



Masters of Education
Single Subject, Multiple Subject or
Specialist Credential, MCC program

EDUC 557: Action Research for Teachers (3 cr)

Fall 2015 **Class hours:** Wednesday, 4:20 – 7:30 pm **Room:** MRH 141
Instructor: Maya Kalyanpur, PhD **E-mail:** mkalyanpur@sandiego.edu **Phone:** 7655 **Room:** 241 MRH
Student hours: 1:30 – 3:30 pm W & Th and by appt. I look forward to seeing you during student hours. Do stop in! Individual assistance is always available by appointment.

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

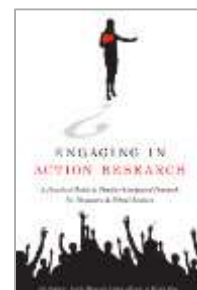
- Participate in building democratic, research-focused, communities of practice. (CSTP 6)
- Connect with on-line communities of teacher-researchers (CSTP 6)

E: Ethics, Values and Diversity

- Know and follow ethical mandates in conducting and reporting research. (CSTP 6)

Required Textbook

Parsons, J. Hewson, K., Adrian, L. & Day, N. (2013). *Engaging in action research: A practical guide to teacher-conducted research for educators & school leaders*. Alberta, Canada: Brush Education




Course Policies

Guidelines for all Written Assignments

You are aspiring or current teachers and I believe it is very important you know and model proper spelling, grammar, and writing mechanics and style to teach your own students. So run that spellcheck, get a classmate or friend to look over your paper, or run it by the Writing Center, as I will take these into account when grading your assignments. Please type your assignments in 12-font size. Additionally, to be gender-sensitive, please use the salutation of Ms. when referring to all women and Mr. when referring to all men. As researchers, you will need to become familiar with using APA style in your writing, particularly with regard to references, headings and sub-headings. As we progress through the semester, this expectation will become increasingly stringent. This course will also introduce you to using People First Language, which asserts that people with disabilities are people first and that the disability is only one aspect of who we are. A brief reference sheet on this is available at the link below. I will expect you to use this language in your assignments. You will lose points off your grade if you do not use People First language and APA style.

[http://www.inclusionproject.org/nip_userfiles/file/People%20First%20Chart.pdf
<http://owl.english.purdue.edu/owl/resource/560/01/>].

I like to believe you are putting in your best effort for your assignment. Anything less is disrespectful to both of us. Read the rubrics, where relevant, carefully before writing your papers and submit well-written papers with quality responses (e.g., well-made arguments, examples to support observations) to the prompts on the rubrics for each assignment, using headings in APA style for each prompt or section. You are welcome to ask me questions for clarification on an assignment prior to submitting it. I will provide feedback, both general and/or specific positive comments and suggestions for improvement, in the margins of all graded papers. If you get less than 80% on an assignment, you have the option of revising and resubmitting it on Blackboard as a second attempt incorporating all the feedback and comments you received. KEEP my comments and **highlight the changes**. Revisions are due within a week of your receiving your grade on the assignment.  Resubmission does not guarantee an increase in grade and you will not receive full points (that is, an A) in this second round.

Requests for Accommodations

Please let me know if you need reasonable accommodations in accordance with the *Americans with Disabilities Act*, such as specific instructional and testing modifications. The University of San Diego Disability Services Office (phone: 619.260.4655; 3rd floor, Serra Hall) expects that you will have identified yourself to them before the beginning of the course and will give you the documentation you need to receive these accommodations. Please understand that I will still expect you to maintain performance standards for the course. Do contact me if – and as soon as you realize – you need help with this and together we can try to work through it.

Grade of Incomplete

I can allow a grade of incomplete (“I”) when (1) you have completed the substantial requirements of a course but, for a legitimate reason, you still need to complete a small fraction of the work, and (2) your performance so far in the course justifies the expectation that you will complete the work and obtain the passing grade by the deadline. You will need to petition for a grade of incomplete at the end of the course term. I expect you to explain to me, with valid documentation, why you haven’t been able to complete your work and to request an incomplete grade prior to the posting of final grades. Together we will negotiate the criteria for changing a grade of incomplete to a letter grade **before the final class**, as these criteria will need to be outlined on the signed (by you and me) Incomplete Request Form and turned in by the last session of the class. Without a student signed form, I’m afraid I’m required to give you an “F” grade. If you receive a grade of incomplete, please submit all missing work by the end of the 10th week of the next regular semester. Otherwise again, regulations demand that the “I” grade be converted to a permanent “F” which will be calculated into your 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.

Email and Internet Use

I will contact you via your sandiego.edu email account through Blackboard to update you on assignments or to clarify questions. If you use other accounts more regularly, please set it up so that you receive these emails. I hope you will respect your classmates' space and time and keep your cell phone turned off and resist receiving or sending texts or email on your phone, computer or other electronic devices during class. If you need to have your phone on in the case of an emergency, please use the vibrate mode and inform us ahead of time. Please bring your text and a wireless equipped computer/ laptop or other portable electronic device with which you will be able to access the course content materials we will refer to in class.

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 I determine that an infraction or serious violation has occurred, I 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.

Course Assignments

All assignments must be uploaded to Blackboard. If you need help using Blackboard, let me know and I can direct you to on-campus workshops on Blackboard for students offered by USD's iTeam.

Students are expected to:

1. Attend all class meetings, complete all course assignments on time and participate in discussions online and in class. (20% of grade)
 - Attend all class meetings. Students may be excused from one 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% of grade)
 - 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% of grade)
 - Implement Phase I 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.
4. Maintain ethical standards of conduct for educational research (this will count towards the 20% of your participation and attendance grade).
- 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.

Assessment Plan/Grading Criteria

Grade distribution		
Assignment	Points	%age
Attendance and participation, completing assignments on time, IRB approval	100	20
Action Research Plan (including introduction, needs assessment, literature review, design of Phase I action and assessment plan)	200	40
Implementation and analysis of Phase One (including data analysis, findings, next steps for Phase II)	200	40
Total	500	100

Grade			
Grade	Percentage equivalence	Grade	Percentage equivalence
A	96-100	C+	78-82.9
A-	93-95.9	C	75-77.9
B+	88-92.9	C-	73-74.9
B	85-87.9	F	Below 73
B-	83-84.9		

Note: A grade of B- or above must be achieved for coursework to count towards a credential or professional development degree.

Course Outline*

**Syllabus is subject to change. Because this is a research and writing seminar, assignments may be adjusted to meet student needs. You will be notified of revisions or changes during class and/or via e-mail. Readings and assignments are due the week of entry, unless otherwise specified*

Week/Date	Topic	Assignment Due
Week 1 9/2	Introduction - Why do action research?	
Week 2 9/9	Understanding AR	
Week 3 9/16	Choosing a topic	
Week 4 9/23	Assessing classroom needs	
Week 5 9/30	Connecting to the research literature	INTRODUCTION DUE
Week 6 10/7	Using the research to inform your action plan	
Week 7 10/14	Ethical considerations in action research	COMPLETED IRB TRAINING DUE
Week 8 10/21	Action research methods	LITERATURE REVIEW DUE
Week 9 10/28	Developing your action research plan	IRB PROPOSAL DUE
Week 10 11/4	Sources of data	ACTION AND ASSESSMENT PLAN DUE
Week 11 11/11	Implementation and data collection	
Week 12 11/18	Data analysis: identifying themes	
11/25	No class: <i>Thanksgiving</i>	
Week 13 12/2	Recursive design – Planning next steps	
Week 14 12/9	Phase 2 implementation and data analysis	PHASE 1 WRITE-UP DUE