SEED 677 A05: Action Research Methods in Secondary Education
1 Credit
Summer 2024
Monday and Wednesday: 7:20 p.m. - 10:00 p.m.
Class Location: Fairfax Campus, Thompson Hall L003

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Synchronous Class Zoom Link: https://gmu.zoom.us/j/94490021395?pwd=L0MwTHBaTW9Hbnc3MmlJdmxwWW54dz09

University Catalog Course Description

Links evidence of student learning to make informed instructional decisions. Engages students in critiquing various research paradigms and reviewing literature, to plan for systematically collecting and interpreting evidence to improve practice.

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 are 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 education research is that teachers are *consumers* and/or *objects* of research, rather than *producers* of research. The past two decades have seen a growing movement to upend those assumptions through an emphasis on the importance of action research.

The research and theory we will read and the methodologies with which we will engage are those associated with action research (i.e., research conducted by teachers for professional purposes). Action 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. Thus, this course's purpose is for you to learn how to design and conduct an action research project situated in a classroom to improve your teaching and students' learning. To that end, this course will incorporate a reflection orientation and be rooted in your everyday teaching practices, allowing you to consider as data the systematically gathered but everyday artifacts of your teaching (e.g., a teaching journal, your lesson plans, student assignments). The course is designed to promote a professional teaching and learning community with peer review/constructive peer support. Throughout the course, you will complete stages of your research project (proposal) to compile into your final paper. Your ultimate success with the final project requires your ongoing commitment to each step in the process and collaboration with peers for reciprocal review. As a whole course, it provides an opportunity for your personal and ongoing professional development.

Note: This course serves as a prerequisite for SEED 678, which must be taken concurrently with the SEED internship (SEED 792/793/794/795/796). To complete SEED 678, students must be working daily in or have access to a classroom setting in order to implement the classroom-based teacher research project designed in this course.

Prerequisites/Corequisites: *Required Prerequisite:* a grade of B or better in SEED 522, SEED 540, and either SEED 566, SEED 567, SEED 569, SEED 572, or SEED 573 Recommended *Co-requisites:* EDRD 619 and either SEED 667, SEED 669, SEED 672, SEED 673, or SEED 676

COURSE DELIVERY METHOD

This course will be delivered via a hybrid model. The course will be delivered through a variety of online, face-to-face, and individualized instructional formats via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on May 12, 2024.

Students are expected to attend every class session in the mode it is offered. If you must miss a class session for illness or another valid reason, you are expected to proactively communicate (ahead of the class session) with your instructor about your expected absence. **This course has a face-to-face delivery method.** Material will be presented, and course objectives met in a variety of ways, including through class discussions, small and large group activities, individual and group work sessions, lecture, student presentations, and clinical experience in a face-to-face format. Visual aids and various technology uses will complement an interactive learning approach. A few synchronous and asynchronous teaching methods will be employed during the semester. **As the teacher of this class, I am available for discussion and support during office hours, via**

phone and by e-mail. Let's keep in touch! Under no circumstances may students participate in synchronous and asynchronous class sessions (either by phone or Internet) while operating motor vehicles.

TECHNICAL REQUIREMENTS

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers.
  - To get a list of Blackboard's supported browsers see: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  - To get a list of supported operation systems on different devices see:https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/
- Expectations
  - Course Week: Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
  - Log-in Frequency: Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 2 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
  - Participation: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
  - Technical Competence: Students must demonstrate competence in all courses of technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
  - Technical Issues: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
  - Workload: Please be aware that this course is not self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the Class Schedule section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
  - Instructor Support: Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
  - Netiquette: The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
  - Accommodations: Online learners who require effective accommodation to ensure accessibility must be registered with George Mason University Disability Services.

LEARNER OUTCOMES/OBJECTIVES

This course is designed to enable students to do the following:	Methods by which your acquisition of each objective are measured:
Explain and assess the process and components used in action research to inform instructional decisions, such as the review of current literature, qualitative and quantitative methodological elements to improve learning, and analysis of data collected.	- Active participation and class discussions - Written Response - Research Article Critiques - Rough draft Research Project Components - Constructive Peer Group Feedback and discussions - Action Research Project Proposal - CITI certificate
Determine a topic and research question for an action research study to improve learning in a secondary classroom in conjunction with one's teaching philosophy and practice including the systematically gathered and everyday artifacts of teaching (e.g., a teaching journal, your lesson plans, student assignments).	- Written Response - Research Article Critiques - Rough draft Research Project Components - Constructive Peer Group Feedback and discussions - Action Research Project Proposal -
Conduct a review of the current literature using scholarly inquiry on a topic that will inform one's instructional decisions in a	- Research Article Critiques - Rough draft Research Project Components

secondary education classroom.	•
Develop, based on one's reflective teaching, an implementation plan for an action research study to improve student learning in a secondary classroom, evidenced by a complete version of the introduction, literature review, and reference sections and a draft template of methodology section of the action research paper.	• Active participation and class discussions • Research Article Critiques • Rough draft Research Project Components • Constructive Peer Group Feedback and discussions • Action Research Project Proposal •
Examine, assess, and account for ethical considerations when conducting action research.	• Active participation and class discussions • Written Response • Rough draft Research Project Components • Constructive Peer Group Feedback and discussions • Action Research Project Proposal • CITI certificate
Develop and demonstrate reflective practices in assessing one's teaching and its impact on students' learning via peer collaboration and self-introspection.	• Active participation and class discussions • Rough draft Research Project Components • Constructive Peer Group Feedback and discussions • Action Research Project Proposal
Integrate the constructive peer review process in writing the action research paper,	• Active participation and class discussions • Rough draft Research Project Components • Constructive Peer Group Feedback and discussions • Action Research Project Proposal

PROFESSIONAL STANDARDS

By 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):

- o History/social science teachers: National Council for the Social Studies, http://www.ncss.org
- o English teachers: National Council of Teachers of English, http://www.ncte.org
- o Math teachers: National Council of Teachers of Mathematics, http://www.nctm.org
- o Science teachers: National Science Teachers Association, http://www.nsta.org
- o Computer science teachers: Computer Science Teachers Association, http://csteachers.org/page/standards

Students should also have an understanding of and be able to apply the standards of the Interstate New Teacher Assistance and Support Consortium (INTASC): https://ccsso.org/sites/default/files/2017-12/2013_INTASC_Learning_Progressions_for_Teachers.pdf

REQUIRED TEXTS AND MATERIALS

Required Text
- Mertler, C. (2020). *Action research: Improving schools and empowering educators* (6th ed.). SAGE Publications.
- American Psychological Association (2020). *Publication manual* (7th ed.). American Psychological Association.
- ***Teacher exemplary action research papers for each content area located on Blackboard in the course content folder.***
- *Note: Other resources will be distributed in class or posted on Blackboard.*

Required Materials:
Project Poster Display Board: size 36" x 48" (needed for Fall 2024 semester)

Additional Optional Resources
Baily, S., Shahrokhi, F., & Carsillo, T. (2017). *Experiments in agency: A global partnership to transform teacher research.* Sense Publishers.
Kemmis, S., McTaggart, R., & Nixon, R. (2013). *The action research planner: Doing critical participatory action research.* Springer Science & Business Media
McNiff, J. & Whitehead, J. (2009). *You and your action research project.* Routledge.
McNiff, J. (2016). *Writing up your action research project.* Routledge.
Mills, G. E. (2018). Action research: A guide for the teacher researcher (6th ed.). Pearson.
Noffke, S. E., & Somekh, B. (2009). *The SAGE handbook of educational action research.* SAGE Publications. *Qualitative Design and Analysis*

COURSE PERFORMANCE EVALUATION

- o **Students are expected to submit all assignments in the appropriate Blackboard assignment.**
- o **Assignments are due at 7:20 on the date indicated, unless otherwise indicated.**
- o **Late work will not be accepted without a prior request.**
- o **All submitted work must be typed unless otherwise indicated.**
- o **See class protocol for additional information.**

Assignment	Points	Due Date
Active Participation/ Protocol Adherence	100	**Ongoing**
Written Response	50 (25 points each)	#1 May 13 #2 May 15
Research Article Critiques	100 (20 points each)	#1-#3: May 31
Template	50	May 20
Rough draft Introduction	100	May 27
Rough draft References	50	May 31
Rough draft Literature Review	100	June 5
Constructive Peer Group Feedback	100	June 12
Action Research Project Proposal	300	June 12
CITI certificate	50	May 22
TOTAL	**1000**	

The 1000 points are converted to the 100-point grading scale below.

Graduate Grading Scale				
Grade	**Standards**	Grading	**Graduate Courses**	
A	Meets Standard	95 – 100	Satisfactory / Passing	"A" level score = Student work is well-organized, exceptionally thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant components. 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.
A-	Meets Standard	90 – 94	Satisfactory / Passing	
B+	Approaches Standard	87 – 89	Satisfactory / Passing	"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. Although a B- is a satisfactory grade for a course, students must maintain a 3.00 average in their degree program and present a 3.00 GPA on the courses listed on the graduation application.
B	Approaches Standard	83 – 86	Satisfactory / Passing	
B-	**Does Not Meet Standard**	80 – 82	*B- is not a passing course grade for licensure*	
C	**Does Not Meet Standard**	70 – 79	*C is not a passing course grade for licensure*	"C" level score = Student provides cursory responses to assignment requirements. Student did not follow all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
F	**Does Not Meet Standard**	Below 70	*F is not a passing course grade for licensure*	"F" level score = Student work is so brief that any reasonably accurate assessment is impossible.

Incomplete (IN): This grade may be given to students passing a course but 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. The 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.

ASSIGNMENTS: CRITERIA FOR MEETING COURSE REQUIREMENTS

Assignment 1: Active Participation/ Protocol Adherence

DUE: Ongoing
POINTS: 100
PURPOSE: Continuous attendance, active participation, and adherence to protocol procedures are the attributes that allow our class sessions to be collaborative, maintain high standards, and encourage learning to take place.   Students are expected to attend all class periods of courses for which they register. Class attendance and participation with the whole group, in constructive peer groups (CPG), and in 1-on-1 conferences are important - not only to the individual student, but to the class as whole. This course is designed to provide ongoing opportunities to learn through

conversation. These conversations provide spaces for you to think out loud, to explore your conceptual understandings, to share uncertainties and successes, to ask questions, and to learn from each other. Like written assignments, class participation is both a central means of learning and an assessment tool. Your participation will be determined by your ACTIVE participation in class activities and discussions, your professional conduct in class, and clear evidence that you have completed course readings and tasks. Absences, tardiness, or early departures as evidence of nonparticipation and lower the grade.

PROCEDURE: Attendance is a prerequisite for class participation, absences and tardiness will negatively impact your participation grade. Attend each class session and actively participate in class discussions and activities without extraneous distractions and off-task activities (i.e., texting, reading email, etc.). This applies to in-person AND online classes.
Active participation and protocol adherence is determined by the rubric below:

Rubric for Active Participation/ Protocol Adherence

	Acceptable	Unacceptable
ACTIVE PARTICIPATION /75	-participates *actively* in each class discussion and activities (asks questions, engages in topics conversation, partakes in hands-on activities, etc.). -participation is respectful and inclusive of others in the class. -spends time only on the tasks associated with this course and the instructor's directions. -comes to class with knowledge of prepared readings and pre-class assignments - clear evidence of competition of course tasks -online classes: Student maintains video "on" status -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-does not participate *actively* in each class discussions and activities -participation is not respectful and inclusive of others in the class. -does not spend time only on the tasks associated with this course and the instructor's directions. -did not come to class with knowledge of prepared readings and pre-class assignments - no evidence of competition of course tasks -online classes: Student maintains video "off" status **-**does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog -absent from ____ class session -tardy to ____ class sessions -departed ____ class sessions early
PROTOCOL POLICY /25	-attention is focused on activities and discussion while in class: does not engage in personal emails, instant messaging, texting, social media, games, web surfing, etc. -electronic devices are off or in sleep mode unless using the device for notetaking -demonstrates ethical and responsible behavior in class and on the GMU network. -emergency telephone calls are taken outside of the classroom. -professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. -uses professional and ethical judgment when posting messages on social media networks. (**NOTE**: DO NOT post pictures of children or classmates on any social media platform.) -follows GMU's policies on attendance and code of conduct as indicated in the University Catalog	-attention is NOT focused on activities and discussion while in class by activities such as: engages in personal emails, instant messaging, texting, social media, games, and web surfing. -does not demonstrate ethical and responsible behavior in class and on the GMU network. -does use mobile telephone to call or text -does not use professional and ethical judgment when posting messages on social media networks. -is not professional conduct in class by participating appropriately in conversation by using appropriate terms, being inclusive and respectful to the instructor and fellow classmates. **-**does not follow GMU's policies on attendance and code of conduct as indicated in the University Catalog

Assignment 2: Written Responses

DUE:

Written Response #1	May 13
Written Response #2	May 15

POINTS: 50 (25 points per response)
PURPOSE: A research course is very different from other courses in the secondary education program because you are learning research techniques and implementing those techniques in a classroom setting. This course challenges you to think and engage with research. It is important to connect with the content you read to ensure you analyze the content in an appropriate manner. To accomplish this engagement, you will be required to complete written assignments throughout the course.

PROCEDURE: You will have two (2) written assignments throughout the semester. See the class schedule for specific assignments and due dates. Write each response on a Microsoft Word document and upload to the appropriate Blackboard assignment. Written responses grades are determined by the rubric below.

Rubric for EACH Written Response

	Excellent	Adequate	Unacceptable
Written responses /15	-provides detailed responses to the question(s) for the assigned reading in the word limit or -completes assignment associated with reading with detailed responses -response is submitted via Blackboard on a Microsoft Word document -assignment is uploaded by due date	-provides mostly detailed responses to the question(s) for the assigned reading -word limit is mostly followed or -completes assignment associated with reading	-does not complete the written response -response contains little detail or does not respond to the provided question(s) for the assigned reading in the word limit -response is not submitted via Blackboard on a Microsoft Word document -assignment is not uploaded by due date
Quality /10	-Format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work).	-Format and writing flow well and are easy to read with only minor typos and mistakes.	-Format and writing are incomplete, disorganized, unedited, and/or difficult to follow.

Assignment 3: Research Article Critique

DUE:

#1-#3	May 31

POINTS: 100 (20 points per critique)

PURPOSE: Academic research tells us what is happening or has happened in education. This information informs our current and future research. We use this information to build upon what has come before and add to future knowledge. It is important that we comprehend the detailed, sometimes dense, research in a way that we can make intelligent decisions as we move forward with our own research.

PROCEDURE: You must incorporate at least five peer-reviewed, academic-based journal articles into the literature review section of your research project. Each article must be read and critiqued using the 'Research Article Critique' found on Blackboard and provided in

class. See the class schedule for specific due dates.   You may handwrite your response, scan, and upload to the appropriate Blackboard assignment. Or you may complete each response using the provided Microsoft Word template document on Blackboard which you will complete and upload to the appropriate Blackboard assignment.

- **At least 3 of the 5 references must be from current peer-reviewed, academic, research-based journals from the past <u>ten</u> years. Use this form to complete your Research Article Critique: <u>Research Article Critique.doc</u>**
- **2 of the 5 references may be from empirical teacher accounts from current peer-reviewed, educational-based articles or books from the past <u>ten</u> years. Use this form to complete your Research Article Critique - Empirical Teacher Accounts: <u>Research Article Critique - Empirical Teacher Accounts .docx</u>**

Rubric for EACH Research Article Critique Assignments

	Excellent	Adequate	Unacceptable
Critique /20	-completes all sections of Research Article Critique with detail –Article is appropriate for selected action research --critique is submitted via Blackboard on the Microsoft Word document template or scanned handwritten template -uploads critique to Blackboard by due date	-completes most sections of Research Article Critique with detail –Article is mostly appropriate for selected action research -uploads critique to Blackboard late with approved extension	-does not complete assignment Research Article Critique -article is not appropriate for selected action research -uploads critique to Blackboard late without approved extension

Assignment 4: Rough Draft Research Project Components

DUE:

Template	May 20
Rough Draft: Introduction	May 27
Rough Draft: References	May 31
Rough Draft: Literature Review	June 5

POINTS:

Template	50	References	50
Introduction	100	Literature Review	100

PURPOSE: We have you complete various rough drafts of each section of your final project to ensure you carry out your research project in a thoughtful, paced, and monitored process to confirm you are conducting your research in a timely manner and in a way that safeguards the process for you and your participants. Merriam Webster's defines rough draft as "a first version of something (such as a document) that needs a lot of editing and rewriting." Each draft you submit is a first version of your final Action Research Project focused on the Setting, Introduction, and Literature Review sections of the Action Research Project.

PROCEDURE:

1. You will create a **Template** for your Action Research Project. This template will be based on the "Research Project Details" located on Blackboard. The document will contain the research project sections: the introduction, literature review, methodology, discussion along with the title page, appendices, and references. This template will be added to each time you create a rough draft.

1. **Rough draft:** You will submit ONE Microsoft word document on Blackboard using the template you create. This ONE document will be added each time you complete a component of the research project and uploaded to Blackboard. The rubric below is used **each time** one of the rough draft components is submitted to the instructor.

    2. **Constructive Peer Group: You will be placed in Constructive Peer Groups.** You will share your ONE Microsoft word document with your Constructive Peer Group for your peers to provide **feedback to you using** the "Constructive Peer Group Review of Research Project Form" (located on Blackboard). *Note: Detailed assignment guidelines and rubrics provided below.*

    3. There will be 4 assignments on Blackboard: template, rough draft introduction, rough draft references, rough draft literature review. You will upload your ONE Microsoft word document that contains each of these assignments.

PROCEDURE:

Rubric for component marked:	Template: _____	Introduction: _____ References: _____ Literature Review____	
	Excellent	**Adequate**	**Unacceptable**
Rough draft submitted for completion to instructor Template: /50 Introduction: /100 References: /50 Literature: /100	-rough draft component was uploaded to Blackboard by due date/time -rough draft includes much detail for all items for the component as described in the "Research Project Outline" -Format and writing are of professional quality (double spaced, error free, well composed and articulated, overall quality work, organized) -uploads component to Blackboard by due date	-rough draft component was uploaded to Blackboard by due date/time -rough draft includes some detail for all items for the component as described in the "Research Project Outline" --format and writing flow well and are easy to read with only minor typos and mistakes. -somewhat professional -some unorganized areas -rough draft component is missing _____ as described in the "Research Project Outline" --uploads component to Blackboard late with approved extension	--rough draft component was not uploaded to Blackboard by due date/time -rough draft lacks detail and is difficult to understand for the component as described in the "Research Project Outline" -format and writing are incomplete, disorganized, unedited, and/or difficult to follow. -not professional looking, sloppy -not organized -uploads component to Blackboard late without approved extension

Assignment 5: Constructive Peer Group Feedback

DUE: continuous to peer; upload to Blackboard by June 12
POINTS: 100

PURPOSE: Constructive Peer Groups contribute to each other's learning by actively listening, exchanging ideas, and supporting each other's process.

PROCEDURE: You will be placed in Constructive Peer Groups. You will share your ONE Microsoft word document with your Constructive Peer Group for your peer to provide **feedback to you using** the "Constructive Peer Group Review of Research Project Form" (located on Blackboard). You will share your paper's draft components with your peer, and your peer will provide feedback on the form. This is a back-and-forth process of feedback between you and your peer. The form will be uploaded to Blackboard at the end of the semester with all the feedback commentary. This semester you will provide feedback on the introduction, literature review and general comments. You are uploading the form **YOU** completed for your peer. You must provide detailed feedback as indicated in the instructions on the form. **Please note** there is a steep penalty for not providing feedback within a week of receiving your peer's work.

<div align="center">Rubric for constructive peer group</div>

	-Embraces peer review process	--peer completes Constructive Peer Group Review of Research Project Form with advice.	-Does not meet with Constructive Peer Group face-to-face or virtually

Constructive Peer Group Feedback /100	-Met with Constructive Peer Group face-to-face or virtual during assigned time -peer completes Constructive Peer Group Review of Research Project Form with detailed advice for each section and returns the form back to peer in a timely manner. -peer review is thoughtful, constructive, and complete. -glow/grow statements are used -provides peer feedback in a timely manner; more than 1 week past the share date	-peer review does not provide detailed guidance for improvement, is not thoughtful or constructive, incomplete -somewhat uses glow/grow statements to support peer	-Does not complete Constructive Peer Group Review from for peer - Constructive Peer Group Review of Research Project Form is not complete -does not provide peer feedback in a timely manner; more than 1 week past the share date -peer review is not thoughtful -feedback is very critical and not constructive. -does not use glow/grow statements to support peer -shows little concern for peers' learning/input/ peer review

Assignment 6: CITI Certificate Completion

DUE: May 22
POINTS: 50

PURPOSE: The CITI course reviews the standards for ethical considerations in research. The purpose of taking the CITI course is to examine, assess, and account ethical considerations when conducting action research and implementing instructional decisions.

PROCEDURE: The time to complete the CITI certificate is about 2 hours. You will register for the CITI program through GMU. The CITI course is a protected site. You must register by creating your own username and password if you are a new learner. To begin follow the steps below.

1. Use this link to access the CITI course and to register: Human Subjects Training - Office of Research Integrity and Assurance (https://oria.gmu.edu/topics/human-subjects/training/)
2. Complete the BASIC COURSE to gain a better understanding of the history and procedures of research ethics.
3. Choose the course, "Group 1 Social & Behavioral Research" (if you see two course options).
4. There is a minimum cumulative passing score for each module (usually 80 percent). In the event this score is not achieved, you will be asked to repeat the module.
5. Download the record and submit through the assignment when you finish the modules.
6. Upload a screenshot, or PDF, of your completion certificate for the Citi Course.

Rubric for Citi certificate

	Excellent	Adequate	Unacceptable
Citi **/50**	-completes Citi Certificate -uploads certificate to Blackboard by due date	-completes Citi Certificate -uploads certificate to Blackboard late with approved extension	-does not complete Citi Certificate -uploads certificate to Blackboard late without approved extension

Assignment 7: Action Research Project Proposal

DUE: June 12
POINTS: 300
PURPOSE: This course's purpose is to link evidence of students learning to make informed instructional decisions. This assignment aims to engage students in producing the first two sections of the action research project as a student works through the process of implementation of a future action research project. The intention of the future action research is to engage students in interpreting evidence to improve their teaching practice.

PROCEDURE: You will revise your research design and conduct your action research project during your internship in SEED 678, "Action Research Seminar" (a 2-credit co-requisite for your internship). Outlines, examples, descriptions, and rubrics of these projects will be provided. The project will entail that you collect and analyze data and share the results of your study with our class. With special permission from the instructor, it is possible to partner with another student to share data and research different aspects of a common topic; each partner must submit an original, stand-alone report. The final action research project contains 4 sections (Introduction, Literature Review, Methodology, and Discussion) with a title page, abstract, references, and appendices. You will complete the Title Page, Introduction, Literature Review, and References for this 1-credit course while keeping that future project in mind. ***Please note that B- is not a passing grade for this assignment.***

Special note: Human Subjects in Research: Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be

completed prior to seeking RDIA/IRB approval. **Inquiry/action research used solely to study pedagogical aspects may be conducted without additional permission but cannot be disseminated.** Detailed information on what is involved in submitting a proposal to the RDIA/IRB: Human Subjects - Office of Research Integrity and Assurance (https://oria.gmu.edu/topics/human-subjects/)

Please note that projects or papers submitted for credit in another course cannot be used for a grade in this course. When considering research topics, you should identify a research question that really matters to you. It should be something about which you are curious and with which you are willing to spend time researching and learning.

<mark>The below rubric is used to grade the final action research project in your future SEED 678, "Action Research Seminar" SEED course. The Title Page, Introduction, Literature Review, and References (with Appendices, Writing Styles, Mechanics, and General Notes) sections, highlighted in green below, are used to grade the above final assignment for the Action Research Project Proposal in this course. The total point, highlighted in green below, is multiplied by 5 to convert to a 300-point scale for this assignment in this syllabus.</mark>

	BELOW EXPECTATIONS	APPROACHES EXPECTATIONS	MEETS EXPECTATIONS	EXCEEDS EXPECTATIONS
	0-3.5 points / F	3.5-4 points / C	4-4.5 points / B	4.5-5 points / A
Title Page 5 points	Title page is missing	Title page includes few of the required information.	Title page includes most of the required information.	Title page includes Research Project Title, author's Name, George Mason University, Course Number, instructor's name, Submission Date
	0-13.9 points / F	14-15.9 points / C	16-17.9 points / B	18-20 points / A
Introduction: context, setting, rationale, research question 3-4 pages, 20 points	Section is so brief, incomplete, or off-topic that accurate assessment is impossible. Does not clearly explain the context or state action research project setting, operationally defines the study terms, the research purpose or questions.	Project includes minimal information on the context for the action research project. Does not offer a rationale for the action research project or does so only superficially. States study setting operationally defines the study terms, the research question and purpose of the action research project but may be unclear or lack specificity.	Project includes an adequate context for the study and a defensible rationale for its execution, though one or both may be weakly developed. Explicitly states study setting, operationally defines the study terms, the research question and purpose of the action research.	Project includes a sound context for the action research and a compelling rationale for its execution. Clearly and explicitly states the study setting, operationally defines the study terms, research question (only 1 question), and purpose of the action research project.
	0-13.9 points / F	14-15.9 points / C	16-17.9 points / B	18-20 points / A
Literature Review 3-5 pages 20 points	Literature review is so brief, incomplete, or off-topic that accurate assessment is impossible.	Includes fewer than 4 sources mixed between academic research and empirical teacher accounts in peer-reviewed sources. Does not make a clear case for the project focus. Summarizes cited works sequentially, rather than synthesizing and organizing into categories. Relies heavily on direct quotes.	Includes only 4 sources mixed between academic research and empirical teacher accounts in peer-reviewed sources. Makes a reasonable case for the project focus. Organizes literature by identifiable categories, although organization within each category is unclear. Attempts to synthesize referenced sources. Uses few direct quotes. Somewhat identifies gaps in the literature or connections to which the study responds and makes a clear case for the project focus	Includes at least 5 references (at least 3 from peer-reviewed, academic research-based journals, and at least 2 from empirical teacher accounts from current peer-reviewed educational based articles or books. Organizes the literature by clearly identifiable categories that connects to the action research project topic. Effectively **synthesizes** referenced sources, using few, if any, direct quotes.). Identifies gaps in the literature or connections to which the study responds and makes a clear case for the project focus
	0-13.9 points / F	14-15.9 points / C	16-17.9 points / B	18-20 points / A
Method 3-5 pages 20 points	The Methods section is so brief, incomplete, or off topic that accurate assessment is impossible. Does not	School and classroom setting, teacher-researcher, and students are explained, but are not fully developed. 1 student is highlighted as an example but without an explanation. The	School and classroom setting, teacher-researcher, and students are explained. 1 student is highlighted as examples with an explanation of why the	School and classroom setting, teacher-researcher, and students are explained in detail. 2 students are highlighted as examples with a detailed explanation of why the students were chosen. The action research project intervention and

	clearly describe how the action research project was conducted, what data collection tools or intervention was. No technical terminology was used. Does not highlight any students as examples. It fails to mention ethical considerations.	action research project intervention and data collection tools implemented are briefly described and fails to connect the appropriateness to the research question. Technical terminology is rarely used throughout. Mentions ethical issues raised by the study but addresses them only superficially.	students were chosen. The action research project intervention and 3 data collection tools implemented highlight how each is used within the action research project and the connection and appropriateness to the research question. Technical terminology is mostly used throughout. Discusses ethical issues raised by the action research project	3 data collection tools implemented are described in copious detail, highlighting how each is used within the action research project and the connection and appropriateness to the research question. Technical terminology is used throughout. Discusses ethical issues raised by action research project and explains how they were addressed.
	0-13.9 points / F	**14-15.9 points / C**	**16-17.9 points / B**	**18-20 points / A**
Discussion: Analysis, Overview, Reflection, Limitations, Impact Presentation, and Action Plan 3-5 pages 20 points	Sections are so brief, incomplete, or off topic that accurate assessment is impossible. Does not meaningfully discuss the implications of the action research project or describe a plan for future application or action.	Somewhat describes how the data collected was analyzed. Provides a brief overview of what was learned because of the data collected. Reflection somewhat highlights 1 student example, inconsistencies and/or connections to the research question, and what the teacher researcher learned from the action research process and data collected. Highlights somewhat links between action research project outcomes and the research question. 1 limitation to the action research project is somewhat addressed along with thoughts on why there were limitations. The impact presentation is somewhat explained. The action plan for next steps in the classroom are shared and somewhat connected to the teacher researchers teaching.	Describes how the data collected was analyzed. Mostly it provides an overview of what was learned because of the data collected. Reflection highlights 1 student example, inconsistencies and/or connections to the research question, and what the teacher researcher learned from the action research process and data collected. Highlights links between action research project outcomes and the research question. 1 limitation to the action research project is addressed along with thoughts on why there were limitations. The impact presentation is mostly explained. The action plan for next steps in the classroom are shared and mostly connected to the teacher researchers teaching.	Describes in detail how the data collected was analyzed. Provides an overview of what was learned because of the data collected. Reflection is thoroughly detailed highlighting the 2 student examples, inconsistencies and/or connections to the research question, and what the teacher researcher learned from the action research process and data collected. Highlights explicit links between action research project outcomes and the research question. 2 limitations to the action research project are clearly addressed along with thoughts on why there were limitations. The impact presentation is explained. The action plan for next steps in the classroom are detailed and connected to the teacher researchers teaching.
	0-10.5 points / F	**10.5-12 points / C**	**12-13.5 points / B**	**13.5-15 points / A**
References, Appendices, Writing Styles, Mechanics, and General Notes 15 points	The paper is so brief, incomplete, or off topic that accurate assessment is impossible. Paper is submitted past the due date	Paper falls short of accepted standards for master's level composition. Rough drafting errors and error patterns are widespread. Voice, verb tense, and writing style vary from section to section. Technical terms are used incorrectly and/or imprecisely, reflecting only a rudimentary understanding of the underlying concepts. Text is formulaic, relying heavily on paraphrases and "borrowed" materials not formally cited. Transitions are weak, contributing to an apparent lack of direction or cohesion. Paper does not adhere to formatting specifications provided in course text and materials. Writing mechanics,	The paper is well written with few notable rough drafting errors. Voice, verb tense, and writing style are generally consistent with few exceptions that do not substantially diminish readability. Most technical terms are used correctly, reflecting adequate understanding of the underlying concepts. Text is original, but opinions and propositions are not consistently supported by logic and references to published research. Transitions do not connect sections seamlessly but do not substantially diminish readability. Paper does adhere to formatting	The paper is well written with no notable rough drafting errors. Voice, verb tense, and writing style are consistent throughout. Technical terms are used precisely and accurately, reflecting a firm understanding of underlying concepts. Text is original; opinions and propositions are supported by strong logic and formal references to published research. Sections are linked with unifying transitions, giving the report a clear sense of direction and cohesion. Paper adheres to formatting specifications provided in course text and materials. Writing mechanics, citations and reference page follows APA 7 style. Paper is submitted by due date.

		citations and references page do not follow APA style.	specifications provided in course text and materials. Writing mechanics, citations and reference pages mostly follow APA style.	
Total points___ x5 = total for assignment				

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class schedule

Note: The course schedule provides a tentative outline for the course. Faculty reserves the right to alter the schedule as necessary, with notification to students. All readings are posted to Blackboard (Bb). Other smaller tasks may be assigned in addition to what is noted.

In Person		Virtual	Asynchronous

Class Date	Class Topic and Activities	Reading/Assignment Due All assignments are due by 11:59PM on due date
Summer 2024 session		
Session 1 Monday May 13 **In person** **7:20-10:00**	Introduction to course What is research? Concept Map Course goals: The syllabus Action Research Project introduced Defining Action Research Examining the Action Research Process Brief overview of action research process Research ethics	**READING DUE:** In Mertler - Ch. 1: Introduction to Action Research **WATCH VIDEO:** Conversation with Dr. Craig Mertler about Action Research – YouTube https://www.youtube.com/watch?v=UChUJTAUiWU **WRITTEN RESPONSE #1 DUE:** Write a 250-word response to the Video and Reading. Questions to guide your response: What are your thoughts about action research? In what ways can action research intersect with your philosophy of teaching? How can action research impact your reflective teaching practices? What intervention do you want to use to improve student learning? What concerns do you have about action research? Upload to Blackboard in assignments.
Session 2 Wednesday May 15 **Virtual** **7:20-10:00**	Sample topics reviewed: Mindfulness & VTS Creating an Action Research Topic of Study Developing an Action Research Question Contemplating an Intervention Creating a Template for the Action Research Paper Expectations of research proposal Constructive Peer Groups Assigned Literature Review Defined Beginning the template	**READING DUE:** In Mertler - Ch. 2: Overview of the Action Research Process **WATCH VIDEO:** Video Resources	Online Resources (sagepub.com) https://edge.sagepub.com/mertler6e1/student-resources/chapter-1/video-resources **READING DUE:** Read two (2) exemplar action research papers from YOUR content area. Exemplar papers located on Blackboard **WRITTEN RESPONSE #2 DUE:** Write a 250-word reaction to the project examples. Questions to address in your reaction: What were the research questions of each study? What did the intervention of each study do to improve student learning? What do you think about the process of each study? In what ways did the studies reflect the teacher's philosophy of teaching? How did the process of action research impact the teacher's practice? How does the Mertler reading, and video connect to the exemplar papers? Upload to Blackboard in assignments.
Session 3 Monday **May 20** **Virtual** **7:20-10:00**	The Process of Researching a Topic Review of current literature Finalizing the research question Writing the introduction Defining the Setting	**EMAIL:** Email research question prior to class session. **ASSIGNMENT DUE:** **Template** - Create a word document template for your action research report following APA 7 format. **The template must include –page numbers, title page with the appropriate information completed, all placeholders for heading and subheading sections, and a footnote for pseudonyms.** Upload to Blackboard in assignments. Hint: Template and APA example is located on Blackboard for use **READING DUE:** • In Mertler - Ch. 3: Planning for Action Research & Reviewing Related Literature

		BRING TO CLASS: • A Laptop • Completed Creating the setting worksheet (previously provided in class and located in Blackboard)
Session 4 **Wednesday** **May 22** **In person** **7:20-10:00**	Honing the Research Question Writing the Literature Review Writing the Action Research Paper Getting Organized Academic Language Usage	**ASSIGNMENTS DUE:** CITI course - Directions for completion of the CITI course are in the Blackboard assignment Upload completion certificate to Blackboard in assignments
Monday **May 27**		**ROUGH DRAFT DUE:** **Introduction** draft section due to Constructive Peer group for feedback **ROUGH DRAFT DUE:** **Introduction** draft section. Add to previously created template. Upload to Blackboard in assignments.
May 23-June 9	Contact instructor for an individual conference, if needed. Meet with Constructive Peer Group at least one time!	
Friday **May 31**		**ASSIGNMENT DUE:** #1- 3 Research Article Critiques completed. Upload to Blackboard in assignments. **ROUGH DRAFT DUE:** **Reference** draft section. Add to previously created template. Upload to Blackboard in assignments (no peer review)
Wednesday **June 5**		**ROUGH DRAFT DUE:** **Literature review** draft section due to Constructive Peer group for feedback **ROUGH DRAFT DUE:** **Literature review** section. Add to previously created template. Upload to Blackboard in assignments.
Session 5 **Wednesday** **June 12** **In Person** **7:20-10:00**	Methodology explored Data collection Creating triangulation Final questions Expectations for Fall	Assignment Due: **Constructive Peer Group Feedback Form: Introduction, Literature Review, and Action Research Project Proposal Due - uploaded to blackboard** The title page, introduction, literature review, and references (with appendices, writing styles, mechanics, and general notes) sections of the *action research project proposal due:* o *UPLOAD to blackboard in assignments*
Fall 2024 Session – SEED 678 **All classes meet on Wednesdays 5-7pm** **The below assignments are due on the dates posted – subject to change**		
Wednesday **September 18**		**ROUGH DRAFT DUE:** **Methodology** draft section due to Constructive Peer group for feedback **ROUGH DRAFT DUE:** **Methodology** draft section. Add to previously created template. Upload to Blackboard in assignments
		DATA COLLECTION cannot begin until the methodology section is reviewed and approved by the instructor
September/October **FIELD WORK: Data collection in your classroom** **All data collection must be complete by spring break**		
Wednesday **November 6**		**ROUGH DRAFT DUE:** **Discussion** draft section due to Constructive Peer group for feedback **ROUGH DRAFT DUE:** **Discussion** draft section. Add to previously created template. Upload to Blackboard in assignments
November: Reread your entire paper, ensuring all components are updated to your current placement.		
Wednesday **December 4**	**Action Research Project Poster Presentation**	Action Research Project Poster Presentations – **Location: TBD** **Time: 5-6pm**

		Hardcopy Action Research Project Paper brought to presentation **Final Action Research Project Paper:** Upload to Blackboard in assignments **Poster Presentation Photo of Poster due.** BRING LAPTOP to presentation IF the course evaluation has not been completed

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://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodation will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance or support from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu. **For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .**

Expectations and Protocols

Below are class protocols which govern our time together, whether during in person or during online instruction.

Written Assignments:

- Written assignments are to be submitted on Blackboard by the due date at class' start. Blackboard time stamps all submitted work.
- Written assignment rubrics indicate "format and writing are of professional quality". This refers to the assignment being an overall piece of quality work that is: grammatically correct with no errors; well composed and articulated; typed with 12-point font, double-spaced, and one-inch margins; contains appropriate diction and usage such as "students" instead of "kids"; appropriate usage of homonyms (i.e. there/their/they're); and is PROOFREAD. Work not proofread, or that has extensive grammatical errors, will not be graded and you will be advised to revise the assignment.
- All work should be your own and original. Copyright law is to be respected in all assignments. **Any item taken from another source (the internet, classroom teacher, or a curriculum guide) must be noted and cited**. Incorporating an idea or using another's material and not indicating the source is PLAGIARISM. GMU and I support strong academic integrity. Please note that: "Plagiarism encompasses the following:
  1) Presenting as one's own 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 online at https://catalog.gmu.edu/policies/honor-code-system/)
  3) Paraphrasing involves taking someone else's ideas and putting them in your own words. When you paraphrase, you need to cite the source using APA format.
  4) 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.
  5) Electronic tools (e.g., SafeAssign) may be used to detect plagiarism if necessary.
  6) Plagiarism and other forms of academic misconduct are treated seriously and may result in disciplinary actions.
- **Assignments will not be accepted after the due date. Any assignment, except the final Action Research Proposal, may be RESUBMITTED for an improved grade WITH PRIOR PERMISSION. All re-written assignments MUST be submitted by June 10th – without exception.**

Protocol and Expectations:

- Internet, mobile devices, and social media: While in class your attention should be focused on class related activities and discussion. The legitimate educational purpose of our class is to help prepare you for your professional career. This includes demonstrating courtesy and respect for your peers and myself by practicing and modeling the effective use of technology. Your attention in class is important for your learning. Your participation grade will be reduced accordingly for failing to follow these guidelines.
- Laptop Computers, Netbooks, Handheld Tablets Use
  o Engaging in personal emails, instant messaging, texting, social media, games, and web surfing are not appropriate during class time.
  o Unless you are using your device for notetaking, your laptops or other devices should be off or in sleep mode until we are ready to use them.
  o Demonstrate ethical and responsible behavior during class and on the GMU network.
  o When in class, spend time only on the tasks associated with this course and the instructor's directions.
  o In general, use your laptops and other devices in class as you would expect your students to use theirs.
 o **Online synchronous classes: Students must maintain webcam "on" status**

Note regarding Artificial Intelligence Tool:

CEHD statement: Use of Generative-AI tools should be used following the fundamental principles of the Honor Code. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative-AI tools.

When explicitly stated by the instructor, Generative-AI tools are allowed on the named assignment. Students will be directed when citation or statement-of-usage direction is required. Use of these tools on any assignment not specified will be considered a violation of the academic integrity policy. All academic integrity violations will be reported to the office of Academic Integrity. Some student work may be analyzed using an originality detection tool focused on AI tools. Generative AI detection tool use will be revealed when the assignment directions are provided to students.

SEED Program "Seeds"

As illustrated by the model above, the SEED program is guided by five "Seeds" or principles that students are expected to understand and learn to apply in their teaching and professional lives: Social Justice, Inquiry and Reflection, Advocacy and Agency, Partnership and Collaboration, and Respect and Relationship. SEED students address each Seed in a developmental fashion, twice during their licensure program and once again during the master's teacher research capstone experience:
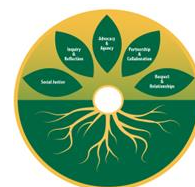
- Each Seed is introduced and students demonstrate initial understandings and consider initial applications to teaching of the Seeds (as determined by the program, the course instructor, and individual students) during one of the five pre-licensure courses (Foundations, Methods I, Human Development, Methods II, Content Literacy)
- All five Seeds are revisited and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds (in a manner they determine) during internship and internship seminar
- All five Seeds are explored more deeply, and students demonstrate mastery understandings of, applications to their teaching and teaching inquiries (via their teacher research Methodologies), and future integrations of the Seeds into their teaching and teaching inquiries (via their teacher research Discussions)

Course	Seed/Definition	Key Assignment Description
Foundations of Secondary Education	**Advocacy and Agency** The SEED program educates teachers to develop a commitment to advocating for and developing agency in every young person. Teachers' advocacy activities begin with pedagogical interactions and extend into school and community contexts. Similarly, teachers' consideration of youths' agency begins with enabling them to act independently and make choices in their own best interests—in the classroom and beyond.	Teacher Candidate Digital Portfolio This digital portfolio is a website the teacher candidate creates to begin assembling products and artifacts that illustrate their emerging philosophy of teaching, experiences designing instructional materials, interviews and reflections from clinical experiences, and professional documents such as resumes and work experience. Pieces that teacher candidates add to the digital portfolio demonstrate their agency as educators inside and outside of classrooms, candidates' advocacy of critical issues relevant to secondary education, and candidates' thinking on how educators, their learners, policy makers, and community members all have different agency in making choices related to secondary education. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods I	**Social Justice** The SEED program educates teachers to develop a commitment to social justice. Such a commitment encompasses the belief that all members of our school, university, and broader communities can contribute to disrupting inequitable interactions, practices, and structures, with a focus on enhancing everyone's opportunity to learn and succeed. Social justice is also closely aligned with "equity," which involves the implementation of anti-oppressive and antiracist interactions, practices, and structures that ensure that every individual has an unbiased, impartial, responsive, and appropriately scaffolded opportunity for academic and professional success.	**Lesson Plan** Using a provided format, the lesson plan must include objectives, standards, instructional plans, assessments, classroom layout(s), a teacher script, and all materials given to students as part of the lesson. The lesson must demonstrate the teacher candidate's ability to integrate justice concepts/content into their instruction. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Human Development and Learning	**Relationships with and Respect for Youth** The SEED program educates teachers to develop relationships with and respect for youths. When a school culture promotes respect, support for students' identities, senses of belonging, and tolerance, students can work as active participants in the classroom and the community. Secondary teachers who create a welcoming environment in their classrooms; who strive to know and honor students' backgrounds, preferences, and perspectives; who build relationships with young people based on trust and mutual understanding; and who connect curriculum to students' cultures hold key to effective instruction. Their instruction will help develop unique individuals who can connect their life experiences to learning.	**Case Study/Student Application Project** The case study/student application project is a summative assessment of the teacher candidate's ability to use psychological theory to analyze problems in a classroom and practice approaches a thoughtful, ethically principled teacher would use to solve problems. The case study/student applicant project must demonstrate the teacher candidate's understanding of how and why teachers can use psychological theories and principles to develop relationships with and demonstrate respect for youths, with a goal of enhancing adolescents' school and life success. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Methods II	**Inquiry and Reflection** The SEED program educates teachers who appreciate and know how to ask questions about their practices and who are critically reflective of their pedagogies, empowered by evidence. The ability to inquire and reflect on one's teaching practice is foundational to educators' ongoing and self-directed professional growth across their professional lifespans. Educators who can inquire into and consistently implement effective instructional practices--and who can critically reflect on and evaluate their pedagogies--will be the most responsive teachers and will best inspire students to learn.	**Unit Plan/Lesson Implementation** Teacher candidates will use the "backwards design" process to develop a plan for teaching a unit which actively involves students in meaningful learning; individualizes learning to accommodate the strengths and needs of students; and provides authentic assessments. Unit plans will include objectives, a calendar, and an outline of each day in the unit. One lesson of the unit must be taught/co-taught in the teacher candidate's clinical experience classroom, and the unit plan and lesson implementation must demonstrate the candidate's understanding of how and why teachers use inquiry and reflection to improve their pedagogical practices and enhance student learning. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*
Content Literacy	**Collaboration and Partnership** The SEED program educates teachers who value collaborative engagement in learning and teaching and supporting collaboration through different forms of partnership. Collaboration takes on many forms, including collaboration amongst teacher candidates and their peers, course instructors and faculty advisors, mentor teachers in schools, their students and their students' families and caregivers, and amongst experts in their fields of teaching. These collaborations occur through a shared understanding of partnership. By spanning multiple boundaries, the SEED program supports partnerships with local schools and their divisions, with state and national professional associations, and with international experiences in other countries.	**Disciplinary Literacy Inquiry Project** Teacher candidates complete an inquiry into methods of supporting students' comprehension in their respective content areas. Using resources from class and peer-reviewed articles, candidates develop an understanding of how to guide and deepen students' comprehension, addressing questions including "Why is it important to be literate in our respective subject areas?". The inquiry project must demonstrate the candidate's understanding of how and why teachers collaborate with other education professionals, students, families and caregivers and others to support students' subject area comprehension and literacy learning. *Note: Students will also be asked to identify what they consider to be evidence of their understanding/application of this Seed, in course, program, and professional projects and activities.*

Internship and Internship Seminar	All SEED Seeds: Applications to Teaching
	All five Seeds are revisited, and students demonstrate deeper conceptual understandings of and identify applications to their teaching of the Seeds during internship and internship seminar.

ACTION RESEARCH PROJECT DETAILS

This document is a compilation of information from the various works of Dr. Kristien Zenkov, Dr. Melissa Hauber, Dr. Lynda Herrera. Dr. Meg Mascelli - George Mason University

Reminders:

This project is part of your normal, everyday teacher practice to link evidence of student learning to make informed instructional decisions.

Your project must focus on **student engagement, efficacy, or achievement**.

Only 1 research question for this project

You cannot interview or record (video or sound) students.

Your data collection takes place using 1 class period over 6-8 class sessions.

You must have a reflective journal as one source of data collection.

The majority of your paper will be written in the past tense. Remember that the final paper is submitted AFTER the action research is completed.

Sections of the Action research Project

1. Title page
2. Introduction (3-4 pages) – setting the stage
   a. Establishment of the study's context using a personal story to connect the topic to the teacher-research.
   b. Setting and demographics of community and school division
   c. Rationale: the reason for or purpose of the project
   d. Action research question **(only 1 QUESTION!!!!)**
3. Literature Review (3-5 pages) – what research has come before
   a. Introduction
   b. Establishment of 2 categories using the relevant research (what was learned from current research using 5 articles)
   c. Connection of research to action research question
4. Methodology (3-5 pages) – how you will collect your data to answer your research question.
   a. Setting (description of the school and classroom)
   b. Role of teacher-researcher (YOU)
   c. Description of intervention
   d. Description of 3 data collection tools (reflective journal, surveys, observations, mentor discussion, student responses, etc.)
   e. Timeline of implementation of data collection (in table)
   f. Triangulation of data collection sources explained
   g. Ethical considerations
5. Discussion (3-5 pages) – what you learned about teaching and student learning
   a. Description of how you analyzed your data.
   b. Overview of what you discovered from your data collection.
   c. Reflection on the action research process and data collection: How do you feel about it? What do the findings mean to you, the teacher-researcher? How do the findings connect to the literature? What did you learn about students learning? What did you learn about your teaching? How do the findings answer action research questions?
   d. Limitations: what limits emerged due to the action research process?
   e. Action Plan: How will your teaching in the future be impacted because of this action research process?
   f. Explain the action research impact presentation.
6. References
7. Appendices

Each section is explained in detail below.

Title Page

This section is one page.

Your paper will begin with a title page, numbered page 1 justified top, right.

The title should summarize your action research and should be limited to 12 words. This is a statement, not a question.
All items on the title page must be centered.
Student papers DO NOT have running heads.

The title page must include the following, in this order:
- Action Research Project Title
- Your Name
- George Mason University
- SEED 677/SEED 678: Action Research Methods in Secondary Education
- Instructor's name
- Submission Date

Introduction

The introduction begins on page 2.
This section should be approximately 3-4 pages in length.
Center the word 'Introduction' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: Context, **Setting, Teacher-Researcher, Rationale, Action Research Question.**
The purpose is to set the stage for the action research and provide an overview of the action research project.

1. Introduction
   - Begin the introduction section with a story/a personal narrative that highlights the classroom issue/problem/ topic you are attempting to address.
   - **Do not** use a subheading for the introduction in this section.
   - You may use "I"
   - Guiding questions to help develop your story.
     — How did you decide/discover this topic?
     — How are you connected to this topic?
     — Why this topic?
     — Why is this topic important to you?

2. Subheading: **Setting**
   - **Briefly** describe the setting. The setting in the introduction is the school district.
   - You will describe the school and classroom in your **methodology section – not now**!
   - USE Handouts\Creating the setting worksheet.docx to help you navigate the details of this section.
   - You may use graphics, charts, etc....to visually share the demographic information of the school district: how many students, location, anything special about the district.
   - Use https://schoolquality.virginia.gov/ to help you find the demographic information of the district.
   - All names and places must be pseudonyms.
   - *Important: Be sure to add **a footnote** regarding pseudonyms at the first mention of a teacher's name or school: "All names in this paper are pseudonyms".* **This is only inserted ONCE – at the first mention of a pseudonym.**

3. Subheading: **Rationale**
   - Describe the purpose of your study.
   - Explain the problem/issue you are addressing.
   - Explain why these concerns are important to you.
   - Explain how your action research might help you learn as a teacher.
   - Define any of your terms (known as operational definitions)
     — You may use a dictionary or educational textbook (be sure to add it to your reference list!)
     — Define words such as cooperative learning groups, MLL, primary sources, concept mapping, word wall, mindfulness, any academic terms specific to your content area, exit ticket, reflective journal, survey, etc.....
     — Explain how YOU use these words as it relates to your action research question or data collection.
     — These terms can be presented in a list or table (highly suggested you use a table).
   - Address why this action research is important to you, your teaching, and the larger teaching community.

4. Subheading: **Action Research Question**
   - State your action research question. Only ONE question!
   - Briefly explain HOW you will examine this action research question.
     — Explain how you will collect your data – these are your 3 data collection tools – one must be your teacher reflective journal.
     — You may not know HOW you will collect this information yet. That is OK. You can simply write. "My data will be collected using three data collection methods: X, X, and X."

- Briefly explain what intervention you will use to answer your action research question. The intervention is what you are going to do differently as a teacher to help student engagement, efficacy, or achievement. This is implementing your mindfulness strategy or using a VTS (visual thinking strategy) or a reader's theater or a graphic organizer or reading guide or a mind map or implementing group work or anything else you think will increase student engagement, efficacy, or achievement.

Literature Review

This section should be approximately 3-5 pages in length.
Do not purposely start a new page for this section.
Center the words 'Literature Review' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: Introduction, **Category 1 (rename based on your category title), Category 2 (rename based on your category title), Conclusion.**

You need to be familiar with previous investigations of your topic and discuss how these investigations informed your design to properly address your action research question. The review of the literature should consist of a summary of relevant research related to the action research's main topic.

The literature review forms a context in which the reader can view and understand your action research as it related to the current literature in the field of education. You summarize and analyze the literature in this section. The **emphasis is on synthesis and analysis** (Bloom, 1956, 1984).

This is the concrete foundation for your action research – without this section your action research would exist alone, in a black hole.

You must have a <u>**minimum**</u> of **5 references** in which you cite and synthesize in this section.

- **At least 3 of the 5 references must be from current peer-reviewed, academic, research-based journals from the past <u>ten</u> years. Use this form to complete your Research Article Critique: Research Article Critique.doc**
- **2 of the 5 references may be from empirical teacher accounts from current peer-reviewed, educational-based articles or books from the past <u>ten</u> years. Use this form to complete your Research Article Critique - Empirical Teacher Accounts: Research Article Critique - Empirical Teacher Accounts .docx**

After you have read your references AND completed your article critiques: ask yourself…what are the 2 things I learned from these sources that inform my thoughts about my question or my methodology? These two "things" become your 2 categories.

Use the Graphic Organizer handouts for the "Literature Review" for additional guidance Graphic Organizer for the Literature Review.docx

1. **Introduction**
   - Begin the introduction section with a story that highlights the classroom issue/problem/ topic of the study you are attempting to address.
   - **Do not** use a subheading for the introduction in this section.
   - Repeat your action research question to remind the reader what you are looking to achieve through your action research and frame the question in relationship to literature review.
   - Provide a "road map": tell us the 2 categories topics you will address in the body of your review.

2. Subheading: **Categories**
   - Begin by providing a general overview of the two categories of literature discovered because of your review of the literature. Give each category a label.
   - What are the 2 categories that emerged after you read the articles?
   - Use **direct quotes very sparingly**. Craft your literature review as a story of the research completed on your topic.
   - Use transitions to connect one category with the next.
   - It is acceptable for one of the categories to be an explanation, history, and purpose of the topic. Examples: What is Mindfulness? What is VTS? What is station learning? What is readers theater? What is a graphic organizer? What are literature circles? What are ice breakers?
   - It is acceptable for one of the categories to focus on the impact of the topic: What is the impact of mindfulness on student engagement? What is the impact of VTS on student achievement? What is the impact of station learning on student efficacy? What is the impact of readers theater on student achievement? What is the impact of graphic organizers on student engagement? What is the impact of literature circles on student engagement? How do ice breakers impact student engagement?
   - Examples of category topics:
     - Category 1: The use of station learning in Biology
     - Category 2: The impact of station learning in Biology

3. Subheading: **Connection**
   - At the end of the literature review, include a summary of the major discoveries in your review, **connecting these categories to your action research question.**
   - Be sure to address: What is missing in the literature ("There is a paucity of action research …")?

- Explain how your action research question and intervention address what is missing in the literature.
- It is OK to state: 'even though this literature focused on mindfulness in elementary school I will glean from the research and use the information to apply to a high school math setting'.
- Remember to restate your research question in this section.
- **Use the Graphic Organizer handouts for the "Literature Review" for additional guidance**: Graphic Organizer for the Literature Review.docx

Methodology

This section is 3-5 pages.
Do not purposely start a new page for this section.
Center the word 'Methodology' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: Introduction, **School and Classroom Setting, Role of Teacher Researcher, Students, Intervention, Data Collection Tools, Ethical Considerations, Conclusion.**

This section includes a narrative explaining the action research design and the 3 data collection tools (methods) by which you collected the data for your action research project. <mark>Remember to use technical words from class and your textbook to demonstrate action research knowledge.</mark>

Each step should be **described in detail**, so the reader knows <u>exactly</u> how the action research was conducted…think very detailed lesson plan here. A reader should be able to replicate your action research, based on what you explain in this section. **BE EXACT – PROVIDE DETAILS!**

1. **Introduction**
   - **Do not** use a subheading for the introduction in this section.
   - Begin by describing the challenge the students/class faces. **This is the problem you, as a teacher, are trying to solve in your classroom through your action research**.
   - Repeat your action research question to remind the reader what you are looking to achieve through your action research and frame the question in relationship to your methodology.

2. Subheading: **Setting**
   - **Briefly** describe the setting. The setting in the methodology is the school and your classroom.
   - USE Handouts\Creating the setting worksheet.docx to help you navigate the details of this section.
   - You may use graphics, charts, etc. to visually share the demographic information of the school: how many students, location, anything special about the school such as club organizations, awards, etc.). You may use graphics, charts, etc....to visually share demographic information.
   - Use https://schoolquality.virginia.gov/ to help you find the demographic information.
   - For your classroom. Describe the physical room. How is the room organized? How does the room highlight the content taught? Describe the lighting, space, and location in the school. You may include a photo of the classroom as a visual. DO NOT INCLUDE students in the photo.

3. Subheading: **Teacher-Researcher**
   - Explain **your role** in the classroom.
     - Describe your role as intern or main classroom teacher.
     - Describe your teaching responsibilities.
     - Explain your length of tenure in education and at the school.
     - Explain your philosophy of education.
     - Describe your teaching style.
   - Use the term "teacher- researcher" – this is YOU

4. Subheading: **Students**
   - Describe the students in your classroom. You may incorporate a chart to highlight the demographics of your class.
   - Highlight 2 students in the classroom as examples of students you want to improve with **student engagement, efficacy, or achievement** during your intervention.
     - Why did you choose these individuals?
     - Who are they in terms of gender, ethnicity, age, grade level, language/culture, and educational achievement?
     - How many years in the district, family life, academic ability, standardized data collected, peer relations, personality, physical description, etc....?
     - What are their current levels of engagement or academic achievement PRIOR to the intervention?
     - What do you hope to accomplish with each student through your action research?

5. Subheading: **The Intervention**
   - Begin by again explaining the problem you are attempting to address (what do you want to improve).
   - **Describe how you implemented your action research**. including the type of action research approach you used (i.e., qualitative case study).

- Your intervention is what you are doing to fix what you think is the problem.
  (1) How did you implement Mindfulness? How did you use VTS? How did you implement icebreakers to create engagement? How did you implement literature circles? How did you implement graphic organizers? How did you implement station learning? How did you use readers' theater in your classroom?
  (2) How many sessions and/or total time did it take to implement the intervention?
  (3) You must describe how you are logistically incorporating the intervention into your classroom setting. (I began each class with…for 10 minutes we…)
  (4) Describe it thoroughly and explain how the students will be instructed.
  (5) Describe step by step how you implemented the program.
  b) Remember: you are only implementing your action research in **ONE class period over a 6-8 class periods over a 2–3-week time period.**
  c) Be sure to explain the materials you used in collecting your data and place those sample materials in an appendix (student sample work, journaling prompts, surveys, lesson plans, etc.)
  d) **Provide 1 lesson plan in your appendices as an example of how you implemented the intervention**

5. Subheading: **Data Collection Tools**
   - You must have 3 data collection tools to ensure triangulation.
   - Describe, in detail, your three data collection tools (reflective journal, student check-ins, surveys, assessments, teacher interviews, tally sheets, observations, student records, written responses, exit tickets, etc.).
   - You can include a triangulation matrix to assist with this section. Handouts\Triagulation.docx
   - **ONE data collection source MUST BE a teacher reflective journal.**
   - REMEMBER: **You cannot conduct student interviews. You cannot record, either audio or visual, any student at any time.**
   - Describe your data collection. You must be specific. **Depending on your data collection tools,** here are some questions to focus on during your data collection:
     (1) Where did you conduct the mentor interviews? What questions did you ask?
     (2) How did maintain your teacher's reflective journal? Did you take notes during teaching? After teaching? What did you focus on in your journal?
     (3) What are the questions you will ask (be sure to place these in an appendix) students during a student check-in?
     (4) How will you observe the students?
     (5) How did you conduct student check-ins? What questions did you ask during the check-in?
     (6) When were the exit tickets given? What question was asked on the exit ticket?
     (7) What do the tally sheets look like (these should be in an appendix)? How did you tally as you taught?
     (8) How will you examine student work? What kind of work did you focus on? Tests? Written samples? Exit tickets?
     (9) Are there other documents you will use?
     (10) How will you triangulate the data?
   ii) Be sure to include a table and timeline of your methods:
     (1) What did you collect and when?
     (2) How does the data relate to your action research question?
   b) Explain trustworthiness of data collection.
     (1) What measures did you take to assure the trustworthiness of your action research?
     (2) Why is the data you collected trustworthy?
     (3) Explain how **triangulation** of the data support the trustworthiness of the data collected

o Subheading: **Ethical Considerations**:
  a) **Address ethical issues raised by action research and explain how you addressed ethical issues – it helps to think about your CITI training course here and share in this section that you took the training course and received your CITI certificate.**

o Subheading: **Conclusion**
  a) Provide a concluding statement summarizing this section.

DETIALS, DETAILS, AND MORE DETAILS are the key to this section!

Discussion

This section is 3-5 pages.
Do not purposely start a new page for this section.
Center the word 'Discussion' and continue typing on the very next double-spaced line.
You must have subheadings within this section to assist with organization: **Analysis Process, Overview, Reflection, Limitations, Action Plan, Impact Presentation, Conclusion**

This section includes what conclusions you draw from the action research, the implications for current action research findings, the limitations of the action research, the recommendations for further action research in the action research area, how you will present this data in an impact presentation, and an action plan for your classroom.

1. **Introduction**
   - Remind the reader what your research project is by restating the research question.
   - **Do not** use a subheading for the introduction in this section.

- BREIFLY provide a general overview of what you discovered through your intervention using your 3 data collection tolls

2. Subheading: **Analysis of data collection**
   - Begin by describing HOW you analyzed your findings.
   - What exactly did you do to analyze the data collected with your data collection tools?
   - What was the process you went through to analyze your data?
   - How did you make sense of your data?
   - Nothing is too mundane here! You may literally write, "I sat at my kitchen table and…"
   - Be sure to briefly repeat the intervention and 3 data collection tools you used to create triangulation. Yes! It is repetitive!
   - This section focuses on **how you learned what you learned**!

3. Subheading: **Overview of Findings**
   - Remind the reader what the focus of your action research project is by restating the research question.
   - Explain the general overview of what you discovered because of implementing your intervention.
   - Provide an overview of what you discovered because of your action research project through your 3 data collection tools.
   - This is a brief section that focuses on **what you learned**.

4. Subheading: **Reflection**
   - Begin with the findings: What did you learn as the teacher-researcher?
     - How did your data/your findings answer your action research questions?
     - What do your findings mean?
     - What did your findings teach you about your 2 students?
     - Interpret your data in as much detail as possible, describing whether, and in what ways, your findings corroborated your expectations.
   - Explain any inconsistencies or connections between your action research findings and literature review.
     - How do the findings connect to the literature from your literature review?
     - Be sure to cite the specific references that connect or show inconsistencies.
   - Include what you THINK!
     - What do you think of the action research process?
     - **What did you learn from the action research process as a teacher?**
     - What do the findings mean for teaching and learning?
     - What do the findings mean for YOUR teaching and learning?
     - Focus on what's truly interesting in your data/findings, even if you have limited information to support this.
     - Make some bold recommendations for how we might serve students better as a profession.
     - What does this data/finding/process mean to you as a professional?
     - Be careful: Do not use the word 'prove'…your action research is too limited to imply that it can prove your hypothesis or be applied to a larger population.
     - Remember that the goal is to share what you learned about your teaching for yourself first; our goal is not NECESSARILY to extract findings that will be generalizable across EVERY teaching setting.

5. Subheading: **Limitations**
   - Describe 2 limitations of your action research.
   - Reflect on weaknesses to the action research data collection or process.
     - What limitations emerged because you implemented your action research?
     - Was your intervention flawed? In what ways?
     - Did you do something as a researcher that impacted the action research negatively? Explain if true.
     - Were there extenuating circumstances? What were the circumstances?

6. Subheading: **Action Plan**
   - How might you incorporate the teacher action research process into YOUR future professional life?
   - How might you change *your* teaching practice based on your findings?

7. Subheading: **Impact presentation**
   - Describe how you will share the findings of your paper at the SEED poster presentation with your peers.

8. Subheading: **Conclusion**
   - Provide a concluding statement summarizing this section.

References
Start on a new page.
Center the word 'References' at the top.
Double-space all reference entries.
The reference list is an alphabetical list (by author's last name) of all the sources cited in the text.

Do not Indent the first line of each entry; indent all proceeding lines of the entry only.

See examples or the Publication Manual of the American Psychological Association for specific formats.

Include a complete list of references **in APA format.** BE SURE TO USE THE APA MANUAL FOR GUIDANCE

Appendices

Start on a new page.

Center the word 'Appendix' at the top of each new Appendix.

Be sure to add a letter to each new Appendix (Appendix A, Appendix B, etc.).

Each appendix should begin on a new page.

This should be where the things that do not fit in the text go. If something interrupts the flow of the paper, it should be placed here.

Ensure each Appendix in this section is referenced in the body of the paper.

This section is where all relevant materials, including any questionnaires, inventories, assessments, graphs, charts, interview questions, sample student work, behavioral chart, etc. are appended.

Include at least one example of each tool you use (graphic organizers, VTS visuals, etc.): it's ideal to include one blank version and one version completed by one of your action research participants.

Please refer to the examples or the Publication Manual of the American Psychological Association (APA) for further information on this section.

Checklist

The appearance of your paper and the arrangement of its parts are important to the final presentation.

Consider the following questions for each section to help ensure that you meet the above criteria.

Writing Styles, Mechanics, and General Notes

- DID I USE Technical words in my paper from the text or class sessions?
- Did you follow the APA style for the report for a page numbering, references, citations, and the appendix?
- Is the original manuscript typed or printed on 8.5 x 11-inch white paper?
- Is the entire manuscript double-spaced?
- Is the manuscript neatly prepared and clean?
- Have you used a 12 font for type style?
- Are the margins at least 1 inch?
- Is the title page, references, tables, etc. on separate pages?
- Are the pages ordered in the stated sequence?
- Are all pages numbered in sequence, starting with the title page?
- Is each paragraph longer than a single sentence but not longer than one manuscript page?
- **Are ALL names' pseudonyms?** Pseudonyms are only to be used (for the district, the school, the teachers, the participant(s), and any other name). The very first time you use a name (whether in the introduction or method section) place a footnote. In the footnote write "All names in this paper are pseudonyms". You do not need to write such a disclaimer for any later mentioned names.
- Did you spell out acronyms when you note them the first time. e.g., English Language Learners (ELL)?
- Does the paper include a title page with the required information?
- Is the paper coherent, concise, and well-structured with a clear purpose?
- Is the paper grammatically correct with proper usage of language?
- Does the paper have your distinctive focus and voice? Have you used professional language (i.e., no jargon) but written in an accessible style and presentation?
- In addition, follow these general guidelines:
  - **Write in the past tense as much as it makes sense to do so.**
  - Be sure to make a personal and professional connection to your topic and project.
  - Feel free to revise your questions based on your data to make these questions more focused.
  - **Grading Scale for Action Research Project:** *Please note that B- is not a passing grade.*

This report strictly adheres to GMU's integrity policy.