George Mason University
College of Education & Human Development/Graduate School of Education
FAST TRAIN Program

EDCI 777, "Research to Practice"/Spring-Summer 2012

Key Information
Instructor: Kristien Zenkov, PhD, Associate Professor
Office/hours: via Skype (Skype name: kristienzenkov) until July classes; by appointment in July
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Class Meetings
On-line: Tues, Mar 6th – Mon, Jun 26th; Fairfax campus (TBA) Weds, Jul 18th – Fri, Jul 27th
Please note that due to the nature of this course, this class will meet via Blackboard the majority of the time, followed by eight days of face-to-face meetings as a whole group in late July. On-line class sessions will run from each Tuesday until the following Monday (midnight US eastern standard time). Students may request a voice, face-to-face, or chat conference at any time; voice and chat conferences will be conducted via Skype (free Skype© software is available at **http://www.skype.com/intl/en/get-skype/**). Please include your "Skype Name" and your time zone in your conference request. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

Catalog Description
Prerequisites: All other program courses except elective, or permission of instructor
EDCI 777 emphasizes the teacher as a change agent through critical inquiry into practice. The course includes an overview of the basic elements of educational research, methods (quantitative and qualitative), questions addressed, design, and data collection and analysis.

Course Outcomes
Upon completion of the course, participants will achieve the following outcomes:
- Identify the basic elements of educational research, including methods (quantitative and qualitative), questions addressed, design, data collection and analysis, validity and reliability
- Formulate an inquiry/action research question that is relevant to their work setting
- Design and conduct an inquiry/action research study
- Use inquiry/action research as a foundation for professional growth, improvement of instruction, and advocacy
- Identify strategies for sharing the results of inquiry/action research

Course Delivery
The course is delivered through a variety of on-line, face-to-face, and individualized instructional approaches. Most on-line sessions will be conducted in an asynchronous format, but students will be expected to post their own reflections and assignments and respond to peers' and instructors' postings and feedback by the end of each designated class week (midnight US eastern standard time each Monday). During class meetings there will be large group, small group, and individual activities.

Participants conduct independent research, as well as communicate with each other and
the instructor via electronic media. In general, we will engage in four activities during our time together:
1. Mini-lectures, activities, and discussions related to research methods led by the instructor and supported
   by course text and other selected readings
2. Discussions of the week's readings led by the instructor and course participants
3. Research and "Focus Session" group meetings in which students will concentrate on selected readings
   and provide feedback and support for each others' writing and research process
4. Individual, small group, and whole group meetings to discuss research efforts

Please note that because you have much to learn from each other, and because teaching is often a collaborative
effort, you will frequently work in groups. This will give you a chance to bounce ideas off each other, to be
exposed to a variety of perspectives (rather than only the professor's), and to support each other as you continue
to hone your teaching and researching skills.

Course Overview

Teachers are often encouraged to implement "research-based" practices, required to attend workshops where
research findings are presented, provided with lists of books that synthesize research, and asked to suggest
changes in practice based on the implications of research. Although these practices have their usefulness, the
assumption implicit in much of the discourse surrounding educational research is that teachers are *consumers*
and/or *objects* of research, rather than *producers* of research. The past decade has seen a growing movement to
upend those assumptions through an emphasis on the importance of teacher research. Thus, the research and
theory we will read and the methodologies with which we will engage are those associated with "teacher
research" (i.e., research conducted by teachers for professional purposes). Teacher research positions teachers as
producers of knowledge—professionals who can learn about and improve their practice by studying important
questions that grow from their own experiences and observations.

This class is designed to support you in using and building on the ideas and content you have encountered in your
previous coursework. Most importantly, the course assists you as you consider ways to better support children and
youth. In other words, your current and future students are at the center of our work. Toward these ends, the
course requires you to conceptualize, design, and begin to implement an original research project in your
school/classroom. Only if we attempt to live these action research (also called "teacher research" and "practitioner
research") processes in this course will you be able to use them eventually in your own teaching practices. Thus,
for every activity in this course, you must act and study with multiple lenses—as a student, teacher, and advocate.
Although the work required to achieve these goals is intensive, the course is designed to provide you with much
support. You will need to hit the ground running, starting your research project early, and working on it steadily.
Through our readings, we will explore research methodologies, analyses of the history and impact of teacher
research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your
own rationale and "road map" for your inquiry project. We will dig into readings together, write often and share
our writing with one another, and support each other in our research goals.

Instructor Introduction and Theoretical Framework

I believe that the best teachers know themselves as literate people in the broadest sense. I will ask you also to
know yourselves as professionals with a variety of literacies, including those of photographers, visual
sociologists, and community constituents. Teachers and those who work with children and youth must be resilient
individuals who are willing to take risks to let school literacies matter to themselves, their students, and the
broader community. I will expect you to be your best, brightest, most thoughtful, and most creative selves. I
intend that this course will be one that you remember, and that you will care passionately about the work we do. I
will have uncompromising professional standards for your behavior, participation, and openness. At the same
time, I will do everything possible to ensure that you meet these standards. My hope is that we will experience
much intellectual camaraderie, engaging discussion, and laughter as we proceed. I encourage you to take risks and
celebrate the risks taken by your colleagues.

I bring the perspectives of a veteran teacher and teacher educator, as well as the points of view of a community

activist and artist. I approach all educational experiences with the goal of helping students to learn to be active, creative, "real world" members of a just society. It is important for us as educators to approach our teaching with a simultaneously critical and creative perspective: when we assess current teaching practices, we also begin to develop new ones. I offer an explicit critique of schooling: as a classroom teacher with more than fifteen years experience, an active scholar, and an advocate for children and youth and schools, playing a critical role is my right and responsibility. It is my hope that you will take on this same role. Perhaps most importantly to you, I have spent my school and university teaching career working across school and university settings with a wide range of children and youth, so I am confident that I'll be able to support you in this class. As well, as a scholar and teacher presently based in an international setting—Port-au-Prince, Haiti—I think I will be able to be especially sensitive to your teaching and research challenges. Finally, much as you as university students must be concerned with your own development and others' assessments of your class efforts, I am committed to my growth as a teacher and teacher educator. I will ask for your support in my research as I study your learning and your use of visual tools in your research processes.

I will ask you to think of the teaching strategies we use in class and that you plan to use as research interventions in your own classroom in three categories, which are framed by an assessment-driven, "backwards" design:

1) "Ways Out": What is the student's "way out" of the text or activity with which you are asking them to engage? That is, what artifacts and demonstrations will the student complete to exhibit her/his comprehension of the key ideas that they are encountering? How will you assess students' knowledge, skills, and attitudes? How will students demonstrate their retention of and relationship to the material?
2) "Ways In": What is the student's "way in" to this text or activity? That is, how are you approaching the student's natural interests in or motivations for this assignment? Think about how you might use the student's existing "literacies" to do this. What specific strategies will you use?
3) "Ways Through": What are students' "ways through" this text or activity? That is, what strategies and tools are you giving students to make sense of and understand the sources you're using with this assignment? How will students translate the material into their own terms?

College of Education and Human Development Statements of Expectations

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See **http://gse.gmu.edu/facultystaffres/profdisp.htm** for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See **http://academicintegrity.gmu.edu/honorcode/** for the full honor code.
- All students must follow the university policy for Responsible Use of Computing. [See **http://universitypolicy.gmu.edu/1301gen.html**].
- Students with disabilities who seek accommodations in a course must be registered with the Mason Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. [See **http://ods.gmu.edu**].
- Counseling and Psychological Services (CAPS) offers a wide range of services to students that are provided by a staff of professional counseling and clinical psychologists, social workers, and counselors. The Center provides individual and group counseling, workshops, and outreach programs – experiences to enhance a student's personal and academic performance. [See **http://caps.gmu.edu**].
- All communication from the university, college, school, and program will be sent to students through their Mason e-mail account only. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate their account and check it regularly.
- University policy states that all sound emitting devices shall be turned off during class unless otherwise authorized by the professor.

Emergency Notification

The university utilizes a communication system to reach all students, faculty, and staff with emergency information (e.g., in case of severe weather). You can be sure that you are registered with the Mason Alert system by visiting **https://alert.gmu.edu**. An emergency poster can also be found in each Mason classroom. Information about Mason emergency response plans can be found at **http://cert.gmu.edu/**.

Human Subjects Research Review Process

Any research or action research that will be publicly disseminated must have prior approval of the GMU Human Subjects Review Board (HSRB). Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: **http://www.gmu.edu/research/ORSP/index.html**. I am also happy to provide you with examples of approved HSRB applications.

Required Texts

Bell, A. (2008). *The impact of digital photography among low-achieving adolescents*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Ewaida, M. (2008). *Hearing their own voices: The effects of using multicultural literature with English language learners.* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Mills, G.E. (2011). *Action research: A guide for the teacher researcher* (4th ed.). Upper Saddle River, NJ: Person Education, Inc, Merrill Prentice Hall. ISBN: 978013700314-3.

Misiura, K. (2009). *Daily teacher book talks: How do they affect third grade students' book selection and reading engagement?* Unpublished masters teacher research project. Note: This paper will be provided electronically.

Sayers, A. (2009). *The effect of paired writing on an English Language Learner's writing engagement and motivation*. Unpublished masters teacher research project. Note: This paper will be provided electronically.

Zenkov, K. & Harmon, J. (2009). Picturing a writing process: Using photovoice to learn how to teach writing to urban youth. *Journal of Adolescent and Adult Literacy, 52*(7), 575-584. Note: This article will be provided electronically.

Additional readings available on-line and/or in class.

Materials

In addition to the books required for this course, you will need access to a digital camera and a computer (with web, email, and printing privileges). As well, I recommend that you join at least one professional association (e.g., the National Council of Teachers of English) *now*: the resources to which you have access are generally incredible and the cost is reasonable for student members.

Resources

Articles and Books

American Psychological Association (2010). *Publications manual of the American Psychological Association* (6th ed.). Washington, DC: Author. ISBN: 978143380561-5.

Arhar, J., Holly, M. & Kasten, W. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Bell, J. (1993). *Doing your research project: A guide for first-time researchers in education and social science.* Buckingham, England: Open University Press.

Biancarosa, G. & Snow, C.E. (2004). *Reading next—A vision for action and research in middle and high school literacy: A report from the Carnegie Corporation of New York*. Washington, DC: Alliance for Excellent Education, 12.

Burnaford, G., Fischer, F. & Hobson, D. (1996). *Teachers doing research: Practical possibilities.* Mahwah, NJ: Lawrence Erlbaum Associates.

Carlisle, L.R., Jackson, B. & George, A. (2006). Principles of social justice education: The social justice education in schools project. *Equity & Excellence in Education 39,* 55-64.

Children's Defense Fund. (2008). *The state of America's children yearbook*. Available: **www.childrensdefense.org/ac2001/Acol.ASP**.

Chiseri-Strater, E. & Sunstein, B. (2006). *What works? A practical guide for teacher research.* Heinemann. Note: Intro and sample chapter can be found at http://books.heinemann.com/shared/onlineresources/E00713/chapter9.pdf and ordered on-line at http://books.heinemann.com/products/E00713.aspx**.**

Cochran-Smith, M., Lytle, S.L (1999). The teacher research movement: A decade later. *Educational Researcher, 28*(7), 15-25.

Cook-Sather, A. (2009). *Learning from the student's perspective*: *A methods sourcebook for effective teaching.* Boulder, CO: Paradigm Publishers.

Courtland, M.C., & Gambell, T.J. (1994*). Curriculum Planning in the Language Arts K-12: A Holistic Perspective*. North York, Ontario: Captus Press.

Duncan-Andrade, J. (2005). Toward teacher development for the urban in urban teaching. *Teaching Education, 15*, 339-350.

Ewald, W. (2001). *I wanna take me a picture: Teaching photography and writing to children*. Boston: Center for Documentary Studies/Beacon.

Falk, B. & Blumenreich, M. (2005). *The power of questions: A guide to teacher and student research.* Portsmouth, NH: Heinemann.

Freeman, D. (1998). *Doing teacher research: From inquiry to understanding*. Toronto, Canada: Heinle & Heinle Publishers.

Hanks, R.S. & Ponzetti, J.J. (2004). Family studies and intergenerational studies: Intersections and opportunities. *Journal of Intergenerational Relationships, 2*(3/4), 5-22.

Herrell, A. & Jordan, M. (2007). *Fifty strategies for training English language learners*. Upper Saddle River, NJ: Pearson/Merrill/Prentice Hall.

Hopkins, D. (1993). *A teacher's guide to classroom research.* Buckingham, England: Open University Press.

Hubbard, R. & Power, B. (1999). *Living the questions: A guide for teacher researchers.* NY: Stenhouse Publishers.

Jones, S. (2006). *Girls, social class, and literacy: What teachers can do to make a difference*. Portsmouth, NH: Heinemann.

Ladson-Billings, G. (2006). From the achievement gap to the education debt: Understanding achievement in US schools. *Educational Research, 35*(7), 3-12.

Lucas, T. & Villegas, A.M. (2003). *Educating culturally responsive teachers: A coherent approach*. Albany, NY: State University of New York Press.

Macintyre, C. (2000). *The art of action research in the classroom.* London: David Fulton Publishers.

MacLean, M. & Mohr, M. (1999). *Teacher-researchers at work.* Berkeley, CA: National Writing Project.

Mahiri, J. (Ed). (2004). *What they don't learn in school: Literacy in the lives of urban youth*. New York: Peter Lang.

Marquez-Zenkov, K. (2007). Through city students' eyes: Urban students' beliefs about school's purposes, supports, and impediments. *Visual Studies, 22*(2), 138-154.

Marquez-Zenkov, K., & Harmon, J.A. (2007). "Seeing" English in the city: Using photography to understand students' literacy relationships. *English Journal, 96*(6), 24-30.

Marzano, R., Pickering, D., & Pollock, J. (2004). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Prentice Hall.

Mertler, C.A. & Charles, C.M. (2011). *Introduction to educational research* (7th ed.). Boston: Pearson/Allyn & Bacon. ISBN: 013701344-2.

Mitra, D. (2007). Student voice in school reform: From listening to leadership. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school*. Dordrecht, The Netherlands: Springer Publishers.

Moje, E.B., & Hinchman, K. (2004). Culturally responsive practices for youth literacy learning. In J. Dole & T. Jetton (Eds.), *Adolescent literacy research and practice* (pp. 331-350). New York: Guilford Press.

Moje, E.B. (2008). The complex world of adolescent literacy: Myths, motivations, and mysteries. *Harvard Educational Review*, Spring 2008, 107-154.

Morrell, E. and Duncan-Andrade, J. (2006). Popular culture and critical media pedagogy in secondary literacy classrooms. *International Journal of Learning, 12*, 2005/2006.

Morrell, E. (2007). *Critical literacy and urban youth: Pedagogies of access, dissent, and liberation*. New York: Routledge.

Myers, E. & Rust, F. (2003). *Taking action with teacher research*. Heinemann. Note: Text can be ordered at http://books.heinemann.com/products/E00544.aspx.

Nieto, S. (2003). *What keeps teachers going?* New York: Teachers College Press.

Oakes, J. & Lipton, M. (2003). *Teaching to change the world, 2nd ed.* Boston: McGraw Hill.

Raggl, A. & Schratz, M. (2004). Using visuals to release pupil's voices: Emotional pathways to enhancing thinking and reflecting on learning. In C. Pole (Ed.), *Seeing is believing? Approaches to visual research (Volume 7)*. New York, NY: Elsevier.

Richardson, L. (1998). Writing: A method of inquiry. In N. Denzin & Y. Lincoln (Eds.). *Strategies of qualitative inquiry* (volume 2). Thousand Oaks: Sage.

Rodgers, C. (2006). Attending to student voice: The role of descriptive feedback in learning and teaching. *Curriculum Inquiry, 36*(2), 209-237.

Rogers, R., et al. (2005). Professional development for social transformation: The literacy for social justice research group. *Language Arts, 82*(5), 347-358.

Sagor, R. (1993). *How to conduct collaborative action research.* Alexandria, VA: Association for Supervision and Curriculum Development.

Seidman, I. (1998). *Interviewing as qualitative research: A guide for researchers in education and the social sciences.* New York: Teachers College Press.

Singer, Jessica. (2006). *Stirring up justice: Writing and reading to change the world*. Portsmouth, NH: Heinemann. ISBN: 0325007470

Street, B. (2003). What's "new" in New Literacy Studies? Critical approaches to literacy in theory and practice. *Current Issues in Comparative Education, 5*(2), pp. 1-14.

Teel, K., & Obidah, J. (Eds.). (2008). *Building racial and cultural competence in the classroom: Strategies from urban educators*. New York: Teachers College Press.

Temple, C., Ogle, D., Crawford, A., Frepon, P. (2008): *All children read: Teaching for literacy in today's diverse classrooms*. Upper Saddle River, NJ: Pearson/Allyn & Bacon. (Required)

Van Horn, L. (2008). *Reading photographs to write with meaning and purpose, grades 4–12*. Newark, DE: International Reading Association.

Villegas, A. & Lucas, T. (2007). The culturally responsive teacher. *Educational Leadership. 64*(6), 28-33.

Yonezawa, S., & Jones, M. (2007). Using student voices to inform and evaluate secondary school reform. In D. Thiessen & A. Cook-Sather (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 681-710). The Netherlands: Springer Publishers.

Zenkov, K., Harmon, J., van Lier, P., & Marquez, M. (2008). Picture this: Seeing diverse city students' ideas about schools' purposes, impediments, and supports. *Multicultural Perspectives*.

General Websites
- George Mason University Library: **http://library.gmu.edu/**
- What Kids Can Do: **www.whatkidscando.org**
- Through Students' Eyes: **www.throughstudentseyes.org**
- International Reading Association (IRA): **www.reading.org**
- National Council of Teachers of English (NCTE): **www.ncte.org**
- International Visual Sociology Association (IVSA): **www.visualsociology.org**

Teacher Research Websites
- **http://gse.gmu.edu/research/tr/tr_action/** (GMU teacher research site)
- **http://www.accessexcellence.org/LC/TL/AR/** (teacher research site)
- **http://www.standards.dfes.gov.uk/ntrp/** (UK teacher research site)
- **http://www.teacherresearch.net/** (international teacher research site)

Professional Organizations
- Greater Washington Reading Council: **www.gwrc.net**
- Virginia State Reading Association: **www.vsra.org**
- International Reading Association (IRA) (organization for educators/ and researchers) **www.reading.org**

- National Reading Conference (NRC) (an international literacy research organization): **www.nrconline.org**
- National Council of Teachers of English (NCTE): **www.ncte.org**
- International Visual Sociology Association (IVSA): **www.visualsociology.org**
- Teachers of English to Speakers of Other Languages (TESOL): **http://www.tesol.org/s_tesol/index.asp**

Course Requirements

General

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (email attachments are an option we can discuss). The submission deadline for assignments is Monday midnight (US eastern standard time) each week. All projects must be typed, in 11- or 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Attendance and Participation (20 points)

FAST TRAIN students are expected to attend *all* class periods of courses for which they register. Class participation—both in on-line and face-to-face settings—is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of non-participation and as a result lower the grade as stated in the course syllabus. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings; I suggest that you keep a reading log that includes both notes on and reactions to each reading. This log could also contain the field notes that you will take on your classroom as you complete your research project. If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible and certainly prior to any face-to-face class time; it's best to do so via my email or my mobile phone (216.470.2384). Students are responsible for obtaining information given during class discussions despite attendance.

By virtue of agreeing to work together in this course we instantly formed a new community. This community will be rooted in mutual respect and shared responsibility; these foundations translate into consistent and punctual attendance and active participation in all class activities. My goal is to develop a comfortable on-line and face-to-face classroom community where risk-taking is encouraged; we can only grow through such open-heartedness. Your attendance, thoughtfulness, clarity, and active sharing of responsibility for our classroom community will affect your grade. It is your responsibility to share and respond with insights, questions, comments, concerns, artifacts, and images from the readings and your teaching and research experiences. Absences and tardies—in both on-line and campus class sessions—will impact your grade. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. Each student is allowed one absence, no explanation required. For each session you are absent beyond this one session, one point will be deducted from your attendance and class participation points up to a total of 20 points. Please turn off all mobile phones, computers, and pagers when you participate in our class.

Blackboard Participation and Assignments (20 points)

Participants are expected to log onto Blackboard at least twice weekly during the on-line portion of the course and daily while the class is in session in July. The Blackboard URL is **https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp**. Each participant will be responsible for contributing at least one posting to each discussion, accompanied by one image/artifact that is related to the ideas and/or events described in your posting. Please post contributions by the end of the week in which the topic is discussed. Discussion postings should be thorough and thoughtful. Just posting an "I agree/disagree with your comment" or "I think the same" to someone else's thoughts is not considered adequate.

1) Assignment #1 (due Mar 12th)

Post a brief biographical sketch introducing yourself to the class. Prepare your sketch in Microsoft Word or another word processing program. Copy and paste this sketch to the Blackboard "Discussion Board." Also attach a photo of yourself (not larger than 300 pixels by 300 pixels), preferably a close up of you in your work environment. Then, please choose and respond to at least two of the following questions on the Discussion Board and upload one accompanying image or artifact that relates to the ideas or experiences you describe:

- As you understand it, what is the scientific method and what is its purpose?
- When you hear the term "education research" what do you think?
- What has your experience been in reading education research studies, reports or articles? How have they been beneficial?
- Have you conducted or taken part in a research project or study? If so, please describe the experience, including your role.

2) Assignment #2 (due Mar 19th)

Please respond to BOTH of the following questions on the Discussion Board, then upload one accompanying image or artifact that relates to the ideas or experiences you describe:

- What problem or issue in your class would you like to make your area of focus? Why?
- Action Research is often criticized because the outcomes are not generalizable. How might you respond to this concern in defending action research as a viable research method?

3) Assignment #3 (due Mar 26th)

On p. 60 Mills lists the nine steps in the "Action Research Plan." Please prepare the following first three steps and upload them to the Assignments section on Bb, then upload one accompanying image or artifact that relates to the ideas or experiences you describe:

i) Write an area-of-focus statement
ii) Define the variables
iii) Develop a research question

4) Assignment #4 (due Apr 2nd)

Please respond to ONE of the following items on the Discussion Board, then upload one accompanying image or artifact that relates to the ideas or experiences you describe:

- On p. 92 Mills defines the term "triangulation." How will you triangulate the data collection in your study? Why did you choose these sources?
- How will you insure that your study is VALID?
- How will you insure that your data collection techniques are RELIABLE?

5) <u>Assignment #5 (due Apr 9th)</u>
Please respond to ONE of the following questions on the Discussion Board, then upload one accompanying image or artifact that relates to the ideas or experiences you describe:
- What steps will you take to insure that your study has met all ethical challenges?
- What is your school's ethics policy regarding the collection of data from students?

6) <u>Assignment #6 (due April 23rd)</u>
Return to the Action Research Plan on p. 60 in Mills. Please upload your responses to the following items to the Assignments section of Bb, then upload one accompanying image or artifact that relates to the ideas or experiences you describe:
iv) Describe the intervention or innovations
v) Describe the membership of the action research group
vi) Describe negotiations that need to be undertaken
vii) Develop a timeline
viii) Develop a statement of resources
ix) Describe the data collection sources and process, including plan for triangulation.

7) <u>Assignment #7 (due April 30th)</u>
Prepare a list of ten references (APA style) you have identified so far in your review of the literature that appear to be relevant to your study. References should be from refereed journals, books, and scholarly compilations. Please upload your list of references to the Assignments section of Bb, then upload one accompanying image or artifact that relates to the ideas or experiences you describe.

8) <u>Assignment #8 (due May 7th)</u>
During the data collection period continue to check Bb site twice per week for updates and discussion questions related to *AR*, Ch. 8/9. Be sure to upload one accompanying image or artifact that relates to the ideas or experiences you describe in response to these questions. Please contact your instructor with question or requests for information.

9) <u>Assignment #9 (due May 14th)</u>
During the data collection period continue to check Bb site twice per week for updates and discussion questions related to *AR*, Ch. 8/9. Be sure to upload one accompanying image or artifact that relates to the ideas or experiences you describe in response to these questions. Please contact your instructor with question or requests for information.

10) <u>Assignment #10 (due May 21st)</u>
During the data collection period continue to check Bb site twice per week for updates and discussion questions related to *AR*, Ch. 8/9. Be sure to upload one accompanying image or artifact that relates to the ideas or experiences you describe in response to these questions. Please contact your instructor with question or requests for information.

11) <u>Assignment #11 (due May 28th)</u>
During the data collection period continue to check Bb site twice per week for updates and discussion questions related to *AR*, Ch. 8/9. Be sure to upload one accompanying image or artifact that relates to the ideas or experiences you describe in response to these questions. Please contact your instructor with question or requests for information.

12) <u>Assignment #12 (due Jun 4th)</u>
During the data collection period continue to check Bb site twice per week for updates and discussion questions related to *AR*, Ch. 8/9. Be sure to upload one accompanying image or artifact that relates to the ideas or experiences you describe in response to these questions. Please contact your instructor with question or requests for information.

13) <u>Assignment #13 (due June 18th)</u>

On p. 182 Mills presents an Outline format for an Action Research Report. Please complete the outline and upload it to the Assignments section on Blackboard. Be sure to upload one accompanying image or artifact that relates to the ideas or experiences you describe. Please contact your instructor with question or requests for information. The instructor will review and provide feedback prior to on-site class meetings in July.

Critical Research Literature Reflections (10 points)

This assignment is intended to engage you in a thoughtful process that will help you do a bit of reconnaissance for your action research paper and continue your development as critical consumers of education literature. Each participant will submit two "Critical Reflections" (2-3 pp, 600-900 words each). In each paper participants will review and critique literature for their research project (this could include artifacts such as school policies, empirical research, policy or interviews etc.) that relates to their question. Critical Reflections should describe how the participant relates to the ideas of the author of the literature considered and how and these ideas can *and* cannot be applied in practice. Participants should select readings that relate to their Inquiry/Action Research Project. Reflection #1 is due April 2nd and Reflection #2 is due April 23rd.

Focus Group Sessions (10 points)

Working in small groups (3-4), participants will choose one of the following themes to serve as a general framework to guide their synthesis: 1) understanding the learner; 2) enhancing instructional effectiveness; 3) assessment; 4) future trends in education, with a focus on English language learners. Each group will identify a specific topic within its selected general framework, examine the topic or issue within the context of what they have learned in the master's program, review at least one research article on their topic, present their findings to the whole class, and engage the class in a discussion of the topic. Do your best to use a discussion strategy that you and your peers might implement in your own school settings. Groups must provide a two-page summary and critique of their research findings, with copies for all members of our class. These presentations must relate to both the research information they have read and to their own experiences with the topic. For example, a group may elect to present ideas on the topic of "differentiating instruction for English Speakers of Other Languages and/or international students." The group presentation would highlight ideas on the topic and generate class discussion on differentiating instruction. The Focus Groups will meet and prepare their reports during the July on-campus portion of the course, although groups might be assigned in June. Participants are encouraged to discuss potential members of their own groups. Please email members of our class with an article URL at least one week in advance of your presentation session so that your peers can read this article.

Inquiry/Action Research Project (40 points)

Participants will design and conduct an inquiry/action research project that is relevant to their present or future teaching positions. An outline and examples of these projects will be provided. You will write a literature review and proposal for this project, collect and analyze preliminary data, and share the results of your study with both our class (and potentially an outside audience) in a PowerPoint presentation. Both pre- and in-service teachers must complete the project. It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic; each partner, however, must submit an original, stand-alone report. Each participant will make a 10-12 minute presentation (ungraded) on her/his project; an outline and examples of these presentations will be provided. Please note that projects or papers submitted for credit in another course cannot also be used for a grade in this course. With instructor approval, however, participants may build on a research topic originally presented as a significant research proposal in the EDRS 590 Education Research course. Your data sources for this project must include either (or both) of the following artifacts: 1) visual representations (images or photographs of your classroom, students at work, etc.); 2) student feedback related to your research question and your teaching intervention. Your initial research outline is due June 18th, the first draft or comprehensive outline is due July 23rd, and your final project is due July 27th.

Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below, and a specific rubric provided with each assignment. A student must demonstrate "mastery" of each

requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Grading Scale
A+ = 100%
A = 94-99%
A- = 90-93%
B+ = 85-89%
B = 80-84%
C = 70-79%
F = Below 70%

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. A copy of the contract should be provided to the FAST TRAIN office.

Assignments/Possible Points
Attendance and Participation = 20 points
Blackboard Participation and Assignments = 20 points
Critical Research Literature Reflections = 10 points
Focus Group Sessions = 10 points
Inquiry/Action Research Project (including presentation) = 40 points
Total = 100 points

Tentative Schedule

Week #/ Dates	Topic/Detail	Assignment due	Reading
Week #1 Mar 6th	• Introductions, course overview, syllabus, requirements • Introduction to action research • Overview of education research • Types and corresponding sources of data	• Bb: 1) Read "Welcome" message; 2) Review syllabus; 3) Discussion Board Assignment #1; 4) Biographical Sketch	• None
Week #2 Mar 13th	• Understanding action research • Deciding on an area of focus	• Discussion Board Assignment #2	• PPT files on educational research (from Mertler & Charles) in Supplemental Readings • *AR*, Chapters 1, 3 • Zenkov, et al teacher research project
Week #3 Mar 20th	• Data collection techniques • Developing research questions • Teacher Research Expert: Angela Sayers	• Discussion Board Assignment #3; instructor will review and evaluate research questions by Week #5	• *AR*, Chapter 4 • Sayers teacher research project
Week #4 Mar 27th	• Validity, reliability, and generalizability • Teacher Research Expert: Athene Bell	• Discussion Board Assignment #4 • Critical Reflection #1 due Apr 2nd	• *AR,* Chapter 5 • Bell teacher research project
Week #5 Apr 3rd	• Ethics • Teacher Research Expert: Megan Lynch	• Discussion Board Assignment #5	• *AR,* Chapter 2 • Lynch teacher research project
Week #6 Apr 10th	• Action research plan • Data analysis and interpretation • Teacher Research Expert: Katie Misiura	• Discussion Board Assignment #6	• *AR,* Chapter 6 • Misiura teacher research project

Week #/ Dates	Topic/Detail	Assignment due	Reading
Week #7 Apr 24th	• Action research plan, continued • Teacher Research Expert: Angela Sayers	• Discussion Board Assignment #7 • Critical Reflection #2 due Apr 23rd	• *AR,* Chapter 7 • Review Sayers teacher research project
Weeks #8-#12 May 1st – May 29th	• Data collection period • Teacher Research Expert: Athene Bell	• Discussion Board Assignments #8-12: During data collection period continue to check Bb site twice per week for updates and discussion questions related to *AR*, Ch. 8/9; contact instructor with question or requests for information	• *AR,* Chapter 8, 9 • Review Bell teacher research project
Weeks #13-#16 Jun 5th – Jun 26th	• Data analysis, outlining, and drafting • Teacher Research Expert: Megan Lynch	• Discussion Board Assignment #13, due by Jun 18th	• Review Lynch teacher research project
Week #17 Jul 18th 8 a – 3 p	• Course overview: Description, objectives, content; major learnings from course; applications to teaching • Overview of action research • Meet with Focus Session Group to select thematic framework and topic • Research project conferences • Teacher Research Expert: Katie Misiura	• Action Research Project component, TBA	• Review *AR*, Ch. 1 • Review Misiura teacher research project • Misiura research presentation
Week #17 Jul 19th 8 a – 3 p	• Identifying a focus for action research • Work on action research project • Teacher Research Expert: Angela Sayers	• Action Research Project component, TBA	• Review *AR*, Ch. 2 • Review Sayers teacher research project • Sayers research presentation

Week #/ Dates	Topic/Detail	Assignment due	Reading
Week #17 Jul 20th 8 a – 3 p	• Data collection techniques • Work on action research project • Focus Group Session • Teacher Research Expert: Athene Bell	• Focus Group Session #1 • Action Research Project component, TBA	• Review *AR*, Ch. 3 • Review Bell teacher research project • Bell research presentation

Week #17 Jul 23rd 8 a – 3 p	• Data collection considerations: validity, reliability, generalizability • Ethical considerations • Focus Group Session • Teacher Research Expert: Megan Lynch	• Focus Group Session #2 • First draft or comprehensive outline of research project due	• Review *AR*, Ch. 4 • Review Lynch teacher research project • Lynch research presentation
Week #17 Jul 24th 8 a – 3 p	• Data analysis and interpretation • Focus Group Session • Action research presentations	• Focus Group Session #3 • Action Research Project component, TBA • Action research presentations	• Review *AR*, Ch. 6
Week #17 Jul 25th 8 a – 3 p	• Action planning for educational change • Focus Group Session • Action research presentations	• Focus Group Session #4 • Action Research Project component, TBA • Action research presentations	• Review *AR*, Ch. 7
Week #17 Jul 26th 8 a – 3 p	• Reporting action research in writing • Focus Group Session • Action research presentations	• Focus Group Session #5 • Action research presentations	• Review *AR*, Ch. 8
Week #17 Jul 27th 8 a – 3 p	• Collaborative action research in practice • Reporting action research on-line • Focus Group Session • Action research presentations • Course evaluation and feedback forms	• Focus Group Session #6 • Research project due • Action research presentations	• Review *AR*, Ch. 9