

EDCI 634-100 and EDCI 634-700  
REFLECTIVE INQUIRY (3 CR) Summer, 2007  
Dr. Patrick Slattery, Professor  
Departments of Teaching, Learning & Culture and Educational Administration

INSTRUCTOR INFORMATION:

Office: 314 Harrington. 979-845-8397  
Phone: 512-657-7043 (Cell) or 512-834-2454 (Home)  
Web Page <http://www.coe.tamu.edu/~pslattery>  
e-mail: Best to use [patslat@aol.com](mailto:patslat@aol.com) (or [pslattery@tamu.edu](mailto:pslattery@tamu.edu))  
Office Hours: Before or after class in the summer  
Appointments: Available upon request by phone or e-mail.

COURSE DESCRIPTION:

Reflective Inquiry explores the differences and unique characteristics of moral inquiry, postmodern inquiry, collaborative inquiry, ethnographic inquiry, deliberate inquiry, autobiographical inquiry, critical inquiry, and reflective practice related to all forms of educational research. Students in the Mentor Program, as well as other programs, will analyze the implications of educator growth through reflective practices and the ways that reflection can inform developmental growth and professional development.

COURSE READINGS:

Bissinger, H. G. (1990/2004). *Friday night lights: A town, a team, and a dream*. Cambridge, MA: Da Capo Press.  
Cary, L. J. (2006). *Curriculum spaces*. New York: Peter Lang Publishers 0-8204-8128-9.  
King, P. M. & Kitchener. (1994). *Developing reflective judgment*. New York: Jossey-Bass. 1-55542-629.  
Schon, D. (1983). *The reflective practitioner*. New York: Basic Books. 0-465-06878-2.  
Slattery, P. (2006). *Curriculum development in the postmodern era*. New York: Routledge. 0-415-95338-3.

EDCI 634 is a reading and research intensive course. Both the on-campus section of this class in Summer I and the on-line section of this course in Summer II will have the same readings and assignments. However, some students may prefer one format over the other. Since this is a summer course, students will need to read swiftly. Skim as necessary and do not get bogged down with any unfamiliar terms or concepts. Read quickly and absorb as much as possible. Skim but do not skip any readings. You may have to read some chapters for broad concepts and not the specific details. You can come back to these chapters after the course is over. However, do not skip reading "Friday Night Lights" just because you will also watch the film. The book is an excellent example of a sociological ethnography, and your major assignment for this course is the development (but not implementation) of an educational ethnography. All of the readings will help to establish a foundation for this project.

### COURSE OBJECTIVES:

1. Define and identify qualities related to different forms of inquiry.
2. Construct an ethnographic research project using the principles of reflective inquiry.
3. "Tell your story" through the development of a form of reflective inquiry in short essays.
4. Identify levels of reflection and analyze qualitative reflective statements, identifying developmental levels in the course readings.
5. Explore problem-solving methods in the textbooks through inquiry and reflection
6. Examine critical features of metacognition in the textbooks that promote collaborative learning communities and support novice educators.
7. Students in the Mentor Program are required to continue work on their Developmental Portfolio.

### ADA:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disability. If you believe you have a disability requiring accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.

### PLAGIARISM:

The handouts used in this course are copyrighted. "Handouts" are all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, students do not have the right to copy handouts without expressed permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, data base, research notes, web site information, etc. which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

### DEPARTMENT DIVERSITY POLICY:

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or

vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

#### INSTRUCTIONAL METHODS:

Instructional strategies may include the following: seminar discussion, lecture, library research, films, small group discussion, guest lectures, individual and group oral presentations, and reading current educational literature. The distant section of this course will conduct discussions and post responses and research on-line

#### ATTENDANCE AND PARTICIPATION:

Attendance and participation in class discussions and group work is essential for success in this course. Students will be expected to ask questions and dialogue with the professor and other students during each class session. NO CREDIT will be given for assignments missed because of an unexcused absence, and a grade of 0 will be assigned. In the case of illness or emergency, please submit a written note to the professor following the absence. There will be no penalty for excused absences for illness or emergencies, and assignments may be submitted late for excused absences. More than two absences may result in additional readings and written assignments.

EDCI 634

Page Four

#### COURSE ASSIGNMENTS:

1. Book Reflections. Students will submit a short (perhaps 1-2 pages, double spaced) reflection essay on each of the five assigned books. These short reflective essays will serve as the basis for the beginning of our discussion of each text. The essay should explore the overall theme or philosophy of the text and a few examples that demonstrate the author's theoretical positionality. Do not attempt to summarize the text nor deconstruct the text. Do not write a summary paper or a critical analysis. Rather, provide a concise reflection on the overarching theme(s) of the book. Please include at least three short direct citations (perhaps one phrase or sentence) from the text that support the thesis of your paper. See course schedule below for the due date on each essay.

(10 points each = 50 points)

2. Students will research the concept of ethnography and conduct independent research to answer the question “What is ethnographic research?” Students will answer this question in a concise one page double spaced essay. (10 points)

3. Following the reading and viewing of “Friday Night Lights,” students will design an ethnographic research project on a topic of their choice related to education. Students will work in small groups on this project. Every aspect of the ethnographic study must be described in detail from IRB application to final synthesis. (Where and when will the study take place? Who will be interviewed and how will interviews be conducted? What questions will be included in the interviews? What observations will be made? What artifacts will be collected? How will the data be organized and coded? etc.) An introductory essay explaining the significance of the study should be presented first. This should be followed by the IRB application. As time permits, the groups will begin the implementation of some aspects of the study (observations, data collection, interviews, etc.) However, in a short summer course, it is not possible to implement the reflective ethnographic study. The grade will be based on the quality of the design and presentation and the initial steps at interviews and observations. Students in both sections of the course will be allowed to work on this project all summer. It must be submitted electronically to Dr. Slattery at patslat@aol.com one week before final grades are due (Aug 2<sup>nd</sup> at 5pm for EDCI 634-100 and Aug 5<sup>th</sup> at 5pm for EDCI 634-700). However, I would appreciate it very much if some students would submit their work early. (40 points).

4. Graduate students in the Mentor Program are required to continue work on their Developmental Portfolio. (If you are not in the Mentor Program with Dr. Foster, this assignment does not apply to you!) Portfolio Requirements include the following: Philosophy paper as related to your view of Reflective Inquiry; Annotated Webography (Minimum: 10 sites) Include an annotation with each site identifying the nature of the site, its' purpose and your assessment of

EDCI 634  
Page Five

its effectiveness related to reflective inquiry; Bibliography of all materials assigned and read. (APA style); Written response to these questions: How does reflection improve practice? Mentoring? Leading? Developing learning environments? (Minimum 2 pages-double spaced). Include a rationale and list of resources for your answer; and Self Analysis of Reflective Practices that includes an analysis of your work in reflective practices. Include within the analysis, an assessment of the changes you have noticed since you have been involved in deliberate reflection and inquiry in this course. Identify the new areas of learning from your experience and a future's eye view on how this may change your work and your role as a result of the readings and field experiences in this course. (This work will be presented at a later date to Dr. Foster.

5. Students in the on-line section 700 must actively participate in each module discussion. Modules will be set up for specific times and dates (see course schedule). Failure to participate

in a discussion in the designated time slot will result in the loss of one letter grade for each module missed. Please be attentive to uploading your essays at the BEGINNING of the discussion time frame, and participating in the conversation throughout the time frame.

Total Possible Points: 100 points

COURSE GRADING:

90-100 Points =A (Outstanding Graduate Level Scholarship)

80-89 Points =B (Excellent Graduate Level Scholarship)

70-79 Points =C (Acceptable Scholarship)

65-70 Points =D (Not Graduate Level Scholarship)

< 70 Points =F (Unacceptable)

EDCI 634

Page Six

COURSE SCHEDULE AND READINGS

EDCI 634-100 Summer I:

\* Monday, May 7. 4:30-6:30pm. Optional dinner meeting at Café Eccel in College Station to distribute syllabus and discuss readings and assignments. EDCI 634-700 Summer II students are invited to this dinner also. Call 512-657-7043 if you cannot find the group. The Syllabus will be sent via e-mail to all students on this date so that you can begin assignments when you are ready.

\* Tuesday, May 29. 2-5pm First Class Session. Please read “The Reflective Practitioner” and “Friday Night Lights” and view the film “Friday Night Lights” before arriving at this class session. Also, bring your reflective paper on these two books to class with you.

\* Thursday, May 31. 4-7pm. (Please note the later start time for this class only). Second class session. Read “Developing Reflective Judgment” and submit reflective paper on this book.

\* Saturday, June 2. Meet in Austin for all day field experience. Read “Curriculum Spaces” and bring your essay on this text with you to Austin. EDCI 634-700 students may also attend this event. But please e-mail me to let me know you will be attending if you are registered for the Summer II section.. Also, read the preface, introduction, chapter 1, and chapter 10 of “Curriculum Development in the Postmodern Era” before coming to Austin for this field trip. We will meet at about 10am near the University of Texas Campus. We will spend part of the day in the Blanton Museum of Art on the UT campus. Specific details will be provided May 28. Call 512-657-7043 (cell) if you get lost.

\* Tuesday, June 5. 2-5pm. Class session. Bring the first draft of your ideas for your ethnography project.

\* Saturday, June 9. All day class. Work on ethnographic project in College Station.

\* Thursday, June 21. Class 2-5pm. Present first draft of ethnographic research project. Read “Curriculum Development in the Postmodern Era” and submit reflective paper on this book.

\* Thursday, June 28. Continue work on ethnographic research in small groups. Final project should be sent to Dr. Slattery via e-mail one week before grade are due (August 2<sup>nd</sup> at 5pm). Send to patslat@aol.com. An optional class dinner will be held in the fall to discuss all of the ethnographic research projects.

EDCI 634  
Page Seven

EDCI 634-700 Summer II (On-Line Section)

\* Monday, May 7. 4:30-6:30pm. Optional dinner meeting at Café Eccell in College Station to distribute syllabus and discuss readings and assignments. EDCI 634-700 Summer II students are invited to this dinner. Call 512-657-7043 if you cannot find the group. The Syllabus will be sent via e-mail to all students not present at Café Eccell..

\* Saturday, June 2. Optional field experience in Austin on the UT campus. If you attend, please read “Curriculum Spaces” and bring your essay on this text with you. EDCI 634-700 students may attend this event, but there is no penalty for not attending. But please e-mail me to let me know you will be attending. Patslat@aol.com or call 512-657-7043 on the morning of June 2 if you are lost.

\* Monday, July 3. First Day of class. Log in and follow instructions on-line.

Please begin by introducing yourself with basic information such as your name (as listed in the registration), your name as you wish to be addressed during the course, your location, your job or career goals, your contact information (e-mail and phone), and any other information you would like to share with the class. Please send a private e-mail message to Dr. Slattery with all contact information in case there is a problem with the technology during the course. As you read the

introductions, start thinking about which classmates you would like in your small group for the research project. We will need to form groups of at least two students but no more than four student. You can talk to each other off-line (e-mail and phone) to be sure you have similar interests and ideas for your ethnographic project (see description of the project above). Once you have created your groups, e-mail the list to Dr. Slattery and designate one person as the contact person.

Discussion Module One: [Opens July 3 and closes July 6 at 5pm] Read “The Reflective Practitioner” and submit book reflection essay on this book by July 5 at noon. (Upload the essay into the on-line discussion module. It is best to “cut and paste” your essay within your message.). Follow the directions on-line for group discussions about this book and your essay. (See assignment #1 above)

Discussion Module Two: [Opens July 6 and closes July 11 at 5pm] Read “Friday Night Lights” and rent the video “Friday Night Lights” at a local video store and watch the film. Submit your book reflection essay on this book/film by July 8 at noon. Follow the directions on-line for group discussions about this book/film and your essay. (See assignment #1 above)

EDCI 634  
Page Eight

Discussion Module Three: [Opens July 11 and closes July 16 at 5pm] Conduct independent readings and research on ethnography, and submit your essay on-line by July 13 at 5pm. Follow directions for on-line group discussions about this assignment. (See Assignment #2 above).

Discussion Module Four: [Opens July 16 and closes July 19 at 5pm] Read “Curriculum Spaces” and submit your book reflection essay on this book by July 15 at 5pm. Follow the directions on-line for small group discussions about this book and your essay.

Discussion Module Five: [Opens July 19 and closes July 24 at 5pm] Read “Curriculum Development in the Postmodern Era” and submit your essay on this book by July 21 at 5pm. Follow the directions on-line for small group discussions about this book and your essay.

Discussion Module Six: [Opens July 24 and closes July 28 at 5pm] Read “Developing Reflective Judgment” and submit your book reflection essay on this book by July 25 at 5pm. Follow the directions on-line for small group discussions about this book and your essay.

Complete your ethnographic project from July 28 through August 6, and submit it to Dr. Slattery by August 6 before 5pm. Please submit it on-line and to patslat@aol.com.

### OTHER SUGGESTED READINGS:

Cole, A. L & Knowles, J. G. (2000). *Researching teaching: exploring teacher development through reflexive inquiry*. New York, NY: Allyn and Bacon Press.

Loewen, J. W. (1995). *Lies my teacher told me*. New York, NY: Simon and Schuster.

Percy, Walker. (1987). *The thanatos syndrome*. New York, NY: Farrar, Straus, & Giroux

Barnett, B. (1995). Developing reflection and expertise: Can mentors make the difference. *Journal of Educational Administration*, 33(5), 45-59.

Dadds, M. (1998). Supporting practitioner research: A challenge. *Educational Action Research*, 6(1), 39-52.

Johnson, B. (1993). Teacher-as-researcher. *ERIC Digests*. Washington D.C. ED355205.

Newman, S. (1999). Constructing and critiquing reflective practice. *Educational action research*, 7(1), 145-163

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Josse-Bass Inc.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York, NY: Basic Books.

Shapiro, S. B. & Tingle, W. (1996). Reflective inquiry on practice (RIP) and the development of the writing teacher. *Journal of Humanistic Counseling, Education and Development*, 34(4), 182-195.

Short, D. & Echerarria, J. (1999). The sheltered instruction observation protocol: A tool for teacher-researcher collaboration and professional development. *ERIC Digests*. Washington D.C., ED436981.

Starnes, B. (1999). The foxfire approach to teaching and learning: John Dewey, experiential learning and the core practices. *ERIC Digests*. Charleston, WV. ED426826.

Winkler, G. (2001). Reflection and theory: Conceptualising the gap between teaching experience and teacher expertise. *Educational Action Research* 9 (3) 437-449.

### Annotated Reading List

Barnett, B. (1995). Developing reflection and expertise: Can mentors make the difference. *Journal of Educational Administration*, 33(5), 45-59.

☐. This article gives a description of the importance of mentor program for teachers. The author describes the use of reflection and expertise to build a strong mentor. This article would be a great resource to use if either taking on a mentor role, or if you are the person who is being mentored.

Dadds, M. (1998). Supporting practitioner research: A challenge. *Educational Action Research*, 6(1), 39-52.

☐. This article can be used to support the research involving working in partnerships in practitioner research. The authors of this article works in teacher education and offers many insightful ideas to the complications that might arise with practitioner research

Head, F.A., Reiman, A.J. and Thies-Sprinthall, L., (1992). ““The reality of mentoring: complexity in its process and function””, in Bey, T.M. and Holmes, C.T. (Eds, *Mentoring: Contemporary Principles and Issues*, Reston, VA : Association of Teacher Educators.

☐. This article is part of a series of articles that have been written describing the role of mentors in the school setting. The authors of this text offer a description of the complexities and characteristics of a true mentor.

Henderson, J. G. (2001). *Reflective teaching: Professional artistry through inquiry*. Upper Saddle River, NJ: Merrill Prentice Hall.

☐. This book breaks the various components of reflective teaching into different categories. There is even a section on teaching for democratic living in this text. Inquiry is the topic of discussion with relation to the connection that it has when implemented into reflective teaching.

Johnson, B. (1993). *Teacher-as-researcher*. (Report No. EDO-SP-92-7). Washington D.C.: ERIC Clearinghouse on Teacher Education. (ERIC Document Reproduction Service No. ED355205).

☐. This article discusses the professional aspects of being a teacher. The author presents the argument that teachers are really researchers making many decisions throughout the day. These everyday decisions will effect not only the practice of the teacher, but the students as well.

Newman, S. (1999). Constructing and critiquing reflective practice. *Educational action research*, 7(1), 145-163

□. This article is based on the work of David Schon. This article attempts to critique Schon's notion of reflection by discussing the philosophical concerns that might arise with his studies on reflection. After reading Schon's research this article offers many aspects that one might want to consider for developing a reflective practitioner.

Schon, D. A. (1987). *Educating the reflective practitioner*. San Francisco, CA: Josse-Bass Inc.

□. This is a book that discusses the research of Schon. A presentation that David Schon made at the American Educational Research Association can also be used as a reference for this book. The research of this book focuses on the definition of being a reflective practitioner and this role in the classroom and teacher education programs.

Schon, D. A. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

□. This basis for this book discusses how true reflective practitioners are active in their decision making. In education teachers must make decisions throughout the day without stopping their teaching to "reflect." This book is developing a true reflective practitioner.

Shapiro, S. B. & Tingle, W. (1996). Reflective inquiry on practice (RIP) and the development of the writing teacher. *Journal of Humanistic Counseling, Education and Development*, 34(4), 182-195.

□. The authors of this journal article discuss the method of reflective inquiry on practice and its use. The basis of this discussion is theoretical and again uses David Schon's research as justification. In addition, this article offers an illustration of the concept of reflective practitioner.

Short, D. & Echerarria, J. (1999). *The sheltered instruction observation protocol: A tool for teacher-researcher collaboration and professional development*. (Report No. EDO-FL-99-09). Washington D.C.: ERIC Clearinghouse on Languages and Linguistics. (ERIC Document Reproduction Service No. ED436981).

□. This article gives examples of collaborative inquiry and its uses in the classroom and for professional development. Collaborative inquiry fosters professional growth between teachers and researchers. This article focuses on four large urban school districts: two on the West Coast and two on the East Coast.

Sparks-Langer, G.M., Simmons, J.M., Basch, M., Colton, A. and Starko, A. (1990). Reflective pedagogical thinking: how can we promote it and measure it?, *Journal of Teacher Education*, 41(5), 23-32.

□. This article discusses methods by which we can develop reflective practitioners. Also, the author used the CITE program for pre-student teaching students that promoted reflective thinking about various components of their school life and practice.

Starnes, B. (1999). *The foxfire approach to teaching and learning: John Dewey, experiential learning and the core practices*. (Report No. EDO-RC-98-6). Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED346082).

□ The author of this article bases his research on the studies of John Dewey and experiential learning. He used this theory with oral history methods to teach English to high school freshmen in Georgia. According to the author, the core practices call for infusing all work with learner choice and design and the teacher as facilitator.

Van Mannen, M., (1977). Linking ways of knowing with ways of being practical, *Curriculum Inquiry*, 6(3), 205-28.

□ The author of this article raises the question of interpretation in reference to the philosophies of knowledge. The article emphasizes the importance of being reflective in deciphering the critical questions of the field.