TLITE Field Study Course for the Fall of 2008

Instructors/Mentors:
   Betty Gilgoff - email: Betty_Gilgoff@sfu.ca home phone: 604-732-8941
   Elaan Bauder - email: EBauder@sd43.bc.ca
   Rick Botero - email: RBotero@sd43.bc.ca
   Bill Inkster - email: binkster@sd43.bc.ca
   Carol Todd - email: CTodd@sd43.bc.ca
   Dennis Wong - email: dwong@sd43.bc.ca

Overview:
Course Description -
   This "course" is designed to support the field study process as teachers carry out their own action research project. While each teacher's project is individually designed to fit his/her own classroom practice, there are some common themes that coming together in this Teaching and Learning in an Information Technology Environment (TLITE) Community of Practice can support. Through three monthly meetings students will more closely examine the process of doing qualitative research and learn to incorporate that process into their own ongoing reflective teaching practice.

Educational Rationale - Having teachers engage in inquiry is a powerful tool for professional development and growth. According to Dana & Yendoll-Hoppey, when teachers inquire they move towards transforming classrooms and schools to places where "teachers' voices contribute to the knowledge that is generated about teaching and learning." (p x, 2003) Those of us who have worked in the school system know that good teachers inquire and reflect naturally. Helping them learn to organize and structure that inquiry through formal field study work and a reflective portfolio process in ways that legitimize what they do and what they come to know, is a way of helping to make that transformative learning sharable and public.

Topics, Questions and Readings by class -

Meeting 1
September 22 - David Truss on Experiences drawn from Alan November's summer conference "Building Learning Communities"
Capacities: Reflective Practitioner, Autonomous Learner
Essential Question - How is my practice as a reflective educator incorporated into my field study and my teaching practice?
Field study work - "Launching your field study" - A draft of your field study action plan should have been submitted during the Summer Institute or by August 31. By this first meeting you should have begun (or be ready to begin) your field study.
Consider:
- What base-line assessment have you gathered related to your question? This considers data/thinking about yourself at the beginning of your field study, and data related to your students - where are you at?
- Where are your students at?
- What resources/educational thinkers have you found that you anticipate will be helpful to you in your field study?
- What have you actually done to launch your field study, if anything? (If you have started your Field Study, bring an artifact or story to share).

Reference reading: Dana, N.F & Yendoll-Hoppey, Diane. (2003). The Reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner

inquiry. Thousand Oaks, California: Corbin Press. (Chapter 4. Developing a Research Plan: Making Inquiry a Part of Your Teaching Practice)

Portfolios - Consider: What artifacts best represent your learning from the Summer Institute? Use the forms: "I used to think" and/or "Strategies for representing your learning journey"   Revisit the program capacities. How would you rate yourself on each. Explain How are you organizing your "working portfolio"?

Meeting 2

October 29 - Dr. Cheryl Amundsen on Mining the data in Qualitative Research (still being confirmed)

Capacities: Critical Practitioner, Knowledgeable Educator, Facilitator of Learning

Essential Questions: How is this study informing my teaching and making me a more caring, knowledgeable and ethical educator?

Field study work - "Collecting/Mining data"- How are you keeping track of your inquiry experiences? Bring along some samples of your data that help others in the group understand what you have been doing and thinking. What new questions are coming up? In what ways could the group help/support your field study work?

Be prepared to share any patterns, themes, surprises, you have noticed. Have you found any great new resources or articles to share?

Reference reading: Dana, N.F & Yendoll-Hoppey, Diane. (2003). The Reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry. Thousand Oaks, California: Corbin Press. (Chapter 5. Finding Your Findings: Data Analysis)

Portfolios - Consider: In what ways are you reflecting on your learning? your study? Use the forms "Appreciating learning and success" and "Analysis of beliefs and practices". What are your goals for yourself with this study? with this program? Consider the impact that your study has on those around you? How much are you sharing what you are doing? How are your colleagues responding? How are your students involved?

Meeting 3

Capacities: Supportive Colleague, User of Technology, Reflective Practitioner, Autonomous Learner

Essential Questions: How is my field study helping me become a better educator? With reference to my learning journey, where have I been? where am I going? What ways do the studies within our mentor group connect? How am I/can I build learning focused relationships in my communities.

Field study work- "The Gold in the Mix" - What patterns or themes are emerging now from your data. What possible connections and implications do you see for your practice?

Bring draft of Field study summary. Incorporate the highlights from this into your portfolio sharing.

Portfolios - Portfolio sharing night. Draft a learning statement (for working portfolio) related to the field study inquiry and be prepared to share with the group for questions and feedback. What evidence supports this learning statement? (Bring along examples of evidence to share)

Assignments and Expectations -

Field Study (as per your Field Study Intent and Field Study Action Plan)
- Field Study Intent Form due prior to the start of the course
- Field Study Action Plan due in draft form at first class, revised draft due by the end of September. Please email to your mentor. The final copy is due by November 20th.
- After submitting your action plan

1. implement your plan in your daily teaching
2. collect data and document the impact on your teaching, student learning, and instructional effectiveness through a variety of data collection from self, students, parents and colleagues (focus groups, samples of student work, conversations, photos, videos, etc.)
3. research relevant academic literature
4. analzye data (description, sense making, interpretation and implications for teaching)
5. revise and update your Field Study Action Plan to document what you actually did for your study, rather than just what you planned to do
6. summarize your insights and complete the Field Study Summary form
7. present your summary to your mentor group
   - Your **revised** Field Study Action Plan and your Field study Summary Form are due in draft form for Nov 15th. Please email the final version to your mentor by Nov 30th.

ePortfolio

The eportfolio is a representation of your learning, thinking and growth throughout the Teaching and Learning in an Information Technology Environment Program. What you have presented/submitted at the first summer institute is considered your "baseline portfolio". With each new course you are asked to add "artifacts" *which symbolize or represent significant learning or thinking relevant to that course and your own work in your teaching practice*. Be sure to always make the connection between your artifact and your learning very clear. You are encouraged to incorporate a reflective journal (or portions of it) into your portfolio. You will be asked to share significant additions to your portfolio at the end of this course and to provide an overview of your growth throughout the entire program as a major assignment in the final demo course (Reflections on Teaching and Learning) of the program in the summer of 2009. You should expect to submit relevant portions of your portfolio to your mentor at the end of each course. Your mentor is expected to provide you with written feedback on your portfolio.

Class Participation

It is expected that you will contribute to the class by participating in each class, contributing to the class wiki as needed, and sharing and discussing your work and the work of your colleagues within your mentor group.

All members of the University community share the responsibility for the academic standards and reputation of SFU. Academic honesty is a condition of continued membership in the university community. Please review the Policy at www.sfu.ca/policies/teaching/t10-02.htm