

**University of North Texas at Dallas**  
**EDCI 5012 Fall 2015**  
**SYLLABUS**

<b>EDCI 5012 021 Classroom Research Project / 3 hours</b>	
Department of Teacher Education	Division of Education and Human Services
Instructor Name:	Dr. Ratna Narayan
Office Location:	201 N Dallas I
Office Phone:	972 780 1340, Cell: 806 252 5277 Phone calls/texts to my cell are welcome between 9AM and 10 PM daily and replies can be expected within no more than 24 hours.
Email Address:	Ratna.narayan@unt.edu
Office Hours:	Monday 1-5pm Wednesday 2:30 - 4:30 pm, Thursday 2:30 – 5:30 pm, or by appointment
Classroom Location:	TBA / Online
Class Meeting Days & Times:	Saturday 1-6 pm Hybrid/ Blended delivery class, a majority of the class meeting times (51 – 85%) are via distance learning
Course Catalog Description:	This course will introduce students to action research, a form of self-reflective systematic inquiry by practitioners on their own practice. The goals of action research are the improvement of practice, a better understanding of that practice, and an improvement in the situation in which the practice is carried out. The primary objective of the course is to prepare students to do action research in schools.
Required Text and References:	American Psychological Association, (2009). Publication Manual of the American Psychological Association: Sixth Edition. Washington, D.C.: American Psychological Association.  Articles will be uploaded on Blackboard as and when required.
Prerequisites	Admitted to Graduate School
Co-requisites	None
Requirements	Please bring a laptop through which you can access the internet to class.
Access to Learning Resources:	UNT Dallas Library: phone: (972) 780-3625; web: <a href="http://www.unt.edu/unt-dallas/library.htm">http://www.unt.edu/unt-dallas/library.htm</a>  UNT Dallas Bookstore: phone: (972) 780-3652; e-mail: <a href="mailto:1012mgr@fheg.follett.com">1012mgr@fheg.follett.com</a>
Course Goals or Overview:	Candidates will identify, conduct and present a critically reflective classroom action research project through which they improve their practices and teaching and learning in their own classroom
Learning Objectives/Outcomes:	At the end of this course, the student will
1.	Identify a research question and implement a classroom research project in an elementary or secondary classroom.

2.	Keep an action-research journal of observations in their educational settings
3.	Use multiple data collection and analysis methods appropriate to action research
4.	Submit a well-written research paper based on the research conducted from the action research study
5.	Develop collegial inquiry processes, reflective thinking skills, and new understandings of pupils and self, including one's impact on the process.
6.	Effectively utilize and apply the results of the findings to bring about teaching improvement and enhanced student achievement.

### Hybrid Course Outline

This schedule is subject to change by the instructor. Any changes to this schedule will be communicated in class or via class email or Blackboard announcement. Additional readings and activities may be added, these will be noted in the Readings and Activities/Assignments sections.

#### Course Outline

Class no	Timeline	Modality	Topic	SLO
1	Aug 29th	Online	<p><b>Introductions on discussion board</b></p> <p><b>Read the following:</b> <a href="http://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf">http://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/act_research.pdf</a>  <a href="http://www.aral.com.au/resources/guide.html">http://www.aral.com.au/resources/guide.html</a></p> <p><b>Due Sept 5th on Blackboard:</b>  <b>Description of professional context 10 points</b>                      Each student will write a description of their professional context. The following must be included (minimum 3 pages):</p> <p><u>a. Introduction of the Context</u></p> <p>i. What is the purpose of the educational organization in which you work?                      ii. What are its demographics?                      iii. Who are the stakeholders, and what role does each group play?</p> <p><u>b. Typical Day</u></p> <p>i. Describe typical occurrences for a day at your educational organization (general).                      ii. Walk the reader through your daily routine (specific to you).</p> <p><u>c. Problems &amp; Concerns</u></p> <p>i. Describe any problems/issues that impede stakeholders from realizing the purpose of the organization (e.g. what inhibits teaching and learning at your school?).                      Give each problem its own paragraph so as to elaborate on why you think that the problem exists, the ways in which it negatively affects the organization, and the implications of addressing each issue.                      (Describe at least 3 problems and indicate to me which problem you are interested in investigating).</p> <p><u>ii. Note:</u> The problems described in this paper will hopefully inform</p>	

2	Sept 12 <sup>th</sup>	Face to face	<p>the classroom research project you will be conducting this semester.</p> <p><b>Please bring to class in the form of a written draft/ ppt to be presented in small groups as well as to the whole class</b></p> <p>Helpful links:  <a href="https://www.moresteam.com/toolbox/fishbone-diagram.cfm">https://www.moresteam.com/toolbox/fishbone-diagram.cfm</a>  <a href="http://twp.duke.edu/uploads/media_items/research-questions.original.pdf">http://twp.duke.edu/uploads/media_items/research-questions.original.pdf</a></p> <p><b>Problem statement description</b>          Each student will select <b>one problem</b> within their school/organization that will serve as the foundation for their action research plan. Papers should include the following: a. Definition of the problem as it relates to your professional context and the relevant stakeholders.          b. A cause-and-effect fishbone diagram of the problem, thus identifying their assumptions and the potential causes of the problem.          c. A narrative explanation of the fishbone diagram along with suggested data or evidence they will need to collect to verify the problem must be included.  <u>With the help of the feedback received from your peers, you will draft 2-3 research questions for your classroom research project and get my approval before you leave for the day.</u></p> <p><b>Reflection 1 due Sept 13<sup>th</sup> on BB</b></p>	
3	Sept 26 <sup>th</sup>	online	<p><b>Literature review draft due Sept 26<sup>th</sup> on blackboard</b></p> <p>Helpful links:  <a href="http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html">http://www.duluth.umn.edu/~hrallis/guides/researching/litreview.html</a>  <a href="file:///C:/Users/VLN/Downloads/LitReview.pdf">file:///C:/Users/VLN/Downloads/LitReview.pdf</a></p> <p>Each student will provide a narrative discussion of the data or evidence they collected to substantiate the potential causes of the problem. Students will conduct a review of the literature that relates to their identified problem, and literature that might inform them of the potential actions that could be taken to address the problem within their own context.</p> <p><b><u>Minimum: 10 sources</u></b></p> <p><b>Due Oct 8<sup>th</sup> on blackboard</b></p> <p><b>Classroom research project intervention plan</b>          Each student will develop an intervention/action plan to address the problem (or a contributing factor to the problem) identified and substantiated in the Problem Identification and Literature Review assignments.          Action Research Plans must include the following:          a. A description of the problem          b. Evidence explaining the cause of the problem          c. Possible interventions to address the problem          d. Research questions for the first action research cycle          e. A description of the intervention          f. Justification for the selection/creation of that intervention          g. A timeline for implementing the intervention, with key activities and data collected in each stage</p>	

			<p>h. Expected outcomes from this intervention, with accompanying justifications for each based on previous experience and the literature</p> <p>i. Reflection on the development of this Action Research Plan, including the alterations you made from the first day of class. Also reflect upon what you learned about: your chosen topic, the action research process, yourself as a researcher, and remaining questions/queries you have about course topics.</p>	
4	Oct 10 <sup>th</sup>	online	You will offer a critique and feedback to two separate action research plans of your peers which will be uploaded to Blackboard Due Oct 11th	
5	Oct 24 <sup>th</sup>	Face to face	<p><b>Data Collection and analysis statement due Oct 23<sup>rd</sup> on blackboard</b></p> <p>Helpful links:  <a href="http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4.pdf">http://www.nsf.gov/pubs/2002/nsf02057/nsf02057_4.pdf</a>  <a href="http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf">http://learningstore.uwex.edu/assets/pdfs/g3658-12.pdf</a>  <a href="http://www.sagepub.in/upm-data/46056_Pages_from_Chambliss_(4e)_Chapter_8.pdf">http://www.sagepub.in/upm-data/46056_Pages_from_Chambliss_(4e)_Chapter_8.pdf</a></p> <p>Please come prepared to present and justify your data collection and analysis methods in class. The data collection and analysis statement must be supported by appropriate literature about your methods of data collection and analysis.</p> <p><b>Reflection 2 due Oct 25<sup>th</sup> on BB</b></p>	
6	Nov 14 <sup>th</sup>	CAST/ online	Data collection and analysis	
7	Nov 21 <sup>st</sup>	Face to face	Ethical issues with regards to Classroom research / Human subjects/ IRB/ consent forms <b>Reflection 3 due Nov 22 on BB</b>	
	Nov 28 <sup>th</sup>	Thanksgiving Holiday (Nov 26-29)		
8?	Dec 5 <sup>th</sup> Saturday	Final project presentation face to face	<b>Reflection 4 due Dec 1<sup>st</sup> on BB</b> <b>All written Final project reports must be submitted on BB by Dec 8<sup>th</sup> 5 pm</b>	

### Course Evaluation Methods

1. Description of professional context: 10 points
2. Problem statement description draft: 10 points
3. Example of Classroom action research: 5 points
4. Literature review draft: 15 points
5. Classroom research project intervention plan draft: 10 points
6. Critique and feedback on 2 action research plans: 20 points
7. Data collection and analysis statement draft: 10 points
8. Reflections: 20 points ( 4x5 points)
9. Final classroom research project report: 90 points

10. Oral presentation of classroom research project: 10 points

Rubric for the Literature review Total: 15 points

	<b>Marginal (1)</b>	<b>Satisfactory (2)</b>	<b>Outstanding (3)</b>
<b>Sources and Source quality</b>	Fewer than six sources and/or sources not appropriate. Over-reliance on low quality journals and/or sources that are exceptionally brief.	Six to 9 sources, identified. Includes primary research article sand/or articles from well-respected journals in the field.	Includes a variety of sources from high quality journals, juried publications.
<b>Organization</b>	No clear organization or organizational plan inconsistent.	Well organized with organizational plan obvious throughout.	Organization pattern demonstrates understanding of prior literature information on the topic (historical, general to specific, segments of the topic, etc.) and organizational plan enhances the presentation, promoting ease in reading.
<b>Connection to Defined problem area</b>	Mismatch between problem area defined and the selection of articles/sources.	Apparent match between problem area defined and selection of articles/sources, although perhaps not clearly articulated.	Shows thorough understanding of the relationship of the sources selected to the problem area.
<b>Synthesis/Summary</b>	Lacks summary or any synthesis of the information, leaving each article as a stand alone piece and/or misinterprets the information and makes statements unsupported by the literature.	Summarizes the overall picture obtained from the literature review and synthesizes the knowledge gained.	Summarizes and shows insightful synthesis of the literature information, including analysis of gaps in and/or limitations of the research.

<b>Style</b>	Contains spelling or grammatical errors, does not follow APA style, lacks or uses quotations and/or citations ineffectively or inappropriately, lack of transitions.	Contains no spelling or grammatical errors, follows APA style, uses quotations and citations appropriately, transitions included.	Contains no spelling or grammatical errors, demonstrates creative use of language, conscientiously follows APA style, uses quotations and citations to enhance written narrative, smooth transitions.
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Final Project rubric: 90 points

Context	Can an informed reader make sense of the project?	10 points
Statement and origin of the problem	Is the focus of the project clear?	10 points
	Is the problem tied to the researcher's practice?	
	Does the researcher refer to the research literature that informs the project?	10 points
Methodology	Does the paper contain a description of what happened?	10 points
	Are data collection methods described?	10 points
	Is data presented? How?	
	Is data analyzed? How?	10 points
Findings	What did the researcher learn?	10 points
Implications	How did the project change the way in which the researcher thinks about his or her educational situation?	10 points
Self-critical	Does the researcher provide support for his/her knowledge claims?	10 points
	Did the researcher critique his/her own	

	work?	
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**Grade Distribution:**

300 – 270 = A  
269 – 240 = B  
239 – 210 = C  
209 – 180 = D  
Below 179 = F

**Critical Grade Considerations:**

**Attendance considerations: Attending all 4 scheduled face to face classes is MANDATORY. As each class is 6 hours and is equivalent to two classes, missing a class will result in reduction of your final grade by a letter grade. if you miss two classes please make arrangements to take the class when it is offered another semester. You are expected to come to class on time and stay the duration of the class as an active participant. You will lose 10 points from your total for every tardy.**

**Assignment considerations: Students must complete all assignments on time to receive a passing grade. If any assignment is not completed and submitted within 48 hours of the due date, the student will automatically receive no points for that assignment. Not completing work is unacceptable for teachers. Each assignment builds on the other leading to a final research paper and presentation. Please follow the requirements and due date for each assignment. Assignments turned in more than 24 hours late will lose 50 % of the points for the assignment. Assignments turned in more than 48 hours after the assignment deadline will not receive any points. Assignments that have not been spell checked or have grammatical errors will NOT be graded.**

**You are expected to know and apply the APA guidelines to your assignments. I will not teach you these guidelines. Please refer to the APA manual suggested in the syllabus for these guidelines. Assignments that do not meet these guidelines will lose points.**

**I will give you feedback for your assignments that I expect you to incorporate. I will use Track Changes to make comments and make changes when providing feedback. Please familiarize yourself with this program available on MS Word. When I ask for a revised copy, I expect a clean, completed, corrected copy with no markings or comments on it of any kind. You will lose points if you have not made revisions.**

**University Policies and Procedures**

**Students with Disabilities (ADA Compliance):**

Chapter 7(7.004) Disability Accommodations for Students

The University of North Texas at Dallas makes reasonable academic accommodation for students with disabilities. Students seeking accommodations must first register with the Disability Services Office (DSO) to verify their eligibility. If a disability is verified, the DSO will provide you with an

accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, DSO notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet/communicate with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Disability Services Office website at <http://www.untDallas.edu/disability>. You may also contact them by phone at 972-338-1777; by email at UNTDdisability@untDallas.edu or at Building 2, room 204.

**Blackboard Learn Accessibility Statement:**

University of North Texas at Dallas is committed to ensuring its online and hybrid courses are usable by all students and faculty including those with disabilities. If you encounter any difficulties with technologies, please contact our ITSS Department. To better assist them, you would want to have the operating system, web browser and information on any assistive technology being used. Blackboard Learn course management system's accessibility statement is also provided: <http://www.blackboard.com/Platforms/Learn/Resources/Accessibility.aspx>

**NOTE:** Additional instructional technology tools, such as Turnitin, Respondus, Panopto, and publisher cartridge content (i.e. MyLab, Pearson, etc.) may NOT be fully ADA compliant. Please contact our Disability Office should you require additional assistance utilizing any of these tools.

**Student Evaluation of Teaching Effectiveness Policy:**

Student's evaluations of teaching effectiveness is a requirement for all organized classes at UNT Dallas. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very interested in the feedback I get from students, as I work to continually improve my teaching. I consider students' evaluations to be an important part of your participation in this class.

**Assignment Policy:**(According to the instructor's discretion while working in concert with the division/program's guidelines).

**Exam Policy:**(Online exams and the ability to retake is solely at the instructor's discretion). **NOTE:** Online exams may be proctored on campus per instructor's discretion.

**Academic Integrity:**

Academic integrity is a hallmark of higher education. You are expected to abide by the University's code of Academic Integrity policy. Any person suspected of academic dishonesty (i.e., cheating or plagiarism) will be handled in accordance with the University's policies and procedures. Refer to the Student Code of Academic Integrity at [http://www.untDallas.edu/sites/default/files/page\\_level2/pdf/policy/7.002%20Code%20of%20Academic\\_Integrity.pdf](http://www.untDallas.edu/sites/default/files/page_level2/pdf/policy/7.002%20Code%20of%20Academic_Integrity.pdf) for complete provisions of this code.

Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabrication of information or citations, facilitating acts of dishonesty by others, having unauthorized possession of examinations,



submitting work of another person or work previously used without informing the instructor, or tampering with the academic work of other students.

Web-based Plagiarism Detection: Please be aware in some online or hybrid courses, students may be required to submit written assignments to Turnitin, a web-based plagiarism detection service, or another method. If submitting to Turnitin, please remove your title page and other personal information.

## **Classroom Policies**

### **Online Attendance and Participation:**

The University attendance policy is in effect for this course. Class attendance in the Blackboard classroom and participation is expected because the class is designed as a shared learning experience, and because essential information not in the textbook will be discussed in the discussion board. Online presence and participation in all class discussions is essential to the integration of course material and your ability to demonstrate proficiency. .

Attendance for this online or hybrid course is considered when you are logged in and active in Blackboard, i.e., posting assignments, taking quizzes, or completing Discussion Boards. To maintain financial aid award eligibility, activity must occur before the census date of the session or term of the course. Refer to <http://www.untDallas.edu/registrar> for specific dates. If you are absent/not active in the course shell, it is YOUR responsibility to let the instructor know immediately, upon your return, the reason for your absence if it is to be excused. All instructors must follow university policy 7.005 covering excused absences; however, it is the instructor's discretion, as outlined in the course syllabus, of how unexcused absences may or may not count against successful completion of the course

**Inclement Weather and Online Classes:** Online classes may or may not be effected by campus closures due to inclement weather. Unless otherwise notified by your instructor via e-mail, online messaging, or online announcement, students should assume that assignments are due as scheduled.

### **Online "Netiquette:**

In any social interaction, certain rules of etiquette are expected and contribute to more enjoyable and productive communication. Emails, Discussion Board messages and/or any other forms of written communication in the online environment should use proper "netiquette" (i.e., no writing in all caps (usually denotes yelling), no curse words, and no "flaming" messages (angry, personal attacks).

Racial, ethnic, or gender slurs will not be tolerated, nor will pornography of any kind.

Any violation of online netiquette may result in a loss of points or removal from the course and referral to the Dean of Students, including warnings and other sanctions in accordance with the University's policies and procedures. Refer to the Student Code of Student Rights Responsibilities and Conduct at <http://www.untDallas.edu/osa/policies>. Respect is a given principle in all online communication. Therefore, please be sure to proofread all of your written communication prior to submission.

### **Diversity/Tolerance Policy:**

Students are encouraged to contribute their perspectives and insights to class discussions in the online

environment. However, offensive & inappropriate language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders, or other ascribed statuses will not be tolerated. Disruptions which violate the Code of Student Conduct will be referred to the Dean of Students as the instructor deems appropriate.

**Technology Requirements:** In order to successfully access the materials in an online or hybrid course, UNT Dallas advises that your computer be equipped with the minimum system requirements.

Blackboard Learn 9.1 is the platform software for this course. Blackboard Learn supports major web browsers such as Windows Internet Explorer, Apple Safari, Mozilla Firefox, and Google Chrome. However, since the latter two are updated continually, some recent versions may not be compatible. If you experience difficulty accessing or using components of the course, try using Internet Explorer. Also, no matter what browser you use, always enable pop-ups. For more information see:

- <http://www.untdallas.edu/dlit/ecampus/requirements>
- [https://help.blackboard.com/en-us/Learn/9.1 SP 12 and SP 13/Student/040 Browser Support for SP 13](https://help.blackboard.com/en-us/Learn/9.1_SP_12_and_SP_13/Student/040_Browser_Support_for_SP_13)
- [https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check\\_full.html](https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html)