

Murray State University

DEPARTMENT: EARLY CHILDHOOD AND ELEMENTARY EDUCATION

COURSE PREFIX: EDU

COURSE NUMBER: 639

CREDIT HOURS: 3

I. TITLE: Research to Improve Student Learning

II. COURSE DESCRIPTION AND PREREQUISITE(S):

A course designed to develop capacities in educators regarding the collection, analysis and interpretation of data for decision-making, including the design and implementation of basic action research to improve classrooms and schools.

Prerequisite(s): none

III. COURSE OBJECTIVES AND PREREQUISITE(S):

Following each objective, and enclosed in parentheses, are numbers which reference the ISLLC Standards and Kentucky Teacher Standards (KTS) addressed by that objective.

Upon successful completion of this class, students will be able to

- A. identify characteristics of professional learning communities (ISLLC 1, 2; KTS #10),
- B. evaluate decision-making based upon common decision-making and leadership perspectives (ISLLC Standards 2, 3; KTS #10),
- C. analyze research in order to become a knowledgeable consumer of and reflective decision-maker about research for district, school and classroom purposes (ISLLC Standards 1, 2, 4, 5; KTS #7),
- D. select, review, and evaluate research-based sources of effective practice and, through the reflective decision-making process, improve teaching and learning (KTS #7, 9; ISLLC #2),
- E. properly collect and analyze qualitative and quantitative data (KTS #10, 7, 9; ISLLC #2),
- F. properly analyze quantitative and qualitative data and lead others in the same (KTS #10; ISLLC #2),
- G. demonstrate ethical practice in action research and the management of student data (KTS #7, 9, 10; ISLLC #5),
- H. plan and implement an action research project based on school data and documents such as the Comprehensive School Improvement Plan and Comprehensive District Improvement Plan. Student data will be reviewed for the design of an action research or common assessment project designed to improve the school or district (KTS #6, 5, 7, 8, 10; ISLLC #2, 3), and
- I. present the results of action research to a school group for decision-making purposes (KTS #10; ISLLC #1, 2).

The EPP Theme of Educator as Reflective Decision-Maker is addressed in this course by requiring students to analyze research data and relate results to improved student learning.

The EPSB Themes – Assessment and Closing the Achievement Gap – are course topics in the discussion, research, design, and implementation of a study to solve a classroom/school/district problem.

The disposition of Teacher Leader to promote *dialogue/communication* is addressed as teacher leaders present their course knowledge with colleagues. Strategies for school *change* are explored as the teacher leader uses research to advocate for programs and methods that improve teaching and learning.

Course artifact for teacher leader portfolio: action research project and presentation (the action research project requires a consultation with the teachers' principal about the topic and nature of the study. Documentation of that consultation is required.

Learned societies from each discipline should be referenced by the pre-service/in-service teacher. Kentucky documents, including SB1 Initiatives (e.g., Kentucky Core Academic Standards and Characteristics of Highly Effective Teaching and Learning) will be resources for all teacher candidates.

IV. COURSE OUTLINE:

- A. Data-based decision-making and learning communities
- B. Accessing, evaluating and synthesizing research on teaching and learning to prepare a literature review on selected topic
- C. Approaches to research: Quantitative and Qualitative
- D. Sampling procedures
- E. Collecting and organizing data: assessment, focus groups, surveys
- F. Analyzing data
- G. Strategies for sharing results with university, school and community colleagues.
- H. Senate Bill 1 Initiatives

V. INSTRUCTIONAL ACTIVITIES:

Instructional methods will be online teaching. Teachers will read and review research in order to identify the elements of research and to evaluate research. They will interpret and design their own research with the goal of improving instruction and student learning (ISLLC Standards #1, 2, 3, 5).

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES: None

VII. TEXT(S) AND RESOURCES:

- A. *LiveText* User License for Leadership Portfolio.
- B. Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8th ed). McGraw Hill: New York. ISBN: 978-07-809785-0
- C. Other
 - 1. Internet and access to MSU Canvas
 - 2. University library
 - 3. *LiveText* User License for Leadership Portfolio
 - 4. Web Cam and Microphone (some computers have these built in)
 - 5. Recommended: Publication Manual of the American Psychological Association, 6th Ed. (APA format)

VIII. EVALUATION AND GRADING PROCEDURES:

A 10% late penalty will be deducted each calendar day that an assignment is late. An assignment is considered late if it is not submitted when the professor collects the class

assignments (i.e., turning an assignment in at the end of class when it was collected at the beginning of class would result in a 10% penalty). Exceptions will be made at the discretion of the instructor and only when notice has been given in advance.

All assignments are expected to be in proper APA format.

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| Research Article Abstracts (5 points each x 10)..... | 50 points |
| Data Audit..... | 10 points |
| School Community Inventory..... | 10 points |
| Problem Statement..... | 20 points |
| Synthesis Outline..... | 10 points |
| Chapter 1..... | 15 points |
| Chapter 2..... | 30 points |
| Chapter 3..... | 15 points |
| Chapters 4 & 5..... | 50 points |
| Capstone Attendance and Application Report..... | 30 points |
| School Administrator Interview..... | 20 points |
| Mid-Term Exam..... | 50 points |
| Research Presentation..... | 75 points |
| Final Research Paper..... | 125 points |

Grading Scale:

A = 90% to 100%

B = 80% to 89%

C = 70% to 79%

IX. ATTENDANCE POLICY:

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*. **Attendance is required for the Capstone presentations at main campus on November 1st at 5pm.** If you cannot attend, an alternate assignment will be provided.

X. ACADEMIC HONESTY POLICY:

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:

Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION POLICY STATEMENT:

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. In particular and without limiting the preceding and pursuant to and consistent with the requirements of Title VI of the Civil Rights Act of 1964 and its regulations 34 CFR 100 et seq.; Section 504 of the Rehabilitation Act of 1973 and its regulations 34 CFR 104; Title IX of the Education Amendments of 1972, 20 USC 1681 et seq., and its regulations 34 CFR 106 et seq; and the Age Discrimination Act of 1975 and its regulations 34 CFR 110, Murray State University does not discriminate on the basis of race, color, national origin, sex, handicap, or age in its educational programs and activities. This non-discrimination in education programs and activities extends to employment and admissions and to recruitment, financial aid, academic programs,

student services, athletics, and housing. Murray State is required by Title IX and 34 CFR part 106 not to discriminate on the basis of sex and the prohibition against sex discrimination specifically includes a prohibition of sexual harassment and sexual violence. For more information, contact the Executive Director of Institutional Diversity, Equity, and Access/ Murray State University Title IX Coordinator, Murray State University, 103 Wells Hall, Murray, KY 42071 Telephone: (270) 809-3155 Fax: (270) 809-6887; TDD: (270) 809-3361; Email: msu.titleix@murraystate.edu.