



B. Introduction to Action Research	4
1. Connect theory to practice	
2. Improvement of educational practice	
3. Teacher empowerment	
4. Professional development	
C. Application of Action Research	5
1. Identify problems	
2. Develop and test solutions	
3. Pre-service practitioner education	
4. Rigor	
D. Organizing	5
1. Identify topic	
2. Gather information	
3. Review related literature	
4. Develop and implement research plan	
5. Collect and analyze data	
6. Share, communicate, and reflect outcomes	
E. Planning for Action Research	3
1. Limit topic	
2. Sources of related literature	
3. Outline a literature review	
F. Developing a Research Plan	6
1. Basic research design components	
i. Qualitative	
ii. Quantitative	
2. Ethical considerations	
G. Collecting Data	6
1. Observations	
2. Interviews	
3. Existing records	
4. Reflective practice	
5. Review of data collection strategies within typical research designs	
H. Analyzing Data	3
1. Qualitative data analysis	
2. Quantitative data analysis	
3. Report results	

- I. Developing an action plan 5
  - 1. Levels of action plans
    - a. Individual
    - b. Team
    - c. District-wide
  - 2. Communicate results
  - 3. Reflect on action research process
  
- J. Academic Writing 5
  - 1. Practical guidelines
  - 2. Clarity and format

**VII. Textbooks**

Mertler, C.A. (2012). *Action research: improving schools and empowering educators, 3rd edition*. Sage: Thousand Oaks, CA. [Rent]

**VIII. Basis for Student Evaluation**

Peer Discussions, Reviews, and Activities	30%
Assignments and Exams	50%
Mini Action Research Project	20%

Grading Scale

100%—90%	A
89%—80%	B
79%—70%	C
69%—60%	D
59%—below	F

The weights of evaluation criteria may vary at the discretion of the course instructor.

**IX. Academic Policy Statement**

Students will be expected to abide by the **University Policy for Academic Honesty** regarding plagiarism and academic honesty. Refer to <http://www6.semo.edu/judaffairs/code.html>

**X. Student with Disabilities Statement**

If a student has a special need addressed by the **Americans with Disabilities Act (ADA)** and requires materials in an alternative format, please notify the instructor at the beginning of the course. Reasonable efforts will be made to accommodate special needs. Refer to <http://www.semo.edu/ds>