



EDE 6486
Teacher Research for Student Learning
87559 001
Fall 2026

Instructor Name

Samantha Haraf

University Course Description

Familiarizes practicing teachers with the application of research methodologies to strengthen teaching and learning in elementary schools. This course cultivates the literacy skills the educators need for professional accountability for student learning.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course is a hybrid course, including both in-person and online meetings (via Microsoft Teams). See Canvas for dates and meeting schedule.

Student Learning Outcomes

By the end of this course, students will be able to:

- a. Develop a stance towards systematically studying one's practice
- b. Access and use research in order to select appropriate strategies to improve student learning (TLMS 2)
- c. Analyze student learning data, interpret results, and apply findings to improve teaching and learning (TLMS 2)
- d. Collaborate with the higher education institutions and other organizations engaged in researching critical educational issues (TLMS 2)
- e. Engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data, and make connections to research-based effective practices (TLMS 4)
- f. Use knowledge of existing and emerging technologies to guide themselves and colleagues to appropriately navigate knowledge available on the Internet, use social media to promote collaborative learning, and connect with people and resources around the globe (TLMS 4)
- g. Inquire into the classroom and school with a focus on ensuring that individual student learning needs remain the central focus of instruction. (TLMS 4)
- h. Share information with colleagues within and/or beyond the district regarding how local, state, and national trends and policies can impact classroom practices and expectations for student learning (TLMS 7)
- i. Advocate for the rights and/or needs of students, to secure additional resources within the building or district that support student learning, and to communicate effectively with targeted audiences such as parents and community members (TLMS 7)
- j. Advocate for access to professional resources, including financial support and human and other material resources, that allow colleagues to spend significant time learning about effective practices and developing a professional learning community focused on school improvement goals (TLMS 7)

Course Objectives

In this course, students explore the theoretical underpinnings of the teacher research movement as well as translate their theoretical knowledge into practice by conducting teacher research. To achieve these ends, this course is divided into specific segments. The first segment focuses on "The Theoretical Foundations of Practitioner Inquiry." During this segment, students develop a theoretical grounding for the practitioner research movement. With a firm grounding in the theoretical underpinnings of the movement, the second segment explores "Understanding and Designing Practitioner Inquiry." During these weeks, students will learn about the process of teacher research and design an inquiry. During the third segment of the course, "Doing Teacher Research", students will carry out teacher research in their schools and

begin exploring the question, “How do I facilitate teacher inquiry as a form of powerful professional development in my school?” The final segment requires sharing the teacher research and identifying implications, and engaging in advocacy related to the research findings. By the end of the course, students will be able to:

- I. Define teacher research and develop meaningful, relevant teacher research questions.
- II. Define, develop, and engage in a practitioner research study, including engaging in a literature review, collecting and analyzing data, and making evidence-based claims.
- III. Develop a teacher research action plan for application in a school setting.
- IV. Assess the quality of teacher research.
- V. Describe the ethical dilemmas of conducting teacher inquiry.
- VI. Review and describe empirical literature relevant to the teacher inquiry.
- VII. Present their research in order to share their learning with others and to advocate for students.

Required Texts and/or Readings and Course Materials

Dana, N. F., Yendol-Hoppey, D., & Rutten, L. (2025). *The Reflective Educator's Guide to Practitioner Inquiry*. Corwin Press.

How to Succeed in this Course

To be successful in this course, it is important to keep up with the weekly modules. Reading the text carefully will provide various models/examples of what you will be expected to do in your teacher research. Also, stay in communication with the instructor. If you have any questions, don't wait; ask the instructor right away. Also, make sure to watch any videos or review any announcements posted by the instructor. Pay careful attention to the dates and submit your work on time.

Grading Scale

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Score	Grade	
94-100	A	

Score	Grade	
90 – 93	A-	
87 – 89	B+	
84 – 86	B	
80 – 83	B-	
77 – 79	C+	
74 – 76	C	
70 – 73	C-	
67 – 69	D+	
64 – 66	D	
60 – 63	D-	
0 – 59	F	

Grade Categories and Weights

Grade Category	Weight
Attendance and Participation	25%
Readings and Reading Responses	25%
Inquiry Assignments (Wondering, Data Collection, Data Analysis, Findings, Action Plan)	25%
Final Project & Presentation	25%

Instructor Feedback Policy & Grade Dissemination

I will respond to email communication relevant to the subject matter within 48 hours of the date received. I will provide timely feedback on assignments throughout the course. You can access your scores at any time using "Grades" in Canvas. For guidance on how to do this, please visit the [Canvas Guide on How to View Grades](#).

Major Topics and Course Schedule

Course schedule and assignments are subject to revision at the discretion of the instructor; please monitor Canvas modules and Announcements for the most up-to-date information

Course Schedule	
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Course Schedule	
Monday, August 24 - Face to face	Exploring my teacher leader identity Collaboration with teacher leaders in my community Introduction to practitioner research (Dana and Yendol-Hoppey, chapter 1)
Monday, August 31 - Synchronous	Overview of inquiry cycle Finding a Wondering - Initial data collection Contexts for Teacher Inquiry (Dana and Yendol-Hoppey, chapter 2)
Monday, September 14 - Synchronous	Finalizing wonderings Learning with and from the empirical literature (Dana and Yendol-Hoppey, chapter 3)
Monday, September 21- Asynchronous	The importance of Collaboration (Dana and Yendol-Hoppey, chapter 4)
Monday, September 28 - Synchronous	Developing a Research Plan ~ Data Collection Methods (Dana and Yendol-Hoppey, chapter 5)
Monday, October 5 - Asynchronous	Developing a Research Plan ~ Data Collection Methods (Dana and Yendol-Hoppey, chapter 5)
Monday, October 19 - Synchronous	Collecting Data, Continued (Dana and Yendol-Hoppey, chapter 5)
Monday, October 26 - Asynchronous	Ethical Considerations (Dana and Yendol-Hoppey, chapter 6)
Monday, November 2 - Synchronous	Data Analysis: Finding your findings (Dana and Yendol-Hoppey, chapter 7)

Course Schedule	
Monday, November 9- Asynchronous	Data Analysis: Finding your findings (Dana and Yendol-Hoppey, chapter 7)
Monday, November 16 - Synchronous	Using your findings to generate an action plan; How will you collect data about the impact/success of your plan along the way? (Dana and Yendol-Hoppey, chapter 7)
Monday, November 30 - Final class Synchronous	Synthesizing Learning and Assembling Presentations- Making your work public (Dana and Yendol-Hoppey, chapter 8)
Monday, December 7 - Presentations - Full group	Final Presentations

Course schedule and assignments are subject to revision at the discretion of the instructor; please monitor Canvas modules and Announcements for the most up-to-date information

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048). A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a

particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

In order to make the most of the learning experience and to foster the learning of self and others in our collaborative learning environment, students are expected to stay up-to-date with all assignments, readings, and activities. Assignments are due on the specified dates. Active, professional, and informed participation is an essential component of the course and will factor into final grades where indicated.

Late Work Policy: All work is expected by the indicated due date and time. At the instructor's discretion, flexibility may be provided for extensions or late submissions; please communicate about any extension requests or flexibility needed. All work must be submitted no later than the last week of class to receive credit.

Rewrite Policy: Instructors may require an assignment to be rewritten if the student turns in work that does not meet the minimum expectation for the assignment.

Grades of "Incomplete"

An Incomplete grade ("I") is exceptional and granted at the instructor's discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control. The course instructor and student must complete and sign the "I" Grade Contract Form that describes the work to be completed, the date it is due, and the grade the student would earn factoring in a zero for all incomplete assignments. The due date can be negotiated and extended by student/instructor as long as it does not exceed two semesters for undergraduate courses and one semester for graduate courses from the original date grades were due for that course. An "I" grade not

cleared within the two semesters for undergraduate courses and one semester for graduate courses (including summer semester) will revert to the grade noted on the contract.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

This course is offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please consult the [Canvas Student Guides](#). You may also contact USF's IT department at (813) 974-1222 or help@usf.edu. All students are expected to keep up with their progression through the course in Canvas, to monitor course information and weekly announcements using Canvas, to regularly check their USF email account (at least twice per week), and to reply to email/Canvas communications from the instructor where requested within a timely manner.

Regular access to a computer or laptop is required for this course. Students will complete a variety of assignments that involve writing, research, collaboration, audio/video recording, and digital submissions, all of which necessitate reliable access to a device. Devices must be capable of running current web browsers and supporting Microsoft Teams for virtual meetings, communication, and course activities. Students are responsible for ensuring their device is functional,

charged, and able to connect to the internet during class and for all assigned work.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and

CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.

- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)