

Valdosta State University

Department of Curriculum, Leadership, and Technology

ITED 8970 Action Research Methods and Planning

Three(3) Semester Hours: Spring 2009

Conceptual Framework: Guiding Principles

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

Required Texts

Leedy, P. D., & Ormrod, J. E. (2005). *Practical research: Planning and design* (8th ed.). Upper Saddle River, NJ: Pearson. ISBN: 0-13-110895-6

Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ.: Prentice-Hall ISBN: 0-13-042254-1

Publication Manual of the American Psychological Association (5th ed.). (2001). Washington, DC: A.P.A.

Required Technology

This course will require you to have equipment and skills allowing ready and constant access to a computer with Internet connection to the WWW. You must also have an e-mail account, which you check regularly, and the ability to attach and open documents readable in MS-Word, versions prior to 2007. To have reasonably fast interaction with the course displays through the online WebCT Vista course management system, you should work at a computer that has a broadband connection with the Internet, such as DSL or cable modem. **Dial-up modem connection is too slow for productive use in Vista courses.** These individual requirements are not fulfilled by Valdosta State University, but must be supplied by you at your home (preferable) or workplace.

Course Description

Prerequisite: ITED 8960 or permission of the instructor. An in-depth study of the foundations, assumptions, methods, techniques, and ethics of action research, along with a framework for evaluating action-research studies. The focus is on designing a study to enhance technology-based learning and human performance in a learning organization.

Department of Curriculum, Leadership, and Technology Program Standards

The Department of Curriculum, Leadership, and Technology (CLT) recognizes the College of Education Conceptual Framework, including Vision, Guiding Principles, and Standards as a guide to the education of teachers as they seek certification. Our programs serve students who are teachers, but also many students who are media specialists, technology supervisors and

general trainers. Those students who seek initial or advanced certification do so in an area that is governed by standards that are published by the American Association of School Librarians (AASL) and approved by NCATE. Masters and Education Specialist programs are also designed to align with the standards published by the Association for Educational Communications and Technology (AECT), which are also NCATE approved.

ITED 8970 Action Research Methods and Planning is a core course taken for Educational Specialist Instructional Technology students. This syllabus contains the AECT Domains, upon which the Educational Specialists Instructional Technology Program is based. The domains are cross-referenced to the College of Education CFS.

Association for Educational Communications and Technology (AECT) Domains

Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning (AECT, 1994).

1. **DESIGN Domain:** Candidates demonstrate the knowledge, skills, and dispositions to design conditions for learning by applying principles, theories and research associated with instructional systems design, message design, instructional strategies and learner characteristics.
2. **DEVELOPMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to develop instructional materials and experiences by applying principles, theories and research related to print, audiovisual, computer-based, and integrated technologies.
3. **UTILIZATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to use processes and resources for learning by applying principles, theories, and research related to media utilization, diffusion of innovations, implementations, and policy-making.
4. **MANAGEMENT Domain:** Candidates demonstrate the knowledge, skills, and dispositions to plan, organize, coordinate, and supervise instructional technology by applying principles, theories, and research related to project, resources, delivery system, and information management.
5. **EVALUATION Domain:** Candidates demonstrate the knowledge, skills, and dispositions to evaluate the adequacy of instruction and learning by applying principles, theories and research related to problem analysis, criterion-referenced measurement, formative and summative evaluation, and long-range planning.

Course Objectives

The student will:

- 1) Describe factors that contribute to learning organization effectiveness. (Design and Evaluation)
- 2) Evaluate exemplary curricular and instructional practices. (Evaluation)

- 3) Review and evaluate models of inquiry into teaching practice. (Evaluation)
- 4) Use a variety of research tools, including electronic resources, to investigate possible topics. (Utilization, Management, and Evaluation)
- 5) Analyze and summarize research studies. (Evaluation)
- 6) Identify and avoid sources of bias based on gender, socioeconomic status, race, ethnicity, age or religion within research, evaluation, assessment and personal communication. (Management and Evaluation)
- 7) Identify appropriate, useful, valid, reliable, and bias-free assessments of performance outcomes. (Design and Development)
- 8) Identify and apply problem analysis skills in appropriate IT contexts. (Development, Utilization, and Management)
- 9) State rationale for the selection of research design and data analysis methods. (Evaluation)
- 10) Create an action research proposal for a training or educational program. (Design)
- 11) Demonstrate effective oral and written communication skills. (Utilization and Management)
- 12) Identify a professional IT audience for intended research. (Design)

Course Activities/Assignments

A number of course activities are inherent in the completion of the processes and products described in the Course Evaluation methods described below. These activities include: Readings and Discussions; Analysis of Research Studies; Self/Peer Critiques; and Review of Research Findings. Students participate in all activities as they address each of the course objectives.

Course Evaluation

Professional ethics, behavior, and quality are expected in all products and performances. The final grade will be determined by the following percentages based on cumulative graded assignments, as described below:

A--100-90%, B--89-80, C--79-70, D--69-60, F--59 and below.

Content copied and pasted from Websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations. Any attempt to present the work of another as your own may result in failure of the course.

Evaluation Instruments/Methods

Research Proposal (75%)

Proposal for an action research study in the form of an action research plan. Criteria for evaluation: 1) contains all pertinent elements (area of focus, definition of the variables, research question(s), proposed intervention, action chart, timeline, methods and procedures for data collection and analysis, and methods for sharing findings), 2) describes a plan which is feasible and has potential to contribute to personal insight, reflective practice, positive change in the school or work environment, positive change in educational practices in general, improved student outcomes, and improved lives of those involved.

Note: All research proposal assignments are expected to be submitted by due dates. A penalty of one letter grade may be deducted from any assignment for each day that the assignment is past its due date, as announced in the General Course Schedule. Students will be notified well in advance of due dates.

Exercises (25%)

Discussion postings and other exercises, as identified in the General Course Schedule, will involve class members in responding to topics from readings and activities in the process of preparing their Action Research Proposal.

Note: All exercise assignments are expected to be submitted by due dates. A penalty of one letter grade may be deducted from any assignment for each day that the assignment is past its due date, as announced in the General Course Schedule. Students will be notified well in advance of due dates.

Professionalism / Disposition

Within your coursework, you are expected to respect intellectual property, complete assignments with consistent punctuality, regularly attend class (online and/or face-to-face), make an effort to complete assignments completely and correctly, pay careful attention to detail in following instructions, show willingness to revise based on instructor or peer feedback, strive for creativity in devising products and processes, demonstrate enthusiasm in face-to-face and online endeavors, be helpful to peers, show self-reliance to enable independent progress/ completion of your work, display courtesy in written and oral communications, and exhibit cooperation in

group work situations. As a professional, you should practice fairness based upon a belief that all learners can achieve.

Participation Policy

Because students are being prepared to accept professional duties and responsibilities, attendance and collaboration requirements are viewed as critical to developing professionalism. In an online class such as this one, attendance is demonstrated by prompt response to posted messages from the instructor and classmates. Collaboration is demonstrated by a fair sharing of the responsibilities required for successful completion of assignments that require collaboration with classmates.

General rule: In all cases, consider what the actions of a responsible professional would be.

Plagiarism Policy

The full text of this policy is available in the College of Education Dean's Office, EC room 227, or online as requested. The following penalties will be enforced, as stated in the Policy:

First Offense: The student will earn a "0" on the assignment, test, project, etc.

Second Offense: The student will earn the letter grade "F" for the course.

Third Offense: The student will earn the letter grade "F" for the course, and further action involving referral of the matter (with documentation) to the appropriate college (university) officials within the administrative structure will be taken. (Please also see page 39 of the VSU Student Handbook.)

Professional ethics, behavior, and quality are expected in all products and performances. Content copied and pasted from websites or other sources will not be considered original student work and may not be used under any circumstances without the use of quotation marks and proper APA citations.

Note: Plagiarism detection technology resources may be used to ascertain the originality of student work.

Special Needs Statement

Valdosta State University is an equal opportunity educational institution. It is not the intent of our institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin or handicap of the individual. It is the intent of the institution to comply with Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as the Title IX in Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office located in Farber Hall. The phone numbers are 229-245-2498 (voice) and 229-219-1348 (tty).

Instructors

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CL&T Department

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Office Hours:

Dr. Leader: Tuesdays, Wednesdays, & Thursdays -- 1:30-5:00 PM

Dr. Hinkle: Tuesdays and Wednesdays, 9:30-11:30 AM and 1:30-3:30 PM; Thursday, 9:30-11:30 AM