# Course Description

Students will accomplish three goals. The first is to develop an awareness of the role that research plays in their professional lives as reflective practitioners. The second is to examine the various research methodologies commonly employed in research in education and social sciences, as well as to examine the writing skills needed to report results in a scholarly manner. The third is to help students become better consumers and critics of the research as reported in the literature.

# University Learning Outcomes (ULO)

* **ULO1:** Knowledge of Human Cultures and the Physical and Natural World
* **ULO2:** Intellectual and Practical Skills
* **ULO3:** Personal and Social Responsibility
* **ULO4:** Integrative and Applied Learning
* **ULO5:** Immersed in the Critical Concerns of the Sisters of Mercy of the Americas

# Program Learning Outcomes (PLO)

* **PLO1**: Articulate an educational organization's mission, goals, and guiding principles that distinguish the organization from others.
* **PLO2**: Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice.
* **PLO3**: Given scenarios of conflict, choose ethical courses of action, consistent with gospel values.
* **PLO4**: Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information.
* **PLO5**: View problems and challenges through the lens of a scientist, seeking evidence-based conclusions.
* **PLO6**: Practice and model steward leadership in transforming organizations to better serve all constituents.
* **PLO7**: Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information.

# Course Learning Outcomes (CLO)

* **CLO1**: Examine the role of professional literature in reflective practice.
* **CLO2**: Differentiate between the types of educational research modalities.
* **CLO3**: Determine how descriptive and inferential statistics influence interpretation of research data.
* **CLO4**: Explain the ethical considerations of action research.
* **CLO4**: Relate the practical application of educational research to professional practice.

# Student Expectations

Students are expected to:

* ask probing and insightful questions related to course content.
* make meaningful and relevant connections and application to their own learning process.
* be productive and contributing members of class discussions.

# Required Course Materials

Mills, G. E. (2014). *Action research: A guide for the teacher researcher plus Video-Enhanced EText* (5th ed.). Pearson: Boston, MA.

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Professional Inquiry and Research | 25 |  |
| Discussion: Adding to the Knowledge Pool | 25 |  |
| Class Wiki Assignment: Action Research Area of Focus Selection | 75 |  |
| Quiz: Approaches to Research | 50 |  |
|  |  |  |
| **Week 2** |  |  |
| Discussion: Intervention Article Comparison | 25 |  |
| Action Research Project: Topic Rationale Formal Proposal | 75 |  |
|  |  |  |
| **Week 3** |  |  |
| Week Three Survey: Check-in on Theory and Methodology | 25 |  |
| Action Research Project: Qualitative Information Gathering (Discovery Phase) | 75 |  |
| Assignment: Annotated Bibliography, Part I | 25 |  |
| Quiz: Sampling Methods | 50 |  |
|  |  |  |
| **Week 4** |  |  |
| Discussion: GMU Informed Consent Template Review | 25 |  |
| Discussion: Ethics in Research: A Camera in the Classroom | 50 |  |
| Assignment: Annotated Bibliography, Part II | 50 |  |
|  |  |  |
| **Week 5** |  |  |
| Discussion: Constructing Knowledge Through Statistics and Practical Application | 25 |  |
| Action Research Project: Data Collection Protocol | 50 |  |
| Action Research Project: Quantitative Information Gathering (Confirmation Phase) | 75 |  |
|  |  |  |
| **Week 6** |  |  |
| Week Six Survey: Check-in on Theory and Methodology | 25 |  |
| Discussion: Data Collection Protocol Discussion | 25 |  |
|  |  |  |
| **Week 7** |  |  |
| Discussion: Professional Practice Interview | 25 |  |
| Culminating Project: Action Research Project Proposal | 100 |  |
| Presentation: Action Research Project Proposal | 100 |  |
|  |  |  |
| **Total Points** | **1000** |  |

# Course Schedule

|  |  |  |
| --- | --- | --- |
| **Week** | **Start** | **End** |
| One | <insert start date> | <insert end date> |
| Two |  |  |
| Three |  |  |
| Four |  |  |
| Five |  |  |
| Six |  |  |
| Seven |  |  |

# Weekly Learning Modules

|  |  |  |  |
| --- | --- | --- | --- |
| **Week One: Educational Research as a Method for Reflective Practice** | | | |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Describe the goals and various approaches to educational research. | | CLO2 | |
| * 1. Identify the principles of the research process. | | CLO2 | |
| * 1. Explain how theory informs practice in educational practice. | | CLO1 | |
| * 1. Determine how to use inquiry in research as a professional development tool. | | CLO1 | |
| * 1. Describe how prior research informs further research and interventions. | | CLO1 | |
| * 1. Write a proposal for an action research initiative. | | CLO1, CLO2, CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Tutorials**  During this course, you will be asked to use and participate in various technologies to complete activities and assignments.  **Review** the tutorials available on Blackboard as needed.  **Click** the **Student Resources** button from the menu on the left. | | N/A | N/A |
| **Weekly Participation and Discussion**  The purpose of the weekly discussions is to provide you with a way to synthesize the concepts presented in this course. Each week, you will respond to the discussion questions with a substantive post of 200–250 words that addresses all the prompts for the question by 11:59 p.m. EST of the listed due date. By the conclusion of each week, Sunday at 11:59 p.m. EST, you will make at least one substantive comment of 100–150 words to three of your classmates’ posts for each assigned discussion question. Your comments must further the discussion by following the RISE Model for meaningful feedback. It is recommended that you check in periodically throughout the week to ensure that you are meeting the participation requirement.  **Review** the [RISE Model for Peer Feedback](http://elwray.squarespace.com/feedback). | | n/a |  |
| **Week One Reading**  **Read** Ch. 1 of *Action Research*. | | 1.1 |  |
| **Lecture: The Research Process**  **View** the “[The Research Process](https://cloud.ensemblevideo.com/Watch/b9GKc6g3)” video [16:42], available via Blackboard.  **Post** any questions you may have in the Week One discussion forum. | | 1.2 |  |
| **Resource: Foundations: Language of Research & Philosophy of Research**  **Read** the following website module:   * Research Methods Knowledge Base - Foundations: Language of Research & Philosophy of Research, retrieved from: <http://www.socialresearchmethods.net/kb/intres.php> | | 1.2, 1.3 |  |
| **Resources: Action Research**  **Read** the following articles:     * Ross-Fisher, R. (2008). *Action research to improve teaching and learning*. Kappa Delta Pi Record. Summer 2008; *44*(4), 160. Retrieved from <http://www.sredtech.org/Webliography%20Lists/Action%20Research%20to%20Improve%20Teaching%20and%20Learning.pdf>. * Taylor, P. C., & Medina, M. N. D. (2013). *Educational research paradigms: From positivism to multiparadigmatic*. The Journal of Meaning-Centered Education. Volume 1, Article 3. Retrieved from <http://www.meaningcentered.org/educational-research-paradigms-from-positivism-to-multiparadigmatic/>. | | 1.1, 1.2 |  |
| **Culminating Project: Action Research Project Proposal**  In this course, you will be completing an action research project proposal, taking an idea from the initial research question to a fully developed proposal. In Week Seven, you will submit your final project proposal and a presentation explaining your decisions and rationales to the class, as if you were presenting to the Institutional Review Board committee.  This week, you will be selecting a topic to research. This should be an area in which you have interest and that you are hoping to discover new information about. As you progress through the course, you will be completing additional steps to begin researching your topic. You should aim to review at least five potential resources this week for inclusion in your project resources and annotated bibliography. The first half of your annotated bibliography will be due at the end of Week Three. The final bibliography, with at least 10 sources, will be due at the end of Week Four.  **Review** the Action Research Project Proposal directions document.  **Review** the Annotated Bibliography directions document. | | 7.1, 7.2, 7.3 |  |
| **Upcoming Assignment: Professional Practice Interview**  In Week Seven, you will share the results of an interview with the class. Make plans ahead of time to speak with your selected interviewee.  **Identify** a teacher, school counselor, administrator, or other individual to interview about the value of research. If you ask a person who does not use research at all, move on, and find someone who does.  **Ask** the interviewee the following three questions, and then add one or two of your own questions.   * How do you stay current in the field? * How does research affect your professional practice? * Is there any area of research or specific study that has been particularly significant in your work? If so, provide some details.   **Note.** This assignment is due in Week Seven. | | 7.2, 7.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide an overview of the class and will discuss the major assignments in the course.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Professional Inquiry and Research**  **View** the following videos, available via YouTube:   * “Teacher Research for Professional Development” [10:32] located at <https://www.youtube.com/watch?v=CPfW618swlQ> * “Reflective Practices as a Teacher” [5:05] located at <https://www.youtube.com/watch?v=DaG3EiiS-7k>   **Respond** to the following question in the Professional Inquiry and Research discussion forum by Thursday:   * Is reflection or research important to your ongoing professional practice? Why or why not? * What could make reflection or research more important to your professional practice in your current workplace?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.1, 1.2, 1.3, 1.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Adding to the Knowledge Pool**  **Respond** to the following question in the Adding to the Knowledge Pool discussion forum by Thursday:   * What obstacles do we have to overcome to add knowledge and innovation to a workplace? * How will you know whether your action research intervention is a new contribution to the overall pool of available knowledge in your profession (i.e. would it have to be published)?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 1.4, 1.5, 1.6 | Discussion: one post and replies to three other posts = **1 hour** |
| **Class Wiki Assignment: Action Research Area of Focus Selection**  In this wiki assignment, you will be expected to choose an action research project topic and explain your rationale for choosing it.  You may notice that other students have selected a topic that is similar in theme or focus to your own. This is acceptable and expected. If you and another student have similar action research themes, feel free to correspond throughout the course, although this is not required.  **Choose** a problem in your school, educational, or vocational environment.  **Brainstorm** answers to the following questions:   * How could you phrase your problem as a question? * What don’t you know about the problem you chose? * Who should you ask to learn about what you don’t know? * How could you find this information? * What might you discover from answering this question?   **Click** the link above to access the wiki. Then, click **Edit Wiki** to post your response in the chart provided.  **Choose** an Action Research Topic.  **Write** a 150- to 250-word rationale for your selection that addresses the following:   * Why you are interested in this topic * How the topic integrates with your own values, issues, and experiences * How you hope your research will empower your practice * How you expect your process of discovery to add to the overall pool of available educational knowledge and technique   **Submit** your wiki entry no later than 11:59 p.m. (EST) on Thursday of Week One. | | 1.6 | Wiki assignment: one post and replies to three other posts =  **1 hour** |
| **Quiz: Approaches to Research**  This short, 10-question quiz covers many terms related to educational research. You will have the opportunity to take this quiz twice.  **Complete** the Approaches to Research quiz no later than 11:59 p.m. (EST) on Sunday of Week One. | | 1.1, 1.2, 1.3, 1.4, 1.5 | Quiz =  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Adobe Connect:** Students should post any questions or comments they have to the Announcement forum. The instructor can then utilize those questions that come up in the first part of the week to tailor the live Adobe Connect class session that would be scheduled toward the later part of the week. That 1-hour synchronous session will allow students the opportunity to go over any questions they had with the homework and clarify any misconceptions they have about the course content. All Adobe Connect sessions should be recorded and a link to the recording posted to the course page so any student who misses the session can review it later in the week.

**Note.** It is the instructor’s choice as to what day they will schedule the Adobe Connect Live Session, but it is recommended that they schedule this session for Wednesday so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: The Action Research Process: The Beginning | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the steps in action research. | | CLO2 | |
| * 1. Determine the importance of reviewing literature. | | CLO1, CLO2 | |
| * 1. Analyze sources related to a specific action research intervention. | | CLO2, CLO5 | |
| * 1. Differentiate how action research is currently applied with future applications and innovations in action research | | CLO1, CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Two Reading**  **Read** Ch. 3 of *Action Research*.  **Note.** Review the items listed in the “Research in Action Checklist: 3–2 table” in Ch. 3 (p. 46). This table is the basis of the rubric for the Action Research Project: Topic Rationale Formal Proposal, which is due this week.  **Review** “Research Methods Knowledge Base - Foundations: Conceptualizing & Evaluation Research” at <http://www.socialresearchmethods.net/kb/intres.php>.  Emancipatory research is research that seeks to allow researchers to gain new knowledge, skills, and techniques to empower them to improve their craft. The following article explains how action research is emancipatory and also fits into a historical progression and evolution of what is the best means to improve through practical research.  **Read** “The Emancipatory Character of Action Research, its History and the Present State of the Art,” by Ben Boog. | | 2.1, 2.2, 2.3, 2.4 |  |
| **Resources: Library Resource Video Tutorials**  During this course and throughout your educational career, you will have to conduct library research and retrieve articles to give you the necessary background on contemporary issues to engage with current and historical educational pedagogies and ideas.  The Gwyenedd Mercy University Keiss Library website contains a number of video tutorials that will guide you through the process of searching for relevant articles, accessing them, and retrieving them.  **Navigate** to the Keiss Library Resource Video tutorials page at <http://gmercyu.libguides.com/libraryresourcetutorials>  **Access** the videos under the “Education” heading. | | 2.1, 2.2, 2.3 |  |
| **Upcoming Assignment: Annotated Bibliography**  **Review** the literature related to your action research topic for five current, peer-reviewed resources.  **Write** an annotated bibliography for each of the five articles, including citations and references for each.  **Note.** Begin each annotated bibliography with an APA reference. Write a short (2–3 paragraph) summary of the article, including the following:  • The purpose of the study  • The paradigms identified within the introduction or review of literature  • The research design used  • A brief description of the findings  • An evaluation of the importance of the resource  **Explain** how the article relates to your topic and what insights it gives.  **Note.** You will submit your annotated bibliography part I to your instructor via Blackboard in Week Three. You will submit a final annotated bibliography with 10 resources in Week Four. | | 2.1, 2.2, 2.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Resources: Sample Research Articles**  In this week’s discussion, you are asked to explicate an intervention-based article. You may review the following articles as examples of what you being asked to find.   * Minute Math: An Action Research Study of Student Self-Assessment * The Place of Theory in Educational Research | | 2.1, 2.2, 2.3 |  |
| **Resources: Learning Theories and Theoretical Frameworks**  **Review** the following resources:   * “How to Choose a Theoretical Framework for My Dissertation,” available via YouTube [17:51]: <https://www.youtube.com/watch?v=MdXVq_9aoms> * “Learning Theories PDF,” available through Texas Tech University: <https://www.ttuhsc.edu/sop/ctlt/compass/LearningTheories.pdf> * “How Theory is Used,” available from the National Institute of Health e-Source website: <http://www.esourceresearch.org/eSourceBook/SocialandBehavioralTheories/7HowTheoryisUsed/tabid/742/Default.aspx> * Learning Theory Concept Map: <http://hotel-project.eu/sites/default/files/Learning_Theory_v6_web/Learning%20Theory.html> | | 2.1, 2.2, 2.3, 2.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Intervention Article Comparison**  This week in the discussion, you will analyze an article or source that describes an intervention. Then you will be asked to briefly explicate the findings and methodology and compare them to your own.  **Find** an article or source that describes an intervention.  **Note.** Sample articles may be found in this week’s supplemental resources.  **Explicate** the article you’ve chosen, comparing its findings and methodologies to your own.  **Include** the following:   * What is the theory? * What did the research show about the theory? * How does this theory relate to your own? * What does it suggest about your own intervention?   **Post** your explication in the Intervention Article Comparison discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 2.1, 2.2, 2.3, 2.4 | Discussion: one post and replies to three other posts = **1 hour** |
| **Action Research Project: Topic Rationale Formal Proposal**  When you are proposing to formally conduct research, you often have to justify your selection of a topic and theme for your research. In this assignment, you will write a rationale, or justification, of your selection of the topic, explaining why you want to research it, why it is important your field of study or profession, and what benefits could result from your research.  **Review** your posting to the Action Research Area of Focus Selection from Week 1.  **Write** a 400- to 800-word rationale that outlines the importance of your selected topic within the field of education, including the following:   * Why you want to research the topic * Why it is important your field of study or profession * What benefits could result from your research   **Include** the items listed in the Research in Action Checklist 3–2 table in Ch. 3 of *Action Research.*  **Submit** your essay to the Topic Rationale Discussion Board Forum by 11:59 p.m. (EST) on Thursday.  **Review** your classmates’ submissions, and post additional questions, constructive criticism, clarification, or your own relevant thoughts to at least three of your classmates’ replies by 11:59 p.m. (EST) on Sunday.  **Note*.*** Any references used should be properly cited following APA formatting guidelines. | | 2.1, 2.2, 2.3, 2.4 | Paper: one private posting and review feedback =  **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

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| --- | --- | --- | --- |
| Week Three: Strategies for Collecting Data | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze various types of sampling for effectiveness, reliability, and validity. | | CLO1 | |
| * 1. Identify the difference between quantitative and qualitative data. | | CLO1, CLO2 | |
| * 1. Determine methods for collecting quantitative and qualitative data. | | CLO1, CLO2 | |
| * 1. Analyze various instruments for effectiveness and validity. | | CLO1, CLO2 | |
| * 1. Outline the methodology and reasoning behind an action research initiative. | | CLO2, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Three Readings**  **Read** Ch. 5 of *Action Research*.  **Navigate** to Research Methods Knowledge Base: Sampling, at <http://www.socialresearchmethods.net/kb/sampling.php>  **Read** all sections in the “Sampling” header:   * External Validity * Sampling Terminology * Statistical Terms in Sampling * Probability Sampling * Nonprobability Sampling | | 3.1, 3.2, 3.3, 3.4, 3.5 |  |
| **Lecture: Step Two in the Research Process – Data Collection – Participants**  **View** the “Step Two: Collect Data - Identify Participants” lecture video located at <https://cloud.ensemblevideo.com/Watch/Cj5a8W3Y>. | | 3.1, 3.2, 3.3 |  |
| **Resource: Sampling Methods**  **View** the following videos about sampling methods from the University of South Wales located at <https://itunes.apple.com/us/itunes-u/research-sampling-methods/id527127092?mt=10>:   * Sampling Methods: Omnibus [13:00] * Introduction [1:00] * Simple Random Sampling [<1:00] * Purposive Sampling [1:00] * Theoretical (Expert) Sampling [1:00]   **Note.** You may need to download and install iTunes to play these videos. iTunes is available for free from <http://www.apple.com/itunes/download/?id=527127092> | | 3.1, 3.2, 3.3, 3.4 |  |
| **Resources: Understanding Reliability and Validity in Qualitative Research**  Many students are inclined to push their research efforts in a direction where they can obtain and analyze quantitative data, because they view it as much more valuable than qualitative data. They tend to see qualitative data as second best because it doesn’t use objective measurements. This is unfortunate, because qualitative research may be the best solution for many types of action research that don’t lend themselves to numbers and quantification. Seeing how students view homework and studying the relationships in a classroom environment can’t be well measured except by using qualitative research. The following article focuses on how reliability and validity are considered in the context of qualitative research.  **Read**: Golafshani, N. (2003). “Understanding Reliability and Validity in Qualitative Research” *The Qualitative Researcher, 8*(4), <http://nsuworks.nova.edu/cgi/viewcontent.cgi?article=1870&context=tqr>.  **Note.** For additional information about reliability and validity in research and an article focusing on quantitative and mixed method research, check the Supplemental Resources and Activities section below. | | 3.2, 3.3, 3.4 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Additional Resources: Reliability and Validity**  The following resources could be useful if you’d like to strengthen your understanding of reliability and validity.   * “Exploring Reliability In Academic Assessment” <https://www.uni.edu/chfasoa/reliabilityandvalidity.htm>   The following text discusses reliability and validity in much more detail than the required reading does and is valuable for extension to explore other ideas in this space. This article also covers quantitative research, which can be useful for many kinds of action research.   * Research Design in Qualitative/Quantitative/ Mixed Methods: <http://www.sagepub.com/sites/default/files/upm-binaries/41165_10.pdf> | | 3.1, 3.2, 3.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week Three Survey: Check-in on Theory and Methodology**  This week, you will participate in a survey about the course and your progress in the course. This survey is anonymous. The system will register whether you have completed the survey, but none of the responses will be linked to your account.   * How well do you think you understand the underlying statistic and statistical theory behind validity, reliability, and effectiveness? (Likert scale) * How well do you think you understand the underlying theory behind qualitative research? (Likert scale) * How well do you think you understand the underlying theory behind quantitative research? (Likert scale) * Have you identified a theory that you can use in your action research intervention? (Yes, no, not sure) * Does theory fall under a positivist, post-positive or post-critical theory paradigm? (positivist, post-positive, post-critical theory paradigm, not sure, none of the above) * Have you used your theory to change your research question and research methodologies? (Yes, No, Not sure) * Which of the following terms best describes your thinking about the action research methodology you have chosen?: (set in stone//needs minor adaptations//flexible//unsure//haven’t started) | | 1.1-3.4 (variable) | Discussion: one post and replies to three other posts = **1 hour** |
| **Action Research Project: Qualitative Information Gathering (Discovery Phase)**  Between Weeks 3 and 5, you will be thinking about the various ways in which you could frame research to discover different information about the same topic. You’ll find that by using different research methods, the information you gather will form a more complete picture of what is really going on in your study. This week, you will be framing a research question using qualitative methods.  **Consider** your action research project from Week One.  **Write** a 250- to 500-word reflection about sampling, reliability, and validity for your research topic, including responses to the following questions:   * How will you manage reliability and validity in this phase of the project? * What would be the ideal sample group for this research? * What is your actual sample group like? How do they deviate from the ideal sample group?   **Submit** this assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 3.1, 3.2, 3.5 | Reflection=  **30 minutes** |
| **Assignment: Annotated Bibliography, Part I**  **Review** the literature related to your action research topic for five current, peer-reviewed resources.  **Write** an annotated bibliography for each of the five articles, including citations and references for each.  **Note.** Begin each annotated bibliography with an APA reference. Write a short (2–3 paragraph) summary of the article, including the following:  • The purpose of the study  • The paradigms identified within the introduction or review of literature  • The research design used  • A brief description of the findings  • An evaluation of the importance of the resource  **Explain** how the article relates to your topic and what insights it gives.  ***S*ubmit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday.  **Note.** You will submit a final annotated bibliography with a minimum of ten sources in Week Four. | | CLO1, 2.1, 2.2, 2.3 | Paper: one private posting and review feedback =  **1 hour** |
| **Quiz: Sampling Methods**  This short, 10-question quiz covers many terms related to sampling and sampling methods. You will have the opportunity to take this quiz twice.  **Complete** the Sampling Methods quiz no later than 11:59 p.m. (EST) on Sunday of Week Three. | | 3.1, 3.2, 3.3, 3.4, 3.5 | Quiz =  **30 minutes** |
| **Total** |  |  |  |

# Faculty Notes

**Week Three Survey: Check-in on Theory and Methodology**

This week, students will complete the survey to give you some insight into their progress and levels of confidence about their ability to understand and apply the theories they’ve learned to their action research initiatives. Watch the survey results, and provide additional help and insight as you see necessary. Feel free to share the results of the survey with students through an announcement or blog post. Don’t single out any student responses as “correct” or “incorrect;” if students have shared a lack of confidence in their ability it is a wonderful opportunity for instructors to offer additional help and ensure that students deliver well-done culminating assignments.

Note that in Week Six, students have the opportunity to request a one-on-one conference with you. Encourage students to participate in those conferences, particularly if your course cohort has a generally low confidence interval about the course content.

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| Week Four: Building a Case for Institutional Review Board Approval | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Explain the purpose of submitting action research initiatives to an institutional review board. | | CLO4 | |
| * 1. Explain the ethical considerations involved in designing and writing an action research initiative | | CLO4, CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Four Reading**  **Read** Ch. 8: Writing Up Action Research in *Action Research.*  **Navigate** to Research Methods Knowledge Base: Ethics In Research at <http://www.socialresearchmethods.net/kb/ethics.php>.  **Read** the following section of the IRB Student / Investigator Handbook:   * “Section I. A. FREQUENTLY ASKED QUESTIONS ABOUT THE IRB PROCESS”   **View** “What is an IRB?” available on YouTube [3:52] at <https://www.youtube.com/watch?v=bPWY0hmCR2I>.before completing the Protecting Human Participants Training this week.  **Read** the following sections of the IRB Student / Investigator Handbook after completing the Protecting Human Participants Training this week:   * “Section I. D. POLICIES”. | | 4.1, 4.2 |  |
| **GMercyU IRB Application Process and Template Review**  **Review** the Informed Consent templates located in the IRB Student / Investigator Handbook/ Section II. A. forms:   * IRB010A - Adult Consent * IRB10B - Consent Age 7–14 years * IRB010C - Consent Age 15–17 years * IRB010D - Parental Permission     **Identify** the template that will be most appropriate for your project.  **Note.** You will submit an informed consent form or letter with your IRB application in Week Seven. | | 4.1, 4.2 |  |
| **Activity: Protecting Human Participants Training**  This week, you will complete the Protecting Human Participants Training, offered by the National Institute of Health (NIH). To complete this training, you must register with the NIH Office of Extramural Research.  **Navigate** to the NIH Office of Extramural Research User Login / Registration page at <https://phrp.nihtraining.com/users/login.php>.   * If you have previously registered, you may login with your email and password. * If you are entering the course for the first time, you must complete the free registration form.   To complete the free registration form, follow the “Register” link, or navigate to the following site: <https://phrp.nihtraining.com/users/register.php?submit=Registration>  **Complete** the form.  **Click** the **Participate in CME** radio button at the bottom of the page to register for the training, and then click the radio button at the bottom of the information page to certify that you have read all the information. Then, create your account.  **Begin** the training once you have successfully created your account.  **Complete** each of the modules in the training, including the following:   * Introduction * History * Codes and Regulations * Respect for Persons * Beneficence * Justice * Conclusion   **Submit** the certificate you receive at the conclusion of the training to your instructor via Blackboard.  **Post**any questions you may have in the Week Four discussion forum. | | 4.1, 4.2 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: GMercyU Informed Consent Template Review**  **View** the “Informed Consent Walkthrough.”  **Review** the following Informed Consent templates located in the IRB Student / Investigator Handbook/ Section II. A. forms:   * IRB010A - Adult Consent * IRB10B - Consent Age 7–14 years * IRB010C - Consent Age 15–17 years * IRB010D - Parental Permission     **Identify** the template that will be most appropriate for your project.  **Respond** to the following questions in the Informed Consent Review discussion forum:   * Which templates do you plan to use for your research? * Why did you select these templates? * Would any of the other templates also be appropriate? Why or why not?   **Comment** on at least three other student’s posts. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Ethics in Research: A Camera in the Classroom**  **Read** the following scenario, and respond to the discussion questions:  “Mr. Johnson is a graduate student who is studying the effects that videotaping teachers' instruction has on improving teaching skills. The administration has approved the placement of video cameras in the participating teachers' classrooms. Each video camera records constantly throughout the school day. All students and guardians have been made aware of the cameras and have signed agreements that state: "the footage obtained will be used by the graduate student–researcher and the classroom teacher to observe, reflect, and improve on his/her pedagogical methodology."  Mrs. Brown, a 1st year teacher who is participating in the study, has lunchroom monitor duty during her free period each day. After one such period, she returned to her classroom to find the door ajar and several student projects damaged, and derogatory language on her chalkboards. The administration was notified of the issue and, upon a brief inquiry, found that none of the surrounding classroom teachers or the hall monitors saw anyone enter or leave her room. An announcement asking for anonymous information from the student body also turned up no leads.  The administration is asking for access to the videotaped footage from Mrs. Brown's classroom in the hopes of identifying the perpetrator(s).”  **Respond** to the following question in the Ethics in Research: A Camera in the Classroom discussion forum by Thursday:   * Should Mr. Johnson consent to the request? Why or why not? * How would you handle the situation? * Anticipate and address any repercussions that may arise from your decision.   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. Focus particularly on whether you see any possible repercussions that were not addressed. | | 4.1, 4.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Annotated Bibliography, Part II**  Last week, you completed the first half of your annotated bibliography. In this assignment, you will complete your full 10-article annotated bibliography.  **Review** the literature for an additional five current, peer-reviewed resources about the topic of your choice.  **Write** an annotated bibliography for each of the five articles, including citations and references for each.  **Begin** each annotated bibliography with an APA reference. Write a short (2–3 paragraph) summary of the article, including the following:   * The purpose of the study * The themes identified within the introduction or review of literature * The research design used * A brief description of the findings * An evaluation of the importance of the resource   **Explain** how the article relates to your topic and what insights it gives.  **Submit** your complete 10-article annotated bibliography to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | CLO1, 2.1, 2.2, 2.3 | Annotated bibliography = **1 hour** |
| **Total** |  |  |  |

# Faculty Notes

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| Week Five: Strategies for Data Analysis & Interpretation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the importance of descriptive statistics. | | CLO3 | |
| * 1. Determine different uses for inferential statistics. | | CLO3 | |
| * 1. Analyze various instruments for effectiveness and reliability. | | CLO1, CLO2 | |
| * 1. Analyze the impact of potential threats to the reliability of research. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Five Reading**  **Read** Ch. 6 of *Action Research.* | | 5.1, 5.2, 5.3, 5.4 |  |
| **Resource: Analysis**  **Read** the following website module:   * Research Methods Knowledge Base - Analysis. Retrieved from: <http://www.socialresearchmethods.net/kb/analysis.php> | | 5.1, 5.2, 5.3, 5.4 |  |
| **Week Five Lectures**  **View** the following lectures, available in Blackboard:   * “Action Research Process - Step Three: Analyzing and Interpreting the Data,” [7:04]: [https://cloud.ensemblevideo.com/Watch/Di93Hgm5](https://vimeo.com/86910579) * “Action Research Process - Step Three: Analyzing and Interpreting the Data - Qualitative Data Analysis,” [24:56]: <https://cloud.ensemblevideo.com/Watch/k5W9EqGj> * “Action Research Process - Step Three: Analyzing and Interpreting the Data - Quantitative Data Analysis,” [40:59]: <https://cloud.ensemblevideo.com/Watch/n5JRb87> | | 5.2, 5.3, 5.4 |  |
| **Resources: Data Analysis Resources**  **Review** the following resources:   * Analyzing Qualitative Data * Analyzing Quantitative Data   **View** “How to Guides” at <https://www.nfer.ac.uk/schools/research-in-schools/how-to-guides/>.  **View** the “Choosing Which Statistical Test to Use – Statistics Help” video [9:33] from YouTube located at <https://www.youtube.com/watch?v=rulIUAN0U3w>. | | 5.2, 5.3, 5.4 |  |
| **Resources: Using Real-Life Data for Research**  In this course, you are uncovering knowledge by observing and taking data from your surroundings. An action research project is necessarily a hands-on endeavor, and the work that you do is immediately relevant both to your own practice and to the practice of all those who share your vocation—so long as the normal statistical variances are observed. This article explains how using real-world data and constructing research based on real-life needs and preferences can create a powerful vehicle for discovery.   * Libman, Z. (2010). Integrating real-life data analysis in teaching descriptive statistics: A constructivist approach. *Technology and the Arts Journal of Statistics Education 18*, (1). Retrieved from [www.amstat.org/publications/jse/v18n1/libman.pdf](http://www.amstat.org/publications/jse/v18n1/libman.pdf) | | 5.1, 5.2, 5.4 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Constructing Knowledge through Statistics and Practical Application**  **Review** “Integrating Real-Life Data Analysis in Teaching Descriptive Statistics: A Constructivist Approach,” available at [www.amstat.org/publications/jse/v18n1/libman.pdf](http://www.amstat.org/publications/jse/v18n1/libman.pdf)  **Respond** to the following question in the Constructing Knowledge discussion forum by Thursday:   * How does the discovery process relate to your own experience of graduate school? * In which ways are you asked to contextualize your conceptual learning into practical application in your life and in your field of study? * How can statistics be leveraged to open up or unpack the understandings that you come to through your discovery process?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 5.1, 5.2, 5.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Assignment: Data Collection Protocol**  **Prepare** your data collection tools, such as observation forms, interview questions, and survey questions.  **Prepare** your data collection protocols which explain how you will use your tools to collect your research.  **Include** a citation list that includes the resources used to develop your tool.  **Write** a 250- to 400-word essay that justifies the selection and creation of the tools and protocols.  **Include** the following in your essay:   * A detailed description of the tools you will use, including the step-by-step instructions for how they are intended to be used * A detailed explanation of the protocols you will follow for collecting data using your tools * A clear explanation of why your tool is appropriate to the action research question that you are attempting to answer * A description of any weaknesses of the tool or your protocols   **Note.** Any references used should be properly cited following APA formatting guidelines.  **Submit** a draft version to the discussion forum titled “Data Collection Protocol Discussion Board Forum” for review no later than Sunday at 11:59 p.m. [EST].  **Note.**This assignment should be integrated into your final Action Research Proposal Paper. Your synthesis of these materials will be due in Week Seven. | | 5.1, 5.2, 5.3, 5.4 | Paper: one private posting and review feedback =  **1 hour** |
| **Action Research Project: Quantitative Information Gathering (Confirmation Phase)**  Since Week 3, you have been thinking about the various ways in which you could frame research to discover different information about the same topic. You’ll find that by using different research methods, the information you gather will form a fuller picture of what is going on in your study. This week, you will be framing a research question using quantitative methods.  **Write** a 250- to 500-word reflection about sampling, reliability, and validity for your research topic, including responses to the following questions:   * Who is your ideal participant (age, characteristics, etc.), and why? * What sampling method will you use, and why is this method the best option given your project? * What are the possible threats to external validity? * How can you improve external validity?   **Note.** There are many resources on sampling in Week Three of the course. Refresh yourself on any of that information before attempting this assignment.  **Submit** this assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 5.1, 5.2, 5.3, 5.4 | Paper: one private posting and review feedback =  **1 hour** |
| **Total** |  |  |  |

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| Week Six: Preparing Research for Publication or Presentation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify how to organize research into a report. | | CLO1, CLO4 | |
| * 1. Identify how to re-organize content for publication. | | CLO1, CLO4 | |
| * 1. Determine how to appropriately apply APA style guidelines. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Six Survey: Check-in on Theory and Methodology**  Complete the Week Six Survey as soon as you can to give the instructor a good snapshot of students in the course before one-to-one conferences are scheduled. | | N/A |  |
| **One-to-One Conferences**  You are strongly encouraged to schedule a one-to-one conference with your instructor this week. Any questions that you have about the assignments in Week Seven can be addressed now in Week Six.  **Email** your instructor at least three days and times that you are available to conference. | | N/A |  |
| **Week Six Readings**  **Read** Ch. 8 & 9 of *Action Research*. | | 6.1, 6.2 |  |
| **Resources: Write-Up**  **Read** the following website module:   * Write-Up and Key Elementssections. Retrieved from: *Research Methods Knowledge Base*: [http://www.socialresearchmethods.net/kb/writeup.php.](http://www.socialresearchmethods.net/kb/writeup.php.%20) | | 6.1, 6.2 |  |
| **Week Six Lectures**  **Review** the “Step Four: Writing Up Action Research” video, available via Blackboard [20:45]: <https://cloud.ensemblevideo.com/Watch/z3M7Xqn6>.  **View** the “Action Research Written Up” video [4:25] from YouTube located at <http://www.youtube.com/watch?v=ybyErm7zABI>.  **Post** any questions you may have in the Week Six discussion forum. | | 6.1, 6.2, 6.3 |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Week Six Survey: Check-in on Theory and Methodology**  This week, you will participate in a survey about the course and your progress in it. This survey is anonymous. The system will register whether you have completed it, but none of the responses will be linked to your account.  **Complete** the Week Six Survey.   * How well do you think you understand the underlying statistic and statistical theory behind validity, reliability, and effectiveness? (Likert scale) * How well do you think you understand the underlying theory behind qualitative research? (Likert scale) * How well do you think you understand the underlying theory behind quantitative research? (Likert scale) * Have you identified a theory you can use in your action research intervention? (Yes, no, not sure) * Does your theory fall under a positivist, post-positive or post-critical theory paradigm? (Positivist, post-positive, post-critical theory paradigm, not sure, none of the above) * Have you used your theory to change your research question and research methodologies? (Yes, no, not sure) * Which of the following terms best describes your thinking about the action research methodology you have chosen? (Fixed//needs minor adaptations//flexible//unsure//haven’t started) | | n/a | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Data Collection Protocol Discussion**  **Review** each assignment from your peer support group members.  **Comment** on each of the assignments, offering critique and feedback about the ideas in their reflections, including the following:   * Is the process for collecting data fully explained? * How detailed is the tool being used? * Is it clear why this tool was chosen? * Are there any weaknesses to this tool? * Are there any tools that seem more appropriate for the data collection? Explain why or why not.   **Complete** your comments no later than Sunday of Week 5.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to three of your classmates' posts by Sunday. | | 6.1, 6.2, 6.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Upcoming Assignment: Action Research Proposal Paper and Presentation**  In Week Seven, you will be submitting your final Action Research Proposal Paper, and you will also be submitting a presentation in which you demonstrate the main components of your action research proposal.  **Review** the assignment details and rubrics for each of these culminating activities.  **Contact** your instructor with any comments or questions. | | 7.1, 7.2, 7.3 | n/a |
| **Total** |  |  |  |

# Faculty Notes

**Scheduling Conferences for Students**

This week has less content to allow students the time to finish their action research project proposals and to give you time to counsel and meet with students. Feel free to define the format of sessions with students as you see fit, whether through phone, video chat, or email meetings. If you have any pre-existing conflicts that make meeting this week problematic, please make an announcement as early as possible and let students know what other accommodations will be made.

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| Week Seven: Applying Research to Professional Practice | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Identify the criteria for evaluating quality research. | | CLO1, CLO4 | |
| * 1. Determine how research findings relate to professional practice. | | CLO1, CLO4 | |
| * 1. Evaluate how to integrate research findings into professional practice. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Week Seven Reading**  **Read** Ch. 7 of *Action Research*. | | 7.1, 7.2, 7.3 |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** the [Adobe Connect Resources](https://sites.gmercyu.edu/student-resources/adobe-connect-resources/).  **Participate** in the scheduled live session with the course instructor. This session will provide a summary of the course’s themes and will engage in questions about the final culminating assignment.  **Prepare** to ask questions concerning the content of the week and the course as a whole.  **Note.** A recorded lecture will be made available to those who are unable to attend the live session. | | n/a | Live Discussion: lecture and discussion = **1 hour** |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Professional Practice Interview**  **Identify** a teacher, school counselor, administrator, etc. to interview about the value of research. If you ask a person who does not use research at all, find someone who does.  **Ask** the interviewee the following three questions, then add one to two of your own questions.   * How do you stay current in the field? * How does research affect your professional practice? * Is there any area of research or specific study that has been particularly significant in your work? If so, provide some details.   **Post** your findings in Q&A format on the discussion board by Thursday at 11:59 p.m. of Week Seven.  **Review** your classmates’ posts, and comment to a minimum of three about the similarities or differences you find between your post and theirs. | | 7.2, 7.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Culminating Project: Action Research Project Proposal**  In this course, you will be completing an action research project proposal, taking an idea from the initial research question to a fully developed proposal. In Week Seven, you will submit your final project proposal and a presentation explaining your decisions and rationales to the class, as if you were presenting to the Institutional Review Board committee.  **Review** the Action Research Project Proposal directions document.  **Review** the Annotated Bibliography directions document.  **Ensure** that your project proposal has the following elements:   * Introduction * Review of literature * Methodology * References * Appendix A   **Submit** your assignment to your instructor via Blackboard no later than 11:59 p.m. [EST] on Sunday. | | 7.1, 7.2, 7.3 | Research paper =  **30 minutes** |
| **Presentation: Action Research Project Proposal**  **Prepare** a 6- to 10-slide audio/visual presentation of no more than seven minutes that demonstrates the main components of your action research proposal.  **Submit** a link to your presentation by 11:59 p.m. (EST) on Thursday of Week Seven.  **Select** a minimum of five different classmates’ presentations to review.  **Write**a substantive response post to each of the presentations you’ve selected. Include your thoughts about how you can integrate the research findings posted by your classmates into your own professional practice.  **Note.**Any references used must be properly cited following APA formatting guidelines. | | 7.1, 7.2, 7.3 | **Presentation** = 2 hour |
| **Field Experience Log**  **Submit** your field experience log to your instructor. | |  | Field Experience = **20 hours** |
| **Total** |  |  |  |

# Faculty Notes

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 3.5 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 2 |
| Supplemental |  |
| **Week 3** |  |
| Required | 3 |
| Supplemental |  |
| **Week 4** |  |
| Required | 3 |
| Supplemental |  |
| **Week5** |  |
| Required | 3 |
| Supplemental |  |
| **Week 6** |  |
| Required | 4 |
| Supplemental |  |
| **Week 7** |  |
| Required | 3.5 |
| Supplemental | 1 |
|  |  |
| **Total Required Hours** | 22 |
| **Total Supplemental Hours** | 2 |
| **Total Hours** |  |