

Class and Lecturer Information

Course: Research Applied: Theory into Practice

Days: Tuesdays and Thursdays

Number of credits: 2

Number of hours: 30

Room: ED 5

Lecturers: Dr. Gow-Morrison and Mrs. Leslie Yearde

Office hours: Thursdays 1:30- 2:30 p.m.

Email: lornagowmorrison@stcoll.edu.jm norletteyearde@stcoll.edu.jm

Reading Resources

Recommended Texts and Required Readings

Bastick, T. & Matalon B. (2007). *New and Practical (2nd edition)*. Kingston, Jamaica: Chalkboard Press, Materials Production Unit.

Publication Manual of the American Psychological Association (6th edition). (2010). Washington DC: Library of Congress-in-Publication.

Leacock, C. J. (2009). *Research Methods for Inexperienced Researchers (Guidelines for investigating the Social World)*. Kingston: Ian Randle Publishers

Leedy, Paul D. and Ormrod, Jeanne Ellis (2010) *Practical Research – Planning and Design* (8th edition). Upper Saddle River, Prentice-Hall Inc.

Mills, G. (2014). *Action Research: A guide for the teacher researcher*. Upper Saddle River, Merrill Pentice Hall.

Course Description

This course provides the opportunity for student teachers to apply the theoretical principles in various authentic educational contexts with emphasis on the classroom. The intention of this is to influence their professional development as teacher-researchers. It requires participants to apply relevant research knowledge, skills and disposition to allow them to address in practical ways educational issues or problems affecting them and learners in their specialized fields.

This course is divided into two units. Each will be designed to facilitate a practical exposure to the research process. Unit one will focus on chapters 1-3 of the research paper while unit two will focus on chapters 4-5 of the research paper.

An exploratory/facilitative approach is emphasized in encouraging the achievement of the goals

of this course.

Instructional Processes

Collaborative tasks, simulations, interactive lectures, interactive presentations, class discussions, research.

Class Policy Goals and Expectations

The education system must seek to maintain its relevance in this context of change. As teacher researchers, engaging in action research is providing the opportunity for us to understand and solve some of the problems that impact our practice. Consequently, it is the hope that students see themselves as teacher researchers with the required confidence to immerse in the research process. Lecturers and student teachers exploring this course should collaborate respectfully and professionally in order to enact the research process as a reflective, interactive process of learning. Student teachers and lecturers are expected to demonstrate a passion for learning through the administration of effective and efficient critical thinking, time management, communication and technological skills. Adherence to the guidelines of the Teachers' Colleges of Jamaica (TCJ) is mandatory

Summary of Content

UNIT 1: ORIENTATION STAGE

Specific Objectives

At the end of this unit student-teachers will

1. Discuss contextual factors that may affect their practice.
2. Identify a researchable topic or problem to be investigated.
3. Establish an intellectual practicum journal or log on issues related to (a) curriculum (b) learning (c) teaching which they have identified in their educational context.
4. Engage in the reading of related literature.
5. Identify data gathering instruments that are
6. Design relevant instruments to be used in the collection of data for their research.
7. Practical demonstration of the ethical procedures

8. Maintain a log or journal to document their experiences.

UNIT 2: EXPLORATION STAGE

Specific Objectives

After completing this unit students will:

1. Analyse and present the relevant data collected.
2. Engage in ongoing reflections and professional conversations with critical friends and supervisors.
3. Engage in ongoing literature review.
4. Complete chapters 1-3 of their research paper.

UNIT 3: SUMMATION

Specific Objectives

After completing this unit students will:

1. Engage in the process of analysing the data collected.
2. Present their findings using suitable tables and diagrams.
3. Make informed and justified recommendations to improve the educational offerings in their specialized areas.

Topic Schedule and Reading Assignments

Table 1

Topic Schedule and Reading Assignments

Dates	Topics	Due dates	Weighting	Reading Assignments
Week 1	<ul style="list-style-type: none"> • Introduction and overview • Review of Introduction to Research: Journal entry Teacher researchers as reflective practitioners 			What is Action Research? Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/what_is_action_research_chap1.pdf Unpacking the Action Research Process Source:

				http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/ar_rol_steps_guide_2008_0.pdf
Week 2	Literature Review and online databases APA overview			Mills, G.E. (2014). <i>Action research: A guide for the teacher researcher</i> . Upper Saddle River, NJ: Pearson Academic Writing Help Centre (n.d.). <i>Writing a literature review</i>
Week 3	Consultation: Methodology Seminar 1: Literature Maps			Cunningham, D. (n.d.) <i>Action research asking and answering questions about practice</i> . Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/action_research_asking_and_answering.pdf Mills, G.E. (2014). <i>Action research: A guide for the teacher researcher</i> . Upper Saddle River, NJ: Pearson
Week 4	Consultation: Methodology and instrumentation			Unpacking the Action Research Process Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/ar_rol_steps_guide_2008_0.pdf
Week 5	Consultation: Intervention			Unpacking the Action Research Process Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/ar_rol_steps_guide_2008_0.pdf Mills, G.E. (2014). <i>Action research: A guide for the teacher researcher</i> . Upper Saddle River, NJ: Pearson
Week 6	Seminar 2: Emerging findings: Action to date			Seven steps to presenting Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/seven_steps_to_presenting.pdf

				s_to_presenting.pdf
Week 7	Consultation: Intervention cont'd.			
Week 8	Individual consultation			
Week 9	Data Presentation and Analysis			<p>Unpacking the Action Research Process</p> <p>Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/ar_rol_steps_guide_2008_0.pdf</p> <p>Mills, G.E. (2014). <i>Action research: A guide for the teacher researcher</i>. Upper Saddle River, NJ: Pearson</p>
Week 10	Consultations: Students' Concerns Chapters 4 and 5			Mills, G.E. (2014). <i>Action research: A guide for the teacher researcher</i> . Upper Saddle River, NJ: Pearson
Week 11	Whole Group: Presentation of Chapters 4 &5 Seminar 3: Findings and Recommendation			
Week 12	Presentations cont'd. Findings and Recommendations			
Week 13	Independent work on research			<p>Action research Facilitators Handbook: Writing about action research</p> <p>Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/writing_about_action_research.pdf</p>
Week 14	Professional Seminar: The Research Process			<p>Johnson, A.P. (2002). <i>A short guide to action research</i>.</p> <p>Source: http://stceddepart.weebly.com/uploads/4/0/5/9/4059456/seven_steps_to_presenting.pdf</p>
Week 15	Feedback and Class reflections			

Lecturer's Name, Department: The Education Department
Shortwood Teachers' College, September, 2013
