EDL 681, Fall 2014
Research in Educational Leadership
Western Illinois University

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Tentative Office Hours:
Wednesdays—2-3 p.m.
Thursdays: 2-3 p.m.
Additional office hours will be held one hour before and after each Saturday class meeting and one hour before and after each Sunday class meeting.
A calendar of monthly offices hours will be posted outside my office.

CATALOG DESCRIPTION
Research in Educational Leadership. (3) Consideration of quantitative and qualitative procedures in reviewing and conducting educational research investigations. Students will consider the requirements of professional writing and prepare a research proposal or grant proposal. The development of the necessary knowledge and skills for applying qualitative techniques of investigation to the research of educational problems.

PREREQUISITES
None.

PURPOSE
School administrators must be familiar with both educational research literature and educational research methods. In conducting research studies, action research is particularly relevant for administrators. The course will focus on action research, an introduction to quantitative and qualitative research methods, and the preparation of a research report.

COURSE MEETING DATES
Weekend #1: Sunday, August 24 (8 a.m. – 1:30 p.m.)

Weekend #2: Saturday, September 13 (8 a.m. – 5 p.m.)
__ Sunday, September 14 (8 a.m. – 1:30 p.m.)

Weekend #3: Saturday, October 4 (8 a.m. – 5 p.m.)
__ Sunday, October 5 (8 a.m. – 1:30 p.m.)

Weekend #4: Saturday, November 15 (8 a.m. – 1:30 p.m.)
OBJECTIVES

The student will:

1. Acquire knowledge in action research and educational research in general (*ISLLC – 4:a*)
2. Explain the fundamental procedures of action research (*ISLLC – 1:b.*)
3. Analyze and review data (including, but not limited to) state test results and identify areas for improvement and interventions (*ISLLC – 1:b*)
4. Communicate results of various analyses of school data (*ISLLC – 4:a,b.*)
5. Apply action research to classroom or building issues (*ISLLC – 1:b,c,d,e.*)
6. Conduct a review of the literature and write a literature review.

GRADING

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
<td>A = Superior Graduate Work 279-300 points</td>
</tr>
<tr>
<td>B</td>
<td>85 - 92 %</td>
<td>B = Good Graduate Work 240-278 points</td>
</tr>
<tr>
<td>C</td>
<td>70 - 84%</td>
<td>C = Unacceptable Work at the Graduate Level 210-239 points</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69%</td>
<td>D = 180-209 points</td>
</tr>
<tr>
<td>F</td>
<td>00 - 59%</td>
<td>F = 000-179 points</td>
</tr>
</tbody>
</table>

REQUIRED TEXT


RECOMMENDED TEXTS (Not Required)


RESOURCES

**Action Research**
The Mertler textbook companion website: [http://www.sagepub.com/mertler2study](http://www.sagepub.com/mertler2study)
Action research questions: [http://www.alliance.brown.edu/dnd/ar_quests.shtml](http://www.alliance.brown.edu/dnd/ar_quests.shtml)
Action research by teachers for teachers: [http://rubble.heppell.net/TforT/default.html](http://rubble.heppell.net/TforT/default.html)

Other resources:
[http://www.emtech.net/actionresearch.htm](http://www.emtech.net/actionresearch.htm)

**APA Style**

Online resources:
The Owl at Purdue: [http://owl.english.purdue.edu/owl/resource/560/01/](http://owl.english.purdue.edu/owl/resource/560/01/)
Basics of APA style tutorial from APA.org: [http://flash1r.apa.org/apastyle/basics/index.htm](http://flash1r.apa.org/apastyle/basics/index.htm)
Sample research paper with style comments from APA.org: [http://flash1r.apa.org/apastyle/basics/data/resources/sample-papers.pdf](http://flash1r.apa.org/apastyle/basics/data/resources/sample-papers.pdf)

**Best Practices**
McREL Assessment and Data Use: [http://www.mcrel.org/topics/products_services/](http://www.mcrel.org/topics/products_services/)

**Literature review**
WIU Library Education database:
The webpage from the University Libraries Liaison programs contains a number of useful search engines for the EDL program
To add the WIU Library Research Toolbar to your Firefox web browser: [http://www.wiu.edu/library/units/infosys(toolbar](http://www.wiu.edu/library/units/infosys/toolbar)
Report Card Websites
Iowa Department of Education School Profiles: http://www.iowaschoolprofiles.com/
Missouri Department of Elementary and Secondary Education School Statistics: http://dese.mo.gov/schooldata/

Online Stats Courses
David W. Stockburger’s business statistics from Southwest Missouri State University: http://business.clayton.edu/arjomand/book/sbk00.htm

POLICIES AND EXPECTATIONS

ATTENDANCE
For courses at the 600 level: A student who is absent for more than 50% of a scheduled day of a Weekend Academy class will be assigned a grade of Incomplete (I) by the instructor and must make up the appropriate day in its entirety the next time the course is offered in order to change the Incomplete (I) to a letter grade. If a student is absent for more than 50% of the first day of a weekend academy class, the instructor may, at his/her discretion, either exclude the student from attending the class or award an incomplete under this attendance policy.

INCOMPLETE GRADE FOR MISSING COURSE REQUIREMENTS
An Incomplete (I) grade may be given only when a student, due to circumstances beyond his or her control, is unable to complete course requirements within the official limits of the term. The instructor may allow additional time for completion of the requirements after consideration of a written petition from the student to the instructor. The petition must include what the student will do to complete the requirement and the expected date of completion of the incomplete requirements.

ACADEMIC ACCOMMODATIONS
In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor's attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 309-298-2512 for additional services.

WIU ACADEMIC DISHONESTY POLICY
Western Illinois University is dedicated to the discovery and communication of knowledge. The University can best function and accomplish its objectives in an atmosphere where high ethical standards prevail. For this reason and to insure that the academic work of all students will be fairly evaluated, the University strongly condemns academic dishonesty. The most prevalent forms of academic dishonesty are cheating and plagiarism. Dishonesty of any kind with respect to examinations, course assignments, alteration of records, or illegal
possession of examinations shall be considered cheating. It is the responsibility of the student to not only abstain from cheating, but also to avoid making it possible for others to cheat. Any student who knowingly helps another student cheat is as guilty of cheating as the student he or she assists.

The submission of the work of someone else as one’s own constitutes plagiarism. Academic honesty requires that ideas or materials taken from another course for use as a course paper or project be fully acknowledged. Plagiarism is a very serious offense in whatever form it may appear, be it submission of an entire article falsely represented as the student’s own, the inclusion within a piece of the student’s writing of an idea for which the student does not provide sufficient documentation, or the inclusion of a documented idea not sufficiently assimilated into the student’s language and style.

STUDENT RIGHTS AND RESPONSIBILITIES
A complete set of links to student rights and responsibilities can be found at the following URL: http://www.wiu.edu/Provost/students/.

UNIVERSITY WRITING CENTER
The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the University Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Malpass Library (3rd floor, west side). Call for an appointment (309-298-2815) and be sure to bring a copy of your assignment. There is also a Writing Center at the Moline campus.
ASSESSMENTS AND ACTIVITIES

Note: Assignments #1, #2, and #8 (see below in the gray boxes) are due before the first class meeting. Please also work on Assignment #3 before the first class meeting.

A further description of each assignments can be found later in this document.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td><strong>Assignment #1—PHOTO:</strong> Upload a photo of yourself to WesternOnline. Must be completed to earn an “A” or “B.”</td>
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<td>Please do this before the first class. There are no points attached to this assignment.</td>
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<td><strong>Assignment #2—Letter of Introduction</strong></td>
<td>10</td>
<td>Please submit before the first class meeting.</td>
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<tr>
<td>Students will write a letter of introduction (See additional information later in the syllabus) and upload to the WesternOnline dropbox <strong>before the first class.</strong> <strong>NOTE:</strong> This is an informal piece of writing and does not need to be a polished document worthy of future publication.</td>
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<td><strong>Assignment #3—Set up your Iliad and iShare accounts in conjunction with the WIU library.</strong> Videos and a tutorial will be put in the appropriate folder in WesternOnline and/or emailed to you. <strong>Please try to do this before the first class meeting.</strong> Feel free to contact the reference librarians if you run into difficulty. Their contact information is also in the library folder.</td>
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<td>Please do before the first class meeting. There are no points attached to this assignment.</td>
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<tr>
<td><strong>Assignment #4—Review of Literature</strong></td>
<td>50</td>
<td>This activity assesses student proficiency on the skills dimension of ELCC Standard Indicators 1.2, 1.4, 2.1, and 6.1</td>
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<tr>
<td>See further information later in the syllabus. A rubric will be provided for this assignment.</td>
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<tr>
<td><strong>Assignment #5—District Profile</strong></td>
<td>50</td>
<td>This activity assesses student proficiency on the skills dimension of ELCC Standard Indicators 1.2, 2.2, 3.1, 3.3, and 6.1</td>
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<tr>
<td>See further information later in the syllabus. A rubric will be provided for this assignment.</td>
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<tr>
<td><strong>Assignment #6—Final Project</strong></td>
<td>100</td>
<td>This activity assesses student proficiency on the knowledge dimension of ELCC Standard Indicators 1.2, 2.5, 3.1, and 4.1, on the Performance dimension of ELCC Standard Indicators 1.2, 2.5, 4.1, and 6.3.</td>
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<tr>
<td>See further information later in the syllabus. A rubric will be provided for this assignment.</td>
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<tr>
<td><strong>Assignment #7—Reflective Journal</strong></td>
<td>60</td>
<td>This activity assesses student proficiency on the knowledge dimension of ELCC Standard Indicators 1.2, 2.5, 3.1, and 4.1, on the Performance dimension of ELCC Standard Indicators 1.2, 2.5, 4.1, and 6.3.</td>
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<td>Students will keep a reflective journal with “assigned” and optional entries throughout the course. Some time will be provided in class to work on this assignment. Journals will be due no later than November 1st and submitted to WesternOnline. The journals do not need to be “polished” writing.</td>
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<td><strong>In-class Activities</strong>—Students will participate in in-class activities and discussions (small group and large group). Students must be present to earn points.</td>
<td>30</td>
<td>Activities assess student proficiency on the knowledge dimension of ELCC Standard Indicators, 1.2, 2.1, 3.1, and 6.1</td>
</tr>
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Note: Students will need a laptop with wireless Internet access for each class meeting.
Assignment #1: Upload your “professional” photo to WesternOnline before our first class meeting.

- Log on to WesternOnline
- On the upper, right hand side in the purple bar, click on the triangle immediately to the right of your name
- Select “profile”
- Click on “change photo” on the left hand side of the screen
- Drag your photo to the box that says “Drop photo here” or click on “Upload” and navigate to your photo
- Click on done!
- One assignment done!!!!
- To earn an “A” or “B” in the course, this assignment must be completed.

Assignment #2: Letter of Introduction

Each student will create a letter of introduction. The letter should cover the following topics—
1. Educational background—degrees, colleges/universities
2. Professional background—positions held, current position, future career path?
3. How do you enjoy spending your time when not working and taking classes?
5. If you could change one thing about schools (or education), what would it be? Why?
   OPTIONAL--Action Research: What are you thinking about for your action? What type of research? What type of study?

Upload your letter to the dropbox on WesternOnline before our first class meeting.

Assignment #3: Setting up Iliad and iShare accounts (WIU Library)

See information on page 6 of the syllabus and resources on our WesternOnline course in the WIU Library Module/Folder.
Assignment #4—Review of Literature (Background for the Study)

Description: You will create a review of the literature on a topic of your choosing. The topic will be one that you choose to research for your school or district and will become part of your action research project. Please note that you need to review the requirements for Assignment #6 (Introduction section) before beginning this assignment.

Before moving forward with this assignment, you should have your topic approved by the instructor. Once approved (hopefully, Weekend #1), you will create a literature review. To do this you will select, read, and review a minimum of five (5) research studies related to a topic you have selected to research (see above). Your review should summarize the articles and guide the reader through the topic.

Your literature review should be submitted as a double-spaced, word-processed document written in APA style. The literature review should be between 3-5 pages. You will also submit a reference list (in addition to the 3-5 pages of text) which should also be in APA style.

The literature review should include the following elements:

a. An introductory paragraph indicating the rationale for topic selection.

b. An analysis of the research studies and articles, including what have been researched and findings, and what remains unknown.

c. A concluding paragraph that briefly summarizes your review.

Please bring two hard copies of your assignment to DAY 4—for peer reviewing.

Submit Assignment #4—Review of Literature to the WesternOnline dropbox no later than October 8 but after peer reviewing on Day 4.

Note: You may use this literature review in the introduction section of the final project (Assignment #6). I would recommend revising your literature review after you receive comments from Lora before using this in your final project.

Guidelines:

- 1” margins
- 12 point font
- Use a serif font (on page 6 of the syllabus the “activity column is a serif font and the “notes” column is a sans serif font—without serif); Do not use Times or Times New Roman
- Include a Works Cite page (should be on a separate page)
- Do not include a title page
- Use the heading format below—
  Your Name (First Name Last Name)
  EDL 681
  Assignment #4: Review of the Literature
  Date Submitted
- Readability Statistics Goal: 8.0-11.0 (reading grade level)
- Passive Sentences: Less than 10 percent
Assignment #5—School or District Profile

Description: This assignment asks you to create a school or district profile (you should decide which would be more helpful to you). First, identify a school or school district that you would like to profile. It would make sense to use your own school or district, but you can also choose another school or district. Use report card data obtained from either the Interactive Illinois Report Card: http://iirc.niu.edu/State.aspx; the Iowa Department of Education School Profiles: http://www.iowaschoolprofiles.com/; or the school/district website to create the profile.

Other information:
- The format of your profile is up to you—narrative, tri-fold brochure, one-pager.
- Your goal is to provide a profile of your school or district in an interesting and informative manner.
- You should go beyond the obvious information.
- You will share your profile with the class (Weekend #2). Please bring two hard copies to class for peer reviewing. You will upload to the appropriate discussion (Assignment 5 School/District Profile) so class members can view online.
- You will submit your profile to the WesternOnline dropbox for Assignment #5 no later than September 20th.

Use the following questions as a guide in creating the components of the school/district profile—

1. Quick Facts: Enrollment, # of ELL students, # of students eligible for free/reduced lunch, poverty percentage (SAIPE, U.S. Census Bureau), property tax rates, # of full-time teachers, student-to-staff ratios, average full-time teacher salary, teacher education and experience, high school graduation rates, high school dropout rates. Note: You do not have to include all this information, but include as much as you can acquire without extensive work.

2. Community’s/District’s Demographic Profile: Total population of the school district/community, educational attainment of the community’s residents (i.e. % of adults age 25 years or old with a HS diploma and with a Bachelor’s degree or higher), and/or median income. You may find such data from U.S. Census Bureau http://quickfacts.census.gov/qfd/states/17000.html or from www.city-data.com.

3. Student characteristics (e.g. total enrollment, enrollment by grade level, enrollment by gender, enrollment by ethnic groups, enrollment by free or reduced-lunch status, enrollment by ELL (LEP), attendance, mobility, dropout rate, etc.).

4. Student test data (e.g. % meets and exceeds in reading and math for total population; % meets and exceeds in reading and math by gender, % exceeds in reading and math by special education, % meets and exceeds in reading and math by lunch status; % meets and exceeds in reading and math by ELL, etc.)

5. Trend analysis on student demographic data for the past 5 years (if 5 years of data are not available, use 3 or 4 years of data). Include, where applicable, enrollment trends by gender, enrollment trends by lunch status, enrollment trends by special education, enrollment trends by ELL, attendance trends, and mobility trends.

6. Trend analysis on student test data for the past 5 years. Include, where applicable, % meets and exceeds trends in reading and math for total population, % meets trends in reading and math, % exceeds trends in reading and math, % meets and exceeds trends in reading and math by lunch status; and % meets and exceeds trends in reading and math by ELL.

7. Cohort group trend analysis on student test data for the past 5 years. Include, where applicable, % meets and exceeds trends in reading and math, % meets trends in reading and math, and % exceeds trends in reading and math.

8. Summarize briefly your observations/interpretations of the school/district profile you created. What are the demographic strengths and challenges for the school or district? What are the student learning strengths and challenges for the school or district? What are some implications for the school/district improvement plan? What additional data you would like to collect?
Assignment #6: Final Project/Article for Potential Publication

Project Description: You may choose to work on the project individually or as a small group. If you work on the project as a group, group members may work together to collect, analyze, and interpret data, but each group member will individually write a unique report of the research (i.e. paper). Students should identify and research a possible professional journal for possible publication. For those students choosing to prepare to submit this assignment for publication, I am willing to work collaboratively with you to prepare the manuscript serving as a co-reseacher, editor, and co-author.

Sample topics: Are students at all grade levels in Happy Valley high school progressing from 2008 to 2012 in reading and math? Does RtI have an influence on closing the achievement gap between ELLs and non-ELLs in Happy Vale Elementary School? Do parent-teacher Internet communications affect performance in the classroom (Quantitative)? What types of Internet experiences do parents have with teachers about the performance of the parents’ children (Qualitative)?

The project report should be submitted as a double-spaced, word-processed document containing the information described in the four sections below. The report should be written in APA style, should be approximately 5-10 pages in length not including tables and references (I could foresee the final document being longer than 10 pages). The research report is worth 100 points. The project should be submitted to WesternOnline no later than December 1 st. However, each student should be prepared to talk about his/her research project at the final class meeting. We will also peer review the final project at the last class meeting so should bring a solid draft to class.

Organization of the Project Report (See also pp. 178-179 of textbook)

I. Introduction
   A. Opening Reflection (Explanation of what led you to the identification of your action research focus area)
   B. Literature Review (Explain what has been done in the area and why it is important to study; see assignment #4—review of literature)
   C. Purpose of the study (Describe why you wanted to conduct this study)
   D. Research questions (State the questions that you investigated)

II. Method
   A. Participants (Who were the participants in your study? Describe the relevant demographic characteristics of the sample; e.g., total number of participants, grade level, age, gender, ethnicity; use info from assignment #5 [district profile] to assist with this section and the measures/variables section)
   B. Setting for the Study
   C. An Explanation of the Intervention (if an intervention is used)
   D. Measures and/or Variables (describe the measures you used and/or the variables in your study; e.g., ethnicity, enrollment size, dropout rate, violence rate etc. If survey instruments or tests are used in your study, describe briefly the survey instrument or tests, e.g., number of items on a scale that measures a certain construct.)
   E. Procedures (Briefly summarize each step in the execution of the research; e.g., instructions to participants, what data was collected, where and how you obtained the data, how you analyzed the data)
   F. Validity (Information about how you increased validity in your study)

III. Results
   A. Data analysis (Describe how you analyzed the data)
   B. Description of Findings (What have you learned from the data? What is your interpretation of the data?)
   C. Tables and Figures (Include tables and figures where applicable)

IV. Discussion and Conclusion
   A. Conclusions reached (Reflect on your findings and conclusions from your action research issues)
   B. Future research/plans (Describe briefly future research directions. What future research could be done to extend what your research either by you or another action researcher? What new questions do you have after finishing the study?)

V. Reference List (See Assignment #3); This should be on a separate page.

VI. Appendix (optional)
   A. Provide copy of survey instrument where applicable
Assignment #7: Reflective Journal

**Reflective Journal Description:** Students will complete a reflective journal (See Reflective Journal Template in WesternOnline). Student may choose to complete the reflective journal electronically using the template or choose another format (e.g. notebook). Journal entries should be **thoughtful, thorough, and reflective.** Topics for the journal entries are listed below and are available on WesternOnline in the template. Journal entries do not need to be polished pieces of writing.

The reflective journal is worth 60 points (or about 4 points per entry).

- **Entry 1:** Thinking About….My Classroom, School, or District
- **Entry 2:** Engaging in Reflexive Inquiry as a Way to Know Yourself as an Educator
- **Entry 3:** Activity 2.2—Reflecting to Identify a Research Focus (pp. 39-40; Questions 1-3)
- **Entry 4:** Activity 2.3—Gathering Preliminary Information (See Activity 2-3 Tool in WO)
- **Entry 5:** Reflecting on Research (p. 45)
- **Entry 6:** Keywords for your Research
- **Entry 7:** Reflecting on the Literature (p. 56)
- **Entry 8:** Reflecting on Consequences, Values, Outcomes (p. 73)
- **Entry 9:** Reflecting on Your Participants and Collaboration (p. 81)
- **Entry 10:** Reflecting on Ethical Concerns (p. 87)
- **Entry 11:** Reflecting on Research Questions and Data (p. 90)
- **Entry 12:** Reflecting on Artifacts (p. 99)
- **Entry 13:** Reflecting on Observational Data (p. 109)
- **Entry 14:** Reflecting on Inquiry Data (p. 119)
- **Entry 15:** Reflecting on Biases, Assumptions, and Validity (p. 130)

Students who would like to get a jump-start on the coursework, could begin with this assignment. You should read each chapter and as you’re doing so complete the corresponding journal entries.

Assignment #8: Skype Request

Students should complete this assignment before our first class meeting. This assignment must be completed to earn an “A” or “B” in the course.

**Step 1:** Set up a Skype account (no cost to do this). You can do this at [www.skype.com](http://www.skype.com). If you have a Skype account proceed to Step 2.

**Step 2:** Connect to Skype and send Lora a contact request. Lora’s Skype info...
   - Dr. Lora Wolff
dr_wolff_kcsd
Location: Keokuk

Once I receive the Skype request, I will accept. We will use Skype for our conferencing about your assignments in particular for your literature review (Assignment #4) and your final project (Assignment #6).
## Calendar of Topics and Readings (TENTATIVE)

<table>
<thead>
<tr>
<th>Date</th>
<th>Tentative Topics</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Wkd 1</td>
<td>Opening PowerPoint</td>
<td></td>
<td>Prior to Wkd 1</td>
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<tr>
<td>August 24</td>
<td>Research Methods in Education (Chapter 1)</td>
<td>Required Reading</td>
<td>Assignment 1</td>
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<tr>
<td>SUNDAY</td>
<td>• Quantitative Research</td>
<td>Prior to class, please read—</td>
<td>Assignment 2</td>
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<td></td>
<td>• Qualitative Research</td>
<td>Hendricks: Chs. 1, 2, 4</td>
<td>In-Class Wkd 1</td>
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<td>• Action Research</td>
<td>Optional Reading</td>
<td>Begin Assignment 3</td>
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<td>Generating Research Ideas Through Reflection (Chapter 2)</td>
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<td>Assignment 5—</td>
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<td>• Reflection in Education</td>
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<td>Begin in class</td>
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<td>• Reflection and Research</td>
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<td>• Reflective Journals</td>
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<td>• Journal Entries #1-#4</td>
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<td>Planning Action Research (Chapter 4)</td>
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<td>• Research Questions</td>
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<td>• Journal Entries #8-#10 (Will have some time in class to write)</td>
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<td>Library Resources (Reference librarians-Sunday @ 11 a.m.)</td>
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<td>• Zotero</td>
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<td>Action Research Activities</td>
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<td></td>
<td>• Identify topic/research questions</td>
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<td></td>
<td>• Topic search and literature review</td>
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<tr>
<td></td>
<td>Review Class Meeting #2</td>
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<td><strong>Due September 13:</strong></td>
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<td></td>
<td>• Draft of Assignment #5: District Profile (Bring 2 copies to class for peer review)</td>
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<td></td>
<td>• Read Chapters 3, 5-6</td>
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<td><strong>Prior to Wkd 1</strong></td>
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<td>In-Class Wkd 1</td>
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<td>Begin Assignment 3</td>
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<td>Assignment 5—</td>
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<td>Begin in class</td>
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<tr>
<td>Date</td>
<td>Tentative Topics</td>
<td>Readings</td>
<td>Assignment</td>
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<tr>
<td>Wkd 2</td>
<td>Sharing of Research Questions</td>
<td><strong>Required Reading</strong></td>
<td><strong>Assignment 5</strong>—</td>
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<tr>
<td>September</td>
<td>Connecting Theory and Action (Chapter 3)</td>
<td>Prior to class, please read—</td>
<td><strong>DRAFT due in-class (Sunday)</strong></td>
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<tr>
<td>13-14</td>
<td>• Reviewing the Literature</td>
<td>Hendricks: Chs. 3, 5, 6</td>
<td>Assignment 5—</td>
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<td></td>
<td>• Choosing Literature for the Review</td>
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<td>Final draft due</td>
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<td>• Journal Entries #5-#7 Completed</td>
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<td>October 1</td>
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<td></td>
<td>(Will have some time in class to write)</td>
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<td>(WesternOnline)</td>
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<td>Discussion of Assignment #4: Review of the Literature</td>
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<td>Begin data collection</td>
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<td>School or District Profiles: Assignment 5—</td>
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<td>• Peer reviewing of Assignment 5</td>
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<td>• Presentations and sharing of Assignment 5 with class</td>
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<td>Strategies for Collecting Data (Chapter 5)</td>
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<td></td>
<td>• Journal Entries #11-#14 (Time will be provided in class to write)</td>
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<td>Planning the Study (Chapter 6)</td>
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<td>• Journal Entry #15 (Time be provided in class to write)</td>
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<td>Strategies for Collecting Data</td>
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<td>Planning the Study</td>
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<td>Review Class Meetings 4-5</td>
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<td>Due October 4-5:</td>
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<td>• Draft of Assignment #4: Review of the Literature (Bring two copies to class)</td>
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<td>• Read Chapters 7-8 of Hendricks' textbook</td>
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<td>Due October 4-5:</td>
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<td>Date</td>
<td>Tentative Topics</td>
<td>Readings</td>
<td>Assignment</td>
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| Wkd 3        | Literature Review--Assignment 4—  
October 4   | • Peer reviewing Assignment 4  
October 5   | Presentations and sharing of salient points of reviews of literature  
Analyzing and Interpreting Data  
Strategies for Analyzing Data  
 • Analyze Quantitative Data  
 • Descriptive analysis  
 • Group comparison analysis  
 • Correlational analysis  
 • Analyze Qualitative Data  
Reliability and Validity  
 • Relating to quantitative study  
 • Relating to qualitative study  
 • Relating to tests  
Additional Topics  
 • Identification of scholarly writing components  
 • APA style  
Review Last Class Meeting (November 15) | Required Reading  
Prior to class, please read—  
Hendricks: Chs. 7-8  
Optional Reading  
Mertler: Ch. 8-9 | Assignment 4—  
DRAFT due in class (Saturday)  
Assignment 4—  
FINAL draft Due October 23 |
| Final Class  | Final Project: Assignment 6—  
Meeting November 15th | • Peer reviewing of Assignment 6  
  • Student presentations and sharing of Assignment 6 with class  
Preparing Action Research for Publication and Presentation  
Course Evaluation | Assignment 6—  
DRAFT of final project due in class  
Submit Assignment 6 no later than December 1st |

Reminder: There is no class meeting on Sunday, November 16th.

This outline of activities is tentative. An updated outline will be provided to students if there is a change.