Term Information

Effective Term

Autumn 2014

General Information

Course Bulletin Listing/Subject Area

Kinesiology

Fiscal Unit/Academic Org

Human Development & Family Sci - D1251

College/Academic Group

Education & Human Ecology

Level/Career

Graduate

Course Number/Catalog

7103

Course Title

Research Skills for Coaches

Transcript Abbreviation

RsrchSkillsCoaches

Course Description

Students learn about research methods and design, and develop and conduct mini-action research derived from their practice. Students develop skills in the questions they generate about their professional practice, and to engage in structured inquiry as a strategy for enhancing coaching environments.

Semester Credit Hours/Units

Fixed: 3

Offering Information

Length Of Course

14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)

Flexibly Scheduled Course

Never

Does any section of this course have a distance education component?

Yes

Is any section of the course offered

100% at a distance
Greater or equal to 50% at a distance
Less than 50% at a distance

Grading Basis

Letter Grade

Repeatable

No

Course Components

Lecture

Grade Roster Component

Lecture

Credit Available by Exam

No

Admission Condition Course

No

Off Campus

Never

Campus of Offering

Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code

31.0501

Subsidy Level

Doctoral Course

Intended Rank

Masters, Doctoral
Requirement/Elective Designation

Required for this unit’s degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes
• demonstrate literacy in the basic concepts, principles, and techniques of action research in coaching settings
• design and implement an action research project
• analyze and interpret data
• view research as a form of thinking and problem solving
• create a coaching plan based on the results of the project

Content Topic List
• Introduction and overview of the course. What is action research and why do teachers do it?
• Models of Action Research
• The reflective coach: Observing a problem.
• Ethical issues. Gaining entry. Researcher participant relationships.
• Identifying your theoretical frame
• Reviewing the literature on your topic.
• Framing a question. What is a good action research question? Preparing a plan
• Discussion of proposals
• Data collection
• Data analysis
• Transforming data.
• Drawing conclusions
• Writing up research.
• Implications and plans for future study
• Reflection on action research studies.
• Making your research public

Attachments

• KINESO 7103 Syllabus.pdf
  (Syllabus. Owner: Ellwood, Whitney Donnelle)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Submitted</td>
<td>Odum, Sarah A.</td>
<td>11/08/2013 04:22 PM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Buckworth, Janet</td>
<td>11/08/2013 05:24 PM</td>
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<td>Zircher, Andrew Paul</td>
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Course Number, Title and Description (*from Course Offering Bulletin), Credit Hours
In this course, students learn about research methods and design, and develop and conduct mini-action research derived from their practice. In the process, students develop skills in the questions they generate about their professional practice, and to engage in structured inquiry as a strategy for enhancing coaching environments. Emphasis will be placed on research ethics, the relationship between coach-researchers and their research participants/collaborators, and strategies for recording, organizing, and analyzing data from direct observations, surveys, interviews, or performance analysis.

Course Objectives/Learning Outcomes --
Following successful completion of this course, the student will be able to:
- demonstrate literacy in the basic concepts, principles, and techniques of action research in coaching settings
- design and implement an action research project
- analyze and interpret data
- view research as a form of thinking and problem solving
- create a coaching plan based on the results of the project.

Required Texts and Course Materials –

Grading Plan/Grading Rubric –
- the basic concepts, principles, and techniques midterm (30%)
- project proposal (15%) guidelines on carmen
- project analysis and interpretation (30%) guidelines on carmen
- final paper (25%) guidelines on carmen

Grading Scale –
A  93-100%   B+  87-89   C+  77-79   D+  67-69
A-  90-92     B  83-86    C  73-76    D  60-66
     B-  80-82   C-  70-72   E  59% or less

Topical Outline - Schedule of Topics, Readings, Assignments
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment/s</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction and overview of the course. What is action research and why do teachers do it?</td>
<td>• Kemmis &amp; McTaggert Ch 1-2</td>
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<td>2</td>
<td>Models of Action Research</td>
<td>• Kemmis &amp; McTaggert Ch 3 -4</td>
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<td>3</td>
<td>The reflective coach: Observing a problem.</td>
<td>• Gratton &amp; Jones Ch 2-3</td>
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<td>• Kemmis &amp; McTaggert Ch 5</td>
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<td>4</td>
<td>Ethical issues. Gaining entry. Researcher participant relationships.</td>
<td>• Gratton &amp; Jones Ch 11</td>
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<td>• Kemmis &amp; McTaggert Ch 6</td>
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<td>5</td>
<td>Identifying your theoretical frame</td>
<td>• Gratton &amp; Jones Ch 4</td>
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<td>• Kemmis &amp; McTaggert Ch 7</td>
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<td>6</td>
<td>Reviewing the literature on your topic.</td>
<td>• Gratton &amp; Jones Ch 7</td>
<td>2 hr mid-term exam online to be completed prior to class. Time TBD.</td>
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<td>• Kemmis &amp; McTaggert Ch 8</td>
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<td>7</td>
<td>Framing a question. What is a good action research question? Preparing a plan</td>
<td>• Gratton &amp; Jones Ch 6</td>
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<td>• Kemmis &amp; McTaggert Ch 9</td>
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<tr>
<td>8</td>
<td>Discussion of proposals</td>
<td>---</td>
<td>Project proposal due</td>
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<tr>
<td>9</td>
<td>Data collection</td>
<td>• Gratton &amp; Jones Ch 8</td>
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<td></td>
<td>• Kemmis &amp; McTaggert Ch 10</td>
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<td>10</td>
<td>Data collection</td>
<td>• Gratton &amp; Jones Ch 9</td>
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<td>• Kemmis &amp; McTaggert Ch 11</td>
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<tr>
<td>11</td>
<td>Data analysis</td>
<td>• Gratton &amp; Jones Ch 10&amp;13</td>
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<tr>
<td>12</td>
<td>Data analysis. Transforming data. Drawing conclusions</td>
<td>• Gratton &amp; Jones Ch 2-3</td>
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<td>• Kemmis &amp; McTaggert Ch 12</td>
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<tr>
<td>13</td>
<td>Writing up research.</td>
<td>• Gratton &amp; Jones Ch 15</td>
<td>Project analysis and interpretation paper due</td>
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<td>• Kemmis &amp; McTaggert Ch 13</td>
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<tr>
<td>14</td>
<td>Implications and plans for future study</td>
<td>• Gratton &amp; Jones Ch 15</td>
<td>Final paper due last day of finals week TBD.</td>
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<td></td>
<td>• Kemmis &amp; McTaggert Ch 13</td>
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<tr>
<td>15</td>
<td>Reflection on action research</td>
<td>• Kemmis &amp; McTaggert</td>
<td>Final paper due</td>
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Assignment Details – Description, format, due dates, evaluation criteria, examples.

- the basic concepts, principles, and techniques midterm (25%)
- project proposal (15%)
- project analysis and interpretation (30%)
- final paper (30%)

Policies for Missed Assignments – All assignments are due on the due dates at the start of class. If you miss the midterm exam you will need to contact the instructor to ask for an alternative date.

Policies for Student Conduct and Participation – I expect you to attend all classes sessions. If you do not have an excused absence you will drop a letter grade (i.e., A to A-). If you are absent twice you will fail the class.

Academic Misconduct – The Ohio State University’s Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: “Any activity that tends to compromise the academic integrity of the University, or subvert the educational process.” Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University’s Code of Student Conduct is never considered an “excuse” for academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University. For additional information, see the Code of Student Conduct.

http://studentaffairs.osu.edu/resource_csc.asp

ODS Statement – Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; http://www.ods.ohio-state.edu/. Students are expected to follow the Americans with Disabilities Act Guidelines for access to technology.

Grievances and Solving Problems -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.”

Statement on Diversity – The College of Education and Human Ecology affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. Discrimination against any individual based upon protected status, which is defined as age, color,
disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

The Department of Human Sciences is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the department seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The department prohibits discrimination against any member of the school's community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences**  There are no off campus field experiences associated with this course.