

Mayville State University

SPED 569 Action Research (27799)

Fall 2025

2 Credit Hours

Course and Instructor Information

Instructor Name: Dr. Sarah Kallock

Contact Information:

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Work phone: 701.788.4832

Hours of Availability:

Available for meetings by appointment.

Instructional Mode: Online asynchronous

Course Dates: October 20 – December 14

Time Zone: All times indicated throughout this syllabus reflect Central Time (CT).

Course Materials and Technologies

Required

- Links to articles and videos are included within the course. No additional texts are required.
- [MSU Technology Requirements](#)

Use of Artificial Intelligence in this Course

You may use AI programs e.g. ChatGPT to help generate ideas and brainstorm. However, you should note that the material generated by these programs may be inaccurate, incomplete, or otherwise problematic. Beware that use may also stifle your own independent thinking and creativity.

You may not submit any work generated by an AI program as your own. If you include material generated by an AI program, it should be cited like any other reference material (with due consideration for the quality of the reference, which may be poor). Any plagiarism or other form of cheating will be dealt with severely under the relevant Mayville State University policies

Course Description

This course introduces students to action research by exploring research methods with an emphasis on action research. Students will identify an area of personal interest that can improve classroom instruction and/or school practices or processes. Students will complete a literature review, collect and analyze data, and develop the first cycle of an action plan that will provide support, improvement or change in an educational setting.

Course Objectives

To successfully complete this course, the learner will be expected to meet the following objectives, as aligned to the Advanced CEC Standards as adopted by [ND ESPB](#):

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| # | Learning Objectives | Standards Alignment | Assignments Alignment |
|---|--|---|---|
| 1 | Students will develop a basic understanding of learning management systems and action research. | NSQ B, G, H MCEE II, IV, V CAEP RA1.1, RA1.2 | <ul style="list-style-type: none"> Introduction Activity FINAL Action Research Project |
| 2 | Students will apply strategies, interventions, and processes while working with real or simulated students in an online learning environment. | NSQ A, B, C, D, F, G MCEE I, II, III, V CAEP RA1.1, RA1.2 | <ul style="list-style-type: none"> FINAL Action Research Project |
| 3 | Students will design and implement an action research project within an online learning environment. | NSQ A, B, D, F, G, H MCEE I, II, III, IV, V CAEP RA1.1, RA1.2 | <ul style="list-style-type: none"> Identify a Topic template Probing the Research Question template Reviewing Related Literature template |
| | | | <ul style="list-style-type: none"> Developing a Research Plan template Action Plan Chart FINAL Action Research Project |
| 4 | Students will create an action research poster to share a summary of literature, design methods, data collection, study findings, and a reflection of the study. | NSQ A, B, D, G, H MCEE I, II, III, IV, V CAEP RA1.1, RA1.2 | <ul style="list-style-type: none"> Identify a Topic template Probing the Research Question template Reviewing Related Literature template Developing a Research Plan template Week 4, 5, 6 Check-Ins Action Plan Chart Action Research Poster FINAL Action Research Project |

Standards Alignment (Advanced CEC Standards as adopted by NDESPB):

- CEC 2.0: Curricular Content Knowledge-The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.
- CEC 3.0: Programs, Services, and Outcomes-The program requires special education specialists to facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.
- CEC 4.0: Research and Inquiry-The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice.
- CEC 5.0: Leadership and Policy-The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

Course Expectations

Instructor/Student Communication

- Students are accountable for all academic communications sent to their Mayville State University email address.
- When I need to communicate with students as a whole group, I will post an announcement through Blackboard. To stay informed, I recommend checking the Announcements section daily.
- When I need to communicate with students individually, I will do so through an email. Students are accountable for all

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academic communications sent to their MSU email address.

- I will check my email and Blackboard Monday-Friday. If an email is sent during working hours, I will respond within 24-48 hours. I try to not respond to emails over weekends.

Assignments and Assessments

| Activity | No. of Occurrences | Points Possible | Percent of Total Grade |
|---------------------|--------------------|-----------------|------------------------|
| Weekly Assignments | 9 | 80 | 25% |
| Demonstrations | 2 | 80 | 25% |
| Focus Questions | 4 | 80 | 25% |
| Final Project | 1 | 80 | 25% |
| Total Points | | 320 | |

Evaluation and Grading

Grading Policies

- **Feedback:** Assignments are due on their due date. Dropbox your assignments in Blackboard. Assignment feedback is typically given within 7 days of assignment submission via Blackboard. Larger projects can take longer to review so expect feedback within 10 days of submission. Students are responsible for accessing the information and

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assignments as they are presented in Blackboard and the syllabus.

- After feedback has been provided on an assignment, students have 5 days, from the date the feedback was given, to ask questions on the feedback provided.
- Due dates for everything from discussion forums to assignments are critical in this course as my input or assignments are often required for others to complete their work. I know that timeliness is an attribute that is measured in the InTASC standards and disposition evaluations in teacher education.
- Please plan ahead-don't wait until the last minute to hand in assignments. Each assignment is given sufficient time for completion. It is up to you to take advantage of this allotted time. All assignments and expectations are accessible starting day one of the semester.
- Discussion Boards are not able to be made up if missed, review due dates, and make plans accordingly.
- Students are responsible for accessing the information and assignments as they are presented in Blackboard and in the Syllabus.
- Students are required to complete ALL weekly assignments, discussion forums and graded assignments in order to earn a passing grade in this course and it is the student's responsibility to keep track that all assignments and discussion forms have been completed by their due date.
- It is the student's responsibility to monitor graded assignments. Checking the grade section of Blackboard is often the best way to make sure that assignments have been submitted.
- Late work is determined by the Blackboard Dropbox. There is a 1-point loss per day after the due date. **Late work is not accepted 5 days after the due date.**
- Please do not email your work. Dropbox your work on Blackboard. If you have difficulty submitting, please contact the MSU Help Desk or Blackboard support services.

Attendance/Participation Policies

- **Attendance and participate.** At Mayville State University, student attendance and participation are very important elements of university success. This is required for successfully completing this course and prescribes to the attendance policy for required courses in your major. Participation is an expectation of students and teachers in the K-12 educational system, and so it is an expectation for all components of the course. To successfully complete this course, your attendance and active participation is required. Participation will result in solidifying the readings, activities, and research you have done adding to the quality of your learning experience. Check your MSU email and Blackboard for assignments and announcements.
 - Students are to fulfill all requirements of the course.
 - Professionalism, academic honesty, dispositions, and commitment to education are vital elements and are assessed throughout the course. Candidates are expected to read course materials, have assignments completed prior to class, and participate in all aspects of this course in a professional manner.

Grading Scale

A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.

Breakdown of Grades

| | | |
|--------------|---|------------------|
| A= 94 – 100% | → | 320 - 301 points |
| B= 87 – 93% | → | 300 - 279 points |
| C= 80 – 86% | → | 278 - 256 points |
| D= 70 – 79% | → | 255 - 224 points |
| F= < 70% | → | 0 – 244 points |

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Enrollment Verification

Online Course Statement

The U.S. Department of Education requires instructors of online courses to provide an activity which will validate student enrollment in this course. The only way to verify that a student has been in this course is if he, she, or they perform an action in the LMS, such as completing an assignment or taking a quiz. Logging into the LMS is **NOT** considered active course participation. Please complete the designated enrollment verification activity by the date indicated. If it is not complete your enrollment in this course will be at risk.

- Enrollment Verification Assignment for SPED 569: Intro Padlet
 - Location of Assignment:
 - Learning Modules < Week #1 Module < Intro Padlet

Proctor Notification

No proctors are required for this course.

Important Student Information

In the Help & Resources for Students section of the Blackboard Institution Page, you can view and download the Important Student Information document for the current academic year. It includes information about:

- ✓ Land Acknowledgement Statement
- ✓ Academic Grievance Concerns and Instructor English Proficiency
- ✓ NetTutor - Online Tutoring Program
- ✓ Starfish - Student Success System
- ✓ Students with Documented Disabilities
- ✓ Student Learning Outcomes / Essential Learning Outcomes
- ✓ Academic Honesty
- ✓ Emergency Notification
- ✓ Continuity of Academic Instruction for a Pandemic or Emergency
- ✓ Family Educational Rights and Privacy Act of 1974 (FERPA)
- ✓ Diversity Statement (Title IX)

Course Timeline/Schedule

All information is laid out in detail on Blackboard in each weekly folder.

| Week | Dates | Topic | Assignments Due |
|------|------------------------|---|---|
| 1 | October 20-26 | Introductions Identify a Topic Probing the Research Question | <ul style="list-style-type: none">○ Introduction○ Identify a Topic template○ Probing the Research Question template |
| 2 | October 27- November 2 | Reviewing Related Literature | <ul style="list-style-type: none">○ Reviewing Related Literature template |
| 3 | November – 9 | Developing a Research Plan | <ul style="list-style-type: none">○ Developing a Research Plan template○ CITI Training for IRB |

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| | | | |
|---|------------------|--|--|
| 4 | November 10 - 16 | Implementing the Plan Collecting Data Analyzing Data | <input type="radio"/> Week 4 Check-In |
| 5 | November 17 – 23 | | <input type="radio"/> Week 5 Check-In |
| 6 | November 24-30 | | <input type="radio"/> Week 6 Check-In |
| 7 | December 1 – 7 | Action Plan | <input type="radio"/> Action Plan Chart |
| 8 | December 8 - 12 | Action Research Findings FINAL Action Research Project | <input type="radio"/> Action Research Findings Poster <input type="radio"/> FINAL Action Research Project |

Course Timeline and Schedule are subject to change as deemed necessary by the instructor.

Conceptual Framework

Teacher Education courses are based upon the Conceptual Framework: Reflective Experiential Teacher. See the document 'Conceptual Framework' provided in the course shell.

Program Student Learning Outcomes (SLOs) Addressed In This Course

As part of Mayville State's effort to demonstrate continuous improvement in achieving student learning outcomes:

- Mastered: SLO 1: Learner & Learning: Students understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.
- Mastered: SLO 2: Content: Students understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and apply ideas to everyday life.
- Mastered: SLO 3: Instructional Practice: Students will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.
- Mastered: SLO 4: Professional Responsibility: Students will take responsibility for student learning, collaborative relationships, their own professional growth, and the advancement of the profession will demonstrate instructional strategies that are developmentally appropriate for diverse learners.

All four SLOs will be addressed by the Key Assessment in this course. Also, content in this course will be assessed with the key assessment entitled Action Research Project. The target score for this assessment is: **Acceptable Target: Action Research Project 80% (or higher)**. **To receive credit for this course, the Key Assessment must be completed and submitted.** Students who do not meet acceptable targets for this key assessment cannot pass the SPED 569 course with a grade higher than C. There is an opportunity to redo the assignment if students communicate their desire to resubmit with the course instructor before finals week.

The following SLOs/Professional Standards will be mastered in this course:

| SLOs/Professional Standards | Mastery Assignment |
|-----------------------------|-------------------------|
| SLO 1, 2, 3, & 4 | Action Research Project |

Instructional Strategies

- Asynchronous online learning

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- Research design
- Digital feedback
- Digital media
- Reflective writing
- Performance-based assessment

CEC Standards - Advanced

Standard #1: Assessment: Special education specialists use valid and reliable assessment practices to minimize bias.

Standard #4: Research and Inquiry: Special education specialists conduct, evaluate, and use inquiry to guide professional practice.

Standard #6 Professional and Ethical Practice: Special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionailities.

Late Arrivals

The grading system for students adding this course after the first day of instruction will be modified. The student will be graded only on the activities that transpired while the student is enrolled. Students will not be penalized for missed assignments, but the student is still responsible for learning the course material that was covered during their initial absence.

Course Materials and Technologies

All written work will use:

- **APA Format (AMERICAN PSYCHOLOGICAL ASSOCIATION)** Any papers that includes research references must include internal notes and a working bibliography in APA format. The APA Formatting and Style Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>
- Writing Expectations: Being able to express one's thoughts in a clear and well thought out manner is held in very high regard in this course. Individuals considering positions in education must be able to convey information and ideas verbally as well as in writing. Education is a profession and professionals must be able to write well. It is suggested that students have their work proofread by a reliable person or that they access The Writing Center for assistance with their writing.