EDUC 695 Capstone Seminar (Action Research)

**Course description:** Credit 3 hours. Prerequisite: EDF 600 and EDUC 693. This is the capstone seminar of the graduate program in Curriculum and Instruction. The course is the last of the series of three research-based courses.

**Required Texts: (Retail)**

**Conceptual Framework of the College of Education and Human Development (COEHD)**

**Overview:** The Conceptual Framework provides direction for the development of effective professionals. Diversity is an integral part of each component, and Technology is emphasized throughout all programs in the educational unit. The Conceptual Framework is a living document that continuously evolves as opportunities and challenges emerge.

**Components of the COEHD Conceptual Framework:**

- **Knowledge of Learner (KL):** Candidates’ understanding of the learner which is necessary to provide effective and equitable instruction: The educational unit prepares candidates to demonstrate and value sensitivity to the needs of all learners. Candidates acquire an understanding of learners as individuals and incorporate this knowledge as they progress through their educational experiences at Southeastern. As effective professionals, they continue that practice throughout their careers. Diversity is an integral part of the program, and Technology is integrated throughout the program.

- **Strategies and Methods (SM):** Strategies and methods appropriate to each program within the educational unit that are necessary to develop effective professionals: The effective professional demonstrates best practices through inquiry, creativity, and reflective thinking. Constructive and reflective problem-solving processes require the effective professional to consider and integrate complex information. Diversity is an integral part of the program, and Technology is integrated throughout the program.

- **Content Knowledge (CK):** Candidates’ thorough understanding of the content appropriate to the area of specialization: Candidates exhibit depth of knowledge in their area of specialization and breadth of understanding of general subjects within the educational unit. Diversity is an integral part of the program, and Technology is integrated throughout the program.

- **Professional Standards (PS):** Established criteria that guide effective professionals in each discipline area: The educational unit is based on professional standards, enabling candidates to develop the knowledge, skills, and dispositions to become effective professionals. University course objectives and learner outcomes are aligned with national, state, and institutional standards. Candidates incorporate professional standards as they progress through their educational experiences at Southeastern and continue that practice throughout their careers. Diversity is an integral part of the program, and Technology is integrated throughout the program.

**Objectives:**
1. Demonstrate knowledge of qualitative research, quantitative research, and action research in education; (SM, PS)
2. Evaluate and match educational problems with appropriate research designs and methods; (SM, PS)
3. Conduct a research study focusing on an authentic problem in education; (SM, PS)
4. Apply analytical skills to generate conclusions and recommendations from the study’s findings; (SM, PS)
5. Create and present a multimedia presentation on the study, findings, and recommendations; (SM, PS)
6. Discuss the ethics and laws pertaining to educational research; (SM, PS)
7. Explain the characteristics, purposes, and applications of action research in regard to quantitative and qualitative research; (SM, PS)
8. Critique research studies reported in educational journals; (SM, PS)
9. Apply software programs and uses for educational research; and demonstrate an understanding of factors regarding culture/ethnicity, socioeconomic status, gender, age, and special needs of students participating in educational research. (SM, PS)

Course Requirements:

Policies:
1. ADA: “If you are a qualified student with a disability seeking accommodations under the Americans with Disabilities Act, you are required to self-identify with the Office of Student Life, Room 203, Student Union.”

2. Academic Honesty Policy: Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Cheating on examinations, plagiarism, improper acknowledgement of sources in essay and the use of a single essay or paper in more than one course without permission are considered very serious offenses and shall be grounds for disciplinary action as outlined in the current General Catalogue.

3. E-mail is considered one of the official forms of communication at the University. University policy ensures that all students will have access to a University e-mail account, outlines the student’s responsibilities in having such an account, and establishes expectations for communication between faculty and students for educational purposes and between the University and students for university business purposes. You should read and be familiar with this policy found on-line. Students are expected to check their e-mail accounts on a frequent and consistent basis in order to receive University communications in a timely manner. The University recommends checking e-mail several times per week, preferably once a day. It is the student’s responsibility to report any problems with e-mail accounts or access to e-mail to the Help Desk. I frequently use e-mail as a source of communication. When sending e-mails please be sure to send from your SLU account. I will not respond to messages sent from other accounts. Also, please remember to identify yourself in your e-mail correspondence and header.

   The e-mail header should include course number, name, and subject of the e-mail. This is important in my storage and retrieval of e-mail documents.

   Format for subject heading: course & section/your name/ topic

   Example subject heading: EDUC 695/Pat Smith/Week 1 assignment
4. Students will be permitted to **enroll** in any EDUC, MAT, EPSY, ECE course only **twice**.

5. Students will be permitted to **repeat** only two EDUC, EPSY, ECE, or MAT courses **twice**.

*From The Dept. of Teaching and Learning Graduate Handbook pp 22-23:*

**ACTION RESEARCH** Candidates in Curriculum and Instruction who began their degree program in Summer 2006 or later will be required to develop an action research project.

**Action Research:** In keeping with the program emphasis on performance-based learning and assessment activities, candidates enrolled in the Master of Education in Curriculum and Instruction will complete their degree programs by engaging in an action research project.

**Orientation Seminar:** All candidates are required to attend an orientation seminar early in the semester when taking EDUC 693 where the research process will be explained, timelines provided, and information regarding the action research forum provided to all students. This will include a discussion of how to obtain IRB approval.

**IRB (Institutional Review Board):** IRB approval is required for all action research projects initiated in EDUC 693 and completed in EDUC 695. IRB approval will be requested in EDUC 693.

**Prerequisites:** Graduate candidates are required to meet all prerequisites and skills (technology, research, knowledge about plagiarism, how to collect data), before enrolling in EDUC 693/695.

**Conducting the Action Research:** Design and implementation of the project will occur during enrollment in EDUC 693 (*Leadership for Change* – Fall semester) and EDUC 695 (*Action Research* – Spring semester). Faculty from EDF 600, EDUC 693, EDUC 695 and when appropriate to the content area, additional faculty members, will collaborate to guide candidates’ research.

Planning for the project will begin in EDUC 693, during which candidates will develop a proposal for an action research project. The proposal will consist of a problem statement, a review of the literature, and a research design to address the problem. Candidates will carry out the action research project in EDUC 695 where they will continue the research process with collecting and analyzing data, determining the results, and drawing conclusions.

Once both EDUC 693 and EDUC 695 instructors have deemed the project as satisfactory, candidates will provide a multimedia presentation for a team of graduate faculty. A rubric will be used to assess this final requirement for the graduate program.

**Assessment:** Final action research projects will be assessed by the instructor of EDUC 695 and when appropriate faculty from EDF 600, EDUC 693, and the content area of research (e.g., Gifted).

**Graduate Action Research Forum:** The Graduate Action Research Forum is one form of publishing the action research that is conducted during the graduate program. Each teacher candidate who meets expectations for the Action Research Project is required to participate.

Candidates will present their findings as a final requirement for the graduate program. The forum will include other graduate candidates, faculty, and invited guests from the university, public schools and community.
Course Assessment:
Course grade will be based on the completion of a final portfolio (75%), and public presentation (25%).
Elements of the final portfolio include:
1. Action research paper 55%
   - Revised elements from EDUC 693; Introduction, Literature Review, & Methodology - (5%)
   - Results (15%)
   - Discussion (15%)
   - Conclusion (10%)
   - Revised references (10%)
2. Compilation of raw data not reported in the paper 15%
3. IRB approval documentation 5%

Grading scale: 94 – 100 = A, 87 – 93 = B, 80 – 86 = C

Knowledge Base


