

Intro to Action Research in Special Education Section 01

ED E 285

Fall 2024 3 Unit(s) 08/21/2024 to 12/09/2024 Modified 08/12/2024

Contact Information

	:	Sudha Krishnan
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	:	Mondays 3:00-5:00 or by appointment/via zoom
C D /	:	In-Person, SH 230, Wednesdays 4:00-7:45pm on these days: 8/28, 9/11, 10/9, 10/23, 11/6, 11/20, 12/4, 12/18 Asynchronous classes (online) on these days: 8/21, 9/4, 9/18, 10/2, 10/16, 10/30, 11/13, 11/27, 12/11
C	:	SH 230
C	:	3
	:	Admission into the MA program

Course Information

This course will adopt a hybrid format, with instruction delivered in traditional lecture format and asynchronous sessions. Students will need access to a computer or tablet device with reliable internet connectivity. If you do not have such a device, there are resources on campus that you can use. Be sure to plan to use these resources frequently to keep up with the pace of the course.

Computer labs for student use are available in the [Academic Success Center](#)

All course materials (announcements, syllabus, handouts, assignments)



Course Goals

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This course is designed as a supervised study in the field of special education. At the core of the course is a commitment to professional excellence and fostering inclusive, culturally sustaining, democratic principles of bcot

3. Discuss the organization and processes of instruction in programs serving individuals with disabilities
 4. Review, critically analyze and synthesize research as a part of reflecting on one's practice and commitment to equity and social justice in the classroom.
 5. Develop and apply academic
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<p>Annotated Bibliography- Conceptual Framework</p>	<p>As you learn more about theories and frameworks that inform special education and disability, you will select 1-2 articles to generate an annotated bibliography with a specific focus on theory. These articles do not have to be empirical and may be older than your empirical research articles. You will provide a citation using APA 7th edition for each article and focus your brief paragraph on how the author(s) used the theory/framework(s) to inform their study. The second paragraph will include your own reflections of how to incorporate this framework into your own project.</p> <p><i>Used to incorporate into Conceptual Framework Section</i></p>	<p>10 points</p>
<p>Annotated Bibliography-Action Research</p>	<p>As you learn more about action research, you will select a total of 2 articles that utilize action research as a methodology (ideally in a topic similar to yours, but at least related) and generate an annotated bibliography for these articles. You will provide an APA 7th edition citation and a brief paragraph describing how the author(s) conducted their action research study (aka the methods section). A second paragraph will include your own reflections of how to incorporate similar methods for your own action research project.</p> <p><i>Used to incorporate into Methodology Section</i></p>	<p>10 points</p>
<p>Introduction</p>	<p>You will generate a 2- 3-page paper that describes your teaching experiences that relate to your inquiry project, your problem of practice statement and initial question (see full guidelines below).</p>	<p>10 points</p>

Conceptual Framework	You will include a 1– 2-page paper on the framework you have chosen, highlighting the articles you described in the annotated bibliography for this section and then how this framework informs your method/action-inquiry approach.	10 points
Literature Review	Using the empirical annotated bibliography that you generated for class, you will develop a 5– 10-page (max) literature review. The review will include 2-3 key areas or themes that you take away from the empirical studies and provide a summary of these articles followed by a link to how they inform your project (see full guidelines below).	10 points
Methods	You will generate a 2– 4-page paper that describes your research context and inquiry design (Parts 1 & 2). This will also include a 1-page plan for data collection and analysis (Parts 3 & 4) that you will complete the written part for in your second course.	10 points
Final Paper	You will combine all of the written paper documents into one final project document for this course. Each section will be submitted separately for a grade and the final grade will be the total of these sections. It is your responsibility to incorporate feedback on subsections that you receive from your instructor so that the final action research paper has the most up-to-date changes.	Sum of all the points above
Classroom Participation Points	Includes group presentations, group activity, peer editing, and quick writes	30
A C A		100

 Grading Information

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A+	98-100 points
A	94-97pts



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A	21	Introductions · Syllabus Overview · Introduction to Action Research Chapter 2 (Bruce & Pine) · Bruce video (Perkins)	C 2, B &	3
A	28	Choosing Topics and Groups · How to pick a topic of inquiry · Topic Ideas · Finding information from research articles	C 5,6,7,8, B &	3
A	4	Article Search: Find at least 5 articles related to your topic		1, 3
-	11	Annotated Bibliography: How to write an annotated bibliography Writing annotated bibliographies-group work	C C A B	5,6
A	18	Work on Annotated Bibliography		1,4,5,6

<p>25</p> <p>-</p>	<p>Student paper, set-up</p> <p>APA format</p> <p># of PLOs</p> <p>Writing the Introduction (positionality statement, problem of practice, research questions)</p>		<p>A</p> <p>B</p> <p>5 E</p> <p>Reports a a</p> <p>A B</p>	

A	30	Work on Conceptual Framework Individual Check-ins		D C F	
-	6	Writing the Methods Section		A B (2) A R - A	
A	13	Work on Writing Methods Section		TRW	4, 5, 6 O