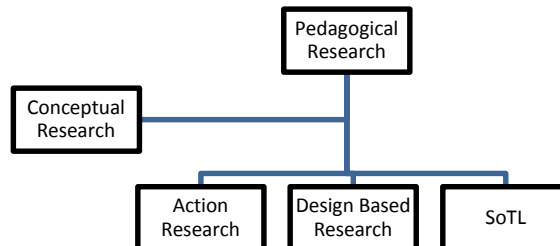


Winning Ways of Instruction: A Center for Teaching Excellence Teaching Award Recipients Panel Discussion

Reflective Practice Large Group Meeting: March 3, 2016—3:30-4:45 p.m.,

Pedagogical Research Category: Only 4 awards given out in 15 years!

What is Pedagogical Research?



I believe that Pedagogical Research is a means to an end, not an end in itself. It is driven **by** students, conducted **with** students, and **for** students. It should improve the quality of your own instruction and others.

Pedagogical Challenge 1: How can I equip pre-service and in-service teachers and school leaders with the skills needed to work with students who are “diverse”?

Problem:

- 82 percent of the teachers who taught K-12 schools in 2013 were white.
- The majority were raised in middle class and monolingual environments.
- 48% of the students in K-12 public schools are students of color (2013, cited by Boser, 2014).
- Lack of diversity in K-12 classrooms has an impact on both white students and students of color.
- Limited research that provides teachers with tools that they can use to evaluate existing curricular.

Trigger: MEDU765 Curriculum and Instruction in Spring 2009.

Action: Developed tools/instruments that my students can use to critically examine the materials that their schools provide.

Outcome:

- Book Chapter: *Engaging and Challenging all Students with a Rigorous Curriculum*.
- Used this tool with MEDU765 Curriculum and Instruction, CURR905 Curriculum Evaluation, MEDU761: Community and Culture, and CURR935: Education for Cultural Pluralism.
- Several conference presentations – one that targets teachers, another that targets school leaders.
- Developed additional tools since then. Will write a paper about how they can be used.

Pedagogical Challenge 2: Can I use Twitter to engage students in critical thinking and reflective practice?

Problem:

- Social media in general, and Twitter, in particular, has gained popularity over the last few years.
- K-12 teachers and school leaders are in this region are reluctant to use Twitter to in the classroom.

Trigger:

- 2 Chinese students in my classroom.
- My own experience with “basketball communication” in American classrooms as an international student.

Action:

- Used Twitter in a variety of ways in many different classrooms.
- Reflected and perfected my use of Twitter.
- Analyzed students’ level of engagement and compared it to other traditional approaches I have used.
- Wrote vignettes that will illustrate how Twitter can be used in a variety of way – Dr. Smith was born!

Outcome:

- Wrote paper titled *Using Twitter to Heighten Student Engagement, Critical Thinking and Reflective Practice Within and Beyond the Classroom* with one of the students who inspired this project – my ex-GA Ying Jiang.
- Presented this paper at a conference.
- Designing a study with my ALS883 students to explore how digital, media and global literacy is being cultivated in students and teachers; used the paper as an illustrative example with the Doctoral Pedagogy circle.

Pedagogical Challenge 3: Will a shift from “an instructional paradigm” to a “learning paradigm” enhance use of technology for learning?

Problem:

- Access to technology does not result in use of technology for learning.
- Technology is being used to support instruction rather than student learning.

Trigger:

- Would a shift from an ‘instructional paradigm,’ where the instructor has complete control over content and pedagogy to a ‘learning paradigm,’ where control is shared (Barr & Tagg, 1995)?
- Would help to create a culture of learning, exploration, and assessment in our graduate classroom and in our student-participants’ own K-12 classrooms?

Action:

- Designed a year-long, mixed-method SoTL study (IRB was needed for this one).
- Participants included a cohort of 19 in-service teachers enrolled in a course and two participant researchers.
- We used an integrated, multilevel system of evidence gathering and use (Hutchings, Huber, Ciccone (2011)).
- Data were generated through ten strategically placed data points (the pretest, seven open discussion forums following each student-led TIP presentation, the posttest, and focus groups six months later).

Outcome:

- Insights were used to inform the design of ECED280 and MIDL321 and almost every other course I teach.
- Re-design of CURR983 Qualitative Analysis of Research in Education and ALS883 Qualitative Analysis of Data in Leadership Studies, ALS852 School Evaluation.
- Paper titled *Technology Integration in K-12 Classrooms: The Impact of Graduate Coursework on Teacher’ Knowledge and Practice* and two presentations.
- 2 conference presentations.

Pedagogical Challenge 4: Can web2.0 technologies be used to provide students in racially homogenous regions with access to other cultures? If so, how can this be accomplished?

Problem:

- Superficial exploration of diversity issues.
- Students unable to define the term “culturally responsive instruction.”

Trigger:

- ALS830 Analysis of Effective Instruction (summer 2010) students said “we cannot focus on diversity because we have no diversity in our schools.”
- A 5 year old child in an elevator (spring 2011).

Action: Wrote Book Chapter: *Open Young Minds and Hearts: Use Critical Pedagogy to Create Hybrid Border Spaces*

Outcome:

- This book chapter has served me well. I have been using it with students enrolled in ECED280 and MIDL321 for the last two years.
- I have used each of the technologies described in the chapter in my own classroom, across courses.
- Many COE-ET Technology day Workshops, 1 conference presentation.
- Designing a study with my ALS883 students to explore how digital, media and global literacy is being cultivated in students and teachers.