

Southwest Minnesota State University
Marshall, Minnesota 56258
Graduate Education Program



The Vision:

The SMSU Professional Education Unit is a community of learners dedicated to the continuous development of quality practice, personal/professional growth, and leadership.

The Mission:

The mission of Professional Education at SMSU is to create communities of practice where each learner is an active participant in the development of learning, teaching, and leadership processes by engagement in inquiry, critical reflection, and study of educational theory, research, and practice in pursuit of excellence.

AE 502: Research in Action, 1 Credit
Spring 2013

Communities of Practice Investigating Learning and Teaching
Southwest Minnesota State University
Graduate Education Program
AE 502: Research in Action, 1 Credit
Grading: A-F

<i>Instructor:</i> Dr. Tanya McCoss-Yerigan	<i>Class Days:</i> Online
<i>Office:</i> IL 156	<i>Class Hours:</i> Online
<i>Telephones:</i> 320-564-2337	<i>Meeting Room:</i> D2Lô One On campus Day TBD
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Course Description:

This course offers educators the opportunity to earn university credit while developing reflective practice, practical activities and strategies based on knowledge attained by attending the graduate research conference. Students will attend the one-day learning community conference and then within their own classrooms explore the content, process for design, implementation and evaluation of the teacher-based action research.

Course Specifics:

Conference Date: Saturday, April 27, 2013

This course will be held via a blend of on-campus, D2L and classroom lab.

Course Requirements:

Students must attend all general and one session per breakout at the conference and complete all follow up assignments. This does not mean attending every available breakout session, but one presentation per breakout session. Additionally, students must complete objectives/outcomes 1-4.

Required Readings/Resources:

Required readings are based on the handouts and resources provided by individual presenters in the conference general and individual breakout sessions.

Course Overview:

Objectives/ Outcomes	Activity	Assessment	Timeline
1. Identify Professional Goals	<ul style="list-style-type: none"> Before the conference, write a paragraph defining how attending the learning community conference relates to your professional goals. <i>(see rubric)</i> 	Professional Goal Statement	TBD
2. Gather & Evaluate Action Research Content	<ul style="list-style-type: none"> Attend all general conference sessions and a session during each breakout. Write a brief summary of each session (include time, session name, presenter(s) name and a brief description of session content) and assess the information gained from the session. <i>(see rubric)</i> 	Session Summaries	TBD
3. Summarize & Assess Learning	<ul style="list-style-type: none"> Write a reflective paper synthesizing your conference experience based on your professional goal statement. The paper should be 300-500 words in length. <i>(see rubric)</i> 	Reflective Paper	TBD
4. Classroom Activity Design & Application	<ul style="list-style-type: none"> Develop two practical classroom activities based on what you learned at the conference. Design the activities, implement and evaluate them. These activities should be geared to the audience you work with: K-12 students, staff or other. <i>(see rubric)</i> 	Classroom Application Evaluation Report	TBD

Assessment Methods:

1. Professional Goal Statement	20%
2. Conference Attendance & Session Summaries	20%
3. Reflective Paper	20%
4. Classroom Activities Evaluation Report	40%

Grading Scale:

100% A+	92-89 B+	82-79 C+	72-69 D +
99-96 A	88-86 B	78-76 C	68-66 D
95-93 A-	85-83 B-	75-73 C-	65-63 D-
Minimum competency for a graduate class is 73%			62- F

Class Policies:

Collaboration - All class members are expected to use professional and ethical interactions to support a positive learning environment. The instructor wants open, honest, and supportive communication.

Academic Honesty ó As stated in the SMSU Student Handbook, any form of academic dishonesty, including, but not limited to, cheating, and plagiarism, is prohibited.

Disabilities ó If you are a student with a documented disability and wish to discuss your academic accommodations, please make an appointment with the instructor. You may also wish to contact the Coordinator of Disabled Student Academic Accommodations in the SMSU Learning Resources, IL 220, 537-6169.

Attendance Policy – Attendance is an important aspect of professionalism. You will need to have high, consistent attendance (including timely arrival and departure) in your role as a professional; therefore, attendance is expected in this course. You may miss class once but missing more than this will result in

a lower grade. If you must be gone, please call the instructor. If there are extenuating circumstances for missing class, we will discuss alternative measures for correcting the absence. If the attendance policy poses a problem, you may appeal first of all to the chair of the department, and if you are not satisfied with this, you may appeal to the education department.

Appeal Process - The Education Department appeal process is available in the Education Department Office. Refer to the Southwest Minnesota State University (SMSU) Student Handbook for additional policies.

Rubric:

Scoring Rubric	1	2	3
1. Professional Goal Statement includes:			
▪ specific outcomes for the conference sessions selected to attend.			
▪ professional benefit anticipated from the conference.			
2. Session Summaries:			
▪ name, date, time and presenter for each session attended.			
▪ brief summary of each session			
▪ assessment of information gained at the sessions			
3. Reflective Paper:			
▪ relates information gained at the conference to professional goal statement.			
▪ is written in clear and concise style.			
▪ is 300-500 words, typed and grammatically correct.			
▪ contains 2 specific applications			
4. Classroom Application Evaluation Report			
▪ Activity is described as if the reader were not familiar with the topic.			
▪ A specific learning objective and plan for accomplishing it is written for each activity.			
▪ Explanation of appropriateness of activity for targeted students.			
▪ An explicit connection between what you learned at the conference and the activities planned/implemented is present.			
▪ Student learning experience was evaluated.			
▪ Self-evaluation was present (Described what was learned through the design and implementation of this activity. Reflected on how he/she will apply this learning in his/her practice as a teacher.			
1 points = incomplete or not developed; work is at a superficial level 2 points = complete and specific to pedagogy of teaching and learning 3 points = constructive in nature and transformational for student			