Unit Theme: Educator as Creator of Effective Educational Environments: Integrating diverse students, subjects, strategies, societies, and technologies.

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.

Prerequisites: ELE 5100, ELE 5250 or EDU 5200

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.

Learning Model: Social Systems
This model is constructed to take advantage of the collective energy people generate when working together by building learning communities. Learning is viewed as an interaction between the student and critical aspects of the school and home environment and focuses on the whole ecosystem, not just the learner. The model is designed to lead students to define problems, explore various perspectives of the problems, and study together to master information, ideas, and skills. The teacher organizes the group process and disciplines it, helps the students find and organize information, and ensures a vigorous level of activity and discourse.

Rational 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 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:


Supplementary Materials:
Web CT
Turn It In

Dispositions: Dispositions: Teacher candidates in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, the ability to provide varied teaching practices evidenced in a supportive and encouraging environment.

Assessment of Student Learning: Information about the International Society for Technology in Education Standards (ISTE) can be found at: [http://www.iste.org](http://www.iste.org)
<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Demonstrated Competencies</th>
<th>Weight</th>
<th>Aligned Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>IRB Human Subjects Review</td>
<td>Performance includes doing the EIU on-line training for IRB and completing the paperwork for the student’s action research project for submission and approval by the IRB. Materials will be written and revised until appropriate for submission.</td>
<td>5 %</td>
<td>1,2,3,6</td>
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<tr>
<td>Action Research Project Proposal</td>
<td>Performance includes completion of all stages of the proposal with revisions completed and final; problem identification and refinement, research plan, data collection, data analysis, reporting results.</td>
<td>40%</td>
<td>1.2.3,4,5,6</td>
</tr>
<tr>
<td>Presentation of Findings from Action Research Project</td>
<td>Performance includes an oral presentation of all findings in a public arena.</td>
<td>10%</td>
<td>1.2,3,4</td>
</tr>
<tr>
<td>Action Research Project Paper</td>
<td>Performance includes a written paper summarizing all aspects of the action research completed, revised and finalized.</td>
<td>40%</td>
<td>1.2,3,4,5,6</td>
</tr>
<tr>
<td>Technology</td>
<td>Performance includes knowledge, use, and application of technology tools in research, planning, communication, and presentation. Focus is on increasing student technology skills and enabling students to utilize technology in research.</td>
<td>5 %</td>
<td>1,2,3,4</td>
</tr>
</tbody>
</table>
**Grading Scale:** 95%-100% = A  
88%-94% = B  
80%-87% = C  
70%-79% = D

**Weekly Topics:**

**Jan 7**  
Introduction  
Ch. 1,2,3

**Jan 14**  
Action Research  
*Be prepared to discuss your ideas about a topic  
*One student presentation pp 24-30  
Ch 1,2,3

**Jan 21**  
Holiday no class

**Jan 28**  
Topic Refinement & Problem Identification/ IRB  
*Fill out table p. 57 & bring to class  
*One student presentation (Harlow)

**Feb 4**  
Reviewing Literature  
*Topic chosen & problem statement due with questions for research  
Ch 4  
APA Guidelines for Writing

**Feb 11**  
Developing Research Plan  
*Literature Review due with 10 major works cited  
Ch 5

**Feb 18 & 25**  
Data Collection Techniques  
*Feb 18 One student presentation (Milgram)  
*Feb 25 Data collection plan and timeline due

**March 3**  
Data Analysis: Qualitative & Quantitative  
*Prepare for data analysis plan due March 17  
Ch 6

**March 10-14**  
Spring Break

**March 17**  
Data Analysis Technology Tools  
*Data Analysis Plan with any data collected due  
*One student presentation- statcrunch.com  
Ch 6
March 24  Action Planning for Implementation  
  *Implications for the Research due  
  Ch 7  

March 31  Writing Results of Action Research  
  *Outline of Written Report due  
  Ch 8 & 9  

April 7  Action Research Papers due for editing  

April 14  Presentations in Class  
  *Oral Presentation in class  

April 21  Summary of Class  
  Final Edited Action Research Paper due
References


12/31/07