



EDUCATION 506: The Teacher as Researcher

Spring 2016

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Section A: M 4:00-7:00 p.m.
Section B: T 4:00-7:00 p.m.
PPHAC Room 302

Course Overview:

This course introduces participants to the methods and strategies of action research. The course will emphasize identifying and designing appropriate methods for collecting, organizing, displaying, analyzing, interpreting, and summarizing qualitative and quantitative information. Ethical considerations in the collection of data will be stressed. Throughout the course, our work will examine and incorporate the following core values: inquiry, effective and appropriate use of digital technologies, instructional practice in a research context, knowledge creation, collaboration, reflection and the human values of respect, honesty, compassion and empathy.

“Ethnography is thick description...Doing ethnography is like trying to read a manuscript—foreign, faded, full of ellipses, incoherencies, suspicious emendations, and tendentious commentaries, but written not in conventionalized graphs of sound but in transient examples of shaped behavior.”

- Geertz, C. (1973). *The Interpretation of Cultures*.

“By conducting inquiry on their own practices, teachers identify discrepancies between their theories of practice and their practices, between their own practices and those of others in their schools, and between their ongoing assumptions about what is going on in their classrooms and their more distanced and retrospective interpretations. Inquiry stimulates, intensifies, and illuminates change in practice. Out of inquiry come analytic frameworks as well as questions for further inquiry.”

- Cochran-Smith, M., & Lytle, S. (1993). *Inside/Outside: Teacher Research and Knowledge*.

“Teachers and teacher educators conducting practitioner research on writing in the teacher inquiry support group we lead are attempting to place fears of high-stakes testing aside as they systematically examine and reflect on their teaching and their students’ learning. Through their action research inquiries, these teachers... make instructional decisions informed by educational research, qualitative and quantitative, to ensure both student engagement and achievement. They analyze the data that matter most to them and their students, including classroom participant observation field logs, salient student work, student surveys, and transcripts of student interviews. They reflect upon their data to make meaningful changes in their classroom practice. Importantly, they opt not to close the classroom door and carry on in isolation but rather choose to engage in dialogue with fellow teachers and teacher educators to lead their own professional development.”

- Shosh, J.M., & Zales, C.R. (2005). Daring to teach writing authentically, K-12 and beyond, *English Journal*.

“The type of 21st century research on teachers and learners by teachers and learners in local contexts presented here must be more widely enacted as we move further into the 21st century, for it is the only form of research that can ensure that all children—not just the children of the wealthy attending elite private institutions—receive a true education rather than the training composed of a disconnected set of skills, that ensures continued alienation of learners and social stratification of society.”

- Shosh, J.M. (2016). Toward the construction of a local knowledge base on teaching and learning by and for teachers and learners. *Palgrave International Handbook of Action Research*.

Objectives

1. To contextualize the role of action research in reflective practice.
2. To design and implement a trustworthy action research study that includes participant observation, participant interview, and a review of salient student work.
3. To identify and adhere to ethical guidelines for teacher action researchers.
4. To organize, analyze, and display trustworthy action research data.

Required Texts

Edson, M. (1999). *W;t: A play*. New York: Farber & Farber.

Gee, J.P. (2014). *An introduction to discourse analysis: Theory and method*. (4th ed.) New York: Routledge.

Hendricks, C. (2013). *Improving schools through action research: A Comprehensive guide for educators*. (3rd ed.). Boston: Pearson Education.

Paley, V.G. (1992). *You can't say you can't play*. Cambridge: Harvard University Press.

Required Internet Resources

Action Research Network of the Americas (ARNA)

<http://www.arnacconnect.org/>

Collaborative Action Research Network (CARN)

<http://www.esri.mmu.ac.uk/carnnew/index.php>

Moravian College Education Department M.Ed. Thesis Documents

<http://home.moravian.edu/public/educ/eddept/mEd/thesis.htm>

Moravian College Foundations of Teacher Action Research Digital Commons

<https://sites.google.com/site/moravianactionresearch1314/home>

Additional Print Resources

Bogdan, R.C. & Biklen, S.K. (2011). *Qualitative research for education: An introduction to theory and methods* (5th Ed.). Boston: Allyn & Bacon.

Cazden, C.B. (2001). *Classroom discourse: The language of teaching and learning*. (2nd Ed.). Portsmouth, NH: Heinemann.

Clandinin, D. J. (Ed.). (2007). *Handbook of narrative inquiry: Mapping a methodology*. Thousand Oaks, CA: Sage.

Cochran-Smith, M. & Lytle, S. (2009). *Inquiry as stance: Practitioner research in the next generation*. New York: Teachers College Press.

Cochran-Smith, M. & Lytle, S. (1993). *Inside/Outside: Teacher research and knowledge*. New York: Teachers College Press.

Cole, A.L. & Knowles, G.K. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn & Bacon.

Denzin, N.K. & Lincoln, Y.S. (Eds.). (2011). *Sage handbook of qualitative research* (4th ed.). Thousand Oaks, CA: Sage.

- Ely, M., et al. (1997). *On writing qualitative research: Living by words*. London: Falmer Press.
- . (1991). *Doing qualitative research: Circles within circles*. London: Falmer Press.
- Gubrium, J. & Holstein, J. (Eds.). (2002). *Handbook of interview research: Context and method*. Thousand Oaks, CA: Sage.
- Heath, S., Brooks, R., Cleaver, E., Ireland, E. (2009). *Researching young people's lives*. London: Sage.
- Holly, M.L., Arhar, J.M., & Kasten, W.C. (2009). *Action research for teachers: Traveling the yellow brick road*. (3rd Ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hubbard, R.S. & Power, B.M. (2003). *The art of classroom inquiry: A handbook for teacher-researchers*. (2nd ed.). Portsmouth, NH: Heinemann.
- Kvale, S., & Brinkman, S. (2009). *Interviews: Learning the craft of qualitative research interviewing*. Thousand Oaks, CA: Sage.
- Lakoff, G. & Johnson, M. (2003). *Metaphors we live by* (2nd ed.). Chicago: University of Chicago Press.
- . (1999). *Philosophy in the flesh: The embodied mind and its challenge to western thought*. New York: Basic Books.
- MacLean, M. & Mohr, M. (1999). *Teacher-Researchers at work*. Berkeley: National Writing Project.
- McNiff, J. (2013) *Action Research: Principles and practice* (3rd ed.). Abingdon: Routledge.
- McNiff, J., & Whitehead, J. (2009). *You and your action research project*. (3rd ed.). Abingdon: Routledge.
- Newman, J. (1998). *Tensions of teaching: Beyond tips to critical reflection*. New York: Teachers College Press.
- Reason, P. & Bradbury, H. (2016). *The Sage handbook of action research: Participative inquiry and practice* (3rd ed.). Los Angeles: Sage.
- Ravitch, S.M., & Carl, N.M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological*. Los Angeles: Sage.
- Rowell, L., Bruce, C., Shosh, J., & Riel, M. (2016). *Palgrave international handbook of action research*. New York: Palgrave Macmillan.
- Saban, A. (2006). Functions of metaphor in teaching and teacher education: A review essay. *Teaching Education*, 17 (4), 299-315.
- Saldaña, J. (2013). *The coding manual for qualitative researchers*. (2nd ed.). Thousand Oaks, CA: Sage.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. (3rd ed.). New York: Teachers College.
- Shosh, J.M. (2013). Re-articulating the values and virtues of Moravian action research. In J. McNiff (Ed.), *Value and virtue in practice-based research* (107-123). Dorset: September Books.
- Shosh, J.M. (2012). How Teachers Define and Enact Reflective Practice: It's All in the Action. *Action Researcher in Education* 3 (1), 104-119.
- Shosh, J.M., & Zales, C.R. (2007). Graduate teacher education as inquiry: A case study. *Teaching Education*, 18 (3), 257-275.
- Shosh, J.M., & Zales, C.R. (2005). Daring to teaching writing authentically, K-12 and beyond. *English*

Journal, 95 (2), 77-81.

Solomon, M. (1999). *The diagnostic teacher: Constructing new approaches to professional development*. New York: Teachers College.

Tisdall, E.K., Davis, J., & Gallagher, M. (2009). *Research with children and young people: Research design, methods, and analysis*. London: Sage.

Zeni, J. (Ed.). (2001). *Ethical issues in practitioner research*. New York: Teachers College Press.

Additional Internet Resources

Action Research: Living Educational Theory Approach

<http://www.actionresearch.net/>

American Council on the Teaching of Foreign Languages

<http://www.actfl.org>

Annenberg Media Teacher Resources

<http://www.learner.org/>

Association for Supervision and Curriculum Development (ASCD)

<http://www.ascd.org/portal/site/ascd/index.jsp/>

Center for Collaborative Action Research @ Pepperdine University

<http://cadres.pepperdine.edu/ccar/>

Educating as Inquiry: A Teacher Action Research Site Developed by Judith M. Newman

<http://www.lupinworks.com/ar/index.html>

George Mason University Graduate School of Education Teacher Research Home Page

<http://gse.gmu.edu/research/tr/>

Madison Metropolitan School District Classroom Action Research

<http://www.madison.k12.wi.us/sod/car/carhomepage.html>

Jean McNiff

<http://www.jeanmcniff.com/>

National Council for the Social Studies

<http://www.ncss.org/>

National Council of Teachers of English

<http://www.ncte.org/>

National Council of Teachers of Mathematics

<http://www.nctm.org/>

National Science Teachers Association

<http://www.nsta.org/>

Pennsylvania Department of Education

<http://www.education.pa.gov/>

Teacher Leaders Network

<http://www.teacherleaders.org/>

University of Cincinnati Action Research Center

<http://cech.uc.edu/centers/arc.html>

University of San Diego Action Research
http://www.sandiego.edu/soles/programs/action_research/

York St John University Value & Virtue in Practice-Based Research
<http://www.yorks.ac.uk/education--theology/faculty-of-education-theo/faculty-events/value-and-virtue.aspx>

Assignments and Grading

Each item listed below must be included as part of the field log and will constitute 10% of the final course grade. Assignments are due as indicated. Please e-mail assignments as Microsoft Word attachments to shoshj@moravian.edu by 4:00 p.m. on the assigned due date. Note that unless a mutually agreeable revised due date is negotiated with the instructor, any late assignment will lose five percentage points for each day it is late, and any assignment not submitted within two weeks of the due date will receive a "0." It is within the instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course. Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

1. Reflective Memo: Observation & Reflection (A: January 25; B: January 26)
2. Data Collection: Shadow Log (A: February 1; B: February 2)
3. Methodological Memo: Data Collection Plan (A: February 15; B: February 16)
4. Data Collection: Google Doc Field Log (Multiple entries as needed)
 - Participant Observation and Non Participant Observation Entries
 - Interview and/or Survey Data
 - Salient Student Work
5. Analytic Memo: Discourse in My Classroom (A: March 22; B: March 23)
6. Analytic Memo: Figurative Language Analysis (A: March 29; B: March 30)
7. Analytic Memo: Coding Analysis with Emergent Themes (A: April 25; B: April 26)
8. Narrative Form: Portrait/Vignette and Pastiche with Reflective Memo (A: April 18; B: April 19)
9. Narrative Form: Dramatization of Classroom Discourse with Reflective Memo (A: April 18; B: April 19)
10. Final Reflective Memo/Multimedia Presentation (A: April 25; B: April 26)

Attendance

Due to the nature and structure of the seminar, attendance at each meeting is crucial. If you must miss a session, please call the instructor to explain. More than two class absences or a pattern of late arrivals to class may, at the discretion of the instructor, result in a failing grade for the course.

Academic Honesty

This course is designed to expose you to the theories and practices of action research for teachers, and your course assignments are expected to evidence your own ongoing reflection. All work must adhere to strict ethical guidelines for teacher action researchers. Review "Ethical Guidelines for Action Research Studies" on pages 81-87 of the Hendricks (2013) text and the Holly, Arhar and Kasten (2009) trustworthiness statement distributed to you. When using secondary source material, whether printed or on-line, be certain to cite the sources that you used appropriately. Take care to avoid plagiarism, which the *Moravian College Comenius Center Graduate Studies Handbook* defines as "the use, deliberate or not, of any outside source without proper acknowledgement" (p. 8). Consult the *Handbook of the American Psychological Association* as needed. Note that academic dishonesty will result in a zero for the assignment and notification of the Dean of the Comenius Center, in accordance with Moravian College policy.

Course Schedule

Please note that while every effort will be made to follow the schedule indicated below, the syllabus is subject to change as the instructor deems necessary to help students meet the objectives of the course.

Session 1

January 18 or 19	Building a Collaborative Teacher Research Community
In Class:	Course Overview

Teacher-Researcher Interviews
 “Non-Participant Observation” Data Collection
 “Non-Participant Observation” Log Entry
 Google Docs Field Log Format

Session 2

January 25 or 26

Generating Research Questions through Observation & Reflection

Due: Hendricks, Chapter 1, p. 1-25, “Research Methods in Education”
 Hendricks, Chapter 2, p. 26-41, “Generating Research Ideas through Reflection”
 McNiff & Whitehead, Chapter 2, p. 25-32, “Why Should You Do Action Research?”
 Self-Selected M.Ed. Thesis: “Researcher Stance”
 Reflective Memo: Observation & Reflection [Due via email]

In Class: Reflection in and on action
 Why do action research?
 Shadow Log Data Collection & Reflection

Session 3

February 1 or 2

Observing Students & Surveying the Published Literature to Guide the Action

Due: Holly, Arhar, and Kasten, from Chapter 11, p. 146-150, “Shadow Study”
 Hendricks, Chapter 3, p. 42-68, “Connecting Theory and Action”
 Cazden, Chapter 3, p. 30-56, “Traditional and Non-Traditional Lessons”
 Data Collection: Shadow Log

In Class: Modes of Observation in Educational Research
 Ebscohost and ERIC Advanced Search Features
 Choosing a Teacher Research Inquiry Topic
 Finding Literature to Guide the Question & Action
 Reflective Memo: Shadow Observation & Reflection [Due via email]

Session 4

February 8 or 9

Designing a Teacher Action Research Study

Due: Hendricks, Chapter 4, p. 69-87, “Initial Planning of the Action Research Study”
 Hendricks, Chapter 5, p. 88-122, “Strategies for Collecting Data”
 Paley, *You Can't Say You Can't Play*
 Data Collection Plan Graphic Organizer

In Class: Inductive Analysis of Paley's Method of Inquiry
 Discussion of Traditional and Non-Traditional Lessons
 Refining a Teacher Research Inquiry Question

Session 5

February 15 or 16

Ensuring Trustworthiness

Due: Hendricks, Chapter 6, p. 123-136, “Final Planning Before Implementation of the Study”
 Edson, *W;t* [Consider viewing Mike Nichols' 2001 film]
 Self-Selected M.Ed. Thesis: “Research Design and Methodology”
 Methodological Memo: Data Collection Plan

In Class: Researcher Ethics: Clips from *W;t*
 Methodological Memo: Trustworthiness
 Researcher Trustworthiness: Paley, M.Ed. Thesis Authors, and Our Studies

Session 6

February 22 or 23

Engaging in Participant Observation and Forming the Inquiry Group

Due: McNiff & Whitehead, Chapter 8, p. 143-154, “Monitoring the Action, Looking for Data, and Documenting the Processes Involved”
 Shosh & Zales, “Daring to Teach Writing Authentically, K-12 and Beyond”
 Cazden, Chapter 5, p. 81-108, “Variations in Discourse Features”
 Consent Form Draft (via email)

In Class: Presentation of Data Collection Plans
 Discussion: Classroom Discourse and Student Learning

Session 7

Feb. 29 or March 1

Questioning through Surveys and Interviews

Due:	Seidman, “Why Interview?” and “Technique Isn’t Everything, But It Is A Lot” Eder & Fingerson, “Interviewing Children and Adolescents” Heath, Brooks, Cleaver, & Ireland, “Surveys” Gee, Introduction, p. 2-15 Field Log: Participant Observation Entry Participant Consent Forms
In Class:	Survey and Interview Protocols Google Surveys Participant Observation: What We’ve Learned through Experience
March 7 or 8	NO CLASS: SPRING BREAK
Session 8	
March 14 or 15	Coding Data
Due:	Saldaña, “Writing Analytic Memos” Gee, Chapter 2, p. 16-29, “What is Discourse Analysis?” Gee, Chapter 3, p. 30-43, “Building Tasks” Self-Selected M.Ed. Thesis: “Data Analysis” Field Log: Data Collection
In Class:	Discussion: What We’ve Learned about Classroom Discourse to date Initial Coding of the Field Log
Session 9	
March 21 or 22	Finding What We Still Need & Participant Checking
Due:	Hendricks, Chapter 7, p. 137-172, “Strategies for Data Analysis” Gee, Chapter 4, p. 44-59, “Tools of Inquiry and Discourses” Coding of Field Log Field Log: Data Collection Analytic Memo: Discourse in My Professional Practice
In Class:	Sharing of Key Findings from Discourse Analytic Memos Analytic Memo: Coding Index Initial Metaphor Analysis
Session 10	
March 28 or 29	Analyzing Data: Metaphors
Due:	Gee, p. 88-117, “Figured Worlds” Saban, “Functions of Metaphor in Teaching and Teacher Education: A Review Essay” Analytic Memo: Metaphor Analysis Field Log
In Class:	Discussion of Cultural Models and Metaphor Analyses Building ‘Bins’ and Identifying ‘Themes’
Session 11	
April 4 or 5	Analyzing Data: Themes
Due:	McNiff & Whitehead, p. 189-202, “Validation Processes: Making Claims to Knowledge And Validating Them” Sample M.Ed. Thesis, “Methods of Analysis” Analytic Memo: Coding Analysis with Emergent Themes Field Log if necessary
In Class:	Sharing of Theme Statements Sample Portraits, Vignettes, and Pastiches
Session 12	
April 11 or 12	Writing the Research Story I: First-Person Story, Pastiche
Due:	Ely, “In-Forming Re-Presentations” Sample M.Ed. Thesis, “This Year’s Story” Narrative Form: First-Person Story and Pastiche with Reflective Memo
In Class:	Analysis of Sample Thesis Narratives Sharing of Narrative Forms I

Sample Displays of Classroom Discourse

Session 13

April 18 or 19

Due:

Writing the Research Story II: Poetry, Drama, Layered Story, Anecdote, Vignette
Hendricks, Chapter 8, p. 173-185, "Writing and Disseminating the Action Research Report"
Sample M.Ed. Thesis, "Findings" & "Where Do I Go from Here?"

Shosh, "Toward the Construction of a Local Knowledge Base on Teaching and Learning
by and for Teachers and Learners"

Narrative Form: Dramatization of Classroom Discourse or Layered Story with Reflective
Memo

In Class: Analysis of Sample M.Ed. Thesis
Sharing of Narrative Forms II

Session 14

April 25 or 26

Due:

Reflecting on Our Inquiry Process & Telling the Research Story

Newman, "Action Research: Exploring the Tensions of Teaching"

Final Reflective Memo/ Presentation Template

Action Research Conference Opportunity

June 16

CARN/ARNA Study Day: Highlander Center, Knoxville, Tennessee

June 17-18

Action Research Network of the Americas Annual Conference

Knoxville, Tennessee

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

EDUC 506: Teacher as Researcher
Assignment #1
Reflective Memo: Student Observation & Reflection

Assignment: After you have completed the readings due for our second session (Hendricks, chapters 1 & 2; “Researcher Stance” from a sample thesis available at <http://home.moravian.edu/public/educ/eddept/mEd/thesis.htm>), follow the log entry format that we examined in class during our first session and compose a reflective memo that responds to each of these questions:

1. How do I currently use observation to guide my professional practice?
2. How does reflection-in-action impact my professional decision-making? How does this differ from reflection-on-action?
3. As I reflect on my professional practice, what new action might I like to take in the semester ahead to improve that practice? What research literature might I need to review before planning my action? Why?

Please make specific citations to the aforementioned readings where appropriate. Be certain to document direct quotations parenthetically, i.e. (Hendricks, p. 24).

Suggested Response Format: Approximately one double-spaced typed page per question. Select the line-numbering feature from the Format Document toolbar to automatically number the lines of your response. [See Microsoft Word Help feature for additional guidance on line numbering.] Note that line numbering should begin again at 1 on each consecutive page.

Criteria for Evaluation: Reflective memos will be evaluated according to the criteria listed below.

1. Entry shares specific contexts in which observation currently guides professional practice.
2. Entry defines *reflection in-action* and *reflection on-action*, sharing specific examples that occur as a natural part of professional practice.
3. Entry provides rationale for future action clearly grounded in reflection.
4. Entry identifies self-selected professional reading that might support this semester’s action research efforts.
5. Entry makes specific citations to assigned readings, follows the conventions of standard written English, and attempts to follow field log formatting.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu by 4:00 p.m. on January 25, 2016 (Section A) or January 26, 2016 (Section B).

MORAVIAN COLLEGE
Bethlehem, Pennsylvania
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Assignment #2
Preliminary Data Collection: Shadow Log

Assignment: Review the sample shadow log entries distributed in class. Read Holly, Arhar, and Kasten's notes on conducting a formal shadow study as presented on p. 146-150 of *Action Research for Teachers*. Select a single individual and try to understand the impact your professional practice has on him or her. Try to see your practice through the eyes of that individual. Consider the following questions:

1. What does the individual say/do upon arrival?
2. What does he or she say and do as you're observing?
3. In what ways does he or she interact with others? ...with you?
4. What are your impressions, hunches, and/or interpretations of what you see and hear?
5. What line of inquiry might benefit this individual most?

Consider taking brief anecdotal notes that will help you to write your shadow log entry. **Do not write the actual entry as you are observing!** Participate in classroom events as you normally would. Give the student a pseudonym when you write your shadow log entry.

Suggested Response Length: 3-5 double-spaced typed pages in log format

Criteria for Evaluation: Shadow log entries will be evaluated on the criteria listed below.

1. Entry follows one of the suggested shadow log formats—or my own meaningful modification.
2. Entry shares specific observed behaviors at regular intervals as part of one professional interaction.
3. Entry shares specific speech at regular intervals as part of one professional interaction.
4. Entry distinguishes what I see and hear from my interpretations of what I see and hear.
5. Entry shares specific questions for possible future inquiry based on the shadow log observation.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu by 4:00 p.m. on February 1, 2016 (Section A) or February 2, 2016 (Section B).

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Bethlehem, Pennsylvania
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Assignment #3
Methodological Memo: Data Collection Plan

Assignment: Use your data collection plan graphic organizer to draft a methodological memo that explains what data you plan to gather this semester to answer your research question. Conduct a preliminary review of the literature to identify the crucial outside sources that will help guide your inquiry. Be sure to address each of the following questions in your methodological memo:

1. What is your research question, and what do you hope to accomplish by answering this question?
2. What do you plan to do differently in your practice?
3. What specific observational, survey/interview, and artifact data do you plan to gather? Why?
4. What specifically do you plan to look for in these data? Why?
5. What do you expect you will find?
6. What outside published sources will you consult? Provide a brief annotation for each source that explains how it will help guide your inquiry.

Suggested Response Length: 5 double-spaced typed pages in log format

Criteria for Evaluation: Methodological memos will be evaluated on the criteria listed below.

1. Log entry presents a meaningful teacher action research question that I can answer through a systematic study of my professional practice and explicates what might be accomplished as I pursue this line of inquiry.
2. Log entry presents a clear change in practice and rationale for gathering observational, survey/interview, and artifact data.
3. Log entry examines how I will begin to analyze the data I plan to gather.
4. Log entry examines my anticipated findings.
5. Log entry shares annotated information from key published sources that will help to guide my inquiry. I include key bibliographic information in APA format.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu by 4:00 p.m. on February 15, 2016 (Section A) or February 16, 2016 (Section B).

MORAVIAN COLLEGE
Bethlehem, Pennsylvania
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Assignment #5

Analytic Memo: Discourse in My Professional Practice
[Note that Assignment #4 is ongoing Google Doc Field Log]

Assignment: Making specific reference to key concepts presented in Cazden's *Classroom Discourse: The Language of Teaching and Learning* (Chapters 3 & 5) and James Paul Gee's *An Introduction to Discourse Analysis* (Chapters 1 & 2), write an analytic memo that critically examines discourse in your professional practice. Questions to consider include:

1. What discourse patterns exist during different types of professional interaction? What makes these patterns significant?
2. How do you use discourse as a scaffold to determine when and how your instruction is within your students' or patients' respective zones of proximal development?
3. What are your students' speaking rights and listening responsibilities during different kinds of professional interactions? How do you make these clear?
4. Identify a sample of your own professional talk from your field log. Analyze this sample, answering any of Gee's "seven building tasks" of language that yield new insight for you as a teacher researcher.
5. Identify a sample of speech from a participant that appears in your field log. Analyze this sample, answering any of Gee's "seven building tasks" of language that yield new insight for you as a teacher researcher.

Suggested Response Length: 5 double-spaced typed pages in log format

Criteria for Evaluation: Reflective memos will be evaluated on the criteria listed below. Be certain to include specific examples from your teaching practice, supported where appropriate with data from your field log. Cite Cazden's *Classroom Discourse* and Gee's *An Introduction to Discourse Analysis* as needed.

1. Log entry identifies specific discourse patterns in play during different facets of professional practice and analyzes significance of these patterns.
2. Log entry explains how I attempt to use discourse to scaffold learning within students' respective zones of proximal development.
3. Log entry examines my students' specific speaking rights and listening responsibilities during different kinds of professional interactions.
4. Log entry analyzes self-talk, yielding new insights into professional practice.
5. Log entry analyzes participant talk, yielding new insights into professional practice.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu by 4:00 p.m. on March 21, 2016 (Section A) or March 22, 2016 (Section B).

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Bethlehem, Pennsylvania
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Assignment #6
Analytic Memo: Figurative Language Analysis

Assignment: Record ten examples of figurative language that appear in your field log. Pay particular attention to your observer comments when initially looking for these examples. For each example be certain to:

1. Identify the speaker.
2. Indicate the field log page and line number(s).
3. Explain the speaker's likely intended meaning.
4. Explicate the literal meaning of the figurative language.
5. Explore the significance of the speaker's use of this particular figurative language to make a comparison of one thing to another.

Suggested Response Length: 5 double-spaced typed pages in log format

Criteria for Evaluation: Figurative language analytic memos will be evaluated on the criteria listed below.

1. Analytic memo shares ten or more examples of figurative language that appear in my field log.
2. Each example is cross-referenced to specific page and line number(s) within my field log.
3. I share a plausible explanation of the speaker's intended meaning for each example.
4. I share the literal meaning of the speaker's words for each example.
5. I analyze the significance of the speaker's use of figurative language.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu by 4:00 p.m. on March 29, 2016 (Section A) or March 30, 2016 (Section B).

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Assignment #7

Analytic Memo:

Coding Index, Coding Graphic Organizer, & Preliminary Theme Statements

Assignment: In the fourth edition of *Qualitative Research for Education*, Bogdan & Biklen (2003) state that, “Developing a coding system involves several steps: You search through your data for regularities and patterns as well as for topics your data cover, and then you write down words and phrases to represent these topics and patterns. These words and phrases are coding categories” (p. 161). Throughout the data collection period, you have read and re-read your field log to assign preliminary codes. As your data collection nears its end, continue to code your field log, including participant observation entries, salient student work, surveys, interviews, and questionnaires. Then prepare an alphabetized index of your codes, indicating log page numbers and codes that are closely related. Then prepare a graphic organizer that visually displays your codes in titled “bins.” Finally, make a single-sentence preliminary theme statement to correspond to each bin. (See Wallach, 2013, p. 121-122). Be certain that the statement you make may be supported by the data within your field log. Ely, Anzul, Friedman, Garner, & Steinmetz (1991) remind us, “There is no escape. Making categories means reading, thinking, trying out tentative categories, changing them when others do a better job, checking them until the very last piece of meaningful information is categorized and, even at that point, being open to revising the categories” (p. 145).

Suggested Response Format:

- One Alphabetized Coding Index (one to two pages)
- One Graphic Organizer of Codes placed into Bins (one page)
- One List of Theme Statements (one page)

Criteria for Evaluation: This analytic memo will be evaluated on the criteria listed below.

1. Alphabetized index of codes corresponds to paginated field log data and links codes that are similar to one another.
2. Graphic organizer places related codes into titled “bins.”
3. Memorandum presents meaningful theme statements that the researcher certifies are supported by field log data.
4. Theme statements offer preliminary answers to research question and/or sub-questions.
5. Analytic memorandum follows the conventions of standard written English.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu when your data collection is complete but not later than 4:00 p.m. on April 25, 2016 (Section A) or April 26, 2016 (Section B).

MORAVIAN COLLEGE
Bethlehem, Pennsylvania
EDUC 506: Teacher as Researcher
Assignment #8/9 (20% of Final Grade)
**Writing the Research Story: Portrait or First Person Narrative and Pastiche
with Reflective Memos**

Assignment: After reviewing “This Year’s Story” in a Moravian M.Ed. thesis and reading Ely’s “In-Forming Re-Presentations,” think about how you would go about telling the story of the teacher action research study you conducted this semester. What target audience would be most interested in your story? What data would you need to share? How might you show your classroom in action? Try your hand at some key narrative forms. As you write, what new insights do you glean by examining one participant closely? What new insights do you glean as you juxtapose different forms of data?

1. Write either a *portrait* to describe a key research participant **or** a *first person narrative* told from the point of view of one of your key research participants.
2. Then write a brief *reflective memo* that explains how the piece is connected to one or more of your study’s themes. Note how and why you might opt to include this portrait or vignette in a final write-up of your study and its findings.
3. Now prepare a *pastiche*. What theme or theme(s) seem most important to your study? How might you visually explore this theme with data from your study? How can you make certain that a multiplicity of perspectives is presented?
4. Finally, write a brief *reflective memo* that explicates the significance of your pastiche. Note how and why you might opt to include this piece in a final write-up of your study and its findings.

Suggested Response Format:

1. Portrait or Vignette (one page)
2. Reflective Memo on Portrait or Vignette (one page)
3. Pastiche (one page)
4. Reflective Memo on Pastiche (one page)

Criteria for Evaluation: This assignment will be evaluated according to the criteria below:

1. Portrait or vignette is composed from field log data and brings a research participant and his or her point of view to life.
2. Reflective memo explores portrait or vignette’s relationship to one or more of the research study’s themes and clearly explains how and why the piece might be included in a final research report.
3. Pastiche uses field log data to explicate a key theme or themes from the teacher action research study.
4. Reflective memo clearly explains significance of pastiche and how and why the piece might be included in a final research report.
5. Reflective memoranda follow the conventions of standard written English.

Due: E-mail as Microsoft Word attachment to shoshj@moravian.edu by 4:00 p.m. on April 18, 2016 (Section A) or April 19, 2016 (Section B).

MORAVIAN COLLEGE
Bethlehem, Pennsylvania
EDUC 506: Teacher as Researcher
Assignment #10

Final Multimedia Presentation & Reflective Memo: My Teacher Action Research Study

Assignment: Reviewing the course syllabus, assigned readings, and field log entries, reflect upon your process as a teacher action researcher this semester. What specifically did you learn about the teacher action research process? What did you learn about your teaching and your students' learning through this process? What do you want to do differently in your thesis study than you did in your pilot study this semester? Be certain to share the chronological story of your teacher action research process this semester, paying particular attention to the topics identified below. Develop a PowerPoint or Prezi multimedia document to tell the story of your action research this semester. Consider sharing your presentation at the Action Research Network of the Americas 2016 Conference, University of Tennessee, Knoxville, June 17-18, 2016.

1. Modes of Classroom Observation
2. Teacher Action Research Study Design
3. Trustworthiness
4. Teacher Inquiry Groups
5. Field Log: Observations, Surveys, Interviews, Student Work
6. Coding and Organizing Data
7. Classroom Discourse Analysis
8. Figurative Language Analysis
9. Themes
10. Writing the Research Story

Suggested Response Format: The final multimedia presentation must provide an overview of your study, including the research question, study design, trustworthiness plan, data analysis, and themes.

Criteria for Evaluation: Please note that this is a double-graded assignment, worth 20% of the final course grade. This assignment will be evaluated according to the criteria below:

1. Final project thoroughly explains the teacher action research process, including key citations to course readings.
2. Final project shares specific insights about conducting teacher action research gained during this semester.
3. Final project clearly presents new insights into teaching and learning uncovered through the process of conducting this semester's study.
4. Final project identifies specific modifications to be considered in the teacher action research process when planning and implementing a future study.
5. Final project provides strong overview of action research study, including the research question, study design, trustworthiness plan, data analysis, and themes.

Due: Submit final project to shoshj@moravian.edu by 4:00 p.m. on Monday, April 25, 2016 (Section A) or April 26, 2016 (Section B).
