

# Teacher as Researcher: An Introduction to Classroom Practice

## EDU 491- 1 credit

### Summer 2017

August 10-30, 2017

#### Instructor information

Instructor: Dr. Suzanne Shope

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Office hours: email to arrange a meeting or phone conference.

#### Course description:

This course is designed to provide an introduction to research design and research minded practical educational strategies. Students will attend the symposium facilitated by researchers demonstrating process and practical application of information gleaned from research. The course will then guide students in locating, identifying and recognizing relevant peer reviewed articles and develop research based techniques to improve goal setting in the teaching/learning process. This is a blended course consisting of attending *The Fingertip Research for Educators Symposium* followed by readings, online tutorials and email correspondence.

**Primary Objectives:** Students will attend the Fingertip Research Symposium and follow-up by learning how to locate peer reviewed research articles and embed a strategy into a personal S.M.A.R.T goal. (Specific, Measurable, Achievable, Relevant, Time bound)

Students will identify a problem involving student achievement in their teaching, classroom or school. An evidence-based strategy will be researched by finding and summarizing 3 peer reviewed research articles in reputable databases. The strategy should target the identified problem with the purpose of increasing learning outcomes.

Students will learn to search relevant databases on the Mansfield Library remote site via online tutorial and email instruction (8 hours) after symposium.

They will then create a plan to implement the strategy, being careful to fully describe the strategy and how it is embedded in their personal S.M.A.R.T. goal. The strategy will be described in detail.

Students in course will demonstrate knowledge of a teaching strategy embedded in their S.M.A.R.T. goal and the ability to plan the implementation of the teaching strategy. Finally, the student write a 5 page reflective paper on the (potential) classroom application of the strategy based on the articles and content presented in the symposium. APA style citation page of peer reviewed research articles will be attached.

#### Learning Outcomes

##### Participants in this class will be able to:

1. Articulate the importance of teaching as a research informed profession.
2. Interface with a renowned scholar/researcher and other professors and expert educators to develop research applications to use in their classrooms as measured by individual S.M.A.R.T. goals.
3. Develop an understanding of how 'data driven decisions' are based in the knowledge of data collection and research methods.
4. Learn how to recognize the inherent research strategies used in day to day teaching and learning.
5. Identify peer reviewed research articles to guide their teaching and learning practices.

#### Required textbooks:

Medina, J. (2014). *Brain Rules: 12 Principles for surviving and thriving at work, home and school*. Seattle: Pear Press.

#### Required video tutorial:

<http://www.lib.umt.edu/services/info-lit/video-tutorials.php>

- Additional readings to be emailed the day after symposium, August 18-25, 2017.

**Course Calendar:**

<b>Dates</b>	<b>Topic</b>
August 10-17	Pre-read Intro and Chapters 1-3 Brain Rules, Medina.
August 17	Attend <i>Fingertip Research Symposium</i> 9AM -5PM
August 18	Begin Mansfield Library online tutorial. Read the remainder of Brain Rules. First instructor assigned article and annotated bib. instructions reading emailed to class. Partners assigned.
August 20	First peer reviewed article annotated one page paper due. Emailed to instructor by 12AM.
August 25	Share one peer reviewed article with partner. Reflect on how the article applies to your teaching/learning practice. Email reflection to partner and instructor due by 12AM.
August 25	What is a well written S.M.A.R.T. Goal? Reading and practice draft using the articles and research.
August 26-30	Write drafts of S.M.A.R.T. Goal using the format assigned. Email first draft to instructor due August 28. Final draft due August 30 by Mid-night. Final draft must include APA bibliography of all articles, interviews, books etc. see assignments.

**Required assignments and tests:**

## Steps of the Process

The assignments and final paper will align current research, individual S.M.A.R.T. goals and classroom instruction. This process is designed to help the student reflect on his/her teaching by identifying and planning to use a strategy supported by current research in their field. Timely correspondence and other short assignments will be discussed in-depth at the onset of the course.

#1 Attend Fingertip Research symposium

#2 Participate in tutorial on how to access and use the Mansfield Library databases.

#3 Identify an issue related to student achievement. The issue will be identified as part of the teacher's personal S.M.A.R.T. goal.

#4 The student will review the literature by conducting database searches and reading peer reviewed articles to identify a strategy to embed in their S.M.A.R.T. goal. Student will share one article with a partner from the class via email.

#5 The student will write a reflection and documenting their article summary and S.M.A.R.T. goal.

#6 Final 5 page paper will be presented with the headings above. Final paper due August 30, 2017 via email attachment. (Graduate credit requirements see below)

**Components of the 5 page Symposium and Article Reflection Paper**

Introduction to the issue in their classroom

Summary of three (3) peer reviewed articles for proposed strategy

Personal S.M.A.R.T goal informed by symposium and articles

Plan for classroom or teaching application of strategy in goal

APA article citations

### **Assignments (explanation and rubrics sent on August 18)**

Correspondence- 2 weeks/daily 5x per week	100
Annotated peer reviewed article citation(1)	10
Reflection on shared article	20
Completion of library video tutorial	20
S.M.A.R.T. Goal draft	10
Paper, S.M.A.R.T. Goal, APA (6 <sup>th</sup> ) 3 article bib.	40

**Total** **200**

### **Graduate credit only:**

**The requirements for earning 1 graduate credit (must be petitioned by student for use toward a degree program).**

The final S.M.A.R.T. goal and reflection paper will require 5 peer reviewed articles and 7 pages not including the APA format bibliography.

### **Course guidelines and policies:**

Late work will not be accepted. Please contact the instructor by email at the earliest opportunity if special considerations are needed: family emergency, medical emergency or unexpected events.

### **Student Conduct Code**

[Student Conduct Code](#)

### **Attendance**

Required: Attendance at *Fingertip Research for Educators Symposium* August 17, 2017.

Students must respond to instructor (and/or partner) by deadline and check their email twice daily from August 17- August 30, 2017.

**Course withdrawal Student may withdraw at any time.**

### **Disability modifications**

The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and [Disability Services for Students](#). If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

### **Assignment expectations**

All assignments must be typed and edited and sent via email as a Word docx or PDF. Late work will be given a 10% reduction. No assignments will be graded after the end of Summer Session grade deadline. Student will use APA guidelines for in text citations and bibliography.

### **Grading policy (H3)**

Grading Scale:	
Letter Grade	Percentage
A=	93%-100%
B=	85%-92%
C=	77%-84%
D=	76% and below