# Syllabus for EST6105: Action Research in the Classroom
## Oakland University
## 2018 Summer Semester: Partially Online Course, 3 credit hours

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**Office Hours:**
I am available for meeting by appointment in my office on campus as well as by phone, skype, iChat, Facetime, and Google Hangouts. Email me to set something up.

## Course Overview

This course serves continue your learning about reading and implementing high quality research in your practice and in your schools. This course is the first of a two-course sequence in the Teacher Leadership Program at Oakland University (with EST618) that is designed to support scholarly inquiry into educational issues—with particular attention to a practical kind of scholarly inquiry commonly called *action research*.

## Course Assignments, Grading and Participation

This class is a required component of the TL Program. Because scholarly inquiry is considered a core element in a preparation program for teacher leadership, you are expected to meet a higher standard than is perhaps expected in other courses in the university. Specifically, you are expected to come to all class sessions, complete all assignments, to actively participate in all course discussions in online formats, to challenge yourself to do your best, and ultimately be the type of learner you would want students in schools to be. If the occasion occurs when you must miss an in class, notify me as soon as you know you will be missing. I will record the whole class session. To make up for your absence, you will listen to the entire recording and create a detailed outline of session. Any missed class sessions without this outline will count negative toward your grade.

## Academic Integrity

I expect each of you to produce your own work that represents your own thinking. That does not mean that you cannot, or should not, interact with other people around assignments. You can and **should** discuss your work with others – your own thinking **improves** through interaction with others and their ideas. Also, there is much information available on the Internet that I expect you to make use of. This does mean, however, that you distinguish the ideas and words of others and your own. Use appropriate citation. Failure to uphold these standards may result in a 0.0 grade for the course.

> "All members of the academic community at Oakland University are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and one's work honestly. Misrepresentation is cheating since it means the student is claiming credit for ideas or work not actually his or her own and is thereby seeking a grade that is not actually earned. All academic misconduct allegations are forwarded to the Dean of Students Office and adhere to the student judicial system."

Oakland's academic code of conduct is posted online: http://www4.oakland.edu/?id=1610&sid=75

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## Course Readings and Materials
***Required Texts:*** There are no required texts for the course. All course materials will be provided online via moodle or are accessible via the World Wide Web.

## Assignments
Major assignments are listed below. Complete descriptions and specifications will be provided in advance and discussed as we move through the term. The following approximate values total 100%:

> 10% Statement of Problem
> 10% Literature Review
> 10% Methods (Data Collection Plan)
> 20% Weekly online assignments and forums
> 15% In class attendance and participation
> 25% HLTPs and online dialogue
> 10% Final Presentation and Submissions

The % grading scale will be as follows:

| | |
|---|---|
| 93.0-100.0 | A |
| 90.0 - 92.9 | A- |
| 87.0 - 89.9 | B+ |
| 83.0 - 86.7 | B |
| 80.0 - 82.9 | B- |
| 77.0 - 79.9 | C+ |
| 73.0 - 76.9 | C |
| 70.0 - 72.9 | C- |
| 69.9 and below | F |

## Standards Covered throughout EST6105
**1.1** Explains connections between the school vision, mission, goals, and classroom instruction to colleagues; **1.2** Demonstrates how to link the school improvement plan to identified needs to promote continual and sustainable school improvement; **1.3** Demonstrates how to collect and use data to continually identify school goals, assess organizational effectiveness, assist with implementing plans to achieve school goals, and to develop proposals for professional learning; and **1.4** Demonstrates effective use of technology in establishing and implementing data collection, evaluating data, and improving the shared vision of learning.

**3.1** Provides example of assisting colleagues in accessing and using evidence-based research in order to select appropriate strategies to improve student learning; **3.2** Demonstrates how to use emerging technology tools to facilitate the analysis of student learning and behavioral data, fosters collaborative interpretation of results and applies findings to improve teaching and learning; **3.3** Exhibits evidence of supporting colleagues in collaborating with the higher education institutions and other organizations engaged in researching critical educational issues; **3.4** Teaches and supports colleagues to collect, analyze, and communicate data from their classrooms to improve teaching and learning; **3.5** Acts as a leader to collaborate with colleagues to identify and use multiple assessment tools aligned to state and local standards in order to improve student achievement; **3.6** Explains how to collaborate with colleagues in the design, implementation, scoring, and interpretation of student data to improve educational practice and student learning; **3.7** Establishes and documents a climate of trust and critical reflection in order to engage colleagues in challenging conversations about student learning data that lead to solutions to identified issues; **3.8** Provides an example of supporting colleagues to use assessment and data findings to promote changes in instructional practices or organizational structures to improve student learning (utilizing a systematic approach for using data); **3.9** Facilitates the collection, analysis, and use of classroom and school-based data to identify opportunities to improve curriculum, instruction, assessment, school organization, and school culture; **3.10** Demonstrates how to

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engage in reflective dialogue with colleagues based on observation of instruction, student work, and assessment data and helps make connections to research-based effective practices.
**4.7** Provides constructive feedback to colleagues and school administrators to strengthen teaching practices and improve student learning;

**5.4** Delineates instructional strategies that address differentiated learning, issues of diversity and equity in the classroom and appropriate grade level instruction, and ensures that individual student learning needs remain the central focus of instruction; and **5.5** Models and provides instruction on the integration of effective and appropriate technologies to improve instruction and student achievement based on the needs of diverse learners.

**6.1** Provides examples of using knowledge and understanding of the different backgrounds, ethnicities, cultures, and languages in the school community to promote effective interactions among colleagues, families, and the larger community; **6.2** Models and teaches effective communication and collaboration skills with families and other stakeholders focused on attaining equitable achievement for students of all backgrounds and circumstances;

**7.2** Provides evidence of working with colleagues to identify and use research to advocate for teaching and learning processes that meet the needs of all students;

## Course Outline (subject to revision)

| DATE | | Readings | Assignments |
|---|---|---|---|
| May 12 | **CLASS MEETING** | To be moodled | By Friday 5/18: <br><br> (1) Draft of Problem Statement and some research questions Describe your problem in your classroom and your school – produce data from your classroom and your school (school improvement plan) (St 1.1; 1.2; 1.3; 1.4) <br><br> Comment on one person's Problem Statement by Sunday. <br><br> (2) HLTP1: Submit an attempt at EMC, with claim and argument (St 3.10) |
| | What is Self Study? What is Educational Research? Exploring existing teacher research <br><br> Problems, Problems, Problems – finding a problem in your school and classroom <br><br> HLTP1: Explaining and Modeling Content, Practices, and Strategies (EMC) (St 3.9; 5.4; 6.1; 6.2) <br><br> HLTP2: Tasks, texts & Learning Goals Aligning Tasks and Texts with Specific Learning Goals (TTLG) (St 3.9; 5.4) | | |
| May 19 | **CLASS MEETING** | To be moodled | By Wednesday 5/23: Respond to your partner on HLTP1 How was their argument about EMC? How was their tie to evidence? <br><br> By Friday 5/25: <br> (1) Problem Statement: Read comments and in-class advice, Redraft and officially submit your Problem Statement (St. |
| | What does the literature say about your problem? How do I organize my review of the literature? <br><br> Creating an annotated bibliography and writing a Literature Review <br><br> HLTP3: Formative Assessment (FA) (St 3.2; 3.5; | | |

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| | 3.6; 3.7; 3.8; 3.9) <br><br> HLTP4: Eliciting and Interpreting Individual Student Thinking (EIIST) <br> (St 3.1; 3.2; 4.7) <br><br> HLTP5: Leading Group Discussion (LGD) (St 3.1; 3.2; 4.7) | | 3.1; 3.2; 3.3; 3.9) <br><br> (2) HLTP2: Submit an attempt at TTLG with claim and argument (St 3.4) |
| May 26 | ONLINE WORK | To be moodled | <u>By Friday 6/1</u>: <br>(1) Find 7 - 10 relevant articles about your topic. Create and upload an annotated bibliography. Bullet points.\ <br><br>(2) HLTP3: Submit an attempt at FA, with student samples and with claim and argument (St 3.4) |
| June 2 | **GROUP MEETING THIS WEEK** <br> IN PERSON (preferred) OR ONLINE <br><br> In small groups: <br>(1) Watch and comment on one another's HLTP2: TTLG (St 3.1; 3.2; 4.7) along dimensions of TTLG <br><br>(2) Watch video and comment on one another's student work samples for HLTP3: FA (St 3.1; 3.2; 4.7) along dimensions of FA. <br><br> As a result of this group work, you each should turn in a reflection about what those in your group saw from your samples along the practice dimensions. For instance, if you used a visual one way, but your colleague thought it was not an appropriate visual, what advice did they give? What is your thinking about this advice? | To be moodled | <u>By Friday 6/8</u>: <br>(1) Craft and upload a Concept Map of the literature of your problem – WITH explanation (St 3.3; 7.2). |

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| June 9 | ONLINE WORK | To be moodled | By Wednesday 6/13: In groups of 3, comment on each other's concept maps (St 3.3; 7.2)  By Friday 6/15: Upload a SHORT literature review, (basically, turn your concept map into text AND powerpoint slides) (St 3.3). |
|---|---|---|---|
| June 16 | **CLASS MEETING**  What Methods should I use to collect data? How do I create data collection instruments? | To be moodled | By Friday 6/22:  (1) Upload a plan for your research methods. How will you study your problem?  What methods make the most sense for your plan?  (2) HLTP4 OR 5: Submit an attempt at LGD or EIIST with claim and argument (St 3.4; 3.5; 3.6; 3.7; 3.8; 5.4; 5.5) |
| June 23 | FINAL PRESENTATIONS | | By Wednesday 6/28:  (1) In groups of 3, comment on each other's methods plan  (2) In pairs, comment on HLTP4 (St 3.2) |

**FINAL DUE Wednesday, June 27th**
(1) Re-draft and submit your final presentation
(2) Final Reflection on your presentation (See Moodle for prompting questions)
(3) Final Reflection on HLTPs and experience with claims/evidence/argument (See Moodle for prompting questions)

I recognize that folks who are taking this course may well be teaching full time.  It will be important to communicate with me about any difficulties you have in meeting the expectations for the course.  I am more likely able to work with you to manage challenges if we discuss them in a timely fashion.

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