

MODULE 1: AN OVERVIEW OF ACTION RESEARCH



Do you wonder why action research is part and parcel of your role as a teacher? Find the reason from Goethe: “*By seeking and blundering, we learn.*” If you are apprehensive about the work involved, find consolation in Einstein: “*If we knew what we were doing, it wouldn’t be research.*” And find inspiration from Sagan: “*Somewhere something incredible is waiting to be known!*”



Action Research Component

- Research Question

WI Teacher Standards

1K1, 1S2, 1S4, 1D1, 1D5, 2K1, 2S1, 3S6, 4S1, 5D5, 8K1, 8K3, 8D1, 8D2, 9K1, 9K2



Reading Assignment 1:

- Craig, Chapter 1 – Introduction to Action Research
- Craig, Chapter 2 - The Process Begins
- Craig, Chapter 8 – The Action Research Report
- APA Manual – Chapters 1-4; §2.01



Discussion Question 1:

- Consider the teaching and learning process as it relates to the action research process. What is your problem? What are you going to do about it?
- Answer the questions by clicking **Reply** and respond to someone else’s post by clicking **Subthread** in the discussion area, then submit for grading.



Action Assignment 1:

- Draft your research question in a Word document.
- Check the rubrics (*below*) to see if you have met the criteria.
- Upload it to the Module 1 Action Assignment Area and click Submit for Grading



Definitions:

- **Action Research** – a systematic study, investigation or inquiry conducted by teachers, administrators, and other change agents in the school to improve the educational environment.
- **Action Research Report** – a formal written document where the teacher/researcher compiles and shares information regarding the study.



Getting Started:

- To make your research project meaningful and worthwhile, *follow your bliss!* Choose an area of focus that you are passionate about and within your locus of control.
- Write a SMART research question. It must be specific, measurable, achievable, relevant and timely.
- Give your research project a tentative title. Note that your research question and the title could and might change after your review of the related literature (next module).



Thinking Ahead:

- Think telic. You should have your end goal in mind and have the whole study well-planned before you begin.
- Think timeline.
 - When is your starting date for data collection?
 - When is your ending date for data collection?



Web Links:

- [A Short Guide to Action Research Companion Website](#)
- [CITI Training](#) – for instructions and link to the CITI website
- [Institutional Review Board \(IRB\)](#) – for forms and templates for your protocol
- [Rust & Clark, How to do Action Research in your Classroom](#) – pdf
- [Madison Metropolitan School District \(2001\) Classroom Action Research](#) – a thorough overview of action research; includes 1990-2009 abstracts.
- [Wisconsin DPI](#) – find new alternative programs, standards and assessment
- [External Links](#) in the course shell for additional resources



Help Files: (aka Handouts)

- Go to the **Tech Tips** folder in the Course Materials to find step by step instructions on the following:
 - Scanning documents
 - Tracking changes in WORD
 - Uploading assignment files
 - Uploading digital photos
 - Using the discussion area



Rubrics: (shown below)

- Discussion Question 1 – Research Question
 - Action Assignment 1 – Research Question
 - Action Assignment 8 - Final Paper Rubrics
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MARIAN UNIVERSITY SCHOOL OF EDUCATION
 Department of Curriculum & Instruction
 EDT 656- Action Research Using Technology
RUBRIC FOR ONLINE DISCUSSION

Name:

Cohort/School District:

Title

Grade Level:

Possible Points	Criteria	Earned Points
2	Participation A minimum of one response and one sub-thread are posted. Active and timely participation is evident. Initial post is submitted in a timely manner to encourage discussion among classmates. Uploaded digital photo and updated profile.	
2	Interaction The learner provides meaningful feedback on other's ideas. Comments include how the idea could be enhanced or how the idea might be applied to a different content area/grade level. Where appropriate, comments offer explanations and personal examples and/or help clarify concepts for classmates. Left no unread items.	
2	Quality of Information Contributions (initial post and sub-threads) to discussion are substantive and demonstrate critical thinking. Information reveals thorough understanding of the topic as evidenced by relevant, original, and thoughtful posts, responses, and questions. Comments did not just repeat or agree with what has already been said.	
2	Delivery Tone of comments is courteous and respectful. Professional vocabulary and writing style are used consistently throughout the discussion. Posts are free of spelling and grammatical errors.	
2	Resources Comments are supported by facts from texts and other identified sources when required. *	
Total Points		/10

**Use quotation marks to indicate direct quotes. To cite any web resources, provide the web address (url) of the specific webpage (not just the website) where you found the information.*

Discussion Tips:

- The above rubric defines the minimum requirements. Strive to exceed the minimum.
- Length and quantity of posts does not necessarily indicate high quality work.
- Use subheadings and spacing to help organize thoughts. Preview messages to make sure they don't display as giant paragraphs.
- The instructor reserves the right to delete any messages deemed inappropriate to an academic discussion. Netiquette (etiquette on the Internet) disallows rudeness, inappropriate language, or a patronizing tone.

MARIAN UNIVERSITY SCHOOL OF EDUCATION
 Department of Curriculum & Instruction
 EDT 656– Developing Action Research Using Technology
ACTION ASSIGNMENT 1 - Research Question

Name:

Cohort/School District:

Topic:

Grade Level:

CRITERIA	DESCRIPTION	1st Score	2nd Score	Final Score
Specific	Narrow, detailed, precise, exact			/2
Measurable	Quantifiable, assessable, observable, perceptible			/2
Achievable	Attainable, realistic, doable, viable			/2
Relevant	Pertinent, germane to teaching, strong technology integrations			/2
Timely	Suitable for research within the time frame; current			/2
Overall				/10

Note: You are allowed one resubmission as long as you submit the first draft before the due date of this assignment and resubmit with the corrections before the due date of the next assignment.

MARIAN UNIVERSITY SCHOOL OF EDUCATION
 Department of Curriculum & Instruction
 EDT 657 - Action Research: Reporting the Findings
Action Assignment 8 – The Final Paper

Name:

Cohort/School District:

Title

Grade Level:

CRITERIA	0--1.25 = Minimal 1.26--2.5 = Basic 2.6--3.75 = Proficient 3.76--5 = Advanced	Reader 1	Reader 2
Abstract Action Assignment 7	Coherent and complete description of the study in APA-block format, 150-250 words, one page; double-spaced; no spelling or grammatical errors		
Introduction Action Assignment 1 and 3	Engaging introduction; s.m.a.r.t. problem statement/research question/hypothesis, clearly stated purpose and rationale; correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Literature Review Action Assignment 2	Well-organized review of literature, connected own study with existing research; properly cited sources, correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		

Methodology Action Assignment 4	Stated the appropriate design of the study; purposefully triangulated data sources; clearly described context, general population subject selection, instruments/intervention and procedure; correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Findings Action Assignment 5	Analysis fit research question or hypothesis; applied appropriate statistical analysis for quantitative research; organized, summarized and discussed the qualitative data; plausible interpretation of results; made connections with relevant studies cited in the literature review; identified limitations of the study, correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors		
Reflection Action Assignment 6	Discussed the action research process including obstacles, successes, and lessons learned; identified new and old problems that remain unresolved and recommended appropriate research questions for further study; realistic plan of action with ways to share the results; concluded with an overall summary of the research		
Figures & Tables Action Assignments 5 and 6	Use appropriate tables and figures to summarize the data; text adequately explained the tables and figures; properly labeled and formatted APA style, no spelling and grammatical errors		
References Action Assignment 2	Cited 7 or more appropriate and relevant references; all of the cited sources are current (within the last 5 years except for the classics and out-of-print books); consistently and accurately followed APA format, no spelling and grammatical errors		
Appendix Action Assignment 4 and 5	Complete and accurate Appendix including instruments and raw data; properly labeled; correct APA format		
Overall Action Assignment 8	Submitted clean final copy in one Word document on or before due date, professional and scholarly, followed APA format and template guidelines with appropriate subheadings, no spelling and grammatical errors, easy to understand, flows logically		
TOTAL		/50	/50

Note: This action assignment is 50% of your final grade in EDT 657. The other 50% will be determined by your participation in group discussions 5 & 6 and action assignments 5-7. There are no resubmissions for the final paper but you must first make all suggested changes addressing instructor's comments before uploading a clean copy to your portfolio for your final class – EDT678. The corrected final version will be archived at Marian University as evidence of your scholarly work.