



The mission of Concord University is to provide quality, liberal arts-based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Course Prefix, Number and Title:** SPED 560, Action Research in Special Education

**Course CRN # and Section** 20548, 1AS

**Semester Taught:** Spring, 2019

**Professor:** Dr. Kathryn Tucker

**Credit Hours:** 3 hours

**Office Location:** Marsh Hall, Rm 133A

**Prerequisites:** EDUC 520: Educational Research and 24 hours of graduate level coursework.

**Office Hours:**

Monday 11:00-12:00, 1:00-2:00

Tuesday 1:00-2:00

Wednesday 1:00-2:00

Thursday 1:00-2:00

By appointment

**Course Time:** Online

**Email:** [kjtucker@concord.edu](mailto:kjtucker@concord.edu)

**Building and Room Number:** Online

**Phone:** 304-384-5293

**Office Fax:** 304-384-5398

**College/Department Website:**

<https://www.concord.edu/education/>

**Course Description/Rationale:**

This course provides a foundation for qualitative inquiry with a focus on case study research, ethnographic description, designing and conducting qualitative research. The course includes collecting and analyzing data and reporting qualitative analysis.

This course will focus much attention on utilizing action research to identify a problem or issue within your classroom and systematically collecting and analyzing data, and most importantly utilizing the data to inform classroom decisions, policy, and pedagogy.

The course will also require that students identify professional organizations within their field and understand the contribution of the organization to the profession. In addition to identifying the organization's professional journals in which the student's action research could be published.

### **Course Objectives:**

The students will:

1. Explore topics, issues, and methods having to do with qualitative research.
2. Use APA format to cite sources and construct a research paper.
3. Identify a research topic based on your own classroom practice, or some other activity, within their field/profession.
4. State a research problem and research question(s) to investigate.
5. Conduct a literature review to provide a theoretical and research-based background for the inquiry and to synthesize relevant primary and secondary sources.
6. Design an action research study and implement data collection procedures.
7. Analyze data and report findings.
8. Discuss the implications of the findings to practice and propose a plan of action.
9. Use findings to take action to improve some aspect of the student's professional environment or professional activities or to improve student learning.
10. Report on impact of research and action on professional environment, activities, or student learning.
11. Identify professional organizations within their field and understand the contribution of the organization to the profession.
12. Present findings to an audience of peers and colleagues.

**Course Management System:** BlackBoard

**Hardware/Software Needed:** Microsoft Word is required for all assignments submitted on Blackboard

### **Text requirements:**

American Psychological Association. Publication Manual of the American Psychological Association. (6th ed.) (2009 2<sup>nd</sup> Printing - July). Washington, D.C.: American Psychological Association.

Hendricks, C. (2017). Improving Schools through Action Research: A Comprehensive Guide for Educators (4th ed.). Boston: Pearson.

### **Concord University Educational Goals:**

The graduate educational programs of Concord University are designed to foster advanced skills, knowledge, and attitudes applicable to each program of study.

1. **Skills:** Demonstrate advanced skills in a student's respective program of study.
2. **Knowledge:** Demonstrate advanced knowledge in a student's respective program of study.
3. **Attitude:** Demonstrate advanced ethical principals in a student's respective program of study.

### National Standards:

Upon successful completion of this course, each student will achieve the following course objectives:

<b>Course Objectives:</b> Upon satisfactory completion of this course, the student will:	<b>WV Professional Educational Standards for Teaching (2009)</b>	<b>Praxis II Principles of Learning and Teaching (PLT)</b>	<b>National Educational Technology Standards(ISTE-NETS-T, 2008)</b>	<b>National Board for Professional Teaching Standards</b>	<b>Conceptual Framework</b>	<b>Assessment</b>
1. Explore topics, issues, and methods having to do with qualitative research.	4A-D	IVA.1-3, B.1-3	3d, 4a, 5c&d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading	Research Problem/Proposal, Literature Review
2. Use APA format to cite sources and construct a research paper.	4A&B, 5I	IVA.2	3c&d, 4a&c, 5c&d	Propositions 2, 4, 5	Intentional	Literature Review
3. Identify a research topic based on their own classroom practice, or some other activity, within their field/ profession.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	3d; 5c	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Research Proposal/Problem, Research Topic/Questions, Literature Review
4. State a research problem and research question(s) to investigate.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	5a&d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Research Proposal/Problem, Research Topic/Questions
5. Conduct a literature review to provide a theoretical and research-based background for the inquiry and to synthesize relevant primary and secondary sources.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Literature Review
6. Design an action research study and implement data	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive,	Literature Review, Procedures/Methods

collection procedures.					leading, empathic	
7. Analyze data and report findings.	1A-E, 2A-F, 3A-F, 4A-D, 5C, G-I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, leading, empathic	Literature Review, Findings/Results, Discussion/Implications
8. Discuss the implications of the findings to practice and propose a plan of action.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Findings/Results, Discussion/Implications
9. Use findings to improve student learning.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, culturally responsive, leading, empathic	Literature Review, Findings/Results, Discussion/Implication
10. Report on impact of research on student learning.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, leading	Findings/Results, Discussion/Implication, Presentation/Peer-Review
11. Identify professional organizations within their field and understand the contribution of the organization to the profession.	4A-D	IVA.1-3	3d,5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, leading	Research Proposal/Problem, Presentation/Peer-Review
12. Present findings to an audience of peers and colleagues.	1A-E, 2A-F, 3A-F, 4A-D, 5C, H&I	IA,B.1&4,C.1-4, IIA-C, IVA.1-3	1a-d, 2a-d, 3c&d, 4a, 5a-d	Propositions 1, 2, 3, 4, 5	Competent, intentional, reflective, leading	Presentation/Peer Review

## **Specific Learning Outcomes:**

### **Rationale:**

This course provides educators with knowledge of various disabilities and giftedness, identifying and serving students in a variety of educational settings, including the regular classroom. Emphasis is placed on federal and state regulations and laws, identification of students with special needs, the behavioral and academic characteristics of each exceptionality, and the provision of services for students who qualify for special education.

### **Course Requirements:**

All assignments will be submitted electronically through blackboard and submitted on the due date by midnight. Blackboard will also be used for online instruction (dates are assigned on course schedule). Be aware that emails from the instructor will be through the Concord email addresses. A list serve for each class has been developed through blackboard so that all class members can be contacted easily. It is your responsibility, therefore, to both know your Concord email and Blackboard email and to check it on a regular basis.

Many of the assignments for this course require the use of the Internet and a word processor. You will need access to both. Computer labs and library computers are available to you at specified times. If you do not have a computer of your own, please take note of those times and plan accordingly. Your assignments will be submitted electronically, you must flash drive to which you can save copies of your work as backup in the event that something “cyber” occurs! **NOTE: You must use MS Word for all work submitted electronically. Additional information regarding the use of technology will be provided during class meetings.**

## **Grading Policy and Scale, Make-up Policy, Late Work**

### **Assignment Descriptions**

**Readings** It is expected that reading the texts will provide guidance on the assignments. Assignments are listed in the syllabus and in Blackboard.

**Discussions** You will be required to submit scholarly, thought provoking responses to the discussion prompts.

**Research Proposal/Problem:** As an/a action/teacher researcher you will identify a problem within your classroom, career, or other professional setting that you would like to attempt to improve. This problem must be something that you can study within your classroom and for which a solution exists. Your Research Problem will be presented to the instructor in the form of a Research Proposal. This Research Proposal will be similar in format with those required for research presentations. This Research Proposal will be due at the beginning of the course.

**Research Topic(s) and Possible Procedures:** Your topic should be defined based on your research problem and focused in such a way as to create a realistic expectation of conducting a study of the topic over the period of the semester. You will not have a research question or questions. You will do observations in your professional setting (classroom, sport, etc.) and other data collection techniques and

identify something you want to improve. Once you identify what you want to improve, you will conduct a literature review on possible solutions, answers, fixes, etc. You will then choose a possible solution, answer, or fix and implement it and then report your findings/results. This assignment is different from the proposal in that you will identify other possible topics to study and give an idea of the research methods you may use for this study. You should have a couple of back-up ideas for studies and they should be spelled out.

**Literature Review:** This is where you explore what has already been written about the topic you are studying. It is suggested that this review of literature explore various components of the topic and provide a research, theoretical, and practical rationale for your study. Your goal is to exhaust your resources finding previous research on your topic. You should become an expert on your topic and demonstrate an ability to converse on your topic. It is expected that you will glean from said resources, and your previous research related experiences, an understanding of how to write a literature review. There are examples of literature reviews in your texts for this course, and you should have read research articles prior to taking this course; therefore, you should have a good understanding of what a literature review entails. Your literature must include: a title page, a works cited page, proper APA format for all elements of the paper, at least 15 sources, be 12-20 pages in length, have at least three headings and some subheadings, and be free of errors.

**Procedures/Methods:** You will discuss in detail every aspect of your proposed data gathering process. You will discuss the participants, environment, the population, the systemic collection of data, how you will analyze the data, and other details of your research. Some of these elements may not be included in your research and there may be others that you need to include. It is your professional responsibility to include the proper procedures for studying your given topic. Remember, because of the nature of action research, your procedures/methods should be more qualitative in nature.

**Results/Findings:** After you have collected your data you will describe what you have found in great detail. This is the “just the facts” part. This section is a description of what you found and will provide the justification for the next section. Your implications should come from some of the descriptions in your findings section. You will not need to have implications for everything in your findings.

**Discussion/Implications:** How will what you found impact your teaching, classroom, and thinking? What other things might your findings impact? What other research is needed? How will you change? Did you find a resolution to your research problem/question? You will need to answer these questions and explain what you are doing, plan to do, or have done to improve your professional situation and/or student learning. You should also show how you have impacted your profession and/or student learning with the implantation of whatever it is you derived from your research.

**Peer Review:** Each student will review other students’ papers at various times throughout the course. This review is to assist both students in producing the best quality project possible. This class will function as a learning community as we all grow in our understanding of research and the various topics that will be explored via the research project.

**Action Research Project:** Your grade for the entire research project will be based on how well you address the various sections of the paper. The above is a general guideline, and a more detailed description can be found in all of your texts, which you should consult as you work on your project.

**COURSE GRADING SYSTEM****Grading Scale**

	Percentage	Points
<b>A</b>	90-100%	499-555
<b>B</b>	80-89%	444-498
<b>C</b>	70-79%	388-443
<b>D</b>	60-69%	333-387
<b>F</b>	0-59%	332 and below

	Assignments	Each	Total Points
1.	5 Discussion Board Threads	20	100
2.	6 Written Assignments	25 and 50	175
3.	Journal	2 +1	25
4.	HSRB Citi Online Training Module	20	20
5.	1 Literature Review	50	50
6.	1 Rough Draft	50	50
7.	Peer Review	25	25
8.	Personal Introduction	10	10
9.	Final Action Research Paper	100	100
	<b>Total</b>		<b>555</b>

**Students who do not submit a FINAL DRAFT of the Action Research Paper will receive an Incomplete.**

### **Late Assignment Policy**

- Any assignment not submitted via Blackboard (date/time) is subject to a 25% deduction of the overall point value per day. No assignment will be accepted, and no points will be awarded after four (4) calendar days from the due date (including weekends).
- If there are technical problems submitting an assignment, email the professor through the regular email (ktucker@concord.edu) immediately and explain the situation. Attach the assignment to the email (if applicable).
- If email is not possible, call the professor's office phone at (304) 384-5293 immediately and leave a detailed voicemail message explaining the situation.

It is suggested that students attempt to submit work early to avoid possible problems with the system or other problems. Any late work will be subjected to the terms of the above policy

### **Quality of Written Work**

- **All** work is to be typed in **Microsoft Word**. The format is as follows: double-spaced, 1-inch margins, 12 point font, Times New Roman, double spacing. **Follow APA formatting.**
- Please grammar-check, spell-check, and proofread your work. It is also required that you get someone else to proofread your work, as the ability of a second reader to pick up on problems greatly enhances your chances of turning in an error-free paper, or at least something close to such a document. Quality of writing and writing mechanics (i.e., spelling, punctuation, grammar, sentence and paragraph structure, language usage) will impact your grade on all assignments.
- Rewrites are greatly encouraged and even expected. Students will be allowed to rewrite any one section of their paper to improve their grade.
- You should be knowledgeable of APA format and it should be utilized in your paper. There is no excuse for not using APA, as the manual is a required text for this course, you should have been exposed to it in prior courses, and it is the standard format in education and the social sciences. For APA reference: <http://www.youtube.com/playlist?list=PL8F43A67F38DE3D5D>

**Writing:** Students are expected to write on a college or graduate level, depending on the course in which they are enrolled. Quality written work includes, but is not limited to: spelling, grammar, mechanics, etc. Work that, in the instructor's opinion, is not consistent with the student's level of academic placement will not be accepted. Said work will be returned to the student to be revised and turned in within an appropriate timeframe. The student's grade will reflect the need to revise. It is important to remember that just because a student works on something for a given amount of time does not mean that it is without flaws or meets the requirements. Many people waste a lot of time producing poor quality work.

**Plagiarism:** Plagiarism: It is the student's responsibility to be familiar with the policy on plagiarism set forth by Concord University. ***Reproduction of any work, in part or whole, without appropriate references will constitute plagiarism.*** Any paper, or section of a paper, that is reproduced for the class, from any source, without or without proper citation and/or permission, will be considered plagiarized. If the student has any question as to whether or not they are plagiarizing, they should consult the instructor. Per Concord University's policy, any student who plagiarizes will either receive a failing grade on the assignment, receive a failing grade in the course, or be removed from the university. TURNITIN, a plagiarizing program, will be used in this course in determining authenticity of the paper.



## COURSE TIMELINE

Module	Date/Week of:	Topic(s)	Assignment	Due Date
1	January 14 <sup>th</sup>	<i>Hendricks Ch. 1</i> Research Methods in Education (Qualitative vs. Quantitative Research), APA, Define Action Research, Review the Syllabus	Reading Assignment HW1 Personal Introduction DB #1 Citi Online Training Module	Jan. 20 <sup>th</sup> Jan. 20 <sup>th</sup> Feb. 3 <sup>rd</sup>
2	January 21 <sup>st</sup> & January 28 <sup>th</sup>	<i>Hendricks Ch. 2</i> Generating Research Ideas through Reflection Refining your Topic, Methods, Library Resources,	Discussion Board#2 Reflection Journal-(weekly submission) Written Activity 2.2 HW 2 List of possible research topics. <b>(Meet with Dr. Tucker virtually or over the phone over the next 2 weeks)</b>	Jan. 27 <sup>th</sup> Each week until May 5 <sup>th</sup> February 3 <sup>rd</sup>
3	February 4 <sup>th</sup>	<i>Hendricks, Ch. 3</i> Connecting Theory and Action: Reviewing the Literature	Written Activity 3.1 (Literature Review-2 weeks to work on this section)	Feb. 17 <sup>th</sup>
4	February 11 <sup>th</sup>	<i>Hendricks, Ch. 4</i> Planning the Action Research Study	HSRB Approval submission-(2 weeks) Discussion Board #3 Reading Assignment HW 4, (Activity 4.1, p. 63)	Feb. 17 <sup>th</sup> Feb. 17 <sup>th</sup> Feb. 17 <sup>th</sup>
5	February 18 <sup>th</sup>	<i>Hendricks Ch. 5</i> Strategies for Collecting Data	Discussion Board #4 Written Activity 5.1, p. 103 HW 5 (2 weeks)	Feb. 24 <sup>th</sup> March 3 <sup>rd</sup>
6	February 25 <sup>th</sup> , March 4 <sup>th</sup>	<i>Hendricks Ch. 6</i> Analyzing Data in Action Research Studies	Discussion Board: #5 Written Activity 6.1 or 6.2?-depending on methodology-Reading Assignment HW 6	March 3 <sup>rd</sup> March 24 <sup>th</sup> or March 31 <sup>st</sup>
<b>XX</b>	<b>March 11<sup>th</sup></b>	<b>Spring Break</b>	<b>ENJOY!</b>	<b>XX</b>
7	March 18 <sup>th</sup> , 25 <sup>th</sup> , & April 1 <sup>st</sup>	Keep on Writing! Finish Data Analysis	Reading Assignment HW 7 Tables, Charts, and Graphs (3 weeks)	April 7 <sup>th</sup>

<b>8</b>	<b>April 8<sup>th</sup></b>	<i>Hendricks Ch. 7</i> Writing and Disseminating the Action Research Report Rough Draft	Rough Draft (ready for Peer Review by April 15 <sup>th</sup> )	April 14 <sup>th</sup>
<b>9</b>	<b>April 15<sup>th</sup> &amp; April 22<sup>nd</sup></b>	Peer Reviews	Peer Review Comments Reflective Journal	April 28 <sup>th</sup> May 3 <sup>rd</sup>
<b>10</b>	<b>&amp; April 29<sup>th</sup> May 6<sup>th</sup></b>	<b>Congratulations to the Graduates!</b>	Final Paper Submission <b>(Due by May 8<sup>th</sup>)</b>	May 8 <sup>th</sup>

**All assignments are due the following Sunday at 10:00pm.**

**Please note the specific due dates within each module.**

**Dates vary to allow for more time with certain items.**

### **Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

### **Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

### **Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

*"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

### **Class/Online Attendance Policy**

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

### **Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

### **Emergency Information**

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the

Rahall Technology Center. For further emergency information go to:  
<http://www.concord.edu/administration/office-public-safety>.

### **Inclement Weather Policy**

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

#### University Closure

No students or employees are to report.

#### Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

#### Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

### **Student Conduct**

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

### **Sexual Harassment & Assault**

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

### **Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

## **Syllabus Disclaimer**

**"This syllabus is subject to change based on the needs of the class. Please check it regularly."**