

Course Number	EDRL 619-901
Title	Teacher Inquiry to Improve Student Learning
CRN Number	23214
Days	Each session is open for 8 days, with suggested pacing guidelines
Time	Log in at convenient times in your schedule Log in multiple times per week
Course Location	Fully Online
Semester / Year	Spring 2021
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Office	Virtual Office Hours, Community Commons or by phone/or Video zoom or
Hours	By appointment

SCHOOL OF EDUCATION MISSION & VISION STATEMENT

(Adopted by SOE Governance Community, January 2013)

Vision

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

Mission

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
- Promote and foster social justice and educational equity
- Advance innovative, student-centered practices
- Inspire reflective teaching and learning
- Conduct purposeful research
- Serve the School, College, University, and Community

BASIC TENETS OF OUR CONCEPTUAL FRAMEWORK

- Student-centered education
- Research and theory specific to the program field inform practice
- Connections and links between coursework and application
- Strong engagement between faculty and candidates
- Co-teaching clinical practice
- Culturally responsive pedagogy and socially just outcomes

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COURSE DESCRIPTION

Catalog Description - EDRL 619 (1) Teacher Inquiry to Improve Student Learning

This course is designed for educators interested in conducting teacher research in their educational settings. Its goal is to create a community of practice for teachers-as-researchers who can reflect on, investigate, understand, and share their craft, students, and classrooms with colleagues. At the outset of this course, participants will decide on questions about their teaching practices that they will research throughout the academic year. They will personally situate their questions in their classrooms, their practitioner experience, and the field of teacher research; they will also discover what fellow researchers have learned about their questions. They will collect multiple forms of data in their classrooms, analyze and interpret this information, and present their findings and uncertainties to their research community. Students will prepare a paper narrating, explaining, and summarizing their classroom research, thereby generating teacher knowledge.

Course Prerequisites

Enrollment in a Master's Program

Course Objectives

Through this course, participants will become better able to:

- Craft inquiry questions pertinent to important issues in their work
- Reflect on, interrogate, and discuss their practices, students, and classrooms
- Design procedures for collecting different forms of data
- Interpret collected data for utility and validity
- Investigate and evaluate existing teacher and university research
- Produce and present a polished teacher-research paper
- Engage in the discourse of their teacher-as-researcher community
- Collaborate with their peers in inquiring into their practice
- Understand the role that teacher research can have in professional development and in improving schools
- Exemplify the inquiry stance of lifelong reflective teachers
- Examine, evaluate and select educational technologies to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders

REQUIRED TEXTS AND MATERIALS

The textbook is an important source of course content, and an integral part of most sessions so should be obtained before the first week of the course.

Weinbaum, A., Allen, D., Blythe, T., Simon, K., Seidel, S., & Rubin, C. (2004). *Teaching as inquiry: Asking hard questions to improve practice and student achievement*. New York, NY: The Teachers College Press. ISBN 0-8077-4458-1

Articles/Websites/videos on various course topics are required reading/watching/browsing and will be linked in the course shell. Speak with the instructor about helpful reading strategies if assigned materials are taking too long, or if you need a reading accommodation.

Recommended APA Text / Websites

Hubbard, R.S. & Power, B.M. (2012). *Living the questions: A guide for teacher researchers*, 2nd Ed., Portland, Maine: Stenhouse Publishers.

American Psychological Association. (2010). *Publication manual of the American Psychological Association, Sixth Edition*. Washington, DC: APA.

Most American Psychological Association (APA) style is accessible on the APA website at: <http://www.apastyle.org/index.aspx>

STUDENT LEARNING OUTCOMES

This Master's level course is designed to increase awareness, knowledge and skills related to action research. Student learning outcomes are directly tied to the master's program learning outcomes namely:

- **PSLO 2: Leadership Skills:** Apply leadership skills in social justice and equity to advance the profession by focusing on using research to address student learning issues in your classroom.
- **PSLO 3: Analyze Research:** Analyze educational and/or professional research.
- **PSLO 4: Integrate Research:** Integrate research and evidence-based practices into educational and professional settings.
- **Graduate Writing Assessment Requirement (GWAR):** This PSLO is addressed through the Review and Analysis of the Teacher Action Research **Articles Review** Assignment completed near the end of the course. **GWAR refers to the CSUSM Graduate Writing Assessment Requirement and must be completed before a graduate student advances to candidacy.** This requirement is met by the Teacher Research Review paper that receives a passing score. Please visit the GWAR website for further details about this requirement. Details and the full rubric are available at https://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

Teaching Performance Expectation (TPE) Competencies

The course objectives, assignments, and assessments have also been aligned with the CTC standards for the Reading Literacy Credential. This course is designed to help teachers seeking a California teaching credential develop the skills, knowledge, and attitudes necessary to assist schools and districts in implementing effective reading literacy programs for all students. The successful candidate will be able to merge theory and practice in order to realize a comprehensive and extensive educational program for all students. You will be required to formally address the following TPEs in this course:

TPE 1: 8.B3 Candidates demonstrate advanced professional knowledge about how to examine, evaluate and select educational technologies resources to assess or complement individualized or group instruction and to plan, maintain records, and communicate with stakeholders. **(Introduced and practiced through weekly teacher inquiry plan (TIP) assignment and assessed through the final teacher inquiry paper assignment)**

GENERAL CONSIDERATIONS

School of Education Attendance Policy*

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to attend all classes and participate actively. At a minimum, course participants must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements. Should the course participant have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December 1997).*

***Instructor addendum to attendance policy:**

In an online environment, time and space are flexible, and therefore all course sessions must be completed. **Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments.** Your voice and perspective are critically important to the learning of your classmates!

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

***Instructor addendum to the accommodation policy:**

Please discuss the need for accommodations with the instructor at the earliest possible time to ensure success in this course.

All University Writing Requirement

The CSUSM writing requirement will be met in three primary ways for this course. All forum posts are prepared in a written/structured format and contribute to the writing requirement. The Article Review contains additional tightened text that is a part of the required 2500 words.

Course Format/Unique Requirements

The class will be conducted online in its entirety with no face-to-face meetings. All contact with the instructor will be electronic or by phone. It, therefore, requires the development of skills using course management tools in Moodle. All or part of assignments will be shared in the online environment with some or all of the course participants.

CSUSM Academic Honesty Policy

Course participants will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references/citations to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Course participants are responsible for the honest completion of their work. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any course participant for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the university level may include suspension or expulsion from the University.

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

It is expected that each course participant will do his/her own work and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Technical Competencies Required

Students need full functionality within the Cougar Course environment. If personal technology does not meet required speeds/standards, students may need to update their hardware or software, or complete course sessions in on-campus technology laboratories. Links are provided in Session Zero and the Course Header to update necessary applications. Firefox is the most functional web browser for Cougar Courses and should be updated to the latest version.

Use of Technology

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments concerning technology are at the discretion of the instructor. **Keep a digital copy of all assignments and posts as a backup in the event of a Course Management System malfunction (Moodle in Cougar Courses).** All assignments will be submitted online.

Contact information for Technical Support Assistance

The Student Tech Help Desk (STH) is located directly outside of Kellogg 2000, which is an open computer lab with 92 computer stations (with both Macs and PCs). Employees of the STH are available to assist you as you get familiarized with the campus technology. Please stop by if you have any questions.

Cougar Courses Support: <http://www.csusm.edu/sth/support/cougarcourses/index.html>

IT for Students: <http://www.csusm.edu/iits/students/index.html>

Electronic Communication Protocol

Student interaction and collaboration are built into the fabric of this course, must be undertaken appropriately. Electronic correspondence is a part of a professional communication repertoire. As part of this coursework, you may need to contact a colleague using an e-mail or online message, post and respond in forums, and peer review classmates' work. Online communication has its own nuances and etiquette. For example, electronic messages sent in all upper case (or lower case) letters, with major typos, or slang may communicate more than you originally intended. **Please be mindful** of all e-mail and on-line discussion messages you send to your colleagues, faculty members in the School of Education, or persons within the greater educational community. All electronic messages should be crafted with professionalism and care. Things to consider: **Would I say in person what this electronic message says? How might this message be misconstrued? Does this message represent my most professional self?** If there is ever a concern with an electronic message sent to you, please talk with the author directly in order to correct any confusion.

COURSE REQUIREMENTS

There is no substitute for actually jumping in with both feet and "doing" what you are learning, so we will be putting into practice what we are learning. However, since this is a summer class when most of you went have access to your classrooms/schools/institutions, we will be developing the skills for teacher inquiry by engaging in planning for a comprehensive teacher inquiry study. Each of the following assignments moves us along in our research-planning endeavor, and when all class activities are summed they will result in a complete written action research study plan.

The course assignments are:

- **15% – Points of Most Significance (POMS) from Assigned Readings (Submission and response)**
 - **25% – Teacher Research Plan Weekly Segments**
 - **10% – Class participation providing value-added feedback to your colleagues' teacher research plan weekly segments**
 - **20% - Complete write-up of your Action Research Plan**
 - **20 % - Review and Analysis of a teacher research paper**
- 100 points – Total Points Possible**

NOTE: As adjustments are made to the course in response to student learning needs, this total may vary.

Credit Hour Policy Statement*

National accreditation agencies set required course time standards and allocate 9 hours per week for a three-unit course (3 in class, 6 outside class). It is helpful to clarify that time commitment in an online environment, as the boundaries between 'in' and 'out' of class are somewhat blurred. Below is an allocation of times you should expect to spend in/outside of the online environment on various course activities as an individual, in small groups, and in large groups to complete this course successfully.

- **Individual Reading and Preparation** – approximately three hours/week
- **Large groups** – approximately three hours per week
- **Small group** – approximately three hours per week
- **Reflection** – Approximately one hour per week

While forum discussions can continue well beyond the session timeframe, no credit will be given for forum discussions that occur outside of the weekly timeframe assigned for the week in which the forum is part of the activity.

** If you are noticing that you need more time, please contact the instructor for time management strategies and/or adjustments to the course. Please do not wait until you are behind!*

Suggested Pacing Guidelines

As we rethink the boundaries between 'going to class' and completing 'outside of class' work, we look to students who are successful learning online to see how we might make the most of this course. Students who learn effectively in the online learning environment report that they break work into shorter chunks throughout the week, rather than a larger chunk on one or two days. Students who have the most success report logging in for an hour or so a day throughout the week or working in two-hour blocks three or more times a week.

While there are technically three assignments for this course, *each assignment will be completed in a series of steps throughout the semester.* This multi-step strategy offers opportunities for multiple drafts, feedback from peers and the instructor, and a gradual completion process rather than three stress points during the semester. It does, however, mean that **every week some work will be due.**

Since classmates depend upon one another for Small and Large Group activities as well as session completion, suggested guidelines for completing various session activities are offered to maximize success in the course as well as deepen the dialogue among class participants. **Course participants are encouraged to complete activities on the early side.** While forum discussions can continue well beyond the session timeframe, no credit will be given for forum discussions that occur outside of the weekly timeframe assigned for the week in which the forum is part of the activity.

There are 8 class sessions in this course. The sessions will be such that the same pattern is followed each week for consistency. In each session, you will:

1. complete assigned readings,
2. prepare, submit a reading and respond to group response in the form of Points of Most Significance (POMS),
3. complete a write-up addressing specific aspects of your teacher inquiry project assignment,
4. post your write-up to the week's forum,
5. Review and provide feedback/comment on your colleagues' write-up postings about their project component focus of the week
6. Review comments and feedback on your own teacher inquiry project posting of the week.

Generally, **sessions will be released each Saturday to be completed 8 days later, on the following Sunday, with typical recommended completion days/deadlines as follows:**

- **Individual activities – Saturday - Monday**
 - Session preparation by Sun 11 PM (48+ hours after release) and
- **Large group activities – Monday -Wednesday**
 - Initial post by Monday 11 PM (48+ hours after release),
 - Initial feedback to peer postings by Wednesday 11 PM (96 hours+ after release)
- **Small group activities – Wednesday-Friday**

- Follow up posts by Sunday 11 PM (144 hours+ after release)

From time to time the order or nature of the session activities varies, and therefore recommended **due days vary** as well for a particular session, activity, or assignment, so **follow session instructions carefully**. *Note that the release dates for a new session overlap the due date for the previous session by one day.* This intentional overlap is designed to maximize the flexibility of timing to accommodate many different student schedules.

Course Assignment Details

Points of Most Significance (PoMS) 150 points – Individual:

The objective of this assignment is to:

- *Participate as a scholar in individual readings and reflections on the process of teacher inquiry*

Each week there will be specific course readings assigned from the course text and/or other related readings posted on cougar courses. In week one, for example, you will be assigned to read the introduction to Part I (p.11-12) and chapter 1 of the text - Teaching as Inquiry. You will then reflect on the reading by submitting a write-up of the **Points of Most Significance (PoMS)** drawn from the readings to demonstrate your understanding of the material. Doing this should involve more than cursory reading the material. You will need to prepare statements of what, in your eyes, are the “Points of Most Significance” (PoMS) that are made by the authors in the chapter and your reaction to these points. **The write-up of the PoMS log should include at least five key points and your reaction to each point.** The reaction may take on various forms but should reflect why you find the selected point significant. That is, your response must provide a quote from the key segment of the text followed by your reaction using one of the following options: *giving an example* of what the reading described; *providing a different perspective* of a topic in the reading, or *expanding upon the idea* in the reading by including more details and why this quest is significant to you as a student of teacher education. You need to specify which of the value-added format you are using. The goal is to reflect on the whole chapter and not just a single section of the chapter.

The write-up of the reading log should include at least five key points and your reaction to each point.

Weekly submissions of Teacher Inquiry Plans (TIPs) - 200 points

The objective of this assignment is to identify, develop, and analyze the stages of a collaborative inquiry plan. Each week for the first 6 weeks, we will focus on one aspect of the teacher inquiry plan. You will start by identifying a specific issue around which to focus the collaborative inquiry project at your work site. Each week you will develop and submit an aspect of the teacher inquiry plan (TIP) at the weekly discussion forum. You will then receive feedback from the class through the forum discussions and later use the feedback to develop a collaborative inquiry plan for your site. The collaborative inquiry plan will be the final project for this course.

Participation in Class discussions 150 points: Class discussion through course forums

The objective of this assignment is to *expand the breadth of your understanding and that of your colleagues of the various forms of teacher research* by responding to early drafts of written work by peers about their individual teacher research proposal ideas.

Participation will occur in the following stages:

- **Large group (typically whole class) discussion:** This level of engagement involves joining a dialogue about issues, processes and practices of teacher inquiry. **Discussion forums** typically involve an initial post in response to a prompt, with follow up posts in response to classmates' posts

with guidelines provided by the instructor. Forum prompts are structured in a way that requires concise responses rather than streams of consciousness. It will be necessary to **revisit the large group forum several times throughout the week to read through posts made before and after yours to follow the discussion.** The dialogue is captured in several ways but primarily through **large group forum posts and responses. Thoughtful participation in course discussions is a key part of this online learning environment.**

- You will post your response to specific weekly prompts relating to specific stages of the teacher inquiry process. The prompts will be organized to systematically lead to the development of the full inquiry plan for your school/institution.
- You will also respond to a minimum of two prompts posted by your colleagues or as directed in each forum discussion specifications. To provide feedback on their ideas, you will also be expected to go back and respond or summarize the responses to your own post.

Review of Existing Teacher Inquiry Research - 200 points

The objective of this assignment is to *employ a well-trained critical eye to critique published teacher inquiry publications.* Research does not occur in a vacuum, so an important part of your educational research learning process will involve searching for, reading, and assessing the caliber of published research for its relevance to your study, your practice more generally, and the field. Early in the semester, we will learn to critically examine the quality of the research behind an article. Part of the assignment will require you to search for a choice of articles related to your topic of inquiry. **Article Review elements generally include the following** (see assignment for details):

- **Review introduction:** Bibliographic citation, overview, authorship, audience, impact using Social Sciences Citation Index
 - **Body of Review:**
 - Introduction (research problem/relevant literature),
 - Methodology (clarity, appropriateness, validity/reliability, ethical considerations, quality of analysis),
 - Results / Findings (clearly presented, backed with evidence),
 - Discussion / Conclusion (alignment of findings and conclusions, placement within findings of other studies, appropriate recommendations, limitations)
 - **Review conclusion:** Reflection on the alignment of the articles with reader needs, timeliness, cultural sensitivity, omissions/errors, level of insight, structure appropriateness, lack of bias, level of ethical research practices, etc.
 - **Credentials of the author:** What institution is the author affiliated with, where did they train, what expertise do they have in the field?
 - **Nature of the document:** Answer the questions, "Is this a research article? Why or why not?"
 - **Quality of writing:** Ranking the caliber of writing, clarity, and freedom from errors
 - **Article Reviewer Self-evaluation:** Using the Scholarly Critical Friend rubric, rank yourself as a reviewer
-
- Grades for the Article Review will be based on the degree to which the guidelines described in the session have been met. This Article Review will also be used to determine whether the Graduate Writing Assessment Requirement (GWAR) has been met, with more details in the PSLO section above. The GWAR rubric will be used to grade this assignment. Details and the full rubric are available at https://www.csusm.edu/policies/active/documents/graduate_writing_assessment_requirement.html

Writing of the full Teacher Inquiry Action Plan - 200 points

The objective of this assignment is to *demonstrate knowledge of elements and processes of the teacher inquiry by writing up a full inquiry plan outlining the key elements of each stage of the inquiry and the activities for each stage. The write up is a culmination of the weekly writings revised based on the input from the instructor and peers throughout the course. The submission should be professionally prepared and formatted with the school administration as your audience*

All through the course, we will be going through the steps of the teacher inquiry/teacher research process as we engage in dialogue about our thinking and practices. You will work on one stage at a time throughout the course assignments.

The final write-up sections are as follows:

Introduction – Problem Context, Statement of Problem, and Research Question(s)

Type of the Study – Identify the type of the study, who will be involved, why these particular groups, and how they will be invited, what role will they plan in the study.

Data identification and collection – Plans for undertaking the inquiry with regards to who / what / when / where / how things will be collected, analyzed, displayed

Facilitating the Inquiry Process – Data analysis assertions backed by evidence using various data display strategies; and/or an outline of work to be completed (e.g. curriculum development/guidebook/webpage, etc.) if the study involves the development of materials

Situating the inquiry in literature context - Make a connection and justify your research and action in research. What does the research say about what you are doing, how you are doing and the actions you plan to undertake? Identify the sources of literature and summarize the literature.

Action Plan – What will be done (and how) to implement the findings and actions of the inquiry?
Inquiry and Action Plan Summary – Summarize your plan in form of a table similar to that used for the inquiry cases in the textbooks see p. 61)

Final Inquiry Plan Checklist

Introduction – 20 Points

Problem context is clear, statement of the problem clearly shows why the study is necessary – 10 point

The Research Question(s) has clear variables that can be investigated - 10 points

Type of the Study – 30 Points

Study participants (who will be involved) are identified - 10 points

Justification for their participation (why these particular groups) is clear – 10 points

It is clear how the participants will be invited, and what role will they plan in the study - 10 points

Data identification and collection – 30 Points

Plans for undertaking the inquiry with regards to who / what / when / where / how things will be collected, analyzed, displayed –30 points

Facilitating the Inquiry Process – 30 Points

Data organization plan is clear –10 points

Outline of work to be completed is clearly outlined (e.g. curriculum development/guidebook/webpage, lesson plans, etc.) if the study involves the development of materials – 20 points

Situating the inquiry in Literature context - 30 Points

Make a connection and justification for your research (why do we need to study this issue/topic?) – 10 points

Make a connection to and justification for action in research (why do we need to take action about the issue?) –10 points

The sources of literature are current and of quality –10 points

Action Plan – 30 Points

Action plan clear reflects what will be done with the findings of the inquiry plan –10 points

Inquiry and Action Plan Summary table reflects the overall inquiry process–20 points

Overall writing quality and presentation – 30 points

Cover page with appropriate information to reflect what the document is, to whom, and purpose

Quality professional writing

Formating

Final Exam Statement

While there is no final exam for this course.

Grading Standards

The grading scale is out of a total possible of 180 points. **NOTE: As adjustments are made to the course in response to student learning needs, this total may vary, but each of the three assignments will still be one-third of the grade.**

A	167 – 180	93 – 100%	C	131 – 138	73 – 76%
A-	162 – 166	90 – 92%	C-	126 – 130	70 – 72%
B+	157 – 161	87 – 89%	D+	120 – 125	67 – 69%
B	149 – 156	83 – 86%	D	113 – 119	63 – 66%
B-	144 – 148	80 – 82%	D-	108 – 112	60 – 62%
C+	139 – 143	77 – 79%	F	< 108	< 60%

Tracking Progress

Use the Grades tool in the left column of Moodle to track your progress in the course. Grades will be continuously updated throughout the semester.

Policy on Late Work

All session activities and assignments should be completed and submitted to Cougar Courses. In the event of an emergency notify the instructor and request an extended deadline. Extensions are not automatic. Late assignments may be docked up to 10% per day late. For forum discussion posts, you will not get credit for

submissions posted outside of the session timeframe. Forum discussions require you to submit with the week from Saturday through Saturday to allow for partners to engage with you in the discussion. As such, while discussions can go on beyond the limits of the week, **submissions posted after the session ends will not earn credit.**

Course Format

This class is listed local online (LO)

Necessary Technical Competency Required of Students

Ability to navigate the Internet, and basic computing skills such as word processing editing, and posting documents on the LMS.

Contact Information for Technical Support Assistance

For questions about or assistance with a technical part of of the course, your campus username/password, your campus email, etc. please contact the [CSUSM Student Technology Help Desk](#)

- Email: sth@csusm.edu
- Phone: 760-750-6505
- Hours: Monday - Thursday, 8:00 am to 6:00 pm (PST), and Friday, 8:00 am to 5:00 pm (PST)

Website: <http://www.csusm.edu/sth/index.html>

Tips for Success Learning Online

Receiving too many emails? Use “unsubscribe” settings in your profile to eliminate having all postings being emailed to you; there is also a checkbox to uncheck under the text box in each forum, for Discussion Subscription. Be sure it is unchecked.

Ask a lot of questions. No question is silly but suffering in silence IS a bad idea! Ask classmates or ask the instructor – we are all here to help! Use the Community Commons for questions and answers (in course header). For privacy email the instructor using course mail.

Problems with technology? Use the Student Help Desk right away! They are **available by phone, email, and on the bottom floor of the library through the doors facing Craven Hall, 760.750.6505, or sth@csusm.edu.**

Pace work online throughout the week – the most successful online students log in most days of the week for an hour +/- to complete sessions in small bites rather than at one sitting, as students who try to complete whole sessions in one sitting near the end of the week struggle in this course.

Read all instructions thoroughly, watch all course videos/mini-lectures, complete all assigned readings – material in the readings is NOT repeated in other course materials

Complete sessions systematically while keeping track of work completed and what is left to do, as activities in each session are built on prior activities in the same session and earlier sessions

Stay connected to classmates/instructor using course mail, community commons, or request a phone call

Make assignments work for you – let the instructor know of specific learning goals you have to be sure you reach them through adjustments of sessions/assignments as needed

If sessions are taking too long, immediately contact the instructor who will make adjustments or suggest time management strategies! Do not suffer in silence!

Keep up with course sessions – it is hard to catch up once you get behind

Engage fully and enthusiastically in all course sessions – come to learn!

TENTATIVE SCHEDULE/COURSE OUTLINE

Subject to Change as needed

**During each week students work individually, in large groups, and in small group forums. All sessions involve reading/watching session materials and responding. Only additional assignments will be listed under "Assignment" so be sure to read all session instructions carefully.*

Session/Date	Topic	Reading/Assignment (see * above)
Session 1 1/02 - 1/10	<p>Course introduction - Learning outcomes and assignment descriptions</p> <p>Learning in an online environment</p> <p>Course process and expectations</p> <p><u>What is Teacher Inquiry?</u> <u>Foundations of Teacher Inquiry</u></p> <p><u>What are your wonderings about your practice?</u></p>	<p>Complete your online profile on Cougar Courses Review syllabus Practice course activities Update hardware and software Obtain textbooks Read Teaching as Inquiry (TI) Read Teaching as Inquiry (TI) Chapter 1 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS on TI Chapter 1 Post your Teacher Inquiry Plan #1 on the session forum using the guidelines provided. Respond to postings by peers using the "value-added" response format</p>
Session 2 1/09 – 1/17	<p>Defining and Refining your Research Problem</p> <p>What is at your table for you to study? What are our questions? Where may our research lead?</p>	<p>Read Teaching as Inquiry (TI) Chapter 2 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS #2 on assigned Readings Post your Teacher Inquiry Plan #2 on the session forum using the guidelines provided. Respond to postings by peers using the "value-added" response format</p>
Session 3 1/16 – 1/24	<p>Am I the only one with that question? Who else will participate in the research? How do I become part of the larger conversation?</p> <p>Who is with you at the table?</p>	<p>Read Teaching as Inquiry (TI) Introduction to Part II (p.59-63) & (TI) chapter 3 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS #3 on Assigned readings Post your Teacher Inquiry Plan #3 on the session forum using the guidelines provided. Respond to postings by peers using the "value-added" response format</p>

Session/Date	Topic	Reading/Assignment (see * above)
<p>Session 4 1/23 – 1/31</p>	<p>What data should we collect?</p> <p>What is on the Table of your study - Locating and evaluating sources</p>	<p>Read Teaching as Inquiry (TI) Chapter 4 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS #4 on assigned readings Post your Teacher Inquiry Plan #4 on the session forum using the guidelines provided</p> <p>Respond to postings by peers using the “value-added” response format</p>
<p>Session 5 1/30 – 2/07</p>	<p>Looking for patterns and themes</p> <p>What happens at your study table?</p> <p>What data might help answer the question?</p> <p>Or what question might that data answer?</p>	<p>Read Teaching as Inquiry (TI) Chapter 5 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS #5 on assigned readings Post your Teacher Inquiry Plan #5 on the session forum using the guidelines provided</p> <p>Respond to postings by peers using the “value-added” response format</p>
<p>Session 6 2/06 – 2/14</p>	<p>Action Planning</p> <p>How do we share the outcomes of a project in a way that solves the problem or answers the question?</p> <p>What supports the table</p> <p>Where do you go from the table?</p>	<p>Read Teaching as Inquiry (TI) Chapter 6 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS #6 on assigned readings Post your Teacher Inquiry Plan #6 on the session forum using the guidelines provided</p> <p>Respond to postings by peers using the “value-added” response format</p>
<p>Session 7 2/13 – 2/21</p>	<p>Towards a Culture of Inquiry</p>	<p><i>Identify an article for review</i></p> <p>Read Teaching as Inquiry (TI) Chapters 7 & 8 and any additional Readings provided in Cougar Courses</p> <p>Submit POMS #7 on assigned readings Post your Teacher Inquiry Plan #7 on the session forum using the guidelines provided</p> <p>Respond to postings by peers using the “value-added” response format</p>
<p>Session 8 2/20 – 2/28</p>	<p>Individual Writing Time</p> <p>Course Reflections</p>	<p>Complete Action Research Write-up</p> <p>Teacher Research Article Review Report Due</p> <p>Complete Action Research Plan Due</p>