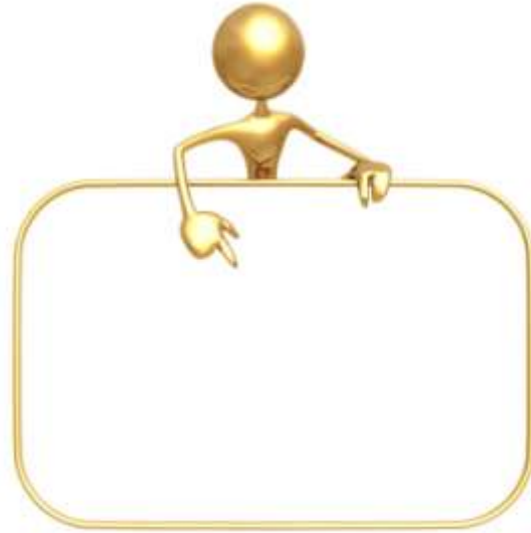


MODULE 3: INTRODUCTION



As you focus on your research question and rationale, think Tolkien; “[t]here is nothing like looking, if you want to find something. You certainly usually find something, if you look, but it is not always quite the something you were after.”



Action Research Component

- Problem Statement
- Purpose and Rationale

Wisconsin Teaching Standards

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



Reading Assignment 3:

- Read: Craig Chapter 4 – Designing Research Questions
- Refer to APA manual § 1.08



Discussion Question 3:

- Consider your classroom, your school and your district. What do you anticipate to gain as you progress through your research project?
- Answer the question by clicking **Reply** and respond to someone else's post by clicking **Subthread** in the discussion area, then submit for grading.



Action Assignment 3

- Write your Introduction in WORD. Check the rubrics (*below*) to see if you have all of the components.
- Upload it to the Module 3 Action Assignment Area and click Submit for Grading.



Definitions:

- **Hypothesis** - A tentative, testable assertion regarding the occurrence of certain behaviors, phenomena, or events; a prediction of study outcomes; a statement which the researcher sets out to prove or disprove. There are two types of hypothesis: (1) the null hypothesis where the problem is stated in negative

terms, such as “there is no difference in the writing scores between students who blog and who students who do not blog” and (2) alternative hypothesis where the problem is stated positively such as “students who blog will have higher scores in short essays.”

- **Rationale** – a justification statement in which a researcher indicates why the study is important to conduct; includes implications for theory and practice.
- **Purpose** - A specific statement (objective) of what the researcher intends to accomplish.



Tips for Preparing the Introduction

- The body of your final paper should open with an introduction. In this section, you state the context of the research, your specific problem, purpose and your rationale.
- The first part of the introduction is your problem statement (research questions or hypothesis). What issue that relates to student learning do you want to investigate? State your problem with breadth and clarity. Express your research questions as an open-ended query instead of a yes-no question. Use higher level thinking such as “What happens when . . .?” Avoid questions that are generic, ambiguous, or wordy.
- The second part of the introduction is your purpose and rationale. Here you explain the purpose of the study. Why did you choose this particular research question? Why is it important to you and your students?



Areas You Might Want to Investigate:

- Pick a topic that is meaningful to you.
- Choose something manageable and timely.
- Review current practice.
- Identify an aspect of teaching or learning using technology.
- Try out a new teaching technique or new technology
- Examine the most common complaints from parents, teachers, or students.
- *Follow your bliss!*



Web Links:

- [A Short Guide to Action Research Companion Website](#) –sample forms and figures, master’s thesis examples and key terms
- [Action Research for Professional Development](#) – downloadable in Word format; concise advice for new action researchers
- [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

- Go to **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 3 – Introduction
- Action Assignment 3 – Introduction
- Action Assignment 8 – The Final Paper

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
<p><i>*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.</i></p> <p><u>Discussion Tips:</u></p> <ul style="list-style-type: none"> • 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 –Action Research Using Technology
ACTION ASSIGNMENT 3 – INTRODUCTION

Name:

Cohort/School District:

Topic:

Grade Level:

CRITERIA	DESCRIPTION	1st Score	2nd Score	Final Score
Context	Explained the background and circumstance of the research; strong technology integration			/2
Problem Statement	Research question is specific, measurable, achievable, relevant and timely			/2
Purpose and Rationale	Specified the need and reasons for the study			/2
Paradigm	Explained research paradigm (positivist, interpretive or praxis)			/2
Mechanics and Style	Followed APA format and template guidelines correctly and consistently; no spelling or grammatical errors; professional writing style			/2
OVERALL				/10

Note: You are allowed one resubmission as long as you submit this assignment before the due date and resubmit it 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 are expected to 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.