

**EDLD 7510**  
**Action Research and  
Data Analysis**

**Fall 2013**  
**EFLT**  
**College of Education**

Department: Educational Foundations,  
Leadership and Technology (EFLT)

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COLLEGE OF EDUCATION



*Competent*

equipped with the knowledge, skills  
and technological expertise to help  
all individuals learn and develop

*Committed*

dedicated to the ethical practices and collaboration  
that serve as the foundation of a diverse  
and intellectually vibrant society

*Reflective*

devoted to analyzing their own past practices  
in ways that fuel ongoing learning  
and improve future practices

*A Keystone in Building a Better Future for All*



**AUBURN**  
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**Auburn University**  
**Course Syllabus**  
**EDLD 7510 Action Research and Data Analysis**

1. **Course Number:** EDLD 7510

**Course Title:** Action Research and Data Analysis

**Credit Hours:** 3 semester hours

**Prerequisites:** Admission to AESG Master's Program

**Meetings:** Tuesdays 5 pm-7:50 pm Auburn Junior High School

2. **Date Syllabus Revised:** August 2013

3. **Texts/Resources:**

You will need a laptop with Internet capabilities at every session. It is your responsibility to see to it that you know how to log on to the Internet using AU wireless connection. You may also use your own portable wireless connection (some people have a wireless modem via Verizon or other wireless services). Students will need to have access to PowerPoint and Word or similar software.

**Required Texts:**

Dana, N.F. (2009). *Leading with passion and knowledge: The principal as action researcher*. Thousand Oaks, CA: Corwin. Used copies at Amazon for \$20.

Schmuck, R. (2006). *Practical action research for change*. Thousand Oaks, CA: Corwin. Used copies at Amazon for \$12-\$13.

4. **Course Description:** The purpose of this course is to advance student understanding of action research methodologies to improve instructional and school-based decision making.

5. **Course Objectives:** They are based on standards of knowledge (K) and ability (A) Alabama State Department of Education Instructional Leadership Standards (290-3-3.48) (2)(a) through (2)(h).

Upon completion of this course students will be able to:

- a. (A) understand and apply traditional and action research methodologies (2)(b)2(ii,iii)
- b. (A) understand of the potential contributions of leaders and teachers as researchers to improve self-practice through analysis, reflection, and action (2)(b)2(ii,iii)
- c. (A) articulate a rationale for the value of classroom/school and school-community research with respect to instructional decision-making, professional development, and change (2)(b)2(ii, iii, iv)

d. (A) acquire skills in conducting action research to include research design, data collection, and data analysis (2)(b)2(iii)

e. (K) apply newly-learned skills in the classroom/school and school-community context (2)(b)1(iii)

f. (A) develop an action research proposal for a classroom, school, or educational community setting that changes educational practice (2)(b)2(ii)

## 6. Course Content and Schedule:

Date	Description	Assignment/s DUE
(Session 1) Aug 21	*Course syllabus *Organizing for individual and group assignments *Introduction to action Research and Canvas	Schmuck, <i>Practical Action Research for Change</i> : Chapter 1 and 2.
(Session 2) Aug 28 27	Auburn Tax Referendum Public Forum	Field Trip: Auburn University Hotel Conference Center (6:00 – 7:30)
(Session 3) Sept 4	*Reflective professional practice *Research Paradigms * 3 Faces of Continuous Improvement	Continue Chapter 1 and 2 from Schmuck, <i>Practical Action Research for Change</i> . Complete exercises on pp. 13-15 and pp. 25- 26. <b>Post in Canvas in Assignment Dropbox by Sunday Sept 1 at midnight.</b>
(Session 4) Sept 11	*Definitions, Models, Steps and Phases * Proactive and Responsive Action Research	Schmuck, <i>Practical Action Research for Change</i> : Chapters 3, 5 & 6. Proactive and Responsive Action Research. Complete the exercises on pp. 38-40, 75-79 and 98-102. <b>Post in Canvas in Assignment Dropbox by Sunday Sept. 8 at midnight.</b>
(Session 5) Sept 18	Group Case studies: Proactive and Responsive Action Research and Administrator Inquiry Research Paradigms	1) Students will form 2 groups and complete the case study provided. Each group will complete a proactive and responsive action research case study. 2) Dana, <i>Leading with passion and knowledge</i> : Ch 1
(Session 6) Sept 25	*Finding a research Question: Passions and Wonderings	Dana, <i>Leading with passion and knowledge</i> : Chapter 2 On page 69 Complete Question 1 and Prompt 2 in Question 2 (you are not keeping a journal but you can complete the assignment.) Complete the following: What is your wondering for your individual inquiry brief? <b>Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday Sept. 22 at midnight.</b>

(Session 7) Oct 2	*Identifying research questions and a data collection plan.	Dana, <i>Leading with passion and knowledge</i> : Chapter 3. On pp 98-103 complete the chapter exercises. <b>Post in Canvas in Assignment Dropbox by Sunday Sept. 29<sup>th</sup> and midnight.</b>
(Session 8) Oct. 9	*Analyzing data *4 types of data	<b>Patrick-work on survey</b> Dana, <i>Leading with passion and knowledge</i> : Chapter 4
(Session 9) Oct. 16	*Principal as Head Learner” *Sharing Your Work	Dana, <i>Leading with passion and knowledge</i> : Chapters 5 & 6
(Session 10) Oct 23	*Action research methods *Data collection	Dana- continuation of materials from above Quiz in class regarding Dana Chapters 3, 5 & 6
(Session 11) Oct 30	*Presentations	<b>Patrick- Small Group Presentations</b>
(Session 12) Nov 6	Work Session	<b>Work Session-Action Plan</b>
(Session 13) Nov 13	*Action Plan	<b>Patrick –discuss Action Plans with students</b>
(Session 14) Nov 20	Presentations of Action Plan	<b>Present Action Plan on Wednesday, November 20</b>
(Session 14) Dec 4	No face to face session	Comp day for December 7 <sup>th</sup>
(Comp Session) Dec 7 Sat	Leadership Institute	<b>Entire program candidates, faculty &amp; partners.</b> Post in Assignment Dropbox your 150 word reflection: Dana presented 9 Wonderings. Which wonderings were best represented at the Leadership Institute? Explain. <b>Post in Canvas in Assignment Dropbox by midnight Sunday December 8th</b>

PLEASE NOTE: Students can access *Educational Administration Quarterly* in the “Members Only” section of [www.ucea.org](http://www.ucea.org). Username: ucea; Password: culbertson2012.

## 7. Course Requirements/Evaluation

- a. **Weekly Assignments (25 pts).** There are five individual weekly assignments. They appear in Section 6 Course Content. The weekly assignments are to be posted in Canvas in the Assignment Dropbox. **Session 3, Session 4, Session 6, Session 7; Session 14 all due on Sunday night. There is 1 quiz on October 23, 2013 during class worth 5 pts.**
- b. **Attendance at the Leadership Institute (5 pts).** This event includes all students, faculty and LEA partners. Arrangements for this activity are primarily planned by program faculty with the assistance of the students. As this is a one day event, students are expected to be in attendance. If for some reason a student is not able to attend, an alternate assignment such as a research paper will be assigned but ONLY for absences which fall under the university attendance policies.

c. **Small Group Action Research-Inquiry Brief (Proposal and Presentation) (45 pts).** Will do in your assigned small group. SEE MODEL ACTION RESEARCH BRIEF IN MODULE 1

Each small group is expected to develop an inquiry question based on school data; complete an action research proposal; and present their proposal to the class. Requirements of the proposal and presentation consist of the following (the rubric for this assignment is given on page 9 of this syllabus):

\*Purpose of the proposed study- why is such a study needed?

\*The inquiry question guiding the proposed study

\*Brief literature review in your specific area of interest

\*Methods- who will be in your study, how will you collect data, why are your chosen data collection methods best for your situation, how will your data be analyzed

\*The proposed timeline for your study

\*References in APA format

**\*30-45 minutes Powerpoint/poster/ presentation on your proposal. Student may select other presentation methods as approved by the instructor.**

d. **Group Action Plan for Capstone Project (15pts).** The students and professors will work in their small groups and whole group to complete the action plan for the Capstone Project. The rubric is on page 10 of this syllabus.

**Action Plan Individual Reflection (10 pts).** See handout distributed by Dr. Reames and Dr. Patrick. This is due by November 27. You are to answer the guiding questions.

**Total of 25 points**

### **Grading**

The final grade will be based on the following point scale:

Weekly assignments	25 points
Attendance at Leadership Institute	5 points
Small Group Action Research Inquiry Brief	45 points
<u>Action Plan/and Reflection (Prep for Capstone)</u>	<u>25 points</u>
Total	100 points

Point system for grade:

A = 90-100

B = 80-89

C = 70-79

D = 69-60

F = Below 60 Points

### 8. **Class Policy Statements:**

A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If class and/or assignments are missed, only University-approved excuses as

outlined in the Tiger Cub will be allowed (student illness or family member's serious illness documented with doctor's verification; immediate family member's death with appropriate verification; religious holidays with written request; subpoena for court appearance; AU sponsored trips with pre-approval; professor-approved). Arrangement to make-up the work must be initiated by the student and *whenever possible, made in advance*. If assignments are missed due to illness, a doctor's statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor **in advance**. Unexcused absences will result in missed opportunities to earn participation points.

- B. Students are responsible for initiating arrangements for missed work due to excused absences. If arrangements for makeup work are not made prior to the student's absence, then the student must contact the professor to make arrangements within a week from the student's absence. Neglecting to contact the professor within a week to makeup missed work may result in a zero for the missed work.
- C. Make-up exams will be given only for University-approved excuses as outlined in the Tiger Cub. Arrangements must be made in advance. Unavoidable absences for class must be documented and cleared with the instructor in advance. You may call my cell phone at 334-207-4218 even minutes before class to report your unavoidable absence.
- D. Late work: Work for this class should be turned in on time. Without prior permission from the instructor to turn an assignment in late, a grade reduction of ten points per day late will be the consequence. Permission to turn in assignments late will be granted on very rare occasions.
- E. Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternative time can be arranged. To set up this meeting, please contact me by e-mail at [jmm0028@auburn.edu](mailto:jmm0028@auburn.edu). Bring a copy of your Accommodation Memo and an Instructor Verification Form to the meeting. If you do not have an Accommodation Memo but need accommodations, make an appointment with the Program for Students with Disabilities at 1244 Haley Center, 844-2096 (V/TT).
- d. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub Rules and Regulations pertaining to Cheating will apply to this class. *Please note that copying and/or pasting other individuals' work and then presenting it as your own is considered plagiarism and is in direct violation of the Honesty Code. Violations of the Honesty Code may result in a zero*

for the assignment, a failing grade for the course, suspension and/or expulsion from the university.

- e. Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. Violations of the Auburn University Academic Honesty Code will be treated according to university policy. Rewriting and resubmission is not an option. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of EDLD 7510.**

**From Tiger Cub:**

**Academic Honor Code Violations:** Violations of the Auburn University Academic Honesty Code are: (1) The possession, receipt, or use of any material or assistance not authorized in the preparation of any essay, laboratory report, examination, or class assignment, to be submitted for credit as a part of a course or to be submitted in fulfillment of a university requirement. The possession, receipt, or use of unauthorized material while an exam or quiz is in progress, or cheating, will be a violation of the Code; (2) knowingly giving assistance to another person in such preparation; (3) selling, giving, lending, or otherwise furnishing to any other person any material which can be shown to contain the questions or answers to any examination scheduled to be given at some subsequent date in any course of study, excluding questions and answers from tests previously administered and returned to a student by the instructor; (4) the submission of themes, essays, term papers, design projects, theses and projects, similar requirements or parts thereof that are not the work of the student submitting them. In the case of a graduate thesis or project, submission is defined as the time at which the first complete draft of such is submitted to the major professor for review. When direct quotations are used, they must be indicated, and when the ideas of another are incorporated into a paper, they must be appropriately acknowledged. Plagiarism is a violation. In starkest terms, plagiarism is stealing - using the words or ideas of another as if they were one's own. For example, if another person's complete sentence, syntax, key words, or the specific or unique ideas and information are used, one must give that person credit through proper documentation or recognition, as through the use of footnotes; (5) altering or attempting to alter an assigned grade on any official Auburn University record. This violation may also be subject to review and action by the University Discipline Committee; (6) an instructor may delineate in advance and in writing other actions he or she considers a violation of the Code. For example, the teacher may consider dishonest or unethical the submission of papers substantially the same in content for credit in more than one course, unless specific permission has been given in advance. Actions so delineated must be reasonable and in the spirit of the Student Academic Honesty Code; (7) altering or

*misusing a document (e.g., university forms, infirmary or doctor's excuse) for academic purposes. Associated violations may be referred by the Associate Provost for additional review and action by the University Discipline Committee; (8) knowingly submitting a paper, report, examination, or any class assignment which has been altered or corrected, in part or in whole, for reevaluation or re-grading without the consent of the instructor; and (9) serving as or enlisting the assistance of another as a substitute in the taking of examinations.*

**SANCTIONS:** *The following sanctions may be imposed for violation of the Student Academic Honesty Code by the Provost upon recommendation of the Academic Honesty Committee: (1) a grade of F in the course in which the violation occurs, with the notation "assigned for academic dishonesty" being placed on the transcript for a designated length of time, and the grade of F being reported to both the dean of the college or school in which the student is registered and the Office of the Provost; (2) a zero grade on the examination, project, paper, etc. with written notification to the dean of the college or school in which the student is registered; (3) suspension from Auburn University for a stated period of time during which the student will not be allowed to take any courses at Auburn University either in residence or by correspondence. Auburn University will not accept any credit for work earned at another institution during suspension. If the student has previously been subjected to sanctions for violations of the student academic honesty code, the minimum sanction will be suspension; and (4) expulsion from Auburn University.*

G. Professionalism: As faculty, staff and students interact in professional settings; they are expected to demonstrate professional behaviors as defined in the College's conceptual framework. These professional commitments or dispositions are listed below:

- Engage in responsible and ethical professional practices
- Contribute to collaborative learning communities
- Demonstrate a commitment to diversity
- Model and nurture intellectual vitality



## Small Group Action Research Inquiry Brief

NAMES: \_\_\_\_\_

<b>Introduction: 5 pts</b> *Purpose/description of the problem *School/ description context *Research question(s) *Writing- ideas flow smoothly *Correct grammar, spelling, and formatting	<b>Points: _____/ 5</b> <b>Comments:</b>
<b>Review of Literature: 15 pts</b> *Recent research related to topic is summarized (2 req.) *Most important results of research identified *Gaps in research identified-may or may not be *Correct APA format *Writing- ideas flow smoothly *Correct grammar, spelling, and formatting	<b>Points: _____/15</b> <b>Comments:</b>  <b>THE BOOK IS NOT CLEAR ABOUT THIS.            LOOK AT HANDOUT: 3 SAMPLE INQUIRY            BRIEFS</b>
<b>Methodology: 15 pts</b> *Research procedures *Participants *Data collection methods and rationale *Data analysis methods and rationale *Reporting procedures *Writing- ideas flow smoothly *Correct grammar, spelling, and formatting	<b>Points: _____/15</b> <b>Comments:</b>
<b>Presentation: 10 pts.</b> Appropriate method (PP, poster,...) used Quality of method Oral presentation quality-speaks clearly and with confidence. Does not read directly from PP or poster... Both leaders involved equally in presentation	<b>Points: _____/10</b> <b>Comments:</b>
	<b>Total Points:</b>

## Action Plan

Team members:

Goal:

Action steps	Timeline	Recourses needed	Estimated costs & funding sources	Person(s) responsible	Artifacts, (Tangible things you can see as a result of the action.)

**Action Plan Reflection: DUE AFTER YOU PRESENT YOUR ACTION PLAN**

- 1. What is your overall impression of the Action Plan?**
- 2. What are the strengths of the plan?**
- 3. What do you think will be your biggest challenge?**
- 4. What changes would you make?**
- 5. Share anything else that you would like to say about the Capstone project process.**