

# A Guide to Action Research Project

EDCC 551 Action Research in Educational Settings  
and  
EDPC 611 Action Research Project

Master of Arts in Education Program  
Eastern Mennonite University  
Harrisonburg

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### Action Research Project Components

|                                                                                                             | Proposal | Project  |
|-------------------------------------------------------------------------------------------------------------|----------|----------|
| <b>APA 6.0 Format/Organization:</b>                                                                         | X        | X        |
| Approval for Action Research                                                                                |          | X        |
| Title Page                                                                                                  | X        | X        |
| Acknowledgements                                                                                            |          | optional |
| Table of Contents                                                                                           | X        | X        |
| List of Tables                                                                                              |          | X        |
| List of Figures                                                                                             |          | X        |
| Abstract                                                                                                    |          | X        |
| Title of Project (with introductory paragraphs)                                                             | X        | X        |
| Review of Literature                                                                                        | X        | X        |
| Research Question                                                                                           | X        | X        |
| Method                                                                                                      | X        | X        |
| Participants                                                                                                | X        | X        |
| Apparatus                                                                                                   | X        | X        |
| Procedure                                                                                                   | X        | X        |
| Results                                                                                                     |          | X        |
| Discussion                                                                                                  | X        | X        |
| Limitations                                                                                                 | X        | X        |
| Contribution to Research                                                                                    | X        | X        |
| References                                                                                                  | X        | X        |
| Appendices                                                                                                  | X        | X        |
| Administrator Permission Letter to do Action Research in Schools (Unsigned with no identifying information) | X        | X        |
| Letter of Informed Consent for Participants/Parents                                                         |          |          |
| <b>Other Requirements:</b>                                                                                  |          |          |
| Timeline                                                                                                    | X        |          |

**Action Research Proposal Rubric (EDCC 551 Action Research in Educational Settings)**

Updated 9/2/12

*APA 6<sup>th</sup> edition format expected!*

**Candidate:** \_\_\_\_\_ **Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

| <b>DUE:</b>                                |                                                                                 |                                                               |                                                                          |
|--------------------------------------------|---------------------------------------------------------------------------------|---------------------------------------------------------------|--------------------------------------------------------------------------|
|                                            | <b>Exemplary - 3</b>                                                            | <b>Competent - 2</b>                                          | <b>Does Not Meet Expectations – 1</b>                                    |
| <b>Title Page</b>                          | Complete (page header, running head, etc.) and APA format                       | - - -                                                         | Incomplete or inaccurate information and/or not APA format               |
| <b>Table of Contents</b>                   | Complete information (headings, page numbers) with APA format                   | - - -                                                         | Incomplete or inaccurate information and/or not APA format               |
| <b>Overview of Action Research Project</b> | Excellent overview with purpose and rationale of overall project clearly stated | Overview is adequate stating purpose and rationale of project | Overview does not clearly state purpose and rationale of overall project |

| <b>DUE:</b>                                                            |                                                                                                                                                   |                                                                                                                                                |                                                                                                                                            |
|------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Lit. Review: Introductory paragraph(s) to the Literature Review</b> | An introductory overview of the topics of the Lit Review that addresses the problem.                                                              | An overview of the problem                                                                                                                     | Potentially helpful details missing from overview                                                                                          |
| <b>Lit. Review: Content, Topics Addressed</b>                          | Summary of topics provides excellent, thorough background to research question; analyzes/synthesizes strengths and weaknesses of current research | Summary of topics is adequate; sufficient topics included; thorough background completed in relation to research question; author bias removed | Review of literature is incomplete, not broad enough, topics not included, over-reliance on meta-analysis, and/or not written in own words |
| <b>Lit. Review: Documentation</b>                                      | Tightly, correctly documented according to APA format; consistent with style and flow of writing; accurate citation of sources                    | Documentation is adequate and follows APA format (year, page, etc.), minimum 20 research and theory-based sources                              | Documentation contains errors, missing details and/or incorrect APA formatting                                                             |

|                                          | <b>Exemplary - 3</b>                                                                                                 | <b>Competent - 2</b>                                                                          | <b>Does Not Meet Expectations – 1</b>                                                                      |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| <b>Lit. Review: Summary and Analysis</b> | Excellent summary and analysis of main points in literature review of support the intention and reason for the study | Summarizes main points in literature review to support the intention and reason for the study | Summary of literature review is incomplete, does not adequately support intention and reason for the study |
| <b>Research Question</b>                 | Clearly identifies relationship to action research; concise/explicit wording                                         | Relevant to the teacher's classroom/professional practice; clearly identified in paper        | Question is vague, poorly worded and/or not identifiable                                                   |
| <b>References</b>                        | Correct APA formatting used to cite minimum 25+ research and theory-based sources                                    | References cited as per APA; minimum 20 research and theory-based sources                     | Some references are missing, and/or not all sources are cited, and/or has incorrect APA formatting         |

|                             |                                                                                                                                                                                                 |                                                                                                                                                                                  |                                                                                          |
|-----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| <b>DUE:</b>                 |                                                                                                                                                                                                 |                                                                                                                                                                                  |                                                                                          |
| <b>Method: Participants</b> | Rich complete description of context of study: school, community, participants, researcher; how participants were selected; <u>maintains confidentiality; written in future tense</u>           | Adequate description of context of study: school, community, participants, researcher; how participants were selected; <u>maintains confidentiality; written in future tense</u> | Incomplete description of context of study, lacks clarity, and/or components are missing |
| <b>DUE:</b>                 |                                                                                                                                                                                                 |                                                                                                                                                                                  |                                                                                          |
| <b>Method: Apparatus</b>    | Rich description of purpose and structure of each apparatus; data collection tools ensure validity and reliability; research design addresses research question; <u>written in future tense</u> | Description of purpose and structure is provided; data collection tools ensure validity and reliability; may have small inconsequential errors; <u>written in future tense</u>   | Shows careless or little attention to detail; validity and/or reliability is at risk     |

|                            | <b>Exemplary - 3</b>                                                                                                                                                   | <b>Competent - 2</b>                                                                                                                                                        | <b>Does Not Meet Expectations – 1</b>                                                                                           |
|----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>Method: Procedures</b>  | Procedures followed are excellent for fulfilling research needs; written in a detailed, sequential, logical, and easy to follow manner; <u>written in future tense</u> | Procedures followed fulfill research needs; written in a sequential, logical, easy to follow manner; research design is clearly articulated; <u>written in future tense</u> | Procedures are not clear, not sequential, not logical, and/or not coherent; needs more depth in explanation                     |
| <b>Appendix: Apparatus</b> | Data collection tools address the research question and ensure validity and reliability; format enhances purpose of each apparatus                                     | Data collection tools are designed to acquire data that answers the research question (validity and reliability is ensured); format is professional, logical and sequential | Shows careless or little attention to detail; validity and/or reliability is at risk; format detracts from purpose of apparatus |

| <b>DUE:</b>                                                    |                                                                                                                                 |                                                                                                                                         |                                                                                     |
|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <b>Discussion: Potential Limitations of the Study</b>          | Shows in-depth reflective thinking and analysis about all aspects of the research design, procedure, participants and apparatus | Shows reflective thinking about methodology                                                                                             | Inadequately addresses limitations of methodology                                   |
| <b>Discussion: Potential Contribution to Field of Research</b> | Shows analysis of connection of action research to current field of research                                                    | Shows understanding of connection of action research to current field of research                                                       | Inadequately connects action research to field of research                          |
| <b>Appendix: Permission Letters</b>                            | Procedures establish sacred trust and respect participant involvement; ensure confidentiality                                   | Permission is requested from all participants; identifies purpose and procedure of study; confidentiality, ethical issues are addressed | Procedures are not sufficiently articulated; participant confidentiality is at risk |
| <b>Appendices</b>                                              | Formatted and cited in text per APA standards                                                                                   | Format and citation is technically correct, presentation could be slightly improved                                                     | Appendices missing and/or not cited per APA standards                               |

| <b>WRITING STANDARDS APPLY TO ENTIRE PAPER:</b><br>Taken from EMU's Writing Standards—Graduate Level                                                                                                                                   |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Criteria</b>                                                                                                                                                                                                                        | <b>Exemplary - 3</b>                                                                                                                                                                                    | <b>Competent - 2</b>                                                                                                                                                                                                                              | <b>Does Not Meet Expectations – 1</b>                                                                                                                                                                                                           |
| <b>Content</b><br>( <i>quality of the information, ideas and supporting details.</i> )                                                                                                                                                 | - shows clarity of purpose<br>- offers depth of content<br>- applies insight and represents original thinking                                                                                           | - shows clarity of purpose<br>- offers substantial information and sufficient support<br>- represents some original thinking                                                                                                                      | - shows clarity of purpose<br>-lacks depth of content and may depend on generalities or the commonplace<br>- represents little original thinking                                                                                                |
| <b>Structure</b><br>( <i>logical order or sequence of the writing</i> )                                                                                                                                                                | - is coherent and logically developed<br>-uses very effective transitions                                                                                                                               | -is coherent and logically developed<br>-uses smooth transitions                                                                                                                                                                                  | -is coherent and logically (but not fully) developed<br>-has some awkward transitions                                                                                                                                                           |
| <b>Rhetoric and Style</b><br>( <i>appropriate attention to audience</i> )                                                                                                                                                              | - is concise, eloquent and rhetorically effective<br>- uses varied sentence structure<br>-is engaging throughout and enjoyable to read                                                                  | - displays concern for careful expression<br>- uses some variation in sentence structure<br>-may be wordy in places                                                                                                                               | - displays some originality <u>but</u> lacks imagination and may be stilted<br>- uses little varied sentence structure<br>- frequently uses jargon and clichés<br>-uses generally clear but frequently wordy prose                              |
| <b>Information Literacy</b><br>( <i>locating, evaluating, and using effectively the needed information as appropriate to assignment</i> )                                                                                              | - uses high-quality and reliable sources<br>- chooses sources from many types of resources<br>- chooses timely resources for the topic<br>- integrates references and quotations to support ideas fully | - uses mostly high-quality and reliable sources<br>-chooses sources from a moderate variety of types of resources<br>-chooses resources with mostly appropriate dates<br>- integrates references and quotations to provide some support for ideas | -uses a few poor-quality or unreliable sources<br>-chooses sources from a few types of resources<br>-chooses a few resources with inappropriate dates<br>-integrates references or quotations that are loosely linked to the ideas of the paper |
| <b>Source Integrity</b><br>( <i>appropriate acknowledgment of sources used in research</i> )                                                                                                                                           | - cites sources for all quotations<br>- cites credible paraphrases correctly<br>- includes reference page<br>- makes virtually no errors in documentation style                                         | - cites sources for all quotations<br>- usually cites credible paraphrases correctly<br>- includes reference page<br>- makes minimal errors in documentation style                                                                                | - has sources for all quotations<br>- has mostly credible paraphrases, sometimes cited correctly<br>- includes reference page with several errors<br>-makes several errors in documentation style.                                              |
| <b>Conventions</b><br>( <i>adherence to grammar rules: usage, mechanics</i> )                                                                                                                                                          | - uses well-constructed sentences<br>- makes virtually no errors in grammar and spelling<br>- makes accurate word choices                                                                               | - almost always uses well-constructed sentences<br>-makes minimal errors in grammar and spelling<br>- makes accurate word choices                                                                                                                 | - usually uses well-constructed sentences<br>- makes several errors<br>- makes word choices that distract the reader                                                                                                                            |
| <b>Plagiarism</b> occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators). |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                 |

The final action research proposal, with all components and revisions, is due 3 weeks after the last EDCC 551 class session. The instructor will submit a final grade for EDCC 551, calculated as follows.

**Calculation of the Rubric Score:**

Total rubric points earned: \_\_\_\_\_

Divided by the number of rubric categories: (23)

Equals Average Rubric Score: \_\_\_\_\_

**Final Grade Calculation:**

Based on Calculation of the Rubric Score, grades will be allocated as follows:

| Rubric score average: | Grade:       |
|-----------------------|--------------|
| 3-2.4                 | A            |
| 2.2-2.3               | A-           |
| 2.1                   | B+           |
| 2.0                   | B            |
| 1.9                   | B-           |
| 1.8                   | C+           |
| 1.7                   | C            |
| 1.6 and below         | Unacceptable |

A grade of C+ or better in EDCC 551 Action Research in Educational Settings and approval by the Institutional Review Board are required to proceed to EDPC 611 Action Research Project, begin data collection, **and** begin working with the mentor.

Formatting and Creating a Table of Contents

**Sample for Table of Contents with 3 heading levels:**

| Table of Contents                        |   |
|------------------------------------------|---|
| Review of Literature .....               | 5 |
| Definition of Constructivism .....       | 5 |
| Re-conceptualizing Student Learning..... | 5 |

**Sample headings as formatted in the paper (see APA Manual, p. 62-63):**

| Review of Literature                                                    |  |
|-------------------------------------------------------------------------|--|
| XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX... |  |
| Definition of Constructivism                                            |  |
| XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX... |  |
| Re-conceptualizing student learning.                                    |  |
| XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX...                         |  |

| Formatting Note: Auto Format may need to be modified. |    |
|-------------------------------------------------------|----|
| Formatting Leaders in Table of Contents:              |    |
| Mary Smith .....                                      | 5  |
| John Jones .....                                      | 15 |

To correct leaders:

(In Word 2003)  
 Set up page by selecting Format, Tabs.  
 Set a **right** tab at right margin (i.e. 6”) and select leader 2, Set, OK.  
 Set your cursor where you want the leader to begin and hit tab then type your number.  
 The leader will adjust for double numbers backwards.

(In Word 2007)  
 Select the Page Layout tab.  
 Select Paragraph dialog box (click on small arrow in right corner of “Paragraph”).  
 Click on Tabs (at bottom).  
 Set a tab position (i.e. 6”), alignment—right, leader #2; select Set, OK.  
 Set your cursor where you want the leader to begin and hit tab then type your number.  
 The leader will adjust for double numbers backwards.



*(1.5" left margin considering book binding for EMU—Note this does not follow APA formatting suggestion) (1" top, right and bottom margins)*  
*(Page numbers are to be 1" from right in the page header.) (Manuscript running head should be left justified, see APA, p. 41)*  
*(The title should be centered and in upper half of page; title page has specified Running Head. See APA, Section 2.01, p. 23; also see APA sample on p. 41)*

|                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Running head: SUMMER SCHOOL EFFECTS ON MATH</div> <div>1</div> <div><b>Sample of<br/>Title Page</b></div> <div>Summer School Effects on Math Computation</div> <div>Nicole Schieck</div> <div>Eastern Mennonite University</div> <div>2011</div> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Note:** The Introduction is listed here but not as a heading in the manuscript section; if you are using auto format for Table of Contents insert Introduction here manually. See APA . 63.

## SAMPLE AR GUIDE

3

### Table of Contents

|                                                                                                   |    |
|---------------------------------------------------------------------------------------------------|----|
| Action Research Approval.....                                                                     |    |
| Title Page.....                                                                                   | 1  |
| Acknowledgements.....                                                                             | 2  |
| Table of Contents.....                                                                            | 3  |
| List of Tables.....                                                                               | 5  |
| List of Figures.....                                                                              | 6  |
| Abstract.....                                                                                     | 7  |
| Introduction ( <i>not listed as a heading in the paper, see APA p. 63; check auto format</i> )... | 8  |
| Review of Literature.....                                                                         | 9  |
| Subtitles ( <i>may be multiple subtitles</i> ).....                                               | 10 |
| Research Question.....                                                                            | 30 |
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**sample**

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## Abstract

Students need effective reading strategies in order to successfully comprehend text. The Question-Answer Relationship (QAR) reading comprehension strategy teaches students how to develop questions which will help them clarify information related to text.

Significant research in this field shows the QAR method as an effective tool to enhance student understanding of Social Studies text across grade levels and topics. The 6<sup>th</sup> grade participants in this 15 week study were from a private, church-related school district in a mid-Atlantic region of the United States. The teacher-researcher used surveys, informal interviews, rubrics, and a reflective journal. This study begins by teaching the four types of questions with modeling, guided instruction, and informal feedback to students as they move toward individual understanding and use of the QAR strategy. The QAR results from this study reflect reading comprehension growth in all participants.

Using the Stevenson Reading Program to Improve Literacy Skills with At Risk and  
Inclusive Students with Special Needs

For the past twenty years, research indicates reading instruction which includes phonemic awareness, decoding skills, fluency, vocabulary, spelling and writing skills is more effective than instruction that does not (Snow, Burns, & Griffin, 1998). Beginning in elementary school there are various ranges of readers within each grade level. All readers need a broad, comprehensive program; however, within the context of programs, different children need different instructional emphases. These emphases depend upon the children's phase of development in reading (Koplar-Swerling & Sternberg, 2001). When a student does not receive differentiated instruction, the student can be at risk for becoming a struggling reader, thus resulting in low performance in all academic settings. Reading difficulties are a common reason for failure in school as well as the most frequent indicator for children benefiting from special needs services (Moats & Lyon, 1993). These children do not display reading problems resulting from factors such as sensory deficits or socioeconomic disadvantages. The indicators can be identified as extreme difficulties in acquiring reading sub-skills such as word identification and phonological decoding. There are approximately 10% to 15% of school age children with a reading disability (Shaywitz, 1998). According to National Center for Education Statistics (NCES, 2008), approximately 7% of the public school population has a specific learning disability and this group accounts for eighteen percent of the high school dropout rate in 1995. The dropout rate for specific students with a learning disability in 1996-1997 was 46% but, this percentage has improved to 23% in 2005-2006. The most

Sample of Introduction  
see APA, p. 42

significant reason for students to be identified with a specific learning disability is the inability to read.

In the current era, students in all fifty states are expected to meet a criteria score on state-wide assessments including at risk and special needs students in the inclusive setting. These assessments are administered at various grade levels depending on the state guidelines. The state where the data was collected for this research requires assessments to begin in third grade and to be given almost every year throughout the student's school career in core academic classes. By the year 2013, all students in the United States are required to meet a criteria score for these assessments. (No Child Left Behind Act, 2000).

#### Review of Literature

In order to be an effective reading instructor, a teacher needs to understand the processes of reading and psychological deficiencies many students encounter which may impact reading success (Spear-Swerling and Sternberg, 2001). Instead of teachers using materials or teaching lessons based on simplicity or a recommendation by a colleague, one needs to look at the research and use what is proven to be effective. There are federal laws that indicate teachers need to be exposed to the scientific based research related to programs used in education as science offers the best answers to many questions and by relying on this science, the field of special education has identified and should be able to continue to identify practices that are most beneficial to the largest amount of students. Many elementary and special education teachers are trained in programs but are not knowledgeable in the research of which supports or refutes the programs. There is an overwhelming amount of data by means of the internet, although the task of maneuvering

through the information and the ability to find useful and accurate information is complicated. Without scientific based research, teachers would not be able to determine the effectiveness of reading programs and the methods that are incorporated (Landrum & Tankersley, 2004).

### **Elements of Reading**

In the area of reading, scientific findings have reached the following basic conclusions: Children evolve into readers as they proceed through various elements needed to become a comprehensive reader. The alphabetic language is the first element to be learned, followed by phonological awareness. When phonological awareness is progressing then word analysis skills will improve and lead to reading fluency. Reading fluency is essential for comprehension, the goal of reading. Most beginning readers benefit from explicit instruction in word analysis as well as extensive reading practice which leads to accurate comprehension of material (Spear-Swerling and Sternberg, 2001). Vocabulary knowledge is another component that is an important element to increasing comprehension (Oullette, 2006). It is necessary to explain the various elements that allow students to comprehend text successfully.

**Phonemic awareness.** Insufficient phonemic awareness is the hallmark of students with reading problems. When these deficiencies are given appropriate instruction at an early age, it is possible to reduce or even eliminate the effects of reading deficits (Hurford, 1990). Often the terms phonological awareness and phonemic awareness are considered the same. These terms are a component of one another as phonological awareness refers to the understanding and knowledge that language is made

## APA 6.0 Text Citations (See APA, Chapter 6)

### **When citing a source in the text of your writing:**

*Format: (Author, Year of publication)*

Example:

The development of vocational education has been influenced by the principles of experiential education (Dewey, 1938). The educational philosopher, Dewey (1938), has contributed to our understanding of the relationship between experience and education.

### **When citing a direct quotation in the text of your writing:**

*Format: (Author, Year, Page # of quotation)*

Example:

The relationship between experience and education is described as a process in which “the fundamental unity of the newer philosophy is found in the idea that there is an intimate and necessary relation between the processes of actual experience and education” (Dewey, 1938, p. 20).

## **APA Reference Samples (See APA, Chapter 7)**

Double space and indent the second line five (5) spaces. Pay attention to detail (italics, punctuation, capitalization, parentheses, etc.). Put one space after all punctuation in the reference section.

### **Journal article - Page numbers are continuous throughout the volume:**

Attanucci, J. S. (1996). Placing care in the human life cycle. *Journal for a Just & Caring Education*, 96(3), 25-41.

Bosworth, K. (1995). Caring for others and being cared for: Students talk. *Kappan*, 76(4), 686-693.

### **Journal article - Page numbers start at 1 in each edition:**

Lin, Q. (2001). Toward a caring-centered multicultural education within the social justice context. *Education*, 122, 7-14.

### **Journal article retrieved from the electronic source:**

Deiro, J. (1997). Teacher strategies for nurturing healthy connections with students [Electronic version]. *Journal for a Just & Caring Education*, 3, 92-103.

Larivee, B. (2000). Creating caring learning communities [Electronic version]. *Contemporary Education*, 71(2), 18-22.

### **Book:**

Cohn, M. M., & Kottkamp, R. B. (1993). *Teachers: The missing voice in education*. Albany, NY: State University of New York Press.

Dalton, J., & Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. Oakland, CA: Developmental Studies Center.

### **Chapter in Edited Book:**

Blizek, W. L. (1999). Caring, justice and self-knowledge. In M. S. Katz, N. Noddings, & K. A. Strike (Eds.). *Justice and caring: In search for common ground in*

*education* (pp. 93-109). New York: Teachers College Press.

**Document retrieved from web page:**

Cancer Foundation. (n.d.). *Cultivating positive emotions to optimize self-care*. Retrieved July 15, 2005, from <http://www.jeh.org/articles.html>

**Personal Communication – cited in text only, not included in References:**

W. K. Kruger (personal communication, July 6, 2005)

| <b>Timeline for the EDPC 611 Action Research Project Process:</b>                                                                                                       | May | Jun | Jul | Aug | Sept | Oct | Nov | Dec | Jan | Feb | Mar | Apr |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|
| 1. Proposal submitted to EDCC 551 course instructor(s) for final grade                                                                                                  |     |     |     |     |      |     |     |     |     |     |     |     |
| 2. Date needed to be finished for pay raise (check with employer)                                                                                                       |     |     |     |     |      |     |     |     |     |     |     |     |
| 3. Secure written permission from instructor to begin study (signed IRB Faculty Approval Form; <a href="http://www.emu.edu/irb/proposal">www.emu.edu/irb/proposal</a> ) |     |     |     |     |      |     |     |     |     |     |     |     |
| 4. Research proposal and all accompanying documentation submitted by candidate to IRB for approval; see p. 25 of this AR Guide                                          |     |     |     |     |      |     |     |     |     |     |     |     |
| 5. Proposal and rubric submitted by course instructor to project mentor                                                                                                 |     |     |     |     |      |     |     |     |     |     |     |     |
| 6. IRB grants approval via email to proceed with action research study                                                                                                  |     |     |     |     |      |     |     |     |     |     |     |     |
| 7. Administrative Permission letters and letters of Informed Consent sent out by candidate                                                                              |     |     |     |     |      |     |     |     |     |     |     |     |
| 8. Signed Administrative Permission letters and signed letters of Informed Consent returned. Signed copies are submitted to MA in Ed office for files                   |     |     |     |     |      |     |     |     |     |     |     |     |
| 9. Begin data collection                                                                                                                                                |     |     |     |     |      |     |     |     |     |     |     |     |
| 10. Meetings with mentor as needed (check in often)                                                                                                                     |     |     |     |     |      |     |     |     |     |     |     |     |
| 11. Initial data analysis                                                                                                                                               |     |     |     |     |      |     |     |     |     |     |     |     |
| 12. Continue data collection                                                                                                                                            |     |     |     |     |      |     |     |     |     |     |     |     |
| 13. Final data analysis                                                                                                                                                 |     |     |     |     |      |     |     |     |     |     |     |     |
| 14. Write up of study                                                                                                                                                   |     |     |     |     |      |     |     |     |     |     |     |     |
| 15. Meetings with mentor as needed to review & discuss:                                                                                                                 |     |     |     |     |      |     |     |     |     |     |     |     |
| a. finalized Literature Review                                                                                                                                          |     |     |     |     |      |     |     |     |     |     |     |     |
| b. revised Method section                                                                                                                                               |     |     |     |     |      |     |     |     |     |     |     |     |
| c. Results and Discussion sections                                                                                                                                      |     |     |     |     |      |     |     |     |     |     |     |     |
| 16. Revise & submit final draft to mentor                                                                                                                               |     |     |     |     |      |     |     |     |     |     |     |     |
| 17. Mentor sends final draft to editor if desired (not mandatory)                                                                                                       |     |     |     |     |      |     |     |     |     |     |     |     |
| 18. Mentor reviews & provides feedback; expect multiple exchanges                                                                                                       |     |     |     |     |      |     |     |     |     |     |     |     |
| 19. Mentor submits final draft to MA in Education director or assistant director to assign 2 <sup>nd</sup> reader                                                       |     |     |     |     |      |     |     |     |     |     |     |     |
| 20. Second reader reviews and completes Project Evaluation and A.R. Project Rubric, pp. 41, 49 (allow 3 wks.) & returns to mentor                                       |     |     |     |     |      |     |     |     |     |     |     |     |
| 21. Candidate begins work on PowerPoint presentation of study & submits to mentor for feedback and approval                                                             |     |     |     |     |      |     |     |     |     |     |     |     |
| 22. Mentor returns paper to candidate with final recommendations                                                                                                        |     |     |     |     |      |     |     |     |     |     |     |     |
| 23. Final revisions made and paper returned to mentor for final review                                                                                                  |     |     |     |     |      |     |     |     |     |     |     |     |
| 24. PowerPoint Presentation of study (Fall, Spring, or Summer)                                                                                                          |     |     |     |     |      |     |     |     |     |     |     |     |
| 25. Mentor completes final rubric and approves final paper                                                                                                              |     |     |     |     |      |     |     |     |     |     |     |     |
| 26. Candidate submits copies to MA in Education office for binding as per Submission Requirements (see p. 50-51 of this guide)                                          |     |     |     |     |      |     |     |     |     |     |     |     |
| 27. Mentor assigns final grade for EDPC 611 & submits rubric to MA in Ed office and candidate                                                                           |     |     |     |     |      |     |     |     |     |     |     |     |

# Institutional Review Board Policy

(taken from [www.emu.edu/irb/](http://www.emu.edu/irb/))

## Purpose

Eastern Mennonite University has established an Institutional Review Board (IRB) to review and approve research on human subjects, except where such research is exempted as described herein. The purpose of this review is to meet EMU's legal requirement under the [Federal Office of Human Research Protection](#) to protect individual rights to give informed consent for voluntary participation in research. The OHRP defines research as follows:

Research means a systematic investigation, including research development, testing and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for purposes of this policy, whether or not they are conducted or supported under a program which is considered research for other purposes. For example, some demonstration and service programs may include research activities.

## Procedures

All EMU faculty and students who propose research, and non-EMU personnel who propose research on EMU personnel that requires IRB review, shall complete IRB-approved researcher training and then submit their proposals to the IRB using the online submission process found on the IRB [website](#). Researchers shall also notify the IRB immediately of any changes in the research that may relate to this policy following approval of the proposal. Complaints about research conducted by or with EMU community members will be directed to the IRB for response.

The IRB requires all researchers submitting proposals to complete the online [researcher training provided by NIH](#) (the website requires the establishment of a no-cost account). This training covers basic concepts, principles, and issues related to the protection of research participants. When training is successfully completed, the researcher will receive a certificate. This certificate should be saved (as an image or pdf file) and kept on file – proof of training is required when submitting an IRB proposal. Training must be successfully repeated every four years (see instructions on the NIH website for how to repeat the course).

## ***Categories of Proposals and Review***

Research proposals fall into [one of three categories](#) as follows:

### ***Full Board Review Research Proposals***

Research projects that involve more than minimal risk to participants and/or that involve vulnerable populations require full Board review. Researchers must submit proposals for such projects using the [online procedures](#) described herein at least one week prior to each monthly IRB meeting. [Researcher training](#) is required prior to submission.

### ***Expedited Research Proposals***

Research projects that involve no more than minimal risk to participants and do not involve vulnerable populations but are presented beyond the realm of the actual classroom, including thesis publication, are eligible for expedited review. Researchers must submit proposals for such projects using the [online procedures](#) described herein; however, these projects may be reviewed by the Chair and one other Board member at any time. [Researcher training](#) is required prior to submission.

### ***Classroom Research Proposals***

Research projects are considered classroom research if they 1) involve human participants for instructional purposes only, 2) involve no more than minimal risk to participants, and 3) do not involve vulnerable populations. Completion of [researcher training](#) is up to the discretion of the course instructor. This type of research requires the instructor to approve the projects and submit a [Faculty Assurance Form](#) to the IRB. This form serves as the IRB proposal for all projects in the class and the projects are exempt from full Board review. If a student's project does not meet the definition of classroom research or if the student plans to publish or present research findings outside the realm of the actual classroom (including thesis publication), then the student should submit a separate IRB proposal following the [online procedures](#) described herein.

## ***Proposal Process***

The researcher for the proposed research is to submit an online proposal form to the IRB Chair.

The online proposal includes the following elements:

1. Name(s) of researchers, including email contact information
2. Faculty Approval of Student Research form
3. Title of research proposal
4. Start date and duration of study
5. Brief description and purpose of research
6. Research methods, including brief descriptions of participants, procedures and apparatuses

7. Participant informed consent, including a description of how anonymity and confidentiality shall be maintained and possible risks and benefits to the participant
8. Plans for dissemination of results
9. Attachments – researcher-created apparatuses, and letter(s) of informed consent

Research proposals requiring full Board review are due one week prior to each monthly meeting of the IRB. Meeting dates are published on the EMU IRB [website](#). If there are no proposals submitted for full review, monthly meetings may be cancelled.

Research proposals are sent directly to the Chair of the IRB via the [online submission process](#). The Chair decides if a proposal requires full Board review, using the [IRB Proposal Decision Tree](#). If a research proposal does not require full Board review, the Chair will send written verification of the decision to the researcher and report the action at the next Board meeting. Copies of all received proposals and written responses will be filed electronically.

Proposals requiring full Board review will be evaluated by the IRB at a regularly scheduled meeting. Board members are to apply the ethical guidelines and make a decision to approve or disapprove the research. Modifications may be required. A majority of the members must be present in order to take action on a proposal.

The Board shall have full authority to approve or deny approval of proposed research. The Chair shall submit a formal letter via email notifying the primary contact person of the Board's decision. Notification of disapproval shall include rationale and provide opportunity for the researcher to respond in person or in writing.

Research proposals are only granted approval for a one-year period, according to OHRP Federal guidelines. If research extends beyond a period of one year, and the research procedures have not changed, then the researcher shall request an extension by emailing the IRB Chair. If research extends beyond a period of one year, and the research procedures have changed, then the researcher must submit a new proposal. This procedure assures continuing review.

The Board has the right to discontinue a research project that is not being conducted in accordance with the approved proposal or in cases of unexpected harm to participants. Notification of such to the researcher(s) should include rationale. Researchers must inform the Board immediately if any unexpected harm occurs.

The Board is to retain on file the minutes of all meetings, as well as copies of all research proposals and correspondence.

## ***Ethical Guidelines***

The following guidelines shall be used to review research proposals:

1. Participants are protected from unnecessary physical or emotional harm, psychological distress, and undue influence; and risks are monitored during the project.
2. Potential short range benefits of the research outweigh any potential risks.
3. Informed consent is provided to participants in writing (see the [EMU template](#)).  
Informed consent includes:
  - Explanation of purposes, procedures, and timetable of the research.
  - Description of potential risks if present and means of treating these if harm could occur (i.e., list of available counseling services with contact information).
  - Description of any expected benefits.
  - Description of provision for anonymity and/or confidentiality.
  - Description of voluntary nature of participation and ability to discontinue participation if desired.
  - Names of people to contact for answers to questions.
  - If applicable, separate statement and signature line for permission to audio or video tape participants.
  - If informed consent is not to be obtained, the risk must be minimal and reasons must be justifiable (e.g., the inability to conduct the research if participants are informed of its purpose).
4. Steps are taken to protect privacy of participants.
5. Selection of participants is equitable.

## ***Composition of the Institutional Review Board***

The Board shall have a minimum of five members with varying backgrounds and expertise. The following additional requirements shall be met:

1. Both males and females shall be included.
2. One member shall be a lawyer, ethicist or theologian.
3. One member shall be a person whose primary concerns are in nonscientific areas, who is from the community outside EMU, and who is not an immediate family member of an EMU employee.
4. One member shall be the director of institutional research and effectiveness.
5. One member shall be a student.
6. A member may not participate in decision making if she/he has a conflicting interest.
7. Persons with additional expertise may be invited to serve on the Board if needed.

The Board shall be appointed by the Provost. The Board shall elect the Chair for a renewable term of two years.

## Submit a Proposal [faculty advisor is your instructor from EDCC 551—action research class, or can be signed by your action research project mentor.]

*In a nutshell, supporting material for the M.A. in Education program includes:*

- 1) IRB faculty approval form signed by mentor*
- 2) Unsigned letter of informed consent*
- 3) Unsigned administrator permission letter*
- 4) IRB online research proposal form*
- 5) Any researcher created apparatus*
- 6) Researcher training certificate from NIH*

---

### IRB Student Research Proposal

Research proposal form for EMU and non-EMU students

- Researcher(s): \*

- Please upload an IRB training certificate for each researcher listed above: \*
- Email address of primary contact person: \*

- Faculty Advisor: \*

- Faculty advisor's email address: \*

- REQUIRED: In order for your proposal to be processed, you must also attach a copy of the completed ***Faculty Approval of Student Research*** form. \*
- Title of Research Proposal: \*

- Start date and duration of study: \*

- Brief description and purpose of Research: \*

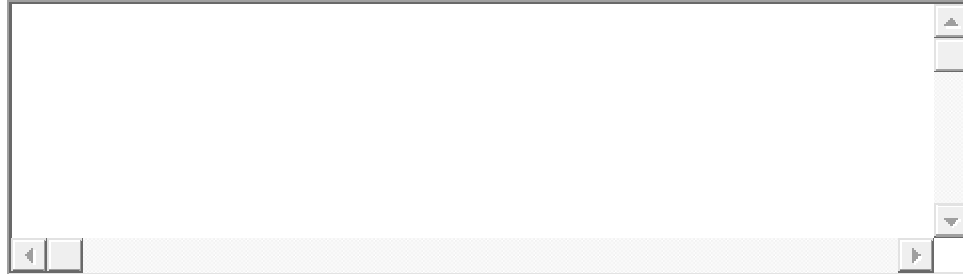
- **METHOD: Participants**
- PARTICIPANTS (describe population, anticipated number of subjects, and how they will be selected or recruited): \*

- Are your participants members of any of the following vulnerable populations? Check any that apply \*

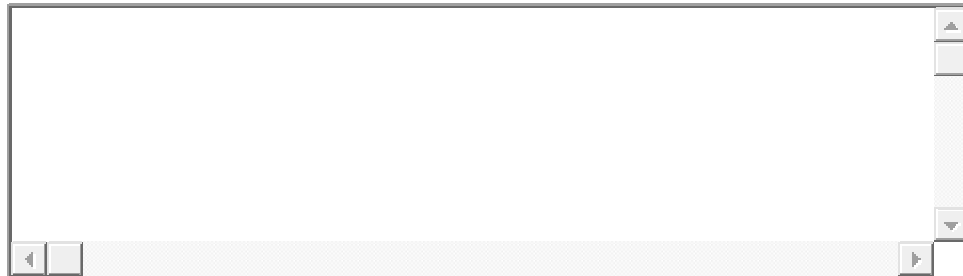
☐ Prisoners or institutionalized adults ☐ Pregnant women/Fetuses ☐  
Children under the age of 18 ☐ Seriously ill ☐ Mentally or cognitively  
compromised adults ☐ Physically handicapped ☐ None of the above

- Approximate duration of an individual subject's participation: \*

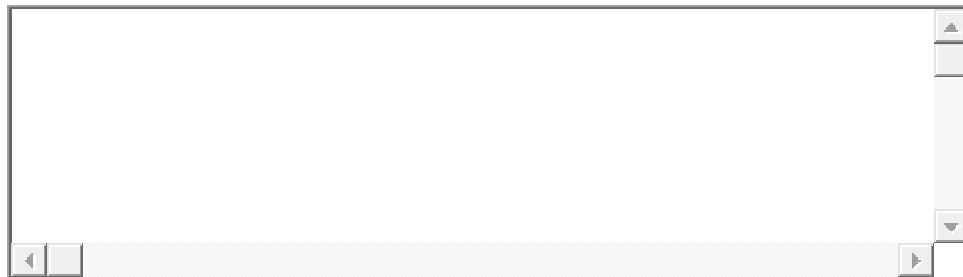
- Describe procedures for informing participants about the purpose of the research and for obtaining their consent to participate. Note: You must obtain participants' permission to 1) audio/videotape or photograph them and 2) use any of the recordings or images in presentations or publications. Upload informed consent documentation using the field below. \*

A large, empty rectangular text box with a thin gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track controls.

- REQUIRED: Upload informed consent documentation \*
- Describe all likely risks to the participants, how you will minimize such risks, and how you will address any adverse conditions arising as a result of your research. \*

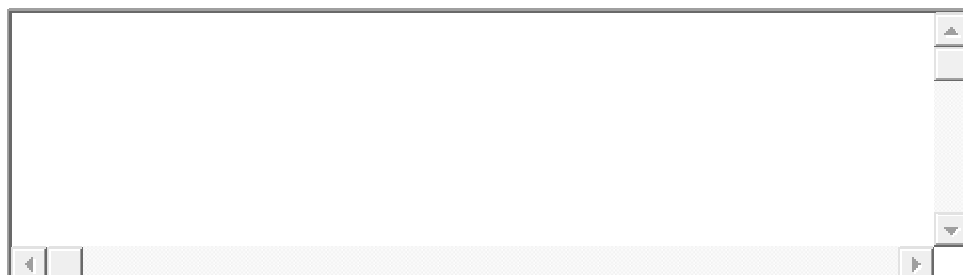
A large, empty rectangular text box with a thin gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track controls.

- Describe any benefits (e.g., monetary payment, extra credit) participants will receive as a result of participating in this research. \*

A large, empty rectangular text box with a thin gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track controls.

- Describe how and to whom your results will be reported. (Note: if you anticipate presenting your results beyond your classroom or department, the IRB recommends that you include possible venues in this proposal. Additional IRB approval will be required for presentations or publications not specified in this proposal.)

\*

A large, empty rectangular text box with a thin gray border. It features a vertical scrollbar on the right side and a horizontal scrollbar at the bottom, both with standard arrow and track controls.

- Describe how will you maintain anonymity, confidentiality and privacy. \*

- **METHOD: Procedures**
- Briefly describe the steps involved in your research. \*

- **METHOD: Apparatus**
- Describe instruments or equipment to be used, including research materials such as photographs, videos, survey instruments, interview protocols, or scripts. If applicable, attach any researcher-created instruments using the field below. \*

- Upload researcher-created instruments
- Enter your email address below to have a copy of this proposal sent to you. \*

- 

Powered by [MachForm](#)

The Faculty Approval of Student Research form below is found online at:  
<http://www.emu.edu/irb/proposal/>

## Faculty Approval of Student Research

### EMU Institutional Review Board

**Instructions:** Print this form and fill in your name and the title of your research project. Discuss your project with your faculty advisor and obtain his or her signature indicating that you may seek IRB approval. Scan and submit this form with your online IRB research proposal.

Student Researcher(s): \_\_\_\_\_

Project Title: \_\_\_\_\_

\_\_\_\_\_

I, \_\_\_\_\_ (printed name of faculty advisor), have met with the student(s) listed above and reviewed this research proposal with respect to the proposed participants, methods, instruments, and informed consent requirements.

I hereby grant permission for the student to seek IRB approval for this project.

\_\_\_\_\_  
Faculty Advisor Signature

\_\_\_\_\_  
Date

*An Informed Consent Letter describes procedures for informing participants about the purpose of the research and for obtaining their consent to participate. Note: You must also obtain participants' permission to 1) audio/videotape or photograph them and 2) use any of the recordings or images in presentations or publications. A template for an acceptable Informed Consent Letter is provided below.*

**Template for Informed Consent Letter** (see <http://www.emu.edu/irb/consent/>)

*[Note: This template may be modified for purposes of your action research and your educational setting. Consult your instructor for EDCC 551 Action Research in Educational Settings.]*

The purpose of this research is to... [insert your research topic and/or description].

If you participate in this research, you will be asked to... [list what participants will be asked to do. Generally, this includes things such as providing demographic information, sharing opinions and attitudes, or participating in measures of academic achievement. It may also include being audio- or video-taped for research purposes. If this is part of the methodology, it must be disclosed here.]

There are no foreseeable risks or discomforts to you as the subject.

- OR -

It is possible you may experience some discomfort during or as a result of your participation in this study. [For EMU Students] If you experience emotional discomfort, you are encouraged to visit the Counseling Center (to make an appointment, call (4317). [For non-EMU students] If you experience emotional discomfort as a result of your participation, contact your researcher for a list of potential counselors with whom you may discuss this discomfort.

There will be no personal benefits to you from your participation in this research. However, the results of the research may contribute to [e.g., the field of study or an increase in the success of the program].

Your participation in the [survey/interview/experiment] will take approximately [insert time in minutes or hours]. The duration of this research project is [starting date to ending date].

Your participation in this research is strictly voluntary. You may refuse to participate at all, or choose to stop your participation at any point in the research without fear of penalty or negative consequence.

The information/data you provide for this research will be treated confidentially, and all raw data will be kept in a secured file by the researcher. Results of the research will be

reported as aggregate summary data only, and no individually identifiable information will be presented unless explicit permission is given to do so.

You also have the right to review the results of the research if you wish to do so. A copy of the results may be obtained by contacting the researcher: [Researcher name and contact information]

***Participant consent***

I, (print full name) \_\_\_\_\_, have read and understand the foregoing information explaining the purpose of this research and my rights and responsibilities as a subject. My signature below designates my consent to participate in this research, according to the terms and conditions listed above.

Signature \_\_\_\_\_  
Date \_\_\_\_\_

[If audio- or video-taping] I, (print full name) \_\_\_\_\_, give the researcher permission to use, publish, and republish, in the context of this research, photographic, video, or audio reproductions of my likeness or voice made for this study.

Signature \_\_\_\_\_  
Date \_\_\_\_\_

## Mentor Roles, Responsibilities, and Process

### **Mentor Roles and Responsibilities:**

The role of the mentor is to guide the candidate through the action research process, beginning after the candidate has completed EDCC 551 Action Research in Educational Settings and continuing through the completion of EDPC 611 Action Research Project. Feedback via face-to-face and/or email sessions is expected between the mentor and the candidate, as outlined below:

### **Process:**

#### **Action Research Proposal (during EDCC 551):**

- \_\_\_\_\_ Course instructor(s) maintains an electronic copy of the EDCC 551 rubric for each candidate.
- \_\_\_\_\_ Mentors are announced to candidates during the EDCC 551 course.
- \_\_\_\_\_ Mentor may wish to review the candidate's in-process proposal for content and research design.
- \_\_\_\_\_ Mentor will be invited to the final EDCC 551 class session to hear the candidate present the design of the study and receive mentor feedback.
- \_\_\_\_\_ At the end of EDCC 551, the course instructor(s) reviews the final proposal and completes the EDCC 551 rubric and submits a final grade for EDCC 551. (Timeline #1)
- \_\_\_\_\_ Instructor meets with candidate (Timeline #3) to sign the Faculty Approval Form ([www.emu.edu/irb/proposal/Faculty\\_Approval\\_of\\_Student\\_Research.pdf](http://www.emu.edu/irb/proposal/Faculty_Approval_of_Student_Research.pdf)) **prior** to the candidate's IRB submission. (Or the Faculty Approval form may be signed by EDPC 611 mentor.)
- \_\_\_\_\_ When the candidate has completed revisions to the instructor's satisfaction, the candidate submits the IRB proposal ([www.emu.edu/irb](http://www.emu.edu/irb)) and supporting documents (see p. 25 of this AR Guide). (Timeline #4)
- \_\_\_\_\_ Course instructor(s) submits an electronic copy of the EDCC 551 rubric, comments, proposal, and timeline to mentor. (Timeline #5)

#### **Hand-off Process from EDCC 551 Course Instructor(s) to EDPC 611 Project**

##### **Mentor:**

- \_\_\_\_\_ Mentor reads the proposal for content and research design and suggests necessary revisions.
- \_\_\_\_\_ Candidate makes revisions based on mentor's initial feedback.
- \_\_\_\_\_ Administrative Assistant registers the candidate for **EDPC 611 Action Research Project** at the beginning of the semester following completion of EDCC 551 Action Research class, **provided IRB approval has been granted** (Timeline #6).

#### **Action Research Project (during EDPC 611):**

- \_\_\_\_\_ Candidate sends out Administrative Permission Letters and Informed Consent Letters. (Timeline #7)
- \_\_\_\_\_ Candidate submits all signed permission form copies to the MA in Ed office for his/her file. (Timeline #8)
- \_\_\_\_\_ Candidate begins data collection. (Timeline #9)

- \_\_\_\_\_ Mentor meets with candidate as needed. This is a very interactive process, checking in periodically as changes are made, tables & charts are created, and as questions arise and/or whenever starting a new phase/cycle of data. (Timeline #10-15)
- \_\_\_\_\_ Candidate makes revisions to his/her project draft.
- \_\_\_\_\_ Candidate submits final draft to mentor. (Timeline #16)
- \_\_\_\_\_ Mentor reviews and provides feedback; expect multiple reviews. (Timeline #18)
- \_\_\_\_\_ When candidate has completed revisions of final paper to mentor's satisfaction, mentor sends the paper to the MA in Education Director or Assistant Director to assign a second reader. (The mentor may wish to bring the director into the process earlier). (Timeline #19)
- \_\_\_\_\_ Second reader reviews the final draft using Project Evaluation Form and EDPC 611 project rubric and returns feedback to mentor within 3 weeks. (Timeline #20)
- \_\_\_\_\_ Candidate begins work on PowerPoint presentation of study and submits to mentor for feedback and approval. (Timeline #21)
- \_\_\_\_\_ Mentor reviews comments by the second reader and forwards paper and comments suggesting revisions to candidate for a final edit. (Timeline #22)
- \_\_\_\_\_ Candidate submits revised paper to mentor. (#23)
- \_\_\_\_\_ Candidate conducts PowerPoint presentation (Fall, Spring or Summer). (Timeline #24)
- \_\_\_\_\_ Mentor reviews the revised paper according to the EDPC 611 rubric. When candidate has completed the required revisions, mentor instructs candidate to print final copies for binding. (Timeline #25)
- \_\_\_\_\_ Required: Candidate submits two copies for binding (one copy for the EMU Library; one copy for the Education Department) to the Assistant Director or Administrative Assistant. Optional: Candidate submits an additional copy to be bound for personal use (\$40.00 for each personal bound copy) to the Assistant Director or Administrative Assistant. (Timeline #26)

#### **Preparation for the Action Research Presentation:**

- \_\_\_\_\_ Mentor submits candidate's name to Administrative Assistant for Action Research presentation schedule.
- \_\_\_\_\_ At least one week prior to the presentation, candidate submits PowerPoint to mentor for feedback and approval.
- \_\_\_\_\_ Mentor reviews PowerPoint presentation and provides feedback to candidate.

#### **Action Research Presentation:**

- \_\_\_\_\_ Mentor attends the presentation session and introduces his/her candidate.
- \_\_\_\_\_ Mentor presents rose to each candidate at end of presentation.
- \_\_\_\_\_ Mentor and other faculty present complete the *Action Research Presentation Rubric* for each presenter and submit completed evaluations to the Administrative Assistant for MA Program.

**Following the Action Research Presentation and Paper Submission:**

- \_\_\_\_\_ Administrative Assistant prints Action Research Approval form (see p. 58) and secures signatures from mentor, 2<sup>nd</sup> reader and program director.
- \_\_\_\_\_ Mentor assigns EDPC 611 grade and submits completed rubric to the MA in Ed office and candidate. (Timeline #27)
- \_\_\_\_\_ Graduate is notified when bound copies are returned to MA in Ed office.
- \_\_\_\_\_ Graduate schedules exit interview with MA in Education Director or Assistant Director.
- \_\_\_\_\_ Graduate picks up his/her bound copy at exit interview.

# EDPC 611

# Action

# Research

# Project



### Action Research Project (EDPC 611 Action Research Project) Rubric

Candidate: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date: \_\_\_\_\_

|                                                                                                 | <b>Exemplary - 3</b>                                                                                                                                            | <b>Competent - 2</b>                                                                                                                                         | <b>Does Not Meet Expectations – 1</b>                                                                                                      |
|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Title Page (from Proposal)</b>                                                               | Complete (page header, running head, etc.) and APA format                                                                                                       | - - -                                                                                                                                                        | Incomplete or inaccurate information and/or not APA format                                                                                 |
| <b>Table of Contents (from Proposal)</b>                                                        | Complete information (headings, page numbers) with APA format                                                                                                   | - - -                                                                                                                                                        | Incomplete or inaccurate information and/or not APA format                                                                                 |
| <b>Abstract (replaces Overview of AR Project from Proposal)</b>                                 | Excellent overview with purpose and rationale of overall project clearly stated, 120-350 words                                                                  | Overview is adequate stating purpose and rationale of project; 120-350 words                                                                                 | Overview does not clearly state purpose and rationale of overall project                                                                   |
| <b>Lit. Review: Introductory paragraph(s) to the Literature Review (enhanced from Proposal)</b> | An introductory overview of the topics of the Lit Review that addresses the problem                                                                             | An overview of the problem                                                                                                                                   | Potentially helpful details missing from overview                                                                                          |
| <b>Lit Review: Content, Topics Addressed (enhanced from Proposal)</b>                           | Summary of topics provides excellent, thorough background and rationale to research question; analyzes/synthesizes strengths and weaknesses of current research | Summary of topics is adequate; sufficient topics included; thorough background and rationale completed in relation to research question; author bias removed | Review of literature is incomplete, not broad enough, topics not included, over-reliance on meta-analysis, and/or not written in own words |
| <b>Lit Review: Documentation (enhanced from Proposal)</b>                                       | Tightly, correctly documented according to APA format; consistent with style and flow of writing; accurate citation of sources                                  | Documentation is adequate and follows APA format (year, page, etc.), minimum 20 research and theory-based sources                                            | Documentation contains errors, missing details and/or incorrect APA formatting                                                             |
| <b>Lit. Review: Summary and Analysis (from Proposal)</b>                                        | Excellent summary and analysis of main points in literature review that support the intention and reason for the study                                          | Summarizes main points in literature review to support the intention and reason for the study                                                                | Summary of literature review is incomplete, does not adequately support intention and reason for the study                                 |

|                                                      | <b>Exemplary - 3</b>                                                                                                                                                                   | <b>Competent - 2</b>                                                                                                                                                            | <b>Does Not Meet Expectations – 1</b>                                                                       |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Research Question</b>                             | Clearly identifies relationship to action research;<br>concise/explicit wording                                                                                                        | Relevant to the teacher's classroom/professional practice; clearly identified in paper                                                                                          | Question is vague, poorly worded and/or not identifiable                                                    |
| <b>Method: Participants (enhanced from Proposal)</b> | Rich complete description of context of study: school, community, participants, researcher; how participants were selected; <u>maintains confidentiality</u> , written in past tense   | Adequate description of context of study: school, community, participants, researcher; how participants were selected; <u>maintains confidentiality</u> , written in past tense | Incomplete description of context of study, lacks clarity, and/or components are missing                    |
| <b>Method: Apparatus (enhanced from Proposal)</b>    | Rich description of purpose and structure of each apparatus; data collection tools ensure validity and reliability; research design addresses research question; written in past tense | Description of purpose and structure is provided; data collection tools ensure validity and reliability; may have small inconsequential errors; written in past tense           | Shows careless or little attention to detail; validity and/or reliability is at risk                        |
| <b>Method: Procedures (enhanced from Proposal)</b>   | Procedures followed are excellent for fulfilling research needs; written in a detailed, sequential, logical, and easy to follow manner; written in past tense                          | Procedures followed fulfill research needs; written in a sequential, logical, easy to follow manner; research design is clearly articulated; written in past tense              | Procedures are not clear, not sequential, not logical, and/or not coherent; needs more depth in explanation |
| <b>Results</b>                                       | Findings are accurately and thoroughly reported from each apparatus; care for accurate detail is given; includes computer-generated charts/graphs that are easy to understand          | Findings are reported from each apparatus; includes computer-generated charts/graphs that are easy to understand                                                                | Findings need elaboration; may include inaccuracies, and/or are not easy to understand                      |

|                                                                                                           | <b>Exemplary - 3</b>                                                                                                                                                                                                                                 | <b>Competent - 2</b>                                                                                                                                                                        | <b>Does Not Meet Expectations – 1</b>                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Results: Tables and Figures</b>                                                                        | Accurately report and label research; completely conforms to APA standards                                                                                                                                                                           | Generally report and label research; conforms to APA standards                                                                                                                              | Tables and figures are present but may include inaccurate reporting, and/or does not conform to APA standards                                                                                                                                        |
| <b>Discussion</b><br><br><b>What do the results of your study mean for you as a teacher practitioner?</b> | Results reflect thorough and clear analysis and discussion; includes pros and cons of findings; answers and analyzes outcomes of the study. Clearly shows the relationship of conclusions to the related literature and reflections on the analysis. | Results generally discussed, includes pros and cons of findings; answers research question. References but does not clearly show the relationship of conclusions to the related literature. | Results poorly discussed, difficult to comprehend and relate to findings of study, may not include pros or cons of findings, and/or research question not answered. Does not clearly show the relationship of conclusions to the related literature. |
| <b>Discussion: Limitations (enhanced from Proposal)</b>                                                   | Shows in-depth reflective thinking and analysis about all aspects of the research design, procedure, participants and apparatus                                                                                                                      | Shows reflective thinking about how limitations in proposal are addressed, in past tense                                                                                                    | Inadequately addresses limitations of methodology                                                                                                                                                                                                    |
| <b>Discussion: Contribution to Field of Research (revised and relocated from Proposal)</b>                | Shows analysis of connection of action research to current field of research                                                                                                                                                                         | Shows understanding of connection of action research to current field of research                                                                                                           | Inadequately connects action research to field of research                                                                                                                                                                                           |
| <b>Discussion: Implications of Study for Professional Practice</b>                                        | Implications for this study and future research considerations for professional practice are clearly identified and analyzed                                                                                                                         | Implications for this study and future research considerations for professional practice are identified                                                                                     | Either the implications for this study or future research considerations for professional practice are not identified or are sketchy                                                                                                                 |

|                                                              | <b>Exemplary - 3</b>                                                                                                               | <b>Competent - 2</b>                                                                                                                                                        | <b>Does Not Meet Expectations – 1</b>                                                                                           |
|--------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <b>References (enhanced from Proposal)</b>                   | Correct APA formatting used to cite minimum 25+ research and theory-based sources                                                  | References cited as per APA; minimum 20 research and theory-based sources                                                                                                   | Some references are missing, and/or not all sources are cited, and/or has incorrect APA formatting                              |
| <b>Appendix: Permission Letters (enhanced from Proposal)</b> | Procedures establish sacred trust and respect participant involvement; ensure anonymity and confidentiality                        | Permission is requested from all participants; identifies purpose and procedure of study; anonymity, confidentiality, ethical issues are addressed                          | Procedures are not sufficiently articulated; participant anonymity and confidentiality is at risk                               |
| <b>Appendix: Apparatus (enhanced from Proposal)</b>          | Data collection tools address the research question and ensure validity and reliability; format enhances purpose of each apparatus | Data collection tools are designed to acquire data that answers the research question (validity and reliability is ensured); format is professional, logical and sequential | Shows careless or little attention to detail; validity and/or reliability is at risk; format detracts from purpose of apparatus |
| <b>Appendices</b>                                            | Formatted and cited in text per APA standards                                                                                      | Format and citation is technically correct, presentation could be slightly improved                                                                                         | Appendixes missing and/or not cited per APA standards                                                                           |

| <b>WRITING STANDARDS APPLY TO ENTIRE PAPER:</b><br>Taken from EMU's Writing Standards—Graduate Level |                                                                                                               |                                                                                                                              |                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Content</b><br><i>(quality of the information, ideas and supporting details.)</i>                 | - shows clarity of purpose<br>- offers depth of content<br>- applies insight and represents original thinking | - shows clarity of purpose<br>- offers substantial information and sufficient support<br>- represents some original thinking | - shows clarity of purpose<br>- lacks depth of content and may depend on generalities or the commonplace<br>- represents little original thinking |
| <b>Structure</b><br><i>(logical order or sequence of the writing)</i>                                | - is coherent and logically developed<br>- uses very effective transitions                                    | - is coherent and logically developed<br>- uses smooth transitions                                                           | - is coherent and logically (but not fully) developed<br>- has some awkward transitions                                                           |

|                                                                                                                                                                                                                                        | <b>Exemplary - 3</b>                                                                                                                                                                                                                                                        | <b>Competent - 2</b>                                                                                                                                                                                                                                                                                                  | <b>Does Not Meet Expectations – 1</b>                                                                                                                                                                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Rhetoric and Style</b><br><i>(appropriate attention to audience)</i>                                                                                                                                                                | <ul style="list-style-type: none"> <li>- is concise, eloquent and rhetorically effective</li> <li>- uses varied sentence structure</li> <li>-is engaging throughout and enjoyable to read</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>- displays concern for careful expression</li> <li>- uses some variation in sentence structure</li> <li>-may be wordy in places</li> </ul>                                                                                                                                     | <ul style="list-style-type: none"> <li>- displays some originality <u>but</u> lacks imagination and may be stilted</li> <li>- uses little varied sentence structure</li> <li>- frequently uses jargon and clichés</li> <li>-uses generally clear but frequently wordy prose</li> </ul>                              |
| <b>Information Literacy</b><br><i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>                                                                                                | <ul style="list-style-type: none"> <li>- uses high-quality and reliable sources</li> <li>- chooses sources from many types of resources</li> <li>- chooses timely resources for the topic</li> <li>- integrates references and quotations to support ideas fully</li> </ul> | <ul style="list-style-type: none"> <li>- uses mostly high-quality and reliable sources</li> <li>-chooses sources from a moderate variety of types of resources</li> <li>-chooses resources with mostly appropriate dates</li> <li>- integrates references and quotations to provide some support for ideas</li> </ul> | <ul style="list-style-type: none"> <li>-uses a few poor-quality or unreliable sources</li> <li>-chooses sources from a few types of resources</li> <li>-chooses a few resources with inappropriate dates</li> <li>-integrates references or quotations that are loosely linked to the ideas of the paper</li> </ul> |
| <b>Source Integrity</b><br><i>(appropriate acknowledgment of sources used in research)</i>                                                                                                                                             | <ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- cites credible paraphrases correctly</li> <li>- includes reference page</li> <li>- makes virtually no errors in documentation style</li> </ul>                                         | <ul style="list-style-type: none"> <li>- cites sources for all quotations</li> <li>- usually cites credible paraphrases correctly</li> <li>- includes reference page</li> <li>- makes minimal errors in documentation style</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>- has sources for all quotations</li> <li>- has mostly credible paraphrases, sometimes cited correctly</li> <li>- includes reference page with several errors</li> <li>-makes several errors in documentation style.</li> </ul>                                              |
| <b>Conventions</b><br><i>(adherence to grammar rules: usage, mechanics)</i>                                                                                                                                                            | <ul style="list-style-type: none"> <li>- uses well-constructed sentences</li> <li>- makes virtually no errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>- almost always uses well-constructed sentences</li> <li>-makes minimal errors in grammar and spelling</li> <li>- makes accurate word choices</li> </ul>                                                                                                                       | <ul style="list-style-type: none"> <li>- usually uses well-constructed sentences</li> <li>- makes several errors</li> <li>- makes word choices that distract the reader</li> </ul>                                                                                                                                  |
| <b>Plagiarism</b> occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators). |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                     |

| <b>ACTION RESEARCH PRESENTATION</b>              |                                                                                                                                                                                                                             |                                                                                                                                                                                                       |                                                                                                                                                                             |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <b>Exemplary - 3</b>                                                                                                                                                                                                        | <b>Competent - 2</b>                                                                                                                                                                                  | <b>Does Not Meet Expectations – 1</b>                                                                                                                                       |
| <b>Overview and Context of Research Question</b> | Provides brief background and rationale for the study. Clearly outlines the research questions and the type of action research conducted. Establishes a strong foundation in the literature.                                | Provides brief background and rationale for the study. Presents research questions and the type of action research conducted. Establishes a foundation in the literature.                             | Information provided is inadequate: lacks clear background, rationale, and research questions. Type of action research is unclear. Weak foundation in the literature.       |
| <b>Method &amp; Results</b>                      | Provides detailed overview of methodology. Clearly reports findings from the study. .                                                                                                                                       | Provides overview of methodology. Reports and analyzes findings from the study. Provides implications for future study and change.                                                                    | Provides inadequate overview of methodology. Results and analysis are incomplete. Provides no implications for future study and change.                                     |
| <b>Discussion and Implications</b>               | Thoroughly analyzes findings by linking to review of literature. Clearly identifies implications for future research, contribution of research to the field of knowledge, and limitations of the study.                     | Analyzes findings by linking to review of literature. Identifies implications for future research, contribution of research to the field of knowledge, and limitations of the study.                  | Minimally analyzes findings without linking to review of literature. Has limited implications for future research and does not provide limitations.                         |
| <b>Further Professional Sharing Plan</b>         | Establishes a clear and substantial relationship of the study's outcomes to positive change in the educational context. Reports current and future plans to share findings with educators, parents, or other professionals. | Establishes a relationship of the study's outcomes to positive change in the educational context. Reports current and future plans to share findings with educators, parents, or other professionals. | Establishes no relationship between outcomes to positive change in the educational context. Has no plans to share findings with educators, parents, or other professionals. |

|                        | <b>Exemplary - 3</b>                                                                                                                                            | <b>Competent - 2</b>                                                                                                                                     | <b>Does Not Meet Expectations – 1</b>                                                                                                                |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Technology</b>      | Maximizes current best practices in presentation technology. Graphics are clear and understandable. Outstanding presentation for a professional organization.   | Sufficiently utilizes current best practices in presentation technology. Graphics are sufficient. Adequate presentation for a professional organization. | Does not utilize current best practices in presentation technology. Graphics are confusing. Presentation sufficient for a professional organization. |
| <b>Professionalism</b> | Uses technology to enhance the presentation. Does not rely on slides to present content. Speaks to all in attendance. Dresses appropriately and professionally. | Uses technology to enhance the presentation. Generally speaks to all in attendance. Dresses appropriately and professionally.                            | Uses technology as the presentation itself. Speaks solely to faculty assessors. Dresses inappropriately for professional situation.                  |

### **Calculation of the Rubric Score:**

Total rubric points earned: \_\_\_\_\_

Divided by the number of rubric categories: \_\_\_\_\_ / 33

Equals Average Rubric Score: \_\_\_\_\_

### **Grade Calculation:**

Based on Calculation of the Rubric Score, grades will be allocated as follows:

| Rubric score average: | Grade: |
|-----------------------|--------|
| 3 - 2.5               | A      |
| 2.4                   | A-     |
| 2.3                   | B+     |
| 2.2                   | B      |
| 2.1                   | B-     |
| 2.0                   | C+     |
| 1.9                   | C      |

A grade of C or better in EDPC 611 Action Research Project is required to receive credit for the course. The student is expected to revise the action research project until the mentor determines that a grade of C or better has been achieved.

### **Editing Service**

Each candidate is offered 4 hours of free editing by an EMU-approved editor during EDPC 611 Action Research Project. When the candidate wishes to access the editing service, an electronic copy of the action research paper is submitted to the mentor who then forwards the paper to the editor for editing. The editor provides electronic feedback to the candidate. Additional editing may be arranged between the candidate and the editor, and will be billed to the student's account.

## APA Editing Checklist

*Created after a writing analysis of Action Research Projects  
Used by EMU editor*

- \_\_\_\_\_ Title- no more than 12 words (see APA p. 23)
- \_\_\_\_\_ Abstract- 1 paragraph and no more than 350 words (see APA p. 25-27).
- \_\_\_\_\_ Correct heading format.
- \_\_\_\_\_ Numbers used according to sections  
*For example: Figures used to express: numbers 10 and above and all numbers below 10 grouped for comparison with numbers 10 & above. Avoid beginning a sentence with a number. Digits used for #s in abstract.*
- \_\_\_\_\_ Active voice rather than passive voice.
- \_\_\_\_\_ Use of past tense.
- \_\_\_\_\_ Use of third person in all sections including the discussion section (see APA p. 69).
- \_\_\_\_\_ If tables used, a list of tables following the table of contents page.
- \_\_\_\_\_ If figures used, a list of figures and captions following the table of contents.
- \_\_\_\_\_ Correct format of References.
- \_\_\_\_\_ Correct format of Citations.



**Master of Arts in Education Program**  
**Action Research Project Evaluation Form for Second Reader**  
(2<sup>nd</sup> Reader also fills out the Action Research Project Rubric & submits to mentor.)

Second Reader: \_\_\_\_\_ Date \_\_\_\_\_

Candidate: \_\_\_\_\_

Mentor: \_\_\_\_\_

- ☐ Project approved with the following corrections.
- ☐ Project approved as is.

**The following changes or corrections must be made:**

**I would like you to think about the following suggestions. You should evaluate whether or not you think acting on these suggestions will improve the quality and/or readability of your project:**

# Action Research Final Project Submission Requirements

Note: These are the same requirements as EDCC 551: Action Research in Educational Settings

- **Copies:** Two - one which will be placed in the library, one for departmental collection.  
Students may purchase a bound copy of their project by supplying a third copy at a cost of \$40.00 made payable to EMU.
- **Paper:** **8 1/2 X 11 heavy white paper, 24 lb.**
- **Type/Font:** Times New Roman 12 pt.
- **Line Spacing:** Double space between all lines of the manuscript.  
Double space after every line in the title, headings, footnotes, quotations, references, figure captions, and all parts of tables.  
Never use single spacing or one-and-a-half spacing.
- **Line length and alignment:** 6 inches on each line (3.81 cm)  
Flush-left style, ragged-right  
Do not break a word at the end of a line with a hyphen.
- **Number of lines:** Type no more than 27 lines of text on a page.
- **Document margins:** 1 1/2 in (3.8 cm) left margin; all others 1 in (2.54 cm)
- **Page Numbering:** Begin numbering with Arabic numbers on the title page and continue throughout the appendix. Page numbers should be in the upper right hand corner.
- **Running Head:** An abbreviated title left justified (capitalized) in the header of each page. On the title page, the running head should have the words "Running head:" before the running head, but not on subsequent pages. (See sample, APA, p. 41.)
- **Paragraphs:** Tabulate 1/2" for every paragraph and the first line of every footnote.
- **Punctuation Spacing:** One space after all punctuation (commas, colons, semicolons, periods except internal periods, i.e. U.S.).
- **Seriation:** Use lower case letter in parentheses: Participants considered (a) some...

- **Quotations:** Quotations of fewer than 40 words should be incorporated into the text and enclosed by double quotation marks (“”). If over 40 words--double space, 5-7 spaces in from the left margin (if more than one paragraph--indent the 1st line of the 2nd and subsequent paragraphs 5-7 spaces).  
Material quoted within a quotation: Enclose direct quotations within a block quotation in double quotation marks, if within double already, then use single (‘).  
  
Use brackets [ ] to enclose material inserted in a quotation by some person other than the original writer.  
  
When a period or comma occurs with closing quotation marks, place the period or comma before the quotation marks.
- **Title Page:** Running head for publication purposes  
Title  
Byline
- **Abstract:** New page  
Type the label Abstract centered at the top of the page.
- **Text:** New page (page header and page number)  
Type the title of the paper centered at the top of the page, double space, then type text. Do not start a new page with each section header.  
  
Print only on the front side of the page.
- **References:** New page  
Type the word References centered at the top of the page.  
Double space all reference entries.  
Indent the first line of each entry 5-7 spaces.
- **Appendixes:** Each one begins a new page.  
Type the word Appendix and the identifying capital letter centered at the top of the page. [If only one do not use A]  
Double space and type the title of the appendix, centered.  
Double space, indent the first line 5-7 spaces.  
If tables are included--Table A1.

SCHEDULING of  
**ACTION RESEARCH POWERPOINT PRESENTATIONS**

The following checklist is designed to help you determine with your mentor when to schedule your PowerPoint presentation. Questions need to be answered affirmatively three weeks prior to presentation date. At least one week prior to presentation, submit your PowerPoint to your mentor for feedback.

Completion of all elements of Action Research Project:

1. Have you reviewed and completed the **Timeline for the AR Project Process**?
2. Does your paper conform to all APA guidelines and the EMU graduate writing rubric?
3. Do you have all elements of the Action Research Project completed? This includes preface material (*title page, acknowledgements, permission to conduct study, table of contents, list of tables, list of figures, abstract*).
4. Do you have a complete and carefully edited *review of literature*?
5. Is your *method* section including subsections on *participants, apparatus, and procedure* complete? Is each subsection well described?
6. Have you thoroughly developed the *results* section in clear and coherent fashion?
7. Have you developed the *discussion* section thoroughly, linking your findings to your literature review?
8. Have you carefully checked your *reference* section to ensure that all of your literature citations are in your *review*?
9. Have you included your *appendixes*?
10. Have you had at least one person or colleague familiar with APA review your paper for editing recommendations?
11. Have you submitted your final draft of your AR project to your mentor?

Consent to proceed with PowerPoint:

1. **Have you secured permission from your mentor to schedule the Action Research PowerPoint Presentation?**

## **Action Research Project Presentation Guidelines**

### **PURPOSE OF PROFESSIONAL PRESENTATION:**

**To share the action research process and delineate implications for further change in the classroom and professional community.**

#### **I. Administrative Requirements**

Presentation dates will be scheduled at least once during each semester. Mentors will receive a schedule of dates and locations so that they may schedule their candidates to present.

#### **II. Participation:**

All graduate presenters must be present for the entire session except in emergency situations. Listening to other candidates present their research is an important component of the reflective practice experience. At least two faculty persons will hear each presenter, one of whom should be their mentor. All MA in Education students are invited to attend each presentation.

#### **III. Professional Presentation (30 minutes) See presentation rubric, p. 55.**

##### **A. Technology:**

Presentations must reflect current best practices in presentation technology (e.g., PowerPoint, Internet, digital photographs etc.). Using such technology promotes cutting edge professionalism and can encourage further sharing with relevant groups. Presenters are encouraged to plan their presentations as if presenting to a professional organization. The technology use should enhance the presentation. Any overheads should use at least 18 point type. Slides should supplement the PowerPoint, not be the presentation. Slides should be one per minute with minimized wording and 5-7 bullets each.

##### **B. Content:**

The presentation should provide a brief background and rationale for the study. Clearly outline the research questions and the type of action research attempted. Presenters are expected to walk participants through a brief literature review, rationale for the project, descriptions of methodology and results, and implications for future study and change. Focus should be on the relationship of the study's outcomes to positive change in the educational context.

##### **C. Further Professional Sharing Plan:**

Each presenter will report on current and future plans to share their findings with educators, parents, or other professionals. This could include staff development workshops, publication, community presentations, curriculum development projects or other means of information distribution.

## **Responsibilities for Action Research Presentations**

### **Candidates:**

- \_\_\_\_\_ Review and complete the timeline of the Action Research process.
- \_\_\_\_\_ Submit draft of final paper of Action Research project to mentor.
- \_\_\_\_\_ Secure permission from mentor to schedule Action Research presentation.
- \_\_\_\_\_ Email title of presentation to Administrative Assistant at least three weeks prior to presentation.
- \_\_\_\_\_ Email final PowerPoint presentation to faculty mentor at least one week prior to presentation.
- \_\_\_\_\_ Prior to the presentation, schedule a time with the MA in Ed Administrative Assistant to practice the presentation at EMU.

### **Faculty Mentors (including Adjunct Faculty):**

- \_\_\_\_\_ Faculty mentors are expected to attend the presentation sessions and introduce his/her candidates.
- \_\_\_\_\_ Present a rose to each candidate at end of presentation.
- \_\_\_\_\_ Complete the *Action Research Presentation Rubric* for each presenter and submit completed evaluations to the MA in Ed Administrative Assistant.

### **MA in Education Program Director and/or Assistant Director:**

- \_\_\_\_\_ Designate convener of Action Research presentations to serve as emcee to welcome and close presentation sessions.

### **Administrative Assistant for MA Program:**

#### **Prior to Presentations:**

- \_\_\_\_\_ Reserve room for presentations as early as possible.
- \_\_\_\_\_ Consult with faculty mentors to compile list of Action Research presenters.
- \_\_\_\_\_ Confirm mentor's attendance and that the number of evaluators is adequate.
- \_\_\_\_\_ Confirm titles of presentations.
- \_\_\_\_\_ Develop presentation program: include presenters' names, titles of presentations, mentors.
- \_\_\_\_\_ Post program around EMU.
- \_\_\_\_\_ Email Action Research program to local school systems (Harrisonburg City, Rockingham County, Lancaster City, etc.), and all MA in Education students.
- \_\_\_\_\_ Email Action Research presenters to invite them to schedule a time to practice their PowerPoint presentations at EMU prior to the presentation date.
- \_\_\_\_\_ Order/buy one rose for each Action Research presenter.
- \_\_\_\_\_ Buy refreshments.
- \_\_\_\_\_ Photocopy *Action Research Presentation Rubric* (one copy per presenter for each faculty present).

#### **On Day of Presentations:**

- \_\_\_\_\_ Set-up refreshments.
- \_\_\_\_\_ Place roses and programs appropriately.
- \_\_\_\_\_ Compile data from all *Action Research Presentation Rubrics* and forward to mentors and presenters.

Name of Presenter:

Title of Project:

| <b>ACTION RESEARCH PRESENTATION EVALUATION</b>   |                                                                                                                                                                                                                             |                                                                                                                                                                                                       |                                                                                                                                                                                       |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                  | <b>Exemplary - 3</b>                                                                                                                                                                                                        | <b>Competent – 2</b>                                                                                                                                                                                  | <b>Does Not Meet Expectations – 1</b>                                                                                                                                                 |
| <b>Overview and Context of Research Question</b> | Provides brief background and rationale for the study. Clearly outlines the research questions and the type of action research conducted. Establishes a strong foundation in the literature.                                | Provides brief background and rationale for the study. Presents research questions and the type of action research conducted. Establishes a foundation in the literature.                             | Information provided is inadequate: lacks clear background, rationale, and research questions. Type of action research is unclear. Weak foundation in the literature.                 |
| <b>Method &amp; Results</b>                      | Provides detailed overview of methodology. Clearly reports findings from the study. .                                                                                                                                       | Provides overview of methodology. Reports and analyzes findings from the study. Provides implications for future study and change.                                                                    | Provides inadequate overview of methodology. Results and analysis are incomplete. Provides no implications for future study and change.                                               |
| <b>Discussion and Implications</b>               | Thoroughly analyzes findings by linking to review of literature. Clearly identifies implications for future research, contribution of research to the field of knowledge, and limitations of the study.                     | Analyzes findings by linking to review of literature. Identifies implications for future research, contribution of research to the field of knowledge, and limitations of the study.                  | Minimally analyzes findings without linking to review of literature. Has limited implications for future research and does not provide limitations.                                   |
| <b>Further Professional Sharing Plan</b>         | Establishes a clear and substantial relationship of the study's outcomes to positive change in the educational context. Reports current and future plans to share findings with educators, parents, or other professionals. | Establishes a relationship of the study's outcomes to positive change in the educational context. Reports current and future plans to share findings with educators, parents, or other professionals. | Establishes no relationship between outcomes to positive change in the educational context. Has no plans to share findings with educators, parents, or other professionals.<br>(over) |

|                        | <b>Exemplary - 3</b>                                                                                                                                            | <b>Competent - 2</b>                                                                                                                                     | <b>Does Not Meet Expectations – 1</b>                                                                                                                |
|------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Technology</b>      | Maximizes current best practices in presentation technology. Graphics are clear and understandable. Outstanding presentation for a professional organization.   | Sufficiently utilizes current best practices in presentation technology. Graphics are sufficient. Adequate presentation for a professional organization. | Does not utilize current best practices in presentation technology. Graphics are confusing. Presentation sufficient for a professional organization. |
| <b>Professionalism</b> | Uses technology to enhance the presentation. Does not rely on slides to present content. Speaks to all in attendance. Dresses appropriately and professionally. | Uses technology to enhance the presentation. Generally speaks to all in attendance. Dresses appropriately and professionally.                            | Uses technology as the presentation itself. Speaks solely to faculty assessors. Dresses inappropriately for professional situation.                  |

COMMENTS:

**EVALUATOR SIGNATURE:**\_\_\_\_\_

**DATE:**\_\_\_\_\_

# **Action Research Project (ARP) Binding Submission**

*To be submitted to MA in Education office with Action Research Project*

Candidate Name \_\_\_\_\_ Date Submitted \_\_\_\_\_

EMU ID number \_\_\_\_\_

Title of Project \_\_\_\_\_

\_\_\_\_\_

## **Candidate Tracking Checklist:**

\_\_\_\_\_ **Required:** 2 final approved copies for EMU (EMU pays)

\_\_\_\_\_ **Optional:** Personal copy(ies). (Student pays EMU \$40.00 for each copy)

\_\_\_\_\_ Paper copies to be printed on 24 lb. paper

## **MA in Education Office Tracking Checklist:**

\_\_\_\_\_ Number of copies submitted for binding

\_\_\_\_\_ Payment of \$40.00 for each personal copy to be bound

Method of Payment \_\_\_\_\_

\_\_\_\_\_ Action Research Approval page has all signatures

\_\_\_\_\_ Candidate notified bound copy is ready to be picked up \_\_\_\_\_  
date

Notes:

**Note:** *The MA in Ed Administrative Assistant will complete and insert this page before the title page when the final project is turned in for binding. This page will be listed in your Table of Contents, but will not be numbered.*

Action Research Approval  
Master of Arts in Education  
Eastern Mennonite University

[Date project submitted – Month, Day, Year]

We hereby recommend that the action research project prepared by

**[Your Name here]**

Entitled

**[Your title of Project]**

be accepted in partial fulfillment of the requirements for the

MASTER OF ARTS IN EDUCATION degree.

*Mentor of Action Research Project*

---

[Typed name of mentor and degree held]

*Second Reader*

---

[Typed name of second reader and degree held]

*Director of the Master of Arts in Education Program*

---

Donovan D. Steiner, Ph.D.

### **Suggestions and Corrections to *A Guide to Action Research Project* manual**

Directions: The purpose of the *Guide to Action Research Project* manual is to facilitate your success in the *Action Research in Educational Settings* class. From time to time you may note that certain features of the manual need revision. In order to help us track the necessary revisions, please enter any suggestions or corrections you might have by sending your comments to: Yvonne Martin at [yvonne.martin@emu.edu](mailto:yvonne.martin@emu.edu) or sending this sheet to her at: Yvonne Martin, Eastern Mennonite University, 1200 Park Road, Harrisonburg, VA 22802. Your comments will be collected and considered in the next revision.