THED 697: Action Research II (3 credits)

Instructors:
Gillian McNally, gillian.mcnally@unco.edu, (970) 351-2597 (Josh’s reader)
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Prerequisites: THEA 600, 670, 530, 540, 560, 680, 696, 531, 541, 561

Office: Crabbe Hall, 303
Office Hours: Tue/Thur 10-11:00 and Tue 3:30-4:30, Friday 9:00-10:00 am by appointment

Course Description:
In this course, students will complete an action research project begun in THED 696 by drawing conclusions and discussing implications. They will submit final reports to graduate committees.

Course Goals:
1) To complete the report on the action research project.
2) Use teacher research to refine professional judgments, improve classroom practices and contribute to curriculum development.
3) Advance understanding of teacher inquiry in K-12 Drama and Theatre Art Education as a integral part of the teaching and learning processes during one’s professional’s career.
4) Value critical reflection as a basis for making reasoned decisions about one’s teaching practices.
5) To strengthen skills in research and writing.

Course Objectives: Students will…
1) Complete the action research report begun in THED 696.
2) Collect and analyze data from their classes including their own observations and reflections.
3) Complete an analysis of the data collected during implementation of the research project.
4) Examine their assumptions and beliefs about teaching practices and theatre making.
5) Articulate their theories on classroom practices.
6) Discuss research with their cohort and other colleagues to validate their findings and interpretations of data.
7) Submit final action research reports to graduate committee for approval

Technology Use
- All students must use most current version of MS Word
- Students must utilize “track changes feature” for all drafts of chapters
- Students will use articles found on the Internet for research. All cited information from any source must use correct MLA citation

Required Textbooks:
At this point in the thesis process, each student will use various articles, books and research finding specific to their project.


**GRADUATE SCHOOL HANDBOOK – It is imperative that you read this from cover to cover.**

[http://www.unco.edu/grad/forms/index.html](http://www.unco.edu/grad/forms/index.html)

Course Requirements:
1) Apply for graduation and send the form to your advisor by September 4th.
[http://www.unco.edu/grad/forms/deadlines.html](http://www.unco.edu/grad/forms/deadlines.html)

2) Check out the Graduate School website for additional details concerning how to submit your final thesis manuscript, forms that need to filed and signed, all deadlines, thesis costs, etc.
[http://www.unco.edu/grad/forms/index.html](http://www.unco.edu/grad/forms/index.html)

3) Find the Masters Thesis or Creative Project Manual at:
[http://www.unco.edu/grad/new_current/resources/index.html](http://www.unco.edu/grad/new_current/resources/index.html)

**IMPORTANT NOTES:**
1) Students MUST USE Microsoft Word for their thesis document. For each draft, you MUST use track changes so that your instructor can see the changes you have made. Instructors will not read documents that do not contain track change corrections. WHEN YOUR THESIS ADVISOR MAKES CORRECTIONS TO YOUR THESIS DOCUMENT, THESE CORRECTIONS ARE NOT AT OPTION; THEY ARE REQUIRED. IF YOU DISAGREE WITH THE CORRECTIONS, MAKE A CASE TO YOUR ADVISOR AS TO WHY YOU DISAGREE.

2) Maintain a calm, professional attitude, problem solve first yourself, have someone look at/edit your work before you submit it to your advisor, meet all deadlines required by your advisor, and if you have formatting or computer issues, seek help from someone other than your advisor first. Your advisor’s main purpose is to evaluate the content of your thesis, not to serve as your primary editor.

3) Use the latest version of Microsoft Word (currently Word 2011 for MAC and 2012 for PC) and use the formatting tools as opposed to tab button for indents.

4) Avoid editorializing, and do not use first/second person or future tense.

5) Refer to the example thesis on Blackboard under Course Materials for an example of each section below.

6) If you have chosen to research a topic instead of producing a play, see the additional example on Blackboard under Course Materials.

7) It is required that students seek out an editor to help with the writing process. The graduate school has a list of approved editors.

**Outline of Course Content:**
Chapter 1: Introduction

Rationale
- What you do.
- Why you chose the question.
- What drew you to the question?
- Important, worth your time/effort, beneficial to you, others
- Assumptions, expectations about students, learning situation
- Educational philosophy (if applicable)

Background/Context
- Setting (describe culture & community context), population, school, class
- Social, political, cultural context (if applicable)
- Basic facts, statistics

Research Question
- Clearly stated, do not prejudge the result
- Avoid questions to which you already know the answer
- Broad enough to allow for a range of insights/findings
- Narrow enough to be manageable within timeframe/daily work

Limitations
- State parameters of study/constraints on study
- Unique circumstances about your setting or context

Definition of Terms
- Working definitions of art terms, education terms etc.

Chapter 2: Review of the Literature

Summarize current research on topic
- Lit Review adds support for the rationale of your study
- Appropriately selected sources, relevant to question, quality sources
- Organized by connecting to themes, big ideas of question (not just a “collection”)
- Flow of ideas makes logical sense and is easy to follow

Chapter 3: Methods and Procedures

Design
- Plan of action for conducting research
  - Will you develop and implement a new strategy or approach to address your question?
  - Will you focus on existing practices? If so, which ones?

Procedure
- Timeline for your study
- From where will you collect the data?
- Support systems already in place for data collection to occur
- Any limitations for collection of data
- When are you collecting data, for how long?
- Will the strategies used facilitate observation and recording of data during class?
- Can you afford the time to gather/record data using the chosen strategies?
Participants

Data Collection
Who is going to collect the data?
Are there data which can be generated by students?
Is there a colleague who can observe in your room or a student teacher who can assist with data collection?
What can you do yourself without it being too overwhelming?
Instrumentation (Tools) the types of data to collect in order to answer the question
What can be learned from this particular data collection strategy
Or
Stated in another way, is there a match between what you want to learn and the data collection strategy?
Use at least three (What tools do you use everyday that would provide evidence?)
Everyday tools such as: classroom maps, anecdotal records, time-sampled observations, samples of student work, drawings, photographs interviews and conversations, surveys, teacher research journals

Data Analysis
Plan for analyzing the data
What can you learn from the data?
What patterns, insights and new understandings can you find?
What meaning do these patterns, insights and new understandings have for your practice?
If your actions yielded results similar to other researchers, your analysis will be accepted as plausible.
If results contradict prior research, you can formulate a new question about why your study yielded different results.
Examine different explanations to account for the data.
Revisit any assumptions you held about the students, learning situation.
Share the evidence with your colleagues.
Develop an argument with evidence and claims.

Chapter 4: Results
Improving your practice
Rethink the need, the change, the results
Does the evidence support your claims?
Do your colleagues find your argument credible?
How does argument fit with ongoing dialogues and conversations?

Chapter 5: Conclusions and Recommendations
Plan for future action
What will you do differently in your classroom as a result of the study?
New questions,
Based on the data and analysis what might you recommend to others?

References (and Appendices if needed)
**Course Requirements:**
1. Complete the online reading assignments each week.
2. Online discussions and assignments
3. Submission of final action research report to graduate committee for review and feedback (specifics provided separate from this syllabus)
4. Submission of action research report to a reputable educational journal (specifics provided separate from this syllabus)
5. Read additional selections as indicated by instructor.
6. Complete the thesis/action research project.

**Method of Evaluation:**

Chapter 1: 100 points  
Chapter 2: 100 points  
Chapter 3: 100 points  
Chapter 4: 300 points  
Chapter 5: 300 points  

Overall quality of work, ability to meet deadlines, professionalism: 100 points  
Total Possible Points: 1000 points

Grading Scale:  
A=93-100%  A-=90-92  B+=87-89%  B=83-86%  B-=80-82%  
C+=77-79%  C=73-76%  C-=70-72%  D+=67-69%  D=63-66%  D-=60-62%  F=0-59%

Grade of A – All requirements thoroughly and exceptionally completed. Creative and original ideas are evidenced.  
Grade of B – One or more of the listed requirements is missing or not adequately completed. The assignment is prepared at above average standards.  
Grade of C – There is evidence that an effort has been made to prepare the assignment; however, the requirements were marginally realized.  
Grade of D – The assignment was turned in, but is below required standards.  
Grade of F – The assignment does not meet any of the requirements.

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**Disability Support Services:** Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Honor Code:** All members of the University of Northern Colorado community are entrusted with the responsibility to uphold and promote five fundamental values: Honesty, Trust, Respect, Fairness, and Responsibility. These core elements foster an
atmosphere, inside and outside of the classroom, which serves as a foundation and guides the UNC community’s academic, professional, and personal growth. Endorsement of these core elements by students, faculty, staff, administration, and trustees strengthens the integrity and value of our academic climate.

**UNC Policies:** UNC’s policies and recommendations for academic misconduct will be followed. For additional information, please see the Dean of Student’s website, Student Handbook link [http://www.unco.edu/dos/handbook/index.html](http://www.unco.edu/dos/handbook/index.html)

**Evaluating Colorado Teachers Standards** (August 2012)

**Quality Standard I:** Teachers demonstrate mastery of and pedagogical expertise in the content they teach. The elementary Teacher is an expert in literacy and mathematics and is knowledgeable in all other content that he or she teaches (e.g., science, social studies, arts, physical education, or world languages). The secondary Teacher has knowledge of literacy and mathematics and is an expert in his or her content endorsement area(s).

**Quality Standard II:** Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

**Quality Standard III:** Teachers plan and deliver effective instruction and create an environment that facilitates learning for their students.

**Quality Standard IV:** Teachers reflect on their practice.

**Quality Standard V:** Teachers demonstrate leadership.

**Colorado Academic Standards for Drama and Theatre Arts**

1. **Create**
   The creation of drama and theatre is a demonstration of learned skills in forming new theatrical works, interpreting theatrical works for performance and design, and developing characters and analyzing roles.

2. **Perform**
   The theatre process is a product of the knowledge and essential skills gained in the study of theatre toward the expression of the human experience in story, movement, speech, and staging for an intended audience.

3. **Critically Respond**
   An informed literacy, thoughtful critique, and cultural research are key aspects of theatre arts study. Responding focuses on the artistic and scientific knowledge of conventions, cultures, styles, genres, theories, and technologies needed to know better choices and best practices.

**Standard Grade Level Expectation:**

**High School – Extended Pathway**

1. **Create**
   1. Character development in improvised and scripted works
   2. Technical design and application of technical elements
   3. Ideas and creative concepts in improvisation and play building
   4. Creation, appreciation, and interpretation of scripted works

2. **Perform**
1. Drama and theatre techniques, dramatic forms, performance styles, and theatrical conventions that engage audiences
2. Technology reinforces, enhances, and/or alters a theatrical performance
3. Direction or design of a theatrical performance for an intended audience

3. Critically Respond
1. Contemporary and historical context of drama
2. Elements of drama, dramatic forms, performance styles, dramatic techniques, and conventions
3. Respect for theatre professions, cultural relationships, and legal responsibilities

High School – Fundamental Pathway
1. Create
1. Creative process in character development and script improvisation
2. Technical elements of theatre in improvised and scripted works
3. Expression, imagination, and appreciation in group dynamics
4. Interpretation of drama using scripted material

2. Perform
1. Communicate meaning to engage an audience
2. Technology reinforces, enhances, and/or alters a theatrical performance
3. Directing as an art form

3. Critically Respond
1. Analysis and evaluation of theatrical works
2. Evaluation of elements of drama, dramatic techniques, and theatrical conventions
3. Respect for theatre, its practitioners, and conventions

The National Council for Accreditation of Teacher Education (NCATE) Standards
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions
Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

Standard 2: Assessment System and Unit Evaluation
The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

Standard 3: Field Experiences and Clinical Practice
The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

Standard 4: Diversity
The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for
candidates include working with diverse populations, including higher education and P–12 school faculty, candidates, and students in P–12 schools.

**Standard 5: Faculty Qualifications, Performance, and Development**
Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance. They also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

**Standard 6: Unit Governance and Resources**
The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

**National Association of Schools of Theatre (NAST) Teaching Competency Standards for Theatre Education**
The theatre teacher is expected to understand the total contemporary educational program—including relationships among the arts—in order to apply theatre competencies in teaching situations and to integrate theatre instruction into the total process of education. Essential competencies are:

1. An understanding of child development and the identification and understanding of psychological principles of learning as these relate to theatre education;
2. An understanding of the philosophical and social foundation underlying theatre in education and the ability to express a rationale for personal attitudes and beliefs;
3. An ability to assess aptitudes, experiential backgrounds, skills, and interests of individuals and groups of pupils, to devise learning experiences to meet assessed needs, and to manage classrooms and rehearsals effectively;
4. A knowledge of current methods and materials available in all fields and levels of theatre education;
5. An understanding of the principles and methods of developing curricula and the short- and long-term units that comprise them;
6. An understanding of evaluative techniques and the ability to apply them in assessing both the progress of students and in the objectives and procedures of the curriculum; and
7. An awareness of the need for continuing study, self-evaluation, and professional growth.

**Student Code of Conduct**
All students are expected to adhere to the University’s *Student Code of Conduct*, designed to promote a safe and respectful learning environment. For more information about your rights and responsibilities as a UNC student see http://www.unco.edu/dss/UNChonorCode.html.

**Academic Integrity: Plagiarism / Consequences**
It is expected that members of this class will observe strict policies of academic honesty and will be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer
accounts, or someone else’s work is determined, will be referred to Student Services and will be investigated to its full extent. Consider providing a definition of plagiarism and examples if desired or referring students to: http://www.unco.edu/english/wcenter/academicintegrityindex.html.

**Students with Disabilities**
Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

**Sexual Misconduct/Title IX Statement**
The University of Northern Colorado prohibits and will not tolerate sexual misconduct or gender-based discrimination of any kind. UNC is legally obligated to investigate sexual misconduct (including, but not limited to sexual assault, sexual harassment, stalking, and intimate partner violence). If you disclose an incident of sexual misconduct to a faculty member, they have an obligation to report it to UNC’s Title IX Coordinator. “Disclosure” may include communication in-person, via email/phone/text message, or through in/out of class assignments. If you wish to speak confidentially about an incident of sexual misconduct, please contact the UNC Counseling Center (970-351-2496) or the Assault Survivors Advocacy Program (970-351-4040). If you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexualmisconduct.

**Equity and Inclusion Statement**
The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

The Office of Student Rights & Responsibilities (located in Decker Hall) serves as resource to anyone seeking support or with questions about equity and inclusion at the University of Northern Colorado (UNC). If you are a witness to or experience acts of bias at UNC and would like to learn more about bias response or report a bias incident, please visit Bias Response at http://www.unco.edu/biasresponse/.
Schedule

All assignments due Sunday night at Midnight, MST via email

Week 1: Aug 24-30
  DUE: Work on Chap 1-3 Final Draft

Week 2: Aug 31-Sept 6
  Due: Chap 1-3 Final Draft

Week 3: Sept 7-13
  Due: Work on Chap 4

Week 4: Sept 14-20
  Due: Chap 4 (first Draft)

Week 5: Sept 21-27
  Due: Work on Chap 5

Week 6: Sept 28-Oct 4
  Due: Chap 5 (first draft)

Week 7: Oct 5-11
  Due: Final Chap 4

Week 8: Oct 12-18
  Due: Final Chap 5

Week 9: Oct 19-25
  Due: Work on final clean draft of entire document

Week 10: Oct 26-Nov 1
  Due: Final draft—no track changes. Clean document. PDF format please.

Gillian and Gina make final recommendations to grad school by Nov 13th.