

**SIMON FRASER UNIVERSITY**

**EDUCATION 384-3 AND 385-3**

**SPECIAL TOPIC: ACTION RESEARCH  
(E8.00)**

Fall Semester, 1991  
(September 3 – November 29)  
Location: Surrey

Instructor: D. Van Sant/B. Holmes

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**PREREQUISITES:** None.

**DESCRIPTION OF COURSE**

This summer seminar is designed to provide school-based teachers and administrators with an introduction to the concepts, strategies and potential outcomes of field-based action research. It is also designed to increase their awareness of the role they can play in generating significant knowledge.

**OBJECTIVES**

- To view classroom or school-based questioning and answering within the context of research and evaluation.
- To operationalize questions drawn from practical experience within a research format.
- To develop a basic awareness of research procedures and analyses.
- To become acquainted with resources and support systems available for school-based research activities.
- To understand the components of, and strategies for, writing a research project report.
- To begin to structure a network of research-oriented school-based practitioners who can provide mutual support and assistance in "going beyond the question".

**READINGS**

- ASCD (1991). *The reflective educator*, Educational Leadership, 48(6).
- Burgess, R.G. (1985). *Strategies of educational research, qualitative methods*. Philadelphia, PA: Falmer Press.
- Cochran-Smith, M. & Lytle, S.L. (1990). *Research on teaching and teacher research: The issues that divide*. Educational Researcher 10(2), 2-11.
- Delbecq, A.L., VandeVen, A.H., & Gustafsen, D.H. (1986). *Group techniques for program planning: A guide to nominal group and delphi processes*. Middleton, Wisconsin: Green Briar Press.
- Lieberman, A. (Ed.). (1988). *Building a professional culture in schools*. Columbia University, NY: Teachers College Press.
- McTaggart, K. *Action research planner*. Australia: Deacon University Press.
- Schon, D.A. (1983). *The reflective practitioner*. Basic Books.
- Weiss, C.H. (1972). *Evaluation research: Methods of assessing program effectiveness*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

## **STUDENT ASSIGNMENTS**

Students will be expected to attend and participate in seminars. Each student must propose, conduct and prepare a written report of a research activity relevant to their work/interest.

## **STUDENT ASSESSMENT AND GRADING PROCEDURE**

Evaluation will be based on the following:

- attendance, involvement and participation in the seminar/conference
- completion of self-directed learning project and journal
- completion of assignments and readings given by the instructor
- other criteria as specified by the instructor