

**EDUC 490-4**  
**(Directed Studies)**  
**Curriculum Inquiry as Teacher Research**

Intersession 2007 (May 7-June 15)  
Tuesdays & Thursdays 08:30-12:20

Instructor: Ann Chinnery  
e-mail: [achinner@sfu.ca](mailto:achinner@sfu.ca)  
Office: 15-265 SFU Surrey  
Phone: (778) 782 8123

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**PREREQUISITE** 60 hours of credit

**COURSE DESCRIPTION**

We all teach from theory whether we realize it or not. However, without reflection on, and active inquiry or research into our assumptions, theoretical frameworks and practices, we are less able to move beyond our current ways of thinking and doing. In this course we will examine the epistemological, political, economic, and ethical underpinnings of the BC curriculum, focusing on teacher research as a particularly useful, practice-based approach to curriculum inquiry.

**OBJECTIVES**

The course will aim to:

- cultivate a critical appreciation for curriculum theory and curriculum documents
- foster the capacity for reflexive inquiry into our own theoretical frameworks and practices
- nurture the ability to participate in a community of inquiry
- foster the skills necessary for undertaking teacher action research in our own classrooms

**REQUIREMENTS**

- student-directed inquiry assignments – 30%
- mid-term group presentation – 30%
- research project proposal (3-step assignment) – 40%

\*\* Please note: There will be no final examination in this course.

**READINGS**

- Beyer, Landon E., & Apple, Michael M. (Eds.). (1998). *The curriculum: Problems, politics and possibilities*. 2<sup>nd</sup> ed. Albany, NY: SUNY Press. ISBN: 0-7914-3810-4
- Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators*. Toronto: Allyn and Bacon. ISBN: 0-205-38585-0