



EDCI 690.41B: Curricular and Instructional Design

Department of Curriculum & Instruction, TAMU-C
Texas A & M University-Commerce
Spring, 2019

INSTRUCTOR INFORMATION

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Professor

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

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Textbook Required:

- Shagoury, R., & Power, B.M. (2012). Living the Questions: A Guide for Teacher-Researchers (2nded.). York, Maine: Stenhouse Publishers, ISBN 978 1 57110 846 3 American Psychological Association (APA) Resource
- There are several online reference sources for using APA formatting and citations in documents. The APA style is typically used to cite sources in education papers. However, there is little writing support in these online sources; they primarily provide suggestions for formatting the paper, citing references within the paper and compiling a list of references. A good example is <https://owl.english.purdue.edu/owl/resource/560/01/>

Course Description:

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This course presents an opportunity for doctoral students to apply Action Research to the study of an issue or intervention within their own classroom or educational setting. This course will include a review of other action research studies with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques such as data collection, analysis, and conclusions through the investigation of their selected research questions; and complete a written and oral report of an action research study.

Student Learning Outcomes

At the conclusion of this course, the teacher-researchers enrolled will be able to

1. Identify and elaborate on the basic components of a classroom action research study
2. Write research questions and associated sub-questions to be used in formulating a research proposal
3. Write a cohesive review of the professional literature related to the research topic and methodology using appropriate citations and references based on the format of the American Psychological Association (APA)
4. Provide collegial research support by discussing educational problems, sharing ideas for classroom studies, assisting with research design, providing constructive feedback, and listening to the research challenges classmates are facing
5. Submit a research brief (proposal) for an action research study that (a) includes the required components and (b) meets the expectations as identified in the Action Research Proposal rubric
6. Submit a Final Report of the action research study that (a) includes the required components and (b) meets the expectations as identified in the Final Report rubric
7. Submit an abstract that summarizes the action report study.
8. Present a summary of the research findings to an audience of peers at a poster session.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course is made up of a series of assignments and assessments (i.e., research question(s), rationale, research plan, review of the literature, data collection, data analysis, findings, bibliography, etc.) to assist you in achieving the learner outcomes. This course is web-supported. It will be largely conducted through 5 face-to-face meetings over the course of the semesters. It consists of a series of activities and assessments to scaffold achieving the course outcomes / objectives (SLOs).

During the semester, our focus will include:

- reading the text,

- determining a research topic,
- searching the literature to determine best practice regarding the topic,
- reporting conclusions drawn from the lit review
- preparing the References sections
- writing a research proposal including research questions,
- conducting the research
- collect sets of data that promise to inform the research questions,
- analyze each of the data sets,
- draw conclusions from the analyses,
- write the action research report how the research was carried out, what conclusions were supported by the data analyses, and next steps for further research
- submitting it for evaluation

- sharing the findings in a poster session for classmates, mentors, and colleagues.

Much of our work will occur within cooperative research groups as well as with a research partner. Please thoughtfully consider the following points: Managing the small group work is a series of design challenges: deciding the size and makeup of the groups, the assignments, and the time allocations. I will be guided by the goal of full participation by each person. Further, I will strive to make use of the preparation you have made for the class work, particularly the notes you have made. In that way, you will recognize early on that your preparation counts.

Below are more specific details about each of the SLOs :

Preparation and Participation.

Read widely. Question deeply. Listen intently. Affirm collegially. Share enthusiastically.

40 points, 8 for each of the class sessions

- SLO 1. Identify and elaborate on the basic components of a classroom action research study including obtaining consent to carry out the study from the school principal, the students' and their parents.

One of the most important aspects of the course is to learn how to write a proposal to conduct action research in the classroom or other learning environments and use that knowledge to write a final report of how the research was conducted and the findings of the study.

- SLO 4. Provide collegial research support by discussing educational problems, sharing ideas for classroom studies, assisting with research design, providing constructive feedback, and listening to the research challenges classmates are facing

Editing your research partner's work using these prompts:

- I really like the way you. . .
 - I wish I knew more about. . .
 - I'd like to use your idea about. . .in my own paper
- SLO 2. Write research questions and associated sub-questions to be used in formulating a research proposal
Systematically identify one or more teaching challenges that you are experiencing in your classroom. Write research questions and associated sub-questions to be the focus of your action research study. The questions will determine the sets of data to be collected to inform the questions as well as the data strategies for analyzing the data sets.
- SLO 3. Write a cohesive review of the professional literature related to the research topic and methodology using appropriate citations and references based on the format of the American Psychological Association (APA)

This is one of the major sections of the action research proposal and paper. It reports how the classroom intervention that is the focus of the action research study aligns with previously research-based practice for student engagement and achievement. Direct quotes from at least 10 scholarly sources will be woven in to the narrative. The direct quotes will be cited following the APA style format. A References section will be prepared.

- SLO 5. Submit a research brief, a proposal , for an action research study that (a) includes the required components and (b) meets the expectations as identified in the Action Research Proposal rubric. The research proposal is the plan for carrying out the action research study. It includes but is not limited to the following: cover page, origin of the question, review of the literature, research question and sub-questions, data collection, data analysis, timeline, references, informed consent letters.

Assessment Method

- Online discussion questions and prompted in-class reflections that cite compelling ideas from *Living the Questions*.
- Self-assessment of level of engagement, quality of participation.
- Feedback from the instructor corroborating or perhaps changing the student's assessment.

Action Research Paper.

The story of how the study was carried out and a report of the findings.

40 points

- SLO 6. Submit a Final Report of the action research study that (a) includes the required components and (b) meets the expectations as identified in the Final Report rubric. Write a scholarly report of the action research study. The paper will follow APA format.

Assessment Method. The Action Research Report Rubric will be applied to determine the grade the researcher has earned.

- SLO 7. Submit an abstract that summarizes the action report study.

An abstract is a brief summary of the contents of the final paper. It should be brief (150-200 words), specific concise. Teacher researchers will provide copies of the abstract for those attending the poster presentation.

Assessment Method. The researcher may earn up to five of 40 points for the abstract when the rubric is applied.

Action Research Poster

A graphic presentation of the questions, data sets, analyses of data, findings, next steps. 20 points

- SLO 8. Present a summary of the research findings to an audience of peers at a poster session. On the final night of class a poster session will be held to which the researchers invite their other colleagues, family, and friends. A poster session provides the opportunity for presenting the findings from the study and receiving feedback from those attending. Trifold boards like those often used in science fairs will be used to display research results.

Assessment Method. The Action Research Poster Rubric will be applied to determine the grade the researcher has earned.

GRADING

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 80%-89%

C = 70%-79%

D = 60%-69%

F = 59% or Below

Evaluation of Each Requirement:

Criteria for each requirement will be generated by the participants and supplemented by the instructor. The following holistic scoring format will be adapted for each course requirement:

4 = Highly impressive - well above average in thought, organization, and professional choices. Evidences significant control of own decision-making and learning processes.

3 = commendable - in command of thought, organization, and professional choices. Evidences acceptable control of own decision-making and learning processes.

2 = Developing - probably functional in terms of thought, organization, and professional choices. Responsible, but in need of instruction. Evidences some control of own decision-making and learning processes.

1 = Minimal - somewhat lacking in thought, organization, and responsibility. Lack of awareness of professional choices. Evidences minimal control of own decision-making and learning processes.

Grading:

The instructor and students will apply three rubrics for assessing the quality of three components of EDCI 690: 1) class participation (class sessions and online), 2) the written action research report, and 3) the presentation of the action research study to the class. The final grade in this course is based on a performance assessment made by applying the rubrics on all of the requirements and expectations for the class.

Participation will count for 40 percent of the grade; the written research report, 40 percent; the presentation of the results, 20 percent.

Class Preparation and Participation - - 40 %

- Attendance and Active Participation
- Prompted Reflection Response
- Book Club
- One Pager
- Engagement
- Collegiality

Action Research Paper 40 Points -40 %

Poster, presentation, and browsing copy of the Paper - 20 Points 20%

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or point release of that major version) and the previous major version of iOS (the latest minor or point release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- **For YouSeeU Sync Meeting sessions 8 Mbps is required.** Additional system requirements found here: <https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>
- You must have a:
 - Sound card, which is usually integrated into your desktop or laptop computer
 - Speakers or headphones.
 - *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning

management system. The most current version of Java can be downloaded at:
[JAVA web site](http://www.java.com/en/download/manual.jsp) <http://www.java.com/en/download/manual.jsp>

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.
JavaScript is enabled.
Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
 - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
 - [Adobe Flash Player \(version 17 or later\)](https://get.adobe.com/flashplayer/) <https://get.adobe.com/flashplayer/>
 - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
 - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

You will need your campus-wide ID (CVID) and password to log into the course. If you do not know your CVID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

Brightspace Support

Need Help?

Student Support

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click on the **Live Chat** or click on the words “[click here](#)” to submit an issue via email.



System Maintenance

D2L runs monthly updates during the last week of the month, usually on Wednesday. The system should remain up during this time unless otherwise specified in an announcement. You may experience minimal impacts to performance and/or look and feel of the environment.

Interaction with Instructor Statement

The best way to communicate with the instructor is through e-mail. Please e-mail me at Martha.Foote@tamuc.edu. In most cases, I will respond within 24 hours.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance is crucial and is a part of your attendance, participation, and reflection on learning grade. If you miss a class, your grade for that session will be reduced since attendance and participation for that session cannot be truly be made up. You can still write a reflection over your assigned readings and this will allow you to earn partial credit for this session's participation/reflection grade.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).
<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)
<http://www.albion.com/netiquette/corerules.html>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).
<http://www.tamuc.edu/admissions/registrar/generallnformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a

learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 162

Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

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TBA..Selected Tuesday evenings beginning at 4:30. Please see the schedule posted in D2L Course Shell.