

# Intro to Action Research in Special Education Section 02

## EDSE 285

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/26/2024

### Contact Information

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Instructor:	Dr. Peg Hughes
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Email:	Peg.hughes@sjsu.edu
Office Hours:	Tuesday 3:00-4:00 off campus or by indiv appt in person
Class Days/Time:	Tuesday 4:00-6:45 PM
Classroom:	East Ave Middle School 3951 East St Livermore - Room 201
Course Units:	3
Prerequisites:	Admission into the MA program
EDSE 285 satisfies the Graduation Writing Assessment Requirement (GWAR) for Graduate Studies & Research (GS&R)	

### Course Information

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## Course Format: In Person

This course will be an in-person class with some whole group lectures, in-class work groups, and individual work in and out of class.

## Canvas Learning Management System

All course materials (announcements, syllabus, handouts, assignment instructions, lecture videos, etc.) will be available on Canvas. You are responsible for regularly checking both Canvas and your SJSU email (the one that ends with @sjsu.edu) to learn of any updates. For Canvas support, please review the [Canvas Student Resources](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html) ([http://www.sjsu.edu/at/ec/canvas/student\\_resources\\_new/index.html](http://www.sjsu.edu/at/ec/canvas/student_resources_new/index.html)).

## Technology Requirements

All written work must be turned in using Microsoft Office Word (or Excel, for the Research Matrix). The Microsoft Office Suite is available *for free* from the university. If you do not have Microsoft Office on your computer, please refer to [Information Technology Services](http://its.sjsu.edu/services/software/microsoft-students/index.html) (<http://its.sjsu.edu/services/software/microsoft-students/index.html>) for information on how to download the software on your device.

Please use Word software for your assignments. Any other format than MSWord will be returned to the student.

## Course Description and Requisites

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Review of existing scholarship in special education and appropriate design of an action research project.

Prerequisite(s): Department consent.

Note(s): This course satisfies graduate-level GWAR in this master's program.

Letter Graded

## Program Information

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### LCOE Department of Special Education Mission

We prepare candidates to be transformative leaders in the field, and lifelong learners who respond to racism, ableism, bigotry, and prejudice in their schools and communities. To this end, we center anti-racist and anti-ableist policies and practices in our teaching, research, and service to disrupt systemic racism that has historically prevented full inclusion and equity for students with disabilities including our BIPOC (Black, Indigenous, People of Color) students, staff, and faculty. We engage culturally sustaining pedagogies and the principles of UDL in our coursework and fieldwork, partnering with our local districts to push for the success of students with disabilities in inclusive settings.

### LCOE Department of Special Education Program Learning Outcomes

- **PLO 1** Assess and identify the educational needs and strengths of students with disabilities from diverse socioeconomic, cultural and linguistic backgrounds.
- **PLO 2** Critically evaluate pedagogy, curricula and instructional materials grounded in quality indicators of evidence-based practices for students with disabilities.
- **PLO 3** Plan, design, implement, and monitor linguistically and culturally appropriate instruction that meets the unique needs of students with disabilities.
- **PLO 4** Apply knowledge of the purpose, characteristics, and appropriate use of different types of assessments used for special education eligibility, placement, and service selection.
- **PLO 5** Utilize research-based knowledge and theoretical, conceptual and evidence-based practices related to individuals with disabilities to improve services and instruction in the field.

[Link to Education Specialist TPEs \(pps 13 – 42\). \(https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1\\_45\)](https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/education-specialist-standards-pdf.pdf?sfvrsn=729750b1_45)

## Course Learning Outcomes (CLOs)

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### Course Learning Outcomes (CLO)

To support students' development of the skills required to demonstrate mastery in the PLOs above, this course will target the following CLOs. By the end of the semester, students will be able to:

1. Demonstrate knowledge of how to search for and review literature related to questions of teaching practices for students with disabilities
2. Interpret, apply, and disseminate current and emerging research, theory, legislation, policy, and practice for students with disabilities
3. Discuss the organization and processes of instruction in programs serving individuals with disabilities
4. Review, critically analyze and synthesize research to reflect on one's practice and commitment to equity and social justice in the classroom.
5. Develop and apply an academic writing style to compose an action research project.
6. Apply APA 7<sup>th</sup> Edition standards when writing literature reviews, professional critiques, and Use APA 7<sup>th</sup> Edition formatting including double-spaced, Times New Roman, and one-inch margins.

## Course Materials

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### Required Texts/Readings.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> Ed.). Washington, D.C.

Assigned Readings in Canvas Modules

<https://edge.sagepub.com/mertler6e>

<https://www.perkinselearning.org/videos/webcast/action-research-special-education>

# Library Liaison –

Dr. [Mantra Roy](#) Email: [mantra.roy@sjsu.edu](mailto:mantra.roy@sjsu.edu)

As you seek out literature on your topic, you may wish to speak with our library liaison, who can help you narrow your topic and identify keywords that will significantly reduce the amount of time you spend searching through databases.

## Course Requirements and Assignments

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APA 7<sup>th</sup> Edition formatting must be used for all report components, including Times New Roman Font, 12-point, double-spaced, one-inch margins.

Assignment Name	Description	Point Total
#1 Annotated Bibliography- <b>Empirical Research</b>	<p>As readings and topics are assigned for sessions of this course, you will select 4 research articles around a topic of your interest related to disability and special education. These 4 articles should be <b>empirical</b>, and can utilize any methods; try to select current articles <b>2010-2024</b>.</p> <p>You will for each article list the following:</p> <ol style="list-style-type: none"><li>1. Title - citation using APA 7<sup>th</sup> Edition</li><li>2. Research question</li><li>3. Participants – who was included in the sample</li><li>4. Method – how was study conducted – interventions, interview etc.</li><li>5. Results – two main findings of the study</li><li>6. Implication of the Findings – what do findings tell us teachers, etc.</li></ol> <p><i>Used to incorporate into Introduction and Literature Review Sections</i></p>	25 points

<p>#2 Annotate Bibliography-Theory and Framework</p>	<p>You will select 1 article with a specific focus on theory. This article does not have to be empirical and may be older than your empirical research articles or from a text book.</p> <ol style="list-style-type: none"> <li>1. Title - citation of using APA 7<sup>th</sup> edition</li> <li>2. First paragraph – briefly describe the theory or conceptual framework used in this study</li> <li>3. Second paragraph - include how to incorporate this theory or framework into your project.</li> </ol> <p><i>Used to incorporate into Conceptual Framework Section</i></p>	<p>5 points</p>
<p>#4 Literature Review</p>	<p>Using the empirical annotated bibliography that you generated for class, you will develop a 5–10-page (max) literature review. The review will include 2-3 key areas or themes that you take away from the empirical studies and provide a summary of these articles followed by how these inform your project.</p>	<p>Draft – 0 points</p> <p>Final 40 points</p>
<p>#5 Introduction</p>	<p>You will generate a 2–3-page paper that describes</p> <ol style="list-style-type: none"> <li>1. your teaching experiences that relate to your inquiry project,</li> <li>2. your problem of practice statement,</li> <li>3. your research (inquiry) question (see full guidelines below p.7 or on canvas).</li> </ol>	<p>Draft – 0 points</p> <p>Final 10 points</p>
<p>#6 Theoretical/Conceptual Framework</p>	<p>You will include @1 page paper on the framework you have chosen, highlighting the article you described in the annotated bibliography for this section and then how this framework informs your method/action research approach.</p>	<p>Draft – 0 points</p> <p>Final 5 points</p>

#7 Method Approach	<p>You will generate a 2–4-page paper (Parts 1- 4) that describes</p> <ol style="list-style-type: none"> <li>1. Participants and Context of study – Who &amp; Where</li> <li>2. Action research design – procedure, steps - How</li> <li>3. Data collection of your dependent variable - What</li> <li>4. Data analysis – what stats will you use to analyze findings/results</li> </ol>	<p>Draft – 0 points</p> <p>Final 15 points</p>
#8 Action Research 285 Paper	<p>You will combine Assignments #4-7 into one final project document with a Title page. The final grade will be the total points from each assignment. It is your responsibility to incorporate edits/feedback on draft assignments that you receive from your instructor so that the final action research paper has the most up-to-date changes.</p>	<p>70 points from Assignments #4- #7</p>
<b>TOTAL CLASS POINTS</b>		<b>100 Points</b>

**Action Research MA Project Outline**

1. **Title Page** – Title of MA project, Department Name, Date – **285/220 class**
2. **Abstract (no more than 150 words – 1 page) – 220 class**

Written after you have completed your study, it summarizes the purpose of the study, initial question(s), methodology (data you collected and how you analyzed the data), findings, and implications for teachers.

3. **Table of Contents – 220 class**

List all the main sections of the paper (headings) on left side with its correct pagination on right side of page

4. **Introduction (about 2-3 pages) - 285 class**

**Part 1: Positionality/Personal Experience.** What educational experiences have you had as a

student and/or teacher that inform your inquiry? What experiences have you had with people with disabilities that inform your teaching experiences?

**Part 2: Problem of Practice Statement.** What is the problem in your practice that you wish to investigate? What is the evidence of this problem? For example, what student learning outcomes point to this problem? Why is this problem important to other educators and/or society?

**Part 3: Research Question.** End your introduction with a clear description of your research question.

Your question should be connected to the background information you've shared and may be related to state, national, and global issues. Keep in mind that action inquiry is not suited to investigate questions of cause and effect. You have a choice between conducting a descriptive action study in which the action inquiry seeks to better understand and perhaps act upon a problem/phenomenon OR testing an action project where you would be looking at the effect of an intervention on a student or program (words like effect, impact, would be appropriate here).

#### 5. Conceptual Framework (@ 1 page)- 285 class

**Part 1: Theoretical Grounding.** Describe the theoretical and research-based literature that supports your theory of action.

**Part 2: Theory of Action.** Briefly state what you plan to do and what your expected outcomes are.

E.g., "I will try X in (defined educational context) to address problem Y" or "If I do X (intervention) in my educational context, participants will Y (outcome) as evidenced by Z (outcome data)."

#### 6. Literature Review (about 5-10 pages)-285 class

**Part 1: What have others learned about your topic?** This should flow directly from the question and theoretical framework presented in the previous sections. In the literature review, discuss what researchers and practitioners have learned from their studies of a similar or related question/topic. Select literature from a variety of topics that are related to your initial question/topic. Use headings and, if necessary, subheadings to clearly label your literature review's component parts/themes. Among the articles that you cite, try to include at least one scholarly literature review (e.g., from Review of Educational Research). Such a source can be an excellent starting point and provide you with many other related references.

**Part 2: What still needs to be learned about your topic?** What seems to be the gaps in the field's understanding of your topic? How, if at all, might what you learn through your inquiry contribute to others' understanding of this problem?

**Part 3: Conclusion.** How does what others have learned about your topic inform how you plan to investigate it? Connect this back to your initial question.

#### 7. Methodology (@ 3-5 pages)- (Parts 1 -4) – EDSE 285

**Part 1: Context and Participants --Where, Who, and How Do I Fit In?** Describe the setting (classroom, school, etc.) of your inquiry, the key participants (students and/or others), and your positionality within that context. Include how your paper includes an asset-framed approach, as discussed in class.

**Part 2: Inquiry Design (independent variable).** Briefly describe the design of your inquiry, e.g., as an action-oriented cycle of inquiry. In this design sub-section, consider the following:

What specific action method(s) will get me those data? Describe in detail the exact procedures (steps) you will use in your method. What is my inquiry or research question? What are the data that I need to answer that question (Dependent variable(s))?

**Part 3: Data Collection.** Describe the specific types of data you collected (e.g., interviews, student work, questionnaires, observations, reflective inquiry journal, raw/frequency scores, etc.) and how often you collected these data (e.g., how frequently did you observe students, how often did you interview participants, when did you administer questionnaires?). These need to address/answer your research question.

**Part 4: Data Analysis.** How did you analyze your data? Carefully explain how you analyzed your data (e.g., descriptive statistics - percentages, total sum scores, coding categories, etc.) Provide examples to illustrate coding categories. Describe your analysis process in enough detail such that another teacher inquirer, if given your data, would be able to analyze it as you did (called replication).

## ***END OF FALL 24 ASSIGNMENTS***

### **8. Findings and Conclusions/Implications (about 3-5 pages) – 220 class**

#### **Part 1: Findings.**

(a) List and Summarize your findings. Make sure to illustrate your

points. Include charts, tables, graphs, and samples of student work, quotes from participants etc., to help you make your points clear to the reader.

(b) Discussion. Relate your findings back to your initial question and the existing literature. For example, this was the same or different that Hughes (2024) found in her study. Unanticipated findings belong here, too.

**Part 2: Conclusions/Implications.** Now that you have completed your study what do your findings mean for you, for other educators, for your school, for the education community in general?

### **9. Limitations and Future Research (about 2-3 pages) 220 class**

**Part 1: Limitations.** Any errors/problems that occurred in your research process.



If you were to do the study again under the same conditions, what would you do differently (e.g., in terms of participants, data sources, intervention(s), etc.) and why? What factors related to this study may limit its usefulness or generalization to (e.g., events, population)?

**Part 2: Future Research.** What research needs to be done to learn more about your topic? What new questions did your project raise? What future action (e.g., as a first-year teacher), will you take related to your inquiry (or others) and the process of engaging in cyclical inquiry? How does this study inform future work that can be conducted as it relates to special education teachers, students with disabilities or other educational stakeholders?

#### 10. References (In APA 7<sup>th</sup> Edition) – 220 class

- The reference list is intended to help readers locate readings that you cite.
- All citations need to be in the reference list.
- Only cited works are placed in the reference list.
- Entries must be absolutely accurate and complete (e.g., spelling of names and titles, publication date, journal volume and issue, page numbers).
- Single space each reference; double space between different references
- Triple-check your list for accuracy and completeness

#### 11. Appendix or Appendices

## ✓ Grading Information

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### Grade Breakdown

Letter Grade	Total Points
A+	96-100 points
A	95-86 points
A-	85-81 points
B+	80-76 points
B*	75-71 points

**\*DEPARTMENT GRADING POLICY**

All MA students must receive GPA of 3.0 with grades of B or better in each MA class to be able to continue the coursework. An “Incomplete” is given only when 80% or more of the work has been completed. *Note.* Any late assignments without requests for **extensions sent before the due date** will lose 1/2 points per day. Exceptions are documented emergencies (must provide documentation).

**Action Research Paper Rubric – Introduction, Theory/Framework and Method Sections – 70 pts**

	1-Basic – 2.5 pts	2- Developing – 5pts	3-Proficient – 7.5 pts	4-Strong – 5-10-20 pts.
<b>The Introduction- Includes positionality, problem of practice, inquiry question</b>	Declares some hope for changes and improvement  On topic  APA/Grammar - >7 Errors	Demonstrates awareness of possible benefits of addressing problem of practice  APA/Grammar – 5-7 errors	Adequately explains the research topic  APA/Grammar – 2-4 errors	Makes a strong introduction including all 3 sections on Research topic  APA/Grammar – 0-1 errors  10pts
<b>Theory/Framework Includes Theory of Action, Theoretical or Conceptual Background</b>	Demonstrates an awareness of theoretical or conceptual background on research topic  APA/Grammar - >7 Errors	Shows a developing understanding of the major premises on research topic  APA/Grammar – 5-7 errors	Provides a logical and clear explanation of the theory/background that informs the researcher’s action research plan  APA/Grammar – 2-4 errors	Detailed, logical, and clear explanation of how the theory/background informs the researcher’s proposed action research plan  APA/Grammar – 0-1 errors  5 pts
<b>Research Method Includes Context and Participants, Inquiry Design, Collection, Analysis Parts 1-4</b>	Brief descriptions of 4 parts on research topic  APA/Grammar - >7 Errors	The research method and design use authentic or recognized techniques to examine research topic  APA/Grammar – 5-7 errors	The research method is described with some detail and organization, easily comprehended  APA/Grammar – 2-4 errors	The research design provides a clear, logical, and organized detail plan including all steps (procedures) to examine inquiry question, easily comprehended  APA/Grammar – 0-1 error  20pts.

	1-Basic – 10pts	2- Developing – 20 pts.	3-Proficient – 30 pts	4-Strong – 40 pts
<b>Literature Review</b>	Summary and analysis of existing literature is limited to a few articles or articles that are unrelated to researcher's topic  APA/Grammar - >7 Errors	Summary and analysis of existing literature is adequate and is loosely connected to the researcher's topic  APA/Grammar – 5-7 errors	Summary and analysis of existing literature is well defined, well connected to the researcher's topic and includes appropriate topical organization and logical flow  APA/Grammar – 2-4 errors	Summary and analysis of existing literature is exceptionally defined, strongly connected to the researcher's topic, and includes strong topical organization, detailed descriptions, and logical flow  APA/Grammar – 0-1 errors

## University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

### EDSE 285 Course Schedule

*Course Schedule is subject to changes*

Course Session # Date	Content	Assigned Readings	Assignments Due	CLOs

1 8/27 In Person	<p>Introductions</p> <p>Syllabus &amp; Canvas Overview</p> <p>Introduction to Action Research – Bruce video</p>			3
2 9/3 In Person	<p>Choosing Topic:</p> <p>How to pick a topic of inquiry- Problem of Practice</p> <p>Review Article</p> <p>Research Article Session – 5:30-6:30 PM- Library Session with Dr. Mantra</p> <p>Activity -Library Search - topic</p>	<p>Canvas Mod 2 -Chapters 1, 2</p> <p>Canvas - Mod 2 – Read Sight Word Mitch study</p> <p>Zoom Link for library session in class</p> <p><a href="https://sjsu.zoom.us/j/85796964185">https://sjsu.zoom.us/j/85796964185</a></p>		3
3 9/10 In person	<p>Overview Annotated Bibliography (AB)</p> <p>Composing #1 Annotated Bibliographies: <i>Empirical Research</i></p>	<p>Canvas Mod 2 Chapter 4</p> <p>Canvas – Mod 4 – AB #1 - Review Template</p> <p>Review Student Annotated APA – Mod 3</p>		1, 3
4 9/17 Asyn	<p>Writing Week</p>	<p>Canvas – Mod 4 – AB #1 - use template</p>	<p>Find 1 article on your topic for activity</p>	1, 3

5 9/24 In Person	AB #2: <i>Theory &amp; Framework</i> APA work	Canvas - Mod 4 - AB #2		1, 4
6 10/1	<b>No Class or Office Hours - Work on Annotated Bibliography Assignments</b>			1, 5, 6
7 10/8 In Person	Write Ups: Literature Review Introduction Theory/Framework APA work	Canvas – Mod 5 & Mod 6	<b>Due: #1 AB: Empirical Research</b>	4, 5, 6
8 10/15	No Class or Office Hours – Sign up on google doc for one appt	Only 6 persons, other have writing week home	<b>Due: #2 AB: Theory &amp; Framework</b>	1, 5, 6
9 10/22	No Class or Office Hours – Sign up on google doc	Only 6 persons, other have writing week home		4, 5, 6
10 10/29 Asyn	<b>No Class – Work on Literature Review</b>	Canvas – Mod 7		1, 5, 6
11 11/5 In Person	Method Interventions, procedures APA work	Canvas – Mod 7		2, 4

12 11/12 Asyn	Writing Week		Due: Draft Lit Review	5, 6
13 11/19 In Person	Method + Theory/Concept Framework  Work in class  APA work	Canvas – Mod 5 & 7	Due: Draft Introduction + Theory/Conceptual Framework	4, 5, 6
14 11/26	No Class – Thanksgiving Holiday			2, 3
15 12/3 In Person Last Class	Work on Assignments in Class		Due:  Draft AR Method Section + Theory/Conceptual Framework	2, 3
16 12/17 or before	Final Paper on Canvas/Hardcopy to Instructor		Due: Final 285 Project Paper	2, 5, 6