

Week 1 Overview

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Study Guide

Message	Welcome to Week 1 of EDST24721 - Action Research in Educational Leadership By now you should have reviewed the course syllabus. If you have any questions you can either post them to the Office Hours Discussion Board (located in the Discussions area) or email the instructor directly.
Reminders	● Viewing Lectures: ○ To view the voice-over lectures for your course, click on Media Gallery in the Course Navigation. ○ To download lectures (if available for each lecture) in PDF file format, click on Download Lectures in PDF File Format in the <i>Introduction</i> Module.
Due Dates	● Self-Introduction Discussion Board ○ Your initial post is due by 11:59 PM ET on Saturday of Week 1. ○ Your replies are due by 11:59 PM ET on Monday of Week 1. ● Assignment 1 is due by 11:59 PM ET on Monday of Week 3. ● Assignment 2 is due by 11:59 PM ET on Monday of Week 5. ● Collaborative Institutional Training Initiative Education (CITI) Training is due by 11:59 PM ET on Monday of Week 4. ● Assignment 3 is due by 11:59 PM ET on Monday of Week 8.

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Objectives

- Exploring lenses for organizational learning and improvement

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Instructions

Topics:

- Framing organizational learning and development

Lesson 1

1. **Self-Introduction Discussion Board.** Self-introduction discussion and course expectations. Tell us about you. Create your initial post on the Self-introduction Discussion board following this guide:

- a. Share information that you feel comfortable with other people knowing about you. For example, educational background, professional employment/positions, etc.
- b. What are your expectations of this course?

Return to the board and read over the posts of your fellow classmates. Choose at least one classmate and create a post responding to his/her initial post.

2. Read over the Syllabus. Pay close attention to the course requirements.
3. Read Chapters 1-2 in the Schein text, which are available in PDF file format in this week's Module.
4. Read Chapters 1-5 in the Bolman & Deal text.
5. View voice-over PowerPoint Lecture 1 - *Framing Organizational Learning and Development*.
6. **About Professor Office Hours/Web Conferences.** 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. Students can practice using the Conferences tool *prior* to the first web conference.
 - All students can go in and create a web conference at anytime.
 - Students are **expected to practice using the technology** (i.e. Conferences tool, web cam, USB headset, etc) and resolve any technical issues **prior** to the first web conference. Be sure to practice the following:
 - **IMPORTANT:** All students should practice using their USB headsets (for audio) and webcams to present (for video).
 - All students should practice using the Chat Pod.
 - To learn how to use the Conferences tool in your course, go to:
<http://support.rowanonline.com/index.php?/Knowledgebase/Article/View/232/124/how-do-i-use-conferences-tool-in-canvas>
 - **Troubleshooting Tips:** Click [here](#) for a list of troubleshooting tips.
7. **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. Discussion Moderation and Synthesis mean that you and your group member(s) will (a) respond to and critique classmates' DQ posts, with responses that demonstrate engaging and challenging feedback; (b) synthesize and write a concise and thorough summary of classmates' posts and discussion exchange; and (c) actively participate and collaborate with Discussion Moderation and Synthesis Group member(s) and demonstrate shared and balanced responsibility.

Each group should decide how best to divide up the responses equally amongst themselves.

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.

There is one discussion to moderate per group. Each group will moderate the following discussion:

- Moderator Group 1 - DQ 1 - Week 2
- Moderator Group 2 - DQ 2 - Week 3
- Moderator Group 3 - DQ 3 - Week 4
- Moderator Group 4 - DQ 4 - Week 5
- Moderator Group 5 - DQ 5 - Week 6

Moderators must have posted their replies by 11:59 PM ET on Monday of the week they have been assigned.

When your group is assigned to moderate a discussion, each group member is still required to post his/her initial responses to the discussion questions as indicated in the weekly overview.

Note: Discussion moderation is required.

Lesson 2

1. **Start 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 must be typed and submitted electronically in MS Word (.doc or .docx) format. The file must be named in the following format: *Lastname_Assignment1.doc*. Submit your completed document to *Assignment 1*, listed on the *Modules* and *Assignments* pages, as a file attachment.

2. **Start 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 must be typed and submitted electronically in MS Word (.doc or .docx) format. The file must be named in the following format: *Lastname_Assignment2.doc*. Submit your completed document to *Assignment 2*, listed on the *Modules* and *Assignments* pages, as a file attachment.

3. **Start 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 – create a case study that is based on 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.

The case studies are available in PDF file format in this week’s Module:

- **How Can Collaboration Assist School Leaders in Effectively Implementing New Programs?** (Assignment3_CaseStudy1.pdf)
- **Lessons Learned: Mountain College in the Midst of Change** (Assignment3_CaseStudy2.pdf)

- **Addressing Crisis at an Urban Community College** (Assignment3_CaseStudy4.pdf)
- **Reacting to a Public Health Crisis** (Assignment3_CaseStudy4.pdf)

***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 Appendix A for evaluation criteria.

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.

This assignment must be typed and submitted electronically in MS Word (.doc or .docx) format. The file must be named in the following format: *Lastname_Assignment3.doc*. **Students must submit this assignment directly to TK20.** Click on the link to TK20 in the *Introduction Module* and submit your completed document in TK20 as a file attachment. For any technical issues or questions regarding submission of work to TK20, please contact TK20 Support.

TK20 Technical Support: Training for TK20 is provided directly by the Rowan University College of Education and TK20. For questions regarding the system, please contact TK20's support team at tk20@rowan.edu or (856)256-4500 ext 53020. For questions regarding assignments, please contact your instructor or the Rowan University College of Education. Be advised that Rowan Global provides support for the TK20 connection to Canvas, but has limited capability to provide technical support or training to students and faculty for the use of the TK20 system and tools.

4. **Start Collaborative Institutional Training Initiative (CITI) Education 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.

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