FITCHBURG STATE UNIVERSITY

Academic Year: * 2025-2026   SGOCE#: * 11

New Graduate Course Proposal

Form Procedure
To share the form with others prior to Submitting choose the **Save Progress** option at the bottom.
Create a PDF of the saved form go to Print and choose <u>Save as PDF</u> copy rather than print.
To access the saved form for editing or to finalize submission visit <u>forms.fitchburgstate.edu</u> to log in and view your Pending/Drafts under My Forms.

Course Title

Course Title: * Research Dissemination

Proposed Banner Abbreviation: * Research Dissemination

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Denise Sargent

Members of the Graduate Curriculum Committee: Lynn D'Agostino, Robert Shapiro, Nermin Bayazit, Jescah Apamo-Gannon, Dustin Halterman, Kimberly Bennett, Denise Sargent

Department / Unit Developing: * Education

Department Chair: * Dr. Denise Sargent   dsargen5@fitchburgstate.edu

Academic Dean: Dr. Mojdeh Bayat   mbayat@fitchburgstate.edu

Program Chair   The Program Chair for this request is among the people listed above.
* ● Yes
  ○ No

Graduate Program * Ed.S. in IDIS

The above program would be responsible for scheduling, staffing & assessing this course.

Course Information

Course Description

*This advanced course is designed to support students in transforming their research into meaningful professional contributions. Students will work closely with a faculty mentor to refine their research findings and share them with authentic audiences across the field of education. Emphasis is placed on effective communication of evidence-based practices, ethical presentation of data, and professional engagement within scholarly and practitioner communities. This course prepares students to become reflective practitioner-researchers who contribute to ongoing dialogue, strengthen university-school partnerships, and elevate the profession through shared knowledge. Pre-requisites: EDUC 9300 Educational Research and EDUC 9510 Capstone Implementing Best Practices

Course Objectives

Upon successful completion of this course, students will be able to:
1.   Interpret and synthesize research findings with clarity and accuracy to ensure relevance to diverse educational audiences.
2.   Evaluate appropriate dissemination venues (e.g., conferences, professional publications, workshops, podcasts) based on audience, purpose, and impact.
3.   Develop professional communication skills for presenting educational research through oral, visual, written, and digital formats.
4.   Create dissemination products that translate evidence-based practices into accessible and practical applications for educators and other stakeholders.
5.   Engage in reflective practice to evaluate the effectiveness of research communication and its influence on the field.
6.   Collaborate with faculty mentors and peers to refine dissemination strategies and ensure ethical and responsible sharing of research findings.
7.   Advocate for educational improvement through scholarly outreach that strengthens university-school partnerships and supports practitioner knowledge.

Rationale and expected outcomes of offering the Course

*This course is designed to be the final course in a series of 3 courses that engages students in scholarly activities. In the first course, EDUC 9300 Education Research, students choose a topic of interest and write an integrated literature review. In this course, students seek approval on an IRB research proposal. In the second course, EDUC 9510 Capstone: Implementing Best Practices, students conduct a research project and analyze their impact on student learning. The expected outcome for Research Dissemination is for students to share and reflect on their findings and disseminate their results in an appropriate venue.

What are the Learning Outcomes for the Course?

By the end of this course, students will be able to:
1.   Analyze and accurately summarize research findings in ways that demonstrate comprehension, relevance, and applicability to varied educational audiences.
2.   Select and justify appropriate dissemination venues by evaluating audience needs, communication goals, and potential impact on educational practice.
3.   Demonstrate effective professional communication skills by delivering research presentations and products using oral, written, visual, and digital formats.
4.   Produce high-quality dissemination artifacts (e.g., conference presentations, practitioner workshops, podcasts, articles, multimedia products) that translate evidence-based practices for educators and stakeholders.
5.   Critically reflect on the strengths and limitations of their dissemination efforts and identify strategies for improvement.
6.   Collaboratively refine research communication strategies by engaging in structured feedback cycles with faculty mentors and/or peers.
7.   Demonstrate scholarly advocacy by articulating how their dissemination work contributes to educational improvement, supports practitioners, and strengthens university-school partnerships.

Number of Credits: *3

Discipline Prefix or Prefixes: *EDUC

Brief rationale if more than one prefix:

Level of Course: * ○ 7000   ○ 8000   ● 9000

Brief rationale for level choice::
*The prerequisites for this course are EDUC 9300 and 9510. This course should have a number higher than 9510 as it is the final course for the degree.

The course will be: ☑ Requirement   ☑ Elective

Elective or Requirement Note/Special:
This will be a required course for students in the Ed.S. in IDIS. It is the final course in a series of 3 courses. This course could also be an elective for students in the M.Ed programs who are currently required to take EDUC 9300 and 9510.

Is there a similar undergraduate course?   * ○ Yes   ● No

Does this course affect offerings in any other department or program?   * ○ Yes   ● No

Course Enollment

Expected Average Enrollment: *3

This course is a replacement for: Course # / Name

Has the course been offered previously as a "Topics" course?   * ○ Yes   ● No

Is this an Extended Campus Course?   * ○ Yes   ● No

Which semester will this course be offered for the first time?:   *Fall 2026

How often thereafter to be offered?:
*every semester

Course Requirements

Prerequisite course(s) if any: EDUC 9300 Education Research and EDUC 9510 Capstone: Implementing Best Practice

Additional Requirements

Laboratory Hours: [   ]   Fieldwork Hours: [   ]

Pre-Practicum Hours: [   ]   Practicum Hours: [   ]

Other Requirements (specify): [   ]

Syllabus Upload

New Course Syllabus Upload: EDUC XXXX Research Dissemination Syllabus .docx

Signatures

*Click on the **Submit Form** button at the bottom of the page after you have signed the form.*
You should receive an email confirmation that your signature has been completed.

*   ...3439343433
DeniseSargent   11/18/2025
Requester Signature   Date

*   ...3236393539
Moideh Bayat   11/18/2025
Academic Dean Signature   Date

*   ...3136363936
DeniseSargent   11/18/2025
Department Chair Approval   Date

*   ...3631383038
Becky Copper Glenz   11/25/2025
SGOCE Dean Signature   Date

Graduate Council
The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

*

Graduate Council Chair Signature   Date

Notifications

*

Approval of the President   Date   SGOCE Dean Initials   Date

*

Reviewed by the Registrar: Date

FITCHBURG STATE UNIVERSITY

Comprehensive Syllabus
Teacher Education
Fall 2026

EDUC XXXX Research Dissemination

Instructor:	Dr. Denise Sargent
Office:	Online
Office Hours:	By appointment
Telephone:	978-665-3995
E-mail:	dsargen5@fitchburgstate.edu

CATALOG COURSE DESCRIPTION:

This advanced course is designed to support students in transforming their research into meaningful professional contributions. Students will work closely with a faculty mentor to refine their research findings and share them with authentic audiences across the field of education. Emphasis is placed on effective communication of evidence-based practices, ethical presentation of data, and professional engagement within scholarly and practitioner communities. This course prepares students to become reflective practitioner-researchers who contribute to ongoing dialogue, strengthen university-school partnerships, and elevate the profession through shared knowledge. *Pre-requisites: EDUC 9300 Educational Research and EDUC 9510 Capstone Implementing Best Practices*

REQUIRED TEXTS:

Mertler, C. A. (2024). *Disseminating your action research: A practical guide to sharing the results of practitioner research*. Routledge, Taylor & Francis Group.

SUGGESTED TEXT:

(Corporate author) (2020). **Publication Manual of the American Psychological Association**, Seventh Edition.

RESOURCES:

Connett, H. (2020). Action research to improve confidence in meeting diverse need and the

quality of inclusive practice through lesson observations. Support for Learning, 35(2), 178–191. https://doi.org/10.1111/1467-9604.12298

Cooper, A. (2014). The Use of Online Strategies and Social Media for Research Dissemination in Education. *Education Policy Analysis Archives*, *22*, 88. https://doi.org/10.14507/epaa.v22n88.2014

Cowie, B., Trask, S., & Edwards, F. (2024). Teacher-composed cases of practice as and for dissemination, reflection and data. *British Educational Research Journal*.

Griffith, R., & Lacina, J. (2020). Making Sense of Research. Reading Teacher, 74(2), 117–118. https://doi.org/10.1002/trtr.1960

Hegazy, H., Ellerton, P., Campos-Remon, H., Zaphir, L., Mazzola, C., & Brown, D. (2021). Working from theory: developing the bases of teachers' critical thinking pedagogies through action research. Educational Action Research, 1–16. https://doi.org/10.1080/09650792.2021.1877757

Opstoel K, Buijs E, van der Steen J, Schenke W, Admiraal W, Oolbekkink-Marchand H.(2024) Interaction between educational research and practice: Collaboration, strategies and conditions. *International Journal of Educational Research Open*. 2024;7:100355. https://www.sciencedirect.com/science/article/pii/S2666374024000372. doi: 10.1016/j.ijedro.2024.100355.

Polly, D., Burchard, K. P., Castillo, C., Drake, P., Horne, S., Howerton, A., Peake, S., & Schmitt, K. (2020). Examining Action Research and Teacher Inquiry Projects: How Do they Help Future and Current Teachers? School-University Partnerships, 12(4), 36–47.

Savitz, R. S., Lowry, M., & Delinger Kane, B. (2021). Introduction to Teachers as Researchers: A Diversity of Methods for a Diversity of Voices. Clearing House, 94(3), 91–93. https://doi.org/10.1080/00098655.2021.1899530

COURSE OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. Interpret and synthesize research findings with clarity and accuracy to ensure relevance to diverse educational audiences.
2. Evaluate appropriate dissemination venues (e.g., conferences, professional publications, workshops, podcasts) based on audience, purpose, and impact.
3. Develop professional communication skills for presenting educational research through oral, visual, written, and digital formats.
4. Create dissemination products that translate evidence-based practices into accessible and practical applications for educators and other stakeholders.
5. Engage in reflective practice to evaluate the effectiveness of research communication and its influence on the field.
6. Collaborate with faculty mentors and peers to refine dissemination strategies and ensure ethical and responsible sharing of research findings.
7. Advocate for educational improvement through scholarly outreach that strengthens university-school partnerships and supports practitioner knowledge.

COURSE REQUIREMENTS:

1. Research Dissemination Plan: (20 points) In order to make an increased impact on teaching and learning, students will develop a research dissemination plan that will outline their process and plan to distribute their research findings from EDUC 9300 Education Research and EDUC 9510 Capstone: Implementing Best Practice. This plan will include background, desired outcomes, dissemination methods, audiences and venues, and evaluation of impact.

2. Research Dissemination Project: (50 points) For this culminating assignment, students will share the results of their research with authentic educational audiences. With close guidance from the instructor, students will identify and utilize two appropriate dissemination venues that align with their topic, methodology, and goals. One venue must be a presentation of their work. Options may include, but are not limited to:

- Presentations at local, regional, or national conferences
- Workshops or professional learning sessions for preservice and/or in-service teachers
- Scholarly engagement through professional platforms (e.g., ResearchGate, Academia.edu)
- Educational publications such as peer-reviewed journals, Edutopia articles, practitioner blogs, or trade magazines for teachers
- Poster or oral presentations at university-sponsored research events
- Podcast episode creation or guest participation discussing your findings

This project is designed to help students develop the skills needed to communicate scholarly work effectively, contribute to the professional community, and advocate for evidence-based practice in education. Students will work collaboratively with the instructor to prepare your materials, refine your presentation skills, and ensure clear, accurate representation of your findings.

3. Reflection on Research Dissemination Project: (20 points) Following the completion of the two dissemination activities, students will submit a reflective analysis that examines their growth as a practitioner-researcher and communicator of evidence-based practices. This reflection will serve as an opportunity to critically evaluate the dissemination process, audience engagement, and professional learning. This assignment emphasizes reflective practice as an essential aspect of ongoing professional responsibility and aligns with the course goal of developing impactful, ethical dissemination skills.

4. Discussion Board Participation (10pts.) Throughout the semester, students will engage in ongoing scholarly dialogue through weekly or bi-weekly Discussion Board posts. These posts will provide opportunities to:

- Reflect on assigned readings and course concepts
- Engage with peers in constructive academic discourse

- Share progress on research dissemination planning
- Offer and receive feedback to strengthen dissemination products

Students are expected contribute original, thoughtful posts that connect research to professional practice, respond meaningfully to classmates, and demonstrate professional communication.

TECHNOLOGY INITIATIVES:

Users of the Fitchburg State University computer systems are subject to all applicable federal, state, and international computer laws. Questions regarding regulations may be directed to the office of Information Technology Systems.

Teacher candidates will utilize technology in the following ways:
- To complete a number of assignments (As which students will need access to word processing as well as use of the internet to access information surrounding standards and other federal legal information)
- As a research tool to access scientifically based reading research in assessment, programs, instruction and materials.
- As a means of communication primarily through the Blackboard system. Students are encouraged to check these associated accounts approximately 2-3 times per week.
- Learning modules that include videos and narrated Power Points and videos to gain knowledge.

Fitchburg State University Library Online Services:

The Fitchburg State University Library online services may be accessed through the Fitchburg State University Homepage at www.fitchburgstate.edu/library. Candidates may access any of several full-text online databases. Passwords are available to candidates by calling (978) 665-3762. Fitchburg State University candidates may use all Massachusetts State University libraries with their current Fitchburg State University ID.

INSTRUCTIONAL STRATEGIES:

X	Lecture/Presentation	X	Data Collection and Analysis
X	Discussion/Questioning		Pre-Practicum
_	Laboratory	_	Role Playing/Simulation
X	Problem Finding/Solving	X	Independent Learning
_	Discovery	_	Field Trip
_	Interviewing	X	Computer Application
	Collaborative Learning Groups	X	Viewing and/or Listening Followed by Discussion
X	Reflective Response		
X	Creating Visual Illustrations of Concepts		Modeling Strategies by Instructor

COURSE EVALUATION POLICIES AND PROCEDURES:

Your course grade will be calculated as a percentage of total points. You can receive a total of 100 points.

Grading Policy

FSU Grade	Letter Grade Equivalency	100% Equivalency
4.0	A	95-100
3.7	A-	92-94
3.5	A-/B+	89-91
3.3	B+	86-88
3.0	B	83-85
2.7	B-	80-82
2.5	B-/C+	77-79
2.3	C+	74-76
2.0	C	71-73
0.0	F	0-70
W	Withdrawn	
IN	Incomplete	
IP	In-Progress	

COURSE POLICIES:

1. Communicating with the Professor

The best way to contact me is through email. I am available for a phone conference or meet with you if needed. I routinely meet with students virtually or on the phone. There are voluntary Google Meets and Research Circles for those who have questions or want to discuss their findings. The Google Meet will be recorded and posted on Bb.

2. Policy on Disability

Disability Services is the primary support system for students with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at (978) 665-3427 or (978) 665-3575 TTY. If you need course adaptations or accommodations because of a disability, if you have emergency medication information, or if you need special arrangements in case the building must be evacuated, please make an appointment with the staff of Disability Services as soon as possible. It is important that the issues relating to disabilities be discussed with faculty early in the course in order to provide you with appropriate accommodations.

3. Grade Appeal

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the FSU Grade Appeal Policy in your Student Handbook.

4. Policy on Academic Integrity

The faculty in the Education Unit at Fitchburg State University expect that work submitted in fulfillment of course requirements will be solely that of the individual candidate (unless otherwise instructed) and all other sources will be cited appropriately. The University Academic Dishonesty Policy, as outlined in the University Catalogue, will be strictly enforced.

5. Copyright Policy
You are reminded that in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or the publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See your Student Handbook for more details

Modules	Readings and Assignments	Due Dates
Module 1 **Weeks 1&2**	**Overview of Action Research** • Read Mertler text Ch 1-2 • Watch Action Research in Education https://www.youtube.com/watch?v=KjIfPKsFJc4 • Discussion Board Post #1	
Module 2 **Weeks 3&4**	**Products for Disseminating and Sharing Practitioner Research** • Read Mertler text Ch 3,4 & 5 • Discussion Board Post #2 • Watch Disseminating Research on Online Education Best Practices https://www.youtube.com/watch?v=dPoYBJRZVlM	
Module 3 **Weeks 5,6&7**	**Strategies for Disseminating and Sharing Research** • Read Mertler text Ch. 6, 7, 8, 9 & 10 • Discussion Board Post #3 • Watch Action Research Plan, example: https://www.youtube.com/watch?v=oZ0kr5xb3ms	**Research Dissemination Plan Due**
Module 4 **Weeks 8 & 9**	• Read Cooper article: *The Use of Online Strategies and Social Media for Research Dissemination in Education.* • Read Cowie,Trask, & Edwards, article: *Teacher-composed cases of practice as and for dissemination, reflection and data.* • Discussion Board Post #3	
Module 5 **Weeks 10-13**	**Research Dissemination Project** • Two Venue for disseminating research • Evaluation and Feedback	**Research Dissemination Project due**
Module 6	**Reflection**	**Reflection on Research**

Weeks 14-15	• Purpose & Audience, Effectiveness of Communication, Impact & Feedback, Professional Growth & Future Directions	**Dissemination Project**