

UNIVERSITY OF ALASKA FAIRBANKS

College of Rural and Community Development

Child Development and Family Studies (CDEV)

Course Syllabus

Course Title: Clinical Practice: Classroom Research

Course No: ECE 472

Credits: 3 (1 + 0 + 14)

Prerequisites: Engl 211X or 213X and Completion of all CDEV core major and concentration course work, excluding ECE 473

Instructor: Veronica Plumb
2175 University Ave. #210C

Phone: 455-2038

E-mail: vmplumbalaska.edu

Office or Contact hours: Instructor will post office hours for students at first class.

Location: Distance Delivered possibly in conjunction with local site.

Dates: TBA 2012

Times: TBA

Text:

Henderson, B. (2007). *Learning from the Children in the Classroom: The Art and Science of Teacher Research*. New York, NY. Teachers College Press.
ISBN 13: 978-0807747674

Assorted articles that may be handed out in class.

Supplemental Text:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association*, (6th ed.).

Additional Information:

NAEYC Standards for Early Childhood Professional Preparation Advanced Programs. Available at the following web site.

http://www.naeyc.org/files/ncate/file/NAEYC%20Initial%20and%20Advanced%20Standards%206_2011-final.pdf

Course Description:

Theory and application of classroom research with emphasis on teacher as researcher. Techniques of classroom research will be studied and applied; including observation, question posing, note taking, data analysis, data interpretation, practica, and research report writing. Students should expect to be involved in the classroom setting for some or all of the school day for the entire university semester; approximately 200 hours.

Prerequisites: Completion of all CDEV core major and concentration course work, excluding ECE 473.

ECE 472 will meet a total of 16 times for 1 hours. Approximately 200 hours of field study which may take place within approved group child care programs, preschools, Head Starts or Public schools.

Course Goal:

Students will learn about and understand the value of classroom action research, application of knowledge will be demonstrated through facilitation of an action based classroom research project as clinical practica within an infant and toddler or preschool aged program.

Student Outcomes:

1. Identify and interpret areas of concern in classroom.
2. Generate research questions and plans.
3. Examine and critique various approaches to classroom research.
4. Apply classroom research techniques.
5. Engage in classroom research.

NAEYC Standards addressed in this course:

Standard 1: Promoting child development and learning

Standard 2: Building Family and Community Relations

Standard 3: Observing, documenting and assessing

Standard 4: Using developmentally effective approaches to connect children and families

Standard 5: Using content knowledge to build meaningful curriculum

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing with a large action research based project. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Field Experience Placement:

There is opportunity of many diverse early care and education settings for field experience work. Options include but are not limited to, School district preschools and kindergarten classes, Head Start and Early Head start as well as other state certified preschool programs.

The Child Development and Families Studies program will work with each student to assure they are placed in a program that will fit their goals and needs supporting successful completion of course.

There are at least three people directly involved in each field placement experience; the student, the site supervisor and the university faculty member. In addition, each

student will be working within an early childhood setting with many interpersonal relationships being developed, so the children, families and other program staff must be considered in the equation as well.

Positive communication is essential for a successful career in early education, it is expected this will be demonstrated in field work as well. In the complex early childhood setting where field work is facilitated, there is the chance that there will be conflict and controversy. Positive communication does not mean the student will not have problems. It does mean that the student will have opportunity to learn by listening to constructive criticism, reflect on feedback and suggestions, modify and adapt, confront issues, share ideas, compromise and negotiate to find equitable solutions in an effort to satisfy all parties. The code of ethics should continually guide the student throughout this process.

Requirements and Assignments:

- **Reflection, writing and dialogue** on assigned text, class sessions and field placement experiences.
- **Blackboard Journaling:** Students will participate in weekly journaling within the discussion section of the course Blackboard site. Journaling is to support events that take place within field work placement, exceptional as well as challenging experiences, thoughts on project and questions as well as conclusions you have developed. This is an opportunity to share with your course peers how your experience is going.
- **Application of Classroom Research project in field placement:** Additional time within your field placement site used to facilitate classroom research term project.
- **Classroom Research project:** (15 – 20 page minimum) each student will design a classroom research project. This project will be developed out a question or area of needed change that needs to be problem-solved within the classroom environment. When completed, a copy of your paper will be attached to the proper assignment within the course Blackboard site. Please make sure the paper is turned in no later than Sunday (DATE).

Classroom Action Research Project Guidelines:

Action research is somewhat different than a classroom based curriculum project. Whereas, a classroom based research project has to do with change and how it directly relates to child learning and the classroom environment. Classroom action research focuses on the students, environment and learning activity. Unlike traditional research approaches which focus on creating knowledge only; the goal of action investigation is primarily based on an area of needed change. What do you want to see more of? What do you want to see less of? Student will share their plan and results within a 20-25 minimum page paper.

Some examples of early childhood based action research:

In this project, I will be investigating the use of open ended questions and discussions surrounding shared reading experiences in combination with teacher support for dramatic play as strategies to build vocabulary, and expressive language skills.

The purpose of this inquiry is to understand why girls in the classroom environment are not playing in the block area and to alter teachers' practices and classroom environment so block play interest is developed and enhanced for all children in the classroom.

It has been noticed within this toddler classroom environment that a specific child is biting 2 other children with a regular and consistent basis. The purpose of this investigation is to discover the reasoning and cause of this defensive behavior and re-direct to a more appropriate behavior and action to demonstrate emotion supporting reaction.

Students will be assessed within the areas of:

- Development of topic for action research that is relevant to the classroom, inclusionary of list of participants and program staff that student will be collaborating with to facilitate plan of action.
- Planning action which follows the exploration and purpose of the project.
- Implementation of action research project; plans being implemented with revisions and interventions being made collaboratively with organizational personnel.

Evaluation of action – what were the outcomes of the action, this may be both intended as well as unintended, are examined to see if

- The original plan of action developed fit the situation
- The actions taken supported the plan construction
- The actions were taken appropriately as planned
- What would be appropriate next steps?

Paper Guidelines:

Each student will write a 20 - 25 page minimum paper that explains your project and facilitation. Draw from the texts of past courses, class topic discussions, field tasks and written documentation to explain your project.

Address the following elements in your paper:

- Brief – (1-2 pages) summary of what you have learned about research from the class. Please refer to your specific field assignments and reports.
- Beginning reflections: (1 – 2 pages) reflect on developing your research. What are your thoughts about beginning this research project? What are you anticipating and wondering about? In what ways is this project relevant to you and the organization?
- The bigger picture of content: (5 - 6 pages) An introduction or overview at the beginning sets a stage for the study, gives your own reasons for choosing research question (s), and describes where your research would fit into or extend existing research on this topic or question. Discuss your rationale for the research. Describe who might be interested in your research. Think beyond the larger audience than just yourself. You will want to include your research question(s), sub questions, plan for data collection, Plan for data analysis, state

- support that is needed to complete the project, permissions that would be necessary as well as how they were obtained, expected timeline.
- Facilitation: (11 – 12) Share the implementation process. You will find your blackboard journaling notes helpful here.
 - Ending Reflection: (2 – 3 pages) How did it go? Did your implementation proceed exact to plan? Were your question(s) answered? Was this activity helpful to you as a classroom teacher? What would you do differently when working with another classroom research project?

Final program portfolio note: Final project will need to be kept for possible inclusion in final program portfolio which will be completed within the ECE 480 Child Development and Family Studies Portfolio course.

Evaluation:

A letter grade will be issued for participants. (Note that you must receive a B or higher for this course to count towards your CDEV BA Degree. Grading is based on:

Specific Field Study Assignments w/ relative report (9@15 pts ea)	135	27%
Blackboard Journaling	100	20%
Class discussion participation meeting and Bb Classroom Research Project – Inclusive of additional Field Time	65	13%
	<u>200</u>	<u>40 %</u>
	Total 500	100%

All coursework will be evaluated on the following:

- Organization
- Clarity
- Consistency of thought and format
- Reflection of course content
- Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	500-450	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	449-400	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	399-350	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	349-300	Below average. Demonstrates that your work has not met one or more criteria (a) through (f)
F = below 60 %	299- below	Student was not able to meet 60% or more of criteria (a) through (f).

Course Calendar:

This schedule is fluid and may be updated during the semester. The instructor will inform students of changes in a timely manner. Any changes will be updated on the class Bb site. Students are responsible for keeping track of schedule changes once announced.

Date	Topic and Assignment
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<p>1) Tuesday January 24</p>	<p>In class today</p> <ul style="list-style-type: none"> Review course expectations; introductions; Following discussion will include thoughts for field experiences <p>Preparation for next class: Reading Assignment: Chapter1 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i></p> <p>All classes will be recorded To retrieve recording at a later date: <i>Dial 1-800-230-8546</i> <i>Use your normal participant pin which is 8930399.</i> <i>You will be asked to give the date in a 6 digit number. For the September 10 class meeting it would be 091008.</i> <i>You will then be asked to give the chapter code. We will use 0</i> <i>Listings for retrieval codes of following days will be posted on the announcement page of blackboard.</i></p>
<p>2) Thursday January 26</p>	<p>In class today:</p> <ul style="list-style-type: none"> What is classroom research? Why do classroom research? What are the strengths of research? <p>Preparation for next class:</p> <ul style="list-style-type: none"> Specific Field Assignment: Observation with an open mind Action Research Report: Write about what you observed that stood out to you; did anything stand out and grab your attention, what sense did you make of your observation. Reading Assignment (to be discussed January 31), Chapter1 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research</i>
<p>3) Tuesday January 31</p>	<p>In class today:</p> <ul style="list-style-type: none"> What does it mean to ask a research question? What are main questions? What are sub questions? <p>Preparation for next class:</p> <ul style="list-style-type: none"> Specific Field Assignment: Raising questions Action Research Report: Write about any research questions that come to you. Write about your wonderings: "I wonder why, how, what, if, when?" Reading assignment Chapter 2 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i>
<p>Thursday February 2</p>	<p>No Class Meeting</p>
<p>4) Tuesday February 7</p>	<p>In class today:</p> <ul style="list-style-type: none"> What does it mean to plan research? <p>Preparation for next class:</p> <ul style="list-style-type: none"> Specific Field Assignment: Note-taking Action Research Report: Write field-notes and any anecdotal records you have made. Reading assignment Chapter 3 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i>
<p>5)</p>	

<p>Thursday February 9</p>	<p>In class today:</p> <ul style="list-style-type: none"> • What does it mean to “understand your notes” <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific Field Assignment: Interview a child. You will need to receive parent permission to directly interview the child chosen for this assignment. • Action research report: Transcribe your interview with a child • Reading Assignment Chapter 4 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i>
<p>6) Tuesday February 14</p>	<p>In class today:</p> <ul style="list-style-type: none"> • How do you find patterns in research data? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignment: Two options; either make field notes or find anecdotes over areas of interest. • Action research report: “Consider” your notes/anecdotes and identify patterns that emerge. • Reading assignment Chapter 5 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i>
<p>7) Thursday February 16</p>	<p>In class today:</p> <ul style="list-style-type: none"> • Now you have your information, how will you interpret it? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignment: Make field notes of children’s group activity. • Action research report: Consider your notes, look for patterns, and interpret what you have found. • Reading assignment: Chapter 6 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i>
<p>8) Tuesday February 21</p>	<p>In class today:</p> <ul style="list-style-type: none"> • What is a research community? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignment: Make field notes on one child’s activity • Action research report: Consider your notes, look for patterns, and interpret what you have found. • Reading assignment chapter 7 <i>Learning from the Children in the Classroom: The Art and Science of Teacher Research.</i>
<p>9) Thursday February 23</p>	<p>In class today:</p> <ul style="list-style-type: none"> • What are ethical responsibilities in classroom research? <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Specific field assignment: Gather artifacts of children’s activities. • Action research report: Analyze artifacts from children’s learning. • Choose a question for your own classroom research plan.
<p>10) Tuesday February 28</p>	<p>In class today:</p> <ul style="list-style-type: none"> • Discussion on Plan formulation (possible brainstorming) <p>Preparation for next class:</p> <ul style="list-style-type: none"> • Develop first steps for research project plan; set in action.

Thursday March 1	No Formal Class Meeting: Student participating in field study time activities.
11) Tuesday March 6	In class today: <ul style="list-style-type: none"> • Touching base on plan facilitation Preparation for next class: <ul style="list-style-type: none"> • Continued facilitation of classroom research plan.
Thursday March 8	No Formal Class Meeting: Student participating in field study time activities.
Tuesday March 13	No Class Meeting / Spring Break
Thursday March 15	No Class Meeting / Spring Break
12) Tuesday March 20	In class today: <ul style="list-style-type: none"> • Touching base on plan facilitation Preparation for next class: Continued facilitation of classroom research plan.
Thursday March 22	No Formal Class Meeting: Student participating in field study time activities.
Tuesday March 27	No Formal Class Meeting: Student participating in field study time activities.
Thursday March 29	No Formal Class Meeting: Student participating in field study time activities.
13) Tuesday April 3	In class today: <ul style="list-style-type: none"> • Touching base on plan facilitation Preparation for next class: Continued facilitation of classroom research plan.
Thursday April 5	No Formal Class Meeting: Student participating in field study time activities.
Tuesday April 10	No Formal Class Meeting: Student participating in field study time activities.
Thursday April 12	No Formal Class Meeting: Student participating in field study time activities.
14) Tuesday April 17	In class today: <ul style="list-style-type: none"> • Touching base on plan facilitation Preparation for next class: Continued facilitation of classroom research plan.
Thursday April 19	No Formal Class Meeting: Student participating in field study time activities.

Tuesday April 24	No Formal Class Meeting: Student participating in field study time activities.
Thursday April 26	No Formal Class Meeting: Student participating in field study time activities.
16) Tuesday May 1	<p>In class today:</p> <ul style="list-style-type: none"> • Sharing Projects <p>Preparation for next class: Complete Formal Report of Classroom Research Project. Have turned in no later than Sunday (DATE).</p>

Course Policies:

Students are expected to arrive ready to actively participate in the study and discussion of classroom research principles and activities. Attendance is a critical component of this course and students must be prepared for active involvement in the course material.

Support Services:

The instructor is available upon appointment for additional assistance outside normal session/class hours and posted office hours

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35 years of experience in working with students from all over the state of Alaska. We are here to assist you in achieving student success by linking you to current information pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

- Academic requirements
- Registration for classes
- Finding financial aid
- Explaining housing options
- Declaring a major
- Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student in any subject via telephone and fax or over the Internet. Students can call 907-474-5314 for information on how to fax a paper and have it tutored over the telephone, or engage in an interactive Internet session. Both services are free.

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who do not have access to appropriate information resources in their town or village. We work in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are taking, you can contact us, explain your information need, and we will send library materials to you so that you can write your paper.

Contact us at Off-Campus Services, Elmer E. Rasmuson Library

310 Tanana Loop, PO Box 756800

Fairbanks, Alaska USA 99775-6800

Phone: 1-800-478-5348 Email: fyddl@uaf.edu

For more off campus help go to:

http://www.uaf.edu/library/instruction/l101/other/Distance_Resources.html

Computer, Internet and Software

Problem: you cannot get your email Make sure your Internet connection is working; to test it, you can try to go to a new web page and see if it loads.

- If you are having problems with a UAF account, you will need to contact the **UAF help desk 1.800.478.4667**. If it is another company's account, you will need to contact their customer support. There is very little we can do to assist you as we have no control or access to the computers that serve the email.

- Check with your email program's Help.

Problem: you forgot your password

- Only the organization that issued your password can do anything to change it. You will need to contact them. For UAF email and Blackboard it is the UAF help desk 1.800.478.4667. For most web services there is a link you can click if you forgot your password. I also recommend writing them down somewhere for back up.

Problem: you are having problems with Blackboard

- You will need to contact the Blackboard administrator, at: <http://classes.uaf.edu/> Office of Information Technology Help Desk 474.6564 or 1.800.478.4667

Disabilities Services The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students

with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

Disability services also provides assistance to the university's rural campuses; Community Technical College, Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.

<http://www.uaf.edu/disability/>

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of Alaska Fairbanks Fairbanks, Alaska 99775-5590

Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688

E-mail: fydso@uaf.edu