

EDT 598 Inquiry Plan Outline

From the Syllabus:

TEACHERS will develop an inquiry plan for *their own classroom* which utilizes technology in a way that has been demonstrated to be effective through one or more of the studies encountered over the summer. The plan should include materials they develop and a realistic timeline for using them. Other studies can be used with instructor approval.

NON-TEACHERS can work in conjunction with a classmate to develop a plan for public school or for their own work environment if appropriate. You can also consult with me to find a suitable topic.

Directions: Pick one of the studies we look at during the course or any of those on the Class Reading List or a study you find on your own. You will develop a plan for doing something similar in your own class—a form of action research. Answer the questions below in a paper that is due at the end of the course. Omit the questions and explanations from your paper. Your work will be printed and submitted at the end of the course. See the rubric in the Syllabus for key characteristics of a good paper.

1. **Study you are using for a model** - What was the name of the study, what was it trying to prove and what did it find out? This should be a summary page with your thoughts and ideas. Why do you want to try this in your class?
2. **Literature Review** should be a summary of what research has been done in this area in a page. Use studies that are NOT referenced in the text.
3. **The Problem** - Be as detailed as possible. *Do not tell what is needed*, just what is wrong. This should take a few sentences. Be as objective as possible. "Students in class 3-3 are passing tests covering fractions at a 45% rate with 78% of the errors found in the multiplication section of the test. Students who are not able to multiply fractions ." A good description of the problem can help you stay on target while one that is too vague or spread out can be distracting. *This is what students usually screw up.*
4. **The Activity** - In the studies we read you saw detailed descriptions of what was going to be done and all the details were there. Please describe your activity in as much detail as possible.
5. **The Audience** - Who are they? Be as specific and as detailed as possible. Gender, prior achievement, prior knowledge, language skills (second language learners?), recent transferees from another state?
5. **The Objectives** - What will the students learn (or learn to do) as a result of your efforts? For this project one hypothesis is sufficient. See the research study for ideas.
6. **The Materials** - Supply as much detail as possible and this section can include charts, graphics and samples of the materials. You can use screen captures or scans for bulky materials or software programs.
7. **Data Collection** - What methods you will use? Charts and graphics can help here.
8. **Evaluation** - How will you evaluate whether or not your efforts were successful? Will you have a test or use documents students produce as evidence or perhaps videotape?
9. **Timeline** - How much time will you need to carry out this activity? Give an approximate start and stop date with significant dates along the way.
10. **Dissemination** - How will you spread the word about your work? Will you write an article? Show the activity to your supervisor? Put a video up on TeacherTube? The authors of the articles we read used journals to disseminate their efforts but you will use other methods of dissemination.

EDT 598 Inquiry Activity Summary (10%)

This is optional for students who want to increase their grade.

- 1. A short review** of the study you used as a model or inspiration
- 2. A description** of what you did.
- 3. Results of what you found.** Use any data you collected. Include some artifacts of the study if possible.
- 4. Compare your audience** and results to the original study or studies.
- 5. Tell at least two administrators** or colleagues about your study and record their reactions.
- 6. Include documents** or artifacts from the activity.