George Mason University
College of Education and Human Development
FASTTRAIN IB Certificate Program

EDUC 626: Inquiry Into Action – IB Teachers, Learners and Schools
Spring 2012

Instructor: Albert P. DuPont, Ed.D.
Phone: 301-613-7568 (cell)
Email: apdupont2@mac.com
Course Days: Online
Office Hours: Since this course is provided only in an online format, consultation with the instructor can be made using Skype or phone. You should set up an appointment to ensure adequate time is provided to you for support.

Course Description:

This course explores and utilizes the action research and qualitative research process to help educational practitioners plan and complete an action research study related to IB learners, teachers or schools. Furthermore, the course examines the social, cultural and ethical issues of conducting research with students.

Prerequisites: Admission to GSE, enrollment in FASTTRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs or permission of instructor.

Standards:

National Board of Professional Teaching Standards:

Proposition 1: Teachers are committed to students and their learning.
Proposition 2: Teachers know the subjects they teach and how to teach those subjects.
Proposition 3: Teachers are responsible for managing and monitoring student learning.
Proposition 4: Teachers think systematically about their practice and learn from experience.
Proposition 5: Teachers are members of learning communities

ASTL 6: Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.
ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

Area of Inquiry 4: Professional Learning:

n. What is reflective practice and how does it support Program implementation and enhance practice?
n. How are current standards and practices pertaining to the Program implemented?
n. What are current innovations and ideas in the area of international education and how can these be applied to enhance the IB program?
n. What elements of the program authorization, evaluation and curriculum review process are implemented and how do these processes enhance IB programs?
o. What is the role of collaborative working practice in supporting the Program learning outcomes?
o. What are the connections between Programs, vertical and horizontal planning that reinforce learner outcomes?
p. In what ways does IB promote communities of practice?
p. In what ways does the use of the ITC support building communities of practice?
p. In what ways can we engage across regional and international boundaries to collaborate on IB research initiatives?
p. In what ways can we share our findings and experiences to enhance the professional expertise of IB teachers, students and communities?

Technology (ISTE):

IV. Teachers use technology to enhance their productivity and professional practice

Learner Outcomes:

This course is designed to enable students to:

1. evaluate the strengths and weaknesses of research studies within various paradigms, including action research, using measures of rigor;
2. propose and complete an action research project that includes an overview, contextual statement, review of the literature, methodology, data analysis, conclusions, reflections and relationship to practice;
3. make explicit links between theory and practice in their own action research;
4. examine ethical considerations when conducting research with children including their own project;
5. explain the critical importance of considering multiple perspectives using different approaches to inquiry; and,
6. demonstrate leadership in conducting online discussions and presenting their action research projects to others.

Standards:
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Outcomes	NBPTS/ASTL	IB	Technology
1	4	N,O,P	
2	4	N,O,P	IV. B
3	1 , 4	N,O,P	IV. B
4	5	N,O,P	V. D
5	4 , 5	N,O,P	
6	5 , 6	N,O,P	

Course Delivery:

The course is delivered through an on-line approach. Most on-line sessions will be conducted in an asynchronous format, but students will be expected to post their own reflections and assignments and respond to peers' and instructors' postings and feedback by the end of each designated class week (by Sunday at 11:59 PM).

Participants conduct independent research, as well as communicate with each other and the instructor via electronic media. In general, we will engage in four activities during the course:
1. Activities and discussions related to research methods supported by course text and other selected readings
2. Discussions of the week's readings
3. Online group interaction in which students will concentrate on selected readings and provide feedback and support for each others' writing and research process

Please note that because you have much to learn from each other, and because teaching is often a collaborative effort, you will frequently work in small groups to provide feedback to each other. This will give you a chance to bounce ideas off each other, to be exposed to a variety of perspectives, and to support each other as you continue to hone your teaching and researching skills.

Required Text:

Hendricks, C. (2005). Improving schools through action research : A comprehensive
        guide for educators. Boston: Allyn and Bacon.

Mills, G. (2000/2003). Action research: A guide for the teacher researcher. Upper
        Saddle River, NJ.: Merrill/Prentice-Hall.

Related Text(s):

Graue, M. E. and D. Walsh (1998). Studying Children In Context: Theories, Methods and
        Ethics. New York: SAGE.

Samaras, A. and A. Freese (2006). <u>Self-Study of Teaching Practices.</u> New York: Peter Lang Publishing.

Course Requirements:

General

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is Sunday evening (11:59 PM) each week. All projects must be typed, in 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. The instructor is happy to clarify and lend assistance on projects and assignments, but please contact him within a reasonable timeframe. Note: The instructor reserves the right to add, alter, or omit any assignment as necessary during the course of the semester.

A. **Blackboard Participation (20%):** Participants are expected to log onto Blackboard at least twice weekly. The Blackboard URL is https://mymasonportal.gmu.edu/webapps/portal/frameset.jsp.

Each participant will be responsible for contributing at least one posting to each discussion. Please post contributions to a peer's reflection by the end of the next week (Sunday at 11:59 PM) in which the topic is discussed.

Discussion postings should be thorough and thoughtful. Just posting an "I agree/disagree with your comment" or "I think the same" to someone else's thoughts is not considered adequate. You must demonstrate reflection and thoughtfulness when responding. Unless noted, please post your comments directly into the Blackboard Discussion Board. Do not attach a document that is intended to be a discussion.

1) Assignment #1 (due January 29)
On the discussion board, respond the following:

Part 1: Post a brief biographical sketch introducing yourself to the class. Copy and paste this sketch to the Blackboard "Discussion Board." Also attach a photo of yourself (not larger than 300 pixels by 300 pixels), preferably a close up of you.

Part 2: Choose and respond to at least two of the following questions:
- As you understand it, what is the scientific method and what is its purpose?
- When you hear the term "education research" what do you think?
- What has your experience been in reading education research studies, reports or articles? How have they been beneficial?

- Have you conducted or taken part in a research project or study? If so, please describe the experience, including your role.

2) Assignment #2 (due February 5)
Search for the term "action research" on the YouTube (youtube.com). Identify at least five (5) videos that describe/define action research. Think about the following questions: What are the fundamental purposes of action research? How does it differ from traditional research? How can action research benefit your work in education? What are the basic tenets of action research? Be sure to use these questions to prepare your reflection for this assignment.

Using the videos from YouTube, readings from the required texts, relevant websites recommended in syllabus, the article <u>Action Research: Three Approaches</u> (Calhoun, 1993) found in the Blackboard resource section, and one other article of your choice, respond to the following on the discussion board:

Define action research based on your readings. Do not quote others. Synthesize the information you learned and provided a definition.

Be sure to cite the additional article and websites you used including the URL links for each YouTube video. This will allow your colleagues a chance to explore other resources to learn about action research and to provide feedback about your definition. Attach the additional article you used.

3) Assignment #3 (due February 12)
This assignment has two critical parts. The first part is designed to help you understand the action research process. The second part is designed to help you select a topic of interest that you will begin to research.

For part 1, read at least five (5) action research papers. The topic is not important; however, you are encouraged to find research papers that connect to topic you are passionate about. The process is what you should focus on for this assignment. As you read the action research papers, note the format and process of each paper. What are the similarities? What are the differences? Why do you think the writer used an action research method?

There are multiple places to obtain action research papers. Two (2) papers should come from the required texts (Hendricks, p. 171 and Mills, p. 197). The others can be found in professional journals or online. You can also use the links provided in the syllabus of relevant websites.

For part 2, the purpose is to generate topics and to find a colleague in the class that will serve as your "research buddy." This person will be your partner throughout the course. He/she will be a person who will review your work regularly. You will use your partner as a resource through the entire writing

process. You should find someone that you have a common passion with and agree on a research topic. Your topic does not have to be exactly the same but be similar. The goal is that everyone will find someone they have a common theme.

Part 1: On the discussion board, respond to the following:
- Reflect on the action research papers you read. What did you learn about the action research process? How were the papers you read similar and how were they different? What did you learn about the process of action research?

- Using your readings from the class texts, the sample research papers, the information found at the Center for Collaborative Action Research (http://cadres.pepperdine.edu/ccar/define.html), and the other relevant websites noted in the syllabus, create a process for conducting action research. Examples of a process can be found in the texts and the online resources.

- Reflect on the definition you created in assignment 2. Has your definition change? Do you have any upgrades to the definition? Define action research again based on your new learning.

Part 2: List possible topics, problems, issues related to your work as an IB teacher, learner, or a school. This should be a brainstorm. The purpose of this activity is to understand the breadth of possible research topics and find a common theme with a colleague. After reviewing all of the topics, begin to reach out to your colleagues and find a research buddy.

4) Assignment #4 (due February 19)
On p. 41, Mills details criteria for selecting a general idea and creating an area of focus. Choose several of your possible topics and phrase them in the form of a statement based on an observation and follow by a question about how the situation could be improved. (See examples on page 41.) Work with your research buddy to choose one area of focus.

Conduct reconnaissance on your area of focus. **This section is critical since it will be the basis of section two of your final paper.** You should use the three forms described on pages 42 and 43 of Mills (i.e., self-reflection, descriptive activities, and explanatory activities). Be sure to carefully read the rubric in the syllabus to self-assess your reconnaissance. Your research buddy should use the same rubric to provide your feedback.

On the discussion board, write a statement that completes the following sentence: "The purpose of this study is to…" (See page 60 of Mills for examples.) Write a well-written reconnaissance that will become one of the sections of your final paper.

5) Assignment #5 (due February 26)
Conduct an initial review of related literature. You should aim to gather 10-15

references. As you read the literature, be open to other ways of looking at your problem. The literature will also help you identify potential interventions for your research.

On the discussion board, respond to the following:

Part 1: Briefly describe how the literature relates to your area of focus (i.e., one or two well-written paragraph(s)). Additionally, write definitions for your study. The definitions should clearly help in understanding your area of focus. Refine your area of focus if needed based on the literature and the definitions.

Part 2: Prepare a list of 10-15 references (APA style) you have identified so far in your review of the literature that appear to be **relevant** to your study. References should be from refereed journals, books, and scholarly compilations. Upload your list of references to the discussion board.

6) Assignment #6 (due March 4)
Carefully read the required readings and relevant web resources on articulating research questions. This section is critical to your success. Well-designed questions are important to the entire action research process. Spend time refining and seeking feedback on your questions. Additionally, reflect on your reconnaissance and relevant literature.

Before you decide on your primary and secondary research questions, you will use a cause-and-effect diagram (fishbone diagram) to identify, organize, and analyze possible causes or factors needed to improve a process or ensure success. A sample of the diagram and reading materials are located in the resource section on Blackboard. The fishbone diagram is best done in a group setting. You may want to do the diagram with a team of people in your school.

Complete the question grid. The question grid assists individuals to generate a wide variety of possible questions. Seek feedback on your questions from your research buddy.

At this point, begin to identify the intervention you will use to improve the situation you have described. This is a simple statement about what you will do in your classroom or school to address a teaching or learning issue.

After generating multiple questions using the question grid and choosing an intervention, identify your primary research question and no more than two secondary questions. Make sure that these questions are aligned with your area of focus. Your question should include the intervention you will use and the outcome you desire.

On the discussion board, state your primary question, secondary questions, and intervention. Upload your cause-and-effect diagram, question matrix to the

discussion board.

7) Assignment #7 (due March 11)

On p. 92-93, Mills explains triangulation and how to create a data matrix. Create a data matrix for the questions and data sources for your action research project. **You should begin to collect data at this stage of the process.**

Using any format that works for you, develop a timeline/plan for data collection and intervention implementation. Be sure to ask your research buddy to feedback on your timeline/plan. Partners should ask questions that will help their partner focus. Revise the plan based on the feedback. **You should begin to implement your intervention at this stage of the process. You want to give yourself at least six to eight weeks to implement your intervention.**

On the discussion board, respond to following:

Part 1: State in one or two paragraph(s) your reflection on the data matrix. (How will you triangulate the data collection in your study? Why did you choose these sources?) It is critical that you are open and honest in your reflection. This reflection will serve as a pre-assessment for the instructor to determine readiness levels for beginning collection data. Upload your matrix to the discussion board.

Part 2: Reflect on potential facilitators and barriers to implementing your timeline/plan. Upload your timeline/plan. Email your timeline/plan directly to the instructor as well.

8) Assignment #8 (due March 18)
On the discussion board, respond to the following:
- Describe how you have addressed the issues of validity, reliability, and generalizability in your action research inquiry. Specifically, how will you know that your planned intervention actually solves your problem?
- Develop a list of propositions about the subject you are investigating. What do each of these propositions tell you about your belief system and biases?
- Action Research is often criticized because the outcomes are not generalizable. How might you respond to this concern in defending action research as a viable research method?
- What steps will you take to insure that your study has met all ethical challenges?
- What is your school's ethics policy regarding the collection of data from students?

Be sure to write a well-written, thoughtful response to these questions.

9) Assignment #9 (due March 25)
One the discussion board, respond to the following:

Describe how you will analyze each data source that you have indicated in your data matrix. Be specific so that you can receive feedback about your understanding of the data collection and analysis process.

10) <u>Assignment #10 (due April 1)</u>
Display results for each data source that describes your population prior to the start of the intervention. Share your displayed data with your research buddy and ask for feedback on the appropriateness and understandability of the displays. Rework displays based on provided feedback.

Additionally, produce a written description to explain displayed data. Share descriptions and graphical displays with your research buddy. Rework explanations based on provided feedback.

Be sure to answer any research questions that can be answered with your qualitative and quantitative data sources.

On the discussion board, respond to the following:
As you analyze your data sources, describe the results that were unexpected. Your analysis is likely to bring about new research questions. Describe any new questions that arise.

11) <u>Assignment #11 (due April 8)</u>
On the discussion board, reflect on the data collection process. Describe any positive or negative experiences that you are having with the process so that you and others may learn from the process.

12) <u>Assignment #12 (due April 15)</u>
Using the outline on p. 53 of Hendricks or the graphic organizer on p. 54 of Hendricks, organize your literature review section of your paper using the literature you found in assignment #4. Upload your outline or graphic organizer to the Discussion Board. Email your outline directly to the instructor as well. **You should begin to write your literature review at this stage of the process.**

13) <u>Assignment #13 (due April 22)</u>
On p. 182 Mills presents an outline format for an Action Research Report. On p. 163, Hendricks presents another possible format. Last, the rubric in the syllabus provides a third possible format. Develop an outline for your action research write-up that includes the headings provided with an accompanying brief descriptive statement that captures what you will include in each section. Upload the outline to the discussion board. In addition, email the outline directly to the instructor. The outline is 10% of your final grade.

14) <u>Assignment #14 (due April 29)</u>
This assignment should build on the work you did for assignment #10.

Display results for each data source that describes your population at the end of the intervention. Share your displayed data with your research buddy and ask for feedback on the appropriateness and understandability of the displays. Rework displays based on provided feedback.

Additionally, produce a written description to explain displayed data. Share descriptions and graphical displays with your research buddy. Rework explanations based on provided feedback.

Be sure to answer any research questions that can be answered with your qualitative and quantitative data sources.

On the discussion board, respond to the following:
As you analyze your data sources, describe the results that were unexpected. Your analysis is likely to bring about new research questions. Describe any new questions that arise.

15) Assignment #15 (due May 6)
Prepare of a Powerpoint presentation for an audience of your choosing. Use the rubric for action research presentation to guide you. Upload the presentation to the discussion board. In addition, email the presentation directly to the instructor. The presentation is 25% of your final grade.

16) Assignment #16 (due May 13 by 11:59 PM)
Each student will write a report that includes the following sections: Introduction, Reconnaissance, Methods, Analysis, Findings & Implications, and Reflections. Papers must follow current APA formatting guidelines. Upload your paper directly to Taskstream website. Email the instructor when you have uploaded the document to Taskstream.

B. **Action Research Plan of Action (10%):** See Assignment #7.

C. **Outline of Action Research Proposal (10%):** See Assignment #12.

D. **Presentation of Action Research (25%):** See Assignment #15.

E. **Final Action Research Paper (35%):** See Assignment #16.

Assignment	Percent of Final Grade	Outcomes Addressed
Bb Participation/Assignments	20	1, 3, 4, 6
Plan of Action	10	2, 3, 4
Outline of AR Proposal	10	2, 3, 4
Presentation of AR*	25	5, 6
Final AR Paper	35	1, 2, 3, 4, 5, 6

*Designated Performance Based Assessment

Grading Scale for FAST TRAIN:

A+ = 100
A = 94-99
A- = 90-93
B+ = 85-89
B = 80-84 (no B- grades)
C = 70-79 – does not meet licensure requirements or Level I award recommendation
F = Does not meet requirements of the Graduate School of Education

Performance Based Assessment (PBA): All courses in the Certificate Program in Advanced IB studies will have a required PBA. The required PBA for this course is an action research paper. This assignment must be posted to Task Stream, where it will be reviewed and scored.

GSE Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].

Fieldwork: All students must complete a minimum of 20 hours of fieldwork in this course. At the conclusion of the class, students are required to turn in the Fieldwork Log, Fieldwork Evaluation Form or required Teaching Evaluation Form, and the final assignment (Performance Based Assessment) to the instructor. The deadline for posting the PBA, Fieldwork Log, and Fieldwork Evaluation form to TaskStream and for completing the required fieldwork document in this course is the date of the last assignment. Failure to submit this work to the instructor (via Taskstream) by this deadline will result an "F" for the course.

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F. (Mason catalog); Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. There is no guarantee that such incompletes will be granted. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

Online Attendance Policy: As an enrolled graduate student, you must commit fully to being a member of this learning community over the next several months. **Therefore, lack of participation in online sessions will not be allowed.** Your continued presence in this course contributes to the learning of each of your colleagues and it is your obligation to support each other's learning. In addition, you are responsible for notifying your instructor if your participation in the online course will be interrupted due to a documented emergency. Any unexcused absences will result in a 10-point deduction from your participation grade.

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion. (Mason catalog). Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline. There is no guarantee that such withdraws will be permitted.

Relevant Web Sites:

- All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.
- All students will have online copy of the complete IB Teacher Award Standards, Level 1.
- International Baccalaureate Organization

- o ibo.org/
- Practitioner Research as Staff Development
  - o aelweb.vcu.edu
- Center for Collaborative Action Research
  - o http://cadres.pepperdine.edu/ccar/define.html
- You Tube
  - o youtube.com
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CEHD Course Expectations:

The College of Education and Human Development expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions (see gse.gmu.edu for a list of these dispositions).
- Students must follow the guidelines of the University Honor Code (see gmu.edu/catalog/apolicies/#TOC_H12 for the full Honor Code).
- Students must agree to abide by the university policy for Responsible Use of Computing (see mail.gmu.edu).
- Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Center (DRC) and inform the instructor, in writing, at the beginning of the semester (see gmu.edu/student/drc or call 703.993.2474 to access the DRC).

Online Participation/Attendance Policy:

Students are expected to participate in all online discussions and attend all classes of courses for which they register. Online and class participation is important not only to the individual student, but to the class as whole. Online and class participation is a factor in grading; instructors may use class absence, absence of postings, tardiness in posting or attendance, or cursory postings as de facto evidence of nonparticipation and as a result lower the grade as stated in the course syllabus.

Course Outline

Week/Class	Topics/Detail	Assignments Due by Stated Date	Readings and Assignments - to be completed by the beginning of class or Sunday evening
Week of January 25	• Introductions, course overview, syllabus, requirements • Online introductions • Origin, Types, and Processes for Educational Action Research	Assignment #1	Hendricks, Ch. 1 Mills, Ch. 1
Week of September 30	• Introduction to Action Research • An Exploration of the Historical and Theoretical Foundations of Action Research • Goals and Justifications of Action Research	Assignment #2	Hendricks, Ch. 2 Mills, Ch. 1
Week of February 6	• The Action Research Process • Action Research and School Change and Improvement Process • Clarifying a General Idea for Action Research	Assignment #3	Hendricks, Ch. 1, 2 Mills, Ch. 1, 3
Week of February 13	• Reflection in Educational Practice • Different Types of Reflection and Action Research • Deciding on an Area of Focus • Procedures for Doing Reconnaissance	Assignment 4	Hendricks, Ch. 1, 2 Mills, Ch. 1, 3
Week of February 20	• Reviewing related literature • Organizing and Writing the Literature Review	Assignment 5	Hendricks, Ch. 3 Mills, Ch. 3

Week of February 27	• Articulating Research Questions	Assignment #6	Hendricks, Ch. 4 Mills, Ch. 3
Week of March 5	• Creating an Action Research Plan • Planning and Implementing the Intervention • Qualitative and Quantitative Data Collection Techniques	Assignment #7	Hendricks, Ch. 4, 5 Mills, Ch. 4, 5, 6, 7
Week of March 12	• The Importance of Validity, Reliability, and Generalizability • Ethical Issues and Guidelines	Assignment #8	Hendricks, Ch. 5, 6 Mills, Ch. 2, 5
Week of March 19	• Guidelines and Techniques for Data Analysis and Interpretation	Assignment #9	Hendricks, Ch. 7 Mills, Ch. 4, 5, 6, 7
Week of March 26	• Guidelines and Techniques for Data Analysis and Interpretation	Assignment #10	Hendricks, Ch. 3 Mills, Ch. 4, 5, 6, 7
Week of April 2	• Strategies for Data Analysis	Assignment #11	Hendricks, Ch. 7 Mills, Ch. 4, 5, 6, 7
Week of April 9	• Writing your literature review	Assignment #12	Hendricks, Ch. 3 Mills, Ch. 3

Week of April 16	• Steps in Action Planning	Assignment #13	Hendricks, Ch. 4 Mills, Ch. 7
Week of April 23	• Guidelines and Techniques for Data Analysis and Interpretation	Assignment #14	Hendricks, Ch. 7 Mills, Ch. 4, 5, 6, 7
Week of April 30	• Presenting your action research	Assignment #15	Hendricks, Ch. 8 Mills, Ch. 7, 8, 9
Week of May 7	• Writing up your action research	Assignment #16	Hendricks, Ch. 8 Mills, Ch. 7, 8, 9

EDUC 626: Rubric for Action Research Paper

Introduction			
(4) Excellent-4	**(3)** Very Good-3	**(2)** Good-2	**(1)** Limited-1
Clearly describes the question and provides strong reasons for its importance	Describes the question studied and provides reason for its importance	Describes the question studied however supporting information is not strong	Makes the presentation without stating the question or its importance

Reconnaissance			
(4) Excellent-4	**(3)** Very Good-3	**(2)** Good-2	**(1)** Limited-1
Several examples are shared and connected directly to the question under study	Several examples are shared of current research, studies and/or school related information collected	Some information is shared about current research or studies reviewed	Little information is shared about current research or studies reviewed

Methods			
(4) Excellent-4	**(3)** Very Good-3	**(2)** Good-2	**(1)** Limited-1
A clear and concise description of the methods along with salient examples are shared and directly connected to the inquiry	A clear description of the methods with examples are shared	A description of the methods and a few examples are shared	A description of the methods used is provided however no examples are shared

Analysis			
(4) Excellent-4	**(3)** Very Good-3	**(2)** Good-2	**(1)** Limited-1
A clear and concise description of the analysis, along with salient examples are provided and connected directly to the inquiry	A clear description of the analysis is provided along with examples	An overview of the analysis is provided with a few examples	A brief overview of the analysis is provided

Findings/Implications			
(4) Excellent-4	**(3)** Very Good-3	**(2)** Good-2	**(1)** Limited-1
A clear and concise description of the findings and implications along with specific recommendations and connections to the inquiry are shared.	A clear description of the findings and implications are share with some connection to the inquiry	A description of the findings and implications are shared but do not fully connect to the inquiry	A brief understanding of the findings and implications are shared

Reflections			
(4) Excellent-4	**(3)** Very Good-3	**(2)** Good-2	**(1)** Limited-1
The presenter gives clear and ample evidence of reflection.	The presenter gives clear evidence of reflection.	The presenter gives some evidence of reflection.	The presenter does not appear to have reflected on the study.

Action Research Presentation Rubric

This presentation will introduce us to the entirety of your action research project. When you are finished we should understand what you studied, why it was important to you and the field, how you conducted your study, what you discovered, and what you think it means to educators, students, and/or schools. You should view this as a first draft of your final paper describing the project. You cannot go into the depth or breadth your paper will allow, so you'll have to be thoughtful about what to include and exclude, how to summarize and synthesize your activities and findings, and how to present it to us succinctly in a way that makes sense.

Your final product should be in the neighborhood of 12 slides or overheads, presented in class, and allow for additional discussion on our threaded discussion. Include title information, background, research question(s), methods (including a description of participants, the intervention/instruction, data collection, and data analysis), results, discussion (which may include future directions for researchers and/or teachers), and references and resources. You may provide us with a handout but do not have to. Focus your preparation on presentation quality and online delivery, not dazzling us with your gorgeous slides or distracting us with glitzy slide transitions. The presentation should be posted online.

Rubric for Action Research Rubric

This assignment counts for 20 points (i.e., 20% of your final grade).			
Content	Beginning (1-2 points)	Developed (3 points)	Accomplished (4-5 points)
Introduction or background. Big picture description of problem that interested you. Research review. Research question(s).	Basic treatment of nature of problem. Some related studies cited. Research question(s) stated.	Thoughtful explanation of nature of problem. Studies cited and related to your problem and question. Research question stated and related to problem described.	Detailed and insightful explanation of nature of problem. Important studies cited and clearly related to your problem and question. Research question(s) is (are) clearly stated and related closely to problem
Research design	Less than thorough description of two or more categories described in "accomplished" category.	Thorough description of at least 3 of the 4 categories described in "accomplished" category. Description of the 4th.	Thorough description of (a) relevant participant characteristics (e.g., gender, race, SES, reading score data...), (b) intervention procedures (what students and you did, how often, how long), (c) data collection (what info you gathered to answer what questions, instruments and procedures used to

			get that info), (d) data analysis (how you organized, examined, coded, categorized, summarized, analyzed data).
Results	You provide generally organized results that may leave the reader with important questions about what you found out either because important data is missing or the organization makes it difficult to understand.	You provide organized and generally thorough treatment of the results you obtained.	You provide well-organized, through treatment of the results you obtained (student data, teacher data, classroom or school data).
Discussion	Your explanation of the information described in the "accomplished" category leaves the reader less than satisfied, or perhaps confused about what your study means, whether it matters, and whether you really understood what you did or what it means.	You explain fairly thoughtfully and in detail what your results mean for teaching and learning. You address to some extent what you understand better as a result of your study. You explain to some extent how your results matter, to whom, and why.	You explain thoughtfully and thoroughly what your results mean for teaching and learning. You address what you understand better as a result of your study. You explain how your results matter, to whom, and why. You might, but don't have to, address important directions for future research in this area.
Class Concepts	Your presentation includes little to no concepts discussed in class and does not express your learning of the concepts.	Your presentation includes some of the concepts discussed in class and may or may not express your learning of the concepts.	Your presentation includes most of the concepts discussed in class expresses your learning of the concepts.
Total Possible Points	**Up to 10 pts**	**Up to 15 pts**	**Up to 25 pts**

Mechanics	Unacceptable	Acceptable
a) Grammar, spelling, punctuation **b) References and resources are provided in handout, detailed, preferrably APA Style** **c) Slides or transparencies, handouts, and other materials shared in**	More than a few errors in grammar, punctuation, APA style, and/or spelling. Less than fully respectful of audience. Care in preparation not as evident as it should be for a master's level presentation to professional colleagues.	Few or no errors in grammar, punctuation, APA style, and/or spelling. Respectful of audience (e.g., slide font is large enough to read easily, slides are not cluttered with too much information. Care is evident in the preparation and delivery of the materials and the presentation.

presentation are relatively error-free		
Total possible points	**Minus 5 pts**	**Minus 0 points**

Taken and adapted from
http://faculty.rcoe.appstate.edu/koppenhaverd/s11/5040/rubrics/actrespresrubric.html