

University of North Alabama
College of Education and
Human Sciences
Course Syllabus

Course Title: IL 709 Applied Research II
Credit Hours: 3

Instructor:

Office:

Phone:

Email:

Office Hours:

(Note: Occasionally other obligations – University committee meetings, meeting with interns, etc... - may impose upon stated office hours. Special appointments can be made with the instructor by phone or e-mail.)

Term:

Course Description:

This course will focus on collecting and interpreting data to achieve a stated educational goal for each individual student. Concepts of tests and measurements will be emphasized for interpreting research results and gathering data for applied research.

Students will develop a project based upon their research. Student will apply concepts learned within their own setting under the guidance of the professor.

Courses in the AA Instructional Leadership EDS program are an extension of the MAED Instruction Leadership program and are taught at a more rigorous level to meet the needs of advanced level Instructional Leadership candidates.

Required Text: LiveText

Supplemental Texts:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Course Objectives/Standards 290-3-3-.53.01(3)(a)4; 290-3-3-.53.01(3)(a)5.; 290-3-3-.53.01(3)(c)1.; 290-3-3-.53.01(3)(c)2.; 290-3-3-.53.01(3)(c)3.; 290-3-3-.53.01(4)(d)

Revised Fall 2013 11.7

The candidate shall demonstrate ability to.:

1. Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors.(5)(b)1
2. Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities. (5)(b)3,
3. Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students. (5)(b)4
4. Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners. (5)(b)5
5. Initiate and facilitate parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels. (5)(e)1
6. Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success. (5)(e)4

Learning Objectives and Outcomes:

By the end of the course, you will:

- Increase knowledge and understanding in the critical evaluation of educational theory and research.
- Increase knowledge and understanding about different research methodologies.
- Reflect on the learning process.
- Determine an action research agenda.
- Develop and design an action research plan.
- Develop professional competence in designing, writing, and presenting research materials utilizing the 6TH EDITION APA format and style.
- Locate and evaluate research materials.
- Evaluate previous research on a self-selected topic of interest.
- Become proficient in the use of 6TH EDITION APA format and style in writing papers, research, and documentation of sources.

Methods of Instruction and What You Can Expect from the Instructor:

Since this is an online course, the students are responsible for understanding the assignments and learning the material with the professor's facilitation. If questions arise, it is important to email the instructor immediately for help since many of the tasks

build on one another. Generally I will respond within 24 hours however my response

may take up to 72 hours.

In facilitating online learning, instructors strive for a delicate balance between challenge and support. Course content and activities must provide optimal challenge to keep learners curious, interested and motivated to learn. It is necessary to balance this challenge with adequate support through a network that may include the instructor, peers, the technology team, university resources, student services, the library staff and others. Too much tilt on either side of the challenge scale without corresponding support can overwhelm learners or bore them. In either case facilitators risk lowering their students' satisfaction with the course content as well as perceptions of learning or knowledge gained. As the course instructor, I will work to provide the challenge and support my students' need. In this particular course, you're expected to participate in online discussions, individual participation, and papers/projects.

Course Requirements:

The purpose of graduate education is to provide for advanced and specialized training beyond the baccalaureate program. Graduate study is intended to strengthen the academic and professional competence of the candidate, to develop the candidate's capacity for independent study, to familiarize students with past and current research, to train the student in the techniques of research, and to enable the candidate to relate his or her research to the investigations of other scholars and derive significant implications from the relationships.

Graduate study presupposes a broad background of knowledge, an adequate preparation in appropriate fields of study at the baccalaureate level, and a command of skills required to carry on intensive research and investigation with a high degree of resourcefulness and self-direction. Generally speaking, only candidates with superior undergraduate academic records are qualified to pursue study at the graduate level. It should be noted that graduate studies differ from undergraduate studies in the following respects: (1) The candidate is expected to assume greater responsibility and to exercise more individual initiative. (2) More extensive and intensive reading is required. (3) Greater emphasis is placed on productive research, with particular emphasis on the

use of primary materials. (4) Seminar methods are employed with greater frequency, as greater class participation by the candidate is required. (5) Less instruction is provided in content, survey-type lecture courses.

Graduate study thus involves far more than the passing of a given number of courses and the fulfillment of certain minimum requirements. The candidate cannot be content solely with earning acceptable grades. The candidate must continually satisfy the Graduate Faculty in the major field by displaying superior intellectual powers and scholarly commitment in order to maintain graduate status and good standing in the school.

Format for the Problem-Based Learning Project

290-3-3-.53.01(3)(a)4.; 290-3-3-.53.01(3)(a)5.; 290-3-3-.53.01(3)(c)1.; 290-3-3-.53.01(3)(c)2.; 290-3-3-.53.01(3)(c)3.; 290-3-3-.53.01(4)(d)

Introduction

- Purpose of the project
- Need for the project to include data
- Definition of terms
- Organization of the problem-based study

Review of Literature

- Candidates are encouraged to enhance the proposal review of literature with additional materials

Implementation

- Plan of Action
Candidates will use a narrative description as well as a flow chart(s) to represent the plan of action.
- Method of Assessment
Candidates will include data generated by collection methods. Any instrumentation is to be included.

Data Analysis

Findings

Conclusions and Recommendations

Candidates' Written Work Should:

- Demonstrates content quality and clarity that emphasizes depth and breadth, reflection and insights, scholarly discussion using scholarly vocabulary.
 - Clearly shows a high level of understanding regarding classroom discipline/ the topic of discussion.
 - Demonstrates writing quality and clarity, including mechanics, spelling, grammar, appropriate language.
 - Demonstrates appropriate and accurate inclusion of authority to support discussion, with citations that follow a scholarly (APA) format.
 - Demonstrates appropriate use of respectful person-first language (e.g., "student with dyslexia" rather than "dyslexic student").
 - Demonstrates an overall appearance according to APA format (title, page, 12pt font, 1 inch margin, and double spaced), completeness, and timeliness.
- In the Department of Curriculum and Instruction all candidates should adhere to *American Psychological Association Publication Manual (APA)* when completing written assignments, and when applicable, *in* other electronic or media-style presentations. The *APA Manual* is available at the ASU library, at the bookstore, or on-line at www.apa.org.

References:

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Candidates' Communication:

Candidates should maintain open communication with the instructor. Ask questions in

a timely manner to provide time for the instructor to respond **prior to due date**.

Candidates are expected to check Angel and UNA email on a daily.

Candidates are expected to complete assignments and meet all deadlines for submission of coursework.

Candidates must communicate with all instructors via the UNA e-mail system.

Candidates must also access and use Angel, e-mail and LIVETEXT

Candidates must access Angel regularly for electronic posting of the syllabus, assignments, announcements, grading information, and instructions. If you have technical questions, please contact UNA technical services . This should be done EARLY in the class, preferably before the first class day.

Competencies/Standards:

You can find a copy of the standards below:

Evaluation:

Each assignment will be worth a varying number of points. Grades will be determined

by the percentage of the total possible points earned.

A= 225- 250 points

B= 200 -224 points

C= 175- 199 points

All assignments should be submitted by Midnight (12AM) on the date specified in Angel. . **There will be an automatic 50% grade reduction penalty on all work that**

is turned in late. Extensions will be administered on a case-by-case basis at the instructor's discretion.

Persons Seeking Accommodations:

Persons with disabilities, which may warrant academic accommodations, must contact

the Student Life Office, in order to request such accommodations prior to any accommodations being implemented. You are encouraged to make this request early in

the semester so appropriate arrangements can be made.

Academic Honesty:

University of North Alabama expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is contained in both print and web versions of the Student Handbook.

Plagiarism is strictly forbidden, and UNA instructors may utilize Internet search links

that assist in identifying plagiarized materials.

Assignments Summary and Assignments Description

Analysis of Data Performed:

You shall submit the data collected and the analysis for an initial review. An initial submission and final submission will be completed after instructor review of data and analysis.

25 points

Chapter 4 : Findings

Chapter 4 consists of your findings and the explanations of the data analysis. (see Action paper guide). An initial submission and final submission will be completed after instructor review of data and analysis .

25 points

Chapter 5 : Conclusion and Summary

Chapter 5 consists of your conclusions and recommendations for future research.
(see action research guide) 25 points

Rough draft of final paper (including all front matter and bibliography)

(See the action research paper guide for all sections to be included) 50 points

Final draft of paper (including all front matter and bibliography)

This last draft should include all corrections/edits recommended by the instructor throughout the process. 100 points

PowerPoint Presentation.

25 points

Create a powerpoint presentation that reflects the content of your proposal. It should include a minimum of 15 slides and a maximum of 20 slides.

The number of slides appropriated to each chapter should roughly follow these guidelines:

Chapter 1 1-2 slides

Chapter 2 4-5 slides (specific references and important quotes should be included)

Chapter 3 4-5 slides (the research questions/ hypotheses *(if applicable)*, the basic steps you followed to collect data, procedures used to assure confidentiality , etc

Chapter 4 5-6 slides (your data analysis and how it was done, charts, graphs, of the findings)

Chapter 5 2-3 slides (conclusion of your findings, implications for educators, recommendations for future research)

**UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION**

CONCEPTUAL FRAMEWORK

*“Engaging Learners,
Inspiring Leaders,
Transforming Lives”*



The Conceptual Framework establishes a shared vision in preparing educators to work effectively in P-12 schools and provides direction for programs, courses, teaching, candidate performance, scholarship, service and accountability. The Conceptual Framework is continuously evaluated in an outcome based system, and is knowledge-based, articulated, shared and consistent with the University of North Alabama’s institutional mission –

“Changing lives. Creating futures.”

The Conceptual Framework is designed to reflect current research-based knowledge and effective practices through professionalism, assessment, collaboration, technology, diversity and reflection. The UNA College of Education prepares

“Knowledgeable Practicing Professionals”

who:

1. Have content and pedagogical knowledge to demonstrate professionalism through a set of beliefs, actions, dispositions and ethical standards that form the core of their practice;
2. Have the knowledge and ability to use assessment strategies to guide teaching and learning, especially impact on student learning, and to strengthen instruction and increase professional growth
3. Form communities of learners with other teachers, parents, and members of the community, through collaboration, teamwork, and research-based approaches;

4. Use technology to support assessment, planning and instruction for promoting student learning;
5. Value and plan for diversity in curriculum development, instructional strategies and in the promotion of social consciousness;
6. Know and use self-awareness and reflection as decision-making tools for assuring student learning, professional performance and personal growth.

Graduates of the University of North Alabama's College of Education are knowledgeable practicing professionals who are prepared as outstanding educators and leaders through achievement of the highest standards of knowledge and practice to assist all students to learn.

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Syllabus Contract:

I have received a copy of the syllabus. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand and agree to the requirements in the syllabus.

Signature

Date

Personal Information

Name _____

Address _____

Phone # _____

E-mail address _____

Major _____

EDS 709 Applied Research II

	TARGET (3)	ACCEPTABLE (2)	UNACCEPTABLE (1)
Format Section 1 Introduction	Introduction thorough and comprehensive for 711 Format.	Introduction brief and lacking by 711 Format.	No introduction.
Format Section 2 Review of Literature	Enhanced 710 Proposal by two additional materials	Enhanced 710 Proposal by one additional material	No enhanced 710 Proposal
Format Section 3 Implementation	Plan of Action discussed with strengths and limitations	Plan of Action lacking strengths and limitations	No Plan of Action
Format Section 4 Data Analysis	Data are revealed and organized	Data are not clear	No data
Format Section 5 Findings	Clear & Concise presentation of findings	Findings are not clear and concise	No Findings

Format Section 6 Conclusions & Recommendations	Conclusions & Recommendations are clear and concise	Conclusions & Recommendations are not clear and concise	No Conclusions or Recommendations
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UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION and HUMAN STUDIES
IL 709 –Action Research: Reporting the Findings
ACTION ASSIGNMENT 4 – FINDINGS

Name:

School District:

Topic:

Grade Level:

CRITERIA	DESCRIPTION	1st Score	2nd Score	Final Score
Summary Results	Detailed discussion of the results; organized synthesis of all data collected			<i>/2</i>
Raw Data	Included raw data in the Appendix referred to in the text			<i>/2</i>
Discussion	Arrived at a plausible conclusion based on findings; compared/contrast findings with other studies cited in the literature review ; identified limitations of the study including generalizability and external validity of the findings			<i>/2</i>
Tables and Figures	Presented appropriate and properly labeled tables and figures; adequately explained the tables and figures in the text			<i>/2</i>
Mechanics And Style	Followed APA format and template guidelines consistently and correctly; no spelling and grammatical errors			<i>/2</i>

This rubric grade may be multiplied by a factor (x 5, etc) to fit the course syllabus grading scale..

UNIVERSITY OF NORTH ALABAMA
COLLEGE OF EDUCATION and HUMAN STUDIES
 IL 709 - Action Research
Action Assignment 6 – The Final Paper

Name:

School District:

Title:

Grade Level:

CRITERIA	0--1.25 = Minimal 1.26--2.5 = Basic 2.6--3.75 = Proficient 3.76--5 = Advanced	Reader 1	Reader 2 (if needed)
Abstract	Coherent and complete description of the study in APA-block format, 150-250 words, one page; double-spaced, no spelling or grammatical errors		
Introduction	Engaging introduction; s.m.a.r.t. problem statement/research question/hypothesis, clearly stated purpose and rationale; correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Literature Review	Well-organized review of literature, connected own study with existing research; properly cited sources, correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Methodology	Stated the appropriate design of the study; purposefully triangulated data sources; clearly described context, general population subject selection, instruments/intervention and procedure; correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Findings	Analysis fit research question or hypothesis; applied appropriate statistical analysis for quantitative research; organized, summarized and discussed the qualitative data; plausible interpretation of results; made connections with relevant studies cited in the literature review; identified limitations of the study, correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Reflection	Discussed the action research process including obstacles, successes, and lessons learned; identified new and old problems that remain unresolved and recommended appropriate research questions for further study; realistic plan of action with ways to share the results; concluded with an overall summary of the research		
Figures & Tables	Use appropriate tables and figures to summarize the data; text adequately explained the tables and figures; properly labeled and formatted APA style, no spelling and grammatical errors		
References	Cited 7 or more appropriate and relevant references; all of the cited sources are current (within the last 5 years except for the classics and out-of-print books); consistently and accurately followed APA format, no spelling and grammatical errors		
Appendix	Complete and accurate Appendix including instruments and raw data; properly labeled; correct APA format		
Overall	Submitted clean final copy in one Word document on or before due date, professional and scholarly, followed APA format and template guidelines with appropriate subheadings, no spelling and grammatical errors, easy to understand, flows logically		
TOTAL		/50	/50

This rubric grade may be multiplied by a factor (x 5, etc) to fit the course syllabus grading scale..

University of North Alabama
College of Education and Human Studies
IL 709 - Action Research Final Paper Scoring Rubric

Student:						Date:
Title of the Study						Cohort
Grade Level:				Instructor:		
	0 - 1 Major Revisions Required	2 - 3 Some Revisions Required	4 - 5 No or minor revisions required	Self/Peer (optional)		Professor
Abstract (Action Assignment 1)	No or incomplete Abstract; no technology integration; didn't follow APA and course guidelines; many spelling and/or grammatical errors	Unclear or incomplete Abstract; tentative technology integration; inconsistently followed APA format and course guidelines; some misspellings or grammatical errors	Focused and carefully-worded Abstract; purposeful technology integration; correctly and consistently followed APA format and course guidelines; no misspellings or grammatical errors			/5
IRB Approval (Action Assignment 2)	No copy of IRB approval; didn't provide evidence of CITI training.	Incomplete or late IRB protocol and CITI training	Provided current copy of IRB approval and evidence of CITI training in a timely manner			/5
Introduction (Action Assignment 3)	No or very vague introduction; missing problem statement/research question/hypothesis, purpose or rationale; didn't follow APA and course guidelines; many spelling and/or grammatical errors	Incomplete introduction; unclear problem statement/ research question/hypothesis, purpose and rationale; inconsistently followed APA format and course guidelines; some misspellings or grammatical errors	Engaging introduction; clear and appropriate problem statement/ research question/hypothesis, purpose and rationale; correctly and consistently followed APA format and course guidelines; no misspellings or grammatical errors			/5
Review of Related Literature (Action Assignment 4)	Missing or incomplete review of literature; weak connections with present study; cited less than 7 sources cited and some outdated (within the last 5 years except for the classics and out-of-print books); didn't follow APA and course guidelines; many spelling and/or	Confusing review of literature inconsistently attempts to build upon existing research; cited less than 7 sources that are current (within the last 5 years except for the classics and out-of-print books); inconsistently followed APA format and course guidelines; some misspellings or	Well-organized review of literature clearly builds upon existing research; cited 7 or more appropriate and relevant sources that are current (within the last 5 years except for the classics and out-of-print books); correctly and consistently followed			/5

	grammatical errors	grammatical errors	APA format and course guidelines; no misspellings or grammatical errors			
Methodology (Action Assignment 5)	Missing or incomplete description of the design of the study; failed to triangulate data sources; no description of the population, subjects, instruments, and procedure; didn't follow APA and course guidelines; many spelling and/or grammatical errors	Unclear or inconsistent description of the design of the study; somewhat triangulated data sources; some parts missing; inconsistently followed APA format and course guidelines; some misspellings or grammatical errors	Clear description of the design of the study; purposefully triangulated data sources; clearly described context, general population subject selection, instruments/intervention and procedure; correctly and consistently followed APA format and course guidelines; no misspellings or grammatical errors			/5
Findings & Conclusion (Action Assignment 6)	No description of appropriate statistical analysis tools; unfocused and disorganized or missing summary and discussion of the collected data; incorrect or biased interpretation of results; incorrectly and inconsistently followed APA format and course guidelines; many misspellings or grammatical errors; didn't follow APA and course guidelines; many spelling and/or grammatical errors	Some statistical analysis tools do not fit research question or hypothesis; partial or vague summary and discussion of the collected data focused on research question; confusing interpretation of results; inconsistently followed APA format and course guidelines; some misspellings or grammatical errors	Statistical analysis tools fit research question or hypothesis; organized summary and discussion of the collected data focused on research question; plausible interpretation of results; correctly and consistently followed APA format and course guidelines; no misspellings or grammatical errors			/5
Reflection & Plan of Action (Action Assignment 7)	Incomplete or unfocused reflection, recommendation, plan of action and summary; no evidence is provided from data sources to support conclusion; didn't follow APA and course guidelines; many spelling and/or grammatical errors	Unclear reflection, recommendation, plan of action and summary; weak connections between research questions, raw data, analysis, conclusion and similar studies from existing literature; inconsistently followed APA format and course guidelines; some misspellings or grammatical errors	Thoughtful and thorough reflection, recommendation, plan of action and summary; strong connections between research questions, raw data, analysis, conclusion and similar studies from existing literature; correctly and consistently followed APA format and course guidelines;			/5

			no misspellings or grammatical errors			
Figures and Tables (Action Assignments 5 and 6)	No tables and figures to illustrate the data collected or no text explaining the figures and tables; many spelling and grammatical errors	Improperly APA-formatted tables and figures; text inadequately explains the tables and figures; some misspellings and grammatical errors	Properly APA-formatted tables and figures; text adequately explains the tables and figures; no misspellings and grammatical errors			/5
References (Action Assignment 4)	No or incomplete References; cited less than 7 references but some are either inappropriate; most of the cited sources are outdated (older than 10 years) except for the classics and out-of-print books); incorrectly followed APA format	Cited at least 7 references but a few are inappropriate; Few of the cited sources are outdated (older than 5 years); inconsistently followed APA format	Cited 7 or more appropriate and relevant references; all of the cited sources are current (within the last 5 years except for the classics and out-of-print books); consistently and accurately followed APA format			//5
Appendix (Action Assignments 5 and 6)	No or incomplete Appendix is missing; no labels, captions or headings	Incomplete or inaccurate Appendix; not clearly labeled; inconsistent or incorrect APA format	Complete and accurate Appendix; properly labeled; correct APA format			/5
TOTAL	0 – 1	2 – 3	4 – 5			/50
This rubric grade may be multiplied by a factor (x 5, etc) to fit the course syllabus grading scale..						

