1. **Course Number:** EDLD 6100  
   **Course Title:** Action Research and Data Analysis  
   **Credit Hours:** 3  
   **Prerequisites:** Admissions to AESG Master’s Program  
   **Corequisites:** None

2. **Syllabus Prepared:** September, 2007

3. **Texts:**  
   *A collection of readings on research and case samples of action research.* Packet compiled by instructor.

4. **Course Description:** Research methodologies to improve instructional and school-based decision-making; action, qualitative, and case study techniques applied to school, classroom, or school-community observation.

5. **Course Objectives based upon standards of knowledge (K), and ability (A)**  
   **Alabama State Department of Education Instructional Leadership Standards (290-3-3-.48) (2)(a) through (2)(h).**

   Upon completion of this course students will be able to:

   a. **(A)** develop an understanding of qualitative and action research methodologies *(2)(b)2(ii, iii)*

   b. **(A)** develop an understanding of the potential contributions of leaders and teachers as researchers to improve self-practice through analysis, reflection, and action *(2)(b)2(ii, iii)*

   c. **(A)** articulate a rationale for the value of classroom/school and school-community research with respect to instructional decision-making, professionalism development, and change *(2)(b)2(ii,iii, iv)*

   d. **(A)** acquire skills in conducting action research to include but not limited to research design *(2)(b)2(iii)*

   e. **(K)** apply newly-learned skills in the classroom/school/ and school-community context *(2)(b)1(iii)*

   f. **(A)** develop and execute an action research study to occur in a classroom, school, or educational community *(2)(b)2(ii)*

   g. **(K)** make explicit an action plan that changes educational practice *(2)(b)1(iii)
6. Course Content and Schedule:

**Week 1- Introduction to Action Research:** Course syllabus introduction; organizing for individual assignments and group assignments/ Learning Block 1

**Week 2- Prominent Authors on Action Research:** John Dewey, Mary Parker Follett, Kurt Lewin, Ronald Lippitt, Paulo Freire, Chris Argyris and Donald Schon/ Learning Block 1

**Week 3- Prominent Forms of Action Research:** Action Science, participatory action research, cooperative inquiry/ Learning Block 1

**Week 4- Reflective Professional Practice:** What it means to be a reflective practitioner; stages of continuous reflective practice/ Learning Block 1

**Week 5- Continuous Improvement:** Reflective practice, problem solving, action research/ Learning Block 1

**Week 6- Action Research:** Definitions, models, steps and phases/ Learning Block 2

**Week 7- Research Methods:** Procedures, instruments, special issues and ethics/ Learning Block 2

**Week 8- Proactive Action Research:** The Six Steps of proactive action research/ Learning Block 2

**Week 9- Responsive Action Research:** The Six Steps of responsive action research/ Learning Block 2

**Week 10- Group Dynamics of Cooperative Action Research/ Learning Block 2**

**Week 11- Types of Cooperative Action Research:** One-on-one; small face-to-face groups, whole school groups, educator stakeholders/ Learning Block 2

**Week 12- Action Research Proposal Presentations/ Learning Block 3**

**Week 13- Guest Speaker:** Using Action Research in Schools: Lessons from a Superintendent/ Learning Block 3

**Week 14 - Critical Friends:** Presentations and what was learned/ Learning Block 3

**Week 15- “Action Research Project from the Field”/ Learning Block 3**
7. Course Requirements/Evaluation:

**General Expectations:**
- a reflective and intellectual curious frame of mind
- the having of a “why-not,” generative, and engaging learning attitude
- a commitment to examine and refine one’s own theory-in-use (to make meaning) using the classroom/school as a laboratory for learning
- positive engagement in the inquiry journey

A. Class Participation: participate as a proactive member of a professional learning community

B. Critical Reflections: reflect and react to assigned reading selections (both written and oral)

C. Critical Friend: submit a written critique of his/her experiences as a Critical Friend to a colleague

After meeting with the instructor, each class member is expected to develop an inquiry question and complete an action research proposal. Students are expected to participate in email transactions to discuss the design and development of the research project. Requirements of the action research study consist of the following:
- contextual information;
- definition of an inquiry issue;
- a literature review;
- statement of outcomes/goals;
- planned timeline;
- description of interventions (e.g., including format for field work, instruments);
- data collection process and analysis;
- identification of themes/patterns and
- results and discussion

D. Field Experiences. Recognizing the alignment between the ISSLC standards and field-based application, candidates will design and implement a qualitative research project to map the perceived needs of school leaders in terms of professional development. The inquiry question that will guide this effort is: “Given the ISSLC standards, what are your needs in terms of ensuring that as school leaders we are providing you professional growth experiences to enhance your competencies as school leaders?”

Class Organization:

Learning Block 1 Teachers as Reflective Practitioners and Action Researchers
- The What and the Why of Action Research (Qualitative);
- Reflection;
- Professionalism;
• Cooperative Inquiry;
• Participative Action Research
• Mobilizing for Field Work
• Beginning the Journey

Learning Block 2. Studio for Teacher Action Researchers
• Refinement of Proposals & Presentations (Critical Friend & Instructor Conferences)
• Action Research Methods
• Dialogues on Teacher as Researcher Research and Case Studies
• Changing the Paradigm for Action Research and the Role of the Teacher

Learning Block 3. Professional Conversations: Sharing, Critiquing, and Celebrating Action Research
• Muddling through
• Finding Forms of Writing for Action Research Leading through Critical Reflective Practice
• Action Research as School-Renewal

Grading:
Class Participation.................................................................10 points
Critical Friend written critique..................................................20 points
Individual Reflections..............................................................20 points
Action Research Proposal......................................................25 points
Field Experience Implementation..........................................25 points
Total..................................................................................100 points

Grading Scale:
A = 90 – 100 points
B = 89 – 80 points
C = 79 – 70 points
D = 69 – 60 points
F = 59 points and below

8. Class Policy Statements:
A. Class Attendance/Absences: Class attendance and punctuality are expected and required. If assignments are missed, only University-approved excuses as outlined in the Tiger Cub will be allowed. Arrangement to make-up the work must be made in advance. If assignments are missed due to illness, a doctor’s statement for verification of sickness should be given to the instructor the day the student returns to class. Other unavoidable absences from campus and class must be documented and cleared with the instructor in advance.

B. Students are responsible for initiating arrangements for missed work due to excused absences.
C. Make-up exams will be given only for University-approved excuses as outlined in the 
Tiger Cub. Arrangements must be made up in advance. Unavoidable absences for class 
must be documented and cleared with the instructor in advance.

D. Accommodations: Students who need accommodations are asked to arrange a 
meeting during office hours the first week of classes, or as soon as possible if 
accommodations are needed immediately. If you have a conflict with my office hours, an 
alternative time can be arranged. To set up this meeting, please contact me by e-mail. 
Bring a copy of your Accommodation Memo and an Instructor Verification Form to the 
meeting. If you do not have an Accommodation Memo but need accommodations, make 
an appointment with the Program for Students with Disabilities at 1244 Haley Center, 
844-2096 (V/TT).

E. Honesty Code: All portions of the Auburn University Honesty Code and the Tiger Cub 
Rules and Regulations pertaining to Cheating will apply to this class.

F. Professionalism: As faculty, staff and students interact in professional settings, they 
are expected to demonstrate professional behaviors as defined in the College’s conceptual 
framework. These professional commitments or dispositions are listed below:

• Engage in responsible and ethical professional practices
• Contribute to collaborative learning communities
• Demonstrate a commitment to diversity
• Model and nurture intellectual vitality

9. Justification for Graduate Credit: The course is designed to provide school leaders 
with action research methods to be used in classrooms, schools, and school-community 
settings. Focus is on building dialogue with colleagues and other stakeholder groups, 
instituting reflective practice, and using ethnographic and case study research 
methodology.