

UNIVERSITY OF WISCONSIN-WHITEWATER
College of Education

EDUINDP 724
Planning For Change: Seminar in Research, Practice and Voice

Dr. XXXXXXXX
Office: Winther xxxx
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Office Hours: Mondays - Thursdays, 3:00-5:00 by
appointment

Meeting times:

10 Thursdays, 5:45-8:15 p.m. and D2L
Winther 3004

The UW-Whitewater conceptual framework, *The Teacher is a Reflective Facilitator*, is the underlying structure in teacher education programs at UW-Whitewater. Our teacher education program is committed to reflection upon practice; to facilitation of creative learning experiences for pupils; to constructivism in that all learners must take an active role in their own learning; to information and technology literacy; to diversity; and to inquiry (research/scholarship) and assessment.

Course Description:

The purpose of this course is to provide the graduate student with the contacts and skills needed to accomplish the Capstone project. The project design from this course will be used to develop their Capstone project.

Course Prerequisites / Co-requisite

The student will have successfully completed the induction seminar (EDFOUND/CIGENRL 723) and the research course (EDFOUND 780) and no less than nine additional graduate credits in consultation with their program advisor. The student will concurrently register for EDUINDP 726 (Advising).

Course Objectives

The student will:

1. Identify a project concept;
2. Identify a means or method of accomplishing the project concept;
3. Develop a Capstone Project Proposal;
4. Identify and analyze academic literature that is relevant to the topic, design, and/or method of their project investigation;
5. Write chapters 1 and 2 and a draft of chapter 3 of the project investigation;
6. Complete the Institutional Review Board materials if necessary for the project;
7. Articulate an assessment criteria statement (Rubric);
8. Identify additional course work needed to accomplish project;
9. Expand and develop application of "Voice";
10. Exhibit a sound knowledge and understanding of ethical norms and behavior;
11. Participate in extended meetings with a program advisor to discuss and develop the project idea and get feedback on the first three chapters.

Required Texts:

Available from the UWW bookstore:

American Psychological Association (2001). *Publication manual of the American Psychological Association*. Washington, DC, Author.

Gall, J.P., Gall, M.D. & Borg, W.R. (2005). *Applying educational research: A Practical guide* (5th ed). New York: Pearson Education.

Additional course readings will be made available online or as handouts.

Course Homepage:

This course will be enhanced through the use of web-based Desire2Learn. You can login to our homepage at <http://www.uww.edu/desire2learn> or follow the links from the UWW homepage. In order to succeed in this course you will need to know your UWW email account and be able to access the homepage regularly. A high speed connection is helpful. Computer terminals are available in this building and throughout campus.

UWW & UWS Policies Statements

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17].

Students with disabilities that interfere with their ability to participate or benefit from the outlined activities shall be reasonably accommodated with respect to academic requirements. It is the student’s responsibility to notify the instructor within the first three weeks of class regarding the specific dates or activities which s/he will request relief so that reasonable accommodations can be arranged. Notification and requests for accommodations shall be kept confidential.

The Board of Regents, administrators, faculty, academic staff and students of the University of Wisconsin System believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin System. The University has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. **Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors.** Students who violate these standards must be confronted and must accept the consequences of their actions. [UWS 14.01 Statement of Principles].

Course Expectations

It is expected that all students enrolled in this course will be willing to take an active role in their own learning. This means that you are expected to be well prepared to discuss the topics each week, seek additional materials to support and enhance your learning, and work collaboratively. It is also expected that you come this course with a sense of curiosity about your own learning process and graduate study in general. This course is designed to be taught partially online. If you do not have access to the internet at home or work you are encouraged to use UWW computer labs.

Major Assignments:

1. Attendance, participation & online discussion = 10 points

Class sessions will be used to discuss the assigned readings and explore their relation to themes and issues related to course objectives. As the success of this course depends upon the preparation of its members, I expect each of you to have done the readings and take an active role in the online discussions. In addition, you will each be required to take the “lead” on one of the weekly online discussions. This will require you to post questions about the readings to the class homepage *at least one week prior to class meeting time*. You are expected to monitor the ensuing discussion and add redirection/formative comments throughout.

2. Journal Article Analysis = 5 points

3. Graphic Depiction of Project Idea = 5 points

4. Capstone Project Proposal = 10 points

Students will write a short (2 to 3 page) summary of their capstone project plan that includes a description of a) the working title of the project, b) the purpose of the project, c) a brief description of the project including subjects and methods, d) an assessment rubric for determining how the project will be evaluated by the advisor, student and graduate faculty, and d) how the project will enhance their professional voice. The completed proposal will also include a signed Capstone Agreement Form (replacing the Integrative Project Proposal Form) must also be completed at this time. Due the 7th week of class.

5. Introduction = 15 points

This paper introduces the reader/evaluator to your planned capstone project. It will eventually become chapter one of your capstone project. Due the 8th week of class.

6. Review of Literature = 40 points

This paper will explain how your capstone project is situated in the literature. It will eventually become chapter two of your capstone project. Due the 10th week of class.

7. Project Description = 15 points

This paper will explain what your research design or what methods will be used in the capstone project. It will eventually become chapter three of your capstone project report or integrative project. Due the 14th week of class.

Attendance and Participation	10 points	90-100 points = A
Journal Article Analysis	5 points	80-89 points = B
Graphic Depiction of Idea	5 points	70-79 points = C
Capstone Project Proposal	10 points	60-69 points = D
Introduction Chapter	15 points	Below 60 points = F
Review of Literature Chapter	40 points	
Project Description Chapter	15 points	
	100 points	

*** Failure to complete any assignment will constitute a failing grade for this class.*

Calendar

Date	Topic	Online Discussion topics	Due Dates/Responsibilities
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<p>Week 1</p>	<p>Overview and Introduction</p> <ul style="list-style-type: none"> • Survey of student needs and interests • What is a graduate capstone project all about? (nature, expectations, structure) • Status review: What is my research, practice and voice in relation to program goals? • Exploring types of capstone projects, sharing ideas. <ul style="list-style-type: none"> ○ Reflection on practice ○ Professional voice ○ Action research ○ Relationship of PDP process and NBPTS tie to capstone as appropriate <p>What am I doing and where am I going? : Developing an idea</p> <p>Working closely with an advisor:</p> <ul style="list-style-type: none"> • Tips and tricks. • What responsibilities do I have? • Advisor role • Faculty advisor panel discussion <ul style="list-style-type: none"> ○ Roles ○ Developing an idea from practice ○ Seeking background in the literature <p><i>Optional: Panel on practice</i></p> <ul style="list-style-type: none"> • <i>Successful grads of our program and/or teachers doing classroom research</i> 		
<p>Week 2</p>	<p>Open/online</p> <p>Meet with advisor</p> <ul style="list-style-type: none"> • Discuss project ideas • Discuss topics for literature review • Discuss journals in the content area 	<p>Action research and reflective practice -- Professional voice</p>	<p>Read literature on topic</p> <p>Explore sample IP's online</p>
<p>Week 3</p>	<p>Writing the Capstone Proposal.</p> <ul style="list-style-type: none"> • Developing assessable objectives and rubric creation for the capstone (include rubric in Capstone Project Proposal) <p>Reading the literature (Chapter 2)</p> <ul style="list-style-type: none"> • Situating my work in the literature: How is this done? 	<p>Action research and reflective practice -- Professional voice</p>	<p>Read literature on topic</p> <p>Explore sample IP's online</p>

	<ul style="list-style-type: none"> Review analysis of journal articles from research class Review sources of appropriate literature Using APA style 		
Week 4	<p>Project sharing. Planning for the future.</p> <ul style="list-style-type: none"> Idea developed: Outline, concept map or other graphic organizer for chapter 1 (project idea, context, relevance and importance) <ul style="list-style-type: none"> Peer feedback <p>Introduction to Introduction (Chapter 1).</p> <ul style="list-style-type: none"> Q & A on Chapter 1 <p>Research method and design (Chapter 3)</p> <ul style="list-style-type: none"> What methods go with my questions? How to determine a good method for the capstone project Discussion of methods in journal article analysis assignment 	Research method and design discussion	<p>Rubric for capstone project</p> <p>Graphic representation of idea</p> <ul style="list-style-type: none"> Present in class Submit to advisor <p>Read literature on topic</p> <p>Journal article analysis assignment</p>
Week 5	<p>Research method and design (continued)</p> <ul style="list-style-type: none"> Data collection instruments <p>Ethical considerations as a dimension of educational research.</p> <ul style="list-style-type: none"> Working with the IRB School district review process 	Research method and design discussion	<p>Reading on methods and instruments</p> <p>Read literature on topic</p>
Week 6	<p>Open/online</p> <ul style="list-style-type: none"> Meet with advisor on idea and method; get feedback on direction of literature review to date <p>Work on proposal, Chapter 1 and reading literature on the topic for literature review</p>	Research method and design discussion	Read literature on topic
Week 7	<p>Writing workshop on the Introduction (Chapter 1).</p> <ul style="list-style-type: none"> Bring chapter in to share and discuss in small groups (or post online for peer review) 	Research method and design discussion	<p>Capstone Proposal Project Due</p> <ul style="list-style-type: none"> Submit to instructor and advisor for approval <p>Post introduction chapter draft online</p> <p>Read literature on topic</p>
Week	Open/online	Research method and	Introduction (Chapter 1)

8	<ul style="list-style-type: none"> • Turn in chapter one for review to advisor and instructor • Meet with advisor on progress on literature review <i>as necessary</i> <p>Work on literature review</p>	design discussion	<p>due to advisor and instructor</p> <p>Read literature on topic</p>
Week 9	<p>Writing workshop on Literature Review (Chapter 2).</p> <ul style="list-style-type: none"> • Bring your draft to share and discuss in small groups (or post online for peer review) 		<p>Post your literature review draft online.</p> <p>Read literature on topic</p>
Week 10	<p>Open/online</p> <ul style="list-style-type: none"> • Meet with advisor on Chapter 1 <i>as necessary</i> for revision • Rewrite Chapter 1 <i>as necessary</i> • Turn in chapter 2 for review to advisor and instructor 		Literature Review (Chapter 2) due to advisor and instructor
Week 11	<p>Writing a good description of methods and design</p> <ul style="list-style-type: none"> • Aspects to be included • Developing instruments for data collection (e.g., surveys, tests, observations, interviews) • Q&A on chapter 3 – methodology & design. 		Revision of chapter 1 as necessary
Week 12	<p>Open/online</p> <ul style="list-style-type: none"> • Meet with advisor on chapter 2 <i>as necessary</i> • Rewrite chapter 2 <i>as necessary</i> • Meet with advisor on Chapter 3 • Work on outline for Methodology / Design (Chapter 3). 		
Week 13	<p>Writing workshop on Description (chapter 3).</p> <ul style="list-style-type: none"> • Bring your draft to discuss in small groups (or post online for peer review). 		<p>Revision of chapter 2 as necessary</p> <p>Post project description chapter online</p>
Week 14	Open/online		Project Description (Chapter 3) due to instructor and advisor
Week 15	<p>Open / online</p> <ul style="list-style-type: none"> • Meet with advisor on Chapter 3 <i>as necessary</i> 		
Week 16	Presentations on projects and wrap-up		

SAMPLE BIBLIOGRAPHY

It is expected that the instructor of this course will choose selections from the literature base pertaining to professional voice, research methods and reflective practice based upon a canvassing of student interests and needs at the beginning of the semester. The suggested titles below are a sampling of frequently cited works in each area.

Literature Pertaining to Professional Voice:

- Dainton, S. (2005). Reclaiming teachers' voices. *Forum* (47: 2 & 3), pp. 159-168.
- Donaldson, G. (2004). Inner voice tells teachers how to grow. *Journal of Staff Development* (25:3), pp. 50-55.
- Hopkins, D. (2002). *A Teacher's Guide to Classroom Research*: Open University Press.
- Llorens, M.B. (1994). Action research: Are teachers finding their voice? *The Elementary School Journal* (95: 1), pp. 3-10.
- Pittard, M. (2003). Developing identity: The transition from student to teacher. Presented at the annual meeting of the American Educational Research Association (Chicago, IL, 2003).
- Rigsby, L. and DeMulder, E. (1998). Teachers' voices interpreting change. Presented at the annual meeting of the American Educational Research Association (San Diego, CA, 1998).
- Schwarz, G. (2001). Using teacher narrative research in teacher development. *The Teacher Educator* (37: 1), pp. 37-48.
- Thurber, F. and Zimmerman, E. (1997). Voice to voice. Developing in-service teachers' personal, collaborative and public voices. *Educational Horizons* (75), p. 180-186.

Literature Pertaining to Research Design & Methodology:

- Bassey, M. (1999). *Case Study Research in Educational Settings*: Open University Press.
- Caro-Bruce, C. (2000). *Action Research Facilitator's Handbook*: National Staff Development Council.
- Creswel, J. W. (2002). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.): Sage Publications, Inc.
- Galvin, J.L (2006). *Writing literature reviews: A Guide for students of the social and behavioral sciences* (3rd ed.). Glendale, CA: Pryczak Publishing.
- Gubrium, J. F., & Holstein, J. A. (2002). *Handbook of Interview Research: Context & Method*: Sage Publications.
- Hancock, D. R. (2006). *Doing Case Study Research: A Practical Guide for Researchers*. New York: Teachers College Press.
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The Handbook of Qualitative Research in Education*: Academic Press.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2005). *The SAGE Handbook of Qualitative Research* (3rd. ed.): Sage Publications, Inc.

Literature Pertaining to Action Research and Reflective Practice

Madison Metropolitan School District's Action Research website:
<http://www.madison.k12.wi.us/sod/car/carhomepage.html>

- Baumann, J.F. & Duffy, A.M. (2001). Teacher-research methodology: Themes, variations, and possibilities. *The Reading Teacher*, 54, 608-615.
- Beck, C., & Kosnik, C. (2001). Reflection-in-Action: In Defence of Thoughtful Teaching. *Curriculum Inquiry*, 31(2), 217.
- Brown, T., & England, J. (2005). Identity, Narrative and Practitioner Research: A Lacanian perspective. *Discourse: Studies in the Cultural Politics of Education*, 26(4), 443-458.
- Dana, N.F. (1995). Action research, social change, and the silencing of teacher voice. *Action in Teacher Education*, 16 (4), 59-70.
- Dana, N.F., Yendol-Hoppey, D. & Snow-Gerono, J.L. (2006). Deconstructing inquiry in the professional development school: Exploring the domains and contents of teachers' questions. *Action in Teacher Education*, 27(4), 59-71.
- Hubbard, R.S. & Power, B.M. (1993). *The art of classroom inquiry: A Handbook for teacher-researchers*. Portsmouth, NH: Heinemann.
- Johnson, A.P. (2005). *A Short guide to action research* (2nd ed.). New York: Pearson Education.
- Richardson, V. (1994). Conducting research on practice. *Educational Researcher*, 23(5), 5-9.
- Schön, D. (1987). *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. San Francisco: Jossey-Bass, Inc.
- Schön, D. (1983). *The Reflective Practitioner: How Professionals Think in Action*: Basic Books.
- Waks, L. J. (2001). Donald Schon's Philosophy of Design and Design Education. *International Journal of Technology & Design Education*, 11(1), 37-51.