

**Dewar College of Education and Human Services
Valdosta State University
Department of Curriculum, Leadership, and Technology**

**ITED 8970
Action Research Methods and Planning
3 SEMESTER HOURS**

Guiding Principles (DEPOSITS)

(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.

Instructional Technology GaPSC Certification Standards

Visionary Leadership (1.0000). Candidates demonstrate the knowledge, skills, and dispositions to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout the organization.

Teaching, Learning, & Assessment (2.0000). Candidates demonstrate the knowledge, skills, and dispositions to effectively integrate technology into their own teaching practice and to collaboratively plan with and assist other educators in utilizing technology to improve teaching, learning, and assessment.

Digital Learning Environments (3.0000). Candidates demonstrate the knowledge, skills, and dispositions to create, support, and manage effective digital learning environments.

Digital Citizenship & Responsibility (4.0000). Candidates demonstrate the knowledge, skills, and dispositions to model and promote digital citizenship and responsibility.

Professional Learning & Program Evaluation (5.0000). Candidates demonstrate the knowledge, skills, and dispositions to conduct needs assessments, develop technology-based professional learning programs, and design and implement regular and rigorous program evaluations to assess effectiveness and impact on student learning.

Candidate Professional Growth & Development (6.0000). Candidates demonstrate the knowledge, skills, and dispositions to engage in continuous learning, reflect on professional practice, and engage in appropriate field experiences.

COURSE DESCRIPTION

Co-requisite: ITED 8960 or permission of the instructor.

Application of the ethics and principles of action research. Includes design of technology-enhanced learning experiences and planning for subsequent evaluation to improve instruction and learning.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Mills, G. E. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Upper Saddle River, NJ: Prentice-Hall.

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, DC: APA.

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 utilize your VSU e-mail account on a regular basis, and have the resources and ability to attach and open documents readable in MS-Word. These individual requirements are not fulfilled by Valdosta State University but must be supplied by you at your home (preferable) or workplace.

NOTE: VSU's Department of Curriculum and Instructional Technology uses the definition that the Association for Educational Communications and Technology (AECT) published in 1994 for the term instructional technology: *Instructional Technology is the theory and practice of the design, development, utilization, management and evaluation of the processes and resources for learning* (AECT, 1994).

COURSE OBJECTIVES

Given the syllabus, course materials, and guidance from a professional, the candidate will accurately and/or appropriately:

1. Determine an area of need in the learning environment in which he/she works that can be addressed with an instructional technology intervention. (GaPSC 2.0100-2.0800, 5.0100, 6.0200; Themes: AL2.2, TL2.2, FL3.3)
2. Evaluate exemplary curricular, instructional, and technological practices that could guide the design, development, implementation, and evaluation of an action research project involving an instructional technology based intervention and relate them to his/her professional practice. (GaPSC 2.0100-2.0800, 6.0200; Themes: CPL3.1, AL2.1, FL3.2)
3. Review and evaluate models of inquiry into teaching practice, student learning, and effectiveness of instructional technology; reflect on them in relation to his/her professional practice. (GaPSC 2.0100-2.0800, 5.0100, 6.0200)
4. Use a variety of research tools, including electronic resources, to investigate possible research topics, data gathering instruments, and methods of data analysis. (GaPSC 2.0100-2.0800; Theme: TL2.2)
5. Design data gathering instruments and explain the process that will be used to analyze data. (GaPSC 2.0100-2.0800, 5.0300, 6.0100-6.0200)
6. Identify and avoid sources of bias based on gender, socioeconomic status, race, ethnicity, age or religion within research, evaluation, assessment, and personal communication. (GaPSC 2.0100-2.0800; Theme: DL2.1)
7. Identify appropriate, useful, valid, reliable, and bias-free assessments of performance outcomes. (GaPSC 2.0100-2.0800, 5.0300, 6.0100-6.0200; Themes: AL2.1, AL2.2, AL3.2)

8. Identify and apply problem analysis skills in appropriate IT contexts. (GaPSC 2.0100-2.0800, 5.0100, 6.0100-6.0200; Themes: CPL3.1, AL2.1, AL2.2)
9. State rationale for the selection of research design and data analysis methods. (GaPSC 2.0100-2.0800)
10. Create an action research proposal for a training or educational program. (GaPSC 2.0100-2.0800, 5.0300; Themes: CPL2.1, CPL2.2, CPL3.1, CPL3.2, AL2.1, AL2.2, AL3.2, FL3.2)
11. Demonstrate effective oral and written communication skills. (GaPSC 2.0100-2.0800)
12. Identify a professional IT audience for intended research. (GaPSC 2.0100-2.0800)
13. Develop a plan to model and evaluate the integration of technology into the learner environment in which he/she works. (GaPSC 2.0100-2.0800; Theme: EDL2.1, FL3.2)
14. Facilitate the design, development, implementation, and evaluation of technology-infused plans to improve learning environments. (GaPSC 2.0100-2.0800, FL3.3)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

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; Exercises with Data; Writing of Research Proposal; 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.

Alignment to the following educational themes is noted below: Technology Proficiencies (OTL), Diversity Proficiencies (DL), Field Experience Proficiencies (FL), Ethics and Dispositions Proficiencies (EDL), Content Pedagogy (CP), and Assessment Proficiencies (AL) are indicated below. Level 1 refers to *exploring*, Level 2 refers to *applying*, and Level 3 refers to *integrating*. The number after the decimal in the levels is meaningless for you at the moment and is included for the professor's tracking purposes.

Specifically the assignments in this course need to be completed in **relation to your previous area of certification** or as a professional development project for others in your area of certification and applied in the field. The field application will be assessed using the **Clinical Practice Assignment in Livetext**. You will post some information regarding the clinical practice in ITED 8970 and more information as you progress in ITED 8999. If you do not own Livetext or are a NON P-12 candidate, this does not apply to you. If you are seeking P-12 certification both of these components are required to pass this class.

COURSE EVALUATION

- A. Field Experience (Pass/Fail component of course – This is not the same as the Clinical Practice that will be accomplished with your Action Research Project)

OFL-3 Proficiency Level Assignment is available for you in Livetext. This is where you post a Field Experience Compilation Update. You will login to Livetext and by the end of the third week of the semester you should have submitted the Field Experience Log that you copied and saved with your name in the file during EDUC 5999. You should have been using this throughout the program. Be thorough and specific. You need to put something in every section of the pages for all the courses you have already completed and take out the standards that do not apply to that experience. You may have multiple types of Field experience in one course (eg. partnering with a fellow professional and creating a project for learners in your school), if this is the case simply list both in each section (eg., FE 1: details, FE 2: details). Do NOT upload a Word document or a PDF file, you must attach the Livetext document that you created in 5999. If you did not do this correctly every semester you need

to correct it now -- see the PowerPoint attached in the Livetext Assignment and the template for the portfolio/log as a starting point and update your work. This semester your log will be evaluated to see if you have any areas of deficiency that may need to be addressed in your last 2 semesters and to ensure that you have proficient performance skills to move into the Action Research Phase of the program.

This is a theme proficiency level assessment related to the CAEP theme of Field Experience Proficiencies (FL) and should not be modified or removed from this course without the approval of the program faculty.

B. 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.

C. Activities to build knowledge needed to produce a quality research proposal (25%)

A variety of exercises and activities will be used to assess knowledge and skills related to development of data gathering tools, data analysis, and interpretation of data.

Note: 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 Course Schedule. Students will be notified well in advance of due dates.

D. Activities related to early stages of Clinical Practice (Pass/Fail component of course)

Grading Scale

Quality is expected in all products and performances. Given the course evaluation percentages described above, final grades will be assigned as follows:

90-100 = A 80-89 = B 70-79 = C 60-69 = D Below 60 = F

PROFESSIONALISM

Within the coursework and fieldwork, educators 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 work, display courtesy in written and oral communications, and exhibit cooperation in group work situations. Professional educators should practice fairness based upon a belief that all learners can achieve.

DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

ACCESS/ACCOMMODATIONS STATEMENT

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: access@valdosta.edu.

TITLE IX STATEMENT

Valdosta State University (VSU) is committed to creating a diverse and inclusive work and learning environment free from discrimination and harassment. VSU is dedicated to creating an environment where all campus community members feel valued, respected, and included. Valdosta State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age national origin, disability, genetic information, or veteran status, in the University's programs and activities as required by applicable laws and regulations such as Title IX. The individual designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning nondiscrimination policies is the University's Title IX Coordinator: the Director of the Office of Social Equity, titleix@valdosta.edu, 1208 N. Patterson St., Valdosta State University, Valdosta, Georgia 31698, 229-333-5463.

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 to instructors/administrators. Instructors will be able to view only a summary of all responses after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the data until after final grade submission, they will be able to see which students have or have not completed their SOIs. 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 [SOI Procedures and Timelines](http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php) (located at <http://www.valdosta.edu/academics/academic-affairs/sois/welcome.php>).