

EDUC698

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

Course Summary

Course : EDUC698 **Title :** Capstone: Action Research

Length of Course : 8

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description: Accomplished teachers have a rich understanding of the subject(s) they teach and associated content area pedagogical practices. In this course, candidates will assess their teaching practice in the context of previous coursework, observational experiences, and teaching. They will apply content area knowledge to contemporary theory through the development of artifacts and reflective pieces related to praxis. Candidates will also engage in discourse related to emerging social and philosophical issues in teaching to prepare them to be informed practitioners. This course will focus on action research in a classroom situation. Its purpose is to inform candidates with respect to ongoing pedagogical practices. All grades for any capstone attempts will appear on transcript and will be calculated in GPA

Course Scope:

The Capstone Action Research course focuses on applying research and evaluation techniques to localized classroom practices. Understanding the role and the processes of action research for the educator are the critical focal points of this experience. This course is designed as a capstone experience allowing the educator to question their current educational environment in such a way as to find practical and useful answers to important questions. The skills needed for performing action research will be taught by placing an emphasis on observation of day to day activities in the actual educational setting and using the observations to formulate questions about current practices. Special attention will be given to using the local educational community to formulate questions, to apply research techniques, and to evaluate the results of research in a meaningful way. Special attention will also be given to understanding how action research applies to making changes in the local educational setting.

Objectives

1. Evaluate the value of action research in the field of education. (WVPTS4D; ISTE5c,d)
2. Understand concepts related to initiating action research. (WVPTS4A,B,C,D; 5G,H; ISTE5c, d)
3. Explain educational experiences in order to discover personal attitudes and expectations of educational roles. (WVPTS4C; ISTE5c)

4. Analyze interview processes for collecting data. (WVPTS3C)
 5. Define discrepancies in the educational setting in order to formulate research questions. (WVPTS4D; ISTE5d)
 6. Apply techniques to clarify research questions. (WVPTS3C)
 7. Apply a strategy for data collection. (WVPTS3E)
 8. Analyze the value of a strategy for data collection. (WVPTS3C)
 9. Evaluate the interview process in action research. (WVPTS3E)
 10. Evaluate triangulation as a research method for data collection. (WVPTS3E)
 11. Apply a strategy for data analysis. (WVPTS3E)
 12. Analyze the value of a strategy for data analysis. (WVPTS3E)
 13. Understand the concept of audience and how it affects research presentation. (WVPTS1D)
 14. Understand of educational community workings as they apply to common research needs. (WVPTS5A,B,G)
 15. Analyze the relationship between learning communities and action research. (WVPTS4D)
 16. Apply a strategy for data sharing. (WVPTS4B)
 17. Analyze different approaches to action research. (WVPTS4A)
 18. Create a learning community by joining with others with similar interests. (WVPTS4B)
 19. Create an action research project focusing on:
 - Generating and clarifying a research question. 9WVPTS4C)
 - Determining data needed for collection and the methods with which to collect it. (WVPTS4D)
 - Creating a possible means for analyzing the data collected. (WVPTS4D)
 - Generating strategies for taking action regarding data analysis. (WVPTS4D)
 - Creating the delivery method for sharing information with peers. (WVPTS4D; 5H)
 20. Evaluate the processes of action research, and their value to the professional educator. (WVPTS4A)
 21. Analyze the action research processes of peers. (WVPTS4B)
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Outline

Week 1:

Topics
Learning Objectives
Required Readings
Assignments

Week 2:

Topics

Learning Objectives
Required Readings
Assignments

Week 3:

Topics
Learning Objectives
Required Readings
Assignments

Week 4:

Topics
Learning Objectives
Required Readings
Assignments

Week 5:

Topics
Learning Objectives
Required Readings
Assignments

Week 6:

Topics
Learning Objectives
Required Readings
Assignments

Week 7:

Topics
Learning Objectives
Required Readings

None

Assignments

Week 8:

Topics
Learning Objectives
Required Readings
Assignments

Evaluation

Grading:

Name	Grade %
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Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Links provided inside the classroom in the Lessons section.

Author:

Publication Info:

ISBN: N/A

Recommended Textbook for all degree concentrations:

Publication Manual of the American Psychological Association (6th ed.). (2009). Washington, D.C.: American Psychological Association.

Course Guidelines

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University Policies

[Student Handbook](#)

- [Drop/Withdrawal policy](#)
- [Extension Requests](#)

- [Academic Probation](#)
- [Appeals](#)
- [Disability Accommodations](#)

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