EDUC 557: Action Research for Teachers – I (3 units) **Spring 2014**

Course meetings: Tuesdays 4:00-6:50pm (Section 01)
                                   Mondays 4:00-6:50pm (Section 02)
Room: Sections 01 –Hahn School of Nursing 105
                                   Section 02 – Mother Rosalie Hill Hall 139
Instructors: Section 01 - Dr. Heather Lattimer hlattimer@sandiego.edu and Prof. Ann Trescott
                                   atrescott-10@sandiego.edu
                                   Section 02 – Dr. C. Bobbi Hansen   chansen@sandiego.edu

Course Description

EDUC 557 and 558 are a sequence of two courses focused on action research in the classroom setting. EDUC 557 focuses on the nature of action research and action research methodology. Candidates will identify classroom-focused research questions, design appropriate research projects, and initiate those projects in their student teaching classrooms. EDUC 558 will treat data analysis and reporting. It will support candidates as they work to analyze data collected in their classrooms, to complete the action research thesis paper and prepare to present their research as a capstone project.

Course Objectives

Course objectives are linked to specific standards from the California Standards for the Teaching Profession (CSTPs) and are organized around three outcomes. Teacher candidates will be able to understand and demonstrate the following:

A: Academic Excellence & Critical Inquiry and Reflection
- Understand and contrast assumptions, aims and methods used in action research versus traditional quantitative and qualitative research. (CSTP 5)
- Practice methods of action research and critically analyze action research projects carried out by other teacher-researchers. (CSTP 5)
- Adopt action research as a career-long commitment to excellence in teaching (CSTP 5)

C: Community and Service
- Participate in building democratic, research-focused, communities of practice. (CSTP 6)
- Connect with on-line communities of teacher-researchers (CSTP 6)

E: Ethics, Values and Diversity
- Know and follow ethical mandates in conducting and reporting research. (CSTP 6)

Text

The required text for this course is:

> Shagoury, R. & Power, B. (2012). *Living the questions: A guide for teacher-researchers, 2nd Edition.* Portland, Maine: Stenhouse.

Course Requirements and Assessment Plan

Students are expected to:

1. **Attend all class meetings, complete all course assignments on time and participate in discussions online and in class.** **(20%)**
   - Attend all class meetings. Students may be excused from <u>one</u> class meeting if the professor is notified in advance and a satisfactory reason is given. Additional absences will be considered unexcused.
   - Come prepared with assigned work completed and ready to actively participate in reading discussions and class activities.
   - Complete and submit all assignments on time. The assignments will center on the planning, implementation, and reflection involved in your classroom inquiry.

2. **Design and effectively describe a relevant and responsive research action plan.** **(40%)**
   - Conduct classroom needs assessment that systematically identifies strengths and needs of the students and the learning experience.
   - Review and synthesize relevant research literature.
   - Draw upon assessed needs and literature review to create a relevant and responsive action and assessment plan.
   - Document your introduction, literature review, and action and assessment plan on your weebly website. Write-up should respond to academic standards and APA guidelines.

3. **Successfully implement and complete write up of initial phase of classroom inquiry.** **(40%)**
   - Implement phase one of your action plan in the classroom. Collect and analyze data.
   - Document your implementation, findings, and plans for next steps on your weebly website. Write up should respond to academic standards and APA guidelines.
   - Present your AR in progress at the SOLES Action Research Symposium on May 9-10. Presentations will follow a roundtable format and should include a short powerpoint presentation or your work in progress and opportunities for informal discussion. You are expected to attend the full day of the symposium on the day of your presentation.

4. **Maintain ethical standards of conduct for educational research.**
   - Abide by the ethical standards of conduct outlined in the online training course to be completed during this semester. More information on these standards can be found at:
     - http://www.hhs.gov/ohrp/archive/irb/irb_chapter4.htm
     - http://www.hhs.gov/ohrp/humansubjects/guidance/45cfr46.html
     - http://ohsr.od.nih.gov/guidelines/belmont.html
   - The course is in compliance with USD's IRB policies. All students must receive a certificate of completion of the IRB training. See http://www.sandiego.edu/irb/training.php and click the link to the SDSU site in order to complete the training. Students will submit certificates to course instructor as a PDF and submit a copy with their IRB application.
   - Students must complete the application and received IRB approval for the research project prior to implementing action research steps in the student teaching placement.

EDUC 557 Course Schedule

Please note: Because this is a research and writing seminar, deadlines, readings, and weekly assignments may be adjusted to respond to student needs. Students will be notified of any changes through blackboard and are expected to check email regularly.

Class Meeting	Topics & Major Assignments	
Week 1 2/4	Topic:	Why do teacher research anyway?
Week 2 2/11	Topic: Reading: Review:	Understanding AR - What it is and is not LTQ - Chapter 1: Why teacher research? Sample AR Papers / Websites
Week 3 2/18	Topic: Reading: Write: **DUE:**	Real questions – The foundation of authentic inquiry LTQ - Chapter 2: Questions evolving 15 questions and 3 "fierce wonderings" **Final AR Question – Due 2/22**
Week 4 2/25	Topic: Review: Bring:	Assessing classroom needs -- Individual or Small Group Meetings Sample AR Introductions Needs assessment data
Week 5 3/4	Topic: Reading: Review: Bring:	Connecting to the research literature LTQ – Chapter 6: Citing a tea bag: When researchers read Sample AR Literature Reviews Draft Introduction
USD SPRING BREAK	No Class Meeting – USD Spring Break **DUE:** **Final Introduction – Due 3/11**	
Week 6 3/18	Topic: Reading: Review: Meet: Bring:	Designing your action and assessment plan I – Panel Presentation LTQ – Chapter 3: Research designs Sample AR Action and Assessment Plans Meet with "Content expert" to support your review of literature Annotated Bibliography – 5 sources
Week 7 3/26	Topic: Reading: Bring:	Designing your action and assessment plan II – Individual or Small Group Meetings LTQ – Chapter 4: Harvesting data Annotated Bibliography – 10 sources
Week 8 4/1	Topic: Reading: **DUE:**	Ethical considerations in action research – IRB workshop Human subjects online module - https://www-rohan.sdsu.edu/~gra/login.php *** Print and bring human subjects certificate to class *** **Literature Review – Due 4/1**
Week 9 4/8	No Class Meeting – SDUSD Spring Break **DUE:** **Complete IRB – Due 4/8**	
Week 10 4/15	Topic: **DUE:**	Phase I Implementation – Individual or Small Group Meetings **Action and Assessment Plan – Due 4/15**
Week 11 4/22	Topic: Reading: Bring:	Data collection and analysis – Individual or Small Group Meetings LTQ – Chapter 5: What likes what? Data analysis Phase 1 data collection in progress
Week 12 4/29	Topic: Review: Meet:	Identifying trends, articulating findings, and planning next steps Sample AR Phase 1 Implementation, Findings, & Next Steps Meet with "Content expert" to make connections between initial findings

		and relevant research literature.
	Bring:	Phase 1 data analysis in progress
Week 13 5/6	Topic:	Sharing your work – Individual or Small Group Meetings
	Reading:	LTQ – Chapter 7: Honest labor: Writing up research
	Bring:	Draft roundtable presentation for SOLES AR Symposium
	DUE:	**Roundtable presentation at SOLES AR Symposium – 5/9 or 5/10**
Week 14 5/13	Topic:	Phase 2 implementation and data analysis – Individual or small group meetings
	Bring:	Draft phase 1 write up & plans for phase 2
	DUE:	**Complete 557 AR write-up (Introduction through phase 1) including revisions - DUE 5/20**

EDUC 557 Final Assignment Action Research Rubric	Does Not Meet	Meets with Revisions	Meets	Exceeds
Introduction • Description of the context is clear. • Research focus directly responds to the assessed needs in the context. • Research question and sub-questions are clearly stated. • Research question and sub-questions are meaningful, measureable, and manageable.				
Literature Review • Literature review responds to the contextual needs and the research question(s). • Pertinent contemporary research and foundational theories are cited. • Includes analysis and synthesis of cited research with discussion of relevance to AR focus. • Purposefully written to guide action and assessment plan.				
Action and Assessment Plan • Clear and detailed description of action and assessment plan. • Clear and compelling explanations of rationale behind action and assessment plan. • Action plan is responsive to contextual needs and informed by the literature review. • Assessment plan is systematic and allows for triangulation of data.				

Phase 1
• **Description of Implementation**
  o Clear and comprehensive description of phase one implementation, data collection and analysis.
  o Results are summarized in a clear and systematic format using charts and graphs where appropriate.
• **Findings**
  o Phase one findings are clearly articulated and are directly supported by the data.
  o Discussion of phase one findings considers strengths and weaknesses in research design and implementation, discusses potential significance of initial findings, and raises new questions or considerations in response to learning from phase one.
• **Next Steps – Planning for Phase 2**
  o Description of next steps includes detailed explanation of evolution of research question and/or sub-questions, action and assessment plan.
  o Phase two design is directly responsive to findings from phase one and can be expected to improve student learning and yield new knowledge.				

Quality of Writing • Clear, well organized text structure with conceptual clarity. • Appropriate use of APA citations, headings, charts, and graphs. • Maintains professional tone and compelling voice throughout.				

Comments:

Overall Score & Recommendation:

Academic Integrity

All members of the University community share the responsibility for maintaining an environment of academic integrity since academic dishonesty is a threat to the University. Acts of academic dishonesty include: a) unauthorized assistance on an examination; b) falsification or invention of data; c) unauthorized collaboration on an academic exercise; d) plagiarism; e) misappropriation of resource materials; f) any unauthorized access of an instructor's files or computer account; or g) any other serious violation of academic integrity as established by the instructor.

An act of academic dishonesty may be either a serious violation, or if unintentional, a non-serious violation of course rules, an infraction. If the instructor determines that an infraction or serious violation has occurred, the instructor can impose penalties that may include: a) reduction in grade; b) withdrawal from the course; c) requirement that all or part of the course be retaken; and d) a requirement that additional work be undertaken in connection with the course or exercise. Policies and procedures regarding academic integrity follow the guidelines established in the Student Honor Code Academic Integrity Pledge.

Grade of Incomplete

The grade of Incomplete ("I") may be recorded to indicate (1) that the requirements of a course have been substantially completed but, for a legitimate reason, a small fraction of the work remains to be completed, and, (2) that the record of the student in the course justifies the expectation that he or she will complete the work and obtain the passing grade by the deadline. It is the student's responsibility to explain to the instructor the reasons for non-completion of work and to request an incomplete grade prior to the posting of final grades. Students who receive a grade of incomplete must submit all missing work no later than the end of the tenth week of the next regular semester, otherwise the "I" grade will become a permanent "F."

A Petition for a grade of incomplete must accompany all requests for an incomplete at the end of the course term. Criteria for changing a grade of incomplete to a letter grade must be negotiated with the instructor before the final class. The criteria must be outlined on the signed Incomplete Request Form. A completed form with both the instructor and student signature must be turned in by the last session of the class. Without a student signed form the registrar requires assignment of a grade of F. A student must complete an incomplete by the 10th week of the next session or a grade of F is permanently calculated in the overall grade point average. Any attempts to complete an incomplete after the 10-week deadline requires the approval of the Associate Dean of the School of Education.

Requests for Accommodation

Reasonable accommodations in accordance with the Americans with Disabilities Act will be made for course participants with disabilities who require specific instructional and testing modifications. Students with such requirements must identify themselves to the University of San Diego Disability Services Office (619.260.4655) before the beginning of the course. Every effort will be made to accommodate students' needs, however, performance standards for the course will not be modified in considering specific accommodations.