

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

**ITED 8999
Action Research Project
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.

Website: <http://www.valdosta.edu/colleges/education/curriculum-leadership-and-technology/>

COURSE DESCRIPTION

Prerequisite: ITED 8970.

Implement research-based interventions to improve instructional practice and maximize learning. Use of digital tools and resources to systematically collect and analyze data, interpret results, and communicate findings. Final phase of the Education Specialist field experience. May be repeated. (This course requires at least 30 hours of work in the field of instructional technology in the form of integration of hands-on technology applications with the learners in the field in which you work and research determining the effectiveness of the intervention.)

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

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

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.

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.

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

1. Collect data following approved procedures. (GaPSC 1.0400, 2.0600-2.0800; Themes: EDL3.1, EDL3.2)
2. Identify and avoid sources of bias based on gender, socioeconomic status, race, ethnicity, age or religion within research, evaluation, assessment and personal communication. (GaPSC 1.0400, 2.0500-2.0800, 4.0100; Theme: DL2.1)
3. Analyze research data (GaPSC 1.0400, 2.0700-2.0800; Theme: AL3.1)
4. Identify and utilize appropriate dissemination method (e.g., journal, website) for designated IT audience. (GaPSC 1.0400, 1.0800, 2.0400; Themes: TL3.2, EDL3.2)
5. Report research findings. (GaPSC 1.0400, 2.0400-2.0800, 4.0200; Themes: TL3.2, EDL3.2)
6. Generate and communicate plan to apply research findings in an appropriate IT setting. (GaPSC 1.0400, 2.0500-2.0800, 6.0200, 6.0300; Themes: TL3.2, AL3.1, EDL3.2)
7. Demonstrate effective communication skills. (GaPSC 1.0400, 2.0500, 2.0800)
8. Model and facilitate the implementation of technology-enhanced learning interventions. (GaPSC 1.0200, 2.0500, 2.0600, 4.0100, 4.0200, 6.0100; Themes: TL2.1, TL2.2, TL3.1, TL3.2, CPL3.1, CPL 3.2, FL3.1, FL3.2, AL3.1, DL3.2)
9. Demonstrate overall effectiveness of knowledge and skills gained throughout the program on evaluating and improving student learning. (GaPSC 5.0300, 6.0100-6.0300; Themes: TL2.1, TL2.2, TL3.1, TL3.2, CPL3.1, CPL 3.2, FL3.1, FL3.2, AL3.1, DL3.2)

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

A number of course activities are inherent in completion of the processes and products included in the Course Evaluation methods generally described below. (More detailed descriptions of each evaluation component can be found on the course website.) These activities include: Data Collection (Course objectives 1-2); Analysis of Research Findings (Course objectives 2-3); Action Project Report Writing (Course objectives 2-6); Review/Revision by Expert, Peer, & Self (Course objectives 1-7); Learning Report (Course objectives 3, 9), and Action Research Celebration (Course objectives 6-7).

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**. 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

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. Any attempt to present the work of another as your own will result in failure of the course.

A. Field Experience Log (Ed.S. – Tech Apps) & Summary Documentation

- 1) You should have been attaching exactly the same Livetext file every semester in every class, and it should have your name in the filename and NOT say "copy of". You should have built this in 8970. Update all LiveText pages and email me if you have any questions.
- 2) This is where you post your summary sheet (Excel file) and the Livetext Field Log that includes your 8970 and 8999 hours, learner characteristics, standards, etc.

B. Approved Action Research Proposal (constructed in ITED 8970).

The ARP must include the area of focus, support from the literature, definition of the variables, research question(s), proposed intervention (if any), methods and procedures for data collection and analysis, and methods for communicating results. Support from the literature within action research plan should include background knowledge and justification for the area of focus for the action research project, summary and critique of research findings, and adherence to APA format. The ARP should be submitted for review within the first two weeks of ITED 8999. The ARP must be approved prior to beginning the research project in the learning community.

C. Communication of Findings: Action Research Celebration.

Share what you found out and how it can be applied to improve with the stakeholders (mentor, administrators, etc.) at your school or workplace

D. Action Research Project Report.

The student will write a report of the Action Research Project following the formal presentation. The written report will include ten major sections: abstract, introduction, literature review, clarifying my

AR project, the road map of my action research project, the story of my action research project, further reflection and continuing questions, about my action research journey, conclusion, references, and appendices. Specific details for the Action Research Project Report are available in the course handbook (available on the course website).

E. Learning Report and Exit Survey.

There will be additional data collected at the completion of the course related to candidate reflection on professional learning and candidate ability to impact student learning. In addition, an exit survey must be completed prior to graduation. All forms and links to surveys will be available on the course website. ***This is a theme proficiency level assessment related to the CAEP theme of assessment and should not be modified or removed from this course without the approval of the program faculty.*** The Learning Report must be submitted in both BlazeVIEW and LiveText for candidates seeking IT certification in the P-12 environment. In LiveText you will post to the assignment titled, P-12 Learning Report.

Criteria for evaluation: Contains all pertinent elements, uses specified formats, is written in clear and grammatically-correct language, is submitted on due date, and describes a project which is feasible and has potential to contribute to personal insight, reflective practice, positive change in the educational environment, positive change in educational practices in general, improved learner outcomes, and improved lives of those involved. Specific guidelines and criteria for each research product, as well as formatting guidelines for the project, are available on the course website. (Course objectives 1-9).

Grading Scale

Quality is expected in all products and performances. A grade for each term of enrollment is assigned by the instructor. IP – In Progress – grades will be given until the project is completed. The final grade is Satisfactory or Unsatisfactory.

PROFESSIONALISM

Within the coursework and fieldwork, educators 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 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 inquires 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>).