

Note: Individual Instructors complete the asterisked (*) components of the syllabus. ALL other components will be prescribed by University College, the Department Chair, or Course Custodian and must be included on each instructor's syllabus as provided.

NEW (CAC Approval Date):

UPDATED (Date): 11/07/05

***TERM / YEAR / CAMPUS LOCATION**

COURSE NUMBER, TITLE and CREDITS

EDUU565: Action Research for Technology- 3 credits

***INSTRUCTOR NAME AND CONTACT INFORMATION**

voice :

e-mail:

office hours / or out of class time contact information

CUC COURSE CUSTODIAN

Julie Frese, Ph.D. – frees@chapman.edu

BULLETIN COURSE DESCRIPTION

The purpose of this course is to provide instruction and support for educators as they examine and analyze action research studies and conduct their own action research inquiry in the area of technology. They will have an opportunity to examine the history of the action research process and to critically analyze the effectiveness of existing action research studies and/or cases in order to determine their significance as they apply to everyday practice and educational policy. Participants will frame research questions, select appropriate research methods, gather, interpret, and analyze data, draw conclusions, and report their research findings by posting their results to an Internet website. Participants will identify, discuss, and apply concepts of action research with current and previous course participants as well as with other researchers in the field. Sharing these results is an effort to promote a global research and learning community/network. The ultimate goal is to encourage and empower participants to recognize their own expertise and to assume greater responsibility and control as they analyze the impact of technology on student learning through ongoing reflective practice, professional development, curriculum design and development, and classroom and institutional change.

PREREQUISITES

Ability to word process documents, communicate via email, conduct online research, display data, and design multimedia presentations.

EDUU551: Educational Applications of Computers (or Preliminary Educational Technology SSAT or equivalent course with approval); EDUU552: Using Technological Tools in Teaching; EDUU553 (or EDUU 563): Curriculum, Leadership, & Instructional Technology; and EDUU 564: Social Implications of Educational Technology; EDUU600:

RESTRICTIONS

Admission to the MAE with Emphasis on Instructional Technology Program

ESSENTIAL EQUIPMENT AND FACILITIES

Internet Access and Chapman ID

Classroom or lab must provide a computer for each student. Class size should not exceed 24 students or the number of networked computers available. A large whiteboard, bulletin boards, overhead projector, television, VCR, and an instructor computer with Microsoft Office and access to the Internet should be provided. Additional equipment should include an LCD presentation system, full-page color scanner, digital to analog TV converter, and digital camera. Students and instructors need to have access to email.

Online: Internet access: Chapman ID in order to access eCollege

Students will need access to a web server account for posting electronic portfolio. (Free servers: Geocities, Tripod, etc.)

Students will be required to spend 45 hours of on-line class time within the scheduled period in order to complete requirements for 3 semester units of credit. Pre-scheduled online chat, threaded discussion, tests, and assignments will be completed through the eCollege website – <http://www.chapman-online.org>. Students should expect that an additional 90 hours of preparation beyond the 45 hours of on-line class time will be required for successful completion of course assignments.

COURSE LEARNING OBJECTIVES

Through the class experiences, readings, assignments, and case studies, candidates will be able to:

- Research, review, and analyze current literature in K-12 technology use and integration, with an emphasis on action research steps/stages, methods, politics, and ethics.
- Analyze cases involving action research.
- Determine and design a research question and inquiry related to the impact of technology on student learning.
- Reflect upon each stage of the action research process.
- Demonstrate the use of technological skills in all areas of the research process with an emphasis on data collection, analysis, and reporting.
- Apply the steps of the action research process to alter or confirm curriculum and instruction practices with a focus on technology use and integration.

MAJOR STUDY UNITS

Introduction to Action Research

- What is action research?
- What is its purpose?
- Why conduct action research?
- What are the benefits of action research?
- Why conduct action research in the area of technology?
- How is action research different from other types of research?
- What are the historical roots and evolution of action research?
- What are the philosophical and theoretical bases for action research?
- What can be learned from the history of action research that can inform our decisions in the present and future?

Approaches and Steps to Conducting Research

- What makes a researchable issue in the area of K-12 technology use and integration?
- What are various approaches to research by practitioners?
- How is action research related to other educational research?
- What can be learned from published accounts of action research?
- Which strategies, procedures, and tools have proven effective for action researchers?

Getting Started

- How does a researcher go about determining and framing a research question, finding possible data sources, conducting a literature review, collecting and analyzing the data, making sense of the data, writing and communicating the findings, and applying the findings in their instruction?
- What is included in a research plan or design?

Considerations

- What logistical issues need to be considered?
- What ethical and privacy issues are involved in the research process?
- What is informed consent and what is involved in obtaining this?
- How does a researcher obtain approval to conduct my research in a public school District?

- What is an IRB (Institutional Review Board) and what is involved in obtaining university approval for conducting a research project?
- What is involved in ensuring that the methods and process of an inquiry are reliable and valid?

Data Collection, Organization and Analysis

- How do I go about collecting, organizing and analyzing data?
- What technological tools can I use for this process?
- How can I use tables, graphs, and charts most effectively?

Putting it All Together

- How do I report the results of the study?
- What are the steps for writing the research report?
- How do I use the APA format to write the report?

Systemic Issues

- What are the politics involved in conducting research at the classroom, school, District, state, national, and/or international levels?
- How does the change process (with a focus on beliefs and practices at individual and institutional levels) impact the application of research results?

Reflection on the Process

- What can be learned about teaching and learning from conducting action research?
- What changes in philosophy and/or practice occur as a result of conducting an action research project from the perspective of a teacher, researcher, and learner?
- What could be done differently during a future inquiry and why?
- What is the role of technology in conducting action research?

Communicating Results

- Is it important to communicate the results of your inquiry with others? Explain.
- What audiences might benefit from the results of these inquiries? How and why could they benefit?
- What strategies can be used to communicate the results of your inquiry with others?
- What role can technology play in communicating research results with others?

***INSTRUCTIONAL STRATEGIES**

Instructional strategies for this course will include online lecture, multimedia presentations, reflective exercises, and case study analysis. Instructors will engage candidates in on-line threaded discussions, emailing messages and attachments, and chat rooms through eCollege.

REQUIRED TEXTS

Chapman On-Line Bookstore: <http://direct.mbsbooks.com/chapman.htm>

RECOMMENDED TEXTS

Online readings are included in the course.

REQUIRED SOFTWARE

- Microsoft Office: Word, Excel, Powerpoint
- Web Authoring: Frontpage or Netscape
- Firefox Web Browser - <http://www.mozilla.org/products/firefox/>
- Audio Editor: Audacity from Soundforge - <http://audacity.sourceforge.net/>
- Graphics Editor: Irfanview - <http://www.irfanview.com/index.htm>

- Video Formats
 - Real Player – <http://www.real.com>
 - Quicktime - <http://www.apple.com/quicktime/>
 - Windows Media Player - <http://www.microsoft.com/windows/windowsmedia/default.aspx>

Student Software Recommendations (for home installations)

- Open Office (Free Office Suite if Microsoft Office is not available) - <http://www.openoffice.org/>
- Mozilla (Free Web Authoring Suite) - <http://www.mozilla.org/products/mozilla1.x/>

***STUDENT PERFORMANCE REQUIREMENTS**

The emphasis of this course is to allow students an opportunity to apply acquired knowledge and skills as they conduct an action research study related to the impact of technology on student learning.

The major purposes of this course are as follows:

1. To gain an understanding of the action research process with a focus on the uses and implementation of technology in teaching and learning.
2. To realize and experience the logistical, ethical, and privacy issues involved in the action research process.
3. To analyze existing research and cases involving action research in technology.
4. To gain an understanding of the systemic nature and impact of action research in an educational context.

***METHODS OF EVALUATION FOR DETERMINING GRADES**

| |
|--|
| Suggested Assignments: |
| 1. Research Reviews and Analysis of Case Studies |
| 2. Research Design |
| 3. Quizzes – Terminology, History, Steps of Action Research Process |
| 4. Research Proposal |
| 5. On-line Journal Entries |
| 6. Mind Map of Action Research Process |
| 7. Online Threaded Discussions and Group Work – Participation and Facilitation |
| 8. Webliography Entries |
| 9. Final Research Paper |
| 10. Multimedia presentation of research results posted to an Internet site |

ATTENDANCE AND OTHER CLASS POLICIES

On-line Attendance Policy:

Class participation will be required through online discussion. Online students may be required to attend virtual chat sessions, as well as participate in threaded discussions. Chat session times, topics, and assignment deadlines will be posted at the beginning of the course. You will be expected to log in to the course regularly, complete the required reading, participate in online discussions, and complete all assignments. You will be required to take exams and quizzes. Specific times will be posted for real-time virtual chat. In addition, the course professor will be available for e-mail questions and discussion during a 3-hour period weekly. The instructor will respond to any questions within 72 hours.

Online Class Discussion:

Weekly online discussion is required for this course. You must participate in threaded discussion and e-mail as a part of each unit of study. Questions will be posted for each unit. Your responses should relate not only to the question, but also to the comments of your classmates and instructor and the topics of your assigned readings. These responses should clearly demonstrate that you have read the required articles, thoroughly examined recommended websites, and participated fully in course assignments and exercises. Your discussion should be relevant to the topic and should move the discussion forward. You should not simply agree or disagree with what

has already been stated. Interact with your classmates constructively and respectfully, allowing for everyone to participate. Follow the rules of netiquette. The quality of your discussion is more important than the frequency or length of your responses.

Netiquette for Online Course:

- Be polite and respectful of one another.
- Avoid personal attacks. Keep dialogue friendly and supportive, even when you disagree or wish to present a controversial idea or response.
- Be careful with the use of humor and sarcasm. Emotion is difficult to sense through text.
- Be helpful and share your expertise. Foster community communication and collaboration.
- Contribute constructively and completely to each discussion. Avoid short repetitive “I agree” responses and don’t make everyone else do the work.
- Consider carefully what you write. Re-read all e-mail and discussion before sending or posting. Remember that e-mail is considered a permanent record that may be forwarded to others.
- Be brief and succinct. Don’t use up other people’s time or bandwidth.
- Use descriptive subject headings for each e-mail message.
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, etc.
- Keep responses professional and educational. Do not advertise or send chain letters.
- Do not send large attachments unless you have been requested to do so or have permission from all parties.

GOALS OF THE EDUCATIONAL TECHNOLOGY ASSESSMENT PLAN

Chapman University College faculty, instructors, and students will participate in annual learning outcomes assessment. The educational technology program must provide evidence supporting claims of educational effectiveness. Engagement in assessment activity is expected in order to evaluate strengths and weaknesses in the educational program and make meaningful efforts at improvement. Instructors will be asked to have students participate in an online student survey. The course custodian will request analysis and evidence of student work in the areas of student writing and electronic portfolios for assessment.

1. University College Goal: Personalized Education - Students will receive personalized education by faculty in the areas of advising, teaching, mentoring, and career/graduate school preparation.

2. University College Goal: Student Writing - Students will demonstrate competence in the use of online research resources and be able to write a scholarly research review using proper APA electronic format for citations and references. EDUU451/551 students will review one research article on the use of technology in education.

3. Department Goal: Meeting Technology Standards for Teachers. Students will demonstrate understanding of and proficiency in national technology standards for teachers. Technology Standards for Teachers:
http://cnets.iste.org/teachers/t_stands.html

4. Department Goal: Electronic Portfolio Students will show evidence of meeting technology standards and Teacher Performance Expectations (TPE) or national standards for technology leadership through an electronic assessment portfolio.

CHAPMAN UNIVERSITY COLLEGE ACADEMIC WRITING STANDARDS

Specific writing standards differ from discipline to discipline, and learning to write persuasively in any genre is a complex process, both individual and social, that takes place over time with continued practice and guidance. Nonetheless, Chapman University has identified some common assumptions and practices that apply to most academic writing done at the university level. These generally understood elements are articulated here to help students see how they can best express their ideas effectively, regardless of their discipline or any particular writing assignment.

Venues for writing include the widespread use of e-mail, electronic chat spaces and interactive blackboards. Chapman University is committed to guaranteeing that students can expect all electronic communication to meet Federal and State regulations concerning harassment or other “hate” speech. Individual integrity and social decency require common courtesies and a mutual understanding that writing--in all its educational configurations--is an attempt to share information, knowledge, opinions and insights in fruitful ways.

Academic writing (as commonly understood in the university) *always* aims at correct Standard English grammar, punctuation, and spelling.

The following details are meant to give students accurate, useful, and practical assistance for writing across the curriculum of Chapman University College.

Students can assume that successful collegiate writing will generally:

- Delineate the relationships among writer, purpose and audience by means of a clear focus (thesis statements, hypotheses or instructor-posed questions are examples of such focusing methods, but are by no means the only ones) and a topic that’s managed and developed appropriately for the specific task.
- Display a familiarity with and understanding of the particular discourse styles of the discipline and/or particular assignment.
- Demonstrate the analytical skills of the writer rather than just repeating what others have said by summarizing or paraphrasing
- Substantiate abstractions, judgments, and assertions with evidence specifically applicable for the occasion whether illustrations, quotations, or relevant data.
- Draw upon contextualized research whenever necessary, properly acknowledging the explicit work or intellectual property of others.
- Require more than one carefully proofread and *documented* draft, typed or computer printed unless otherwise specified.

DOCUMENTATION

Any material not original to the student must be cited in a recognized documentation format (APA, ASA, MLA or Chicago-style) appropriate to the particular academic discipline. For quick reference to documentation standards for various fields you may refer to: www.chapman.edu/library/reference/styles.

Deliberate use of information or material from outside sources without proper citation is considered plagiarism and can be grounds for disciplinary action. See the explanation of Academic Integrity below.

ACADEMIC INTEGRITY

As a learning community of scholars, Chapman University emphasizes the ethical responsibility of all its members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated. "Violations of academic integrity include, but are not limited to, cheating, plagiarism, or misrepresentation of information in oral or written form. Such violations will be dealt with severely by the instructor, the dean/center director, and the standards committee. Plagiarism means presenting someone else's idea or writing as if it were your own. If you use someone else's idea or writing, be sure the source is clearly documented." Other guidelines for acceptable student behavior are specified in the *Chapman University College Catalog*.

ACADEMIC WRITING GUIDE

Student's Name _____ Instructor _____

Paper Assignment _____ Course Title _____

(Instructor: Read the entire paper through then reflect on its merits employing the following criteria. Our goal is to provide guidance to the student progressively in order to improve the quality of his or her writing.)

| Criteria | Comments | NSW | Dev | WD |
|--|----------|-----|-----|----|
| The writer demonstrates an understanding of the assignment by using a style, form and language that is appropriate for its intended audience. | | | | |
| The writer has chosen a topic in accord with the assignment and limited it sufficiently to explore in depth in the space allotted. | | | | |
| The paper focuses its presentation by means of a clear statement of purpose (thesis statement, hypothesis or instructor posed question) and logically organized sub-topic paragraphs or sections. | | | | |
| The writer substantiates abstractions, judgments and assertions with specific illustrations, facts and evidence appropriate to the assignment and/or discipline. | | | | |
| The writer has added to on-going discussions of the topic with his or her own critical analysis, rather than simply repeating what others have said through quotation-stacking, paraphrasing or summaries. | | | | |
| The writer draws upon research whenever necessary to support critical analysis or assertions made and properly acknowledges the work of others by utilizing a standard documentation format acceptable for the course. | | | | |
| The paper conforms to the minimal essentials of Standard American English grammar, word choice, spelling and punctuation. | | | | |

N S W = Needs Significant Work,

D = Developing

WD = Well Developed

OVERALL RATING

| | | | | | | | |
|---|--|-------------------------------|-------------------|-----------------------|--------|--|--|
| The writer meets the needs of the particular audience and succeeds in his or her intended purpose--honestly engaging the subject and establishing her or his authority by offering a persuasive and supportable analysis. | <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Needs Significant Work</td> <td style="width: 33%; text-align: center;">Developing</td> <td style="width: 33%; text-align: right;">Well Developed</td> </tr> <tr> <td colspan="3" style="text-align: center;"> -----></td> </tr> </table> | Needs Significant Work | Developing | Well Developed | -----> | | |
| Needs Significant Work | Developing | Well Developed | | | | | |
| -----> | | | | | | | |
| Comments: | | | | | | | |

A. If this version of the paper is to receive a grade, the grade is _____. Instructor _____ Date _____

AMERICANS WITH DISABILITIES ACT STATEMENT

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the instructor as soon as possible. **This is the student's responsibility.** Information about services, academic modifications and documentation requirements can be obtained from the director of the Center for Academic Success at the Orange Campus at 714-997-6828 or from the director of a Chapman regional campus.

QUICK ACCESS TO THE ON-LINE CHAPMAN LIBRARY RESOURCES

<http://www.chapman.edu/library/>

SELECTED BIBLIOGRAPHY

Action Research vs. Formal Research, Steps

http://www.iusb.edu/~gmetteta/Classroom_Action_Research.html

Activities, Conferences, Projects, Links, etc.

<http://educ.queensu.ca/~ar/>

American Psychological Association (APA) Online Resources

- Electronic Reference Formats - <http://www.apastyle.org/elecmedia.html>
- University of Wisconsin Writing Center APA - <http://www.wisc.edu/writing/Handbook/DocAPA.html>
- University of Wisconsin - <http://www.uwsp.edu/psych/apa4b.htm>
- Walden University - <http://www.waldenu.edu/acad-rsrcs/writing-center/index.html>

Arhar, J., Holly, M.L., & Kasten, W.C. (2000). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Prentice-Hall.

Computer Ethics Institute: http://www.brook.edu/its/cei/cei_hp.htm

Education Resources Information Center (ERIC):

- ACCESS ERIC: <http://www.eric.ed.gov>

Foundations and History of Action Research

http://carbon.cudenver.edu/~mryder/itc/act_res.html

<http://www.psicopolis.com/Kurt/kl tutto.htm>

<http://www.infed.org/thinkers/et-lewin.htm>

<http://www.uncp.edu/home/baker/actionresearch/links/> (including sample projects and many other links—highly recommended)

Goldman, S. R., Williams, S. W., Sherwood, R.D., Hasselbring, T.S. and the Cognition and Technology Group at Vanderbilt (1999). *Technology for teaching and learning with understanding: A primer*. Boston, MA: Houghton Mifflin Company.

Guidelines

<http://archon.educ.kent.edu/Oasis/Pubs/0200-08.htm>

Hubbard, R. S. & Power, B. M. (1993). *The art of classroom inquiry: A handbook for teacher researchers*. Portsmouth, NH: Heinemann. (ISBN 0-435-08762-2)

The Interpersonal Computing and Technology Journal (IPCT-J) - <http://www.aect.org/Intranet/Publications/ipct-j/index.html>

Library of Congress: <http://lcweb.loc.gov>

Loughran, J., Mitchell, I. & Mitchell J. (Eds.). (2002). *Learning from teacher research*. NY: Teachers College Press.

Methodology – Definitions, Evolution, Cases

Revised 10/11/05

<http://www.web.net/%7Erobrien/papers/arfinal.html>

Milken Family Foundation - <http://www.mff.org/edtech/>

Quotations, Coping Strategies, Guidelines, etc.

http://educ.queensu.ca/projects/action_research/15quote.htm

Sample Action Research Projects:

http://educ.queensu.ca/projects/action_research/michael.htm

Microsoft On-line

- Tutorials - <http://www.microsoft.com/education/?ID=Tutorials>
- Office XP - <http://www.microsoft.com/education/?ID=OfficeXPTutorial>

National Center for Education Statistics - <http://nces.ed.gov/>

National Education Technology Standards (NETS)

- NETS - <http://cnets.iste.org/teachers/>
- NETS for Teachers - http://cnets.iste.org/teachers/t_stands.html
- NETS for Students - http://cnets.iste.org/students/s_stands.html

Online Journals

- Ed Week - <http://www.edweek.org/>
- Electronic Text Center - <http://etext.lib.virginia.edu/>
- IT Journal Online - <http://etext.virginia.edu/journals/itjournal/>
- Journal Of Computer-Mediated Communication - <http://www.ascusc.org/jcmc/>
- Journal of Technology Education - <http://scholar.lib.vt.edu/ejournals/JTE/>
- Kappan Articles On-line - Kappan Articles On-line - <http://www.pdkintl.org/kappan/khome/karticle.htm>
- Library in the Sky - <http://www.nwrel.org/sky/>
- Technology Source - <http://horizon.unc.edu/TS/>
- The Technology Teacher - <http://www.iteawww.org/F1.html>
- T.H.E. Journal.com - <http://www.thejournal.com/>
- Triangle Journals - <http://www.triangle.co.uk/>

Reiser, R.A., & Dempsey, J.V. (2002). *Trends and issues in instructional design and technology*. New Jersey: Merrill Prentice Hall.

Research Ideas: <http://www.accessexcellence.org/21st/TE/>

Shelly, G.B., Cashman, T.J., Vermont, M.E., & Walker, T.J. (1999). *Discovering computers*. Cambridge, MA: Course Technology ITP

Solomon, G., Allen, N.J., & Resta, P. (2003). *Toward digital equity: Bridging the divide in education*. Boston: Allyn & Bacon. Boston. (ISBN 0-205-36055-6)

Terminology

- Education World Internet Glossary: <http://www.education-world.com/help/glossary.shtml>
- Tek-Mom Resources for Students - <http://www.tekmom.com/students/>
- Tech Encyclopedia - <http://www.techweb.com/encyclopedia/>

Thorsen, C. (2003). *TechTactics: Instructional models for educational computing*. Boston: Allyn & Bacon.

Tomei, L.A. (2002). *The technology façade: Overcoming barriers to effective instructional technology*. Boston: Allyn & Bacon.

Topscott, D. (1999). *Growing up digital*. McGraw-Hill. - <http://www.growingupdigital.com>

U.S. Copyright Law - <http://www.loc.gov/copyright>

Revised 10/11/05

U.S. Department of Education Online Resources - <http://www.ed.gov>

- No Child Left Behind <http://www.nochildleftbehind.gov/>
- U.S. Department of Education. Consumer Guide. (1996). Using the internet: World wide web pages featuring education. Archive retrieved July, 2003: <http://www.ed.gov/pubs/OR/ConsumerGuides/webpage.html>

U.S. Department of Education (1993). Using Technology to Support Education Reform. Archived retrieved July, 2003: <http://www.ed.gov/pubs/EdReformStudies/TechReforms/>

***INSTRUCTOR'S CLASS BY CLASS ASSIGNMENT SCHEDULE**

[Attach sheets as necessary.]