Harper College Graduate Equivalency Course (GEC) Syllabus
Collaborative Action Research for Innovation
3 GEC Hours
Spring 2019   Feb 4, 2019- April 5, 2019

Faculty Information

Name: Dr. Karen F Tardrew

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Office Location/Hours: online by appointment

I prefer to be reached via email. If you would like to schedule an appointment (phone, or online web session), please send an email to initiate the meeting.

Course Information

Course Description: In this course students explore collaborative research methodologies and paradigms by studying their own educational settings and contexts through collaborative action research. Students investigate and co-construct topics that are of shared interest to them and learn how to retrieve, critique, and summarize research. They produce and evaluate their own data to understand their classrooms and their students' achievement, behaviors, and attitudes. Then will **co-construct findings that help innovate their teaching, greater community and professional development.**

Course Goals: Working collaboratively and independently on small projects and assignments, students learn different approaches to data collection and evaluation, considering issues of credibility, reliability, and validity.

Learning Outcomes: Upon successful completion of the course, students should be able to:

1. Develop their critical skills as they read, engage with, and critique a variety of resources within various methodological and philosophical frameworks.
2. Draft, revise, and edit products, working individually, in collaboration with colleagues, and in consultation with the instructor.
3. Study a variety of ways learning can be improved through instructional redesigns based upon data collection and analysis.
4. Recognize what can represent data, the role of triangulation, the advantages and limitations of various sources of qualitative and quantitative data.
5. Engage ways to increase their potential by to applying their new knowledge of technology through sharing their research experience.
6. Understand how collaborative action research can facilitate positive classroom change, and community improvement.

7. Understand the dynamic professional potential of transformative change based upon data collected and analyzed, and then applied to improve learning in a variety of settings.
8. Explore ways to integrate technology with one's professional life.
9. Share their ongoing research and respond to each others' work in critical and constructive ways in order to collaborative for innovation.

Course Outline:

Action Research Project

The major assignment in this course will be the successful completion of collaborative action research project and report determined by the student and approved by the instructor. Students will complete several steps during the term, which will all contribute to the final project due during week 8.

Components of the Action Research Project:

Action research Report: Part I – In this report you will identify a topic, issue or problem in your classroom or early childhood setting worthy of research. You will also develop questions to guide your research and identify and review existing literature that supports it.

Final Action Research Report – In this report you will confirm your research questions based on feedback provided by the instructor. You will also develop a plan for conducting the research, including data collection tools. You will present your findings in one final report, following a traditional research report format. A detailed rubric is provided to help you understand what is required for this final project.

Final Pecha Kucha- This is visual online presentation to share your research. This is presentation style is 20 slides are shown for 20 seconds each. The format, which keeps presentations concise and fast-paced. A detailed rubric is provided to help you understand what is required for this final presentation.

Prerequisite:

Completed Introduction to Action Research for Scholarship
OR
Read the primary text prior to class start (listed below).

Required Text:
Johnson, A. P. (2011). *A short guide to action research* (4th Ed.). Allyn and Bacon: Boston, MA. ISBN13: 9780132685863

Other readings as assigned during course.

Recommended Textbooks:
Mills, G. E. (2003). *Action research: A guide for the teacher researcher* (2nd ed.). Upper Saddle River, NJ: Merrill-Prentice Hall.

Bell, J. (1999). *Doing your research project: A guide for first-time researchers in education and social science* (3rd ed.). Philadelphia: Open University Press.

Hubbard, R. S., & Power, B. M. (1993). *The art of classroom inquiry: A handbook for teacher-researchers*. Portsmouth, NH: Heinemann

Other Materials:
- Webcam (for Zoom)

Student Expectations and Requirements

You will be required to perform basic computer processes, such as creating and saving documents, working on basic Excel spreadsheets, and accessing Blackboard via the internet. If you need technical assistance, start with the [Technical Support Information page](#) for online students.

- o Blackboard Tutorials: http://ondemand.blackboard.com/students.htm
- o Tech Support (Blackboard, email, and student portal) 847-925-6866 or at studentsd@harpercollege.edu

Course Requirements and Assignments

You are expected to complete all requirements of this course on time. Assignments are associated with this course module. Some assignments may require more time than others. Assignment specifications and grading criteria will be distributed on-line. Assessment criteria may differ for each assignment. Be certain you understand the specific criteria on which each individual assignment will be assessed and confirm your understanding with your instructor.

Discussion Board: There are only five discussion topics for this course – each worth ten points. The discussion load is reduced in this class in order to allow extra time for students to focus on their action research project. However, each student is expected to visit the Blackboard site page frequently and make regular and significant contributions to the course. Student attendance, discussion participation, postings to the discussion areas on Blackboard and timely completion of assignments will be the primary evidence of his/her participation in the course. Please note the

opening and closing date for each meeting and module and make sure that you post by the closing date indicated on the course schedule for online activities and meetings.

Posting and Participation Policy:

- Each of the learning modules will provide you with opportunities to discuss the weekly topics and interact with classmates.
- The discussion topic includes clear criteria for your required post and replies, including due dates.
- Keeping up with discussions will be faster and easier if you can log in often, especially as the discussions become more engaging and heat up with issues.
- At a minimum, each student is required to post an initial reply to ALL the discussion questions, as well as read other students' postings and reply to at least two other classmates responses each week.
- Try to stay away from "I agree" or "good point" responses. Instead, you should try to build upon the individual's response and bring new ideas into the discussion.
- I will be monitoring the discussion threads frequently and may post comments and questions as appropriate. I, however, will not deliver content or 'lecture' in this forum, but keep students on topic, ask questions and work to facilitate a lively and informative discussion.
- I will be reading all of the posts, but will not be commenting on every post by every student.

You are expected to complete all requirements of this course on time. Assignments are associated with this course module. Some assignments may require more time than others. Assignment specifications and grading criteria will be distributed on-line. Assessment criteria may differ for each assignment. Be certain you understand the specific criteria on which each individual assignment will be assessed and confirm your understanding with your instructor.

Collaborative Action Research Project

The major assignment in this course will be the successful completion of collaborative action research project and report determined by the student and approved by the instructor. Students will complete several steps during the term, which will all contribute to the final project due during the course. Students will also share and design a digital Pecha Kucha presentation.

Components of the Collaborative Action Research Project

Action research Report: Part I – In this report you will identify a topic, issue or problem in your classroom or early childhood setting worthy of research. You will also develop questions to guide your research and identify and review existing literature that supports it.

Final Action Research Report – In this report you will confirm your research questions based on feedback provided by the instructor. You will also develop a plan for conducting the research, including data collection tools. You will present your findings in one final report, following a traditional research report format. A detailed rubric is provided to help you understand what is required for this final project.

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Methods of Evaluation

Grading
Methods of Evaluating Student Progress

Evaluation	Points
Discussion Topics/Collaborative activities	50
Action Research Report: Part I	50
Final Action Research Report	50
Final PechaKucha	50
Total	200

Grading and Feedback: I will provide grades and feedback on submitted work within 1 week of the due date for the assignment, which will appear in the My Grades link in the course in Blackboard. Grades will be based on required coursework.

Late/Missed Work Policy: All coursework should be completed on time. However, I will accommodate reasonable requests for extensions, if the request is made prior to the due date of the assignment or exam. If you do not request an extension you may still complete some coursework for partial credit.

Final Grades: GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course with a minimum score of 140/200 and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

In Our Course

What to Expect from Your Instructor: Each week I will provide a video intro for each week. I will also be active in this course in Blackboard regularly during the week. I welcome open discussions or questions in the discussion forum. I will respond to your communications within 24 hours on weekdays. Always feel free to post questions to the Online Office Hours discussion forum where fellow participants can also be of assistance.

Attendance/Participation: *T*his course is completely online. You should expect to spend a portion of time each week learning material. This will include reading and completing assignments, as well reviewing material. This course is cumulative in nature. It is extremely important that students are committed to staying on schedule, and seeking help when needed. If you should have any questions concerning the course, you should contact your instructor.

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Introduction to Action Research for Scholarship

Fall 2018 Course Schedule
Note: Assignments are subject to change per instructor based on student needs.

Week/ Session	Week Beginning:	Major Topics	Course Component/Assignment(s)	Assignments Due
1	Feb 4	Course Introduction Introduction to Action Research in Education Problem Finding	**Review**: Course introduction, syllabus, assignment descriptions and course schedule **Read**: All materials in the first modules (Getting Started and Week 1, Get Set) **Participate** in Introduction Ice Breaker Discussion **Review:** Introduction to Action Research in Education Module **Participate** in Discussion	
2	Feb 11	Problem Finding/ Starting Research	**Read**: TBA **Review**: Problem Finding Module **Complete**: Action Research Project Part I. **Participate** in Discussion: Reading and Learning from Published Research	
3	Feb 18	Action Research	**Read**: TBA **Review**: Implementing Action Research Module	

			Participate in Discussion: Action Research Design	
4	Feb 25	Action Research	**Read**: TBA **Participate** :Implementing Action Research Module **Participate** in Discussion: Action Research Continuing	
5	Mar 4	Finalize Research and Begin Analyzing Data	**Review**: Analyzing Data Module **Complete**: Analyzing Data **Participate** in Discussion: Action Research Analyzing Data	
6	Mar 11	Reporting Data/ Making Conclusions	**Review**: Work on Action Research Reports Module **Complete**: Final Action Research Report **Participate** in Discussion: Action Research Conclusions	
7	Mar 18	Writing and Sharing Action Research	**Review**: Writing and Sharing Action Research Reports Module **Complete**: Final Action Research Report and *PechaKucha*	
Spring break	Mar 25			
8	April 1	Writing and Sharing Action Research	**Review**: Writing and Sharing Action Research Reports Module **Complete**: Final Action Research Report and *Pecha Kucha*	

	All work due no later than April 5			

Graduate Equivalency (GEC) Policies

Enrollment

The Academy for Teaching Excellence requires a minimum of six (6) faculty to be enrolled in any GEC to be offered. The maximum enrollment in any GEC is determined collaboratively with the instructor and the Academy. Enrollment is measured two (2) weeks before the first scheduled day of the course.

Faculty wishing to participate in a GEC will register for the course through the [Academy website](). All GECs are pre-approved for credit.

Registration and Withdrawal Policy

The registration deadline is two (2) weeks before the first scheduled day of the course.

A faculty member will have seven (7) calendar days from the beginning of the course (first day of class) to un-enroll by notifying both the instructor and kmichela@harpercollege.edu. After seven (7) days, any faculty member who does not successfully complete the course will receive a "XV" (Incomplete) on their transcript and no credit will be awarded.

Receiving Credit for GECs

GEC credits will appear in a faculty member's professional development list (full-time faculty) and transcript within two weeks after the end of each semester. A faculty member may repeat a GEC at any time; however, because GEC credit is used for promotion and tenure, credit for a course may only be awarded once.

Final Grades

GEC grades will be awarded as "PV" (Pass) for students who have successfully completed the course and "XV" (Incomplete) for students who have not. No other grade options will be assigned in any case.

Policies

Students with Disabilities and Academic Accommodations

Harper College strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let Access and Disability Services (ADS) know immediately at 847.925.6266. ADS will privately discuss the options you have, including the accommodations they offer. You are welcome to register with Access and Disability Service by going to www.harpercollege.edu/ads and fill out the application for

ADS services. Once you have your accommodations approved by ADS, please make arrangements with the instructor as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

ADS contact information: 847.925.6266, ads@harpercollege.edu, Building I, Room 103.

Equal Opportunity Statement
Harper College does not discriminate on the basis of race, color, religion, sex, national origin, ancestry, age, marital status, sexual orientation, disability or unfavorable discharge from military service