



**Chaminade**  
**University**  
OF HONOLULU

**EDUC 804 Course Syllabus**

3140 Waiālae Avenue - Honolulu, HI 96816

[www.chaminade.edu](http://www.chaminade.edu)

**Course Number:** EDUC 804

**Course Title:** Action Research

**School/Division:** School of Education and Behavioral Sciences

**Term:** Summer 2022/ July 5 – September 12

**Credits:** 3

**Instructor Name:** Dr. Virginie Askildson

**Email:** virginie.askildson@chaminade.edu

**Virtual Office Hours:** Tuesdays & Thursdays 12 pm – 1 pm and by appointment

**Course Description**

This course prepares the student to conduct an action research study by having the student develop a clear and measurable action research question, conduct an effective review of related literature, develop a plan for data collection, identify sources of analysis, and define an action plan to complete the action research study.

**Mission Statement for Doctorate of Education in Organizational Leadership for Adaptation and Change**

The program's mission is based on Marianist values and focused on developing strong leaders who use their knowledge and skills to value diversity, promote social justice, and help organizations adapt and change. Drawing on the Marianist Educational Values of formation in faith; quality education; family spirit; service, justice and peace; and adaptation and change, the program builds on a program of leadership that promotes continuous self-reflection and personal growth.

**Marianist Values**

1. Educate for formation in faith
2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice and peace
5. Educate for adaptation and change

**Program Learning Outcomes (PLO)**

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

### Course Learning Outcomes (CLO)

1. Reflect on your professional growth in knowledge, skills and dispositions (PLO 1)
2. Broaden understanding of educational issues and proposed solutions (PLO 2)
3. Design, develop and execute a research project that clearly demonstrates one's ability to analyze and synthesize major ideas, principles and research with respect to a topic of your own educational practice (PLO 5, 6)
4. Plan for your own continued life-long learning and professional growth (PLO 3,7)

### Learning Materials

- Ernest T. Stringer, Alfredo Ortiz Aragón (2020). Action Research, 5th edition. ISBN: 978-1544355948.
- Other learning materials will be provided.

### Course resources

Resource	Service(s) Provided
<a href="#">Sullivan Family Library</a> (Chaminade Library)	Access to literature content.
Krystal Kakimoto, Librarian <a href="mailto:krystal.kakimoto@chaminade.edu">krystal.kakimoto@chaminade.edu</a> 808-739-8521	Available to assist with literature searches not available in our library.
<a href="#">The OWL - Purdue Online Writing Lab</a>	Online resource for writing research using APA formatting.

### Assessment

Due Date	Assignments	Max Points
Week 1	<p><b>Introduction:</b> Following your instructor's media clip, please complete a <i>two- to three-minute</i> video introduction of yourself.</p> <ol style="list-style-type: none"> <li>1) Explain your current work/activities and what is your goal in completing your EdD?</li> <li>2) Include information about your interests (and experiences) in educational settings (if not mentioned earlier).</li> <li>3) Have you ever conducted a formal or informal research project (in an academic setting or otherwise)?</li> <li>4) Even if you are still at an early stage of your dissertation proposal, please explain as best as you can, and in a concise manner, the research question(s) that you aim to investigate, why it's worthwhile, and possible implications.</li> <li>5) Last, but not least, include information about your pastimes/interests when you are not working 😊.</li> </ol> <p>After watching all introductions, please make individual comments in order to welcome everyone.</p>	3 pts
Weekly (Please, see due dates on Canvas)	<p><b>Discussion Posting on Textbook Reading and Action Research Study:</b> Written reactions on assigned readings from the textbook will be submitted almost each week.</p> <p>For chapters 1 and 2, please, respond to four questions of your choice in the <i>Reflection</i> category of the <i>Reflection and Learning Activities</i> section at the end of each chapter. It is important to critique and evaluate the research as you report on it (e.g., what is your point of view based on your own experience?).</p>	2 pts x 2 chps = 4 pts

	For chapters 3 through 7, you will engage in a small study in a “cultural setting” that will be a direct application of what you read in these chapters. More information and guidance on how to complete each stage will be provided weekly (i.e., not all questions in the <i>Reflection and Learning Activities</i> section of chapters 3-7 will need to be addressed in your small study :-! Your instructor will decide with you what you should focus on in order to illustrate the key points made by the authors).	8 pts x 5 chps = 40 pts
Weekly (Please, see due dates on Canvas)	<b>Reaction to Peer Posting:</b> After posting your own entry you should read other students’ entries and <b>comment on at least two of them</b> . There is no required length on the two comments; however, you will be graded on how you integrate what you learned from the readings, your own ideas, and how well you demonstrate that you have read your other group members’ postings. Please try to respond to different classmates each time, this will be a wonderful way to build our learning community.	2 pts x 7 chps = 14 pts
Weeks 3, 4 and 5	<b>Guest Speakers:</b> We are so fortunate this year that one of the authors ( <b>Dr. Alfredo Ortiz</b> ) of our textbook (Action Research, 5 <sup>th</sup> edition) offered to be a guest speaker in our class!  Also, two members from the <b>Institutional Review Board at Chaminade University of Honolulu</b> (CUH IRB) will be invited to participate in our course.  I will be interviewing each of the three speakers separately, and each of their interviews will be posted on Canvas. You will be expected to <u>react in at least 100 words</u> to any topic of interest discussed by our three guest speakers.  After posting your own entry you should read other students’ entries and <b>comment on at least two of them</b> . Same requirements as above for length and content.	2pts x 3 guests = 6 pts  1pt x 3 guests = 3 pts
Week 6 and Week 8	<b>Choosing a Dissertation Topic:</b> Identifying a dissertation topic is not easy. However, this class assignment is intended to help you get there! The feedback of your instructor(s) and your peers will prove useful as you try to narrow down: <ul style="list-style-type: none"> <li>• what you feel passionate about (you are going to spend a few hard-working years on your dissertation, so make sure that you are interested in the topic you are researching)</li> <li>• what is relevant to your career goals (what do you want to specialize in? How do you want to differentiate yourself from others? How will it help you progress in your work?)</li> <li>• what appears to be a straightforward research question with a clear focus group and an achievable methodology (your research question will evolve as you investigate it, so please make sure to start it simple, so that it is an achievable task)</li> </ul> Your original dissertation topic will most likely need a lot of refinement, so <u>please submit first your two top ideas (in about 100 words each) by week 6</u> , and then after you received feedback and recommended alterations from your instructor(s), you can choose which topic fits your	15 pts

	needs the best (see bullet points above), and you can go on to <a href="#">submit a Dissertation topic abstract (200-300 words) by week 8.</a>	
Week 9 and Week 10	<p><b><u>Signature Assignment:</u></b></p> <p><b><u>Training in Human Research Protections / CITI Certification</u></b></p> <p>“Applying to the Chaminade IRB has two stages. Principal investigators and all personnel working on the study must first complete human subjects <b>training</b>, for which they receive certification. Then, once certified, the principal investigator submits an <b>application form</b> to the IRB with required supporting documentation.” (from <i>IRB: How to Apply</i> website page).</p> <p>For this class assignment, you will focus on the first stage, i.e., completing human subjects training. Please, click on <a href="https://chaminade.edu/irb/irb-training/">https://chaminade.edu/irb/irb-training/</a> and follow the instructions (choose <b>Option 2. Complete CITI Training.</b>) to register. When you are ready to start your training, you should be prompted to take the following courses:</p> <div data-bbox="354 856 1224 1285" style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p>Chaminade University of Honolulu Social &amp; Behavioral Research - Basic/Refresher Stage 1 - Basic Course 0 / 10 modules completed</p> <p style="text-align: right;"><a href="#">Start Now</a></p> <p>Chaminade University of Honolulu Social and Behavioral Responsible Conduct of Research Stage 1 - RCR 0 / 8 modules completed</p> <p style="text-align: right;"><a href="#">Start Now</a></p> <p>Chaminade University of Honolulu Students and Instructors Stage 1 - Basic Course 0 / 4 modules completed</p> <p style="text-align: right;"><a href="#">Start Now</a></p> </div> <p>“After you read the educational information provided in a module, you may be asked to complete a quiz covering that information. Please, remember that all modules do not have to be completed at one. You must complete the course with at least an 80%.” Do your best and be thorough, however do not worry if you fail a module because you will have the option to repeat it until you reach the passing grade of 80%. Complete training and save your certificate to be emailed to the Chaminade IRB with your application when you are ready to submit your dissertation proposal with your specific research instruments afterwards. The <b>certification for passing the IRB Training lasts 3 years.</b></p> <p><i>Please, send me a copy of your certificate to receive points for our class assignment.</i></p> <p>Please see grading rubrics in Canvas.</p>	15 pts
	<b>Total</b>	<b>100 pts</b>

May be subject to change based on the dynamics of current events. Late assignments submitted one-day late will receive a 10% deduction and two-days late with a 25% deduction. No late assignments will be accepted after. If there is an emergency, make sure to contact me before the due date of an assignment. No work will be accepted after the last day of the course.

### **Grading scale**

100-90%	A
89-80%	B
79-70%	C
69-60%	D
59-0%	F

**See weekly schedule on Canvas.** May be subject to change based on the dynamics of current events.

### **Online Course Guidelines**

- Our main online learning management system (LMS) platform utilizes Canvas. Please make sure to review the Student Tutorial located on your course dashboard regarding instructions on accessing and submitting materials and assignments. Also, if you have any questions, please make sure to contact me and I can assist you on navigating the course. We will also utilize Zoom or a similar platform for live online class sessions if the need arises.
- Netiquette Guidelines: Students should communicate with each other using the same common courtesy, politeness, and appropriate online behaviors as we would in a face-to-face environment: a) Respect the opinions of others and their right to disagree; b) Keep replies and comments focused on the relevant topic; c) Post discussions and assignments in a timely fashion so that others can have sufficient time to review and reply.
- Discussion Participation: Class participation is a very important part of the learning process in this course. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties: Offers a different and unique, but relevant, perspective; contributes to moving the discussion and analysis forward; transcends simply stating "I agree," and demonstrates some reflective in-depth thinking.

### **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).

### **Academic Honesty**

Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs. If found guilty of plagiarism, a student might receive a range of penalties, including failure of an assignment, failure of an assignment and withholding of the final course grade until a paper is turned in on the topic of plagiarism, failure of the course, or suspension from the University.

Violations of Academic Integrity: Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.
- Fabrication and Falsification: Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- Multiple Submissions: The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- Plagiarism: Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- Abuse of Academic Materials: Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- Complicity in Academic Dishonesty: Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.

### **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. If you or someone you know has been harassed or assaulted, you can find the appropriate resources by visiting Campus Ministry, the Dean of Students Office, the Counseling Center, or the Office for Compliance and Personnel Services.

### **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 to Kokua Ike: Center for Student Learning 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. If you would like to determine if you meet the criteria for accommodations, contact [ada@chaminade.edu](mailto:ada@chaminade.edu).

### **Attendance Policy**

As stated in the Chaminade University Catalog, students are expected to attend all classes for courses in which they are registered. Students are expected to attend all classes in which they are registered. The student should notify their instructors when illness or other extenuating circumstances prevents them from attending class and make arrangements to complete missed assignments. Not meeting the attendance requirements may result in lowering of the grade, withdrawal from the course, or failing the course. The instructor will specify and enforce expectations for online participation and receipt of assignments appropriate to the design of the course.

### **Excused Absences**

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. 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.

#### 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.