

MODULE 6: REFLECTION AND PLAN OF ACTION

You have reached the end of the course but hopefully not the end of your action research initiative. All the time and effort you put into your project would be futile if it does not result in change. *“They always say time changes things, but you actually have to change them yourself”* observed Andy Warhol. An unknown author also wrote *“The important thing about a problem is not its solution, but the strength we gain in finding the solution,”* which begs the question, *“Quo Vadis?”*



Action Research Component

- Reflection & Action Plan for Educational Change

Wisconsin Teacher Standards

3K1, 3K5, 4D2, 4D3, 4D4, 7K3, 7D1, 7D2, 8K1, 8K2, 8K3, 9D2, 10 K3, 10D3, 10D4



Reading Assignment 6:

- Craig, Chapter 9 – The Action Plan
- Craig, Chapter 8 – The Action Report
- APA Manual § 2.01-2.13



Discussion Question 6:

- In Module 1, you indicated what you know and what you want to know about action research. Now consider the **LQ** part of K-W-L-Q. What have you learned about your own action research in particular and about the action research process in general? What questions do you still have?
- 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 6:

- Write your reflection, next step and recommendations for further research
- Check the rubrics (*below*) to see if you have all of the components.
- Upload your reflection in Word to the Action Assignment Area of Module 6.



Definitions:

- **Reflection** - the process of reconsidering previous actions, events, or decisions for the purpose of planning the next step
- **Limitations** - any shortcomings and weaknesses that sets boundaries for the generalizability of your study



Plan of Action:

- This is where you put the “*action*” in your action research, where you discuss the implications of your findings.
- On page 220 of the text, Craig wrote, “The action plan follows inquiry because information gained from conducting the action research is needed to design a ‘plan of action’ to improve practice.” Therefore, it is imperative that you reflect on your findings, evaluate your implemented change, review how effective your interventions were and examine your own growth as a practitioner.
- Look back and recall your struggles and successes, expectations and disappointments, assumptions and realizations, throughout the action research process.
- Several questions to consider:
 - What do the data tell you about student learning? What will you do next? How will you use the data to make decisions about future actions? What do you intend to do as a follow-up?
 - What new questions arose as you were conducting your study? What would you be doing differently? What specific changes will you recommend?
 - How will you share the results? Do you plan to publish this report? Do you intend to present it to your school district? If yes, where, when and how? If not, why not?
- Although each action plan is unique, the process of designing an action plan remains the same. The universal components include the following:
 - **Context** – teacher/researcher, location, timeline
 - **Targeted focus** based on prior inquiry
 - **Overall goals** of the action plan
 - **Specific strategies** or interventions to be implemented
- See the sample templates in Craig, 2009 (p.226-228).

**Web Links:**

- [Additional Action Research Resources](#) - Including some sample papers
- [A Short Guide to Action Research Companion Website](#) - More sample papers
- **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 6 - Reflection
- Action Assignment 6 – Reflection and Future Plan of Action
- Action Assignment 8 – The Final Paper

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 UNIVERISTY SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM & INSTRUCTION
EDT 657 – Action Research: Reporting the Findings
ACTION ASSIGNMENT 6 – REFLECTION

Name:

Cohort/School District:

Topic:

Grade Level:

CRITERIA	DESCRIPTION	1st Score	2nd Score	Final score
Reflection	Thoughtfully and thoroughly evaluated the action research process including obstacles, successes, and lessons learned			/2
Recommendations	Identified new problems that remain unresolved or surfaced; recommended appropriate research questions for further study			/2
Action Plan	Mapped a realistic plan of action based on findings; specified ways to share the results			/2
Summary	Provided an overall summary of the research with implications for the teacher researcher's practice			/2

Mechanics and Style	Correctly and consistently followed APA format and template guidelines; no spelling or grammatical errors			/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.