

## Term Information

Effective Term Autumn 2025  
*Previous Value* Spring 2014

## Course Change Information

**What change is being proposed? (If more than one, what changes are being proposed?)**

Adding distance learning as an option for delivery mode

**What is the rationale for the proposed change(s)?**

We are making this course available to be offered online so that our Online MA Art Education students may take the course as an elective option for their program.

**What are the programmatic implications of the proposed change(s)?**

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

n/a

**Is approval of the request contingent upon the approval of other course or curricular program request?** No

**Is this a request to withdraw the course?** No

## General Information

Course Bulletin Listing/Subject Area	Art Education
Fiscal Unit/Academic Org	Arts Admin, Education & Policy - D0225
College/Academic Group	Arts and Sciences
Level/Career	Graduate
Course Number/Catalog	7707
Course Title	Action Research Theory and Practice
Transcript Abbreviation	Actn Res Thry&Prac
Course Description	Exploration of action research theories and practices in school, community, and organizational settings.
Semester Credit Hours/Units	Fixed: 3

## Offering Information

Length Of Course	14 Week, 12 Week, 8 Week, 7 Week, 6 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	Yes
Is any section of the course offered	100% at a distance
<i>Previous Value</i>	<i>No</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Seminar
Grade Roster Component	Seminar
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

## Prerequisites and Exclusions

### Prerequisites/Corequisites

### Exclusions

Electronically Enforced No

## Cross-Listings

### Cross-Listings

## Subject/CIP Code

Subject/CIP Code 13.1302  
Subsidy Level Doctoral Course  
Intended Rank Masters, Doctoral

## Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

## Course Details

### Course goals or learning objectives/outcomes

- Expose students to theories and practices of action research
- Prepare students to plan, implement, and analyze action research studies

### Content Topic List

- Participatory research
- Classroom research
- Data collection
- Data analysis
- Research for social change

### Sought Concurrence

No

## Attachments

- ARTED7707\_Syllabus\_DL Approval\_Au2024.pdf: Distance learning syllabus  
*(Syllabus. Owner: Pace, Lauren Kate)*
- Syllabus 7707 AU2016 Manjon.pdf: Previous on-campus syllabus  
*(Syllabus. Owner: Pace, Lauren Kate)*
- ASC-Distance Education Cover Sheet\_ARTEDU 7707 Action Research\_Au24.pdf: ASC ODE cover sheet  
*(Other Supporting Documentation. Owner: Pace, Lauren Kate)*

## Comments

- The DL form signed off by Bob Mick has not been uploaded. *(by Vankeerbergen, Bernadette Chantal on 11/18/2024 10:28 AM)*

**COURSE CHANGE REQUEST**  
7707 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/27/2024

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Pace, Lauren Kate	10/29/2024 10:16 AM	Submitted for Approval
Approved	wilson, gloria jannette	11/18/2024 09:57 AM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/18/2024 10:28 AM	College Approval
Submitted	Pace, Lauren Kate	11/22/2024 10:35 AM	Submitted for Approval
Approved	wilson, gloria jannette	11/23/2024 04:08 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/27/2024 12:26 PM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/27/2024 12:26 PM	ASCCAO Approval



# SYLLABUS: ARTEDU 7707 ACTION RESEARCH THEORY & PRACTICE FALL 2025

## Course Overview

### Instructor

**Instructor:** Ruth M Smith, PhD (she/her)

**Email address:** [smith.7768@osu.edu](mailto:smith.7768@osu.edu)

**Office Hours:** Tuesday and Thursday 3 to 5 pm EST on Zoom.

Zoom link: <https://go.osu.edu/ruthsmith>

### Course Rationale

Research has moved beyond labs and passive observations of existing events. Mistrust and fear have caused many to question the purposes for and outcomes of research to an extent that researchers have lost some credibility to the general public. This trend, however, has been addressed through some research methodologies—such as action research—that philosophically call into question the role of participants in research and the potential impact of the research on those participants. In an aptly titled book, *From Subjects to Subjectivities*, the authors contend the necessary relationship of researcher with participants to collaboratively identify and solve problems at a local level (Tolman & Brydon-Miller, 2000). Freire's (1973) work questioned efforts that identify experts as problem-solvers for individuals suffering from oppression, reconstructing an approach that is participatory and empowering. More recent decolonizing methodologies, drawing from indigenous epistemologies, has further bolstered the use of participatory forms of knowledge production (Tuhiwai Smith, 2012).

Applying these principles to a research strategy and agenda has resulted in a vast base of literature in action research, an increasingly popular research methodology that replaces the quantitative-qualitative methodological dichotomy with a complete change in purpose. Action research proponents charge that researchers should return to the roots of research, as a way of re-searching something, looking at a phenomenon again for clarity, and realizing the subjectivity inherent in research agendas to the extent that generalization is neither necessary nor desirable (Stringer, 2007). This places research at a local level, one intended to create change through active participation by stakeholders, with the researcher serving as a facilitator of the process. The research, then, does not end with an observation of existing events, but includes local changes made to the problem(s) identified *with* the research participants. The process for collaboratively gathering data can include both qualitative and quantitative methods, including questionnaires, surveys, interviews, focus

groups, observations, and informal ways of communicating. Finally, the reporting of an action research project (through various methods, including visual, performance-based, and written) is intended to tell the story of the experience, including the change that took place, so that the information may be adapted and used elsewhere.

## How this Course Works

- **Course times and location:** No required scheduled meetings; all instruction occurs in Carmen each week. Any synchronous meetings will be recorded and posted to Carmen.
- **Mode of delivery:** This course is 100% online, asynchronous.
- **Pace of online activities:** This course is divided into **weekly modules**. Students are expected to keep pace with weekly deadlines but may freely schedule their efforts within that time frame. Typically, a module will include a weekly overview page, assigned readings/viewings/podcasts, an individual assignment, and a group discussion.
- **Credit hours and work expectations:** This is a **3-credit-hour course**. According to Ohio State policy ([go.osu.edu/credithours](https://go.osu.edu/credithours)), students should expect around 9 hours of engagement with the class each week of a 15-week semester to receive a grade of (C) average. Actual hours spent will vary by student learning habits and the assignments each week.
- **Participation requirements:** Because this is an online course, your attendance is based on your online activity and participation. The following is a summary of students' expected participation:
  - **Participating in online activities for attendance: AT LEAST ONCE PER WEEK.** You are expected to log in to the course in Carmen every week. During most weeks you will probably log in many times. If you have a situation that might cause you to miss an entire week of class, discuss it with me *as soon as possible*.
  - **Participating in discussion forums: 2+ TIMES PER WEEK.** As part of your participation, each week you can expect to post at least twice as part of our substantive class discussion on the week's topics. Most weeks this includes, at minimum, an initial response to the discussion prompt as well as reading and responding to at least one classmate's post. I also expect you to read and respond to any comments left on your post.
  - **Office hours and live sessions: OPTIONAL.** All live, scheduled events for the course, including my office hours, are optional.
- **Course communication guidelines:** The following are my expectations for how we should communicate as a class. Above all, please remember to be respectful and thoughtful.
  - **Writing style:** While there is no need to participate in class discussions as if you were writing a research paper, you should remember to write using good grammar, spelling, and punctuation. A more conversational tone is fine for non-academic topics.
  - **Tone and civility:** Let's maintain a supportive learning community where everyone feels heard and where people can disagree amicably. Remember that sarcasm doesn't always come across online.
  - **Citing your sources:** When we have academic discussions, please cite your sources to back up what you say. For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link. Utilize the APA Style Guidelines (see [www.owl.purdue.edu](http://www.owl.purdue.edu) for a comprehensive overview of APA Style Guidelines, including references and in-text citations).

- **Backing up your work:** Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.
- **Collaboration:** Students will sometimes collaborate in small groups. Each student should contribute equally to the activity and be responsible for their own work. Your classmates are counting on your contributions as a significant part of their learning experience.

## Course Description

This course is intended for students working on theses and dissertations in school, organizational, and community settings. The goal of this course is to introduce students to action research in these settings for the purpose of creating change through collaboration. Considering research as cyclical and dynamic and a collaborative process (Stringer, 2004), in contrast to research that is static and detached, reveals a pragmatic concept of research that is intended to address specific, local problems through participation in exploration and transformation (Brydon-Miller, 2001). Specifically, action research "provides [teachers and students] with new concepts, ideas, explanations, or interpretations that enable them to see the world in a different way and therefore to do things in a... better way" (Stringer, 2004, p. 3). Significant to this process is recognizing the participatory role of the researcher in the study, indicating a need for self-reflection that is inherent to the study's goals and outcomes. In this course, students will discuss and dissect action research theories and examples, present on examples of action research studies, and practice collecting, analyzing, and reporting data through qualitative research methods. Course work will also have students involved in exploring personal identity, a significant component to conducting qualitative and participatory research, locating and analyzing literature on a chosen topic, and writing critically and reflectively as a form of analysis.

## Course Goals and Learning Outcomes:

The goals for this course are to provide an understanding of:

- Action research methodologies and their epistemological, theoretical, and philosophical underpinnings.
- Researcher positionality and its impact on the design, implementation, understanding, and role of research in a global society
- The importance of developing working research questions and knowing where one's research focus fits within the contemporary research agenda in the field.
- The interconnection between epistemology, methodology, methods, and analysis.
- The responsibilities involved in ethical, moral inquiry with human participants.

In this course, students will:

- Complete assigned readings.
- Participate in and lead class discussion.
- Complete writing assignments and a research project.
- Keep a research journal.
- Obtain CITI certification (Office of Responsible Research Human Subjects Certification).

By the end of this course, you should be able to:

- Describe the background, epistemology/philosophy and function of action research methodologies.
- Describe positionality and researcher voice as well as the role research reflexivity plays in action research methodologies
- Identify an area of research, collect and analyze raw data related to a research interest, and present the outcomes.
- Read, synthesize, and discuss selected readings focused on action research.

## Course Materials

### Required Texts

- Stringer, E. T. (2021). *Action research*. (5th ed.). Thousand Oaks, CA: Sage Publications.

### Selected/Recommended Reading List

#### Journals

- *Journal of Action Research*: Accessible on Sage website (through OSU Library)
- *Educational Action Research*: Accessible on Taylor and Francis online (through OSU Library)
- There are other journals that focus on action research, and many discipline-focused journals also accept action research papers.

#### Books (\*chapters assigned from these texts):

- <http://methods.sagepub.com/> Qualitative Research Methods Little Blue Book Series has a number of great resources on specific methods and methodologies, including McIntyre, A. (2008). *Participatory Action Research*. Thousand Oaks, CA: Sage.
- \*Buffington, M. L. & Wilson McKay, S. (2013). *Practice Theory: Seeing the Power of Art Teacher Researchers*. Reston, VA: National Art Education Association.
- Denzin, N. K. (1989). *Interpretive interactionism*. Newbury Park, CA: Sage Publications.
- Ely, M., Vinz, R., Downing, M., & Anzul, M. (1997). *On Writing Qualitative Research: Living by Words*. London: RoutledgeFalmer.
- Greenwood, D. J. & Levin, M. (2007). *Introduction to action research: Social research for social change*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- \*Herr, K. & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage Publications.
- \*hunter, l., emerald, e., & Martin, G. (2013). *Participatory activist research in the globalized world: Social change through the cultural professions*. Dordrecht: Springer.
- \*Kinson, S., Pain, R., & Kesby, M. (2010). *Participatory Action Research Approaches and Methods*. London and New York: Routledge.
- Reason, P. & Bradbury, H. (2006). *Handbook of action research*. London: Sage Publications.
- Stringer, E. (2008). *Action research in education*. (2nd ed.). Columbus, OH: Pearson Publishing.
- Tolman, D. & Brydon-Miller, M. (2000). *From subjects to subjectivities: A handbook of interpretive and participatory methods*. New York, NY: NYU Press.
- \*Tuhivai Smith, L. (2012). *Decolonizing methodologies*, 2<sup>nd</sup> Ed. London & New York: Zed Books.

## Course Technology

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- Self-Service and Chat: [go.osu.edu/it](https://go.osu.edu/it)
- Phone: 614-688-4357 (HELP)
- Email: [servicedesk@osu.edu](mailto:servicedesk@osu.edu)

## Required Equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone
- Other: a mobile device (smartphone or tablet) or landline to use for BuckeyePass authentication

## Required Software

- [Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365. Full instructions for downloading and installation can be found at [go.osu.edu/office365help](https://go.osu.edu/office365help).

## Technology Skills Needed For This Course

- Basic computer and web-browsing skills
- Navigating CarmenCanvas
- CarmenZoom virtual meetings
- Recording a slide presentation with audio narration and recording, editing and uploading video

## CarmenCanvas Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Install the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and IT support staff will work out a solution with you.



## Grading And Faculty Response

Progress in this course takes into consideration class participation and preparedness as well as assignments. Assignments will be graded based on four things: 1) relevancy to assignment, 2) thoughtful engagement with topic, 3) critical connections and 4) quality of writing.

The emphasis of assessment in this course is in developing a trust-filled and growth-oriented dialogue between the instructor and student and among students. I view assessment as an ongoing process that involves questioning, reflection, and community. As a teacher, I take seriously whatever is brought into our class and expect students to do the same. Subsequently, I prioritize feedback, and view it as a gift of time, effort and a commitment to another's growth as well to build community and expect students to engage with feedback as such from both peers and instructor.

### Late Assignments

This class is asynchronous, and you are welcome to work at your own pace within the posted deadlines. All work must be submitted by the deadlines posted on Carmen to create a consistent and reliable space for all students. Late work will automatically receive 10% grade deduction per day it is late and may not receive substantial feedback. Deadline extensions may be granted on a case-by-case basis at the instructor's discretion. Though I try to maintain flexibility for students in my courses (because the work we do is dependent on people, and life happens with people), activities such as discussions rely on students participating during the set time period. **It is the student's responsibility to communicate with the instructor; extensions are not a given.** Please communicate with the instructor **before** the deadline to inquire about arrangements. If ongoing accommodations are needed, please contact the instructor immediately. Any changes in due dates will be made via email and Carmen Announcement.

### Grading scale

93-100: A  
 90-92.9: A-  
 87-89.9: B+  
 83-86.9: B  
 80-82.9: B-  
 77-79.9: C+  
 73-76.9: C  
 70-72.9: C-  
 67-69.9: D+  
 60-66.9: D  
 Below 60: E

### How Your Grade Is Calculated

Assignment	Points
Positionality Paper	10 points
Action Research Possibilities Analysis Paper	10 points
Mini-Research Project or Proposal	35 points

Assignment	Points
IRB Training and Certification	5 points
Weekly Discussions	40 points
<b>Total</b>	<b>100 points</b>

*See course schedule for due dates*

## Faculty Feedback and Response Time

I am providing the following list to give you an idea of my intended availability throughout the course. Remember that you can call **614-688-4357 (HELP)** at any time if you have a technical problem.

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address ([smith.7768@osu.edu](mailto:smith.7768@osu.edu)) or Carmen Inbox. I will reply to emails within 48 hours.
- **Office hours:** You can always bring questions about course content, assignments, or policies to my weekly office hours.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in CarmenCanvas. Please check your [notification preferences](#) to ensure you receive these messages.
- **Discussion board:** I will check and reply to messages in the discussion boards once mid-week and once at the end of the week.
- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within seven days.

## Description of major course assignments

### Weekly Discussions/Research Journal (40%).

Keeping a research journal is an important practice to develop. I expect you to start or continue a research journal and will provide writing prompts or exercises for you to complete in it. **You will not be expected to turn in your journals.** Folks keep research journals in any number of ways – handwritten, digital, etc. – so find what works for you. Good research practices for journals include annotating readings (be sure to include full citations and page numbers!); reflecting on ideas from classes, observations, and/or your practice; recording questions, contacts, and other elements of your work; generally documenting your thoughts and work.

I design discussion prompts to encourage this sort of writing, so think about the weekly discussions as your journal entries. If you keep a digital research journal, craft your weekly responses there before posting them to the discussion page. The weekly discussions are intended to be the space where you reflect on, question, and discuss the assigned readings/viewings for the week with your classmates. You will be required to respond to one of your peers' posts each week and reply to any comments left on your own.

#### *How to achieve full credit:*

- Address all parts of the prompt

- Cite sources that further support or enhance learning. Sources include course readings and/or peer-reviewed journal articles, credible websites, academic textbooks, etc.
- Make sure all posts have excellent grammar, have proper citations, and are professional and respectful.

When you respond to peers, do so in a way that encourages further dialogue on the topic. Your responses should be more detailed than "I agree," "Great idea," or "Sounds good." To accomplish this, apply a 1+1+1 framework (1 statement acknowledging peer, 1 statement adding insight, 1 statement to close). I highly encourage questions and links to additional resources. Good comments:

- Are civil
- Add to the discussion (they build, extend, or take the discussion in new directions)
- Incorporate course content in both the original post and the response
- Cite sources

## Papers and Assignments (60% of your grade):

**1. Positionality Paper (10 points).** The goal for this assignment is to get you thinking about the way that your personal stance informs your research stance. How do your views on the world impact your role as a researcher in relationship to your topic, setting, and participants? Construct your positionality, and further reflect on and analyze how your cultural identifiers influence how you view and construct knowledge via the research process. You will do this through analyzing examples of positionality statements, narrative writing and formal academic writing. More details will be provided on Carmen.

**2. Research Analysis Paper and Presentation (10 points).** The goal of this assignment is to read and analyze an example of action research possibilities. Sign up for one of the three weeks: PAR/YPAR, arts-based, or indigenous/decolonizing. Choose an action research study of interest to read and analyze related to the topic from an action research journal (or other publication). You will write a **2-3 page (double spaced, APA style) analysis paper** including a synopsis of the research presented, methodology, researcher positionality, methods of collecting data, use of theory, data analysis methods, research outcomes, and other major themes. Also, pay particular attention to ethical issues and questions. Connect this study to other ideas and readings we have discussed in class thus far. Submit your analysis paper to the assignment page by Sunday.

You will work together with the other students signed up for the week to lead discussion. To do this, you will create a **short video presentation (no more than 15 minutes)** for the week's discussion, providing a short summary of and link to the studies analyzed, discussing the major themes, issues, and questions across the articles, and **offer 1-3 discussion questions** for your classmates to discuss. Please have your presentation and questions posted to the discussion board by Friday of the week you signed up, so your classmates have time to watch and reply. Be sure to **monitor the discussion** to respond to questions and comments on your post.

**3. Mini Action Research Project (35 points):** The goal of this assignment is to practice action research. This project is an opportunity to do an exploratory study for your thesis or dissertation study, explore possibilities for future studies, get to know a new organization, or even simply improve some element of your teaching practice. This project is broken into several steps, which will be implemented the last half of the semester.

Step 1: Setting the Stage

Step 2: Research question(s) and plan

Step 3: Data collection including research journal, interview(s) or focus group, and observations

Step 4: Data presentation

Step 5: Data analysis

Step 5: Action Plan

Step 6: Report

More details will be provided on Carmen. The final paper for this project is due Week 15.

**Alternative Assignment:** Develop a research proposal for an action research study. Please see me if you would like to take advantage of this opportunity.

**4. IRB (Institutional Review Board) Training and Certification Requirement (5 points).** All investigators and key personnel who participate in the design, conduct, or reporting of human subjects research (including exempt research) must be appropriately trained in the protection of human subjects. Trainees supported by certain NIH grants must receive specified education in the responsible conduct of research. In some cases, sponsors or funding agencies require researchers to demonstrate knowledge of good clinical practices. There are several courses available to meet these requirements, depending on the kind of education desired. These courses are explained through the CITI (Collaborative Institutional Training Initiative) at the following website: <https://research.osu.edu/research-responsibilities-and-compliance/responsible-conduct-research/citi-training>. The university uses the CITI web-based human research course to satisfy the requirement for OSU researchers for training in human research subjects protection. Initial and continuing education (every 3 years) in human subjects protection is required to conduct research at Ohio State. **You are required to take the CITI trainings for 1) Human Subjects Protection [HSP] Social and Behavioral Research and 2) OSU Responsible Conduct of Research [RCR] and show your instructor your Certificate(s) of Completion by midterm (Week 8).** Note: This takes several hours, so please work on it as your schedule allows prior to the deadline.

## Academic Integrity policies for this course

- **Written assignments:** Your written assignments should be your own original work. In formal assignments, you should follow the style guide appropriate to your discipline (APA for Art Education) to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.
- **Reusing past work:** In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.
- **Falsifying research or results:** All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was. Failure is an important element of action research!
- **Collaboration and informal peer-review:** The course includes many opportunities for formal collaboration with your classmates and community members. While study groups and

peer-review of major written projects is encouraged, remember that comparing answers on a quiz is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

- **Use of AI:** Given that the learning goals of this class are primarily focused on developing your understandings and skills in reflexivity, writing and research, the use of generative artificial intelligence (GenAI) tools such as Copilot or ChatGPT is not permitted in this class. Any use of GenAI tools for work in this class may therefore be considered a violation of Ohio State's [Academic Integrity](#) policy and [Code of Student Conduct](#) because the work is not your own. The use of unauthorized GenAI tools will result in referral to the [Committee on Academic Misconduct](#). If I suspect that you have used GenAI on an assignment for this course, I will ask you to communicate with me to explain your process for completing the assignment in question. If you feel you need to use GenAI for translation (such as Google Translate) or as a writing aid (like Grammarly), please contact me first. If you have any other questions regarding this course policy, don't hesitate to reach out.

## Other Course Policies

### Academic integrity policy

See **Descriptions of major course assignments**, above, for my specific guidelines about collaboration and academic integrity in the context of this online class.

It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct: <http://studentlife.osu.edu/csc/>.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- Committee on Academic Misconduct web page ([go.osu.edu/coam](http://go.osu.edu/coam))
- Ten Suggestions for Preserving Academic Integrity ([go.osu.edu/ten-suggestions](http://go.osu.edu/ten-suggestions))

## Copyright for instructional materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

## Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu)

## Commitment to a diverse and inclusive learning environment

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

## Land acknowledgement

We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. I/We want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

More information on OSU's land acknowledgement can be found here:

<https://cbsc.osu.edu/about-us/land-acknowledgement>

## Your mental health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting

ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

## Accessibility accommodations for students with disabilities

### Requesting accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. If you anticipate or experience academic barriers based on your disability (including mental health, chronic, or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion.

If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at [slds@osu.edu](mailto:slds@osu.edu); 614-292-3307; or [slds.osu.edu](http://slds.osu.edu).

## Religious accommodations

Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research

responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a request is made outside the notice period. A student may not be penalized for an absence approved under this policy.

If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Policy: [Religious Holidays, Holy Days and Observances](#)



# Course Schedule

Schedule subject to change. All work is due by Sunday at 11:59 pm unless otherwise noted.

Week	Topics and Readings	Assignments & Discussions
1: 8/26-31	<b>What is Action Research? And what can we do with it?</b> <ul style="list-style-type: none"> <li>Stringer Chapters 1 &amp; 8</li> </ul>	Discussion: Introductions
2: 9/1-7  **No class on 9/1 for Labor Day	<b>Theoretical Foundations: Pragmatism or Critical Theory...or both?</b> <ul style="list-style-type: none"> <li>Stringer Chapter 2</li> <li>hunter et al. Chapter 3</li> </ul> <i>Optional Readings (choose one to read for this week):</i> <ul style="list-style-type: none"> <li>West, C. (1989). <i>The American evasion of philosophy: A genealogy of pragmatism</i>. Madison, WI: The University of Wisconsin Press. Chapter 6.</li> <li>Freire, A. M. A. &amp; Macedo, D. (Eds). (1998). <i>The Paulo Freire Reader</i>. London &amp; New York: Continuum Intl Pub Group, Chapters 1 and 2.</li> <li>Denzin, N. K. (2011). <i>Interpretive interactionism</i>. Newbury Park, CA: Sage Publications. Chapter 1.</li> <li>hooks, b. (1994). <i>Teaching to transgress: Education as the practice of freedom</i>. New York, NY: Routledge. Chapter 2.</li> </ul>	Discussion: Foundations
3: 9/8-14	<b>Positionality and Ethics (more than IRB, but more on that later)</b> <ul style="list-style-type: none"> <li>hunter et al. Chapters 4 and 8</li> <li>Herr &amp; Anderson, "Continuum of Positionality"</li> <li>Stoecker, R. (2009). Are we talking the walk of community-based research? <i>Action Research</i>, 7(4), 385-404.</li> </ul> <i>Optional Readings</i> <ul style="list-style-type: none"> <li>Brydon-Miller, M. &amp; Greenwood, D. (2006). A re-examination of the relationship between action research and human subjects review processes. <i>Action Research</i>, 4(1), 117-128.</li> <li>Guta, A. et al. (2012). Walking along beside the researcher. <i>Journal of Empirical Research on Human Research Ethics</i>, 7(1), 15-25.</li> </ul>	Discussion: Challenges and Limitations  Assignment: Positionality Paper  Sign up for Possibilities Presentations  **Don't forget to be working on the CITI training for IRB certification (due Week 8)
4: 9/15-21	<b>Possibilities of Action Research: PAR &amp; YPAR</b> <ul style="list-style-type: none"> <li>Watch video and read <a href="http://participatoryactionresearch.sites.carleton.edu/about-par/">participatoryactionresearch.sites.carleton.edu/about-par/</a></li> <li>Carballo, L. et al. (2017). YPAR and critical epistemologies: rethinking education research. <i>Review of Research in Education</i>, 41(1), 311-336.</li> <li>Optional reading: Kindon, Kesby &amp; Pain Chapters 2-6 (44 pages)</li> </ul>	Discussion: Possibilities PAR/YPAR Group  Assignment: Possibilities Analysis Paper

Week	Topics and Readings	Assignments & Discussions
5: 9/22-28	<b>Possibilities of Action Research: Arts-Based</b> <ul style="list-style-type: none"> <li>• Seeley, C. (2011). Uncharted territory: Imagining a stronger relationship between the arts and action research. <i>Action Research</i>, 9(1), 83-99.</li> <li>• Asakura, K. et al. (2020). Art as a transformative practice: a PAR project with trans* youth. <i>Qualitative Social Work</i>, 19(5-6), 1061-1077.</li> </ul>	Discussion: Possibilities Arts-Based Group  Assignment: Possibilities Analysis Paper
6: 9/29-10/5	<b>Possibilities of Action research: Indigenous and Decolonizing Methodologies</b> <ul style="list-style-type: none"> <li>• Tuhiwai Smith, L. (2012). <i>Decolonizing Methodologies</i>, 2<sup>nd</sup> ed. Introduction and Chapters 6-7.</li> <li>• Peltier, C. (2018). An application of two-eyed seeing: Indigenous research methods with participatory action research. <i>International Journal of Qualitative Methods</i>.</li> </ul>	Discussion: Possibilities Indigenous/Decolonizing Group  Assignment: Possibilities Analysis Paper
7: 10/6-12	<b>Setting the Stage</b> <ul style="list-style-type: none"> <li>• Stringer Chapter 3</li> <li>• hunter et al. Chapter 9</li> <li>• Wicks, P. G. &amp; Reason, P. (2009). Initiating action research. <i>Action Research Journal</i>, (7)3, 243-262.</li> </ul>	Discussion: Step 1  Assignment: Step 2
8: 10/13-19  **No Class for Fall Break 10/16-17	<b>Look</b> <ul style="list-style-type: none"> <li>• Stringer Chapters 4 &amp; 9</li> </ul>	Discussion: Step 3.1  **CITI training for IRB due
9: 10/20-26	<b>Work week</b> - No assigned readings	Discussion: Step 3.2 (due 10/31)
10: 10/27-11/2	<b>Theoretical Foundations Revisited: Theory and Research in Action Research</b> <ul style="list-style-type: none"> <li>• Friedman, V. J., &amp; Rogers, T. (2009). There is nothing so theoretical as good action research. <i>Action Research</i>, 7(1), 31-47.</li> <li>• Drummond, J. S., &amp; Themessl-Huber, M. (2007). The cyclical process of action research: The contribution of Gilles Deleuze. <i>Action Research</i>, 5(4), 430-448.</li> <li>• Smith, R. (2016). Encountering methodology through art: A Deleuzoguattarian territory of action research. <i>Action Research</i>, 14(1), 36-53.</li> <li>• Rose, E., Bingley, A. &amp; Rioseco, M. (2021). Art of transition: A Deleuzoguattarian framework. <i>Action Research</i>, 1-21.</li> </ul>	Discussion: Theory in Action Research
11: 11/3-9	<b>Think</b> <ul style="list-style-type: none"> <li>• Stringer Chapter 5</li> </ul>	Discussion: Step 4.1
12: 11/10-16	<b>Think Again</b> <ul style="list-style-type: none"> <li>• Buffington &amp; McKay Chapter 33</li> <li>• Hunter et al. Chapter 7</li> </ul>	Discussion: Step 4.2

Week	Topics and Readings	Assignments & Discussions
**No class 11/11 for Veteran's Day		
13: 11/17-23	<b>Act</b> <ul style="list-style-type: none"> <li>• Stringer Chapter 6</li> </ul>	Discussion: Step 5
14: 11/24-30  **No Class 11/26-28 for Thanksgiving and Indigenous Peoples' Day	<b>Reporting</b> <ul style="list-style-type: none"> <li>• Stringer Chapter 7, including introduction to Section III</li> <li>• Cahill, C. &amp; Torre, M. E. (2010). Beyond the journal article: representations, audience, and the presentation of PAR. In Kindon et al., <i>Participatory Action Research Approaches and Methods</i>.</li> </ul>	
15: 12/1-7  Last Day of Class is 12/10	<b>Conclusions and Evaluations</b>	Discussion: Audiences, Reporting, and Conclusion  Assignment: Final Paper (Step 6 or Proposal)  Course Evaluations

Syllabus 7707 (3 credit hours)

Fall 2016 12:45 – 2:05pm

# Action Research Theory and Practice

**Sonia BasSheva Manjon, Ph.D.**

The Ohio State University  
1813 N High Street, Sullivant Hall 135C  
Columbus, OH 43210

[Manjonvanewyk.1@osu.edu](mailto:Manjonvanewyk.1@osu.edu)

860-301-0506 cell

## Course Rational

Research has moved beyond labs and passive observations of existing events. Mistrust and fear has caused many to question the purposes for and outcomes of research to an extent that researchers have lost some credibility to the general public. This trend, however, has been addressed through some research methodologies—such as action research—that philosophically call into question the role of participants in research and the potential impact of the research on those participants. In an aptly titled book, *From Subjects to Subjectivities*, the authors contend the necessary relationship of researcher with participants to collaboratively identify and solve problems at a local level (Tolman & Brydon-Miller, 2000). Freire's (1973) work questioned efforts that identify experts as problem-solvers for individuals suffering from oppression, reconstructing an approach that is participatory and empowering. Applying these principles to a research strategy and agenda has resulted in a vast base of literature in action research, an increasingly popular research methodology that replaces the quantitative-qualitative methodological dichotomy with a complete change in purpose. Action research proponents charge that researchers should return to the roots of research, as a way of re-searching something, looking at a phenomenon again for clarity, and realizing the subjectivity inherent in research agendas to the extent that generalization is neither necessary nor desirable (Stringer, 2014). This places research at a local level, one intended to create change through active participation by stakeholders, with the researcher serving as a facilitator of the process. The research, then, does not end with an observation of existing events, but includes local changes made to the problem(s) identified *with* the research participants.

## Course Overview

This course is intended for students working on theses and dissertations in school, organizational, and community settings. The goal of this course is to introduce students to action research in school, institutional, and community settings, for the purpose of creating change through collaboration. Considering research as cyclical, dynamic and collaborative (Stringer, 2004), in contrast to research that is static and detached, reveals a pragmatic concept of research that is intended to address specific, local problems through participation in exploration and transformation (Brydon-Miller, 2001). Specifically, action research "provides [teachers and students] with new concepts, ideas, explanations, or interpretations that enable them to see the world in a different way and therefore to do things in a... better way" (Stringer, 2004, p. 3).

### Academic Misconduct

Academic misconduct is taken very seriously and must be reported to the Committee on Academic Misconduct. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/info\\_for\\_students/csc.asp](http://studentaffairs.osu.edu/info_for_students/csc.asp)).

### Disability Services

Please schedule a meeting with me if you have a disability so we can discuss your needs and appropriate accommodations for your success in this course. I rely on The Office for Disability Services to assist us in determining appropriate accommodations. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>.

## Books

### Required Readings

- Stringer, E. T. (2014). *Action research*. (4th ed.). Thousand Oaks, CA: Sage Publications.
- McIntyre, A. (2008). *Participatory action research*. Los Angeles: Sage Publications.
- Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications.
- Denzin, N.K. & Lincoln, Y.S. editors. (2000). *Handbook of Qualitative Research*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications.

### **Additional Suggested Readings**

- hooks, b. (1994). *Teaching to Transgress Education as the Practice of Freedom*. New York: Routledge
- Freire, P. (2005). *Pedagogy of the Oppressed*. New York: The Continuum International
- Freire, P. & Faundez, A. (1992). *Learning to question A Pedagogy of Liberation*. New York: The Continuum International
- Gluck, S.B. & Patai, D. editors. (1991) *Women's Words The Feminist Practice of Oral History*. New York: Routledge
- Greenwood, D. J. & Levin, M. (2007). *Introduction to action research: Social research for social change*. (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Herr, K. & Anderson, G. L. (2005). *The action research dissertation: A guide for students and faculty*. Thousand Oaks, CA: Sage Publications.
- Journal of Action Research*: Accessible on Sage website: <http://arj.sagepub.com/>
- Reason, P. & Bradbury, H. (2006). *Handbook of action research*. London: Sage Publications.
- Stringer, E. (2008). *Action research in education*. (2nd ed.). Columbus, OH: Pearson Publishing.
- Tolman, D. & Brydon-Miller, M. (2000). *From subjects to subjectivities: A handbook of interpretive and participatory methods*. New York, NY: NYU Press.

### **Course Assignments and Grading**

**Weekly writing:** Each student will begin writing for proposal or research development. Each week you will be given writing prompt based on the readings and your research interest and will be required to write 5 pages each week due the following Thursday. **Value: 6 points per submitted paper @ 13 papers/78 points total.**

**Weekly discussion or presentation:** Each student will 1) lead discussion on reading assignments with a short overview and discussion prompts or 2) a presentation of their research with question prompts (what are you struggling with or need feed back on). Assignments will be made beginning Week 2. **Value: 5.5 points per discussion led @ 4/22 points total.**

#### **Final Assignment (Select One)\*:**

**(1) Exploratory Study (Data Collection and Analysis):** This assignment will involve a exploratory study with an identified group of participants with whom you are interested in developing a longer-term Action Research study. The purpose of this assignment is to explore this group's needs and interests in the research study you are considering, being open to their input and ideas through interviews or a focus group. More specifically, the assignment should include the collection, analysis, and reporting of data through either 3 interviews or 2 focus groups. You will select a site in which to base your study, locate participants to interview or include in focus groups who can help you think about a future study, and prepare questions you will ask of them based on what you might want to explore in a future study. Your paper should be 15-pages in length, double-spaced, 12-point font, following APA guidelines. **Value: 100 points total.**

**(2) Research Proposal:** This assignment will present a proposed Action Research study, including research question(s), short literature review, identified location and participants, and ways in which AR will be utilized in the study. You will receive more specific information about this assignment during the course. Logistically, your proposal should be 20-pages in length, double-spaced, 12-point font, following APA guidelines. **Value: 100 points total.**

\* In each of these assignments, you will include a detailed description of why Action Research is (or is not) appropriate for the study, including a description of the kind of AR you wish to implement, philosophical foundation(s) supporting AR, and ways in which you, as the researcher, will meet the identified goals of AR.

**THE GRADING SCALE IS BASED ON THE FOLLOWING POINTS:**

	<b>A</b> (200-190)	<b>A-</b> (189-179)
<b>B+</b> (178-168)	<b>B</b> (167-157)	<b>B-</b> (156-146)
<b>C+</b> (145-135)	<b>C</b> (134-124)	<b>C-</b> (123-113)
<b>D+</b> (112-102)	<b>D</b> (101-91)	<b>E</b> (90-0)

## Course Schedule

### *Week 1: August 23/25*

Introductions: Syllabus overview.

Writing prompt: What is research? What are you interested in researching? What do you know or think you know about qualitative research methods? Have you conducted research? If so, what, when, outcome. What is your intended outcome from this class?

Reading: McIntyre, A. (2008). *Participatory action research*. Los Angeles: Sage Publications. **DUE Sept. 1**

### *Week 2: Aug. 30/Sept. 1*

Discussion: Participatory Action Research (PAR) **Izzy**

Discussion: Student research **Sarah**

Writing prompt: What are your assumptions about PAR? How would you use PAR to conduct your intended research? What limitations would you have using PAR for your intended research?

Reading: Stringer, E. T. (2014). *Action research*. (4th ed.). Thousand Oaks, CA: Sage Publications. FOREWORD, PREFACE, and CHAPTERS 1 and 2. **DUE Sept. 8**

### ***Week 3: Sept. 6/8 (writing day)***

Discussion: Who does PAR and why? The theory behind the practice. **Christopher**

Writing prompt: What is your understanding of the purpose of PAR? How do you envision your role in your research study? Explain the working principles and your understanding of each.

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 1 & 2.  
**DUE Sept. 15**

### ***Week 4: Sept. 13/15***

Discussion: Overview of five approaches (1<sup>st</sup> three) – Narrative research, Phenomenology, Grounded Theory. **James**

Discussion: Student research **Kaitlin**

Writing prompt: Which two to three approaches resonates with you based on your research interest and why? Where do you situate your worldview and why? What interpretive community are you interested in using and why?

Reading: Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 4, 5, 6 **DUE Sept. 22**

### ***Week 5: Sept. 20/22***

Discussion: Overview of five approaches (cont.) – Ethnography, Case Study. **YiFan**

Discussion: Student research **Izzy**

Writing prompt: Discuss competing paradigms and how you will decide on what to use in your research. How will you stay ethical in your research process? What politics could arise in your research and how might you handle it?

Reading: Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 7, 8, 9 **DUE Sept. 29**

### ***Week 6: Sept. 27/29***

Discussion: Explore the hyphen, politics, and ethics in qualitative research? **Sarah**

Discussion: Student research **Christopher**

Writing prompt: Situate your intended research in a methodology that interests you. Discuss your intended methodology and give rationale for it.

Reading: Ladson-Billings, G. (2000). Racialized discourses and ethnic epistemologies. In Denzin, N.K. & Lincoln, Y.S. editors. *Handbook of Qualitative Research*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 9 **DUE Oct. 6**



### ***Week 7: Oct. 4/6***

Discussion: Feminist research, critical pedagogy, racialized discourses. **Kaitlin**

Discussion: Student research **James**

Writing prompt: Write an introduction for your research or proposal with intended literature review options. Who will you read to substantiate your research? What will you prove or discount?

Reading: Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 11, 12, 13 **DUE Oct. 13**

### ***Week 8: Oct. 11/13***

**No class Oct. 13<sup>th</sup> (Autumn break)**

Discussion: The Other **Izzy**

Writing prompt: Write needs statement or rationale for your research. Why is it important? Who cares and why? **Email - manjonvanewyk.1@osu.edu.**

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 3

Stringer, E. T. (2014). *Action research*. (4th ed.). Thousand Oaks, CA: Sage Publications. CHAPTER 3 **DUE Oct. 20**

### ***Week 9: Oct. 18/20***

Discussion: Setting the stage and designing your study **Prof. Manjon**

Discussion: Student research **Sarah**

Discussion: Student research **Christopher**

Writing prompt: Develop your methodology – what will you do and how will you do it? Include timeline.

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 4

Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 16, 19, 21 **DUE Oct. 27**

### ***Week 10: Oct. 25/27***

Discussion: Strategies of inquiry - mixed methods, narrative ethnography, social justice research **Christopher**

Discussion: Student research **YiFan**

Writing prompt: What is the impact of your research? Who will it serve and why? What body of knowledge will it impact? What is missing that your research will address?

Reading: Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 22, 23, 24 **DUE Nov. 3**

### ***Week 11: Nov. 1/3 (writing day)***

Discussion: Strategies of inquiry – human rights, jazz and the Banyan Tree, qualitative health research **Kaitlin**

Writing prompt: Where am I stuck? What are my blocks to writing or articulating my research? Where do I gain my inspiration for doing this work?

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 6 **DUE Nov. 10**

### ***Week 12: Nov. 8/10***

Discussion: How to focus your study? The problem, statement, question. **YiFan**  
Discussion: Student research **Izzy**

Writing prompt: Refine your research problem, purpose statement, and research question. Is it clear? Does it make sense to you? Does it make sense to others? Test the waters with classmates or friends.

Reading: Denzin, N.K. & Lincoln, Y.S. editors. (2011). *Handbook of Qualitative Research*. (4<sup>th</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTERS 26, 29, 32, 33 **DUE Nov. 17**

### ***Week 13: Nov. 15/17 (writing day)***

Discussion: Methods of collecting and analyzing empirical materials **James**  
Discussion: Student research **Kaitlin**

Writing prompt: How will I collect and analyze my material? What method will I use? Does it make sense to me? Does it make sense to others? Will it make an impact?

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 7  
Stringer, E. T. (2014). *Action research*. (4th ed.). Thousand Oaks, CA: Sage Publications. CHAPTER 4 **DUE Nov. 24**

### ***Week 14: Nov. 22***

**No class Nov. 24<sup>th</sup> Thanksgiving Break**

Discussion: Data Sarah

Writing prompt: Final writing assignment. Pulling it all together. Re-write and revise for clarity. Pulling it all together your final project.

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 9

### ***Week 15: Nov. 29/Dec. 1***

Discussion: Student research James

Writing prompt: Work on Final Presentations.

Reading: Creswell, J.W. (2007). *Qualitative Inquiry & Research Design Choosing Among Five Approaches*. (2<sup>nd</sup> ed.) Thousand Oaks, CA: Sage Publications. CHAPTER 11

### ***Week 16: Dec. 6***

Discussion: Student research Yifan

Writing prompt: Work on Final Presentations.

### ***Exams: Dec. 13/15***

## ***Final Presentation of Research or Proposal***

# Distance Approval Cover Sheet

For Permanent DL/DH Approval | College of Arts and Sciences  
(Updated 2-1-24)

Course Number and Title:

## Carmen Use

When building your course, we recommend using the [ASC Distance Learning Course Template](#) for CarmenCanvas. See [Carmen: Common Sense Best Practices](#) and [Carmen Fast Facts for Instructors](#) for more on using CarmenCanvas

A Carmen site will be created for the course, including a syllabus and gradebook at minimum.

If no, why not?

## Syllabus

Proposed syllabus uses the ASC distance learning syllabus template, includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them.

Syllabus is consistent and is easy to understand from the student perspective.

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module.

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them.

Additional comments (optional).

## Instructor Presence

For more on instructor presence: [About Online Instructor Presence](#).

For more on Regular and Substantive Interaction: [Regular Substantive Interaction \(RSI\) Guidance](#)

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

- Instructor monitors and engages with student learning experiences on a regular and substantive cadence.

Explain your plan for understanding student experiences of the course and how the instructor will be responsive to those experiences (**required**).

- Regular instructor communications with the class via announcements or weekly check-ins.
- Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor.
- Regular participation in class discussion, such as in Carmen discussions or synchronous sessions.
- Regular opportunities for students to receive personal instructor feedback on assignments.

Please comment on this dimension of the proposed course (or select/explain methods above).

## Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: [Toolsets](#).

- The tools used in the course support the learning outcomes and competencies.
- Course tools promote learner engagement and active learning.
- Technologies required in the course have been vetted for accessibility, security, privacy and legality by the appropriate offices and are readily and reasonably obtainable.
- Links are provided to privacy policies for all external tools required in the course.

Additional technology comments:

Which components of this course are planned for synchronous delivery and which for asynchronous delivery (**required**)? (For DH, address what is planned for in-person meetings as well)

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

## Workload Estimation

For more information about estimating student workload, see [Workload Estimation](#).

- Course credit hours align with estimated average weekly time to complete the course successfully.
- Course includes regular substantive interaction well-suited to the learning environment at a frequency and engagement level appropriate to the course.

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate (**required**):

- In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes.

## Accessibility

See [Creating an Accessible Course](#) for more information. For tools and training on accessibility: [Digital Accessibility Services](#).

- Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate.
- Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included.

Description of any anticipated accommodation requests and how they have been/will be addressed.

Additional comments (optional):

## Academic Integrity

For more information: [\*Promoting Academic Integrity\*](#).

- The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment:
- Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating.

Additional comments (optional):

## Frequent, Varied Assignments/Assessments

For more information: [\*Designing Assessments for Students\*](#).

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation.
- Variety of assignment formats to provide students with multiple means of demonstrating learning.
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments.



Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course or select methods above (**required**):

## Community Building

For more information: [Student Interaction Online](#) and [Creating Community on Your Online Course](#)

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments.
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum.
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution).

Please comment on this dimension of the proposed course (or select methods above)

## Transparency and Metacognitive Explanations

For more information: [Increasing Transparency and Metacognition](#)

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course.
- Context or rationale to explain the purpose and relevance of major tasks and assignments.

- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools.
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting.
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress.
- Opportunities for students to provide feedback on the course.

Please comment on this dimension of the proposed course (or select methods above):

## **Additional Considerations**

Comment on any other aspects of the online delivery not addressed above (optional):

Syllabus and cover sheet reviewed by Bob Mick on 11/21/2024

**Reviewer Comments:**

Additional resources and examples can be found on [ASC's Office of Distance Education](#) website.