EDUR 7140: Action Research in Elementary Settings

Photo by Yan Krukov (on Pexels)

CATALOGUE DESCRIPTION

This course is a graduate-level survey of action research methods with an emphasis on fundamental comprehension of educational research for ready application and transfer to elementary education settings.

Additional information: This course is over the seven-week COE term. This short schedule means the class will be fast-paced with multiple readings and assignments each week. I've designed the schedule to be front-loaded with more assignments earlier on that build to the larger final assignment giving you more time to complete that in the final weeks.

"Beloved community is formed not

by the eradication of difference

but by its affirmation,

by each of us claiming the identities and cultural legacies that shape who we are and how we live in the world."

- bell hooks in Killing Rage: Ending Racism

Instructor

DR. PEGGY SHANNON-BAKER

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Department of Curriculum, Foundations, and Reading

Diversity & Inclusion Faculty Fellow
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Affiliage Faculty Member
Women's, Gender, and Sexuality Studies Program

NAME Peggy Shannon-Baker (You can call me Dr. Shannon-Baker or Dr. SB. I use both last names.)

PRONOUNS They/She (Why pronouns matter & tips)

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STATESBORO OFFICE College of Education, Room 3137

MEET WITH ME / OFFICE HOURS Available via Zoom, phone, or in person (COVID protocol-dependent). Sign up for a time to meet me during my office hours here.

ABOUT ME
I am a first-generation college graduate. I went to high school in a small, rural public school in Maine where I was informally adopted by two math teachers the summer before my senior year. I attended Upward Bound at the University of Southern Maine. I played rugby during undergraduate and graduate school. I have worked and volunteered in k-12 schools in Maine, Ohio, Ecuador, and Tanzania.

I have a PhD in Educational Studies (Social & Cultural Foundations) and an MA in Women's Studies both from the University of Cincinnati (Cincinnati, OH). My BA is in English from Wheaton College (Norton, MA).

Learn more about me here.

By Nicola Barts (on Pexels)

Course Format & Participation

This course is completely online and asynchronous. There will be no required weekly meetings, but you are welcome to meet with me during my office hours if you have questions or need extra support. For example, I have met with students weekly when they need more direct instruction than the modules provide.

Otherwise, you will be working through online modules hosted in Folio on your own time based on the provided course schedule. **This is an accelerated course** that follows the seven-week COE term. Rather than a lighter course during the short time span, the university requires faculty to design summer courses at the same level of content and rigor as a regular Fall/Spring semester. This means the class will feel much heavier and faster than a typical week during the year. Please use the schedule to help you map out your summer.

You should **plan to spend on average 10 hours per week on the course**, which includes going to the Folio course page, doing the readings, watching module videos, and completing assignments and activities.

Since this class is online, participation on Folio is very important. In a face-to-face class, there may be times when not everyone needs to participate. However, for an online class such as this, participation in all activities, discussions, projects, and other assignments is mandatory. Participation will also help you get the most from this class, and allow you the chance to practice your skills and develop your knowledge further.

Student Learning Outcomes

Helena Jankovičová Kováčová (on Pexels)

During this course, you will be able to:

1. Define the central concepts, terms, and tools of inquiry in action research [1, 6];

2. Identify the ethical issues related to research with young children [1, 5];

3. Identify the challenges and developmentally appropriate strategies to data collection with non-readers, early readers, and young readers [1, 4, 6];

4. Articulate the rationales for using particular research designs, data collection tools, and analysis techniques [3, 6, 9];

5. Apply quantitative and qualitative data analysis techniques to data sets relevant to elementary education [4, 6-9];

6. Interpret and use data to make decisions about instruction [6-10]; and

7. Create summaries and visualizations of findings to share with stakeholders [3, 6, 9, 10].

Numbers in [brackets] are the related InTASC standards.

Course Expectations

My expectations for the course start from the expectations I have for myself and my teaching. Here is an introduction to the expectations I have for myself in teaching this course.

I teach this course based on a commitment to culturally sustaining pedagogical (CSP) practices (Alim & Paris, 2017). CSP not only values cultural diversity but seeks to foster it in all facets of education. Specific to educational research, I see CSP asking questions like, how can research be used to foster cultural pluralism? What research practices and dispositions embrace cultural sustainability?

I expect that I will lead this class to the best of my abilities. I will actively facilitate feedback. I see this as a unique teaching and learning opportunity. I expect to go outside of my comfort zone in teaching and in asking questions about what it means to be a teacher, including those questions that are planned and unplanned. I expect to grow as a person, teacher, and learner in this experience.

Here are the types of activities you can expect in this course:

- Videos with direct instruction or walk-throughs of the course, assignments, rubrics
- Discussion board posts with peer responses
- Critical reading
- Summative and reflective writing
- Online quizzes
- Practice designing data collection instruments
- Practice analyzing mock data

Individual Needs

If there is anything that may influence your participation in this course (e.g., language; family commitments; specific learning needs or disabilities), or if you face challenges meeting your basic needs (e.g., food, housing) or accessing resources (e.g., Internet), please share this with me as early as possible. This will help us share any resources that we may have access to. Please also coordinate (if applicable) with the Student Accessibility Resource Center (Linked here).

Other resources:
- Dean of Students: deanofstudents@georgiasouthern.edu, 912-478-3326
- Student Accessibility Resource Center: sarcboro@georgiasouthern.edu, 912-478-1566, video phone: 912-225-9877
- Counseling Center: students.georgiasouthern.edu/counseling/ 912-478-5541 (This is also a 24/7 crisis line)

Course Materials

This course uses a textbook and PDFs. I provide you with links or PDFs of the readings not from the textbook.
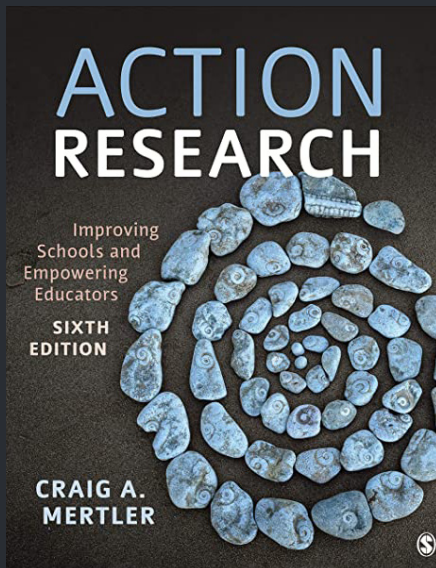
Mertler, C. A. (2020). Action research: Improving schools and empowering educators (6th ed.). Sage.

- This text is available in electronic and paperback versions. The fifth edition is OK to use, but I do not recommend using older versions than that.
- This book is needed starting the first day of class and throughout the entire term.
- The publisher has chapters 1 and 9 for free here: https://us.sagepub.com/en-us/nam/action-research/book259930
- The fifth edition of the textbook is available in Henderson library (Statesboro campus) on reserve.
- I put in a request to the Georgia Southern Library to purchase the sixth edition (only print is available for libraries). I will keep you all updated if this request goes through.

Academic Integrity

You have an important role in ensuring this course maintains academic integrity.

Academic integrity refers to protecting your own work from inappropriate use by others. It is essential in ensuring that grades for your work and the class overall are valid (i.e., that a grade reflects one's comprehension and application of course material) and in maintaining academic excellence.

Academic dishonesty refers to intentional or unintentional use of others' work without explicit acknowledgement of the source. This includes copying from readings, sample assignment documents, others' quiz entries, etc. Citing is the best way to acknowledge the source of what you're writing. Use quotation marks around a phrase or sentence if it is directly copied from another source.

If it is evident that your work is missing citations for writing otherwise from another source or person, I will email you to find an appropriate set of next steps. This may include revising the assignment, receiving a 0 on the affiliated section, or some other arrangement. I may also need to file a report with the Office of Judicial Affairs if this is a repeated issue. Please see the Student Code of Conduct for more information (linked here).

Prior Knowledge

This course builds on your existing understanding of research from your experiences as educators and previous classes.

A core tenet of my teaching philosophy is that you as educational professionals already engage in research, you just might not call it "research." When you evaluate a new teaching practice, curriculum, or class activity, and then make decisions about whether to do it again, this is research. When you ask for feedback from a peer or administrator observing your practice and then make changes, this is research. You already engage in research practices! The goal of this class then is to build your self-efficacy in educational research (including how to more systematically plan small-scale research projects) to continue doing this research on your own practices.

Working collaboratively to make meaning of your work

By Yan Krukov ([on Pexels](#))

Asking questions to guide your thinking and discussion

Reviewing and distilling multiple types of information

Showing respect for others to

Build Community

I ask for your help in showing respect to your peer classmates, me, and to the authors we read. You can "show respect" of their multiple perspectives by listening or reading what they have to say, asking questions, considering their feelings and ideas from their perspective, and reflecting on how our own feelings and ideas might compare to others.

You do not need to change your unique perspective to succeed in this course. However, you will read outside of your disciplinary background and methodological strengths.

By Ron Lach ([on Pexels](#))

I fundamentally believe that we become better researchers in community with others.

Choose when and what to share

In a Brave Space

By Ketut Subiyanto ([on Pexels](#))

This course will involve both personal reflections as well as group discussions. We will be working throughout the semester to build trust and a community of practice amongst ourselves. Ongoing reflections and seeing our personal experiences, values, beliefs, and practices as important and positive influences in research is a core tenet of my teaching. You have agency in this course and in research to choose what you want to share during activities and what you do not want to share. **Not everything you have seen, experienced, said, written, or created needs to be shared.** Choosing when to share or not recognizes that our class community is meant to be a "brave space" rather than a "safe space."

Communication Expectations

I will share all important updates via the "News" section of our Folio site. I strongly recommend that you set up notifications for when a News item is posted. I review how to do this in the walk-through video for the course. Also, use my email listed in this syllabus. This email is the fastest method to contact me—faster than my regular Georgia Southern email and voicemails (since I often work from home).

Post questions in the Instructor's General Discussion Area in Folio. This will allow others in the class to learn from our conversation as well.

Folio Issues

If you experience technical difficulties with Folio (e.g., while uploading an assignment), submit a ticket to IT here under "MyHelp." After contacting them, you can send me an email to keep me informed about what is going on.

Quality over Timeliness

I value high quality work over just getting something in on time. If you need more time for any reason, take it; you do not need to "ask" for extensions. However, a quick email helps me adjust my grading schedule. Assignments in this course build on one another. Be sure to do the assessments in their original order.

There are no missed points for "late" work.

To ensure I have enough time to get grades in, all assignments should be turned in by the start of Finals Week (see the course schedule for the date).

University Description	Grade Scale
"Exceptional mastery" of the content	A (100-90)
Significantly more effective command of material	B (89-80)
Required level of mastery	C (79-70)
Minimal grasp of required material ****Assessments here or below are eligible for a revision. Contact me.**	D (69-60)
Failure to master the required material	F (59 and below)

By Katerina Holmes (on Pexels)

Assessments

Discussion Board Posts

Four discussion board posts spaced throughout the schedule will have you introduce yourself, identify a research topic of interest (aka a "problem of practice"), summarize the methods of another researcher's publication, and reflect on how to apply mock findings from a previous assignment. Peer responses will be required to encourage dialogue.

Dropbox Posts

Four larger assignments will be posted to Dropbox. These will have you practice creating data collection instruments in the form of an interview and survey, and practice analyzing both qualitative and quantative data.

Quizzes

Two quizzes will cover your knowledge and comprehension of the basics about action research, why teachers use it, and different types of research approaches (aka methodoloiges) like qualitative, quantitative, and mixed methods research.

Action Research Plan

The Action Research Plan is your opportunity to demonstrate your cumulative application of the course material to design a mock study on a topic related to reading of interest to you (e.g., using culturally relevant reading materials).

By Marta Wave (on Pexels)

Assessment	Points Toward Final Grade
Discussion Board Posts	20 (5pts*4)
Dropbox Qualitative 1&2, Quantitative 1&2	40 (10pts*4)
Quizzes	10 (5pts*2)
Action Research Plan	15
Mock Meeting Video	15

Mock Meeting Video

The Mock Meeting Video (MMV) will be a video you record describing mock findings from a previous assignment and how you would change your practices as a result. In the video, you will pretend like you are talking about your mock study, findings, and next steps with a stakeholder you choose (e.g., student, family). The MMV is the course final. Peer responses are required.

EDUR 7140 – Action Research in Elementary Settings
Schedule – Summer 2022 (COE Term)

Week	Topics	Readings	Activities (Due Date)
Week 1 May 31-Jun 4	Introductions and What is Action Research? *May 31-June 2 COE Term Drop/Add*	Chapters 1 & 2	Introduction Survey (5/31) Discussion Board (DB) 1 (6/1) Quiz 1 (by 6/3) DB 2 (6/4)
Week 2 Jun 5-10	Developing a Research Plan	Chapter 4 Choose ONE: PDF Example Article	Quiz 2 (by 6/8) DB 3 (6/11)
Week 3 Jun 12-18	Collecting Data	Chapter 5	Dropbox Qualitative 1 (6/15) Dropbox Quantitative 1 (6/18)
Week 4 Jun 19-25	Analyzing Data *June 19: Juneteenth (Observance 6/20); June 21: last day to drop w/o academic penalty*	Chapter 6	Dropbox Qualitative 2 (6/22) Dropbox Quantitative 2 (6/25)

Please note: All deadlines are for 11:59pm on the date listed unless otherwise mentioned.
This schedule is subject to change. All changes will be announced via Folio.

EDUR 7140 – Action Research in Elementary Settings
Schedule – Summer 2022 (COE Term)

Week	Topics	Readings	Activities (Due Date)
Week 5 Jun 26-July 2	Ethics in Action Research	PDFs: Lane, Blank, & Jones (2019) and Waller & Bitou (2011)	Action Research Plan (7/2)
Week 6 July 3-9	Developing an Action Plan *July 4: Independence Day*	Chapter 7	DB 4 (7/9)
Week 7 July 10-14	Sharing and Reflecting *July 14: Finals*	PDF: St. George (2014)	Mock Meeting Video (7/13) Responses (7/14)

==*Please note: All deadlines are for 11:59pm on the date listed unless otherwise mentioned.*==
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