

## **TCHG 7000 Research Procedures**

### **Masters in Education Program**

Cohort groups will meet to determine individual and district needs. The intersection of the two needs will create the program plan for each individual. The needs will be used to drive the program and each of the courses therein. Students will determine their learning styles and cognitive processing strengths. Professors will work with students to meet learning needs and build a curriculum based on “needs.” Based on the constructed curriculum and the preferred method of instruction, corresponding assessments will be chosen. The overall evaluation will be based on a change plan the student develops. Assessments within individual courses will compliment the change plan and reflect the appropriate assessment approaches. Traditional tools including research papers, writing samples and exams may be expected to be included in the courses as well as alternative assessment that include problem recognition tasks, diagnostic learning logs, and analytic memos.

### **Student Outcomes for MSE Program**

Students are expected to meet the following outcomes in the MSE program.

1. Become reflective practitioners, change agents, and leaders.
2. Utilize experiences and relevant research to enhance their future professional growth.
3. Apply relevant theory, philosophy, historical and social science perspectives, research, and best practices to their profession.
4. Demonstrate growth in knowledge of content and developmentally appropriate pedagogy.
5. Serve as resource to, and collaborate with, others in the profession and community.
6. Participate in the development and implementation of integrative curriculum based on cognitive theories.

### **MSE Program Evaluation**

The evaluation of the MSE program will be done through the use of a Professional Portfolio that will be designed by the student. At least two artifacts must be included for each of the six program outcomes above. Students must complete a reflection of each artifact that describes why and how the artifact demonstrates competency. The responsibility for selecting artifacts falls on the graduate student. The portfolio will be reviewed mid-way through the program and at the completion of the program. Informal feedback will be given when requested. At least one artifact must include a demonstration of the candidates writing ability.

### **Course Description:**

This course will explore the teacher's role in classroom and school improvement through action research and will include the following principles:

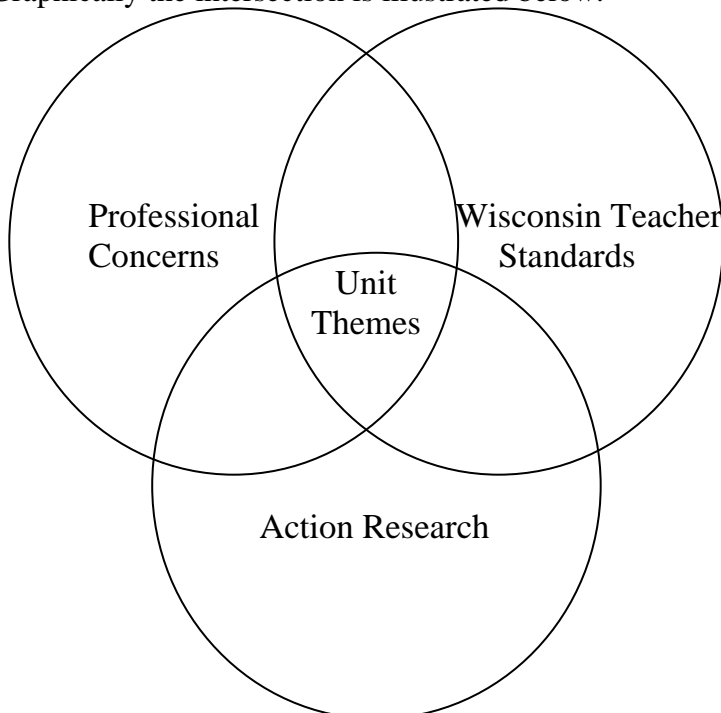
- Positivistic research strategies
- Naturalistic research strategies
- Critical consumption of research
- Action research planning
- Conducting library and on-line research
- Reviewing the literature
- Data analysis and interpretation

Specific student outcomes for the course must also be met:

1. Students will gain an understanding the roles that researchers who use positivistic and naturalistic research play in the educational arena.
2. Students will be able to identify the characteristics of quality positivistic and naturalistic research and will be able to distinguish between quality and sub-quality research.
3. Students will plan an action research project.
4. Students will identify research that relates to their action research and write a literature review.
5. Students will be able to analyze and interpret research findings.

### **Unit Themes**

The unit themes that are developed for this course are based on the intersection of needs that grow from professional concerns, Wisconsin Teacher Education Standards, and will use action research to identify ways to improve practice where these two intersect. Graphically the intersection is illustrated below.



## **Professional Concerns**

A critical starting point in building a relevant course is the professional concerns of the participants. Professional concerns are defined in terms of individual student and district needs.

## **Wisconsin Teacher Standards Addressed** <http://dpi.wi.gov/tepd/p34.html>

The following standards are addressed specifically in this course.

**8. Teachers know how to test for student progress-**The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.

**9. Teachers are able to evaluate themselves-**The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.

**10. Teachers are connected with other teachers and the community-**The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.

## **Teaching Approach**

This course will be taught as a research-based seminar course. Students and Instructors will identify topics, from the themes, that are applicable to the instructional setting of the students. Students and instructors will plan appropriate learning activities in which students apply the theories to their school and community.. It is expected that all students will participate in discussions, research, and presentations on various topics.

## **Assignments and Assessment**

The assessment approach models the concept of assessment used as a teaching approach, as well as complimenting the need of the individual student to build a portfolio that reflects the overall principles guiding the construction of MSE program.

The concept of assessment means that professors and students together, as co-professionals are concerned with what students have learned and what still needs to be mastered, what is taught effectively and what needs to be taught better.

Evaluation is of course important and the determination of grades for this course will be based on an appropriate rubric that grows from the course units and product produced. Grades will be assigned by quality of work, meeting negotiated timelines, and final design and writing projects.

## Examples of Activities

- Compare and contrast quality and sub-quality research in both positivistic and naturalistic paradigms
- Designing an action research project
- Writing a literature review that represents action research projects

Assessment is an important skill for educators. The development of appropriate assessments and rubrics will be a part of the course requirements.

### **Attendance Policy**

Attendance is expected at all class sessions. If a situation occurs which prevents a student from attending, (e.g. Religious holidays, emergencies etc.) the instructor shall be notified in advance. Repeated absences or failure to notify will result in a reduction in course grade.

### **Accommodations for Students with Specific Needs:**

Accommodations will be provided for students with physical, sensory, cognitive, systemic, and/or psychiatric disabilities. Please contact the instructor to discuss accommodations for this course, or contact the office of Services for Student with Disabilities, 116 Warner Hall, UW-Platteville, 342-1818.

### Texts:

Action Research: A handbook for practitioners (Sage Publications) by Ernest T. Stringer.

Action Research: A guide for the teacher researcher (Merrill/Prentice Hall) by Geoffry E. Mills

### Resources

Tickle, L. (1993). Testing for quality in educational action research: A terrifying taxonomy? *Educational Action Research*, 3(2), 233-236.

Wells, G. (ed.). (1994). *Changing Schools from Within: Creating communities of inquiry*. Portsmouth, NH: Heinemann.