

**GEORGE MASON UNIVERSITY  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
GRADUATE SCHOOL OF EDUCATION**

EDCI 559 A05: Research and Assessment in Elementary Education  
Summer 2014, May 19<sup>th</sup> – June 27<sup>th</sup>, 2014  
Monday, Wednesday, and Friday 7:00-9:40; Thompson L019

**Professor**

Dr. Jori Beck

Office Hours: By appointment only

Cell: (570) 490-3594

Skype: beckjori

[jbeck12@masonlive.gmu.edu](mailto:jbeck12@masonlive.gmu.edu)

**I. Course Description**

- A. Prerequisites: Admission into GMU Elementary Education Graduate program; capstone course for degree and must be taken last in sequence.
- B. This course is designed to help teacher candidates understand various research paradigms utilizing research literature and systematic evidence to improve teacher practice, and to further their skills at assessment of learning outcomes. Course emphasizes linking research and practice and making instructional decisions based on systematically collected data.

**II. Learning Outcomes**

- A. Students will be able to:
  - 1. Articulate the role of systematic evidence in the improvement of teaching and learning.
  - 2. Use educational research literature as a basis for reflecting on and improving their teaching practice.
  - 3. Make explicit linkages between research, assessment, and instruction.
  - 4. Distinguish between the purposes and methods of theoretical, applied, and action research as well as quantitative and qualitative research.
  - 5. Explain the fundamentals of validity and reliability, and articulate the potential threats to validity within various research paradigms.
  - 6. Critique the quality of research studies within various paradigms.
  - 7. Describe the purpose and cycle of action research, specifically in relationship to assessment of their learners.
  - 8. Design appropriate and authentic assessments and analyze student data.
  - 9. Use data to make inform instructional planning and decisions
  - 10. Design an action research study based on research and student assessments.
  - 11. Use technology to assist in locating, using, conducting research, and analyzing data.

**III. Standards**

- A. National Board for Professional Teaching Standards:

Proposition 1: Teachers are committed to students and learning  
 Proposition 3: Teachers are responsible for managing and monitoring student learning  
 Proposition 4: Teachers think systematically about their practice and learn from their experience.

B. National Technology Standards:

Standard IV: Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

Standard V: Teachers use technology to enhance their productivity and professional practice.

C. The [Virginia State Technology Standards for Instructional Personnel](#):

1. Instructional personnel shall be able to demonstrate effective use of a computer system and utilize computer software.
2. Instructional personnel shall be able to apply knowledge of terms associated with educational computing and technology.
3. Instructional personnel shall be able to apply computer productivity tools for professional use.
4. Instructional personnel shall be able to use electronic technologies to access and exchange information.

B. Outcomes and Standards

Learning Outcomes	NBPTS Propositions	NETS Standards
1	1, 3	V
2	1, 3, 4	IV & V
3	1, 3, 4	IV & V
4	4	V
5	4	V
6	4	V
7	1, 3, 4	IV & V
8	1, 3	IV & V
9	4	IV & V
10	4	V

**IV. Nature of Course Delivery**

This course includes multiple instructional strategies. Individual session formats vary and may include lecture, small group/large group discussion, hands-on, interactive work, student presentations, and cooperative learning. Practical applications of theory are explored in group activities.

**V. Texts**

**A. Required Texts**

Mills, G. E. (2013). *Action research: A guide for the teacher researcher (4<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Merrill Prentice Hall.

Registration to the FCPS Teacher Research Conference, \$10

Additional selected readings will be posted to Blackboard.

## B. Recommended Texts

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.

## VI. Course Policies, Assignments, and Grading

All assignments must be written in Times New Roman 12 point font, double-spaced, and follow APA (6th edition) formatting guidelines (see <http://owl.english.purdue.edu/owl/resource/560/01/> for more information). **Assignments should be submitted electronically via email and are due by class time on the date indicated in an appropriate format (i.e. Word document).**

Assignments turned in late or in an inappropriate format will be eligible for only 50% of the available points. If there is an emergency, contact me as soon as possible. **All assignments should be submitted with the following naming convention: student's last name and the title of the assignment.** For example:

E.g. Beck\_QuantitativeReport

Failure to follow any of these guidelines will result in a reduction in points for the assignment.

**Absentee Policy:** I understand that we all get sick and busy. However, we our class meets during a compressed summer schedule, and missing one class is equivalent to missing about half a week's worth of class. If you are absent more than once, I will deduct points from your class participation grade as a result. You can't contribute to class if you do not attend.

**Technology Policy:** When you are using cell phones, laptops, etc., please be respectful of your peers and your instructor and do not engage in activities that are unrelated to class. Such disruptions show a lack of professionalism and may affect your participation grade.

## Assignments

Assignment	Evaluation Points
<b>1. Readings and Activities (in-class and online)</b>	30
<b>2. Action Research Report (PBA)</b>	21
<b>3. Action Research Reflection</b>	4
<b>4. Quantitative Data Collection Trial</b>	15
<b>5. Qualitative Data Collection Trial</b>	15
<b>6. Action Research Presentation</b>	15
<b>Total</b>	<b>100</b>

### 1. Reading and Activities (In-Class and Online) (30 points)

I expect that you will complete all assigned readings and tasks each week. You also must be "present" during each class session by actively engaging with the content and your peers. Online discussions and activities must also clearly demonstrate your thoughtful completion of the

readings and tasks. In the event of an emergency, I must be notified of your absence in advance of class.

**2. Action Research Report (21 points) (Due: 6/25/14)**

This is the major assignment for this class and is the Performance Based Assessment (PBA) for the course. *The Action Research Report will detail the process and findings from the action research that you conducted during your Spring 2014 internship placement.* If you did not have a Spring 2014 internship placement, you will write a proposal for research and change all of the sections below to future tense (I will...).

The final written report (or proposal) will include the five major sections below. These sections will be submitted throughout the semester for formative feedback from peers and your instructor. These drafts **MUST** be submitted by their syllabus due dates. Not doing so will affect your Readings and Activities (In-class and online) grade. Points will also be earned for quality of writing and use of APA style. See attached rubric. Please see *TRA Report-Proposal Template* on Blackboard for more details about the sections below and for differences between the report and proposal sections.

- Part One: Rationale and Research Question
- Part Two: Literature Review
- Part Three: Instructional Context and Change
  - Describe your school, community, classroom and student population; and
  - Describe the instructional change
- Part Four: Data Collection and Student Assessment
  - Describe how you collected data to answer your research question(s). This includes formative and summative assessments designed to gather that data.
- Part Five: Data Analysis
  - Part 5a: Describe how you analyzed your data
  - Part 5b: Identify and describe limitations to your study (use what you learned both from your experience and from what you learned in the course)
  - Part 5c: Describe your findings and their implications for teaching and learning

*\*Note: If you conducted it, you will be using your question and data from your spring 2013 action research.*

Levels/Criteria	3	2	1
Introduction: Describes the problem. Clear research question stated. Significance of problem is	The problem is described in details. The description fully leads the reader to the research question. The research question is clear. It is measureable. The significance of the	The problem is adequately described. The description partially leads the reader to the research question. The research question is vague. It is measureable. The significance of the	The problem is not adequately described. It does not lead the reader to the research question. The research question is unclear. It is not measureable. The

<b>Levels/Criteria</b>	<b>3</b>	<b>2</b>	<b>1</b>
addressed.	problem is addressed fully. It is clear why this is an important problem to study.	problem is adequately addressed, but it is not clear as to why this is important.	significance of the problem is unfocused and rambles. It is not clear why this is an important topic to study.
Literature Review: Research studies are used. Analysis of literature is evidence. Synthesis of literature is evident.	At least ten research studies are used to support the literature review. These are from respectable journals. The studies are appropriate for the topic. Analysis of the literature is well-developed. It connects directly to the problem statement and the research question. There is a good synthesis of the literature. This goes beyond restating what is in the articles. Student is able to tie the studies together and connect this back to the importance of the topic.	Six to nine research studies are used. At least one of them is from a respectable journal. The studies are somewhat appropriate for the topic. The analysis of the literature is adequate. It connects somewhat to the problem statement and research question, but leaves the reader wanting to know more. There is an adequate synthesis of the literature. Student primarily relies on restating the research studies to support the topic, but is able to include own thoughts regarding the studies.	Less than six research studies are used. The articles are not from respectable journals. The studies are not appropriate for the topic. The analysis of the literature is inadequate. It does not connect to the problem statement and research question. There is an inadequate synthesis of the literature. The studies are treated separately and not tied together. Student is unable to connect studies to the importance of the topic.
Context and Intervention Provided: Setting Described. Population identified. Intervention.	The setting is fully described. It includes, size of school, location, grade level, subject taught, etc. All pertinent information is included. The population is fully described. It includes number of students, gender and ethnic breakdown, grade levels, academic abilities, etc. Information relevant to the	The setting is adequately described. Most information is included, but not all. The population is adequately described. Most information is included, but not all. Intervention is adequately described, but either the description of the intervention or the implementation is	Setting is not included or inadequately described. It is not clear where the research will be conducted. Population is not included or inadequately described. It is not clear who will be participating in the research study. There is no intervention or implementation explained or the intervention does

Levels/Criteria	3	2	1
	research is included. Intervention is fully described. It is clear what the intervention is and how it will be implemented. Intervention is realistic.	confusing.	not align with the research question.
Research Design Design of study matches goals. Formative and Summative Assessments included. Data sources appropriate.	The methodology chosen (quantitative, qualitative, mixed methods) is appropriate for the research question. There is adequate time allowed for data collection. The treatment is reasonable and ethical. There is a mixture of formative and summative assessments included in the design. They are well-described or a copy is included. All data sources are appropriate for the research question. The information collected will help answer the question.	Two of the three stated criteria are adequate. Formative and summative assessments are included in the design. Copies are not included and they are not well described. Most, but not all, of the data sources are appropriate.	None or one of the criteria is adequate. The research is not ethical. Either formative or summative assessments are included, but not both. Copies are not included and they are not well described. The majority of the data sources are not appropriate for the research question. Data collected is not ethical.
Analysis of Data: Appropriate analysis for data collected. Implications from data proposed.	The entire analysis of the data is appropriate. The information gathered will address the research question. Implications from the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis.	The majority of the analysis is appropriate. However, it is not clear how other parts will be analyzed. Implications from the data are adequately discussed. It is clear the student is able to interpret the findings. However, the implications are not tied back to the results.	The analysis is inappropriate or not well-defined. Implications from the data are inadequately discussed. It is not clear the student is able to interpret the findings. The implications are not tied back to the results.

Levels/Criteria	3	2	1
<p>References: Full citations for all sources mentioned. Use of APA style for formatting. All listed references are used in the paper. Most references are from scholarly sources.</p>	<p>All sources are completely and correctly cited. All articles cited are referenced in the proposal and all references contain complete citations. All citations and references follow APA style. There are no errors. All references listed are cited in the proposal. All references are from scholarly sources (journal articles, text books, etc.) They are not just from websites.</p>	<p>Only one source is not cited correctly. There are one to three APA errors. One reference is not cited in the proposal The majority of the references are from scholarly sources.</p>	<p>Two or more sources are not cited correctly. There are four or more APA errors. Two or more references are not cited. The majority of the references are not from scholarly sources.</p>
<p>Overall Style: Clear, concise writing. Grammar and punctuation. Multiple levels of headings used to organize ideas.</p>	<p>The writing is very clear and concise. The reader can understand what the problem is and how the research will address it. There are no grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in all instances.</p>	<p>The majority of the writing is clear and concise. There are one to three grammar and punctuation errors. There is evidence of multiple levels of headings. These are used appropriately in the majority of instances.</p>	<p>The majority of the reading is vague and unclear. The reader has difficulty seeing the connections between the various sections. There are four or more grammar and punctuation errors. There is no evidence of multiple levels of headings or these are used inappropriately in the majority of instances.</p>

### 3. Action Research Reflection (4 points) (due 6/25/14)

In this one- to two-page written reflection, you will think over your process of teacher research from start (January seminars) to finish (summer written report). Where have you grown as a teacher researcher? Where do you feel uncertain? How did your actions affect your students' opportunities for learning? How did you create more equitable conditions for student success?

### 4. Quantitative Data Collection Trial (15 points) (due \*\*\*)

Groups of students will develop a short survey instrument with 10-12 questions, collect data from at least 15 people each, analyze the data using descriptive statistics, and write up a short report. This does not have to be related to the focus of your Action Research Report. Typically

students do better when the topic can be asked of non-school personnel- for example, you may ask parents about their views of schools, ask college students to identify top issues in education, etc. Your survey instrument must be workshopped with and approved by your critical friends.

**Comment [JB1]:** I changed this rubric so that it is a 4-point spread. I have worked with Lori Bland on my other rubrics and a 4-point spread is supposed to be better. Do you think I should maintain consistency with the other instructors and keep the original, 3-point rubric?

	<b>4 (3 points)</b>	<b>3 (2.5 points)</b>	<b>2 (2 points)</b>	<b>1 (1.5 points)</b>
<b>Survey</b>	Survey consists of 10-12 questions. Questions are clear and related to a particular topic. All questions are appropriate for quantitative analysis.	Survey consists of 8-9 questions. The majority of the questions are clear, and relate to a particular, and are appropriate for quantitative analysis.	Survey consists of 5-7 questions. Some questions are clear, and relate to a particular, and are appropriate for quantitative analysis.	Survey consists of less than five questions. The majority of the questions are unclear, do not relate to a common theme, or are not appropriate for quantitative analysis.
<b>Participants</b>	The participants are adequately described.	The participants are adequately described. There is information about gender, age, and race, but the description lacks additional details.	The participants are adequately described. Some demographic information is related, but the description lacks additional details.	The participants are not adequately described.
<b>Data Analysis and Results</b>	Data analysis is appropriate for the survey. Data are broken down by demographics. Descriptive statistics are provided. Results are presented appropriately. Data are presented in tables according to APA style. Results are clear and easy to understand and are tied back to the data.	Data analysis is somewhat appropriate for the survey. Means are reported. Data are broken down by demographics. Most of the results are presented appropriately; data are interpreted accurately. Some of the results are tied back to the data.	Data analysis is appropriate for the survey. Means are reported. Data are not broken down by demographics. Some of the results are presented appropriately; data are interpreted somewhat inaccurately. Some of the results are tied back to the data.	Data analysis is not appropriate for the survey. The analysis provided does not make sense. Data are not broken down by demographics. Results are presented inappropriately or are interpreted inaccurately. Results are difficult to understand or are not tied back to the data.
<b>Implications</b>	Implications from	Implications	Implications	Implications



<b>and Reflection</b>	the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis. The reflection describes what the student learned from this project.	from the data are somewhat well-developed and discussed. The implications are connected back to the results of the data analysis. The reflection describes what the student learned from this project.	from the data are somewhat incoherently described. The implications are connected back to the results of the data analysis. The reflection mostly describes what the student learned from this project.	from the data are incoherently described. The implications are not connected back to the results of the data analysis. The reflection does not describe what the student learned from this project.
<b>Coherence</b>	A variety of sentence types are used. Grammar and spelling do not interfere with the message of the paper. Clear organization. APA 6 <sup>th</sup> edition rules are followed when necessary.	A variety of sentence types are used. Grammar and spelling somewhat interfere with the message of the paper. Organization is mostly clear. APA 6 <sup>th</sup> edition rules are followed when necessary.	A variety of sentence types are used. Grammar and spelling somewhat interfere with the message of the paper. Organization is somewhat unclear. APA 6 <sup>th</sup> edition rules are not followed consistently.	Simply sentence structure. Grammar and spelling interfere with the message of the paper. Organization is unclear. APA rules are not followed.

**5. Qualitative Data Collection Trial (15 points) (due \*\*\*)**

Individually, students will collect qualitative data through interviews, observation, or a focus group; code and interpret the data; and write a short report. This does not have to be related to the focus of your Action Research Report. Your data collection protocol must be workshopped with and approved by your critical friends.

**Comment [JB2]:** Above comment applies to this rubric as well

	<b>4 (3 points)</b>	<b>3 (2.5 points)</b>	<b>2 (2 points)</b>	<b>1 (1.5 points)</b>
<b>Interview Protocol</b>	The protocol used to collect data is adequately described in details. This could be the questions used for the interview or the procedures used for the	The protocol used to collect data is adequately described, but lacks details. A copy of the interview questions or procedures is included. The	The protocol used to collect data is adequately described, but lacks details. A copy of the interview questions or procedures is not included, or the	The protocol used to collect data is not adequately described. A copy of the interview questions or procedures is not included. The

	observation. A copy of the interview questions or procedures is included. The protocol is appropriate for the research question.	protocol is appropriate for the research question.	protocol is appropriate for the research question.	protocol is not appropriate for the research question.
<b>Participants</b>	The participants are adequately described.	The participants are adequately described. There is information about gender, age, and race, but the description lacks additional details.	The participants are adequately described. Some demographic information is related, but the description lacks additional details.	The participants are not adequately described.
<b>Data Analysis and Results</b>	Data analysis is appropriate for the protocol and research questions. The analysis used is thoroughly explained so that it could be replicated. Results are clear and easy to understand. Results are tied back to the data and interpreted accurately.	Data analysis is appropriate for the protocol and research questions. The analysis used is explained, but is somewhat unclear. Results are fairly easy to understand. Some of the results are tied back to the data. Results are interpreted accurately.	Data analysis is appropriate for the protocol and research questions. The analysis used is explained, but lacks details so that it could not be replicated. Results are fairly easy to understand. Some of the results are tied back to the data. Results are interpreted somewhat inaccurately.	Data analysis is not appropriate for the protocol and/or research questions. The analysis used is either not explained or lacks detail to be replicated. Results are difficult to understand. Results are not tied back to the data, or are interpreted inaccurately.
<b>Implications and Reflection</b>	Implications from the data are well-developed and fully discussed. The implications are connected back to the results of the data analysis. The reflection describes what the student learned	Implications from the data are somewhat well-developed and discussed. The implications are connected back to the results of the data analysis. The reflection describes what	Implications from the data are somewhat incoherently described. The implications are connected back to the results of the data analysis. The reflection mostly describes what the	Implications from the data are incoherently described. The implications are not connected back to the results of the data analysis. The reflection does not describe what

	from this project.	the student learned from this project.	student learned from this project.	the student learned from this project.
<b>Coherence</b>	A variety of sentence types are used. Grammar and spelling do not interfere with the message of the paper. Clear organization. APA 6 <sup>th</sup> edition rules are followed when necessary.	A variety of sentence types are used. Grammar and spelling somewhat interfere with the message of the paper. Organization is mostly clear. APA 6 <sup>th</sup> edition rules are followed when necessary.	A variety of sentence types are used. Grammar and spelling somewhat interfere with the message of the paper. Organization is somewhat unclear. APA 6 <sup>th</sup> edition rules are not followed consistently.	Simply sentence structure. Grammar and spelling interfere with the message of the paper. Organization is unclear. APA rules are not followed.

**6. Action Research Presentation (15 points) (Sharing Symposium will be held 6/23/14)**

You will present your Action Research. This presentation will be based on your written report (see above). You will participate with other sections of EDCI 559 in a roundtable session. You will prepare a one-page handout for distribution to your audience. You may already have this prepared from the spring and if so, you may use it, updated to reflect any new analysis or findings.

**A. Final Grading Scale**

94-100 = A	81-87 = B
90-93 = A-	70-80 = C
88-89 = B+	Below 70 = F

**VII. College of Education and Human Development Policies**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>]

Please note that:

- o “Plagiarism encompasses the following:
  1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
  2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.”  
(from Mason Honor Code)
- o Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source.
- o When material is copied word for word from a source, it is a direct quotation. You must use quotation marks (or block indent the text) and cite the source.
- o Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.

- o Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

c. 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.

d. 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/>].

e. 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/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

**Professional Dispositions**

Students are expected to exhibit professional behaviors and dispositions at all times.

**Core Values Commitment**

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://ceh.dgmu.edu/values/>.

**For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website <http://gse.gmu.edu/>.**

**VII. Course Schedule**

Date	Readings	Topics and Activities	Deliverables & Due Dates
M 5/19	Mills Ch. 1	<i>Introducing Teacher Research</i> <ul style="list-style-type: none"> <li>• Inquiry as a part of teaching, not apart from it (surfacing potential benefits and challenges)</li> </ul>	

		<ul style="list-style-type: none"> <li>• How does academic research differ from action research?</li> <li>• Critical Friends Groups</li> <li>• Debriefing the Teacher Researcher Conference</li> </ul>	
<b>W</b> <b>5/21</b>	Mills Ch. 3	<i>Crafting and reflecting on your teacher research</i> <ul style="list-style-type: none"> <li>• Wonderings and questions</li> <li>• Writing your introduction and research question</li> <li>• The 5 Whys</li> </ul> <i>Reviewing the Literature</i> <ul style="list-style-type: none"> <li>• Connecting academic and action research</li> </ul>	<b>Due Wednesday 5/21:</b> Online work: Searching for articles, APA
<b>F</b> <b>5/23</b>		<b>No class in honor of Memorial Day (University closed)</b>	
<b>M</b> <b>5/26</b>		<b>No class in honor of Memorial Day (University closed)</b>	
<b>W</b> <b>5/28</b>		<i>Designing your study</i> <ul style="list-style-type: none"> <li>• Introduction: Types of Research Designs</li> <li>• Developing the action plan</li> </ul> Ethics in Action Research	<b>Due Tuesday 5/27:</b> Part 1: Rationale and Research Question <b>Due Wednesday 5/28:</b> Lit review chart: 5 research articles related to your topic
<b>F</b> <b>5/30</b>	Mills Ch. 2	<b>Online</b>	<b>Due Friday 5/30:</b> Lit review chart: 5 more research articles related to your topic plus a bulleted summary of themes <b>Due Sunday 6/1:</b> Online work: Inquiry comparison chart: Choose 3 action research briefs from the beginning of each Mills chapter
<b>M</b> <b>6/2</b>	Mills Ch. 4, 6 (Qual)	<i>Qualitative Data Collection and Analysis</i> <ul style="list-style-type: none"> <li>• Matching methods to questions (chart)</li> <li>• Bring your data from the spring</li> <li>• Surfacing bias, being open</li> </ul>	<b>Due Monday 6/2:</b> Part 3: Context and Change
<b>W</b> <b>6/4</b>	Mills Ch.4, 6 (Quant) App. B	<i>Quantitative Data Collection and Analysis</i> <ul style="list-style-type: none"> <li>• Matching methods to questions (chart)</li> <li>• Bring your data from the spring</li> </ul>	

<b>F 6/6</b>	Mills Ch. 5	<b>Online</b>	<b>Due Friday 6/6:</b> Part 2: Literature Review Draft
<b>M 6/9</b>	Mills Ch.7	<i>Drawing Implications from Findings</i> <ul style="list-style-type: none"> <li>• Parts a, b, c of Data Analysis section</li> </ul>	
<b>W 6/11</b>	Mills App. C	<i>Ensuring Trustworthiness</i> <ul style="list-style-type: none"> <li>• Validity, Reliability, Generalizability</li> </ul> <i>Evaluating the Quality of Action Research</i> <ul style="list-style-type: none"> <li>• Is all action research “good” research?</li> </ul>	
<b>F 6/13</b>	Mills Ch. 8, 9	<b>Online</b>	<b>Due Friday 6/13:</b> Part 4: Data Collection Part 5: Data Analysis <b>Due Sunday 6/15:</b> Online work- Evaluating action research reports
<b>M 6/16</b>		<i>Presentations of Qualitative and Quantitative Trials</i>	<b>Due Wednesday 6/16:</b> Qual and Quant Trials
<b>W 6/18</b>		<i>Workshopping your presentation and handouts</i>	Draft handout
<b>F 6/20</b>		<b>Online</b>	
<b>M 6/23</b>		<i>Sharing Symposium</i> Location TBD	<b>Poster presentations of PBAs</b>
<b>W 6/25</b>		<b>No class</b>	<b>Final PBA due by 9:40 pm</b>

