

Hanson-CV-2025

NAME: Janet Hanson

POSITION/TITLE: Assistant Professor

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EDUCATIONAL BACKGROUND/TRAINING

Dr. Janet Hanson joined the UNT Dallas faculty in fall 2023 as an Assistant Professor of Educational Leadership. She has over 20 years of public and private education work experience at the elementary, secondary, and administrative levels. She has served in a variety of roles including teacher, principal, K-12 superintendent, and assistant professor in higher education leadership and teacher education graduate program departments.

Dr. Hanson resides in the Dallas-Fort Worth metroplex with family. She enjoys traveling, having explored much of the United States in an RV with her family, practices yoga, participates in faith-based activities, enjoys gardening, and organic cooking.

Dissertation: Hanson, J. (2017). Determination and validation of the Project for Educational Research That Scales (PERTS) survey factor structure. *Journal of Educational Issues*, 3(1), 64-82. <http://dx.doi.org/10.5296/jei.v3i1.10646>

Book: Hanson, J. L. (2017). *Manage your mindset: Maximize your power of personal choice*. Lanham, MD: Rowman & Littlefield.

RELEVANT TEACHING EXPERIENCE

Dr. Hanson worked as a research lab assistant for U.S. Borax Research Corporation for five years after completing high school. After earning her BA, she worked as an auditor for Price Waterhouse & Co. She later married and worked from home raising and homeschooling three children on a farm in the northwestern United States. After 13 years, she returned to university and earned her MA in Education: Curriculum and Instruction and teaching credentials in several disciplines. She then worked 14 years as an educator in public elementary, middle, and high schools in Title I elementary schools, public middle school math teacher, and advanced mathematics and business education instructor in an intervention private high school. She also worked six years as an administrator (including HS principal and K-12 superintendent). During her tenures as public and private school administrator in two private intervention high schools

and a K-12 school district, she was engaged in implementing and managing three 1:1 school-wide technology programs, performing intake assessments for all incoming students, developing Individual Education Plans, supervising school faculty, and developing school programs. After earning her doctorate, she worked at Azusa Pacific University as a full-time associate professor in the Educational Leadership Masters and Administrator-Credentialing Programs for 6 years and two years in the Teacher Education Master's Program. She joined the UNT Dallas team this year as assistant professor in the graduate Educational Leadership program. She served for six years as an active committee member on the Institutional Review Board at her university and IRB chair for the school of education.

Philosophy: Dear Students, having worked full time while studying for my advanced degrees, I understand your needs as busy graduate students. As your professor, it is my priority to ensure you receive value and are supported in your learning goals in this course. I expect you to become outstanding leaders in your field. I will work to encourage you, care for you, support your academic goals, and show you God's love in every aspect of our work together at UNT Dallas. I look forward to our time together.

ACADEMIC SCHOLARSHIP/RESEARCH/CREATIVE ENDEAVORS

Research: Dr. Hanson performs educational research writing peer-reviewed articles published in scholarly journals on topics including growth mindset, academic mindset, factors of student engagement, teacher epistemology, educational leadership, technology, adult professional learning, micro learning for leaders' professional development, school organization, data analytics, artificial intelligence/Education 4.0, among many other education topics. She has currently expanded her research agenda to AI enabled tools in higher education and has published on the topic and presented at local and international venues. She has also received a research grant to explore the topic of using AI enabled tools to support the social and economic mobility of students through education.

Publications

Hanson, J., Yu C. H., & Truong, M. (in process). Reframing avatar-mediated Instruction in higher education: A theory-building integrative review. *International Journal of Learning and Development*.

Hanson, J., Loose, W. & Lee, Y. A. (In process). Developing multi-cultural citizens through multiLingual interdisciplinary educational program in elementary schools.

Hanson, J. & Yu, C. H. (2024). Using AI-enabled tools to support minority student success in higher education. *International Journal of Learning and Development*, 14(3).
<https://doi.org/10.5296/ijld.v14i3.22263>

Yu, C. H., Xiao, D. & Hanson, J. (2023). Machine learning for analyzing the relationship between well-being and academic performance with large-scale assessment data. **Chapter in Myint Swe Khine (Ed.), Machine Learning in Educational Sciences.**

Hanson, J., & Yu, C. H. (2020). Using data visualization and data science to explore self-efficacy in the classroom and academic mindset by grouping demographic variables, *Journal of Education and Practice*, 24(11). DOI: 10.7176/JEP/11-24-01. Retrieved from <https://www.iiste.org/Journals/index.php/JEP/article/view/53854>

Hanson, J., Niqab, M., & Arif, T. (2022). Organizational Citizenship Behaviour (OCB) In Educational Settings: A Narrative Review. *JISR Management and Social Science and Economics (JISR-MSSE)*, 20(1), <https://jisrmsse.szabist.edu.pk/index.php/szabist/issue/view/41>

Hanson, J., Loose, W., & Reveles, U. (2022). A qualitative case study of all-but-dissertation students at risk for dissertation noncompletion: A new model for supporting candidates to doctoral completion. *Journal of College Student Retention: Research, Theory & Practice*, 24(1) 234-262 (2020).
<https://journals.sagepub.com/doi/abs/10.1177/1521025120910714?journalCode=csra>

Khan, M. Z., Niqab, M., & **Hanson, J.** (2021). Human resource management practices develop product differentiation and cost leadership strategy, enabling organizations to attain competitive advantage: A narrative review. *Pakistan Business Review*, 23(3), 215-237.
<https://doi.org/10.22555/pbr.v23i3.593>

Hanson, J., Niqab, M., & Bangert, A. (2021). Determining factors of organizational learning capabilities: In the context of educational institutes of third world country Pakistan. *Journal of Education and Educational Development (JOEED)*, 8(2), 270-295.
<https://doi.org/10.22555/joeed.v8i2.408>

Hanson, J. L., Niqab, M., & Bangert, A. (2021). Educational context of intellectual capital: An exploratory four-factor study. In M. Shahbaz, M. S. Mubarik, & T. Mahmood (Eds.), *The dynamics of intellectual capital in the current era* (No. 1; Vol. 1, pp. 31–62). Springer Nature. DOI 978-981-16-1692-1_2, © 2021 https://link.springer.com/chapter/10.1007/978-981-16-1692-1_2

Hanson, J. L. (2020). Testing the relationship between teachers' epistemological beliefs (EB) and a faculty's school growth mindset: Inter-cultural comparison of EB between East and West. *Journal of Organizational Psychology*, 20(4). <https://doi.org/10.33423/jop.v20i4.3207>

Hanson, J. L., & Yu, C. H. (2020). Using data visualization and data science to explore self-efficacy in the classroom and academic mindset by grouping demographic variables. *Journal of Education and Practice*, 11(24), 1-12.

Niqab, M., **Hanson, J.**, Bangert, A., Kannan, S., Sharma, S., Ghaffar, A., Mubarik, M. S. (2020). Measuring intellectual capital in schools in the developing country of Pakistan. *International Journal of Learning and Development*, 10(1), 1-34. <https://doi.org/10.5296/ijld.v10i1.16397>

Hanson, J., Loose, W., & Reveles, U. (2020). A qualitative case study of all-but-dissertation students at risk for dissertation noncompletion: A new model for supporting candidates to doctoral completion. *Journal of College Student Retention: Research, Theory & Practice*, 0(0) 1–29. <https://doi.org/10.1177/1521025120910714>

Niqab, M., **Hanson**, J. L., Bangert, A., Kannan, S., Sharma, S., & Ghaffar, A. (2019). Measuring organizational citizenship behavior (OCB) in secondary schools in Pakistan and a comparison with factors of a school growth mindset. *International Journal of Learning and Development*, 9(2), 1–47. <https://doi.org/10.5296/ijld.v9i2.14919>

Niqab, M., **Hanson**, J. L., Nawab, R., & Ahmad, R. (2019). Testing the relationship between post child marriage variables and a girls' education level in rural Pakistan. *International Journal of Learning and Development*, 9(1), 87–133. <http://www.macrothink.org/journal/index.php/ijld/article/view/14363/11356>

Hanshaw, G., & **Hanson**, J. L. (2019). Using microlearning and social learning to improve teachers' instructional design skills: A mixed methods study of technology integration in teacher professional development. *International Journal of Learning and Development*, 9(1), 145–173. <http://www.macrothink.org/journal/index.php/ijld/article/view/13713>

Hanshaw, G., & **Hanson**, J. L. (2018). A mixed methods study of leaders' perceptions of microlearning for professional development on the job. *International Journal of Learning and Development*, 8(3), 1–21. <https://www.macrothink.org/journal/index.php/ijld/article/view/13198>

Niqab, M., **Hanson**, J., Bangert, A., Kannan, S., Sharma, S., & Ghaffar, A. (2017, submitted for review). *Validation of a newly-developed organizational citizenship behavior instrument: A structural equation modeling approach*.

Hanson, J. (2017). Testing the difference between school level and academic mindset in the classroom: Implications for developing student psycho-social skills in secondary school classrooms. *Journal of Educational Issues*, 3(1), 44-63. <http://dx.doi.org/10.5296/jei.v3i1.10479>

Hanson, J. (2017). Determination and validation of the Project for Educational Research That Scales (PERTS) survey factor structure. *Journal of Educational Issues*, 3(1), 64-82. <http://dx.doi.org/10.5296/jei.v3i1.10646>

Hanson, J., Loose, W., Reveles, U. & Hanshaw, G. (2017). Validation of the newly developed Graphical Inventory of Ethical Leadership (GIEL) Scale: Implications for administrator preparation and business leaders. *Journal of Educational Issues*, 3(1), 19-43. <http://dx.doi.org/10.5296/jei.v3i1.10480>

Hanson, J. L. (2017). *Manage your mindset: Maximize your power of personal choice*. Lanham, MD: Rowman & Littlefield.

Hanson, J., Bangert, A. & Ruff, W. (2016). A validation study of the What's My School Mindset? Survey. *Journal of Educational Issues*, 2(2), 244-266. <http://dx.doi.org/10.5296/jei.v2i2.10138>

Hanson, J., Bangert, A. & Ruff, W. (2016). Investigating the relationship between school level and a school growth mindset. *Journal of Educational Issues*, 2(2), 203-221. <http://dx.doi.org/10.5296/jei.v2i2.10052>

Hanson, J., Ruff, W., & Bangert, A. (2016). Exploring the relationship between school growth mindset and organizational learning variables: Implications for multicultural education. *Journal of Educational Issues*, 2(2), 222-243. <http://dx.doi.org/10.5296/jei.v2i2.10075>

Hanson, J., Reveles, U., Loose, W., & Hanshaw, G. (2016, June 3). 3D leadership graphic inventory for school administrators (GISA). *Conference Proceedings, Pacific Conference on Pre-K through K-12 Education 2016*, <http://www.thinksisu.org/event/education/#proceedings>

Hanson, J., Dr. Art Bangert, and Dr. William Ruff (2016). Exploring the relationship between school level and a growth school mindset. *Conference Proceedings, Pacific Conference on Pre-K through K-12 Education 2016*, <http://www.thinksisu.org/event/education/#proceedings>

Hanson, J., Ruff, W., & Bangert, A. (2015). *Exploring the relationship of organizational learning, school mindset, and a multicultural view in schools*. Conference proceedings University Council of Educational Administration.

Hanson, J. L. (2015). *Determination and validation of the "What's My School Mindset?" instrument factor structure* (Order No. 3722197). Available from Dissertations & Theses @ Montana State University; ProQuest Dissertations & Theses Global. (1728126620)

Treacy, A. C., Richmond, A. S., Wehunt, M. D., Casillas, N., Hanson, J., Ratto-Parks, A., & Rice, L. (2015). In A.C. *The science and art of the successful pursuit and completion of a doctoral degree: Skills, experience, expertise, and resources*. Conference proceedings Northern Rocky Mountain Educational Research Association.

Presentations

Hanson, J. (2021, April 11). *Testing the relationship between teachers' epistemological beliefs and a faculty's growth mindset: Intercultural comparison of epistemological beliefs questionnaire between East and West*.

[Video Presentation and Group Session]. 2021 AERA Virtual Meeting April 8-12: Accepting Educational Responsibility, Virtual Conference. <https://aera21-aera.ipostersessions.com/default.aspx?s=4C-91-F7-D8-6B-10-B6-74-EF-1E-30-1B-21-A0-5F-61>

Edwards, J. & **Hanson, J.** (2021, April 11). *Collective efficacy, growth mind-set, and classroom English Language Arts outcomes: Multilevel structural equation modeling analysis*. [Video Presentation and In-Session Paper Presentation] 2021 AERA Virtual Meeting April 8-12: Accepting Educational Responsibility, Virtual Conference.

Hanson, J., Niqab, M. & Bangert, A. (2021, April 10). *Testing the factors of intellectual capital in secondary schools*. [Video Presentation and Group Session]. 2021 AERA Virtual Meeting April 8-12: Accepting Educational Responsibility, Virtual Conference. <https://aera21-aera.ipostersessions.com/Default.aspx?s=7B-C1-FD-2A-5C-CD-5D-B9-81-56-30-99-91-A2-77-C7>

Hanson, J., Lee, K., & Yu, C. H. (2021, Feb 25). Testing the relationship between school growth mindset culture, students' academic mindset, and academic outcomes. [Video Presentation] AILACTE Virtual Conference 2021: *A Call for Action: Surviving, Thriving, and Reimagining the Preparation of Teachers*.

Lee, H., **Hanson, J.**, & Yu, C. H. (2021, Feb 25). Teaching strategies for improving student's sense of belonging and the influence on self-efficacy on classroom tasks: Grouped by moderating demographic variables. AILACTE Virtual Conference 2021: *A Call for Action: Surviving, Thriving, and Reimagining the Preparation of Teachers*.

Hanson, J. L. (2020, Nov 9-19) Promoting leaders' sense of belonging on the job and desire to stay [Video Presentation and Group Session]. 2020 UCEA Annual Asynchronous Sessions.

Hanson, J. L. (2020, Apr 17 - 21) Testing the relationship between growth mindset, collective efficacy, and academic outcomes [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/tk3cm8o>

(Conference Canceled)

Hanson, J. L. (2020, Apr 17 - 21) New Model of Elements Supporting Leaders' Self-Efficacy on the Job and Desire to Stay [Roundtable Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/ugzs26z>

(Conference Canceled)

Hanson, J. L., & Niqab, M. (2019, April). Measuring intellectual capital for knowledge management in schools. Presented at the conference *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence* in Toronto, Ontario Canada, by American Educational Research Organization.

Hanson, J. L., Jiang, Y., & Wang, J. (2019, April). Hierarchical linear modeling of relationships between teachers' epistemological beliefs and students' self-efficacy. Presented at the conference *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence* in Toronto, Ontario Canada, by American Educational Research Organization.

Hanson, J. L., Loose, W. V., and Reveles, U. (2019, April). *Case study and new model for supporting at-risk-for-completion candidates to dissertation completion*. Presented at the conference *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence* in Toronto, Ontario Canada, by American Educational Research Organization.

Loose, W. V., & **Hanson, J. L.** (2019, April). *Elementary school program redesign for 21st Century skills: A mixed methods study of design and effectiveness*. Presented at the conference *Leveraging Education Research in a "Post-Truth" Era: Multimodal Narratives to Democratize Evidence* in Toronto, Ontario Canada, by American Educational Research Organization.

Hanson, J., Roso, C., Loose, W. & Reveles, U. (2018). *Finishing the dissertation: Candidate perceptions of facilitating factors and barriers to program completion*. Poster presentation at American Educational Research Association.

Loose, W. & Hanson, J. (2018). *Developing 21st century global citizens through a five-way multi-lingual inter-disciplinary educational program*. Paper presented at the Hawaiian International Conference (HICE).

Hanson, J., Roso, J., Loose, W., & Reveles, U. (2017). *Dissertation supervision issues: Getting stragglers to finish their dissertation: A dissertation completion program*. Workshop presentation at the Council for Christian Colleges & Universities (CCCU).

Hanson, J. (2017). *Growth mindset: next steps to systematic classroom and schoolwide implementation*. Paper presentation at the California Association of Professors of Education Administration (CAPEA).

Hanson, J., Loose, W., Reveles, U. & Hanshaw, G. (2017). *CPSEL 5 instrument (Graphical Inventory of Ethical Leadership GIEL scale) for use in PASC and CASC administrator preparation programs*. Paper presentation at the California Association of Professors of Education Administration (CAPEA).

Hanson, J., Bangert, A. & Ruff, W. (2017). *Identifying factors of a growth mindset at the school level. Paper presentation*. Roundtable discussant session at the American Educational Research Association (AERA).

Hanson, J., Reveles, U. & Loose, W. (2017). *Microlearning for professional development on the job*. Paper presentation at the American Educational Research Association (AERA),

Hanson, J. (2017). *Validation of a newly-developed organizational citizenship behavior instrument: A structural equation modeling approach*. Paper presentation and roundtable discussant session at American Educational Research Association (AERA) conference.

Hanson, J. (2017). *Growth mindset in the classroom: A teachers' primer*. Paper Presentation Hawaii International Conference on Education, (HICE).

Hanson, J. & Loose, W. (2017). *Empirical testing of the factors of the Graphical Inventory of Ethical Leadership (GIEL) Scale*. Poster presentation at the Hawaii International Conference on Education, Honolulu, Hawaii.

Hanson, J. et al. (2016). *The science and art of the successful pursuit and completion of a doctoral degree: Skills, experience, expertise, and resources*. Workshop at the Northern Rocky Mountain Educational Research Association.

Hanson, J., Reveles, U., Loose, W., and Hanshaw, G. (2016). *Three-dimensional leadership graphic inventory for school administrators*. Conference proceedings 2016 Pacific Conference on Pre-K through K-12 Educators.

Hanson, J., et al. (2016). *Determining the level of OCB in secondary schools through a self-developed instrument in an educational setting: An SEM approach*. Pacific Conference on PK-12 Education.

Hanson, J., Reveles, U., Loose, W., & Hanshaw, G. (2016, June 3). *3D leadership graphic inventory for school administrators (GISA)*. Paper presentation at the Pacific Conference on PK-12 Education.

Hanson, J., Dr. Art Bangert, and Dr. William Ruff (2015). *Exploring the relationship between school level and a growth school mindset*. University Council of Educational Administration (UCEA).

Hanson, J. (2015). *Exploring the relationship of organizational learning, School mindset, and a multicultural view in schools*. Northern Rocky Mountain Educational Research Association (NRMERA).

Treacy, A. C., Richmond, A. S., Wehunt, M. D., Casillas, N., **Hanson, J.**, Ratto-Parks, A., & Rice, L. (2015). *The science and art of the successful pursuit and completion of a doctoral degree: Skills, experience, expertise, and resources*. Northern Rocky Mountain Educational Research Association (NRMERA).

Hanson, J. (2015). *An exploratory study of variables contributing to school growth mindset*. Paper presentation at the Northern Rocky Mountain Educational Research Association (NRMERA).

Hanson, J. (2014). *Development and validation of the What's My School Mindset instrument factor structure*. Paper presentation at the Northern Rocky Mountain Research Association (NRMERA).

Hanson, J. (2014). *Administrator self-efficacy*. Poster presentation at the Northern Rocky Mountain Educational Research Association (NRMERA).

Hanson, J. (2014) – *Exploring correlation variables with growth mindset survey mean*. Paper presented at the Northern Rocky Mountain Educational Research Association (NRMERA).

Hanson, J. (2014) – *Essential knowledge: What school board trustees want to know and how*. Paper presented at the Northern Rocky Mountain Educational Research (NRMERA).

Ruff, W. & Hanson, J. (2013) – *Mindfulness in Montana schools*. Paper presented at the Northern Rocky Mountain Educational Research Association (NRMERA).

Syllabus for Texas Education Code 51.974

YEAR COURSE OFFERED: 2025

SEMESTER COURSE OFFERED: Summer

DEPARTMENT: Educational Leadership

COURSE NUMBER: EDLE 5310

NAME OF COURSE: Research and Educational Leadership

NAME OF INSTRUCTOR: Dr. Janet Hanson

The information contained in this class syllabus is subject to change without notice. Students are expected to be aware of any additional course policies presented by the instructor during the course.

Learning Objectives

Learning Objectives/Outcomes:

SLO	Competency #
1. Participate in a collaborative team 2. Apply graduate level writing to demonstrate competencies in concepts	Domain I – Competency 001A-C and 001J
3. Research and explore a key issue in the school that affects teaching and learning 4. Develop elements of an action research plan for a school site/classroom including.	Domain I – Competency 001 and 003 Domain II – Competency 003
5. Apply the AI and library tools and resources to find scholarly literature. 6. Evaluate peer-reviewed research on an issue of teaching and learning, assess its quality, analyze the content and write an annotated bibliography, and identify the key themes in the literature.	Domain I – Competency 001A-C and 001J
7. Draft a research question to explore the key issue at a case school site 8. Evaluate and explore the theories from their origination until the current time and apply them to educational research.	Domain I – Competency 001B and 001J
9. Identify the appropriate method for exploring the identified issue in an action research study. 10. Design a research plan with methods for protecting human subjects' rights 11. Execute the plan, collect and or synthesize reliable data. 12. Triangulate the findings with the literature and develop valid conclusions 13. Create an action plan.	Domain I – Competency 001 and 003 Domain II – Competency 003
12. Conform submissions to the 7 th edition of the APA style guide, avoid plagiarism, and use graduate level writing conventions including the review process at the UNT Dallas Writing Center such as revising, editing, and proofreading. 13. Finalize the report of the study design, theories, findings, conclusions, and action plan for next steps. 14. Review Peer reports, revise, edit, and proofread	Domain IV- Competency 007A

Major Assignments/Exams

ASSIGNMENTS

Participation (450 points)

During face-to-face and asynchronous online participation, students are expected to be prepared for discussions and questions related to the assigned information. This includes:

- Reading the assigned textbook chapters BEFORE class begins
- Submitting an Outline Format document with a completed Introduction section
- Team Presentations on Module content as assigned
- Regular and prompt class attendance
- Active class participation during class.

Instructional methods utilized in this course include class discussions, lectures, online, group discussions, final thesis, and oral presentations. Students will lose 10 points for each missed day of class.

For online discussions, students will work in teams in advance of the Zoom session and complete an Outline Format one week to submit as a team. Students will have from Monday at midnight of the first day of that week to the following Sunday midnight to post their team response to the prompt in the online CANVAS discussion forum.

- Attendance (Refer to the attendance policy in this syllabus)
- Team Course Module Presentations (2 to 3 each total)
- Team Discussion Forum posts

Module Assignments/Research (350 pts)

- * *Background and Context/Root Issue Assessment* (50 pts)- Student teams will submit a PPT presenting the background information, school demographics, review of the school improvement plan, and identification of a root issue at their case school site
- * *Literature Review and Concept Map* (100 pts)-- Student teams will submit a 5-page literature review of 10 - 12 peer reviewed scholarly articles on their chosen topic. The literature review will be written in APA7th edition format.
- * *Theory of Action/Worksheet* (50 pts)--Students will submit one well-written paragraph Theory of Action related to their research topic.
- * *Research Design/Action Plan & Question* (100 pts)-- Students will submit their Action Research Design/Plan. The Action Research Plan will be written in APA format. The Action Plan will be between 5-7 pages including a table format in the Appendix.
- * *Methods Section* (50 pts)-- Students will submit a draft PPT copy of their research methods. The methods describe the process by which the research will be conducted. The methods section

should be between 5-7 slides and will include APA 7th edition in text citations and a reference slide.

Journal entry (200 points)

Students will submit one self-reflection journal entry describing their process, interests, or thoughts on the research process.

Research project and presentation (250 points):

- ☐ *Action Research Project* - (200 pts) Students will upload a completed project presentation format of their entire project linking all the module elements together into comprehensive submission with an introduction, literature review, research design, methods, data analysis, summary with conclusion and action plan.
- ☐ *Final Presentation* -- (50 pts) Students will embed a video using Zoom to present their project PPT (CANVA, or Google slides etc are acceptable) presentation of the action research project. The presentation should be a comprehensive review of the first three phases of the action research process. Extra credit will be given for teams who create, in addition, a Poster of their project.

Required Reading

Sagor, R., & Williams, C. (2016). *The action research guidebook: A process for pursuing equity and excellence in education* (3rd Ed.). Thousand Oaks, CA: Corwin

Recommended Reading

Creswell, J. & Creswell, D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches* (5th ed). Sage.

Westcliff University (2022). Key point chapter summaries for John Creswell's Research Design Textbook on qualitative, quantitative, & mixed methods approaches. Writing Center.

American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th Ed.). Washington, D.C.

Texas Principal Standards

List of discussion/lecture topics

Introduction to Action Research

Team Presentation Schedule - Chapter Readings

SLO 1

<p>Characteristics of a Quality Action Research Project</p> <p>SLO 2</p>
<p>Finding a Focus (Choosing a Research Topic based upon a problem of practice)</p> <p>SLO 3</p>
<p>Refining the Focus Researcher Identity</p> <p>SLO 4</p>
<p>Literature Review</p> <p>SLO 5 Activity 3A - Locating Articles/Review Themes</p>
<p>Articulating a Theory of Action</p> <p>Activity 3B: Literature Review and Concept Map</p>
<p>Drawing a Theory of Action (Research Design Map)</p>
<p>Determining the Research Questions</p>
<p>Building a Data Collection Plan</p> <p>Writing a Methods Section</p>
<p>Building a Data Collect Plan</p>
<p>Collecting the Data</p> <p>Synthesizing the Data</p> <p>Analyzing the Data</p>
<p>Turning Findings into Action Plans</p> <p>Activity Module 7A - Turning Findings into Actions</p>
<p>Reporting and Sharing Action Research</p> <p>Peer Review and Revision/Editing/Proofreading</p>

Conclusion: The School as Learning Organization

Module #8 Research Presentations

SLOs

14. Review Peer reports, revise, edit, and proofread

15. Present the report

Complete course evaluation

Make corrections to final assignments

Ensure all submissions are completed and uploaded as PDF, or MS Word doc.