# Course Description

This course is a unique professional experience designed in collaboration with the student and his or her area of professional practice. Students engage in the processes of action research, i.e. reflection, inquiry, and action. Through this course, the student will display the ability to develop and implement the action research. The projects in this course are an extension of the action research begun in EDU510: Research Skills for the Reflective Practitioner.

# \*\*Faculty Note

Be sure to read and familiarize yourself with the Guidelines and Procedures for EDU510 & EDU603 as well as the Action Research Project Guidelines prior to the start of the course. Contact Dr. Desiree' Caldwell or your Program Director if you have any questions.

# 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. (ULO1, 4)
* **PLO2:** Understand the foundational base of organizational theory, and demonstrate the ability to bridge theory and practice. (ULO1, 2, 4)
* **PLO3:** Given scenarios of conflict, choose ethical courses of action consistent with Gospel values. (ULO3, 5)
* **PLO4:** Synthesize and analyze data to reveal relations and causality, and convert raw data into actionable information. (ULO2, 4)
* **PLO5:** View problems and challenges through the lens of a scientist, seeking evidence-based conclusions. (ULO1, 2, 4)
* **PLO6:** Practice and model steward leadership in transforming organizations to better serve all constituents. (ULO3, 4, 5)
* **PLO7:** Demonstrate facility in the application of technology to solve problems, analyze and synthesize data, and manage information. (ULO1, 2, 4)

# Course Learning Outcomes (CLO)

* **CLO1:** Determine, review, and implement the appropriate steps to action research.
* **CLO2:** Analyze theoretical and practical knowledge to enhance the effectiveness of the teaching and learning process.
* **CLO3:** Evaluate the role of reflective research in addressing school-based needs.
* **CLO4:** Determine how research design, descriptive statistics, and inferential statistics influence interpretation of research data.
* **CLO5:** Determine how to support the development of ideas and continued growth of your school and community.

# Student Expectations

Students are expected to do the following:

* 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

Patten, M. L. (2017). *Understanding research methods: An overview of the essentials* (10th ed.). Glendale, CA: Pyrczak Publishing.

ISBN: 978-0415790529

The American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

ISBN: 978-1433805615

Mills, G. E. (2017). *Action research: A guide for the teacher researcher* (6th ed). New York, NY: Pearson.

ISBN: 978-0134523033

# Suggested Point Values

|  |  |  |
| --- | --- | --- |
| **Assessment** | **Point Value** | **Due** |
| **Week 1** |  |  |
| Discussion: Reliability and Validity | 25 |  |
| Discussion: Action Research Project Review | 50 |  |
| Action Research Proposal Sheet and Corrected Action Research Project | 25 |  |
| **Week 2** |  |  |
| Discussion: Scales of Measurement | 25 |  |
| Discussion: Synthesize Your Literature Review | 25 |  |
| Quiz | 60 |  |
| **Week 3** |  |  |
| Discussion: Mid-Course Check-In | 25 |  |
| Graph Data | 50 |  |
| Discussion: Graph Data Peer Review | 25 |  |
| **Week 4** |  |  |
| Discussion: Obstacles Facing Teacher Researchers | 25 |  |
| Action Research Results and Discussion | 50 |  |
| Discussion: Action Research Results and Discussion Peer Review | 25 |  |
| **Week 5** |  |  |
| Discussion: Conclusion Presentation | 50 |  |
| Reflective Practice in Action Research | 40 |  |
| **Week 6** |  |  |
| Abstract | 25 |  |
| Research Project | 200 |  |
| Action Research Project Self-Assessment | 25 |  |
| **Week 7** |  |  |
| Action Research Project Presentation | 200 |  |
| Discussion: Action Research Project Presentation Peer Review | 25 |  |
| Course Reflection | 25 |  |
| **Total Points** | **1000** |  |

**Grading Scale**

|  |  |
| --- | --- |
| **Grade** | **Range** |
| A | 93–100 |
| A- | 90–92 |
| B+ | 87–89 |
| B | 83–86 |
| B- | 82–80 |
| C+ | 77–79 |
| C | 73–76 |
| C- | 70–72 |
| D+ | 67–69 |
| D | 63–66 |
| D- | 60–62 |
| F | 59 |

# Course Schedule

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

# Weekly Learning Modules

|  |  |  |
| --- | --- | --- |
| **Week One: Review of Research Design** | | |
| ***Learning Objectives*** | ***Alignment*** | |
| * 1. Analyze research design in terms of validity and reliability. | CLO4 | |
| * 1. Examine different research methodologies through action research projects. | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | ***Alignment*** | ***AIE*** |
| **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 200to 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 1 substantive comment of 100 to 150 words to 3 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, located on Blackboard. |  |  |

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| --- | --- | --- | --- |
| **Readings**  **Read** the following:   * Topics 35–41, 53, & 54 of *Understanding Research Methods* * Ch. 6 of *Action Research* | | 1.1 |  |
| **Videos**  **Watch** [Reliability & Validity](https://youtu.be/9ltvDNAsO-I) (8:18).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 1.1 | Video = 1 hour |
| **Action Research Paper Template**  **Resource:** Action Research Template  This course is a continuation of EDU510 and includes an Action Research Paper and a self-running slideshow with audio narration on your project with the following milestone assignment:  **Week 4 Graph Data Assignment**  This assignment requires you to graph data that you have collected for your action research project. If you have not already begun collecting your data, please do so in preparation for this assignment.  The Action Research Template was introduced in EDU510. Continue using the Action Research Template as you complete the different parts to your project. You should be making corrections to each part as you receive feedback from your peers and the instructor so the same mistakes are not repeatedly occurring. As each part is completed, add each component to the whole. Having all documents together will allow your assignment to be graded more effectively and allow for an understanding of your project as a whole. | | Course |  |
| **Narrated Video Presentations**  You will need to submit a narrated video presentation in Weeks 1, 2, 5, & 7.  Examples:   * A link to a hosted video * MP4 video file * PowerPoint self-running slideshow with audio narration: [Record a slide show with narration and slide timings](https://support.office.com/en-us/article/Record-a-slide-show-with-narration-and-slide-timings-0b9502c6-5f6c-40ae-b1e7-e47d8741161c#OfficeVersion=2013,_2016) | | N/A |  |
| ***Supplemental Resources and Activities***  *Explore these optional resources to deepen your understanding.* | | ***Alignment*** | ***AIE*** |
| **Adobe Connect Live Discussion**  **Review** [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 course and 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. | | Course | 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: Reliability and Validity**  **Read** the following:   * Topics 35–41, 53, & 54 of *Understanding Research Methods* * Ch. 6 of *Action Research*   **Watch** [Reliability & Validity](https://youtu.be/9ltvDNAsO-I) (8:18).  **Respond** to the following in the Reliability and Validity discussion forum by Thursday:   * Regarding your research topic and design, what are some limitations of your study and design? What are some confounding variables? What are some threats to validity and reliability? What are some ways to counteract these threats? * Discuss any potential problems with the research design. What are the limitations of the type of research you plan to conduct (for example, search the Internet for limitations of survey for ideas)? * Discuss any potential problems with the participants, as well as how you can counteract the limitations, if possible. * Discuss any potential problems with the data collection tools, as well as how you can counteract the limitations, if possible. * Discuss any potential problems with the research procedures, as well as how you can counteract the limitations, if possible. * How do you plan to counteract personal bias?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Action Research Project Review**  **Record** a 3- to 5-minute narrated video presentation that contains the following:   * Introduce yourself to your classmates. * Provide a general introduction to your selected topic, including a statement of the issue or problem. * Indicate why the problem is important to study. Ensure you provide a definition of key concepts, variables, and statistics, if necessary, to establish the importance of your topic. * Provide a succinct statement of the purpose of the project-the main goal or goals. * Update the status of your research project. For example, state if you have started collecting your data. If you have, discuss how far you have gotten in that process.   **Post** your presentation in the Action Research Project Review discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 1.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Action Research Proposal Sheet and Corrected Action Research Project**  **Resource:** Action Research Proposal Sheet Form  **Review** the following:   * EDU510Course Introduction (2:32) * Action Research Project Requirements   At the end of EDU510, you submitted your completed Action Research Project and Proposal Sheet to your EDU510 instructor. Your EDU510 instructor returned your completed Action Research Proposal Sheet to you with his or her signature. You also received feedback on your submitted action research project that you may have needed to address.  **Submit** your Action Research Proposal Sheet with your EDU510 instructor’s signature and your corrected Action Research project from EDU510 by 11:59 p.m. (Eastern time) on Thursday.  *Note:* If you do not have an Action Research Proposal Sheet with your EDU510 instructor’s signature, contact your EDU603 instructor for further guidance. | | Course |  |
| **Total** |  |  | **4 hours** |

# Faculty Notes

**Course Setup**

**Action Research Proposal Sheet:** Every student who has completed EDU510 after 2/26/18 should be able to provide you with an Action Research Proposal Sheet with their EDU510 instructor’s signature. If they cannot, contact your program director for a copy of this document. For students who completed EDU510 before 2/26/18, we were not requiring them to complete this document in EDU510, so they will need to complete it in Week 1 of this course with you. Post an announcement on Day 1 asking students who completed EDU510 before 2/26/18 to contact you regarding the Action Research Proposal Sheet assignment. Have students complete the action research proposal sheet and submit the completed form to you by Thursday for your review and approval.

For students who want to do their research on existing data here are some websites they could use. Feel free to add any additional ones you know of and to discuss these websites in your Adobe Connect session or an announcement:

[Youth Risk Behavior Surveillance System (YRBSS)](https://www.cdc.gov/healthyyouth/data/yrbs/index.htm)

[Office of Adolescent Health: A Day in the Life](https://www.hhs.gov/ash/oah/facts-and-stats/day-in-the-life/index.html)

[PSSA RESULTS](http://www.education.pa.gov/data-and-statistics/PSSA/Pages/default.aspx)

**Small Groups:** You may choose to have students conduct the following assignments in small groups of 4 to 5 students and ask students to review the work of 3 others in their group, or you cannot form small groups and tell students to not comment on a classmate after that person’s post gets 2 to 3 comments so that everyone in the class has an opportunity to receive feedback from multiple classmates. Whichever way you decide to set this up, post an instructor announcement explaining the setup on Day 1 of Week 1 so students are clear on how you want these assignments conducted:

* Week 1 Discussion: Reliability and Validity
* Week 1 Discussion: Action Research Project Review
* Week 3 Discussion: Graph Data Peer Review
* Week 4 Discussion: Action Research Results and Discussion Peer Review
* Week 7 Discussion: Action Research Project Presentation Peer Review

**General Questions and Discussion Forum:** This course includes a discussion forum for general questions, comments, and concerns. This forum is intended for any course-related commentary not found within a specific weekly discussion. This forum is not graded. Make sure to monitor this forum for student posts. You are encouraged to make an announcement advertising this forum and monitor and post regularly to build engagement.

**Adobe Connect:** Consider posting an announcement asking students to submit any questions or topics they'd like addressed ahead of time. 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 be 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 of the week so students have plenty of time to review their homework prior to the deadline on Sunday.

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| Week Two: Descriptive Statistics | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Calculate measures of central tendencies. | | CLO4 | |
| * 1. Identify properties of scales of measurement. | | CLO4 | |
| * 1. Analyze the research literature on your selected topic. | | CLO1 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Scales of Measurement**  **Read** the following:   * Topics 58–60 of Understanding Research Methods * Pages 193–211 in Ch. 7 of Action Research   **Watch** the following:   * [Measures of Central Tendency](https://vimeo.com/album/3136738/video/113967285) (3:54) * [Nominal, ordinal, interval and ratio data: How to Remember the differences](https://youtu.be/LPHYPXBK_ks) (11:03) * [Choosing which statistical test to use - statistics help](https://youtu.be/rulIUAN0U3w) (9:32) * [Choosing the Right Statistical Test 1 of 4](https://youtu.be/riCvVbnCVvc) (6:17)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.2 | Video = 1 hour |
| **Mean, Median, and Mode**  **Read** the following:   * Topics 62–65 of *Understanding Research Methods* * Ch. 6 & 7 of *Action Research*   **Watch** the following Khan Academy videos:   * [Statistics intro: Mean, median, and mode | Data and statistics | 6th grade | Khan Academy](https://youtu.be/h8EYEJ32oQ8) (8:53) * [Finding mean, median, and mode | Descriptive statistics | Probability and Statistics | Khan Academy](https://youtu.be/k3aKKasOmIw) (3:54)   **Complete** the [Mean, median, and mode](https://www.khanacademy.org/math/probability/data-distributions-a1/summarizing-center-distributions/e/mean_median_and_mode) practice activity.  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 2.1 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Scales of Measurement**  **Read** the following:   * Topics 58–60 of Understanding Research Methods * Pages 193–211 in Ch. 7 of Action Research   **Watch** the following:   * [Measures of Central Tendency](https://vimeo.com/album/3136738/video/113967285) (3:54) * [Nominal, ordinal, interval and ratio data: How to Remember the differences](https://youtu.be/LPHYPXBK_ks) (11:03) * [Choosing which statistical test to use - statistics help](https://youtu.be/rulIUAN0U3w) (9:32) * [Choosing the Right Statistical Test 1 of 4](https://youtu.be/riCvVbnCVvc) (6:17)   **Respond** to the following questions in the Scales of Measurement discussion forum by Thursday:   * What are descriptive statistics? * How do you plan to analyze each of your data sources so they answer your research questions? * Use Figure 5-4 on p. 146 of *Action Research* as a guide. * List your research questions and, under each one, list how you plan to analyze the data you collect. * What are you comparing, or how are you displaying your themes or data? * What descriptive statistics are you using? * How are you planning to describe your sample?   *Note:* Do not force the issue of 3 data sources for each question. In some cases, you may have more than 3 data sources you wish to use, and in other cases (for example, standardized test scores), it may not be possible to include more than a single data source.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Discussion: Synthesize Your Literature Review**  **Record** a 3- to 5-minute narrated video presentation discussing your findings from your literature review and how this research pertains to your action research questions. Include graphic designs or visuals to aid in the presentation.  **Post** your presentation in the Synthesize Your Literature Review discussion forum by Thursday.  **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 2.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Quiz**  **Complete** this quiz by 11:59 p.m. (Eastern time) on Sunday. There is no time limit, but you will only have 1 attempt. | | 2.1, 2.2 | Quiz = 1 hour |
| **Total** |  |  | **5 hours** |

# Faculty Notes

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| Week Three: Graphing Research Data | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Compile data to illustrate findings. | | CLO1, CLO4 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Topic 61 of *Understanding Research Methods* * Ch. 7 & Appendix C of *Action Research* * [APA Format: Tables and Figures](http://www.svsu.edu/media/writingcenter/APA%20Tables%20and%20Figures.pdf)   *Note:* As you work on your action plan, you will gather a large amount of data. You will need to communicate that data visually. You may need to refer to these materials throughout the final half of the course. | | 3.1 |  |
| **Videos**  **Watch** the following:   * [A Beginner's Guide to Graphing Data](https://youtu.be/9BkbYeTC6Mo) (10:37) * [How to make a line graph in Excel (Scientific data)](https://youtu.be/Xn7Sd5Uu42A) (6:41): Even though this video teaches you how to make a line graph in Excel, you can use this information to make any type of graph. * [8-10 APA Style Reporting Statistical Results](https://youtu.be/0acFYP46Guo) (3:22)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 3.1 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Mid-Course Check-In**  **Respond** to the following question in the Mid-Course Check-In discussion forum by Thursday:   * What were some of the challenges you have faced thus far in your action research? How did you overcome them? How did your data collection go? Did you have any problems? Did you have any success? How did you organize your data? Are you on-track to complete your action research?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | Course | Discussion: one post and replies to three other posts = **1 hour** |
| **Graph Data**  **Read** the following:   * Topic 61 of *Understanding Research Methods* * Ch. 7 & Appendix C of *Action Research* * [APA Format: Using Tables and Figures](https://www.google.com/url?q=https://www.svsu.edu/media/writingcenter/APA%2520Format_Using%2520Tables%2520and%2520Figures.pdf&sa=U&ved=0ahUKEwjb2YS_mt_VAhWBMGMKHR36DYoQFggEMAA&client=internal-uds-cse&usg=AFQjCNHUmw1c7bWkuwdIhxCq03ao_V-wNg)   **Watch** the following:   * [A Beginner's Guide to Graphing Data](https://youtu.be/9BkbYeTC6Mo) (10:37) * [How to make a line graph in Excel (Scientific data)](https://youtu.be/Xn7Sd5Uu42A) (6:41): Even though this video teaches you how to make a line graph in Excel, you can use this information to make any type of graph. * [8-10 APA Style Reporting Statistical Results](https://youtu.be/0acFYP46Guo) (3:22)   **Create** graphs using your raw data. Will you use line, scatter, bar, histogram, or pie graphs? For one of your graphs, create 2 ways to view your data. Is one way better than the other? Explain why. Is your graph easily understandable? Does it present your data in an unbiased manner? Make sure your graph or figures are in APA format.   * For example, if you had a pre- and post-test of 4 questions, you could create 4 graphs comparing the same pre- and post-questions.   **Post** your graphs in the Graph Data Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Review** the peer feedback you received, and **revise** as appropriate.  **Submit** your revised graphs by 11:59 p.m. (Eastern time) on Sunday. | | 3.1 | Library research = 1 hour |
| **Discussion: Graph Data Peer Review**  **Review** your classmates’ graphs.  **Post** feedback and critique to 3 of your classmates by 11:59 p.m. (Eastern time) on Saturday. Discuss the following in your feedback:   * Are the figures or tables clearly marked? Are they in APA format? Can you understand the data presented? Do you have any suggestions to improve the visual representation? | | 3.1 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **4 hours** |

# Faculty Notes

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| Week Four: Research Discussion and Conclusion | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the results of the research study. | | CLO1 | |
| * 1. Apply descriptive statistics to data. | | CLO4 | |
| * 1. Discuss implications of results, as well as how this can inform practice. | | CLO2; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Topics 85–87 of *Understanding Research Methods* * Ch. 8 of *Action Research* | | 4.1, 4.2, 4.3 |  |
| **Videos**  **Watch** the following:   * [Choosing which statistical test to use - statistics help](https://youtu.be/rulIUAN0U3w) (9:32) * [Choosing the Right Statistical Test 1 of 4](https://youtu.be/riCvVbnCVvc) (6:17) * [How to write the Discussion part 1](https://youtu.be/6YG6bvSAfsY) (8:28)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 4.1, 4.2, 4.3 | Videos = 1 hour |
| **APA Resources**  **Watch the following:**   * [APA formatting: Word 2013](https://youtu.be/nCUdBpuTvNQ) (9:03) * [Setting up the APA Title Page](https://youtu.be/vtMLil6EfGg)(2:36) * The first 5 minutes and 36 seconds of [Basics of APA- In-Text Citations](https://youtu.be/agXQATse7NQ) (6:40). * [Purdue OWL: APA Formatting: Reference List Basics](https://youtu.be/HpAOi8-WUY4) (3:18)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | |  | Videos = 1 hours |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Obstacles Facing Teacher Researchers**  **Respond** to the following question in the Obstacles Facing Teacher Researchers discussion forum by Thursday:   * Based on your reading of Ch. 8 of *Action Research*, what do you feel is the biggest obstacle facing teacher researchers? What are some other obstacles listed in the book? What are some ways you can counteract these obstacles in your schools? What are some ways you can facilitate change?   **Post** constructive criticism, clarification, additional questions, or your own relevant thoughts to 3 of your classmates' posts by Sunday. | | 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Action Research Results and Discussion**  **Read** Topics 85–87 of *Understanding Research Methods*.  **Watch** the following:   * [Choosing which statistical test to use - statistics help](https://youtu.be/rulIUAN0U3w) (9:32) * [Choosing the Right Statistical Test 1 of 4](https://youtu.be/riCvVbnCVvc) (6:17) * [How to write the Discussion part 1](https://youtu.be/6YG6bvSAfsY) (8:28)   **Write** the results section of your paper:  **Data Analysis:**     * Provide a brief overview of the type of data (categorical, ordinal, nominal, narrative, etc.) that will be collected by each data collection tool, and determine the best way to analyze the results. Discuss the use of descriptive statistics, inferential statistics, coding, categorizing and theme analysis, etc. if applicable. * Explain how you calculated your results. The results section is not for interpreting the results; interpretation belongs in the discussion section. Just report what you found (For example: The overall mean test score for group one was 78 while group two was 82). * Discuss and display your results using visual graphics. Display the most relevant information in the graphs, figures, and tables.   **Write** the discussion section your paper.  **Interpretation of Data:**   * This is the section where you begin to interpret your data and begin to make conclusion regarding your data. Be careful with your language, as you cannot prove something, but you can suggest a correlation. Do not make broad generalizations.    + Was your intervention effective? Was there a trend? How does this link to the literature review and previous research? Do your results agree or disagree with previous research?   + Are your findings consistent? Did you find something surprising or inconsistent? You can refer to your tables and figures in this section if they were discussed in the data analysis (For example: As Figure 1 shows, the mean of group 2 was higher than group 1 and indicates that the students who received the reading intervention program had a higher mean score on the DIBELS than those who did not receive the intervention).   **Limitations:**   * Discuss any potential problems with the research design. What are the limitations of the type of research you plan to conduct (for example, search the Internet for limitations of survey for ideas)? * Discuss any potential problems with the participants, and how you can counteract the limitations, if possible. * Discuss any potential problems with the data collection tools, as well as how you can counteract the limitations, if possible. * Discuss any potential problems with the research procedures, as well as how you can counteract the limitations, if possible.   **Post** your Action Research Results and Discussion sections in the Action Research Results and Discussion Peer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Review** the peer feedback you received, and **revise** as appropriate.  **Submit** your revised Action Research Results and Discussion sections by 11:59 p.m. (Eastern time) on Sunday. | | 4.1, 4.2, 4.3 | Library Research = 1 hour |
| **Discussion: Action Research Results and Discussion Peer Review**  **Review** your classmates’ posts.  **Post** feedback and critique to 3 classmates by 11:59 p.m. (Eastern time) on Saturday. Discuss the following in your feedback:   * Were you able to understand how results were calculated? Could you understand the findings? * Are the sections well written? Do they follow APA formatting? * Are the results linked to the literature review and previous research? * Are the limitations of the research discussed? * Do you have any suggestions to make these sections better?   *Note*: This review should not be focused on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application of the research methods, given the proposed project. | | 4.1, 4.2, 4.3 | Discussion: one post and replies to three other posts = **1 hour** |
| **Total** |  |  | **4 hours** |

# Faculty Notes

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| Week Five: Research Conclusion | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Analyze the results of the research study. | | CLO1; CLO2 | |
| * 1. Discuss implications of results, as well as how these can inform practice. | | CLO5 | |
| * 1. Explain the role of reflective practice in action research. | | CLO3 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** [Organizing Your Social Sciences Research Paper: 9. The Conclusion](http://libguides.usc.edu/writingguide/conclusion).  **Review** Topics 85–87 of *Understanding Research Methods.* | | 5.1, 5.2 |  |
| **Video**  **Watch** [How to write a conclusion](https://youtu.be/pvs9IpA5O2s) (4:12).  **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 5.1, 5.2 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Discussion: Conclusion Presentation**  **Read** [Organizing Your Social Sciences Research Paper: 9. The Conclusion](http://libguides.usc.edu/writingguide/conclusion).  **Watch** [How to write a conclusion](https://youtu.be/pvs9IpA5O2s) (4:12).  **Record** a 2- to 5-minute narrated video presentation discussing your conclusion that summarizes your paper by restating your purpose, what you did, how you did it, what you found, and your recommendations for future teachers and for future research.  **Post** your presentation in the discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Respond** to at least 3 students in a manner that is thought provoking and that appropriately challenges or elevates the discussion. Did the conclusion follow a logical order? Was it presented well, and was it easily understood? Were all important aspects of the research discussed? All responses must be posted by 11:59 p.m. (Eastern time) on Sunday. | | 5.1, 5.2 | Discussion: one post and replies to three other posts = **1 hour** |
| **Reflective Practice in Action Research**  **Read** [Modeling Action Research: Reflections From a Self-Study](https://files.eric.ed.gov/fulltext/EJ842413.pdf)  **Write** a summary of the article in no more than 1 page discussing the major implications this self-study found.  **Submit** your assignment by 11:59 p.m. (Eastern time) on Thursday. | | 5.3 | Reflective paper = 1 hour |
| **Total** |  |  | **3 hours** |

# Faculty Notes

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| Week Six: Abstract and Final Action Research Project | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Summarize your research in an abstract. | | CLO1 | |
| * 1. Evaluate your knowledge of research design, practice, and program evaluation to inform practice. | | CLO2; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Readings**  **Read** the following:   * Topic 82 and Appendix D of *Understanding Research Methods* * Ch. 9 of *Action Research* | | 6.1, 6.2 |  |
| **Videos**  **Watch** the following:   * Top Ten Practical and Common Mistakes When Writing a Research Paper (4:01) * [How to Write an Abstract: Content](https://www.youtube.com/watch?v=szwkBea4qv0) (2:51)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 6.1 | Video = 1 hour |
| **Smarthinking**  The Action Research Project assignment this week requires you to submit the assignment to Smarthinking. In preparation for this assignment, complete the following:   * Review the Quick Start Guide and student handbook. * Watch [Smarthinking\_Introduction](http://www.youtube.com/watch?v=wpvWfPhstQM) (1:49).   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum on Blackboard. | | N/A |  |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Abstract**  **Read** Topic 82 and Appendix D of *Understanding Research Methods.*  **Watch** [How to Write an Abstract: Content](https://www.youtube.com/watch?v=szwkBea4qv0) (2:51).  **Write** a 150- to 250-word paragraph discussing the key points of your research:   * Research topic * Research question or questions * Participants * Methods * Results * Discussion * Conclusion   *Note:* Abstracts also discuss results, data analysis, and conclusions, but you will not be including these because you are not conducting the study.  **Format** your abstract following APA guidelines, with a running head and title page.  **Submit** your Abstract by 11:59 p.m. (Eastern time) on Thursday. | | 6.1 | Library research = 1 hour |
| **Action Research Project**  **Resource:** Action Research Project Requirements  **Review** Action Research Project Requirements.  **Watch** Top Ten Practical and Common Mistakes When Writing a Research Paper (4:01).  **Use** your assignments and peer and instructor feedback to write your action research project. Include all the elements outlined in the Action Research Project Requirements document.  **Format** your paper according to APA guidelines.  **Submit** your paper to Smarthinking by Thursday. Take a screenshot of your submission, as you will submit this screenshot with your final paper.  **Review** the Smarthinking feedback, and **make** changes as appropriate to your paper.  **Submit** your action research project and Smarthinking screenshot by 11:59 p.m. (Eastern time) on Sunday. | | Course | Library Research = 1 hour  Guided Project = 7 hours |
| **Action Research Project Self-Assessment**  **Use** Figure 9-3, “Action Research Write-Up Rubric,” on p. 261 of *Action Research* to evaluate your action research project.  **Submit** your evaluationby 11:59 p.m. (Eastern time) on Sunday. | | 6.2 | Reflective Paper = 1 hour |
| **Total** |  |  | **11 hours** |

# Faculty Notes

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| Week Seven: Action Research Presentation | |  |  |
| ***Learning Objectives*** | | ***Alignment*** | |
| * 1. Present your action research project. | | CLO1; CLO2; CLO5 | |
| ***Resources, Activities, and Preparation***  *Utilize these resources and complete these activities in preparation for your graded assignments.* | | ***Alignment*** | ***AIE*** |
| **Videos**  **Watch** the following:   * [Action Research Presentation Video](https://youtu.be/tj0orH4S7UY) (10:49) * [Action Research Presentation on the Flipped Classroom](https://youtu.be/EImxmUcXVTo) (21:16) * [Presentation Skills: Tips & Tricks](https://youtu.be/wp4ho9raVjA) (6:53) * [How to Open and Close Presentations](https://youtu.be/8IbR8Y09dx4) (16:33) * [Body Language for Presentations](https://youtu.be/TmbQFWBvTtY) (4:51) * [How to Avoid Filler Words](https://youtu.be/hUY8DiQgUUg) (3:03)   **Post** any questions, comments, or observations to share with the class in the General Q & A discussion forum. | | 7.1 | Video = 1 hour |
| ***Graded Assignments***  *Complete these graded assessments by the end of the week unless specified otherwise.* | | ***Alignment*** | ***AIE*** |
| **Action Research Project Presentation**  **Resource:** Action Research Project Requirements  **Review** Action Research Project Requirements.  **Record** a 15- to 25-minute narrated video presentation presenting your action research project. Use your action research project paper and the Action Research Project Requirements document as your guide when creating this presentation.  **Watch** the following videos to help you make an engaging presentation that will capture your audience. Imagine yourself in front of your school or at a conference. Like the videos, this presentation should have visual displays, but remember that you are the main presenter.   * [Action Research Presentation Video](https://youtu.be/tj0orH4S7UY) (10:49) * [Action Research Presentation on the Flipped Classroom](https://youtu.be/EImxmUcXVTo) (21:16) * [Presentation Skills: Tips & Tricks](https://youtu.be/wp4ho9raVjA) (6:53) * [How to Open and Close Presentations](https://youtu.be/8IbR8Y09dx4) (16:33) * [Body Language for Presentations](https://youtu.be/TmbQFWBvTtY) (4:51) * [How to Avoid Filler Words](https://youtu.be/hUY8DiQgUUg) (3:03)   **Post** your presentation to the Action Research Project PresentationPeer Review discussion forum by 11:59 p.m. (Eastern time) on Thursday.  **Submit** your presentation by 11:59 p.m. (Eastern time) on Thursday. | | Course | Library Research = 1 hour  Guided Project = 7 hours |
| **Discussion: Action Research Project Presentation Peer Review**  **Review** your classmates’ presentations.  **Post** feedback and critique to 3 classmates by 11:59 p.m. (Eastern time) on Sunday. Discuss the following in your feedback:   * Is the project complete? * Have the data, analysis, and conclusions been presented clearly? * Does the presentation have visual appeal? * Does the presentation look professional?   *Note:* This review should not be focused on spelling, grammar, or mechanics. Your reviews should critically examine the appropriate application of the research methods, given the proposed project. | | Course | Discussion: one post and replies to three other posts = **1 hour** |
| **Course Reflection**  **Write** a 250- to 300-word reflective response to the following questions:   * What lessons have you learned from implementing your action plan? * How can these lessons help you in the future? * What is the role of action research in evidence-based educational practice? * How do you plan to be a reflective educator?   **Submit** your course reflection by 11:59 p.m. (Eastern time) on Sunday. | | 6.2 | Reflective Paper = 1 hour |
| **Total** |  |  | **11 hours** |

# Faculty Notes

# Breakdown of Academic Instructional Equivalencies

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|  | **AIE Hours** |
| **Week 1** |  |
| Required | 3 |
| Supplemental | 1 |
| **Week 2** |  |
| Required | 5 |
| Supplemental |  |
| **Week 3** |  |
| Required | 4 |
| Supplemental |  |
| **Week 4** |  |
| Required | 5 |
| Supplemental |  |
| **Week 5** |  |
| Required | 3 |
| Supplemental |  |
| **Week 6** |  |
| Required | 11 |
| Supplemental |  |
| **Week 7** |  |
| Required | 11 |
| Supplemental |  |
|  |  |
| **Total Required Hours** | 42 |
| **Total Supplemental Hours** | 1 |
| **Total Hours** | 43 |