CIEP 466- Action Research II
Loyola University Chicago

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Course Description: This course is designed to provide students with the foundational information on constructing a school-based, action-research project. Students will learn the fundamentals of formulating research questions, developing a robust literature review, and designing a method to answer research questions. While much of the information provided can be used to develop any kind of action research project, there will also be a focus, albeit limited, on assisting students with the development of their individual Doctoral Research Projects (DRP). However, students will receive primary assistance on her/his own DRP with her/his DRP chair.

Course Structure and Format: This class will have three primary components. The first two units—introduction to action research and tips on furthering your development as a research writer—are foundational. The first component is an introduction to participatory action research (PAR). PAR is an approach that is both a philosophy and a set of action steps. This introductory unit will place greater emphasis on the philosophy of action research. As will be detailed in your readings, PAR is quite different from traditional research. Central to PAR is the idea of doing research WITH rather than TO people. We will explore what this might mean both philosophically as relates to social justice and also more specifically in terms of your work in the field as school psychologists.

The second unit is developing as a research writer. As with PAR, this will be a topic that is foundational to the rest of this course. Some of you may feel very comfortable with academic writing. Others—which I suspect is more common. This certainly was how I felt both as a graduate student and when I was a practitioner—may feel that this kind of writing either does not come easily to you and/or you do not know enough about academic writing to produce a strong DRP proposal. The weeks that we focus on this topic are designed to lay the groundwork for thinking through and writing more detailed scholarship, such as your DRP proposal.

The third unit is where we will spend the rest of this course. The central focus here is developing your skills as a PAR researcher. Subtopics include but are not limited to: developing research questions, conducting literature reviews, linking research questions and methods, understanding qualitative, quantitative, and mixed-methods approaches, developing a plan of action, data analysis and interpretation, and writing research findings.

Course Objectives:

Upon completion of the course, students will be able to:

1. Formulate socially valid research questions that reflect social justice principles
2. Develop a coherent, concise literature review on a topic
3. Learn the fundamentals of school-based, action research
4. Design a method that aligns with the research questions and purpose of a study
5. Use library resources to conduct research
6. Use APA 6th edition for scholarly writing

Conceptual Framework and Conceptual Framework Standards: The Conceptual Framework of the School of Education at Loyola University is "Social Action Through Education". For your reference: our conceptual framework is described here - www.luc.edu/education/mission/

Within this framework are four standards. These are:
- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

While it is possible that all four standards will be touched on in this course, of particular emphasis will be the first, third, and fourth standards. As will be emphasized, participatory action research (PAR) is an approach to inquiry that places great emphasis on engagement with local and/or global communities (CFS4) to identify and address real-life issues. In the context of this particular course, as a group of school psychologists working in the field, there are undoubtedly (I have never seen nor heard of the "perfect" school or community) areas of need that you can address via a participatory framework. Through a combination of engaging in culturally responsive practices that engage diverse communities (CFS2) and critically evaluating current bodies of knowledge (CFS1) that speak to the stated needs of such communities, as school psychologists we can utilize PAR principles to (collaboratively) design, implement, and measure approaches aimed to improve the lives of the students, families, schools, and/or communities that we serve.

Diversity Statement: I view a commitment to culturally responsive service delivery as part and parcel to a commitment to social justice. The way that I view this relationship is that social justice is the aspiration (the "why" of what school psychologists do), advocacy, praxis, and the use of up-to-date practice are the typical strategies that support social justice (the "how"), and then issues of cultural diversity provide the context from which much of this work takes place. By its very

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nature, PAR is intended as a culturally responsive approach to research. That is to say, the researcher is not privileged in PAR; the idea is for research to be a truly collaborative process where those who would be impacted by the project have a real say in how this project is designed, implemented, and evaluated. The goal of PAR is not to develop universal truths, but rather to identify solutions that have cultural resonance and applicability in local settings.

IDEA Course Objectives: Loyola utilizes a faculty evaluation system labeled "IDEA". As part of this system, faculty are asked to identify which of a list of thirteen potential course objectives are most salient to each course. The full listing of IDEA objectives are provided below. Objectives that are bolded are ones that I feel are particularly important to this course.

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. **Developing skill in expressing oneself orally or in writing**
9. **Learning how to find, evaluate and use resources to explore a topic in depth**
10. Developing ethical reasoning and/or ethical decision making
11. **Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

Dispositions: Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of *professionalism, fairness and/or the belief that all students can learn*. The descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. *All school psychology students are evaluated in these dispositions in every required class for your degree, including this one.* Please log on to LiveText to see the specific dispositions rubrics created for school psychology students.

Required Readings:

Efron, S. E. & Ravid, R. (2013). *Action research in education: A practical guide*. New York: Guilford Press.

Additional readings will be posted on the SAKAI site.

Recommended Books:

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

Rocco, T. S., & Hatcher, T. (2011). *The handbook of scholarly writing and publishing*. San Francisco, CA: Jossey Bass & Sons, Inc.

Stringer, E. T. (2014). *Action research* (4th ed.). Thousand Oaks, CA: SAGE.

Loyola Library Resources:

Library Tutorials (e.g., searching for books, articles, etc.):

http://libguides.luc.edu/c.php?g=49660&p=2505294

RefWorks is an online tool to help you organize and store your library searches. Here is the link to register for an account (Free to Loyola students). You can also generate references pages in APA style.

http://www.refworks.com/refworks2/?r=authentication::init&groupcode=RWLoyolaUC

SOE Librarian: Tracy Ruppman, the librarian for the School of Education, is an invaluable resource. Over the years she has supported countless students at all phases of their research endeavors. Tracy can be reached at truppman@luc.edu, or via phone at (312) 915-6949.

Format for a Blended Course: This is a blended course that will have in-class meetings on August 29, October 17, and December 12 (see course schedule later in this syllabus) and then will meet online in an asynchronous manner the rest of the semester, utilizing the course's Sakai site as the base of operations. There are several "major" assignments that have specific due dates (see assignment listing later in this syllabus) and then there will be smaller weekly assignments due at 11:59PM on Monday of each week. By Tuesday of each week I will post the weekly assignments that are due the following Monday, including how to submit your work.

Course Requirements and Evaluation Procedures:

1. Class Participation (20%)

      All class work that does not fall under the other assignments listed below is considered part of your class participation grade. In general, your grade in this area will be determined by a few overarching criteria. First, most weeks you will have online work due by 11:59pm on Monday evenings. It is expected that you complete this work on time and in a professional manner. Second, it is expected that you respond professionally and appropriately to comments/feedback provided by myself and your fellow classmates. Let me elaborate a bit by what is meant by responding "professionally and appropriately." As with many things in life, but this is particularly true in online work, quality counts more than quantity. There are nine students in this class plus myself as the course instructor. If each one of us responds to every post that is made, we would be stuck in a never-ending conversational loop that likely would become increasingly boring and inane as it progressed. There will be times when I will indicate that I expect everyone to respond to a particular post or question, but at other times you may be working in smaller discussion groups and asked to respond to others in your group at a certain frequency. The point is, aside from incidences where I explicitly indicate that we expect everyone to respond, it is not mandatory to respond to everything. Similarly, when you do make a post and/or a comment or someone else's post, what I am looking for is your contribution to the class and the classroom community, not whether you agree with myself or anyone else. I would much rather that you make two thoughtful comments that move conversation forward than ten banal comments that don't add anything to the class. That said, you should strive to be a consistent class presence. If you do not participate in a required activity or if weeks go by and we don't hear from you beyond the bare minimum mandatory comments, this does not communicate a consistent presence. I will work hard to calibrate things so that it will not become overly onerous for anyone to be a consistent participant and in return I expect that you will consistently provide respectful and thought-provoking comments.

2. Annotated Bibliography (10%). Students will construct an annotated bibliography of 15 empirical, scholarly resources relevant to your research questions/DRP topic. The resources should be peer-reviewed articles or book chapters (the book chapters may or may not be peer-reviewed. This is not always evident.). There is a mechanism to ensure that you are only pulling peer-reviewed articles in most databases (I can assist you with this if needed, as can Tracy Ruppman). I will provide more detail about the peer-review process, including what is what is not considered peer reviewed. This assignment is due on October 10th by 11:59 pm. Please submit this document in the "Assignments" folder in the Sakai site for this course.

      Please go to the following website to get more details on what is an annotated bibliography as well as the structure of an annotated bibliography:

http://lib.calpoly.edu/support/how-to/write-an-annotated-bibliography/

The required elements of the annotated bibliography are as follows:

i. Bibliography must include at least 15 empirical resources
ii. Each annotation must be at least 150 words (which is generally 4-6 sentences)
iii. Each annotation should include the following information:
    1. Main focus or purpose of the work
    2. Special features of the work that were unique or helpful
    3. Conclusions or observations reached by the author
    4. Usefulness or relevance to your research topic
    5. Your main takeaways from this work.

The primary criteria used to evaluate your annotated bibliography are appropriateness of source (e.g., peer-reviewed, published within past ten years (exceptions will be made for seminal work that is cited frequently today. If you have a more dated reference, make clear why you selected this source), relevance of resource (to your primary topic), quality of annotation (e.g., did you provide the five elements listed above, was the writing grammatically strong and free of typos), and attention to APA citation style.

3. Research Proposal (50%) A key goal of this course is facilitation of your doctoral research project (DRP). From your response to my pre-class questions (thank you all for getting back to me. That was really helpful.), it is clear that you all are at different places with your DRP as we start this class. Some of you are close to your proposal, whereas others are just beginning, and yet others are somewhere in the middle. As part of this course, you have to write a research proposal. Please note that the proposal for this course will not be as extensive as what your DRP chair might require. However, you can use this proposal as a solid start to the development of your full DRP. For those of you who are further along on your proposal, you may use your DRP writing as appropriate to complete the different stages in your assignment. Put another way, I highly recommend that you use your planned DRP topic as the focus of this assignment. If you are already working on your DRP, you do not have to choose a new topic or create a substantively new paper to complete this assignment.

The deadlines below are written from the perspective of someone who is just starting on her/his DRP. That is, the intent is to ensure that someone who has either not started on her/his DRP at all or who has just barely started will be able to complete this assignment over the course of the semester, and thus end the semester both with a stronger knowledge of designing an action research project and with having made significant progress on her/his DRP. For those who are further along on their DRP, I would ask that you submit pertinent portions of this assignment close to the time that you are actually working on this section. Thus, for those of you who are working on your literature review with your chairs over the summer and intend to finish these literature reviews in September, I would ask that you submit your literature review in September, not on October 24.

Below are the requirements for the research proposal for this course:

Requirement	Due Date
Research Problem Statement/Purpose of Study	September 19
Research Questions (no more than three; 1-2 recommended)	October 3
Literature Review	October 24

Method
  a. description of participants
  b. description of instruments/methods
  c. description of study procedures
  d. design and plan for data analysis
	November 14

Final Research Proposal	December 12

The staggered submission is so that I can review each section of the proposal and give you feedback to incorporate in the final proposal. In all cases the feedback of your DRP chair should be the most influential—please consider my feedback as non-directive in this regard.

Research Proposal Grading: Each submission will be given a letter grade at each step. The primary grading criteria are overall clarity and quality of writing. Since each step builds upon the previous step, you always have the opportunity (and indeed are encouraged) to revise if graded poorly at any one point. For example, suppose you receive a grade of "B" for your research problem statement/purpose of study. At the time you submit your research questions a few weeks later, you can (and likely should) also submit a revised research problem statement/purpose of study. If you then receive a higher grade on your research problem statement/purpose of study, this is the grade that will carry forward. Thus, by December 12 you will have received feedback on your proposal many times. Students who receive a grade of A at every stage will receive an A for the assignment. For those who have varying grades, your grade on the Methods and Literature Review will each be weighted 40% and your grade on your Research Project Statement/Purpose of Study and Research Questions will each be weighted 10%. A final grade for this assignment will be calculated from these weights.

4. Proposal Presentation (20%)- The purpose of this assignment is to give you an opportunity to explain your research to an audience, which will be required for the DRP proposal. Students can use either Panopto or Voice Thread (both programs are in Sakai) to develop the presentation. The presentation should last no longer than 15 minutes. The presentation should include the following components:

a. Your starting point/how did you arrive at this topic?
b. Statement of the Problem

b. Research Questions
c. Brief overview of the literature
d. Brief review of the method
e. Intended Outcomes—who may benefit from your study and why?

Your presentation must be uploaded to Sakai by 11:59pm on December 5. This presentation will be graded primarily on the clarity and quality of your presentation. While the content is important, keep in mind that I will be reading about your proposal in more depth in your written proposal. Thus, the point of this presentation is not to restate every point of your proposal, but rather to serve as a run-through of your DRP proposal.

You will also be asked to present all or a portion (this will depend on whether your official DRP proposal has already occurred) of your presentation at the last class meeting on December 12. This in-class overview will not be graded.

Course Outline (the "start" of every week will be Tuesday, meaning that all weekly work is due by 11:59pm on Monday evenings). "Major" assignments cover all assignments except weekly work.

Date/Week	Topics	Readings	Major Assignment Due
August 29	**FIRST IN-PERSON MEETING; 7-9:30PM, CORBOY 204**		
August 29-Sep 5	Introduction to Action Research	1) Efron & Ravid- Ch. 1 2) Song et al.- Best Practices in Conducting School-Based Action Research (posted to Sakai) 3) Stringer- Ch. 2 (posted to Sakai)	
September 6-19	Developing as a Writer; Developing a Research Problem and Purpose Statement	Rocco & Hatcher- Chapters 7 and 10 (posted to Sakai) Efron & Ravid- Ch. 2	Research Problem Statement/Purpose of Study (Sept 19)
September 20-October 3	Writing Literature Reviews	Rocco & Hatcher- Chapters 4 and 11 (posted to Sakai) Efron & Ravid- Ch. 2	Research Questions (Oct 3)
October 4-10	Linking Research	Efron & Ravid- Ch. 3	Annotated

	Questions and Methods		Bibliography (Oct 10)
October 11-17	Methodological Approaches to Action Research: Qualitative Methods	1) Efron & Ravid- Ch. 3 2) Nastasi (2009). Advances in qualitative research (posted in Sakai) 3) Lyons et al. (2013)- Qualitative Research as Social Justice Practice with Culturally Diverse Populations (posted to Sakai)	
October 17	**SECOND IN-PERSON MEETING, 7-9:30PM, LOCATION TBA**		
October 18-24	Methodological Approaches to Action Research: Quantitative Methods	Efron & Ravid- Ch. 3	Literature Review (Oct 24)
October 25-31	Methodological Approaches to Action Research: Mixed Methods	Efron & Ravid- Ch. 3	
November 1-7	Developing a Plan of Action	Efron & Ravid- Ch. 4	
November 8-14	Data Collection Tools	Efron & Ravid- Ch. 5	Methods Section (Nov 14)
November 15-21	Data Analysis and Interpretation: Qualitative	Efron & Ravid- Ch. 7	
November 22-28	NO CLASS- THANKSGIVING BREAK		
November 29- December 5	Writing Research Findings	1) Efron & Ravid- Ch. 8 2) Stringer- Ch. 8	Proposal Presentation (Dec 5)
December 12	**FINAL CLASS MEETING, 7-9:30PM, LOCATION TBA**		Final Research Proposal (written proposal)

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Loyola University Chicago
School of Education
Syllabus Addendum

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<u>IDEA Course Evaluation Link for Students</u>
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

<u>Dispositions</u>
All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Fairness, and the Belief that All Students Can Learn.*** The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

<u>LiveText</u>
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText.

<u>Syllabus Addendum Link</u>

- www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding *academic honesty*, *accessibility*, *ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education.***