**MALT 610: Foundations of Inquiry:**

**Research, Assessment, and Evaluation in Schools**

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| **Faculty:** | **Email:** |
| **Office Hours:** | **Phone:** |
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**CATALOG COURSE DESCRIPTION**

Equips beginning researchers with tools to conduct meaningful teacher research to inform classroom practice. Educational research is evaluated to understand the relationship between theory, practice, assessment, and evaluation in schools. Completion of a capstone includes a connection to relevant community issues while emphasizing an exploration of a teacher-researcher identity.

**COURSE DESCRIPTION**

In this course, students learn how to evaluate educational research and assessments to understand the relationship between theory and practice when conducting inquiry. The course is designed to acquaint beginning researchers with the necessary tools to conduct meaningful teacher research that can be used to inform classroom practice. Students build on what they have learned about various research methodologies and approaches to inquiry, in order to carry out an original research or inquiry-based project. Additionally, students will engage in opportunities to practice teacher-research skills such as summary, synthesis, and analysis, while also learning how to evaluate, interrogate, and incorporate the research of others. Together, students will explore the assumptions that inform a variety of theoretical and methodological approaches to research and knowledge production.

This course acquaints students with qualitative and quantitative methods, while also considering the value of mixing methods in research. Students will examine the role of ethics in research and research design, as well as how to set up, design, and implement high-quality research. Additionally, students will learn how researchers situate methods within larger theoretical frameworks that are shaped by historical and contextual factors. Throughout the process of becoming acquainted with research methods, students will be introduced to the idea of teacher-researcher and explore how this notion shapes their professional identity as a teacher and as a researcher.

Students in this course complete the development of an inquiry-based project. The course supports students as they develop their research plan, or inquiry project, within the larger field of education research. Students are encouraged to develop project agendas that connect their work to relevant community issues. Students also examine the role of ethics in research and inquiry, as well as how to set up, design, and implement high-quality projects. Finally, in this course students are encouraged to examine the relationship between inquiry-based research, learning, and pedagogy. The primary focus will be for students to design a capstone project culminating in a presentation for peers, family, and faculty at a MALT research symposium.

**REQUIRED TEXTS & READINGS**

American Psychological Association (2009). *Publication manual of the American*

*Psychological Association* (*6th ed)*. Washington, DC: APA.

Anyon, Jean (2009). *Theory and Educational Research: Toward Critical*  
 *Social Explanation*. New York, NY: Routledge.

Creswell, J.W. (2018). *Educational Research: Planning, Conducting, and Evaluating*

*Quantitative and Qualitative Research (6th ed.).* Upper Saddle Creek, NJ: Pearson Education.

**OPTIONAL ARTICLE READINGS**

To be determined by the faculty member teaching the course and made available on Moodle.

**TECHNOLOGY REQUIREMENTS**

Technology tools have been integrated in this course, such as Moodle.  **Moodle** is a web-based tool that you can access from any Internet connection with Internet Explorer at any time.  Access is located at <http://moodle.redlands.edu>. Internet access will be required for classes as well. The site will have links to the course syllabus, assignments, resources, and other communication tools. There is no charge for the use of Moodle. Microsoft Office or another productivity suite will be helpful for completing written assignments and presentations in this course. All software is available in the School of Education for use and all students have free access to Office 365 using this university login credentials.  Additionally, **The Armacost Library** site at <http://www.redlands.edu/library> has links to many other online resources under Internet Education Resources.

**COURSE OBJECTIVES**

As a result of the work undertaken in this course, students should be able to:

1. Understand the purpose and forms of research, assessments, and evaluations in schools.
2. Identify formative, summative, formal and informal assessments, while also being able to critically examine when and how each type of assessment is used to enhance/discourage student engagement.
3. Demonstrate their abilities to evaluate qualitative and quantitative research articles.
4. Understand the relationship between theory and research.
5. Demonstrate their understanding of ethical research practices.
6. Understand a variety of approaches, strategies, and frameworks for research.
7. Understand how to design and implement a research project using methods of inquiry.
8. Develop the identity of Teacher-Researcher, applying their understanding of either research, inquiry, or evaluation to develop an inquiry-based project of their choice.
9. Understand methods, strategies, and frameworks for conducting, designing, and implementing a research plan or inquiry-based project.
10. Identify, develop, and model new perspectives of the relationship between theory and practice in educational settings.
11. Engage in critical reflection to change and improve various aspects of practice, one’s understanding of practice, and the place where one practices.
12. Develop a conceptual understanding of the nature of inquiry, documentation, evidence, the construction of knowledge, and the relationship of all these ideas as they relate to Teacher-Research identity.
13. Explore how inquiry matters for Teacher-Researcher identity while simultaneously navigating the complex politics and often exclusionary contexts of schools.

**ASSIGNMENTS AND ASSESSMENTS**

There are 10 key assignments in which participants demonstrate their proficiency in attaining course objectives.

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| **Assignment** | **Point Total** | **Due Date** |
| **Response Papers** (addressing elements in course objectives, readings, class discussions, and/or check-ins on capstone progress) x5 | (5 pts each) = 25 points | Weeks 1, 3, 7, 9, and 11 |
| **Article Critiques** x4  (Completed in class) | (15 pts each) =  30 points | Weeks 2, 4, 6, and 8 |
| **Workshop Roundtable** (Discussion and refinement of capstone ideas) | 50 points | Week 5 |
| **Literature Review** (Draft due in Week 8) | 30 points | Week 9 |
| **Gallery Walk** (Sharing of capstone drafts and/or preliminary findings/results) | 35 points | Week 13 |
| **Research Symposium** (Final paper and presentation of capstone) | 100 points | Week 14 |
| **Weekly In-Class (Individual and Group Activities)** | 70 points | Weekly |

**In-class individual and group activities must be completed in class and cannot be made up, if absent. Each student may miss no more than four class meeting sessions – to be recorded as excused absences.**

**GRADING SYSTEM/SCALE**

(See University Catalog)

4.0 or 3.7 Outstanding

• The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought. Above and beyond expectations.

• Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear with correct and consistent verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

3.3 or 3.0 Excellent

• The student’s work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

• Department Expectation: Any assignment required to be written in APA format is organized, unbiased, and clear manuscript with occasional errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

2.7, 2.3, or 2.0 Acceptable

• The quality of work was acceptable, meeting minimal course standards, but was not exceptional. Performance on assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

• Department Expectation: Any assignment required to be written in APA format contains errors and omissions in verb tense, subject and verb agreement, singular and plural pronoun agreement, punctuation, spelling, abbreviations, quotations and paraphrases, citations, and references formatted to the sixth edition of the Publication manual of the American Psychology Association (APA).

**Graduate students will not receive credit for a course awarded a grade of 1.7 or below. A cumulative grade point average below 3.0 is not sufficient for good standing in graduate programs.** 1.7, 1.3, 1.0, 0.7, 0.0 Unacceptable for graduate credit.

**MINIMUM REQUIREMENTS FOR COURSE CREDIT**

Students must receive at least a 2.0 to earn credit for the course. The MALT program requires a cumulative grade point average of 3.0 for degree completion and/or credential recommendation.

**ACADEMIC HONESTY**

Academic honesty stands at the center of intellectual pursuits in the academic community. All people should clearly understand what constitutes plagiarism and avoid it. See the university catalog for full text of the academic honesty policy.

**ATTENDANCE POLICY**

Class participation is a critical component and requirement in all courses, and students are expected to attend all class sessions. We realize that emergencies can arise and students need to make important and difficult choices. Students are always responsible for informing the instructor of an absence and making up all required class assignments. Any student who misses more than two sessions of a course may be required to retake the course.

**ACCOMMODATIONS FOR LEARNING**

If you feel you need accommodation to address the impact of a learning or physical disability, please speak with me privately to discuss your specific needs. To coordinate reasonable accommodations for documented disabilities, contact Academic Success and Disability Services at 909-748-8108 or visit them on the bottom floor of the Armacost library.

**ADDITIONAL COURSE RESOURCES**

Examples of Capstone Project Options (faculty approval required prior to beginning project):

1. A capstone focused on a current issue or problem that became compelling during course of student’s study. This can be qualitative, quantitative, or a mix of methods.
2. Program Evaluation (or comparisons) in the form of a capstone research project. For example, a comparison of blended learning (or 1:1 classroom settings) to traditional classrooms.
3. An action research project, preferably community-based where the “problem of practice” is identified with faculty and the organization of interest before the project begins.

**COURSE TOPICS CALENDAR (***Subject to change with advanced notice***)**

| **Meeting** | **Topic** | **Readings Due** | **Assignments Due**  (Additional in-class projects not listed) |
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| ***Week 1*** | What is research? | Creswell, Chpts. 1 &2 | Response Paper |
| ***Week 2*** | Inquiry-based learning and teaching: developing an inquiry community | Creswell, Chpt. 3 | Research Article Critique |
| ***Week 3*** | The production of knowledge  Reviewing the Literature | Creswell, Chpts. 5 & 10 | Response Paper |
| ***Week 4*** | Approaches to research design | Creswell, Chpts. 6 & 8 | Research Article Critique |
| ***Week 5*** | Identify research questions | Anyon, Chpts. 1 & 2 | Workshop Roundtable |
| ***Week 6*** | Developing a research plan | Anyon, Chpt. 3 & 4 | Research Article Critique  Project Proposal |
| ***Week 7*** | Honing in on research questions  Survey/Questionnaire Development | Creswell, Chpt. 4 | Response Paper (Research Questions) |
| ***Week 8*** | Ethics in Research | Creswell, Chpts. 12 & 14 | Research Article Critique  Draft of Literature review |
| ***Week 9*** | Confirming your research path  Refining Research Questions | Anyon, Chpt. 5 | Response Paper (Draft of Survey, Questionnaire, Observation Protocol, or Data Plan) |
| ***Week 10*** | Collecting Data | Creswell, Chpt. 7 | Literature Review  Data Discovery (Pilot Analyses) |
| ***Week 11*** | Data and Theory  Theoretical Frameworks | Anyon, Chpt. 6  Creswell, Chpt. 8 | Response Paper (Summary of Theoretical Framework) |
| ***Week 12*** | Theory to Practice  Reporting Your Research | Creswell, Chpt. 9 | 1st Draft of Final Project |
| ***Week 13*** | Bringing it all together  Making Connections | Readings or video on Moodle | Gallery Walk |
| ***Week 14*** | Peer-Review Process |  | Capstone Presentation Prep (In-Class)  Research Symposium |