**EDLD 7510**

**Action Research and**

**Data Analysis**

**Fall 2016**

**EFLT**

College of Education

Department: Educational Foundations, Leadership and Technology (EFLT)

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Office Hours:

Tues/Wed. 2-4 pm or

by appointment

Class meetings: Mondays Face to Face and Online



**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: Mondays 5 pm-7:50 pm Meeting Place: Yarbrough Elementary**

**Dates for Face to face meetings will be: August 22; August 29; September 12; September 19; September 26; October 17; October 31 Face to face or online**

2. **Date Syllabus Revised**: Fall, 2015

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 or the location off campus that we meet at. 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:**

Glanz, J. (2014). *Action Research: An educational leader’s guide to school improvement.* (3rd edition) Lanham, MD: Rowman & Littlefield. Amazon copies used from $38.70. Kindle available.

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)**  **Face to Face**  **Aug 22** | Course syllabus  Organizing for assignments  Introduction to action  research and Canvas | *Action Research*, Glanz Introduction and Chapter 1  History of Action Research  Guiding Questions:  Complete Guiding Questions and Post to Canvas as one assignment:  Why are you interested in learning about action research?  What does the term action research mean to you?  In what ways do you think action research differs from other forms of research  What do you hope to learn?  Do you have some idea of an area you would like to research?  Research the following: Ronald Lippitt, Kurt Lewin, Donald Schon, Richard Schmuck. What and how have they added to the action research conversation?  What comes to mind when you think of research?  What does an action researcher do?  Have you ever participated in an action research project?  Why do you think evaluation research is the most common use of action research among school leaders?  How might action research improve practice?  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.** |
| **(Session 2)**  **Face to Face**  **Aug 29** | Reflective professional  practice  3 Faces of Continuous Improvement  Research Paradigms  Triangulation  Multiordinality | *Action Research*, Glanz Chapter 1 & 2 and Chapter 10 & 11  How is it possible for an action researcher to remain objective?  Which approach to action research provides a more bias free assessment of a situation-quantitative or qualitative?  Have you ever seen Akira Kurosawa’s film *Rashomon* and what can it tell us about research? Find and view exerpts from YouTube.  Why is it important for an action researcher to understand the relationship among language, thought, and human behavior?  Why is the concept of triangulation so important?  What is a multidimensional model for conducting action research?  Define a problem you would like to investigate and select four different data collection techniques you would use to better understand the problem you identified  What must you begin to do before undertaking an action research project?  Describe an action research project at your school or district?  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.**  **Background/Problem Statement** |
| **(Session 3)**  **Face to Face**  **Sept 12** | Quiz Chapter 1 & 2  Purposes of Qualitative and Quantitative Research  The quantitative and qualitative research continuum  Research Paradigms | **Action Research: Identification/Reflecting/Selecting A Focus**  Take Quiz Chapter 1 & 2 See Canvas Take online  Read *Action Research*, Glanz Chapter 3 and Chapter 10 &11  Guiding Questions:  What are the advantages of qualitative research?  What are the advantages of quantitative research?  What do you need to get you going on an action research project?  What is an action plan? Why is it important?  What four questions need to be answered in an action research project?  Complete Activity 5 on page 52  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.**  **Part I of Action Research Project is Due Post in Canvas** |
| **(Session 4)**  **Face to Face**  **Sept 19** | Quiz Chapter 3  Discuss Chapter 4  Complete assignments for Chapter 4 | **Quantitative Approaches to Action Research**  Take Quiz Chapter 3 See Canvas Take online  Read *Action Research*, Glanz Chapter 4 and Chapter 10 & 11  Guiding Questions:  Answer the following questions and post to Canvas as one assignment:  What are the different types of quantitative approaches?  Define descriptive, correlational and comparison research.  What are the advantages of using a quantitative approach to action research?  What is the difference between a survey and a questionnaire?  What is reliability?  What is validity?  Define the following:  experimental  quasi-experimental  ex post facto  What is randomization? Why is it important?  What is a treatment?  List the different designs and describe each.  How can you incorporate a quantitative approach in an action research project? Give an example.  Given your answers to Activity 5 please complete Activity 6 on page 76  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.** |
| **(Session 5)**  **Face to Face**  **Sept 26** | Quiz Chapter 4  Read Chapter 5  Complete assignments for Chapter 5 | **Module 5: Qualitative Approaches to Action Research/ Pt II The ACTION PLAN**  Take Quiz Chapter 4 See Canvas Take online  Read *Action Research*, Glanz Chapter 5 and Chapter 10 &11  Guiding Questions:  What are the qualitative approaches?  What are the advantages of qualitative research?  What is the difference between ethnography and case study research?  If you were to compare quantitative and qualitative research what characteristics would you list for each type of research?  What are the 4 data analysis techniques and describe each?  Write a descriptive paragraph for each of the following: historical inquiry, ethnography, case study research.  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.**  **Part II of Action Research Project is Due Post in Canvas** |
| **(Session 6)**  **Online**  **Oct 3** | Quiz Chapter 5  Read Chapter 6  Complete Assignments for Chapter 6 | **Program Development and Evaluation Research**  Take Quiz Chapter 5 See Canvas Take Online  Read *Action Research*, Glanz Chapter 6  Guiding Questions:  What does the term supervision mean?  What are some of the major questions to consider in developing an evaluation plan?  List and define the 8 steps of program development.  In a program development project, why do you complete a needs assessment?  What is evaluation? How would you define it?  When we conduct an evaluation, what are the two fundamental questions we would want to answer?  What are the 5 steps to program evaluation? Describe each.  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.** |
| **(Session 7)**  **Online**  **Oct 10** | Quiz Chapter 6  Read Chapter 7  Complete Assignments for Chapter 7 | Take Quiz Chapter 6 See Canvas Take online  Read *Action Research*, Glanz Chapter 7 and Chapter 10 & 11  Guiding Questions:  What data collection techniques are popular in action research?  How do you know when you have enough data?  What is the difference between a survey and a questionnaire?  How might an action researcher use multimedia to collect data?  What is the difference between criterion and norm referenced tests?  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.** |
| **(Session 8)**  **Face to Face**  **Oct 17** | Quiz Chapter 7  Read Chapter 8  Complete assignments for Chapter 8 | Take Quiz Chapter 7 See Canvas Take online  Read *Action Research*, Glanz Chapter 8  Guiding Questions:  Why is calculating statistics in the 21st century so easy?  Why is data analysis important?  What are the descriptive statistics? Define each.  What are inferential statistics? Define each.  What is a t-test? What is an f-test?  What is the usual level of significance in social science research? How would you best define it?  What is a Chi Square? What type of data is best analyzed with Chi Square?  What is ANOVA?  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.**  **Part III of Action Research Project is Due Post in Canvas** |
| **(Session 9)**  **Online**  **Oct 24** | Quiz Chapter 8  Read Chapter 9  Complete assignments for Chapter 9 | Take Quiz Chapter 8 Take online  Read *Action Research*, Chapter 9  Guiding Questions  What is simultaneity, reduction and grounded theory?  What are the four types of codes?  What is grounded theory? Give an example and explain in detail.  Research the internet and report several types of computer assisted programs which perform qualitative analysis.  **Post all of the above as one assignment in Canvas in Assignment Dropbox by Sunday at midnight.** |
| **(Session 10)**  **Face to Face or Online**  **Oct 31** | School Leaders as Head Learner | Read *Action Research*, Glanz Chapter 10  **Part IV of the Action Research Brief is Due and students will do a brief presentation in class** |
| **(Sessions 11)**  **Online** | School Leaders as Head Learner | **Entire Action Research Project is to be posted in Canvas** |
| **Sessions 12-15** | Study/Research Time for Action Research Project | **This is time given for you to work with Clinical Supervisor on your Capstone Project** |

7. **Course Requirements/Evaluation**

1. **Weekly Assignments (50 pts).** There are guiding questions for each of the 10 sessions. These appear on the session agenda under assignments. The weekly assignments are to be posted in Canvas in the Assignment Dropbox. The student is awarded 5 pts for each completed set of session questions
2. **Weekly quizzes. There is a quiz for sessions 1-8. Each quiz is worth 5 total points. Students will complete these as part of the assignments that are due on Sunday nights. They are online and timed. You may use whatever resources you wish BUT you only have 30 minutes.**
3. **Individual Action Research-Inquiry Brief (10 pts).** **SEE MODEL ACTION RESEARCH BRIEF IN MODULE 1**

Each student 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

The above is outlined in detail in handouts throughout Canvas. Chapter 10 and 11 of the Glanz book is extremely insightful.

**d. Final Action Research Brief (10 pts.)**

**Grading**

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

Weekly assignments 50 points

Quizzes for sessions 1-8 40 points

Action Research Inquiry Brief 10 points

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).

1. 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.*
2. *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

Individual Action Research Inquiry Brief

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

|  |  |
| --- | --- |
| **Part I Introduction: 1 pt**  \*Purpose/description of the problem  \*School/ description context  \*Research question(s)  \*Writing- ideas flow smoothly  \*Correct grammar, spelling, and formatting APA | **Points: \_\_\_\_\_\_/ 2**  **Comments:** |
| **Part II Action Plan**  **\*** Purpose Statement  **\*** Research Questions (1-2)  **\*** Intended Use of Findings  \*Anticipated challenges or considerations  \* Correct grammar, spelling, and formatting APA | **Points: \_\_\_\_\_\_/2** |
| **Part III Review of Literature: 1 pt**  \*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 APA | **Points: \_\_\_\_\_/2**  **Comments:** |
| **Part IV Methodology: 1 pt**  \*Research procedures  \*Participants  \*Data collection methods and rationale  \*Data analysis methods and rationale  \*Reporting procedures  \*Writing- ideas flow smoothly  \*Correct grammar, spelling, and formatting APA | **Points: \_\_\_\_\_\_/2**  **Comments:** |
| **References in APA Format** | **Points: \_\_\_\_\_/2**  **Comments:** |
|  | **Total Points: /10** |