

COURSE SYLLABUS

SOUTHEAST MISSOURI STATE UNIVERSITY

Department of Elementary, Early & Special Education Course No. EL662

Course: Designing and Assessing Teaching and Learning New: FA '01



“The Teacher as Professional Educator”

Catalog Description: This course is a culmination of building a knowledge base on research methodology in authentic school problems, applying learning theory and valuing the applied research process.

Course Description: The student will develop an action research project to attack a learning/instructional problem within their own classroom. This action plan will be created in concert with local school improvement goals and MAP assessment performance improvement. This project may either be a quantitative, qualitative or mixed model design.

Rationale: The reflective practitioner will be able to diagnose classroom-based problems, collect relevant data, develop effective instructional interventions and analyze results. The practitioner will also be able to effectively communicate this process and its results to all stakeholders, parents, administrators and peers.

Credit Hours: 3

Prerequisites: Successful completion of Introduction to Online Instruction and Portfolio Development, Inquiry into Practice, How Students Learn, and Schools, and Students and Society.

Conceptual Framework:

Course Objectives:

The student will:

- A. develop and use ongoing assessment to monitor student progress.
- B. collaborate with stakeholders in the implementation of the district's goals.
- C. engage in descriptive, analytical and reflective writing and dialogue.
- D. develop an action research project utilizing appropriate research methodology to solve a problem within the context of the school improvement plan.
- E. present or publish the action project results and archive them in the web based database.
- F. integrate technology in the data collection and presentation of results.

Course Content: This course was developed in an outcomes-based format and was designed to conform to the 45 contact hour expectation common for three credit hour courses.

- 1) Identification of the Classroom Problem in the context of the local School Improvement Plan.
- 2) Fundamentals of quantitative research
 - a) Basic descriptive statistics
 - b) Basic design methodologies
 - c) Probability
 - d) ANOVA
 - e) Test types
 - f) Basic analytical statistics
- 3) Review of Literature and resources
- 4) Study design principles
- 5) Complete study design

- 6) Implement study design
- 7) Compile results
- 8) Report and reflect on the results and implications

Methods of Instruction:

- 1) PowerPoint, posting of topics and sample case studies for discussions, feedback, and case studies/publications.
- 2) Team and/or peer review threaded discussion during the project development phase.
- 3) The instructor will provide feedback and final approval of the project electronically and/or face to face conferences.
- 4) The student will access other regional resources such as RPDCs, other master's students and other institutions to develop this project.
- 5) The student will integrate local MAP and/or standardized test data in their action research projects.

Portfolio Requirement: A portfolio module will be developed to give evidence of competencies addressed in this class. Possible suggestions for the portfolio module for this course are:

- 1) Action research study
- 2) Quantitative survey instrument
- 3) School improvement plan collaboration log

Research Component: The students will research instructional strategies that best meet the identified needs.

Grading Policy: Specifics to be determined by the instructional design team and the instructor of record

- Research review of assessment designs 20%
- Threaded discussion participation 15%
- Development of survey instrument 20%
- Action research study 45%

Course Schedule: To be determined by the instructional design team and the instructor of record

Textbooks (Title, Author, ISBN): Selected by the instructional design team and the instructor of record. Suggested text:

- Quantitative theory text
- Living the Questions

Library Review: A review of literature will be required to support the action research project.

Other Required Software, Materials and Equipment: Additional materials may be selected by the instructional design team and the instructor of record, such as:

- Excel software
- ASP or other statistical package

Statement on Non-Discrimination: Missouri's public universities are equal-opportunity educational institutions and do not discriminate on the basis of race, color, national or ethnic origin, religion, sex, or sexual orientation for programs, activities, or employment, in accordance with the Civil Rights Act of 1964 and Title IX of the Educational Amendments.

Statement on Academic Honesty: Missouri's public universities are committed to intellectual integrity in their academic pursuits. Academic dishonesty constitutes unacceptable behavior and includes unauthorized assistance in completing required course assignments or testing. Unauthorized assistance includes electronic transfer. Plagiarism, that is, submitting someone else's work or part there of, as your own, is considered to be cheating.

Breaches of intellectual integrity will result in disciplinary measures, based on the policies and procedures of the student's home institution. These may include:

- 1) a failing grade for a particular assignment;

- 2) a failing grade for the course;
- 3) suspension for various lengths of time from the university; and/or
- 4) permanent expulsion from the university.

Statement on Student Disabilities: Reasonable accommodations will be provided upon request for persons with disabilities in accordance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act of 1990. If you are a person with a disability, either learning related or physical, who requires an accommodation to participate in university programs, services, or activities please contact the disability services staff at your university of record.

Expected Enrollments: 20-25

Special Fees: None

Bibliography: To be determined by the instructional design team and the instructor of record