

Education 6550

Research for Classroom Teachers

NO CELL PHONES TURNED ON IN CLASS PLEASE!

Summer 2007; 3 semester hours
July 9 - August 3

Professor:

Dr. Jim Barta; Education Building #390
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Course schedule: M/W/F 8:00 - 11:00 Room: Hyper 116

Texts: Required

Practical Research: Planning and Design, (8th Edition). Leedy & Ormrod

Course Description: This interactive, seminar-like course is predicated on the assumption that good teachers are always involved in reading and doing research.

Students will collaboratively participate in class readings, discussions, presentations, and other class related activities. These efforts are designed to help students enhance their ability to understand, conduct, and interpret research projects and literature of their own making and those of others.

The course development is situated around the theme of DIFFERENCES. Activities for each week will be developed with a particular orientation in mind. They are as follows:

- Week One – Questioning
- Week Two – Discovering
- Week Three – Developing
- Week Four – Sharing

Course Goals: The course will assist teachers in applying measurement issues and research methods to classroom problems: in locating, interpreting, and using research reports; and in writing research-related papers on teaching.

Course Objectives:

The students will enhance their skills in conducting physical and online database searches related to educational topics and situations.

The students will be able to identify the major components of a research report and be able to accurately describe the essential components and purpose of each.

The students will gain skills and knowledge allowing them to more efficiently interpret educational literature and research projects.

The students will be able to design, conduct, and draw conclusions relative to their own classroom action-research.

The students will collaboratively support other students in their quest for knowledge by providing substantive feedback and dialogue concerning a variety of class-related topics and projects.

Guest Speakers:

Speakers for EDUC 2007

Date	Person	Time	Place	Topic
July 11 th	Betty Dance	8-10	Library	Web Searches R. 122
July 13	Ray Reutzell	8-8:45	Class	What is Research?
July 18	Gretchen Gimpel	9-10:30	Class	The IRB Process
July 25	Dan Coster	8 - 9:15	Class	Data Analysis
July 30	Gary Straquadine	10 -11:00	Class	Reviewing Proposals

EDUC 6550 - Schedule - Calendar/Dates

Week One: **QUESTIONING**

- July 9: Class begins! Introductions. What is Research? Syllabus and assignment description.
- July 11: Accessing Data – Library Visit (Betty Dance), Library Exercise Chapter 1 (What is Research?)
- July 13: Project Development – Start with a good question
*Chapter 2 (Tools of Research) - Literature Circle
Simile Presentation (5 minutes each)

Week Two: **REPRESENTING**

- July 16: Jacqueline Thompson – Guest Instructor
 Speaker - Ray Reutzel
 *Chapter 3 (The Problem-The Heart of Research) - Literature Circle
- July 18: IRB certification–Gretchen Gimpel– online training
 *Chapter 4 (Review of Related Literature) - Literature Circle
- July 20: Planning your research project – Article analysis and evaluation
 *Chapter 5 (Planning your Research Proposal) - Literature Circle

Week Three: **DEVELOPING**

- July 23: State Holiday!
- July 25: Proposing – Getting Started
 *Chapter 6 (Writing the Research Proposal) - Literature Circle
 (Writing the proposal) – in-class time for working on this – peer reviews.
- July 27: Quantitative Methods - Speaker Dan Coster
 - Chapter 10 (Experimental and Ex Post
 Facto Designs) & 11 (Statistical Analysis Techniques)

Week Four: **SHARING**

- July 30: Quantitative methods/examples - Chapter 7 (Qualitative
 Research)
 Evaluating research articles – hands on!
- August 1: Speaker - Reviewing and Editing Proposals.
 *Chapter 12 – Literature Circle
- August 3: Last day of class – presentations
 Final reflection

Class Grading and Expectations: Note - I will make every attempt to state my expectations in relation to the assignments before you complete them. In this way, you will know how I plan to evaluate and score your work. I can't predict your every question. Please ask if you need further clarification. Absenteeism, tardy assignments, and plagiarism work against a student and may, in fact, disqualify him or her from receiving a passing grade. If any major personal or work-related difficulties arise, please make sure to notify me **in advance or as they happen**. Please, let's communicate. Because of the intensive nature of this course, late work will incur a 25% penalty per day late (deducted from possible points before grading). Work is late if it is not turned in at the beginning of class on the date due or unless I have been previously notified of the problem. Tests missed (unless other arrangements have been made prior to the final testing date for that particular test) will not be readministered.

Plagiarism, cheating, misrepresentation of one's work and/or unethical/immoral behaviors are considered very serious professional offenses in teaching. Such behaviors discovered in this class or in practica may result in the student failing the course with the possibility of being dropped from our Program if the situation warrants. Please hold yourself to the highest of standards and encourage your peers to do likewise. If in doubt about what constitutes plagiarism, etc. I urge you to review the USU Student Code (<http://www.usu.edu/stuserv/SCode/>) noting in particular Article VI – Discipline. It is expected that each student will fully commit himself or herself to acquire as much knowledge and experience as will be afforded.

Description of Assignments

Assignments are to be completed in a professional manner meaning they need to be in on time and represent graduate standards of content and style. The course is graded with **letter grades**. Each component/assignment is considered when the final grade is determined. You are expected to create a **portfolio notebook** documenting your activities, artifacts, and reflections during the class. Please submit the portfolio to me no later than noon on August 9th. Please ensure that your Thematic Web sheet is the first page. Sections should be clearly defined. Portfolio contents to be included and in the order listed are:

Please ensure that the following components are included:

1. Thematic Web Sheet
2. List of Research Questions - Please compile a list of classroom related questions you can refer to for future research projects. Please update and edit this list throughout the class. (ongoing)
3. Literature Circle Chapter Presentation - You will be assigned to be the “lead” on one of five selected chapters (2, 3, 4, 5, 6, 12) from our text as a member of a five-person literature circle team. As the leader, you will be responsible for identifying key concepts and themes, listing important vocabulary and creating and writing a two-page summary of the chapter to be presented to your group. You will present your summary to your team and involve them in a related discussion. Please make sufficient copies of your summary so each member of your team will have a copy of your work. In this “jigsaw” fashion, you will gain information and insight to a significant portion of our text. Please clearly mark the presentation you did and add other summaries to this section. (See schedule for chapter assignments)
4. Library Exercise – Develop a collaboratively edited question resulting from one of the research questions in #1. In writing, briefly describe the “trail” taken to find literature that would help you acquire a greater understanding of the question, its context, and related topics and issues. Attach three abstracts of useful literature and one complete copy of a useful and related article. (Due July 14)

5. Simile Model for Research - Create a visual display illustrating your understanding of research and its typical components. The model may be an analogy (Conducting Research is like ...growing a garden) or you may wish to create a more abstract physical display. Write a one-page description of how your display is a metaphor/model for your personal and current understanding of the process of classroom research. (Due July 18)
6. IRB Certificate Copy – (please place copy in notebook portfolio)
7. Research Article Analysis and Evaluation. - Please select a research article you have discovered in your review of literature for your proposal to analyze and evaluate. You will be expected to critically analyze the article, study the author’s conclusions, and make your own evaluation of referencing the research design applied, its appropriateness for the question being asked, the conclusions drawn and the implications for the classroom suggested. A short evaluation protocol will be provided and you will use this format to complete the evaluation. (Due Aug 1)
8. Research Proposal/Presentation Poster Session - You will develop a proposal to conduct research related to a classroom topic/issue/situation. You will develop a proposal for the research and create a visual poster representing critical aspects of the proposal. We will discuss critical components of the proposal in class you are to follow. The poster will be shared on our last day as a “celebration of efforts” symposium situated in a high-foot traffic area of the college/campus. The proposal will be limited in terms of scope and depth relative to the time we have in class. You will work with a group of researchers to receive and provide editorial support and suggestions. (Due Aug 3)
9. Ongoing reflection log of class activities and text reading – Please journalize your reflective comments throughout the course. You will be expected to have at least one entry per class day. Several entries must be shared with a class partner. They will respond in writing to your reflection and you should do the same for them. (ongoing)
10. Final course self rating - see attachment and please provide your candid evaluation of your self. (Due NLT Aug 10 at 5:00 P.M.)
11. Self – Reflection – “I gotta know” – Our theme was DIFFERENCES. Please complete this assignment using the prompts provided. I gotta know how the experiences you have had in the class have made you a different person/teacher/researcher. (Due NLT Aug 10 at 5:00 P.M.)

Grading Criteria

Remember, the work is being evaluated in relation to typical graduate standards expected at any institution of higher learning. While this is a more challenging way to evaluate, I use it because it allows for more in depth analysis and comment. I will make verbal comments/responses where appropriate and will provide a final evaluation of work using the following scale:

Exemplary*	Above Average	Average	Needs Improvement
√++	√+	√	√-

* We will discuss and determine characteristics of each in class

In order to clarify more precisely what is required to attain a specific letter grade, the following is offered:

To receive an 'A':

On time, full attendance at all class meetings, and an exemplary professional attitude

Complete and thorough reading of all assigned material as demonstrated in classroom discussions and interactions, and other assignments

An 'Exemplary' rating on most of the assignment evaluations.

An 'Exemplary' rating on your final self-evaluation.

To receive a 'B':

On time, full attendance at all class meetings, and an exemplary professional attitude

Complete and thorough reading of all assigned material as demonstrated in classroom discussions and interactions, and other assignments

An 'Above Average' rating on most of the assignment evaluations.

An 'Above Average' rating on your final self-evaluation.

Note: Overall performance that falls below the expectations for an "A" or "B" grade will earn a "C" grade or below as determined by the professor. Grades are a quantitative evaluation representing **an indication** of competence in the subject area, professionalism, and mastery of knowledge gained. I reserve the privilege to adjust the final grade (should the need arise) to more accurately represent the student's overall performance.

If a student has a disability that will likely require some accommodation by me, the student must contact me and document the disability through the Disability Resource Center, preferably during the first week of the course. Any requests for special considerations relating to attendance, pedagogy, assignments must be discussed with and approved by me. I will make every effort in such a situation to make the necessary accommodations.

Library Assignment/Scoring Rubric

Library Exercise – Develop a collaboratively edited question resulting from one of the research questions in #1. In writing, describe the “trail” taken to find literature that would help you acquire a greater understanding of the question, its context, and related topics and issues. Attach three abstracts of useful literature and one complete copy of a useful and related article. (Due June 14)

Fully detailed, Professional	Generally detailed, Professional	Basic details, Some errors	Inadequate detail, Lacks professionalism	Completed
√++	√+	√	√-	+

List your question: _____

_____.

___ Three abstracts attached

___ Full article attached

___ Trail provided

Comments:

Research Article Analysis and Evaluation

(Due August 1)

Name: _____

Title of Article: _____

Please use the article you located on the library experience to complete this assignment. If your article was not a “research” article, then you can either locate one that is available online and download it, or copy a friend’s article to evaluate.

You will be expected to critically analyze the article, study the author’s conclusions, and make your own evaluation of referencing the research design applied, its appropriateness for the question being asked, the conclusions drawn and the implications for the classroom suggested. Please use the guide created in class as the evaluation template. I will strive to make this available for class on Friday or before.

Please answer the following questions in your written summary.

1. Does the article illustrate the inclusion of a number of critical components of a “good” research article? (Refer to your template) What makes it so or what appears to be missing?
2. Is the problem statement clearly defined? Why or why not?
3. Does the research design appear appropriate for what is being researched? Why or why not?
4. Is the data clearly represented? Why or why not?
5. Does the data support the conclusions drawn? Why or why not?
6. Does/do the author/authors project researcher bias?
7. Is this an article that enhances your understanding of the topic? Would you recommend this article to a friend?
8. How has the task of evaluating a research article helped make you a more discerning consumer of research literature?

The scoring of the assignment will be done using this rubric. Please staple this as the cover sheet to your assignment. Please attach a copy of the article being evaluated.

Scoring Rubric – Proposal/Article Evaluation

	Fully detailed Substantial reflection Obviously goes the “extra” mile”	Moderately detailed Moderate reflection Bases covered with some extension	Basically detailed Basic reflection Basic Coverage
Professional presentation Error – free	√++	√+	√
Professional presentation 1 to 2 errors	√+	√	√-
3 or more errors	√	√-	Yikes!

Comments:

Name: _____

Final self-assessment sheet

Please respond to the following after giving each item careful thought.

1. How would you rate your participation in whole class discussions?

Exemplary Above Average Average Below Average

2. How would you rate your participation in team/group activities?

Exemplary Above Average Average Below Average

3. How would you rate your professionalism?

Exemplary Above Average Average Below Average

4. How would you rate your attention to the assigned readings?

Exemplary Above Average Average Below Average

5. How would you rate your completion of the course assignments?

Exemplary Above Average Average Below Average

6. In all respects, how would you rate the quality of your work in this course?

Exemplary Above Average Average Below Average

Justify this rating.

Something I Just Gotta Know!

As we near the conclusion of this leg of your journey that we have traveled together, there is something I just gotta know.

We come to education from a great variety of paths and experiences. As Fulghum says:

"Look around and see the infinite variety of human heads, skin, hair, age, ethnic characteristics, size, color, and shape. And know that on the inside such differences are even greater. What we know, how we learn, how we process information, what we remember and forget, our strategies for functioning and coping. Add to that the understanding that the world, out there is as much a projection from inside our heads as it is a perception, and pretty soon you are up against the realization that it is a miracle that we communicate at all. It is almost unbelievable that we are dealing with the same reality. We operate on a loose consensus about existence, at best."

I ask you to reflect on the experiences of this term. What did you know about teaching and research before you came here? What do you now know? How has your understanding changed?

One way you might go about this is to briefly brainstorm (create a list) the activities, comments, or learnings that come to mind that comprised this experience for you. Then briefly reflect on where or how these "learnings" pulled, pushed, or further entrenched your perceptions as a teacher/researcher.

I would appreciate it if you would let me in on your thoughts because you should know that I learn a great deal from the knowledge you construct and how you go about it. Without this type of feedback, I feel as if my part of the trip is not completed. Really, I gotta know.

Proposal Evaluation Template -ELED 6550

1. ___ Does the proposal look professional?
2. ___ Does the title accurately describe the essence of the proposal?
3. ___ Is the proposal well-written containing no grammatical, spelling, or typographical errors?
4. ___ Is the proposal properly formatted?
5. ___ Are descriptions in each category clear and understandable? (if you need more detail, let the writer know what you need to know and what you suggest).
6. ___ Is the design section stated clearly enough that you could replicate the study as written using only the description provided? (this includes collection of data techniques, how the data will be analyzed, and how you will interpret it)
7. ___ Are references cited using APA style (5th Edition)?
8. ___ If appropriate, are there appendixes? (if a survey or other instrument is described in the proposal, has it been attached?)

Overall Evaluation _____ (could this proposal be accepted as it currently stands?)

Accepted with no revisions
Fully detailed
Error free

Accepted with minor revisions
Generally detailed
Several errors

Accepted only after major revisions
Basic detail
Numerous errors

Rejected
Inadequate detail

√++

√+

√

√-

Comments:

Portfolio - due August 9th by 5:00 P.M.
(place in the box in the ELED Office)

The course is graded with letter grades. Please place this form in the front of your portfolio. Please make this a very professional presentation. Use labeled tabs to separate the sections. Each component/assignment is considered when the final grade is determined. Portfolio contents may vary according to what extra you decide to include, but the following are "givens" that must be included:

1. Thematic Web - Differences
2. List of Research Questions
3. Literature Circle Chapter Summary
4. Library Exercise
5. Simile Model for Research
6. IRB Certificate Copy
7. Research Article Analysis and Evaluation
8. Research Proposal/Presentation Poster
9. Ongoing reflection log of class activities and text reading
10. Final course self rating
11. Self – Reflection – “I gotta know” – Our theme was DIFFERENCES
11. Any other additional assignments, materials, resources, or work samples you deem pertinent in helping to describe your efforts for the class