Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 5900: Applied Action Research in Education
Spring 2017

Credit Hours: 3 semester hrs.
Instructors: Dr. Sham'ah Md-Yunus
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Office Hours: M-W: 1-3 PM; Other times by appointments
Office: 2203 Buzzard Hall
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Class Meetings: Tuesdays, 4:30-7:00 PM, Buzzard 2440

Prerequisites: ELE 5250 or EDU 5200
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 advanced, 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 through research and /or creative activity;
5. Demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. Collaborate and create positive relations within the school, community, and profession in which they work.

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

Student is required to bring personal lap top to facilitate learning and research process for this class.

Information Processing Models
Information- processing models emphasize ways of enhancing the human being's innate drive to make sense of the worlds 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.). Boston: Pearson.

International Society for Technology in Education (ISTE) Standards for Students (2007)
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/2007Standards/NETS for student 2007 html

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

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. Refer to the Action Research Handbook available on the department website (http://www.eiu.edu/elegrad/ActionResearchHandbook.pdf). Illustrative examples of former action research projects are available in *Research in Action* (the online department journal).

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.

Course Texts:
Mertler, C. A. (2014). *Action research: Improving schools and empowering educators (4rd ed.).* Thousand Oaks, CA: Sage Publication.

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

Supplementary Materials: Action Research Handbook, IRB forms, Permission/Released Forms, and Journal Research In Action (**http://www.eiu.edu/researchinaction/graduate.php**).
Current Course Management System.

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

Course Requirements, Demonstrated Competencies, and Aligned Graduate Standards

Course (Core) Requirements	Demonstrated Competencies	Aligned Graduate Standards
IRB Human Subjects Training	Knowledge Indicator: 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)	1.d. an understanding and respect for professional ethics in the discipline 4.a. an understanding of the role of research in the discipline.

	• review IRB Form B to ensure that planned research falls under exempt category.	
Action Research Prospectus (IRB - Form A & Form B)	Knowledge Indicators: The student knows how to: • identify and limit the topic • develop research questions and hypotheses • develop design of the study (methods, samples, instruments of the study). Performance Indicator: 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 disciple 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 curricular.
Literature Review	Performance Indicator: The student will: • complete an integrated review of literature given his/her research topic.	1.b. effective use of the 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	Performance Indicator: 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 Indicator: The student will: • organize his/her research information into a comprehensive action research paper (using APA style) that includes all the sections per the rubric provided in the Action Research Handbook.	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 4b.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	Performance Indicator: The student will: • present the study according to the final presentation guidelines.	1.b. effective use of the technology as appropriate 3.b. effective written 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 Requirements, Brief Descriptions and Points Values

Course (Core) Requirements	Brief Descriptions	Point Values (Approximate Weight)	Due Dates
IRB & Human Subjects Training (CITI)	The students 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	10 (5 %)	Jan. 17
Action Research Project Prospectus (IRB - Form A and Form B)	The student will write the proposal for action research according to the most recent American Psychological Association style of writing. All research must fall within the Exempt Review Research criteria, not Expedited Review and not Full Review.	20 (10%)	Jan. 24
Literature Review	The student will select a minimum of 12 relevant studies/ research articles (based on his/her research topic and research questions) that will be read and analyzed to complete a meta-analysis of the research.	30 (15%)	Feb 7
Implementation of Action Research- Introduction & Methodology	The student will implement the action research as approved.	40 (20%)	Feb 21

Action Research Project Paper (Data Analysis, Result and Finding, Conclusion and Discussion, Limitation, and Action Plan)	The students will integrate the action research proposal, the literature review, the data analysis and reflections into a comprehensive action research as outline in the Action Research Handbook	80 (40%)	Mar. 21 to Dr.Yunus Mar. 28: due to the committee May 2: submit in d2l
Presentation of Findings from Action Research Project –Poster Presentation	The student will present the action research findings as outlined by the Action Research Handbook.	20 (10%)	Apr. 18 or 25

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 1. "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

Class Session	Session Content	Reading Assignment	Due
1.Jan. 10	Course Introduction Action Research Handbook CITI Training: Complete Training for Research with Human Subject: IRB: Forms A, B, Letter to parent, permission letter from Principal, Inform consent, and Instruments Action Research Proposal – Title, Purpose, Hypotheses, Research, Questions, Design. Sample Professional Poster	Chapter 1	Student information. CITI Training Begin writing draft of research proposal Fill in draft of the research proposal for the committee Submit Permission/Released Forms Schedule time to meet Dr. Yunus on the sign-up sheet for the data collection, analysis and reporting.
2: Jan 17	Finalize IRB: Letter to parent, permission letter from Principal, Inform consent, and Instruments Action Research Proposal –Continue: Methodology, Design, Instruments, Data Collection Procedures	Chapters 2 & 3	CITI Training Certificate. Scan and submit in d2l. Continue writing Forms A & B of IRB. Draft of Action Research Proposal in hard copy and electronic copy.

			Continue fill in draft of the research proposal for the committee
3: Jan. 24	Action Research Proposal –Continue: Methodology, Design, Instruments, Data Collection Procedures Data Analysis Do not begin data collection until you received IRB approval. **I will send the notification note when you can begin data collection.**	Chapter 4	IRB packet due. (Forms A, B, letter to parent, permission letter from Principal, Inform consent, and Instruments). Submit in d2l and bring 4 copies for the IRB packet for Office of Sponsored Programs, Dr. Yunus and 2 committee members Dr. Yunus send IRB packets to Office of Research and Sponsored Programs.
4: Jan. 31	Literature Review- guidelines and finalize reviews	Chapters 4 & 5	Draft outlines procedures time lines of data collection
5:Feb. 7	Data Analysis: Quantitative Analysis and Qualitative Analysis Writing the Action Research : -Introduction -Method - Participant/sample, data source/instrument	Chapter 5	Literature Review and references. Data Collection begins after the study is approved by IRB (week 5 through week 10 = 6 weeks). Data collection: Week 1-if IRB approved
6: Feb. 14	Writing Draft of the Data Analysis Data Collection begin: No Class	Chapter 6	Introduction and methods - sections on participants/sample and data source Data collection: Week 2
7: Feb. 21	Writing Draft of the Data Analysis No Class: Meeting 1- Individual Meeting with Dr. Yunus to discuss the progress, issues, and challenges of data collection and plan for data analysis. 4 students	Chapter 6	Methods – Data collection procedures due Data collection: Week 3 Bring data set during the meeting
8.Feb 28	Data Collection and Analysis Writing Draft of the Data Analysis No Class: Meeting 1- Individual Meeting with Dr. Yunus to discuss the progress, issues, and challenges of data collection and plan for data analysis. 4 students	Chapter 6	Data set weeks 1-3 Data collection: Week 4 Bring data set during the meeting
9.Mar.7	Data Collection and Analysis Complete Data Collection.		Data collection: Week 5

	No Class: Meeting 2- Individual Meeting with Dr. Yunus on how to analyze and report your results and findings. 4 students		Bring data set and draft of the report during the meeting
	3/13- 3/17: EIU Spring Break		Data collection: Week 6 or no data- school closed
10. Mar. 21	No Class: Meeting 2- Individual Meeting with Dr. Yunus on how to analyze and report your results and findings. 4 students Writing results and findings. Writing Discussions, Conclusions, and Action Plans. Finalize References, Abstract, and Introduction. Check APA format throughout the paper	Chapters 7, 8, & 9	Data collection: Week 6 Data set weeks 1-6 Bring data set and draft of the report during the meeting Draft of the report due to Dr. Yunus
11. Mar. 28	Finalize and submit paper three (3) copies. Check all the sections: APA, consistencies, table and figures, appendixes, etc. Develop Power Point slides for defense We have class		Final paper due to committee – 3/28
12.Apr. 4	Receive comments from committee. Revised paper address committee's comments On-line Class No class		Develop Power Point slides for defense Develop professional poster for presentation.
13. Apr. 11	Receive comments from committee. Revised paper address committee's comments Prepare for poster presentation, research instrument and materials No class		Develop Power Point slides for defense Develop professional poster for presentation.
14. Apr. 18	Poster Presentation and defense: 4 candidates		Poster, PPT, and research materials
15. Apr. 25	Poster Presentation and defense: 4 candidates		Poster, PPT, and research materials
16.	Final Exam Week. Revise and Resubmit Use this week to finalize your paper if required or need revision by the committee.		Submit your FINAL paper in d2l - 5/2/2017

Bibliography

*Denotes Unit Conceptual Framework References

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Recommended Peer-Reviewed Journals:

American Educational Research Journal - AERA

Educational Action Research - CARN (Collaborative Action Research Network)

Educational Researchers - AERA

Mixed Methods International Research Association http://mmira.wildapricot.org

Association for Qualitative Research http://aqr.org.au

AERA Qualitative SIG http://aeraqrsig.org

Review of Educational Research – AERA (American Education Research Association)