COURSE SYLLABUS
SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education  Course No.  EL655
Course: Inquiry into Practice  New: FA ’01

“The Teacher as Professional Educator”

Catalog Description: Introduction to inquiry of practice. Students will engage in descriptive, analytical, and reflective activities, writing, and dialogue.

Course Description: Introduction to inquiry of practice. Students will engage in descriptive, analytical, and reflective activities, writing, and dialogue based on their classroom practices and experiences.

Rationale: Teachers need to think systematically about their practice and learn from their experiences.

Credit Hours: 2

Prerequisites: Introduction to Online Instruction and Portfolio Development (may be taken concurrently).

Conceptual Framework:

Course Objectives:
The student will:
A. Assume a position in relation to others (Inquiry Method).
B. Identify and evaluate multiple perspectives and evidence on a research topic (Inquiry Method).
C. Discuss how different perspectives inform practice (Inquiry Method).
D. Interpret and apply information from publications to one’s practice (Reflection).
E. Identify perspectives and arguments within a publication/case studies (Assessment).
F. Design and report research related to one’s practice (Teacher Technology Application).
G. Post comments, topics, and reflections and maintaining the intellectual integrity of the discussion threads (Teacher Technology Application).
H. Adhere to time sensitive activity schedules (Teacher Technology Application).
I. Facility with research terminology and concepts (Teacher Technology Application).
J. Use teacher computer productivity tools (Teacher Technology Application).

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 30 contact hour expectation common for two credit hour courses. The specific course content, outlined in the course objectives, will be delineated by the instructional design team and the instructor of record.

1) Inquiry Method
   a) Terms and concepts
   b) Problem Solving Approach
   c) Deductive
   d) Inductive
2) Reflection
   a) Case studies/analysis
   b) Problem Statement
   c) Assessment
   d) Procedures

3) Assessment
   a) Holistic scoring
   b) Problem statement (classroom research, grant preparation, school improvement)

4) Teacher Technology Application
   a) Teacher Technology Competencies Pre-test – post test
   b) Course activities.

Methods of Instruction: E-mail, chat, search, document sharing, journals, webliographies, threaded discussions, online assessments, narrated presentations, interactive assignments and activities

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:
1) Problem statement with instructor and peer review.
2) Case study analysis with holistic scoring.

Research Component: The students will research current instructional strategies that are being used in various classroom settings.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record
- Pre-and post-test of terms and concepts 15%
- Problem statement narrative 15%
- Reflection and peer analysis of problem statement narratives 30%
- Case study analysis with holistic scoring 30%
- Threaded discussion participation 10%

Course Schedule: To be determined by the instructional design team and the instructor of record

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested text:

Library Review: Students will be expected to be able to access major educational journals and publications.

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:
1) a failing grade for a particular assignment;
2) a failing grade for the course;
3) suspension for various lengths of time from the university; and/or
4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

Bibliography:


**Internet Sites and Sources:**

National Board for Professional Teaching Standards

http://www.nbpts.org/nbpts/

The Ontario Action Researcher (on-line journal for teachers)

http://www.unipissing.ca/oar/

Action Research at Bath University (UK)

http://www.bath.ac.uk/~edsajw/

Action Research: A Brief Overview

http://users.andara.com/~jnewman/ARoverview.html
GAJAL-The Global Anthological Journal of Action Learning  
http://www.free-press.com/journals/gajal/

WEB Links To Participatory Action Research Sites  
http://www.goshen.edu/soan/soan96p.htm

Educating as Inquiry A Teacher / Action Research Site  
http://users.andara.com/~jnewman/

NETWORKS--An On-Line Journal for Teacher Research  
http://www.oise.utoronto.ca/~ctd/networks/

Action Research Resources at Southern Cross University, Australia  

The Teacher Inquirer (BC Teachers' Federation)  
http://www.bctf.bc.ca/inquirer/

Action Research Electronic Reader at University of Sydney, Australia  

PARnet Cornell University, USA  
http://www.parnet.org/

Collaborative Action Research Network University of East Anglia, UK  
http://www.uea.ac.uk/care/carn/