

**COURSE TITLE: ACTION RESEARCH FOR SERVICE-LEARNING**

**NO OF CREDITS: 2 QUARTER CREDITS**                      **WA CLOCK HRS: 20**  
**[Semester Cr Equivalent: 1.33]**                      **OREGON PDUs: 20**  
**CEUs: 2.0**

**INSTRUCTOR: SUSIE RICHARDS, M.Ed.**  
**360/929-2606 Cell**  
**sea@whidbey.com**

**COMPLETION DATE:** 3 months from your registration date

**LEARNING ENVIRONMENT:** This course requires assignment responses to be posted in a password-secured ONLINE website hosted by The Heritage Institute.

**COURSE DESCRIPTION:**

This course will focus on the acquisition of skills and knowledge in the field of action research. Participants will engage in the preparation stage of action research through the exploration of the stages of action research and engage with authentic case studies and current work in the field. Participants will work towards the development of a focused action research project involving the field of service-learning, identifying areas in which they wish to improve their own service-learning practice or increase knowledge in the field.

Participants will complete course readings and will post responses to specific questions outlined in the course assignments.

**LEARNING OUTCOMES:**

Upon completion of this course, participants will:

1. Have an increased understanding of the field of action research and its role in education and service-learning practices.
2. Gain insights into data collection techniques
3. Have an increased understanding of data collections considerations, validity and reliability
4. Have an increased understanding of the ethical issues and considerations of action research
5. Gain insights and skills in the area of data analysis and interpretation
6. Gain skills and increased understanding in strategies for sharing and critiquing action research
7. Develop the skills to develop an action research project

**COURSE REQUIREMENTS:**

Participants will complete assignments and post responses online to specific questions outlined for each assignment. Completion of all specified assignments is required for issuance of hours or credit. The Heritage Institute does not award partial credit.

**HOURS EARNED:**

Completing the basic assignments (*Section A. Information Acquisition*) for this course automatically earns participant's their choice of 20 Washington State Clock Hours, 20 Oregon PDUs or 2 CEUs (Continuing Education Units), which translates to 20 hours. The Heritage Institute is an approved provider of Washington State Clock Hours, Oregon PDUs, and CEUs by IACET (International Association of Continuing Education and Training, an official national and international certifier of CEUs).

## **UNIVERSITY QUARTER CREDIT INFORMATION:**

### **• UNIVERSITY QUARTER CREDIT OPTION 400 & 500 LEVEL**

Teachers may opt to register for 2 (two) Antioch University, Seattle, 400 or 500 level quarter credits, instead of hours, and will be required to:

1. Complete all assignments for clock hours/CEUs (*Section A: Information Acquisition*)
2. Complete the extra reading/viewing, writing and classroom application assignments specified in the syllabus for the 400 or 500 level credit option (*Section B: Learning Application*)
3. Complete an Integration Paper by answering the 5 questions (*Section C: Integration Paper*)

### **• REQUIREMENTS FOR UNIVERSITY QUARTER CREDIT**

Antioch University Seattle requires 75% or better for credit at the 400 level (upper division) and 85% or better to issue credit at the 500 level (Post-baccalaureate). These criteria refer both to the amount of work submitted as well as the quality of work as determined by each instructor

- |  |     |
|--|-----|
| 1. Completion of Information Acquisition assignments | 30% |
| 2. Completion of Learning Application assignments    | 40% |
| 3. Completion of Integration Paper assignment        | 30% |

### **• CREDIT/NO CREDIT (No Letter Grades or Numeric Equivalents on Transcripts)**

Antioch University Seattle Continuing Education Quarter credit is offered on a Credit/No Credit basis; neither letter grades nor numeric equivalents will show on a transcript. At the 400 level credit granted is equal to a "C" or better, and at the 500 level credit granted is equal to a "B" or better. This information is stated on the back of the transcript.

## **COURSE MATERIAL and/or TECHNICAL REQUIREMENTS:**

You will need high-speed (DSL) Internet access in order to easily view online resources. Some of the reading materials may be provided in the online course environment as PDF documents, a format readable by computers with Adobe Acrobat Reader. You may download a free copy of Acrobat Reader from our website, if it is not already on your computer.

**REQUIRED TEXTBOOK:** *Action Research: A Guide for the Teacher Researcher* (3<sup>rd</sup> Edition, June 2006) by Geoffrey E. Mills – available on Amazon.com and other online book stores

## **GETTING STARTED:**

- Once you have registered for the course, you will be sent an email that contains the website address, password and course key(s) that you need to access your online course, along with instructions on how to log into the online system.
- The assignments listed in this syllabus are also listed at the bottom of each online course document. Access each assignment and enter your responses online. We suggest that you write your responses in a WORD document and then do a copy/paste function into the Responses box.
- When you have completed all assignments for the course, CLICK the 'ALL ASSIGNMENTS COMPLETED' option. The instructor will be notified that you have completed all assignments.
- The instructor will review your work and enter his/her responses online. You will be notified by email when the instructor has marked the course completed, and you will be instructed to log in and view the instructor comments. At that time, you can also SAVE a complete copy of the course assignments and responses.

## **NOTES TO ALL PARTICIPANTS:**

- Unlike a live workshop, you are not required to be present (i.e. online) at specific days or times, participants will work at their own pace.

- All responses will be posted online. Large documents or files may be attached as part of your response by using the “Share A File” option.
- Participants are expected to respond to instructor feedback and incorporate the instructor’s suggestions into their coursework. Instructors will provide feedback on postings weekly and participants should revisit their previous week’s postings to view instructor feedback and respond.

**ASSIGNMENTS for CLOCK HRS/PDUs, CEUs, 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

**A. INFORMATION ACQUISITION**

**NOTE**

Assignments 1-4 instruct the participant to access the textbook companion website ([wps.prenhall.com](http://wps.prenhall.com)) and complete a multiple choice quiz, review websites and respond to an essay question. Use the “Select Chapter” option in the top line of the [wps.prenhall.com](http://wps.prenhall.com) website to access these sections of each chapter.

**Assignment #1:**

Read Chapter 1 “**Understanding Action Research**” and Chapter 2 “**Deciding on an Area of Focus**” from the course textbook.

After completing the reading, access the textbook companion website at:

[http://wps.prenhall.com/chet\\_mills\\_actionres\\_3/49/12584/3221525.cw/index.html](http://wps.prenhall.com/chet_mills_actionres_3/49/12584/3221525.cw/index.html)

At the [wps.prenhall.com](http://wps.prenhall.com) site:

1. complete the Multiple Choice Quiz from each chapter to gauge your understanding of the reading
2. review the Websites that are listed for each chapter
3. read Essay Question #1 for both Chapters One and Two

In the Heritage online course website:

1. Post your response to Essay Question #1 for Chapter One
  2. Post your response to Essay Question #1 for Chapter Two
- Include a focus on your service-learning practices as you respond to these questions. Essay responses should be 2-4 paragraphs in length. (Please do not post your response in the box provided on the companion [wps.prenhall.com](http://wps.prenhall.com) website.)

**Assignment #2:**

Read Chapter 3 “**Data Collection Techniques**” and Chapter 4 “**Data Collection Considerations: Validity, Reliability, and Generalizability**” from the course textbook.

After completing the reading, access the textbook companion website at:

[http://wps.prenhall.com/chet\\_mills\\_actionres\\_3/49/12584/3221525.cw/index.html](http://wps.prenhall.com/chet_mills_actionres_3/49/12584/3221525.cw/index.html)

At the [wps.prenhall.com](http://wps.prenhall.com) site:

1. complete the Multiple Choice Quiz from each chapter to gauge your understanding of the reading
2. review the Websites that are listed for each chapter
3. read Essay Question #1 for both Chapters Three and Four

In the Heritage online course website:

1. Post your response to Essay Question #1 for Chapter Three
  2. Post your response to Essay Question #1 for Chapter Four
- Include a focus on your service-learning practices as you respond to these questions. Essay responses should be 2-4 paragraphs in length. (Please do not post your response in the box provided on the companion [wps.prenhall.com](http://wps.prenhall.com) website.)

**Assignment #3:**

Read Chapter 5 “Ethics” and Chapter 6 “Data Analysis and Interpretation” from the course textbook.

After completing the reading, access the textbook companion website at:

[http://wps.prenhall.com/chet\\_mills\\_actionres\\_3/49/12584/3221525.cw/index.html](http://wps.prenhall.com/chet_mills_actionres_3/49/12584/3221525.cw/index.html)

At the wps.prenhall.com site:

1. complete the Multiple Choice Quiz from each chapter to gauge your understanding of the reading
2. review the Websites that are listed for each chapter
3. read Essay Question #2 for Chapter Five
4. read Essay Question #3 for Chapter Six

In the Heritage online course website:

1. Post your response to Essay Question #2 for Chapter Five
  2. Post your response to Essay Question #3 for Chapter Six
- Include a focus on your service-learning practices as you respond to these questions. Essay responses should be 2-4 paragraphs in length. (Please do not post your response in the box provided on the companion wps.prenhall.com website.)

**Assignment #4:**

Read Chapter 7 “Action Planning for Education Change”, Chapter 8 “Writing Up Action Research”, and Chapter 9 “Sharing, Critiquing, and Celebrating Action Research Online” from the course textbook.

After completing the reading, access the textbook companion website at:

[http://wps.prenhall.com/chet\\_mills\\_actionres\\_3/49/12584/3221525.cw/index.html](http://wps.prenhall.com/chet_mills_actionres_3/49/12584/3221525.cw/index.html)

At the wps.prenhall.com site:

1. complete the Multiple Choice Quiz from each chapter to gauge your understanding of the reading
2. review the Websites that are listed for each chapter
3. read Essay Question #3 for Chapter Seven
4. read Essay Question #2 for Chapter Eight
5. read Essay Question #1 for Chapter Nine

In the Heritage online course website:

1. Post your response to Essay Question #3 for Chapter Seven
  2. Post your response to Essay Question #2 for Chapter Eight
  3. Post your response to Essay Question #1 for Chapter Nine
- Include a focus on your service-learning practices as you respond to these questions. Essay responses should be 2-4 paragraphs in length. (Please do not post your response in the box provided on the companion wps.prenhall.com website.)

***This completes the assignments required for Washington Clock Hours, Oregon PDUs, or CEUs.***

***Continue to the next section for additional assignments required for University Quarter Credit***

## **ADDITIONAL ASSIGNMENTS REQUIRED for 400 or 500 LEVEL UNIVERSITY QUARTER CREDIT**

### **B. LEARNING APPLICATION**

#### **Assignment #5:**

**(400 and 500 Level):**

**For 400 Level – Complete Part A only**

**For 500 Level – Complete part A and Part B**

#### **Part A:**

**(400 and 500 Level)**

**Complete the following two (2) assignments and post responses.**

#### **1. Action Research Project Outline.**

Using all of the information the participant has gained through the course readings and accessing the various resources provided on the course companion site, develop a 3-5 page paper that outlines the focus of a service-learning focused action research project you would like to develop and the steps that would be included in its development. This paper is to be provided to the instructor via e-mail ([sea@whidbey.com](mailto:sea@whidbey.com)) in Word format, 12 pt. font, double spaced.

In the Heritage online course assignment response box post:

- a. a brief description of the action research project you outlined
- b. the date you submitted your outline to the instructor.

#### **2. Action Research Data Collection Activity**

For this assignment, the participant is to use the knowledge and skills gained through course reading and research to develop a 2-3 page paper outlining the data collection process they would use for the action research project outlined in assignment five. In addition to the paper, a sample of the data collection tool that would be used for the research project is to be developed and included in the assignment. This paper is to be provided to the instructor via e-mail ([sea@whidbey.com](mailto:sea@whidbey.com)) in Word format, 12 pt. font, double spaced.

In the Heritage online course assignment response box post:

- a. a brief description of the data collection tool you would use
- b. the date you submitted your paper to the instructor.

#### **Part B:**

**(500 level credit ONLY)**

**Choose *one* (1) of the following assignments and post responses. (This is IN ADDITION TO the 400 level assignments above)**

Create an annotated bibliography of 5-7 sources (which you annotate with 3-5 sentences of description) on published service-learning focused action research projects with a common theme.

Be sure to include research regarding the **effectiveness** of the action research project.

The annotation should include Title, Author, Publisher (or URL), length of the book or article and your review of information contained.

This paper is to be provided to the instructor via e-mail ([sea@whidbey.com](mailto:sea@whidbey.com)) in Word format, 12 pt. font, double spaced.

In the online assignment response box, please post the date that you send the complete presentation to the instructors. (The ability to attach your Word document to the assignment response box will be available in Summer 2008).

**OR**

Create a presentation that could be given for a group of colleagues or parents, based on your reading. It can be in the form of a Power Point, or a "lesson plan." The presentation should include a copy of any handout(s) you will use.

This paper is to be provided to the instructor via e-mail ([sea@whidbey.com](mailto:sea@whidbey.com)).

In the online assignment response box, please post a brief description of your presentation and the date that you send the complete presentation to the instructors.

**OR**

Another assignment of your own design, with the instructor's prior approval.

**C. INTEGRATION PAPER**

**Assignment #6:  
(400 and 500 Level)  
Integration Paper**

Complete the requirements for university quarter credits by submitting a final Integration Paper. A heading is required. Please use the following format. (A format template is provided in the online response environment).

Your Name:	Date:
Course Name:	Course Number:
# of Credits:	Level (400 or 500)
Advisor:	

Respond to each of the 5 questions below. (First list the question and then write your answer)

1. What did you learn vs. what you expected to learn from this course?
2. What aspects of the course were most helpful and why?
3. What further knowledge and skills in this general area do you feel you need?
4. How, when and where will you use what you have learned?
5. How and with what other school or community members might you share what you learned?

**INSTRUCTOR COMMENTS ON YOUR WORK:**

**Be sure to mark the "All Assignments Completed" section in the online course environment as this will notify the instructor that you have completed the course.**

Upon receiving notification of your completion of all course assignments, your instructor will provide written comments online.

**QUALIFICATIONS FOR TEACHING THIS COURSE:**

**Susie Richards, M.Ed.**, certified instructor and former classroom teacher, has been working in the adventure education and service-learning field for the past 16 years. She is the state training cadre co-coordinator for Service Learning Washington, a program of the Office of Superintendent of Public Instruction, Learn and Serve Office. Susie also is a fellow in the Washington State Consortium for Contextual Teaching and Learning, and co-director of "S.E.A. – Service, Education and Adventure" a non-profit marine education organization. Through the design and implementation of numerous community-based programs for school districts and universities, she has developed an extensive network of community resources and collaborative partnerships.

**ACTION RESEARCH FOR SERVICE-LEARNING  
BIBLIOGRAPHY**

**Berger Kaye, Cathryn. (2003) *The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action.*** Minneapolis: Free Spirit Publishing,

**Carr, Judy F. (2001). *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning.*** Judy F. Carr and Douglas E. Harris. Alexandria, VA 22311-1714: Association for Supervision and Curriculum Development.

**Costa, Art and Kallick, Bena (2000). *Discovering and Exploring Habits of Mind.*** Alexandria, VA. Association for Supervision and Curriculum Development.

**Ellis, Arthur K. (2001). *Research on Educational Innovations.*** Third Edition. Larchmont. New York. Eye on Education, Inc.

**Jacobs, Heidi Hayes. (1997). *Mapping the Big Picture: Integrating Curriculum and Assessment, K-12.*** Alexandria, VA: Association for Supervision and Curriculum Development.

**Jensen, Eric. (2005). *Teaching with the Brain in Mind,*** 2nd Edition. Alexandria, VA: Association for Supervision and Curriculum Development.

**Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.*** Alexandria, VA. Association for Supervision and Curriculum Development.

**McTighe, Jay and Grant Wiggins. (2004). *The Understanding by Design Workbook.*** Alexandria, VA: Association for Supervision and Curriculum Development.

**Mills, Geoffrey. (2007) *Action Research – A Guide for the Teacher Researcher.*** Columbus, OH: Pearson Merrill Prentice Hall

**Silver, Harvey F., Strong, Richard W., & Perini, Matthew J. (2000). *So Each May Learn: Integrating learning styles and multiple intelligences.*** Alexandria, VA. Association for Supervision and Curriculum Development.

**Tomlinson, Carol A. (1999). *The Differentiated Classroom: Responding to the Needs of All Learners.*** Alexandria, VA. Association for Supervision and Curriculum Development.