Promoting professionalism in master’s level teachers through research based writing

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University of Nevada, Las Vegas
Jesus Garcia, Paula S. McMillen, and David A. Bolin
Starting Points

• Social Studies Professor
• Librarian
• Public School Teacher
Course Description

• 2 research-based papers suitable for publication
  – Step by step process
  – Writing “buddy”
  – Frequent instructor feedback
• Guest speakers (educator writers)
Rationale for the Convergence

• Re-emphasize the inquiry process in social studies pedagogy
• Build research skills & knowledge (tools and strategies)
• Counteract the effects of teacher socialization
Evolution of students

• “Re-understanding” the writing process (intrinsic value of the process- vs. product-based approach)
• Sense of self-efficacy as researchers
• Connecting practices and policies in education to research
• Self-evaluation of teaching practices
• Complexity of issues
• Increased professionalism
An Individual’s Story

• Going through the motions, why more?
  – Professionalism
  – Gain credibility with
  – Respectful treatment
  – Challenge administrative policies with research evidence
Areas for Improvement

• Capitalize on peer-to-peer coaching
• Increase utilization of library faculty
  – more integration in class
  – establish connections with school librarians
• Greater connection of writing projects to real-world issues
  – Target specific writing audiences
• Sustaining student momentum after completion of course/program
  – Create support or advisory groups
Implications for Teacher Education Programs

- Increase writing requirements at earlier stages of Master’s programs
- Increase connections between research and practice
  - Why am I doing what I’m doing in my classroom?
  - Build in robust discussion opportunities throughout Master’s program
Questions?

• To read the full article, utilize the doi resolver: [http://dx.doi.org/](http://dx.doi.org/) and enter: doi:10.1016/j.acalib.2010.06.007