

Loyola University Chicago
School of Education

CIEP 488: Participatory Action Research in Schools and Community
Spring, 2022

Instructor: Laura Swanlund, Ph.D., LCP, NCSP

Campus Office: NA

Virtual Office hours: By appointment

Email: lswanlu@luc.edu

Phone: 773-317-2753

Responsiveness: I will reply to emails within 24 hours

Group or class meetings: 6:30pm-7:45pm on Mondays.

<https://luc.zoom.us/j/2016619734>

School of Education Commitment - COVID-19

Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2021-2022 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of *Cura Personalis*, or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP Loyola Health under the **COVID -19 Related Information Tab** at the top of the page.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on Loyola's COVID-19 Response webpage for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. Active and engaged communication with all of your professor is encouraged. We know the SPRING 2022 Return to Campus is once again a challenge for all of us, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***On-Campus COVID-19 Testing:** Everyone in our community is **strongly encouraged** to participate in on-campus surveillance testing—even if fully vaccinated and boosted.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. To keep the community safe, all Ramblers should get boosted as soon as they are eligible, wear high-quality masks over their mouths and noses, and test often. N95 masks are available for pick up at each on-campus testing site. Please be sure to review all LUC REQUIRED Safety Protocols.

***COVID-19 Reporting Protocol:** If you test positive for COVID-19, continue to follow the University's Positive Diagnosis Protocol and report your case to the University immediately by contacting COVID-19report@LUC.edu or by calling 773-508-7707.

***Exposure notification process update:** Given the high transmission rate of the Omicron variant in Chicago, contact tracing is not pragmatic or effective at this time. Our COVID Care Coordinators will suspend contact tracing, and will focus on those diagnosed with COVID-19. Students, faculty, and staff who test positive for COVID-19 will be responsible for notifying their contacts; close contacts should monitor symptoms and test 5 days after exposure. Those not comfortable with identifying themselves can use solutions like Tell Your Contacts to report anonymously.

Course Description

This course is designed to provide students with the information on constructing a school-based, action-research project that addresses a problem of practice within a school system. Students will learn the fundamentals of defining a problem of practice in a school setting, developing a robust literature review, designing an evidence-based implementation plan to address the problem of practice, and designing data organization tools to evaluate the implementation plan. While much of the information provided can be used to develop any kind of action research or systems change project, there will be a focus on developing the Capstone Project. Through this course you will learn skills to address problems in schools and districts, as well as address the requirements for the Capstone. Students will receive primary assistance on their own Capstone Project with their project chair.

Learning Outcomes

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

1. Define a problem of practice that reflect social justice principles in a school or district

2. Develop a coherent, concise literature review on a topic
3. Learn the fundamentals of school-based, action research and systems change
4. Design an implementation plan that is evidence-based and addresses the problem of practice.
5. Design an evaluation rubric for the implementation plan
6. Recognize legal and ethical considerations pertinent to the standards of practice in research and systems change.

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

Required Texts

No required texts for this course. Readings will be provided by the instructor.

Supplemental Texts

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

Losoff, R.C, & Broxterman, K. M. (2017). Transforming Schools: Using the Problem-Solving Approach for School Change. New York, NY: Guilford Publications. 9781462529575

Additional 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 follow the structure of systems change as is aligned to your Capstone Project requirements. It will be broken down into the following components: setting, problem of practice, evidence base, implementation plan, and evaluation. Theories of practice for action research and system change will be integrated to provide the necessary components for each step of the project. It is recommended that you use your Capstone Project topic for this course, although it is not required. In addition, it is possible that you have completed some components of the project, in which case you can hand those in for that part of the assignment and work with the instructor about the timeline of assignments. It is not expected that you are writing the entire Capstone Project during the semester. For example, you may complete part of the literature review or an aspect of the implementation plan for this course that you will then build upon with direction from your project chair.

Student Participation

I cannot stress enough how important it is to stay with the course timeline. Everything builds in this course leading up to your final product. 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 product. Based on how far you are within your Capstone, in collaboration with the instructor, assignment due dates and components can be adjusted to meet your needs.

All assignment information is fully posted in Sakai. You will see detailed information about each assignment and directions posted in the "Assignments" tab and linked in the modules.

Course Requirements and Evaluation Procedures

Ten percent of the total points possible will be deducted for each day past the due date/time unless another plan was determined with the instructor. 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
Project Setting	2/5	15
Problem of Practice: Definition and discrepancy statement	2/19	20
Problem of Practice: Why the problem is occurring	3/5	25
Literature Review	3/26	30
Implementation Plan: Logic Model	4/2	20
Implementation Plan: Outcomes and Evaluation	4/16	20
Final Project Paper	4/30	100
Project Presentation	4/30	20
Total Points		250

Assignment details:

The following assignments are intended to help you develop skills in systems change and data collection procedures in order to make intervention and instructional planning decisions. Each assignment is aligned to a component of the Capstone Project, and at the end of the course you will combine each aspect for the final product. You will select a systems problem, ideally in your school or district, that addresses a social justice issue. We will be using the Problem-Solving process (Problem Identification, Problem Analysis, Plan Development, Plan Implementation, Plan Evaluation) and Action Research / Systems change models.

Project Setting

The paper will start with an introduction. This section should include information such as the school's (or district) location, grades, demographics, and any other pertinent information. You will describe the current practices in that system. You will also give the purpose of the project. The introduction may include information from interviews/staff reports or initial data collection that indicates how you selected the problem.

Problem of Practice: Definition and Discrepancy Statement

You will define the problem of practice and provide the discrepancy between what is expected and what is occurring. In this section you will identify the measures and information used to define the problem. You will compare your data to an expected number based on a comparison group, expected rate/percentage, criterion, or standard to create a discrepancy statement. Key stakeholders to inform the problem of practice are identified. Finally, the relation of the problem and its connection to social justice is defined.

Problem of Practice: Why the problem is occurring

Here you will provide a systematic analysis of the factors contributing to why the problem is occurring. To guide this analysis, you will create hypotheses for why the problem is occurring and address these hypotheses through utilizing the RIOTs table and SWOT analysis. From here you will identify barriers to the problem. Hypothesis will be confirmed or refuted.

Literature Review

You will have at least 15 peer reviewed sources and write a comprehensive literature review that examines the problem through providing theory, sets the stage for change, and conceptualizes solutions. The literature review will include the evidence-based practice to support the implementation plan.

Implementation Plan: Logical Model

You will provide the implementation plan that includes the research-based, activities, outputs, and inputs. This will include both a visual logical model and a narrative of the implementation plan that provides the goal, timeframe, what will be implemented, who will implement, and other conditions of implementation.

Implementation Plan: Outcomes and Evaluation

You will determine the short term, intermediate, and long terms outcomes of successful implementation of the plan. This will be included in the logical model visual and the outcomes narrative. In addition, you will determine how the implementation will be effective for each outcome. This will be done by creating an evaluation rubric that defines success for each task in the short-term, intermediate, and long-term outcomes.

Final Product Paper

A key goal of this course is facilitation of your doctoral Capstone Project. Please note that the project for this course will not be as extensive as what your Capstone chair might require. However, you can use this paper as a solid start to the development of your full Capstone. This final paper will be the combination of each components from above to create the full paper.

Project Presentation

The purpose of this assignment is to give you an opportunity to explain your project to an audience. Students can use a platform such as Panopto, Powerpoint, or Voice Thread to develop the presentation. The presentation should last no longer than 15 minutes. The presentation should include the following components:

- a. Setting description
- b. Problem of practice
- c. Brief overview of the literature
- e. Implementation plan
- f. Intended Outcomes—who may benefit from your plan and why?

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 project. 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

Course Calendar

Week	Topic Area	Assignments due by 11:59pm on Saturday
1 1/17	Review Sakai and syllabus No class meeting	
2 1/24	Action Research and Systems Change	Readings: Articles posted in Week 2
3 1/31	Conceptualizing the problem of practice	Project Setting due 2/5
4 2/7	Engaging Stakeholders	Readings: Article posted in Week 4
5 2/14	Problem Analysis: Hypothesis statements and the RIOT / ICEL	Problem of Practice: Definition and discrepancy statement due 2/19
6 2/21	Problem Analysis: SWOT No class meeting	Readings: Article posted in Week 6
7 2/28	Writing Literature Reviews	Problem of Practice: Why the problem is occurring due 3/5 Readings: Articles posted in Week 7
8 3/7	Spring Break	
9 3/14	Connecting literature review and the implementation Plan	Nothing due this week. Work on the literature review.
10 3/21	Logic Models	Literature Review due 3/26 Readings: Article posted in Week 10
11 3/28	Determining Outcomes	Implementation Plan: Logic Model due 4/2
12 4/4	Evaluation Rubric	
13 4/11	Monitoring progress and responsive practices	Implementation Plan: Outcomes and Evaluation due 4/16
14 4/18	Addressing problems of implementation	Work on Final Project Paper and Presentation Readings: Article posted in Week 2

15 4/25	Q&A Work on Final Project Paper and Presentation No class meeting	Final Project Paper and Proposal Presentation Due 4/30 by midnight
------------	--------------------------------------------------------------------------------------------	-----------------------------------------------------------------------

**Loyola University Chicago
School of Education
Syllabus Addendum**

SOE Vision

The School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice.

School of Education Mission

The School of Education at Loyola University Chicago, a Jesuit Catholic urban university, supports the Jesuit ideal of knowledge in the service of humanity. We endeavor to advance professional education in 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 by preparing professionals to serve as teachers, administrators, psychologists, and researchers who work across the developmental continuum, and by conducting research on issues of professional practice and social justice.

Conceptual Framework and Conceptual Framework Standards

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 professionals. The case studies used in this course illustrate how educational research and systems change can illuminate issues of social justice. In addition, the practices 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/

SOE Conceptual Framework Standards (CFS)

- 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.

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 DIGICATION. *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.

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.

-

Digication

[Digication](#) is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered.

Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

Synchronous Meetings

Synchronous meetings are Mondays at 6:30pm-7:45pm.
<https://luc.zoom.us/j/2016619734>

Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

Student Support

Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](http://www.luc.edu/sswd/) (SSWD) (<http://www.luc.edu/sswd/>).

Center for Student Access and Assistance (CSAA)

*Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf. 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***.*

Syllabus Addendum Link

- <https://www.luc.edu/education/academics/syllabi/>

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***.

Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: www.LUC.edu/csaa. If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.