

## **EDUC 707 EDUCATIONAL RESEARCH/ACTION RESEARCH Spring 2018**

Meeting times: January 31<sup>st</sup> (virtual meeting) from 5:00 p.m.- 6:00 p.m., The week of February 5<sup>th</sup> (individual meetings) and February 13<sup>th</sup> (in UWSP library – optional ) and April 25<sup>th</sup> from 5:00 -8:00 p.m. (in Innovation Space in CPS or on-line) Please note these times on your calendar because they will not change.

Dr. Pam Bork  
460 College of Professional Studies

Office hours: By appointment

Phone: 346-2354  
Email address: pbork@uwsp.edu

**Purpose:** The purpose of this course is to provide you with a basic understanding of educational research, with a specific focus on action research. The course will include a combination of optional face-to-face meetings and online work using the Desire 2 Learn (D2L) format. Because this is a course about research, you may decide to use the students you teach for your research subjects. After our first meeting, you will explore a variety of sources for educational research, determine ways educational research can inform and improve teaching practice, define your action research topic, examine best teaching practices to help determine a focus for your own action research, and develop an action plan for your action research. In March, you will carry out your action plan and collect and analyze data on the impact of your actions on students and student learning. Based on your findings, you will draw conclusions about the impact of your actions and determine a future plan of action. In March and April, we will not have required meetings, but you can always contact me if you need support in the course. In April, you should plan on analyzing data/evidence and drawing conclusions from your research. You will also develop a Power Point/Prezi presentation summarizing your action research project and present it to classmates during the final meeting on April 25<sup>th</sup> from 5:00 -8:00 p.m. As in all School of Education courses, the following InTASC standards will provide the foundation for what we do in this class.

### **Course Learning Outcomes**

Graduate students participating in this course will be able to:

1. describe how educational research, including action research, can be used to inform and improve teaching practice and increase student learning
2. define action research as a specific kind of educational research, and explain how it can be used to inform and improve teaching practice and increase student learning.
3. identify the steps involved in action research and explain different strategies/methods that can be used to conduct action research.
4. conduct action research in a classroom/school setting to address a need/problem/interest related to students and student learning.
5. determine the impact of their actions on students/classroom/school through collecting and analyzing data.
6. develop a plan for future action based on the findings of their action research.

## ASSIGNMENTS, POLICIES AND OTHER CONSIDERATIONS

### I. REQUIRED READINGS

You are required to read:

1. Johnson, A. P. (2008). *A short guide to action research*. (3<sup>rd</sup> ed.). Boston: Pearson. (Used on Amazon for \$3.48)
2. Zemelman, S., Daniels, H., & Hyde, A. (2006). *Best practice: Today's standards for teaching and learning in America's schools*. (3<sup>rd</sup> ed.). Portsmouth, NH: Heinemann. (Reading available on e-reserve under content)

### II. ATTENDANCE AND PARTICIPATION (15 pts.)

Attending class meetings is a requirement and professional expectation of the course. You will be required to attend three meetings (five points each) either face to face or remotely. The first meeting is mandatory on January 31<sup>st</sup> from 5:00-6:00 p.m. The second meeting is an individual appointment that you must schedule with me to go over your research project. The third meeting is optional on-campus meeting to receive training on your library resources on February 13<sup>th</sup>. The last mandatory meeting is scheduled for April 25<sup>th</sup> at 5:00 -8:00 p.m. for final project presentations. I will send a zoom link for you to attend remotely to all of the required meetings, or you can attend a face-to-face meeting in the office or for final presentations in the Innovation Space in the College of Professional Studies. You must present your final project using a Powerpoint or Prezi.

### III. ACTION RESEARCH WORKSHEET (10 pts.)

The action research worksheet provides a framework for completing your action research project and is posted on the D2L website. This will be discussed and completed in the first session. Completion of the Action Worksheet is essential to keep you focused and to work independently on your action research project. The worksheet is your guide on the side. You should make an attempt to draft each section of your research project. It is not a final product.

Bring a draft of Module 1, Part 1 "Defining the Problem/Need/Area of Interest",  
Module II, Part 1 "Action Plan," the "Review of the Literature Template" with a minimum of four sources completed to the October meeting. You are also encouraged to draft ideas for Module III, Part 1 "Data Collection, which we will be addressing in class.

A due date for the action worksheet is February 16<sup>th</sup>

### IV. MODULES

**Modules 1 and 2 are submitted together and are due March 23<sup>rd</sup>. It is recommended that all modules be read by a reading/writing partner before submission.**

#### **Module 1: Defining the problem/need/interest Review of the Literature**

In this first step of action research, you will identify a significant problem/need/area of interest in your own classroom/school (readings in the course text, "Best Practice", will help you identify the problem/need/area of interest). The first class session in September as well as your readings will also help you to identify and refine your problem/need/area of interest. Once you have identified your action research focus, you will review relevant professional literature to determine current practice and thought/theory in that area to help guide the development of an action plan. The review of the literature is

also very helpful for identifying the best methods for collecting and analyzing data to determine the impact of your action plan on students and student learning. This module will be the main focus of the individual meeting and the optional meeting in the library on February 13<sup>th</sup>.

**Corresponding readings:** Chapters 1, 8, and one additional chapter of your choice in “Best Practice”.  
Chapters 3, 4, 6, 7 and 16 in “A Short Guide to Action Research”

**Module 2: Action Plan  
Lesson Plans**

In the second step of action research, based on your area of focus and what you find in related professional literature, you will design an action plan to address the problem/need/area of interest in your classroom/school/project. In order to make very clear what is involved in your plan of action you will write an overview/summary of your action plan and write a set of lesson plans (if appropriate) to explain exactly what instruction/activities/practices you will be implementing in your classroom.

**Corresponding readings:** Chapter 11 in “A Short Guide to Action Research”

**Modules 3 and 4 are submitted together and are due April 13<sup>th</sup>.**

**Module 3: Data Collection and Analysis**

In the third and fourth steps of action research, based on your area of focus, what you find in related professional literature and your particular action plan, you will choose at least three (triangulation) forms of data to collect and analyze to determine the impact of your action plan on students/student learning. You will then choose formats (i.e., bar graph, pie graph, chart, etc.) for representing your data that best highlight your findings. Tentative ideas for data collection methods should be done in early March. Data collection should take place in March and early April. The goal is 4 weeks of data.

**Corresponding readings:** Chapters 8, 9, 10, 17 and 18 in “A Short Guide to Action Research”

**Module 4: Conclusions, Recommendations and Plan for Future Action**

In the last step of action research, you will draw conclusions based on your data analyses, make any appropriate recommendations, and determine a plan for future action based on your findings. Your plan for future action should explain specifically what your next steps will be and when they will occur.

**Corresponding readings:** Chapters 5 and 11 in “A Short Guide to Action Research”

**Module 5: Power Point Presentation to Peers, Final Sharing Meeting**

We will have a final class meeting on Wednesday, April 25<sup>th</sup> at which time everyone will present a Power Point presentation of their action research. The Power Point will include a summary of the problem/need/area of interest, review of literature, action plan, data collection and analysis, conclusions and plan for future action. Power Point presentation should be limited to eight minutes. Please upload your Power Point to D2L by Monday, April 23<sup>rd</sup> so it is easy to access for sharing.

**Corresponding readings:** Chapter 13 in “A Short Guide to Action Research”

**V. LESSON PLAN FORMAT (if appropriate)**

Your action plan must include lesson plans to provide a description of the practices you will be implementing in your classroom. Having lesson plans will also make it easier for you to remember the process you used with students and to use and revise your lesson plans in the future. It is recommended that lesson plans include the following components:

**Rationale** - should clearly identify the purpose for teaching each day's lesson and should be connected to your action plan.

**Learning Outcomes** - should include a list of specific intended learning outcomes.

**Materials** - should include a list of the materials needed to conduct the lesson.

**Procedure** – should describe the procedure that will be used, including what you will do and what the students will do.

**Assessment/evaluation** – should provide a plan for how you will assess student learning.

Assessment should describe how you will assess the accomplishment of learning outcomes.

## VI. GRADING PROCEDURES

You will receive credit according to the following point system:

### Graded Assignments

Attendance at mandatory meetings		10 points
Action Research Worksheet		10 points
Individual Meeting with professor		5 points
Module 1:	Defining the problem/need/interest Review of the Literature	15 points
Module 2:	Action Plan Lesson Plans	15 points
Module 3:	Data Collection and Analysis	15 points
Module 4:	Conclusions and Plan for Future Action	15 points
Module 5:	Power Point Presentation to Peers Final Sharing Meeting	15 points
Total		<u>100 points</u>

**NOTE:** 1 point per day will be deducted for late submission of any assignment unless communication has happened with the instructor.

## VI. GRADING SCALE

Points	Grade	Points	Grade
100-93	A	82-81	B-
92-91	A-	80-79	C+
90-89	B+	78-73	C
88-83	B		

No grades below a C will be given. If your grade is below a C, you will be assigned an incomplete for the course and will need to redo/revise your action research project to bring your grade to a C or above.

### **Common Core Standards and RtI**

Wisconsin has adopted the common core standards as a means of defining how and what instruction is taught at each grade level. Please refer to the link attached if you want to find the common core standards in a curricular area.

[http://standards.dpi.wi.gov/stn\\_ccss](http://standards.dpi.wi.gov/stn_ccss)

Wisconsin has a unique vision for the implementation of the framework for RtI. The attached link provides you that framework as well as additional links to PBIS and SIMS. You are strongly encouraged to use this framework when thinking about instructional design. There is also a wealth of resources for understanding Wisconsin RtI located at the Wisconsin RtI Center website that is also included.

<http://rti.dpi.wi.gov/>

<http://www.wisconsinrticenter.org/>

### **UWSP Community Bill of Rights and Responsibilities**

UWSP values a safe, honest, respectful and inviting learning environment. In order to ensure that each student has the opportunity to succeed, a set of expectations have been developed for all students and instructors. This set of expectations is known as the Rights and Responsibilities document, and it is intended to help establish a positive living and learning environment at UWSP. For information go to:

<http://www.uwsp.edu/stuaffairs/Pages/rightsandresponsibilities.aspx>

The rights and responsibilities document also includes the policies regarding academic misconduct, which can be found in Chapter 14. A direct link can be found here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/SSR-2010/rightsChapter14.pdf>

### **American with Disabilities Act**

The American Disabilities Act (ADA) is a federal law requiring educational institutions to provide reasonable accommodations for students with disabilities. For more information about UWSP's policies, check here:

<http://www.uwsp.edu/stuaffairs/Documents/RightsRespons/ADAPolicyinfo.pdf>

If you have a disability and require classroom and/or exam accommodations, please register with the Disability and Assistive Technology Center and then contact me at the beginning of the

course. I am happy to help in any way I can. For more information, please visit the Disability and Assistive Technology Center located on the 6<sup>th</sup> floor of the Learning Resource Center (Library). You can also find more information here: <http://www.4.uwsp.edu/special/disability/>

Again, any special circumstances that are unique to you as a student learner can be discussed at any time. Please make special arrangements to meet privately during my office hours.