



**College of Education, California State University, Long Beach**  
**Action Research Methods in Education**  
**EDCI 533 – Spring 2017**

**Instructor:** Dr. Felipe V. Golez      **Office:** ED2-178

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**Office Hr:** ED 2-178 (campus office) – Before and after class and by appointment.

**Meeting Place and Time:** LA 1 303, 7-9:45

**Course Description:**

The purpose of this course is to provide an introduction and overview of action research methods. This particular class has a hybrid/compressed nature designed to interface with a Linked Learning Masters degree cohort experience. A great portion of the course will be spent learning, practicing and using action research methods such as: conducting participant observation, interviewing, and analyzing data. Course participants will engage in the reading, critique and understanding of action research design and applications. Action research methods will be used to design and conduct an action research project. The goal of the course is to provide course participants with action research skills necessary for designing and conducting their own action research project.

**Course Objectives:**

This course is designed to facilitate and encourage the following:

- An understanding of the basic rationale for using action research methods when conducting research.
- The ability to design and conduct an action research study, using appropriate data gathering techniques.
- The ability to organize, analyze and interpret data collected.
- The ability to write-up findings and conclusions in a trustworthy and ethical manner.
- An enthusiasm for the process and outcomes of conducting meaningful action research
- An understanding of the issues of trustworthiness, power and equity surrounding action educational research, practitioners and schooling.

**Required Readings:**

Glesne, C. (2011). *Becoming qualitative researchers: An introduction (5th Ed.)*. NY: Pearson.

Beach Board readings will be assigned throughout the session. ***Please activate your Beachboard account***

Download *How to do Action Research in Your Classroom* from:  
[http://teachersnetwork.org/tnli/Action\\_Research\\_Booklet.pdf](http://teachersnetwork.org/tnli/Action_Research_Booklet.pdf)

### **Recommended Readings**

- \*Arhar, J.M., Holly, M.L. & Kasten, W. C. (2001). *Action research for teachers: Traveling the yellow brick road*. Upper Saddle River, NJ: Pearson Merrill-Prentice Hall.
- Bogdan, R. & S.K. Biklen (1998). *Qualitative Research for education: An introduction to theory and methods*. Boston: Allyn & Bacon.
- Denzin, N. & Lincoln, Y. (Eds), (1994). *Handbook of qualitative research*. Thousand Oaks, CA: Sage Publications.
- Denzin, N. & Lincoln, Y. (Eds), (1998). *Strategies of qualitative inquiry*. Thousand Oaks, CA: Sage Publications.
- \*Johnson, A.P. (2002). *A short guide to action research*. Boston, MA: Allyn & Bacon.
- LeCompte, W. L. Millroy, & J. Preissle (Eds.) (1992). *The handbook of qualitative research in Education*. San Diego, CA: Academic Press.
- LeCompte, M. D. & Preissle, J. (1993). *Ethnography and qualitative design in educational research (2<sup>nd</sup> ed.)*. San Diego: Academic Press.
- \*Mertler, C.A.(2006). *Action research, teachers as researchers in the classroom*. Thousand Oaks, Ca: Sage.
- \*Meyers, E. & Rust, F. (2003). *Taking action with teacher research*. Portsmouth, NH: Heinemann.
- \*Mills, G. E. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Pearson Merrill-Prentice Hall.
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. Newbury Park, CA: Sage Publications.
- Spindler, G. (Ed.) (1982). *Doing the ethnography of schooling: Educational anthropology in action*. New York: Holt, Rinehart, & Winston.
- Spradley, J. P. (1980). *Participant observation*. Orlando, FL: Harcourt Brace Jovanovich.
- Vierra, Pollock & Golez (1998). *Reading educational research (3<sup>rd</sup> Ed.) (pp.191-249)*. Upper Saddle River, NJ: Merrill-Prentice Hall.
- \*(Action Research Texts)

### **Overview of Course Requirements and Expectations:**

It is expected that assigned work and participation will represent a graduate student level, academic quality. Consequently, it is expected that students will:

- Attend all class sessions
- Read all assigned material
- Actively participate in course activities and discussions
- Complete assignments on time.
- Put forth a graduate level effort.

In addition, all students are expected to actively engage in a sharing of resources, ideas, and experiences for purposes of collaboratively enriching the learning experiences of all class participants.

In the event that disagreement with the perspectives of fellow course participants may occur, projecting that disagreement upon another's presence, culture or person, is **not** acceptable. This course's design is intentionally inclusive, collaborative, and insists upon an open forum for the sharing of diverse ideas and perceptions.

*Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, s/he should seek the assistance of the Director of Disabled Student Services on campus.*

### **1. Attendance**

Absences, tardiness and early departures will impact your grade negatively, particularly if you miss something important related to your ability to engage in qualitative research. If for some reason you must be absent, you are responsible for finding out about any assignments, changes in the syllabus and content you missed. ***You are responsible for all assignments, regardless of whether they are on the syllabus or course schedule. Please check with fellow students if you miss a class. Please notify me if you are going to be absent.***

### **2. Participation**

“Participation” at a graduate level is especially important. It is an opportunity to express your ideas and interact with the thinking of others. Active and productive class participation will help your grade. Your participation in course discussions and activities will be noted and calculated into the evaluation of your course performance.

### **3. Research Project**

The course specific action research project assignments are the primary form of assessment and evaluation in this course. The theme/topic of your research project should have some relation to, your interests, inquiry within your academic discipline and/or your thesis/project intentions. You are encouraged to work with other class members in developing a research topic, plans, presentations, and in resource exchange. This is an opportunity to use other course participants' knowledge to exchange information regarding action research and resources. You will receive more detailed information regarding the different aspects of conducting and designing a research project throughout the semester. Components connected with the research project will be progressively assembled, presented and turned in throughout the session. A research proposal,

literature review paper/presentation, and a final project paper/presentation will be progressively submitted throughout the semester, in addition to course assignments. The research project will constitute a culminating project/final exam for the course. Portions of research project will also be presented during the semester as well as a final exam research project presentation.

The research project will have the following key components:

**a. Research Proposal, Plan, and Design**

**1) Research Proposal**

The research proposal will be one to two pages long and will include a concrete description of your proposed research project, plan and design and your guiding research questions.

**2) Literature Review**

The review will form the research literature that guides your qualitative research project. The literature review may also be an integrated component of your final research project paper. A presentation and paper regarding your review of literature may serve as the course midterm. Also selected qualitative articles from your review may be presented for weekly critique and interest.

**3) Research Project Paper/Presentation**

The research project entails conducting qualitative research of a contemporary academic (ie educational) issue. This will involve gathering data using qualitative research methods such as interviewing, participant observation, focus group, etc. It will also involve analyzing gathered data, drawing conclusions, and presenting findings. You are encouraged to organize a research team to facilitate enhancing your project by providing accessibility to a wider range of resources and constructive criticism.

**4. Weekly Presentations and Critiques**

Individually students will be asked weekly to present a summary/critique of the assigned readings and selected articles. This will entail developing a one-page abstract or digital presentation of the readings to be distributed to the class (about 20-25 students). In addition, throughout the semester students may be asked to present a qualitative research article using a similar format.

**All assignments must be typed or word-processed in at least a 12-point font. Most assignments will be submitted on Beachboard so please have your beachboard working.**

*Failure to meet any component of course requirements will impact a student's grade.*

**Grading**

Course performance will be assessed as follows:

- 15% Class attendance and participation.

- 15% Course assignments and activities.
- 55% Research Project includes:
  - a) proposals
  - b) literature review
  - c) IRB
  - d) project (presentations and papers).
- 15% Weekly reading and literature review article critique, summary, and presentations.

### **Letter Grade Description**

A= Performance of the student has been at the highest level, showing sustained excellence in meeting all course requirements and exhibiting an unusual degree of intellectual initiative.

B= Performance of the student has been a high level, showing consistent and effective achievement in meeting course requirements.

C= Performance of the student has been at an adequate level, meeting the basic course requirements but not at a graduate level.

**Numerical Grading Scale:**     A = 100-90%    B = 89-80%    C = 79-70%    D = 69-60%

*Please keep in mind that the syllabus and course schedule are subject to change. Class dynamics and opportunities for enhanced learning experiences (i.e. guest speakers), require flexibility in the syllabus and course schedule.*