

**Teacher Leadership Inquiry 15:267:618
Part 2 (1.5 Credits)
Spring 2014**

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Office Hours: by appointment	Prerequisites or other limitations: A student must be admitted to the EdD program, teacher leadership concentration
Mode of Instruction: <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes Directions about where to get permission numbers: from the instructor

Learning goals

In this class students will:

- Develop practice-based strategies for doing research.
- Try out different inquiry tools.
- Design and carry out a small research study that might act as a pilot for their dissertation.
- Learn about different ways to analyze data.
- Learn how to write up an inquiry project for various audiences.

Course catalogue description

The continuation of this 3 credit doctoral-level seminar-based course is based on the assumption that practitioner research is a significant and practical way to improve practice, solve problems, and stay energized as a teacher, administrator, professional developer, or other educational practitioner. The class emphasizes both the development of practice-based strategies for doing research and the importance and value of taking an “inquiry stance” on practice. It is assumed that some of the most important sources of learning for an educational practitioner emerge through self-reflection and questioning, and data collection and analysis from and with the “stakeholders” in the learning context.

The class is designed to enable you to both learn about a range of inquiry tools and to carry out a small study that can be a pilot for a dissertation study. To achieve these aims, the class is taught across 2 semesters.

In the first portion of the class (second summer of program), the focus was on learning about what makes practitioner inquiry distinct from other research designs, and learning and practicing a number of inquiry tools. To ensure that all students gain experience in conducting a

practitioner-based inquiry project, participants designed a small study of a problem of practice of interest to them and related to their work site. The class concluded with students submitting their research design for IRB approval.

The second half of the class (spring 2 of the program) will focus on the collecting, analyzing and writing up of the inquiry project. Here students will discuss the complexities of data collection, examine some of the ethical and political issues that arise while conducting inquiry in the site where one works, and learn about different ways to approach data analysis and writing up of their research so that it can inform and improve practice. In addition, we will discuss strategies for effectively disseminating findings to appropriate stakeholders.

Class materials:

Required Texts:

Coffey, A. & Atkinson, P. (1996). *Making sense of qualitative data: Complimentary research strategies*. Thousand Oaks, CA: SAGE Publications

Merriam, S. (2009). *Qualitative research: A guide to design & implementation*. San Francisco: Jossey-Bass.

Dana, N. F., & Yendol-Hoppy, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (2nd ed.). Thousand Oaks, CA: Sage.

Suggested Texts:

Cooper, H. (1998). *Synthesizing research: A guide for literature reviews* (3rd ed). Thousand Oaks, CA: SAGE.

Brown, A. & Dowling, P. (1998). *Doing research/ reading research: A mode of interrogation for education*. Bristol, PA: Falmer Press.

Miles, M.B. & Huberman A.M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

There are also additional readings available under resources assigned by week on the SAKAI site.

Course Assignments

Your course final grade will be based on

Activity	Total points
Data collection and research journal	15 points
Issues presentation & data sharing	10 points
Final research report	60 points

Presentation of study

15 points

100 points

1. Data Collection and Research Journal

You should be under way in carrying out your data collection plan. As you do so you should be keeping a research journal. Your research journal should include a log of research-related activities, as well as reflections, thoughts, observations and comments on data collected. This is a place where you should jot down small and large "aha's" as you go along. It is a place to reflect and think along the way, not only as you collect data, but as you begin to analyze it. Your journal can be the place where you record memos, make connections to particular theoretical constructs or research that might inform your analysis and writing up of the findings. If you are conscientious about keeping your journal, you will find it helpful in writing your final report! If you have not already been keeping a journal, please start now by reviewing all the data you have collected and beginning to articulate your thoughts about it.

You should submit your journal for review twice during the semester (suggested dates: 2/10/2014 and 3/31/2014, 15% of your grade)

2. Issues Presentation and Data Sharing

At some point during the semester, you will present a question or issue you are encountering in the implementation or analysis of your study, data, or a coding scheme. This will be your time to get feedback and help. We will spend as much as 30-40 minutes in class working on it. This issue may be methodological, practical, ethical, writing-related, or theoretical. This is a chance for the whole group to focus on your work so use this time wisely. In order to prepare for your presentation, you should consult with the instructor ahead of time to plan your session. If you want the group to look at something during class, you should post it in Sakai with enough time in advance to give people time to read and think. The class will act as "critical friends" and engage in a conversation (possibly using a protocol) around the issue that you raised or the data you shared. (10% of your grade)

3. Analysis and Write up of Final Project Report

Your final project should report on the implementation and findings of your research project. It should include 1) an introduction that describes the problem your study was designed to address (the "story" of your question or why it was important to you and how it evolved), the context where you conducted your research, and your research question(s), 2) a brief review of relevant literature (you should focus on empirical studies that are considered foundational and influential to your topic and/or literature that informs the intervention you are trying out or can serve as a starting point for data analysis, 3) a description of your sample, data collection and analysis methods and any challenges you experienced or changes in plans you made along the way as well as procedures you used to validate your analysis, 4) your findings (what does the data tell you) and 5) a "so what" section (describe the implications of the findings for practice, and how this project shapes your thinking about, and plans for your dissertation). 20-25 pages. (Due May 5th; 60% of your grade)

4. Presentation of the Final Report

You will present your final project to your classmates during the last class session. This presentation should reflect your thinking about how you would present your work to interested stakeholders. Therefore, it is expected that you will present your research in a way that will

engage particular stakeholder groups you want to influence so think about using powerpoints, charts, graphs, video and not just talk. (Due April 28, 15% of your grade)

Evaluation of Written Work

- Responsiveness to the task or question: Are you fulfilling all of the requirements of the assignment?
- Clarity and organization of writing.
- Conciseness: Try to write in a non-repetitious way.
- Completeness and depth: Present the necessary amount of detail to support your points. Write or present as though your audience is not an expert on your topic, and in a way that demonstrates depth of analysis of the topic.
- Independent judgment: Don't simply repeat information presented by others. Critically evaluate strengths and weaknesses and support opinions with your own reasons.
- Relevance: Connections between your work and the content and organization of this class should be clear.
- Attention to professional style: Papers should be typed or word-processed and follow APA format.
- Timeliness – All work is due on the date assigned. If you need an extension of time on an assignment, please contact me in advance of the due date to discuss a possible extension.

Letter Grade Equivalents

93-100	A
88-92	B+
83-87	B
78-82	C+
73-77	C
68-72	D+
60-67	D
Below 60	F

Academic Integrity Policy

- All students must follow the RU Code of Student Conduct which can be accessed at: <http://rci.rutgers.edu/%7Epolcomp/judaff/ucsc.shtml>
- For information on the academic integrity policy, please go to: <http://www.rci.rutgers.edu/~polcomp/integrity/policy.shtml>
- A multimedia presentation on plagiarism can be found at: <http://www.rci.rutgers.edu/~polcomp/integrity/realifeexamples.html>

Related regulations may also be found in the Rutgers Graduate School of Education Catalog
Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Sakai for corrections or updates to the syllabus. Any changes will be clearly noted in course announcement or through Sakai email.

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Topic Outline/Schedule & Assignments

Class/Date	Topic	Readings	Activities/ Assignments
1 1/27/2014	Introduction to second part of class: Analysis, writing and communicating practitioner inquiry Preliminary analysis: Sorting, organizing and displaying data		<ul style="list-style-type: none"> • Update Research Journal • Sign up for Inquiry Issue Session • Updates on research studies and your questions about research
2 2/3/2014	Data Analysis Overview	<ul style="list-style-type: none"> • Coffey & Atkinson, Chapter 1 & 2 • Dana & Yendol-Hoppy, Chapter 5 • Ratcliff 	<ul style="list-style-type: none"> • Sharing session
3 2/10/2014	Early Data Analysis	<ul style="list-style-type: none"> • Miles & Huberman, Chapter 4 	<ul style="list-style-type: none"> • Sharing session
4 2/17/2014	Formal Analysis 1	<ul style="list-style-type: none"> • Merriam, Chapter 9 • Coffey & Atkinson, chapters 3 & 4 • Attride-Stirling, Thematic Networks • Strauss & Corbin, Chapter 5 	<ul style="list-style-type: none"> • Sharing session
5 2/24/2014	Formal Analysis part 2	<ul style="list-style-type: none"> • Selected readings from Week 5 folder on Sakai • Listen to: http://www.pitt.edu/~schunn/feedback/ 	<ul style="list-style-type: none"> • Bring in coding schemes for feedback
6 3/3/2014	Meaning Making	<ul style="list-style-type: none"> • Miles & Huberman, Chapter 10 • Peshkin, The Nature of Interpretation • Coffey & Atkinson, Chapter 5 	<ul style="list-style-type: none"> • Sharing session
7 3/31/2014	Writing Up your findings	<ul style="list-style-type: none"> • Creswell, Chapter 9 • Wolcott, Chapters 2 & 5 • Merriam, Chapter 10 	<ul style="list-style-type: none"> • Bring draft of at least one section of your paper to class
8 4/28/2014	Communicating and Using your Findings: Policy briefs, wikis, research reports, blogs, posters	<ul style="list-style-type: none"> • Dana & Yendol-Hoppey – Chapter 8 	Presentation of final projects Final projects due 5/5/2014