



**Professional Education Unit**  
Foundational and Graduate Studies in Education

An Introduction to Action Research and Grant Writing for Educators (Online)  
EDUC 611  
Fall 2009

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**Office Hours:** Tuesdays 1:00 p.m. - 4:00 p.m. and by appointment

Course Description: **EDUC 611 An Introduction to Action Research and Grant Writing for Educators. (3-0-3) I.** This class is designed to provide public school teachers and other professional staff with the knowledge and skills they need to use action research strategies to seek solutions to instructional problems and to write grant proposals to help fund these and other school projects. [Note: This course will also provide the student with information related to research methodologies beyond action research. Both quantitative and qualitative research will be presented along with discussion of statistical procedures (descriptive and inferential statistics).]

***“Community Engagement: A Light to and from the Mountains”***

*The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.*

**Conceptual Framework Outcomes (CFO’s):**

The Unit and the faculty within individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty–first century skills need to make an optimal contribution to “whole” student learning in education settings.
2. Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

**Student Learning Outcomes (SLO's):** The following outcomes have been established for this course. These outcomes are consistent with the ISTE Educational Technology Standards for Technology Facilitation (TF), NCATE/AECT Educational Communications and Instructional Technology (ECIT) Accreditation Standards Performance Indicators as well as Kentucky Teacher Standards (KTS).

1. Participants will recognize and define a research problem, in particular, action research problems related to the student's work situation; **TF-III, TF-V,TF-VI. ECIT 1, ECIT 4, KTS 1, KTS 6, KTS 10**
2. Participants will determine the best procedures for investigating a research problem including developing the research question or hypothesis, conducting a review of literature, developing sampling procedures, developing the data collection process, and developing the analysis procedures. **TF-III, TF-V,TF-VI, ECIT 1, ECIT 4, KTS 1, KTS 6, KTS 10**
3. Participants will develop a grant proposal to address a selected educational research problem or issue. **TF-III, TF-V,TF-VI, TF-VIII, ECIT 1, ECIT 4, KTS 1, KTS 6, KTS 10**

**NCATE/ EPSB Accreditation Alignment of CFO's and SLO's:**

| <b>Program:</b> Educational Technology <b>Course:</b> EDUC 611 Introduction to Action Research and Grant Writing |   |   |  |                       |                |
|--|---|---|--|-----------------------|----------------|
| <b>Aligned with →</b>  | <b>Kentucky Teacher Standards (KYS)</b> | <b>Kentucky Education Reform Act (KERA)</b>   | <b>Education Professional Standards Board (EPSB)</b> | <b>ISTE Standards</b> | <b>NCATE</b>   |
| <b>Assessment ↘ (point values)</b>   |   |   |  |                       |                |
| <b>Online Discussion Board Participation - 5 points each assignment<br/>CFO: 2, 3<br/>SLO: 1, 2, 3</b>           | 1, 6, 10                                | Students connect to the KERA Initiatives through readings, instruction, discussion relating them to the development of action research and grant writing to enhance instruction and learning. | Technology, Assessment, Achievement Gap              | 3, 5, 6               | 1b, 1c, 1d, 1e |
| <b>Assignments and activities -10 points each<br/>CFO: 2, 3<br/>SLO: 1, 2, 3</b>                                 | 1, 6, 10                                | Students connect to the KERA Initiatives through assignments relating them to the development of action research and grant writing to enhance instruction and learning.                       | Technology, Assessment, Achievement Gap              | 3, 5, 6               | 1b, 1c, 1d, 1e |
| <b>Action Research proposal &amp; Report -</b>   | 1, 6, 10                                | Students connect to the KERA Initiatives through  | Technology, Assessment, Achievement Gap              | 3, 5, 6               | 1b, 1c, 1d, 1e |

|   |          |   |   |            |                |
|---|----------|---|---|------------|----------------|
| <b>100 points</b><br><b>CFO: 2, 3</b><br><b>SLO: 1, 2</b>                                 |          | readings, instruction, discussion and projects relating them to the development of action research and grant writing to enhance instruction and learning. |   |            |                |
| <b>Grant proposal - 100 points</b><br><b>CFO: 2, 3, 5</b><br><b>SLO: 1, 2, 3</b>          | 1, 6, 10 | Students connect to the KERA Initiatives through the development of grant writing skills to enhance instruction and learning.                             | Technology, Assessment, Achievement Gap | 3, 5, 6, 8 | 1b, 1c, 1d, 1e |
| <b>Midterm and Final Exam- 100 points each</b><br><b>CFO: 2, 3</b><br><b>SLO: 1, 2, 3</b> | 1, 6, 10 | Students connect to the KERA Initiatives through assessment of readings, instruction, and discussions related to of action research and grant writing     | Technology, Assessment, Achievement Gap | 3, 5, 6    | 1b, 1c, 1d, 1e |

| <b>Program:</b> Educational Technology<br>EDUC 611 Intro to Action Research and Grant Writing |  |
|---|--|
| <b>Assessment (point value)</b>   | <b>Description</b>   |
| <b>Discussion Board</b> (5 points each).  | Throughout the course there will be prompts provided on the Discussion Board for students to share their experiences, thoughts, and knowledge. In addition, students are expected to comment on what others have written. Student entries should be of a scholar nature, and not one of just “I think that was a great idea” type of response. In lieu of a face-to-face meeting, the discussion board allows for the expression of knowledge requiring synthesis, evaluation, and reflection of personal experiences along with what has been learned from the various readings. <b>These prompts will normally be posted by 5:00 p.m. on Mondays and students will have until the following Sunday at 11:00 p.m. to respond.</b> |
| <b>Assignments and Activities</b> (10 points each)  | Through the semester there will be assignments and activities that students will need to complete. These assignments and activities will be designed to enable students to demonstrate mastery of the stated Student Learner Outcomes (SLO’s) related to action research and grant writing as well as specific tasks related to academic success in this course. Activities may involve, but are not limited to, analysis of research articles and grant applications,   |

|   |   |
|---|---|
|   | identifying concepts related to research and grant writing, evaluation of research problems, quizzes, and other appropriate activities. <i>These assignments will normally be posted by 5:00 p.m. on Mondays and students will be due the following Sunday at 11:00 p.m.</i>  |
| <b>Action Research Proposal and Report (100 points)</b> | Identify an instructional issue in your school or classroom, and develop and implement a small-scale action research project to explore it. Students will submit a research proposal, and after receiving feedback from the instructor, will implement the study by collect and analyzing data, drawing conclusion(s), and develop an appropriate plan for improvement. The student shall then submit a final action research report. |
| <b>Grant Application (100 points)</b>                   | Select a school project for which it would be appropriate to solicit outside funding, and develop a grant proposal for such funding, incorporating the principles studied in this class. 80 of the 100 possible points will relate to the actual writing of the grant and the other 20 will relate to actual successful submission of the grant to the appropriate agency.  |
| <b>Exams (100 points each)</b>                          | Exams will be given during the semester to allow the student to demonstrate skill and concepts as related to the Student Learner Outcomes (SLO's) presented during the semester. Exams will be made available through Blackboard.   |
| <b>Plagiarism Tutorial (20 points)</b>                  | Complete the tutorial on recognizing and avoiding plagiarism and submit to your instructor a certificate of successful completion. The tutorial is at <a href="https://www.indiana.edu/~istd/">https://www.indiana.edu/~istd/</a> .   |

## Grading

|                                       |                |
|---------------------------------------|----------------|
| Online Discussion Board Participation | 5 points each  |
| Assignments and activities            | 10 points each |
| Action Research proposal              | 80             |
| Action Research report                | 20             |
| Grant proposal                        | 100            |
| Exams                                 | 100 each       |
| Plagiarism Tutorial                   | 20             |
| <b>Total Points for this course:</b>  |                |

## Grading Scale

|   |               |
|---|---------------|
| A | 100%-90%      |
| B | 89%-80        |
| C | 79%-70%       |
| D | 69%-60%       |
| E | 59% and below |

### **Electronic Document Format:**

All typed documents must be saved as either a Microsoft Word document (i.e. test.doc) or in Rich Text Format (i.e. test.rtf). Microsoft Word is preferred and students should use it if available. No other formats for typed documents will be accepted.

### **Format for Formal Writing and Citations:**

Most disciplines in education use APA as the standard format for scholarly writing, and students in the educational technology programs at MSU will be required to use APA in their exit portfolios. Therefore students are encouraged to use APA for all their work in this class. If one does not have a copy of the APA stylebook, most essential information can be found at this website: <http://owl.english.purdue.edu/owl/resource/560/01/>

Other disciplines, particularly in the humanities, typically use the MLA format for their formal writing. Students who are not in educational technology programs at MSU or who work primarily in humanities disciplines may opt to use the MLA format for their formal writing in this class. These students should keep in mind that work created in MLA may have to be revised into APA format before submitting their exit portfolio.

General purpose encyclopedias - for example *Encyclopedia Britanica*, *Encyclopedia Americana*, *Wikipedia* - are NOT acceptable sources for scholarly research. While they may provide students with a general introduction to a topic and may include good bibliographic references, they should not be used as sources or cited in graduate research papers. Neither are publications aimed at public school students appropriate sources for graduate research. For example, *Weekly Reader*, *Scholastic* magazines, *Cobblestone*, *Time for Kids*, and *National Geographic Explorer*.

### **Required Texts and Materials:**

- Hendricks, Cher. *Improving Schools Through Action Research*.
- Hall, Mary and Susan Howlett. *Getting Funded: The Complete Guide to Writing Grant Proposals*.
- Taylor, Chris. *Granted: A Teacher's Guide to Writing and Winning Classroom Grants*.
- Additional resources related to action research and grant writing will be provided by the instructor throughout the semester on Blackboard.

### **Course Technology Requirements:**

- You will be required to have access to a computer that meets the Distance Learning Office BlackBoard technical requirements (<http://www.morehead-st.edu/units/distance/bbtech.shtml>).
- It is also strongly recommended that you have access to high speed Internet to facilitate the downloading of necessary programs for the course.
- It is recommended that you have access to a scanner.
- Some projects may need to be submitted on CD or DVD-ROM.

### **Course Evaluation:**

Student's course evaluation will be determined by class projects, homework assignments, and class participation.

### **Attendance Policy:**

This course is a web-based course where participants will need to be active in a variety of activities. Students are expected to in all online activities that occur. Participation is a key component to this class. All class assignments are due on the date assigned in class.

### **Late Work:**

Assignments turned in after due date and time but no more than 24 hours late will be penalized one letter grade. Work turned in more than 24 hours but less than 48 hours after it is due will be penalized by a 50% reduction in points. Work will not be accepted that is more than 48 hours late without medical or bereavement documentation. If a student is unable to submit work on time due to a medical emergency or death in the family, the student should notify the instructor of the situation as soon as possible and request an extension of the deadline.

### **Academic Honesty**

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at

<http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html>

*Note: Due to the nature of this class, it is acceptable to reference web-based materials (i.e. lesson plans, activities, etc.) as a resource for generating ideas, but any materials used regardless of where they are obtained should be cited appropriately (i.e. APA format, MLA format, etc.). You are not allowed to use or simply modify someone else's work.*

### **Americans with Disabilities Act (ADA)**

In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, [www.moreheadstate.edu/acs/](http://www.moreheadstate.edu/acs/)

### **Campus Safety Statement**

Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at <http://www.moreheadstate.edu/emergency>

## Class Schedule

| Class Meeting Date |       | Reading Assignments                              | Other Key Dates   |
|--------------------|-------|--|---|
| Aug                | 23-29 | Hendricks Ch. 1                                  |   |
| Aug/<br>Sept       | 30-5  | Hendricks Ch. 2                                  |   |
| Sept               | 6-12  | Hendricks Ch. 3                                  |   |
|                    | 13-19 | Hendricks Ch. 4                                  | Sept. 13 - Select Topic for Action Research Project (ARP) |
|                    | 20-26 | Hendricks Ch. 5                                  |   |
| Sept/<br>Oct       | 27-3  | Hendricks Ch. 6                                  | Oct. 3 - Complete bibliography for ARP                    |
|                    |       | Hendricks Ch. 7                                  | Oct. 10 - Action Research Proposal Due                    |
| Oct                | 4-10  |  |   |
|                    | 11-17 | Hendricks Ch. 8                                  |   |
|                    | 15    |  | <b>MIDTERM EXAM</b>                                       |
|                    | 18-24 | Hall & Howlett Chs. 1-2<br>Taylor Ch. 1          |   |
|                    | 25-31 | Hall & Howlett Chs. 3-4<br>Taylor Ch. 2          |   |
| Nov                | 1-7   | Hall & Howlett Chs. 5-6<br>Taylor Ch. 3          |   |
|                    | 8-14  | Hall & Howlett Chs. 7-8<br>Taylor Ch. 4          | Nov. 14 - Action Research Final Report Due                |
|                    | 15-21 | Hall & Howlett Chs. 9-10<br>Taylor Ch. 5         |   |
|                    | 22-28 | Hall & Howlett Chs. 11-12<br>Taylor Ch. 6        |   |
| Nov/<br>Dec        | 29-5  | Hall & Howlett Chs. 13 & Append.<br>Taylor Ch. 7 |   |
| Dec                | 6-12  |  | Dec. 6 - Grant Proposal Due                               |
|                    | 13    |  | <b>FINAL EXAM</b>   |