



**Professional Education Unit
Early Childhood, Elementary, and Special Education Department**

**APPLIED RESEARCH FOR TEACHERS II (Internet)
EDUC 678 – 301
Spring, 2010**

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COURSE DESCRIPTION:

Individual research problems and writing for publication; implementation of classroom-based research project proposed in EDUC 677; formal writing and presentations; classroom discussion.
Prerequisite: EDUC 677.

COURSE OVERVIEW:

The purpose of this course is to continue the research project designed in EDUC 677. Research plans will be implemented, including the collection and analysis of data. Students will examine how their research findings can be used in their classrooms and/or schools. Student research will be compiled in a format suitable for professional publication in journal or conference venue.

CONCEPTUAL FRAMEWORK:

“Community Engagement: A Light to and from the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

CONCEPTUAL FRAMEWORK OUTCOMES (CFO's):

1. Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

STUDENT LEARNING OUTCOMES (SLO's): By the end of this course, the candidate will be able to:

1. The candidate will collect data for a piece of action research.
2. The candidate will analyze data from action research.
3. The candidate will draw research conclusions and examine possible implications from those conclusions.
4. The candidate will create a research document suitable for publication or presentation.

NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:

Program: Graduate EDUC 678 Applied Research for Teachers II				
Aligned with → Assessment (point values) ▼	Kentucky Teacher Standards (KYS)	Kentucky Education Reform Act (KERA)	Education Professional Standards Board (EPSB) and NCATE Standards	American Educational Research Association (AERA)
Discussion Posts (100) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Revision of Chapters I, II, III (100) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Draft of Chapter IV (100) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Revision of Chapter IV (250) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Draft of Chapter V (100) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Revision of Chapter V (250) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Abstract for Action Research Paper (50) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6
Presentation of Research Plan to Group (50) CFO: 1, 2, 3, 4 SLO: 1, 2, 3, 4	1, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5, 6	EPSB: Diversity, Assessment, Closing the Achievement Gap NCATE: 1, 4	1, 2, 3, 5, 6

Assignment/Assessment Descriptions:

Program: Graduate EDUC 678 Applied Research for Teachers II	
Assessment (point value)	Description
Discussion Posts (100)	Post responses to the current discussion topics and questions during the time frame posted (usually about a week). Keep posts focused and on topic and make them your best effort to continue class dialogue. "Ditto" and "I agree with so-and-so" will not be considered a meaningful posting. It is strongly suggested that all posts to the Blackboard discussion board be composed <u>FIRST</u> in Microsoft Word (or some other text editor) and <u>THEN</u> cut-and-pasted into the Discussion Board to facilitate proofreading as well as to protect yourself should your Internet or Blackboard connection fail before the post is completed. As with any form of public communication, your best work is expected. This includes proofreading. Candidates should post questions about assignments and class protocol to the Q & A thread on the Blackboard message board for this class. I will regularly check this to ensure answers are posted in a timely fashion. Remember to check previous posts to see if your question has already been asked. Also, try to make your subject heading meaningful to help people identify topics
Revision of Chapters I, II, III (100)	See Course Documents on Blackboard for formatting details. Due 1/25
Draft of Chapter IV (100)	See Course Documents on Blackboard for formatting details. Due 3/12
Revision of Chapter IV (250)	See Course Documents on Blackboard for formatting details. Due 3/29
Draft of Chapter V (100)	See Course Documents on Blackboard for formatting details. Due 4/12
Revision of Chapter V (250)	See Course Documents on Blackboard for formatting details. Due 4/26
Abstract for Action Research Paper (50)	See Course Documents on Blackboard for formatting details. Due 4/30
Presentation of Research Plan to Group (50)	See Course Documents on Blackboard for formatting details. Due Saturday, May 1 at mutually decided upon time and place

REQUIRED TEXTBOOK:

Johnson, A. P. (2008). *A short guide to action research* (3rd ed.). New York, NY: Allyn and Bacon.
ISBN-13: 978-0-205-50931-7

COURSE EVALUATION:

POINTS EARNED	PERCENTAGE	LETTER GRADE
900-1000 points	90% - 100%	A
800-899 points	80% - 89%	B
700-799 points	70% - 79%	C
600-699 points	60% - 69%	D
Below 600 points	0% - 59%	E

QUALITY OF WORK:

All work will be evaluated considering the quality of the assignment, AS WELL AS, the quality of the writing. Mechanics, usage, grammar, and spelling will be part of the evaluation. NO CREDIT WILL BE EARNED FOR WORK THAT IS NOT ORIGINAL.

ATTENDANCE POLICY: This is an Internet class, so no class attendance is required. However, there will be regular interactive assignments required of you. If you do not post required work within the time allotted, you will lose points for that assignment.

ASSIGNMENT DESCRIPTIONS:**A. READING:**

Although there are no new textbook reading assignments this semester, it is suggested that you reread Chapters 9, 17, 14, and 12.

B. GENERAL ASSIGNMENT INFORMATION:

1. For this class, you will submit papers via E-mail to **k.hazler@moreheadstate.edu** Use the following format in your subject line:
Your last name – Ch. I and III Draft (or Revision) OR Your last name – Ch. II Draft (or Revision).
2. Drafts and Revisions are due on the date indicated by midnight EST. For each day a draft or revision is late, its grade will drop by 10%.
3. PLAGIARISM WILL NOT BE TOLERATED.
4. For your benefit, do not throw anything away, especially drafts and comments on papers. It might be wise to keep all materials pertaining to this class in a designated folder on your hard drive or a designated CD or flash drive.
5. Always back up your work (using at least two methods: hard drive, CD/flash drive, or paper). Losing work because you did not back up your files will be your problem, not the instructor's.

C. FACE-TO-FACE / PHONE MEETINGS

1. Research Check-Point the week of **3/1 – 3/5**
We will either meet face-to-face this week or have individual phone conferences.
We will discuss over e-mail what works best for you.
2. Presentation of Final Product
Students and the instructor will meet at a designated place and time to present final projects.
We will try to set up the time around lunch, which will be my treat. **The meeting will take place on Saturday, May 1 at a place that works for all of us.**

ACADEMIC HONESTY:

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at <http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

AMERICANS WITH DISABILITIES ACT (ADA):

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact

the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

CAMPUS SAFETY STATEMENT:

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

COURSE CALENDAR:

WEEK #	ASSIGNED TASKS
1. 1/11 - 1/15	<ul style="list-style-type: none"> ■ Familiarize yourself with syllabus ■ Discussion post due by 1/19
2. 1/19 - 1/22	<ul style="list-style-type: none"> ■ Revision of Chapters I, II, III due by 1/25 ■ Discussion post due by 1/25
3. 1/25 – 1/29	<ul style="list-style-type: none"> ■ Discussion post due 2/1
4. 2/1 – 2/5	<ul style="list-style-type: none"> ■ Discussion post due by 2/8
5. 2/8 – 2/12	<ul style="list-style-type: none"> ■ Discussion post due by 2/15
6. 2/15 – 2/16	<ul style="list-style-type: none"> ■
7. 2/22 – 3/26	<ul style="list-style-type: none"> ■
8. 3/1 – 3/5	<ul style="list-style-type: none"> ■ Set up phone conference for this week
9. 3/8 – 3-12	<ul style="list-style-type: none"> ■ Draft of Chapter IV is due on 3/12
10. 3/15 – 3/19	<ul style="list-style-type: none"> ■ Spring Break Week
11. 3/22 – 3/26	<ul style="list-style-type: none"> ■
12. 3/29 - 4/2	<ul style="list-style-type: none"> ■ Revision of Chapter IV is due on 3/29
13. 4/5 – 4/9	<ul style="list-style-type: none"> ■
14. 4/12 – 4/16	<ul style="list-style-type: none"> ■ Draft of Chapter V is due on 4/12
15. 4/19 – 4/23	<ul style="list-style-type: none"> ■
16. 4/26 – 4/30	<ul style="list-style-type: none"> ■ Revision of Chapter V is due on 4/26 ■ Abstract for Paper is due on 4/30 ■ Present at designated location on 5/1 at mutually decided upon time.
17. 5/3 – 5/7	<ul style="list-style-type: none"> ■

EDUC 677 APPLIED RESEARCH FOR TEACHERS II BIBLIOGRAPHY

- Brighton, C. M. (2007). Action research step-by-step: A tool for educators to change their worlds. *Gifted Child Today*, 30(2), 23-27.
- Center for Collaborative Action Research (n.d.). *Understanding action research*. Retrieved June 21, 2007, from <http://cadres.pepperdine.edu/ccar/define.html>
- Goldwasser, M. (2004). *A Guide to Facilitating Action Research for Youth*. Philadelphia, PA: Research for Action, Inc. (ERIC Document Reproduction Service No. ED486489)
- Hendricks, C. (2006). *Improving schools through action research: A comprehensive guide for educators*. Boston, MA: Allyn and Bacon.
- Mills, G. E. (2007). *Action research: A guide for the teacher researcher* (3rd ed.). Upper Saddle River, NJ: Pearson, Education, Inc.
- O'Connor, K.A., Greene, H. C., & Anderson, P. J. (2006, April). *Action research: A tool for improving teacher quality and classroom practice*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED494955)
- Preisman, K. (2007). Don't be afraid! Take action to improve your educational practices. *Kappa Delta Pi Record*, 43(3), 102-103. (ERIC Document Reproduction Service No. EJ757395)
- Ponte, P., Beijard, D., & Ax, J. (2004). Don't wait till the cows come home: Action research and initial teacher education in three different countries. *Teachers and Teaching: Theory and Practice*, 10(6), 591-621. (EBSCO Professional Development Collection No. 15790635)
- St. John, E. P., McKinney, J. S., & Tuttle, T. (2006). Using action inquiry to address critical challenges. *New Directions for Institutional Research*, 130, 63-76. (EBSCO Professional Development Collection No. 21973818)
- Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. Boston, MA: Allyn and Bacon.
- Warrican, S. J. (2006). Action research: A viable option for effecting change. *Journal of Curriculum Studies*, 38(1), 1-14. (ERIC Document Reproduction Service No. EJ729299).