

ECED 7340
Action Research in Early Childhood Education
3 SEMESTER HOURS

Dewar College of Education
Valdosta State University
Department of Early Childhood and Special Education
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 TEXTBOOKS

Johnson, A. P. (2012). *A short guide to action research*, 4th ed. New York: Pearson.

American Psychological Association (2010). *Publication Manual of the American Psychological Association*, 6th ed. Washington, DC: American Psychological Association.

Other readings as assigned.

COURSE DESCRIPTION

Examination of self-reflecting systemic inquiry. Emphasis is placed on better understanding of teaching practices, reflection on current issues and problems, and discussion of methodology, including questions, data analysis and interpretation, and conclusions.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK STANDARDS (CFS)

IV. ASSESSMENT: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

COURSE OBJECTIVES

The candidate will:

1. Discuss the role of action research in early childhood education and methods of data collection. (CFS IV, VI)
2. Discuss classroom-based action research based on reading, reflecting, analyzing, and performing it. (CFS IV)
3. Plan and implement an action research project. (CFS IV, VI)
4. Write an action research report. (CFS IV)

COURSE REQUIREMENTS AND EVALUATION

Action Research: This action research project is to assist teachers in implementing a variety of analysis and assessment methods of the research process.

1. Proposal for Action Research. The candidate will prepare an action research proposal to implement in an early childhood classroom. The action research proposal will include the following components: research purpose, research questions, data collection plan.
2. Implementation of Action Research. The action research plan will be implemented in an early childhood classroom. Data will be collected during this phase of the project.
3. Analysis of Data and Written Action Research Report. The candidate will analyze the data collected and complete a written action research report that includes a review of the related literature, data collection methods, data analysis, interpretation, and recommendations.
4. Presentation. The candidate will present an overview of the action research project to the class.

GRADING PROCEDURES

	<u>Possible Points</u>
Proposal for Action Research	50 points
Implementation of Action Research	50 points
Written Action Research Report	100 points
Presentation	<u>100 points</u>
TOTAL	300 points

Final Grade Scale

A = 100-90% - 270 – 300

B = 89-80% - 240 - 269

C = 79-70% - 210 - 239

D = 69-60% - 180 - 209

F = 59-0% - below 180

ATTENDANCE POLICY

Because of the nature of the course, the candidate's learning will be positively impacted through participation in class activities. Therefore, regular attendance is crucial. Come to class prepared to contribute to discussions, ask appropriate questions, and participate in class activities. If it is necessary for you to miss a class, you should arrange for a classmate to take notes and pick up handouts for you. You are responsible for the content of classes that are missed. A candidate who misses more than 20% of the class meetings (class meetings are defined as meetings both on and off campus) will receive an automatic grade of "F."

PROFESSIONALISM

Candidates are expected to conduct themselves in a professional manner at all times. Assignments should be submitted during class on the date indicated on the course schedule. Late assignments are not accepted. Cell phone use is restricted to appropriate uses related to research and assignments related to course materials.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

FIRST OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

SECOND OFFENSE:

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

SPECIAL NEEDS STATEMENT

Valdosta State University is an equal opportunity educational institution. It is not the intent of the 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 the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

STUDENT OPINION OF INSTRUCTION

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one

week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

INSTRUCTOR

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Tuesday 1:00 – 5:00 pm
Others by appointment