EDUC 5340  Action Research: Mixed Methods Design for Practitioners
Proposed for Fall 2010

College of Education Mission
The mission of the College of Education is to engage faculty and students in instruction, research, and activities that provide subject specific, pedagogical, and practical knowledge essential for planning, implementing, and assessing professional activities. We are committed to the education of diverse educational leaders who meet the needs of a multicultural and multilingual society. The programs are designed to advance the personal, ethical, and professional qualities of students through participation in coursework, field experiences, and research that together cultivate reflection and encourage innovations central to the field of education. The College provides multiple and systematic opportunities for candidates to make connections between their professional duties and the role of education within the local and global society and to serve as advocates for children and their communities.

Course Description
The purpose of this course is to support practitioners as they conduct research in their schools and classrooms. It is designed to enable participants to carry out an action inquiry, to understand the fundamental principles of action research and to locate the significance of the approach in everyday practice and educational policy. The concept of “practitioner as researcher” is emphasized.

Course Objectives
- Apply the concept of practitioner as researcher through the design and development of a research study addressing an issue in a classroom or other appropriate setting.
- Determine the most appropriate data sources such as observations, interviews, surveys or other for your individual study.
- Design a proposal document that is ready for UIRB review, after consultation with the thesis chair.
- Develop and demonstrate an appropriate format for presenting the results of an action research study

Performance Outcomes
- Apply the concept of practitioner as researcher through the design and development of a research study.
- Identify a research question, determine the appropriateness of the question for classroom data collection and identify the most effective way to collect the information necessary to answer the research question (qualitative, quantitative or mixed methodology) in an elementary or secondary classroom or other appropriate setting.
- Practice data collection techniques such as observational recording, interview, survey or other means as appropriate to the design.
Textbooks
Required

Recommended Readings
The Journal of the Association of Teacher Educators, *Action in Teacher Education*, published 5 times a year
Individual articles as selected.

Course Requirements

Chapter Reflection 7 @ 5 points 35 points total
For each chapter assigned, you will be responsible for completing a Chapter Reflection that includes 2 quotes that caught your attention, 2 questions that the chapter raised for you and identify at least 1 personal connection to your own research. Be prepared prior to class for discussion.

Double Entry Journal 3 @ 5 points 15 points total
Keep a double entry journal on selected readings, 2 assigned journal articles, one of your choosing. Respond to a minimum of 4 quotes per journal article. Be prepared prior to class for discussion.

Case Studies 20 points
Chapter 8 presents 10 case studies for review. You will become part of a small group that will review a selected case study for presentation in class. Each participant in the group will responsible for part of the presentation.

Research Proposal 80 points total
Determine the purpose of the study and develop a research question. The question may be general at first, but then further defined as the study progresses and your expertise expands. Once the purpose (goals) of the study has been determined, develop a rationale for the research design that should be supported with five or more pieces of related research. One element of the research design includes identification of appropriate methods of data collection. Examples include (1) transcribe conversations; (2) take field notes; (3) develop checklists; (4) conduct interviews; (5) create video or tape-recordings; (6) complete surveys or questionnaires; (7) administer formal or informal assessments.

Pieces of this research proposal will be due throughout the semester
1. Question or purpose of the study 20 points
2. Ethical issues to be addressed 15 points
3. 5 annotated references to support your question 25 points
4. Identify type of data collection protocol 10 points
5. Appropriate format for presentation of data 10 points

80 points

Summary Presentation 50 points
Present a summary of your research, thus far, during 10-15 minute poster session. This should include the research question, rationale, suitability for the classroom, types of data collection to be used, and how the results will impact your position as a practitioner. An abstract of the research will be included for each member of the class. Either Power point presentations or poster board displays may be used.

Grading Standards

1. Regular attendance and appropriate preparation for all class sessions is expected. One missed session is gratis, subsequent sessions will result in the loss of 5% of the total possible points and could have a negative impact on the student’s final grade.

2. Assignments are due as assigned and late assignments will be subject to a reduction in points, unless previous arrangements have been made. Assignments will be in final form and reflect your best efforts, with attention to grammar, usage, spelling, syntax and punctuation.

3. Grades will be determined by total points accumulated on a straight percentage. Grading ranges are as follows:

   95 to 100% = A
   90 to 94% = A-
   87 to 89% = B+
   84 to 86% = B
   80 to 83% = B-
   77 to 79% = C+
   74 to 76% = C
   70 to 73% = C-
   67 to 69% = D+
   64 to 68% = D
   60 to 63% = D-
   Any score below 60% = F

ASSIGNMENT OUTLINE
Each day will focus on a general topic, with lecture, discussion and small group work acting as follow-up. Reading and written assignments are to be prepared prior to the class meeting. This assignment outline will serve as a guide for the class structure. It is subject to change, and if possible, advance notice of all changes will be given.

### Week 1
- **Topic:** Introduce syllabus, course outline
- **Discussion:** What is Action Research?
- **Small Group Work:** Reflecting on Practice

### Week 2
- **Discussion:** Why do Action Research?
- **Reading Assignment:** Chapter 1, Purposes
- **Written Assignment:** Chapter Reflection
- **Small Group Work:** Questions we need to ask

### Week 3
- **Discussion:** Understanding Action Research
- **Reading Assignment:** Chapter 2, Paradigms and Methods
- **Written Assignment:** Chapter Reflection
- **Small Group Work:** Individual Question for Research

### Week 4
- **Discussion:** Design, Ethics, and Validity
- **Reading Assignment:** Chapter 3, Initiating a Study
- **Written Assignment:** Chapter Reflection
- **Small Group Work:** Double entry journal on article of choice

### Week 5
- **Discussion:** Multiple sources of information
- **Reading Assignment:** Chapter 4, Gathering Data
- **Written Assignment:** Chapter Reflection
- **Small Group Work:** Ethical issues to be addressed with Individual research question

### Week 6
- **Discussion:** More data sources
- **Reading Assignment:** Journal article
- **Written Assignment:** Double entry journal
- **Small Group Work:** Annotations of 5 references to support Individual research question

### Week 7
- **Discussion:** Organizing Qualitative Data
Week 8
Discussion: Quantitative Data
Reading Assignment: Journal article
Written Assignment: Double Entry Journal
Small Group Work: Select case studies, group

Week 9
Discussion: Presentation of Information
Reading Assignment: Chapter 6, Reporting
Written Assignment: Chapter Reflection
Small group work: Case studies

Week 10
Discussion: What happens next?
Reading Assignment: Chapter 7, Taking Action
Written Assignment: Chapter Reflection
Small group work: Case studies

Week 11
Reading Assignment: Chapter 8, Case Studies
Presentations: Small group presentations of case studies

Week 12
Individual Action Research Presentations
(1/2 of class)

Week 13
Individual Action Research Presentations
(1/2 of class)