

Course Syllabus

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Instructor	Objectives	Prerequisites
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Summary

Course Title	Action Research in Educational Leadership
Course No.	EDST24721
CRN	45481 (Section 2C)
Start/End Dates	10/22/2019 - 12/16/2019
Term/Module	Module 2 2019

Delivery Method	Number of Face-to-Face Meetings
Online	0

Course Description

The course will focus on two major strategies, learning communities and action research, to enable leaders to make educational change and improve organizational learning. The course will focus on collaborative organizational learning, exposing the students to broader array of strategies (e.g., professional learning communities, communities of practice, faculty learning communities, etc.). Students will acquire the ability to identify researchable problems of practice, understand these practices and improve practice in educational and related organizations. Finally, the course provides a transition point for the student toward more rigorous research courses.

Instructor

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Name	Ane Turner Johnson, Ph.D.
Email	johnsona@rowan.edu
Phone	856-256-4500, ext. 53818 (office)
Virtual Office Hours	Post questions and comments for the instructor to the Office Hours board (in Discussions Area). The instructor will respond within approximately 48 hours. For faster or more private correspondence, use email or phone.

Relationship of Course to Mission and Conceptual Framework

Mission of the College of Education

To positively impact and develop local, regional, national and global educational communities by:

- collaborating with partners in the field to promote learning and the mental and physical health of diverse learners in all settings
- integrating teaching, research, and service to advance knowledge in the field
- preparing and supporting professionals through the development of knowledge, skills and dispositions

with the ultimate goal of ensuring equitable educational opportunities for all learners.

Mission of the Department of Educational Services and Leadership

The mission of the Department of Educational Services and Leadership is to create a network of leaders who will facilitate profound and meaningful change for education. We promote the knowledge, skills, professional dispositions, global perspectives and multicultural competencies within collaborative, holistic learning-centered environments. Our highly qualified and diverse faculty, staff and graduates integrate teaching, research, scholarship, and community service to enhance the learning, mental health, leadership and personal development of students and clients in applied settings. We adhere to the highest ethical standards in preparing our students as transformational leaders, scientist-practitioners and advocates for social justice.

Vision Statement of the College of Education

The College of Education will be a leading force in preparing and supporting reflective practitioners who use education to transform our global society.

Connection to the College of Education Conceptual Framework Pillars

The four pillars of the College of Education Conceptual Framework are an important foundation that informs who we are and what we truly value. Those pillars are:

1. content and pedagogical knowledge,
2. technology to facilitate teaching and learning,
3. diversity with a commitment to social justice, and
4. impact on student learning.



Building a foundation of content and pedagogical knowledge, using technology to facilitate teaching and learning, valuing diversity with a commitment to social justice, and impacting P-20 student or client learning to inform our practices and provide a foundation upon which learning evolves.

Objectives

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- For PK-12 track and chief school administrator certification students please see NPEB/ELCC District-Level standards
 - National Policy Board for Educational Administration
 - <http://npbea.org/nelp/>
- For higher education track students, please see CAS standards
 - <https://www.cas.edu/generalstandards>
- For nurse educators, please see the AACN on cultural competence
 - <https://www.aacnnursing.org/Education-Resources/Tool-Kits/Cultural-Competency-in-Nursing-Education>

Objective	Standard	Assignment Where Assessed
• Framing organizational learning and improvement	6,7,8,10	• DQ's (Discussion Questions) • Assignment 3 – Compare and Contrast Paper

		Signature 3 – Collaborative Processes and Practices for Organization Improvement
Demonstrate an understanding of theoretical and philosophical foundations of collaborative organizational learning	6,7,8,10	- DQ's (Discussion Questions) - Assignment 3 – Compare and Contrast Paper - Signature 3 – Collaborative Processes and Practices for Organization Improvement
Identify and differentiate between various learning community models	6,7,8,10	- DQ's (Discussion Questions) - Signature 3 – Collaborative Processes and Practices for Organization Improvement
- Develop a community around organizational learning, using an appropriate model - Assessing organizational structures, roles, and responsibilities - Understanding different ways of looking at organizations	6,7,8,10	- DQ's (Discussion Questions) - Assignment 3 – Compare and Contrast Paper - Signature 3 – Collaborative Processes and Practices for Organization Improvement
Understand the role of research in organizational learning	6,7,8,10	- DQ's (Discussion Questions) - Assignment 2 – Action Research Paper - Signature 3 – Collaborative Processes and Practices for Organization Improvement
Identify and differentiate between action research models	6,7,8,10	- DQ's (Discussion Questions) - Assignment 2 – Action Research Paper - Signature 3 – Collaborative Processes and Practices for Organization Improvement
Use action research to address organizational learning	6,7,8,10	- DQ's (Discussion Questions) - Signature 3 – Collaborative Processes and Practices for Organization Improvement
- Strategically plan for leading sustainable organizational change - Integrate learning community and	6,7,8,10	- DQ's (Discussion Questions) - Signature 3 – Collaborative Processes and Practices for

research activities		Organization Improvement
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Prerequisites

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As determined by the Department of Educational Leadership and the College of Education.

Materials and Texts

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Required Texts:

Bolman, L.G., & Deal, T.E. (2017). *Reframing organizations: Artistry, choice and leadership* (6th ed.). San Francisco, CA: Jossey-Bass.

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Bloomington, IN: Solution Tree.

Stringer, E. T. (2013). *Action research (4th Edition)*. Thousand Oaks, CA: Sage.

Required Technology for Professor Office Hours/Web Conferences:

- **USB Headset:** All students are required to use a USB headset for this course. The College of Graduate and Continuing Education recommends Logitech Brand USB Headsets. Some suggested retailers are [Logitech.com](#) and [Amazon.com](#).
- **Web Cam:** All students are required to use a webcam for this course. Students may choose to use built-in device cameras (i.e. web cam built into your laptop or monitor). While tablet and smartphone cameras may work for certain activities, webcams connected to your laptop or computer will be required for use with conference calling and webinar activities. Webinar software is not currently supported on tablets and smartphones. The College of Graduate and Continuing Education recommends Logitech Brand USB Webcams. Suggested retailers for web cam purchases are [Logitech.com](#) and [Amazon.com](#).

Schedule

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The following schedule is tentative and may be changed with prior notification from the instructor.

Note: Professor Office Hours/Web Conferences: Three (3) evening office hour sessions will be scheduled over the 8-week term. Students are strongly encouraged to participate in 1 or more sessions; the schedule will be adapted as best as possible to student needs.

Week	Start Date	Readings, Activities & Assignments
1	10/22/19	Topics: - Framing organizational learning and development Readings: - Schein, Chapters 1-2 (PDF) - Bolman & Deal, Chapters 1-5 Lectures: - Lecture 1 Discussions: - Self-Introduction Discussion Board Assignments: - Start Assignment 1 (due by the end of Week 3) - Start Assignment 2 (due by the end of Week 5) - Start Collaborative Institutional Training Initiative Education (CITI) Training (due by the end of Week 4) - Start Assignment 3 (due by the end of Week 8)
2	10/29/19	Topics: - Collaborative practices and learning community models Readings: - Bolman & Deal, Chapters 6-11 - Dufour & Eaker, Chapters 1-6 - Cuddapah & Clayton, Using Wenger's Communities of Practice to Explore a New Teacher Cohort (PDF) - Cox, Introduction to Faculty Learning Communities (PDF) Lectures: - Lecture 2 - Lecture 3 Discussions: - DQ 1 Assignments: - Continue working on Assignment 1 (due by the end of Week 3) - Continue working on Assignment 2 (due by the end of Week 5) - Continue working on CITI Training (due by the end of Week 4) - Continue working on Assignment 3 (due by the end of Week 8)

3	11/05/19	Topics: - Assessing Organizations Readings: - Bolman & Deal, Chapters 12-14 - Harvard Business School, SWOT Analysis I & II (PDF) - Organizational Scan Resources: http://www.blackboardinstitute.com/pdf/TMG_Pipeline_Or_g_Scan.pdf http://www.bptrends.com/publicationfiles/FOUR%2004-08-ART-TheOrganizational%20SCAN-Tosti-V.1.pdf https://asa.maricopa.edu/sites/default/files/Escan_summar_y_2012_-_Final_0.pdf Lectures: - Lecture 4 Discussions: - DQ 2 Assignments: Due: Assignment 1 (due by the end of Week 3) - Continue working on Assignment 2 (due by the end of Week 5) - Continue working on CITI Training (due by the end of Week 4) - Continue working on Assignment 3 (due by the end of Week 8)
4	11/12/19	Topics: - Action research for organizational improvement Readings: - Stringer, Chapter 1-2 - Altrichter, et al., The Concept of Action Research (PDF) - Coghlan, Practitioner Research for Organizational Knowledge (PDF) Lectures: - Lecture 5 Discussions: - DQ 3 Assignments: Due: CITI Training (due by the end of Week 4) - Continue working on Assignment 2 (due by the end of Week 5) - Continue working on Assignment 3 (due by the end of Week 8)

5	11/19/19	Topics: - Doing action research Readings: - Stringer, Chapters 3-5 - McNiff & Whitehead, Part IV (PDF) Lectures: - Lecture 6 Discussions: - DQ 4 Assignments: Due: Assignment 2 (due by the end of Week 5) - Continue working on Assignment 3 (due by the end of Week 8)
6	11/26/19	Topics: - Using action research to address organizational challenges Readings: - Stringer, Chapter 6 - Mills, Action Planning for Educational Change (PDF) - Coghlan & Brannick, Chapter 7 (PDF) Lectures: - Lecture 7 - Watch <i>Why is research important?</i> https://www.youtube.com/watch?v=FuVGo3AJhqA Discussions: - DQ 5 Assignments: - Continue working on Assignment 3 (due by the end of Week 8)
7	12/03/19	Topics: - The ethics of doing research in organizations Readings: - Walsh, et al. on Unraveling Ethics (PDF) - Levin on Academic Integrity in AR (PDF) - Coghlan on Insider AR (PDF) Lectures:

		• Watch short video on Research Ethics by the author of the Belmont Report ◦ https://www.youtube.com/watch?v=jD-YCDE_5yw Discussions: • DQ 6 Assignments: • Continue working on Assignment 3 (due by the end of Week 8)
8	12/10/19	Topics: • Integrating learning communities and research activities Readings: • Antheil & Spinelli, AR to Support the Sustainability of Strategic Planning (PDF) • Ampartzaki, Kypriotaki, Voreadou, Dardioti, & Stathi, COPs in early childhood education and participatory action research (PDF) • Tichen & Binnie, Research partnerships: Collaborative action research in nursing (PDF) Lectures: • Lecture 8 Discussions: • DQ 7 Assignments: • Due: Assignment 3 (due by the end of Week 8)

Assignment Outline

Please note that the scoring rubric and assignment description for **Assignment 3 - Signature Assignment** will be available for you on the College of Education TK20 system. TK20 is a comprehensive data management and learning outcomes assessment system that provides a rich set of tools for students and faculty that help track and enhance students' learning, as well as make our assessment and accountability tasks easier. A link to TK20 is provided within your course in Canvas. If you have questions about TK20, please view the [TK20 Information Page](#) on the College of Education's website.

TK20 Support: Support and training for TK20 is provided directly by the Rowan University College of Education and TK20 using the information found on the [College of Education TK20 page](#). For questions regarding assignments, please contact your instructor or the Rowan University College of Education. Please be advised that Rowan Global has limited capability to provide technical support or training to students and faculty for the use of TK20.

Assignment 1 - Learning Communities Compare/Contrast Paper

The purpose of this assignment is demonstrating an understanding of learning communities and collaborative learning organizations. Students will prepare a 3-page paper (not including cover and reference pages) that compares and contrasts the characteristics and defining elements of learning organizations and learning communities with that of traditional educational organization and working group. What is a learning organization? What is a traditional organization? What are the similarities, differences, and challenges of a traditional and learning organization? What are examples of each from personal/professional experiences? Students must cite from course materials and include other materials but should paraphrase only, mean no quotations. The paper must be submitted in APA format.

This assignment is worth 25 points and due by the end of Week 3.

Assignment 2 - What is Action Research?

The purpose of this assignment is to clarify action research for the student and for the student to demonstrate an understanding of what action research is and how it is done. Students will prepare a 4-page paper (not including reference page) that answers the following questions: What is action research? When does a practitioner engage in AR? How does a practitioner engage in AR? What are some of the challenges of insider research? Students must cite from course texts, but should paraphrase only, meaning no quotations. The paper should be written in essay form including complete sentences and paragraphs of an appropriate length. The assignment must be submitted in APA format.

This assignment is worth 25 points and due by the end of Week 5.

Assignment 3 - Signature Assignment

The purpose of this assignment is to provide an opportunity for students to demonstrate an ability to analyze, interpret, and develop an action plan. Students will write a 10-12 page paper that uses a learning community model and action research to address an organizational problem.

Students should select one of the following options to address assignment 3:

- Option 1 - read one of the case studies provided (k-12*, higher education, community college, nurse educator)
- Option 2 – select a case study that is related to a current organizational issue.

The paper must first identify and contextualize an organizational problem, addressing the key factors and variables based on the case provided and related to the literature on the problem more broadly. The paper must use organizational theory to analyze the problem in context. The paper must then combine learning communities and action research to address the problem, providing a plan for organizational change. Finally, the paper will describe the desired outcomes, related to literature on the problem and conclude with key “take aways” by revisiting and reflecting upon statements made in the introduction (i.e. thesis statements). Methods should be a part of the plan, including research question(s), data collection techniques, and analysis strategies.

Please see the section of the syllabus called “What a paper for this course should look like” for overall structure. The paper should be 10-12 pages in length, not including references. It must be in APA 6th edition (this will be a part of the evaluation process), double-spaced, in Times New Roman font.

***Students seeking the chief school administrator’s certificate should address an organizational problem(s) related to one of the following:** district planning and policy formation, board of education operations and regulations, supervision of district wide programs of curriculum, instruction and student services, collegial management, participatory decision-making and professional governance, the roles, supervision and evaluation of central office staff and school principals, district financial and business operations, school facilities, labor relations and collective bargaining, government and community relations, school law or management of district operations. See the Journal for Cases in Educational Leadership for a selection of cases. Go to the Rowan Library or <http://journals.sagepub.com/home/jel>

NOTE: Students selecting Option 2 should have the case reviewed by your instructor and get permission to use the selected case study.

See Appendix A for evaluation criteria.

This assignment is worth 30 points and due by the end of Week 8.

Online Discussion & Participation

Being successful as a graduate student depends upon three main components: quality participation in class activities, careful, critical reading of course materials, and effective analytical writing. The following discussion will provide you with some of the characteristics of exemplary work in these areas and questions that may be used to guide you as you critically interrogate texts and your own practice.

The importance of critical participation – In order to get the most out of your doctoral experience, it is vital that you are prepared to participate in every class. In class, you have the opportunity to test your ideas and assumptions and challenge those of others. This type of interaction will enhance the sophistication of your ideas as well as your presentation of them. It can be scary at first to put yourself and your ideas out there in the public domain; with practice, you may become an experienced class discussant.

Therefore, regarding class discussions (both in class and online), some of the characteristics of effective class participation are as follows:

1. Do your comments show evidence of a thorough reading and analysis of the materials?
2. Are your points relevant to the discussion in terms of increasing everyone's understanding, or are they merely a regurgitation of the readings?
3. Do you exercise care in distinguishing among different kinds of data and evidence; that is, do you clarify whether you are stating facts, opinions, assumptions, or inferences?
4. Do you connect your comments to professional experience or best practices?
5. Do you show a willingness to test new ideas or are all your comments cautious and "safe"?
6. Are you willing to interact with other class members by asking questions or challenging conclusions?

7. Are you open to critique and willing to offer it to others?

Clearly, you must participate if you are going to share your ideas with others; but excellent participation does not necessarily entail responding to every point made in class. The issue is one of quality, not quantity.

Graded Discussions: There are 7 graded discussion boards in this course (DQ 1-7). Participation on each discussion board is worth 2 points. The sum total of participation on these discussion boards is worth 17.5% of the final grade.

Web Conferences: There are online web conferences in this course where we will meet as a class in real-time using a headset and webcam. The Conferences tool is a web-based conferencing solution for synchronous, real-time collaboration that allows you to broadcast real-time audio, video, demo applications on your desktop, and share a PowerPoint presentation with your audience. Details for specific date and time will be posted by the instructor in the course calendar or via announcement.

Discussion Moderation and Synthesis:

- An important component of doctoral study is the ability to synthesize readings and provide critical feedback. In this component of the course, each student will work with his/her assigned group member(s) to moderate a discussion.
- Groups will be randomly assigned at the beginning of Week 1. When added to a group, you will be notified in the Learning Management System (LMS). Once groups are chosen, each group will have access to the group communication and collaboration tools available in the LMS that only members of that group can access. To access your group's collaboration area, click on **People** in the Course Navigation (to the left), click on **View Student Groups** and click on the title of your group.
- Discussion moderation is required. See the Week 1 Overview for detailed information. Your participation is worth 2.5 points, and is worth 2.5% of the final grade.

The sum total of participation in all discussions and class meetings is worth 20% of the final grade.

Collaborative Institutional Training Initiative Education (CITI) Training:

Students will request to complete the Collaborative Institutional Training Initiative (CITI) training using the link provided on the *Social, Behavioral, and Educational Institutional Review Board* webpage through the Rowan University Office of Research located here:

http://www.rowan.edu/open/provost/research/Integrity_and_compliance/lrb/lrb.cfm

Upon completion of this training, students will attach the CITI Training Completion Report to the CITI Training Completion module in Canvas.

This assignment is worth 0 points.

The importance of critical reading – You need to do more than just read the required texts in this class; you need to read them critically. As a critical reader of any text, it is recommended you use the following questions as a framework to guide you as you read:

1. What's the point? This is the analysis issue: What is the author's purpose?
2. Who says? This is the validity issue: On what (data, literature) are the claims based?
3. What's new? This is the value-added issue: What does the author contribute that we don't already know?
4. Who cares? This is the significance issue, the most important issue of all, the one that subsumes all the others: Is this work worth doing? Is the text worth reading? Does it contribute something important?

If this is the way critical readers approach a text, then as an analytical writer you need to guide readers toward the desired answers to each of these questions.

What a paper for this course should look like:

1. INTRODUCTION
 - a. Begins with general statements about subject matter.
 - b. Narrow it down to the controlling idea (for thesis statement).
 - c. A final paragraph should contain a "map" of the paper, outlining major points and content.
2. BODY
 - a. Use section headings to move reader through content.
 - b. Use transitions (repetition of key words and ideas) to connect paragraphs and sections together.
 - c. Think one (or two connecting) ideas per paragraph.
 - d. Develop the topic sentence with details, definitions, illustrations, comparisons, and contrasts.
 - e. Conclude the paragraph with a summary of the main idea.
 - f. Cite the literature to support your assertions.
 - g. Do not overuse quotations.
3. CONCLUSION
 - a. Revisit the thesis.
 - b. Provide analytic insights that have emerged from the paper.
 - c. End with a statement finalizing the discussion.
4. REFERENCES
 - a. Include references in proper APA.
 - b. Should include references from both the course and outside literature.

IMPORTANT: Students must adhere to APA 6th Edition. While I do not expect you to be an expert in this style of writing, it is of the utmost importance that you attempt to use it effectively. Holding it close to your head when writing is necessary but insufficient for knowledge transfer. You must open it up and read the contents.

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Grading

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Final Grade Breakdown

Grading Criteria/Assignment	Appendix	Due	Points/Percentage
Assignment 1 - Learning Communities Compare/Contrast Paper		Week 3	25 points / 25%
Assignment 2 - What is Action Research?		Week 5	25 points / 25%
Assignment 3 - Signature Assignment	Appendix A	Week 8	30 points / 30%
Online Discussion and Participation			20 points / 20%
Total			100 points / 100%

Grading Scale

A	93 and Up	C	74 – 76
A-	90 – 92	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 – 83	D-	60 – 63
C+	77 - 79	F	59 and Below

Rowan Online Standard Policies (addendum)

The current version of Rowan Online Standard Policies, which are an addendum to this syllabus, are found in the [Rowan Online Standard Policies Document](#).

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