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Assignment 3
EDRM 605

5 Statements of the Problem

Topic: K12 Curriculum Videoconferencing

Narrative (see #4 next page)

Problem: While much research as been done on staff development in K12 education, there is little research available on models of staff development where the participants are located in multiple states and engage in simulations and group work at a distance via videoconferencing. The "Jazz" workshop is unique in this perspective and the stories and experiences of new facilitators would add to an understanding of how the workshop impacts professional development.

The purpose of this narrative study is to understand the experience of new facilitators in the weeklong workshop Jazzing Up Your Curriculum with Videoconferencing. At this stage in the research, the "Jazz" experience will be generally defined as an engaging social constructivist distance learning workshop collaboratively facilitated at multiple locations.

Phenomenological (see #5 next page)

Problem: Teachers around the world have participated in my online classes to learn how to effectively use videoconferencing. Each of them has written a brief lesson plan to connect their class with another class for a collaborative project. These types of collaborative projects have not been studied in detailed. This research would provide an understanding of the essence of a collaborative videoconference project through the common experiences of the lessons.

The purpose of this phenomenological study is to describe a collaborative project for participants in my online classes. At this stage in the research, the collaborative project will be generally defined as a videoconference where two or more classes connect to each other for an instructional activity.

(Dr. Grajales, is this the one you prefer?)

Grounded Theory (see #2 next page)

Problem: When videoconferencing is implemented in a school, a specific person is usually assigned to coordinate and promote the use of the equipment. While research has

been done on the roles of the facilitator (Hedestig & Kaptelinin, 2005; Wakefield, 1999), a theory needs to be developed to fully understand the process of supporting videoconferencing in a K12 school.

The purpose of this grounded theory study is to develop a grounded theory for the process and experience of supporting videoconferencing in K12 schools. At this stage in the research, supporting videoconferencing will be generally defined as managing the daily details of using the equipment, promoting its use among the teachers, and supporting the integration of videoconferencing in the curriculum.

Ethnographic (see #6 next page)

Problem: The collaborative workshop known as "Jazz" is a unique community of videoconferencing professionals across the United States, and now including Wales. Facilitators of Jazz have a strong collaborative relationship, and use videoconferencing in creative and unique ways compared to the traditional meetings and professional development uses common in K12 distance learning. The community has an impact on the use of videoconferencing of the participants in the workshop, as well as on the support and promotion of videoconferencing in the facilitators' service areas. The development and sustainability of relationships with remote collaborators is unique and deserves further study to understand the behavior of this subculture.

The purpose of this ethnographic study is to understand the Jazz community for the 12 workshop facilitators in Texas, New York, Ohio, Michigan, Wales, North Dakota, and Missouri. At this stage in the research the Jazz community will be generally defined as the three lead facilitators and the facilitators at the participating sites along with all the methods and modes of communication used to develop and sustain a collaborative working relationship.

Case Study (see #4 next page)

Problem: Research has been done to understand and explore one or two uses of videoconferencing in a school throughout a school year (Cifuentes & Murphy, 2000; Keefe, 2003; Yost, 2001). However, these school case studies researched schools that only did a few videoconferences and only a few of the teachers in the school used videoconferencing. An understanding of how videoconferencing is implemented in schools would be stronger with an inclusion of a case study of a school where each teacher used videoconferencing, and most of them used it extensively throughout the school year.

The purpose of this case study is to describe the sustained integrated use of videoconferencing in a high use elementary school in Edwardsburg, Michigan. At this stage in the research, high use of videoconferencing will be generally defined as every teacher in the school using videoconferencing two to ten times throughout the school year.

A reminder of my potential ideas for reference.

1. I did some little surveys to see why my top teachers using videoconferencing keep using it. But, those are surveys so probably not good.

2. I have a recorded video taped interview with some of my videoconference coordinators discussing open ended questions about supporting videoconferencing in their school. I would explore the issues and challenges they face.

3. I have several recorded videoconferences available that I could analyze and look for themes of content and/or teaching strategies used and/or types of interaction between the two classes and/or the class and the remote expert. I could analyze one maybe.

4. I could look at the titles and descriptions of the videoconference sessions one or more schools participated in this year to look for patterns or themes.

5. I have been requiring students to create collaborative project lesson plans using videoconferencing and I could do an analysis of the content and themes in those. One of the studies I'm using in my lit review did something like that.

6. I'm co-teaching a collaborative workshop the week of July 28 that includes videoconferencing with 3-5 groups of teachers across the United States. I could observe and record the interactions in a section that I'm not responsible for teaching. And/or I could interview a participant or two or my co-facilitators, especially the ones who are new to the workshop.

References

Cifuentes, L., & Murphy, K. (2000). Promoting multicultural understanding and positive self-concept through a distance learning community: Cultural connections. *Educational Technology Research and Development, 48*(1), 69-83.

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Keefe, D. D. (2003). *A case study of the integration of a video learning center at an elementary school.* Retrieved from ProQuest Digital Dissertation. (AAT 3091163)

Wakefield, C. K. (1999). *Site facilitator roles in videoconferencing: Implications for training.* Retrieved from ProQuest Digital Dissertation. (AAT 9960871)

Yost, N. (2001). Lights, camera, action: Videoconferencing in kindergarten, *Society for Information Technology and Teacher Education International Conference*. Norfolk, VA.