I. **Catalog Description and Credit Hours of Course:**  
Introduction to the methods of action research for improving an aspect of the teaching-learning process. (3)

II. **Prerequisite(s):**  
Completion of at least 12 hours in current graduate program.

III. **Purposes or Objectives of the Course:**  
Action research is a systematic and valid methodology for bringing about practical and sustainable improvement in pedagogical practice and student achievement. Teachers investigate their own work by focusing on practical questions arising from their educational work and developing reflective and collegial methods to answer those questions. Having participated in this course, the student will be able to:

A. Develop systemic and organized procedures for collecting and analyzing information about one's own teaching to improve an aspect of the teaching-learning process: practice, program restructuring, using new processes, new understanding of pupils and self.

B. Explain the stages of action research and effectively apply them to one's own aspect of the teaching-learning process and situation.

C. Make effective use of anecdotal records by writing different types of entries, e.g., descriptive and interpretive sequences, theoretical and methodological notes, and in-depth reflections.

D. Locate and gather research literature pertinent to the selected aspect of the teaching-learning process and understand and explain the components of a research document.

E. Understand and describe the relationship between instructional objectives, measurements, teaching and evaluation.

F. Understand and apply descriptive statistics: concepts of validity, reliability, central tendency, correlation, and microcomputer applications.

G. Critically analyze, evaluate, and use research literature to enhance action research procedures.

H. Synthesize information from multiple research studies and accurately collect, interpret, summarize, and report data.

I. Develop collegial inquiry processes, reflective thinking skills, and new understandings of pupils and self, including one’s impact on the process.
J. Effectively utilize and apply the results of the findings to bring about teaching improvement and enhanced student achievement.
K. Validate one’s own aspect of the teaching-learning process: classroom practice, program restructuring, using new processes, new understanding of pupils and self, through the systematic inquiry of teaching-learning processes.

IV. Student Learning Outcomes
The student will demonstrate a knowledge base and skills necessary to:
A. To read and accurately interpret, use, and apply current research literature to one’s own action research project.
B. To develop and carry out one major action research project on an area of concern in one’s own aspect of the teaching-learning process: classroom practice, program restructuring, using new processes, new understanding of pupils and self.
C. To work with colleagues in development the project and the intervention strategies.
D. To prepare and present the results of the action research project.

V. Expectations of Students:
Students are expected to complete the following course requirements:
A. Complete all assigned readings
B. Ask questions if material needs to be clarified.
C. Participate in class discussions and activities.
D. Check course website weekly for announcements and postings.

VI. Course Content or Outline: Hours
A. Introduction; purposes of action research 3
   1. Features that distinguish action research
   2. Stages of action research
B. The anecdotal records: companion to the research process 3
   1. Why anecdotal records are useful for research
   2. Suggestions for writing anecdotal records
C. Finding and clarifying the starting point of research 9
   1. Systematically reflecting and analyzing area of concern
   2. Activating additional knowledge through use of research literature
      a. Locating and gathering pertinent research literature
      b. Understanding and explaining the components of a research document
      c. Understanding and describing the relationship between instructional objectives, measurement, teaching, and evaluation
      d. Understanding and applying descriptive statistics
      e. Critically analyzing, evaluating, and using the research literature
      f. Synthesizing the information from multiple research studies
3. Developing and elaborating practical theories for area of concern
4. Deciding on which aspect of the teaching-learning process to focus upon: classroom practice, program restructuring, using new processes, new understanding of pupils and self

D. Establishing baseline through data collection
   1. Collecting existing data
   2. Observing and documenting situations
   3. Interviewing
   4. Written survey
   5. Collecting data as part of the teaching-learning process
   6. Triangulation

E. Data analysis
   1. Interpretation of data
   2. Developing an intervention based on data

F. Implementing the action research intervention
   1. Identifying action and activities
   2. Keeping the intervention focused while maintaining openness to change
   3. Using a colleague to observe intervention and reflect back to you
   4. Utilizing observations to shift, change or continue intervention
   5. Designing a new plan of action to take the research to a new level, to answer new questions that have arisen as a result of the first intervention

G. Making teachers’ knowledge public
   1. Disseminating teachers’ knowledge
   2. Validating classroom practice through dissemination
   3. The importance of teachers’ action research

VII. Textbooks(s) and/or Other Required Materials or Equipment

VIII. **Basis for Student Evaluation:**

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>RESEARCH QUESTION, METHODOLOGY</td>
<td>15</td>
<td></td>
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<tr>
<td>PHILOSOPHICAL PERSPECTIVE</td>
<td>20</td>
<td></td>
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<tr>
<td>INITIAL DRAFT OF LITERATURE REVIEW</td>
<td>25</td>
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<tr>
<td>FINAL PAPER</td>
<td>40</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Research Question**

Students will be required to submit a research question(s) and explanation of the basic methodology they will use in their Action research Project.

**Philosophical Perspective in Education Research**

What you believe education is about. Who are you? What do you feel is important? Why is this project important to you? Why have you chosen to investigate this question? What do you hope to gain? How will the results be used? Larger implications - will it be important to anyone else? This paper will be approximately 3-4 pages in length.

**Initial Draft of Literature Review**

Each student will submit his or her complete initial draft Literature Review to the instructor. This proposal includes as one document, the introduction, literature review and methodology of the intended action research. The instructor will read and evaluate the proposals and return them with feedback. This paper will be approximately 8-10 pages in length.

**Complete Action Research Project**

This proposal includes as one document, the introduction, literature review, methodology, data analysis, discussion and results of the action research. This paper will be approximately 15-20 pages in length.

IX. **Graduate Grading Scale**

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<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-90%</td>
<td>A</td>
</tr>
<tr>
<td>89-80%</td>
<td>B</td>
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<tr>
<td>79-70%</td>
<td>C</td>
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<tr>
<td>69% and below</td>
<td>F</td>
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</table>
X. Academic Policy Statement:

Academic honesty is one of the most important qualities influencing the character and vitality of Southeast Missouri State University. Academic misconduct or dishonesty is inconsistent with membership in an academic community and cannot be accepted. Violations of academic honesty represent a serious breach of discipline and may be considered grounds for disciplinary action, including dismissal from the University. Academic dishonesty is defined to include those acts which would deceive, cheat, or defraud so as to promote or enhance one’s scholastic record. Knowingly or actively assisting any person in the commission of an above-mentioned act is also academic dishonesty. Students are responsible for upholding the principles of academic honesty in accordance with the "University Statement of Student Rights" found in the STUDENT HANDBOOK. The University requires that all assignments submitted to faculty members by students be the work of the individual student submitting the work. An exception would be group projects assigned by the instructor. In this situation, the work must be that of the group. Academic dishonesty includes: Plagiarism and Cheating.

XI. Student with Exceptionalities:

Southeast Missouri State University and Disability Support Services remain committed to making every possible educational accommodation for students with disabilities. Many services and accommodations which aid a student’s educational experience are available for students with various types of disabilities. It is the student’s responsibility to contact Disability Support Services to become registered as a student with a disability. Accommodations are implemented on a case by case basis. For more information visit the following site: http://www6.semo.edu/lapdss/index.htm

XII. Civility and Harassment

The University strives to offer learning experiences and opportunities designed to help students think effectively, develop the capacity to communicate, discriminate among values, and make relevant judgments. A major determinant of a successful educational experience is a shared sense of respect among and between the students and their instructor. Mutual respect for all as well as a no tolerance policy on harassment of any kind is expected. Every student at Southeast is obligated at all times to assume responsibility for his/her actions, to respect constituted authority, to be truthful, and to respect the rights of others, as well as to respect private and public property.

XIII. Course Issues

Questions, comments or requests regarding this course should be taken to your instructor. Unanswered questions or unresolved issues involving this course may be taken to the Department Chair Dr. Julie Ray, jaray@semo.edu.