

	<b>CAPILANO UNIVERSITY COURSE OUTLINE</b>		
	<b>Course Title</b>	<b>Teacher as Researcher</b>	
<b>Course Number</b>	EDUC 473	<b>Credits</b>	3.0
<b>Section Number</b>		<b>Instructor</b>	
<b>Term</b>	Fall 2017	<b>Office</b>	
<b>Phone</b>		<b>Local</b>	

**COURSE FORMAT:**

Three hours of class time, plus an additional hour delivered through on-line or other activities for a 15-week semester, which includes two weeks for final exams. This course may also be offered in an on-line format.

**COURSE PREREQUISITE:** 45 credits of 100-level or higher coursework and ENGL 100; and EDUC 373 as a pre- or corequisite

**EARLY CHILDHOOD CARE & EDUCATION DEPARTMENT VISION STATEMENT:**

The ECCE diploma / degree program fosters intellectual curiosity and critical thinking relevant to advocacy and leadership in early childhood education careers, advanced study, and lifelong learning.

**LEARNING OUTCOMES:**

**General:**

This course is an introduction to the tradition of practitioner research in Early Childhood Care and Education. Students will learn the rudiments of critical teacher inquiry and explore research as an ongoing aspect of one's teaching. The course focuses on the dispositions, concepts and abilities involved in designing and conducting educational research projects. It introduces a range of qualitative research methodologies.

**INSTRUCTIONAL OUTCOMES:**

*Students who successfully complete this course should be able to:*

1. Demonstrate an understanding of various qualitative educational research methods, particularly participatory research methods;
2. Thinking with the BC ELF, use pedagogical narrations as a tool for research and reflection;
3. Extend their pedagogical practice by engaging with research methods

**REQUIRED TEXTS:**

Van Manen, Max, (1997). *Researching Lived Experience: Human Science For An Action Sensitive Pedagogy* (2<sup>nd</sup> edition). London, Ontario: The Althouse Press.

Pacini-Ketchabaw, V., Kind, S. & Kocher, L. (2016). *Encounters with materials in early childhood education*. New York: Routledge

**Required course readings (additional required readings will be posted on Moodle):**

Cooley, M. (2007). Video poems: seeking insight. *Canadian Review of Art Education: Research and Issues*, 34, 88-100.

Kind, S. & Argent, A. (forthcoming). Using video in pedagogical documentation. In A. Fleet, C. Patterson, & J. Robertson (Eds) *Pedagogical documentation in early years practice*. Sage

Leggo, C. (2005). The heart of pedagogy: On poetic knowing and living. *Teachers and Teaching: theory and practice*, 11(5), 439-455.

Lenz Taguchi, H. (2010). *Going beyond the theory/practice divide in early childhood education*. New York: Routledge. (Chapter 3)

May, W. (2000) The arts and curriculum as lingering. In G. Willis & W. H. Schubert (Eds) *Reflections from the heart of educational inquiry*, pp. 140-152. Troy, NY: Educator's International Press.

Reggio Children, *The Wonder of Learning: The Hundred Languages of Children*. Reggio Emilia, Italy: Reggio Children.

Rinaldi, C. (2003). The teacher as researcher. *Innovations in Early education: The international Reggio Exchange*, 10(2), 1-4.

Rinaldi, C. (2012). The pedagogy of listening: The listening perspective from Reggio Emilia. In C. Edwards, L. Gandini & G. Foreman (Eds) *The hundred languages of children: The Reggio Emilia experience in transformation*, third edition, (pp. 233-246). Santa Barbara, CA: Praeger.

Rose, G. (2007). *Visual methodologies: An introduction to the interpretation of visual materials*, 2<sup>nd</sup> edition. Los Angeles: SAGE. (Chapter 1)

Schroeder, C. (1997). Writing and the body: Cultivating listening, solitude and embodiment in writing and pedagogical practices. *Educational Insights* 4(1) Available at <http://www.educationalinsights.ca/> (go to archives)

Springgay, S., Irwin, R. L., Wilson Kind, S. (2005). A/r/tography as living inquiry through art and text. *Qualitative Inquiry* 2(6), 867-912

Triggs, V., Irwin, R. L. & Leggo, C. (2014). Walking art: sustaining ourselves as art educators. *Visual Inquiry: Learning and Teaching Art*, 3(1), 21-35.

Wattchow, B. (December 2004). Many Voices Speak The River: Education in an Adventure-River-Landscape *Educational Insights*, 9(1).  
<http://www.ccfi.educ.ubc.ca/publication/insights/v09n01/articles/wattchow.html>

**RECOMMENDED TEXTS**

Recommended readings will be posted on Moodle

**COURSE CONTENT :**

Content
<ul style="list-style-type: none"><li>• What does it mean to be a teacher-researcher?</li><li>• How can research be an ongoing aspect of one's teaching practice?</li><li>• How can research be imagined?</li><li>• Qualitative research methodologies</li><li>• Phenomenological inquiry</li><li>• Investigating experience</li><li>• Living inquiry</li><li>• Personally situated research</li><li>• Visual research and images as/in research</li><li>• Video documentation</li><li>• Participatory research</li><li>• Research <i>with</i> others</li><li>• Interpretation and processes of making sense</li><li>• Writing as research/research as writing</li><li>• Teacher as researcher – living the research</li></ul>

**EVALUATION PROFILE:**

Portfolio	35%
Living inquiry	35%
Written paper	30%
<b>Total</b>	<b><u>100%</u></b>

**GRADING PROFILE:**

A+ = 90 - 100	B+ = 77 - 79	C+ = 67 - 69	D = 50 - 59
A = 85 - 89	B = 73 - 76	C = 63 - 66	F = 49 and below
A- = 80 - 84	B- = 70 - 72	C- = 60 - 62	

**ASSIGNMENTS:** See attached.

**OPERATIONAL DETAILS**

Capilano University has policies on Academic Appeals (including appeal of final grade), Student Conduct, Cheating and Plagiarism, Academic Probation and other educational issues. These and other policies are available on the University website.

**Attendance**

Attendance is essential for the successful completion of this course and to meet the Licensing requirements of the BC Early Childhood Educator Registry. In the event of an absence from class, the student will inform the course instructor. A student who misses 10% of classes may not receive credit for this course. A faculty review will occur in the event the maximum percentage of absences has been exceeded.

\*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

#### Punctuality

Punctuality is essential given the professional nature of this program. Lateness will be assessed in the same way as attendance. Being late for more than 10% of classes will result in a faculty review.

\*Please note that this pertains to all students who are taking this course, regardless of whether individual students are not seeking licensure.

#### Academic Responsibility

Each student is responsible for the material covered in class and for any work required for the following class. If a student misses a class, they have the responsibility to contact a peer and obtain the notes, handouts and work for future classes.

The quality of work should provide both adequate depth and breadth so as to demonstrate a commitment to your professional development and that the competencies required of the course have been successfully met

#### Professionalism

All students are expected to maintain professional behaviour, as laid out in the ECEBC's Code of Ethics, while participating in this course. This pertains to all students, registered for this course.

#### Missed presentations, exams, quizzes

Students will be allowed to make up in-class assignments, presentations, projects, exams, and quizzes under the following conditions:

If a doctor's certificate of illness is provided; or, in the case of the death of a close family member, a death certificate may be required.

#### Late Assignments

All assignments are due at the beginning of the class on the due date. Late assignments will receive a 5% deduction in grade for each day they are overdue.

#### Incomplete Grades

"I" Grades will be given only when prior arrangement has been made in writing between the instructor and the student specifying the exact nature of the work to be done and the date it is to be received.

#### English Usage and Writing Style

All assignments are marked for correct English usage, proofreading, and formatting. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

All assignments will adhere to APA stylistic guide for avoiding bias in language use and will be written in a manner that reflects the spirit and values inherent in the ECEBC Code of Ethics and the BC Early Learning Framework. At the instructor's discretion, any assignment not reaching these standards may be returned for revision and resubmission. Maximum grade assigned for a revised assignment is a "C".

#### Cheating & Plagiarism

Cheating is an act of deceit, fraud, distortion of the truth, or improper use of another person's effort to obtain an academic advantage.

Plagiarism is the presentation of another person's or source's words and/or ideas as if they were one's own. It ranges from an entire assignment which is not the student's own work to specific passages within an assignment taken from a source without appropriate acknowledgement.

Students are responsible for ensuring that they understand and follow the principles of proper documentation and scholarship. If in doubt about these matters, students should consult their instructor, the Writing Centre, or the Library. Students are responsible for ensuring that they understand what constitutes cheating and plagiarism and that these violations of proper academic practice have serious consequences.

The instructor has the right to assign a grade of "0" on the examination or assignment, or, at the instructor's discretion, a letter grade "F" / No Credit on the course.

Second incidents of cheating or plagiarism, or first incidents deemed by a department/instructor to be particularly serious, will be dealt with according to the University policy available on the University website.

#### Emergency Procedures

Please read the emergency procedures posted on the wall of the classroom.