



**EDCI 597 31 B**  
**Effective Feedback and Formative Assessment**  
**Fall 2015**

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***THIS CLASS MEETS face-to-face 5 times in Rockwall.***

<b>COURSE INFORMATION</b>
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**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook Required:*

- Shagoury, R., & Power, B.M. (2012). *Living the Questions: A Guide for Teacher-Researchers* (2<sup>nd</sup> ed.). York, Maine: Stenhouse Publishers, ISBN 978 1 57110 846 3

*American Psychological Association (APA) Resource*

- There are several online reference sources for using APA formatting and citations in documents. The APA style is typically used to cite sources in education papers. However, there is little writing support in these online sources; they primarily provide suggestions for formatting the paper, citing references within the paper and compiling a list of references. A good example is

<https://owl.english.purdue.edu/owl/resource/560/01/>

**Course Description from the Catalog:** This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal report of a research problem.

**Student Learning Outcomes (SLOs):** At the conclusion of this course, the teacher-researchers enrolled will be able to

1. Identify and elaborate on the basic components of a classroom action research study
2. Write research questions and associated sub-questions to be used in formulating a research proposal
3. Write a cohesive review of the professional literature related to the research topic and methodology using appropriate citations and references based on the format of the American Psychological Association (APA)
4. Provide collegial research support by discussing educational problems, sharing ideas for classroom studies, assisting with research design, providing constructive feedback, and listening to the research challenges classmates are facing
5. Submit a research proposal for an action research study that (a) includes the required components and (b) meets the expectations as identified in the Action Research Proposal rubric
6. Submit a Final Report of the action research study that (a) includes the required components and (b) meets the expectations as identified in the Final Report rubric
7. Submit an abstract that summarizes the action report study.
8. Present a summary of the research findings to an audience of peers at a poster session

## COURSE REQUIREMENTS

The Texas A&M-Commerce Graduate School requires all students in a master's degree program to satisfactorily complete six hours of 518 (a thesis) or three hours of 595 (research methods). The Graduate Catalog states: *Completion of the 595 course must result in a product available for reference in the department for a minimum of three years.* The product in EDCI 595 is a research proposal and final research report.

### **Instructional / Methods / Activities Assessments**

This course is made up of a series of assignments and assessments (i.e., research question(s), rationale, research plan, review of the literature, data collection, data analysis, findings, bibliography, etc.) to assist you in achieving the learner outcomes. This course is web-supported. It will be largely conducted through 5 face-to-face meetings over the course of one semester. It consists of a series of activities and assessments to scaffold achieving the course outcomes / objectives (SLOs).

During the semester, our focus will include:

- reading the text,
- determining a research topic,
- searching the literature to determine *best practice* regarding the topic,
- reporting conclusions drawn from the lit review
- preparing the *References* sections
- writing a research proposal including research questions,
- conducting the research
  - collect sets of data that promise to inform the research questions,
  - analyze each of the data sets,
  - draw conclusions from the analyses,
  - report how the research was carried out
  - report what conclusions were supported by the data analyses
  - next steps for sharing the findings and
  - suggest areas for further research
- submitting it for evaluation
- sharing the findings in a poster session for classmates, mentors, colleagues, and family

Below are more specific details about each of the 595 SLOs:

### **Preparation and Participation.**

Read widely. Question deeply. Listen intently. Affirm collegially. Share enthusiastically.

40 points, 8 for each of the five class sessions

- SLO 1. Identify and elaborate on the basic components of a classroom action research study including obtaining consent to carry out the study from the school principal, the students' and their parents

One of the most important aspects of the course is to learn how to write a proposal to conduct action research in the classroom or other learning environments and use that knowledge to write a final report of how the research was conducted and the findings of the study.

- SLO 4. Provide collegial research support by discussing educational problems, sharing ideas for classroom studies, assisting with research design, providing constructive feedback, and listening to the research challenges classmates are facing

Editing your research partner's work using these prompts:

- *I really like the way you. . .*

- *I wish I knew more about. . .*
- *I'd like to use your idea about. . .in my own paper*

- SLO 2. Write research questions and associated sub-questions to be used in formulating a research proposal

Systematically identify one or more teaching challenges that you are experiencing in your mentor's classroom. Write research questions and associated sub-questions to be the focus of your action research study. The questions will determine the sets of data to be collected to inform the questions as well as the data strategies for analyzing the data sets.

- SLO 3. Write a cohesive review of the professional literature related to the research topic and methodology using appropriate citations and references based on the format of the American Psychological Association (APA)

This is one of the major sections of the action research proposal and paper. It reports how the classroom intervention that is the focus of the action research study aligns with *back practice* for student engagement and achievement. Direct quotes from at least 10 scholarly sources will be woven in to the narrative. The direct quotes will be cited following the APA style format. A *References* section will be prepared.

- SLO 5. Submit a research proposal for an action research study that (a) includes the required components and (b) meets the expectations as identified in the Action Research Proposal rubric

The research proposal is the plan for carrying out the action research study. It includes but is not limited to the following: cover page, origin of the question, review of the literature, research question and sub-questions, data collection, data analysis, timeline, references, *informed consent* letters

#### Assessment Method

- Online discussion questions and prompted in-class reflections that cite compelling ideas from *Living the Questions*.
- Self-assessment of level of engagement, quality of participation.
- Feedback from the instructor corroborating or perhaps changing the student's assessment.

#### **Action Research Paper.**

The story of how the study was carried out and a report of the findings.

**40 points**

- SLO 6. Submit a Final Report of the action research study that (a) includes the required components and (b) meets the expectations as identified in the Final Report rubric

Write a scholarly report of the action research study. The paper will follow APA format. The final report will be filed in the Department of Curriculum & Instruction for a period of three years, as required by the Graduate School.

Assessment Method. The 2016 Action Research Report Rubric will be applied to determine the grade the researcher has earned.

- SLO 7. Submit an abstract that summarizes the action report study.

An abstract is a brief summary of the contents of the final paper. It should be brief (150-200 words), specific concise. Teacher researchers will provide copies of the abstract for those attending the poster presentation.

Assessment Method. The researcher may earn up to five of 40 points for the abstract when the rubric is applied.

### Action Research Poster

A graphic presentation of the questions, data sets, analyses of data, findings, and next steps.

20 points

- SLO 8. Present a summary of the research findings to an audience of peers at a poster session

On the final night of class a poster session will be held to which the researchers invite their mentors, other colleagues, parents of their students, family, and friends. A poster session provides the opportunity for presenting the findings from the study and receiving feedback from those attending. Trifold boards like those often used in science fairs will be used to display research results.

Assessment Method. The 2016 Action Research Poster Rubric will be applied to determine the grade the researcher has earned.

## COURSE OUTLINE / CALENDAR

Date	Topics	Research Workshop	Assignments for Next Time
9/14/2016	Introduction, <i>Why Teacher Research? Questions Evolving – What Do We Want to Know?</i>	“Hanging Around” “Things I Learned About Teaching Poem”	Read Chapters 1-3 Reaction Papers Ch 1-3 Autobiographical Outline as a Teacher Bring 5 Potential Questions to Class
9/28/2016	<i>Research Plans Harvesting Data</i>	Discuss notes from “Hanging Around” Observation “How to Refine a Research Question” exercise Brainstorm “Testing the Water with Mini-Inquiry Projects”	Read Chapters 4, 5 Reaction Papers Ch 4 & 5 Draft Research Proposal
10/12/2016	<i>What Likes What? Data Analysis Citing a Tea Bag: When Researchers Read</i>	“How to Do a Sociogram Workshop”	Read Chapters 6, 7 Reaction Paper Ch 6 & 7 Final Research Proposal Dinner Party Guest List Five Scholarly Articles
11/16/2016	<i>Honest Labor: Writing Up Research</i>	Create a Rubric for Evaluating Action Research	Read Chapters 8 Research Project due
12/7/2016	Poster Presentation 5:30-7:00 pm Sustaining Research and Extending Research Communities	Write letter to send to favorite Featured Teacher-Researcher PLNs, Twitter, Blogs	REST ... Enjoy the holidays ... Be with the ones you LOVE!

- **Disclaimer:** The instructor reserves the right to make changes to the schedule of the class. Any alterations will be announced in class, in eCollege or via email by the instructor. Students who do not attend class, check eCollege or their email assume responsibility for missing alterations to the course.

## Grading

The instructor and students will apply three rubrics for assessing the quality of three components of EDCI 595: 1) class participation, 2) the written action research report, and 3) the presentation of the action research study to the class. The final grade in this course is based on a performance assessment made by applying the rubrics on all of the requirements and expectations for the class. Participation will count for 40 percent of the grade; the written research report, 40 percent; the presentation of the results, 20 percent.

### Grading Considerations

A = 90 – 100 %      B = 80 - 89 %      C = 70 - 79 %      D = 60 - 69 %      F = 59 % or below

Product	Points You Can Earn	Percentage of Your Grade
Class Preparation and Participation	40 points Up to 8.0 for the 5 classes	40 %
Action Research Paper	40 Points	40 %
Presentation of Research Results (Poster and browsing copy of the paper)	20 Points	20%

Individual assignments as graded on a scale of from 3 (highest grade) to 0 (lowest grade) based on the following criteria:

**3 = Exceptional – Exceeds Minimum Expectations in All Areas Addressed (= A+):** Well above average in thought, language structure, and word choice; extremely well organized; shows thorough understanding and assimilation of concepts; excellent sense of unity; polished transition between concepts or thoughts; frequent sentence variation which adds to flow and unity of paper; quality word choice that may be unusually striking, vivid, or creative; virtually free of errors.

**2 = Above Average – Meets Minimum Expectations and the Majority of Areas Addressed and Exceed Expectations in Some Areas (= A).** In general command of thought, sentence structure, and word choice; organized; shows some understanding of concepts; good sense of unity; good transition between concepts or thoughts; some sentence variation which adds to flow and unity of paper; good word choice that may be vivid or striking; writing that demonstrates a level of maturity expected of graduate students; few if any errors.

**1 = Adequate In some Areas and Inadequate in Other Areas (= <A or not an A yet).** Problems in some of the following areas: depth of thought; ability to elaborate and provide sufficient detail; sentence structure, word choice, grammar, and spelling; organized and formatted appropriately; good unity, sequence, and transitions; writing that demonstrates a level of maturity expected of graduate students; in need of instruction.

## TECHNOLOGY REQUIREMENTS

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Due the nature of the course, students are required to have continuous on-line access. All students must have access to email and adequately functioning computer equipment. To use the university's online resources, students need a computer and an Internet service provider (ISP).

Students also need an Internet browser, an email program, and a word processing program. A working familiarity with hardware and software is advantageous before entering the program.

#### Hardware

Both Macintosh and Windows systems are acceptable. Students do not need to purchase a new system to begin online learning at the university.

#### Windows

98/NT/2000/ME/XP

Pentium (2 GHz or greater)

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

#### Macintosh

OS 9.1 to OS X; G3, G4, or higher

128 megabytes (MB) random access memory (RAM)

2 GB or greater hard drive

#### Software

##### Word Processor

Microsoft Word is preferred. Microsoft Works, WordPerfect, and AppleWorks are acceptable.

#### Connectivity

Reliable Internet access through an established Internet service provider (ISP) is key to the online learning experience. Students should choose a DSL or cable-modem service where high-speed internet is available. If you have dial-up, you may experience problems.

#### Web Browser

Internet Explorer (version 6.0 or greater) or Netscape (version 7.0 or greater) is required. These browsers are available for free in the download at [www.microsoft.com](http://www.microsoft.com) and [www.netscape.com](http://www.netscape.com), respectively.

#### Adobe Acrobat Reader

Available at [www.adobe.com](http://www.adobe.com), this free program (Adobe Reader 8) allows you to view and print many forms and some full-text documents from online library databases.

Adobe Flash Player 9.0 Available at [www.adobe.com](http://www.adobe.com). This allows you to view any content delivered in Flash.

Video Players/Plugins: It is available for free download Quicktime, [www.apple.com/quicktime](http://www.apple.com/quicktime). RealPlayer, available at [www.real.com](http://www.real.com), and Windows MediaPlayer 11.0, available at [www.microsoft.com/windows/windowsmedia/download](http://www.microsoft.com/windows/windowsmedia/download).

#### Real Player

Lecture files will be viewed using Real Player. A free copy can be downloaded from [www.real.com](http://www.real.com).

#### Java Applet

Since the online classroom is interactive and dynamic, it is important that students' Internet browser be Java-enabled. The Java Virtual Machine can be downloaded for free at <http://java.com/en/index.jsp>.

## Virus Protection

Viruses can be transmitted to computers as email attachments. Once a virus is resident on a computer, it can hinder performance, crash the computer, or damage files and hard drives—permanently. To protect their systems, students should purchase up-to-date antivirus software from a local computer store and regularly check their computers for viruses.

Note: Students should keep their antivirus software current by downloading updates from the software company's Web site. Antivirus software is usually licensed for one year, with free updates. Most antivirus software can be configured to download virus definitions (or updates) automatically when the computer connects to the Internet. Students should download virus updates weekly or more frequently. Commercially available programs such as Norton Antivirus or McAfee can be configured to update virus definitions automatically at least once a week.

## ACCESS AND NAVIGATION

The course requires the use of ECollege accessible through students' My Leo accounts. To login, students will need their valid student ID number and password.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org). You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511. If you have a dial-up connect, you may experience problems uploading and downloading. If you feel your connection is not adequate, please use the lab at your site to upload documents.

## COMMUNICATION AND SUPPORT

### Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you experience issues while taking your exams or at any other point, feel free to contact the support desk.

**Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.

**Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

**Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with eCollege Technical Support Representative.

**Help:** Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...).

**Course Concerns:** If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact via email.

**Other Questions/Concerns:** the appropriate TAMU-C department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00a.m. - 5:00p.m. Monday through Friday.



**Instructor Policies:**

The instructor reserves the right to change course assignments, projects, examinations, and due dates throughout the semester. Each assignment/project must be turned in by the due date given. Late assignments/projects will be subject to a point deduction or non-acceptance at the instructor's discretion. Class participation and attendance will be considered in assigning the final course grade. Students who elect to drop the course must make arrangements with the registrar. This is the student's (not the professor's) responsibility.

**Student Conduct:**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Professional Communications:**

*Ground rules for discussions and assignments:* Although I am certain most of us are clear about what democratic deliberation and civil discussion entails, I want to spell out in writing how I expect our discussions to precede. We may refer directly to them if the situation arises.

*1. Respect*

- We are not always going to agree or see everything the same way; each person has a right to and responsibility for his/her own feelings, thoughts and beliefs.
- When speaking of an occurrence or relaying one's experience outside the class, refrain from disclosing identities of those involved.
- Show courtesy.
- In interpreting others' comments, we should be fair-minded and understanding.

*2. Comfort*

- Students and professor should work together to make a safe, respectful and comfortable atmosphere for associating.
- I will not ask you to take any risks in class (such as sharing your own experiences) that I am not willing to make myself. We are all in this together!
- No question is stupid! We all learn at different paces and by asking questions.

*3. Honesty*

- You should feel comfortable and respected in the academic environment so that you speak honestly about your thoughts, ideas and opinions.
- All work you submit must be your own. If you use someone's words or work other than your own please use the appropriate citation. (See APA Manual)
- World Wide Web - Any work you find on the Web must be cited. Provide the URL and the name of the website. Lessons found on the Web must be adapted and modified (using proper citations) for your personal use.

**Attendance:**

You will be required to work as a team via various activities. **The quality of your contributions and regular participation in weekly activities will be considered attendance.** It is strongly encouraged that you attempt to log into the course each day – Monday through Friday. Please check your MyLeo email for messages in order to keep current. If we do synchronous sessions via ClassLive PRO, **these sessions will not be required.**



**Scholarly Expectations:**

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

**Dropping the Class:**

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

**Incomplete Grades:**

Per university policy, you must visit with the instructor, develop, and sign “A Plan for Completing the Grade of X” before you may receive an incomplete for the course. The reason for such requests is limited to “circumstances beyond student’s control which prevented student from attending classes during Finals Week or the preceding three weeks” (Policy A 122.07, 1998). You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

**UNIVERSITY SPECIFIC PROCEDURES****Academic Honesty:**

Please see the *TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2001)* for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University.

“Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one’s own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material.” (*Texas A&M University –Commerce, Graduate Catalog*).

**Plagiarism:**

Plagiarism WILL NOT be tolerated and will result in an automatic **F** in the course. In a nutshell, the term “copyright” refers to a form of protection provided by the laws of the United States in Title 17 of the United States Code. Copyright protection is provided to authors of “original works of authorship” including literary, dramatic, musical, artistic, and other intellectual works. One aspect of copyright that complicates things is that no publication, registration, or other action is required to secure copyright protection under U. S. Law. Copyright is secured automatically when the work is created.

**Academic dishonesty in an online learning environment could involve:**

Having a tutor or friend complete a portion of your assignment. Having a reviewer make extensive revisions to an assignment. Copying work submitted by another student to a public class meeting. Using information from Online information services without proper citations.

*ADA Statement:* The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services****Texas A&M University-Commerce****Gee Library 132****Phone (903) 886-5150 or (903) 886-5835****Fax (903) 468-8148**[StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)[Student Disability Resources & Services](#)**Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Campus Open Carry**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to (<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>) and/or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.