Course Syllabus

Code - Course Title	**EPÖ621 - Action Research**
Course Type	I. SEMESTER
Laboratory + Practice	3+0
ECTS	**7.5**
Language of Instruction	Türkçe
Course Type	Elective Courses
Course Instructor(s)	PROF. DR. ÇİĞDEM SUZAN ÇARDAK

Mode of Delivery	Face to Face
Prerequisites	Qualitative Research Methods
Courses Recomended	Qualitative Research Methods
Recommended Resources	Altrichter, H., Posch, P. ve Someckh, B. (2008). Teachers Investigate their Work: Anintroduction to action research across the professions. Second Edi.. London:Routledge. Creswell, J. W. (2007). Qualitative Inquiry & Research Design: Choosing Among Five Approaches. SAGE. Creswell, J. W. (2003). Research Design. SAGE. Denzin, N. K. & Lincoln, Y. S. (Editors). The Sage Handbook of Qualitative Research. Third Edition. California: Sage. Gibson, W. J. & Brown, A. (2009). Working with Qualitative Data. California: Sage.Hendricks, C. (2006). Improving Schools through Action Research: A ComprehensiveGuide for Educators. Boston: Pearson. Allyn and Bacon. Herr, K. ve Anderson, G. L. (2005). The Action Research Dissertation: A Guide forStudents and Faculty. Thousand Oaks, CA: Sage Pub. James, E. A., Milenkiewicz, M. T. ve Bucknam, A. (2008). Participatory ActionResearch for Educational Leadership: Using Data-Driven Decision Making toImprove Schools. Thousand Oaks, CA: Sage Publications. Lichtman, M. (2010). Qualitative Research in Education: A User's Guide. Second Edi. California: Sage.Marshall, C. & Rossman, G. B. (2011). Designing Qualitative Research. Fifth Edi. California: Sage.McKernan, J. (1996). Curriculum Action Research: A Handbook of Methods andResources for the Refletive Practitionar. Second Edi.. London and New York:Routledge.McMillan, J. H. ve Wergin, J. (2006). Understanding and Evaluating Action Research.Third Edi.. New Jersey: Pearson Education, Inc. McNiff, J., Lomax, P. ve Whitehead, J. (2004). You and Your Action Research Project.Second Edi.. London and New York: Routledge Falmer.Merriam, S. B. (2009). Qualitative Research. A Guide to Design and Implementation. San Francisco: Jossey-Bass. Merriam, S. B. (1998). Qualitative Research and Case Study Applications in Education. San Francisco: Jossey-Bass. Merriam, S. B. & Associates. (2002). Qualitative Research in Practice: Examples for Discussion and Analysis. San Francisco: Jossey-Bass. Mertler, C. A. (2006). Action Research: Teachers as Researchers in the Classroom.UK: Sage PublicationsMills, G. E. (2003). Action Research: A Guide for the Teacher Researcher. İkinciBasım. New Jersey: Pearson Education, Inc. Miles, M. B., Huberman, A. M. & Saldana, J. (2014). Qualitative Data Analysis: A Methods Sourcebook. Third Edi. California: Sage. Packer, M. (2011). The Science of Qualitative Research. New York: Cambridge University Press.Stringer, E. T. (2007). Action Research. Third Edi.. USA: Sage Publications, Inc.Stringer, E. (2008). Action Research in Education. Second Edi. New Jersey: PearsonEducation, Inc.
Work Placement	None

Course Syllabus

Weeks	Learning Outcomes	Topics	Teaching Methods
Week - 1		Introduction to the Course, The Definitions of the Action Research, The Philosophical Foundations of the Action Researches	
Week - 2		The Aims, Characteristics, Challenges and Contributions of the Action Researches, The Characteristics of the Action Researchers	
Week - 3		Research Topics and Defining the Research Problem in Action Researches, Writing Research Questions	
Week - 4		Types of Action Research	
Week - 5		Participatory Action Research	
Week - 6		The Circular Process of the Action Research: Action Plans and Reflection	
Week - 7		Collaboration in Action Researches and Validity-Reliability Committee	
Week - 8		Data Collection in Action Researches	
Week - 9		Data Analysis and Interpretation in Action Researches	
Week - 10		Ethical Issues in Action Researches	
Week - 11		Writing Action Research Reports	
Week - 12		Suggestions to Action Researchers	
Week - 13		Critical Analysis on the Scientific Reports of Actions Researches	
Week - 14		Designing an Action Research and Evaluating the Course	

Learning Outcomes

#	Learning Outcome
1	Be able to define the meaning of action research with her/his own words.
2	Be able to discuss the philosophical foundations of the action research.
3	Be able to explain the aims of the action researches.
4	Be able to discuss the characteristics of action researches.
5	Be able to discuss the challenges and the contributions of the action researches.
6	Be able to discuss the characteristics of the action researchers.
7	Be able to give examples of action research topics.
8	Be able to explain how to define the problem situation in action researches.
9	Be able to write action research questions.
10	Be able to explain the types of the action researches.
11	Be able to discuss the attributes of the participatory action research.

Learning Outcomes

#	Learning Outcome
12	e able to explain the circular processes of the action researches.
13	Be able to discuss the importance of the collaboration in action researches.
14	Be able to discuss the roles, responsibilities and the importance of the validity-reliability committee during the action research process.
15	Be able to explain the qualitative data collection techniques.
16	Be able to explain the quantitative data collection techniques.
17	Be able to explain qualitative data analysis techniques.
18	Be able to explain the quantitative data analysis techniques.
19	Be able to explain how to interpret the results of the data analysis.
20	Be able to discuss the ethical issues with examples.
21	Be able to explain the reporting processes of the action researches.
22	Be able to give recommendations to researchers who would like to conduct action researches.
23	Be able to conduct critical analysis on an action research report.
24	Be able to design an action research.

Sustainable Development Goals

No content has been provided.

Course Theme

No content has been provided.

AKTS Workload

Activity	Duration (Hour)	Count	Workload
Teorik Derse Katılım	0	0	0
Sınıf Dışı Çalışma (Ön Hazırlık & Pekiştirme Amaçlı)	0	0	0
Ödevler	0	0	0
Proje - Rapor - Sunum Hazırlama	0	0	0
Ara Sınav Hazırlığı (sınav süresi dahil)	0	0	0
Final Sınavı Hazırlığı (sınav süresi dahil)	0	0	0
Uygulama (Laboratuvar, Müzik/Enstrüman Uygulaması, Atölye/Saha Çalışması vb.)	0	0	0
Staj Uygulaması	0	0	0
		Calculated ECTS	**0**

Assessment Method and Passing Requirements

No content has been provided.

Assessment Method and Passing Requirements	Quamtity	Percentage (%)
1.Midterm Exam	1	30
Final Exam	1	40
Homework	1	30
	Sum (%)	**100**