University of North Texas at Dallas
EDCI 5012 Fall 2016
SYLLABUS

EDCI 5012 020 Classroom Research Project / 3 hours	
School of Education	
Instructor Name:	Dr. Ratna Narayan
Office Location:	*201 N Dallas 1*
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@untdallas.edu*
Office Hours:	Tuesday 2-5 pm, Thursday 2:30 – 5:30 pm, or by appointment
Classroom Location:	TBA / Online
Class Meeting Days & Times:	Saturday 1-7 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) 780-1616 web: http://www.untdallas.edu/library email: library@untdallas.edu UNT Dallas Bookstore: phone: (972) 780-3652 web: http://www.untdallas.edu/bookstore e-mail: untdallas@bkstr.com
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.	Learn how to implement a classroom research project in their own classroom.

2.	Describe their professional context and analyze the problems they face in this context.
3.	Identify and describe a problem statement and generate research questions for the classroom research projects.
4.	Critically read scholarly articles and generate a comprehensive literature review that relates to the question they are investigating.
5.	Develop the classroom research project intervention plan
6.	Use multiple data collection and analysis methods appropriate to action research
7.	Submit a well-written research paper based on the research conducted from the action research study
8.	Develop collegial inquiry processes, reflective thinking skills, and new understandings of pupils and self, including one's impact on the process.
9.	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

Week	Timeline	Modality and time	Topic	SLO
1	Aug 27th	Online	Welcome to the first class of EDCI 5012, Classroom Research Project, Fall 2016. Please familiarize yourself with Blackboard and the requirements of the syllabus. The goal of the course is : Students 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. Task 1: Introductions Due by Sunday August 28th 5pm Please go to the Discussion section of BB and introduce yourselves to me and your peers. Also answer some questions about the research project you conducted in EDCI 5011. Task 2: Please read the links provided in the learning materials section in Blackboard about action research. You will be designing your own classroom research project that I will ask you to defend as to how it constitutes action research during the first face to face class, so please start thinking of parallels. Please make notes of important terms and points that you will use to justify your own research project.	1
2	Sept 3rd	Online	During this class you will complete two tasks. Task 1: Description of Professional Context. 10 points Due on BB	2, 7, 8

			on Sept 6th A context is a dynamic set of relationships among people, institutions, documents, technologies, etc. These relationships inform and are informed by certain standards, judgments, beliefs, assumptions, and values. Becoming a member of a professional context is a process that requires you to invest in and understand these relationships and the various ways in which they function. The details of this assignment are on the discussion board thread. Please make sure you follow them and adhere to the deadlines Task 2: Conduct an internet search for an example of a classroom action research project that resembles your context and post the link / document on the discussion thread created for that. Briefly describe the project. Due date Sept 10th, 5 points. Please ensure there are no repetitions. To ensure that, you might post the link of the project you are looking at and then write the description later. Please bring a hard copy of this revised document to class on Sept 10th	
3 & 4	Sept 10th-	Face to face 6 hours	Please note: Sept 10th is a face to face class from 1 pm - 7pm in TBA. As this is a 6 hour class, it accounts for 2 class periods (3 hours on sept 10th and 3 hours on sept 17th), hence this class combines the classes for weeks 3 & 4. Thus you will not see a separate folder under course content for week 4 as it is accounted for in this 6 hour face to face class on sept 10th Please bring a hard copy of your revised Description of Professional context to class. This is a face to face class. Agenda: 1:30 - 2:30 pm Library workshop on how to find articles for your literature review. Please make sure you bring your own laptops to class. 1. Small group sharing of problem contexts and description, peer feedback 2. Individual drawing of cause-and-effect fish bone diagram of the problem, thus identifying their assumptions and the potential causes of the problem 3. Small group sharing of fish bone diagram and narrative explanation 4. Drafting of research questions with peers Due sept 13th on BB 10 + 5 points Problem statement description and reflection. Please see the Discussion section for directions. Please make sure you look at the helpful links under the learning materials on Blackboard.	3, 7, 8

| 5 | Sept 24th | Online | The Literature review.
Your Task: Finding articles for your Literature Review.
A **Literature Review** is a coherent essay of a literature review. It will be a review of the literature directly related to the topic or problem under study, followed by an explanation of how your research question grows out of that review that is, showing how you identify your own research focus in term of "gap" in previous research. The purpose of the literature review is to know what others have discovered before you begin your investigation of your own, to ground your study in a particular context of what is known about a subject in order to establish a foundation for the topic (or question) being researched.
With the tools you learned during the library workshop, review the literature that relates to your identified problem, and literature that might inform you of the potential actions that could be taken to address the problem within your own context. You can use secondary sources. You will need to have a minimum of 20 sources for your literature review. Please do not rely too heavily on websites and wikepedia. You need to use peer reviewed articles from journals.
Please review the helpful links under learning materials on BBPlease use the literature you have collected and analyzed to generate a comprehensive, concise synthesis of the literature, not a mere recital of what each paper said. You must have a minimum of 20 sources. You must cite each source used on a separate page titled references. This is where you will need to apply APA guidelines. Please review the helpful links under learning materials on BB
<u>Please post your draft of the literature review on the discussion board. Due 24th sept</u> | 4, 7, 8 |
| 6 | October 1st | Online | **Classroom research project intervention plan**
Due October 2nd on the discussion board
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
h. Expected outcomes from this intervention, with accompanying justifications for each based on previous experience and the literature
i. Reflection on the development of this Action Research Plan, | 5, 7, 8 |

			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.	
7	Oct 8th	Online	During this class, you will scan through all the research project intervention plans that have been uploaded. You will select 2 proposals and offer a critique and give feedback. Select a proposal that resembles yours and one that doesnt. Critique does not mean merely re-telling what is in the paper, it means pointing out weaknesses and strengths, providing suggestions for improvement. Please follow the format described in the link in the learning materials. You will offer a critique and feedback to two separate action research plans of your peers which will be uploaded to Blackboard. Please see the discussion board for further details. **Due Oct 10th**	8
8	October 15th	Online	Please look through the links in the learning materials and draft a data collection and analysis statement that is relevant to your classroom research project. **Data Collection and analysis statement due Oct 22nd on blackboard** 1.Briefly describe the context of the problem, state the research questions, what intervention are you planning and how will you go about it? (all this you have already and requires copy paste) 2. Who are the subjects , what data do you intend to collect (recommend you have multiple data sources) and how will you analyze the data? Please note: I expect you to cite at least 5 appropriate references with regards to your data collection and analysis methods. These 5 are in addition to the literature cited in your literature review. I expect minimum 3 pages, the subjects, data collected and analysis with citations must be concise and detailed and at least a page. Please attach a APA formatted APA list. If you are using tables make sure they are APA formatted. Please bring this to class on October 22nd	6-9
9 & 10	Oct 22nd	Face to face 6 hours	Please note: Oct 22nd is a face to face class from 1 pm - 7pm in TBA. As this is a 6 hour class, it accounts for 2 class periods (3 hours on Oct 22nd and 3 hours on Oct 29th), hence this class combines the classes for weeks 9 & 10. Thus you will not see a separate folder under course content for week 10 as it is accounted for in this 6 hour face to face class on October 22nd 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. **Reflection 2 due Oct 25th on BB**	

11	Nov 5th	Online	Data Collection and analysis	
12	Nov 12th	Online	Data collection and analysis	
13 & 14	Nov 19th	Face to face 3 hours	Please note: Nov 19th is a face to face class from 1 pm - 4pm in TBA. As this is a 3 hour class, it accounts for 1 class periods (3 hours on Nov 19th). Nov 26th is the Thanksgiving Break and there will be no class Bring a draft of your final research paper to class along with your data Writing workshop Ethical issues with regards to Classroom research / Human subjects/ IRB/ consent forms **Reflection 3 due Nov 22 on BB**	
15 - 16	Dec 2nd Saturday	Final project presentation face to face	**Class time 1pm – 7pm TBA** **Reflection 4 due Dec 1st on BB** **All written Final project reports must be submitted on BB by Dec 5th 5 pm**	

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)/ Researcher's journal
9. Final classroom research project report: 90 points
10. Oral presentation of classroom research project: 10 points

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	10 points

	happened?	
	Are data collection methods described? Is data presented? How?	10 points
	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? Did the researcher critique his/her own work?	10 points

Grade Distribution:
200 – 180 = A
179 – 160 = B
159 – 140 = C
139 – 120 = D
Below 119 = 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.

Course Evaluation Policy:
Student's evaluation 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.pdffor 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/registrarfor 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 andreferral 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://blackboard.secure.force.com/publickbarticleview?id=kAB700000008Oom
- https://learn.unt.edu/bbcswebdav/institution/BrowserCheck/check_full.html