Early Childhood, Elementary, and Middle level Education
ELE 5900: Applied Action Research in Education
Spring, 2013

4:30-7:00 pm Tuesdays 1430 Buzzard

Contact Information for Professors:

Dr. Carrie Dale	Dr. Sham Md-Yunus
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Other times available by appointment	Other times available by appointment
Check in to LMS frequently	Check in to LMS frequently

Course Prerequisites: ELE 5250 Educational Research or EDU 5200 Introduction to Research

Unit Theme: Educator as creator of effective educational environments integrating diverse students, subjects, strategies, societies, and technologies.

Graduate Mission Statement:
The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth to age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens for the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning.

The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advances, and global environment in order to engage learning at all levels.

Outcomes for All Graduate Students at Eastern Illinois University
Graduate students will:

1. Possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. Engage in critical thinking and problem solving;
3. Exhibit effective oral and written communication skills;
4. Engage in advanced scholarship thorough research and /or creative activity;
5. Demonstrate an ability to work with divers clientele, recognizing individual difference; and
6. Collaborate and create positive relations within the school, community, and professional in which they work.

Professor's Note: This course requires the ability to take initiative, be able to work independently and stay on a schedule. Each student will construct a time line which will assist you in completing all course requirements

(drafts and final versions) in a timely manner. Staying on schedule will be an important component of this class and demonstrate the development of positive teacher-researcher dispositions.

Information Processing Models
Information-processing models emphasize ways of enhancing the human being's innate drive to make sense of the world by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them. (pp. 25-28)

Joyce, B., Weil, M. & Calhoun, E. (2009). *Models of teaching* (8th ed.). Boston: Pearson.

International Society for Technology in Education (ISTE)
Standards for Students (2007)
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS_for_Students_2007.htm
Standards for Teachers (2008)
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Course Description:
This course provides the fundamental framework for analyzing research and for conduction of action research projects. Students will create and implement an action research project. They will create a written paper and a presentation concerning their projects. Use of technology tools is required. Diversity issues will be addressed (3-0-3).

Purpose of the Course:
This course uses an action research model to provide a culminating experience in which students apply the outcomes addressed in ELE 5250 – Introduction to Research in Education.
Each student will plan, implement and report on his/her action research project and present findings.

Course Outcomes:
- Students will acquire a body of knowledge that supports the use of action research in order to impact the learning of P-9 students.
- Students will analyze research data in order to infer practical applications and inform educational settings.
- Students will acquire guidance in the use of technology research tools.
- Students will complete an action research project with the support of peers and faculty.
- Students will share the findings of their action research project.

Textbooks:
American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Mertler, C. A. (2006). *Action research: Teachers as researchers in the classroom.* Thousand Oaks, CA: Sage.

Supplementary Materials:
LMS, Action Research Handbook, IRB forms and descriptions

Note: The professor reserves the right to adjust syllabus timelines/deadlines as necessary. This course is highly individualized; thus, in response to student needs, periodic modification may be required.

Course Information

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
IRB Human Subjects Training	Knowledge Indicators: The student will: • know the guidelines for human subject protection and ethical issues Performance Indicators: The student will: • complete the EIU on-line training for IRB (Human Subjects) • review IRB Form B to ensure that planned research falls under exempt category	1.d. an understanding and respect for professional ethics in the discipline 4.a. an understanding of the role of research in the discipline
Action Research Project Proposal (using EIUs IRB Forms and Guidelines)	Knowledge Indicators: The student knows how to: • identify and limit the topic • develop research question/s and hypotheses • develop the design of the study (methods, samples and population of the study) Performance Indicators: The student will: • write the proposal for action research according to the most recent American Psychological Association style manual	1.a. a depth of content knowledge in the discipline 1.c. the ability to apply content knowledge to practice 1.d. an understanding and respect for professional ethics in the discipline 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline 5.a. an understanding of individual differences in clientele 5.d. an ability to provide evidence of differentiation of curricula
Literature Review (8-10 strong references)	Performance Indicators: The student will: • complete an integrated review of literature given his/her research topic.	1.b. effective use of technology as appropriate 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
Implementation of Action Research	Performance Indicators: The student will: • implement the action research as approved	1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 4.b. the ability to conduct research and apply it to practice 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele
Action Research Paper	Performance Indicators: The student will: • organize his/her research information into a comprehensive action research paper (using APA style) following an outline as developed by the department	1.b. effective use of the technology as appropriate 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity and professionalism 3.b. effective written communication skills 3.c. effective, fair, and honest communication considering not only the message but also the audience 4.a. an understanding of the role of research in the discipline 4.b. the ability to conduct research and apply it to practice 5.e. the ability to provide evidence of inquiry-based instruction 5.f. an ability to engage in reflective practice

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
Presentation of Findings from Action Research Project	<u>Performance Indicators:</u> The student will: • present the study according to the final presentation guidelines	1.b. effective use of the technology as appropriate 3.a effective oral communication skills 3.c. effective, fair, and honest communication considering not only the message but also the audience 5.f. an ability to engage in reflective practice

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a "spiral curriculum". The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course (Core) Requirements	Brief Descriptions	Point Values (Approximate Weight)	Due Dates
IRB Human Subjects Training	The student will complete the EIU on-line training for IRB (Human Subjects) and review IRB Form B to ensure that planned research falls under the exempt category.	P/F	**Jan. 15**
Action Research Project Proposal (utilizing EIUs IRB Forms and Guidelines)	The student will write the proposal for action research according to the most recent American Psychological Association style of writing.	50 points (25%)	**Jan. 22**
Literature Review	The student will select 8-10 relevant research articles (based on his/her research question) that will be read and analyzed to complete an integrated review of literature on the research topic.	50 points (25%)	**Jan. 29**
Implementation of Action Research	The student will implement the action research as approved.	Included in the paper and presentation points	**Throughout the semester**
Action Research Project Paper	The student will integrate the action research proposal, the literature review, the data analyses and reflections into a comprehensive action research paper as outlined in the Action Research Handbook.	80 points (40%)	**No later than April 16**

Course (Core) Requirements	Brief Descriptions	Point Values (Approximate Weight)	Due Dates
Presentation of Findings from Action Research Project (no more than 15 minutes …a 10-min. warning will be given for pacing purposes)	The student will present the action research findings as outlined by the Action Research Handbook and in-class materials.	20 points (10%)	**April 23** **April 25** **April 29** **April 30**

Grading Scale:

A = 93-100% B = 85-92% C= 77-84% D = 69-76% F= below 69%

Points:

IRB Human Subjects Training	P/F
Action Research Proposal	50 points
Literature Review	50 points
Action Research Project Paper	80 points
Action Research Presentation	20 points
	= 200 possible points

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard I. "Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship." Students are expected to develop original and authentic work for assignments submitted in this course. "Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data" or "submitting work previously presented in another course unless specifically permitted by the instructor" are considered violations of this standard.

Course Outline

Class Session	Session Content	Reading Assignment	Due
1: Jan 8 (4:30-7:00)	• Course Introduction • Action Research Process (chapter 1) • Work on Action Research Proposal (IRB paperwork)	Chapter 1	
2: Jan 15 (4:30-7:00) Feedback will be given to students Fri/Sat so that changes can be made before class session 3.	• Action Research Process (chapter 2) • Work on Lit Review	Chapter 2	✓ IRB Certification – Bring in hard copy of your IRB Training Module Certificate ✓ Draft of Action Research Proposal in hard copy **and** electronic copy

Class Session	Session Content	Reading Assignment	Due
3: Jan 22 (4:30-7:00)	• Action Research Process (chapters 3 and 4) • Work on Lit Review	Chapter 3 Chapter 4	✓ Action Research Proposal 2 hard copies
4 ½ : Jan 29 (class will meet 4:30-5:45 only) {partial makeup for extra class of Thursday during last week of classes}	• Action Research Process (chapter 5) **IF APPROVED, BEGIN COLLECTING DATA**	Chapter 5	✓ Lit Review (Final – both hard copy and electronic to your professor—label electronic as final)
5: Feb 5 (4:30-7:00)	Individual Check ins 4:30 Phone w/Dr. Dale: Tamara 5:00 Phone w/Dr. Dale: Brittany 5:30 Phone w/Dr. Dale: Rachael 6:00 Phone w/Dr. Dale: Kaleena 6:30 Phone w/Dr. Dale: Marsha 7:00 Phone w/Dr. Dale: Kristlyn Dr. Yunus will schedule individually. **IF APPROVED, BEGIN COLLECTING DATA**	Refer to text and APA manual as necessary	e-mail any questions/concerns/issues throughout the week
6: Feb 12 (4:30-7:00)	Individual Check ins 4:30 Phone w/Dr. Dale: Jennie 5:00 Phone w/Dr. Dale: Marsha 5:30 Phone w/Dr. Dale: Brittnie 6:00 Phone w/Dr. Dale: Tamara 6:30 Phone w/Dr. Dale: Brittany 7:00 Phone w/Dr. Dale: Kristlyn Dr. Yunus will schedule individually.	Refer to text and APA manual as necessary	e-mail any questions/concerns/issues throughout the week
7: Feb 19 (4:30-7:00)	Individual Check ins 4:30 Phone w/Dr. Dale: Rachael 5:00 Phone w/Dr. Dale: Kaleena 5:30 Phone w/Dr. Dale: Kristlyn 6:00 Phone w/Dr. Dale: Jennie 6:30 Phone w/Dr. Dale: Marsha 7:00 Phone w/Dr. Dale: Brittnie Dr. Yunus will schedule individually.	Refer to text and APA manual as necessary	e-mail any questions/concerns/issues throughout the week
8: Feb 26 (4:30-7:00)	Individual Check ins 4:30 Phone w/Dr. Dale: Brittnie 5:00 Phone w/Dr. Dale: Tamara 5:30 Phone w/Dr. Dale: Brittany 6:00 Phone w/Dr. Dale: Rachael 6:30 Phone w/Dr. Dale: Kaleena 7:00 Phone w/Dr. Dale: Jennie Dr. Yunus will schedule individually.	Refer to text and APA manual as necessary	e-mail any questions/concerns/issues throughout the week

Class Session	Session Content	Reading Assignment	Due
4 ½: Mar 5 (class will meet 4:30-5:45 only) {rest of makeup for extra class of Thursday during last week of classes}	• Action Research Process (chapter 6)	Chapter 6	Midterm – check in with class regarding your progress
Mar 12 NO CLASS	**Spring Break**		
9: March 19 (4:30-7:00)	• Action Research Process (chapter 9)	Chapter 9	
10 ½ : March 26 (class will meet 4:30-5:45 only) {partial makeup for extra class of Monday during finals week}	• Writing up Action Research • Check on formatting • Check APA		
11: April 2 (4:30-7:00)	• Check in with professor and peers for progress update • Discuss how to display data • Check APA format		
12: Apr 9 (4:30-7:00)	• Action Research Process (chapters 7 and 8) • Work on Analysis • Work on Presentation	Chapter 7 Chapter 8	
10 ½ : April 16 (class will meet 4:30-5:45 only) {rest of makeup for extra class of Monday during finals week}	• Discussion • Final Questions • Final Preparations • Practice with wireless clicker for PowerPoints		✓ Final Action Research Papers Due * 4 perfect hard copies in color * (each stapled and all put in a folder or envelope with your name on it)
13: TUESDAY, April 23: 4:30-7:00 {last week of classes}	**Presentations – all students are expected to attend**		✓ Presentations 1, 2 & 3
14: THURSDAY, April 25: 4:30-7:00 (room TBA) {extra class on Thursday during the last week of classes}	**Presentations – all students who do not have a 4:30 TH class during the semester are expected to attend**		✓ Presentations 4, 5 & 6

Class Session	Session Content	Reading Assignment	Due
15: MONDAY, April 29: 5:15-7:15 (room TBA) {extra Monday class during finals week}	**Presentations – all students who do not have a 4:30 MON class during the semester are expected to attend** (note time change due to final exam week)		✓ Presentations 7, 8 & 9
16: TUESDAY, April 30: 5:15-7:15	**Presentations – all students are expected to attend** (note time change due to final exam week)		✓ Presentations 10 &11

Assigned Groups:
This course is being taught this semester by Dr. Dale. Assistance is provided by Dr. Yunus. The LMS will be the medium used to allow us to stay connected. Listed below are the professors assigned to each student.

Dr. Dale	Dr. Yunus
Kristlyn Dalton	Erica Crumrin
Tamara DeLude	Katie Lancaster
Brittney Homann	Christina Sanders
Rachael Kauffman	
Kaleena Knaus	
Jennie Metcalf	
Marsha Steele	
Brittnie Travers	

REMINDER: YOU MAY NOT BEGIN YOUR ACTION RESEARCH STUDY UNTIL YOU HAVE RECEIVED OFFICIAL WORD VIA E-MAIL.

We have a computer lab this semester. Each class period we meet, bring your Mertler text, your APA manual, a thumb drive, and any materials you are working on. Always be prepared for in-class work time in the event time allows us to capitalize on the opportunity.

References

* Denotes Unit Conceptual Framework References

Altrichter, H., Posch, P., & Somekh, B. (1993). *Teachers investigate their work: An introduction to the methods of action research.* London: Routledge.

Angelo, T. A., & Cross, K. P. (1993) *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass.

Ary, D., Jacobs, L. C., & Sorensen, C. (2010). *Introduction to research in education* (8th ed.).Belmont, CA: Wadsworth.

*Bogdan, R., & Biklen, S. (1998). *Qualitative research in education* (3rd ed). Boston: Allyn and Bacon.

Christensen, P., & James. A. (2000). *Research with children: Perspectives and practice* (2nd ed.). New York: Rutledge.

Cresswell, J. (1997). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Cresswell, J. W. (1994). *Research design: Qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Cross, K. P., & Steadman, M. (1996) *Classroom research: Implementing the scholarship of teaching.* San Francisco: Jossey-Bass.

Denzin, N. K., & Lincoln, Y. (2007). *Strategies of qualitative inquiry* (3rd ed.). Thousand Oaks, CA: Sage.

Glesne, C., & Peshkin, A. (1992). *Becoming qualitative researchers*. White Plains, NY: Longman.

Gravetter, F. J., & Wallnnau, L.B. (2009). *Statistics for the behavioral sciences* (8thed.). Belmont, CA: Wadsworth.

*Guba, E. (1978). *Toward a methodology of naturalistic inquiry in educational evaluation*. Los Angeles: Center for the Study of Evaluation.

Hopkins, D. (1992). *A teacher's guide to classroom research.* Buckingham: Open University Press.

Krueger, R. A. (1994). *Focus groups: A practical guide for applied research (*2nd ed.). Thousand Oaks, CA: Sage.

Marshall, C., & Rossman, G. (1998). *Designing qualitative research* (3rd ed.). Thousand Oaks, CA: Sage.

*Maslow, A. (1954). *Motivation and personality*. New York: Harper Row.

Maxwell, J. (1996). *Qualitative research design: An interactive approach.* Thousand Oaks, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Pagano, R. R. (2010). *Understanding statistics in the behavioral sciences*. Belmont, CA: Wadsworth.

Pyrczak, F. (1995). *Making sense of statistics: A conceptual overview.* Los Angeles, CA: Pyrczak.

Sagor, R. (1992). *How to conduct collaborative action research*. Alexandria, VA: Association for Supervision and Curriculum Development**.**

Stake, R. E. (1995). *The art of case study research.* Thousand Oaks: CA.