**Southern Oregon University**

**Summer Language Institute for French Teachers**

**Angers, France**

<https://sou.edu/academics/summer-language-institute/>

**Winter Session: February 8 - March 14, 2021**

**FR 501: Data Analysis for Action Research (online course)**

Instructor: Dr. Erin Kearney

Associate Professor of World Language Education

Email: [kearneye1@sou.edu](mailto:kearneye1@sou.edu)

*“We have to build a bridge between academic concerns about validity and more reflexively practical questions about the work of action research.”  
 (Bradbury & Reason, 2006, p. 342)*

***Course Description***

The primary goal of action research is for teachers to investigate a self-selected area of interest in an effort to see teaching and learning in new ways. Accordingly, data analysis in action research is focused on discovering the practical significance of the research study’s findings. Careful data analysis during an action research investigation is key to bringing meaning to the work of the action research project.

This course is designed to support French SLI students with data analyses for their action research projects. It is specifically intended to help SLI students become better acquainted with the data analyses techniques and procedures suitable for classroom-based action research – a qualitative naturalistic inquiry.

In this course, students will extend their understanding of the process and tools of action research, specifically data analysis and representation. Students will increase their familiarity with standards of quality and verification in action research. They will apply appropriate and effective strategies that impart trustworthiness to the findings of their own action research projects.

***Central Course Questions***

* What is “trustworthiness” and how does it differ from “validity” in purely quantiative research?
  + How do data analysis strategies inherent to qualitative research expand our notions of what is worthwhile and significant in research findings?
  + How does triangulation substantiate action research findings and lend legitimacy to our ways of knowing as classroom teacher-researchers?
  + In what ways does the action researcher visualize and represent results to make sense of and convey meaning of research findings to others?

***Course Goals & Student Learning Outcomes***

Participants in this course will make use of the data they collected for their classroom action research project. They will determine which tools and strategies are suitable for analysis of their data sets and apply these to analyze their data. They will apply the principles of triangulation to corroborate their results and highlight the findings that have practical significance. They will identify and employ appropriate graphic representations of their data results and findings to include in their AR written report. To address these goals, participants will:

* Construct categories of analysis for their own data set(s), based on their research question(s)
* Select and apply appropriate coding strategies to collected qualitative data
* Identify and employ simple statistical analyses for collected quantitative data
* Establish trustworthiness of findings by substantiating credibility, transferability, dependability, and confirmability
* Determine appropriate graphic representations to present results and findings
* Generate a thoughtful analysis that links findings to your research question(s) and highlights practical significance

*Required Materials*

There are no required textbooks for this course. We will continue to make use of Koshy’s volume that was used during the 2020 summer session FL 514 Action Research course: Koshy, V. (2010). *Action research for improving educational practice: A Step-by-step guide* (2nd ed.) Los Angeles: SAGE. In addition to reviewing specific sections of the Koshy book, there will be other assigned readings, PPT slides to view, and online resources to access. These materials (or access to them) will be posted in the course Moodle. All course materials will be specifically focused toward supporting your completion of course assignments – that is, supporting completion of the data analysis portion of your AR project.

***Course Policies***

**Participation**

This is an online class so attendance is not measured as in a face-to-face course. Attendance will be primarily assessed through your preparation for and participation in online discussions. We will hold a small number of synchronous sessions to maintain our research community and to support each other’s progress. Students enrolled in this class are professionals, who are working full-time and are very busy with classroom teaching responsibilities. However, given the nature and brevity of this course, falling behind will limit progress in this course. Moreover, when students do not complete assignments, they are not fully participating as a member of the class learning community. As such, it is it difficult for other class members to give you feedback and benefit from your insights. If you foresee an unavoidable interruption to your active engagement over the course of this class, please communicate with me in a timely manner.

**Course Requirements**

Your responsibility as a graduate student enrolled in this course is to be prepared every week to participate through active and thoughtful contribution to class discussions and to complete all requirements for the course. When you have not completed assignments, you are not fully participating as a member of our learning community and it makes it difficult for other members to give you feedback and benefit from your insights. As such, students enrolled in the course will:

* Draft weekly written assignments, based on their own data set(s) and in response to weekly readings, PPTs, and other learning resources
* Contribute to the course online asynchronous discussion prompts, based on their own data set(s) and in weekly readings, PPTs, and other learning resources
  + All posts require a 100-word minimum, original response to the discussion prompt/question/assignment.
  + Access to the discussion board for contributing original posts will be open from 12:01 AM (PST) on Sundays through 11:59 PM (PST) on Fridays.
* Provide constructive feedback to peer postings, based on weekly readings, PPTs, and other learning resources
  + All response posts require a 50-word minimum (each) response to 2 of your peers (unless otherwise indicated).
  + Responsive posts should be provided for peers who have not already received feedback, or only received feedback from one other student. In other words, the goal is for each student to receive feedback from 1-2 peers.
  + Access to the discussion board for contributing responsive posts will be open from 12:01 AM (PST) on Saturdays through 11:59 PM (PST) on Sundays.
* Revise written assignments based on feedback received.

My responsibilities as instructor involve:

* Compiling resources to support students with course goals and learning outcomes
* Contributing to online discussions, as appropriate
* Being (virtually) available to students to answer questions and provide feedback
  + Emails will be answered within 24 hours Monday-Friday. Emails sent after 4PM on Friday will be returned on Monday, if not before.

**Citing Sources & Collaborating**

You are already familiar with APA citation style. Continue to adhere to APA when appropriate for assignments associated with this course. Make use of the learning experiences in FR 503 to expand your understanding of how to accurately use APA. Excellent resources are provided through the [Purdue OWL](https://owl.english.purdue.edu/owl/resource/560/01/) as well as through [SOU’s Hannon Library](http://libguides.sou.edu/citingresources/citation). The online discussions that comprise a key component of 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, please indicate this clearly. Both you and your peers will benefit from collegial interaction and giving appropriate attribution 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.

***Online Course Delivery***

**Technology Skills**

FR 503 is an online course and a reasonable amount of technology skills is assumed. I am unable to provide students with tech support. Students should be familiar with Moodle. You have access to [Student Guides to Moodle](https://inside.sou.edu/distanceeducation/moodle-how-tos.html) 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.

**Asynchronous Learning Community**

As an online course, this course will be different from a traditional face-to-face course. Moreover, students enrolled in the course are in-service teachers with demanding professional lives. Consequently, this course will be offered in a largely asynchronous mode. That is, you will primarily spend time on your own with the materials and learning tasks, reflecting on the readings, posting to online discussions, and most importantly, designing and carrying out analyses of your AR project data.

A key component of success in this course is predicated on your ability to contribute to online class discussion and co-construct knowledge with your colleagues. It is critically important that you complete the assigned readings and carefully review the assigned PPT slides and the assigned online resources. 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 makes it difficult for other members to give you feedback and benefit from your insights.

I will read through all online discussions and post comments and feedback as appropriate. I expect all students to submit original posts and comment on peers’ posts, and because I anticipate that online student collaboration will generate useful ideas of depth and quality, I will add my own contributions only if needed, following posting deadlines. You may always email me individually, but such communication is not a substitute for contributing to online discussions.

***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.

Course requirements for FR 503 include the following:

1. **Online Participation (50%)**

Students enrolled in this course are expected to actively engage in all assigned online discussions by contributing original posts in addition to reactions, comments, and critiques by the announced deadlines. Active online participation is required to advance your own and your peer’s work for the entire course session from February 8-March 14, 2021. Your ability to effectively participate in online discussions and successfully complete the analysis of your AR data set(s) will depend upon your attentive completion of the independent learning tasks listed in the following section.

1. **Independent Assignments (50%)**

Data collection for your AR project may be completed prior to enrolling in this course, however it may continue as we develop approaches to data analysis. FR 503 course assignments center on data analysis and are designed to support you in effectively applying appropriate tools and enacting suitable strategies for analysis of your data set(s).

* **Week 1:** Using your research question(s) as a guiding framework, construct categories of analysis for your data set(s) that establish a foundation for triangulation of results.
  + Review Koshy (pages 101-108)
  + Read other assigned materials / Access online resources
  + View PPT slides
  + Post your original response to online discussion prompt by due date
  + Provide feedback to (at least two) peers’ postings by due date
* **Week 2:** Based on your established categories of analysis for your data set(s), (1) select and apply appropriate coding strategies to collected qualitative data, and/or (2) identify and employ simple statistical analyses for collected quantitative data.
  + Review Koshy (pages 108-118)
  + Read other assigned materials / Access online resources
  + View PPT slides
  + Post your original response to online discussion prompt by due date
  + Provide feedback to (at least two) peers’ postings by due date
* **Week 3:** Verify the credibility, transferability, dependability, and confirmability of your findings to establish trustworthiness.
  + Review Koshy (pages 118-120)
  + Read other assigned materials / Access online resources
  + View PPT slides
  + Post your original response to online discussion prompt by due date
  + Provide feedback to (at least two) peers’ postings by due date
* **Week 4:** Identify graphic representations that illustratively highlight your key results and findings.
  + Review Koshy (pages 108-111)
  + Read other assigned materials / Access online resources
  + View PPT slides
  + Post your original response to online discussion prompt by due date
  + Provide feedback to (at least two) peers’ postings by due date
* **Week 5:** Generate a thoughtful analysis that links the findings to your research question(s) and highlights their practical significance. This written analysis serves as a draft of the Findings section of your final AR Written Report.
  + View PPT slides
  + Access pre-writing chart

***Evaluation, Grading and Performance Assessment***

Students enrolled in this online course will earn a letter grade based upon the assignments listed in the syllabus, as well as those 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 via Moodle.

**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**

Online Participation 50 %

Independent Assignments 50 %

Total 100%

***Course Calendar***

The course calendar will include details on how to / where to access the specific readings, PPT slides, and online materials. The calendar will also outline the expectations for the online discussions (topics / prompts / due dates). Finally, the calendar will provide other pertinent information for the course assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Materials to View & Read (Monday – Friday)** | **Online Discussion (Original Post: Mon-Fri Response Posts: Sat-Sun)** | * **Write & Revise (Monday – Friday)** |
| **Week 1** Feb 8-14 | **Review:** Koshy pp. 101-108  **View / Access:** Week 1 PPTStructured Template Creswell (2013) pp. 181; 190  **Read:** Burns (2010) pp. 103-122; 95-97 Creswell (2009) pp. 185-186 | **Original Post:**  -Write out your RQ(s).  -Share your primary categories of analysis & any major sub-categories.  -Describe your coding procedures.  **Response Posts:** Based on readings and your independent work, provide informed and constructive feedback to two or more classmates. | * Construct categories of analysis |
| **Week 2** Feb 15-21 | **Review:** Koshy pp. 108-118  **View / Access:** Week 2 PPTCreswell (2013) p. 190  **Read:** Creswell (2009) pp. 187-189 Lichtman (2013) pp. 241-255 Saldana (2009) | **Original Post:**  -Remind your colleagues of your RQ(s) & AR topic.  -Share results from qualitative data analyzed via categories.  and/or  -Share results from quantitative data that were analyzed statistically.   * **Response Posts:** Based on readings and your independent work, provide informed and constructive feedback to two or more classmates. | Select & apply coding strategies to qualitative data  Identify & employ statistical analyses for quantitative data |
| **Week 3** Feb 22-28 | **Review:** Koshy pp. 118-120  **View / Access:** Week 3 PPTCriteria Checklist Creswell (2013) p. 191  **Read:**  Guba (1981) Creswell (2009) pp. 189-190 Lichtman (2013) pp. 157-166 Shenton (2004) | * **Original Post:**   -Remind your colleagues of your RQ(s) & AR topic.  -Expand upon results from analyzed qual and/or quant data by explaining how you established trustworthiness  -Reference Guba’s four criteria for adequacy: credibility, transferability, dependability, confirmability   * **Response Posts:** Based on readings and your independent work, provide informed and constructive feedback to two or more classmates. | * Establish trustworthiness |
| **Week 4** Mar 1-7 | **Review:** Koshy pp. 108-111  **View / Access:** Week 4 PPTCreswell (2013) p. 191  Presenting Stats & Info with Graphs Graphing Tutorial  Online resources (hyperlinks in PPT) | * **Original Post:**   -Remind your colleagues of your RQ(s) & AR topic.  -Identify selected graphic presentation for data results. (Share one or more prepared graphic(s), if possible.)  -Explain rationale of particular graphics to be used.   * **Response Posts:** Based on readings and your independent work, provide informed and constructive feedback to two or more classmates. | * Determine graphic representations |
| **Week 5** Mar 8-14 | **View / Access:** Week 5 PPTPre-writing Chart for Findings | * No online discussion during Week 5 | * Draft Findings section |

***SOU Policies***

**Academic Honesty 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 dishonestly will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct found in the *SOU 2018-2019 Student Handbook*: <https://sou.edu/wp-content/uploads/2018/09/SOU-2018-2019-Student-Life-Handbook.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. 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](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.