**AUBURN UNIVERSITY**

**COURSE SYLLABUS**

1. **Course Number:** CTEE 7516

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

**Credit Hours:** 3

**Meeting Time Available:** Thursdays, 4:00-6:50 p.m.

**Prerequisites:** None

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

**Office Hours:** By appointment, Dr. Eick, 334-844-6887, eickcha@auburn.edu

1. **Date Syllabus Prepared:** Updated February 25, 2013
2. **Required Texts and Major Resources:**
* 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.
* Annotated bibliography format: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945>
* Computer (updated software), high-speed Internet access, and **headset with microphone[[1]](#footnote-1)** (USB connection and noise cancelling) ($25-35) for access to Canvas Conferencing tools
* Digital camera for photographs of classroom and student artifacts

**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 alerts.

**Project Timeline:** The earliest your project can begin is **February 17th** with instructor approval in writing. Project data collection should end by the last week of March. Therefore, projects should be implemented over a period not more than six weeks.

* + Week 1 (January 8) – COURSE OVERVIEW VIDEO; Introduction: The nature of teacher research – ***Mills pdf chapter***; Research questions – ***Hubbard chapter 1***

Homework *(due next week)*:

* + - 1. Chapter 1 exercises
			2. *Practicum students begin meeting with teachers: Find tentative topic areas for project*
	+ Week 2 (January 15) – Literature search & online resources: Web-based tutorial **(TBA)**

Homework:

* + - 1. AU library tutorial exercise
			2. Discussion Board – Post #1
			3. *Start building annotated bibliography of articles on research topic area*
	+ Week 3 (January 22) – Research design – ***Hubbard chapter 2***

Homework:

* + - 1. Chapter 2 exercises
			2. Literature Review: Topic, research quest.(s), and annotated bibliography **(DUE NEXT WEEK)**
	+ Week 4 (January 29) – Research design (continued)

Homework:

* + - 1. Discussion Board – Post #2
			2. Begin drafting project proposal and permission letter
			3. Set up a time to meet with instructor to review project proposal (30 minutes)
	+ Week 5 (February 5) – Data collection – ***Hubbard chapter 3***

Homework:

* + - 1. Chapter 3 exercises – with qualitative data supplement
			2. Project proposal and permission letter **(DUE NEXT WEEK)**
			3. February 3-7: Meet with your instructor for project proposal review
	+ Week 6 (February 12) – Data collection (continued)

Homework:

* + - 1. Discussion Board – Post #3
			2. Begin implementing ‘instructor-approved’ project – Make required modifications
	+ Week 7 (February 19) – Data analysis – ***Hubbard chapter 4***

Homework:

* + - 1. Chapter 4 exercises – with qualitative and quantitative data supplements – ***Ross & Shannon pdf chapters***
			2. Continue implementing projects
	+ Week 8 (February 26) – Data Analysis (continued)

Homework:

* + - 1. Discussion Board – Post #4
			2. Continue implementing projects
	+ Week 9 (March 5) – Revisiting the literature review – ***Hubbard chapter 5***

 Homework:

* + - 1. Chapter 5 exercises
			2. Set up a time to meet with instructor to review project data collection and analysis
* **AU Spring Break (March 10-14) ☺**
* Week 10 (March 19) – Revisiting the literature review (continued)

Homework:

1. Discussion Board – Post #5
2. Finish collecting project data
3. March 17-21: Meet with instructor for project data analysis (45 minutes)
	* Week 11 (March 26) – Writing up research – ***Hubbard chapter 6***

Homework:

* + - 1. Chapter 6 exercises
			2. Begin writing project report
	+ Week 12 (April 2) – Writing up research (continued)

Homework:

* + - 1. Discussion Board – Post #6
			2. Project report **(DUE NEXT WEEK)**
	+ Week 13 (April 9) – Finding support for classroom inquiry – ***Hubbard chapter 7***

Homework:

* + - 1. Chapter 7 exercises
			2. Project presentation **(DUE NEXT WEEK)**
* Week 14 (April 16) – Finding support for classroom inquiry (continued)

Homework:

1. Discussion Board – Post #7 – Final Reflection on Discussion Board
2. Peer feedback on presentations **(DUE NEXT WEEK)**
3. Submit signed: ADVANCED FIELD EXPERIENCE DOCUMENTATION FORM
* Week 15 (April 23) – Final submission of all paperwork
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 – 8 @10 points each) –** Students will complete chapter readings and select exercises every other week 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 bi-weekly blog in areas paralleling chapter readings and their action research projects. (See instructions).
* **Literature Review (75 points) –** Students will complete an annotated bibliography of literature 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 (Required) –** 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 four components listed above make up the course grade out of 550 possible points. Final grades will be awarded as follows: A = 495-550 points (90-100%), B = 440-494 points (80-89%); C = 385-439 points (70-79%); D = 330-384 points (60-69%); F = below 330 points (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.**

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. Students will meet every other week in small learning communities at their agreed upon time to complete part of assigned chapter exercises. 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.

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 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 will utilize the CONFERENCE feature of Canvas to communicate with each other, if they do not meet face-to-face. 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.

\*A conference leader must be established (and rotated) who sets up the Canvas conference feature for other team members to join at the agreed upon day and time. Face-to-face meetings if preferred can be done. The conference leader will keep attendance for the meeting and submit this information with her exercise assignment (as a second uploaded file). All team members should also receive a copy of the attendance form via email from the leader for their agreement {See Collaborative Team Attendance Report}.

Chapter exercises must be posted to Canvas™ by Wednesday night (midnight deadline) one week after they are assigned.

**Collaborative Team Attendance Report (required)**

Assignment: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(e.g., chapter # or title of exercises)*

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ *(e.g., Canvas, etc.)*

Team Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Members Present:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Team Members Absent:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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 Monday night (midnight deadline) four days after they are assigned 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 Monday night deadline (NOT BEFORE) for initial postings and by Wednesday night (midnight 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 on Canvas***

The format and examples for an **annotated bibliography** that we will use for the literature review are found at the following Carleton website: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945> The literature review as an **introduction and** **annotated bibliography** will include a minimum of 4 research sources (i.e., scholarly articles) and 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. At least one of your articles must directly address the use of digital learning technologies in your topic area (e.g., online games, learning activities, video/audio podcasts, communication tools, etc.). 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.

The **project title and short paragraph description** including the nature of diverse learners should be written on top of the annotated bibliography entries as an introduction. Students will submit their literature review following the given annotated bibliography guidelines found at the Carleton website including the **ten elements** that should be addressed: <http://apps.carleton.edu/campus/library/find/guides/general/?guide_id=132945>.

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. 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. 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.

***Trade/Professional Literature*** means an article or book chapter that applies research for the practitioner as teacher or administrator. The writing format is more conversational, less scripted or technical, and includes useful diagrams and pictures on teacher practice in the classroom. These include professional association journals in the academic disciplines such as *The Reading Teacher*, *Teaching Children Mathematics*, *Science & Children*, and *Social Studies & the Young Learner*, to name a few. These trade journals are written to directly help the practicing teacher with ideas, tips, lessons, and strategies for practice; but articles are still based on or associated with current research, and thus have a short list of References. ***Popular magazines*** like Newsweek should NOT be used.

**When in doubt about a source, please check with your instructor by sending him a copy of the article (word or pdf format).**

*Literature/Resource Review ‘Holistic’ Rubric:*

68-75 points = Introduction present; Minimum required literature fits categories; 1 article on technology use; Annotations are highly informative and clearly link to the project; Consistent and correct bibliographic format; Each annotation addresses most of the 10 Carleton Elements; Meets APA reference conventions; Few to no grammar and spelling errors; Reads logically and fluently

60-67 points = Introduction present; Minimum required literature fits categories; 1 article on technology use; Annotations are informative and link to the project; Mostly consistent and correct bibliographic format; Each annotation addresses most of the 10 elements required; Meets most APA reference conventions; Few to no grammar and spelling errors; Reads fairly logically and fluently

53-59 points = Introduction present; Minimum required literature mostly fits categories; 1 article on technology use; Annotations are somewhat informative and somewhat link to the project; Somewhat consistent and correct bibliographic format; Each annotation addresses at least half of the 10 elements required; Meets some APA reference conventions; Some grammar and spelling errors; Reads somewhat logically and fluently

45-52 points = Introduction present; Minimum required literature mostly fits categories; 1 or 0 articles on technology use; Annotations are not informative or link to the project; Inconsistent and/or incorrect bibliographic format; Each annotation addresses less than half of the 10 elements required; Meets few APA reference conventions; Frequent grammar and spelling errors; Reads illogically and hard to understand

Less than 45 points = Introduction present; Fewer than minimum required literature somewhat fits categories; 1 or 0 articles on technology use; Annotations are not informative or link to the project; Inconsistent and/or incorrect bibliographic format; Each annotation addresses less than half of the 10 elements required; Meets few to no APA reference conventions; Frequent grammar and spelling errors; Reads illogically and hard to understand

**Project Proposal Conference (Required)**

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:

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 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 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.

**Project Data and Analysis Conference (Required)**

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 the your data with notes of your proposed ideas for data analysis.
3. Record instructor’s comments and input to help strengthen your analysis work for your report.

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

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 are 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 step-wise methods for implementation, including data sources

Slide 5: (continued from slide 4 if necessary)

Slide 6: Data analysis of data sources (for making tables, charts, graphs, etc.)

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, 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, 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), 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), 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), 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 anyunderstanding of how to select strategies appropriate for the content, the learners, and the goals  | Shows minimalunderstanding of how to select strategies appropriate for the content, the learners, and the goals  | Shows strongunderstanding of how to select strategies appropriate for the content, the learners, and the goals  | Shows in‐depthunderstandings of how to select strategies appropriate for the content, the learners, and the goals  |
| Does not draw oncurrent research  | Makes use ofcurrent research in somewhat superficial ways  | Makes use ofcurrent research in appropriate ways  | Applies current research in insightful and thoughtful ways  |
| Demonstrates littleif any understanding of the relationship between outcomes and assessment (and/or the links to professional, state, or districtstandards if appropriate)  | Demonstrateslimited awareness of the relationship betweenoutcomes andassessment (and/or the links to professional, state, or district standards if appropriate) | Demonstratessolid command of the relationship between outcomes and assessment (and/or the links to professional, state, or district standards ifappropriate)  | Demonstratesstrong understanding of the relationship between outcomes and assessment (and/or the links to professional, state, or districtstandards ifappropriate)  |
| Fails to integratetechnology when appropriate, does not draw on students’/clients’ prior experiences nor considers school, family, and community contexts  | Integratestechnology in limited ways when appropriate, draws in superficial ways on students’/clients’ prior experiences as well as school, family, and community contexts  | Integratestechnology in meaningful ways when appropriate, draws in meaningful ways on students’/clients’ prior experiences as well as school, family, and community contexts  | Integratestechnology in meaningful ways when appropriate,draws in insightful ways on students’/clients’ prior experiences as well as school, family, and community contexts  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Implementation** | Demonstratesinadequate knowledge of subject matter or principles/concepts related to professional practice | Some content ispresented in challenging, clear, meaningful, and compelling ways using real‐world contexts. | Most content ispresented in challenging, clear, meaningful, and compelling ways, using real‐world contexts as appropriate. | Content ispresented in challenging, clear, meaningful, and compelling ways, using real‐worldas appropriate. |
| Exhibits inability toexplain and provide clear examples of important principles and/or concepts | Exhibits limitedability to explain and provide clear examples of important principles and/or concepts | Consistentlyprovides clear explanations and examples of important principles and/or concepts; at times offers multiple explanations to help all learners progress | Providesexceptionallyclear explanationsand examples ofimportant principles and/or concepts; offers multiple explanations as needed to ensure that all learners progress |
| Has no success infacilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Has partialsuccess in facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Is effective infacilitating a learning experience that is challenging, compelling, or linked to real‐ world issues | Is extremelyeffective in facilitating a learning experience that is challenging, compelling, or linked to real‐ world issues |
| Demonstratesmultiple professional behaviors that are inappropriate for working with students, clients, families, and/or communities | Demonstratessome minor professional behaviors that are inappropriate for working with students, clients, families, and/or communities | Demonstratesprofessional behaviors appropriate for working with students, clients, families, and/or communities | DemonstratesExceptional professionalism in working with students, clients, families, and/or communities |
| **Reflection** | Demonstrates littleif any ability to identify excerpts from actual practice that illustrate what when well and what could have been implemented more effectively | Demonstratessome ability to identify excerpts from actual practice that illustrate what when well and what could have been implementedmore effectively | Identifies excerptsfrom actual practice that illustrate what when well and what could have been implemented more effectively | Identifies clearand compelling excerpts from actual practice that illustrate what when well and what could have been implemented more effectively |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Exhibits inability toidentify ways to make ideas more accessible to all clients | Shows someinsight into how to make ideas more accessible to all clients | Shared thoughtfulinsights into how to make ideas more accessible to all clients | Demonstratesprobing insights into how to make ideas more accessible to all students |
| Fails to identifyspecific ways to improve own practice | Articulatesspecific ways to improve own practice although some are questionable | Articulatesspecific and reasoned ideas on how to improve own practice | Articulatesspecific and well‐ reasoned ideas on how to improve own practice |
| **Analysis** | Does notaccurately assess student learning, client progress | Candidate usesassessments to study the effects of teaching on student learning. | Candidate usesmultiple assessments to study the effects of teaching on student learning. | Candidate usesmultiple and comprehensive assessments to study the effects of teaching on student learning. |
| Is unable to usedata 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 tomake decisions regarding ways to better address the needs of all learners including consideration of developmental levels, prior experiences, and special needs | Uses data tomake 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 tomake well‐ reasoned and insightful decisions regarding ways to ensure thesuccess needs of all learners including consideration of developmental levels, prior experiences, and special needs |
| Demonstrates littleif any understanding of how to collect and use progress monitoring data | Demonstrateslimited understanding of how to collect and use progress monitoring data | Demonstratesunderstanding of how to collect and use progress monitoring data | DemonstratesIn‐depth understanding of how to collect and use progress monitoring data |
| Exhibits little if anyknowledge or commitment to policies and principles related to assessment and ensuring the progress of all learners | Exhibits limitedknowledge of or commitment to policies and principles related to assessment and ensuring the progress of all learners | Exhibitsknowledge of and commitment to policies and principles related to assessmentand ensuring the progress of all learners | Exhibits deepknowledge of and commitment to policies and principles related to assessmentand 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)