

# Principles of Teaching Research Project

## Education 311

### Background Information:

In this course, we explore the principles of teaching by addressing the following Guiding Questions:

**How might we envision the role of the teacher?**

**How might we create safe and engaging learning environments?**

**How might we design and deliver teaching/learning experiences?**

**How might we address diverse needs and contexts?**

**How might we prepare/plan for teaching/learning?**

**How might we integrate teaching, learning and assessment?**

The intent of addressing these questions is to provide a level of understanding and opportunity to practice skills in preparation for your profession. Hopefully, the content studied in examining these questions is supported across your curriculum studies this year. This research project provides an opportunity for teacher candidates to explore one of the above questions in greater detail. For instance, in addressing the question, *How might we create safe and engaging learning experiences?* we will consider classroom management strategies. Many educators and schools adopt programs to ensure a safe learning environment beyond what is happening within the classroom. For instance, Burnaby provides training in Restitution and Tribes. This research project is intended to explore one of these guiding questions in greater detail.

### Task

To reflect upon beliefs, issues and best practices and to create opportunities for discussion and new thinking, each student will work in a partnership to write and present a mini-study of some aspect of teaching and learning. You must demonstrate a teaching strategy in presenting your mini-study. Conduct and compile research about your topic in the field of education from the list of guiding questions. You will be expected to make a multi-media\* presentation about an actual scenario that focuses on a real situation/issue which will provide an opportunity for the class to discuss the complexity involved and consider a range of possible solutions. Consider critically the topic, e.g., its pros & cons or its proponents or critics. Be creative! -- and facilitate engagement and discussion among your colleagues. We are not so concerned with answers as we are with the exploration and examination of issues that face teachers. Material should contribute to your e-portfolio. I recommend that you arrange for a camera to videotape your project. You have a maximum of 20 minutes to present your project and conduct a class discussion

### Possible Ideas

BCTF Code of Ethics  
Role of the College of Teachers  
Support for new teachers from the BCTF  
Restitution  
Peer Mediation

Tribes  
Virtues Project  
Aboriginal Enhancement Agreement  
Discipline with Dignity  
Performance Standards

ESL – needs, issues  
 Aboriginal Education  
 Gifted Education  
 Alternate Programs  
 French Immersion  
 Standardized Testing  
 Ministry Exams  
 Differentiated Instruction  
 Inclusion  
 Many other topics...

Mentorship  
 Social Responsibility  
 Literacy Across the Curriculum  
 Learning Disabilities  
 Barrie Bennett's strategies  
 Kieran Egan's strategies  
 Jerome Bruner's strategies  
 Howard Gardner's strategies  
 Madeline Hunter's strategies

### Assessment Criteria

Criteria	Meets Expectations	Exceeds Expectations
Conduct and compile research about a topic in education that addresses a Guiding Question from POT	• compilation of research shows clear understanding of the topic	• strategic compilation of research shows insight into the topic
Present research on a topic in education based on a Guiding Question from POT in a multi-media presentation.	• multi-media presentation is complete and effectively conveys the researched material	• multi-media presentation is complete and innovatively showcases the researched material
Make reference to the literature treating this notion.	• references to the literature support various aspects of the topic	• references to the literature are used effectively to support all aspects of the topic
Consider critically the topic, e.g., its pros & cons or its proponents or critics.	• evidence of critical consideration	• convincing evidence of critical consideration
Prepare and facilitate engagement/ discussion among your colleagues.	• evidence of preparation & practice  • collegial involvement is facilitated	• evidence of extensive preparation & practice  • collegial involvement is expertly facilitated

### Timelines

**Thurs. Sept. 25:** Partnerships are established; the presentation schedule is programmed; topic selection is initiated.

**Tues. Sept. 30:** Topics are submitted to the instructor (to prevent duplication and to assess whether or not the topic is appropriate to the proposal).

**Tues. Oct. 07:** Partners will compare their research and preparation and then finalize the format of their multi-media presentation and the teaching strategy that they will use to present their topic.

**Tues Oct. 14 – Tues. Nov. 25:** presentations (3 per class)

A final written "reflection" from each presenter will be due 48 hours after the presentation (sent by e-mail). This reflection should include comments on the whole process – including the initial writing, the collegial planning and organizing of the presentation, the effectiveness of the multi-media approach and teaching strategy used during the presentation and how these activities changed (*or did not change*) your thinking.

- Multi-media: The combined use of media – means for communicating or diffusing information – may include powerpoint, video, print, theatrical or musical interpretation, etc.
- Thanks to Bruce Seney and Wendy Carr for their contributions