

EDUC 601 PRE-ASSIGNMENT:
GETTING STARTED ON
MODES OF INQUIRY AND RESEARCH

This assignment is to be done in the weeks prior to starting the second Research Core course, Modes of Inquiry and Research – EDUC 601. The suggested time-frame is within two weeks of the first class meeting. It is a simple assignment, with only a few directions – easy to complete within an average school day. Please be sure to bring the completed assignment with you to your first EDUC 601 class meeting.



I. OBSERVATION ASSIGNMENT

There is one short assignment that we ask you to complete before coming to class. It is simple (we think) in that it involves a limited time frame (25 minutes) and can easily be completed within your current work day and setting. It is an “Observation Exercise”. What we would like you to do is the following:

During a lunch period (lunch is preferable, but if that's impossible and it has to be breakfast, that's okay) find a space in the students' cafeteria, or wherever they eat. Bring a notebook and a pen (or pencil) and observe for twenty minutes. During the twenty minutes, write down everything you see. That's it. Do-able? We think so. Simple? Well, we'll see.

After the twenty minutes are up, spend about 5 minutes making any additional notes, comments or questions that you feel you need to about what you saw. That's it. You don't need to do anything further with the notes.....*at this point*. Please bring these notes with you to class and we will discuss how they will assist in approaching the work of 601 and a subsequent assignment.

For note-taking, we suggest the following, however:

Make three columns on your paper:

- 1) A narrow column on the left to mark down the time.
- 2) A large central column for writing down exactly what you observe.
- 3) A third column on the right can be a space for any questions or comments that you have as (or just after) you observe.

We will use this format for a follow up observation assignment later in the course. Enclosed is a sample Observation Sheet for you to use, if you find it helpful. Or you can make your own. You do not need to re-write or type them (unless you really want to, in

case your handwriting is illegible). However, you will be sharing certain aspects of the observation and notes in-class and will be handing them in eventually (so try not to write anything like "I hate this assignment!"). This is a one-time only observation, at this point.

If anyone has a problem completing this assignment before class, please let us know as soon as possible so that we can decide on an appropriate alternative assignment.

II. READINGS

The readings for 601 are on a different schedule than in 510. The readings are somewhat self-paced, depending on where you are with your project. We would strongly suggest, however, that you read Chapter 2 of the Hubbard and Power book (*Living the Questions*) before class. This book was part of your work for EDUC 510.

Chapters 2 - 6 will be most relevant for our work in EDUC 601. Much of EDUC 601 is structured around learning the methods and techniques of actually *doing* the kind of teacher research you have been reading about, so these chapters will be helpful.

Additionally, chapters 3-6 in *The Power of Questions* by Falk and Blumenreich will also be helpful. *The Power of Questions* is an additional book that we will also be using in EDUC 601.

Again, we look forward to seeing you again in class soon!

