**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED 212** |
| Course Title | **Action Research** |
| Resource Person(s) | Dr Irfan Bashir  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours | irfanbashir@umt.edu.pkTuesday to Saturday 3 – 5 pm  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive )**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

The course is designed to enable the students to analyze reflectively their teaching experiences. It’s a course that lets participants start where they are, explore what they want, go as far as they need, and improve their environment. Action Research course will help students to impact their own practices, schools, and education as a whole. This course is an introductory course to on Action Research; an intentional research method of self-reflective, and systematic inquiry that will allow learners to investigate a significant question, concern, or issue that is relevant to their own practice. The course will take the learners through the planning processes of an Action Research up to the implementation of the intervention or improvement. The course will include both theory and practical so that students may get 360 degree exposure of the course.

**Course Learning Outcomes:**

After the successful completion of the course, the graduates will be able to:

1. Explain importance and major concepts/terminology associated with research and action research. C2
2. Develop an action research plan- C6
3. Collect and Analyze data related to their action research -C4
4. Implement an action research project to solve their class/school problems. C3
5. Write/present action research report using APA style -C6

**Teaching Methodology:**

The course will be taught using various techniques and modes including lectures, discussions, reading & writing assignments, presentations, group work, and research projects.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Reading Assignments  | 5% |
| Quizzes | 10% |
| Mid Term Exam | 25% |
| Attendance & Class Participation | 5% |
| Project + presentation  | 15% |
| Final Exam | 40% |
| Total | 100% |

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** |  **Reference Chapter(s)** | **Assignments & Tasks** | **CLOs** |
| 1. | Introduction to the course Importance and significance of research and action research | Craig, 1Efron, 1Hopkins , 1,2,3Sagor, 1 | Reading assigned chapters, discussion  | 1 |
| 2.  | Types of researchBy method By purpose | LR Gay, 1,2 | Reading and discussion  | 1 |
| 3. | Types of action researchProcess of action researchModels of action Research  | Sagor 1Craig, 1Gay, 21 | Quiz, Reading, lecture, discussion  | 1 |
| 4. | Selecting an action research problemSources of research problemsFormulating objectives and research questions | Sagor 3 Hopkins 5Efron 2Craig 3 | Developing AR topic and questions by students  | 2 |
|  5. | Developing Action Research Plan  | Sagor, 4,5,6Craig 4Efron 4Hopkins. 6,7Mertler, material | Sample action resrach plan and report  | 2 |
| 6 | Data collection I | Sagor 7 Hopkins ,8Efron , 5Craig 5,6Choeda et al , stage 2 | Developing tool | 3 |
| 7 | Data collection II | Sagor 7 Hopkins ,, 8Efron , 5,6Craig 5,6Choeda et al , stage 2 | Refining tool and data collection  | 3 |
| 8 | Data analysis I | Sagor 8Hopkins ,, 9Efron , 7Craig 5,6Choeda et al , stage 2,3 | Doing Data Analysis | 3 |
| 9 | Data analysis II | Sagor 8Hopkins ,, 9Efron , 7Craig 5,6Choeda et al , stage 2 | Doing Data Analysis | 3 |
| 10 | Developing and executing Implementation Plan  | Sagor 9Hopkins ,, 9Efron , 4,8Craig 5Choeda et al , stage 3,4 | Sharing Implementation plan  | 4 |
| 11 | Writing Introduction and Literature Review (APA style)  | Sagor 10Hopkins ,, 10Efron 8Craig 8,9Choeda et al , stage 4APA Manual 7th | Starting report writingPractice referencing  | 5 |
| 12 | Writing Methodology (APA style) | Sagor 10Hopkin ,, 10Efron , 8Craig 8,9Choeda et al , stage 3,4APA manual  | Writing report and sharing initial  | 5 |
| 13 | Writing conclusions and findings/resultsWriting Bibliography (APA style) | Sagor 10Hopkins ,, 10Efron , 8Craig 8,9Choeda et al , stage 3,4APA manual | Writing report | 5 |
| 14 | Presentations of action research report by participants |  |  | 5 |
| 15 | Presentations of action research report by participants |  |  | 5 |
| 16 | Presentations of action research report by participants |  |  | 5 |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Project | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  | ✔ | ✔ |  |
| 2 |  | ✔ |  | ✔ |  |  |  | ✔ |
| 3 |  |  | ✔ |  |  |  | ✔ | ✔ |
| 4 |  |  | ✔ |  |  |  |  |  |
| 5 |  |  | ✔ |  | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLOs  | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO5 |
| PLO 1: Subject matter knowledge | ✔ |  |  |  |  |
| PLO 2: Human Growth and Development- |  |  |  |  |  |
| PLO 3: Knowledge of Professional and Ethical Values |  |  |  |  |  |
| PLO 4: Planning and Strategies |  | ✔ |  |  |  |
| PLO 5: Students’ Assessment |  |  |  |  |  |
| PLO 6: Learning Environment |  |  |  |  |  |
| PLO 7: Effective Use of Information and Communication Technologies |  |  | ✔ |  |  |
| PLO 8: Collaboration and Partnership |  |  |  | ✔ |  |
| PLO 9: Continuous Professional Development and Code of Conduct |  |  |  |  | ✔ |
| PLO 10: Teaching of English  |  |  |  |  |  |

**Recommended Text Books:**

Choeda et al (2018). *A Guide to Action Research: Enhancing Professional Practice of Teachers in Bhutan*. Royal council of Bhutan

Efron. S.E. & Ravid, R. (2013) *Action Research in Education: A practical Guide.* The Guilford Press

Hopkins,D.(2008). *A Teacher’s Guide to Classroom Research*. Open University Press NY

Mertler, C. A. (2017). Action research: *Improving Schools and Empowering Educators* (5th ed.).
 Thousand Oaks, CA: Sage.

Sagor.R. (2005). *The Action Research Guidebook: A Four-Step Process for Educators and School Teams.* Sage India

**Recommended Reference Books available at UMT library:**

1. Gay.L.R; Mills, G.E, and Airsian, P. (2012). *EDUCATIONAL RESEARCH: Competencies for Analysis and Applications*. Pearson
2. Handbook of action research:
       Author(s): Hilary Bradbury ; Peter Reason

 Published by: Sage Publications, Inc., , 468 p.
       Copyright year: 2001

1. A teacher's guide to classroom research
       Author(s): David Hopkins ;
      Published by: Open University Press, , 211 p.
       Copyright year: 2002
2. Action research
       Author(s): Costello, Patrick J. M. ;
       Published by: Constable, , 102 p.
       Copyright year: 2005
3. Research in action
       Author(s): Almekinders, Conny ; Beukema, Leni ; Tromp, Coyan
       Published by: Wageningen, Academic Publishers, , 272 p.
       Copyright year: 2009
4. Action research
       Author(s): McNiff, Jean ;
       Published by: Routledge, , 226 p.
       Copyright year: 2013
5. The SAGE handbook of action research participative inquiry and
       practice
       Author(s): Reason, Peter ; Bradbury, Hilary
       Published by: Sage, , 720 p.
       Copyright year: 2008
6. Becoming a teacher through action research
       Author(s): Phillips, Donna Kalmbach ; Carr, Kevin
       Published by: Routledge, , 285 p.
       Copyright year: 2014
7. You and your action research project/
       Author(s): McNiff , Jean ;
       Published by: Routledge, , 304 p.
       Copyright year: 2016
8. The role of research in teachers' work :
       Author(s): Scanlon, Lesley ;
       Published by: Routledge, , 143 p. ; , 25 cm.
       Copyright year: 2018
9. The action research planner :
       Author(s): Kemmis, Stephen ;
       Published by: Springer, , 200 p.
       Copyright year: 2014
10. Action research :
       Author(s): Putman, S. Michael ; Rock, Tracy,
       Published by: Sage, , xix, 264 p. ; , 28 cm
       Copyright year: 2018
11. Action research in teaching & learning :
       Author(s): Norton, Lin ;
       Published by: Routledge, , 302 p.
       Copyright year: 2019
12. Teacher action research :
       Author(s): Pine, Gerald J. ;
       Published by: Sage, , xx, 396 p. : , 23 cm.
       Copyright year: 2009

**Internet Resources**

[**https://resources.nu.edu/c.php?g=1013605&p=8464648**](https://resources.nu.edu/c.php?g=1013605&p=8464648)

[**https://www.actionresearchtutorials.org/**](https://www.actionresearchtutorials.org/)

**Students will get enrolled in coursera**