**TTE 597R—Action Research Workshop**



**(Teach Arizona—Fall Semester, 2014)**

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Office Hours: by appointment

**Course Description**

This course provides the pratical application of theoretical learning within a group setting and involving an exchange of ideas and practical methods, skills, and principals. The course is a practical introduction to teacher directed classroom-based research activities. Students will develop an Action Research Plan that will guide their classroom research. You will extend your professional knowledge and develop the skills and dispositions necessary to meet some of the national standards for teachers:

* The InTASC Standards

<http://www.ccsso.org/Documents/2011/InTASC_Model_core_Teaching_Standards_2011.pdf>

* The ISTE NETS-T Standards

<http://www.iste.org/Libraries/PDFs/NETS-T_Standards.sflb.ashx>

**Course Objectives**

|  |  |
| --- | --- |
| **The learner will be able to …** | **Standards** |
| Describe the goals and purposes of action research | InTasc Standard: 9l, 9m, 9n |
| Evaluate action research | InTasc Standard: 9c, 9l, 9m, 9nISTE NETS-T Standard: 5c |
| Clarify ethical issues related to action research | InTasc Standard: 9f, 9j, 9o |
| Develop an Classroom Inquiry Proposal | InTasc Standard: 9a, 9b, 9c, 9d, 9e, 9g,9h, 9j, 9l, 9m, 9nISTE NETS-T Standard: 5c |
| Design a data collection and analysis plan | InTasc Standards: 9h, 9l |
| Use action research to reflect on classroom practices to make instructional decisions. | InTasc Standards: 9a, 9c, 9d, 9e, 9g, 9h, 9l, 9m, 9nISTE NETS-T Standard: 5c |

**Textbook**

Hubbard, Ruth Shagoury & Power, Brenda Miller. (2003) *The Art of Classroom Inquiry: A handbook for teacher-researchers*. Portsmouth: Heinemann.

Supplemental materials are available on D2L.

**Rules and Procedures**

1. Students are expected to adhere to the Code of Academic Integrity which addresses issues such as: cheating, fabrication, facilitating academic dishonesty, and plagiarism. The Code of Academic Integrity can be found at: <http://deanofstudents.arizona.edu/codeofacademicintegrity>
2. If you are registered with the Disability Resource Center please submit appropriate documentation to me if you are requesting reasonable accommodations. <http://drc.arizona.edu/teach/syllabus-statement.html>
3. Please review the Code of Conduct at <http://deanofstudents.arizona.edu/policiesandcodes>
4. Participation is critical to success in the class and regular participation in the online assignments/forums and the face-to-face class attendance is expected.
5. Late Policy: Assignments are due by the expected dates. Late submissions will impact grades negatively and I will deduct points for each day the assignment is late. Please contact me if an assignment will be late and it **may** be possible to adjust the due date.
6. Absences: Excessive absences may result in the student being dropped from the course or being issued a failing grade.

Note: Information contained in this syllabus with the exception of the attendance and grading policies may be subject to change with reasonable advanced notice, as deemed appropriate by the instructor.

**Course Assignments & Assessments**

This course aligns to the 6-unit morning field internship (TTE 593). The Classroom Inquiry Proposal should be designed for your school site classroom.

1. Readings, Analysis, Discussion Posts (25% of course grade)

You will be asked to post analysis or comments about the readings. The posts should summarize the reading and indicate how you can use the information in the Classroom Inquiry Proposal you are developing. Also, you will be asked to reflect on aspects of your Classroom Inquiry Journal, or Classroom Inquiry Proposal; you will post your reflections in the discussions and respond to at least one other student’s post.

*InTasc Standard: 9, ISTE NETS-T Standard: 5*

1. Online Activities/Assignments (20% of course grade)

You will be given a variety of assignments including reviewing action research articles, keeping a classroom inquiry journal, and assignments for the Classroom Inquiry Proposal. These assignments will be submitted through the drop box.

*InTasc Standard: 9, ISTE NETS-T Standard: 5*

1. Class Room Inquiry Proposal (55% of course grade) **This is a benchmark assignment for the course. You must pass the assignment to pass TTE 597r. A passing grade is defined as an average score of “2” or above (across all categories) on the grading rubric.** *InTasc Standard: 9, ISTE NETS-T Standard: 5*

Over the course of the semester, you will draft a comprehensive plan and proposal for conducting a classroom inquiry study. This plan will be completed and submitted as an ongoing draft, beginning with a statement of the problem of practice that you plan to investigate. A brief description of each component follows:

**Introduction and Problem Statement**

You will define a problem area within your own teaching. Problem areas often arise in the zone between what you or others think should be theoretically happening in your classroom and what ACTUALLY happens in your work with students. Your problem statement should include: a) a description of the problem, b) how this problem relates to expectations for teaching and learning (i.e., standards or curriculum), and c) a statement of why this problem is important and why you want to study it.

 **Research Questions and Outcomes**

You will craft 2-3 research questions to guide your study. You will list a set of outcomes that you will examine to answer the question. For example, if you decide to use an instructional method that increases student engagement, you will need to define “engagement” as an outcome and decide how you will measure change in student engagement.

**Review of the Literature**

You will review existing research related to your chosen topic, and use the literature in your introduction and methodology sections to support the research you are conducting. A minimum of 7 research-based articles must be included in your literature citations. APA guidelines are required.

**Action Plan**

This part of your plan involves describing the instruction that will accompany your classroom inquiry project. For example, if your project involves trying out particular teaching strategies, grouping students in certain ways, experimenting with different approaches to homework, trying new models of assessment, etc. you will need to describe each planned teaching practice in detail.

**Data Collection and Data Analysis Plan**

You will draft a comprehensive description of the data collection and analysis methods you will use in your study. This plan will include: a) a justification of how each data source relates to one of more of your research questions, and b) a plan for analyzing the data that you collect. To allow for triangulation, your plan must include 3 types of data for each research question.

**References**

This section will include all references cited in your proposal. APA format is required.

**Appendices**

Instruments – You will prepare final versions of all data collection instruments for your study. These instruments may include: surveys, interview protocols, task-based interview assessments, paper and pencil assessments, observation protocols, grading rubrics, student reflection prompts, student work analyses, etc.

**Classroom Inquiry Proposal—Grading Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| **Introduction**(20%)*InTASC: 9* | Contains a clear description of 1)the problem, how it relates to expectations for teaching and learning and 2) a statement of why the problem is important and 3)why you want to study it | Contains a moderately clear description of 3 or fewer components | Contains a description of 2 or fewer of the components | Contains a description of 1 or fewer of the components |
| **Inclusion of Literature**(20%)*InTASC: 9**ISTE NETS-T: 5* | Seven or more references to literature related to problem appropriately incorporated in Introduction , Action Plan, Data Analysis Plan | Five to seven references to literature related to problem appropriately incorporated in Introduction , Action Plan, Data Analysis Plan | Three to five references to literature related to problem appropriately incorporated in Introduction , Action Plan, Data Analysis Plan | Two or fewer references to literature related to problem appropriately incorporated in Introduction , Action Plan, Data Analysis Plan |
| **Research Questions**(20%)*InTASC: 9* | Contains three well developed research questions with each research outcome thoroughly described | Contains 3 moderately clear research questions with a description of research outcomes | Contains fewer than three research questions and research outcomes | Contains no research questions, no outcomes described |
| **Action Plan**(20%)*InTASC: 9* | A detailed description of the 1) intervention in your study, 2) a description of your action plan from week to week and 3) examples of the tasks you will use in the study | A moderately detailed description of 3 or fewer elements | Contains a description of 2 or fewer elements | Does not a description |
| **Data Collection and Analysis Plan**(20%)*InTASC: 9* | Contains a data triangulation matrix for each research question. Contains a justification for each data source,  | Contains 2 data triangulation methods and contains two or fewer data justifications | Contains one data triangulation method and one or fewer data justifications,  | Contains one data collection method for each research question and no data justifications |

**TTE 597r Class Calendar**

L&I=Lassonde and Israel, H & P=Hubbard and Power

|  |  |  |  |
| --- | --- | --- | --- |
| ***23Dates*** | ***Topic*** | ***Assignments*** | ***Assignments Due*** |
| ***8/23******F to F*** | Overview, Area of Focus | 1) Educational Reflection2) Inquiry Journal | 8/29continuing |
| 8/25-9/3 | Classroom Inquiry Process, Area of Focus | 1) Continue Classroom Inquiry Journal2) Read  L&I Chapter 2 H&P Chapter 1 L&I Chapter 3, pp 34-363) Analysis of Readings | 9/3 Discussion |
| 9/2-9/8 | Area of Focus | 1) Response to Analysis of Readings2) Analysis of Classroom Inquiry Journal 3) Area of focus posted to Discussion | 9/5 Discussion9/8 DB 9/8 Discussion |
| 9/8-9/14 | Area of Focus | 1) Response to focus area 2) selection of potential partners | 9/109/13 f to f class |
| ***9/13******F to F*** | Research Questions (RQs), Introduction and Problem Statement | 1) Develop Research Questions and share with class (preliminary research questions)2) Introduction and Problem Statement3) Literature Review4) Read H&P Chapter 5 L&I pp 60-625) Review figure 5.1, p 62 | Incorporated in Introduction and Problem Statement  |
| 9/13-9/22 | Research Questions | 1)Preliminary Draft RQs2) Feedback on RQs | 9/17 Discussion9/19 Discussion |
| 9/22-9/28 | RQs, Intro & Problem Statement, Literature Review | 1) Second Draft RQs2) Feedback on RQs3)Finalized RQ’s4) Read H&P Chapter 2 L&I Chapter 35) Continue Work on Intro and Problem Statement/Literature | 9/22 Discussion9/24 Discussion9/26 DB |
| 9/29-10/5 | Intro & Problem Statement, Literature Review | 1) Analysis of Readings2) Response to Analysis of Readings2) Continue work on Intro and Problem Statement, Literature Review | 9/29 discussion10/3 discussion |
| ***Date*** | ***Topic*** | ***Assignment*** | ***Assignment Due*** |
| 10/6-10/12 | Intro & Problem Statement, Literature Review | 1) Sample Literature Matrix due2) Work on Introduction and Problem Statement with appropriate literature incorporated  | 10/12 |
| ***10/11******F to F*** | Action Plan, Data Collection Instruments | 1) Develop Instruments for Collecting Data2) Develop a plan for Data Collection |  |
| 10/13-10/20 | Action Plan, Data Collection Instruments | 1) Introduction and Problem Statement Due with appropriate literature incorporated.1) Read Chapter 5 L&I, Chapter 3 H&P2) Analysis of Chapter 3 H&P | 10/1510/17 |
| 10/20-10/26 | Action Plan, Data Collection Instruments | 1) Response to Analysis of Chapter 32) Continue to Work on Action Plan and Instruments, refer to Readings as necessary | 10/24 |
| 10/27-11/2 | Action Plan, Data Collection Instruments | Action Plan with Data Collection Instruments due | 11/2 |
| ***11/1******F to F*** | Data Analysis | Power Point PresentationData Analysis Plan | Powerpoint |
| 11/3-11/9 | Data Analysis | Read Chapter 4 H& P, Analysis of Chapter 4 | 11/7 |
| 11/10-11/16 | Data Analysis | 1) Response to Analysis of Chapter 42) Continue to Work on Data Analysis Plan, refer to readings as necessary | 11/14 |
| 11/17-11/23 | Data Analysis Plan | Data Analysis Plan Due | 11/23 |
| 11/24-11/30 | **Thanksgiving** |
| 12/1-12/7 | Classroom Inquiry Proposal | Classroom Inquiry ProposalOnline Classroom Conferences as needed |  |
| 12/8-12/14 | Classroom Inquiry Proposal | Classroom Inquiry ProposalOnline Classroom Conferences as needed | 12/14 |