

LOCK HAVEN UNIVERSITY OF PENNSYLVANIA  
COLLEGE OF EDUCATION AND HUMAN SERVICES

**SYLLABUS**  
**REFLECTIVE PRACTICE AND ACTION RESEARCH II**  
**ALTE 694 and EDTL 694**

**I. Introductory Information:**

- A. Department Name:** Graduate  
Studies
- B. Department Catalogue Number:** ALTE 694 and EDTL 694
- C. Course Title:** Reflective Practice and  
Action Research II
- 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 ALTE 692 or EDTL 692

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

The second of two courses designed to promote thoughtful consideration and application of educational theory and research as it relates 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 culminating project includes the formal written action research project within a comprehensive portfolio.

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. conduct a successful action research project in a meaningful way;
3. explain and organize the results of the action research project
4. review and organize Chapters 1-5 of the action research project to create the formal written document; and,
5. compile a portfolio that includes student selected artifacts and the complete action research project.

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

1. complete readings, web-based research activities, and independent research;
2. Collect and organize the data from their classrooms to create Chapter 4 Data Collection and Analysis;
3. Analyze collected data and formulate explanations to create Chapter 5 Reflections and Conclusions;
4. Produce a formal written document of the action research project that includes a table of contents, an abstract, and Chapters 1-5; and,
5. finalize a portfolio that includes the formal action research project and several student-selected items that are representative of the graduate student's learning in the Masters program.

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

- |   |           |
|---|-----------|
| 1. Chapter 4 Data Collection and Analysis             | (5 weeks) |
| 2. Chapter 5 Reflections and Conclusions              | (3 weeks) |
| 3. Produce the Formal Written Action Research Project | (2 weeks) |
| 4. Produce a Portfolio                                | (5 weeks) |

**D. Materials and Bibliography:**

1. Suggested Textbooks:

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

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

Palmer, P. J. (2007). *The courage to teach: Exploring the inner landscape of a teacher's life (10<sup>th</sup> ed.)*. San Francisco: Jossey-Bass.

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

2. Other Resources:

Computer modem with Internet capability.

[http://webster.commnet.edu/apa/apa\\_index.htm](http://webster.commnet.edu/apa/apa_index.htm)

### 3. Basic Bibliography:

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

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

Gay, L.R. & Airasian, P. (2003). *Educational research competencies for analysis and applications (7<sup>th</sup> ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.

Hardy, M., & Bryman, A. (Ed.) (2004). *Handbook of data analysis*. Thousand Oaks, CA: Sage Publications.

Holly, L.M., Arhar, J., & Kasten, W. (2005) *Action research for teachers: Traveling the yellow brick road (2<sup>nd</sup> ed.)*. Upper Saddle River, NJ: Pearson.

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

Merriam, S.B. & Associates (2002). *Qualitative research in practice: Examples for discussion and analysis*. San Francisco, CA: Jossey-Bass.

Reason, P. & Bradbury, H. (2001). *Handbook of action research*. Thousand Oaks, CA: Sage Publications.

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

Viswanathan, M. (2005). *Measurement error and research design*. Thousand Oaks, CA: SAGE Publications.

#### **IV. Standards:**

All grades will be assigned in accordance with university policy and based on criteria to include participation, completion of assignments relating to implementation and reporting of the action research project and the completion of the final program professional development portfolio.

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 second 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 ALTE 692 or EDTL 692 including non-degree students.

This course is designed to provide the structure and guidance necessary to formalize action research which occurs within the realm, activity, and authority of everyday classroom procedure. The outcomes of this course will have direct application to those procedures and future procedural decisions at all levels and within all disciplines.

**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 694 and EDTL 694 – Reflective Practice and Action Research II

approved       not approved

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

\_\_\_\_\_  
Date