

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> EDUC 442		<b>Number of Credits:</b> 1 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Introduction to Action Research <b>Course Short Title:</b> Intro to Action Research															
<b>Faculty:</b> Faculty of Education, Community, and Human Development		<b>Department:</b> Teacher Education													
<b>Calendar Description:</b> Introduces candidates to the principles and ethics of classroom and action research, with an emphasis on relational accountability. Examines the role such research plays in a teacher's ongoing professional development and emerging teacher identity in relation to decolonization, equity, diversity, and inclusion.															
<b>Prerequisites (or NONE):</b>		Admission to the Bachelor of Education.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Credit/No Credit</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Annually</b> Maximum enrolment (for information only): <b>32</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1"> <tr> <td>Lecture/seminar</td> <td>5</td> </tr> <tr> <td>Tutorials/workshops</td> <td>8</td> </tr> <tr> <td>Experiential (field trip)</td> <td>2</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td><b>Total hours</b></td> <td><b>15</b></td> </tr> </table>		Lecture/seminar	5	Tutorials/workshops	8	Experiential (field trip)	2					<b>Total hours</b>	<b>15</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR cannot be awarded for this course because: Connected to practicum	
Lecture/seminar	5														
Tutorials/workshops	8														
Experiential (field trip)	2														
<b>Total hours</b>	<b>15</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> December 8, 2021													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 6, 2022													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> June 17, 2022													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course candidates will be able to:

- Design a classroom action research project informed by decolonizing perspectives.
- Implement a classroom action research project informed by decolonizing perspectives.
- Identify ways of addressing validity and relational accountability (i.e., ethical standards) in classroom research.
- Create a research question that addresses critical and personally relevant issues in education (e.g., inclusion, community, social justice, and decolonizing possibilities).
- Create a tool appropriate for gathering data in relation to their research question.
- Pilot a tool appropriate for gathering data in relation to their research question.
- Create a plan for data analysis that includes diverse perspectives to inform the interpretation of findings.
- Reflect on their research project, the way it shaped their identity as a teacher, and outcomes for future students.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	100%	%	%
	%	%	%

**Details:**

This is a 1 credit (15 hr) course, with two assignments: reflection (50%), research project (50%)

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Hendricks	Improving Schools Through Action Research: A Reflective Practice Approach	2022
2. Textbook	Wilson	Research is Ceremony: Indigenous Research Methods	2008
3. Textbook	King	The Truth About Stories	2003
4.			
5.			

**Required Additional Supplies and Materials** *(Software, hardware, tools, specialized clothing, etc.)***Course Content and Topics**

- Classroom action research and decolonizing perspectives
- Relational accountability and research ethics
- Research question: critical issues in education (e.g., inclusion, community, social justice, and decolonizing possibilities)
- Data collection (e.g., observations, interviews, stories, surveys)
- Data analysis and interpretation: building from superdiverse perspectives to open decolonizing possibilities
- Reflection (e.g., how did this project shape how you will teach going forward, and who you are as a teacher?)