



EDUC 703: Introduction to Action Research

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Fall Graduate (Oct 5 - Dec 19) 2015

Course Dates: Oct 5-Dec 19, 2015 Class Format : Online via Canvas plus 3 in-person sessions at St. Anthony's: Oct 19th, Nov 2nd and Nov 30th	Office Hours: Available for phone calls, Google hangout, Skype or other video meeting by appointment.
Email: Email contact can be conducted through my Chaminade email address or through Canvas. When emailing me, please the course number for the course you are taking (i.e., ED 703 Intro to Action Research).	
Required Texts: <ul style="list-style-type: none">• Mills, G. E. (2014). <i>Action research: A guide for the teacher researcher</i> (5th ed.). Boston: Pearson.	

Course Description

This course extends the principles and methods of research learned in the Educational Research and Design course to action research in an instructional setting. A focus will be on using research skills to foster systematic and thoughtful inquiry into instructional practice. Practitioners explore relevant educational practice issues through writing reflections, experimenting with action research strategies, and sharing their work in a collaborative setting.

Big Ideas

- Action research supports the practitioner's development as a change agent in instructional settings.
- Action research is a means of identifying the source of educational problems and evaluating solutions, leading to improved student achievement.
- Engaging in critical reflection enables practitioners to identify their strengths and needed areas of improvement, thus supporting the development of best practices in education.

Essential Question

How can educators apply the principles of scientific inquiry to everyday problem solving and decision making?

Course Requirements

Program Learning Outcomes (PLOs)

Successful teacher candidates must meet relevant professional, state, and institutional standards through meeting the following Program Learning Outcomes. PLOs highlighted will be emphasized through this course.

Program Learning Outcomes (PLO's)

PLO 1	Demonstrate and analyze his/her own professional and intellectual development and its relationship to best practices in education (Reflective Practice).
PLO 2	Differentiate between and critique major learning theories currently driving the field as important empirical, historical, philosophical, and conceptual studies (Theory).
PLO 3	Apply research-based practice characterized by caring and mutual respect for diverse populations (Diversity).
PLO 4	Design and assess learning activities that allow for the construction of meaning and promotion of self-responsibility for learning (Design).
PLO 5	Critique and analyze academic literature and research methodologies (Scholarship).
PLO 6	Demonstrate the ability to compose academic prose for a variety of audiences including peers, professors, and the larger professional community (Communication).
PLO 7	Demonstrate the ability to engage in and facilitate academic and professional dialogue within a community of learners (Leadership).

Course Learning Outcomes (CLO's)

At the completion of this course, the students should be able to:

CLO 1	Explain the steps and processes of action research. (PLO 5).
CLO 2	Engage in critical reflection to change and improve various aspects of practice. (PLO 1).
CLO 3	Identify the relevant research designs for a particular action research project. (PLO 4).
CLO 4	Develop necessary procedures, instruments, and methods for collecting data. (PLO 4).
CLO 5	Develop and write a proposal for an action research project. (PLO 6).

Course Requirements

Google Drive

Given the iterative nature of this course we will be utilizing the resources of Google Drive to create, share and edit and manage course materials.

Assignment Plan

All assignments have assignment guidelines which provide you with complete assignment information, including, but not limited to, objective(s), description, format, submission, and due dates. It is your responsibility to review these guidelines for each assignment. If there are discrepancies with regards to the due date, the due date listed on the assignment guidelines will supersede.

Assignment	% of grade	Assignment Description
Threaded Discussions	15	Discussion questions will be posted on Canvas. You must post your original response to the discussion questions no later than Thursday at 11:59 p.m. You must respond to two of your classmates posts no later than Saturday at 11:59 p.m.
Article Annotations/ Annotated bibliography	20	Complete 10 annotations of readings associated with your chosen topic and upload them to Canvas. Use comments on annotations to improve your annotations and create an alphabetized annotated bibliography with at least 10
NIH Certification	10	Complete the Protecting Human Participants training online by clicking here .
Action Research Assignments	55	Drafts of introduction, literature review and methodology sections. Complete the introductory component of your action research proposal.

Grading Scale

A	90-100
B	80-89
C	70-79
F	≤ 69

Course Policies

Due Dates

Course activities will run from Monday to Sunday. In order to allow sufficient time for students to engage in online conversations about the ideas expressed in the reading assignments and other discussion prompts, initial posts/reflections about the assigned reading chapters will be due by Friday at 11:59pm. This will provide 48 hours for comment and discussion. All peer comments need to be completed by 11:59pm on Sunday. Other assignments will be due by Sunday at 11:59pm unless otherwise indicated.

Assignment	Due day/time
Reflection on Chapter assignments - Begin Threaded discussions	Friday 11:59 PM
Peer Comment on threaded discussions	Sunday 11:59 PM
Article Annotations	Sunday 11:59 PM
Action Research Assignments	Sunday 11:59 PM

Late Work Policy

I do not accept late work. The Chaminade's Learning Management System (i.e., Canvas) will be configured to identify assignments that are submitted after the due date/time. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit your work on time, so that we can all progress through this learning experience together.

Course Communication

When communicating with me electronically, please identify the course you are referring to in the the subject line (EDUC 703) of your e-mail. I am teaching five separate courses this semester, therefore I need to know which course material/activities to which I am responding.

Canvas

CUH has adopted Canvas as the new Learning Management System (LMS). Announcements, assignments and grades will be posted on Canvas. Please be patient with yourselves as you engage in learning using this new LMS.

Group Work/Cooperative Learning Policy

Learning and engagement in science and engineering is a process that requires the interaction and support of others. In other words, knowledge is [socially constructed](#). In order to support learning of all students you will be expected to work cooperatively with others in this course. Your contribution to the in-class and online discussion will support your learning as well as the learning of others in this course.

Rewrite/Resubmission Policy

Learning is an iterative process and multiple opportunities will be provided for students to revise their work. Students who wish to submit a revised assignment for an increased grade need to contact the instructor directly. Because course activities will include the process of revision, opportunities to rewrite and resubmit work will ONLY be provided on a case-by-case basis. No rewrites will be provided on the final submission of the Signature Assignment (i.e., final action research proposal).

Writing Policy:

All papers are to be word-processed, proofread, and solely the work of the author. All papers should demonstrate mastery of grammar, punctuation, spelling and syntax expected of college level students. Use of [APA/MLA](#) is required for all papers. If you need writing assistance, please seek help from Student Support Services and the [Academic Achievement Program](#).

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent your instructor from making the necessary accommodations. Please refer any questions to the Dean of Students.

Weekly Schedule

Note: This schedule is tentative and is subject to change. **Changes will be announced via email and/or through Canvas.**

Week	Date	Topic	Assignment	Required Reading
1	Oct 5-11	Introduction to action research.	Threaded Discussion 1. Annotation 1 Review Sullivan Family Library Resources	Mills Chapter 1 & 3 1 Personal article
2	Oct 12-18	Ethics.	Threaded Discussion 2. NIH Training Review ProQuest Flow Module	Mills, Chapter 2.
3	Oct 19-25 (On site meeting)	Topic area.	Problem Statement. Annotation 2 & 3 (1 Qualitative; 1 Quantitative)	2 Personal articles Read Galvan Chapters 4-6
4	Oct 26 - Nov 1	Data collection.	Action Plan Proposal – Introduction draft. Threaded Discussion 3.	Mills, Chapter 4. 2 Personal articles

5	Nov 2-8 (On site meeting)	Data effectiveness.	Threaded Discussion 4. Annotation 4 & 5	Mills, Chapters 5 & 6. 2 Personal articles
6	Nov 9 -15	Action planning.	Annotation 6 & 7 Action Plan Proposal - Introduction + Literature review draft	Mills, Chapter 7. 2 Personal articles
7	Nov 16-22	Peer feedback	Annotation 7&8 Peer feedback on literature review	2 Personal articles
8	Nov 23-29	Methodology.	Annotation 9&10 Action Plan Proposal – Introduction, Literature review + Methods draft.	2 Personal articles
9	Nov 30-Dec 6 (On-site meeting)	Peer feedback	Annotation 11&12 Peer feedback on Methodology	2 Personal articles
10	Dec 7-11	Drafting a Research proposal	Action Research Proposal - Introduction, Literature review, Methodology revisions	None
Finals	Dec 14-18		Final Revisions as needed	

University Policies

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center [808 735-4845](tel:8087354845).
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance: As stated in the [Chaminade University Student Handbook](#), students are expected to attend all classes for courses in which they are registered. *Students must follow the attendance policy of the Division* as appropriate for the course format (on-ground, hybrid, or online). Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. A summary of the Education Division's attendance policy is attached at the end of this syllabus.

Writing Standards: All work submitted by Chaminade University students must meet the following writing standards. Written assignments should:

1. Use correctly the grammar, spelling, punctuation, and sentence structure of Standard Written English.
2. Develop ideas, themes, and main points coherently and concisely.
3. Adopt modes and styles appropriate to their purpose and audience.
4. Be clear, complete, and effective.
5. Carefully analyze and synthesize material and ideas borrowed from sources. In addition, the sources of the borrowed material should be correctly acknowledged to avoid plagiarism (see Plagiarism).

Plagiarism: "Plagiarism is the offering of work of another as one's own. Plagiarism is a serious offense and may include, but is not limited to, the following:

1. Complete or partial copying directly from a published or unpublished source without proper acknowledgement to the author. Minor changes in wording or syntax are not sufficient to avoid charges of plagiarism. Proper acknowledgement of the source of a text is always mandatory.
2. Paraphrasing the work of another without proper author acknowledgement.
3. Submitting as one's own original work (however freely given or purchased) the original exam, research paper, manuscript, report, computer file, or other assignment that has been prepared by another individual.

Please refer to your [Student Handbook](#) for other important institutional and academic policies including more detailed information regarding Grading, Plagiarism, Classroom Department, Freedom of Expression, Add/Drop, Disabilities, and others.

Diversity/Full Inclusion: Chaminade University of Honolulu is committed to a policy of non-discrimination and recognizes the obligation to provide equal access to its programs, services, and activities to students with disabilities. If a student is in need of accommodation due to a documented disability, he/she should contact the Counseling Center at 735-4845 or 739-4603. A determination will be made if the student meets the requirements for documented disability in accordance with the Americans with Disabilities Act. It is important to contact them as soon as possible so that accommodations are implemented in a timely fashion. Beyond the legal requirements Chaminade's Education Division is committed to an integral, quality education that begins with respect for the complexity and diversity of each person. Subsequently, faculty members attempt to engage the whole person with quality courses and activities that challenge the intellectual, emotional, aesthetic, physical, and ethical dimensions that make up each student's life experience.

Grades of "Incomplete"

The current [university policy concerning incomplete grades](#) will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Your instructor is the final authority on whether you qualify for an incomplete. Incomplete work must be finished within 90 days of the end of the semester or the "I" will automatically be recorded as an "F" on your transcript.

Education Division Attendance Policy

(Revised 3/8/10)

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered.

Students must follow the attendance policy as stipulated in the syllabus of Education Division courses.

Penalties for not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course.

1. Excused Absences.

1.1. Since it is expected that students will participate in all class sessions, excused absences are only granted in exceptional situations where evidence is provided by the student to the instructor. Examples would include illness (with verification by a doctor) or the death of a close family member. Students should notify their instructors when a situation prevents them from attending class and make arrangements to complete missed assignments. While notification of the instructor by a student that he/she will be absent is courteous, it does not necessarily mean the absence will be excused.

1.2. In cases where excused absences constitute a significant portion of a course's meetings (e.g., more than 20% of on-ground course meetings, or a significant portion of online or hybrid courses), the instructor should refer the case to the Dean with a recommendation on how the case should be handled (e.g., withdrawal or incomplete).

2. Unexcused Absences. [Chaminade University student policy](#) states that in cases where unexcused absences are equivalent to more than a week of classes the instructor has the option of lowering the grade. In the Education Division we have added detailed guidelines to cover different types of courses and class schedules:

2.1a. Online courses and online portion of hybrid courses. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.