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

PRESENTATION FOR THE I-MELT CONFERENCE
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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
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
Logic models for diagnosis, clarity, visualization

1. COURSE AND STUDENTS

Inputs/Resources → Activities → Outputs → Outcomes → Impact
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
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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)
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....
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:
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

Models → Evidence → Theories

Interpreted Visual → Tested Measured Specific → Systematic Predictive
3. NEXT STEPS AND GETTING TO THEORY

- Directed
- Scholarship
- Development
- Student-driven
- Self
- Learning
- Framework
- Confidence
- Applied
- Skill
- Teaching
- Clinical Skills
- Gap
- Inquiry
- Research
- Analyze
- Evidence
- Discovery
- Student
- Authentic
- determination
- workplace
- Model
- Facilitate
- OPS
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Questions?

Comments?

Suggestions?