Department of Early Childhood, Elementary and Middle Level Education
ELE 5900.975: Applied Action Research in Education
Spring/Summer 2008

6:00-8:30 pm Wednesdays Williams Hall 119 Lincoln Trail College

Professor: Carrie Dale, PhD
Office: Buzzard 2219, Eastern Illinois University
Office Hours: T/TH: 10:00-11:00 am; T: 6:00-7:00 pm; W: 9:00-11:00 am
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Web page: www.ux1.eiu.edu/~cmdale/

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 through age fourteen.

The Department is dedicated to the preparation of knowledgeable citizens of 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.

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.

Prerequisites
ELE 5100, ELE 5250

Purpose/Rationale of the Course
- This course provides insight into the practical application of research. It guides masters candidates in asking questions about teaching practice and in finding answers to those questions. It provides a venue that both demonstrates how
teachers can conduct more systematic research to inform practice and enable teachers to do so.

- This graduate course fulfills the requirement for students to research, analyze, and find practical course applications for implementation of effective strategies in their classrooms. Many schools are engaging in action research as they seek to implement school improvement plans and as they participate in grants.
- This course will provide information needed in contemporary classrooms dealing with issues of accountability.

**Course Texts**


**Supplemental Materials**
WebCT

**Learning Model for Course**
*Information Processing Model of Teaching*
This model emphasizes ways of enhancing students’ initiative 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. Some models provide the learner with information and concepts; some emphasize concept formation and hypothesis testing; and still others generate creative thinking. This model focuses on input, processing and output. As content is taught, the teacher directs students’ attention to the methods and materials used to present data and tries to get students to focus on what they are doing to make sense of the data.


**Dispositions**
Graduate students in the Department of EC/ELE/MLE will exhibit professional ethical practices, effective communication, sensitivity to diversity, and 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:
Outcomes Specific to the Course
- Students will acquire a body of knowledge that supports the use of action research to impact the learning of P-9 students.
- Masters candidates will analyze research and data and infer practical applications for the classroom setting.
- Student will receive guidance on the use of technology research tools.
- Student will engage in activities that provide information on conceptualizing, implementing and reflecting on a specific question about practice.
- Students will create and complete an action research project with the support of peers and a graduate faculty member.
- Students will receive guidance as they write descriptive text to share the action research conducted.
- Students will engage in critical thinking concerning educational questions and how to use these to inform teaching and learning.

Course Requirements/Demonstrated Competencies and their Assessment Weight

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Competency</th>
<th>Graduate Standard</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submission of IRB paperwork</td>
<td>Using the outline provided by the IRB, students will complete the necessary paperwork for IRB approval. No research may be conducted until approval is formally received.</td>
<td>1, 2, 3, 4, 6</td>
<td>20%</td>
</tr>
<tr>
<td>Updated Literature Review</td>
<td>Students will complete a relevant literature review given their research topic that includes 15-20 references. The literature review will be organized thematically according to primary ideas found in the literature.</td>
<td>1, 2, 3, 4</td>
<td>10%</td>
</tr>
<tr>
<td>Updated Data Collection Section</td>
<td>Using information from ELE 5100 and ELE 5250, students will update the data collection section of their research proposal. This section will align directly with the IRB paperwork assignment.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>10%</td>
</tr>
<tr>
<td>Final Report on Action Research</td>
<td>Using the 5 step write-up outline, students will explain the process and the results of their action research project in written form.</td>
<td>1, 2, 3, 4, 5, 6</td>
<td>40%</td>
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60 points

30 points

30 points

120 points
<table>
<thead>
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<th>Competency</th>
<th>Graduate Standard</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Oral Report on Action Research</td>
<td>Students will present to the class the procedure and process of their action research project. Technology should be utilized during the presentation.</td>
<td>1, 3</td>
<td>10%</td>
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<td></td>
<td></td>
<td></td>
<td>30 points</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>Students will post questions, respond to questions and engage in conversation via WebCT</td>
<td>1, 3, 6</td>
<td>10%</td>
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<td></td>
<td></td>
<td>30 points</td>
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**TOTAL NUMBER OF POINTS POSSIBLE: 300**

Due dates will be set for all work. **One point** shall be deducted for each calendar day that a paper or project is late. If necessary and appropriate, electronic submissions will be accepted. Grades can be tracked by students on WebCT.

**Grading Scale**

- 92% or above = A
- 84-91% = B
- 72-83% = C
- 64-71% = D
- Below 64% = F

**Weekly Topics**

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>In-class Activities</th>
<th>Due</th>
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</thead>
<tbody>
<tr>
<td>1: Nov. 28</td>
<td>Course Introduction</td>
<td>On-line IRB training</td>
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<tr>
<td>2: Jan. 9</td>
<td>IRB presentation</td>
<td>Discuss IRB paperwork; Work on IRB paperwork &amp; updated data collection section</td>
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</tr>
<tr>
<td>3: Jan. 23</td>
<td>Chapter 1: Introduction to Action Research</td>
<td>Work on IRB paperwork &amp; updated data collection section; Begin to update lit review</td>
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<tr>
<td>Class Session</td>
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<td>Due</td>
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<tr>
<td>4: Feb. 6</td>
<td>Chapter 2: Overview of the Action Research Process</td>
<td>Continue to work on updating lit review section</td>
<td>Submit IRB paperwork by this date; Updated data collection section due</td>
</tr>
<tr>
<td>5: Feb 20</td>
<td>Chapter 3: Planning for Action Research; Chapter 4: Developing a Research Plan</td>
<td></td>
<td>Updated lit review</td>
</tr>
<tr>
<td>6: Mar. 5</td>
<td>Chapter 5: Collecting Data</td>
<td></td>
<td>Begin collecting data</td>
</tr>
<tr>
<td>7: Mar. 19</td>
<td>Post 4 items to WebCT (either questions or responses)</td>
<td>Discussion board: post before April 2</td>
<td>Collect data</td>
</tr>
<tr>
<td>8: Apr. 2</td>
<td>Post 4 items to WebCT (either questions or responses)</td>
<td>Discussion board: post before April 16</td>
<td>Collect data</td>
</tr>
<tr>
<td>9: Apr. 16</td>
<td>Post 4 items to WebCT (either questions or responses)</td>
<td>Discussion board: post before June 11</td>
<td>Collect data</td>
</tr>
<tr>
<td>10: June 11</td>
<td>Chapter 6: Analyzing Data</td>
<td>Begin analyzing data</td>
<td>Collect data</td>
</tr>
<tr>
<td>11: June 18</td>
<td>Chapter 9: Writing up Action Research</td>
<td>Analyze data</td>
<td></td>
</tr>
<tr>
<td>12: June 25</td>
<td>Chapter 7: Developing an Action Plan; Chapter 8: Sharing and Reflecting</td>
<td>Analyze data; Prepare oral portion of Action Research Report</td>
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<tr>
<td>13: July 2</td>
<td></td>
<td>Analyze data; Prepare oral portion of Action Research Report</td>
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<tr>
<td>14: July 9</td>
<td>Presentation of Action Research Proposals</td>
<td></td>
<td>Oral and written Action Research Report due</td>
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<tr>
<td>15: July 16</td>
<td>Presentation of Action Research Proposals</td>
<td></td>
<td>Oral and written Action Research Report due</td>
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Assignment Overviews

1. Submission of IRB paperwork: Each class member will carefully prepare the required forms and documents for IRB approval of their research project. NO DATA MAY BE COLLECTED UNTIL THE APPROVAL HAS BEEN FORMALLY GIVEN. ALL RESEARCH MUST FALL IN THE EXEMPT CATEGORY. Submission will include Form A with Research Summary, Form B, permission of participating school and district, on-line training certificate, parent notification letter (if you are working with any students), interview protocol (if applicable), survey protocol (if applicable) and samples of any tests you will be giving (if applicable). When formal approval is received, then you may begin collecting data. In the interim, you should work on updating your lit review. IF THE SUBMITTED PAPERWORK IS NOT APPROVED, IT WILL NEED TO BE REDONE. NO DATA MAY BE COLLECTED UNTIL APPROVAL HAS BEEN FORMALLY GIVEN. There are a total of 60 possible points for this assignment.

2. Updated Literature Review: When the final report is written, each student needs to have 15-20 relevant references. The literature review should be written thematically (not organized by individual research study) and should make use of current and seminal literature in the field. This lit review will be submitted as a separate document (with APA cover page, including a running head), AND it will be inserted into the final action research report. It will only be assessed in the format of the separate document, except in regards to the flow of the paper. Be very sure you are following APA 5th edition guidelines. There are a total of 30 possible points for this assignment.

3. Updated Data Collection Section: While completing the IRB paperwork, you will also work on updating the data collection section of your proposal. Utilizing information learned since ELE 5100, the data collection section will need to be revised, expanded and fine-tuned. The updated data collection section will be submitted as an individual document AND it will be inserted into the final action research report. It will only be assessed in the format of the separate document, except in regards to the flow of the paper. There are a total of 30 possible points for this assignment.

4. Final Action Research Written Report: The final action research report will follow the 5-step outline provided in ELE 5100. The document will be a merging of information from the IRB paperwork, the updated literature review, the updated data collection section, and it will include the data analysis, reporting results and the action planning sections. There is an expectation that the final report will be error free. There are a total of 120 possible points for this assignment.
5. Final Action Research Oral Report: Each student will prepare an oral presentation of their action research to the class. Technology should be utilized in this presentation. Each presentation should be at least 15 minutes long, but no more than 30 minutes long. Handouts are optional. Peer feedback in written format will be garnered and included in the final assessment. There are a total of 30 possible points for this assignment.

6. Discussion Board: On three different occasions class will be conducted using technology. During the two week period of the designated days, each student is required to post at least 4 items to the WebCT discussion board, for a total of 12 postings. The items posted may be a question that has come up, or it may be a response to a question posted. Depth and relevancy of question/response will be included in the assessment. There are a total of 30 possible points for this assignment.
References


All information in this syllabus should be considered subject to change based upon professional discretion. If you need course adaptations or accommodations due to a disability, please make an appointment to see me or contact the Director of Disability Services at 217-581-6583.