Eastern Illinois University
Department of Early Childhood, Elementary, and Middle level Education
ELE 5900: Applied Action Research in Education

Credit Hours: 3 semester hrs.
Prerequisites: ELE 5250 Research or EDU 5200 Intro to Research

Professor: **Kiran Padmaraju, Ph.D.**
Office Hours: **MW: 10:00 – 11:00 am; 2:00 – 4:00 pm**
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Location: **RCC Decatur – Room: TBA**

Class Meetings: **Face-to-Face meetings: 5:30 – 8:00 pm on the following Mondays: August 19, 26; September 9, 23 and 30; October 7, 21; and November 11, 18. Final presentations: December 2nd and December 9th**

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

Graduate Mission Statement:
The Graduate Program in Elementary Education advances 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 through age fourteen. The graduate curriculum encompasses comprehensive content knowledge and promotes the use of critical thinking and problem solving to cultivate teacher-researchers who are empowered to serve as leaders in the profession. Faculty members challenge students to bridge the gap between theory and practice as they develop the skills required for ethical and effective collaboration and communication within the local school community and a culturally diverse, technologically advanced global environment.

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.

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: Web CT

Course (Core) Requirements	Demonstrated Competencies	Graduate Standards
IRB Human Subjects Training	<u>Knowledge Indicators:</u> The student will: • know the guidelines for human subject protection and ethical issues <u>Performance Indicators:</u> 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	<u>Knowledge Indicators:</u> 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) <u>Performance Indicators:</u> 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	<u>Performance Indicators</u>: 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
Implementation of Action Research	<u>Performance Indicators</u>: 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	<u>Performance Indicators:</u> 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
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. Training available at: http://www.eiu.edu/grants/COMP_IRB_Training.php	P/F	**August 19th**
Action Research Project Proposal	The student will write the proposal for action research according to the most recent American Psychological Association style of writing.	40 pts. (20%)	**August 26th**
Literature Review	The student will select 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.	40 pts. (20%)	**September 23rd**
Implementation of Action Research	The student will implement the action research as approved.	Included in the paper and presentation points	

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 pts. (40 %)	**November 11th**
Presentation of Findings from Action Research Project	The student will present the action research findings as outlined by the Action Research Handbook.	10 pts. (10%)	**December 2nd and December 9th**
Participation	Discussion Boards & online participation	10 pts. (10%)	**TBA**

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

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.

Weekly Topics:

Week 1 Review of Action Research

Week 2 Institutional Review Board (IRB) Training & Review of IRB Form B (Exempt categories)

Weeks 3 & 4 Topic Refinement & Problem Identification & Developing Action Research Proposal

Weeks 5 & 6 Working on Review of Literature

Weeks 7 to 12 Implementation of Action Research Project

Weeks 13 & 14 Data Analysis and Final Action Research Paper Completion

Week 15 Presentations and Reflections

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.