Course 9:  Teacher as Scholarly Practitioner

Graduate Credit Hours:  3

Usual Delivery Format:  Fall semester, distance course with initial 2-day, on-site component


Description:  This course introduces participants to the theory and practice of teacher-led inquiry. The course prepares teachers to engage in a school-based action research project that will be conducted during the following spring semester.

Course Goals: The course provides opportunities to examine the groundings, theoretical underpinnings, issues, concerns, and methodologies of practitioner-based inquiry. Intended outcomes include; (1) teaching is not separate from research; (2) theory and practice are interdependent and constantly shifting in response to the educational environment; (3) inquiry sits at the center of the education process; and (4) practitioner research stems from educators’ questions of and reflections on their everyday practice and their desire to improve and change teaching and learning. The participants will make a plan for systematically examining their own teaching based on their own choice of a topic of inquiry.

Topics: The intended course outcomes include an understanding of the following:
  o different genres of practitioner inquiry
  o different theoretical and methodological approaches to inquiry
  o practitioners’ utilization of and contributions to educational theories
  o how individual pedagogical beliefs and practice contribute to practice
  o how to identify an area of need and develop an inquiry-based project proposal
  o how to use professional integrity in making sound judgments regarding issues and problems of educational practice

Instructional Style: Assignments include on-line discussion participation based on participants’ teaching journals, development of problem statement and research question, a review and synthesis of relevant literature, a plan for data collection and analysis, and IRB.