Rationale

HIP: Engage students with/through (under)Graduate Research

SO THAT:

Imperative V of Momentum 2015: Achieve Doctoral Comprehensive Status and Aspire to Emerging Research Designation

(It is necessary to infuse research opportunities at the master’s level so that we can then have our students come back for the doctorate.)

How will this improve students learning?

In preparing a generation of leaders, we aim to assist students in accepting that they are holders of knowledge (thinkers), not only doers. Learning self-efficacy is important for leaders.

By presenting a research proposal at annual department conference and receiving feedback on Oct. 24, 2014 the students will learn to become reflective practitioners.

Student Learning Objectives (What I wanted to enhance).

1. Understand and apply inductive reasoning vs. deductive reasoning when appropriate.
2. Understand and enact the role of researcher/practitioner
3. Identify a problem of practice and articulate research process associated with carrying out a solution

Specific Assignments & Assessment

Previous Course Assignments | New Assignments
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Case Study Analysis in groups (Keep) | Identify a problem of practice
Chapter Quizzes | Conduct a literature Review
Chapter Summaries | Out-line a method/steps of inquiry
Educational Platform (Keep) | Hypothesize about a solution/findings
Critical Reflections (Added Fall 2014) | (If IRB is secured then study can be carried out)
Social Justice Literature (Added Fall 2014) | Present research proposal components at department conference for feedback.

What I did to course:

The former course did not mention this concept of researcher/practitioner.

- Incorporate action research methodology as part of the readings for course and discuss how methodology relates to course content.
- Add research that illustrates the importance of leader/principal as researcher: *Ethnography in Administration*, *The Man in the Principal’s Office*, *The Teacher as Enemy*, and literature showing how anthropology in education is helpful.