Action Research Project

COMMUNICATION SCIENCES AND DISORDERS

Anne Sommers, B.S., Sonia Arora, Ph.D., & Karen Engler, Ed.D.

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Learning Outcomes Review

- Demonstrate competencies consistent with best practices in their discipline.
  - Professional communication (written and oral)
  - Apply critical analysis of research
- Exhibit ethical leadership skills in professional practice and community service.
  - Application of confidentiality, ethical practices with human participants through action research
  - Exhibit Leadership skills through ownership of their research project
- Utilize knowledge and skills related to their discipline to engage in activities that directly benefit the University or the civic community.
  - Practice cultural competence and consciousness through completion of action research
  - Direct application of content knowledge and skills as the students develop and engage in action research

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Data Discussed

DIRECT VS. NON-DIRECT TEACHING RESEARCH PROJECT DATA

Direct Teaching Application	Non-Direct Teaching Application
Visual Phonics Intervention study (x 2)	Teacher Prep: Itinerant and Deaf-Blind (x 2)
Language and Executive Functioning	Instructional Strategies for Deaf-Blind (x 2)
Language Environments	Emergency Preparedness Training
*Sign Language as Intervention Tool [ASD]	Self Esteem of Deaf Adults (+2)
Multi-Generational Deaf Family & Literacy	Perceptions of Educational Professionals
	Perceptions of Communication Modalities (x 2)
	Standardized Testing: ENG vs. ELL and DHH (x2)
	Classroom Acoustics
	Theory of Mind: DHH
	Feedback and Promoting Self-regulated Learning
	Newborn Hearing Screening: Intervention Unknown
	Factors Impacting Community-based Poverty Project
	Rubrics: Effectiveness of Feedback
	Cochlear Implant Grant: Demographic data (x4)

*non-DHH

Bolded = thesis

Highlighted = most closely related to action research

- 22/28 = 79% non-direct teaching application (yet relevant)
- 6/28 = 21% had some direct teaching application
- 3/28 = 11% intervention studies
- *3/28* = 11% theses

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Conclusions Reached

TEAM COLLABORATION AND CONTRIBUTIONS

- Graduate student contributed language and content to student learning outcomes

- Graduate student expressed "buy-in" to this proposed change
  - Emphasis on direct teaching application through conducting and completing action research
  - Students as researchers to teachers as researchers

- Team members put together a rough timeline of course schedule/project completion

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Item(s) Chosen for Action

NEW COURSE DEVELOPMENT- ACTION RESEARCH PROJECT

1. Development of syllabus and course schedule

    1. MAT interdepartmental collaboration (prep work)

2. Complete IRB application for an action research project

3. Submission to the curricular workflow system

4. Potential grant/manuscript submission

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Follow-up Plans & Next Steps

FURTHER REVIEW AND EXAMINATION OF PROGRAM

- Periodicity of new course to align with other program courses
- Examine periodicity of other program courses in efforts to streamline/reduce credit hours in CSD-Education of Deaf and Hard of Hearing (EDHH) program

Items that Need Action at Higher Levels than the Department

APPROVAL PROCESS FOR NEW COURSE

- IRB approval and documentation letter from Office of Research Administration

- Curricular Action Workflow System

  - Department/College Approval

  - Graduate Council Approval

  - Educator Preparation Provider Council (EPPC)