EDUC 429-4: RESEARCH FOR THE CLASSROOM TEACHER

Spring Semester 1982 Kelowna

Monday evenings: 4:30-8:30

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... the outstanding characteristics of the extended professional (teacher) is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research techniques.

- Lawrence Stenhouse - An Introduction to Curriculum Research & Development, p.145.

This quotation by Lawrence Stenhouse provides a brief but compellingly appropriate introduction to the course. The major presupposition underlying the course is that teachers need to become more responsible for their own professional development, and one way of doing this is through classroom research. As a corollary, the course is practically based — the aim is to give participants understanding, skills and practice in classroom research as an aid to their own professional development. Consequently, the participants day to day experience in the classroom provides the context for understanding and practising classroom research procedures.

We will adopt an informal seminar/workshop format for the course: activities will include lectures, presentations, demonstrations, workshops and the mutual sharing of experience. In order to place classroom research within its educational context, we will first discuss the theoretical implications of the activity and review the pertinent literature, before examining specific research techniques and applying them to actual teaching situations. The requirements for the course will include: a classroom research project, a student log-book of the course, and a critical review of the literature.

The Required Text is:

Acheson, Keith A., and Meredith D. Gall. <u>Techniques in the Clinical Supervision of Teachers</u>. New York: Longmans, 1980.

The text will be supplemented by readings provided by the instructor.

For further information about the course feel free to contact the instructor - David Hopkins, by telephone.