University of Massachusetts at Boston

College of Advancing & Professional Studies

Critical & Creative Thinking Program

Action Research for Educational, Professional, and Personal Change

CrCrTh693

Fall 2013 face-to-face & online section

Syllabus

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Course Dates: 3 September - 3 December (no class on Oct. 8), 7-9.30pm
Location: McC 2-208 or by google+ hangout (with URLs posted on wiki just before session)
Office/phone call/Google hangout hours: http://ptaylor.wikispaces.umb.edu/PTOfficeHours, by arrangement
Course Wiki: http://crcrth693.wikispaces.umb.edu/
Course Discussion Board: http://crcrth693.wikispaces.umb.edu/BulletinBoard

Description, Preparation before taking the course, Overview, and Objectives

COURSE DESCRIPTION: This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

POINTERS about the preparation assumed for this course (in lieu of formal prerequisites):
Through your previous courses, you should have developed the disposition of experimenting with new tools, even if not every one became part of your toolkit as a learner, teacher/facilitator of others, and/or reflective practitioner. Through courses and other personal and professional experience you should have an interest in one or more issues that you might delve into and promote change on in an Educational, Professional, or Personal area. Most importantly, you should be prepared to address the question: "If you have good ideas how do you get others to adopt and/or adapt them?" (For CCT students, this course is best taken after Processes of Research and Engagement, but this sequence is not mandatory.)

OVERVIEW: The preceding question captures the central motivation for the course in the CCT curriculum. This question can also be expressed as: "How do you build a constituency around your idea? This concern can lead you into evaluating how good the ideas actually are (with respect to some defined objectives) so you can demonstrate this to others. It can also lead you to work with others to develop the idea so it becomes theirs as well and thus something

they're invested in. Action Research, in the "Cycles & Epicycles" framework taught in this course, involves group facilitation, participatory planning, and reflective practice, as well as systematic evaluation. Students from a variety of programs should find this course a suitable vehicle to enhance your interests in educational, professional, or personal change.

LEARNING OBJECTIVES: By the end of the semester, you will have:

- experienced, learned, and practiced a set of tools and processes to promote participation and reflective practice (including your own participation);
- learned to formulate informative comparisons as a basis for evaluations;
- examined critically the evaluations of others (or the lack of the appropriate evaluations), including the influences of political context on evaluation and research;
- considered the ideal of participatory action research in relation to politics generated from below; and
- undertaken a project in an area of your particular concern in which you design (and, optionally, carry out) an Action Research process using the Cycles and Epicycles framework (and addressing the items listed below under Requirements).

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.
This syllabus is subject to change, but workload expectations will not be increased after the semester starts.
(Version 28 Aug. 2013; changes after the start of the semester are marked in blue)

TEXTS and MATERIALS
Required: Calhoun, E. F. (1994). How to Use Action Research in the Self-Renewing School. Alexandria, VA: ASCD.
Schmuck, R. (either 1997 or 2006). Practical Action Research for Change. Arlington Heights, IL: Skylight. (Used copies of old editions may be available via amazon.com)
Recommended: Taylor, P. and J. Szteiter (2012) Taking Yourself Seriously: Processes of Research and Engagement Arlington, MA: The Pumping Station (Available from online retailers or as pdf or paperback from
http://thepumpingstation.org   )

> Online guidesheets duplicate pages in the text, so you can choose not to buy the text. If you buy the printed or pdf text you can refer to that instead of reading the guidesheets online and you have a reference work to consult after the course.

Recommended to help with writing: Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin ("new" copies available   well below list price on amazon.com)
(See also Conlin; Elbow; Kanar; Perelman, et al.)

Recommended if you are interested in facilitating group process: Schuman, S., Ed. (2006). Creating a Culture of Collaboration: The International Association of Facilitators Handbook. San Francisco, Jossey-Bass.

Readings for the course consist primarily of individual articles and book chapters, most of which can be downloaded from password-protected page)

REQUIREMENTS

Your 693checklist wikipage (replica viewable as http://crcrth693.wikispaces.umb.edu/693checklist) and links to it provide Notes on the assignments and Examples of previous students' assignments. The Notes link, in turn, to more detailed guidesheets on using the tools, including templates where relevant. These guidesheets duplicate pages in the text, *Taking Yourself Seriously* so you may choose to refer to the printed text instead of reading these guidesheets online. If you do work online, be prepared to click through to the notes and read the guidesheets before getting to the to-do part of any assignment.

Written A. Action Research written assignments and work-in-progress presentations (2/3 of grade)

Project = Design and report on (1500-2500 words) an Action Research Process related to an action or intervention in a specific classroom, workplace or personal teaching/learning practice, an educational policy, an educational institution, or a social policy. Your design should include all the aspects of the Action Research Cycles and Epicycles , including:

- how you will learn from evaluations of past changes or interventions like yours,
- how you would facilitate the reflective and/or collaborative process in which a constituency comes to join with you in shaping a change or intervention (or at least supporting your efforts), and
- how you would evaluate the outcome with a view to expanding further the constituency for adopting/adapting the change or intervention.

Carrying out the design is applauded, but not required. If you carry out the design (or some of it), you should report on what you have actually done and how you would proceed differently if you were to do it over. It is important that you do not let implementing your action/intervention eclipse attention to designing the other aspects of the Action Research. The project is developed through a sequence of assignments:

A1. reflection on introductory action research in sessions 1&2, A2. initial description (based on strategic personal planning), A3. KAQ, A4. evaluation clock, A5. initial work-in-progress presentation with notes on research and planning, A6. narrative outline, A5revised. updated work-in-progress presentation (taking into account comments on initial version and notes), A7. complete draft report, and A7revised. final (1500-2500 words) report.

Initial submissions of all assignments due on the dates given in the Schedule of sessions below (as well as in your assignment checklist).

At least five, including the complete report, should be revised and resubmitted in responses to comments until OK/RNR (=OK/ Reflection-revision-resubmission Not Requested).

If the complete report is not OK/RNR by the date for submission of grades an incomplete may be submitted (see policies about incompletes).

Participation and contribution to the class process (1/3 of grade)

B. Building learning community through prepared participation and attendance at class meetings(=13 items; 8 items for online students) and B2. "syllabus quiz" submitted in session 2 and B3. Weekly buddy check-ins (see D1, below) (=3 items for 12 check-ins; 8 items for online students).

C. Summaries of readings for sessions 9, 10, and 12 posted on session wikipage (=3 items)

D. Personal/Professional Development (PD) Workbook compiled throughout the semester (7 items), including:

D1. Weekly entries, perused at first conference or before mid-semester break, on a. possible application of tools to your project and b. weekly buddy check-ins (2 items)(see also D3)

D2. worksheet on PD workbook and research organization submitted in session 6

D3. Whole PD workbook ready for perusal (in hard copy or on wiki) at the end of the semester (session 13)

D4. Annotated "Clippings" on wiki(2 items for 6 postings before session 13)

D5. Process review on the development of your work (due session 13) .

For CCT students this assignment is suitable for inclusion in the required Reflective Practitioner's Portfolio because in it you identify the tools, practices, and perspectives from the course that you intend to bring into your specific professional or personal endeavors.

E. Minimum of two in-office or phone conferences on your assignments, PD workbook, personal wikipage, and project

-- one before session 6; the other by session 10 (=2 items)

F. Peer commentary on your buddy's work in each 4-week period and on another student's draft report (with copy posted on peer share wiki) (=4 items)

Students should aim for all writing and presentation assignments submitted <u>on the due date</u> and 5 OK/RNR (=OK/ Reflection-revision-resubmission Not Requested), including the complete report, as well as 27 participation items fulfilled.

If you reach or exceed this target for both parts of the course grade, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points.

> For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."
> 1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
> 2. often revised thoroughly and with new thinking in response to comments.
> 3. Project innovative, well planned and carried out with considerable initiative, and
> 4. indicates that you will be able to move from design to implementation in your specific situation.
> 5. Project report clear and well structured,
> 6. with supporting references and detail, and professionally presented.
> 7. Active contribution to and reflection on process of learning from session activities around Action Research and semester-long projects.
> 8. Ability to shift between opening out and focusing in as required to complete full Evaluation clock
> 9. Active, prepared participation and building the class as learning community.
> 10. PD workbook shows: Consistent work outside sessions,
> 11. deep reflection on your development through the semester and
> 12. map of the future directions in which you plan to develop.

If you don't reach the automatic B+ level, your points = 10 for each writing assignment (or presentation) that is marked OK/RNR + 3 for each other writing assignment initially submitted <u>by the due date</u> + 1 for each participation item fulfilled up to a maximum of 80.

Overall course points are converted to letter grades as follows: The minimum grade for A is 95 points, for A- is 87.5, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50.

(In theory it is possible for a student to earn 104 points, but this would still be awarded an A.)

Plagiarism: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see library guide   and Academic Honesty policies   ).

Session 1 Introduction to Action Research Cycles and Epicycles, I

Preparation:

Purchase course texts

View video introduction

Read introduction to the syllabus

Review instructor's portfolio and past evaluations   for the course

Begin to get set up technologically

On the course home wiki page (http://crcrth693.wikispaces.umb.edu/), review the introductory box and the list of the relevant pages. (You don't have to thoroughly explore the details of the future weekly sessions before the course starts.)

Review your personal Assignment Checklist (aka Drop Box) and PD Workbook.

For all of the pages above, develop some system for keeping important web links handy (Bookmarks or Favorites

organized using your web browser, a document with a list of all important course links, or any other system that helps you to remember web site addresses.)

Participation from a distance using google+ hangout: URL to be supplied 10 minutes before class starts.

See 693LiveMakeup if you miss this session (or any other synchronous session)

See discussion post for additional instructions (if any) before starting this and each other session

Session:

Overview of course (from Course description through Learning Objectives in FrontMatter)

Freewriting   and Think-Pair-Share   on digesting the overview.

> "When I try to digest the paragraphs and imagine what I will learn in the course, the thoughts/experience /feelings that come to mind include…

The framework of Action Research Cycles and Epicycles   is introduced through a compressed example of Action Research performed by the class members during this session.

> Case: Online students' experience of the course to focus primarily on the subject, not the technology

693ARDesign_Review.doc
Details Download 46 KB
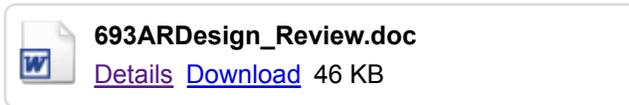
Use this worksheet to consider this case step-by-step.

At the end, complete the Critical Incident Questionnaire   on the experience of the compressed example of Action Research.

Follow-up:

Read and make notes on the Action Research Cycles and Epicycles   framework, which you will need to revisit several times over the course of the semester to appreciate fully.

Complete the Syllabus Quiz and submit the resulting file to your wiki assignment checklist.

Sign up for your Buddy for the first of the 4-week periods.

> Hold your first Buddy Check-in before session 2; this should involve peer assistance in items on the Syllabus Quiz, especially getting set-up technologically, finding your way around the course materials, and articulating questions to get the help you need.

Set up your PD workbook.

If you need help, post questions on the general discussion board for the course, or send them to the instructor. In particular, don't spend more than about 5 minutes confused by the wiki.

Sign up for your first conference with the instructor, due before session 6.

Look ahead to what preparation is needed for the next session.

Look ahead to what work is due in the next session. Remember that work due in a session should be submitted by time of the session. This means that you will always need to look ahead one week.

Session 2 Introduction to Action Research Cycles and Epicycles, II

Preparation:

Read Schmuck, 1997, p. vii-29; 2006, p. ix-29. Think about the relationship between his systematic treatment of the topic and your experience in session 1.

Read final projects   by Teryl Cartwwright and one other alum of the course: Jan Coe, Alyssa Hinkell, Marie Levey-Pabst, Alison Palmucci, John Quirk, Kathleen Thompson

(Optional) Listen to a recorded interview with an alum of the course   about her experience with the course (as a face-to-face student).

(Optional) Read Noah Rubin's account of the pedagogy in this course.

Participation in session from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

[Feedback on Critical Incident Questionnaire I](#).

Questions on Syllabus, course mechanics, uploading assignments to wikis and other technological competencies

Discussion on use of AR cycles & epicycles framework ([guidesheet](#)) to review and analyze final projects by alums of the course, including live guest (Teryl Cartwwright)

Focused Conversation on Action Research experience to date

Follow-up:

Review Focused Conversation, [handout](#)

Reading on Focused Conversations: Stanfield, 6-29; (optional) Nelson, ..Focused Conversation for Schools

Look ahead to what work is due in the next session.

Work due this session:

B2. Syllabus quiz (uploaded to your 693checklist wikipage)

Session 3 Strategic Personal Planning

applied to initial formulation of a course action research design project so it incorporates your wider personal and life concerns (and thus recruits you firmly into your constituency)

Preparation:

Read Spencer, chaps. 5 & 7, Weissglass, "Constructivist Listening,"

Review Project reports from previous semesters (via [wikipage](#))

For a preview of clustering and naming of clusters (which is part of Strategic planning), peruse [vision charts](#)   , but note that these are from the course as a whole, not from individuals.

Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:

[Supportive Listening](#)   (a variant of constructivist listening) with buddy on one's hopes/fears/ideas/questions re: educational, professional, and/or personal change

[Strategic personal planning workshop](#)   (about the educational/organizational/personal change you want to facilitate/promote)

In-Session drafting of initial description of AR design project

Follow-up:

(for those interested in Strategic Participatory Planning, of which Strategic Personal Planning is a variant) Materials from ICA Facilitators Manual, CEDAC, Our Economy, Taylor, "Epilogue," 204-210, Schmuck on "cooperative" action research

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A1: 1st Reflection on your Experience as Novice Action Researchers in relation to the Considered Formulations from Other Sources (in this case, the prescribed readings so far from Schmuck)

Session 4 Examining the background and evaluations of previous actions before pressing forward

using tools and interactions with others to open up problems and focus in on needed inquiry

Preparation:

Read Entin, "Reflective Practitioner," Greenwald, "Learning from Problems."

Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:

Use of KAQ framework :

      mini-lecture on KAQ framework
      Draft some lines of KAQ for your project
      Discuss your initial efforts with classmate or buddy and via discussion posts (which the instructor will respond to)

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:
A Asmt. A2: Initial Paragraph Overview of Project

Session 5 Formulating informative comparisons as a basis for evaluations, I

Preparation:

Arrange new buddy for the next 4-week period
Read Goode article on the effects of a smoking ban ; Overview   of relationship of evaluation to facilitation of change;
Guide to the Evaluation clock
Optional: Listen to audio recording   on using the Comparison steps (2-4) of the evaluation clock
Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:

Use the Comparison steps (2-4) of the evaluation clock to

- analyze published evaluations of past actions (e.g., smoking ban clipping), then
- design evaluations that may be part of students' projects

Follow-up:

Re-read guide to the Evaluation clock
Look ahead to what work is due in the next session.

Work due this session:
A Asmt. A3: KAQF assignment

Session 6 Formulating informative comparisons as a basis for evaluations, II

Preparation:

Topic for buddy check-in: Using the comparison steps (2-4) in the evaluation clock to design evaluation as part of your project (Asmt. 4a)
Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.
Optional: Listen to recording   of mini-lecture.

Session:

Mini-lecture on statistical formulations   of comparisons and background assumptions
Peer coaching on Evaluation clock assignment and its extension to students' Projects, wiki use, KAQF, and PD workbooks.

Follow-up:
Schedule second conference by session 10 to discuss your projects and use of evaluation clock
Look ahead to what work is due in the next session.

<u>*Work due this session*</u>:
A Asmt. A4a. Use the "stripped-down" version of the evaluation clock (comparison steps 0 to 5) design evaluation as part of your project
E1. First conference must be completed before session 6 to discuss your Action Research ideas, the course thus far, and your PD workbook (which you commenced working on after session 1; see D1.)
D2. Submit worksheet on PD workbook and research organization (you can use the template document: crcrth693-PDworksheet-D2.doc)
D4. You should have at least two annotated web-"Clippings" on Clippings Page by this point in semester.

There is no spring break for this course.

Session 7 Work-in-progress presentations, I

Preparation:
Work-in-progress Presentation I on Project; post working title on wikipage; prepare visual aids and hide as many toolbars as possible before uploading to wikipage; (students from a distance only) practice using screenshare on google+ hangout
Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:
Work-in-progress Presentations on Project
Plus-Delta feedback on each presentation (on paper or via online form

Follow-up:
Look ahead to what work is due in the next session.

<u>*Work due this session*</u>:
A Asmt. A5a, initial: Work-in-progress Presentation I on Project and A5b. Notes on Research and Planning for Student Projects

Session 8 Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II

Preparation:
Read Schmuck, pages 29-146, Calhoun, <u>How to Use Action Research</u> (especially chapters 1-3), Weiss, chapter 1, and (optional) Weiss, chapters 2 &4.
Preview Small group work roles.
Video on work in heterogeneous groups: http://vimeo.com/16218630 (password-access)
Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:
Small group work on two activities : a) lessons about cooperative work and b) comparison of Cycles and Epicycles with Calhoun's frameworks for Action Research
Critical Incident Questionnaire II on course to date

Review if needed: video on work in heterogeneous groups: http://vimeo.com/16218630

Discussion post on this wikipage of your own synthesis from session activity a) and your own comparison from activity b).

(optional) Read other accounts of Action Research: Madison Metropolitan School District, "Classroom action research," Spina, "Six key principles," Winter, Learning from Experience

Look ahead to what work is due in the next session.

Work due this session:
A Asmt. A4b due: Use the full evaluation clock to design the evaluation part of your project.

Session 9 Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II

Preparation:
Arrange new buddy for the next 4-week period

Read at least three from Hitchcock & Hughes, Chap. 3, "Access, ethics, and objectivity," Chapter 5, "Designing, planning and evaluating Research"; Greenwood & Levin, Chaps. 8 & 11, "Action research cases," & "Action science and organizational learning"; Rokovich, et al., "Implementing change"; Jenkins, "Action learning"; CEDAC, Our Economy; Greenwald, Learning from problems, Madison Metropolitan School District, "Classroom action research" (and linked pages   ), Penuel et al, , " Organizing Research and Development," study of CIT   , Rubin's account of the pedagogy in this course

Submit summaries for one reading to the discussion post for this session.

Read guidelines for dialogue process   .

Read Feedback on Critical Incident Questionnaire II

Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:
Dialogue "Hour" session   on our thinking and experience and questions about action research in contrast to conventional research, drawing on readings and including issues about ethics of research and people's engagement in the situations being researched.

Follow-up:
Look ahead to what work is due in the next session.

Work due this session:
Participation Item C. Summary of one reading submitted to the discussion post for this session.

Session 10 Influences of Political Context on Evaluation and Educational Research
Although it is not expected that your projects tackle the larger political context of making changes in education (broadly construed) or draw on sophisticated theories about evaluation and educational change, this Session put these areas on your maps.

Preparation:
Read at least one of:
Woodhead, "When psychology informs public policy,"
Hunt, "The dilemma in the classroom: a cross-sectional survey measures the effects of segregated schooling,"
Metcalf, "Reading between the lines."

Muir, "Science rules OK: running societies the rational way,"

Rokovich, "Implementing change at SJUSD: an unfinished case study"

Submit summary for one reading to the discussion post for this session.

Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:

"Jigsaw"   digestion and discussion of readings, with special attention to the ways that politics shapes educational research and evaluation studies at the stages of: origins and design of the research; the implementation; the interpretation of results; and their dissemination or application.

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A6: Narrative Outline for Project Report

E2. Second conference with instructor on your assignments and projects, before Session 10.

Participation Item C. Summary of one reading submitted to the discussion post for this session.

Session 11 Work-in-progress presentations, II

(taking into account comments on previous presentation & notes on research & planning)

Preparation:

Work-in-progress Presentation I on Project; post working title on wikipage; prepare visual aids and hide as many toolbars as possible before uploading to wikipage

Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:

Work-in-progress Presentations on Project

Plus-Delta   feedback on each presentation (on paper or via online form   )

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A5a, updated: Work-in-progress Presentation I on Project and A5b. Notes on Research and Planning for Student Projects

Session 12 Generating politics from below in relation to Educational and Action Research

Preparation:

Read at least two of:

Carr & Kemmis, Becoming Critical, CEDAC, Our Economy, Couto, " The promise," Greenwood, "Action science and organizational learning," Taylor, "Epilogue," McLeod, et al., "Changing how we work," Senge et al., "Fostering communities"

Submit summary for one reading to the discussion post for this session.

Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:

Video segment on Myles Horton and the Highlander Center, a longterm source of educational and social change:
http://vimeo.com/16215282   (password-access)
Dialogue Process session   on "Generating politics from below in relation to Educational and Action Research,"
including participatory action research and theory in relation to action (incl. reflective practice)

Follow-up:
Look ahead to what work is due in the next session.

Work due this session:
A Asmt. A7: Complete Draft of Design Project (on peer share wikipage as well as your 693checklist wikipage)
Participation Item C. Summary of one reading submitted to the discussion post for this session.

Session 13 Taking stock of course & of change: Where have we come & where do we go from here?

Preparation:
Read Cashin, "Student ratings of teaching"
Review samples from previous years
Read: Tuecke, "Creating a wall of wonder," Rubin on the pedagogy in this course
Participation from a distance using google+ hangout: URL to be supplied here 10 minutes before session starts.

Session:
Selected taking stock activity, either Historical Scan   (aka Wall of Wonder) or Process Review or Practical Vision of Future Personal and Professional Development or Sense of Place Map   (Sense of Place Map)
Evaluation   that starts with a self-evaluation (to be administered by survey gizmo   ).
CAPS course evaluation

Follow-up:
Review previous semesters' evaluations
Read excerpts (TBA) from Stanfield, Courage to Learn, Stanfield, The Workshop Book

Work due this session:
A D3. PD workbook (on wiki) for perusal, including D5. Process review.

> For CCT students the Process review is suitable for inclusion in the required Reflective Practitioner's Portfolio because in it you identify the tools, practices, and perspectives from the course that you intend to bring into your specific professional or personal endeavors.

A F. Make comments on draft design project of another student (not necessarily your buddy); upload comments back to the peershare wikipage and email the author that you have done so.

One week after session 13
Work due:
A Asmt. A7 revised: Final Project report

BIBLIOGRAPHY
(readings [except those marked not PPR] online using Wiki for course materials, [password-protected page])

> # indicates additional texts on evaluation, action research, or facilitating group process (to be borrowed from the library, interlibrary loan, or instructor).
> ## indicates useful readings to help in writing and revising.

Backer, T., J. Chang, A. Crawford, T. Ferraguto, D. Tioseco and N. Woodson (2002). "Case study and analysis: The Center for the Improvement of Teaching, University of Massachusetts, Boston."

Brookfield, S. D. (1995). Becoming a Critically Reflective Teacher. San Francisco: Jossey-Bass Publishers # (not PPR)

Calhoun, E. F. (1994). How to Use Action Research in the Self-Renewing School. Alexandria, VA: ASCD. (not PPR)

Carr, W. and S. Kemmis (1986). Becoming Critical: Education, Knowledge and Action Research. Geelong: Deakin University Press., chapters 6 & 7 (up to p. 200)

Cashin, W. E. (1995) "Student Ratings of Teaching: The Research Revisited." IDEA Paper No. 32

CEDAC (Community Economic Development Advisory Committee) (1995). Our Economy: Our Future, Final Report. York, Ontario: City of York.

Conlin, M. L. (2002). "The basics of writing: Process and strategies," in Patterns Plus: A Short Prose Reader with Argumentation. Boston: Houghton Mifflin, 1-11. ##

Couto, R. A. (2001). "The promise of a scholarship of engagement." The Academic Workplace 12(2): 4, 6; http://www.nerche.org/images/stories/publications/The_Academic_Workplace_-_Vol._12_No._2_Spring_2001.pdf (viewed 8 July '10)

Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin.## (not PPR)

Elbow, P. (1981). Writing with Power. New York: Oxford Univ. Press ## (not PPR)

Entin, D. (2001). "Review of The Reflective Practitioner: How Professionals Think in Action." The Academic Workplace 12(2): 13, 18; http://www.nerche.org/images/stories/publications/The_Academic_Workplace_-_Vol._12_No._2_Spring_2001.pdf   (viewed 8 July '10)

Greenwald, N. (2000). "Learning from Problems." The Science Teacher 67(April): 28-32.

Greenwald, N. (2000). Science in Progress: Challenges in Problem-based Learning for Secondary Schools # (not PPR)

Greenwood, D. J. and M. Levin (1998). Introduction To Action Research: Social Research For Social Change. Thousand Oaks, CA: Sage. (pp. 187-202 on PPR)

Hitchcock, G. and D. Hughes (1995). Research and the Teacher: A Qualitative Introduction to School-based Research. New York: Routledge.(pp. 39-58 on PPR; pp. 77-112 on PPR)

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