LOYOLA UNIVERSITY OF CHICAGO
SCHOOL OF EDUCATION
CIEP 476: Research in the Teaching of Literacy
Section 001
Location and Time: Lewis Towers, Room 605
Thursday 4:15-6:45 pm
Spring 2016

Instructor: Dr. Aimee Ellis
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Office Hours: By appointment

Course Goals: This course is designed to introduce candidates to the various research methods used in education, psychology, and other social sciences. Candidates will examine how literacy has been studied using multiple research approaches, and will discuss the current body of reseach on various aspects of literacy instruction. Additionally, candidates will examine the use of action research in the classroom, as well as develop an action research project.

Course Objectives:

As a result of this course, candidates will be able to:

• Discuss the philosophical underpinnings of educational research
• Explain the difference between various research methods used in educational research
 • Analyze and evaluate the research questions, design, ethics and conclusion of existing educational research
 • Describe the measurement and data collection procedures including instrumentation and methods for determining reliability and validity.
• Discuss research on literacy from a methodological perspective
• Discuss the use of action research in schools and districts
• Discuss and utilize the steps involved in action research
• Describe the how action research differs from other forms of educational research, and the role of action research plays in creating knowledge democracies with in organizations
 • Use different forms of data to identify classroom, school, or organizational problems
 • Search the literature to find potential solutions to solving classroom, school, or organizational problems. Use research literature to develop action research plan.
• Develop and action research plan
• Write appropriate action research questions and sub-questions
• Determine appropriate data collection methods and analysis procedures to answer questions
• Discuss potential issues with plan and determine levels of collaboration with stakeholders to conduct the action research.
• Discuss research ethics and their role in action research.

Conceptual Framework:

Our Conceptual Framework –Social Action through Education–guides the curricula of School of Education programs. These dimensions of the conceptual framework also serve as the foundation to the School of Education Conceptual Framework standards – standards that are explicitly embedded in major benchmarks across all SOE programs. This course emphasizes the following framework standards:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

Our conceptual framework is described here: www.luc.edu/education/mission/

IDEA Objectives for the Faculty Information Form
1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)

Candidates can find the course evaluations through the Student IDEA Login at http://luc.edu/idea/ at the conclusion of the semester.

Dispositions
Each course in the Teaching and Learning Program (CIEP and TLSC) focuses on several professional dispositions. Candidates are offered opportunities to receive feedback on their dispositional growth. The specific dispositions assessed in this course are listed below.
Dispositions Assessed in this Course:
The teacher candidate commits to appropriate professional and interpersonal behaviors by…
D4 Demonstrating professionalism and reflective practice in collaborating with teachers, students, administrators, families, and communities to improve achievement for all students.
D7 Valuing the unique identities and backgrounds of all students, families and communities as essential assets in learning environments
D8: Demonstrating how one's beliefs about diverse learners impact teaching and learning and reflecting upon how one's actions affect others by demonstrating respect, fair-mindedness, empathy, and ethical behavior toward all learners, including respect for students' right to privacy
D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation
These will be assessed on LiveText at the conclusion of the semester.

LiveText: All candidates should have an active account with Live Text for Dispositions and other core assessments. Information can be found at http://www.luc.edu/education/admission/tuition/course-management-fee/

Diversity: This course focuses on the theory, pedagogy, and practice for literacy instruction in B-12 classrooms. Class readings and discussions will frequently have a lens on culturally and linguistically diverse students and research on literacy instruction to best support diverse learners.

<u>**Academic Honesty, Accessibility, Ethics Reporting Hotline, Electronic Communication Policies and Guidelines**</u>

University policies and procedures related to these areas can be found at:
http://luc.edu/education/syllabus-addendum/

<u>**Assignments:**</u>

1) Problem identification and foundation (10%) Candidates will identify a problem or situation within their school/organization that will serve as the basis for an action research plan. Candidates will define the problem as it relates to their school/organizational context and the organizational populations. Candidates will provide an outline/diagram of the problem identifying their assumptions and potential causes of the problem, and suggest what data or evidence they will need to collect to verify the problem. This will be due on Sakai.

2) Review of the literature related to problem (15%) Candidates will conduct review of the literature that relates to their identified problem, and literature that might inform them of the potential actions that could be taken to address the problem with in their own context. This will be due on Sakai.

3) Action research plan (25%) Candidates will develop an action research plan to address the issue or problem identified in the problem identification and foundation assignment. Although the research will not be conducted this term the plan should be detailed enough to allow the candidate to carry the plan out if so desired. This will be due on Sakai.

4) Critical Analysis of Research Article. (25%) Candidates will locate a recent (within the last five years) scholarly research article (not an action research article) related to literacy. Students will write a summary and critique of the article on its quality related to the research methods, design of the study, and the value of the conclusions of the article as they relate to the quality of the research design. Journals to consider are: *Reading Research Quarterly, Journal of Literacy Research, Literacy Research and Instruction, Journal of Research in Reading, Journal of Adolescent and Adult Literacy (be sure it is a research article, Reading Horizons, Journal of Language and Literacy).* There are other quality research journals that focus on education in general in which candidates might find a literacy article, as well. This will be due on Sakai during finals week, but a draft will be shared during our final class meeting.

5)Discussion Leader (15%) Candidates will sign up with one partner for a week to take the role of discussion leader on the assigned literacy topic readings for the week. Candidates are expected to be able to facilitate meaningful dialogue centered around the chapter that helps to push fellow candidates to think more deeply about the content or research methodology, to connect the readings to classroom practices, to pose questions that promote collaborative conversations, and to highlight the essential information to be understood. Candidates can use any visual or technology they deem appropriate.

6) Participation and Professionalism. (10%) Class participation is based on attendance, timeliness of assignments, and contributions to group discussion and small group activities. Meaningful contributions to discussions and activities include insightful comments, relevant

examples, thought-provoking questions, and appropriate responses to the comments/questions of others. Such participation also requires students to be candidates to their level of participation in relation to others in the class.

Calendar:

Date	Topics	Readings and Assignments Due
Jan. 21	Introduction to course and assignments Discussion leader assignments	Review Chapter 1 of *Lenses on Reading* text from prior course
Jan. 28	Research Paradigms Introduction to Action Research Lit topic: Key Historical Research	Hendricks, Ch. 1 (everyone) Skim the two articles under "Week Two" in Sakai (bring an electronic or hard copy to class) Skim a section of the National Reading Panel Report to discuss (link on Sakai)
Feb. 4	Action Research: Introduction and overview Lit topic: Fluency	Locate, read, and bring an Action Research article (consider *Educational Action Research, Action Research,* or search other literacy journals for an action research article; also look at list at end of Hendricks Ch. 1) Samuels & Farstrup, Ch. 4 (everyone) Have electronic access to Sakai fluency articles, if possible (do not need to read in advance)
Feb. 11	Action Research: Identifying Problem Lit topic: Comprehension	Hendricks, Ch. 2 (everyone) Samuels & Farstrup, Ch. 3 (Discussion Leaders) Reading and bring a comprehension article (on your own or from Sakai) (everyone)
Feb. 18	Literature Review: Guest	Hendricks, Ch. 3 (everyone)

	Speaker	
Feb. 25	Action Research: Planning Lit topic: Adolescent Literacy	Hendricks, Ch. 4 (everyone) Samuels & Farstrup, Ch.7 (Discussion Leaders) Read and bring a fluency article from Sakai or on your own (everyone) **Problem Identification and foundation due**
Mar. 3	Action Research: Data Collection Lit topic: Digital Literacy	Hendricks, Ch. 5 (everyone) Samuels & Farstrup, Ch.12 (Discussion Leaders) Choose a digital literacy article from Sakai or on your own (everyone)
Mar. 10		**NO CLASS: LUC SPRING BREAK**
Mar. 17	Action Research: Data Analysis Lit topic: Reading/Learning Disability Interventions	Hendricks, Ch. 7 (everyone) Samuels & Farstrup, Ch. 10 (Discussion Leaders) Choose an interventions article from Sakai (everyone)
Mar. 24		**NO CLASS: EASTER WEEKEND**
Mar. 31	Action Research: Writing Lit topic: Intentional Instruction	Hendricks, ch. 8 (everyone) Samuels & Farstrup, Ch. 14 (discussion leaders) **Review of literature related to the problem due.**
Apr. 7	Action Research: writing Lit topic: Choice	Read and bring an action research article to class from a journal (refer to Ch. 1 of Hendricks for journal ideas) Read and bring a research article on a literacy topic of your choice or read one of the unread chapters in Samuels and Farstrup
Apr. 14	Lit topic: Choice Time in class for	Read and bring a research article on a literacy topic of your choice

	conferencing on action research plan	
Apr. 21	Sharing of Action Research Plans	**Action Research Plan due in class**
Apr. 28	Sharing of article analysis drafts	**Bring draft of critical analysis of research article**
May 3		**Final critical analysis of research article due on Sakai**

Problem Identification and Foundation Assignment and Rubric (Phase 1)
Assignment: Candidate will identify a problem or situation within their school/organization that will serve as the basis for their action research plan. Candidate will define the problem as it relates to their school/organizational context and the organizational populations. Student will collect or identify evidence that supports the existence of the problem or situation, describe the population(s) affected by the problem /situations and describes any assumptions that organizational members have about the problem.

Component	Target	Acceptable	Unacceptable
Problem identification and description	Candidate identifies a problem that is relevant to their organization, classroom, or personal practice. Candidate clearly describes the problem/situation and its impact on their organization, classroom or practice. Makes connections between the problem and mission, goals, of the organization.	Candidate identifies a problem that is relevant to their organization, classroom, or personal practice. Candidate describes the problem/situation and its impact on their organization, classroom or practice.	Candidate gives limited description of the problem/situation.
Population affected by the problem	Candidate clearly defines the population(s) currently being affected by the problem, including specific characteristics of the population(s) and how these characteristics might impact the problem/situation	Candidate defines the population(s) currently being affected by the problem, including specific characteristics.	Candidate gives limited definition of population(s) currently being affected by the problem
Basic Assumptions	Candidate constructs a Diagram or outline of the	Candidate constructs a Diagram/outline of the	Candidate constructs a limited

	problem, listing the potential causes or contributing factors (assumptions) to the problem. Candidate clearly describes and discusses any existing assumptions they or others have about problem/situation and the influence these assumptions have on their view of the problem/situation	problem, listing the potential causes or contributing factors (assumptions) to the problem. Candidate describes some assumptions they about problem/situation.	Diagram/outline of the problem, listing the potential causes or contributing factors (assumptions) to the problem.
Problem verification	Candidate provides a clear description of the how they could verify the causes to determine the root cause of the problem. Includes a description of what data would be needed to verify the problem.	Candidate provides a description of the how they could verify the causes to determine the root cause of the problem.	Candidate provides a no or a limited description of the how they could verify the causes to determine the root cause of the problem.
Reflection	Candidate's writing shows substantial reflection on the nature of the problem, their underlying assumptions of the problem and how the problem impacts their organization, classroom or personal practice	Candidate's writing shows some reflection on the nature of the problem as it relates to the organizational context, and organizational populations	Candidate's writing shows limited reflection on the nature of the problem as it relates to the organizational context, and organizational populations
Writing	Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions,	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include

	in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and references sources	few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources.	transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources.

Literature Review Assignment and Rubric (Phase 2)
Assignment: Candidates will conduct review of the literature that relates to their identified problem, and literature that
might inform them of the potential actions that could be taken to address the problem with in their own context.

Component	Target	Acceptable	Unacceptable
Literature Review	Candidate provides a coherent review of the literature that is clearly related to the problem, and describes actions, interventions, methods to address the problem that are related to the review of the literature review	Candidate provides a review of the literature that is related to the problem, and describes potential actions, interventions, methods to address the problem.	Candidate provides a review of the literature that limited relevance to the problem and limited description of potential actions, interventions methods to address the problem or solution
Reflection	Candidate's writing shows substantial reflection on how information from the literature relates to their problem and their context, as well as how the literature informs their thinking of the problem and the potential actions (solutions) that could address the problem	Candidate's writing shows reflection on how information from the literature relates to their problem and their context, as well as how the literature informs their thinking of the problem and the potential actions (solutions) that could address the problem	Candidate's writing shows limited reflection on how information from the literature relates to their problem and their context, as well as how the literature informs their thinking of the problem and the potential actions (solutions) that could address the problem
Writing	Candidate demonstrates	Candidate demonstrates	Candidate demonstrates

good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and references sources	structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources.	limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources.

Action Research Plan Assignment:

Candidate will develop an action research plan to address the issue or problem identified in the problem identification and foundation assignment. Although the research will not be conducted this term the plan should be detailed enough to allow the student to carry the plan out if so desired.

Component	Target	Acceptable	Unacceptable
Problem Evidence	Candidate provides a clear description of the root cause(s) of the problem, and presents compelling evidence (data) that supports their description of cause(s) of the problem	Candidate provides a description of the root cause(s) of the problem, and presents some evidence (data) that supports their description of cause(s) of the problem	Candidate provides a limited description of the root cause(s) of the problem. and presents limited or no evidence (data) that supports their description of cause(s) of the problem
Purpose	Candidate clearly describes the purpose of the action research study, and how it is connected to the defined problem/situation	Candidate describes the purpose of the action research study, makes limited connected to the defined problem/situation.	Candidate gives limited description of the action research study no connection is made to the defined problem/situation
Questions	Candidate clearly presents the main research question(s) to be answered and sub questions that	Candidate presents the main research question to be answered and some sub questions	Candidate presents the main research question to be answered but no sub questions

	support the main question(s). Provides a clear explanation of how question(s) and sub questions are connected	that support the main question Provides a some explanation of how question(s) and sub questions are connected	that support the main question Provides limited (or no) explanation of how question(s) and sub questions are connected
Solution	Candidate clearly describes the solution/intervention to be taken in the study to address the problem. Provides a clear explanation of the connection between the solution/intervention and the problem	Candidate describes the solution/intervention to be taken in the study to address the problem. Provides an explanation of the connection between the solution/intervention and the problem	Candidate give a limited description of the solution/intervention to be taken in the study to address the problem.
Data Collection Method	Candidate describes clearly the data collection method(s) that will be used in data collection process. Provides rationale for method(s) used and includes prototypes of methods. (e.g. questionnaire, interview protocol) Describes how data will be triangulated	Candidate describes the data collection methods(s) that will be used in data collection process. Provides rationale for methods(s) used.	Candidate gives limited (or no) description of the data collection methods(s) that will be used in data collection process
Data Analysis Plan	Candidate clearly describes the data analysis methods, and explains clearly the rationale for the method and how it fits with the data, the research questions	Candidate describes analysis methods, and gives a some explanation the rationale for the method the method and how it fits with the data, the research questions	Candidate describes analysis methods, gives a limited(or no) explanation the rationale for the method the method and how it fits with the data, the research questions
Study Procedure	Candidate provides clear description of the procedure for the study including a time line of	Candidate provides some description of the procedure for the study and how ongoing	Candidate provides a limited description of the procedure for the study.

	the, activities, and how ongoing reflection will occur.	reflection will occur.	
Communication	Candidate clearly describes how the results of the study will be communicated within the organization and outside the organization.	Candidate describes how the results of the study will be communicated within the organization.	Candidate gives a limited description of how the results of the study will be communicated within the organization
Reflection	Candidate's writing shows substantial reflection on how their action research plan will help to inform their own practice and contribute to their learning and the learning of the organization.	Candidate's writing shows some reflection on how their action research plan will help to inform their own practice and contribute to their learning.	Candidate's writing shows limited reflection on how their action research plan will help to inform their own practice
Writing	Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and reference sources	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources.

Conducting a Critical Analysis:
Learning to read articles with a critical perspective will help you learn to distinguish between studies

that can make strong valid claims based on their evidence and those that cannot. The whole point behind good research is to be able to make some conclusion statement that is creditable and supported by the evidence. As you have learned and will continue to learn in this class there are many ways in which researchers can design studies to help ensure that the evidence they gather is valid and can be used to support claims. However, just because a study has been designed well does not mean that the evidence supports the claims as you read articles you may find authors who stretch the limits of the evidence and the data. To help you develop a more critical perspective when reading look over the bulleted list of questions and keep them in mind when you read articles.

☐ Did the author clearly define a problem or question of interest to be studied?
☐ Does the question cover the scope of the problem? If not did the author explain why question does not cover the scope of the problem?
☐ Was the paradigm used to study the problem appropriate? What was the type of research being conducted (i.e. basic, applied, action, evaluation, orientation)? Was this type appropriate for question being studied?
☐ Was the review of the literature understandable and did it help to explain/support the purpose of the study? Were sources used in the literature review original, current and from quality sources? Did the author present opposing perspectives in the literature review?
☐ Did the author present a one-side perspective of the literature or did he/she present both sides of the issue? Did the author make a connection between a specific theoretical perspective and the research question?
☐ How well was the study designed:
o Was there a clear explanation of the variables studied?
o Did the researchers control of confounding variables?
o Was sample population appropriate for the research question?
o Was data collection method appropriate?
o Was the data collected the type that could be used to answer the question?
o What was the reliability or validity if the instruments used to collect data?
o Did the researchers use an appropriate method to analyze the data?
☐ Did the author make a clear logical connection between the results/outcomes of the study and the research question? Did the evidence from the study support the conclusions and any vertical leaps in logic (i.e. Is there a clear connection between the evidence and any claims the author makes) Does the author rely on the data to support claims or is there an appeal to emotions?

☐ If there were limitations to the study, does the author describe them and discuss the results in light of the limitations?
☐ How does the article contribute to the understanding of the problem, the theory and the field of study in general? Does this article have influence?
☐ How does the article help you better understand the problem you are studying?
☐ How does the article help you write a literature review that will assist your readers in understanding the problem you are studying?

Writing a Critical Analysis:
There are two main parts to a critical analysis 1) the summary of the article and 2) the analysis of the article. Below you will find some questions that you can use to assess how well you are doing with your critical analysis assignments. Again, ask your self these questions to evaluate the quality of your work. It may also help to give these questions to another and ask them to proof read your work in light of these questions. The critical analysis weaves together the summary and analysis of the article supporting claims with sufficient evidence from the article. **Hint: I will use these questions as the foundation for grading your work.**

Summary	Analysis
Did I clearly define or identify the general topic, issue, or area of concern for the study? Did I explain the context for the study? Did I clearly identify the purpose of the study, the need it addressed, and the specific question and hypothesis for the study? Did I clearly describe the design of the study? ☐ paradigm used by researcher, ☐ type of research, ☐ method of research (e.g. experimental, grounded theory) ☐ sample technique used (e.g. purposive, random) ☐ method of data collection ☐ method of analysis Did I clearly, rationally, and specifically define the results of the research? Did I clearly, define any limitations, flaws or problems with the study? Did I clearly, rationally, and specifically describe the author's conclusions?	Did I critically analyze and rationally assesses the accuracy, adequacy, reliability, and validity of the study, (i.e. did I consider the analysis questions when reading the article). Did I clearly describe major design flaws, limits to this study, or flaws in the author's thinking/argument and their impact on the results and conclusions? Did I thoughtfully and reflectively consider the questions the study leaves unanswered or only partially answered? Did I thoughtfully complete this assignment by weaving summary and analysis together and using the summary as evidence to support analysis? Did I clearly, specifically, and rationally analyzes the study's relevance to my own research question and literature review? Did I accurately use APA format in my citations and references?

	Target	Acceptable	Unacceptable
	The research article critique clearly represents an understanding of the research methodology employed in the study.	The research article critique demonstrates a good understanding of the research methodology used in the study.	The research article critique presents a limited understanding of the research methodology used in the study.
	The research article critique clearly presents the strengths and/or weaknesses of the design of the study	The research article critique presents some the strengths and/or weaknesses of the design of the study	The research article critique fails to present the strengths and/or weaknesses of the design of the study
	The research article critique clearly discusses how the identified strengths and/or weaknesses contribute to or reduce the validity of the conclusions made in the study	The research article critique provides some discussion of how the identified strengths and/or weaknesses contribute to or reduce the validity of the conclusions made in the study	The research article critique provides no/or limited discussion of how the identified strengths and/or weaknesses contribute to or reduce the validity of the conclusions made in the study.
	The research article critique weaves together the summary	The research article critique attempts an integration of the	The research article critique does not successfully integrate

and analysis of the article supporting claims with sufficient evidence from the article.	summary with some evidence provided for claims.	the summary and analysis of the article, and/or provides little supporting evidence for claims.
Candidate demonstrates good structure in writing: major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions No errors in grammar, spelling and punctuation. APA style: uses correct formatting: properly cites and references sources	Candidate demonstrates structure in writing: most major points are divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and includes transitions, few errors in grammar, spelling and punctuation. APA style: uses correct formatting: has few errors in related to citations and references sources	Candidate demonstrates limited structure in writing: Major points are not divided in paragraphs with topic sentences and subordinate sentences that relate to the topic and does not include transitions, many errors in grammar, spelling and punctuation. APA style: does not use correct formatting, nor properly cites and references sources

Discussion Leader Assignment

	Target	Acceptable	Unacceptable
	Thoroughly highlights the important content from the chapter, with a focus on the research.	Highlights the important content from the chapter, with a lens on the research.	Briefly includes information from the chapter.
	Engages the class in reflective dialogue about the chapter content.	Engages class somewhat in the chapter content.	Discussion does not engage class in dialogue.
	Thoughtfully connects the research to classroom application across grade levels and contexts.	Somewhat connects the research to classroom application in some contexts.	Connection to classroom application is missing or extremely limited.
	Presentation/facilitation is interactive and engaging to class.		Presentation/facilitation is not interactive.