

Saint Mary's University of Minnesota
Schools of Graduate and Professional Programs

Winona Campus

Fall 2019

GPDI 5300A, Action Research Inquiry

2 Semester Credits

Traditional

Course Dates/Hours/Location

Pre-Meetings: August-September 2019

Meetings: Weekly October 28-December 22, 2019

Rocori School District Offices, Cold Spring, MN

Prerequisite or Concurrent Courses

None

Faculty Contact Information

Mary Swanson, swansonm@rocori.k12.mn.us, 320-685-4185

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Office Hours: Before school day starts and 1 hour after school day ends, Monday-Thursday

Course Description

Educational action research is always relevant to the individual teacher focused in on a personal research project because the teachers have created the research inquiry question themselves. The Rocori District Action Research model has 5 consistent process-steps: 1. Planning and Research 2.Action 3.Evaluate and Collaborate 4.Reflect and Revise 5.Share The purpose of the action research practice is to build a reflective educational practitioner, teach them to focus on educational priorities and build a school-wide professional culture. Teacher Topics are focused on the district initiative, Digital Literacy: How can ROCORI students acquire 21st century skills, communication, creativity, critically think, and collaborate in order to enhance job readiness, life skills and citizenry through teaching and learning?

This course invites educators to explore areas of teaching that personally affect them. Each participant is required to systematically assess an area and select a focus in their teaching they would like to enhance or grow in professionally. Participants will clarify and identify educational theories that relate to their chosen area, identify a research question, create a plan to research by collecting data and analyzing the data, report the results in a formal report.

Student Learning Objectives

Upon completion of this class, the learner is expected to be able to do the following:

- a) Identify a focus need
- b) Clarify theories and create research questions

- c) Create implementation plans
- d) Gather a comprehensive set of data connected to student learning, instructional planning, and teaching
- e) Apply data analysis
- f) Create final formal presentation

Blackboard Access

GPDI course participants do not utilize the Saint Mary's University Blackboard platform.

Required Textbook

Districts Teacher Development and Effectiveness Program: Action Research Manual

Other Resources

Students in collaboratively delivered graduate courses can access additional resources through the GPDI website at pdi.smumn.edu. Resources include access to SuperSearch, an extensive database of practitioner-oriented and research-based articles. Non-degree seeking students can request a TCLibrary username and password for login purposes by contacting tchelpdesk@smumn.edu or by calling 612-728-5100: x7800, local Twin Cities or toll free 866-437-2788; Choose HelpDesk menu option 1 (for students). Please note in your correspondence that you are a non-degree seeking student registered for a GPDI course and would like to be issued credentials to use the services.

Technical Support For traditional/blended courses

GPDI learners should contact the PDI Program office at 1-877-218-4755 regarding registration. Contact the instructor for school district technical support.

Topical/Activity Course Outline

Week/Dates	Type of Meeting	Topics/Activities	Assignments
Pre-Meetings August 2019	Face-to Face	Classroom Management – Technology Instructional Strategies	Pre-Assessment Reflection
Pre-Meetings September 2019	Face-to Face	Class data Academy Day Action Research Planning	Class Snapshot Class Snapshot Reflection Development of Action Research Question
Session 1 October 2019	Face-to Face	Teacher Peer Observations	Observation Reflection

		Technology Instructional Strategies	Plan, perform, and reflect on Action Research Question
Session 2 November 2019	Face-to Face	Technology Instructional Strategies Action Research Planning	Plan, perform, and reflect on Action Research Question
Session 3 December 2019	Face-to Face	Electronic Portfolio Requirements	Complete a Professional Electronic Portfolio from activities 1-3 to present

Course Time Standards

Master's and specialist level courses:

One graduate credit requires 15 contact or instructional hours. In addition, it is suggested that students invest a minimum of two hours per contact/instructional hour in outside study.

Synopsis of Assignments

Professional Reflective Requirements:

10 Points - Formal reflections on your learning found in the manual on pgs. 13, 21, 27, 34, 35 (a,d)

5 Points - One Final Reflection on your Action Research Experience (d, f)

Professional Assignment Requirements:

10 Points - Two class Snapshots (pgs. 15/16 and 22) (b)

5 Points - 1 Action Research Questions Development (pgs. 17-20 and 23-26) (b, c)

30 Points - 1 Action Research Plan (pg. 29-33) (c, d, e)

40 Points - 1 completed electronic portfolio including 6 artifacts (pg. 37) (d, e)

Student Expectations

Various workshops will be provided for new teachers and their veteran teacher partner.

- Fall: New teacher workshop: Introduction to Action Research (August)
 - Partner Planning: Date September, 2019
 - Veteran teacher workshop: Introduction to Collaborative Planning/mentorship: October, 2019
 - Partner Planning Date November, 2019

Educational Activities	Student Engaged Hours	Explanatory Comments
Course attendance & participation	25	Meeting and Group activities

Assigned Readings	15	Outside of class
Writing Assignments	20	Portfolio and Final Self-Assessment
TOTAL	60	

Assessment of Student Performance/Grading Policies

Grading policies are consistent with university policy as stated in the current Catalog and Student Handbook. The grade of “I” (Incomplete) may or may not be given by the instructor at the student’s request when the required work is not completed. The student must submit a written request to the instructor and PDI Program office prior to the final class session, indicating when the work will be completed.

Graduate Grading Scale		
A	90-100%	90 - 100
B	80-89%	80 - 89
C	70-79%	70 - 79
NC	below 70%	69-0

Access Services for Students with Disabilities

Saint Mary's University is committed to ensuring that students with documented disabilities have access to equal educational programs and activities at the university. If you have, or believe you may have, a disability that may interfere with your ability to participate in the activities, coursework, or assessments of this course, you may be entitled to accommodations. Please contact Mary Ann McCann, Access Services Coordinator, as early in the semester as possible to arrange a confidential discussion about your need for accommodations.

Email: mmccann@smumn.edu

University Conduct and Academic Policies

[Schools of Graduate and Professional Programs Student Handbook](#)

Included in the Handbook are details regarding SGPP Academic Policies, [Registration & Tuition Policies including Drops/Withdrawals](#) and University Conduct policy.

Order transcripts online through the [National Student Clearinghouse](#), a secure and confidential website. Transcripts sent directly to you or a third party by US mail or electronically through a secure PDF. Each transcript is \$3.00, payable by credit or debit card. Additional features of online ordering include order tracking, updates, and transcript request history. Follow this link to order your transcripts: <https://secure.studentclearinghouse.org/tsorder/faces/TOBridge>