

Southern Oregon University
Summer Language Institute for French Teachers
Angers, France

<http://sou.edu/academics/summer-language-institute/programs/french-language-teaching-ma/>

Session 1: June 25 – July 13, 2018

M-F (8:30-10:20 AM)

FL 514: Action Research

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"An important prerequisite for meaningful teacher research to take place is the ability of teachers to see what happens in the classroom."

(B. Kumaravelu, 2012, xi)

Course Description

Action research puts action at the center of research; its primary goal is for classroom teachers to closely investigate an area of interest that they self-select in an effort to see teaching and learning in new ways and improve student learning.

In this course, students will be introduced to the process and tools of action research. Students will develop an action research project proposal, for which they will draw from knowledge and understandings gained in other Summer Language Institute coursework. Students' proposed projects will then be implemented during the following academic year in their local contexts.

Required Materials

Koshy, V. (2010). *Action research for improving educational practice: A Step-by-step guide* (2nd ed.). Los Angeles: SAGE.

Southern Oregon University, Institutional Review Board (IRB) <http://www.sou.edu/irb/>

Protecting Human Research Participants Online Course <http://phrp.nihtraining.com/users/login.php>

Additional materials and resources will be provided by the instructor and posted on the course Moodle.

Central Course Questions

- What is "action research" and how does it differ from traditional research?
- What are the benefits and challenges of action research?
- What is the purpose of research? What constitutes a good research question?
- What does high-quality action research look like?
- In what ways can action research shape a teacher's classroom practice?

Course Goals

Participants in this course will explore action research in theory and practice in relation to teaching foreign languages in K-12 school settings. Participants will make connections between their theoretical understanding of action research and their own journeys as practitioner researchers in educational settings. Participants will view themselves as potential producers of knowledge who can learn about their teaching and the learning of their diverse students. Participants will have the opportunity to

identify a problem in their practice and write an action research plan that they will carry out the following academic year.

Student Learning Outcomes

In this course, students will gain knowledge and develop expertise regarding action research in the FL classroom. Students will:

- Explore action research in theory and practice by examining the literature on action research in order to understand and use core concepts and findings from the literature in their field
- Reflect on the ethics of action research and engage in ethical research by submitting an SOU Institutional Review Board application and gaining permission to complete the study by SOU's IRB as well as their school/district of employment
- Participate in a research community as they grow in their understanding of action research and reflect on their own projects and those of their peers

By the end of the course, students will be able to:

- Outline the similarities of and differences between traditional research and action research
- Describe the steps and tools of action research
- Evaluate existing action research projects
- Identify an area of focus for their action research project
- Formulate researchable questions
- Identify relevant literature and write a cogent literature review
- Select measures appropriate to action research to answer their questions
- Choose a data collection plan and identify ways in which to analyze the data
- Write and present their action research proposal

AFTER THE COURSE, students will be expected to:

- Check in during the following academic year with classmates and instructor, according to a schedule to be collaboratively determined
- Continue work on their action research projects, focusing on data collection, analysis, final write-up, and presentation of research findings
- Provide drafts of project to classmates and instructor for feedback
- Provide feedback on peers' research during presentation

Course Requirements / Assignments

To ensure success in this course, students should complete all assignments according to directions given and in compliance with deadlines. Emergencies will be handled on an individual basis. Students are expected to organize and maintain electronic copies of all their own course materials, assignments, etc. Students are expected to complete all course assignments, and to satisfy all requirements in each of the five categories listed below.

Course assignments for FR 514 include the following:

1. ***Attendance & Participation (15%)***

- a. Presence and active engagement in all class meetings, for the entire session from June 25-July 13, 2018. In-class interaction and exchange cannot be duplicated elsewhere, and therefore missed classes cannot be made up.

- b. Students are expected to complete all assigned online discussions – original postings as well as reactions, comments, and critiques to advance your own and your peers’ work.
 - c. Students are expected to constructively participate during peer presentations, generating input and providing feedback as appropriate.
2. **Written Assessments (20%)**
- a. On the first Friday of Session I, there will be a written assessment to evaluate your understanding of concepts introduced during the first week of class. The purpose of this assessment is to solidify and evaluate your understanding of these concepts.
 - b. On the second Friday of Session I, there will be a written assessment that will evaluate your understanding of theoretical concepts introduced during the second week of class.
 - c. Other in-class or out-of-class assessments may be incorporated at the instructor’s discretion, if determined that their inclusion is useful to support student comprehension of course content.
3. **Completed IRB Application (10%)**
- a. As part of ethical research practices, you will complete an application for the SOU Institutional Review Board, as well as any paperwork or permissions required by your school district or school. You will submit your completed application prior to the final day of class.
4. **Presentation of Action Research Proposal (15%)**
- a. You will make a 10-minute presentation of your evolving action research project. Presentations will be timed. Presentations will be evaluated using the following criteria and an evaluative rubric will be shared in advance.
 - **Key Ideas:** The presentation should include background information on the study, overview of the literature review, research questions guiding the study, data instruments and collection procedures, and data analysis procedures.
 - **Delivery:** The presentation should exemplify appropriate use of PPT (or other presentation software), clear oral discourse and audience eye contact, ability to engage the audience, and coherent responses to audience questions.
5. **Action Research Project Proposal (40%)**
- The final action research project paper will be approximately 30-40 pages in length (excluding appendices) and include the following elements in the order listed. The sections of the final paper are detailed later in this syllabus. This course concludes with the submission of a written proposal for the action research project.
- a. At the end of this course (**Action Research Project Proposal**)
 - Part 1: Title, Abstract, Introduction, Literature Review, Methodology, References, and Appendices. (total 15-20 pages)
 - b. At the end of the next academic year (**Action Research Project Report**)
 - Part 2: Finding and Discussion / Implications / Conclusion. You will also need to update all the sections previously-submitted for the Project Proposal. (total 30-40 pages)

Evaluation, Grading and Performance Assessment

Students enrolled in this course will earn a letter grade based upon the assignments listed in the syllabus, as well as the course outline posted on the course Moodle. Grading criteria and details of individual assignments will be posted and updated on the course Moodle. Students are responsible for all announcements, additions to the course outline and schedule, revisions to assignments, and any other information delivered during class time whether or not they are present in the particular class meeting during which the announcements, etc. are made.

Grading Scale

A (100-94%)	C+ (79-77%)	D+ (69-67%)
A- (93-90%)	C (76-74%)	D (66-64%)
B+ (89-87%)	C- (73-70%)	D- (63-60%)
B (86-84%)		F (59-0%)
B- (83-80%)		

Evaluation of course requirements is as follows

Attendance & Participation	15 %
Written Assessments	20 %
Completed IRB Application	10 %
Presentation of AR Proposal	15 %
Completed AR Project Proposal	<u>40 %</u>
Total	100%

Final Action Research Project Report

1. Title Page (APA style) (2 points)

Provide a brief title that communicates an overview of the project. Please refer to the SOU [AR Sample Cover Page](#) for required formatting for your title page.

2. Abstract (8 points)

Your abstract is a summary of your proposal. Abstracts are not always included in a research proposal; however, for this course you will include an abstract and have the opportunity to acquire the skill of writing a research abstract. Your (preliminary) abstract will be included in the AR Project Proposal and should be at most 125 words. (Your AR Final Report abstract will be expanded – up to 150 words.) The abstract should include:

- a short statement about your research question/problem and how it will be addressed;
- a statement of the number of participants, their characteristics, what they will be required to do or how they will be handled; and
- a short explanation of the data collection and analysis plans.

Remember, like much the rest of your proposal, your abstract should be stated in the future tense.

3. Introduction (20 points)

The introduction presents your research idea to the reader. It outlines the importance and significance of your idea. It includes:

A. Statement of the research problem./topic

The problem/topic statement directs the remaining parts of the research proposal. The topic statement is usually accompanied by the background of the topic. The background provides the readers information needed to understand the nature of the problem/topic. You may start with a general introduction to the research topic by identifying the research problem. For example, you might begin with a topic statement such as:

Example: *The purpose of this study is to explore the bi-weekly writing workshop in my French 2 class and examine how the peer feedback practices put in place contribute to my students' writing in French.*

You could then follow this statement with a discussion of the background of the topic such as 1) the nature of these peer feedback practices, 2) the utilization of these practices, 3) the search for the effectiveness of these practices, etc. You should also discuss what has led you to become interested in this topic.

Then you will provide the specific research questions that will guide your study.

Example: *The specific research questions are:*

1. *What kind of peer feedback are my students primarily giving one another during my writing workshop?*
2. *In what ways are the peer feedback practices I implement in my writing workshop effective in helping my students become better writers in French?*

B. Statement of the importance and potential significance of the study

You can demonstrate the importance of your topic in several ways. You can show: 1) whose interests will be served by this research; 2) who will benefit from this research; 3) what the potential significance of your study will be for your classroom or local context; for French education; for society as a whole.

4. Literature Review (20 points)

For the AR Research Proposal, you will not complete a full-blown literature review. However, you need to establish the importance of your topic and to find out about other related research studies that have been conducted so that you can situate your study in the professional literature. A minimum of 10 or more recent and relevant (from 2007 to present) peer-reviewed research studies are required.

5. Methodology (20 points)

A. Participants

Describe who the people participating in your study will be, how many of them (approximate) will participate, what their demographic characteristics are (ages, gender, ethnic make-up, profile of school population, etc.), and anything else you feel is pertinent to your research.

B. Instruments

Describe in detail any instruments (surveys, semi-structured interviews, observations, etc.), materials (textbook, handouts, etc.), and apparatus (computer, smart board, etc.) you plan to use in your research. Include all instruments you anticipate using in the appendix.

C. Research Design

Provide a description and rationale for the type of research design you anticipate using. Explain if your project will be qualitative, quantitative, or mixed methods. The design outlines the plan you will use to examine your research question(s).

D. Data Collection and Analysis

For the AR Research Proposal, the research process should be described as completely as possible. Describe the length of the study (provide a week-by-week research time line), the data you will collect and how you will collect it (field notes, teaching journal, interviewing, collecting artifacts, etc.), and how often. Explain the tentative plans for data analysis you have, the way you plan to organize and analyze your data as you collect it, and the way you plan to analyze your data in greater depth once the process of data collection has been completed. Explain why these procedures are appropriate.

Note: Sections 6. **Findings** and 7. **Discussion/Implications/Conclusion** are completed during the 2018-19 academic school year.

8. References (10 points)

References should be accurate. Do not "pad" your References page with sources you did not cite in the paper. Use APA style.

9. Appendices (10 points)

All instruments described in the methods section are included.

Overall quality of writing (10 points)

Considerations for assessing the quality of writing include mechanics/grammar, spelling, and adherence to a formal writing style appropriate for research reports.

Note: The final **Action Research Project Report** will be evaluated according to the Action Research Rubric for the French Summer Language Institute. The rubric for the final **Action Research Project Report** details the point values associated with each section of the final paper. The final **Action Research Project Report** will include the previous sections outlined above, which will have been updated based on the feedback received plus those below.

6. Findings

Describe what happened; what you found. Describe in detail. You can use narrative, quotes from the data sources, samples of student work, tables, and/or charts to display your data and provide evidence for your findings. You should relate these findings back to your research questions.

7 Discussion and Implications

Explain the recommended action you will take based on your findings. Describe your expanded understanding of teaching to improve student learning. Discuss the limitations of your findings and conclusions. Offer concluding comments.

Updated Abstract & Expanded Literature Review, Methodology and References

An oral presentation of research outcomes will be carried out during the following summer. Student grades for the one-credit **Action Research Presentation** will be based on both the final written report and the oral presentation.

Course Calendar

Pre-Course: PLEASE NOTE THAT THE FOLLOWING MUST BE COMPLETED **BEFORE** THE COURSE BEGINS. ITEMS #3 AND #4 WILL NEED TO BE COMPLETED BEFORE THE END OF THE CURRENT 2017-2018 SCHOOL YEAR.

Action Research Project:

1. Describe the topic you are interested in investigating for your action research project, the research questions you tentatively have in mind, and the changes you hope to make in your instruction and student learning as an outcome of this study.
2. Gather articles that are related to the project that you have in mind and bring them with you for your literature review.

Compliance with Ethical Research Practices:

3. Discuss your action research ideas with your school and district administrators. Investigate what procedures you will need to follow locally to carry out your action research project once you return.
4. Get letters (on letterhead) from principal, etc. (anyone from whom you need to get the green light) who indicate their support of your AR project and authorize you to carry it out in your classroom.

5. Complete the "Protecting Human Research Participants Online Course, available at: <http://phrp.nihtraining.com/users/login.php>. This takes approximately 3 hours. You will save your certificate of completion as PDF and post to the Moodle course site.

Course Schedule

Date	In Class Topics	Preparation Before Class
Week 1		
June 25	Course Overview What is Action Research?	<ul style="list-style-type: none"> • Read Koshy - Chapter 1
June 26	What is action research?	<ul style="list-style-type: none"> • Koshy - Chapter 1
June 27	Getting started	<ul style="list-style-type: none"> • Read Koshy Chapter 2 • Prepare in-class presentations on selected readings • Begin work on IRB application: Southern Oregon University, Institutional Review Board (IRB) http://www.sou.edu/irb
June 28	Getting started	<ul style="list-style-type: none"> • Koshy - Chapters 1 and 2 • Prepare in-class presentations on selected readings • Continue work on IRB application
June 29	Putting the plan into action	<ul style="list-style-type: none"> • Quiz on Chapters 1 and 2 concepts • Complete IRB application and submit for feedback
Week 2		
July 2	Reviewing the literature	<ul style="list-style-type: none"> • Read Koshy - Chapter 3 • Revise IRB application using feedback
July 3	Reviewing the literature	<ul style="list-style-type: none"> • Read all sections of http://libguides.library.ncat.edu/literaturereview • Identify themes and start drafting literature review
July 4	Planning action	<ul style="list-style-type: none"> • Read Koshy - Chapter 4 • Continue work on literature review • Write up introduction and research questions of AR proposal
July 5	Planning action	<ul style="list-style-type: none"> • Continue write-up of literature review
July 6	Planning action	<ul style="list-style-type: none"> • Quiz on Chapters 3 and 4 concepts • Finalize write-up of literature review • Submit introduction, research questions and literature review
Week 3		
July 9	Analyzing data and generating evidence: Writing methodology section	<ul style="list-style-type: none"> • Read Koshy – Chapter 5 • Revise and complete literature review
July 10	Analyzing data and generating evidence: Writing methodology section	<ul style="list-style-type: none"> • Write up of methodology section and submit for feedback
July 11	Workshop: Preparing proposals	<ul style="list-style-type: none"> • Revise and complete methodology section • Prepare for presentation
July 12	Proposal presentations; course wrap-up	<ol style="list-style-type: none"> 1. Submit IRB application 2. Submit AR proposal for grade 3. Give short presentation on AR proposal

July 13	Proposal presentations; course wrap-up	<ol style="list-style-type: none"> 1. Submit IRB application 2. Submit AR proposal for grade 3. Give short presentation on AR proposal
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Course Policies

Attendance & Participation

Coming to class on time, attending all classes, and being actively involved in each class discussion and collaborative activities are essential for success in the course. Full participation will require careful reading of all assigned materials and resources so that you can collaborate in meaningful discussion as well as share relevant thoughts and reflections. It is also very important that you complete all assigned online discussions – original postings as well as your reactions, comments, and critiques to advance your own and your peers’ work. When you have not completed assignments, you are not fully participating as a member of our learning community and it is thus difficult for other members to give you feedback and benefit from your insights. Given the nature of the Summer Language Institute and brevity of the course, any absence will result in a major loss of information and connection to the progress of this course. If you do foresee an unavoidable absence, please let your instructor know in advance.

Citing Sources & Collaborating

During this course, you will become familiar with or increase your knowledge of APA citation style. Students should adhere to accurate use of APA for assignments associated with this course. Excellent resources are provided through [SOU’s Hannon Library](#) as well as through the [Purdue OWL](#). Classroom interaction and online discussions play an important role in this course are by their very nature collaborative learning experiences. If you borrow concepts, activities, etc. from a fellow student that you adapt for the purpose of your own work / for a class assignment, indicate this clearly. Both you and your colleague will benefit from the interaction and it maintains academic integrity. Please collaborate as much as you want or can, just be sure to make this clear so there is no question of academic dishonesty or plagiarism.

Technology Skills

Your enrollment in FL514 - a graduate level course, assumes a reasonable amount of technology skills. The course instructor is unable to provide students with tech support. Students should be familiar with Moodle. You have access to the [Student Guide to Moodle](#) once you log onto Moodle. If you need tech support, you will be responsible for using SOU’s resources or other tech support you may have access to.

Academic Honest Statement & Code of Student Conduct

Students are expected to maintain integrity and honestly in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited.”

Such acts include, but are not limited to: Copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished sources; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another.

Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct: <https://inside.sou.edu/assets/policies/CodeofStudentConduct.pdf>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you.

Statement on Title IX and Mandatory Reporting

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. (See <https://inside.sou.edu/sexual-misconduct/index.html> for more information.) If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please contact any of SOU's confidential advisors (<https://inside.sou.edu/ssi/confidential-advisors.html>), or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Report Form https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L

SOU Academic Support / Disability Resources

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement in Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation / modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541)552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.