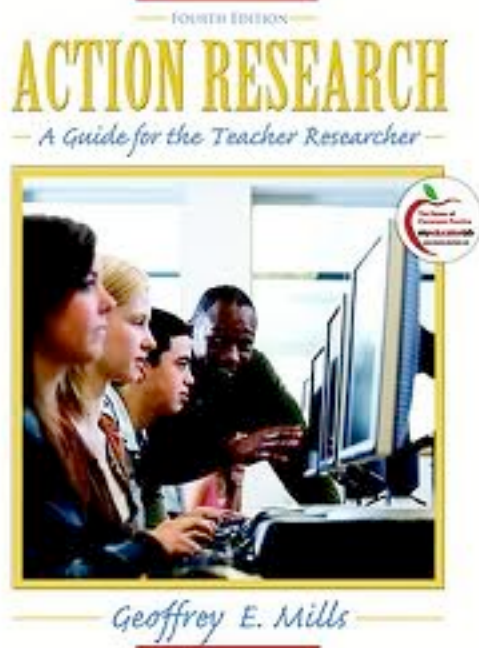


EDAM 528: Research Methodology for Action Research (online)



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COURSE DESCRIPTION

The purpose of this course is to learn about the principles of Action Research, a form of self-reflective systematic inquiry used by educators to improve how their particular setting operates, how they teach, and how well their students learn (Mills, 2000). Action Research can have significant practical application for other professional educators in terms of “best practice.” Students will learn to identify “problems” of practice that can be addressed with action research. This course will enable students to Chapter One: Introduction; Chapter Two: Literature Review; and Chapter Three: Research Methodology. The completion of the Action Research Project will occur in course 540, *Action Research Project* which will address: Chapters Four: Results; Chapter Five: Conclusions & Implications for Teaching, Educational Policy and Future Research. *Note:* EDAM 540 is required for ED ADMIN students; it is an elective for HRD, TLC or LT students. ED ADMIN students focus on improving student learning and teaching practices.

COURSE OBJECTIVES

In this course, students will write papers, and engage in DB posts, Collaborate sessions and individual meetings to:

1. Define Action Research & Identify the Stages of Action Research
2. Understand Action Research Approaches & Characteristics of Quality Action Research
3. Identify a Problem of Practice in the Area of Learning, Teaching and/or Leadership
4. Provide a Sound Rationale for Designing Action Research
5. Construct Feasible & Relevant Research Questions
6. Conduct a Timely Literature Review
7. Understand Basic Qualitative and Quantitative Research Methodologies
8. Understand Research Ethics & Complete the CITI IRB Requirement
9. Design a Methodology Plan

REQUIRED TEXTS:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th Edition). Washington, DC: American Psychological Association. ISBN 10: 1-4338-0561-8
Mills, G. E. (2011.) *Action research: A guide for the teacher researcher* (4th Ed.) Prentice-Hall, New Jersey: Merrill. ISBN-13: 978-0-13-7000314-3

Weekly Schedule

WK	COURSE OBJECTIVE(S)	READING ASSIGNMENTS and corresponding focus	DUE
1 01/06/ 14 Mon	1. Define Action Research & Identify the Stages of Action Research 2. Understand Action Research Approaches & Characteristics of Quality Action Research	Read Mills, CH 1 MacLaughlin et al. article Dabisch article Hansen article Identify the purpose, nature, goals and theoretical foundations of AR	Create a new Introductory Blog entry Participate in Discussion Board*: Post a DB Thread + Response. Collaborate SESSION Thursday January 9th, 2013 7:30-8:30 pm EST (archived for further viewing)(further Collaborate Sessions TBA)
2 01/15 Wed	3. Identify a Problem of Practice in the Area of Learning, Teaching and/or Leadership	Mills, CH 3 APA Tutorial Identify the problem area & rationale for your AR project	DB Thread + Response: Post AR Problem Area Outline, for Peer Review in DB Peer Review Pairs will be posted
3 01/22 Wed	4. Provide a Sound Rationale for Designing Action Research 5. Construct Feasible & Relevant Research Questions	Review Mills, CH 3 Mills CH 4; 5 Develop a problem statement Craft Research Questions (RQ's)	DB Thread + Response: Peer Review of AR Problem Area Outline in DB Peer Review Evaluation Questions will be posted
4 01/29 Wed	4. Provide a Sound Rationale for Designing Action Research 5. Construct Feasible & Relevant Research Questions	Review Mills, CH 3 Mills CH 4; 5 Finalize a problem statement, a purpose statement, study limitations, RQ's, key definitions	Discussion Board Thread + Response Assignment #1 Chapter 1: Introduction DUE**
5 02/05 Wed	6. Conduct a Timely Literature Review 7. Understand Basic Qualitative and Quantitative Research Methodologies	Review Mills, CH 3 Mills 4; 5 Creswell readings Table of Library Database Search Terms Developing a Literature Matrix Handout on Evaluating Research Articles	Discussion Board Thread + Response: Drexel Library Database Searches Research Articles
6 02/12 Wed	1. Conduct a Timely Literature Review 2. Understand Basic Qualitative and Quantitative Research Methodologies	Review Mills, CH 3 Johnson & Christenson reading Sagor reading	Discussion Board Thread + Response
7 02/19 Wed	6. Conduct a Timely Literature Review 7. Understand Basic Qualitative and Quantitative Research Methodologies 3. Understand Research Ethics & Complete the CITI IRB Requirement	Mills CH 2 "Ethics" Drexel IRB Information Table of Library Database Search Terms Developing a Literature Matrix	Discussion Board Thread + Response Assignment #2: Chapter 2: Literature Review DUE
8 02/26 Wed	7. Understand Basic Qualitative and Quantitative Research Methodologies 8. Understand Research Ethics & Complete the CITI IRB Requirement	Review Mills CH 2 "Ethics" Spaulding reading Drexel IRB Website & Information Triangulation Matrix Handout	Discussion Board Thread + Response Assignment #3: CITI Certification DUE <i>You can start this earlier and complete it before this week, if you prefer, as it is an Online Module provided by Drexel.</i>
9 03/05 Wed	9. Design a Methodology Plan	Review Mills 4; 5 Data displays Sample timelines, tables and figures	Discussion Board Thread + Response
10 03/12 Wed---	9. Design a Methodology Plan	Review Mills 4; 5 Lennick & Kiel reading	Assignment #4: Chapter 3: Methodology DUE Discussion Board Thread + Response

*DB=Discussion Board **Each Chapter is ~5-6 pages single-spaced, 12 point Times New Roman Font. Guidelines will be posted in BBLearn. ***Classes end March 17th, 2014. Final grades are posted Wednesday, March 26th, 2014.

ASSIGNMENTS

1. 20 pts Participation: Discussion Board Threads & Responses; Outlines; Peer Reviews; Blogs (due Every week)
2. 20 pts Assignment #1: Chapter 1: Introduction (due Tuesday, January 28th, 2014, Midnight)
3. 20 pts Assignment #2: Chapter 2: Literature Review (due Tuesday, February 18th, 2014, Midnight)
3. 20 pts Assignment #3: CITI IRB Certification (due BY Tuesday, February 26, 2014, Midnight-*You can complete this as early as Week #1 if you like as it is an online module*)
4. 20 pts Assignment #4: Chapter 3: Research Methodology (due Tuesday, March 11th, 2014, Midnight)

Note: Each Chapter is 5-6 pages single-spaced, 12 point Times New Roman Font. Guidelines will be posted in BBLearn.

READINGS (posted in BBLearn)

McLaughlin, H. J., Watts, C. and Beard, M. (2000). *Just Because It's Happening Doesn't Mean It's Working: Using Action Research to Improve Practice in Middle Schools*" *Phi Delta Kappan*, 82(4) pp. 284-290 (pdf document in WK1)

Dabisch, Denise I. (2001). From Desks to a Quest: Understanding the Process of Teacher Research. *Networks: An Online Journal for Teacher Research*, 4 (2) Available:
<http://journals.library.wisc.edu/index.php/networks/article/view/37/42>

Hansen, Lara (2001) The Inherent Desire to Learn: Intrinsically Motivating First Grade Students. *Networks: An Online Journal for Teacher Research*, 4(2) Available:
<http://journals.library.wisc.edu/index.php/networks/article/view/39/44>

Richardson, J. (Feb/March 2000). Teacher Research Leads to Learning, Action. *National Staff Development Council*.

RECOMMENDED TEXTS (for further developing research skills)

American Psychological Association (2010). *Concise rules of APA style* (6th Edition). Washington, DC: American Psychological Association. {This is a wire-bound, small book that is easy to flip through, and portable.}

Coghlan, D. & Brannick, T. (2001). *Doing action research in your organization*. Thousand Oaks, CA: Sage.

Creswell, J. W. (2008). *Educational research: Planning, conducting, evaluating quantitative and qualitative research* (3rd Ed). Upper Saddle River, NJ: Pearson.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd Ed). Thousand Oaks, CA: Sage.

Fowler, F. J. (2009). *Survey research methods* (4th Ed). Applied Social Research Methods Series. Thousand Oaks, CA: Sage.

Schmuck, R. A. (2006). *Practical action research for change* (2nd Ed). Thousand Oaks, CA: Corwin Press.

Online Resources

Barron, B., & Darling-Hammond, L. (2008). Teaching for meaningful Learning: A Review of Research on Inquiry-based and Cooperative Learning. *Edutopia. An Online Resource for Educators*.
<http://www.edutopia.org/inquiry-project-learning-research>
[Article on Teacher Action Research \(Parsons\)](#)
[National Staff Development Council - Action Research tools](#)

Assignments

1. Assignment guidelines will be posted in BBLearn. Assignments that are late will receive one grade less credit. And corrupted documents will be considered a late assignment. Assignments that are more than one week late will receive another grade reduction.
2. Students who do not make assignment deadlines will be recommended to take an Incomplete and speak with their advisor. Students who exhibit problems with writing will be referred to the Writing Center.
3. Turn in all assignments via an Assignment Box in the appropriate Unit.
4. Use Microsoft Word for all documents. Put your last name in the title and put .doc or .docx at the end. For example, 'Katz-Buonincontro Active Listening Assignment.doc.'

Online Course Participation Policy

- Exemplify leadership and role model all that you write, say and do. Use affirmative language in all of your communication with peers and the instructor.
- Participation on the Discussion Board (DB) is required, and graded. Contribute to the week's question, grab peoples' attention in a positive way and read their posts with care. Each week, post at least twice with your team– one original "thread" of your own and one response to a classmate. Multiple postings, however, are strongly encouraged as a means of contributing to the learning of the entire class.

Weekly participation is graded on a scale of **0 [no participation], 1 [insufficient participation, which is > (less than) 3 substantive sentences for each prompt, that is relevant to weekly course content] or 2 [sufficient participation of 3-5 substantive sentences for each prompt, that is relevant to weekly course content]**.

- Use 'NETIQUETTE:' be respectful of peers and instructors and advisors in language and in tone, in both email correspondence and in DB Posts. Racist, sexist, homophobic, swear/curse words and otherwise disrespectful or rude language is not tolerated.
- Plagiarism is not tolerated in DB posts, email correspondences or in papers. Please quote authors directly with a page number and use no more than 3-5 lines of text, e.g. (Katz-Buonincontro, 2009, p. 69) and refer to authors in parenthesis if you paraphrase a sentence, e.g. (Katz-Buonincontro, 2009).
- Collaborate Sessions: All sessions will be archived for you to view at a later time. Please make every effort to attend these sessions to learn information, pose questions and get a sense of your peers' experiences. If you cannot attend the session, please email the instructor and view the archived session. Then, participate in the related discussion board or journal entry required.

Grading

A	100 – 93	A -	92 – 90	B +	89 -87
B	83 – 86	B -	80 – 82	C +	77 - 79
C	73 – 76	C -	70 – 72	D +	67 - 69
D	63 – 66	F	62 and below		

- Weekly Discussion Board participation is graded on a scale of **0 [no participation], 1 [insufficient participation, which is > (less than) 3 substantive sentences for each prompt, that is relevant to weekly course content] or 2 [sufficient participation of 3-5 substantive sentences for each prompt, that is relevant to weekly course content]**.
- Review policies on an incomplete grade in the Provost Office Guidelines <http://www.drexel.edu/provost/policies/grades.asp>

Important Information

- 1) **The end of week 2 is the last day for dropping a course;** you may withdraw after that.
- 2) **Students with disabilities** requesting accommodations and services at Drexel University need to present a current accommodation verification letter (IAVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (iODS). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.
- 3) **Academic Honesty Policy:** All students are expected to abide by Drexel University's policies. If an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed, depending on the severity of the offense:
 - * Reduction of a course grade
 - * An F for the assignment or exam
 - * Failure for the entire course with the inability to withdraw, or
 - * Other action deemed appropriate by the faculty member. Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s). Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs. These sanctions may include suspension or expulsion from the University. Drexel University Student Handbook, 2005-2006 edition. <http://www.drexel.edu/studentlife/images/0506Handbook.pdf>