

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

<http://www.sou.edu/summerlanguageinstitute/index.html>

**Session 1: June 26 – July 13, 2017**

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

**FL 514: Action Research**

Instructor: Dr. Kristin Hoyt

Associate Professor of French/Foreign Language Education

Email: [hoytk@sou.edu](mailto:hoytk@sou.edu)

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

*(B. Kumaravadivelu, 2012, xi)*

### *Course Description*

Action research puts action at the center of research; its primary goal is for teachers to investigate closely 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 previous Summer Language Institute coursework, to be carried out over the course of the following academic year in their local context.

### *Required Materials*

Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. Abingdon (UK): Routledge.

Additional reading materials will be provided by the instructor. These will be posted in the course Moodle.

### *Central Course Questions*

- What is "action research" and how does it differ from traditional research?
- What are the advantages and disadvantages of action research?
- What is the purpose of research? What constitutes a good research question?
- What does high-quality action research look like?
- To what extent do research, advancing theory, and professional practice in language education have different goals? To what extent do they complement each other?

### *Additional Resources*

- 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>
- Action Research for Teachers [http://www.nefstem.org/teacher\\_guide/intro/index.htm](http://www.nefstem.org/teacher_guide/intro/index.htm) (This site is organized around four phases of AR that roughly parallel the chapters in our text. Within each category / phase, there are useful resources including graphic-oriented forms & tools, short videos, summary PPTs, etc.)
- Teacher Action Research <http://gse.gmu.edu/research/tr/tr-action> (This site is rich in resources, with links for navigating to additional sources. Here are some that are of particular interest.)
  - Resource Papers in Action Research: Action & Research  
<http://www.aral.com.au/resources/aandr.html>
  - "Why AR?" <http://www.aral.com.au/whyar/index.html>
  - Drawn to Science Education: Studying Science Teaching & Learning through Drawings  
<http://www.drawntoscience.org/educators/action-research/index.html>
  - Educating as Inquiry: A Teacher AR Site <http://www.lupinworks.com/ar/index.html>
- Classroom Action Research (Madison MSD, WI)  
<http://oldweb.madison.k12.wi.us/sod/car/carhomepage.html> (This site is organized like an "old school" website, but offers useful info nonetheless. The phases / elements of AR are laid out in simple bulleted and numbered lists, which should serve as a useful summary type complement to your text reading.)
- Action Research Resources for Teachers (numerous links to websites for teachers to learn about AR) <http://www.kathimitchell.com/actres.html> (This site has a variety of links toward other resources, some of which we already have on our list here. Others lead largely to pre-2000 sources, although there are a few more recent gems buried among them.)
- Action research: Explanation and sample proposals  
[http://www2.smumn.edu/deptpages/tcwrittingcenter/forms\\_of\\_writing/action\\_resrch.php](http://www2.smumn.edu/deptpages/tcwrittingcenter/forms_of_writing/action_resrch.php)  
(This site has Examples & Case Studies, when you scroll down. First part is listing of links to primarily institutional resources. Ones that merit looking into are:
  - Brown University/ NE Islands & Regional Educational Laboratory
  - University of Toronto site is dense, but there are a couple sample AR projects
  - San Jose University link includes a few example projects
  - Southern Cross University is the aral.com.au site above, but here  
<http://www.aral.com.au/resources/index.html> you will find links to a couple case studies.

## *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 journey 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 action research literature in their field

- Reflect on the ethics of action research and engage in ethical research by submitting SOU Institutional Review Board application and gaining permission to complete the study by SOU's IRB as well as the school/district in which the student is employed
- Participate in a research community as they grow in their understanding of action research, reflect on their project and that of their peers

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

- Outline the similarities 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, based on previous SLI coursework

AFTER THE COURSE, students will be expected to:

- Check in approximately six times during the following academic year with classmates and instructor (schedule to be determined)
- Continue work on action research project, 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 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 the articles and chapters so that you can share your thoughts and reflection on the readings. 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.

### **Academic Honest Statement & Code of Student Conduct**

Students are expected to maintain integrity and honesty 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: [http://arcweb.sos.state.or.us/pages/rules/oars\\_500/oar\\_573/573\\_076.html](http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html)

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. 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 (<http://www.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](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](http://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.

### ***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 26-July 13, 2017. In-class interaction and exchange cannot be duplicated elsewhere, and therefore missed classes cannot be made up.
  - b. 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 and research introduced during the first week of class. The purpose of this assessment is to solidify and evaluate your understanding of these concepts. This written assessment will include two parts – short-answer questions and a reflective essay.
  - b. On the second Friday of Session I, there will be a written assessment that will take a similar format as Assessment 1 and will evaluate your understanding of theoretical concepts introduced during the second week of class.
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 on 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:
    - **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, data analysis procedures.
    - **Delivery:** The presentation should exemplify appropriate use of PPT; 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.
- a. At the end of this course:
    - Part 1: Title, Abstract, Introduction, Literature review, Methodology (15-20 pages).
  - b. At the end of the next academic year (**Action Research Project Report**)
    - Part 2: Findings, Discussion and plan of action, Sharing of the findings, Conclusions (15-20 pages), and References (15/20 references are expected). You will also need to update your Abstract and Review of literature.

### *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 %
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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)**

At this stage, provide a brief title that communicates an overview of the project you have in mind.

Please refer to APA writing style guide link on Moodle site on how to format your title page.

Remember, you should ONLY include the running head, page header, title, your name, and affiliation on 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. Usually, abstracts are written after the proposal is complete. An abstract is typically between 150-250 words long. However, for this course, your (preliminary) abstract will be included in the AR Project Proposal and should be at most 125 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 examine the bi-weekly writing workshop in my French 2 class and to find out which of the peer feedback practices put in place contribute to my students becoming better writers in French, and why.*

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 might want to 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)**

At this stage, it need not be a full-blown literature review. You just 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 2004 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, etc.), and anything else you feel is pertinent to your research.

##### **B. Instruments**

Describe in detail any instruments (surveys, semi-structured interviews, etc.), materials (textbook, handouts, etc.) and apparatus (computer, smart board, etc.) you anticipate using 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. The design outlines the plan you will use to examine your research question(s).

##### **D. Data Collection and Analysis**

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 are completed during the 2016-17 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.

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**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

Describe the recommended action you will take based on your findings; the timeline; the resources and materials you will use. Offer concluding comments.

## Updated Abstract & References

An oral presentation of research outcomes will be carried out in Summer 3. 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 WILL NEED TO BE COMPLETED **BEFORE** THE COURSE BEGINS. ITEMS #3 AND #4 WILL NEED TO BE COMPLETED BEFORE THE END OF THE CURRENT 2016-2017 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
<b>Week 1</b>		
June 26	Course Overview What is Action Research?	• Read Burns - Chapter 1

June 27	Planning the action	<ul style="list-style-type: none"> <li>• Read Burns - Chapters 1 and 2 (22-32)</li> <li>• Identified Groups to read selected readings (available on Moodle)</li> </ul>
June 28	Planning the action	<ul style="list-style-type: none"> <li>• Read Burns - Chapter 2 (pp. 33-48)</li> <li>• Identified Groups to read selected readings (available on Moodle)</li> <li>• Begin work on IRB application: Southern Oregon University, Institutional Review Board (IRB) <a href="http://www.sou.edu/irb">http://www.sou.edu/irb</a></li> </ul>
June 29	Putting the plan into action	<ul style="list-style-type: none"> <li>• Read Burns - Chapter 3</li> <li>• Continue work on IRB application</li> </ul>
June 30	Putting the plan into action	<ul style="list-style-type: none"> <li>• Complete IRB application and submit for feedback</li> </ul>
<b>Week 2</b>		
July 3	Data analysis	<ul style="list-style-type: none"> <li>• Submit written assessment by June 28</li> <li>• Read Burns - Chapter 4</li> <li>• Revise IRB application using feedback</li> </ul>
July 4	Reflecting on AR and planning for further action	<ul style="list-style-type: none"> <li>• Read Burns - Chapter 5</li> <li>• Write up of introduction and research questions of AR proposal</li> </ul>
July 5	Writing a literature review	<ul style="list-style-type: none"> <li>• Read material at <a href="http://libguides.library.ncat.edu/literaturereview">http://libguides.library.ncat.edu/literaturereview</a> (Please read all sections)</li> <li>• Continue work on literature review and work on IRB application</li> <li>• Start write up of literature review</li> </ul>
July 6	Writing a literature review	<ul style="list-style-type: none"> <li>• Continue write up of literature review</li> </ul>
July 7	Writing a literature review	<ul style="list-style-type: none"> <li>• Finalize write up of literature review</li> <li>• Submit introduction, research questions and literature review for feedback</li> </ul>
<b>Week 3</b>		
July 10	Writing the methods section	<ul style="list-style-type: none"> <li>• Submit written assessment by July 5</li> <li>• Revise and complete literature review</li> </ul>
July 11	Writing the methods section	<ul style="list-style-type: none"> <li>• Write up of methods section and submit for feedback</li> </ul>
July 12	Workshop proposals and meet with peers and instructor	<ul style="list-style-type: none"> <li>• Revise and complete methods section</li> <li>• Prepare for presentation</li> </ul>
July 13	Proposal presentations; end of course wrap-up	<ol style="list-style-type: none"> <li>1. Submit IRB application</li> <li>2. Submit AR proposal for grade</li> <li>3. Give short presentation on AR proposal</li> </ol>
July 14	La Fête Nationale Française	