

T&L 569: ACTION RESEARCH (3 CREDITS)

FALL 2017

ONLINE OFFERING

INSTRUCTOR AND
CONTACT INFO: Dr. David M. Tack
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OFFICE LOCATION: Education 390

OFFICE HOURS: I have devoted my Tuesdays to addressing this course.
I check my email often, but I do not check it all hours of the day. I will do my best to answer your questions within 24 hours, typically starting around 8:30 in the morning. If you have not heard back from me, try calling during my office hours or resending your question. Emails sent on Friday will be returned *no later than* Monday.

MAILING ADDRESS: 231 Centennial Drive, Stop 7189
Grand Forks, ND 58202-7189

Course Description

The study of the philosophy and methods of action research. Emphasis is focused on analysis of and reflection on one's teaching for the purpose of improvements in student learning. Action Research is systematic, thoughtful inquiry focused on learning about one's practice for the purpose of continuously improving professional expertise. Unlike traditional education research modes where an outside "expert" diagnoses problems and prescribes remedies, action research is conducted from the "inside" by the teacher/professional who develops a neutral stance and wider lens for self-assessment and reflection on beliefs and practices imbedded in philosophical, historical, and political-sociological foundations.

Course Objectives

The Action Research course is designed to meet the National Board Professional Teaching Standards (NBPTS) core propositions as well as North Dakota Standards for Advanced Programs (NDSAP). In taking this course you will be able to:

- Articulate the relationship between the purpose, principles, and practices of action research and your professional work. (NBPTS 1, 3; NDSAP 50081.1)
- Retrieve, analyze, and critique research-based articles and related readings and apply them to your educational work and research practices. (NBPTS 1, 2, 3, 4; NDSAP 50081.1, 50081.2, 50081.6)
- Identify a problem, concern, or interest area for research. (NBPTS 4)
- Design, implement, and evaluate an Action Research project. Also, provide a scholarly presentation of the Action Research project. (NBPTS 1,2,3,4, 5; NDSAP 50081.1, 50081.2, 50081.4,50081.5, 50081.6)
- Collaborate with other education professionals in developing and critiquing action research. (NBPTS 5; NDSAP 50081.1)

Required Text/Readings

1. Mills, G. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Boston, MA: Pearson.

Note: All page numbers and references will be made to this specific text. If you purchase the full book or an earlier edition, it will be up to you to find the proper page references. Also, you only need to buy the textbook, and no other ancillary materials from the publisher are required.

2. A minimum of SIX (6) articles as selected by you for your action research topic.
3. I will also post other required and recommended readings on Blackboard throughout the semester.

Recommended Text

APA Manual, 6th Edition (the spiral-bound version is the best). I will not be providing extensive discussions on APA format. This book costs around \$40 and is a worthwhile investment looking ahead to TL 995 (Scholarly Project), TL 997 (Independent Study), or TL 998 (Thesis). Another worthwhile source for APA format is the Purdue OWL: <https://owl.english.purdue.edu/owl/>

Major Assignments and Percentages

Detailed descriptions of each assignment will be provided during the semester.

Assignment	Percentage
Weekly assigned questions/work	20
Annotated Bibliography and References	15
Whiteboard Meeting for Action Research Project	***
Data and Analysis	15
Action Research Final Project	40
Peer Feedback	5
Final Reflection Paper	5
Total	100

A=90-100%, B=80-89%, C or less (don't go there!).

Late Assignments

All assignments must be submitted on the due dates that are provided. If you are unable to complete an assignment on time, a verifiable reason is required (i.e. note from doctor or other appropriate documentation) in order for the assignment to be accepted by the instructor. If an extension on an assignment is needed, you must communicate with the instructor prior to the posted time in which the assignment is due. Unforeseen circumstances may occur throughout the semester, and for most situations, an extension will be granted, unless making this request has become patterned. Late assignments with no verifiable reason or extension will be accepted for 1 week past the due date, but will receive a 1-full letter

grade reduction in points. All in-class assignments or exams that are missed due to unexcused absences cannot be made up and will automatically receive a grade of zero points.

NOTE: ALL assignments must be completed in order to pass this class.

UND Policy on Incomplete Grades

It is expected that students will complete all requirements for a course during the time frame of the course. For reasons beyond a student's control, and upon request by the student or on behalf of the student, an incomplete grade may be assigned by the instructor when there is reasonable certainty the student will successfully complete the course without retaking it. The mark "I," Incomplete, will be assigned only to the student who has been in attendance and has done satisfactory work up to a time within four weeks of the close of the semester, including the examination period, and whose work is incomplete for reasons satisfactory to his or her instructor. (See p. 36 for undergraduate courses) or p. 227 (for graduate courses) of 2013-2015 UND Catalog for the complete policy statement.)

Course Requirements

It is expected that all assignments be submitted on time. All papers need to be typed and double-spaced adhering to APA format (6th ed.). Title and reference pages must be used; however, title and reference pages are not needed for reflective papers. Doing all of the assigned readings, assignments, and participating in class discussions is crucial for your success in this course. The syllabus and course calendar are tentative and may be changed as needed throughout the term as some topics may require more or less discussion. In teacher terminology, these is called "monitor and adjust." Remember, everything we do is in the name of learning.

Important Tips and Comments from Dr. Margaret Zidon (who previously taught this class)

Your Responsibility

Action research knowledge and application, critical thinking, improved communication skills, improved knowledge of your teaching area, and collegial exchanges of ideas and information are accomplished through preparation. In this course, it is imperative that you not only read the assignments but that you understand the course content and expectations. In other words, a one-time read will not suffice. When you don't understand, it is your responsibility to ask for help. It is usually **best** to ask the instructor for clarification.

In-Class Participation

Communicating your ideas and thoughts in Discussion Board(s) and being willing to learn from others is critical in this course. Your timely involvement and participation show a commitment to your professional development and that of others.

Graduate Work

Graduate work requires more work and time than undergraduate work. If it were easy to acquire a master's degree, more people would continue their education. I say this to let you know that you will be expected to dedicate several hours of hard work every week and good thinking to this course throughout the next three months. I realize that you are working and going to school to acquire a Master's degree. Personally, I do understand the difficulty associated with what you are doing; however, I will require of you what you need to learn about action research so that you are prepared for future scholarly work.

Some Specific Do's and Don'ts

- Provide me with your best work at all times.
- Submit written work that includes good writing conventions. I will let you know with early assignments how well you are doing.
- Be prepared for in-class participation aspects by having done your reading and assignments.
- Use APA writing style on all written work, unless I say otherwise.
- "Listen" carefully and respectfully to others' opinions
- When you respond to your peers, keep in mind that you are responding to a person. We will respond respectfully and professionally to others' ideas and comments.
- Blackboard will be utilized in this course. Become familiar with it if you have not used it prior to this course. Many of the assignments will be submitted through the BB system. If you have problems with any submissions, it is your responsibility to get Tech Support help.
- If you email me, please include TL 569 in the subject of the email.

Technical Support:

1. Technology requirement levels can be found at: <http://onlinecourses.und.edu/tech/requirements>
2. Live technical support is available throughout the semester. Click the Tech Support button (found on the course menu board) for the Web link to live help (e.g., "Chat with us" or the phone number, etc., and view the schedule (support hours). During the support hours, a support person will be available to assist with technical problems. When a support person is not available, use the option to leave a message.
3. The Bb Basic button (on the course menus board) has information for students on using Blackboard, blogs, wikis, assignment submissions, and viewing grades. This is a good place to start, as you can review information.

Other Policies

Students who feel they may need some instructional modifications to complete course requirements due to exceptionality have the responsibility of making the instructor aware of this in a timely manner. If you have emergency medical information to share with me (the instructor), need special arrangements or disability accommodations in this course, please make an appointment with me (the instructor).

Conceptual Framework

The teacher education programs at the University of North Dakota are grounded on constructivist principles. Through our programs, we support the development of educators who

- are committed to the continuing process of learning about many things, especially about their content and learning to teach;
- are able to take an active role in promoting the learning of all students;
- will advocate with and for students, parents, colleagues, school and community.

Departmental Framework

This course is aligned with the conceptual framework defined by the Department of Teaching and Learning and with the Interstate New Teacher Assessment and Support Consortium Standards (INTASC) which have been adopted for the undergraduate programs in the Department of Teaching and Learning.

Chair, Department of Teaching & Learning- Dr. Gail Ingwalson, Office Education 240, 701-777-2864, gail.ingwalson@und.edu

(Note: Not every dimension of the conceptual framework of every INTASC Standard is covered in any single course.)

Statements

Campus Emergency

In the event of a major campus emergency, suspension, or closure, the course requirements, deadlines, and grading policies on the official syllabus are subject to change. You will be notified of such changes by email, using the email address you have listed in Blackboard. Please make sure that email address is correct.

Disability Services for Students

UND recognizes its responsibility for making reasonable accommodations/adjustments to ensure there is no discrimination on the basis of disability, as established under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. (See p. 16 of 2013-2015 UND Catalog for complete policy statement.)

If you plan to request disability accommodations, you are expected to register with Disability Support Services. For more information, contact DSS or check the DSS web site at:

<http://www.und.edu/dept/dss/>.

Essential Abilities Requirements

Essential abilities are academic performance requirements that refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the teacher education curriculum and the development of personal attributes required for professional licensure. The candidate must possess or be able to gain these abilities with or without reasonable accommodation.

The essential abilities required by the curriculum are reflected by competencies in the following areas: communication, intellectual, behavioral, social, motor, and sensory. (Student Teacher Handbook, p. 7 (Guidelines for Student Teachers)).

Reasonable accommodations will be afforded to student teachers with disabilities as required under the Americans with Disabilities Act of 1990. Students who can no longer perform the essential functions of teacher candidates must report that to the Director of Teacher Education and suggest any accommodations that they think will enable them to perform as teacher candidates. The director will then determine if the suggested accommodations are reasonable or if there are any other reasonable accommodations that can be made. If accommodations cannot be made, the students will not be able to remain in the teacher education program.

College of Education & Human Development Academic Concerns and Grievance Process Policy

The grievance process can be found on the web at http://education.und.edu/_files/docs/academic-concerns.pdf.

It is the student's responsibility to initiate and advance the grievance. Students are encouraged to voice their perceptions of all relevant academic matters in class and to the instructor outside of class.

For a grievance regarding the Teacher Education program requirements, students must be appeal directly to Dr. Anne Walker, Associate Dean of Teacher Education & Student Services at 701-777-2862 or email her at anne.walker@und.edu.

Scholastic Honesty

Students are expected to maintain scholastic honesty. Scholastic dishonesty includes but is not limited to cheating on a test, plagiarism, and collusion.

A. Cheating on a test includes, but is not restricted to:

1. Copying from another student's test.
2. Possessing or using material during a test not authorized by the person giving the test.
3. Collaborating with or seeking aid from another student during a test without authority.
4. Knowingly using, buying, selling, stealing, transporting, or soliciting in whole or in part the contents of an unadministered test.
5. Substituting for another student or permitting another student to substitute for oneself to take a test.
6. Bribing another person to obtain an unadministered test or information about an unadministered test.

B. Plagiarism means the appropriation, buying, receiving as a gift, or obtaining by any means another person's work and the unacknowledged submission or incorporation of it in one's own work. This includes appropriation of another person's work by the use of computers or any other electronic means.

C. Collusion means the unauthorized collaboration with another person in preparing written work offered for credit.

Instructors choosing to treat a case of scholastic dishonesty as a scholastic matter have the authority to decide how the incident of dishonesty will affect the student's grade in the course. If, before the drop date, an instructor is considering such action (or still investigating a possible case of dishonesty), the instructor may, with the concurrence of the dean of the course, place a hold on the student's registration to prevent the student dropping the course. If the student has already dropped the course, the dean of the course may void that drop and have the Registrar re-enroll the student in the class.

(See p. 38 (undergraduates) and p. 207 (graduates) of 2013-2015 UND Catalog for complete policy statements.)

Non-discrimination statement

As part of its commitment to providing an educational environment free from discrimination, UND complies with Title IX of the Education Amendments, which prohibits discrimination and harassment based upon sex in an institution's education programs and activities. Title IX prohibits sexual harassment, including sexual violence, of students at UND-sponsored activities and programs whether occurring on-campus or off-campus. Title IX also protects third-parties, such as visiting student athletes, from sexual harassment or violence in UND's programs and activities and protects employees from sexual harassment and discrimination. Prohibited harassment includes acts of verbal, nonverbal or physical aggression, intimidation or hostility based on sex, even if those acts do not involve conduct of a sexual nature; sex-based harassment by those of the same sex; and discriminatory sex stereotyping. UND will take prompt action to investigate and resolve reports of sexual harassment or sexual violence in accordance with Title IX. UND's Title IX coordinator is Donna Smith, Director of Equal Employment Opportunity/Affirmative Action, 401 Twamley Hall, 264 Centennial Drive Stop 7097, Grand Forks, ND 58202-7097, 701-777-4171, donna.smith@und.edu. Retaliation against any person who initiates an inquiry or complaint or participates in the investigation of a complaint is prohibited. Such conduct will be further cause for disciplinary action.

Brief Information about reporting

Any student who has been impacted by sexual violence (sexual assault, domestic violence, dating violence, stalking) or gender-based misconduct is encouraged to report and seek appropriate resources on campus. Please contact the Title IX Coordinator (Donna Smith, donna.smith@und.edu or 701-777-4171) to discuss your options. To view the policy and additional resources, please visit: <http://und.edu/finance-operations/university-police/sexual-violence-programs.pdf>.

How to seek help when in distress:

We know that while college is a wonderful time for most students, some students may struggle. You may experience students in distress on campus, in your classroom, in your home, and within residence halls. Distressed students may initially seek assistance from faculty, staff members, their parents, and other students. In addition to the support we can provide to each other, there are also professional support services available to students on campus through the Dean of Students and University Counseling Center. Both staffs are available to consult with you about getting help or providing a friend with the help that he or she may need. For more additional information, please go to <http://und.edu/und-cares/>

Faculty reporting obligations regarding sexual violence:

Classroom discussions or assignments may lead a student to disclose information about an incident of sexual violence that occurred recently or in the more distant past. It is important for students to understand that faculty are required by federal law to report to the Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. Reporting the incident does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services at <http://und.edu/affirmative-action/title-ix>