

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 5100, ELE 5250 or EDU 5200

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Class Meetings:	Mondays 7-9:30 PM Buzzard 1441	

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.

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.

Purpose of the Course: This course teaches students the concepts and skills needed for implementing an action research project. Students in the class are expected to complete their own action research project in partnership with an educator in a community setting. Students will present their action research findings in a public presentation.

Objectives of the Course:

- 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 knowledge 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.

Course Texts:

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

American Psychological Association (2001). *Publication manual of the American Psychological Association* (5th ed.). Washington, DC: Author.

Supplementary Materials:

Web CT
Turn It In

Learning Model: Social Systems

When we work together, we generate a collective energy that we call *synergy*. The social models of teaching are constructed to take advantage of this phenomenon by building learning communities. Essentially, "classroom management" is a matter of developing cooperative relationships in the classroom. The development of positive school cultures is a process of developing integrative and productive ways in interacting and norms that support vigorous learning activity (p. 28-30).

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

Assessment of Student Learning Requirements for Graduate Program at Eastern Illinois University:

1. A depth of content knowledge including effective technology skills and ethical behaviors
2. Critical thinking and problem solving
3. Oral and written communication skills
4. Advanced scholarship through research and/or creative activity
5. Ability to work with a diverse clientele, recognizing individual differences
6. Ability to collaborate and create positive relations within the school, community, and profession in which they work.

International Society for Technology in Education (ISTE)

Standards for Students (2007) <http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS> for student 2007 htm

Standards for Teachers (2008) <http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS> for teachers 2007 html

Course (Core) Requirements	Demonstrated Competencies	Aligned Graduate Standards
IRB Human Subjects Review	<p><u>Knowledge Indicators:</u> Student knows:</p> <ul style="list-style-type: none"> • the purpose of Form A, B, and C. • how to use and select the appropriate Form A, B, and C for the study • how to obtain informed consent • how to select research Instruments • how to obtain permission to use instruments • how to understand the guidelines human subject protection and ethical issues <p><u>Performance Indicators:</u> The student will:</p> <ul style="list-style-type: none"> • successfully complete the EIU on-line training for IRB • complete the paperwork for the action research project for submission and approval. 	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p>
Action Research Project Proposal	<p><u>Knowledge Indicators:</u> Student knows action research process and</p>	<p>1.a. a depth of content knowledge in the discipline</p>

	<p>developing action plan by:</p> <ul style="list-style-type: none"> • identifying and limiting the topic • identifying significant of the study • developing hypotheses of the study • developing research questions • reviewing of literature • developing the design of the study (methods, samples and population of the study) • doing data collection procedures (method of collection and procedures of data analysis) • reporting the result of the study • identifying implications of the study • using the findings in the action plans. <p><u>Performance Indicators:</u> Student will be able to:</p> <ul style="list-style-type: none"> • write with clear and consistency research paper to all readers according to the American Psychological Association 5th. style format of writing • report the findings • use the findings to inform practice in the action plans. 	<p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.a. critical thinking and problem solving</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.a. an understanding of individual differences in clientele</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>
<p>Presentation of Findings from Action Research Project</p>	<p><u>Knowledge Indicators:</u> Student will be able to present study's findings, sharing and reflecting in the following areas:</p> <ul style="list-style-type: none"> • was the study able to answer the research questions? • how do findings of the study contribute to the teaching and learning in education? <p><u>Performance Indicators:</u> Student will be able to:</p> <ul style="list-style-type: none"> • present the study to varies audiences • discuss major findings of the study • discuss implications of the study • discuss how the study informed the practice • explain the plan of action from the findings of the study. 	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of the technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.a. critical thinking and problem solving</p> <p>3.a effective oral communication skills</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair, and honest communication considering not only the message but also the audience</p> <p>4.a. effective, fair, and honest</p>

		communication considering not only the message but also the audience.
Action Research Project Paper	<p><u>Knowledge Indicators:</u> The student knows how to write with clarity and consistency:</p> <ul style="list-style-type: none"> • abstract of the study • the purpose of the study, hypotheses, research questions. • literature review • research design • method and procedures of data collection and analysis • result reporting and findings • implications and discussions. <p><u>Performance Indicators:</u> The student will be able to write with clarity and consistency:</p> <ul style="list-style-type: none"> • demonstrate the competencies in professional writing of the research study paper according to the APA style • organize the research information into research writing in the following heading and sub-heading: <ul style="list-style-type: none"> a. Title, author, affiliation b. Abstract c. Introduction d. Purpose, objectives, hypotheses of the study e. Review of Literature f. Design of the study (method of the study, sample, participant, instruments, g. Methods of data collection and analysis, h. Reporting results, i. Implications and discussions. 	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.b. effective use of the technology as appropriate</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>1.e. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.a. a respect for the professional environment through their honesty, integrity and professionalism</p> <p>2.b. the ability to effectively evaluate situations and identify an appropriate course of action</p> <p>3.b. effective written communication skills</p> <p>3.c. effective, fair, and honest communication considering not only the message but also the audience</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>4.b. the ability to conduct research and apply it to practice</p> <p>5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace</p> <p>5.c. a respect for individual differences through the use of rich and varied approaches</p> <p>6.a. the ability to collaborate with other professionals to promote the success of their clientele</p> <p>6.b. the ability to effectively work with the community to promote the success of their clientele</p>

Course (Core) Requirements	Brief Descriptions	Point Values (Approximate Weight)	Due Dates
IRB Human Subjects Review	<ul style="list-style-type: none"> • Students will complete the on-line training for IRB • Complete and submitted paperwork for IRB approval. • IRB approval 	5% (15 points)	
Action Research Project Proposal	<p>Students will complete all stages in the proposal:</p> <ul style="list-style-type: none"> • Research idea: select topic and develop hypothesis • Problem identification: purpose, research questions, objectives of the study, rationale, significance of the study. • related literature review • design of the study <ul style="list-style-type: none"> - method of the study - sample and participants -data collection process and procedures -method of data analysis -data reporting - results and findings of the study. • reporting results, discussions, and implications of study for teaching and learning • action plan • Reference list 	40% (120 points)	
Presentation of Findings from Action Research Project	<ul style="list-style-type: none"> • oral presentation of the study (purpose, research question, hypotheses, literature review, and design of the study) • Discussion of the study findings and results of the study • Discussion of the conclusions and implications of the study. 	10% (30 points)	
Action Research Project Paper	<ul style="list-style-type: none"> • Write research paper approximately 3500 words not including references. • Paper should be written in APA format styles with correct tenses, person and voice, clarity, consistency, 	40% (120 points)	

	<ul style="list-style-type: none"> and simplicity of language. Paper must include title, abstract, rationale/purpose/objective of study, literature review, methodology (design, samples, instruments, data collection and analysis procedures, results/findings, implications, limitations) and procedures of developing a plan of action, and references. 		
Optional Assignments vary by Instructor Attendance, Participation, and Dispositions		5% (15 points)	

Grading Scale:

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

Points

279-300
 255-278
 231- 245
 207- 230
 206 and below

Weekly Topics

Week 1: 8/24/09	Introduction to Action Research Overview the syllabus. Read Chapters 5 & 6 Mertler
Week 2: 8/31/09	Institutional Review Board (IRB) Application From A, Description of the Study (Narrative), Informed Consent, Permission Letters, Instrument.
Week 3: 9/7/09	Labor Day: no class Refine and Finalize IRB
Week 4: 9/14/09	Research Protocol and Instrument Data Collection Procedures IRB Application and Research Descriptions are due to the Department Review Committee Refine and Finalize Statement of the Study, Purpose, Research Questions(s), and Literature Reviews
Week 5: 9/21/09	Data Collection begins after committee approval. Data collection: week 5 through week 10 (6 weeks) Writing Methodology of the Study: Design, Participants, Methods and Procedures of Data Collection
Week 6: 9/28/09	Data Analysis: Quantitative Analysis (Excel and SPSS) Descriptive analysis Frequency Distributions Central Tendency Variability Writing Methodology of the Study: Data Analysis
Week 7: 10/5/09	Data Analysis: Qualitative Analysis (NVivo8) Coding, Themes, and Patterns With-in Case displays: Explaining, Describing, and Predicting Cross- case Displays: Exploring, Describing, Ordering and Explaining Writing Methodology of Study: Data Analysis (Continue)

- Week 8: 10/12/09 Data Collection and Analysis
Writing Draft of the Data Analysis
- Week 9: 10/19/09 Data Collection and Analysis
Writing Draft of the Data Analysis
Read Chapters 7 & 8 Mertler
- Week 10: 10/26/09 Data Collection and Analysis
Writing Draft of Results and Findings of the Study
Read Chapters 9 & 10 Mertler
- Week 11: 11/2/09 Results and Findings of the Study
Writing Results, Findings, Discussions, Conclusions, Recommendations, Action Plans.
- Week 12: 11/9/09 **Action Research Paper Due to Instructors**
- Week 13: 11/16/09 **Action Paper Due to the Committee**
- Week 14: 11/23/09 Thanksgiving Recess
- Week 15: 11/30/09 Prepare Draft of Presentation
Paper is back from Committee
- Week 16: 12/7/09 **Action Research Presentations**
And 12/9/09
- Week 17: 12/14/09 **Action Research Presentations**
And 12/16/09
Attendance is required during action research presentation.

References

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