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Teacher As Researcher

Syllabus



Dr. Anne F. Goiran-Bevelhimer

TEACHER AS RESEARCHER

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Graduate Credit:	3.0 sem. hrs. graduate credits/ 45 CEU
Graduate Prefix:	See accrediting university for prefix and number
Course Schedule:	Asynchronous.

6-week minimum enrollment to one year maximum, from your date of registration.

COURSE DESCRIPTION:

Teacher as Researcher is a course that offers you an opportunity to research issues in education, write a paper and share with others. Explore the arena of educational theories, policies, standards, assessments or teacher evaluation practices. Choose an educational topic you have a passion for: best practices in curriculum and instruction, content knowledge, understanding and creating curriculum to meet the Common Core, classroom management, using and applying technology in the classroom, or any specific student learning need. Perhaps you have an idea you would like to develop as a thesis. Review the literature on the topic you chose, and critically analyze the research. Present your insights in a paper or create a project. Show your research findings and analysis that support your idea, and a conclusion that summarizes and synthesizes your findings. Consider sharing your research and knowledge with others. Send your paper to an educational journal for publication, teach a staff inservice or make a presentation

This course meets Common Core Anchor Standards for Writing 1,2,4,5,6,7,8,9,10.

STUDENT LEARNING OUTCOMES:

Upon completion of the course, the student will be able to:

1. Identify educational topic to research.
2. Choose and narrow down a topic to research.
3. Prepare a plan of study.

4. Compose a thesis statement.
5. Review the literature on the topic. “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.” (Common Core State Standards (CCSS) Anchor Standards for Writing, 2010.)
6. Analyze findings from research.
7. Write a paper or create a project “to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” (CCSS Anchor Standards for Writing, 2010.)
8. “Use technology, to produce and publish writing and to interact and collaborate with others.”(CCSS Anchor Standards for Writing, 2010.)
9. Evaluate what you learned and the process of taking this course. Consider some ways you will share your research publically. Write a 2-4-page Reflection paper. Include:
 - a. What have I learned about the content of the research and writing that is meaningful to me?
 - b. What have I learned from the process of being a ‘teacher as researcher’?
 - c. Consider some ways to share your research publically.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES:

Teacher as Researcher by Anne Goiran-Bevelhimer, Ed.D.
The text will be sent upon registration.

COURSE REQUIREMENTS:

This course is delivered asynchronously; you may start anytime and will work one-on-one with the instructor. You are expected to invest 90 hours of independent study to this course. You can submit all work and complete the course anytime between 6 weeks to one year from date of registration.

Use the text, outside readings, activities and writing assignments to complete the following course requirements:

COURSE REQUIREMENTS:

- I. TEXT: There are 10 exercises valued at 10pts. each for a total of 100pts. The exercises support the work for the Research Paper / Project.**
 1. **Identify an educational topic to research** through a series of brainstorming activities in the text.
 2. **Choose and narrow down a topic to research** through a sorting and systematized prioritizing exercise.
 3. **Prepare a plan of study.**
 4. **Compose a thesis statement** using exercises from the text:
 - a. Answer the questions: “**So what?**”, “**What is important?**”, “**What is the purpose?**”; “**What do I want to find out?**”

- b. Narrow your topic. The smaller the better.
 - c. Use the writing exercises in the text to draft, revise, edit and create a well-formulated thesis statement.
 - d. Submit your thesis and plan of study to the instructor.
5. **Review the literature on the topic.** “Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.” (CCSS Anchor Standards for Writing, 2010.) Suggested strategies for reviewing the literature are suggested in the text. (See Outside Reading and Writing Assignments).
6. **Analyze findings from research.** Write a paper or create a project “to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” (CCSS Anchor Standards for Writing, 2010.) Suggested strategies for critiquing and establishing reliability and credibility are suggested in the text.

II. OUTSIDE READING AND WRITING: 200 pts.

1. **Review the literature on your topic. Show a minimum of 10 scholarly annotated resources in your bibliography. 10 pts. each for a total of 100 pts.**
“Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.” (CCSS Anchor Standards for Writing, 2010.) Conduct a review of the literature on your topic through a variety of searches. A review of the literature may be extensive. Choose the best of the scholarly journals, books, articles, interviews and video presentations on your topic that represent reliability and validity.

Analyze findings from research. Evaluate the information from your literature review for credibility, reliability and accuracy. Critical reading and analysis may elicit controversial opinions on a topic. Please include those in your analysis with comments to support or deny such claims with substantive evidence.

2. **Teacher as Researcher Written Project: 100pts.** Write a paper (8-10 pages) or create a project “to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.” (CCSS Anchor Standards for Writing, 2010.) Discuss how findings from this research have pragmatic value to you personally and professionally. Include an annotated bibliography of your sources and resources in APA or MLA format.

“Use technology, to produce and publish writing and to interact and collaborate with others.” (CCSS Anchor Standards for Writing, 2010.) Submit your paper or project via email to the instructor. Explore the possibility of sharing your paper or project with others, such as sharing through a blog, staff inservice, presentation at a conference or send your paper to an educational journal for publication.

III. REFLECTION PAPER: 100 pts.

Reflect on what you learned from your research and writing, and the process of being a “teacher as researcher.” Consider some ways you will share your research publically. 2-4 pages.

- What have I learned about the content of the research and writing that is meaningful to me?
- What have I learned from the process of being a “teacher as researcher”?
- Consider ways to share your research publically.

GRADE DISTRIBUTION AND SCALE:

Grade Distribution:

1. Text Readings -10 Exercises	100 pts.
2. Outside Reading - Review of the literature	100 pts.
3. Outside Writing – Research Paper / Project	100 pts.
4. Reflection Paper	100 pts.

Grade Scale:

A	91-100%	364 – 400 pts.
B	81-90%	324 - 363 pts.
C	71-80%	284 - 323 pts.
D	61-70%	244 - 283pts.
F	Less than 60 %	Less than 243 pts.

Bibliography for Teacher as Researcher

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