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action. Techniques for observing action through the use of a systematic process of examining the evidence are learned. Students should expect to be involved within an early childhood administrative setting for some or all of the day for a minimum of 10 weeks.

Prerequisites: Completion of all CDFS core major and Administration or Family Support concentration course work.

Course Goal:

Students will learn about and understand that organizational action research is an interactive, cyclical process intended to happen periodically on a regular basis. Reflection on practice, taking an action, reflecting, and taking further action as needed is what shapes the research as it is taking place.

Student Outcomes:

Upon completion of this course student will be able to:

1. Interpret how organizational action research provides opportunity for improvement of professional practice through evolving learning and progressive problem solving.
2. Examine action research methodology
3. Demonstrate skill application generating research questions and plans.
4. Construct and manage a clearly identified plan of action.
5. Assess how improvement is gained within an organization in which action is embedded through participatory research.

NAEYC Standards addressed in this course:

Standard 5: Using content knowledge to build meaningful curriculum

Standard 6: Becoming a professional

Instructional Methods:

The method of instruction will be a combination of reading assignments, Blackboard, audio conferencing with a large action research based project. Audio lectures will be recorded and blackboard discussion forums continually monitored. Students will demonstrate their understandings of course content and proficiency of skill through assignments and discussion. All assignments will be communicated through the assignments section of the course Bb site. Other communication will take place through email.

Field Experience Placement:

There is opportunity of many diverse early care and education settings for field experience work. Options include but are not limited to, School district preschools and kindergarten classes, Head Start and Early Head start as well as other state certified preschool programs.

The Child Development and Families Studies program will work with each student to assure they are placed in a program that will fit their goals and needs supporting successful completion of course.

There are at least three people directly involved in each field placement experience; the student, the site supervisor and the university faculty member. In addition, each

student will be working within an early childhood setting with many interpersonal relationships being developed, so the children, families and other program staff must be considered in the equation as well.

Positive communication is essential for a successful career in early education, it is expected this will be demonstrated in field work as well. In the complex early childhood setting where field work is facilitated, there is the chance that there will be conflict and controversy. Positive communication does not mean the student will not have problems. It does mean that the student will have opportunity to learn by listening to constructive criticism, reflect on feedback and suggestions, modify and adapt, confront issues, share ideas, compromise and negotiate to find equitable solutions in an effort to satisfy all parties. The code of ethics should continually guide the student throughout this process.

Requirements and Assignments:

Reflection, writing, and dialogue on assigned text, class sessions, and field placement experiences.

Application of Organizational Research project in field placement:

Additional time within yo09 Tc-nrvis.0007 Tcassignmentse5eTarch p1.5 -1.23 TD@ITw5TrIorc-.0nme

Implementation of action research project; plans being implemented with revisions and interventions being made collaboratively with organizational personnel.

Evaluation of action – what were the outcomes of the action, this may be both intended as well as unintended, are examined to see if

The original plan of action developed fit the situation

The actions taken supported the plan construction

The actions were taken appropriately as planned

What would be appropriate next steps?

Organizational Research project in field placement: Additional time within

Paper Guidelines:

Each student will write a 20 - 25 page minimum paper that explains your project and facilitation. Draw from the texts of past courses, class topic discussions, field tasks and written documentation to explain your project.

Address the following elements in your paper:

Brief – (1-2 pages) summary of what you have learned about research from the class. Please refer to your specific field assignments and reports.

Beginning reflections: (1 – 2 pages) reflect on developing your research. What are your thoughts about beginning this research project? What are you anticipating and wondering about? In what ways is this project relevant to you and the organization?

The bigger picture of content: (5 - 6 pages) An introduction or overview at the beginning sets a stage for the study, gives your own reasons for choosing research question (s), and describes where your research would fit into or extend existing research on this topic or question. Discuss your rationale for the research. Describe who might be interested in your research. Think beyond the larger audience than just yourself. You will want to include your research question(s), sub questions, plan for data collection, Plan for data analysis, state support that is needed to complete the project, permissions that would be necessary as well as how they were obtained, expected timeline.

Facilitation: (11 – 12) Share the implementation process. You will find your blackboard journaling notes helpful here.

Ending Reflection: (2 – 3 pages) How did it go? Did your implementation proceed exact to plan? Were your question(s) answered? Was this activity helpful to you as a classroom teacher? What would you do differently when working with another classroom research project?

Final program portfolio note: Final project will need to be kept for possible inclusion in final program portfolio which will be completed within the ECE 480 Child Development and Family Studies Portfolio course.

Evaluation

A letter grade will be issued for participants. (Note that you must receive a B or higher for this course to count towards your CDEV BA Degree. Grading is based on:

Blackboard journaling	100	20%
Class discussion (class meetings and Bb)	65	13%
Classroom research term project	200	40%
Development of research documentation board	<u>135</u>	<u>27%</u>
Total	500	100%

All coursework will be evaluated on the following:

- a) Organization
- b) Clarity
- c) Consistency of thought and format
- d) Reflection of course content
- e) Thoughtful assimilation/accommodation with evidence of conceptual connections and understanding of content
- f) Written work contains no or few distracting elements such as spelling errors.

Grade	Points	Definition
A = 100% - 90%	500-450	An honor grade. Demonstrates your work has met and exceeded criteria (a) through (f).
B = 89% - 80%	449-400	Better than the average. Demonstrates that your work has met and moderately reflected criteria (a) through (f).
C = 79% - 70%	399-350	Average. Demonstrates that your work has barely met and reflected moderately on criteria (a) through (f).
D = 69% - 60%	349-300	Below average. Demonstrates that your work has not met one or more criteria (a) through (f).
F = below 60 %	299- below	Student was not able to meet 60% or more of criteria (a) through (f).

	<p>Chapter 1 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter2 <i>Action Research</i></p>
3) Class 3	<p>In class today: Theory and principles of action research</p> <p>Homework: Chapter 2 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 3 <i>Action Research</i></p>
<p>No Formal Class Meeting: Student participating in field study time activities.</p>	

9) Class 9	<p>Homework: Chapter 7 Reflection and practice.</p> <p>Preparation for next class: Reading Assignment: Chapter 8 <i>Action Research</i></p> <p>In class today:</p>
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	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities.
14) Class 14	<p>In class today: Touching base on plan facilitation</p> <p>Preparation for next class: Continued facilitation of action research plan.</p>
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities.
	No Formal Class Meeting: Student participating in field study time activities. Have Site documentation board complete.
15) Class 15	<p>In class today: Sharing Projects</p> <p>Preparation for next class: Complete formal report of action research project. Have turned in no later than Sunday (Date).</p>

Student Support Services:

The University has many student support programs. If you need assistance please contact any of the following service programs or departments.

UAOnline

<http://uaonline.alaska.edu/>

Your resource for transcripts, accounts and other personal information

Disabilities Services:

The Child Development and Family Studies program will work with the Office of Disability Services to provide reasonable accommodation to students with disabilities. Disability Services provide a variety of services to assure equal access for all students. Interpreting services, educational assistants, note taking, and exam accommodations for students are the most frequently provided accommodations.

The Office of Disability Services implements the Americans with Disabilities Act (ADA), and insures that UAF students have equal access to the campus and course materials. (203 WHIT, 474-7043) I will work with the Office of Disabilities Services to provide reasonable accommodation to students with disabilities.

Disability services also provides assistance to the university's rural campuses; Bristol Bay, Chukchi, Interior-Aleutians, Kuskokwim, and Northwest.

Questions should be directed to the Director of Disability Services at (907)-474-5655.
<http://www.uaf.edu/disability/>

Representatives from the office also regularly meet students in the CTCC building.
 Check with the CTCC student services for more information, 455-2851 or 2849.

UAF Office of Disability Services 612 N. Chandalar, PO Box 755590 University of
 Alaska Fairbanks Fairbanks, Alaska 99775-5590
 Phone: (907) 474-5655 | TTY: (907) 474-1827 | Fax: (907) 474-5688
 E-mail: fydso@alaska.edu

Writing Center

<http://www.alaska.edu/english/studentresources/writing/>

The Writing Center is a student-staffed, student-oriented service of the English
 Department.

801 Gruening Bldg., P.O. Box 755720

Fairbanks, Alaska 99775-5720

Phone: (907) 474-5314 Fax: 1-800-478-5246

* The UAF Writing Center and Computer Lab offers free writing tutoring to any student
 in any subject via telephone and fax or over the Internet. Students can call 907-474-5314
 for information on how to fax a paper and have it tutored over the telephone, or engage in
 an interactive Internet session. Both services are free.

Rural Students Services

<http://www.uaf.edu/ruralss/>

Rural Student Services (RSS) is an academic advising department with over 35
 years of experience in working with students from all over the state of Alaska. We are
 here to assist you in achieving student success by linking you to current information
 pertinent to your education, lifestyle, and goals. RSS is known for its welcoming and
 friendly environment. Many students find meaningful connection at UAF through RSS.

We can help you with:

Academic requirements

Registration for classes

Finding financial aid

Explaining housing options

Declaring a major

Career exploration

CONTACT US AT:

P.O. box 756320, Fairbanks, AK 99775-6320

1-888-478-1452 (toll free within Alaska) or (907) 474-7871

Email us at fyrss@uaf.edu

Library Services for off campus students

<http://library.uaf.edu/offcampus>

Off-Campus Library Services is a unit set up to serve rural UAF students and faculty who
 do not have access to appropriate information resources in their town or village. We work

in support of The College of Rural & Community Development and The Center for Distance Education and Independent Learning.

We can supply your information needs for the courses you are taking. For example, if a research paper is required in the teleconference or correspondence course that you are