

## **EDUC 707 EDUCATIONAL RESEARCH/ACTION RESEARCH Spring 2021**

On-line meeting times: Week of February 1<sup>st</sup> (Individual Meetings), Week of February 8<sup>th</sup> (in UWSP library session – asynchronous lecture on CANVAS and December May 3<sup>rd</sup> or 4<sup>th</sup> from 5:00 -7:00 p.m. (on-line research presentations) Please note these times on your calendar because they will not change.

Dr. Pam Bork  
460 College of Professional Studies

Office hours: By appointment

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Dr. Bork's Zoom personal meeting room:  
<https://uwsp.zoom.us/j/7153462354> Password: EDUC300

**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 two synchronous meetings online and asynchronous video lecture and assignments using the CANVAS student management system. Because this is a course about research, you may decide to use the students you teach for your research subjects. At our individual, 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 either May 3<sup>rd</sup> or 4<sup>th</sup> from 5:00 -8:00 p.m. Please mark your calendar with these dates. As in all School of Education courses, the following InTASC standards will provide the foundation for what we do in this class.

### **Educational Sustainability 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)

### II. ATTENDANCE AND PARTICIPATION (20 pts.)

Attending class meetings is a requirement and professional expectation of the course. You will be required to attend two synchronous meetings. The first synchronous meeting will be the first week in February. You will need to set up an individual meeting with me to discuss your research topic and research questions. Please schedule this meeting using this calendly link:

<https://calendly.com/pbork/individual-meetings-308-508-707>

This individual meeting is **mandatory** to stay enrolled in the course. If the available times do not work out for you, reach out in email and we will set up a time outside of my calendar availability.

Individual meetings will be conducted in my personal zoom room.

<https://uwsp.zoom.us/j/7153462354> Password: EDUC300

The second meeting is asynchronous, and it is a library tutorial to help you find the articles for the literature review portion of the final paper. You can find the library tutorial on CANVAS assignment page – Library tutorial.

The last mandatory synchronous meeting is scheduled for either May 3 or 4 from 5:00 -7:00 p.m. for final research presentations. You will be put in a group and will present your research to each other. These presentations will be 10 minutes in length. You will not be present in class for the full two hours. Your commitment of time will be an hour depending on the group you are assigned to.

Schedule looks as follows for May 3<sup>rd</sup> and 4<sup>th</sup>

May 3<sup>rd</sup> – 5:00-6:00 p.m. Groups 1 and 2

May 3<sup>rd</sup> – 6: 00-7:00 p.m. Groups 2 and 3

May 4<sup>th</sup> – 5:00 -6:00 p.m. Groups 3 and 4

May 4<sup>th</sup> – 6:00-7:00 p.m. Groups 5 and 6

You will need to send me your presentation prior by May 1<sup>st</sup>. You must present your final project using a PowerPoint or Prezi. We will do the presentations in Zoom. Log in through Canvas to access the zoom session.

### **III. ACTION RESEARCH WORKSHEET (Draft 5 pts.) Individual Meeting (10 points) (Final action worksheet (Module 1) 5 pts.)**

The action research worksheet provides a framework for completing your action research project and is posted on the Canvas. The draft will be discussed and completed in the first individual meeting. The final draft will be completed after the meeting as you begin to finalize your thoughts on your research project. 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 cannot stay enrolled in this course without the individual meeting and final action worksheet – Module 1 completed by the assignment deadline.

Have 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” You are also encouraged to draft ideas for Module III, Part 1 “Data Collection, which we will be addressing in your individual meeting with the professor.

**A due date for the action worksheet final – Module 1: February 14<sup>th</sup>.**

### **IV. MODULES**

**Modules 1 and 2 are submitted together. They are due March 21<sup>st</sup>. It is recommended that all modules be read by a reading/writing partner before submission.**

#### **Module 1: Defining the problem/need/interest (20 points) 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/education or noteworthy issue. In our individual meeting, I 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, student learning or the problem. This module will be the main focus of the individual meeting and an asynchronous lecture on finding library resources on CANVAS.

**Corresponding readings:** Chapters 3, 4, 6, 7 and 16 in “A Short Guide to Action Research”

#### **Module 2: Action Plan (10 points) Lesson Plans**

In the second step of action research, based on your area of focus and what you find in related professional literature and write a literature summary/review. You will also 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 or another venue to address the problem..

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

**Modules 3 and 4 are submitted together and are due April 25<sup>th</sup>**

#### **Module 3: Data Collection and Analysis (20 points)**

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 or problem.. 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 mid-March to 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 (15 points)**

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 make suggestions, or recommendations for future research based on your findings.

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

**Module 5: Power Point Presentation to Peers, Final Sharing Meeting (15 points)**

We will have a final class meeting on either May 3 or 4<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 no more than eight minutes. Please upload your Power Point to Canvas by Saturday, May 1<sup>st</sup> so it is easy to access for sharing. Please have no more than 6- 8 slides for this presentation.

**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.

## Suggested Time Management for this course:

Week 1 – Read the course syllabus thoroughly and make a calendy appointment for the first week of February

Week 2 – Attend the individual appointment online with Dr. Bork and have the Action Worksheet available at this meeting.

Week 3 – Attend the library session on – Identify the professional literature you will use for the research project

Week 4 – Read the Research articles on your topic and begin reading in the assigned chapters in the book. Write the literature

March – Finish writing Modules 1 and 2 – Make sure to have the Modules completed by March 21<sup>st</sup>. Start collecting data no later than March 7<sup>th</sup> and continue assigned readings for course.

April – Continue to collect data and finish up your data collection by no later than April 18<sup>th</sup>. Submit Modules 3 and 4 by April 25<sup>th</sup>.

May – Submit Module 5 and presentation by May 1<sup>st</sup>. Submit Final Research Project by May 9<sup>th</sup>.

## VI. GRADING PROCEDURES

You will receive credit according to the following point system:

### Graded Assignments

|   |                       |
|---|-----------------------|
| Individual Meeting to develop project   | 10 points             |
| Action Research Worksheet (Draft after individual meeting)                                    | 5 points              |
| Action Research Worksheet (Final - Module 1)  | 5 points              |
| Module 1: Defining the problem/need/interest<br>Research question<br>Review of the Literature | 20 points             |
| Module 2: Action Plan or<br>Lesson Plans  | 10 points             |
| Module 3: Data Collection and Analysis  | 20 points             |
| Module 4: Conclusions and Plan for Future Action  | 15 points             |
| Module 5: Power Point or Prezi<br>Final Research Presentation                                 | 5 points<br>10 points |
| Total   | 100 points            |

**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.

\*Due to COVID 19, please communicate any concerns you have with your health or circumstance that may affect your ability to perform at our highest level in this course. I am here to support your success.

### **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.