EDUC 580: GRADUATE CAPSTONE SEMINAR

**University of San Diego School of Leadership and Education Sciences
Department of Learning and Teaching**

Course Syllabus – Spring 2018

Instructor: James Fabionar, Ph.D.
Office: MRH 235
Phone: (619) 260-7669
Email: jfabionar@sandiego.edu

Course & Section: EDUC 580 Section 02
Location: MRH 131
Time: 1:00 – 3:50 PM
Office Hours: Tue 2-4, Wed 4-6

Course Description

Candidates enrolled in the Graduate Capstone Seminar will design and implement an original piece of classroom research. Each candidate is expected to start from the research proposal submitted in EDUC 500, though some may need to modify their research based on their placements this term. Each candidate will write a research paper with results from the project and present/defend the paper in a public forum. The research report will include a research question, a review of supporting literature, appropriate methodologies, reporting of data, an analysis of results, reflections when appropriate as well as a discussion/conclusion. Close collaboration with a research advisor is required throughout EDUC 580. The readings, lectures and online videos will assist candidates in developing research questions, creating appropriate research designs, addressing issues of validity, and strengthening their academic writing. Class time will operate as a seminar.

Objectives/Student Learning Outcomes

At the end of the course candidates will be able to demonstrate:

Academic Excellence & Critical Inquiry and Reflection
1. Candidates will engage in analysis, critique, and examination of current educational research literature.
2. Candidates will develop awareness of current educational research designs and practices.
3. Candidates engaging in action research and curriculum research projects will strengthen their own instructional practice by engaging in the recursive nature of action research. Candidates will formulate research questions, implement educational interventions, and learn to analyze the impact of those interventions for the purpose of continual improvement.
4. Candidates engaging in traditional classroom research will thoroughly examine an important research question in education and utilize surveys, interviews, document analysis, and analytic memos to analyze and understand their research question in order to contribute to the larger field in which the study is situated.

Community and Service
5. Research studies should be responsive to the current needs of the educational community- including students, teachers, parents and community members.

6. Research studies will be shared with members of the educational community through structured panels.

Ethics, Values and Diversity

7. Student research studies should be responsive to the needs of the highly diverse pk-adult student population including students with special needs, and those from traditionally marginalized populations (second language learners, students living in poverty, and students from ethnic and racial minorities).
8. Student research studies should conform to the highest ethical standards. All candidates must receive human subject research certification and Institutional Review Board approval before they can conduct their research.

Texts

1. *Publication Manual of the American Psychological Association, 6th Edition*
2. Nunan, D. & Bailey, K.M. (2008). *Exploring second language classroom research: A comprehensive guide*. Boston, MA: Heinle, Cengage Learning. (All candidates)
3. Burns, A. (2009). *Doing action research in English language teaching.* New York, NY: Routledge. (Action Research candidates)
4. Merriam, S. B. (1998). *Qualitative research and case study applications in education.* San Francisco: Jossey-Bass Publisher (Case Study candidates)
5. Nation, I.S.P. & Macalister, J. (2010). *Language Curriculum Design*. New York, NY: Routledge. (Curriculum Research Project candidates)
6. *Other online readings*

Requirements

Presence and Engagement: Candidates are expected to actively participate in classroom discussions based on seminar discussion questions, which should be consulted and prepared in advance of the class sessions. As classroom researchers, we will facilitate each other's learning through a supportive and encouraging environment (20%).

Research Journal: Candidates are encouraged to keep a research journal to document their research progress, annotate journal articles, track personal learning and growth, and respond to the seminar discussion questions. Do not be concerned if these are messy and circular. You will be asked to share your research journals with your professor during individual conferencing session (5%).

Feedback Responses: Candidates will respond to line by line feedback (questions, comments, critique) provided by their professor on each section of their capstone projects as well as after each one-on-one consultation meeting with their professor. Feedback responses are due one week after it has been received. (20%).

IRB Proposal and Summary Completion Form- All candidates are required to submit a proposal to the Institutional Review Board (IRB) of the university. The training site to receive certification can be accessed at the following site - http://www.sandiego.edu/irb/training.php - This is required to be attached to candidate online proposals along with a letter of support from the institution in which they are planning to conduct their research (coordinator, director principal, chair, dean). This following site - provides directions on how to apply - http://www.sandiego.edu/irb/review/how-

apply.php Action Research and Curriculum Research Project candidates will complete "exempt" application and Case Study candidates will complete an "expedited" application. Directions on setting up the Cayuse platform to submit online proposals can be found here - http://www.sandiego.edu/irb/documents/cayuse-irb-initial-submission-instructions-update.pdf. Additional forms (eg. consent forms) for expedited proposals (case studies) can be found here - http://www.sandiego.edu/irb/review/app-forms.php

Your IRB proposals are due on *February 16th* (latest date to submit) and the Summary Completion Forms are due on *May 10th and 11th* at your feedback session (5%).

Content Expert Meetings, Feedback Sessions, Research Symposium - Candidates must complete and submit a research advisor/content expert form. Each student is expected to attend at least 2 meetings with their content expert and prepare a short (1-2 paragraph) write-up discussing each meeting (decisions made/new directions that will be explored/revisions, etc.). Meeting write-ups should be turned in via email after each meeting with your content expert. In addition, each student is required to present their research at a faculty feedback/rehearsal sessions held on *May 10th* and *May 11th* and present at the Research Symposium on *May 16th*. Candidates are expected to attend for the full day. (20%).

Capstone Research Project
Using the attached rubrics, a faculty reader will evaluate the quality of your research projects on your professional portfolio site - Weebly.com. All written work submitted on this website should follow proper APA format. Candidates must receive a "meets" or "exceeds" on all categories on the rubric in order to pass. Candidates that receive a "does not meet" in any category will need to revise those sections by *May 14th*, at which point, it will be sent out for a secondary review. Candidates will not be cleared for graduation until all sections of their project have met the expectations. Candidates who receive no "does not meet" scores and receives at least 5 "exceeds" scores will receive a letter of commendation/honors. Final Capstone Projects are due on Weebly on *Friday, April 27th* (30%).

Sample Capstone Research projects on Weebly site:

AR, Case Study, Curriculum Research Project Mentor Text Links
http://miriamvoth.weebly.com/ - AR (ESL Community College)
http://lexicampbell.weebly.com/ - AR (K-12 elementary)
http://emilyemeyers.weebly.com/action-research.html AR (language school)
http://tmf88.weebly.com/ AR (language school)
http://elainepoeu-en.weebly.com/ AR (ESL community based program)
jaclynkrizovensky.weebly.com/case-study-research.html Case study (language school)
http://wangmeizhou.weebly.com/ Case study (ELA)
http://karensalerni.weebly.com/ AR (language school)
http://maureenetaylor.weebly.com/ AR (K-12 middle)
http://tessnunneves.weebly.com/ Case Study (Case study Critical Race Theory K-12)
http://paulmoose.weebly.com/ Case Study (Special Education K-12)
https://criticalmedialiteracycurriculum.weebly.com/ (Curriculum Project Critical Media Literacy)
http://cdumlao.weebly.com/(Curriculum Project Anti-Bullying Curriculum)
http://isagreenliving.weebly.com/ (Curriculum Project Female Candidates in STEM field)
https://zapatkausdcapstone.weebly.com/ (Curriculum Project Time and Reflection on Behavior)

Assessment Plan / Grading Criteria / Rubric

Presence and Engagement	20%
IRB Proposal & Summary Form	5%
Feedback Response	20%
Content Expert Meetings, Feedback Sessions, Research Symposium	20%
Research Journal	5%
Capstone Research Projects	30%

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.

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.

SOLES Online Course Evaluation

Student evaluations are collected via an on-line system that maintains student anonymity. The School of Leadership and Education Sciences uses these evaluations for continuous improvement of course content and instruction and as a component of its regular performance review of faculty members, so please take them seriously. Course evaluations are available to students in their MySanDiego accounts via the Active Registration link on the One-Stop Services tab. Your

instructor will provide you with instructions on how to access the evaluations once they are activated near the scheduled conclusion of your course.

Statement on Plagiarism

The complete plagiarism policy is available for your review at:
http://www.sandiego.edu/associatedstudents/branches/vice_president/academics/honor_council/integrity_policy.php

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.

It is the responsibility of the instructor to determine whether a violation has occurred. An act of academic dishonesty may be either a serious violation, or, if unintentional, an infraction (a non-serious violation of course rules). If the instructor determines that an infraction (as opposed to a 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. Students may formally challenge the instructor's determination of infraction (see below).

Instructors shall report all violations, whether, infractions or serious violations, both to the Dean's office and the student using the Academic Integrity Violation Preliminary Worksheet. The Associate Dean will contact the student and ensure she or he is aware of the Academic Integrity policy. The Associate Dean will appoint a hearing committee only when: 1) the instructor reports that a serious violation occurred, or 2) the instructor reports that an infraction occurred and the student wishes to appeal the determination of infraction.

The hearing committee will include, in addition to the Associate Dean, a faculty member and two students from the School of Leadership and Education Sciences, and a faculty member from outside the School of Leadership and Education Sciences. If the hearing committee determines that a serious violation has occurred it also will determine sanctions to be applied which may include: a) expulsion from the University; b) suspension from the University for up to one year; c) a letter of censure; and d) imposition of a period of probation. If the hearing committee determines an infraction has occurred the penalty imposed by the faculty member will be upheld. If the hearing committee determines that no serious violation or infraction has occurred, it will request the instructor to take action consistent with that determination. If the hearing committee determines that expulsion is the appropriate sanction the student may appeal to the Provost.

Sustainability

As higher education professionals, it is our responsibility to advance sustainable practices in our business operations and the education of our students. In collaboration with the University-wide sustainability efforts, we are committed to developing sustainable practices. Copies of this syllabus

will not be printed for distribution by the instructor and handouts will be avoided whenever possible. Recycling is always encouraged.

Outline

Session	Session Topics, Readings, & Assignments
2/2	*Overview of Course/Revisiting Your Proposals*
	To be completed before class: *No readings assigned*
	Seminar Roundtable Discussion: 1. What aspect of classroom teaching and learning are you interested in (research area), and what specifically is it about this issue you really want to know (research topic)? 2. What is your research question?
	Reminders:
	Assignment due: 1. Bring drafts of IRB proposal to the one-on-one conferencing sessions
2/9	*Refining the Research Question & the IRB*
	To be completed before class: **All candidates** • Nunan & Bailey– pp. 1-32 • Review the "research question" from one of the articles in your proposal and consider the researcher's question, the educational significance of the research question. **Action Research candidates** • Watch *"Finding your Action Research Question/Challenge"*& *"The Action Research Context"* **Curriculum Research Project candidates** • Read Nation and Macalister, Ch. 2-4
	Seminar Roundtable Discussion: 1. See Table 2.1 on page 29 in Nunan & Bailey – What is your area of research and what is your topic within this area? This is a helpful way to organize and construct your literature review. 2. Is your research classroom research, teacher research, action research, or a combination of these? Explain. 3. Is your research question researchable (time, resources)? How do you know? 4. What are the constructs within your research question? How are you defining them?

5. Is your research question worthwhile? What will you, your students, and your field gain as a result of your research?

Reminders:
1. Selection of critical friend
2. IRB proposal due (latest deadline)
3. Designated Capstone Research Project Content Expert forms due

1. Begin working on your IRB proposal due on *February 23rd*. Review how to submit. (http://www.sandiego.edu/irb/review/app-forms.php

You should have completed training to receive certification
- http://www.sandiego.edu/irb/training.php - This is required to be attached to your online proposals along with a letter of support from your advisor and the institution you are planning to conduct your research (coordinator, director principal, chair, dean). A sample letter of support from your advisor and the institution is attached in the Appendix.

Directions on setting up Cayuse platform to submit online proposals can be found via the following link:
http://www.sandiego.edu/irb/documents/cayuse-irb-initial-submission-instructions-update.pdf

The following link provides direction on how to apply - http://www.sandiego.edu/irb/review/how-apply.php Action Research and Curriculum Research Projects (complete Exempt application) and Case Study (complete expedited application)

This link includes consent forms for expedited proposals (case studies) - http://www.sandiego.edu/irb/review/app-forms.php

2/16	***Student Conferencing Week***
	Assignment due: 1. Class will NOT meet on Friday, 2/16 2. Bring drafts of IRB proposal to the one-on-one conferencing sessions.
2/23	***Class cancelled due to illness***
3/2	***Operationalizing Constructs, the Literature Review & Guiding Theories***
	To be completed before class: **All candidates** • Nunan & Bailey – pp. 33-43 • Watch Literature Review: An Overview for Graduate Students • Review the "literature review section" for one of the articles in your proposal and consider how the researcher organizes the literature.

research	• If you are struggling with the literature review or APA formatting, do attend workshops offered by our library - http://www.sandiego.edu/library/services/workshops.php **Curriculum Research Project candidates** • Read Nation and Macalister, Ch. 5-6
	Seminar Roundtable Discussion: 1. Consider Wiersma (1996)'s 8 useful steps for creating a literature review (see pp. 35-36) in Nunan & Bailey. What are your areas of strength? What are areas that you need to work on? 2. What organizational schema are you using for your literature review? 3. What are your guiding theories? – In other words what are the lenses you are using in understanding your research question and why are these important?
	No assignments due.
3/2	***Design Considerations & Key Concepts in Planning Classroom Research***

	To be completed before class:
	    All candidates
	    • Nunan & Bailey – pp. 44-54; 55-79
	    • Review an article in your proposal and consider how the study was designed
	and
	     reliability/validity of the findings.
	
	    Action Research candidates
	    • Watch *"Planning your Actions"* & *"Cycle 1 in the Iterative Process"*
	    • Read Burns Ch. 2 *"Plan - planning the action"* and Ch. 3 *"Act"*
	
	    Case Study candidates
	    • Read Merriam Ch.3 *"Designing the study and selecting a sample"*
	
	    Curriculum Research Project candidates
	    • Read Nation and Macalister, Ch. 12

	Seminar Roundtable Discussion: 1. How did you construct or design your study? 2. What are some practical problems you can anticipate and what are some solutions to these problems? 3. What is/are your hypothesis/hypotheses and assumption/s? 4. What are your variables? 5. What can you do to minimize threats to the validity and reliability of your study?
	No assignments due.
3/9	***Data Collection & the Role of Triangulation***

	To be completed before class: **All candidates** • Nunan & Bailey – pp. 124-156; 255-336 • Watch Excel for Teachers Organizing Data <u>Part I</u>, <u>Part II</u>, and <u>Part III</u> • Review an article in your proposal and consider how the collected and triangulated the data. **Action Research candidates** • Watch *"<u>Collecting Data</u>"* • Read Burns (2010) Ch. 4 "*Observe – observing the results of the plan*" **Case Study Students** • Read Merriam (1998) Part II (Chapters 4-7) **Curriculum Research Project candidates** • Read Nation and Macalister, Ch. 7-9

	Seminar Roundtable Discussion:
	1. What kind of evidence will you collect to make a judgment about what is happening?
	
	    a. Observations? (What will you observe and when?)
	    b. Checklists? (What will you include and when will you use them?)
	    c. Student work (What kind and when?)
	    d. Interviews? (What will you ask and when?)
	    e. Your own journal? (What will you write and when?)
	
	2. Describe how this data will help you answer your research question. In other words what is the purpose for each piece of data you are collecting?

	Assignments due: 1. **Action Research and Case Study candidates** - Statement of Problem, Understanding of Context, Assessment of Needs/Identification of Gap and Research Question Sections due **Curriculum Research Project candidates** – Introduction due
3/16	***Data Analysis & Interpretation***
	To be completed before class: **All Students** • Nunan & Bailey– pp. 337-436; pp. 460-461 (#11) • Watch Analyzing <u>Likert Scale Data</u> and <u>Interview Data</u> • Review sample abstracts from the 2014 AR symposium <u>https://app.box.com/s/vh129ery08tw96uua2uv</u> **Action Research Students**

- Watch *"Analyzing Data"*

Case Study Students
- Read Merriam (1998) Part III (Ch. 8-10)

Seminar Roundtable Discussion:
1. How would you check that your judgment about what has happened is reasonable, fair and accurate?
2. Based on the data that you have collected thus far list some of your "off the cuff" analyses.
3. What themes/big ideas are emerging from your data?
4. What has been the most surprising/unexpected finding?
5. What will you continue to collect in your next phase? Why? What will you avoid collecting? Why?

Assignments Due:
- Action Research and Case Study candidates - Guiding Theories/Literature Review Section due, Phase #1 Action and Assessment Plan due
- Case Study candidates - Guiding Theories/Literature Review Section due, Methodology, Data Collection Procedures due
- Curriculum Research Project candidates – Literature Review, Overview, Instructional Objectives, and Assessments due due

3/23, 3/30	***Student Conferencing*** ***Spring Break (TESOL Convention, Chicago, IL)***
4/6	***Data Analysis, Interpretation, and Findings***

To be completed before class:

All Students
- Nunan & Bailey– pp. 337-436; pp. 437-461 (#11)
- Watch Analyzing Likert Scale Data and Interview Data
- Review sample abstracts from the 2014 AR symposium
  https://app.box.com/s/vh129ery08tw96uua2uv

Action Research Students
- Watch *"Analyzing Data"* *"Reflecting on your Actions," "Cycles of Change"* and *"Writing it Up."*
- Read Burns (2010) Ch. 5 "*Reflect – reflecting and planning for further action*"

Case Study Students
- Read Merriam (1998) Part III (Ch. 8-11)

Curriculum Research Project candidates
- Review formatting of CRPs from former students

Seminar Roundtable Discussion:
- Sharing your capstone projects

	Assignments Due:
	    Action Research candidates
	      1. Phase I - Data Analysis, Reflection, and Presentation of Findings
	      2. Phase II - Action & Assessment Plan
	
	    Case Study candidates
	      1. Data Analysis and Interpretation
	Reminder: Capstone project abstracts due on April 16th to Sergio (srodriguez@sandiego.edu); Please have your abstracts edited and reviewed by a peer and the writing center.

4/13	***Student Conferencing***

	Assignment(s) Due:
	
	    Action Research candidates
	    Evolution of research question, identification of problem, rationale, significance
	
	    Curriculum Research Project candidates
	    Teaching and Reflection due
	
	    All candidates
	    Capstone Project abstracts due to Sergio: srodriguez@sandiego.edu TBD.

4/20	***Student Conferencing***

	Assignments Due:
	All Students (optional)
	    Read [Developing reflective practitioners through action research in TESOL](#).
	
	Action Research candidates
	    1. Phase #2 Data Analysis, Reflection, & Presentation of Findings (if elected)
	    2. Phase #3 Action and Assessment Plan (if elected)
	    3. Overall findings, reflections and conclusion due
	
	Case Study candidates
	    1. Discussion and Conclusion due
	
	Curriculum Research Project candidates
	    1. Conclusion due

4/27	***Student Conferencing/*** ***Capstone Projects Due***
	Reminder: Capstone Research projects due to Sergio and uploaded onto Weebly on April 27^{th *}

	Directions for online submissions will be provided.
5/4	**Preparing for Academic Presentations**
	To be completed before class: 1. Do's and Don'ts on public presentations from previous feedback sessions 2. Mentoring graduate students through the action research journey using guiding principles - http://www.tandfonline.com/eprint/mnJWHBEWUk6JHez4x2Tg/full.
	***Seminar Roundtable Discussions*:** 1. Preparing for symposium presentations
5/10 - 5/11	**Feedback Sessions with SOLES Faculty**
	Assignment Due: IRB Summary Completion Forms (bring to the feedback sessions)
5/16	**Research Symposium Presentations**

Appendices

Appendix A
AR Rubric

Scoring Guidelines:
1. Candidates who receive a "does not meet" in any category will revise that portion and resubmit the capstone project, which will then go through a secondary review.

2. Candidates who receive no "does not meet" scores and at least 5 "exceeds" scores will receive a letter of commendation/honors.

Rubric/Guide for Action Research Study

Candidate Name:	**Does Not Meet**	**Meets**	**Exceeds**
STATEMENT OF PROBLEM, UNDERSTANDING OF CONTEXT AND RESEARCH QUESTION ▪ Description of the context for the question is clear. ▪ Question is researchable ▪ Question is timely **and** relevant to the issue or problem ▪ Question is clearly guided by needs assessment conducted in the context ▪ Question reflects the philosophy and guiding principles of the program.			
GUIDING THEOREIS AND RESEARCH			

• Literature cites salient, major, and contemporary theories in the area that are relevant to the contextual needs of the action research context. • Clear connections with the action research questions are made. • Literature review is purposefully written in the way that can meaningfully guide the action and assessment plan • Literature purposefully guides action and assessment plan ▪ Literature review reflects the context of the research			
ACTION AND ASSESSMENT PLAN – FIRST ITERATION **(RECURSIVE DESIGN)** ▪ Action and assessment plans are clear and systematic ▪ Action and assessment plans are clearly guided by relevant theories and research. ▪ Process of data collection is systematic and thorough ▪ Data triangulation plan is evident or underway			
DATA ANALYSIS, REFLECTION, AND PRESENTATION OF FINDINGS – FIRST ITERATION ▪ Analysis techniques used are appropriate for the purpose and scope of the project ▪ Findings from raw data are summarized in a clear and systematic format ▪ Valid interpretation of data ▪ Trends or patterns in the data clearly identified ▪ Analysis is reflective in terms of the context and relates to professional and personal development ▪ Findings include clearly articulated graphs or tables in APA style ▪ Findings are presented effectively for recursive design			
EVOLUTION OF RESEARCH QUESTION, IDENTIFICATION OF PROBLEM, RATIONALE, SIGNIFICANCE ▪ Description of the context for the question is clear ▪ Second phase research question reflects a clear evolution from the first study and its findings ▪ Changes are clearly related to professional growth and self-transformation of the researcher ▪ Second phase research question is researchable ▪ Second phase research question is timely **and** relevant to the issue or problem			

▪ Second phase research question clearly addresses a need of the site where research will be conducted			
ACTION AND ASSESSMENT PLAN – SECOND ITERATION (RECURSIVE DESIGN) ▪ Plan for recursive action redesign/implementation and assessment plan is clear and possible ▪ Data collection is informed by the first set of data collected ▪ Justifications are given for any modifications to the original plan of study for the new phase			
DATA ANALYSIS, REFLECTION, AND PRESENTATION OF FINDINGS – SECOND ITERATION (If elected) ▪ Analysis techniques used are appropriate for the purpose and scope of the project ▪ Findings from raw data are summarized in a clear and systematic format ▪ Valid interpretation of data ▪ Trends or patterns in the data clearly identified ▪ Analysis is reflective in terms of the context and relates to professional and personal development ▪ Findings include clearly articulated graphs or tables in APA style ▪ Findings are presented effectively for recursive design			
ACTION AND ASSESSMENT PLAN – THIRD ITERATION (RECURSIVE DESIGN) (If elected) ▪ Plan for recursive action redesign/implementation and assessment plan is clear and possible ▪ Data collection is informed by the first set of data collected ▪ Justifications are given for any modifications to the original plan of study for the new phase			
OVERALL FINDINGS, REFLECTION AND CONCLUSION Reflection on action research process includes: ▪ What the study has shown (summary of overall findings from first and second iterations), how the problem or issue has been resolved ▪ Limitations of the study ▪ Ways the research study could be improved ▪ Suggestions for future research ▪ Ways your future teaching/practice is informed			

▪ How the action researcher was transformed to be a wiser and more effective practitioner through the research experience ▪ How the action researcher benefited from collaborating with other professionals in the field.			
QUALITY OF WRITING • Conforms to latest APA guidelines • Demonstrates ability to use academic language • Clear focus, well organized • Conceptual clarity			
Circle one: **1st reader** **2nd reader** **Check one:** **Recommendation** ☐ Commendation/Honors ☐ Pass ☐ Requires Revisions **Comments:**			

Appendix B
Case Study

Scoring Guidelines:
1. Candidates who receive a "does not meet" in any category will revise that portion and resubmit the capstone project, which will then go through a secondary review.

2. Candidates who receive no "does not meet" scores and at least 5 "exceeds" scores will receive a letter of commendation/honors.

Candidate Name:	**Does Not Meet**	**Meets**	**Exceeds**
STATEMENT OF PROBLEM, UNDERSTANDING OF CONTEXT AND RESEARCH QUESTION • Description of the context for the question is clear. • Question is researchable • Question is timely **and** relevant to the issue or problem • Question is clearly guided by a gap in the literature or needs assessment conducted in the context • Question is framed and solved in a manner that permits on-going learning of the individual or system under study • Question reflects the philosophy and guiding principles of the program.			
LITERATURE REVIEW			

• Literature cites salient, major, and contemporary theories in the area that are relevant to the contextual needs of the research context. • Clear connections with research questions are made. • Literature review has appropriately identified the gap in the research that demands further study. • Literature review reflects the context of the research			
METHODOLOGY • Plan for studying research question(s) is clear and systematic • Rationale for methodology selected is appropriate for the study. • Sufficient information about the context and setting is provided. • Sampling procedures and participants are well described and meet the purpose of the study. • Researcher reflects on and articulates own background, values, paradigms, and/or pre-conceived notions that may affect the ways in which study is constructed and conscious consideration to address these subjectivities are delineated.			
DATA COLLECTION • Process of data collection is systematic and thorough • Data triangulates multiple perspectives, methods, and sources (e.g. from interviews, observations, field notes, self-reports or think-aloud protocols, tests, transcripts, and other documents) to understand the question under study. • Data collected also tracks researcher's own development and changes in perceptions and understanding (e.g. analytic memo) throughout the course of the study.			
FINDINGS: DATA ANALYSIS AND INTERPRETATION • Analysis techniques used are appropriate for the purpose and scope of the project • Findings from raw data are summarized in a clear and systematic format • Valid interpretation of data • Emergent themes in the data clearly identified and tied back to the research question/s. • Findings include clearly articulated graphs or tables in APA style			
DISCUSSION			

	Does Not Meet	Meets	Exceeds
• Adequate description of meaning of results • Results confirm or refute previous research			
CONCLUSION Conclusion on research process includes: • What the study has shown • Limitations (e.g. generalization, validity issues) • Suggestions for how the current study can be improved • Suggestions for future research • Connections between the study and larger theoretical and practical issues in the field. • Implications for future teaching practice • How the researcher was transformed to be a more effective researcher/practitioner through this research experience			
QUALITY OF WRITING • Conforms to latest APA Guidelines • Demonstrates ability to use academic language • Clear focus, well organized • Conceptual clarity			

Circle one:
1st reader   **2nd reader**
 	
Check one:
Recommendation
  ☐ Commendation/Honors
  ☐ Pass
  ☐ Requires Revisions
 	
Comments:			

Appendix B
Case Study

Scoring Guidelines:
1. Candidates who receive a "does not meet" in any category will revise that portion and resubmit the capstone project, which will then go through a secondary review.

2. Candidates who receive no "does not meet" scores and at least 5 "exceeds" scores will receive a letter of commendation/honors.

Candidate Name:	Does Not Meet	Meets	Exceeds
STATEMENT OF PROBLEM, UNDERSTANDING OF CONTEXT AND RESEARCH QUESTION			

• Description of the context for the question is clear. • Question is researchable • Question is timely **and** relevant to the issue or problem • Question is clearly guided by a gap in the literature or needs assessment conducted in the context • Question is framed and solved in a manner that permits on-going learning of the individual or system under study • Question reflects the philosophy and guiding principles of the program.			
LITERATURE REVIEW • Literature cites salient, major, and contemporary theories in the area that are relevant to the contextual needs of the research context. • Clear connections with research questions are made. • Literature review has appropriately identified the gap in the research that demands further study. • Literature review reflects the context of the research			
METHODOLOGY • Plan for studying research question(s) is clear and systematic • Rationale for methodology selected is appropriate for the study. • Sufficient information about the context and setting is provided. • Sampling procedures and participants are well described and meet the purpose of the study. • Researcher reflects on and articulates own background, values, paradigms, and/or pre-conceived notions that may affect the ways in which study is constructed and conscious consideration to address these subjectivities are delineated.			
DATA COLLECTION • Process of data collection is systematic and thorough • Data triangulates multiple perspectives, methods, and sources (e.g. from interviews, observations, field notes, self-reports or think-aloud protocols, tests, transcripts, and other documents) to understand the question under study. • Data collected also tracks researcher's own			

development and changes in perceptions and understanding (e.g. analytic memo) throughout the course of the study.			
FINDINGS: DATA ANALYSIS AND INTERPRETATION • Analysis techniques used are appropriate for the purpose and scope of the project • Findings from raw data are summarized in a clear and systematic format • Valid interpretation of data • Emergent themes in the data clearly identified and tied back to the research question/s. • Findings include clearly articulated graphs or tables in APA style			
DISCUSSION • Adequate description of meaning of results • Results confirm or refute previous research			
CONCLUSION Conclusion on research process includes: • What the study has shown • Limitations (e.g. generalization, validity issues) • Suggestions for how the current study can be improved • Suggestions for future research • Connections between the study and larger theoretical and practical issues in the field. • Implications for future teaching practice • How the researcher was transformed to be a more effective researcher/practitioner through this research experience			
QUALITY OF WRITING • Conforms to latest APA Guidelines • Demonstrates ability to use academic language • Clear focus, well organized • Conceptual clarity			
Circle one: **1st reader**　　　　　　**2nd reader** **Check one:** **Recommendation** ☐ Commendation/Honors ☐ Pass ☐ Requires Revisions **Comments:**			

Appendix C

TESOL Curriculum Research Project Scoring Rubric

Scoring Guidelines:

1. Candidates who receive a "does not meet" in any category will revise that portion and resubmit the capstone project, which will then go through a secondary review.

2. Candidates who receive no "does not meet" scores and at least 5 "exceeds" scores will receive a letter of commendation/honors.

Rubric/Guide for Curriculum Research Project

Candidate Name:		Does Not Meet	Meets	Exceeds
Introduction	Description of context within which the unit will take place is clear. Curriculum project directly responds to the assessed needs in the context.			
Literature Review	Literature review responds to contextual needs. Pertinent contemporary research and foundational theories are cited. Includes robust analysis and synthesis of cited research with substantive discussion of relevance to curriculum focus.			
Overview	Includes clear and detailed description of goals and enduring understandings and essential questions of curriculum. Explanation of rationale behind 10-week curriculum plan is clear and compelling.			
Instructional Objectives	Clear description of specific concepts for student learning. Clear description of reading, writing, listening/speaking, problem solving, critical thinking, presentation, or collaboration skills are addressed in unit. Connection to Student Learning Objectives and/or TESOL standards is clear.			
Assessment	Formative assessments (Informal checks for understanding) are written throughout unit. Summative assessment (Quiz or test) that measures knowledge and/or skills is present. A performance evaluation is included that: utilizes student's creativity, clearly connects to			

Appendix D

Template Email to Faculty

Dear [insert faculty name],

My name is [insert your name] and I am currently a graduate student in the M.Ed. program in Language, Literacy, and Culture program. This semester, I am enrolled in the EDUC 580 Graduate Capstone Seminar course and my course instructor, Dr. Molina, has asked that I request your permission to serve as my Content Expert this semester. I am required to meet with my content expert for a total of 2 times during the course of the semester. The proposed title of my study is "[insert your title]." I hope that you will consider serving as my chair. I look forward to your mentorship. Thank you so much for your time.

Warm Regards,

[Insert your name]

Appendix E

School of Leadership and Education Sciences
Department of Learning and Teaching
5998 Alcalá Park, San Diego, CA 92110

Designated Capstone Project Content Expert Form

I agree that I will serve as the designated Capstone Project Content Expert for

_____. The proposed title of the

        STUDENT NAME

Capstone Project is _____ and the projected

completion- date for the study is fall/spring/summer (circle one) of_____.

        school-year

Capstone Project Content Expert Name_____

Capstone Project Content Expert Signature_____

Date _____

EDUC 580 Instructor Name _____Dr. Sarina Chugani Molina____

Appendix F
Sample Letter of Support
[Letterhead of the School you will be in which you will be conducting your project]

February 4th, 2014 (Insert date)

To the University of San Diego IRB Committee,

Please allow this letter to serve as a confirmation of my support for (insert your name) inquiry project. (Insert your name) is currently a graduate student in the M.Ed in (insert program name TESOL/Curriculum & Instruction/Master's Credential Cohort) program at the University of San Diego. (Insert name) currently is a (practicum student/teaching assistant) in our (insert school/program – English Language Academy/Miramar College/Chula Vista Elementary School). I am pleased that (insert your name) will conduct (his/her) inquiry project entitled, (Insert project title)" with our students. I am happy to support (insert his/her) project and believe that it will be beneficial to our students and faculty.

If you have any questions, feel free to contact me at (insert contact info of the director, supervisor or chair of the program.)

Sincerely,

(Obtain program coordinator, supervisor, or director signature)

(Insert program coordinator, supervisor, director information)
(Insert title of the coordinator, supervisor, director)
(Insert name of the school)
(Insert address of the school)
(Insert contact information; email and phone)

Appendix G

Notes for Completing the "Exempt" Application for IRB

Page 1 –
Check box #1: "Research conducted in established or commonly accepted educational settings, involving normal educational practices" – Action Research or Curriculum Research Projects
Page 2 --

TITLE OF PROJECT:
- *Straightforward, informational, focus on topic*
- *Example: "Investigating [writing strategies] in a [5th] grade classroom"*

PRINCIPAL INVESTIGATOR: *Your name*
School/College: *SOLES*

FACULTY ADVISOR (if USD Student):   *Prof. Robert Meza-Ehlert or Dr. Heather Lattimer*
School/College: *SOLES*

USD SPONSOR (if PI is not a USD faculty/student):   *NA*
School/College:

RESEARCH ASSISTANTS: *NA*

Does this project require institutional permission or IRB approval from other institutions? _X__Yes   ___No
If applicable, please name the institution here: *Name of your institution*
- **If applicable, please ATTACH either a letter of permission or a copy of the IRB approval as an appendix.**
- **Please ATTACH a copy of an IRB training certificate for <u>everyone</u> named above.**
- **Please ATTACH a letter of support for conducting your study from your advisor (580 course instructors will send you individualized letters)**

In the space below, BRIEFLY describe the project and <u>*the way in which it meets the category number*</u> you checked on page 1. Describe data or information to be obtained and its source. If applicable, please attach any text that participants will see, including emails, surveys, consents/assents, etc.

1. **Rationale for project**
   a. *For this study/project I will be…*
   b. *I am interested in exploring this because… OR This study responds to student needs observed in my classroom…*
2. **Methodology**
   a. **Classroom activities**
      i. *During this project, students in my classroom will…*
      ii. *The lessons and activities undertaken as part of this project fall within the normal scope of classroom instruction in my _ grade classroom.*
   b. **Data collection**
      i. *During the scope of the project, I will collect _ forms of data to help me understand student learning… This data will include (1.) Classroom observations in my teacher journal, (2.) Samples of student work such as student writing from their math lessons, (3.) Exit slips to assess students' perceptions of success.*
      ii. *Samples of these data collection tools are attached.*
      iii. *Data collection will take place within the normal scope of classroom activities.*

Appendices –
1. *Human subject certificates*
   a. *Yours*
   b. *Your advisors (if your professor conducts research regularly, this will be not be necessary)*
2. *Letter from director/principal – on institution letterhead*
3. *Letter of support on conducting your study from your course instructor – on USD letterhead*

4.   *Data collection tools – examples below*
        a.   *Feedback forms (aka surveys)*
        b.   *Sample discussion prompts*
        c.   *Sample conference prompts*
        d.   *Sample exit slip questions*
        e.   *Sample student writing prompts*
        f.   *Observation guides*

Appendix H

Notes on Completed "Expedited" IRB Proposal

1. Include title of the Study
2. Put your name as the principal investigator
3. Include advisor name, School of Leadership and Education Sciences
4. No – for research assistants
5. Yes – for IRB certification (attach)
6. No other institutional IRB approvals are necessary, but attach a letter or support from the chair or dean (Dr. Molina will support you with this) (attach).
7. Expedited Review Category <u>7</u>
8. Include the overall purpose of your study (one sentence)
9. Include salient literature (<u>one</u> paragraph) and reference list.
10. Check how you will be collecting data – interviews, surveys, focus groups in person or online.
11. Include how you will be soliciting participants for your study (flyer, mail, email or in person). Attach language you will use in the solicitation (what you will say to recruit participants).
12. If you are conducting a focus group, attach a script of what you will be doing.
13. Include what equipment you will be using: notebook, pen, tape-recorder, videorecorder (for observations or interviews).
14. You will not be doing an experimental study, you will only be collecting data from the participants.
15. What will the length of your participant involvement be for your study: Think about how long your survey or interview will take. Will you be meeting once or multiple times? Tabulate the hours for each participant.
16. List the types of data you will be collecting and the instrument to be used.
17. Where will you be conducting the study? In a specific location (public) or online – no need of letter of support from the institution if the participant is an adult; If you will conduct your study on a campus (other than USD), you will need a letter of support from that institution and attach.
18. How many participants do you intend to recruit?
19. If you are working with adults ages 18 and older, you will only require one "consent form" for the adult; If you intend to conduct your study with children ages 17 and younger, you will need both an "assent form" from the parent and a "consent form" from the child.
20. If you are conducting your interviews/surveys in person, you will use a signed consent form (make 2 copies for each participant, one for your participant and one for you to keep in a locked file for 5 years) (attach any consent/assent forms).
21. If you are not intending to get signed consent, the research should present no more than minimal risk of harm to the subjects and involves no procedures for which written consent is normally required outside of the research context.
22. Your consent form should include the following:

    _√__ A statement that the subject is, in fact, participating in a research study, including a statement of the purpose of the research, potential uses of assessment instruments, a complete description of any tasks the subject might need to perform, any audio or videotaping that might occur, and the estimated duration of the subject's participation.
    _√__ A description of any foreseeable risks or discomforts.
    _√__ A description of any benefits that might be expected to be derived from participation in the research, both direct and indirect.
    _√__ A disclosure of appropriate alternative procedures or courses of treatment, if any.
    _√__ A statement regarding the confidentiality and/or anonymity of records and the safeguards that will be taken to assure these for a minimum of 5 years.
    _√__ A statement that although results might be made public, all individual data will remain confidential and/or anonymous.
    _√__ For research involving greater than minimal risk, an explanation of whether or not any potential compensation will be available, and, if so, how and where such compensation may be obtained.
    _√__ A statement that participation is voluntary, refusal to participate in the research will involve no penalty or

loss of benefits to which the subject is otherwise entitled, including a clear statement that refusal to participate or decision to withdraw will not affect his/her employment status, grades, or access to medical care.

_√__ A statement that the subject may withdraw from the research at any time with no penalty.
_√__ An explanation of whom to contact with future questions about the research or the subject's rights, or in the event of a research-related injury. Ideally, **two contact persons** should be made available to the subject. The subject should understand that he or she is to retain one copy of the consent form for his or her records.

In the case of hard copy, signed consent:
_√__ A signature line for the Subject, date of signature, **printed name of subject**, signature of PI and date of signature should be included; a witness' signature may be desired if the study task is being performed over long-distance (e.g., use of questionnaires and follow-up phone call)

23. You will ensure that all participants are given adequate opportunity to ask questions and discuss the study prior to enrolling in it.

_√__Yes ___No

You will ensure that all participants are given a copy (either digital or hard copy) of the consent text to keep for their records.
_√__Yes ___No

You have ensured that all consent text is written in language that can be understood by the general lay population age 18 and over (8th grade reading level suggested, with NO technical jargon or terms not understandable by most adults.)
_√__Yes ___No

24. If you are using a particular group of participants, indicate your reason for selection of a particular aggregate group (all female, or international etc.)
25. In order to protect the confidentiality of your students, you will ensure the following:
    • That all data be coded using numbers or pseudonyms
    • That all data collection tools be free of any names or identifiers such as student ID numbers?
    • That all data will be stored in a locked file cabinet or password-protected computer file?
    • That only the researcher and his/her advisor (if applicable) have access to the data?
    • That all data be kept a minimum of 5 years before being destroyed?
    • If you are conducting a focus group, you will take measures to ensure confidentiality, such as instructing participants to address each other only by numbers or pseudonyms.
    • If you are retaining any personal identifiers (names, medical record numbers) following data collection, you will remove the identifiers *as soon as possible*?

26. _√__ This is an ***expedited*** or ***exempt*** review: risks are minimal, meaning that the risks involved are no greater than those encountered in everyday life.
27. If there is ANY possibility that the questions being asked in your surveys or interview questions could result in negative or uncomfortable emotions, even mild/transient sadness or anxiety, include the phone number for San Diego Mental Health Hotline.
28. List any forseeable risks for participants participating in your study. (If you identified fatigue, then include how you might allow them to stop or take a break and resume when they are feeling more comfortable.)
29. If you will provide a chocolate bar or a gift card for participant participation, include what you will be providing the participants. This incentive must be given to all who participate whether or not they complete the study.
30. If your study includes no other <u>direct</u> benefits to participants, is there a potential benefit of

an enhancement in the general knowledge of this study area? YES
31. Potential risks must outweigh the potential benefits of this study.
32. Attach reference list
33. Include a list of appendices (if applicable) with titles and ensure that they are consistent.

Appendix I

Sample Survey

University
of San Diego

My name is Dr. Sarina Chugani Molina, and I am a professor in the School of Leadership and Education Sciences at the University of San Diego. You are invited to participate in a research study I am conducting to understand teacher perceptions and experiences of teaching English in China. I would be happy to share the results of this study with you once the study has been completed. Thank you so much for your time!

Your participation in this study will take a total of 30 minutes.

Please check the following box to indicate your consent after reading the attached information related to your participation in this study.

☐ I consent to completing this survey after reading the consent agreement.

Survey for English Teachers in China

Gender
  ☐ Male   *Age*: _____
  ☐ Female   *No. of yrs. teaching English in China*: _____
          No. of yrs. teaching English: _____

Country of origin: _____

English teaching context
  ☐ private international language company (e.g. Berlitz, Kaplan)
  ☐ public school
  ☐ other _____

Teacher training background
  ☐ 1-2 week training program through placement agency
  ☐ TEFL/TESOL certificate
  ☐ B.A. in TESOL, English, or language related area
  ☐ M.A. in TESOL, English, or language related area
  ☐ PhD in TESOL, English or language related area
  ☐ Other _____

1. Can you share some of the backgrounds of the students in your classes (e.g. language and professional backgrounds, proficiency levels, age range, goals)?

2. What are some of your students' challenges in learning English?
3. What kinds of curricular materials do you currently use (e.g. set curriculum offered by your company/school or your own materials, topics covered, name of textbook or curriculum used)?
4. What kinds of methods or approaches do you use in teaching English (e.g. grammar, communication, English-only, translation, combination)?
5. How do your students respond to your methods and approaches?
6. How do you adapt, if at all, your materials and methods to meet the needs of your students?
7. What are professional and personal challenges you have experienced when teaching English in China?
8. What are some of your rewarding experiences of teaching English in China?

Additional Comments:

Thank you for your participation in this survey.
Please email completed survey to me by April 1st, 2015 to sarina@sandiego.edu.
If you have any questions about this study, please do not hesitate to contact me.

Appendix J
Sample Interview Guide

1. Can you share some of the backgrounds of the students in your classes (e.g. language and professional backgrounds, proficiency levels, age range, goals)?

2. What are some of your students' challenges in learning English?

3. What kinds of curricular materials do you currently use (e.g. set curriculum offered by your company/school or your own materials, topics covered, name of textbook or curriculum used)?

4. What kinds of methods or approaches do you use in teaching English (e.g. grammar, communication, English-only, translation, combination)?

5. How do your students respond to your methods and approaches?

6. How do you adapt, if at all, your materials and methods to meet the needs of your students?

7. What are professional and personal challenges you have experienced when teaching English in China?

8. What are some of your rewarding experiences of teaching English in China

Additional thoughts about teaching English in China:

Thank you for your time.

Appendix K
Sample Informed Consent Form

For the research study entitled: "English language teaching in China: Teacher agency in responding to the cultural and linguistic needs of their students"

I. Purpose of the research study
Sarina Molina is a professor in the School of Leadership and Education Sciences at the University of San Diego. You are invited to participate in a research study she is conducting. The purpose of this research study is to understand teacher perceptions and experiences of English Language Teaching in China and their teaching practice.

II. What you will be asked to do
If you decide to be in this study, you will be asked to participate in completing a survey and possibly a follow-up interview about your perceptions and experiences of teaching English in China. With your permission, you will be audiotaped during the interview.

Your participation in this study will take a total of <u>30</u> minutes. If you volunteer to be interviewed, your participation in the interview will take a total of <u>30</u> minutes.

III. Foreseeable risks or discomforts

This study involves no more risk than the risks you encounter in daily life.

IV. Benefits
While there may be no direct benefit to you from participating in this study, the indirect benefit of participating will be knowing that you helped researchers better understand the perceptions, status, and future of English Language Teaching in Thailand.

V. Confidentiality
Any information provided and/or identifying records will remain confidential and kept in a locked file and/or password-protected computer file in the researcher's office for a minimum of five years. All data collected from you will be coded with a number or pseudonym (fake name). Your real name will not be used. The results of this research project may be made public and information quoted in professional journals and meetings, but information from this study will only be reported as a group, and not individually.

VI. Compensation

If you participate in the study, the researcher will give you a book entitled, "Teaching English in local and global contexts: A guidebook for beginning teachers in TESOL.
You will receive this compensation even if you decide not to complete the entire survey or participate in the interview

VII. Voluntary Nature of this Research

Participation in this study is entirely voluntary. You do not have to do this, and you can refuse to answer any question or quit at any time. Deciding not to participate or not answering any of the questions will have no effect on any benefits you're entitled to, like your health care, or your employment or grades. **You can withdraw from this study at any time without penalty.**

VIII. Contact Information

If you have any questions about this research, you may contact:

Dr. Sarina Molina
Email: sarina@sandiego.edu
Phone: (619) 260-4685

I have read and understand this form, and consent to the research it describes to me. I have received a copy of this consent form for my records.

_____

Signature of Participant   Date

_____

Name of Participant (**Printed**)

_____

Signature of Investigator   Date