Washington State University
MAJOR CURRICULAR CHANGE FORM - - COURSE
(Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 05/15/2013  □ New course  □ Temporary course  □ Drop service course
(Effective date cannot be retroactive)  □ There is a course fee associated with this course (see instructions)

☐ Variable credit __________________

☐ Increase credit (former credit _________)

☐ Number (former number _________)

☐ Crosslisting (between WSU departments)
   (Must have both departmental signatures)

☐ Conjoint listing (400/500)

☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)

☐ Request to meet GER in _________ (Must have GenEd Committee Approval)  □ Fulfills GER lab (L) requirement

☐ Professional course (Pharmacy & Vet Med only)  □ Graduate credit (professional programs only)

☐ Other (please list request) ____________________________

<table>
<thead>
<tr>
<th>EdRes</th>
<th>course prefix</th>
<th>course no.</th>
<th>Action Research</th>
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<tbody>
<tr>
<td>570</td>
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<td>EdRes 563 - Principles of Research</td>
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</table>

Prerequisite

3 3 3

credit per week lecture hrs lab hrs studio hrs

Prerequisite

Description (20 words or less) Concentrates on the philosophical assumptions and methodological strategies of action research and is designed to provide students with the theoretical and practical foundation for conducting action research studies in schools and other organizations.

Instructor:  Michele Acker-Hoevar  Phone number: (509) 732-7251  Email: ackerhosc@tricity.wsu.edu
Contact:  Lynn Buckley/Phyllis Erdman  Phone number: (509) 335-9117  Email: perdmann@wsu.edu

Kelly Ward  Chair/date  9-20-12  Dean/date  2-21-13

General Education Com/date

Chair (if crosslisted/interdisciplinary) *  Dean (if crosslisted/interdisciplinary) *  Graduate Studies Com/date

All-University Writing Com/date  Academic Affairs Com/date  Senate/date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.
The new course, EdRes 570—Action Research—is proposed as part of the research core for doctoral programs in the College of Education, in particular, the Doctor of Education (Ed.D.) program for which it is required. The new doctoral-level course on action research is needed for these reasons:

- To date, the doctoral-level action research course used in the Educational Leadership Ed.D. program has been taught under a “topics” number (EdAd 521). This has created some issues for doctoral students’ programs when students wish to take other topics courses using the same number. Since the action research course is now required for Ed.D. programs and has been taught for five years, the course should have its own prefix and number in the graduate course catalogue.

- Ed.D. programs in the College of Education have been merged into one blended program with a common core of courses and multiple strands in which students can specialize. Action research courses previously taught in the college (under topics number EdAd 521 for Educational Leadership, and T & L 588 for Teacher Leadership) were designed specifically for these separate programs. A new blended course is needed with the COE’s specific prefix reserved for doctoral-level research courses (EdRes) that will serve both major strands of the Ed.D. program. T & L 588 will become a course designed primarily for masters-level students within the T & L department that focuses primarily on teachers’ classroom research, and topics course EdAd 521 will be longer be used for action research.
EdRes 570
Advanced Action Research (3 credits)

Prerequisite: EdRes 563 – Principles of Research
Instructor: Full contact information for assigned instructor

Course Overview: This doctoral-level course concentrates on the philosophical assumptions and methodological strategies of action research and is designed to provide students with the theoretical and practical foundation for conducting action research studies in schools and other organizations. The course is part of the required “research core” for Ed.D. students in the College of Education but is suitable for all doctoral students in education and related fields. It is intended to prepare students to use action research methodology in their doctoral dissertations and/or enact action research in a rigorous way in their organizational settings.

Course Objectives: There are six primary course objectives: (a) to understand the history and philosophy of the action research movement; (b) to articulate the distinctions between action research and other research approaches in education and related fields; (c) to understand and apply quality criteria for evaluating action research studies; (d) to understand the ethical issues in conducting action research studies in organizations; (e) to design an action research study appropriate for addressing a “problem of practice” in an educational or other organizational setting; (f) to promote a practice-based community of learners.

College of Education Conceptual Framework: The College of Education contributes to the theory and practice of a broad field of education and dedicates itself to understanding and respecting learners in diverse cultural contexts. We facilitate engaged learning and ethical leadership in schools and clinical settings. We seek collaboration with diverse constituencies, recognizing our local and global responsibilities to communities, environments, and future generations.

The connection to the Conceptual Framework in this course includes contributing to the theory and practice of education by training practitioner-scholars in research methods that can be used to generate new knowledge for the field and address problems of educational practice.

Required Texts:
NOTE: Final list of required texts and readings to be determined by course instructor contingent on students enrolled in course, e.g., Teacher Leadership program, and/or Educational Leadership program.


**Additional Required Readings:**

Grogan, M., Donaldson, J., & Simmons, J. M. (2007). Disrupting the status quo: The action research dissertation as a transformative strategy. In C. A. Mullen, T. Creighton, F. L. Dembowski, & S. Harris (Eds.), *The handbook of doctoral programs in educational leadership: Issues and challenges* (pp. 76-89). Houston: The NCPEA Press. [Downloaded from http://cnx.org/content/m14529/1.2/]


TBA – Additional readings to be selected by course instructor, e.g., samples of published action research studies and articles that discuss issues in action research in educational settings.

**Course Requirements:**

20 points/20% -- Attendance, Participation, and Engagement:
You cannot participate if you are not in attendance; therefore arriving late, leaving early, or missing class entirely will negatively affect your participation grade. When in class, you will be expected to persistently engage in class activities and discussions. You will be expected to complete all readings and assignments on time, prepare thoughtful questions (inquiry as stance) and comments on the readings, maintain positive relationships with your fellow students, be professional in your conduct, work well with any group/team in which you participate or to which you are assigned, think critically and productively, and participate in a balanced way. Should you for some reason not be able to attend class, you will be required to complete a “make-up” assignment.

75 points/75% -- Research Project – Action Research Study Proposal:
10 points/10%. Seven-minute sound bites.
As part of formatively assessing the direction of your action research proposal development and generating class discussion and learning, you will present a seven-minute sound bite to the entire class during one of the early class sessions. During that sound bite, you need to present (1) the problem of practice or issue that the study will investigate and address; (2) background information on the problem, e.g., from the literature or previous research; (3) how you might construct your action research team; (4) anticipated phases of the action research study and methods for data collection; (5) the hoped for outcome of the study, e.g., what will be the improvement in regard to the problem of practice? And (6) your role in the study as researcher and your role in the setting as professional practitioner.

15 points/15%. Ten references/citations that include five annotations. You will search for and locate ten peer-reviewed articles that are new to you and directly relate to the action research topic/issue/problem of practice you have chosen for the study. Citations for articles must be in correct APA format. Five of the articles will be annotated. Please see directions and rubric for the written assignment. You will present two of these articles to the class – 10 minute presentations.
15 points/15%. Action research study proposal presentation. You will present your action research study proposal to the class for discussion and feedback. Presentation slots will be approximately 25 minutes—15 minutes for presenting and 10 minutes for questions and discussion.

35 points/35%. Action research study proposal. The culminating project in the course is the written action research study proposal (approximately 10-15 pages). Please see directions and rubric for this assignment.

5 points/5% -- Reflection:
You will complete a short reflection paper (2-3 pages) after completing your action research study proposal. The reflection is intended to help you make explicit connections between what you have learned about action research, your development as an educational leader, and how you might use the principles of action research in your future professional practice.

All written assignments are to be typed doubled-spaced with 1-inch margins, use non-sexist language, be carefully edited and polished, and formatted in accordance with APA style. Please see handout on required APA style elements.

All late assignments will be deducted one letter grade. Assignments that are significantly late (a week or more) will be deducted two or more letter grades.

Grading Scale:
91 – 100 points = A
81 – 90 points = B
71 – 80 points = C
61- 70 points = D
Below 61 points = F

University and Course Policies:

Students with Disabilities: Reasonable accommodations are available for students with a documented disability. If you have a disability and need accommodations to fully participate in this class, please either visit or call the Access Center (Washington Building 217; 509-335-3417) to schedule an appointment with an Access Advisor. All accommodations MUST be approved through the Access Center.

Campus Safety: The Campus Safety Plan, which can be found at http://safetyplan.wsu.edu, contains a comprehensive listing of university policies procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. Students are asked to visit this web site as well as the University emergency management web site at http://oem.wsu.edu/Emergencies to become familiar with the campus safety and emergency information provided. Students should also become familiar with the WSU ALERT site (http://alert.wsu.edu) where information about emergencies and other issues affecting WSU will be found.

Emergency Notification System: WSU has made an emergency notification system available for faculty, students, and staff. Please register at myWSU with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes. In the event of a Building Evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU web page and/or http://www.flashalert.net. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account.

Academic Integrity and Plagiarism: Academic integrity is the cornerstone of the University and will be strongly emphasized in this course. Plagiarism and appropriate attribution are described in the writing and publication guidelines of the American Psychological Association (APA). Specifically, plagiarism is presenting the
information, ideas, or phrasing of another person as the student’s own work without proper acknowledgement of the source. This includes submitting a commercially prepared paper or research project for academic credit, and/or using any work done by someone else. The term “plagiarism” includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

If a student’s work is suspected of violating the university’s policies on academic integrity (WAC 504-26-404), the instructor will assemble the evidence and, upon reasonable notice to the student of the date, time, and nature of the allegations, meet with the student suspected of violating academic integrity policies. The professor also has the right to refer the student to other academic officials for investigating the allegation. Any student found in violation of the academic integrity policy will be given an “F” for the course and will be referred to the Office of Student Conduct.

For additional information about WSU’s Academic Integrity policy/procedures please contact (360) 546-9573 or refer to the student conduct information on the university website at http://studentaffairs.vancouver.wsu.edu/student-affairs/student-conduct.

Course Schedule:

Class Sessions 1-5

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<tr>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>• Course introduction, assignments, expectations, and pacing</td>
<td>Syllabus&lt;br&gt;Herr &amp; Anderson, 1-4&lt;br&gt;Cochran-Smith &amp; Lytle, 1-5&lt;br&gt;Stringer, 1-2&lt;br&gt;Kemmis &amp; McTaggart article</td>
<td>• Seven-Minute Sound Bite Presentations</td>
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<tr>
<td>• What is action research (AR)?&lt;br&gt;c History and philosophy of AR&lt;br&gt;c Distinguishing AR from other research approaches&lt;br&gt;c Researcher positionality in AR</td>
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<td>• 2-page mini-proposal for AR study</td>
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<td>• Quality criteria for AR studies</td>
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<td>• 5 article citations in APA format</td>
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Class Sessions 6-10

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<thead>
<tr>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>• Designing and conducting action research studies</td>
<td>Herr &amp; Anderson, 5 &amp; 7&lt;br&gt;Cochran-Smith &amp; Lytle, 6-9&lt;br&gt;Stringer 3-7&lt;br&gt;Grogan, Donaldson, &amp; Simmons article</td>
<td>• 5 additional article citations in APA format</td>
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<tr>
<td>• Role of action research in school improvement</td>
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<td>• 5 annotations of articles</td>
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<tr>
<td>• Ethical issues in conducting AR studies&lt;br&gt;c “Power” issues&lt;br&gt;c Confidentiality and informed consent&lt;br&gt;c Working with IRB</td>
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<td>• Continued presentations of articles to class</td>
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Class Sessions 11-15

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<tr>
<th>Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>• Assessing AR studies – applying quality criteria</td>
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<tr>
<td>• Samples of AR studies</td>
<td>Herr &amp; Anderson, 6</td>
<td></td>
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<tr>
<td>• Designing AR studies (continued)</td>
<td>Cochran-Smith &amp; Lytle, 10-13</td>
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<tr>
<td></td>
<td>Stringer 8-9</td>
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<td></td>
<td>Selection of published AR studies</td>
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<tr>
<td></td>
<td>Selection of AR dissertations</td>
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### Selected Bibliography

**Action Research Methodology—General**


**Classroom-focused (Teacher/Practitioner) Action Research**


**School-wide Action Research Teams**


**School Leaders and Action Research**


Action Research Dissertations


Issues with Action Research

