

**TE808 Inquiry into Classroom Teaching and Learning****Spring 2015**

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*Inquiry as stance is neither a top-down nor a bottom-up theory of action, but an organic and democratic one that positions practitioners' knowledge, practitioners, and their interactions with students and other stakeholders at the center of educational transformation. (Cochran-Smith & Lytle, 2009, pp. 123-124)*

**Course Description**

Dana Goldstein's New York Times best-seller *The Teachers Wars* has a telling subtitle: "A history of America's most embattled profession." In the US and in many countries around the world, teachers are increasingly held responsible for students' academic achievement, solutions to social problems, and even for the future of nations' economies. Teachers are called to do more but are trusted less. Some argue that it is not enough for teachers to simply know their subjects well to transmit knowledge to their students. Rather teachers should be life-long learners that model for their students the skills and dispositions necessary to continue learning through life. The changes that we see in educational systems, policies, and in the teaching profession suggest that teachers need new tools to handle these changes. In this context, inquiry becomes vitally important.

Inquiry, however, can do more than simply help one cope with change; it opens avenues for change. On the one hand, research skills can help teachers improve their practice. Teacher research can contribute to improving students' classroom learning, teachers' and students' experiences in schools, and lives of communities surrounding schools. This can happen when teachers either change their practices or transform the institution of schooling based on what they learn through their inquiry. On the other hand, knowing how to turn classroom, school, or professional problems into researchable questions to find answers to these questions can be empowering. Empowerment happens when one does not inquire to preserve the status quo but to initiate and instigate change – when one refuses to be the object of scorn, but becomes the agent of transformation. Furthermore, when given an opportunity to engage in a conversation with policy-makers or power-holders, many teachers find it challenging to respond to demands of evidence, data, or "hard facts." Teacher research can empower teachers to gain voice and knowledge necessary to participate in district-level, state-level, or international-level debates on education, standards, as well as on the nature of teachers' work and rights. This course is about gaining power through inquiry and knowledge creation. To do that, you will learn about inquiry and conduct your own research.

Apart from the scholarly, social, and political aspects of teacher inquiry, there is also a personal dimension. Inquiry is a journey where teachers can meet new people or gain new understandings into old problems, encounter new ideas or develop insights into matters of which they were not aware. It is an opportunity to stretch one's imagination, to see that which seemed impossible or inconceivable. Inquiry is also a journey of discovering oneself. Like any travel experience, inquiry allows one to play with possibilities of being a different person, of trying on new identities, of seeing change and renewal in your thinking. Therefore, this course is about providing you with a space to try on an identity of a teacher-scholar, teacher-researcher, or teacher-investigator. To do that, you will become familiar with other teachers' research and will consider ways to share your research findings with others.

### Course Objectives

1. To develop conceptual understandings and skills necessary for conducting independent inquiry, which includes identifying a research problem, defining a research question, collecting data, conducting data analysis, and writing up findings of a study
2. To develop skills and dispositions of being a leader and a contributing member in a professional community, which includes engaging in collaborative forms of learning, peer review, and dissemination of one's own research findings
3. To develop skills of inquiry that improve practice, transform institutions, engender social change, and promote social justice

### Required Text

There is one textbook that you are required to have for this class. It is a textbook on action research and it is important that you get the **fifth** edition of this book because other editions are significantly different.

Mills, G. E. (2013). *Action research: A guide for the teacher researcher*. **Fifth Edition**. Pearson. ISBN-10: 0132887762; ISBN-13: 978-0132887762

Other reading assignments and recommended resources will be made available to you through the D2L course site.

### Recommended Texts

Throughout this semester, you will be reading studies conducted by teachers. Most of those will be short articles or book chapters. In short pieces, much of the thinking, reasoning, and decision-making is omitted. But to carry out a research project and to imagine potential shapes the final product might take, one needs to see a model with an extensive treatment of the problem, the data, and the methodology. Such models can usually be found in book-length studies written by teachers. I recommend that you get one of the books below and read through it at your own pace throughout the semester. If you choose to do it, as you read, consider how the teacher

approached his/her inquiry and look for insights into your own project. You can choose one of the following or you can choose another option from Teachers College Press Practitioner Inquiry Series ([http://www.teacherscollegepress.com/practitioner\\_inquiry.html](http://www.teacherscollegepress.com/practitioner_inquiry.html) ).

- Ballenger, C. (2009). *Puzzling moments, teachable moments: Practicing teacher research in urban classrooms*. New York: Teachers College Press. ISBN: 0807749931
- Fecho, B. (2003). *"Is this English?" Race, language, and culture in the classroom*. New York: Teachers College Press. ISBN: 0807744077
- Hankins, K. H. (2003). *Teaching through the storm: A journal of hope*. New York: Teachers College Press. ISBN: 0807743283
- Strieb, L. Y. (2010). *Inviting families into the classroom: Learning from a life in teaching*. New York: Teachers College Press. ISBN: 0807750824
- Wilson, S. (2007). *"What about Rose?" Using teacher research to reverse school failure*. New York: Teachers College Press. ISBN: 0807747874

### **Course Assignments**

Discussions of Readings	20%
Inquiry Lab	20%
Quizzes	10%
Inquiry Project	
Memo 1: Literature Review	5%
Memo 2: Research Problem, Research Question, and Action Plan	5%
Memo 3: Methodology: Data Collection and Data Analysis	5%
Memo 4: Study Findings	5%
Project Presentation	10%
Final Paper: Action Research Write-Up	20%

#### *Discussions of Readings*

Discussions of readings will focus on learning the concepts of the course and engaging with course materials. Readings for this class consist of chapters from the textbook as well as articles from academic and practitioner journals. Articles selected for this class come from a variety of disciplines and subject areas, so be prepared to read across content areas and to engage in

interdisciplinary conversations. It is very important that you keep up with your reading assignments throughout the semester because we will be building on the foundations of the earlier texts and we will re-visit the articles later in the semester.

To facilitate dialogue about course readings and course concepts, you will be divided into two groups. Discussions will take place on discussion forums. The groups will take turns in posting their reflections on readings (based on the discussion prompts that I will post for each week) and responding to their colleagues' reflections. When it is your group's turn to respond to your colleagues' reflections, make sure you comment on at least two posts. The schedule for posting and responding is included in your reading schedule at the end of this syllabus.

- When Group 1 has to share reflections on readings, questions for discussion, or commentaries on key concepts/ideas, those are due by midnight on Wednesday. Group 2 has to respond to these reflections no later than midnight on Friday.
- When Group 2 has to share reflections on readings, questions for discussions, or commentaries on key concepts/ideas, those are due by midnight on Wednesday. Group 1 has to respond to these reflections no later than midnight on Friday.

Members of both groups are encouraged to re-visit the discussion forum on Saturday to answer questions or to provide responses to colleagues' observations.

### *Inquiry Lab*

Inquiry lab focuses on learning the skills of inquiry through a process of collaboration and peer support. For this work, you will be assigned to small groups of three to four members. Group assignment will be based on your subject area background or common research interests. In this group, you will share research you will be doing and provide your colleagues with feedback on their research. The inquiry lab work, which will happen on the Piazza platform that functions as a wiki/discussion forum, will combine specific tasks assigned for your group as well as support for your inquiry projects. For example, during the first two weeks of the course you will be asked to keep a journal of questions, puzzling moments, or professional problems that you encounter in your practice. In week 2, with your inquiry lab group you will discuss which of your questions, puzzling moments, or professional problems can be turned into researchable topics. This is an example of a specific structured task that you will have to carry out. Participation in these tasks will be graded. Later, as you go about collecting and analyzing data, you might encounter some questions or problems that you may want to seek your colleagues' advice on. You can use the inquiry lab folder to ask questions about your inquiry project. Or, if in the process of doing your literature review, you find an interesting article that you think will be good to share with your colleagues, you can use inquiry lab space to do that. These are examples of support that the inquiry lab is meant to provide for you. You are strongly encouraged to be an active participant in this work. Your initial responses to inquiry lab tasks should appear no later than midnight on Wednesday during the weeks when inquiry lab is assigned and your comments on your

colleagues' work should appear no later than midnight on Friday during the weeks when lab work is assigned. Please, re-visit your inquiry lab during the weekend and on the weeks when no inquiry lab work is assigned to check if there are comments to which you need to respond.

### *Quizzes*

To facilitate your progress with readings and course concepts, there will be several quizzes throughout this course. Please, make sure that you complete your reading assignments prior to taking the quizzes. You can use class readings to answer questions on the quizzes but make sure that you use your own words to do so. Do not provide textbook or article texts verbatim in response to the questions unless you are using a quote. The format of questions will vary, so be prepared to provide an extensive answer, if necessary.

### *Inquiry Project*

To develop the skills of action research, you are asked to carry out a small-scale research project on a topic of your choosing. Your work in this project will be scaffolded by your colleagues and by your instructor. The memos that you will write will become foundational blocks for developing your presentation and your final paper. You should be aware, however, that your thinking might change as you go about conducting your project, just as your project itself might change mid-way due to some unexpected circumstances. This change is natural and sometimes necessary. That is why you should be prepared to re-visit and re-consider some earlier writing you have done in this course when you work on your final paper.

Because this is an online course, your presentation will require some technological ingenuity. To share your project with others, you can create a short video with your talk (five minutes maximum), a PowerPoint presentation with a voice-over (five minutes maximum), or a detailed presentation on a prezzi. There are no strict rules on the modes of presentation, other than this presentation has to communicate the main ideas of your project, your findings, and your conclusions. You will be asked to view your colleagues' presentations and provide feedback. You should approach the presentation both as an opportunity to share what you have learned and as an opportunity to receive feedback that will help you write a stronger final paper.

More specific guidelines on memos and the final paper will be provided separately.

### **How Course Assignments Meet MATC Program Goals and Standards**

		Discussion of Readings	Inquiry Lab	Inquiry Project
<b>GOALS</b>	1	<b>Critical Inquiry</b>	x	x
	2	<b>Accomplished Teaching</b>	x	x
	3	<b>Becoming Teacher Leaders</b>	x	x

STANDARDS	1	<i>Understanding and commitment to students and their diversity</i>	x		
	2	<i>Understanding of subject matter, how to teach it, and how to design curriculum, instruction, and assessment to foster students' understanding</i>	x		
	3	<i>Understanding and use of theoretical perspectives and conceptual frameworks to situate and analyze issues and problems of practice and policy</i>	x	x	x
	4	<i>Reflective, systematic inquiry and study/refinement of one's practice</i>	x	x	x
	5	<i>Communication skills and information literacy</i>	x	x	x
	6	<i>Proactive participation in collaborative initiatives, professional learning communities, professional organizations, and teacher leadership beyond the classroom</i>	x	x	x

### Grading Scale and Grading Rubric for Writing Assignments

Course Grade	GPA Scale	General Description of Quality
95-100 pts.	4.0	<b>Outstanding, exemplary work.</b> Uses and integrates readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
90-94 pts.	3.5	<b>High quality work.</b> Uses many readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the

		requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
85-89 pts.	3.0	<b>Good quality work</b> , performing at expected level for this course. Uses some readings, classroom discussions, and teaching experiences (where appropriate) to inform the writing/activity. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84 pts.	2.5	<b>Work below expected level of quality</b> for the TE program. Makes vague references or inappropriate references to relevant readings, class discussions, and teaching experiences (where appropriate) to inform writing/assignment. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
75-79 pts.	2.0	<b>Significantly below expected level of quality</b> . Shows little evidence of having read course readings or of having drawn on classroom discussions. Meets few of the requirements of the assignment. Shallow attempt to engage with purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.

### Course Policies

#### *Learning in this Course*

In graduate school, students are typically expected to work a minimum of three hours for each credit hour. That means your total workload for a graduate level course is about 10 hours a week. This is time you will spend reading, participating in online discussions, and carrying out your own independent projects. Inquiry projects can become very time-consuming, particularly at the stage of data collection, analysis, and write-up. You should take this into consideration as you plan your semester.

It is very important that you take responsibility for your own and your colleagues' learning in this course. This means that you should strive to not only complete the required readings and assignments in a timely manner, but also consider ways in which you can deepen your understandings and sharpen your skills beyond the course minimum. It will be of great benefit to you if you seek out additional resources and opportunities for growth that pertain to this course. I will provide some suggestions for you, but you should also be on the look-out for these opportunities yourself. If there are opportunities to attend research presentations or academic talks, you should attempt to do use those for your professional growth and for extending your

learning in this course. It is also important that you seek for ways to help your colleagues in areas where you might have greater expertise and seek their help in aspects which might be more familiar to them.

### *Safe Space in an Online Community*

Discussions of action research rest on one's ability to critically examine one's own practice, the practices in one's school, or potentially the challenges in the community around the school. We want to make sure that what is shared by course participants remains within the confines of this course and does not get discussed elsewhere, unless it is a presentation of your own research findings or reflections on your own learning. But even in the latter case, you should protect the anonymity and confidentiality of those who participated in your project, so please make sure that you get into a habit of using pseudonyms for people and places from the very beginning of your work in this class. We also want to ensure that this is a safe space where people feel comfortable sharing potential struggles they may be experiencing. Please maintain a respectful, professional, and non-judgmental tone throughout your course communication.

### *Questions about the Course*

If you have any questions about the course, course policies, assignments, or any other matters, the first thing you should do is check the Course Q&A Discussion Forum located in Course Documents folder on D2L. It is very likely that someone else has already asked that question. If you do not find an answer to your question there, you can post your question there or send me an email. If you choose to send me an email, be prepared that I will post it on the Q&A forum together with my response. If you do not want your question posted, please, let me know. Please, allow a minimum of 48 hours for me to respond to either your email or Q&A Discussion Forum Query.

### *Late Assignments*

You are expected to submit your work in a timely manner. Meeting the deadlines ensures your personal success and demonstrates your professionalism; it also allows everyone else in the course to complete their work on time. Work submitted after its due date will be considered late. Late discussion and inquiry lab submissions will receive deductions from the cumulative grade for that category. Late written assignments (such as memos and the final paper) will be reduced by one-half letter grade for the first day of lateness and a full grade any time later, except in extreme cases. Assignments, such as memos, are due by midnight on Sunday of the week indicated in the "Reading and Assignment Schedule" in this syllabus.

### *Writing Guidelines*

All written assignments for this course that will be submitted through dropbox should be saved .doc or docx files with the file name TE808\_Assignment Title\_Your Last Name. The text must



be in Times New Roman 12-font, double-spaced, one-inch margins on all sides, with page numbers in the footer, and your last name in the header. The top left corner on the first page must include the following information:

TE808

Assignment Title (and Number, if applicable)

Your Last Name

The Title of your Paper (if available)

Writing proficiency is a minimum requirement for satisfactory completion of this course. All written work must reflect adequate writing skills in order to receive a grade. The citation format for this course will be APA. A copy of the 6<sup>th</sup> edition of the APA manual is available in the library, but you can also reference Purdue University's Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01/> for a quick guide to APA formatting and style.

Please edit your work carefully and check for spelling/typographical errors before turning it in.

### *Academic Honesty*

Article 2.3.3 of the *Academic Freedom Report* states that “the student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Education adheres to the policies on academic honesty as specified in General Student Regulations 1.0, Protection of Scholarship and Grades, and in the all-University Policy on Integrity of Scholarship and Grades, which are included in *Spartan Life: Student Handbook and Resource Guide*. Students who commit an act of academic dishonesty may receive a zero on the assignment or in the course. The Purdue OWL site can provide some tips on how to avoid plagiarism (see <http://owl.english.purdue.edu/owl/resource/589/01/>). Please, familiarize yourself with university policies regarding plagiarism. MSU is providing an additional resource, Turn-it-in, to help you develop as a writer and to assist your instructor in identifying possible cases of plagiarism. This software will be used in the course and you can access it through our course site.

### Tentative Reading and Assignment Schedule

Week Date	Guiding Questions	Key Concepts or Skills	Readings	Assignment Due
1 01/12	How do we know what we know? What are different ways of knowing?	Personal knowledge/theories; scholarly knowledge/theories	<ol style="list-style-type: none"> <li>Gutstein, E. (2013). <i>Whose community is this? Mathematics of neighborhood displacement.</i></li> <li>Tateishi, C.A. (2007). <i>Taking a chance with words: Why are the Asian-American kids silent in class?</i></li> </ol>	<p>Introductions</p> <p>Discussion of Readings: Everyone posts and responds</p>
2 01/19	What is teacher research? Why conduct action research?	Action research, inquiry, research, the action research cycle	<ol style="list-style-type: none"> <li><b>Mills. Chapter 1</b></li> <li>Stremmel, A. J. (2008). <i>The value of teacher research: Nurturing the professional and personal growth through inquiry</i></li> <li>McLaughlin, H. J., Watts, C. &amp; Beard, M. (2000). <i>Just because it is happening does not mean it is working.</i></li> </ol> <p>Recommended: <i>Action research</i> (Teachers TV video available through MSU library)</p>	<p>Discussion of Readings: Group 1 posts, Group 2 responds</p> <p>Inquiry Lab Task 1: What are you curious about?</p>
3 01/26	How does one enter a conversation around a research topic?	Literature review; cumulative nature of educational knowledge	<ol style="list-style-type: none"> <li><b>Mills. Chapter 3 (pp. 41-69)</b></li> <li>Schnepper, L. C. &amp; McCoy, L. P. (2013). <i>Analysis of misconceptions in high school mathematics</i></li> <li>[Find and read at least one article on the topic of research interest to you using Mills' tips for literature search]</li> </ol>	<p>Quiz 1</p> <p>Journal of questions, puzzles, or problems</p> <p>Inquiry Lab Task 2: How are you conducting your literature search?</p>
4 02/02	How can one transform a problem/question/puzzle of	Research question, research problem, the	<ol style="list-style-type: none"> <li><b>Mills. Chapter 3 (p. 69-76)</b></li> <li><b>Mills. Chapter 2</b></li> <li>Capobianco, B., Horowitz, R., Canuel-Browne, D., &amp; Trimarchi, R. (2004). <i>Action research for teachers</i></li> </ol>	<p>Quiz 2</p> <p>Memo 1:</p>

	practice into a research project?	purpose of inquiry, action plan, ethics in action research	<p>4. [Read at least one article on the topic of research interest to you]</p> <p>Recommended: Nolen, A. &amp; Putten, J. (2007). <i>Action Research in Education: Addressing Gaps in Ethical Principles and Practices</i>.</p>	Brief literature review of your research topic
5 02/09	How does one collect verbal data?	Qualitative research, interviews, focus groups, observations	<p><b>1. Mills. Chapter 4 (pp. 79-94)</b></p> <p>2. Gonzalez, N., Moll, L., &amp; Amanti, C. (2005). Chapters 1 and 4 from <i>Funds of knowledge for teaching: Theorizing Practices in Households, Communities, and Classrooms</i>.</p> <p>3. [Read at least one article for your inquiry project]</p> <p>Recommended: Schensul, S. L., Schensul, J. J., &amp; LeCompte, M. D. (1999). Chapter 6: <i>In-depth open-ended interviewing</i> and/or Chapter 7: <i>Semistructured interviewing</i></p>	<p>Inquiry Lab Task 3: What are your research questions?</p> <p>Discussion of Readings: Group 2 posts, Group 1 responds</p>
6 02/16	How does one collect numeric data?	Quantitative research, surveys, questionnaires, experimental studies	<p><b>1. Mills. Chapter 4 (pp. 100-109)</b></p> <p>2. Peleaux, J. &amp; Endacott, J. (2013). <i>ReQuest in the secondary history classroom: How does the introduction of a purposeful reading technique effect comprehension of text?</i></p> <p>3. [Read at least one article for your inquiry project]</p> <p>Recommended: LeCompte, M. D. &amp; Schensul, J. J (2013). Chapter 9: <i>Analyzing ethnographically based survey data</i>.</p>	<p>Quiz 3</p> <p>Memo 2: Research problem, research question, and a tentative action plan</p>
7 02/23	How does one work with documents and artifacts? How does one ensure the quality of the research project?	Text analysis, artifact analysis, visual/spatial research; validity, generalizability,	<p><b>1. Mills. Chapter 4 (pp. 94-100)</b></p> <p><b>2. Mills. Chapter 5</b></p> <p>3. Córdova, R. A. &amp; Matthiesen, A. L. (2010). <i>Reading, writing, and mapping our worlds into being: Shared teacher inquiries into whose literacies count</i></p> <p>4. [Read at least one article for your inquiry project]</p>	<p>Discussion of Readings: Group 1 posts, Group 2 responds</p> <p>Inquiry Lab Task 4: What data do you</p>

		reliability, crystallization		need and how will you get it?
8 03/02	How does one make sense of the data?	Data analysis, coding, categorizing	<ol style="list-style-type: none"> <li><b>Mills. Chapter 6.</b></li> <li>Ryan, G. W. &amp; Bernard, R. H. (2003). <i>Techniques to identify themes.</i></li> <li>Best, K. (2011). <i>Transformation through research-based reflection: A self-study of written feedback practice.</i></li> <li>[Read at least one article for your inquiry project]</li> </ol>	Quiz 4  Memo 3: Methodology: data collection and data analysis
SPRING BREAK – NO CLASS				
9 03/16	So what?	Action research implications for policy, practice, and school change	<ol style="list-style-type: none"> <li><b>Mills. Chapter 7</b></li> <li>Chandler-Olcott, K. (2001). <i>The spelling symposium: Examining a critical event in the history of a schoolwide teacher-research group</i></li> <li>[Additional readings of your choosing for your inquiry project]</li> </ol> <p>Recommended: Berger, J. G., Boles, K. C., &amp; Troen, V. (2005). <i>Teacher research and school change: Paradoxes, problems, and possibilities</i></p>	Discussion of Readings: Group 2 posts, Group 1 responds  Inquiry Lab Task 5: How are you analyzing your data?
10 03/23	How does one communicate the findings?	Presentation of research findings; writing up research findings; publishing research	<ol style="list-style-type: none"> <li><b>Mills. Chapter 8</b></li> <li>Wall, S. (2004). <i>Writing the self in teacher research: The potential powers of a new professional discourse</i></li> <li>[Additional readings of your choosing for your inquiry project]</li> </ol>	Discussion of Readings: Group 1 posts, Group 2 responds  Inquiry Lab Task 6: What are you learning from your data?
11 03/30	How does one evaluate action	Criteria for evaluating the quality of action	<ol style="list-style-type: none"> <li><b>Mills. Chapter 9</b></li> <li>Coles-Ritchie, M. &amp; Lugo, J. (2010). <i>Implementing a Spanish for Heritage Speakers course in an English-only state.</i></li> </ol>	Quiz 5

	research projects?	research projects;	3. [Additional readings of your choosing for your inquiry project]	Memo 4: Study Findings
12 04/06	How does one share research findings with different communities?	Developing inquiry communities, using research findings for funding applications	<ol style="list-style-type: none"> <li>1. Nolan, C., &amp; Stitzlein, S. M. (2011). <i>Meaningful hope for teachers in times of high anxiety and low morale.</i></li> <li>2. Hubbard, R. &amp; Power, B. (2003). <i>You are not alone: Finding support for your research.</i></li> <li>3. [Additional readings of your choosing for your inquiry project]</li> </ol> <p>Recommended:  <i>Preparing the grant proposal.</i> <a href="http://teachers.net/archive/grants.html">http://teachers.net/archive/grants.html</a>  Letford, G. (2013). Teachers: Top 10 tips for successful grant writing. <a href="http://www.mytowntutors.com/2013/08/teachers-top-10-tips-for-successful-grant-writing/">http://www.mytowntutors.com/2013/08/teachers-top-10-tips-for-successful-grant-writing/</a></p>	Discussion of Readings: Group 2 posts, Group 1 responds
13 04/13	How does one engage with colleagues' research to foster mutual benefit and growth?	Peer review; quality in action research projects	Student Presentations	Group 1: Presentation of your research work and findings
14 04/20			Student Presentations	Group 2: Presentation of your research work and findings
15 04/27	Where has this journey brought you? Where can it take you next?		<ol style="list-style-type: none"> <li>1. Cochran-Smith, M. &amp; Lytle, S. L. (2009). <i>Inquiry as stance: Ways forward</i></li> <li>2. Cochran-Smith, M. and Lytle, S. (2010). <i>Inquiry as Stance</i> (Video)</li> </ol>	Reflections
05/05	FINAL PAPER DUE BY 5 p.m., TUESDAY, MAY 5, 2015			

### List of Readings and Videos with Links

- Berger, J. G., Boles, K. C., & Troen, V. (2005). Teacher research and school change: Paradoxes, problems, and possibilities. *Teaching and Teacher Education*, 21(1), 93-105.
- Best, K. (2011). Transformation through research-based reflection: A self-study of written feedback practice. *TESOL Journal*, 2 (4), 492-509.
- Capobianco, B., Horowitz, R., Canuel-Browne, D., & Trimarchi, R. (2004). Action research for teachers. *Science Teacher*, 71(3), 48-53.
- Chandler-Olcott, K. (2001). The spelling symposium: Examining a critical event in the history of a schoolwide teacher-research group. *English Education*, 190-213.
- Cochran-Smith, M. and Lytle, S. (2010). *Inquiry as Stance*. Video of the Plenary Session at Ethnography in Education Research Forum, University of Pennsylvania, Philadelphia, PA.  
<https://itunes.apple.com/WebObjects/MZStore.woa/wa/viewPodcast?id=431301668#ls=1>
- Cochran-Smith, M., & Lytle, S. L. (2009). Inquiry as stance: Ways forward. In Cochran-Smith, M., & Lytle, S. L. (Eds.) *Inquiry as stance: Practitioner research for the next generation* (pp. 118-165). New York: Teachers College Press.
- Coles-Ritchie, M. & Lugo, J. (2010). Implementing a Spanish for Heritage Speakers course in an English-only state: A collaborative critical teacher action research study. *Educational Action Research*, 18(2), 197-212.
- Córdova, R. A., & Matthiesen, A. L. (2010). Reading, writing, and mapping our worlds into being: Shared teacher inquiries into whose literacies count. *The Reading Teacher*, 63(6), 452-463.
- Double Exposure/Flashback TV. (2006). *Action research*. School Matters. Teachers TV/UK Department of Education.  
<http://search.alexanderstreet.com.proxy2.cl.msu.edu/view/work/1742513>
- Gonzalez, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge: Theorizing practices in households, communities, and classrooms*. Mahwah: Lawrence Erlbaum Associates, Publishers.
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