M.Ed. Interdisciplinary Program
EDUC 700 – Capstone / Research Project
Course Syllabus – Online (3 credits)
Spring 2021

PROFESSOR: DORIS SANTAMARIA-MAKANG, ED.D.
Office: Frampton Hall –207-1
Office Phone: 301-687-7018
E-Mail: dsantamariamakang@frostburg.edu

OFFICE HOURS:
M: 3:00-5:00pm; T, TH: 4:00-5:00pm
W: 11:00am-12:00pm
Other times: by appointment via conferencing tool on Canvas

REQUIRED TEXTS:
• Additional readings posted to Canvas.

REQUIRED TECHNOLOGY:
• TaskStream account
• Webcam or other means of posting digital video

KEY ASSESSMENT:
• Final Research Paper

COURSE DESCRIPTION:
This course supports practitioners as they conduct research related to current educational practices in society or in their schools and classrooms. The course is designed to facilitate the reflective process, to enable participants to carry out an action inquiry, to understand the fundamental principles of action research, and to locate the significance of the approach in everyday practice and/or educational policy. It emphasizes the concept of “practitioner as researcher” and provides an opportunity to formalize action research as part of their practices within the framework for a continuing cycle of reflection, adaptation, and evaluation.

1 If you have not purchased a TaskStream account by the end of the semester, you will receive an incomplete in the course.
COURSE PURPOSES:

This course will enable students to:

1. Apply the concept of practitioner as researcher through the design and development of a research study addressing an issue in an elementary/middle/high school classroom, school, higher education, or other appropriate setting.

2. Determine the most appropriate data sources such as observations, interviews, surveys or other for individual studies.

3. Design a proposal document that is ready for IRB review, after consultation with the proposal supervisor. (An Institutional Review Board (IRB) is charged with protecting the rights and welfare of people involved in research. The IRB reviews plans for research involving human subjects.)

4. Develop and demonstrate an appropriate format for presenting the results of an action research/research study.
<table>
<thead>
<tr>
<th>COURSE OUTCOMES</th>
<th>ASSESSMENTS</th>
<th>CF</th>
<th>INTASC</th>
<th>MTTS</th>
<th>NBPTS</th>
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<tbody>
<tr>
<td><strong>Knowledge</strong></td>
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<tr>
<td>1. Understand the purposes and the process for completing a study, Action Research, Paradigms and Methods</td>
<td><strong>Recommended if you do not remember or you feel uncertain regarding your EDUC 603 course content</strong> – Discuss your comfort level with the instructor during the first Discussion Board Post.</td>
<td>DP#1,4 CA#8 RDM#6</td>
<td>Standard #5 Standard #9</td>
<td>N/A</td>
<td>Proposition 2A, 4C</td>
</tr>
</tbody>
</table>
| 2. Understand how action research can be a part of daily teaching practices. Social principles of action research—not just a technical routine. | Research Paper Proposal:  
- Determine the purpose of the study and develop a research question. | DP#1,4 CA#8 RDM#6 | Standard #9 | N/A | Proposition 4A, 4C |
| **Skills**     |             |    |        |      |       |
| 1. Apply the concept of practitioner as researcher through the design and development of a research study addressing an issue in today’s education, an elementary/middle school/high school classroom, school, or other appropriate setting. | Research Paper Proposal and Paper:  
- Determine the purpose of the study as it relates to a problem or issue within the education system, your school or classroom.  
- Develop a research question.  
- Review literature articles related to the research question and find an instructional strategy that will be used in the study.  
- Write up the literature review.  
- Determine the method for conducting the study.  
- Conduct the study and analyze the results.  
- Write conclusions. | DP#1,4 IL#1,2 CA#8 RDM#2,6 | Standard #5 Standard #9 | N/A | Proposition 4A, 4C |
<table>
<thead>
<tr>
<th>Dispositions</th>
<th>Part of the project is to communicate frequently with the instructor as a guide towards completion of the paper. A minimum of one discussion board per week as indicated on the module assignments.</th>
<th>DP#1,3,4 IL#3 CBB#1</th>
<th>Standard #3</th>
<th>N/A</th>
<th>Proposition 4A Proposition 5A</th>
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</thead>
</table>

**Dispositions**

1. Ethics, Validity and Utility  
   Design a proposal document that is ready for IRB review, after consultation with the instructor and county administrator. *(An Institutional Review Board (IRB) is charged with protecting the rights and welfare of people involved in research. The IRB reviews plans for research involving human subjects.)*

<table>
<thead>
<tr>
<th>DP#1,2,4</th>
<th>Standard #9</th>
<th>N/A</th>
<th>Proposition 4A</th>
</tr>
</thead>
</table>

   Reporting procedures in Action Research. Types of reports—different forms of reporting for different audiences. Presenting and communicating information effectively.  
   Case Studies: Action research reports and presentations. Each candidate will complete an action research paper. Upon completion of the paper, the candidate will present the paper to the instructor. The instructor will determine the final rating.

   | DP#1,4 CA#8 RDM#6 | Standard #9 | N/A | Proposition 2A Proposition 4A, 4C |
COURSE POLICIES:

ACADEMIC DISHONESTY:

The University considers academic dishonesty to be impermissible and subject to disciplinary actions.

“Academic dishonesty is defined to include any form of cheating and/or plagiarism. Cheating includes, but is not limited to, such acts as stealing or altering testing instrument; falsifying the identify of persons for any academic purposes; offering, giving or receiving unauthorized assistance on an examination, quiz, or other written or oral record. Plagiarism is the presentation of written or oral material in a manner which conceals the true source of documentary material; or the representation of material which uses hypotheses, conclusions, evidence, data, or the like, in a way that the student appears to have done work which he/she did not, in fact do” (The Pathfinder, Frostburg State University).

In this course, the first incident of documented plagiarism will result in a zero for the assignment, as well as a referral for disciplinary action. A second incident will result in failure of the course and a second referral for disciplinary action.

APA format should be used to cite all sources. Please schedule a conference with your instructor if you need assistance citing sources.

ACCESSIBILITY STATEMENT:

ADA STATEMENT: Frostburg State University is committed to making all of its programs, services, and activities accessible to persons with disabilities. Faculty will assist students with accommodations after confirming eligibility with the Disability Support Services (DSS) Office. You may request accommodations through the DSS Office. Contact Holly Veith, Director, Disability Support Services, 150 Pullen Hall; Phone 301-687-4441; Fax: (301) 687-4671; E-mail: hhveith@frostburg.edu

Students with Learning or Physical Disabilities

If you have a documented disability, please contact the Director of Disability Support Services, Holly Veith, Director, Disability Support Services, 150 Pullen Hall; Phone 301- 687-4441; Fax: (301) 687-4671; E-mail: hhveith@frostburg.edu. We want to be sure you receive appropriate accommodations as soon as possible.

INSTRUCTOR RESPONSIVENESS:

I make every attempt to reply to emails within 24 hours of receipt. Please use Canvas’s inbox tool for contacting me. When possible, you are encouraged to ask (and answer) questions about content and assignments through the discussion board so others may benefit from the shared information.
DISRUPTIVE STUDENT BEHAVIOR:

University regulations require that the following statement be included in any course syllabus: “The University will not tolerate disorderly or disruptive conduct which substantially threatens, harms, or interferes with university personnel or orderly university processes and functions. A faculty member may require a student to leave the classroom when his/her behavior disrupts the learning environment of the class. A student found responsible for disruptive behavior in the classroom may be administratively withdrawn from the course.”

CONFIDENTIALITY AND MANDATORY REPORTING:

Frostburg State University and its faculty are committed to maintaining a safe learning environment and supporting survivors of violence. To meet this commitment and comply with federal and state law, FSU requires all faculty and staff (other than the confidential employees in CAPS and Brady Health) to report any instances of gender-based harassment, sexual misconduct, relationship violence, or stalking against students. This means if you share your or another FSU student’s experience with gender-based harassment, sexual misconduct, relationship violence, or, stalking, I have a duty to report the information to the University’s Title IX Coordinator. The only exception to my reporting obligation is when such incidents are communicated during class discussion, as part of an assignment for a class, or as part of a University-approved research project.

Faculty and staff are also obligated to report allegations of child abuse and neglect to University Police and to Child Protective Services. This obligation extends to disclosures of past abuse even if the victim is now an adult and the abuser is deceased. My duty to report suspected child abuse and neglect extends to disclosures that are made as part of classroom discussions and in writing assignments.

If you or someone you know has experienced an incident of harassment or violence, please go to www.frostburg.edu/titleix to find information on reporting options and the resources and services available for support.
ASSESSMENTS AND PROGRESS REPORTS:

- The *Action Research Progress Reports* will be posted on the Discussion Board. Due dates can be found in the “Assessments by Module” table below.
- The *Assessments* will be submitted using assignment link in each module: As candidates work on their research project, they are required to submit assessments per module as noted on the progress of the modules.

NOTE: The *Progress Reports* need to be submitted along with the *Assessments*. These reports are brief notes to the instructor aimed to serve as a research journal completed by the candidate weekly as a guide towards completion of the paper.

**ACTION RESEARCH PROPOSAL: MODULES 1–6**

Students will develop and design the Research Project / or Action Research Project (ARP, if relevant) proposal and will submit to the IRB for approval, if needed. This proposal outlines the research (or, action research if relevant) project that will be conducted during the course. The proposal will identify and include:
- Introduction
- Problem Statement/Purpose
- Significance of the Study
- Action Research Question(s)
- Literature Review (base-at least nine (9) citations)
- Proposed Methodology
- Proposed Data Analysis Plan

**Assessments for Module 1:**

Students will complete this module in two steps:
- **Step 1:** Research/Action research review, and
- **Step 2:** Literature synthesis.

*Submissions for Module 1:* Assignment #1 and Progress Report #1

**Assessments for Module 2:**

Students will describe a problem encountered within the classroom / or school / or any other professional setting and determine the research/action research question. The problem statement and research question(s) will be submitted as an assignment along with a progress report posted on the discussion board. The instructor will approve the question. **Note:** If in a K-12 school setting, Principals need to approve the projects within their own schools. Please check your counties policies on conducting action research.

*Submissions for Module 2:* Assignment #2 and Progress Report #2
Assessments for Module 3:

Students will read and review appropriate literature that will support the problem they have identified. Also identify a strategy that will be used in the study. Drafted literature review and identified strategy for the study will be submitted as an assignment along with a progress report posted on the discussion board.

Submissions for Module 3: Assignment #3 and Progress Report #3

Assessments for Module 4:

Students will determine the method for conducting the study. Write the Methodology section of the report and discuss any ethical issues to be addressed by the study. Submit a rough draft of the Methodology and ethical issues as an assignment along with a progress report posted on the discussion board.

Submissions for Module 4: Assignment #4 and Progress Report #4

Assessment for Module 5:

Students will complete and submit the first Research/Action Research Project (ARP) proposal draft as an assignment along with a progress report posted on the discussion board.

Submissions for Module 5: Assignment #5 and Progress Report #5

Assessment for Module 6:

Students will work on and submit a study timeline.

Submissions for Module 6: Progress Report #6

Action Research Paper & Presentation: Modules 7 – 9

Students will continue to complete the study once approvals have been secured. Only after approval from the IRB, if needed, can the study begin, and data collected.

The paper will include the proposal information followed by findings and conclusions.

Assessment for Module 7:

Students will continue to expand on the literature review (to at least 15 empirical articles – Assignment #6); conduct the research study and collect appropriate quantitative and/or qualitative research data (Progress Report #7, #8, and #9).

Submissions for Module 7: Assignment #6, and Progress Reports #7 through #9
**Assessment for Module 8:**

Upon completion of the study as outlined by the methods and collection of the data, students will analyze the data and will report the findings of the study based on the analysis of data (Assignment #7 and Progress Report #10)

*Submissions for Module 8:* Assignment #7 and Progress Report #10

**Assessment for Module 9:**

Students will write the discussions and conclusions.

*Submissions for Module 10:* Assignment #8 and Progress Report #11

**NOTE:** All parts of the paper must be formatted by using most current APA style.

**FINAL ASSESSMENTS TO SUBMIT:**

**FINAL RESEARCH PAPER:**

At the conclusion of the semester, students will submit the final version of their research/action research paper through TaskStream. *See rubric (also attached at the end of syllabus) on TaskStream in the Advanced Program Folio. Log into TaskStream and join the Advanced Programs Folio. The passcode is ADV_PRO to join the folio.*

**FINAL RESEARCH PAPER PRESENTATION:**

At the conclusion of the semester, students will use technology to present and to record the action research conducted in their practicum to share with the seminar instructor (i.e., uploading the recording via Canvas). Candidates’ presentations will be evaluated by the instructor.

**Grading Scale:**

This course is graded P/NC. A passing grade indicates the candidate received C or above overall. No credit is given if the candidate scores below a C.

Each progress report will count as work in progress. Progress report entries (5 points each) through Canvas Discussion Board are weighted as 20% of the final total. The research paper and presentation of the paper are weighted 80% of the final total.
<table>
<thead>
<tr>
<th>Module</th>
<th>Assessment Description</th>
<th>Assignments/Progress Reports</th>
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| **MODULE 1** | **Step 1 – Research Review:**
Students will select three research studies from the topic related to their action research project (if possible, choose ones similar to the one you might use in your final research paper). For ONE of these studies, candidates will complete the following:
▪ Summarize the focus or problem that the researcher is tackling in a few sentences.
▪ Describe the structure of the review of literature. How are studies arranged? What are the different sections? Does it flow well and help you understand what is known about the problem? How would you have organized the studies?
▪ List the research questions. Do they make sense given the problem? Can you improve on them?
▪ Write your analysis of how they conducted the study and analyzed the results.

**Step 2 – Literature Synthesis:**
Using all three articles you initially selected, candidates will **write a one-page synthesis** (no more than one page – do not use direct quotations when citing articles) that brings these texts into discussion with each other and explains how the findings relate to the candidate’s own research project idea.

Assignment #1
Step 1 and 2 submitted as separate documents &
Progress Report #1
Due: 2/8/21

| **MODULE 2** | **Problem Statement & Research Questions:**
Candidates will describe a research problem encountered within the current education system, classroom or school and determine the action research question(s). The instructor will approve the question.

* They will also determine if the study requires IRB approval. **IRB application must be submitted by March 1st for the Spring Semester.**

Assignment #2 &
Progress Report #2
Due: 2/15/21 |
<table>
<thead>
<tr>
<th>Module 3</th>
<th>Literature Review:</th>
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<tbody>
<tr>
<td>Candidates will read appropriate literature that will help you meet the problem you have identified. <strong>You need a minimum of at least nine (9) citations</strong> – you can use your literature synthesis that you worked on initially and submitted in Module 1 as a starting point and build on it.</td>
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<td>Also identify a strategy if you are conducting action research that will be used in the study. Literature review and identified strategy for the study will be due as an assignment for this module.</td>
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<tr>
<td>Assignment #3 &amp; Progress Report #3</td>
<td>Due: 3/1/21</td>
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<tr>
<th>Module 4</th>
<th>Proposed Methodology:</th>
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<tr>
<td>Candidates will determine the method for conducting the study. They will write up the method section of the report and discuss any ethical issues to be addressed by the study and will submit a rough draft of the method and ethical issues.</td>
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<td>* Schedule an electronic conference meeting with the instructor as needed.</td>
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<tr>
<td>Assignment #4 &amp; Progress Report #4</td>
<td>Due: 3/8/21</td>
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<tr>
<th>Module 5</th>
<th>Research Proposal Draft (will identify and include the following):</th>
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<tbody>
<tr>
<td>- Introduction</td>
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<tr>
<td>- Problem Statement/Purpose</td>
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<tr>
<td>- Significance of the Study</td>
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<tr>
<td>- Action Research Question(s)</td>
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<tr>
<td>- Literature Review (base-at least nine (9) citations)</td>
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<td>- Proposed Methodology</td>
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<td>- Proposed Data Analysis Plan</td>
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<tr>
<td>Assignment #5 &amp; Progress Report #5</td>
<td>Due: 3/15/21</td>
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<tr>
<th>Module 6</th>
<th>Study Timeline:</th>
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<tbody>
<tr>
<td>Write the implementation timeline of the study.</td>
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<tr>
<td>Progress Report #6</td>
<td>Due: 3/22/21</td>
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<tr>
<th>Module 7</th>
<th>Data Collection:</th>
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<tbody>
<tr>
<td>Once approved, conduct the study. Discuss what was accomplished during the week through Canvas. If waiting on IRB approval provide a summary of literature reviewed.</td>
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<tr>
<td>Assignment #6, and Progress Reports #7 through #9 Weekly submissions required between 3/29/21 and 4/12/21</td>
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### Module 8

**Data Analysis & Results Section:**
Analyze the data and write up the results for this section of the report. Graphs and charts are very helpful.

**Assignment #7 and Progress Report #10**
**Due: 4/19/21**

### Module 9

**Discussion and Conclusion:**
Write up discussion and conclusion to the study.

**Assignment #8 and Progress Report #11**
**Due: 4/26/21**

### Final Paper Submission & Project Presentation

**Final Paper:**
Submit paper through TaskStream. *Rubric to assess the Final Paper is presented below (Rubric can also be found on TaskStream)*

**Project Presentation:**
Determine a time to present the paper and record your presentation and submit it via Canvas.

**Final Paper, and Project Presentation Recording**
**Both due: 5/3/21**
## RESEARCH PAPER RUBRIC:

**ADVANCED PROGRAMS RESEARCH PROJECT**

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<thead>
<tr>
<th></th>
<th>Value: 1.00</th>
<th>Value: 2.00</th>
<th>Value: 3.00</th>
<th>Value: 4.00</th>
<th>Score/Level</th>
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<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>Information omitted.</td>
<td>Less than three areas addressed</td>
<td>Three areas addressed.</td>
<td>All areas are addressed.</td>
<td>/4</td>
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<tr>
<td>Candidate’s Name</td>
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<tr>
<td>Project Title, Location,</td>
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<tr>
<td>Overview of Study</td>
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<tr>
<td><strong>Research Problem:</strong></td>
<td>Information omitted.</td>
<td>The problem is identified but lacks theoretical or practical significance</td>
<td>The problem is identified and can be investigated through an appropriate quantitative, qualitative, or action research analysis of data. Theoretical or practical significance is indicated.</td>
<td>The problem is thoroughly identified and can be investigated through an appropriate research design and analysis. Theoretical and practical significance is fully indicated.</td>
<td>/4</td>
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<tr>
<td>State the Research Problem and its theoretical and practical significance</td>
<td></td>
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<tr>
<td><strong>Literature Review:</strong></td>
<td>Literature Review omitted.</td>
<td>Less than five peer-reviewed studies are cited. The review does not provide an academic foundation for the study.</td>
<td>Five to eight peer-reviewed studies are discussed. The review provides sound and sufficient academic foundation for the study.</td>
<td>Nine or more peer-reviewed studies are discussed. The review demonstrates a thorough academic foundation for the study.</td>
<td>/4</td>
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<tr>
<td>Linkage of the research problem to existing peer reviewed knowledge base.</td>
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<td><strong>Study Population:</strong></td>
<td>Study population omitted.</td>
<td>Site for the research study and participants are briefly discussed. No aspects of environmental diversity are explicitly mentioned.</td>
<td>Site for the research study, participants, and demographics are discussed. Aspects of environmental diversity are briefly discussed.</td>
<td>Site for the research study, participants, and demographics are fully discussed. Numerous aspects of environmental diversity are thoroughly discussed.</td>
<td>/4</td>
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<tr>
<td>Research context and participants are described, with attention to the environmental diversity.</td>
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<tr>
<td>Methodology: Methodological design, Procedures, and Analytical Justifications</td>
<td>Methodology omitted.</td>
<td>Design indicated. Procedures and analytical justifications are not adequately described.</td>
<td>Design indicated; procedures and analytical justifications are adequately described.</td>
<td>Design, procedures, and analytical justifications are fully described and discussed.</td>
<td>/4</td>
</tr>
<tr>
<td>Results and Analysis</td>
<td>Results omitted.</td>
<td>Results reported, but elements are missing or incomplete.</td>
<td>Results and analysis adequately reported.</td>
<td>Results and analysis are fully described.</td>
<td>/4</td>
</tr>
<tr>
<td>Discussion and Reflection of Research</td>
<td>Discussion and reflection omitted.</td>
<td>Discussion and reflection are indicated but not adequately developed.</td>
<td>Discussion is supported by sufficiently developed reflection of the research and findings.</td>
<td>Discussion is thorough and fully supported by reflective connections to the literature, methodology, and analysis.</td>
<td>/4</td>
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<tr>
<td>Significance</td>
<td>Significance omitted.</td>
<td>Significance suggested but not adequately explained.</td>
<td>Significance reported and explained.</td>
<td>Significance fully and reflectively discussed, and connected to the research question.</td>
<td>/4</td>
</tr>
<tr>
<td>References: All citations appearing in the text match the reference list.</td>
<td>References are omitted.</td>
<td>In-text citations and reference list contain more than four errors.</td>
<td>In-text citations and reference list contain two to four errors.</td>
<td>In-text citations and reference list contains less than two errors.</td>
<td>/4</td>
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