

Argosy University
COURSE SYLLABUS
R7038
Action Research

Faculty Information

Faculty Name: Susan J. Artis, EdD
Campus: San Francisco, Bay Area
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Office Hours: By Appointment

Course description:

The course advances the proposition that the action research approach is a useful paradigm in the field and worthwhile model for dissertation work. Historical, philosophical and theoretical foundations will be discussed, but practical application will be the primary focus simultaneously with learning. This is consistent with an action research approach. Collaboration and group work is also a hallmark of action research so students will demonstrate their abilities to design, diagnose, plan, implement, observe, and reflect in cooperation with classmates. The various roles and skills necessary to be an effective action researcher will be discussed, as well as important issues related to empowerment, contextualization, ethical considerations, and validity.

Course Pre-requisites: None

Required Textbooks:

Caghan, D., & Brannick, T. (2005). *Doing action research in your own organization*. Thousand Oaks, CA: Sage. ISBN: 1412902479

Herr, K. & Anderson, G. (2005). *The research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage. ISBN: 0761929916

American Psychological Association. (2001). *Publication manual of the American Psychological Association*. 5th ed. Washington, D.C.: Author. ISBN: 1557987912

Recommended Texts:

For all students:

Stringer, E.T. (1996). *Action Research: A Handbook for Practitioners*. Thousand Oaks, CA: Sage.

Stringer, E.T. (1999). *Action Research* (2nd ed.). Thousand Oaks, CA: Sage.

For Business students:

Adler, N., Shani, A.B., & Styhre, A. (2003). *Collaborative Research in Organizations: Foundations for Learning, Change, and Theoretical Development*. Thousand Oaks, CA: Sage.

For Education students:

Stringer, E.T. (2004). *Action Research in Education*. Upper Saddle River, NJ: Pearson Education, Inc.

For Behavioral Sciences students:

Stringer, E.T. & Dwyer, R. (2005). *Action Research in Human Services*. Upper Saddle River, NJ: Pearson Education, Inc.

Writing Textbooks:

American Psychological Association (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association. ISBN: 1557987904

Strunk, W. Jr. (2000). *The Elements of Style* (4th ed.). Boston, MA: Pearson Allyn & Bacon. ISBN: 020530902x

E-Journals, Organizations, and Resources on the Web

<http://www.triangle.co.uk/ear/>

<http://arj.sagepub.com/>

<http://arexpeditions.montana.edu/docs/about.html>

<http://www.nipissingu.ca/oar/>

<http://www.fdu.edu/newspubs/jare.html>

<http://www.scu.edu.au/schools/gcm/ar/ari/ari-papers.html>

<http://www.springeronline.com/sgw/cda/frontpage/0,11855,5-40528-70-35707890-0,00.html>

<http://www.emtech.net/actionresearch.htm>

<http://www.parnet.org/>

<http://www.did.stu.mmu.ac.uk/carn/pubs.shtml>

http://www.communitiesscotland.gov.uk/intradoc-cgi/idx.cgi_isapi.dll?IdxService=GET_DOC_PAGE&Action=GetTemplatePage&Page=CS_PUBLICATIONS

Webliography

US Federal Government and links to State and Local

www.firstgov.gov

The New Teacher's Guide to the U.S. Department of Education

<http://www.ed.gov/pubs/TeachersGuide>

ERIC

www.eric.ed.gov

Practical Teaching Ideas

www.ncte.org/teach

Education Resources

www.educationindex.com/educator

Action Research for Information Technology

<http://www.qual.auckland.ac.nz/action.htm>

Action Research Electronic Reader

<http://www.scu.edu.au/schools/gcm/ar/arr/arrow/default.html>

An Action-Research Approach to Evaluation Capacity Building

http://danr.ucop.edu/eee-aea/AEA_duttweiler.html

Empowerment Evaluation: Collaboration, Action Research, and a Case Example

<http://www.eldis.org/static/DOC6861.htm>

Kurt Lewin: Groups, experiential learning and action research

<http://www.infed.org/thinkers/et-lewin.htm>

Areol, Action Research and Evaluation

On Line, as a web-based program

http://www.uq.net.au/action_research/areol/areolind.html

School Renewal through Action Research

<http://www.schoolrenewal.org/strategies/i-research-cc.html>

University of Strathclyde's Graduate School of Business

<http://www.gsb.strath.ac.uk/worldclass/research/showtopic.asp?bhjs=1&bhsw=1024&bhs h=768&bhswi=1003&bhshi=575&bhflver=5&bhdir=0&bhje=1&bhcold=32&bhrl=-1&bhqt=-1&bhmp=-1&bhab=-1&bhmpex=&bhflex=&bhdirex=&bhcont=lan&topicid=6&thesection=&subsection=Action+Research>

WEB Links To Participatory Action Research Sites:

An action-research resource for both students and practitioners

<http://www.goshen.edu/soan/soan96p.htm>

Action Research Electronic Reader: Business as Usual or Action Research in Practice?

<http://www.scu.edu.au/schools/gcm/ar/arr/arrow/rwortley.html>

National Staff Development Council

<http://www.nsd.org/standards/evaluation.cfm>

Periodicals

There are several periodicals dedicated to Action Research hard copy as well as online. However, if you look at your textbooks, articles on the subject emerge from a wide variety of sources: nursing journals, organizational behavior and management periodicals, leadership and strategic planning, and a host of others across many disciplines. Besides the primary journals noted below, please search your profession's library for additional information.

<http://arj.sagepub.com/>

<http://www.fdu.edu/newspubs/jare.html>

http://www.communitiesscotland.gov.uk/intradoc-cgi/idc.cgi_isapi.dll?IdcService=GET_DOC_PAGE&Action=GetTemplatePage&Page=CS_PUBLICATIONS

Course length: 7.5 weeks

Contact Hours: 45 Hours

Credit Value: 3.0

Program Outcomes:



EdD in EL Program
Outcomes



EdD in IL Program
Outcomes



EdD in CCEXL
Program Outcomes

Course Objectives:

1. Identify the theoretical foundations of Action Research. [5%]
2. Develop practical applications of Action Research. [15%]
3. Investigate the applicability of Action Research in a current work setting. [10%]
4. Develop a professional orientation toward the practice of Action Research. [10%]
5. Collaborate with other students in an Action Research cycle. [20%]
6. Use computer and other technological applications for access to Action Research resources. [5%]
7. Consider and include ethical standards related to Action Research. [10%]
8. Develop an Action Research Plan. [15%]
9. Create an effective Action Research dissertation and professional presentation. [10%]

Assignment Table:

| Module | Topics | Readings | Assignments |
|--|---|--|--|
| 1 Week 1 Mar. 5 | <ul style="list-style-type: none"> ▪ Introduction to the Process of Action Research ▪ Theoretical and Philosophical Foundation ▪ Definitions and Concepts ▪ Cyclical Models of Understanding ▪ Roles for the Action Researcher | Caghan & Brannick <ul style="list-style-type: none"> ▪ Chapter 1 ▪ Chapter 2 ▪ Chapter 3 ▪ Chapter 5 | 1.1: Autobiography 1.2: Project: Identify the Problem |
| Teaching Weekend Mar 7- 8 | <ul style="list-style-type: none"> ▪ | | |
| 2 Week 2 Mar 12 | <ul style="list-style-type: none"> ▪ Selecting a Topic ▪ Literature Review ▪ Choosing a Framework | Caghan & Brannick <ul style="list-style-type: none"> ▪ Chapter 4 ▪ Chapter 7 ▪ Chapter 10 | 2.1 Field Experience 2.2 Project: Choose a Framework for the Project |
| 3 Week 3 Mar 19 | <ul style="list-style-type: none"> ▪ Setting the Stage ▪ Planning for Reflection, Ethics, and Politics ▪ Meta Learning | Caghan & Brannick <ul style="list-style-type: none"> ▪ Chapter 6 Dick, B. (1996). Managing Change [Online]. Available at http://www.scu.edu.au/schools/gcm/ar/arp/change.htm | 3.1 Ethical issues and politics and their effect on AR 3.2 Project: Construct a force field analysis |
| 4 Week 4 Mar. 26 | <ul style="list-style-type: none"> ▪ Gathering Data ▪ Implementation ▪ Organizational Change ▪ IMAGINE | Caghan & Brannick <ul style="list-style-type: none"> ▪ Chapter 8 ▪ Chapter 9 | 4.1 Project: Prescribe an action and anticipate the results of the hypothetical intervention. Write a detailed description of what it intends to do and the results (outcomes and impacts) it expects to achieve. |
| 5 | <ul style="list-style-type: none"> ▪ Evaluating the | Caghan & Brannick | 5.1 Project: Create an |

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|---------------------------------------|---|--|------------------------|
| <p>Week 5 Apr. 2</p> | <p>Program Orientations</p> <ul style="list-style-type: none"> ▪ Process Orientations ▪ The “BIG” Picture | <ul style="list-style-type: none"> ▪ Chapter 3 <p>Read the articles from the URLs provided below:</p> <p>http://www.wmich.edu/evalctr/checklists/constructivisteval.htm</p> <p>http://www.scu.edu.au/schools/gcm/ar/arp/case1.html#a_c1_intro</p> <p>http://www.scu.edu.au/schools/gcm/ar/arp/qualeval.html</p> <p>http://www.scu.edu.au/schools/gcm/ar/arp/reflmech.html</p> <p>http://www.scu.edu.au/schools/gcm/ar/arp/snyder.html</p> <p>http://www.health.vic.gov.au/healthpromotion/hp_practice/eval_dissem.htm</p> <p>http://www.aifs.gov.au/sf/projectpages/marion/evaluationframework.doc</p> <p>http://www.nsd.org/standards/evaluation.cfm</p> | <p>Evaluation Plan</p> |
| <p>6 Week 6 Apr. 9</p> | <ul style="list-style-type: none"> ▪ Issues Unique to Action Research Dissertations ▪ Organizational Support ▪ Choosing the Action Research Approach | <p>Caghlán & Brannick</p> <ul style="list-style-type: none"> ▪ Chapter 11 <p>Herr & Anderson</p> <ul style="list-style-type: none"> ▪ Chapter 1 ▪ Chapter 2 ▪ Chapter 3 ▪ Chapter 4 | |

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|---|---|---|--|
| <p>7 Week 7 Mar 16</p> | <ul style="list-style-type: none"> ▪ Special Considerations for IRB ▪ What an Action Research Dissertation Looks Like ▪ Validity and Rigor ▪ Scope of Action Research Dissertations ▪ Review and Conclusions ▪ Final Project Presentations ▪ Critique and Feedback on Action Research Projects | <p>Caglan & Brannick</p> <ul style="list-style-type: none"> ▪ In Conclusion <p>Herr & Anderson</p> <ul style="list-style-type: none"> ▪ Chapter 5 ▪ Chapter 6 ▪ Chapter 7 | <p>7.1 Journal Submission</p> <p>7.2 Project: PPT Presentation</p> |
| <p>Teaching Weekend Apr 18-19</p> | <ul style="list-style-type: none"> ▪ | | |
| <p>8 Week 8 Apr 23</p> | <ul style="list-style-type: none"> ▪ Course Summary ▪ Assignments | | <p>Last Day of Course: April 23</p> |

Grading Criteria:

Grading Scale

| | |
|-----------|--------------|
| A | 100 – 93 |
| A- | 92 – 90 |
| B+ | 89 – 88 |
| B | 87 – 83 |
| B- | 82 – 80 |
| C+ | 79 – 78 |
| C | 77 - 73 |
| C- | 72 – 70 |
| F | 69 and below |

Library

All resources in Argosy University's online collection are available through the Internet. The campus librarian will provide students with links, user IDs, and passwords.

Library Resources: Argosy University's core online collection features nearly 21,000 full-text journals and 23,000 electronic books and other content covering all academic subject areas including Business & Economics, Career & General Education, Computers, Engineering & Applied Science, Humanities, Science, Medicine & Allied Health, and Social & Behavior Sciences. Many titles are directly accessible through the Online Public Access Catalog at <http://library.argosy.edu>. All resources in Argosy University's online collection are available through the Internet. The library will provide students with links, user IDs, and passwords. A detailed list of online resources is located at <http://library.argosy.edu/libweb/resources/>.

In addition to online resources, Argosy University's onsite collections contain a wealth of subject-specific research materials searchable in the Online Public Access Catalog. Catalog searching is easily limited to individual campus collections. Alternatively, students can search combined collections of all Argosy University Libraries. Students are encouraged to seek research and reference assistance from campus librarians.

Information Literacy: Argosy University's Information Literacy Tutorial was developed to teach students fundamental and transferable research skills. The tutorial consists of five modules where students learn to select sources appropriate for academic-level research, search periodical indexes and search engines, and evaluate and cite information. In the tutorial, students study concepts and practice them through interactions. At the conclusion of each module, they can test their comprehension and receive immediate feedback. Each module takes less than 20 minutes to complete. Please view the tutorial at <http://library.argosy.edu/infolit/>.

Academic Policies

Academic Dishonesty/Plagiarism: In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *Publication Manual of the American Psychological Association, 5th Edition (2001)*. Washington DC: American Psychological Association (APA) format. Please refer to Appendix A in the *Publication Manual of the American Psychological Association, 5th Edition* for thesis and paper format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

Scholarly writing: The faculty at Argosy University is dedicated to providing a learning environment that supports scholarly and ethical writing, free from academic dishonesty and plagiarism. This includes the proper and appropriate referencing of all sources. You

may be asked to submit your course assignments through “Turnitin,” (www.turnitin.com), an online resource established to help educators develop writing/research skills and detect potential cases of academic dishonesty. Turnitin compares submitted papers to billions of pages of content and provides a comparison report to your instructor. This comparison detects papers that share common information and duplicative language.

Americans with Disabilities Act Policy

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request.

Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student’s responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.

The Argosy University Statement Regarding Diversity

The Argosy University provides equitable access through its services and programs to students of any social, geographic and cultural background, regardless of gender, and strives to prepare all candidates to work with and provide services to diverse populations. Argosy demonstrates its commitment to diversity through the development and support of a diverse educational community.