ED 670-01: Action Research Project Practicum I

**Syllabus**

**Spring 2017**

**Bi-Weekly Chats: Tuesdays, 7:30**

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| **Dr. Carol Garrison, Professor**    **Office:** EB 101, UPO 867  **Office Hours:** As needed, virtual  **Office Phone:** 270 789-5284  **E-MAIL:** [cagarrison@campbellsville.edu](mailto:cagarrison@campbellsville.edu)  **Office Hours:** Posted  **CU Security:** Office: 270 789-5555; Cell Phone:  270 403-3611 |
| **Conceptual Framework of Teacher Education:**  **THEME: “EMPOWERMENT FOR LEARNING”**  Empowerment processes:  Content, process and self-efficacy  **Model:** |
| **Required Text:**  Hendricks, C. (2013). Improving Schools Through Action Research: A Reflective Practice Approach, 3rd Ed.  Columbus, OH: Pearson. |
| **Course Description**  The action research project is the heart of the work in the Campbellsville University TL/MAE/MASE program. Practicum I builds upon knowledge gained in ED 655/SED 605 in which a variety of research methods are explored with a focus on action research. In this practicum, the action research project is developed, refined, and implemented. This form of self-reflective inquiry, directed by the teacher regarding his/her own practice, may require adjustments as planning is implemented. The practice of regular reflection via an action research journal and online discussion boards continue, feedback is provided, and the reflective writing is analyzed. Research timelines are reviewed, updated, and adjusted. A review of scholarly review is written and plan for reporting results is developed and added to the research timeline. Appropriate tables, charts and graphs supporting the research study are constructed. Ethical considerations of these research projects are reviewed again and are carefully assessed with regard to how they may be utilized in educational decision-making. The Teacher Leader Professional Growth Plan is reviewed upon with progress reported via collegial discussions and reflections. |
| **Course Objectives**  **Students will demonstrate an understanding of Kentucky Teacher Standards (KTS) Advanced-Level Performance:**   * 1.1 Communicates an in-depth understanding of concepts, processes, and knowledge in ways that contribute to the learning of all students. * 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. * 2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests, and abilities. * 2.3 Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. * 4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. * 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote learning of all students. * 5.2 Uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. * 5.3 Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. * 5.4 Describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. * 6.1 Uses appropriate technology to design and plan instruction, supports and extends learning of all students. * 6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. * 7.1 Uses formative and summative performance data to determine the learning needs of all students. * 7.2 Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching. * 8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps. * 9.4 Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning. |
| **Course Alignment with Professional Standards** |
| **Council for Accreditation of Educator Programs (*CAEP*)**  Standard 1 Content and Pedagogical Knowledge  Standard 2 Clinical Partnerships and Practice  **Kentucky Teacher Standards (KTS)**   * 1.1 Communicates an in-depth understanding of concepts, processes, and knowledge in ways that contribute to the learning of all students. * 1.3 Consistently uses instructional strategies that are appropriate for content and contribute to the learning of all students. * 2.1 Develops challenging and appropriate learning objectives that are aligned with local/state/national standards and are based on students’ needs, interests, and abilities. * 2.3 Develops well-designed assessments that align with learning objectives, guide instruction, and measure learning results. * 4.1 Consistently provides a well-planned sequence of appropriate instructional strategies that actively engage students in meeting learning objectives. * 5.1 Consistently uses student baseline data from appropriate pre-assessments to promote learning of all students. * 5.2 Uses appropriate formative assessments to determine student progress, guide instruction, and provide feedback to students. * 5.3 Consistently uses appropriate summative assessments aligned with the learning objectives to measure student achievement. * 5.4 Describes, analyzes, and evaluates student performance data to determine student progress, identify differences among student groups, and inform instructional practice. * 6.1 Uses appropriate technology to design and plan instruction, supports and extends learning of all students. * 6.4 Uses technology to assess student learning, manage assessment data, and communicate results to appropriate stakeholders. * 7.1 Uses formative and summative performance data to determine the learning needs of all students. * 7.2 Uses performance data to conduct an in-depth analysis and evaluation of instructional practices to inform future teaching. * 8.4 Uses appropriate student performance data to describe, analyze, and evaluate the impact of the collaborative activities on student learning and to identify next steps. * 9.4 Shows clear evidence of the impact of professional growth activities on instructional effectiveness and student learning.   **Teacher Professional Growth and Effectiveness Standards (TPGES)**  Domain 1Planning and Preparation  Domain 2 Classroom Environment  Domain 3 Instruction  Domain 4 Professional Responsibilities |
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| **Interstate Teacher Assessment and Support Consortium** (***InTASC***)  InTASC 1 Learner Development  InTASC 2 Learner Differences  InTASC 3 Learning Environments  InTASC 4 Content Knowledge  InTASC 5 Application of Content  InTASC 6 Assessment  InTASC 7 Planning for Instruction  InTASK 8 Instructional Strategies  InTASC 9 Professional Learning and Ethical Practice  InTASC 10 Leadership and Collaboration |
| **KTS Diversity Proficiencies:**  KTS 3.3 Values and supports student diversity and addresses individual needs.  KTS 4.2 Implements instruction based on diverse student needs and assessment data.  KTS 5.4 Describes, analyzes, and evaluates students’ performance data to determine progress of  individuals and identify differences in progress among student groups.  **Students will demonstrate an understanding of Kentucky Core Assessment Standards and College Readiness Standards:**  Students will use the appropriate Kentucky Core Assessment Standards in designing learning goals  and objectives and assessments based on their own content areas. |
| **International Literacy Standards (*ILS*)**  Standard 2 Curriculum and Instruction  Standard 3 Assessment and Evaluation  Standard 4 Diversity  Standard 5 Literate Environment |
| **Course Objectives** |
| |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Objectives**  As a result of experiences in this course, you will understand how to | **CAEP** | **KTS** | **PGES** | **InTasc** | **Div.** | **ILS** | | 1. collect and triangulate data (MARP). | 1, 2 | 1.3  5.1-5.3 | 3 | 6, 7 | 3.3  4.2 | 2, 3 | | 1. analyze quantitative and qualitative data (MARP). | 1, 2 | 5.4 | 1, 3 | 6 | 5.4 | 3, 4 | | 1. display results graphically (MARP). | 1, 2 | 5.4 | 1, 3 | 6 | 5.4 | 3, 4 | | 1. reflect throughout the action research cycle (MARP, Discussion Forums, class chats, field hour reflections). | 1, 2 | 7.2 | 3, 4 | 9 | 5.4 | 3 | | 1. use action research as a tool for studying and improving your practice (MARP, Discussion Forums, class chats, field reflections) | 1 | 9.4 | 4 | 9 | 5.4 | 3 | | **List of Course Assignments**   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Assignment** | **CAEP** | **KTS** | **PGES** | **InTasc** | **Div.** | **ILS** | | **MARP** |  |  |  |  |  |  | | 1. Submit approved IRB. | **2** | **1.1** | **1** | **1** | **3.3** | **2** | | 1. **Revision of MARP:**   Revise sections one and three of the action research plan, with particular focus on ED 665 professor feedback, and focusing on additional review of methodology, timeline, triangulation, validity and reliability. Write a draft of section 2, scholarly literature. | **1** | **4.1** | **1** | **5, 7, 8** | **3.3** | **2** | | 1. Implement the action research project, collecting data. | **1, 2** | **1.3, 2.1, 2.3** | **1, 2, 3** | **5, 6, 8** | **4.2** | **2, 3, 5** | | 1. Begin preliminary analysis of data designing needed charts, tables and/or graphs. | **1** | **5.1, 5.3, 5.4, 6.1, 6.4** | **3** | **6** | **5.4** | **3** | | 1. **2nd Revision of MARP:**   Revise the MARP based on review of text, course discussions, collection and preliminary analysis of data,  and feedback from the 1st revision. | **1** | **4.1** | **1** | **5, 7, 8** | **3.3** | **2** | | 1. LAST CHAT: Report on implementation of MARP during last chat. | **1, 2** | **L7**  **7.1, 7.2**  **8.4**  **9.4** | **3, 4** | **6, 9** | **5.4** | **3, 4** | | 1. FIELD HOURS: Complete three hours of field experience while implementing MARP. | **2** | **9.4** | **4** | **9** | **4.2** | **2, 3, 4, 5** | | **Other Related Assignments** | **CAEP** | **KTS** | **PGES** | **InTasc** | **Div.** | **ILS** | | **1. TEXT Readings:**  Read/review the assigned readings for class discussions and discussion forums. | **1** | **1.1, 1.3** | **1, 2, 3,** | **4, 5** | **4.2** | **2, 5** | | **2. Attendance:**  Please see the CU attendance policy for online courses.  To be considered present, you must log on and complete weekly assignments on Moodle. | **1** | **1.1, 8.4** | **1-4** | **4, 5, 9, 10** | **3.3 5.4** | **5** | | **3. Discussion Forums:**  Related to the text readings and implementation of the MARP. | **1** | **1.1, 8.4** | **1-4** | **4, 5, 9, 10** | **3.3 5.4** | **5** | | **Participation**  **4. CHATS:**  You must also be present for and contribute to the five synchronous class chats. | **1, 2** | **2.1, 2.3, 5.4** | **1-4** | **1-3**  **4-5**  **6-10** | **4.2, 5.4** | **2, 3, 4, 5** | | | | | | | | |

**Grades**

|  |  |  |
| --- | --- | --- |
| **Due Date** | **Assignment** | **Point Value** |
| **Weekly** | **Class Participation (5 chats)** | **50** |
| **Weekly** | **Discussion Forums (9 Forums)** | **90** |
| **October 30** | **Field Hours Assignment** | **30** |
| **Pending** | **First/Revised Draft of Section 2: Scholarly Background/Turnitin Score (less than 15%)** | **100** |
| **Revision of Sections 1 and 3** | **Revisions based on feedback from previous professor** | **100** |
| **November** | **Methodology Section of MARP** | **100** |
| **Last Chat** | **Report on Implementation** | **30** |
|  | **Total** | **500** |

**Grade Calculation: Total of 400 pts.**

|  |  |  |
| --- | --- | --- |
| Percentage | Points | Grade |
| 92 -100% | 460-500 | A |
| 82 - 91% | 410-459 | B |
| 72 - 81% | 360-409 | C |
| 65 – 71% | 325-359 | D |
| 65% or below | <325 | F |

**Course Assignments**

**Attendance**, **Participation and Professionalism**

**Class Participation (KTS 6, 7, 8, 9)**

* Class attendance will be checked initially and 2-3 times, unannounced, during chats.
* Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions, and reflective writing assignments).
* **Campbellsville University’s Online Attendance Policy**
* Bi-term and 8 week terms:  Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.
* Please notify the professor if you will be absent.
* During the last class, students will report on implementation of their MARP.

**Class Participation (KTS 6, 7, 8, 9)**

* Class attendance will be checked initially and 2-3 times, unannounced, during chats.
* Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions, and reflective writing assignments).
* **Students must contribute to class discussions a minimum of five times orally and in writing.**
* During the last class, students will report on implementation of their MARP.
* The professor will plan to respond to any emails from you within 24 hours except on weekends.
* Students are expected to activate their CU email accounts for this course and check it daily. All correspondence from the professors occurs through the CU email.
* All feedback and grades for assignments will be posted on Moodle

**Communication Methods: Netiquette**

* Communication during and outside of class will be primarily online; therefore, it is important that class members practice **Netiquette**—the rules for polite and effective online communication. Some important rules to keep in mind as you participate in the **online class sessions** are:
  + Keep your microphone muted when you are not speaking. This will keep distracting background noise to a minimum and also eliminate echoing when other classmates are speaking.
  + Do not make comments in the chat box while the professor or other students are speaking during class. It is distracting to the speaker and other students.
  + All comments in the chat box must be course related; no personal conversations should occur during chat time.
* Some important rules to keep in mind as you participate in the **discussion forums** and **online chat** are:
  + Be friendly and positive. In online communication, it is not possible to view facial expressions and body language or to hear the tone and volume of the voice, so messages may be misinterpreted.
  + Avoid using sarcasm, and make sure humor is “G” rated and appropriate for all audiences. Profanity will not be tolerated.
  + Avoid using slang. Do not type in all capital letters—it appears that you are yelling at your audience.
  + Be professional. Avoid using smiley faces and other emoticons in responses. Do not use abbreviations used in text messages.
  + When communicating with your professor in **email** remember to include your name and course number/section. Also, make sure your name is on any assignment that you submit**.**

**Submission of Written Assignments**

* **Format?**
  + Assignments are to be typed in double space format using 12 point Times New Roman font and saved in .doc, .docx, or .pdf format.
  + PLEASE DO NOT SUBMIT MAC DOCUMENTS AS I CANNOT OPEN THEM.
  + Please save your documents in the following format: ***Last name.First name Initial.Week.Assignment*, for example, *Garrison.C.Week1.Philosophy*.**
  + Margins should be no less than one inch on all sides.
  + Please include name, course, assignment title, and date in top right corner of first page and include last name as a header of the following pages.
* **Where?**
  + Assignments need to be uploaded to Moodle.
  + Emails with attachments are often blocked by the CU firewall.
  + See syllabus schedule of activities for specific information on assignment submissions.
* **When?**
  + Discussion Forum responses are due by midnight on announced due dates.
  + Initial responses to discussion forum topics are due by Friday midnight and responses to two classmates by Saturday midnight every week.
  + All other written work is due by Sunday midnight

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* **Late Assignments**:
  + Graduate students can expect to lose 5 points for each day an assignment is late.
  + Assignments are due on the due date even if absent.
  + After one week, assignments will not be accepted and a grade of zero will be given for missing work.
* **PLEASE DO NOT ASK FOR EXTRA CREDIT OPPORTUNITIES; DO YOUR BEST ON ALL ASSIGNMENTS DURING THE TERM.**

**FIELD HOURS**

* Students are required to document at least three hours of field experience, associated with implementation of the MARP.
* This involves submission of the field voucher and reflections.

**Discussion Forums:**

* **Initial posts are due by Friday midnight; responses to peers due by Saturday midnight.**
* Participation in discussion forums includes an initial response to the discussion forum prompt provided by the professor and responding to a minimum of two other classmates’ responses per discussion forum.
* Discussion forums are based on readings for the course and are designed to begin the conversation about the course content for the week.
* They prepare students for the activities and assignments for the week, so it is crucial for the class that they are completed during the week they are assigned.
* **Late Responses:** For this reason, **students will not receive credit for discussion forums that are completed late for any reason.** When you complete your forums late, not only are you not prepared for class that week, but you are impacting how prepared your fellow classmates are as well**. If you choose to put your forums off until the last minute and an emergency arises, an extension will not be granted.**

Samples of 4 point initial responses and 3 point responses to peers are available on the course outline. Forum responses will be evaluated using the following criteria. Total points awarded for forums-10 weekly:

**Rubric for Discussion Forums**

**Initial Response**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Category** | **4** | | **3** | | | **2** | | **1** | |
| **General Assignment** | All topics introduced in the prompt are **fully** addressed. | | All topics introduced in the prompt are addressed. | | | Some topics introduced in the prompt are addressed. | | The prompt is not addressed in the response. | |
| **Length** | More than 10  complex sentences. | | 7-10 complex sentences | | | 4-6 sentences. | | 1-3 sentences | |
|  | | | | |  | | | | | |
| **Support** | | Arguments and/or statements are logical and supported by information from the text and articles. | | Arguments and/or statements are logical but made with little or loose support from the text and articles. | | | Arguments and/or statements are logical but not supported. | | Arguments and/or statements are not logical. | |
| **Connections** | | Response makes clear connections to current or past experiences in the classroom, school, or political environment. | | Response makes loose connections to current or past experiences in the classroom, school, or political environment. | | | Response makes little real life connection. | | No attempt is made to connect prompt to real life situations. | |
| **Mechanics**  **TOTAL POSSIBLE:**  **20 pts.** | | Response is free from grammatical, spelling, or punctuation errors. | | A few grammar, spelling, or punctuation errors exist, but they do not impact the understanding of the reader. | | | Several grammar, spelling, and punctuation errors exist. | | Grammar, spelling, and punctuation errors impede the understanding of the reader. | |

**Rubric for Discussion Forum**

**Response to Peer**

(You must respond to two peer initial responses per discussion forum) 3 points each

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Category** | **3** | | **2** | | **1** | |
| **General Assignment** | Response provides constructive criticism or information. | | Response provides no constructive criticism and demonstrates little understanding of the content. | | Student does not respond to the initial response or the response is inappropriate. | |
|  | | |  | | |
| **Length** | | More than 5 complex sentences. | 3-5 complex  sentences. | 1-2  sentences. | |

**Total: 6 points**

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the School of Education mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be become familiar with and commit to the Codes of Ethics for Professional Educators which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc. that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education file.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

## Communication Requirement

Students are expected to activate and regularly use the university provided email domain [studentname@students.campbellsville.edu](mailto:studentname@students.campbellsville.edu) ) for all email communication for this class.

**Disability Statement**

Campbellsville University is committed to reasonable accommodations for students who have documented learning and physical disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Director of Disability Services at (270) 789-5450 to inquire about services. Campus Security: Cell Phone: (270) 403-3611; Office: (270) 789-5556

**Title IX Statement**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students

to the University's Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone – 270-789-5016

Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu)

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/titleIX

###### **Academic Integrity/Plagiarism**

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog)

Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own.

If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice-President for Academic Affairs will be notified of either consequence.

**Recommended Resources**

Calhoun, E.F. (1994). *How to use action research in the self-renewing school*. Alexandria, VA: ASCD.

Daniel, D., Fauske, P., Galeno, P., & Mael, D. (2001). *Take charge of your writing: Discovering writing through self-*

*assessment.* Boston: Houghton Mifflin.

Ehrens, B., Ehrens, T., & Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alendandria,

VA: Educational Research Service.

Glantz, J. (2003). *Action research: An educational leader’s guide to school improvement*. Norwood, MA:

Christopher-Gordon Publishers, Inc.

Johnson, A. (2007). *A short guide to action research*. Upper Saddle River, NJ: Pearson.

Rossman, G.B., & Rallis, S.F. (2003). *Learning in the field: An introduction to qualitative research*. Thousand Oaks,

CA: Sage Publications.

Schmuck, R. (2006). *Practical action research for change*. Arlington Heights, IL: Skylight.

**Useful websites:**

[www.campbellsville.edu](http://www.campbellsville.edu)

[www.education.ky.gov](http://www.education.ky.gov) (Kentucky Department of Education)

[www.rtinetwork.org](http://www.rtinetwork.org) (Response to Intervention Action Network)

**Tentative Course Schedule/Topics**

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| --- | --- | --- |
| **Week**  **Update for G5** | **Focus** | **Reading Assignment/ Primary Assignments** |
| **Week 1**  **Aug. 29-Sept. 4**  **Chat 1**  **Tuesday, 7:30** | ***Online meetings will discuss readings and reflective journal***  Orientation, Syllabus, Course Materials, Requirements, and Assignments  IRB  Review of Action Research Process  Sharing of personal progress and project objectives/interests  Discussion Forum | Read Chapter 3, Hendricks Text  IRB Document Approval  Begin implementing study |
| **Week 2**  **Sept. 5-11**  **No Chat** | Action research topic/area of focus  Discussion Forum | Hendricks, Chapter 3 |
| **Week 3**  **Sept. 12-18**  **Chat 2**  **Tuesday, 7:30** | **Online Classroom**  Discussion Forum | Read Chapter 5, Hendricks Text (Collecting Data)  Revisions of Sections 1 and 3  Draft of Section 2, Review of Scholarly Literature |
| **Week 4**  **Sept. 19-25**  **No Chat** | Data Collection  Discussion Forum | Chapter. 5, Hendricks |
| **Week 5**  **Sept. 26-Oct. 2**  **Chat 3**  **Tuesday, 7:30** | **Online Classroom**  Plan for reporting research/discussed/developed  Discussion Forum  Data collection considerations | Read Chapter 7 of Hendricks text (Data Analysis) |
| **Week 6**  **Oct. 3-9**  **No Chat** | Research  Discussion Forum | Review Chapter 7 of Hendricks  Post area of focus, variables, and research question in discussion forum |
| **Week 7**  **Oct. 10-16**  **Chat 4**  **Tuesday, 7:30** | **Online Classroom**  Plan for reporting research discussed/developed  Discussion Forum | Second Draft of Sections 1-3, Appendices  Post description of intervention/innovation technique, timeline, and resources in discussion forum  Field Hours Summary Due |
| **Week 8**  **Oct. 17-22**  **Chat** | Discussion Forum  Reports: Implementation of Action Research  Discussion Forum  Actions/Revisions Required Before ED 675 | Introduction, Background and Methodology Due  Plan for Analyzing Data  Course Wrap Up |