

University of Arkansas - Fort Smith

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Graduate Studies General Syllabus

MED 5003 Action Research in Education

Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Prerequisites: Admission to the M.Ed. program

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description

Fundamentals and methods of action research in education including needs assessment, proposal problem and purpose statements, writing style, literature review, research designs, data collection, data analysis, and report writing.

B. Additional Information

Students will develop a basic knowledge of statistics as applied to the field of education: inferential and descriptive measures, qualitative, quantitative, and mixed methods. Students will also identify ethical issues related to research including basic theory and practice, professional codes of ethics, government regulations, confidentiality, and research using human subjects.

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this graduate course, the student will be able to:

1. Understand the fundamentals and major types of research design.
2. Design a research plan with deep understanding of research methods.
3. Explore both qualitative and quantitative research methods to resolve or reflect upon an applicable classroom issue.
4. Conduct an action research project relevant to a classroom issue, respectful of ethical issues related to action research.
5. Evaluate and present conclusions from an action research project in a written report and oral presentation.

B. Program Learning Outcomes (PLO)

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. Elements and methods of research methods
- B. Theory and practice of research methods
- C. Qualitative and quantitative data for education
- D. Ethical issues in research
- E. How to design an action research project
- F. Collecting data in action research
- G. Analyzing and interpreting data in action research
- H. Reporting action research findings

