>Accomplished</i> (Clear convincing and substantial evidence)
<i>Multigenre Paper</i>	100	F: <75	C: 75-79	B: 80-92	A: 93-100
Introduction	20	No introduction is included.	Introduction lacks two or more of the key elements.	Introduction lacks one of the key elements.	Introduction contains all key elements: <ul style="list-style-type: none"> ▪ Conveys to the reader what to expect. ▪ Provides a roadmap for the learning journey. ▪ Provides a reflection about what the writer has learned. ▪ Connects what was learned to classroom practice.
Genres—Inquiry	30	<ul style="list-style-type: none"> ▪ No description of self as learner, teacher, researcher. ▪ No theme is used to weave the genres together. 	<ul style="list-style-type: none"> ▪ Two or more elements (learner, teacher, researcher) not developed. ▪ Limited use of a theme to weave the genres together. 	<ul style="list-style-type: none"> ▪ One element (learner, teacher, researcher) not well developed. ▪ Theme is present, but doesn't clearly weave the genres together. 	<ul style="list-style-type: none"> ▪ Provides a clearly developed learning journey presenting self as learner, teacher, and emergent researcher. ▪ There is a theme that weaves the genres together and makes the paper flow.
Genres--Quantity	5	Paper contains two or fewer genres.	Paper contains three genres.	Paper contains four genres.	Paper contains at least five genres.
Genres—Technology	5	No evidence that technology was used.	Little evidence that technology was used.	Clear evidence that technology was used.	The presentation of the genres demonstrates effective use of

					technology.
Key Events	15	No description of key events/people.	Limited description of key events/people.	Description of key events/people who shaped you.	Paper creates a focus around key events/people who shaped you.
Referencing	10	No evidence of references OR References are not in APA style.	<ul style="list-style-type: none"> ▪ Limited use of course readings and other current readings ▪ References contain errors. 	<ul style="list-style-type: none"> ▪ Course readings and other current readings are referenced. ▪ References contain minor errors. 	<ul style="list-style-type: none"> ▪ The paper integrates course readings and other current, authoritative relevant readings that are properly referenced. ▪ References are in APA style.
Future Research	10	No future teacher researcher ideas are included.	Ideas for teacher research are vague OR not adequately included.	Includes ideas for future teacher research, but ideas lack focus and/or clarity.	Paper includes explicitly stated potential ideas for future teacher research.
Overall Style	5	Contains many grammatical errors or error patterns.	Lacks in grammatical or stylistic form OR contains many errors or error patterns.	Grammatically and stylistically well written, but contains some errors or error patterns.	Grammatically and stylistically well written with few errors or error patterns.