Instructor Information:
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Course context:
This course is designed for educators interested in designing and conducting a research project that uses observation and reflection to understand students, improve practice and contribute to the knowledge-base and practice of education. Classroom-based research is one of the final courses a student takes when completing a master’s degree program at UAS.

Course description:
This course addresses the philosophy and methodology of ethnographic classroom research, the role of classroom research within the educational profession and the reflective nature of such research. Students will learn methods of qualitative research and utilize them in classroom research.

Relation to conceptual framework:
Graduates in this course apply the knowledge, skills and dispositions required to be informed, reflective and responsive teachers. Educators will complete a classroom research project. Classroom research is an outstanding vehicle for supporting sustained contributions to students and the education profession in rural and urban settings in Alaska and nationally.

Instructional methodologies:
This course asks educators to answer the question, central to this course: How can classroom teachers understand their students and improve practice in specific/concrete ways, use observation and reflection to inform and change their own teaching, and make a significant contribution to the knowledge base and practice of education? Students are actively engaged in research in individual classrooms, participate in online reading discussions and in online writing response groups throughout their research. This course requires regular attendance via UAS Online, Caucus conference and email to instructor and follows the regular UAS schedule.

Required texts:

Course objectives and content:
Course objectives are based on the essential question for the course: How can classroom teachers:
• understand their students and improve practice in specific/concrete ways,
• use observation and reflection to inform and change their own teaching
• and make a significant contribution to the knowledge base and practice of education?

Objectives:
1. Demonstrate an understanding of the philosophy and methodology of qualitative, including ethnographic, classroom research.
2. Design, conduct and report on a qualitative classroom research project.
3. Demonstrate an understanding of the reflective nature of qualitative research, by reflecting on how the research process has changed your practice.

These course objectives align most closely with the following goals from the UAS Conceptual Frameworks. This course also addresses other of the frameworks goals and individual projects may emphasize additional goals directly, however only those common to all projects and most directly emphasized are listed here:
Goal 1: Teachers articulate, maintain, and develop a philosophy of education that they also demonstrate in practice.

Students will conduct research, and a review of the literature on a topic that supports their own philosophy of education and will remain flexible to revising their beliefs based on their own research.

Goal 4: Teachers possess current academic content knowledge.

Student classroom research, literature review and course activities require professional discourse as well as careful observation of student learning.

Goal 8: Teachers develop and maintain professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.

Students completing this course will have a carefully produced written piece that represents an ethnographic research project, including reflection, that can be shared with other professionals.

<table>
<thead>
<tr>
<th>Course objectives and content</th>
<th>UAS Frameworks Goal # and performance standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate an understanding of the philosophy and methodology of qualitative, including ethnographic, classroom research.</td>
<td>4c. Commit to professional discourse about content knowledge and student learning of content. (D) 8d. Value professional ethics, democratic principles, and collaborative learning communities. (D)</td>
</tr>
<tr>
<td>2. Design, conduct and report on a qualitative classroom research project.</td>
<td>1a. Support their philosophy of education with research-based theory and evidence (K) 1c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D) 4c. Commit to professional discourse about content knowledge and student learning of content. (D) 8a. Keep current in knowledge of content and teaching practice. (K) 8b. Participate in and contribute to the teaching profession. (P) 8c. Communicate effectively with students, colleagues, and supervisors. (P) 8d. Value professional ethics, democratic principles, and collaborative learning communities. (D)</td>
</tr>
<tr>
<td>Question (or problem) identification and introduction review of the literature</td>
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<tr>
<td>Methodology (including observations/data gathering)</td>
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<tr>
<td>Findings or tentative conclusions (including data analysis)</td>
<td></td>
</tr>
<tr>
<td>Discussion (including researcher reflection)</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate an understanding of the reflective nature of qualitative research.</td>
<td>1b. Apply philosophy, beliefs, and theory to practice. (P) 1c. Abide by a philosophy of education and remain flexible to revising it based on new research and teaching experience. (D)</td>
</tr>
</tbody>
</table>

Requirements & evaluation criteria (see also attached scoring guide)

Research project:
This is the core of the course. You will conduct a complete, graduate level classroom research project during the semester (Not to panic--many of the individual assignments along the way will contribute to this document). Your project, although short in duration, should be ready to submit for publication on the web at the PEC site. Your final research project will be due the last week of the semester. Please note, HOWEVER, that a rough draft will be due earlier so that you can receive feedback from the instructor as well as response group members and provide feedback to response group members before revisions.

Teacher/research journal:
You will keep a journal, recording reflections of your classroom that are related to your questions of interest. As you progress through the semester this journal will include reflections on insights you are gaining about your data, ideas you have about improving your design, questions or concerns you have about the classroom research process itself. You will be turning in your journal on a weekly or biweekly basis via email.

Reading response (and individual assignments):
These assignments will be building blocks to creating an effective research project in a semester's time. They will guide you in developing an understanding of the philosophies and methodology of qualitative research. Completion of these individual assignments has a direct relationship to the quality of your final research project write-up as well as your participation in class (i.e.: on Caucus). At the end of the semester
you will write an evaluation of your learning in the course. This should summarize the major concepts or insights you have gained from the course and include the grade you would give yourself.

Workshop participation:
Attendance at all class sessions is essential. For this online course attendance is your participation in Caucus items as well as responses to instructor by e-mail. This course will be an on-line "research workshop" so, your prompt and continuous participation as part of a collaborative community will be part of the structure of the class itself. Participants will be expected to join Caucus a minimum of 2 to 3 times per week.

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>Assessments (summary of evaluation criteria)</th>
<th>Course objectives (see alignment with UAS frameworks above)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual research project</td>
<td>The final paper, which includes all of the listed components will give evidence that the researcher has understood their students and improved their own practice in specific and concrete ways. Observation and self reflection that inform the researcher and changes or improves their own teaching will be apparent. The paper will contribute to the knowledge base and practice of education.</td>
<td>1. Demonstrate an understanding of the philosophy and methodology of qualitative, including ethnographic, classroom research 2. Design, conduct and report on a qualitative classroom research project.</td>
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<tr>
<td>Daily journal (data gathering and reflection)</td>
<td>Journals are self-reflective in nature and become a focused part of data gathering and/or reflection on the individual research question.</td>
<td>1. Demonstrate an understanding of the philosophy and methodologies of qualitative, including ethnographic, classroom research. 3. Demonstrate an understanding of the reflective nature of qualitative research.</td>
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<tr>
<td>Reading response (information about qualitative research, examples of research, articles for individual literature reviews)</td>
<td>Reading responses give evidence of understanding of the philosophy and methodology of qualitative classroom research as well as connecting the reading to personal or professional experience in education.</td>
<td>1. Demonstrate an understanding of the philosophy and methodology of qualitative, including ethnographic, classroom research. 3. Demonstrate an understanding of the reflective nature of qualitative research.</td>
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<tr>
<td>Workshop response (part of a learning community as readers, as researchers and as writers)</td>
<td>Caucus discussion provides opportunity to critically discuss professional literature and classmates' work. Researchers will become part of a collaborative community of professionals who encourage and support each other during the entire research and writing process.</td>
<td>1. Demonstrate an understanding of the philosophy and methodology of qualitative, including ethnographic, classroom research. 3. Demonstrate an understanding of the reflective nature of qualitative research.</td>
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</table>
Schedule NOTE: This schedule will be modified for the 2003 edition of the *Classroom Inquiry* text.
Regularly check UAS Online for specific assignments, additional assignments, and adjustments
Specific dates for the semester are listed online as well.

<table>
<thead>
<tr>
<th>Week(s) of and Topic</th>
<th>Readings*</th>
<th>Journal/data collection</th>
<th>Assignments</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Introduction</td>
<td>Ordering texts</td>
<td>Begin teaching journals (e-mail)</td>
<td>Self introduction for online posting (e-mail)</td>
<td>Caucus entry</td>
</tr>
<tr>
<td>Week 2 &amp; 3: Qualitative VS quantitative research design</td>
<td>QR: Ch 1, 2 &amp; 3</td>
<td>Teaching Journals (e-mail)</td>
<td>Required caucus responses</td>
<td>Keep a reading log to document your lit review efforts (very brief for each article/text!!)</td>
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<tr>
<td></td>
<td>LQ: Ch 1</td>
<td></td>
<td></td>
<td>Don't forget to include all reference data and good quotes w/ pages!</td>
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<tr>
<td>Overview of qualitative research</td>
<td>Consider your question</td>
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<tr>
<td>Week 4 &amp; 5: Finding a question (problem identification) Data Collection &amp; Research Design</td>
<td>Also QR: 3</td>
<td>Teaching journals (e-mail)</td>
<td>Caucus posting of a journal wondering</td>
<td>Data gathering</td>
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<tr>
<td></td>
<td>LQ: 2</td>
<td></td>
<td></td>
<td>Reading related literature (for a lit review and to help develop your research question).</td>
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<tr>
<td></td>
<td>CI: 1</td>
<td>Caucus visits and responses to reading and to posted questions</td>
<td>Caucus posting of tentative question--email to me FIRST</td>
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<tr>
<td></td>
<td>LQ: Ch 3 &amp; 4</td>
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<td>min 2 required responses to questions</td>
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<tr>
<td></td>
<td>CI: Ch 2 &amp; 3</td>
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<tr>
<td>Week 6 &amp; 7: Data collection &amp; Review of Literature</td>
<td>QR: Part 2 (Ch 4, Teaching/data journals (e-mail)</td>
<td>Analysis of 2 articles selected for lit review.</td>
<td>Data gathering</td>
<td>Reading related literature (you should have most of what you need in hand soon).</td>
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<tr>
<td></td>
<td>LQ: Part 5, 6, 7</td>
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<td></td>
<td>CI: Ch 6</td>
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<tr>
<td></td>
<td>CI: Ch 4 &amp; 5</td>
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<tr>
<td>Week 8 &amp; 9: Data Analysis</td>
<td>QR: Part 3 (Ch 8, Teaching/data journals (e-mail)</td>
<td>Caucus visits and responses--especially to proposal and lit review</td>
<td>Research proposal</td>
<td>Preliminary data analysis, continue to gather data</td>
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<td></td>
<td>9, 10, 11</td>
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<td>Review of Literature (1st rough draft)</td>
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<tr>
<td></td>
<td>LQ: Ch 5</td>
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<td></td>
<td></td>
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<tr>
<td></td>
<td>CI: Ch 6</td>
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<tr>
<td>Week 10 &amp; 11:</td>
<td>Also QR: Ch 11</td>
<td>Complete your data collection. (e-mail a summary)</td>
<td>Don't worry--these weeks will be very busy (but fun).</td>
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<td></td>
<td>LQ: Ch 7</td>
<td>Caucus visits and responses</td>
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<td>Week 12, 13, &amp; 14: Writing the Research</td>
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<td>Caucus response is very important during the final week. Classmates will count on your responses so that they have time to edit.</td>
<td>1st Rough draft to Caucus response group</td>
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<td>Responses to RD on Caucus</td>
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<td>2nd Rough draft to Caucus response group</td>
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<td></td>
<td>Responses to RD on Caucus</td>
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<tr>
<td>Finals week</td>
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<td>Final draft and self-eval</td>
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</tbody>
</table>

Field based components/competencies expected:
Research project will be conducted in the classroom during the semester. Workshop response, through caucus discussion, and email with instructor provide a professional community for support and critique.

Diversity components/competencies expected
Teachers will be expected, as a part of a qualitative research project, to include an analysis of the setting for their research and investigate and observe their classrooms (included in the study of research design and accounted for in the scoring guide, attached).

Alaska Cultural Standard for Educators; A. culturally-responsive educators incorporate local ways of knowing and teaching in their work:
1. recognize the validity and integrity of the traditional knowledge system;
5. adhere to the cultural and intellectual property rights that pertain to all aspects of the local knowledge they are addressing; and
6. continually involve themselves in learning about the local culture.
The above are all components of ethical considerations in research design, part of course discussion and reflected in the scoring guide.

Technology components/competencies expected
This is an online course where teachers are expected to deliver all work electronically including scanned work samples and photographs as appropriate as well as participate in online professional collaborations with peers. In addition all literature research is conducted through online databases available at the UAS library.

Technology standards (ISTE National Educational Technology Standards):
I. demonstrate a sound understanding of technology operations and concepts and
V. use technology to enhance their productivity and professional practice.

Grading (see also the Scoring Guide attached):
In order to receive an "A" grade for this course you must:
• meet or exceed standards on the research project,
• meet or exceed standards on reading, journal, and workshop responses,
• dedicate at least one hour two times per week to responses on-line as an active class member,
• exceed standards in one or more areas, and
• complete a self evaluation which includes a grade.
In order to receive a "B" grade for this course, you must:
• meet standards on the research project,
• meet standards on the reading, journal, and workshop responses,
• dedicate at least one hour two times per week to responses on-line as an active class member, and
• complete a self evaluation which includes a grade.
"inc" grade for this course is NOT POSSIBLE. The course must be completed in ONE semester. The nature of the workshop approach requires that you be an active member of the course for the entire semester. Your classmates need your work and your responses to their work in order to complete their course requirements.
# Education 626 Classroom Research: Scoring Guide

## Research Project Scoring Guide

### Criteria to Meet Expectation by section:

**Question (or Problem) Identification & Introduction:** Researcher problem and methods are appropriate to the researcher’s beliefs, values, and/or theoretical orientation. Theoretical framework, problem statement, and research questions that guide the study are clearly defined.

**Review of the Literature:** Literature cited demonstrates that the author has reviewed this theoretical framework sufficiently to be confident that bulk of current literature has been reviewed. (Certainly there will be more than 10 or so pieces cited in order to be confident that this is a comprehensive review.) The studies cited are relevant to the problem and to emerging questions.

**Methodology:** Sample selection and description are sufficiently detailed. Data collection method is appropriate with evidence presented to support its use in the researcher's situation. Researcher triangulates the data sources and data-collection methods to substantiate findings. Procedures are clearly stated so that others could replicate them if they wished. There is evidence that researcher has taken measures to ensure validity and reliability.

**Findings or Tentative Conclusions:** A complete description gives a thorough sense of how various subjects responded or behaved. Sufficient amount of vivid detail is included about what subjects actually said or did. Report style brings to life the problem being studied (sample work, photos, drawings, voice and style of writing). In analyzing and/or summarizing the findings the researcher presents specific questions, discoveries, or hypotheses that emerged from the analysis of data. All findings are supported with compelling evidence and examples.

**Discussion:** Researcher reflects on their own thoughts or feeling about the problem being investigated and how their personal reactions are taken into account in collecting and analyzing data. Researcher’s conclusions are supported by data analysis. Findings are reasonably explained and alternative explanations are considered. Researcher discusses the generalizability of the findings and implications for practice.

### Scoring guide for research project as a whole:

<table>
<thead>
<tr>
<th>Exceeds:</th>
<th>Meets Expectations:</th>
<th>In Progress:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• All of the above components are present and goes beyond criteria for meets in several ways such as:</td>
<td>• All or most of the above components are present.</td>
<td></td>
</tr>
<tr>
<td>• One or more sections is especially well defined, compelling, comprehensive, or insightful.</td>
<td>• The paper gives evidence that the researcher has understood their students and improved their own practice in specific and concrete ways.</td>
<td></td>
</tr>
<tr>
<td>• Self reflection and observation dramatically and significantly changes the researchers own teaching or practice; or the researchers thinking or assumptions about teaching and learning.</td>
<td>• Observation and self reflection that inform the researcher and changes or improves their own teaching is apparent.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• This paper contributes to the knowledge base and practice of education.</td>
<td>• One or more elements are incomplete.</td>
</tr>
</tbody>
</table>
Reading Response Scoring Guide

Required:

Each response is:
• clear, concise, and thoughtful comments about what you thought, questioned, or hoped to clarify from the reading.
• includes a brief summary, paraphrase or quote from the reading.
• posted in the appropriate Caucus Forum on, or before the due date.

Optional:

Each response can:
• connect the reading to your personal or professional experience in education.
• express your opinions as they relate to the topics and issues in the text- critically analyze the author's viewpoint from a variety of perspectives.
• compare and contrast the text with other reading and/or course texts.
• ask a critical, thought provoking, or insightful question that promotes further dialogue.

Exceeds: | Meets Expectations: | In Progress |
---|---|---|
• Includes at least one of the optional strategies for response. | • Includes all of the required components, characteristics. | • Response is incomplete, ineffective, or not posted before the due date. |

Journal Response Scoring Guide

Required:

Each journal entry is:
• dated and has author's name.
• represents at least a daily 10 minute writing session.
• emailed to instructor weekly for the first half of the semester and at least biweekly for the remainder.
• self-reflective and becomes a focused part of data gathering and/or reflection on research question by the end of the course.

Exceeds: | Meets Expectations: | In Progress |
---|---|---|
(No Exceeds possible) | • Includes all of the required components | • One or more of required components are missing. |

Workshop Response Scoring Guide

Required:

These are response groups that require a tremendous risk on the part of the author/researcher. Attention to regular posting, careful reading, "listening" and encouraging are required.

Each response group entry:
• is kind, thoughtful, honest, supportive, timely, and posted regularly.
• includes a summary or the piece and drawing out questions when appropriate.
• occurs at least twice per week and more often near the end of the course.
• treats the work of your own students and your colleagues work with respect (including protecting names and securing internet or publishing permission forms where necessary–our caucus conference will be available to course participants only in order to assist in protecting confidentiality).
• addresses the needs, issues, and concerns of the author/researcher and not self-reflective anecdotes.

Exceeds: | Meets Expectations: | In Progress |
---|---|---|
(No Exceeds possible) | • Includes all of the required components | • All responses must be carefully and respectfully constructed; any deviation will constitute an In Progress
• An author’s research paper depends on your support as a colleague; careful attention to timeliness and regularity is absolutely required and any deviation will constitute an In Progress. | • One or more of required components are missing. |
Course Grade

In order to receive an "A" grade for this course you must:
• meet or exceed standards on the research project,
• meet or exceed standards on reading, journal, and workshop responses,
• dedicate at least one hour two times per week to responses on-line as an active class member,
• exceed standards in one or more areas, and
• complete a self evaluation which includes a grade.

In order to receive a "B" grade for this course, you must:
• meet standards on the research project,
• meet standards on the reading, journal, and workshop responses,
• dedicate at least one hour two times per week to responses on-line as an active class member, and
• complete a self evaluation which includes a grade.

"inc" grade for this course is NOT POSSIBLE. The course must be completed in ONE semester. The nature of the workshop approach requires that you be an active member of the course for the entire semester. Your classmates need your work and your responses to their work in order to complete their course requirements.