**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

1. **Course Number:** CTEE 7516

**Course Title:** Research Studies in Education in Areas of Specialization

**Credit Hours:** 3

**Prerequisites:** None

**Corequisites:** None (concurrent enrollment in CTEE 7916 for M.Ed. non-practicing teachers)

**Office Hours:** By appointment, Dr. Cardullo- [vmc0004@auburn.edu](mailto:vmc0004@auburn.edu)

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1. **Date Syllabus Prepared:** Updated January 13, 2016
2. **Required Texts and Major Resources:**

***TEXTS:***

* Hubbard, R. & Power, B. (2003). *The art of classroom inquiry: A handbook for teacher-researchers.* Revised edition. Portsmouth, NH: Heinemann. ***[See J&M Bookstore downtown]***
* American Psychological Association (APA) (2010). *Publication manual of the American Psychological Association (APA) – Sixth edition*. Washington, DC: APA.

***RESOURCES:***

* Annotated bibliography format: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945>
* AU Library Online Tutorial on Plagiarism: [www.lib.auburn.edu/plagiarism/](http://www.lib.auburn.edu/plagiarism/) (should have completed when accepted into program, but MUST be completed in order to pass this course.
* **Headset with microphone[[1]](#footnote-1)** (for conference calls)
* Digital camera for photographs of classroom and student artifacts (cell phone or tablet camera is fine).

**AU IMG Canvas Help:** 334-844-5181 or See <http://www.auburn.edu/img/canvas/help/index.html>

**Canvas Tutorials:** See the video guides for how to use tools:

<http://guides.instructure.com/m/4210>

1. **Course Description:** A review, analysis and interpretation of research with an emphasis on designing research to meet the changing needs of the school and to enhance student learning in the digital age.
2. **Course Goals:**

The course is intended for the student to (1) utilize educational research applicable to the classroom, (2) understand the methods of classroom research, and (3) apply course knowledge and technology in practice through producing a teacher-researcher project (i.e., action research project). This project also serves as the **Advanced Professional Work Sample** (APWS) for the Master’s Degree in the College of Education that must be submitted to TK-20 online.

The APWS will be rated in the four areas of: I. Planning, II. Implementation, III. Reflection, and

IV. Analysis of student work (See attached rubric).

**Student Learning Outcomes:**

Students will plan, implement, manage, and evaluate an action research project in the content area of their choice within their school placements. Action research projects are designed to maximize content area learning, address diverse learning needs, include authentic digital age learning experiences, and rely upon ongoing assessment to evaluate project success. Projects will be documented through the completion of an action research paper or report.

Students will…

* + Review professional literature on classroom practice and student learning, including use of digital media, in an area of interest and need in their classrooms. ***{See Literature Review}.***
  + Demonstrate written understanding of teacher or *action research* and how it is done in each area of the four-step process. ***{See Chapter Exercises}.***
  + Collaborate for peer and instructor feedback in the collection, analysis, and interpretation of classroom data to improve student learning. ***{See Discussion Board and Online Conference}.***
  + Design, implement, and report on the results of *action research* carried out in their classrooms that also utilizes digital learning tools and resources to support student learning. ***{See Research Proposal, Research Report, and Research Presentation}.***

1. **Course Content Outline:**

**Set Up Canvas Messaging:**  Choose Canvas **Settings** (top right) then **Notifications** (left menu) to alert your university email, mobile, and/or Facebook when new instructor messages are posted & other course alerts.

**PROJECT TIMELINE:** The earliest your project can begin is **September 9th**  with instructor approval in writing on your submitted proposal. Project data collection should end by the last week of Oct. Therefore, projects should be implemented over a period not more than six weeks.

**Required Plagiarism Tutorial:** Complete the online tutorial on plagiarism with the electronic verification form sent to your instructor if you have not already completed this when you were first admitted to the program (the verification form would have been sent to Dr. Morowski or Burton at that time): [www.lib.auburn.edu/plagiarism/](http://www.lib.auburn.edu/plagiarism/)

* + Week 1 (August 16-19) –What is Action Research Chapter 1 – ***ASCD pdf chapter***; Research questions – ***Hubbard chapter 1***

Homework *(due Wednesday 5pm)*:

(1) Post to “Introduce yourself” by Wednesday at 5pm

Homework *(due Saturday by 11:59pm)*:

* + - 1. Chapter 1 exercises *(due Saturday by 11:59pm)*:
      2. Complete online tutorial on plagiarism including completion form unless this was completed earlier (see above)
      3. Complete Discussion post related to exercise one (grade will be included in Chapter 1 exercise)
  + Week 2 (August 22-26) – Literature search & online resources: Web-based tutorial **(TBA)**

Homework:

* + - 1. AU library tutorial exercise *(due Saturday by 11:59pm)*:
      2. Discussion Board – Post #1 (Post due Wed. 11:59/ Reply to peers due Sat. 11:59pm)
      3. *Start building annotated bibliography of articles on research topic area*
  + Week 3 (August 29- September 4) – Research design – ***Hubbard chapter 2***

Homework:

* + - 1. Chapter 2 exercises *(due Saturday by 11:59pm)*:
      2. Literature Review: Topic, research question(s), and bibliography **(DUE NEXT WEEK)**
      3. Discussion Board – Post #2 (Post due Wed. 11:59/ Reply to peers due Sat. 11:59pm)
      4. Begin drafting project proposal and permission letter
      5. Set up a time to meet with instructor to review project proposal (30 minutes)
  + Week 4 (September 5-11) – Data collection – ***Hubbard chapter 3***

Homework:

* + - 1. **Literature Review due Monday at 8am**
      2. Chapter 3 exercises – with qualitative data supplement *(due Saturday by 11:59pm*
      3. Project proposal and permission letter **(DUE NEXT Monday at 8am)**
      4. September 6-12 Meet with your instructor for project proposal review
  + Week 5 (September 12- 18) – Data collection/ analysis ***Hubbard chapter 4***

Homework:

* + - 1. Project proposal and permission letter **due Wednesday 11:59pm**
      2. Chapter 4 exercises *(due Sat., September 26 by 11:59pm)*
      3. Begin implementing ‘instructor-approved’ project as soon as you receive approval from your major professor– Make required modifications
  + Week 6 (September 19-25) – Data analysis/ collection (continued)

Homework:

* + - 1. Continue implementing projects
      2. THERE IS NO CHAPTER 5 EXERCISE
  + Week 7 (September 26-30 ) – Data Analysis (continued)

Homework:

* + - 1. Discussion Board – Post #3 (Post due Wed. 11:59/ Reply to peers due Sat. 11:59pm)
      2. Continue implementing projects
  + Week 8 (October 3-7) – Revisiting the literature review – ***Hubbard chapter 5***

Homework:

* + - 1. Discussion Board – Post #4 (Post due Wed. 11:59/ Reply to peers due Sat. 11:59pm)
      2. Set up a time to meet with major instructor to review project data collection and analysis
* Week 9 (October 10-13) – Revisiting the literature review (continued) Oct. 14 Fall Break

Homework:

1. Discussion Board – Post #5 (Post due Wed. 11:59/ Reply to peers due Sat. 11:59pm)
2. Finish collecting project data
3. Oct. 10-13: Meet with instructor for project data analysis (45 minutes)
   * Week 10 (October 17-21) – Writing up research – ***Hubbard chapter 6***

Homework:

* + - 1. Project report DRAFT for peer review **(DUE TO PEER BY FRIDAY)**
      2. Chapter 6 exercises AND peer review of project draft *(due Wed., October 26 by 11:59pm)*
  + Week 11 (October 24-28) – Writing up research (continued)

Homework:

* + - 1. Discussion Board – Post #6 (Post due Wed. 11:59/ Reply to peers due Sat. 11:59pm)
      2. See Week 10 concerning chapter 6 and peer review project draft/ feedback dates
      3. Project final report **(DUE NEXT WEEK)**
  + Week 12 (October 31- November 4) – Finding support for classroom inquiry – ***Hubbard chapter 7***

Homework:

* + - 1. Project Final Report: **Due Monday, October 31 11:59pm**
      2. Chapter 7 exercises *(due Saturday by 11:59pm)*
      3. Project presentation **(DUE NEXT WEEK)**
* Week 13 (Nov. 14-18) – Finding support for classroom inquiry (continued)

Homework:

1. Project presentation **Due Wednesday, Nov. 16 11:59pm**
2. Discussion Board – Post #7 – Final Reflection on Discussion Board (Post due Sat. 11:59pm)
3. Peer feedback on presentations **(DUE NEXT WEEK)**
4. Submit signed: ADVANCED FIELD EXPERIENCE DOCUMENTATION FORM

* Week 14 ( November 21-25)- Thanksgiving Break
* Week 15 (November 28-December 1) – Final submission of all paperwork

Homework:

(1) Peer feedback on presentations **(Wednesday 11:59pm)**

1. **Assignments/Projects:**

All project assignments must follow style conventions of the 6th edition of the *APA Publication Manual* that is required for this course. In particular, headings, citations, references, tables, and figures should comply. Students should always have all formally written work peer reviewed for feedback before submission. The ***Miller Writing Center*** at Auburn University can assist in the writing and feedback process – See 9H below.

* **Chapter Exercises & Library Exercise (80 points – 7 @10 points each) –** Students will complete chapter readings and select exercises to learn and practice qualitative and descriptive methods for classroom inquiry. (See assignments posted in Canvas).
* **Discussion Board (70 points – 7 @ 10 points each)** – Students will post and comment to the discussion board in areas paralleling chapter readings and their action research projects. (See instructions).
* **Literature Review (75 points) –** Students will complete literature review on their specific topic areas following the given criteria and format. (See attached).
* **Project Proposal (100 points)** – Students will complete a formal proposal for instructor approval and requested modification for carrying out an action research project in their classrooms. (See attached).
* **Project Conferences (10 points) –** Students will meet with the instructor in an online conference (via Canvas) or in person two scheduled times in order to discuss project proposals, and later data collection and analysis for project reports. (See instructions).
* **Project Report (175 points) –** Students will write up the results of their action research in a formal paper or report following the four APWS areas: Planning, implementation, analysis of student learning, and reflection on learning. (See attached).
* **Project Presentation (50 points) –** Students will complete a voice-over PowerPoint presentation of their project research and findings. Peer comments are required. (See attached).

***NOTE:*** *All written assignments must be typed and should adhere to Standard English usage and conventions, or they will be subject to point loss and may have to be redone.*

1. **Grading Scale:**
   * The components listed above make up the course grade out of 560 possible points. Final grades will be awarded as follows: A = 90-100%, B = 80-89.9%; C = 70-79.9%; D = 60-69.9%; F = less than 60%.
   * **All assignments that make up the final grade must be completed, even if late and at a point loss, in order to receive credit for this course. Students who do not submit all required work will receive an incomplete (I) for a grade**.
2. **Class Policy Statements:**

Students must have the appropriate and working computer hardware, headset, software, and Internet connection for this course. This is the student’s responsibility. Failure of students’ equipment is NOT an excuse for late assignments.

**Chapter exercises and discussion board postings must be completed on time for credit. All other major assignments will be accepted up to three days late with a letter grade point loss for each day.** The instructor reserves the right to accept 1 revision for major assignments. If the instructor believes a revision is warranted, the revised submission score will be averaged with the original submission. Under no circumstances will more than 1 revision be accepted per student.

1. Attendance: **This class has synchronous attendance requirements.** Students will meet with the instructor for two individual conferences that take place during the scheduled week. If the student is in a time zone with more than 2 hours difference, the instructor may provide an alternative communication option to meet this requirement. Students will occasionally collaborate and seek support from an assigned professional collaboration group. Students are expected to complete all assigned work and meet all submission deadlines, and will be held responsible for any content covered in the event of illness. Attendance is required at all scheduled meetings for credit for the given assignment.

B. Excused absences: **University-approved excuses will be required to be submitted within 7 days for deadline extensions at no point loss**. Students are granted university-approved excuses for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excuse from class for any other reason must contact the instructor in advance to request permission – such as for professional/job/work reasons. The instructor will weigh the merits of the request and render a decision. When feasible, the student must notify the instructor prior to the occurrence of any late submission, but in no case shall such notification occur more than one week after the missed deadline. Appropriate documentation for all excuses is required.

C. Make-Up Policy: Arrangement to make up missed work due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s) – Except in unusual circumstances, such as the continued absence of the student or the advent of university holidays. Individual work can be submitted up to three days late for unexcused absences with point loss – a letter grade deduction for each day late. No credit will be given to any group component without proper excuse.

D. Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Student Policy eHandbook (*[*www.auburn.edu/studentpolicies*](http://www.auburn.edu/studentpolicies)*)* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. **All work (except where group consultation is required in stated portions of chapter exercises) must be original work with proper citations and references**. Plagiarism is against the AU Academic Honesty Policy. **All submitted assignments are subject to a plagiarism check**. Verification of completion of the AU Library Tutorial on Plagiarism is required before beginning this course: [www.lib.auburn.edu/plagiarism/](http://www.lib.auburn.edu/plagiarism/)

E. Disability Accommodations: "Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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 alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT)."

F. Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

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:

o Engage in responsible and ethical professional practices

* 1. o Contribute to collaborative learning communities
  2. o Demonstrate a commitment to diversity
  3. o Model and nurture intellectual vitality

H.Writing Center**:**The Miller Writing Center provides free support on any writing you are doing while at Auburn, whether for a course or not. Trained consultants are available to work with you as you plan, draft, and revise your writing. For students in distance courses and students temporarily away from Auburn’s campus, the Miller Writing Center offers synchronous online consultations. Please check the Miller Writing Center website ([www.auburn.edu/writingcenter](http://www.auburn.edu/writingcenter)) for instructions and information about scheduling online appointments. If you have questions about the Miller Writing Center, please email [writctr@auburn.edu](mailto:writctr@auburn.edu) or call 334-844-7475 M-F 7:45am-4:45pm.

**COURSE ASSIGNMENTS:**

**Chapter & Library Exercises (80 points)**

Students will complete individual and collaborative chapter exercises, where designated on each chapter assignment. Individual questions must be completed *before* collaborative ones. Exercises will be selected from those given in the text at the end of each chapter (1-7), but also will sometimes include instructor-created exercises for practice in data collection and analysis techniques.

\*Collaborative learning teams may utilize the conference feature of Canvas, Google Docs in Canvas, face-to face meetings, or other methods to communicate with each other. Chapter exercises will typically alternate weeks with a Discussion Board. EXERCISES MUST BE COMPLETED BY EACH TEAM MEMBER AND BE ORIGINAL THINKING AND RESPONSES ON THE ‘INDIVIDUAL’ QUESTIONS.

**Discussion Board (70 points)**

Students will complete an online discussion board for useful collaboration and support in carrying out their research projects. These discussions will also parallel the information from previous chapter readings. **Discussion topics (150-250 words)** must be posted to Canvas by Wednesday night (11:59 deadline) for half of the credit for this assignment. Responses should meaningfully address the given question(s) based on the assigned reading, prior practical knowledge and experience, and thoughtful reflections linked to practice – along with the current need for advice and assistance in planning and implementing classroom inquiry.

At least three **Comments** **(75-word minimum)** must be made AFTER the Wednesday night deadline (NOT BEFORE) for initial postings and by Saturday night (11:59 deadline) for the other half of the credit for this assignment. Comments should be helpful to the poster, extend thinking, and provide practical suggestions and support for their project – NOT simply affirm the initial post.

**Look for postings with no comments to consider for your comments BEFORE responding to people with ample comments!** You can and are encouraged to comment to more than three people IF you have helpful advice, knowledge, or tips --- and earn ‘brownie points’ ☺. Be sure to go back and read others’ comments to your topic for help before the next chapter assignment!!!

You will assess the effectiveness of the Discussion Board as a technology tool to support thinking and learning in a final reflective posting as part of this assignment.

**Literature Review (75 points) --- *See posted samples in Canvas module***

Introduction *Literature Review*:

* Students will write a literature review pertinent to the topic they have selected for their action research project for the Practicum (CTEE 7916). This literature review will consider the known literature on the topic and will utilize research articles and *Trade/Professional Literature.* The literature review should be approximately 6-7 pages in length, double spaced and be formatted using APA 6th edition. Although there is a minimum of seven sources of research or *Trade/Professional Literature* suggested for the literature review, it is expected that the students will utilize a sufficient number of research articles to adequately cover the topic. **The literature review should discuss what is known about the topics, as well as where there are gaps in the literature.** The literature review should establish the basis for the action research to be carried out in the Practicum (CTEE 7916). Your literature review should begin with the **project title, an introduction describing your intended research, your questions and subquestions, classroom composite** including the nature of diverse learners, integration of technology, and need for the research.

Body of *Literature Review& References*

* How many studies do you need to look at? Minimum of seven sources. This includes a minimum of 4 research sources (i.e., scholarly articles) and must be written from a disciplinary (e.g., math, reading, etc.) and applied perspective. Research articles on original research typically have the following section headings: Abstract, Introduction/Literature Review, Methods/Context, Results/Findings, Discussion and/or Conclusion/Implications, and lengthy References. Sometimes, a research article synthesizes or reviews other’s research on a topic and is not original research – in which case its section headings may vary, but numerous citations and a lengthy Reference list is always present. Also, you must include a minimum of 3 trade or professional sources as additional articles – unless replaced by research sources. Lastly, you may add other sources such as a textbook or other teacher resource as long as it is fairly current (e.g., within past 10 years) and very relevant to your work. The literature review should lay the foundation for the proposed project through *highly related* and *strongly supportive* literature for the chosen topic. Always follow **APA style conventions** in recording references.
* When looking for research articles be mindful of your timeframe, lots of things have changed in education in the past ten to fifteen years. Seminal research is a great starting point BUT don’t forget to look at recent research in the past ten years.
* Select the databases you will use to conduct your searches. Make a list of the databases you will search.  Remember to include comprehensive databases such as Academic Search Premier. Look at the Library's research guides in your discipline to select discipline-specific databases.  Don't forget to look at books! Make an appointment with or contact your subject librarian if you need help. Review the abstracts of research studies carefully. This will save you time. Write down the searches you conduct in each database so that you may duplicate them if you need to later (or avoid dead-end searches that you'd forgotten you'd already tried). Use the bibliographies and references of research studies you find to locate others.

Special Note:

Topic areas for research study must be highly focused around a classroom project that is ‘targeted’ (specific) and ‘doable’ (feasible) in implementing it in one month’s time. For example, students focusing on math might share literature on the most effective use of graphing software for achievement in math students. Students studying reading might research the impact of reading groups in helping struggling readers. Close consultation with your classroom teacher (for practicum students) or peers/principal (for teachers) in co-planning your topic is critical to its success! Some schools have specific interests for classroom inquiry (research) that may shape the nature of your work.

**When in doubt about a source, please check with your major instructor**

**Project Proposal Conference (10 points)**

You will be required to meet with the instructor to review your proposed project and the parts of the proposal format that you must complete. This meeting will take place in person or via the Canvas conferencing feature at the scheduled date and time. In order to be prepared for this conference, you must:

Upload an OUTLINE of your proposal in advance of the conference – See samples.

Have notes on how you propose to address each section of the proposal based on your research subquestions and related literature review.

Be prepared to ask questions (and be asked questions) about your proposed ideas for project design, management, and evaluation (and related assessment methods).

Record instructor’s comments and input to help strengthen your formal proposal.

**Project Proposal Conference Rubric:**

* + *+10-8 points: Appropriate outline uploaded at least 72 hours before conference, outline lists the overarching question/ topic and 2-4 sub-questions of study, clearly considered all aspects of the project proposal and asks questions related to this, detailed timeline and management, evaluation matches the project and questions. Takes lead and ownership in the discussion about the project.*
  + *+7-5 points: Appropriate outline uploaded at least 48 hours before conference, has overarching question and unclear sub-questions, details and timeline are not fully explained, evaluation vaguely relates to questions, vague questions about how best to proceed, demonstration of a lack of understanding of the process*
  + *+4-2 points: Outline not uploaded 24 hours in advance. Overarching or sub-questions, but not both. Timeline and details are unclear and not fully considered, general/vague questions on how to proceed,*
  + *+1-0 points: No show for conference with no advance arrangement with instructor, but must still have one at another arranged time as a requirement of the course*

**Project Proposal and ‘Analytic’ Rubric (100 points) --- *See posted samples on Canvas***

(Give a hard copy of your proposal to your building principal, if a teacher, or field teacher, if a student placement.)

**NOTE:** All cited and referenced literature should follow the conventions given in the current APA Manual. Also, see APA Manual for proper quotation format IF used. Use 1.5” spacing between lines in written text.

Cover Page (5 points)

CTEE 7516 Research Study in (Area of Specialization), Professor’s Name, Title of project, Semester and Year, Student Information (Name, School and Grade Level, Email address) (1 page)

The Project and its Significance (10 points)

Give an adequate thumbnail sketch or overview of the proposed project and its importance. **Cite literature** (1-2 sources) that addresses general topic importance and need. Be sure to include in your overview: (a) the project’s topic area and diversity of target students, (b) intended purpose and research question, (c) key project features and subquestions addressed (i.e., what will you do and why?), (d) assessment of outcomes (tied to subquestions), and (e) significance of its potential outcomes. (1 page)

Supporting Evidence and Rationale (20 points)

Describe: (a) classroom observations made related to the study choice, (b) problem between theory and current practice, and (c) rationale supporting your chosen area for classroom inquiry. **Cite and** **discuss ‘key’ related literature** (3-5 sources) which directly addresses your research question(s) for study. (1-2 pages)

References (5 points)

List all references cited in the above two sections in alphabetical APA format. (Reference list)

{**Note:** Points will be deducted for not having proper APA format on any citations and references.}

Objectives (5 points)

Write the specific sub-questions to be answered (typically 2-4) by the proposed project (Numbered list). Each enumerated sub-question must have bulleted measurable outcomes (including teacher and/or student learning) that will be evaluated for the project’s success. Subquestions, assessment outcomes, and data sources collected should all align and be clearly described and sequenced in the Project Design section.

Project Design (15 points)

Describe **in detail** the operational, step-wise plan or procedure (i.e., methods) for implementing the project, including: (a) its key pieces, and how they address your stated subquestions; (b) the NEW strategy or treatment for implementation – what you are doing with example(s) – (if needed, attach item that details it). Lastly, describe how you envision the final product or outcomes, and its usefulness to the classroom teacher. (1-2 pages)

Activity Management (10 points)

Indicate in chronological order with **exact dates:** (a) the events of project implementation from start to finish, (b) with brief description or bullets for each day’s plan or steps, (c) and the time frame for the completion of each event or portion. (Calendar with labeled events and daily steps)

Resources (5 points)

List all resources, including: (a) materials needed to conduct activities (classroom texts or books should be listed in APA reference format), (b) data collection materials needed to answer sub-questions; and (c) a brief explanation of how they are to be used. (Bulleted list and phrases)

Evaluation (20 points)

Evaluation should address answering each sub-question by measuring student (and/or teacher) outcomes. List and describe: (a) how you will assess or evaluate students (and/or teacher) on the outcomes of your project and (b) the criteria for success or attainment: How will you know if you are successful? **Attachments are required for each measured outcome as a substantial part of points**. (1/2-1 page + ALL attachments)

Attach all instruments, forms, check-sheets, rubrics, questions, tests, etc. to be used for data collection.

School Permission Letter (5 points)

Attach principal’s (for classroom teachers) or field teacher’s (for practicum students) SIGNED permission letter for implementing this proposal in your classroom. Permission letters must be on school letterhead and signed.

*Section Rubric:*

90-100% of points = Excellent/Complete; 80-89% of points = Good/Almost Complete; 70-79% of points = Fair/Somewhat complete; 60-69% of points = Poor/Incomplete; less than 60% of points = Unacceptable

**Project Data and Analysis Conference (10 points)**

You will be required to meet with the instructor to review your project status, data collection, and data analysis. This meeting will take place in person or via the Canvas conferencing feature at the scheduled date and time. In order to be prepared for this conference, you must:

1. Be in the process of data collection, or finishing it.
2. Be prepared to discuss your data with notes of your proposed ideas for data analysis. Have some sample data analyses prepared for the meeting.
3. Record instructor’s comments and input to help strengthen your analysis work for your report.

**Project Data & Analysis Conference Rubric:**

* *+10-9 points: Appropriate samples of classroom data, examples of both qualitative (charted themes & research memos) and quantitative (tables & graphs) analyses of data addressing each sub-question of study, ample clear and specific questions on how best to proceed in analyses, demonstration of a clear understanding of the data analysis process*
* *+8-7 points: Appropriate samples of classroom data, examples of both types of analyses of data addressing some sub-questions, clear but general questions on how best to proceed, demonstration of a somewhat clear understanding of the process*
* *+6-5 points: Few samples of classroom data, example(s) of only one type of data analysis addressing one sub-question, general and vague questions about how best to proceed, demonstration of a lack of understanding of the process*
* *+4-3 points: Few to no samples of classroom data, few or no examples of data analysis, general/vague/multiple questions on how to proceed, demonstration of little to no understanding of the process*
* *+2-1 point: Show up to conference with no materials, no analyses, too many questions to address well, no understanding of what to do*
* *+0 points: No show for conference with no advance arrangement with instructor, but must still have one at another arranged time as a requirement of the course*

**Project Report Guidelines and ‘Analytic’ Rubric (175 points) --- *See posted samples on Canvas***

Submit your final project report as a **word document** for your instructor to write comments within it. Your rubric should be a separate word document.

You will re-create a more detailed rubric than this one to submit with your final project report. You will break down the following points further in each required section as either an *analytic rubric* (specific points assigned to subsections) or *holistic* rubric (general descriptive point categories) or a combination of both types of rubrics. Be sure that points assigned and/or descriptions are assigned based on the quantity and quality of work required in each section – or the course instructor may adjust your scheme accordingly.

**Examples for Planning Section (35 points)**

Analytic –10 points: Problem description

5 points: Research questions

20 points: Literature review *(How could you further break down these points?)*

Holistic – 35-32 points: Research question and subquestions are clearly written; Issue or problem needing study clearly described in adequate detail; five literature sources are well-addressed related to the topic with proper citation format; other possible descriptions??? [31-28 points…, 27-25 points…, etc.]

Combination – *Can you envision a ‘nested’ approach with analytic points assigned and further described for quality for A point range, B point range, C point range, etc.?*

Be sure to check APA style format for your required use of citations and references, tables, figures (graphs or student work images), and quotations (from literature, field journals, surveys, informal interviews, etc.). Tables and Figures must be labeled appropriately (e.g., Table X, Figure X) with descriptions. Graphs must include titles, properly labeled axes, and identifying keys if needed.

Cover Page (Required)

CTEE 7516 Action Research Study, Title – as short as possible but including key specific identifiers, Semester and Year, Student Information (Name, School and Grade Level, Email address), Professor’s Name (1 page)

Abstract (5 points)

**Summary**, including (1) problem of study, (2) diverse nature of participants, (3) basic study method, (4) key findings, and (5) conclusions/implications *(150-250 words double-spaced (d.s.))*

Planning (35 points)

**Introduction**, including (1) problem/issue to address and its importance, (2) the research question, subquestions, and (3) literature review of relevant sources supporting and/or informing the study (with citations) *(2-3 pages d.s.)*

Implementation (35 points)

**Methodology**, including (1) opening description of study context and setting (e.g., nature of classroom and activities, diversity of student participants, description of activities/method to be implemented, other.), then (2) step-wise procedure in carrying it out – including data sources (included in Appendices) and then (3) how you completed your data analysis, including calculations, tables, graphs, themes *(2-3 pages d.s.)*

Analysis of Student Learning (50 points)

**Results**, including analyzed data – tables/graphs, themes, quoted words, charts, *student work (if applicable – See below)*. All claims or findings stated in results MUST be supported by data as numbers (tables, graphs) or words (quotes, charts) or images (student work) given in this section. All graphs require associated tables.

*(narrative, 2-5 pages d.s., depending on results, plus analyzed data such as quotes, tables, figures [graphs or student work])*

Reflection (30 points)

**Discussion**, including (1) teacher learning based on findings, (2) links and comparisons to past similar research (with citations), *surprises (if applicable)*, (3) speculation on why these outcomes, (4) implications for the classroom (e.g., needed future student support), (5) possible limitations to this study, and (6) next steps for further action research *(2-3 pages d.s.)*

[NOTE: All possible discussion areas are chosen and addressed based on your unique study and outcomes]

References (5 points)

List references in APA format from citations within your literature review (mostly) and from your discussion (some) where you link your planning and work and findings to related literature *(****5-7 sources*** *d.s.)*

Appendix (15 points)

Include sample of ALL used instruments (surveys, tests, worksheets, rubrics, check-sheets, etc.) or other related items from the study (activities, procedures) to which you MUST refer explicitly in your written text of methodology (e.g., See Appendix A, See Appendix B, etc).

NOTE: Samples of actual student work (with actual names removed) are only needed if directly addressed (referred to) in the results because this work supports understanding the results and is a part of data analysis. In which case, student work or artifacts should be embedded in the results as images and referred to in the text (See Figure X.) and properly labeled as a figure.

**Project Presentation (50 points) --- *See posted samples on Canvas***

You will put together a voice-over PowerPoint presentation that includes the following narrated slides for the instructor and class to view on Canvas:

Slide 1: Project title, school and grade/nature of diverse students, semester/year, researcher’s name (you)

Slide 2: Research question, subquestion(s) addressed in this research

Slide 3: KEY research-based literature (3-5) in APA reference format with brief narrated review of each

Slide 4: Brief narrated synopsis of context and step-wise methods for implementation (what did you do?)

Slide 5: Data sources and purposes for each, including image(s) of key sample instrument/source(s)

Slide 6: Data analysis of data sources (for making tables, charts, graphs), including image of sample rubric (if applicable)

Slide 7: \*Results overview or summary, including…

Slide 8: … narration of major data analysis in tables, graphs, themes, or images of artifacts

*(one slide is required here but you may have a few more as needed)*

Slide X: Final learning/conclusions, implications, and next steps in research cycle *(final slide)*

**\*NOTE: For those of you who have multiple separate case analyses (3 or more) in your final reports, you will ONLY present the overall tabulated data here for all cases together, but refer to your report for details on each case.**

***Your entire narrated presentation must be within 5-8 minutes of time from start to finish, or a letter grade of points will be deducted for each additional minute of time over the limit***. ***Be sure to practice and time your presentation before making your final recording.***

*Presentation ‘Holistic’ Rubric:*

45-50 points: All slides and information are included, highly appropriate text and wording as notes (no sentences), very informative and clear narration of points, very effective and appropriate display of key instruments and results, conclusions clearly linked to results and make logical sense, narration is technically correct (no missing or cut-short parts) 40-44 points: All slides and information are included, appropriate text and wording as notes (few sentences), informative and clear narration of points, effective and appropriate display of most key instruments and results, conclusions linked to results and make sense; narration is mostly technically correct (no missing or few cut-short parts) 35-39 points: All slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), somewhat effective and appropriate display of key instruments and results (perhaps confusing table, graph, or image), conclusions mostly linked to results and make sense; narration is somewhat technically correct (few missing or cut-short parts) 30-34 points: Most slides and information are included, somewhat appropriate text and wording (perhaps too short or too wordy), somewhat informative and clear narration (perhaps too short or too wordy or hard to hear), ineffective and inappropriate display of results (very confusing tables, graphs, or images), conclusions little linked to results and do not make sense; narration is not technically correct (missing or cut-short parts) Less than 30 points: Some slides and information are included, inappropriate text and wording (perhaps too short or too wordy or off topic), not informative and clear narration (perhaps too short or too wordy or hard to hear), ineffective and inappropriate display of results (very confusing tables, graphs, or images), conclusions are not linked to results and do not make sense; narration is not technically correct (missing or cut-short parts)

**REQUIREMENT for Scoring:** After voice-over PowerPoint presentations are submitted, you will be prompted to complete three randomly assigned peer reviews. This last step simulates a class meeting where students present their projects for peers to learn from each other’s work ---- like an action research conference! You will provide supportive comments in one paragraph (75-100 words) for each review on (1) what you have learned from the study and (2) how you might use this learning in your own classroom planning and teaching. Please complete your peer review comments within four days of assignment due date.

***Advanced Professional Work Sample Rubric for the College of Education***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Advanced Professional Work**  **Sample Rubric** | | | | |
| **Rating**  **Indicator**  | **Poor** | **Approaching**  **Competence** | **Competent** | **Exemplary** |
| **Planning** | Shows little if any  understanding of how to select strategies appropriate for the content, the learners, and the goals | Shows minimal  understanding of how to select strategies appropriate for the content, the learners, and the goals | Shows strong  understanding of how to select strategies appropriate for the content, the learners, and the goals | Shows in‐depth  understandings of how to select strategies appropriate for the content, the learners, and the goals |
| Does not draw on  current research | Makes use of  current research in somewhat superficial ways | Makes use of  current research in appropriate ways | Applies current  research in  insightful and  thoughtful ways |
| Demonstrates little  if any understanding of the relationship between outcomes and assessment (and/or the links to professional, state, or district  standards if appropriate) | Demonstrates  limited awareness of the relationship between  outcomes and  assessment (and/or the links to professional, state, or district standards if appropriate) | Demonstrates  solid command of the relationship between outcomes and assessment (and/or the links to professional, state, or district standards if  appropriate) | Demonstrates  strong understanding of the relationship between outcomes and assessment (and/or the links to professional, state, or district  standards if  appropriate) |
| Fails to integrate  technology when appropriate, does not draw on students’/clients’ prior experiences nor considers school, family, and community contexts | Integrates  technology in limited ways when appropriate, draws in superficial ways on students’/clients’ prior experiences as well as school, family, and community contexts | Integrates  technology in meaningful ways when appropriate, draws in meaningful ways on students’/clients’ prior experiences as well as school, family, and community contexts | Integrates  technology in meaningful ways when appropriate,  draws in insightful ways on students’/clients’ prior experiences as well as school, family, and community contexts |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Implementation** | Demonstrates  inadequate knowledge of subject matter or principles/concepts related to professional practice | Some content is  presented in challenging, clear, meaningful, and compelling ways using real‐world contexts. | Most content is  presented in challenging, clear, meaningful, and compelling ways, using real‐world contexts as appropriate. | Content is  presented in challenging, clear, meaningful, and compelling ways, using real‐world  as appropriate. |
| Exhibits inability to  explain and provide clear examples of important principles and/or concepts | Exhibits limited  ability to explain and provide clear examples of important principles and/or concepts | Consistently  provides clear explanations and examples of important principles and/or concepts; at times offers multiple explanations to help all learners progress | Provides  exceptionally  clear explanations  and examples of  important principles and/or concepts; offers multiple explanations as needed to ensure that all learners progress |
| Has no success in  facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Has partial  success in facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Is effective in  facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Is extremely  effective in facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues |
| Demonstrates  multiple professional behaviors that are inappropriate for working with students, clients, families, and/or communities | Demonstrates  some minor professional behaviors that are inappropriate for working with students, clients, families, and/or communities | Demonstrates  professional behaviors appropriate for working with students, clients, families, and/or communities | Demonstrates  Exceptional professionalism in working with students, clients, families, and/or communities |
| **Reflection** | Demonstrates little  if any ability to identify excerpts from actual practice that illustrate what when well and what could have been implemented more effectively | Demonstrates  some ability to identify excerpts from actual practice that illustrate what when well and what could have been implemented  more effectively | Identifies excerpts  from actual practice that illustrate what when well and what could have been implemented more effectively | Identifies clear  and compelling excerpts from actual practice that illustrate what when well and what could have been implemented more effectively |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exhibits inability to  identify ways to make ideas more accessible to all clients | Shows some  insight into how to make ideas more accessible to all clients | Shared thoughtful  insights into how to make ideas more accessible to all clients | Demonstrates  probing insights into how to make ideas more accessible to all students |
| Fails to identify  specific ways to improve own practice | Articulates  specific ways to improve own practice although some are questionable | Articulates  specific and reasoned ideas on how to improve own practice | Articulates  specific and well‐ reasoned ideas on how to improve own practice |
| **Analysis** | Does not  accurately assess student learning, client progress | Candidate uses  assessments to study the effects of teaching on student learning. | Candidate uses  multiple assessments to study the effects of teaching on student learning. | Candidate uses  multiple and comprehensive assessments to study the effects of teaching on student learning. |
| Is unable to use  data to make decisions regarding ways to better address the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses data to  make decisions regarding ways to better address the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses data to  make reasoned decisions regarding ways to better meet the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses the data to  make well‐ reasoned and insightful decisions regarding ways to ensure the  success needs of all learners including consideration of developmental levels, prior experiences, and special needs |
| Demonstrates little  if any understanding of how to collect and use progress monitoring data | Demonstrates  limited understanding of how to collect and use progress monitoring data | Demonstrates  understanding of how to collect and use progress monitoring data | Demonstrates  In‐depth understanding of how to collect and use progress monitoring data |
| Exhibits little if any  knowledge or commitment to policies and principles related to assessment and ensuring the progress of all learners | Exhibits limited  knowledge of or commitment to policies and principles related to assessment and ensuring the progress of all learners | Exhibits  knowledge of and commitment to policies and principles related to assessment  and ensuring the progress of all learners | Exhibits deep  knowledge of and commitment to policies and principles related to assessment  and ensuring the progress of all learners |

1. Students meeting face-to-face in their learning groups and with the professor do not need the headset. [↑](#footnote-ref-1)