

**George Mason University**  
**College of Education and Human Development/Graduate School of Education**  
**Teaching Culturally, Linguistically, Diverse & Exceptional Learners Program**  
**EDCI 777.6F2**

**Research to Practice**  
**3 credits, Spring/Summer 2017**  
Online March 7-June 12, 2017  
F2F - July 19<sup>th</sup> through July 28<sup>th</sup>, 2017  
Location TBD

## PROFESSOR

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## Course Description

- A. *Prerequisites: All other program courses or permission of instructor*
- B. *University catalog course description:* EDCI 777 emphasizes the teacher as a change agent through critical inquiry into practice. The course includes an overview of the basic elements of educational research, methods (quantitative and qualitative), questions addressed, design, and data collection and analysis.
- C. *Expanded Course Description:* Teachers are often encouraged to implement “research-based” practices, required to attend workshops where research findings are presented, provided with lists of books that synthesize research, and asked to suggest changes in practice based on the implications of research. Although these practices have their place, the assumption implicit in much of the discourses surrounding educational research is that teachers are *consumers* and/or *objects* of research, rather than *producers* of research. The past decade has seen a growing movement to upend those assumptions through an emphasis on the importance of teacher research. Thus, the research and theory we will read and the methodologies with which we will engage are those associated with “teacher research” (i.e., research conducted by teachers for professional purposes). Teacher research positions teachers as *producers* of knowledge—professionals who can learn about and improve their practice by studying important questions that grow from their own experiences and observations.

This course, and the framework of teacher research, offers a way to systematize our examination of our own teaching practices and our own attempts to become better learners and better teachers. By making our questions more visible to ourselves and to our colleagues, being more rigorous in our gathering of data about the situation, and being intentional in our quest to find out how our interventions are working, we become students of teaching and thus learners in the company of our students.

This class is designed to support you in building and using the ideas and content you have encountered in your previous coursework. Most importantly, the course assists you as you consider ways to better support your students. In other words, your current and future students are at the center of our work. Toward these ends, the course requires you to

conceptualize, design, and begin to implement an original research project in your school/classroom. You will need to hit the ground running, starting your research project early, and working on it steadily. Through our readings, we will explore research methodologies. The methods of data collection will allow you to systematically open your mind to new information about your teaching; the process of writing thick descriptions and careful analyses ask you to step back from your intuitive thoughts and assumptions and bring reasoned theories, experiences, and beliefs consciously to your question. These readings and your discussions will help you develop your own rationale and “road map” for your inquiry project.

### **Delivery Method**

The course is delivered through a variety of on-line, face-to-face, and individualized instructional approaches. Most on-line sessions will be conducted in an asynchronous format, but students will be expected to post their own reflections and assignments and respond to peers’ and instructors’ postings and feedback by the end of each designated class week (midnight US eastern standard time each Monday). During class meetings there will be large group, small group, and individual activities.

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in groups. This will give you a chance to bounce ideas off each other, to be exposed to a variety of perspectives (rather than only the professor’s), and to support each other as you continue to hone your teaching and researching skills.

Students may request a voice, face-to-face, or chat conference at any time; chat conferences will be conducted via Skype. I am happy to clarify and lend assistance on assignments, but please contact me within a reasonable timeframe. I look forward to collaborating with each of you as you work toward your goals.

**Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

### **EXPECTATIONS FOR PARTICIPATION:**

This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a “fixed” meeting day, our week will **start on Tuesdays**, and **finish on Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation:** Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence:** Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.

- **Technical Issues:** Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload:** Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Instructor Support:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

#### TECHNICAL REQUIREMENTS:

To participate in this course, students will need the following resources:

- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: <http://get.adobe.com/reader/>
  - Windows Media Player: <http://windows.microsoft.com/en-US/windows/downloads/windows-media-player>
  - Apple QuickTime Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

#### Learner Outcomes

Upon completion of the course, participants will achieve the following outcomes:

- Identify the basic elements of educational research, including methods (quantitative and qualitative), design, data collection and analysis, validity and reliability
- Formulate an inquiry/action research question that is relevant to their work setting
- Design and conduct an inquiry/action research study
- Use inquiry/action research as a foundation for professional growth, improvement of instruction, and advocacy
- Identify strategies for sharing the results of inquiry/action research

## Class Meetings

On-line: Beginning: Tuesday March 7<sup>st</sup>, 2017 and ending Monday, Jun 12<sup>th</sup>, 2017

Face-to-face - Wednesday, July 19<sup>th</sup> through Friday, July 28<sup>th</sup>, 2017.

Please note that due to the nature of this course, this class will meet via Blackboard the majority of the time, followed by eight days of face-to-face meetings as a whole group in late July. On-line class sessions will run from each Tuesday until the following Monday (midnight US eastern standard/daylight time).

## Required Texts

Chiseri-Strater, E. & Sunstein, B. (2006). *What works: A practical guide for teacher research*. Heinemann: Portsmouth, N.H.

In addition, powerpoints, articles or chapters from other readings may be posted on Blackboard to supplement the readings.

### Teacher Research Websites

[http://gse.gmu.edu/research/tr/tr\\_action/](http://gse.gmu.edu/research/tr/tr_action/) (GMU teacher research site)

<http://www.accessexcellence.org/LC/TL/AR/> (teacher research site)

<http://www.standards.dfes.gov.uk/ntrp/> (UK teacher research site)

<http://www.teacherresearch.net/> (international teacher research site)

## Course Requirements

Each Tuesday, I will be posting an announcement on Blackboard that will also be emailed to you. **These weekly emails are VERY important for your success in the course.** Material will be suggested to you for readings, general observations from your BB posts will be shared, and deadlines and mini-assignments that are part of your grade will be provided. **Please ensure that you are RECEIVING and READING these emails each week.** I am definitely stressing this point because I have found the rare student does neither and then is quite upset that they didn't know what was going on.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard (email attachments are an option we can discuss). The submission deadline for assignments is Monday midnight (US eastern time) each week. All projects must be typed, in 11- or 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

## TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any TCLDEL course with a required performance-based assessment is required to submit this assessment (The INQUIRY ACTION RESEARCH PROJECT) to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course

instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.”

### ***Attendance and Participation (10 points)***

TCLDEL students are expected to attend *all* class periods of courses for which they register. Class participation—both in on-line and face-to-face settings—is important not only to the individual student, but to the class as whole. Class participation is a factor in grading; instructors may use absence, tardiness, or early departure as de facto evidence of non-participation and as a result lower the grade as stated in the course syllabus. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions. It is your responsibility to offer insights, questions, comments, and concerns from the readings.

If, due to an emergency, you will not be able to participate during a given week of class, please contact me as soon as possible via email and certainly prior to any face-to-face class time.

Absences and tardies—in both on-line and campus class sessions—will impact your grade. Any week that you do not complete the required assignments will result in one point being removed from your participation grade. (there is no partial credit for partial work). Missing 30% or more of the online session will result in automatic course failure.

TCLDEL students are expected to attend all face-to-face sessions. Tardies, or late arrivals beyond one hour without prior notification will result in one point being removed from your participation grade. Absences for each day, up to two days will result in your grade being reduced by one letter grade. Any absence of three or more days will result in automatic course failure.

### ***Blackboard Participation and Assignments (40 points)***

Due to the large class size and to make discussions relevant and manageable, you will be divided into three subgroups, three times over the course of the semester. You will see the first group you are assigned to when you log into Blackboard the first day of class.

1. The first five weeks you are divided on the discretion of the instructor and will be assigned to one of three GROUPS: Citius, Altius, and Fortius.
2. For the next five weeks, you will be grouped based on interests and inquiry questions into one of three groups: Liberté, Égalité, and Fraternité.
3. Finally, the last five weeks will focus on clarifying methods and findings and you will be in one four GROUPS – Dharma, Artha, Kama and Moksha.

***Please note these are not closed groups – meaning others can read what you have posted – so please maintain a professional tone in whichever group you are assigned.***

The intent is to ensure that each of you get a chance to interact with as many of your classmates as possible, but for the quality of the online discussions to be maintained, it might be burdensome for you to read 21 thoughtful and full fledged posts every week. In the effort to make that easier to navigate, I have created smaller groups, but will expect extremely high quality responses online.

Participants are expected to log onto Blackboard at **least twice weekly** during the on-line portion of the course and daily while the class is in session in July. The Blackboard URL is

<https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp>. Each participant will be responsible for contributing at least two postings PER discussion. One response should be directed towards the discussion prompt. The second to further extend an idea responding to a post by someone else in the group. The first posting should be within the first three days of the week and the second posting should come after three days from your first posting (Our week runs from Tuesday-Monday. For example, if your first post is on Tuesday, your second should come at between Thursday and Monday. If your first post is on Thursday – the latest day in the first half of the week, the second post, should come on Sunday or Monday). **Doubling up on responses in a short time frame (2 days) will not be considered appropriate participation.** Please see course schedule for details on the discussion prompts, readings and other pertinent details (EACH WEEK is worth 2 points).

Please post contributions by the end of the week in which the topic is discussed. Discussion postings should be thorough and thoughtful. While I want to encourage you to support the ideas you are reading - just posting an “I agree/disagree with your comment” or “I think the same” will not be considered adequate. You must also have a substantial post in response.

**IN ADDITION – there will be a number of mini-assignments that will be provided as part of your online participation in order to set you up for a successful data collection process. The assignment instructions will be emailed to you and you will have usually 1-2 weeks to complete the assignment. These assignments will be at the most 1-2 pages to help you identify your research question, design your intervention and address data collection issues. Space will be made on Blackboard as the assignments are posted for you to upload your papers. These will be worth a total of 10 points (there will be between 3-4 assignments totaling 10 points).**

#### ***Draft Literature Reviews (10 points total - 5 points each)***

This assignment is intended to engage you in a thoughtful process that will help you do a bit of reconnaissance for your action research paper and continue your development as critical consumers of education literature. **Each participant will submit two literature reviews (2-3 pages, 400-800 words each using between 5-8 citations for each).** In each paper participants will review and critique literature for their research project that relates to their question. Draft literature reviews should describe how the participant relates to the ideas of the author of the literature considered and how and these ideas can *and* cannot be applied in practice. Participants should select readings that relate to their Inquiry/Action Research Project. Draft Review #1 is due April 17<sup>th</sup> and Review #2 is due May 15<sup>th</sup>. Please use the APA style for references.

#### ***Inquiry/Action Research Project (40 points)***

Participants will design and conduct an inquiry/action research project that is relevant to their present or future teaching positions. **An outline for this project will be provided in late May and the first draft will be due in early July for you to have feedback by the time you arrive for the face to face sessions.** You will write a literature review and proposal for this project, collect and analyze preliminary data, and share the results of your study with both our class and potentially an outside audience.

Both pre- and in-service teachers must complete the project. It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic; each partner, however, must submit an original, stand-alone report. Each participant will present his/her paper in a form to be decided before the July meeting (ungraded) on her/his project.

Please note that projects or papers submitted for credit in another course cannot also be used for a grade in this course. With instructor approval, however, participants may build on a research topic originally presented as a significant research proposal in another course (must be prior approved). Your data sources for this project must include combinations of the following artifacts: 1) visual representations (images or photographs of your classroom, students at work, etc.); 2) student feedback related to your research question and your teaching intervention; 3) quotes from interviews conducted with stakeholders in your project (parents, colleagues, students); student work samples. An initial draft is due June 27<sup>th</sup>, drafts of sections will be due at various points during our on campus period of July 20<sup>th</sup> -29<sup>th</sup> and your final project is due July 29<sup>th</sup>.

### Assessment and Mastery Grading

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described, and a specific rubric provided with each assignment. A student must demonstrate “mastery” of each requirement of an assignment; doing so will result in a “B” level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an “A” level score. With a mastery grading system, students must *choose* to “go above and beyond” in order to earn “A” level scores.

- “A” level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers’ efforts.
- “B” level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- “C” level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.
- “F” level score = Student work is so brief that any reasonably accurate assessment is impossible.

Incomplete (IN): This grade may be given to students who are passing a course but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. A copy of the contract should be provided to the TCLDEL office.

#### **Assignments/Possible Points**

Attendance and Participation	10 points
Blackboard Participation and Assignments	40 points
Draft Literature Reviews	10 points
Inquiry/Action Research Project	40 points
<b>Total</b>	<b>100 points</b>

### GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education**

### HONOR CODE & INTEGRITY OF WORK

**Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

**Violations of the Honor Code** include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

### LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

### NETIQUETTE

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be

perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

## GMU POLICIES AND RESOURCES FOR STUDENTS

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing (see <http://writingcenter.gmu.edu/>).
- The Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance (see <http://caps.gmu.edu/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.

### PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

### CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: <http://cehd.gmu.edu/values/>

### Human Subjects Review Board

Any research or action research that will be publicly disseminated must have prior approval of the GMU Human Subjects Review Board (HSRB). Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site: <http://www.gmu.edu/research/ORSP/index.html>. I am also happy to provide you with examples of approved HSRB applications.

### COURSE SCHEDULE

**Please note all assignments are DUE by Monday after the Tuesday start dates  
PLEASE ALSO NOTE THE PROMPTS OUTLINED HERE WILL CHANGE AS THE COURSE  
PROGRESSES. PLEASE REFER TO BB For the weekly prompt**

DATE	TOPIC	ASSIGNMENT	READINGS
<b>WEEK 1</b> March 1-7	<b>Getting to know each other and our understanding of research</b>	Read welcome letter and post a brief biographical sketch introducing you to the class.	NONE
<b>WEEK 2</b> March 8-14	<b>Contextualizing our classrooms and understanding action research</b>	PLEASE ANSWER BOTH DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP	Introduction and Chapter 1
<b>WEEK 3</b> March 15-21	<b>Finding our focus</b>	PLEASE ANSWER BOTH DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP (QUESTIONS WILL BE POSTED)	<b>Chapter 2</b>
<b>WEEK 4</b> March 22-28	<b>Understanding the role of literature</b>	PLEASE ANSWER ONE DISCUSSION PROMPT ON BLACKBOARD FOR YOUR GROUP	<b>Chapter 3</b>

<b>WEEK 5</b> March 29-April 4	<b>Ethics and Assumptions</b>	PLEASE ANSWER ONE DISCUSSION PROMPT ON BLACKBOARD FOR YOUR GROUP	<b>Chapter 4</b>
<b>WEEK 6</b> April 5-11	<b>Action research planning - What is your intervention??</b>	<b>NEW GROUPS WILL BE ASSIGNED.</b>	<b>Chapter 5 and 8</b>
<b>WEEK 7</b> April 12-18	<b>Action research planning - Designing and planning your intervention and understanding data collection</b>	<b>1<sup>st</sup> Draft Literature Review DUE April 17th. Please upload to the assignments section of Blackboard</b> PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP	<b>Chapter 5 and 8</b>
<b>WEEK 8</b> April 19-25	<b>What data do I need? Implementing your "action" and data collection</b>	PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP During the data collection period continue to check Bb site twice per week for updates and discussion questions related to <i>AR</i> , Ch. 8/9.	<b>TBA</b>
<b>WEEK 9</b> April 26- May 2	<b>Implementing your "action" and data collection</b>	PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP During the data collection period continue to check Bb site twice per week for updates and discussion questions related to <i>AR</i> , Ch. 8/9.	<b>TBA</b>
<b>WEEK 10</b> May 3-9	<b>Implementing your "action" and data collection</b>	<b>NEW GROUPS WILL BE ASSIGNED</b>  PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP During the data collection period continue to check Bb site twice per week for updates and discussion questions related to <i>AR</i> , Ch. 8/9.	<b>TBA</b>
<b>WEEK 11</b> May 10-16	<b>Implementing your "action" and data collection</b>	PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP During the data collection period continue to check Bb site twice per week for updates and discussion questions related to <i>AR</i> , Ch. 8/9.	<b>TBA</b>
<b>WEEK 13</b> May 17- 22	<b>Implementing your "action" and data collection</b>	<b>2<sup>nd</sup> Draft Literature Review DUE. Please upload to the assignments section of Blackboard (DUE May 15<sup>th</sup>).</b> PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP During the data collection period continue to check Bb site twice per week for updates and discussion questions related to <i>AR</i> , Ch. 8/9.	<b>Chapter 9</b>
<b>MEMORIAL DAY HOLIDAY WEEK - NO CLASS FROM THE 22-29<sup>th</sup> - we resume class Tuesday - May 30<sup>th</sup> - KEEP WORKING ON YOUR PROJECT</b>			
<b>WEEK 14</b>	<b>Implementing</b>	PLEASE ANSWER ALL DISCUSSION PROMPTS ON	<b>Chapter 1 and 2</b>

<b>May 30- June 5</b>	<b>your “action” and data collection</b>	<p>BLACKBOARD FOR YOUR GROUP</p> <ul style="list-style-type: none"> <li>• What have been your top two or three questions about this teacher research work thus far? That is, questions about the PROCESS of doing teacher research, the challenges of doing it.</li> <li>• And how would you answer those questions now, if such a question were posed to you by someone else planning to take this course or conduct a teacher research project in the future?</li> </ul>	
<b>WEEK 15 June 6-13</b>	<b>Drafting the first three sections and Implementing your “action” and data collection</b>	PLEASE ANSWER DISCUSSION PROMPTS ON BLACKBOARD FOR YOUR GROUP	Chapter 3

Summer Session		
W, Jul 19 <sup>th</sup> 8 a – 3 p	Course overview: Description, objectives, content; major learnings from course; applications to teaching Revisiting questions, context and literature. Overview of action research	Draft first three sections DUE
Th, Jul 20 <sup>th</sup> 8 a – 3 p	Digging into data analysis Conferences	
F, Jul 21 <sup>st</sup> 8 a – 3 p	Coding and analysis	
M, Jul 24 <sup>th</sup> 8 a – 3 p	Peer review and revisions	Draft sections 4-5 due
T, Jul 25 <sup>th</sup> 8 a – 3 p	Focus Group session planning and presentation	
W, Jul 26 <sup>th</sup> 8 a – 3 p	Themes, significance and meaning	
Th, Jul 27 <sup>th</sup> 8 a – 3 p	Preparation for presentations Individual presentations	
F, Jul 28 <sup>th</sup> 8 a – 3 p	Individual presentations	Final Paper due