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Integrating Problem Based Learning and Research Skill Development: An Example from a Master's Teacher-Leader Course

INTEGRATING PROBLEM BASED LEARNING & RESEARCH SKILL DEVELOPMENT: AN EXAMPLE FROM A MASTER'S TEACHER LEADER COURSE

PRESENTATION FOR THE I-MELT CONFERENCE
ADELAIDE, AUSTRALIA
DECEMBER 12, 2017

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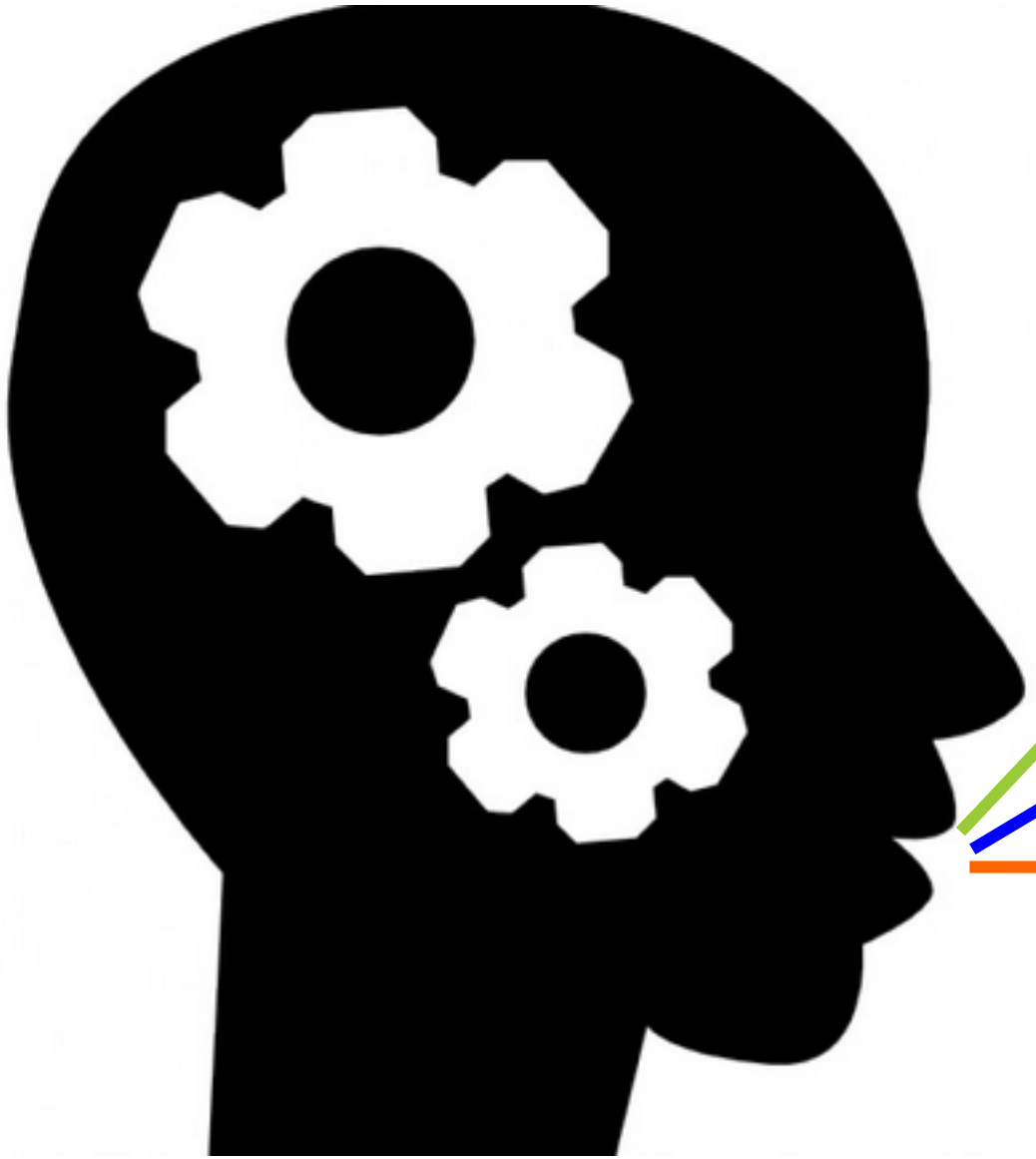
ABSTRACT

- Outside *a priori MELT* model
- Problem-to-solution (problem-based/project-based) strategy
- *Area of concern* in schools for working teachers

- Pilot study (4 classes, 86 students)/ surveys & assignments
- Question: Alignment to RSD & OPS models?
- Alignment of questions & Cronbach's alpha test internal validity
- Question: Perceived value of authentic workplace learning?

- Getting to theory (inside and out) through more research



1. **COURSE AND STUDENTS**

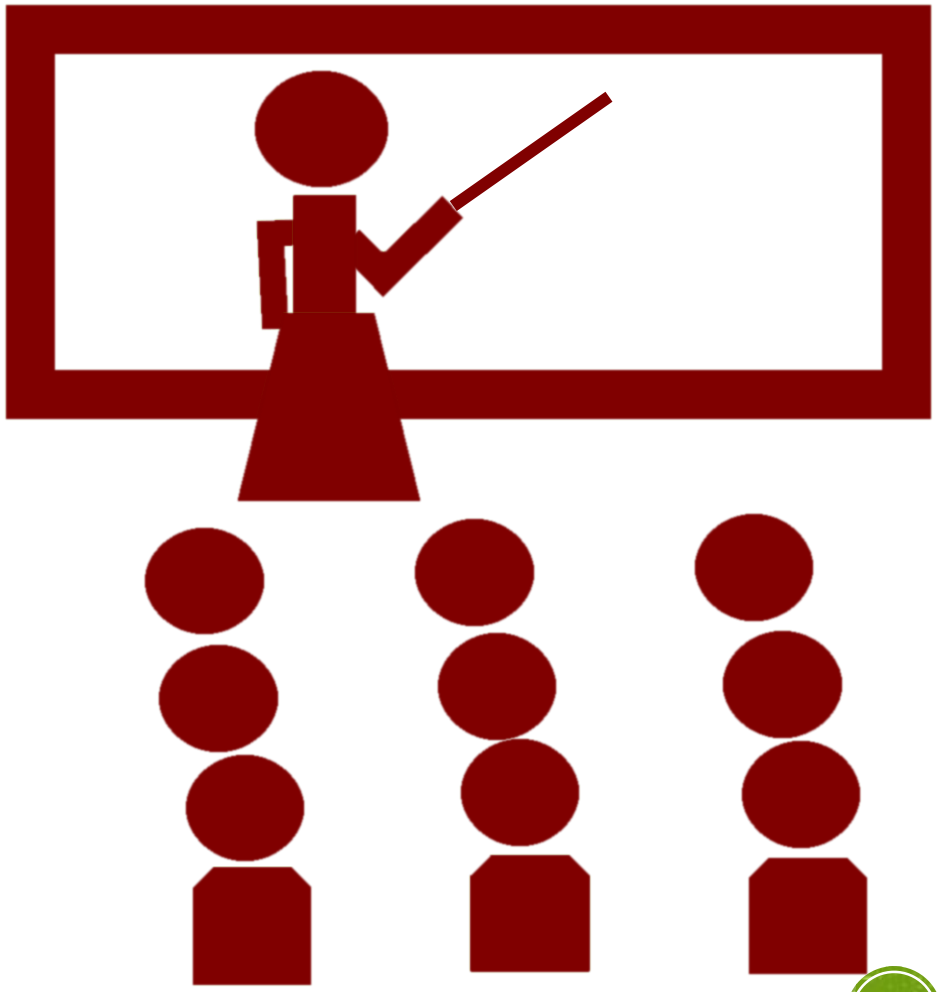
2. **PILOT STUDY AND FINDINGS**

3. **NEXT STEPS AND GETTING TO THEORY**

1. COURSE AND STUDENTS

Students:

- Mostly young in-service teachers
- Preschool – Secondary
- All subjects
- Rural, Urban, Suburban, Private



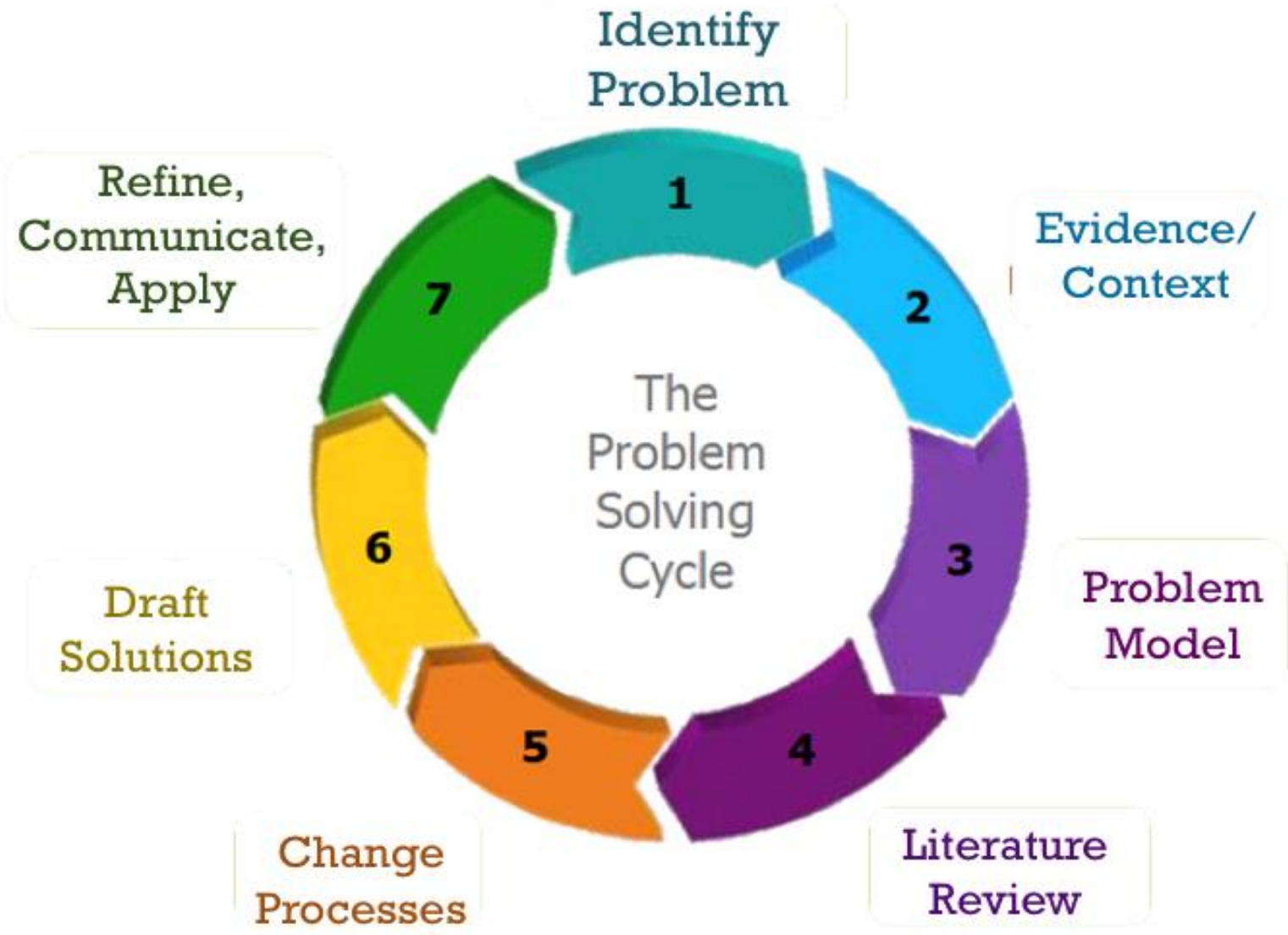
1. COURSE AND STUDENTS

Teacher Leadership

Reform & Accountability

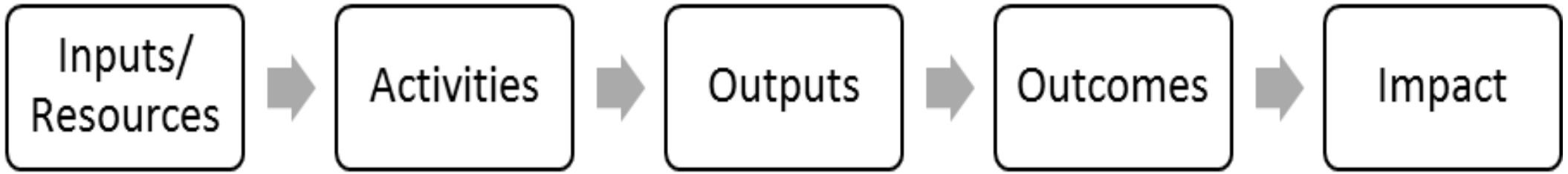
- Shared responsibility
- Evidence based decision making
- Communications & collaboration
- Change processes
- Problems of Practice

1. COURSE AND STUDENTS



1. COURSE AND STUDENTS

Logic models for diagnosis, clarity, visualization



2. PILOT STUDY AND FINDINGS

DATA SOURCES:

- Assignments
- End-of-course student evaluations
- Students (N=86) from four classes (out of 432 students/13 classes)
- Fall 2016 – Summer 2017

2. PILOT STUDY AND FINDINGS

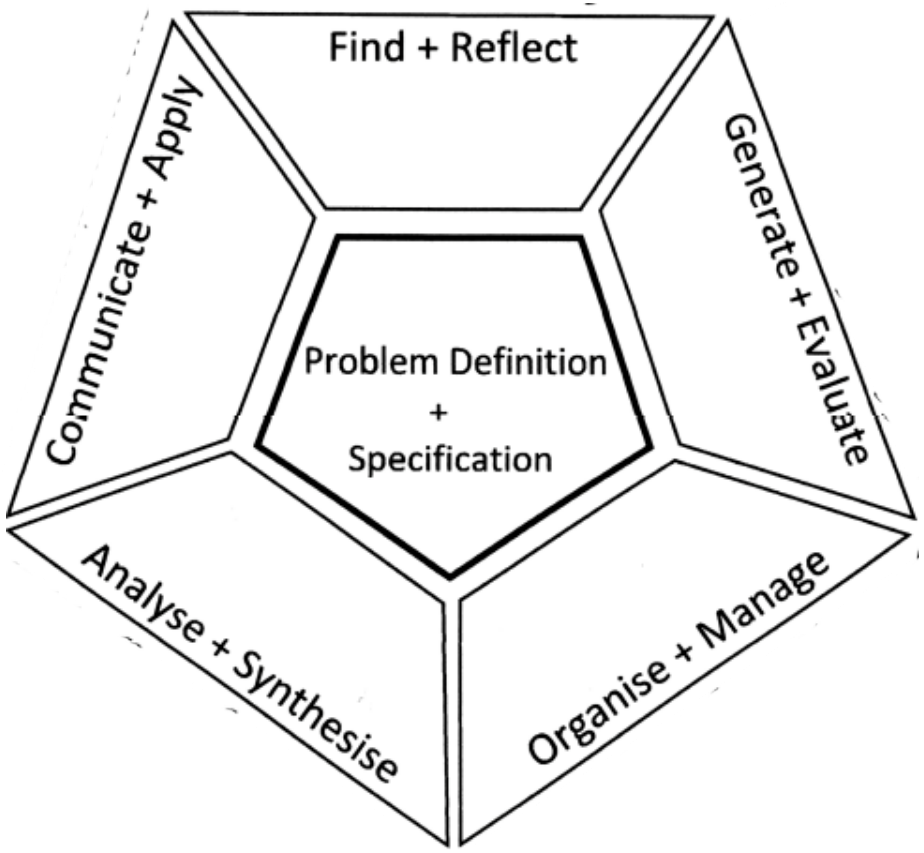
1. **Problem-to-Solution project align to MELT models?**

2. PILOT STUDY AND FINDINGS

2. PILOT STUDY AND FINDINGS

Optimizing Problem Solving (OPS):

When in doubt, return to the center



- Define problem
- Gather information
- Organize data
- Critique and analyze arguments
- Consider alternative solutions
- Use graphs, table, themes
- Convey & communicate options

2. PILOT STUDY AND FINDINGS

2. Does problem to solution assignments align to OPS model?

Step 1- Organize questions/responses around OPS.

Step 2- Student perception based on end-of-course student evaluations.

Total of 21 questions and 77 responses:

3.31-4.05 Means

0.66-0.94 (SD range)

0.87 mean (Cronbach's alpha)

2. PILOT STUDY AND FINDINGS

3. …the *single most valuable thing I learned in the course*?

Step-by-step approach:

How to follow a logical process…identify current needs in my school and research-based solution…to effectively address these issues.

Communication and participation with others:

I learned how to read people's levels of concern…

…importance of communication and collaboration….

How research fit into the problem solving process:

Instead of rushing in, it's best to research problems carefully….

2. PILOT STUDY AND FINDINGS

Leadership & personal agency:

… I have the power to work with my peers and colleagues to make our school and work environment better…

… anyone can develop a plan to implement small changes that can positively impact :

3. NEXT STEPS AND GETTING TO THEORY

Teacher leader and practitioner specific focus

- Problems, solutions, policies, and school practice

Expanded research with extant data

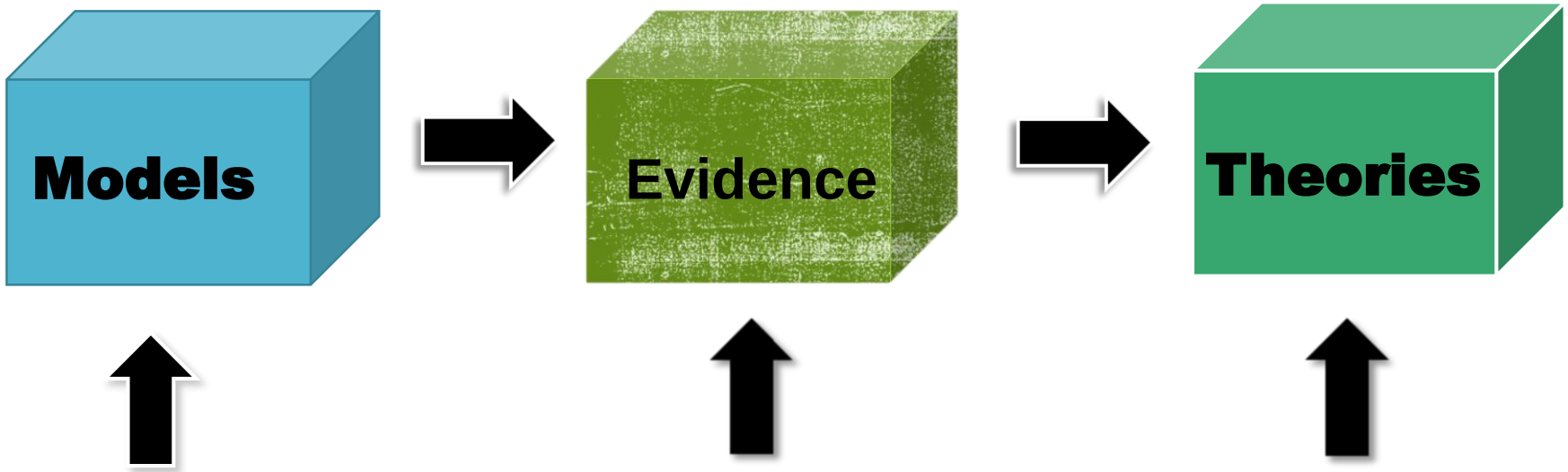
- Expanded look at student perception data
- Projects undertaken in school settings

Alignment and integration of models

- Alignment of P-S strategies and MELT models
- Integration of course framework- course, program, departments

3. NEXT STEPS AND GETTING TO THEORY

Research Based Learning



3. NEXT STEPS AND GETTING TO THEORY

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Questions?
Comments?
Suggestions?