

EDUC 707 EDUCATIONAL RESEARCH/ACTION RESEARCH

SPRING 2020

Instructor: Dr Uzeyir Ogurlu (aka Dr.O)

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Office: College of Professional Studies,
Room 433

Wednesday 11.30-1

CLASS DATES

Date	Time	Place	Topic
January 22nd	4-6.30	PDC at PoDS	Introduction and Syllabus Highlights
January 29th	4-6.30	UWSP library	Library Meeting
February 12th	4-6.30	PDC at PoDS	Round table discussion
February 26th	4-6.30	Bliss PDC	Individual meeting on Data collection
March 11th	4-6.30	Bliss PDC	Individual meeting on Data collection
March 25th	4-6.30	PDC at PoDS	Round table discussion
April 8th	4-6.30	Bliss PDC	Research Presentations
April 22 nd	4-6.30	Bliss PDC	Research Presentations

COURSE DESCRIPTION

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 Canvas. 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.

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.

Learning Online

This course is a hybrid course which means a compromise between face to face and online learning.

There are required class meetings above

While there are many advantages to this approach, there are some significant challenges.

Reading and understanding all syllabus is crucial.

It's very important that you complete all the readings carefully. For some readings, I provide study questions or other tools to help you check your understanding.

It's very important that you communicate with me as needed. Email is an excellent way to reach me. I'm also happy to make an appointment to meet in person. Please don't hesitate to contact me, with questions about the course or assignments, questions about the reading or other content, problems in your life, etc.

Don't worry about looking foolish or wasting my time. I care about your success.

I'd rather clear up your confusion today than deduct points on an assignment tomorrow.

Please read the directions for each assignment carefully. You will submit all assignments to CANVAS. Do not email me any assignments but your questions.

Required Coursebook:

Johnson, A. P. (2008). *A short guide to action research*. (3rd or 4th ed.). Boston: Pearson.
(Used on Amazon for \$3.48)

Optional book

Zemelman, S., Daniels, H., & Hyde, A. (2006). *Best practice: Today's standards for teaching and learning in America's schools*. (3rd ed.). Portsmouth, NH: Heinemann.

Other readings will be handed out in class, posted on Canvas, or obtained independently by students.

Assignments

Your final grade in this course will reflect the quality of your work across the semester. It is my goal to help you learn as much as possible from this course. All the assignments are listed in the CANVAS. Directions and rubrics for all the assignments are listed in CANVAS too. Please read the directions and rubric for each assignment carefully. All assignments must be submitted via CANVAS unless otherwise indicated. You must save all your work electronically and also in hardcopy format for your records before submitting it. I'm always happy to answer questions on an assignment, please don't hesitate to ask. All submissions must be typed using 12-point Times New Roman font, with 1-inch margins on all sides. A cover page specifying the assignment, due date, instructor's name, and student's name must be included.

#	Assignments	Possible Points	Due Date
1	Response to the Syllabus	10	By Feb 1@ 11.59
2	Attendance at mandatory meetings	20	

3	Action Research Worksheet	20	By Feb 8 @11.59pm
4	Defining the problem/Review of the Literature	30	By Feb 15 @11.59 pm
5	Action Plan /Lesson Plans	30	By Feb 22 @11.59 pm
6	Data Collection and Analysis	30	By March 28 @11.59 pm
8	Conclusions and Plan for Future Action	30	By April 4 @11.59 pm
	Research Presentation	20	On April 8 & 22
7	Final Paper	10	By May 1

NOTE: 2 points per day will be deducted for late submission of any assignment unless communication has happened with the instructor.

Grading Scale:

A	188– 200%	B-	160 – 197%	D+	134 – 139%
A-	180 –187 %	C+	154 – 159%	D	128 – 133%
B+	174– 179%	C	148 – 153%	D-	120 – 127%
B	168 – 173%	C-	140 – 147%	F	< 120%

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.

Assignments

Respond to the Syllabus

By the due date, I would like you to read the syllabus carefully and then to write down your understanding of various points. This is so I can be sure you understand what you are getting yourself into. You automatically receive full points if you complete it on time. By completing this assignment, you are saying that you've read the syllabus. You're also saying that if you have any questions about the syllabus, you have asked me, or you will ask me.

In this assignment, you will also introduce yourself to me. I will read your introduction and reply to you individually. Detailed info and guidelines for the assignment are posted on Canvas.

Attendance at mandatory meetings

Attending class meetings is a requirement and professional expectation of the course. You will be required to attend three meetings:

The library meeting: (January 29th). We will meet in the lobby of the UWSP library.

Individual meetings: (February 26th and March 11th). Please go to the google sheet and choose a meeting time with me and put your name on the sheet.

Final project meeting: (April 8th and 22nd). Please go to the google sheet and choose a presentation time and put your name on the sheet. During the final meeting, at least 4 people must be present. Let's say if your presentation is at 5, those who have presentations at 4.30, at 4.45, at 5.15 and at 5.30 must be in class. Others are also welcome.

Other meetings (Round table discussions) are optional: (Feb 12th and March 25) We will go through our research ideas and give/ get feedback in the class.

Action Research Worksheet

The action research worksheet provides a framework for completing your action research project and is posted on CANVAS. 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 just a framework you would follow through. Detailed info and guidelines for the assignment are posted on Canvas.

Defining the problem/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. 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. Detailed info and guidelines for the assignment are posted on Canvas.

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. Detailed info and guidelines for the assignment are posted on Canvas.

Data Collection and Analysis

In the third 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. Data collection should take place in March and early April. The goal is 4 weeks of data.

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.

Research Presentation/ Final Paper

In the assigned time, everyone will present a PowerPoint presentation of their action research. This 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.

Your final research paper is your capstone assignment for this course. You will need that for your comprehensive portfolio. If you received feedback about your paper when going through the Modules you will need to make those changes to receive the points in this assignment. Your paper should follow the action worksheet provided with the appropriate titles. Please make a cover sheet for this paper for your portfolio. Detailed info and guidelines for the assignment are posted on Canvas.

Modules

We have 5 modules for this course. You can see all the modules on Home on Canvas. Or use this link

Module 1: Introduction

Module 2: Defining the problem/Review of the Literature

Module 3: Action Plan /Lesson Plans

Module 4: Data Collection and Analysis

Module 5: Conclusions and Plan for Future Action

Module 6: Research Presentation

In modules, you are to read the related chapters in your coursebook and additional readings on Canvas. After completing the readings for a unit, you'll complete one or more assignments as depicted above.

Course and University Policies

Attendance. Attendance in the class is highly recommended. The details are provided above

If you decide to drop a class, please do so using myPoint or visit the Enrollment Services Center. Changes in class enrollment will impact your tuition and fee balance, financial aid award and veterans educational benefit.

During the first eight days of the regular 16 week term, your instructor will take attendance. If you are not in attendance, you may be dropped from the class. You are responsible for dropping any of your enrolled classes.

- If you must be absent during the term, tell your instructor prior to the class you will miss. If you cannot reach your instructor(s) in an emergency, contact the Dean of Students Office at 715-346-2611 or DOS@uwsp.edu .

- If you are dropped from a class due to non-attendance, you may only be reinstated to the class section using the class add process. Reinstatement to the same section or course is not guaranteed. Your instructors will explain their specific attendance policies to be followed at the beginning of each course.
- If you take part in an off-campus trip by an authorized university group such as an athletic team, musical or dramatic organization, or a class, make appropriate arrangements in advance with the instructor of each class you will miss. If you are absent from classes because of emergencies, off-campus trips, illness, or the like, your instructors will give you a reasonable amount of help in making up the work you have missed.
- If you enroll in a course and cannot begin attending until after classes have already started, you must first get permission from the department offering the course. Otherwise, you may be required to drop the course.
- If you do not make satisfactory arrangements with your instructors regarding excessive absences, you may be dismissed. If you are dismissed from a class, you will receive an F in that course. If you are dismissed from the University, you will receive an F in all enrolled courses.

Late work. I expect you to complete all assignments on time. An assignment completed on time can receive 100% of the points possible. 2 points per day will be deducted for late submission of any assignment unless communication has happened with the instructor. After 5 days, I usually refuse to accept a late assignment.

Cell phone and laptop policy.

Research supports that having visual access to a cell phone diminishes our ability to learn. Checking social media, texts, emails, and messages is unprofessional and disrespectful to our class community. Please turn off your phone during class; I will do so as well.

The instructor will notify in advance when cell phones will be used for instructional purposes. See me for extraordinary situations that require you to use cell phones.

The use of ipads and laptops are allowed for the class works not for using your social media accounts or any other works.

Academic Dishonesty

Academic dishonesty will not be tolerated. This includes, but is not limited to, cheating on an exam, plagiarism, and/or giving (or asking for) the questions or answers on a quiz. Breaches of academic dishonesty will result in a failing grade and will be taken up with the university

committee charged with prosecuting academic dishonesty. "Turnitin" software will be used for assignments in this course. Turnitin helps students avoid plagiarism and helps instructors give assessment feedback to students.

Here's the policy, for your reference:

UWSP 14.01 Statement of Principles

The board of regents, administrators, faculty, academic staff and students of the University of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the University of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for the respect of others' academic endeavors.

To read UWSP's definition of academic misconduct, please consult UWSP 14.03. In short, examples of academic misconduct include, but are not limited to:

- Cheating on an examination
- Collaborating with others in work to be presented, contrary to the stated rules of the course
- Submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another
- Submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas
- Stealing examinations or course materials
- Submitting, if contrary to the rules of a course, work previously presented in another course

Students suspected of academic misconduct will be asked to meet with me to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](#).

Inclusivity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion,

and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this link. You may also contact the Dean of Students office directly at dos@uwsp.edu.

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Religious Beliefs Accommodation

It is UW System policy to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.

You will be permitted to make up an exam or another academic requirement at another time or by an alternative method, without any prejudicial effect, if:

- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities. The

modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom. Examinations or other procedures used for evaluating students' academic achievements may be adapted. The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

If modifications are required due to a disability, please inform the instructor and contact the [Disability and Assistive Technology Center](#) to complete an Accommodations Request form. Phone: 346-3365 or Room 609 Albertson Hall.

Help Resources

Tutoring	Advising	Safety and General Support	Health
Tutoring and Learning Center helps with Study Skills, Writing, Technology, Math, & Science. 018 Albertson Hall, ext 3568	Academic and Career Advising Center, 320 Albertson Hall, ext 3226	Dean of Students Office, 212 Old Main, ext. 2611	Counseling Center, Delzell Hall, ext. 3553. Health Care, Delzell Hall, ext. 4646

UWSP Service Desk

The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information](#).

Care Team

The University of Wisconsin-Stevens Point is committed to the safety and success of all students. The Office of the Dean of Students supports the campus community by reaching out and providing resources in areas where a student may be struggling or experiencing barriers to their success. Faculty and staff are asked to be proactive, supportive, and involved in facilitating the success of our students through early detection, reporting, and intervention. As your instructor, I may contact the Office of the Dean of Students if I sense you are in need of additional support which individually I may not be able to provide. You

may also share a concern if you or another member of our campus community needs support, is distressed, or exhibits concerning behavior that is interfering with the academic or personal success or the safety of others, by reporting [here](#).