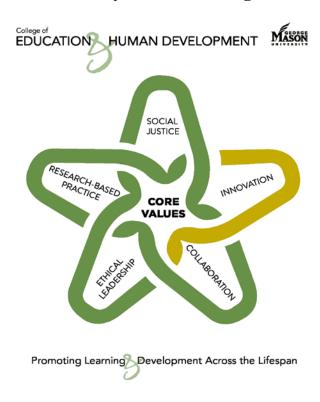# George Mason University
College of Education and Human Development
Secondary Education Program

Fall 2011
EDUC 675, Section 003
Research in Secondary Education

Instructor: Kathleen Reilly
Day and Time: Wednesday, 7:20-10:00 p.m. and online
Class Location: Innovation 319
Email: kreilly4@gmu.edu
Office hours: Email to set appointment

COURSE DESCRIPTION

This course is designed to help beginning teachers understand and enact concepts and principles of teacher research into their practice. Students will learn how to identify and use research literature and systematic evidence to improve practice for students' learning. Emphasis is placed on linking research and practice to make informed instructional decisions. *Co-requisite:* M.Ed. Exit Requirement. *Pre-requisites:* Licensure and EDUC674. To be taken as the last course in the M.Ed.

CEHD Core Values

In 2006, the College of Education and Human Development (CEHD) adopted five core values on which to focus: collaboration, ethical leadership, innovation, research-based practice, and social justice. This course supports each of these values by providing multiple learning experiences that

necessitate collaboration. Students are afforded opportunities to reflect on their teacher leadership roles in school contexts; to design and engage in innovative research-based practice, and analyze and reflect on their pedagogies on a critical reflection level for social justice. These Core Values are aligned with course goals:

COURSE GOALS
This course is designed to enable students to:
1. demonstrate an understanding of the process and components used in teacher research by conducting and assessing a chosen scholarly inquiry situated in their classroom and impact on students' learning; RESEARCH-BASED PRACTICE; INNOVATION
2. prepare a research proposal which makes explicit links between theory and practice; RESEARCH-BASED PRACTICE
3. examine ethical considerations when conducting teacher research; RESEARCH-BASED PRACTICE; SOCIAL JUSTICE
4. conduct teacher research which includes: research question(s), research proposal; review of related literature; methods; data collection/analysis; findings; discussion of impact on students, teacher, and education field; and abstract; RESEARCH-BASED PRACTICE
5. participate in "critical collaborative inquiries" to gain multiple perspectives in interpreting research and for validation and peer review of research; COLLABORATION; ETHICAL LEADERSHIP
6. demonstrate integration of national and state standards for content and pedagogy as related to the research question by reflecting on their own teaching practice and its impact on students' learning; SPA STANDARDS respective to students' discipline
7. demonstrate skills in the application of technology and use of resources in teacher research; INNOVATION

RELATIONSHIP TO PROFESSIONAL STANDARDS
At the end of this course students will demonstrate an understanding and application of subject area standards aligned with the *National Content Standards* and identified by their Specialized Professional Association (SPA); and an understanding and application of teaching and learning standards as outlined by *INTASC*.
National Content Standards for student's respective discipline: NCSS, NCTE, NCTM, NSTA
      National Council for the Social Studies http://www.ncss.org/
      National Council of Teachers of English http://www.ncte.org/
      National Council of Teachers of Mathematics http://www.nctm.org/
      National Science Teachers Association http://www.nsta.org/
      http://books.nap.edu/readingroom/books/nses/
INTASC: Interstate New Teacher Assistance and Support Consortium
      http://www.ccsso.org/content/pdfs/corestrd.pdf
Also visit: The Partnership for 21st Century Skills Framework
      http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120
      National Board of Professional Teaching Standards
      http://www.nbpts.org/the_standards/the_five_core_propositio

COLLEGE EXPECTATIONS AND UNIVERSITY HONOR CODE
The Graduate School of Education (GSE) expects all students to consistently exhibit the professional behavior and dispositions outlined below:

Commitment to the profession

       Promoting exemplary practice

       Excellence in teaching and learning

       Advancing the profession

       Engagement in partnerships

Commitment to honoring professional ethical standards

       Fairness

       Honesty

       Integrity

       Trustworthiness

       Confidentiality

       Respect for colleagues and students

Commitment to key elements of professional practice

       Belief that all individuals have the potential for growth and learning

       Persistence in helping individuals succeed

       High standards

       Safe and supportive learning environments

       Systematic planning

       Intrinsic motivation

       Reciprocal, active learning

       Continuous, integrated assessment

       Critical thinking

       Thoughtful, responsive listening

       Active, supportive interactions

       Technology-supported learning

       Research-based practice

       Respect for diverse talents, abilities, and perspectives

       Authentic and relevant learning

Commitment to being a member of a learning community

       Professional dialogue

       Self-improvement

       Collective improvement

       Reflective practice

       Responsibility

       Flexibility

       Collaboration

       Continuous, lifelong learning

Commitment to democratic values and social justice

       Understanding systemic issues that prevent full participation

       Awareness of practices that sustain unequal treatment or unequal voice

       Advocate for practices that promote equity and access

       Respects the opinion and dignity of others

       Sensitive to community and cultural norms

       Appreciates and integrates multiple perspectives

GMU Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].

- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

EMERGENCY PROCEDURES
You are encouraged to sign up for emergency alerts by visiting the website https://alert.gmu.edu. There are emergency posters in each classroom explaining what to do in the event of crises. Further information about emergency procedures exists on http://www.gmu.edu/service/cert.

REQUIRED TEXT
Mills, G. E. (2011). *Action research: A guide for the teacher researcher (4th Ed.).* NJ: Pearson Merrill/Prentice Hall.

REQUIRED READINGS
American Psychological Association (2009). *Publication manual* (6th.ed.*).* Washington, DC, American Psychological Association (Available as reference at library).
Other assigned readings made available in class and on Blackboard.

NATURE OF COURSE DELIVERY
The major purpose of this course is for you to learn how to conduct teacher research and apply it in your classroom in order to improve your teaching and your students' learning. Throughout the course, you are completing a step informally that you later insert into your final paper. We will also work to promote a professional teaching and learning community of peer, "critical friend" support. The course will be taught through a variety of activities, both in class and online, that will develop your teacher research projects, including but not limited to: whole class and small group discussions, pair and group work, and dialogue and reflections about practice.

*Nb. **The course requires that you have access to a classroom or appropriate research site to conduct your research. If you do not have your own classroom, you will need to let me know during our first class. I will suggest alternative arrangements that have been used successfully in the past.***

COURSE MATERIALS ONLINE

The MyMason/ Blackboard site can be found at http://mymason.gmu.edu. Use the same login as your GMU email. Web-based documents and correspondence are accessible through a course Blackboard page which you must assess and use regularly throughout the course and which require you to be able to post and access. You must have access to GMU email. **Please inform me of any accessibility problems the first day of class. WHILE WORKING ON BLACKBOARD, PLEASE REMEMBER TO SAVE YOUR WORK FREQUENTLY.**

COURSE REQUIREMENTS AND EVALUATION

Participation and Class Assignments   30%
       1. Attendance, class activities, readings
       2. Online peer/ group interactions and assignments
       3. Research proposal
       4. Draft literature review
       5. Peer review of research project draft
Teacher Research Project Report   70%

BEST PRACTICES SHOWCASE

Best Practices Showcase (BPS) is the **MEd. Exit Requirement** where you as an MEd. Candidate present your understandings, applications, and critical reflection of standards-based and content pedagogical knowledge to peers, faculty, and school community partners. The essence of the BPS includes requires submission of three artifacts through which you *Describe, Interpret and Analyze* best practices, assessing the impact of your pedagogies on student learning and on your professional development. **NOTE: The Best Practices Showcase is NOT included as part of your grade for EDUC675. However, you MUST successfully complete your Best Practices Showcase and present it to the Secondary Program Faculty. Your GRADE for EDUC675 will be posted only upon successful completion of the Best Practices Showcase requirements.** Further information will be provided about BPS early in the semester.

1.   Participation and Class Assignments (30%)

Attendance
Attendance at all classes, for the entire class period is a course expectation; absence will affect your grade. Successful completion of this course requires attendance at all classes and active participation in the discussions. Being on time is also essential and lateness will affect your grade. Please notify instructor ahead of time if you must miss class and work with peers for missed material.

Readings, Class Activities, and Online Participation and Assignments
You are expected to complete all readings and participate in class and all online discussions with openness, consideration, and effort to listen to and understand others as you also seek to be heard and understood. Be prepared to contribute your critical reflections of your own experiences and ideas presented by others. Demonstration of positive and collaborative professional dispositions

towards colleagues during peer review, along with a willingness to accept constructive criticism is a course expectation and a professional disposition.

Peer Review and Critical Friends

A critical friend can be defined as a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critiques of a person's work as a friend. A critical friend takes the time to fully understand the context of the work presented and the outcomes that the person or group is working toward. The friend is an advocate for the success of that work. (Costa & Kallick, 1993, p. 50)

Collaborative thinking is an integral part of this course. Throughout the term you will be expected to review others' work and to share your work with others. This is far more than a peer editing process; you and your critical friends are mutually engaged in advancing the thinking represented in each others' final papers.

Assignments

Since this is a professional development course (post licensure), high quality work (i.e., "A" work) is expected on all assignments and in class participation. All assignments must be completed. Assignments will be assessed using posted criteria known to the student. For full consideration, all assignments are due *electronically* in the digital drop box **prior to** the beginning of class on the day and time they are due, unless otherwise announced. **Blackboard will not accept deposits after the due date and time of class.**

All written assignments are to be word-processed using Times Roman 12 pt font, double-spaced, and submitted electronically under "Assignments" on MyMason. You need to install Java at java.com to upload assignments. **Title each assignment with your last name and the name of the project/assignment, e.g., Smith.ResProp.09.16.11**. Keep a copy of all assignments which you will insert into the appendix of your report. **MAKE IT A HABIT TO SAVE YOUR DRAFT AND FINAL WORK IN MULTIPLE PLACES.**

All assignments require: American Psychological Association (2009*). Publication Manual of the American Psychological Association*. American Psychological Association: Washington, DC. (Available as reference at library). *For APA Guidelines online: http://owl.english.purdue.edu/owl/resource/560/01/

Recommended: Weekly Researcher Log and Timeline

It is highly recommended that you develop a tentative timeline and keep a researcher log of progress of your project each week and include these in the appendix of your final report. These are tools to help you self-regulate your progress and the research process.

Memos

One way to enhance your thinking process and develop your research is to capture your observations, questions, and insights in the form of "analytic memos." You can think of these as "come as you are" pieces of writing (Maxwell, 2011, personal communication); "ways of getting ideas down on paper (or in a computer), and of using this writing as a way to facilitate reflection and analytic insight" (Maxwell, 2005, p. 12).

I will provide you with guidance on how to approach each of the four analytic memos required this semester.

Research Question and Proposal

It must be love: For your research paper, you should choose a research question that really matters to you. It should be something you're curious about and willing to spend time researching and learning about. If you aren't eager to spend several days curled up reading about your topic, then it's not love, and you need to ditch it and find another topic (Roberts, GMU alumna, 2009). Begin to articulate why this question is for you and why now.

Write a research proposal. You may elect to add a visual representation to your research proposal. The idea is for the visual to help you figure out your "thesis" and not to enter an art show. Approach this assignment from where you are and honor its incompleteness as part of the research process. Ask yourself whether the proposal gives you a solid framework to launch your project.

Draft Literature Review

Your draft literature review will help you consider:
- What does the literature review add to my understanding of my research topic?
- What common topics and themes have I found in the literature?
- What ideas for pedagogical strategies can I adapt from the literature?
- What do I think is missing from the literature?

Use the topics to design your conceptual framework or mapping of the "big ideas" and connections you find in the literature to your study. We will discuss a format for this in class (e.g. annotated bibliography, narrative with attached references).

Rubric for Participation and Class Assignments

Category	Exemplary 30 pts.	Accomplished 27-29 pts	Developing 25-26 pts	Undeveloped Below 25 pts
Attendance/ Participation Attendance and participation are critical components of this course. It offers an opportunity to learn from and contribute to building a positive classroom experience and community. Participants contribute to each others' learning in critical friend work by actively listening, exchanging ideas, sharing learning from reading and websites, and supporting each other's efforts.	Outstanding Participation; participates regularly and actively in discussions and activities. Promotes conversation focused on the topic. Comments demonstrate a high level of understanding and contribution from assigned readings. Listens actively to peers. Works very closely and consistently with peers/ critical friends for feedback and input.	Participates in discussions and activities on a regular basis; questions and comments reveal thought and reflection and contribution from assigned readings. Frequently involves peers in learning and offers feedback.	Does not contribute to discussions or activities very often, but generally reveals some thought and reflection and some contribution from assigned readings. Follows rather than leads group activities. Solicits some peer discussion. Misses classes. Is late for class.	Few meaningful contributions to class discussions. Little evidence of participation and contribution from assigned readings. Shows little concern for peers' learning or input. Misses classes and is late for class. Does not make up work.

2.   Teacher Research Project (70%)

Please keep as a primary goal the usefulness of your project to you and your students. You are required to write a report that includes the following sections: Rationale/Introduction, Research Question, Review of Related Literature, Method, Context, Participants, Data Collection, Analysis, Findings, Limitations, and Discussion including your reflections and implications for practice/further research. All teacher research reports must adhere to APA format. Please, no report binders or covers; just clip.

Performance-Based Assessment of Teacher Research Project (Samaras, 2011)
Criteria for Evaluating the Research Report (70 Total Possible Points)

Abstract
1. Have you provided a single, articulate, concise paragraph of no more than 150 words
2. Does you abstract concisely describe the purpose, context, research question, method, key findings and significance of your research?
5 points possible

Introduction and Rationale
1. Have you described any perspectives that helped shape this question for you?
2. Have you situated the study in terms of explaining how this study developed in the context of your work? e.g., your students, classroom, school, district
3. Have you clearly and concisely explained why this research is important? Have you addressed the broader educational and social significance of this research?
5 points possible

Statement of the Research Problem/Question
1. Have you clearly and concisely stated the research problem?
2. Have you clearly and concisely stated your main research question and any subquestions?
5 points possible

Review of Literature and Conceptual Framework
1. Did you conduct an ongoing literature review which informed your research?
2. Is the review relevant and connected to your study?
3. Is the review adequate, coherent, and analytical?
4. Does the review include references from a variety of sources?
5. Is the review integrated into a conceptual framework with a mapping of the theories, literature, and phenomena that help to inform your study?
10 points possible

Research Method
1. Did you describe your stance or your lens with regard to the study?
2. Have you described your research context; community, school, and classroom context?
3. Have you included demographic information of participants?
4. Did you include your reflections on the problem? e.g., your thoughts about possible causes of behaviors?
5. Did you include a description of the pedagogical strategies you enacted?
6. Have you explained the reasons for your pedagogies based on your learnings from your classroom and your review of literature?
7. Have you described in detail what data you collected, how you collected it, and when you

collected it, including data generated from your pedagogies and strategies?
8. Are your data from multiple sources?
9. Did you explain how you analyzed your data and include a data audit trail?
10. Have you included and explained the role of your critical friends in your data interpretations and validation?
11. Did you explore using visuals and technologies for analyzing and displaying your findings in a coherent manner?
15 points possible

Findings
1. Did you restate your research question and connect them to what was found through your research?
2. Are the findings thoroughly and adequately presented?
3. Is there convincing evidence to support your themes?
4. Is there connection and coherence among the separate themes? Do you present diverse and unconnected findings (those that do not combine to form themes)?
5. Did you explain your findings to your critical friend to gain his or her perspective on your interpretations?
10 points possible

Discussion (Reflections and Implications)
-- You will also present this orally in class --
1. Have you adequately explained the implications of your study for your students' learning?
2. Have you adequately explained the implications of your study to your teaching and reframing of your practice?
3. Have you adequately explained the implications of your study to the education field?
4. Have you adequately explained the relevance of your study to national and state education standards?
5. Have you discussed any limitations?
6. Have you identified areas for future research possibilities?
15 points possible

References and Appendices
1. Did you follow the APA style for the report for a running head, page numbering, references, citations, and the appendix? Does the report include a title page with project title, author's name, and author's professional affiliation?
2. Are references current and from different sources?
3. Are all references cited in the research report included in the references? Have you provided a complete reference list of all print and nonprint (Internet) references?

Organization, Grammar, and Mechanics
1. Is the report coherent, concise, and well structured with a clear purpose?
2. Is the report grammatically correct with proper usage of language?
3. Does the report have your distinctive focus and voice? Have you used professional language (i.e., no jargon)? Have you written in an accessible style and presentation?
5 points possible

Grading Scale for Research Project:
*Exemplary***:** 70 points. Substantially meets the project and report requirements. All criteria are addressed fully.

Accomplished: 63-69 points. Meets the project and report requirements. Criteria adequately addressed.

Developing: 58-62 points. Meets some, but not all, of the project and report requirements. Weaknesses in addressing some of the criteria. Consider revision.

*Undeveloped***:** 57 points and below. Does not meet the project and report requirements. Weaknesses in addressing the majority of the criteria. Needs significant revision.

Grading Scale for the Course:
Please note that B- is not a passing grade in licensure courses. *A student who receives an overall grade of B- must repeat the course.*

Grading Scale

Grade	Standards	Grading	Grade Points	Graduate Courses
A	Meets Standard	93 – 100	4.00	Satisfactory / Passing
A-	Meets Standard	90 – 92.9	3.67	Satisfactory / Passing
B+	Approaches Standard	88 – 89.9	3.33	Satisfactory / Passing
B	Approaches Standard	83 – 87.9	3.00	Satisfactory / Passing
B-	Approaches Standard	80 – 82.9	2.67	Satisfactory* / Passing

READING RESOURCES

Teacher Research
Costa, A. and Kallick, B. (1993). Through the Lens of a Critical Friend. *Educational Leadership, 51*(2), 49-51
Falk, B., & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.
Goodnough, K. (2001). Teacher development through action research. *Action in teacher education,23* (1), 37-46. Access through GMU, Library, e-journal.
Greely, K. (2000). *Why fly that way?: Living community and academic achievement.* NY: Teachers College.
Hubbard, R. S., & Power, B. (1999). *Living the questions: A guide for teacher-researchers.* Portland, ME: Stenhouse.
Kagan, D. M. (1993). *Laura and Jim and what they taught me about the gap between educational theory and practice.* NY. State University of New York Press.
Kosnik, C., Beck, C., Freese, A. R., & Samaras, A. P. (Eds.), (2006). *Making a difference in teacher education through self-study: Studies of personal, professional, and program renewal*. Dordrecht, The Netherlands: Springer.
Leedy, P. D., and Ormrod, J. E. (2001). *Practical research: Planning and design.* Upper Saddle River, NJ: Merrill.
MacLean, M.S. & Mohr, M. (1999). *Teacher-researchers at work*. National Writing Project,

Berkeley, CA.

Samaras, A. P. (2011). *Self-study teacher research: Improving your practice through collaborative inquiry*. Thousand Oaks, CA: Sage.

Samaras, A. P., & Freese, A. R. (2006). *Self-study of teaching practices primer.* New York, NY: Peter Lang.

Samaras, A. P., Freese, A. R., Kosnik, C., & Beck, C. (Eds.) (2008). *Learning communities in practice.* The Netherlands: Springer Press.

Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook.* Boston: Pearson/Allyn & Bacon.

Whitford, B. L. & Wood, D.R. (2010). *Teachers learning in community: Realities and possibilities*. Albany, NY: SUNY.

Qualitative Analysis
Bogdan, R. C., & Biklen, S. K. (1992). *Qualitative research for education: An introduction to theory and methods*. Boston, MA: Allyn & Bacon.

Czaja, R., & Blair, J. (1996). *Designing surveys: A guide to decisions and procedures.* Thousand Oaks, CA: Pine Forge Press.

Maxwell, J.A. (2005). *Qualitative research design: An interactive approach (2nd Edition).* Thousand Oaks, CA: Sage.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis*. Thousand Oaks, CA: Sage.

Patton, M. Q. (1990). *Qualitative evaluation and research methods (2nd Edition).* CA: Sage.

Strauss, A., & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.

Quantitative Analysis and Statistics
Bartz, A. E. (1999). *Basic statistical concepts (4th ed)*. Upper Saddle River, NJ: Merrill.

Cronk, B. C. (2002). *How to use SPSS: A step-by-step guide to analysis and interpretation(2nd ed).* Los Angeles, CA: Pyrczak Publishing.

Jaeger, R. M. (1993). *Statistics: A spectator sport (Second Edition).* Newbury Park, CA: Sage.

Rovessi, C., & Carroll, D. J. (2002). *Statistics made simple for school leaders.* Lanham, MD: Scarecrow Press.

Salkind, N. (2000). *Statistics for people who think they hate statistics.* Thousand Oaks, CA: Sage.

Research and Writing
Booth, W. C., Colomb, G. G., & Williams, J. M. (1995). *The craft of research*. Chicago, IL: The University of Chicago.

Dahl, K. K. (1992). *Teacher as writer: Entering the professional conversation.* Urbana, IL: NCTE.

Writing a Research in Action Paper
Writinghttp://www.gmu.edu/departments/english/composition/wits/research/index.html

Help with Research http://library.gmu.edu/mudge/Dox/basics.html

Data Collecting Tools: Go to Google docs, then spreadsheets to create survey.
Also Survey Monkey http://www.surveymonkey.com/home.asp

National Reports and Test Reporting Centers
- A Nation at Risk http://www.ed.gov/pubs/NatAtRisk/risk.html

- The Nation's Report Card/National Assessment of Educational Progress
  http://nces.ed.gov/nationsreportcard/
- National Center for Educational Statistics http://nces.ed.gov/help/sitemap.asp
- TIMSS and PIRLS The International Math and Science Study and International Literacy Study http://www.timss.org/
- Best Evidence/School Reform Reports/School Models. Johns Hopkins University
  http://www.bestevidence.org/index.htm

Virginia State Standards
- Virginia Department of Education http://www.pen.k12.va.us/
- State of Virginia, SOL Resources http://www.pen.k12.va.us/VDOE/Instruction/sol.html
- State of Virginia Standards of Learning Test Information
  http://www.pen.k12.va.us/VDOE/src/SOLassessments.shtml
- FCPS Grading Policy http://www.fcps.k12.va.us/Directives/R2430.pdf

Tentative Class Schedule

Week	Topic	Readings/Assignment Due
1 **8/31**	OVERVIEW OF COURSE AND PROJECT RESEARCH DESIGN FINDING YOUR RESEARCH QUESTION(S)	*Note: **Always** check the Announcements section of Blackboard for instructions and updates **before** completing assignments.
2 **9/7**	**ONLINE:** FINDING YOUR RESEARCH QUESTION(S) INITIAL RESEARCH RATIONALE	**Read** (parts of*) Ch. 1: Action Research; **Post** written response **Read** Ch. 2: Ethics; **Post** written response **Read** Ch. 3 (pp. 38-44); **Post** MEMO 1: RQs, and rationale ALL POSTINGS MUST BE COMPLETED BY 7:20 pm, Sept. 7. (Respond to team's RQs and rationale before next class meeting, 9/14)
3 **9/14**	RESEARCH ETHICS Begin LITERATURE REVIEW	**Read Ch. 3: pp. 38-60** **Post** responses to team's RQs and rationale (as noted above) Post for CF: Researcher memo 2: experiences, perspectives
4 **9/21**	**(Tentative Dates)** *** BPS WORKSHOP *** **Our usual time/place** **- or –** **Sept. 19, 4:30, rm. 328**	**POST:** **Revised rationale that refers to literature** **Review of literature** **Working research question(s)**
5 **9/28**	**ONLINE:** Developing and Planning	**Read** Ch. 3, pp. 60-64 **POST**: Response to your CF's RQ, Rationale, and RoL; remember to consider these as interacting parts of a design **Read** Ch. 4; **Data Collection** Qualitative, pp. 69-89 and Quantitative, pp. 89-91; All read pp. 92-94 **POST**: Memo3: Data Collection/ Pedagogical Strategies Research
6 **10/5**	DATA AND DESIGN Workshop	POST: Response to Memo 3 **POST:** *Research Proposal (rationale, including goals; conceptual framework, including references to literature review and relevant experiences / perspectives; research question(s); plans for data collection)* **Discuss data analysis, plan with team; review catch problems** **Any revisions?**

		Once your proposal has been approved by your instructor, you may begin gathering and organizing your data.
7 **10/12**	**ONLINE:** DATA COLLECTION	**Read Ch. 5: Data Collection Considerations** Collect and organize data (ongoing) Weekly reflection due (refer to your research and to Ch. 5)
8 **10/19**	**ONLINE:** DATA ANALYSIS AND INTERPRETATION	**Read** Ch. 6: Data Analysis and Interpretation **POST Memo 4: Data Analysis** Collect and organize data (ongoing) Weekly reflection due
9 **10/26**	DATA ANALYSIS Workshop	**Post: Response to Memo 4** Collect and organize data (ongoing) Weekly reflection due Bring at least one data artifact from your study for analysis
10 **11/2**	**ONLINE:** WRITING YOUR PAPER	Read: Ch. 8: Writing Up Action Research Collect and organize data (ongoing) Weekly reflection due
11 **11/9**	**ONLINE** *DRAFT RESEARCH* *PAPER DUE*	POST: Research Paper Draft with Project Title (*__excluding__ Discussion section and Abstract*)
12 **11/16**	ABSTRACT, LIMITATIONS Workshop	**Read** Ch. 7: Action Planning for Educational Change **Bring** your abstract draft on jump drive **POST:** *CF Feedback on Research Daft*—Use tracking and comments feature on Microsoft Office
	No Class 11/23—WISHING YOU A VERY HAPPY THANKSGIVING!	
13 **11/30**	**ONLINE:** WRITING YOUR PAPER	**Work with CF on final revisions, Discussion section, and for final manuscript polishing**
14 **12/7**	Presentations: REFRAMING OF PRACTICE	**Present and hold Q&A** on the DISCUSSION section of your project **POST and BRING HARD COPY of Final Research Project Paper**

Thurs. 12/8	**BPS MEd. Program Exit Conference** **December 8** **5:30- 8 pm.** **Location will be announced**	****SEED Program – The Best Practices Showcase Presentation is mandatory for the M.Ed. degree. The Best Practices Showcase grade is P/F and has NO impact on the grade for EDUC675. However, your grade for EDUC675 will not be released until the Best Practices Showcase receives a grade of 'P'.**