

MORAVIAN COLLEGE
Bethlehem, Pennsylvania

MEDU 700: Curriculum Development and Action Research, Spring 2016

Wednesdays 4:00-7:00 p.m.
Hurd Academic Complex, Room 335

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Office Hours: by appointment

I. Course Rationale

This course begins the sequence during which the Master's thesis is written. As such, it focuses on the development of the action research proposal, including the research question, data types and sources, research methodologies, sources of triangulation and issues of trustworthiness and credibility.

II. Course Objectives

1. To develop an action research proposal that is rooted in the core educational beliefs of the teacher researcher.
2. To elicit, explore, and organize the personal, practical knowledge of the teacher researcher as it relates to the action research proposal.
3. To explore the nature of practical questions and the resulting implications for the development of the action research proposal.
4. To develop an action research proposal that is comprehensive in its consideration of classroom and contextual variables as well as the relationships among those variables.
5. To explore contemporary educational pedagogies and their implications for the development of the action research proposal.

III. Required Text

McNiff, Jean (2014). *Writing and doing action research*. Thousand Oaks, CA: Sage Publications Inc.

IV. Recommended Text

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

V. Grading, Assignments and Attendance

Each student will keep a Research Journal that will help the student systematically apply the day's discussion and activities to the development of the Action Research Proposal. Copies of Journal Entries will be submitted at the beginning of class. Two presentations will be required: one on a reading about a research topic of interest, and another on the completed Action Research Proposal. In applying the following grading scale and evaluating the subsequent assignments, instructor judgment will be used in conjunction with course rubrics.

Grading Scale:

100% to 93% = A
92% to 90% = A-
89% to 88% = B+
87% to 83% = B
82% and lower requires a retaking of the course.

Action Research Journal:

Research Question	10 points
Researcher Stance	10 points
Annotated Bibliography	20 points
Analysis of Annotated Bibliography	10 points
Research Methods	10 points
Trustworthiness Statement	20 points
Proposal Presentation	10 points
Completed Proposal	10 points

VI. Academic Honesty

Each student in this course is expected to abide by the College's Academic Honesty Policy. Thus, any work submitted by a student in this course for academic credit must be the student's own work. Violations will result in the student receiving a zero for the assignment and notification being sent to the Academic Dean.

VII. Accommodations for Students with Disabilities

Students who wish to request accommodations in this class for a disability should contact the Academic Support Center, located in the lower level of Monocacy Hall, or by calling [610-861-1401](tel:610-861-1401). Accommodations cannot be provided until authorization is received from the Academic Support Center.

VIII. Tentative Course Schedule

Date & Topics	Class Activities	Preparatory Assignments For Next Class	Journal Entries For Next Class
#1: January 20 Course Overview Identifying Your Core Educational Beliefs	Introductions The Syllabus Core Beliefs Activity	Read McNiff, C.1. Read class handout, "Formatting Research Questions." Bring MEDU 506 Field Log to class.	What are your core educational beliefs and how do they translate into classroom practice? (Save this material to later integrate into your Stance.)
#2: January 27 Practical Problems & Research Questions Revisiting MEDU 506	Discuss journal entry (not handed in). Discuss readings. The 506 Field Log	Read McNiff, C.2.	What might be your specific research question? List some specific versions.
#3: February 3 Closing in on a Research Question	Discuss journal entry (not handed in). Practical Problems Activity	Read McNiff, C.3.	Submit final research question.
#4: February 10 Action Research <i>AS</i> Curriculum Development	Hand in research questions. Discuss reading. Handout: AR as CD	Read McNiff, C.4.	How did you come to your question?
#5: February 17 Researcher's Stance	Discuss reading. Example Stances Conferences	Read McNiff, C.5.	Develop your stance.

#6: February 24 The Literature Review Reeves Library	Hand in Stance. Discuss reading, APA handout, & Bib. Checklist. Searching for Bibliography Entries	Read McNiff, C.6.	Identify 10 <i>research-related</i> and 10 other references you believe support your question; use APA. Annotate them (Due 3/18.)
#7: March 2 The HSIRB Form	Discussion of Bibs. & Themes The HSIRB Form Sample Forms	Read McNiff, C.7.	Finish your Annotated bibliography. Analyze your Annotated Bib. for overarching themes.
#8: March 16 Collecting & Analyzing Data	Hand in Annotated Bib. w/ analysis. Discuss readings.	Read McNiff, C.8. “Trustworthiness of The Research” (handout in packet)	Begin to develop HSIRB form; this will not be handed in.
#9: March 23 Trustworthiness	Discuss journal entry and readings. Discuss readings. Thesis Examples	Read McNiff, C.9.	Identify your research methods and sources of trustworthiness; draft a trustworthiness statement. Continue to develop HSIRB form; this will not be handed in.
#10: March 30 The Research Plan	Hand in Methods & Statement. Discuss reading. HSIRB Workshop	Read McNiff, C.10.	Work on HSIRB form.

#11: April 6 Core Beliefs	Discuss reading. Core Beliefs Activity	Read McNiff, C.13.	Finish HSIRB form. Consider integrating core beliefs into stance.
#12: April 13 Presenting the Action Research Proposal	Submit final copy of your HSIRB form. Preparing for Presentations	None	Prepare your proposal presentation. <i>Compile your hard copy complete Action Research Journal.</i>
#13: April 20 & 27 Proposal Presentations	Individual Presentations	None	Electronically submit HSIRB form.