#### 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

### 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**

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- 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 schoolbased 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

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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