

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
COLLEGE OF EDUCATION AND HUMAN SERVICES

**SYLLABUS**  
**REFLECTIVE PRACTICE AND ACTION RESEARCH I**  
**ALTE 692 and EDTL 692**

**I. Introductory Information:**

- A. Department Name:** Graduate  
Studies
- B. Department Catalogue Number:** ALTE 692 and EDTL 692
- C. Course Title:** Reflective Practice and  
Action Research I
- D. Credit/Semester Hours:** 3 credits
- E. Clock hours per week:** 3 hours
- F. Restrictions upon student registration:**  
Restricted to graduate students who have successfully  
completed 12 graduate credits including EDTL 600 or  
approval from the Instructor.

**II. A. Description of the Course:**

The first of two courses designed to promote thoughtful consideration and application of educational theory and research to the analysis of student learning in the teacher's daily decision-making process.

**B. Comprehensive Description:**

The course is specifically designed to facilitate the reflective process and provides the framework for a perpetual cycle of reflection, adaptation, and evaluation and an opportunity to formalize action research within the classroom. Graduate students are provided with the opportunity to formally evaluate the effectiveness of previously learned instructional, assessment, or behavioral techniques.

The course addresses the following National Board for Professional Teaching Standards (NBPTS) Propositions:

**NBPTS Proposition 1**  
**Be committed to students and their learning.**

- Be attentive to human variability and knowledgeable about learning disabilities, physical, mental, and emotional challenges. The teacher will adjust instructional practices accordingly and evaluate the effectiveness for student success, willingly changing the practices as needed.
- Provide socially and cognitively stimulating activities that engage all students at their appropriate developmental level of learning.

### **NBPTS Proposition 2**

#### **Know the subjects and how to teach those subjects to students.**

- Know how to reveal content to students so they can build it into their systems of thinking and readily assimilate the new knowledge.

### **NBPTS Proposition 3**

#### **Be responsible for managing and monitoring student learning.**

- Know and effectively employ a variety of instructional strategies.
- Assess student learning and use this for individual student evaluation, classroom evaluation, and to evaluate and reflect on the lesson taught.

### **NBPTS Proposition 4**

#### **Think systematically about classroom practices and learn from experience.**

- Actively seek the advice of others and show evidence of utilizing educational research and pursuing scholarship to improve his/her practice.

### **NBPTS Proposition 5**

#### **Be a member of a learning community.**

- Participate in critically analyzing the school curriculum, identifying new priorities, and communicating necessary changes to the school community.

## **III. Exposition:**

### **A. Objectives: Upon completion of this course, the student will be able to do the following:**

1. access and navigate course delivery technologies that may include, but are not limited to, all course tools, email, audio and video conferencing, PowerPoint software, and Portfolio software;

2. develop and refine an effective research question ;
3. formulate a specific area of focus statement defining the problem to be researched and the method to be employed;
4. write an introductory chapter for the proposed action research project;
5. accomplish a comprehensive literature review relevant to the action research project;
6. develop or identify research instruments needed for the research project;
7. complete a methods chapter for the action research project; and,
8. submit an IRB application for review and approval by the Lock Haven University Human Subjects Committee

**B. Activities and Requirements:** The graduate student will:

1. complete readings, web-based research activities, and independent research;
2. formulate an effective research question and a corresponding research project to answer the question;
3. submit a written area of focus statement defining the problem to be researched;
4. complete and submit an introductory chapter as a component of a reflective research project;
5. Submit a comprehensive literature review as a component of a reflective action research project;
6. develop or identify a research instrument to be used in the research project;
7. create and submit a methods chapter; and,
8. complete and submit an IRB application to the Lock Haven University Human Subjects Committee and acquire permission from the teacher's governing school district personnel (principal, asst. superintendent, superintendent, and/or school board as required or designated by the individual district) to report formal results and data related to a classroom procedure or initiative as identified by the graduate student's proposed research.

**C. Major Units and Time allotted:**

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|---|-----------|
| 1. Research Questions and Area of Focus   | (2 weeks) |
| 2. Develop Chapter 1 Introduction         | (3 weeks) |
| 3. Develop Chapter 2 Review of Literature | (5 weeks) |
| 4. Develop Chapter 3 Methods              | (3 weeks) |
| 5. IRB Application                        | (2 weeks) |

**D. Materials and Bibliography:**

1. Required Text:

Instructors will utilize the following texts or texts of similar content and academic integrity.

Brookfield, S.D. (1995). *Becoming a critically reflective teacher*. San Francisco, CA: Jossey-Bass.

Mills, G.E. (2003). *Action research a guide for the teacher researcher (2<sup>nd</sup> ed.)*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Parsons R.D. & Brown, K.S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, CA: Wadsworth/Thompson Learning.

2. Other Resources:

Computer modem with Internet capability.

3. Basic Bibliography

American Psychological Association. (2001). *Publication manual of the American Psychological Association (5<sup>th</sup> ed.)*. Washington DC: Author.

Coghlan, D., & Brannick, T. (2005). *Doing action research in your own organization (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: SAGE.

Creswell, J.W. (2003). *Research design qualitative, quantitative, and mixed method approaches. (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: SAGE.

Creswell, J.W., & Clark, V.L. (2007). *Designing and conducting mixed method research*. Thousand Oaks, CA: SAGE.

Hall, E., Baumfield, V., & Wall, K. (2008) *Action research in the classroom*. Thousand Oaks, CA: SAGE Publications.

Leedy, P.D., & Ormrod, J.E. (2005). *Practical research planning designing (8<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson.

Mills, G.E. (2006). *Action research: A guide for the teacher researcher (3<sup>rd</sup> ed.)*. Upper Saddle River, NJ: Pearson.

Parsons R.D. & Brown, K.S. (2002). *Teacher as reflective practitioner and action researcher*. Belmont, CA: Wadsworth Thomson Learning.

Robinson, V. & Lai, M.K. (2006). *Practitioner research for educators: A guide to improving classrooms and schools*. Thousand Oaks, CA: Corwin Press.

Sagor, R. (2005). *The action research guidebook: A four-step process for educators and school teams*. Thousand Oaks, CA: Corwin Press.

**IV. Standards:**

All grades will be assigned in accordance with university policy and based on criteria to include participation, completion of assignments relating to designing and planning an action research project and continual reflective practice activities.

The grades achieved on each activity serve as the assessment for this course. Each activity is aligned with the numerically corresponding objective.

**V. Rationale and Impact:**

This course is a core requirement for the Master of Education program in both Teaching & Learning and Alternative Education. It is the first of a sequential two course listing which provides the basis and instruction for the culminating action research project required for graduation. This course will be offered asynchronously online, making it accessible to students without regard to time and location. It is open to all graduate students who have successfully completed 12 graduate credits including EDTL 600 including non-degree students.

**VI. Cost and Staff Analysis:**

This course will be taught by faculty in the School of Graduate Studies, but may also be available, on a needs basis, for other faculty. This course requires three graduate credit hours. Each section of this course will be limited to 15 students.

Syllabus

ALTE 692 and EDTL 692 – Reflective Practice & Action Research I

approved       not approved

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Dr. Keith T. Miller, President  
Lock Haven University of PA

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Date