

SIMON FRASER UNIVERSITY

EDUCATION 497-4

SPECIAL TOPIC:

TEACHER RESEARCH AND REFLECTIVE PRACTICE

(SITE)

Summer Session, 1991
(July 15 - August 2)
Monday, Wednesday & Friday
12:30 - 5:20 p.m.
Location: MPX 8542

Instructor: K. Zeichner

PREREQUISITE: EDUC 401/402, or equivalent

COURSE DESCRIPTION

The course will begin with an exploration of various conceptions of reflective teaching practice and with an examination of the distinctions between different conceptions of reflective teaching and non-reflective teaching. There are five traditions of reflective practice which will be used as the conceptual framework of the course: reflection as a generic professional disposition, the academic tradition, the social efficiency tradition, the developmentalist tradition, and the social reconstructionist tradition.

The next part of the course will discuss teaching as a form of research and focus on different ways in which teachers can and do reflect on their teaching. We will read and discuss and watch (on video) examples from various approaches and engage in experiences in class that cause us to think about our own development as teachers. Examples of some approaches are: journal writing, collaborative autobiography teacher narratives, and other life history methods, peer supervision, some of the exercises designed by Posner (1989) for use in field experiences. In addition, a review of the Berlaks' "dilemma language" as an example of a strategy for promoting teacher reflection that addresses the links between the micro reality of the classroom and the larger social context will be introduced.

The final section of the course will focus on classroom action research as a vehicle for teacher reflection and teacher development. Class members will design and carry out studies during the course.

COURSE OBJECTIVES

The course will cover the following:

1. introduce them to the idea of classroom action research;
2. read and discuss the underlying epistemological issues involved that distinguish action research from conventional research;
3. focus on the methodological issues involved in conducting classroom research (e.g., identifying an issue, data collection, etc.);
4. examine examples of research conducted by classroom teachers for what it can tell us, not tell us, etc.

READINGS

Dewey. *How We Think, Experience and Education.*

Schon. *The Reflective Practitioner.*

Pollard & Tann. *Reflective Teaching in the Primary School.*

Grant & Zeichner. "On Becoming a Reflective Teacher".

Zeichner & Tabachnick. "Reflections on Reflective Teaching".

Beyer, Lanny. *Critical Reflection and the Culture of Schooling.*

Duckworth, Eleanor. *The Having of Wonderful Ideas.*

Kemmis & McTaggart. *The Action Research Planner.*

Hitchcock & Hughes. *Research and the Teacher: A qualitative introduction to school-based research.*

Winter. *Learning from Experience.*

I will also use examples of teachers' and student teachers' action research reports.