

Project Charter for a Cluster for Enhancing Learning and Teaching

Returning to the Classroom: The Impact of Graduate School on Teacher Practice

Description/Background (include purpose and need):

The University of Saskatchewan is committed to quality teaching and learning within all of its disciplines. The College of Education has focused on educating teachers for many years and many of those teachers return to university for Graduate degrees and to further their education. This research team is interested in understanding *The Impact of Graduate School on Teacher Practice* as they return to the classroom or their administrative duties within learning communities. Understanding graduate students experience will foster a greater understanding of the outcomes of teaching and learning, the application of learning, and direct curriculum planning to meet the needs of graduate students so their goals may be fulfilled and not assumed by Professors and instructors who learn and research along-side of these students. This interdisciplinary team within education itself will provide particular insight into each of these areas (curriculum studies, administration, foundations) and broaden our understanding of the graduate student's experience. This collaboration will enhance the dissemination and publication of practices and outcomes to further inform scholarship.

Cluster Lead (Academic Unit leader): Brenda Kalyn, PhD, Curriculum Studies/Education

Members of the Cluster:

Geraldine Balzer, PhD, Assistant Professor, Curriculum Studies/Education
Vicky Squires, PhD, Assistant Professor, Education Administration/Education
Lynn Lemisko, PhD, Associate Professor, Educational Foundations/Education

Goals and predicted timeline (specific Deliverables/Milestones) *bullet point please:*

Over the next one to two years this research team will:

- Achieve ethics approval (March 2017)
- Conduct research focus groups, interviews, and invite personal written responses to the questions asked (May – June 2017)
- Formulate a literature review (July – September 2017)
- Dissemination of results through transcribing, thematic coding of results (July – September 2017)
- Writing and submission of one peer-reviewed publishable paper (May 2018)
- If other paper opportunities emerge through the findings additional papers may be initiated
- Sharing the findings through conferences, poster presentations, and/or professional development opportunities (as conference dates and opportunities arise May 2018-)

Envisioned process (specify how the group will function; e.g., frequency and types of meetings, how you will monitor milestones,):

1. The initial meeting will be in January to discuss our steps forward and our ethics review (some preliminary discussions have already occurred to ensure the team's interest and expertise that will contribute to the research project).
2. Subsequent meetings will be held when required prior to the focus group meetings, literature review, and findings dissemination to discuss direction and purpose keeping in mind the intended timeline goals.
3. Meet as needed to discuss writing themes and findings.
4. Constant interactions through discussions and emails will also facilitate keeping in touch, abreast of the work, and understanding our needs and purpose.
5. Ultimately the group will co-write one (and perhaps additional) research paper/s from this work.

Financial (specify how funding will be spent, can be high level criteria and processes for allocating funds rather than a specific budget; note any additional or matching funds):

- Research assistant/supports/transcriber
- Focus group cost: technical support/ materials, refreshments, photocopying, parking
- Poster printing, travel, partial conference funding
- The group will meet in person or communicate through email to agree upon how the funding shall be allocated within the project
- There are no additional or matching funds for this project

Scope (Focus):

In Scope: (what is the intended focus of the Cluster)

- To investigate our research question *The Impact of Graduate Studies on Teacher Practice*, understand the findings and share this knowledge through publications and conferences
- To work as an interdisciplinary group within the context of Education in general and to share our related expertise for the generating of new ideas and knowledge through our collective engagement
- To enhance learning and teaching

Not In Scope: (what will NOT be included in the focus of the Cluster; limits on expenditures may be included here or in the Finances section.):

- No other funding is supporting this cluster initiative: Returning to the Classroom: The Impact of Graduate School on Teacher Practice

Constraints, Assumptions, Risks and Dependencies of Note

Constraints

We are all very busy academics; however, we see no impending constraints on our goals and trust that we will achieve them barring the unforeseen. The lead for this cluster group will be on a one-year sabbatical as of July 1-2017 and part of her sabbatical work will be this project which should enhance the ongoing progress. There may be more volunteers for this project than anticipated and the results will be a greater volume of data to disseminate which could alter timelines somewhat.

Assumptions

- Receiving ethics approval
- All members will work collaboratively to succeed with our goals

**Risks and
Dependencies**

We see no apparent risks with this work.