

University of Massachusetts at Boston
College of Advancing & Professional Studies
Critical and Creative Thinking Program

Action Research for Educational, Professional, and Personal Change

CrCrTh 693

Course description

This course covers techniques for and critical thinking about the evaluation of changes in educational practices and policies in schools, organizations, and informal contexts. Topics include quantitative and qualitative methods for design and analysis, participatory design of practices and policies in a framework of action research, institutional learning, the wider reception or discounting of evaluations, and selected case studies, including those arising from semester-long student projects.

Spring 2016 [Syllabus, Taylor \(hybrid section\)](#)

Components of the syllabus:

I. Quick access to key information and links that should be bookmarked on your browser



followed by

II. [Information to get started](#), orient yourself, and refer back to from time to time.

III. [Contract](#): What is expected overall.

IV. [Schedule of classes](#): What is expected each session and why -- how each session contributes to the unfolding of the course (starting with list of links to specific sessions).

POST-IT the start of each component in your [printed version](#) of this syllabus

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Office hours (at http://bit.ly/pjthangout or in office):	Tuesday 2.00-3.40pm, Wednesday 7-8pm, Sign up at http://bit.ly/pjthangout  , peter.taylor.wikispaces.com/PTOfficeHours , or by arrangement
Class time & location	Tuesdays 4-6.45pm, 2/2-5/3; W 4-170 or by Hangout
URL for hangouts	http://bit.ly/693hangout  (except for work-in-progress presentation sessions)
Report glitches in online materials	using this form 
BOOKMARK THIS!	crrth693.wikispaces.com , with a menu of useful links at the top right

Syllabus	
BOOKMARK THIS!	crcrth693.wikispaces.umb.edu/-/693checklist/xx
Personal checklist	where xx = your last name in lower case, no hyphens or spaces). Each checklist wikipage has links that provide Notes on each assignment and Examples of previous students' work.

II. Information to get started, orient yourself, and refer back to from time to time

The starting point for this course: Suppose you have an interest in one or more issues that you might delve into and promote change on in an Educational, Professional, or Personal area -> Question: If you have good ideas about how to make changes, how do you get others to adopt and/or adapt them or to collaborate with you to develop the ideas?

[Video introduction](#)

POINTERS about the preparation assumed for this course (in lieu of formal prerequisites):

- For CCT students, this course is best taken after Processes of Research and Engagement, but this sequence is not mandatory.
- This course introduces a range of tools and practices of research and writing, but the more [Research and Study Competencies](#) developed before entering the course the better. You should be prepared to make time outside class--at least 6.5 hours/week--for undistracted work on the course and to view each assignment and each session in relation to the unfolding of learning during the course. (That is, do not expect the syllabus and online links to allow you to cut to the chase about what to do for the following day's class.)
- Through your previous courses, you should have developed the disposition of experimenting with new tools, even if not every one became part of your toolkit as a learner, teacher/facilitator of others, and/or reflective practitioner. Through courses and other personal and professional experience you should have an interest in one or more Educational, Professional, or Personal issues that you might delve into with a view to promoting some needed change. Most importantly, you should be prepared to address the question: "If you have good ideas [about changes to make] how do you get others to adopt and/or adapt them?"

OVERVIEW: The preceding question captures the central motivation for the course in the CCT curriculum. This question can also be expressed as: "How do you build a [constituency](#) around your idea? This concern can lead you into evaluating how good the ideas actually are (with respect to some defined objectives) so you can demonstrate this to others. It can also lead you to work with others to develop the idea so it becomes theirs as well and thus something they're invested in. Action Research, in the "Cycles & Epicycles" framework taught in this course, involves group facilitation, participatory planning, and reflective practice, as well as systematic evaluation. Students from a variety of programs should find this course a suitable vehicle to enhance your interests in educational, professional, or personal change.

LEARNING OBJECTIVES: By the end of the semester, you will have:

- experienced, learned, and practiced a set of tools and processes to promote participation and reflective practice (including your own participation);
- learned to formulate informative comparisons as a basis for evaluations;
- examined critically the evaluations of others (or the lack of the appropriate evaluations), including the influences of political context on evaluation and research;
- considered the ideal of participatory action research in relation to politics generated from below;

- undertaken a project in an area of your particular concern in which you design (and, optionally, carry out) an Action Research process using the Cycles and Epicycles framework (and addressing the items listed below under [Requirements](#)); and
- (for doctoral students) positioned the approach in this course in relation to the wider field of Action Research.

TEXTS and MATERIALS

Required: Schmuck, R. (either 1997 or 2006). Practical Action Research for Change. Arlington Heights, IL: Skylight. (Used copies of old editions may be available via amazon.com)

Recommended: Taylor, P. and J. Szteiter (2012) Taking Yourself Seriously: Processes of Research and Engagement Arlington, MA: The Pumping Station (Available from online retailers or as pdf from <http://thepumpingstation.org>)

Online guidesheets duplicate pages in the text, so you can choose not to buy the text. If you buy the printed or pdf text you can refer to that instead of reading the guidesheets online and you have a reference work to consult after the course.

Recommended

- to help with writing: Daniel, D., C. Fauske, P. Galeno and D. Mael (2001). Take Charge of Your Writing: Discovering Writing Through Self-Assessment. Boston: Houghton Mifflin ("[new](#)" [copies available](#)) well below list price on amazon.com)

(See also Conlin; Elbow; Kanar; Perelman, et al.)

- as a more detailed guide on technical matters of writing scholarly papers: Turabian, K. L. (1996). A Manual For Writers of Term papers, Theses, and Dissertations. Chicago: University of Chicago Press (also in library's reference section).
- bibliographic software for references (see [Citation tools](#) on library website)
- if you are interested in facilitating group process: Schuman, S., Ed. (2006). Creating a Culture of Collaboration: The International Association of Facilitators Handbook. San Francisco, Jossey-Bass.

[Readings for the course](#) consist primarily of individual articles and book chapters, most of which can be downloaded from [password-protected page](#))

TECHNICAL SET-UP

Know your official @umb.edu student email address and password; Make the bookmarks in sect. I on your browser; Simple edits on wikipages (optional); Set up [access to online bibliographic databases](#); [Arrange bibliographic software](#) for references;

f2f students: Get UMB wifi on laptop if you have one & bring to sessions where noted in the Preparation section;

online students: Prepare for meetings on hangout, including practicing screenshare (see <http://bit.ly/hangoutbrief>); establish reliable, undistracted access to the internet for class sessions (with ethernet connection to wifi modem unless absolutely impossible)

WRITING SUPPORT: For graduate students, see <http://cct.wikispaces.umb.edu/writingsupport>.

ACCOMMODATIONS: Sections 504 and the Americans with Disabilities Act of 1990 offer guidelines for curriculum modifications and adaptations for students with documented disabilities. If applicable, students may obtain adaptation recommendations from the Ross Center (287-7430). The student must present these recommendations to each professor within a reasonable period, preferably by the end of the Drop/Add period.

CODE OF CONDUCT: The University's Student Code of Conduct

(http://www.umb.edu/life_on_campus/policies/code ↗,

https://www.umb.edu/life_on_campus/policies/community/code ↗) exists to maintain and protect an environment conducive to learning. It sets clear standards of respect for members of the University community and their property, as well as laying out the procedures for addressing unacceptable conduct. Students can expect faculty members and the Office of the Dean of Students to look after the welfare of the University community and, at the same time, to take an educational approach in which students violating the Code might learn from their mistakes and understand how their behavior affects others.

PLAGIARISM: Using another person's ideas or material you did not write without citing the source is plagiarism and is unacceptable (see [library guide](#) ↗ and [Academic Honesty policies](#) ↗).

Students are advised to retain a copy of this syllabus in personal files for use when applying for certification, licensure, or transfer credit.

This syllabus is subject to change, but workload expectations will not be increased after the semester starts. (Version 25 Dec. 2015; changes after the start of the semester are **marked in red**)

III. Contract: What is expected overall

- The course revolves around written assignments (and work-in-progress presentations) and participation items. These items include active participation during class based on preparation between classes, buddy check-ins and commentary on draft assignments, meeting with the instructor on your assignments and projects, and more.
- Your 693checklist wikipage (replica viewable as <http://crcrth693.wikispaces.umb.edu/693checklist>) and links to it provide Notes on the assignments and Examples of previous students' assignments. The Notes link, in turn, to more detailed guidesheets on using the tools, including templates where relevant. These guidesheets duplicate pages in the text, *Taking Yourself Seriously* so you may choose to refer to the printed text instead of reading these guidesheets online. If you do work online, be prepared to click through to the notes and read the guidesheets before getting to the to-do part of any assignment.
- The written assignments are commented on, but not graded. Not grading keeps the focus on interaction around written work. You are expected to read comments carefully, consult with the peer commenter or instructor if you don't understand a comment they made, revise thoughtfully in response to the comments, and resubmit until OK/RNR is received (=OK/ Reflection-revision-resubmission Not Requested).
- It is expected that you will spend at least 6.5 hours per session outside class time reading, researching, and writing. The course works by building from assignment to the next so late submissions detract significantly from the learning possible in class sessions. However, each student can ask for extensions on two assignments or participation items, moving the due date as far back as the last session. (No explanation is needed; simply email the instructor and insert the new due date on your assignment checklist.) When you miss the due date, it is ok to submit it late, but if the submission is more than 4 days overdue only the eventual OK/RNR, not the submission, count towards the automatic B+ (see below)--So focus first on getting the remaining assignments and participation items done on time.
- Use a printout of your personal checklist wikipage (crcrth693.wikispaces.umb.edu/-/693checklist/xx) to keep a log of assignments and participation items completed and to keep track of due dates. Do not expect class-time or meetings with the instructor to be taken up reminding you. Similarly, if you get behind, you take the initiative to submit a plan to catch up or reassure the instructors that you have, in light of your other commitments, chosen to take the grading consequences of missing assignments or

due dates. (Incompletes are given only in special circumstances [[detailed here](#)].)

- Allowing a fraction of assignments to be skipped without penalty or explanation accommodates the contingencies of your lives. If you reach the target of 7 writing/presentation assignments submitted within 4 days of the due date, 5 revised until OK/RNR, and 27 participation items—and the goal is to work with everyone to achieve that—you get at least a B+ and a [rubric](#) is used to determine B+, A- or A. (This unusual but simple system is designed to keep the attention off grades and on teaching/learning interactions. Read the [Rationale](#) and ask questions to make sure you have it clear.)
- Only if you do not get to the automatic B+ level, your points = 10 for each writing assignment (or presentation) that is marked OK/RNR + 3 for each other writing assignment initially submitted by the due date + 1 for each participation item fulfilled up to a maximum of 80.
- Overall points are converted to letter grades as follows: The minimum grade for A is 96 points, for A- is 90, for B+ is 80, for B is 72.5; for B- is 65; for C+ is 57.5; and for C is 50 points. (In theory it is possible for a student to earn 104 points, but this would still be awarded an A.)
- The different assignments and participation items are listed below so as to be explicit about the course contract. Of course, to undertake these assignments and items, you need more information. You should take into account the guidelines supplied on the [Notes](#) wikpage and the examples linked to your checklist wikpage, as well as the overall expectations conveyed in the [rubric](#) below.

Written A. Action Research written assignments and work-in-progress presentations (2/3 of grade)

Project = Design and report on (1500-2500 words) an Action Research Process related to an action or intervention in a specific classroom, workplace or personal teaching/learning practice, an educational policy, an educational institution, or a social policy. Your design should include all the aspects of the [Action Research Cycles and Epicycles](#), including:

- how you will learn from evaluations of past changes or interventions like yours,
- how you would facilitate the reflective and/or collaborative process in which a constituency comes to join with you in shaping a change or intervention (or at least supporting your efforts), and
- how you would evaluate the outcome with a view to expanding further the constituency for adopting/adapting the change or intervention.

Carrying out the design is applauded, but not required. If you carry out the design (or some of it), you should report both on what you have actually done and how you would proceed differently if you were to do it over. It is important that you do not let implementing your action/intervention eclipse attention to designing the other aspects of the Action Research.

The project is developed through a sequence of assignments:

A1. reflection on introductory action research in sessions 1&2, A2. initial description (based on strategic personal planning), A3. KAQ, A4. evaluation clock, A5. initial work-in-progress presentation with notes on research and planning, A6. narrative outline, A5revised. updated work-in-progress presentation (taking into account comments on initial version and notes), A7. complete draft report, and A7revised. final (1500-2500 words) report.

For doctoral students, each assignment should include an annotated bibliography entry that positions the assignment and the approach in this course in relation to the wider field of Action Research.

Participation and contribution to the class process (1/3 of grade)

B. Building learning community through

prepared participation and attendance at class meetings(=13 items for hybrid sections; 8 items for students in completely online sections)

- B2. "syllabus quiz" submitted in session 2 and
- B3. Weekly buddy check-ins (see D1, below) (=3 items for 12 check-ins or 6 items for students in completely online sections for 12 check-ins and longer notes in PD workbook on the check-ins).
- C. Summaries of readings for sessions 9, 10, and 12 posted on session wikipage (=3 items)
- D. Personal/Professional Development (PD) Workbook compiled throughout the semester (7 items), including:
 - D1. Weekly entries, perused at first conference or before mid-semester break, on a. possible application of tools to your project and b. weekly buddy check-ins (2 items) (see also D3)
 - D2. [worksheet](#) on PD workbook and research organization submitted in session 6
 - D3. Whole PD workbook ready for perusal (e.g., as a shared google doc) at the end of the semester (session 13)
 - D4. Annotated "Clippings" as posts on [clippings wikipage](#) (6 postings before session 13 = 2 items)
 - D5. Process review on the development of your work (due session 13) .

For CCT students this assignment is suitable for inclusion in the required [Reflective Practitioner's Portfolio](#) because in it you identify the tools, practices, and perspectives from the course that you intend to bring into your specific professional or personal endeavors.

- E. Minimum of two in-office or phone conferences on your assignments, PD workbook, personal wikipage, and project -- one before session 6; the other by session 10 (=2 items)
- F. Peer commentary on your buddy's work in each 4-week period and on another student's draft report (=4 items for hybrid sections; 6 for fully online)

Students should aim for all writing and presentation assignments submitted on the due date and 5 OK/RNR (=OK/ Reflection-revision-resubmission Not Requested), including the complete report, as well as 27 participation items fulfilled.

If you reach or exceed this target for both parts of the course grade, you get 80 points (which gives you an automatic B+) and the following rubric is used to add further points.

For each quality "fulfilled very well" you get 2 points or 1 point if you "did an OK job, but there was room for more development/attention." You get 0 points if "to be honest, this still needs serious attention."

1. A sequence of assignments paced more or less as in syllabus (and revisions timely),
2. often revised thoroughly and with new thinking in response to comments.
3. Project innovative, well planned and carried out with considerable initiative, and
4. indicates that you will be able to move from design to implementation in your specific situation
(and for doctoral students, includes annotated bibliography entries that show you can position the approach in this course in relation to the wider field of Action Research).
5. Project report clear and well structured,
6. with supporting references and detail, and professionally presented.
7. Active contribution to and reflection on process of learning from session activities around Action Research and semester-long projects.
8. Ability to shift between opening out and focusing in as required to complete full Evaluation clock
9. Active, prepared participation and building the class as learning community.
10. PD workbook shows: Consistent work outside sessions,
11. deep reflection on your development through the semester and
12. map of the future directions in which you plan to develop.

IV. Schedule of classes: What is expected each session and why -- how each session contributes to the unfolding of the course

- | |
|---|
| <ol style="list-style-type: none"> 1. Introduction to Action Research Cycles and Epicycles framework, 2/2 2. Introduction to Action Research Cycles and Epicycles, II , 2/9 |
|---|

- [3](#), Strategic Personal Planning, 2/16
- [4](#), Examining the background and evaluations of previous actions before pressing forward, 2/23
- [5](#), Formulating informative comparisons as a basis for evaluations, I, 3/1
- [6](#), Evaluations II & Constituency Building, 3/8
- [7](#), Work-in-progress presentations, I , 3/22
- [8](#), Reflection on your Experience as Novice Action Researchers, 3/29
- [9](#), Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II , 4/5
- [10](#), Influences of Political Context on Evaluation and Educational Research, 4/12
- [11](#), Work-in-progress presentations, II, 4/19
- [12](#), Generating politics from below in relation to Educational and Action Research, 4/26
- [13](#), Taking stock of course & of change: Where have we come & where do we go from here?, 5/3

Session 1 Introduction to Action Research Cycles and Epicycles, I

Preparation:

Purchase [course texts](#)

View [video introduction](#)

Read [introduction](#) to the syllabus

Review original instructor's [portfolio and past evaluations](#) for the course

[Get set up technologically](#), including practice using google+ hangout

Accept the invitation to join the wiki and inform the instructor

See [693LiveMakeup](#) if you miss this session (or any other synchronous session)

See discussion post on each session's wikipedia for additional instructions (if any) before starting this and each other session

Session:

Overview of course (from Course description through Learning Objectives in [FrontMatter](#))

[Freewriting](#) and [Think-Pair-Share](#) on digesting the overview.

“When I try to digest the paragraphs and imagine what I will learn in the course, the thoughts/experience/feelings that come to mind include...

The framework of [Action Research Cycles and Epicycles](#) is introduced through a compressed example of Action Research performed by the class members during this session.

[Case](#): Online students' experience of the course to focus primarily on the subject, not the technology

Print out and use [this worksheet](#) to consider this case step-by-step.

At the end, complete the [Critical Incident Questionnaire](#) on the experience of the compressed example of Action Research.

Follow-up:

Read and make notes on the [Action Research Cycles and Epicycles](#) framework, which you will need to revisit several times over the course of the semester to appreciate fully.

View [Video guided tour](#) of course materials and processes

Complete the [Syllabus Quiz](#) and submit the resulting file to the instructor.

[Connect with your Buddy](#) for the first of the 4-week periods.

Hold your first Buddy Check-in before session 2; this should involve peer assistance in items on the Syllabus Quiz, especially finding your way around the course materials, and articulating questions to get the help you need.

Set up your [PD workbook](#).

If you need help, post questions on the [general discussion board](#) for the course, or send them to the instructor. In particular, don't spend more than about 5 minutes confused by the wiki.

Sign up for your first conference with the instructor, due before session 6.

Look ahead to what preparation is needed for the next session.

Look ahead to what work is due in the next session. Remember that work due in a session should be submitted by time of the session. This means that you will always need to look ahead one week.

Session 2 Introduction to Action Research Cycles and Epicycles, II

Preparation:

Read Schmuck, 1997, p. vii-29; 2006, p. ix-29. Think about the relationship between his systematic treatment of the topic and your experience in session 1.

Read [final projects](#) by Teryl Cartwright and one other alum of the course: Jan Coe, Alyssa Hinkell, Marie Levey-Pabst, Alison Palmucci, John Quirk, Kathleen Thompson

(Optional) Listen to a [recorded interview with an alum of the course](#) about her experience with the course (as a face-to-face student).

(Optional, but required for doctoral students) Read Noah Rubin's account of the pedagogy in this course.

Session:

[Feedback on Critical Incident Questionnaire I](#).

Questions on Syllabus, course mechanics, uploading assignments to wikis and other technological competencies

Discussion on use of AR cycles & epicycles framework ([guidesheet](#)) to review and analyze final projects by alums of the course, including live guest alum, Teryl Carwright

[Focused Conversation](#) on Action Research experience to date

Follow-up:

Review Focused Conversation, [handout](#)

Reading on Focused Conversations: Stanfield, 6-29; (optional) Nelson, [„Focused Conversation for Schools](#)

Look ahead to what work is due in the next session.

Work due this session:

B2. Syllabus quiz (emailed to instructor, with 693assignment in subject line)

Session 3 Strategic Personal Planning

applied to initial formulation of a course action research design project so it incorporates your wider personal and life concerns (and thus recruits you firmly into your constituency)

Preparation:

Read Spencer, chaps. 5 & 7, Weissglass, "Constructivist Listening,"

Review Project reports from previous semesters (via [wikipedia](#))

For a preview of clustering and naming of clusters (which is part of Strategic planning), peruse [vision charts](#), but note that these are from the course as a whole, not from individuals.

Session:

[Supportive Listening](#) (a variant of constructivist listening) with buddy on one's hopes/fears/ideas/questions re: educational, professional, and/or personal change

[Strategic personal planning workshop](#) (underlying the educational/organizational/personal change you want to facilitate/promote)

[Supplementary guidelines](#) for Strategic Personal Planning

In-Session drafting of initial description of AR design project

Follow-up:

[Supplementary guidelines](#) for Strategic Personal Planning

(for those interested in Strategic Participatory Planning, of which Strategic Personal Planning is a variant)

Materials from ICA Facilitators Manual, CEDAC, [Our Economy](#), Taylor, "Epilogue," 204-210, Schmuck on "cooperative" action research

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A1: 1st Reflection on your Experience as Novice Action Researchers in relation to the Considered Formulations from Other Sources (in this case, the prescribed readings so far from Schmuck)

Session 4 Examining the background and evaluations of previous actions before pressing forward

using tools and interactions with others to open up problems and focus in on needed inquiry

Preparation:

Read Entin, "Reflective Practitioner," Greenwald, "Learning from Problems."

Session:

Use of [KAQ framework](#) ↗:

mini-lecture on KAQ framework

Draft some lines of KAQ for your project

Discuss your initial efforts with classmate or buddy and via discussion posts (which the instructor will respond to)

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A2: Initial Paragraph Overview of Project

Session 5 Formulating informative comparisons as a basis for evaluations, I

Preparation:

Arrange new buddy for the next 4-week period

Read [Goode article on the effects of a smoking ban](#) ↗; [Overview](#) ↗ of relationship of evaluation to facilitation of change; Guide to the [Evaluation clock](#) ↗

(Optional for hybrid session) Listen to [audio recording](#) ↗ on using the Comparison steps (2-4) of the evaluation clock

Session:

Use of the Comparison steps (2-4) of the evaluation clock to

- analyze published evaluations of past actions (e.g., smoking ban clipping), then
- design evaluations that may be part of students' projects

Follow-up:

Re-read guide to the [Evaluation clock](#)
Look ahead to what work is due in the next session.

[Work due this session:](#)

A Asmt. A3: KAQF assignment

Session 6 Evaluations II & Constituency Building

Preparation:

Topic for buddy check-in: Using the comparison steps (2-4) in the evaluation clock to design evaluation as part of your project (Asmt. 4a)

Reading: Teryl Cartwright's [project report](#) for a review of approaches to Constituency building and Mike Wienke's [Constituency-building funnel](#)

(Optional for hybrid section) Listen to [recording](#) of mini-lecture, to accompany [text on statistical formulations](#) of comparisons and background assumptions

Session:

(Hybrid section only) Mini-lecture on statistical thinking, comparisons and background assumptions

Constituency building: An introduction to facilitation

Peer coaching on Evaluation clock assignment and its extension to students' Projects, wiki use, KAQF, and PD workbooks.

Follow-up:

Review Facilitation Notes (in readings) to stimulate your thinking about developing skills in that area beyond what is introduced in this course

Schedule second conference by session 10 to discuss your projects and use of evaluation clock

Look ahead to what work is due in the next session.

[Work due this session:](#)

A Asmt. A4a. Use the "stripped-down" version of the evaluation clock (comparison steps 0 to 5) design evaluation as part of your project

E1. First conference must be completed before session 6 to discuss your Action Research ideas, the course thus far, and your PD workbook (which you commenced working on after session 1; see D1.)

D2. Submit [worksheet](#) on PD workbook and research organization (you can use the template document: [crcrth693-PDworksheet-D2.doc](#))

D4. You should have at least two annotated web-"Clippings" on Clippings Page by this point in semester.

There is no spring break for this course.

Session 7 Work-in-progress presentations, I

Preparation:

Work-in-progress Presentation I on Project; post working title as discussion post; prepare visual aids and hide as many toolbars as possible; (students from a distance only) practice using screenshare on google+ hangout; (f2f students only: rename as usual before emailing to instructor)

Note that this session does not use the regular hangout address

Session:

Visit [hangout page](#) to click on hangout URL for this session.

Work-in-progress Presentations on Project

[Plus-Delta](#) feedback on each presentation (on paper [f2f students] or via [online form](#))

Follow-up:

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A5a, initial: Work-in-progress Presentation I on Project and A5b. Notes on Research and Planning for Student Projects

Session 8 Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II

Preparation:

Read Schmuck, pages 29-146, Weiss, chapter 1, and (optional) Weiss, chapters 2 & 4.

Preview [Small group work](#) roles.

(Optional for hybrid section) Video on work in heterogeneous groups: <http://vimeo.com/16218630> (password-access)

Session:

(Hybrid section only) Video on work in heterogeneous groups: <http://vimeo.com/16218630>

[Small group work](#) on [two activities](#): a) lessons about cooperative work and b) comparison of frameworks for Action Research: Cycles and Epicycles vs. Schmuck's Co-operative Action research.

[Critical Incident Questionnaire II](#) on course to date

Follow-up:

Review if needed: video on work in heterogeneous groups: <http://vimeo.com/16218630>

Discussion post on this wikipege of your own synthesis from session activity a) and your own comparison from activity b).

(optional) Read other accounts of Action Research: Madison Metropolitan School District, "Classroom action research," Spina, "Six key principles," Winter, [Learning from Experience](#)

Look ahead to what work is due in the next session.

Work due this session:

A Asmt. A4b due: Use the full evaluation clock to design the evaluation part of your project.

Session 9 Reflection on your Experience as Novice Action Researchers with the Considered Formulations from Other Sources, II

Preparation:

Arrange new buddy for the next 4-week period

Read at least three from Hitchcock & Hughes, Chap. 3, "Access, ethics, and objectivity," Chapter 5, "Designing, planning and evaluating Research"; Greenwood & Levin, Chaps. 8 & 11, "Action research cases," & "Action science and organizational learning"; Rokovich, et al., "Implementing change"; Jenkins, "Action learning"; CEDAC, [Our Economy](#); Greenwald, Learning from problems, Madison Metropolitan School District, "Classroom action research" (and [linked pages](#)), Penuel et al., "Organizing Research and Development," [study of CIT](#), Rubin's account of the pedagogy in this course

Submit summaries for one reading to the discussion post for this session.

Read [guidelines for dialogue process](#).

Read [Feedback](#) on Critical Incident Questionnaire II

Session:

[Dialogue "Hour" session](#) on our thinking and experience and questions about action research in contrast to conventional research, drawing on readings and including issues about ethics of research and people's engagement in the situations being researched.

Follow-up:

Look ahead to what work is due in the next session.

[Work due this session:](#)

Participation Item C. Summary of one reading submitted to the discussion post for this session.

Session 10 Influences of Political Context on Evaluation and Educational Research

Although it is not expected that your projects tackle the larger political context of making changes in education (broadly construed) or draw on sophisticated theories about evaluation and educational change, this Session put these areas on your maps.

Preparation:

Read at least one of:

Woodhead, "When psychology informs public policy,"

Hunt, "The dilemma in the classroom: a cross-sectional survey measures the effects of segregated schooling,"

Metcalf, "Reading between the lines."

Muir, "Science rules OK: running societies the rational way,"

Rokovich, "Implementing change at SJUSD: an unfinished case study"

Submit summary for one reading to the discussion post for this session.

Session:

["Jigsaw"](#) digestion and discussion of readings, with special attention to the ways that politics shapes educational research and evaluation studies at the stages of: origins and design of the research; the implementation; the interpretation of results; and their dissemination or application.

Follow-up:

Look ahead to what work is due in the next session.

[Work due this session:](#)

A Asmt. A6: Narrative Outline for Project Report

E2. Second conference with instructor on your assignments and projects, before Session 10.

Participation Item C. Summary of one reading submitted to the discussion post for this session.

Session 11 Work-in-progress presentations, II

(taking into account comments on previous presentation & notes on research & planning)

Preparation:

Work-in-progress Presentation I on Project; post working title on discussion post for the session; prepare

visual aids and hide as many toolbars as possible; (f2f students only: rename as usual before emailing to instructor)

Note that this session does not use the regular hangout address

Session:

Visit [hangout page](#) to click on hangout URL for this session.

Work-in-progress Presentations on Project

[Plus-Delta](#) feedback on each presentation (on paper [f2f students] or via [online form](#))

Follow-up:

Look ahead to what work is due in the next session.

[Work due this session:](#)

A Asmt. A5a, updated: Work-in-progress Presentation I on Project and A5b. Notes on Research and Planning for Student Projects

Session 12 Generating politics from below in relation to Educational and Action Research

Preparation:

Read at least two of:

Carr & Kemmis, [Becoming Critical](#), CEDAC, [Our Economy](#), Couto, "The promise," Greenwood, "Action science and organizational learning," Taylor, "Epilogue," McLeod, et al., "Changing how we work," Senge et al., "Fostering communities"

Submit summary for one reading to the discussion post for this session.

Review Facilitation Notes (in readings) to stimulate your thinking about the role of structured facilitation in generating politics from below

(Optional for hybrid section) Video segment on Myles Horton and the Highlander Center, a longterm source of educational and social change: <http://vimeo.com/16215282> (password-access)

Session:

(Hybrid section only) Video segment on Myles Horton and the Highlander Center, a longterm source of educational and social change: <http://vimeo.com/16215282>

[Dialogue Process session](#) on "Generating politics from below in relation to Educational and Action Research," including participatory action research, theory in relation to action (incl. reflective practice), and structured facilitation

Follow-up:

Look ahead to what work is due in the next session.

[Work due this session:](#)

A Asmt. A7: Complete Draft of Design Project (on peer share wikipage as well as your 693checklist wikipage)

Participation Item C. Summary of one reading submitted to the discussion post for this session.

Session 13 Taking stock of course & of change: Where have we come & where do we go from here?

Preparation:

Read Cashin, "Student ratings of teaching"

Review [samples from previous years](#)

Read: Tuecke, "Creating a wall of wonder," Rubin on the pedagogy in this course

Session:

Selected taking stock activity, either [Historical Scan](#) (aka Wall of Wonder) or Process Review or Practical Vision of Future Personal and Professional Development or [Sense of Place Map](#) (Sense of Place Map) [Evaluation](#) that starts with a self-evaluation (to be administered by [survey gizmo](#)).

[CAPS course evaluation](#)

Follow-up:

Review [previous semesters' evaluations](#)

Read excerpts (TBA) from Stanfield, [Courage to Learn](#), Stanfield, [The Workshop Book](#)

Work due this session:

A D3. PD workbook (on wiki) for perusal, including D5. Process review.

For CCT students the Process review is suitable for inclusion in the required [Reflective Practitioner's Portfolio](#) because in it you identify the tools, practices, and perspectives from the course that you intend to bring into your specific professional or personal endeavors.

A F. Make comments on draft design project of another student (not necessarily your buddy); upload comments back to the peershare wikipage and email the author that you have done so.

One week after session 13

Work due:

A Asmt. A7 revised: Final Project report

V. Bibliography

(readings [except those marked not PPR] online using [Wiki for course materials](#), [password-protected page])

indicates additional texts on evaluation, action research, or facilitating group process (to be borrowed from the library, interlibrary loan, or instructor).

indicates useful readings to help in writing and revising.

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