

**George Mason University**  
**College of Education and Human Development**  
**Teaching Culturally, Linguistically, Diverse & Exceptional Learners Program**  
EDCI 777.D01 - Research to Practice  
3 Credits, Summer 2021  
Asynchronous, Online May 17 – July 24, 2021

**Faculty**

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**Prerequisites/Corequisites**

Recommended Corequisite: EDCI 776

Required Prerequisite: All other program courses or permission of instructor

**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.

**Course Overview**

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 usefulness, the assumption implicit in much of the discourse 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 about and the methodologies with which we will engage are those associated with *teacher research*, also called *action research* (i.e., research conducted by teachers for professional purposes). Central to teacher research is developing or deepening an inquiry stance. Teacher research positions teachers as *producers of knowledge*—professionals who can learn about and improve their practice by studying important questions that emerge from their own experiences and observations.

This course, and the framework of teacher action research, offers a way to systematize your examination of your own teaching practices and your own efforts 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 a line of inquiry, and being intentional in our quest to find out how our interventions/solutions are working, we become students of teaching and thus learners in the company of our students.

This class is designed to support you in using and building on 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 current and future students, who are at the center of our work. Toward these ends, this course requires you to conceptualize and design an original action research project which you will then implement in your school/classroom.

Although the work required to achieve these goals is intensive, the course is designed to provide you with much support. 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, analyses of the history and impact of teacher action research, and the efforts of other teacher researchers. Our readings and discussions will help you develop your own rationale and “road map” for your inquiry project. We will dig into readings together, write often and share our writing with one another, and support one another in our research goals.

### **Course Delivery Method**

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on **Sunday, May 16, 2021, at 8:00 a.m.**

**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.**

### *Technical Requirements*

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard’s supported browsers see:  
[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#supported-browsers](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers)

To get a list of supported operation systems on different devices see:

[https://help.blackboard.com/Learn/Student/Getting\\_Started/Browser\\_Support#tested-devices-and-operating-systems](https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems)

- Students must maintain 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 course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: <https://get.adobe.com/reader/>
  - Windows Media Player:  
<https://support.microsoft.com/en-us/help/14209/get-windows-media-player>
  - Apple Quick Time Player: [www.apple.com/quicktime/download/](http://www.apple.com/quicktime/download/)

### *Expectations*

- Course Week: Because asynchronous courses do not have a “fixed” meeting day, our week will start on **MONDAYs** and finish on **SUNDAYs**.
- Log-in Frequency:  
Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials **at least 3 times per week**. In addition, students must log-in for any scheduled online synchronous meetings.
- Participation:  
Students are expected to actively engage in all course activities throughout the semester, which includes viewing 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 who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:  
Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:  
Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student’s responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:  
Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:  
The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:  
Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

1. identify the basic elements of teacher research, including methods (quantitative and qualitative), design, data collection and analysis, validity and reliability;
2. formulate an inquiry/action research question that is relevant to their work setting;
3. design with plans to implement an inquiry/action research study;
4. use inquiry/action research as a foundation for professional growth, improvement of instruction, and advocacy;

5. identify strategies for sharing results of inquiry/action research

### **Professional Standards**

Upon completion of this course, students will have met the following professional standards:

#### **Mason Dispositions for a Career Educator I, II, and III**

- o Commitment to the Profession
- o Commitment to Honoring Professional Ethical Standards
- o Commitment to Key Elements of Professional Knowledge

#### **Teachers College Columbia Teacher Expectations I and II**

- o Lifelong Learners
- o Learner-Centered Educators

#### **NBPTS Propositions 2, 3, and 4**

- o Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
- o Teachers are Responsible for Managing and Monitoring Student Learning
- o Teachers Think Systematically about Their Practice and Learn from Experience

### **Required Texts**

Sagor, R. D. & Williams, C. (2017). *The action research guidebook: A process for pursuing equity and excellence in education (3rd ed.)*. Corwin.  
ISBN: 978-1-5063-5015-8

In addition, PowerPoints, articles, and/or chapters from other readings will be posted on Blackboard to supplement the readings.

### **Recommended Books:**

American Psychological Association (2020). *Publication manual of the American Psychological Association (7<sup>th</sup> ed.)*. Washington, DC: American Psychological Association.

### **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 Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

### **TK20 Performance-Based Assessment Submission Requirement**

**SUBMISSION TO TK20 WAIVED FOR SUMMER 2021. PBA WILL BE SUBMITTED VIA BLACKBOARD ASSIGNMENT LINK.**

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.

**SUBMISSION TO TK20 WAIVED FOR SUMMER 2021. PBA WILL BE SUBMITTED VIA BLACKBOARD ASSIGNMENT LINK.**

**Note:** The Inquiry Action Research Project Plan should be uploaded to the Blackboard Assignment link for evaluation.

**Assignments and/or Examinations**

<b>Assignment</b>	<b>Due Date</b>	<b>Percentage</b>
Informed Participation	Weekly	35%
Action Plan Outline Checklist	June 13	10%
Annotated Bibliography	June 20	15%
Data Collection Plan & Research Timeline	June 20	10%
Action Research Project Plan	July 25	30%
<b>TOTAL</b>		<b>100%</b>

**Other Requirements**

**Online Participation/Attendance Policy**

Students are expected to participate in all online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with two or more absences will not receive credit for the course.** If, due to an emergency/extraordinary extenuating circumstances, you will not be able to participate during a given week of class, please contact me as soon as possible via email.

**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.*

**Course Withdrawal with Dean Approval**

For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor* in APTDIE to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

**Incomplete (IN)**

This grade may be given to students who are in good standing, 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 9th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). 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. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the APTDIE office.

**Human Subjects in Research**

Any research or action research that will be disseminated publicly must have prior approval of the GMU Research Development, Integrity, and Assurance (RDIA) office or the Institutional Review Board (IRB). Human Subjects Training must be completed prior to seeking RDIA/IRB approval. **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 RDIA/IRB is available from the

following web sites: <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/human-subjects-training/> and <http://oria.gmu.edu/research-with-humans-or-animals/institutional-review-board/>. I am happy to provide you with examples of approved RDIA/IRB applications.

## Grading

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*	<70	0.00	

See the University Catalog for details: <http://catalog.gmu.edu/policies/academic/grading/>

## Professional Dispositions

See <https://cehd.gmu.edu/students/polices-procedures/>

## Honor Code & Integrity of Work

- **Integrity of Work:** TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (<https://catalog.gmu.edu/policies/honor-code-system/>). 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/>

## Detailed Descriptions of Assignments/Course Performance Evaluation

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59 pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, and double-spaced. **All writing assignments should be submitted as Word documents, or a word processor-based format.** 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, except for in extraordinary circumstances.

## Informed Participation (35%)



Each week, you will have an online group discussion with your peers around the readings and/or learning activities/thinking exercises within each module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Discussion Board (DB) is particularly important in a class such as this as it provides a forum for in-depth discussion of the topics we will be exploring and an open space to work through your thoughts and ideas. **There may be more than one DB prompt/learning activity each week.**

\*\*Students will be expected to respond to each of the discussion questions that the instructor posts.

\*\*Additionally, students should respond to peers' posts in a thoughtful way.

### **Discussion Board Criteria** (see Rubric at the end of the Syllabus)

1. Responses to the *prompts* for each module should be a minimum of one and a maximum of two fully developed paragraphs (~300 words).
2. **Each module begins on a Monday.** You should *begin posting by Thursday evening* (at the latest). This will ensure that there is time to engage in discussion over the remainder of the module. **Complete discussion by Sunday night 11:59pm.**
3. Address the question(s) as much as possible (don't let the discussion stray).
4. Include citations in parenthesis within your posts as needed. If you use a direct quote, include page number with source citation).
5. Draw on and share relevant prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
6. Upload any additional learning activities (e.g., priority pie, etc.) as indicated within each module.
7. This is a master's capstone course, so it is important that while the DB is meant to be an open and safe space for discussion and exchanges, you should aim to maintain appropriate adherence to academic style and graduate writing expectations.
8. **As always, it is imperative to be respectful and encouraging of one another's ideas!** In this course, it will also be important to "gently nudge" each other's thinking. Sharing positive, constructive responses and feedback will be very useful in supporting the development of one another's approach to, design of, and implementation of the inquiry-based action research projects!

Each discussion board is worth 10 points following the Rubric at the end of the Syllabus.

### **Action Plan Outline Checklist (10%)**

The requirements for this outline/checklist are available on Blackboard in Module 4 (and at the end of this syllabus) when the assignment is due. This outline will convey a clear plan for Stages 1, 2, and 3 of your Action Research Project. The Checklist should be submitted via the Bb Assignment Link.

### **Annotated Bibliography (15%)**

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 candidate will submit an annotated bibliography (6-7 double-spaced pages, with at least 12 relevant, scholarly sources—textbooks, books, and peer-reviewed journal articles).** An annotated bibliography is a reference list that includes a brief summary, evaluation, and potential application of each source. The annotation (i.e. summary, evaluation, and application of a source) is placed directly below the reference entry of the source. Candidates will **read and critique** literature from the field that is relevant to/informs their topic of inquiry and which is most relevant for providing a foundation for (informing) the action research

project (e.g., research that is relevant to the question of focus, the teaching context/learners, the planned intervention/response, etc.).

You must approach this work thoughtfully in order to select readings that are highly relevant for your action research project. You will use the Mason Library Education databases to search for relevant research and are also welcome to use salient articles/book chapters from previous coursework. An evaluation checklist for the annotated bibliography is available on Blackboard in Module 5 (and at the end of this syllabus) when the Bibliography is due. The Bibliography should be submitted via the Bb Assignment Link.

### **Data Collection Plan & Action Research Timeline (10%)**

A template for this plan will be posted on Blackboard in Module 5 (and at the end of this syllabus) when this assignment is due. Your data collection plan will be driven by your research question(s) and the type of intervention/proposed solution or process that you will implement. You will also outline a timeline for implementation and data collection. You will post this assignment in the DB as well as via the Bb Assignment Link.

### **Action Research Project Plan (30%)**

You will design an inquiry/action research project that is relevant to your present or future teaching positions. You will prepare your annotated bibliography, design your action research, plan for collection and analysis of preliminary data, write projected results of the project, and share with the instructor and your peers. **Each candidate will write a final action research plan with all required sections.** A Final Action Research Paper Checklist used to evaluate the final project is located in Bb in Module 6 (and at the end of this syllabus) when you will begin working on your draft. **The final action research plan must be uploaded via the Blackboard Assignment Link in Module 15.**

Both pre- and in-service teachers must complete this action research project plan. It is possible to partner with another student for the purpose of sharing data and researching different aspects of a common topic. **However, each candidate must submit an original, stand-alone final project plan.** Please note that **projects or papers submitted for credit in another course *cannot* also be used for a grade in this course.**



## Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

<b>Module 1</b>	<b><i>Introduction to Action Research and Ethics</i></b>
Dates	May 17 - May 23
Readings	Chapters 1-2, Sagor & Williams Mills (online) A.R. video (online)
Assignments	1. Read syllabus and course schedule 2. Post self-introduction 3. Participate in Discussion Board 1
<b>Module 2</b>	<b><i>Finding &amp; Refining a Focus</i></b>
Dates	May 24 – May 30
Readings	Chapter 3, Sagor & Williams Stribling (online)
Assignments	1. Complete On Your Own Activities (Figures 3.1, 3.4) 2. Review Annotated Bibliography information 3. Participate in Discussion Boards 2a and 2b
<b>Module 3</b>	<b><i>Articulating and Drawing Your Theory of Action</i></b>
Dates	May 31- June 6
Readings	Chapters 4 & 5
Assignments	1. Complete On Your Own Activities (Priority Pie, Graphic Recon.) 2. Participate in Discussion Boards 3a and 3b. 3. Work on your Annotated Bibliography
<b>Module 4</b>	<b><i>Determining the Research Questions</i></b>
Dates	June 7 – June 13
Readings	Chapter 6 Causation & Correlation video (online)
Assignments	1. Participate in Discussion Board 4. 2. Work on your Annotated Bibliography 3. <b>Submit your Action Plan Checklist</b>
<b>Module 5</b>	<b><i>Building a Data Collection Plan</i></b>
Dates	June 14 – June 20
Readings	Chapter 7
Assignments	1. <b>Submit your Annotated Bibliography</b> 2. <b>Submit your Data Collection Plan &amp; Research Timeline</b> 3. Participate in Discussion Board 5.
<b>Module 6</b>	<b><i>Analyzing the Data</i></b>
Dates	June 21 – June 27
Readings	Chapter 8
Assignments	1. Review the Structure & Evaluation for the Research Project Plan document. 2. Write “Introduction” and “Context/Participants” sections.

	3. Participate in Discussion Board 6.
<b>Module 7</b>	<b><i>Turning Findings Into Action Plans</i></b>
Dates	June 28 – July 4
Readings	Chapter 9
Assignments	1. Write “Instructional Approaches/Description of Intervention” 2. Participate in Discussion Board 7. 3. Begin to develop data collection tools
<b>Module 8</b>	<b><i>Reporting and Sharing Action Research</i></b>
Dates	July 5 – July 11
Readings	Chapter 10
Assignments	1. Write “ Methodology” section. 2. Share 1-2 data collection tools. 3. Participate in Discussion Board 8.
<b>Module 9</b>	<b><i>Celebrating &amp; Sharing Success!</i></b>
Dates	July 12 – July 18
Readings	Chapter 11
Assignments	1. Write “Reflection on Future Implementation” or “Discussion” section. 2. Participate in Discussion Board 9.
<b>Module 10</b>	<b><i>Finalizing Action Research Project Plan</i></b>
Dates	July 19-25
Readings	None
Assignments	<b>Submit Final Action Research Project Plan</b>

### Core Values Commitment

The College of Education and 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/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <https://catalog.gmu.edu/policies/honor-code-system/> ).
- Students must follow the university policy for Responsible Use of Computing (see <https://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 <https://ds.gmu.edu/>).
- Students must silence all sound emitting devices 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 <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

### **Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Responsible Employee,” and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason’s Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason’s confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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

**EDCI 777**  
**Module Discussion Board Rubric**

<b>Criteria</b>	<b>Excellent (3 points)</b>	<b>Average (2 points)</b>	<b>Needs Improvement (1 point)</b>
<b>Content quality:</b> Responsive to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings/content were deeply understood and incorporated strongly in responses.	The readings/content appear to be satisfactorily understood and there is adequate incorporation into responses.	It is not evident that readings/content were sufficiently understood and/or were not incorporated sufficiently into discussion.
<b>Writing quality:</b> Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and/or with errors. Sources are not cited properly.
<b>Timeliness:</b> Posts are well distributed throughout the module	Postings are well distributed throughout the module. <b>(Posts span three or more time periods).</b> Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week (responses are posted at one time) and/or initial posting is late.
<b>Responsiveness:</b> At least posts from two others have been responded to during the module	<b>Met (1 point)</b> At least posts from two others have been responded to during the module in clearly thoughtful way.	<b>Not Met (0 points)</b> One or no others have been responded to during the module and/or responses lack thoughtfulness.	

**EDCI 777**  
**Module 4**  
**Action Plan Checklist (20 points)**

Name – **INSERT YOUR NAME HERE!**

	Action Item	Specific questions
<b>STAGE 1</b>	Determining your Focus  (see chapter 2)	Briefly share (list) the specific strategy/strategies that you used to identify a high-priority, meaningful topic:
	Literature Review  (see chapter 3)	List at least 6 of the scholarly sources you have located and are planning to foreground in your literature review (use APA-7):
		Briefly explain the way that your own experience and/or learning from knowledgeable others combines with your literature review from scholarly sources:
<b>STAGE 2</b>	Theory of Action  (see chapters 4 & 5)	Based on your Graphic Reconstruction, articulate your Theory of Action here:
<b>STAGE 3</b>	Research Questions  (see chapter 6)	Type your Research Question(s) (RQs) here:

EDCI 777

Module 5

Data Collection Plan and Action Research Implementation Timeline (20 Points)

Name: INSERT YOUR NAME HERE

Restate your RQ(s) here:

In one paragraph, describe the way that (1) your RQ(s), (2) your methodology (descriptive, quasi-experimental), and your (3) data collection tools **are in alignment**:

What are the specific data sources that you have decided to use to collect evidence to suggest an answer to your RQ(s)? Please make a detailed list with a one-sentence rationale for why each data source makes sense for your A.R. project. **IF you prefer, you can insert a three-column table here that includes each data source, its associated RQ(s), and its rationale for inclusion (See Figure 7.1-7.3).**

In one brief paragraph, describe the reliability and validity of your data sources. In other words, what makes your data trustworthy for answering your RQ(s)?:

Please briefly share these participant details.

Participants (be specific regarding numbers, grade level(s), content area, and any other relevant info about your participants. For example, **IF** English learner(s), it may be helpful to note L1s, current levels of English language proficiency; **IF** world language learner(s), same type of info regarding current levels of proficiency; **IF** student(s) with IEP, indicate that, etc.):

Bulleted list of detailed steps that you think you will need to follow to carry out your A.R. project (e.g., Develop instructional intervention? Conduct case study? Gather district data? etc.):



*At what point do you plan to begin to implement your A.R. project? How long do you think data collection will ensue?*

*How will you inform parent(s)/guardian(s) and administrators about your A.R. project?*

**EDCI 777**  
**Module 5**  
**CHECKLIST for ANNOTATED BIBLIOGRAPHY**

<b>CRITERIA</b>	<b>POINTS EARNED</b>	<b>COMMENTS AS NEEDED</b>
Bibliography includes at least 12 <i>highly relevant, scholarly</i> research sources that serve as foundation for the Research Question(s).	/10	
Bibliography includes summary, evaluation, <i>and</i> potential application of each source.	/10	
Each source reflects clear connection to candidate's teaching context and reveals candidate's analysis/in-depth understanding of relevant concepts in the literature.	/5	
Bibliography is written in professional language. It is concise and straightforward and does not exceed 6-7 double spaced pages using 1" margins and Times New Roman 12-point font. All citations are in APA-7 style.	/5	
<b>TOTAL</b>	/30	

**EDCI 777 Final Action Research Project Plan  
Structure & Evaluation**

Main Paper Sections	Criteria	Length Parameter	Point Value
Title Page  Abstract	<p><b>Title</b> conveys essence/focus of AR project in engaging and informative way; includes candidate’s full name, title of course and instructor, and semester/date</p> <p><b>Abstract</b> is 200 words or less and is single-spaced; provides concise description of AR project: principal focus of inquiry, context, main data sources, and an overview of what was learned (or expected to be learned if not implemented)</p>	1 page (double-space)  On its own page (single-space)	/2
Introduction	<p><b>Introduction</b> engages reader, captures essence of AR Project <i>concisely</i>:</p> <p>Conveys <i>significance of this A.R. project for candidate</i></p> <p>Includes:</p> <ul style="list-style-type: none"> <li>• Statement of problem/issue as it relates to candidate’s teaching</li> <li>• <b>Statement of Research Question(s)</b> and introduction of main argument/claim candidate is making</li> <li>• Statement of broader social/education significance of this inquiry (<i>why it matters in candidate’s field</i>)</li> </ul>	1.0 – 1.5 pages  ( <b>Note: entire body of paper is double-spaced</b> )	/3
Context & Participants	<p><b>Context</b> - Candidate conveys what he/she deems is <i>relevant</i> for reader to understand the way that school, classroom, and community <i>context</i> in which AR Project is situated <i>shapes/informs</i> the project.</p> <p><b>Participants</b> – Candidate considers what reader needs to know to have full picture of participant(s). Candidate shares all <i>pertinent</i> information for conveying why participant(s) were chosen. Include age/grade level, content area. <i>Could include</i>: cultural and linguistic background(s), academic history, academic, social, or emotional strengths/needs, relationship with teacher, family background, aspirations/interests, etc.</p>	2.0 – 2.5 pages	/5

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Main Paper Sections	Criteria	Length Parameter	Point Value
Literature Review	Write the Literature Review based on the annotated bibliography created earlier in the course. <b>Literature Review</b> reflects synthesis of at least 10 scholarly sources reflective of highly relevant research that informed the AR Project.	5.0 – 7.0 pages	/5
Instructional Approach/Description of Intervention	Explain what you <i>plan to do</i> to implement your project. <b>Clearly explains/describes</b> the planned instructional intervention/approach implemented; <b>makes clear what he/she plans to do</b> during the AR Project. Includes <i>succinct</i> rationale for this intervention/instructional approach. Implementation plan includes *frequency/duration of intervention/instruction (planned) *main materials/resources (just describe—do <u>not</u> need to be included in appendix) *context (one-on-one? Small group? Whole class?)	4.0 – 6.0 pages	/10
Methodology (Data Collection)	Explains *Research Design chosen with rationale; <b>describes how the chosen research design is aligned with the proposed research goals and methods of data collection/analysis</b> *Data Collection tools chosen and designed; <b>includes data collection tools in Appendix</b> as applicable (e.g., surveys, interview protocols, observation checklists, rating scales, etc.) *Reliability and validity of data collection tools—why were these tools chosen? How do they work together to triangulate data/evidence that can provide meaningful insights around Research Question(s)?	2.0 – 3.0 pages	/10
Reflection on Future Implementation	Shares initial thinking around plan for data analysis—what do you plan to do to analyze data? Explains your thinking around what kinds of changes may be necessary to instruction, RQs, data collection tools and data analysis for future implementation; that is, which factors could influence a need to change the instructional model/intervention and/or the research design (RQs, data collection tools, data analysis plan). How will you respond to new opportunities and challenges as an Action Researcher?	3.0– 4.0 pages	/10

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<b>Main Paper Sections</b>	<b>Criteria</b>	<b>Length Parameter</b>	<b>Point Value</b>
Discussion (Understanding, Implications, Insights)	Reflects thoughtfully and analytically on learning from this course as a whole and self-efficacy/confidence as an Action Researcher. How has designing an AR Project influenced your thinking about action research? In what ways can AR play a role in shaping your future practice and/or in bringing about change in a school? In education as a whole? What did you learn about yourself as an educator through working through several steps to design an AR project? What implications of AR do you see for <i>students' learning</i> ? Why do these insights matter? How will you carry new ideas and identity as an educator-researcher forward into future practice? What other kinds of AR projects do you envision in the future (e.g., what other lines of inquiry pique your interest)? Why?	2.0 – 3.0 pages	/10
<b>Quality of AR Project Paper</b>	AR Project Paper is structured and organized according to requirements in this checklist. Headings and subheadings are used throughout to organize paper. Page numbers are used. Writing is consistent with expectations for graduate studies and reflective of thorough, careful master's capstone work. Within-text citations and citations on References page are in APA-7 style. Data Collection tools included in Appendix.		/5
<b>TOTAL</b>		Body = 20-28 pages ( <b>NOT</b> including Title Page, Abstract, & Appendix)	<b>/60</b>