Loyola University Chicago
School of Education

CIEP 466: Action Research II
Fall, 2018

Instructor: Laura Swanlund, Ph.D., LCP, NCSP   **Office hours**: By appointment
Email: lswanlu@luc.edu
Time: Online

Required Texts

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

Johnson, R. B. & Christensen, L. (2017). *Educational research: Quantitative, qualitative, and
        mixed approaches* (6th ed.). Boston, MA: Sage Publications.

Additional readings will be provided by the instructor.

Course Description
This course is designed to provide students with the information on constructing a school-based, action-research project. Students will learn the fundamentals of formulating research questions, developing a robust literature review, designing a method to answer research questions, and designing data organization tools. 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 their own DRP with their DRP chair.

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. Recognize legal and ethical considerations pertinent to the standards of practice in research.

School of Education's Conceptual Framework
The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. Social action through education is addressed within this course. We endeavor to advance professional education in

the service of social justice, engaged with Chicago, the nation, and the world. To achieve this vision the School of Education participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice. We fulfill this mission and address diversity by preparing professionals to serve as teachers, administrators, psychologists, and researchers; by conducting research on issues of professional practice and social justice; and by partnering with schools and community agencies to enhance life-long learning in the Chicago area. This course will equip students with the knowledge, skills of inquiry, and ethics necessary to be professional and socially just researchers. The case studies used in this course illustrate how educational research can illuminate issues of social justice In addition, the research methods used in this course also add to students' ability to understand the diversity of perspectives that researchers use to address social problems. www.luc.edu/education/mission/

IDEA Course Objectives
The Following IDEA objectives will be a primary focus of the course:
1. Developing skill in expressing oneself orally or in writing
2. Learning how to find, evaluate and use resources to explore a topic in depth
3. Learning to analyze and critically evaluate ideas, arguments, and points of view

Diversity
In concert with the conceptual framework for the School of Education, faculty and students will be expected to show respect and sensitivity to individual, cultural, social, and economic diversity. In this spirit, as we look at questions of organizational theory, instructional leadership and student achievement, it will be our challenge to create will and capacity within our schools so that all educational stakeholders can fulfill the promise of education.

Dispositions
All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice.*** 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.*For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* 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.

IDEA Course Evaluation
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.

LiveText
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.

Syllabus Addendums
http://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.***

Recommended Readings
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.

Course Structure
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. 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.

Format of the online course
The course calendar on page 8 details the topic, associated readings, and any assignments for that week. Here are some highlights of the schedule:
- Discussion questions and a screencast lecture for the week will be posted before Monday of that week.
- You post an initial response to the discussion by Thursday, and response to two peers by Friday
- The assignment for that week are due by Friday
- You will be provided feedback on the discussion and assignments by Sunday evening of that week. Therefore, each Monday is a fresh start to the new topic.

I cannot stress enough how important it is to stay with the course timeline. Everything builds in this course leading up to your final research proposal. This is why each week we start the topics on Monday and you receive feedback by Sunday. Please pay attention to the feedback. If you misunderstand a concept and do not read the feedback than you will have a snowball effect of not understanding the content, which will impact your assignments and final proposal

There is no times where we meet as a group on-line. You are more than welcome to hand in assignments before the day it is due or complete the discussion requirements before Thursday. Make the weekly format work for your schedule.

All assignment information is fully posted in Sakai. You will see examples of each assignment and directions posted in the "Assignments" tab.

Course Requirements and Evaluation Procedures
Without exception, assignments must be completed on time and submitted by the times and dates indicated on the course schedule below. Ten percent of the total points possible will be deducted for each day past the due date/time. All written assignments (unless otherwise specified) must be typewritten and conform to the writing style and formats specified in the Publication Manual of the American Psychological Association, 6th edition.

Course Requirement/Assignment	Due Date	Points Possible
Discussions	Ongoing 7 x 5 points	35
Research Problem Statement, Purpose of Study and question	9/21	20
Literature Review	10/5	35
Method: Participant and Procedures	10/26	20
Method: Instrument and Analysis	11/16	20
Final Research Proposal	12/7	100
Proposal Presentation	12/7	20
Total Points		**250**

Assignment details:

Discussions: During this course there will be 7 discussions on Sakai. You need to participate on the discussions, and I will be monitoring your written responses. I will post a "**Threaded Discussion**" questions for the week based on the chapter(s) and topic assigned. **Each student in the class will provide one thoughtful initial response to each threaded discussion and two responses to peers.**

> Your responses to each of these questions should be <u>brief</u> (2-4 paragraphs) but <u>thoughtful</u>, providing evidence that you have read the required reading and thought about the material. It is a good practice to cite the reading to support your argument. Note that the threaded discussion section is not where you ask me questions; it is where you discuss the material with the class. The initial responses are due by *11:59pm on Thursday.*
>
> In addition, each student must provide a brief response to <u>two</u> posts by peers. These responses should be 3-5 sentences in length, and provide a thoughtful analysis of the discussion thread. Posting a message saying "I agree with person X" with no additional elaboration or logical thought is <u>not</u> an acceptable message *The responses to peers are due by 11:59pm on Friday.*
>
> **Please spread out your initial response and response to peers so that all conversations include a thoughtful analysis.** I will be monitoring the discussion threads and clarify content throughout the discussion, as well as provide feedback at the end of the discussion.

Assignments: The following assignments will prepare you for the research proposal. Refer to the posted assignment and rubric in Sakai for further details.

Assignment 1: Research Problem Statement, Purpose of Study, and Question Following the instructions for Assignment #1 in Sakai, you will describe the research problem, purpose of the study, and create a research question as a starting point for your research proposal.

Assignment 2: Literature Review - You will take the 15 sources and write a comprehensive literature review. See Sakai for details.

Assignment 3: Methodology – You will write the participants and procedures section of the methodology that will be a part of the research proposal. See Sakai for details.

Assignment 4: Methodology – You will write the instruments and analysis section of the methodology that will be a part of your research proposal. See Sakai for details.

Research Proposal - A key goal of this course is facilitation of your doctoral research project (DRP). 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 later. Further details are posted in Sakai.

Proposal Presentation- 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
c. Research Questions
d. Brief overview of the literature

e. Brief review of the method
f. Intended Outcomes—who may benefit from your study and why?

Your presentation must be uploaded to Sakai by 11:59pm on December 7th. 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. Further details are posted in Sakai.

Percent of Possible Points	Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
60-66	D
<60	F

Livetext
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:
http://www.luc.edu/education/admission/tuition/course-management-fee/

Course Calendar

Week	Topic Area	Readings Due this Week	Assignments due by 11:59pm on Friday. Discussion questions are posted by Monday. Initial response due by Thursday, two responses to peers by 11:59pm Friday.
1 8/28	Introduction to the course	Syllabus	Introduction Post
2 9/3	Deeper Dive into Action Research	1) Efron & Ravid- Ch. 1 2) Johnson & Christensen Chapter 3	Discussion #1
3 9/10	Developing as a Writer; Developing a Research Problem and Purpose Statement	1) Rocco & Hatcher Chapters 7 and 10 (posted to Sakai) 2) Efron & Ravid- Ch. 2	Discussion #2
4 9/17	Writing Literature Reviews	1) Rocco & Hatcher Chapters 4 and 11 (posted to Sakai) 2) Johnson & Christensen Ch 4 3) Efron & Ravid- Ch. 2	Research Problem Statement/Purpose of Study and Research Questions
5 9/24	Linking Research Questions and Methods	1) Efron & Ravid- Ch. 3 2) Johnson & Christensen – either Ch 12, 13, 14, 15, 16, or 17 depending on your method	Discussion #3
6 10/1	Linking the Research Question with the Literature Review	Review Johnson & Christensen Chapter 4	Literature Review
7 10/8	Sampling	Johnson & Christensen Ch 10	Discussion #4
8 10/15	Data Collection Tools	1) Johnson & Christensen Ch 9	Discussion #5

		2) Efron & Ravid- Ch. 5	
9 10/22	Developing Questionnaires	Johnson & Christensen ch 8	Methods: Participants and procedures
10 10/29	Instruments in Action Research	Review Johnson & Christensen Ch 9	Discussion #6
11 11/5	Data Analysis and Interpretation	Johnson & Christensen Ch 18, 19, 20 (emphasis on which chapter links to your design)	Discussion #7
12 11/12	Data Analysis and Interpretation	Johnson & Christensen Ch 18, 19, 20 (emphasis on which chapter aligns with your design)	Methods Section: Instruments and Analysis
13 11/19	Thanksgiving Break		
14 11/26	Writing Research Findings	1) Efron & Ravid- Ch. 8 2) Stringer- Ch. 8 3) Review Johnson & Christensen ch 21	
15 12/3	Q&A Work on Final Research project and presentation		Final Research Proposal and Proposal Presentation