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Office Hours: Tues., 1:00-3:00 p.m., Wed., 3:00-5:00 p.m., by appointment

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TLS 576 TEACHER RESEARCH Spring 2018

Course Description

This course focuses on the rationale, issues, and implications of the current teacher research movement within education and on the research strategies and techniques that can be used by educators in conducting research in their own educational settings (classrooms, libraries, community agencies, etc.) in order to move to action. Historically, teachers have been regarded as decision-makers in their classrooms, but have not been included in decisions about research as knowledge generation. Teachers are expected to learn about their profession by studying the findings of university researchers, not by researching their own experiences. They are viewed as consumers of knowledge created by university researchers and theorists. The teacher research movement is part of a broader movement of action research and is a recognition that teachers can be researchers in their classroom settings, both to add to their own understandings about teaching and learning and to contribute to the broader field of education. We will discuss the theoretical issues as to the value of teacher research to teachers and to the broader field. We will also explore various research strategies used in qualitative and ethnographic research, but with a specific focus on the issues and adaptations involved when these strategies are used by teachers in their own classrooms. Issues of data collection, data analysis, research design, and writing for publication will be addressed in relation to teacher research. Issues of collaborative research where teacher researchers and university researchers work as a team and of students as researchers will also be considered. The format and structure of research proposals and research reports will be examined in depth.

This course is designed as a collaborative, critical examination of teacher research. The course depends on our joint willingness to read and discuss, ask questions, try out research strategies, and critically analyze research methodologies. Our goal is that the participants in this course become a strong working community which supports group and individual intents.

Course Goals:

- Study and learn from action research theories and scholarly literature
- Engage with a range of tools for data collection in an action research context
- Design and conduct an action research project
- Synthesize and apply the course readings, relevant scholarly literature, fieldwork data, and personal experiences into writing an action research proposal and final report.
- Examine the implications of action research for transformative change

Course Readings:

Hubbard, Ruth & Power, Brenda Miller (2012), *Living the Questions: A Guide for Teacher-Researchers*. Portsmouth, NH: Heinemann.

Frank, Carolyn. (1999). *Ethnographic Eyes: A Teacher's Guide to Classroom Observation*. Portsmouth, NH: Heinemann

Articles on electronic reserve (<http://d2l.arizona.edu/>) For LRC 576 <http://d2l.arizona.edu/>

Each course participant will choose articles and one book (or equivalent) for additional reading of teacher research related to their research interests.

Course Format

The course is divided into three parts. The course will begin with an introduction to action research and teacher research and some of the broader issues. We will then move to the major focus of the seminar on the practical issues of designing a teacher research study, focusing particularly on data collection strategies, types of data analysis, and design issues. We will try out strategies of collection and analysis in our own teaching contexts and/or in class sessions. We will also address specific issues involved in adapting these strategies within a teacher research study. In addition, we will discuss writing proposals for research. The third part of the class will focus on individual and small group projects and on data analysis and writing research reports. The second and third parts may significantly overlap for class members, both in time and focus.

Course Projects

1. Research Notebook. The research notebook will collect and organize the various research activities and readings in which you engage as part of this seminar. You are encouraged to personalize this notebook in your own special way to create what Hubbard and Power call the "artist's toolbox." You can include sketches, photographs, artifacts, and other items to document your process of inquiry this semester.

You will need a looseleaf notebook and dividers for several sections.

- a. Reading Reflections: This section of the notebook will be a place for you to keep reflections on your readings, both the required books and the additional supplemental readings that you complete.
- b. Research Reflections: This section will contain your reflections on the research strategies that we try in each of our field settings before our next class session.
- c. Research Artifacts: This section will contain the artifacts that you collect as we try out research strategies for our class sessions, such as a teaching journal, field notes, student artifacts, interview transcripts, videotape transcripts, or data analysis notes.
- d. Project outline and proposal
- e. Final project
- f. Research artifacts related to final project
- g. Bibliographies/Summaries of readings from class members

2. Individual or Collaborative Projects

Based on your objectives for the course, participate in an individual or collaborative project related to action research. *Each course participant is strongly encouraged to plan, conduct, and report on a research project in his or her own classroom or field setting.* If you are not currently in a classroom or field setting, other possibilities for course projects will be suggested.

Possibilities for the project include:

- a. Plan, conduct and report on a teacher research or action research study.
- b. Working with another teacher or educator, plan, conduct, and report on a collaborative classroom research study.
- c. Write a detailed grant proposal for a teacher research study.
- d. Examine a particular research methodology--an approach to data collection or data analysis--in a concept paper.

- e. Analyze and report data gathered from an earlier teacher research study.
- f. Critically examine a specific issue related to teacher research in a concept paper.
- g. Write an article or book chapter for publication from a teacher research study.
- h. Design a professional development program or university course on teacher research.
- i. Propose another project of your own design.

Each participant will complete a research proposal outline (1-2 pages) and a research proposal (6-10 pages) and will receive responses from the instructor and class members. Final projects will be shared with other class members as well as submitted in a written research report form.

3. Seminar Readings

The Hubbard and Power book on teacher research, Franks book on classroom observation, and teacher research articles will give us a body of common readings to discuss during class sessions. Since these readings will form the basis of our discussions, each class member will need to prepare for these discussions weekly in some way such as writing notes in the margins of the book, using post-its to mark particular pages, or writing reflective journal entries on the readings. In some cases, you will be asked to write reflective responses to particular readings and these entries go into your research notebook along with any other reflective entries that you choose to write.

Additional, self-selected readings will be based on your own interests and course project. Books and articles on teacher research will be available for check-out during class sessions. Each course participant must choose at least *one* teacher research article and *one* additional book (or collection of related articles) to read and discuss with others and *prepare 1-2 page summaries/responses of each to be shared with course participants.*

4. Participation in the TLS Colloquy

The TLS Colloquy is a significant professional experience for all TLS graduate students. The colloquy is organized by graduate students to provide an opportunity for graduate students to present their work to each other as well as to hear a major speaker in the field. The colloquy brings together all members of the department, students and faculty, as a community to think about current research and larger political issues related to language, literacy and culture. The colloquy includes sessions where students present to students and a keynote presentation. You are encouraged to attend the entire colloquy but are required to attend several sessions as part of our course and then write a reflection connecting the sessions you attended to the issues of research we are discussing in our class.

5. Class Participation and Sharing

This course depends on the active participation of class members by reading, reflecting, and trying out research strategies to prepare for class sessions and by participating in class discussions about these readings and research strategies. Preparation and participation in class sessions is essential, not only for your learning, but for the learning of others.

If you are absent or not prepared for a class session, your actions will have a significant impact on others in the class as well as on your own learning. If you absolutely must miss a class session due to illness, leave a message for Kathy by email or in the WOW office (621-9340). Contact a class member so that you are fully prepared for the next class meeting. **More than one absence or excessive tardiness/leaving early will affect your grade for the course.** Your attendance and active participation in course engagements is highly valued and an essential aspect of the course.

6. Evaluation

At the beginning of the course, you will be asked to make a list of personal goals that you hope to accomplish in the course. As the course develops, you will be asked to reflect upon the progress you

make toward your goals. Class members will complete a midterm reflection on their own learning and their goals for the remainder of the semester. Class members will also write a formal self-evaluation of their projects, their process of learning, and the quality of the product. Your final grade will be holistically based on both our and your own evaluation of your growth and learning, the quality of your work, and your attendance, participation, and preparation for class sessions. You need to complete the projects listed on the syllabus to fulfill course requirements, unless you have negotiated another option. Your final grade will be based on the thoughtfulness and quality of this work with a B reflecting the completion of all course projects at a satisfactory level. Incompletes will not be given for the course except in extreme situations and only with prior approval by the instructor.

TLS Position Statement on Social Justice (3/25/2014)

The members of the TLSS community are committed to providing equal opportunity and nurturing an academic climate dedicated to social justice. Injustice takes many forms. Oppressive acts are sometimes overt, but most are subtle, and are difficult to document. These hidden forms of discrimination are identified in the literature as microaggressions, often resulting from unexamined attitudes and beliefs. Macroaggressions are expressions of both the overt and systemic forms of injustice.

Our commitment to social justice reflects an orientation to our goals and practices in education and ultimately, an orientation to life that values a diversity and inclusion of viewpoints and experiences of all as valuable contributors to the experience of schooling and society. This stance recognizes that individuals bring a variety of linguistic, social, and cognitive strengths from their families and communities into the classroom; we view these strengths as assets.

- We value and honor human diversity.
- We recognize that all relationships include dynamics of power. We are committed to relating to each other with conscious awareness and sensitivity to these power dynamics.
- We pledge to contribute to expanding the linguistic and cognitive strengths that learners possess and bring with them to the classroom.
- We understand that systemic policies, traditions, and laws along with personal beliefs, experiences and attitudes affect personal relationships and equitable treatment and opportunity for all.
- We strive to provide a context where we all have the venue, the opportunity, and the confidence to express our experiences and that these experiences will be heard constructively, critically, and with sensitivity.
- Hence, we are not color blind. We will not erase who someone is in the name of equality, nor deny the historical, material and emotional impacts of racialized and gendered identities, and colonial legacies.

We stand alongside and speak out with our colleagues, staff, students, and community members when any of us or others experience micro- or macroaggressions. We recognize that those of us who enjoy privileged status due to our racialized, gendered, heteronormative, or otherwise privileged aspects of our identities may be unaware of the ways this privileged status marginalizes others. We pledge to listen to our colleagues, students, staff, and community members when any of us make efforts to remain diligent in maintaining awareness of micro, macro aggressions, and raise our awareness around issues of invisibility, marginalization, normativity, power, and privilege. We view these goals as both crucial and ambitious. The entrenched nature of oppression requires both institutional restructuring and new social discourses. Therefore, our stance on disrupting existing and persisting inequities requires attention to micro and macro level interactions. Every interaction is an opportunity for disrupting processes of marginalization, whether overt or subtle, both through person-to-person exchange and through resisting oppressive structures and systems. We commit to holding one other and ourselves accountable, through our research and practice, to rejecting entrenched inequalities, and to cultivating new discourses as groundwork for imagining new social worlds.

Note: Information contained in the course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

University Policies

- Approved Absences All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion, Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored
- Students with Disabilities: At the University of Arizona we strive to make learning experiences as accessible as possible. If you anticipate or experience physical or academic barriers based on disability or pregnancy, you are welcome to let me know so that we can discuss options. You are also encouraged to contact Disability Resources (520-621-3268) to explore reasonable accommodation. If our class meets at a campus location: Please be aware that the accessible table and chairs in this room should remain available for students who find that standard classroom seating is not usable.

Policies against plagiarism. The Student Code of Academic Integrity prohibits plagiarism. <http://deanofstudents.arizona.edu/policies-and-codes/code-academic-integrity>

Policies against threatening behavior by students. The ABOR Student Code of Conduct Policy 5-308 prohibits threats of physical harm to any member of the University community. <https://deanofstudents.arizona.edu/accountability/disruptive-student-behavior>

Policies on nondiscrimination and anti-harassment – Human Resources Policy 200E explains prohibited behaviors. <http://policy.arizona.edu/human-resources/nondiscrimination-and-anti-harassment-policy>

Tentative Course Schedule: Wednesday, 7:00-9:30

January 11	Course Introduction: The Power of Teacher Research
January 17	What is teacher research? Why do teacher research? Read Hubbard and Power, Chap. 1, and Cochran-Smith & Lytle article Due Professional Time line Reading Reflection Reflection on research categorizing engagement
January 24	Finding and Framing a Research Focus and Question Read Hubbard & Power, Chapter 2 and p. 72-74 Due: Personal goals for the course Brainstorm a list of things you are wondering about Field notes from "hanging around" observation
January 31	Overview of Research Design Read Hubbard & Power, Chapter 3 Due Second observation for "hanging around" Short presentation on "hanging around" experience
February 7	Research Design Read Teacher research article Due Analysis of design of research article Reflection on learning from "hanging around"
February 14	Strategies for Data Collection: Teaching Journals, Field notes, Sketching Read Hubbard and Power, Chapter 4 Frank, C. 1, 2 Due Mini inquiry using a teaching journal and field notes and reflection
February 21	Strategies for Data Collection: Observing through Audiotaping and Videotaping Read Hubbard & Power, Chapter 4 Article Due: Mini inquiry with transcription and one page reflection Proposal outline (1-2 pages) and proposal for self-selected book
February 22	TLS Graduate Student Colloquy Attend the afternoon breakout sessions and/or evening keynote

February 28	Strategies for Data: Artifacts, Interviews
	<p>Read Hubbard & Power, Chapter 4 Frank, C. 3 & 4, Carini chapter on descriptive review.</p> <p>Due Mini inquiry with artifacts or photos and one-page reflection Mid-term and Colloquy reflection</p>
March 7	Spring Break
March 14	Research Design and Procedures
	<p>Read Hubbard & Power, Chapter 3 and Appendix Frank, C. 5</p> <p>Due Research article(s) and 1-2 page summary/response/design analysis</p>
March 21	Review of Professional Literature
	<p>Read: Hubbard & Power, Chapter 6</p> <p>Due Dinner Table theorists Research Proposal (6-10 pages)</p>
March 28	Writing Research
	<p>Read Hubbard & Power, Chapter 7</p> <p>Due Self-selected book and 1-2 page summary/response/design analysis</p>
April 4	Data Analysis/Project Groups
	<p>Read Hubbard & Power, Chapter 5</p> <p>Due Data collection for analysis</p>
April 11	Data Analysis/Project Groups: Students as Research Partners
	<p>Read Article, Frank, C. 6, 7</p> <p>Due Data collection for analysis</p>
April 18	Data Analysis/Project Groups: Trustworthiness and research reports
	<p>Read: Articles</p> <p>Due Data collection for analysis</p>
April 25	Support for Teacher Research and Collaborative Research
	<p>Read Hubbard & Power, Chapter 8 and Epilogue Frank, C. 8 and Afterword</p>
May 2 & 9	Teacher Research Project Presentations
	<p>Due: Final Projects and Research Notebooks (May 2)</p> <p>Final Self-Evaluation (May 9)</p>