Portland State University  
Graduate School of Education  
CI 591: Action Research: Project Implementation

Instructor: Dr. Will Parnell, Ed.D.  
Office: 109 HGCDC  
Contact Information-- email: parnellw@pdx.edu, phone: 503-725-3091  
Office Hours: by appointment  
Appts: By Arrangements with instructor via email.

Students needing an accommodation pursuant to federal, state or institutional education regulations should immediately inform the course instructor. Students with conditions affecting their abilities will be referred to The Office of Disability Services (725-4005) to document their disability. That office will provide appropriate support and services.

GSE Mission: Preparing professionals to meet our diverse communities' lifelong educational needs.

Selected PSU Graduate School of Education Guiding Principles for this class
• We encourage and model exemplary programs and practices across the life span.
• We develop collaborative efforts that support our mission.
• We challenge assumptions about OUT practice and accept the risks inherent in following our convictions.
• We model thoughtful inquiry as a basis for sound decision-making.

Course Purpose
The purpose of this course is to guide MA/MS students as they implement their action research projects designed in the Action Research Proposal course. This class is designed to provide support for you to complete your action research project. Through lecture, discussion and individual/group appointments with the instructor, students will be complete their projects and write a final paper describing their project.

While you will largely be working independently on your project, we will meet as a class three additional times during the term to check on your progress and collaborate together. You are also expected to make at least two individual appointments to see me during the term, and can make as many as desired. For instructor appointments, e-mail me and we’ll sign you up. Indicate how long you want your appointment to be (normally 30 minutes). Prerequisite: CI 590: Action research proposal.

Course Objectives

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>MA/MS Program Outcomes</th>
<th>INTASC Standards</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze, review, and revise your data collection instruments in reference to research questions.</td>
<td>A2: Engage in action research</td>
<td>#8. Assessment #9. Reflection and professional judgment</td>
<td>Chapter 4- Results section of final action research paper.</td>
</tr>
<tr>
<td>Know how to summarize, analyze and interpret qualitative and/or quantitative data gathered from action research.</td>
<td>K7. Read, interpret and critically examine the purposes and results of research on teaching and learning. A3. Read &amp; critique both experimental &amp; naturalistic research</td>
<td>#8. Assessment #9. Reflection and professional judgment</td>
<td>chapter 4: Results section Chapter 5: Conclusion</td>
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<tr>
<td>Reflect on the findings of action research and describe next steps.</td>
<td>D2. Love of inquiry D6. Commitment to reflecting on and improving practice</td>
<td>#8. Assessment #9. Reflection and professional judgment</td>
<td>Presentation and discussion of project in last class</td>
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<tr>
<td>Write a formal paper to summarize the results and conclusions from implementing the action research.</td>
<td>A5: Write skillfully for a variety of audiences.</td>
<td>#7. Planning instruction #9. Reflection and professional judgment</td>
<td>Action research final paper</td>
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Course schedule:

April 3: Class meets, review of proposals. 6:40-8:40PM  
April ??: Class will meet. Bring drafts and work in progress to discuss with group. Data collection/analysis.  
????: Class will meet. Bring drafts or final version in PowerPoint to discuss with group.  
????: Final paper and project due in class. 6:40-8:40PM (this needs to be about week 8)

In order to receive a grade for the course, your final project paper is due no later than June 8; drafts or partial drafts can be turned in any time. Projects turned in later than June 8, or projects needing revision, will necessitate an (I)ncomplete grade.
Course Policies

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Letter</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>92-100%</td>
<td>100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-91%</td>
<td>95%</td>
</tr>
<tr>
<td>B+</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>B</td>
<td>82-88%</td>
<td>85%</td>
</tr>
<tr>
<td>B-</td>
<td>80-81%</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>79%</td>
<td>75%</td>
</tr>
<tr>
<td>C</td>
<td>72-78%</td>
<td>70%</td>
</tr>
<tr>
<td>C-</td>
<td>69%</td>
<td>65%</td>
</tr>
<tr>
<td>D+</td>
<td>62-98%</td>
<td>60%</td>
</tr>
<tr>
<td>D</td>
<td>60-61%</td>
<td>55%</td>
</tr>
<tr>
<td>D-</td>
<td>59% or below</td>
<td>50%</td>
</tr>
</tbody>
</table>

1. Late Papers will not be accepted unless prior permission has been granted.
2. Students are expected to be in class, every class and meet with professor for at least two sessions. Grade will be affected if student does not seek permission from instruction ahead of time.
3. Because students may not share the same opinions on different topics in the class, it is important we respect the opinions and ideas of others. We expect all students to show respect and courtesy for all members of the class at all times.

Assessment for class:

**An A student:**
- Good attendance, checking with instructor about absences
- Turns work in on time and more than meets paper rubric for an A
- Shows professional awareness and sensitivity to class goals

**A B student:**
- Turns work in on time and meets paper rubric for an A or B
- Shows awareness and sensitivity to class goals

It is expected in a graduate level class that students will make every effort to attend class. Class discussion is a large part of how we construct new knowledge. Extra projects may be assigned to make-up, in part, for missed classes. More than one missed class and your grade may go down.

Paper Style:
- 12 pt. font; Book or print style font
- Double-spaced, printed on one side

Grading for Papers:

**An A paper will do the following:**
- Paper is double-spaced pages with references in APA style an appropriate in length
- Professional presentation is well edited, correctly punctuated, and uses correct grammar.
- Clarity of thought is shown through carefully chosen arguments that are supported by class discussions, readings and experiences. Use of quotes is well thought out.

**A B paper will do the following:**
- Professional presentation has few typos, incorrect use of words
- Clarity of thought is supported by brief references to class readings, discussions, and personal experiences. One or two quotes are used.

**A C paper will do the following:**
- Professional presentation has several typos, incorrect use/choice of words
- Clarity of thought is supported by mainly one area of reference with one/no quote
- Paper does not meet specified format

Proscribed Conduct by Portland State University:
The following constitutes conduct as proscribed by Portland State University for which a student or student organization or group is subject to disciplinary action:

1. Obstruction or disruption of teaching, research, administration, disciplinary procedures or other University activities, including the University's public service functions or other authorized activities on University-owned or -controlled property, or any other location where teaching, research, administration, disciplinary procedures or other University activities take place.

2. All forms of academic dishonesty, cheating and fraud, including but not limited to: (a) plagiarism, (b) the buying and selling of course assignments (including tests and examination) for other persons, (d) unauthorized disclosure and receipt of academic information and (e) falsification of research date.

Assignments: Description & percentage value for each assignment

Final Paper is worth 90% of the total grade and participation and attendance is 10% of total Grade. Your final is composed of 5 parts: Problem statement, Literature review, Methods, Results and Conclusions. The paper includes the project design created during CI 560: Action Research Proposals AND the results and conclusions that are based on summarization, analysis and interpretation of the data collected. See Attached RUBRIC.
Title of Project: ____________________________________________________________

Research Question: _________________________________________________________

The Purpose of the Study is:

_________________________________________________________________________
_________________________________________________________________________

Age Level: __________________________ Subject/Topic: ____________________________

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description of and exemplary work</th>
<th>Comments/Percentages</th>
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<tbody>
<tr>
<td>Content</td>
<td>First three sections (chapters) show how the project will be implemented (see <em>completing your action research project</em> by Christine Chaille for updating these three sections before completion). Section 4: Data are summarized in tables, graphs, lists or other organized fashion. (Raw data (surveys, etc.) do not need to be included). Sentences in list or paragraph form highlight important ideas to be learned from the data in the tables/graphs/etc. Data results are directly related to the research question and purpose of the study. What do these data tell you about your research question? Results discussed are reasonable conclusions from the data. Section 5: Reflect on your results in light of your research question and your purpose. How do these data help you answer your research question? Did you accomplish the purpose of your research? What worked? What didn’t? Reflect on your results in light of your classroom teaching now and in the future. This is the “What’s it all about?” section where you can write about the implications of doing action research as well. What could others learn from your work? Where could the research continue to go/grow? Implications for future study?</td>
<td>65% total</td>
</tr>
<tr>
<td>Organization</td>
<td>Title Page__; Table of contents__; Engaging Title__; Five sections are clearly divided; Transitions help reader understand how one section leads to another; Charts and graphs are clearly presented with titles and labeled columns.</td>
<td>15%</td>
</tr>
<tr>
<td>Format/Conventions</td>
<td>APA format is used for all references - in text and in reference list. Spelling and grammar are perfect; Pages are numbered; Table of contents included; Abstract of project follows Table of Contents</td>
<td>10%</td>
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