

A Guide to Action Research Project

EDPC 611 Action Research Project

Master of Arts in Education Program
Eastern Mennonite University

Spring 2012

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Action Research Project Components

	Proposal	Project
APA 6.0 Format/Organization:	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		
Other Requirements:		
Documentation of Action Research Process	X	
Timeline	X	

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

Updated 11/2/10

APA 6th edition format expected!

Candidate: _____ Instructor: _____ Date: _____

DUE:			
	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
Title Page	Complete (page header, running head, etc.) and APA format	- - -	Incomplete or inaccurate information and/or not APA format
Table of Contents	Complete information (headings, page numbers) with APA format	- - -	Incomplete or inaccurate information and/or not APA format
Overview of Action Research Project	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

DUE:			
Lit. Review: Introductory paragraph(s) to the Literature Review	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
Lit. Review: Content, Topics Addressed	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
Lit. Review: Documentation	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

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
Lit. Review: Summary and Analysis	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
Research Question	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
References	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

DUE:			
Method: Participants	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
DUE:			
Method: Apparatus	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

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
Method: Procedures	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
Appendix: Apparatus	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

DUE:			
Discussion: Potential Limitations of the Study	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
Discussion: Potential Contribution to Field of Research	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
Appendix: Permission Letters	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
Appendices	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

WRITING STANDARDS APPLY TO ALL SUBMISSIONS:			
	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
APA Technical Standards	Exceptional technical writing standards met	Technical writing standards met (page header, running head, citations, references, etc.)	Technical writing standards require improvement and/or are not met
*Content (quality of the information/ideas and sources/details used to support them)	Has clarity of purpose; has depth of content; displays insight and originality of thought; demonstrates quality and breadth of resources	Has clarity of purpose; has substantial information and sufficient support; contains originality of thought; uses quality resources	Has clarity of purpose; lacks depth of content and may depend on generalities or the commonplace; has little originality of thought; uses mostly quality resources
*Structure (logical order or sequence of the writing)	Is coherent and logically developed; uses very effective transitions	Is coherent and logically developed; uses smooth transitions	Is coherent and logically (but not fully) developed; has some awkward transitions
*Conventions (appearance of the writing: sentence structure, usage, mechanics, documentation)	Has virtually no errors of conventions	Has minimal errors of conventions	Is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
*Style (personality of the writing: word choice, sentence variety, voice, attention to audience)	Is concise, eloquent and rhetorically effective; has nicely varied sentence structure; is engaging and thought-provoking	Displays concern for careful expression; has some variation in sentence structure; is engaging	Has some personality <u>but</u> lacks imagination and may be stilted and may rely on clichés; has little variation in sentence structure; is not very interesting to read

*taken from EMU's Writing Standards – Graduate Level

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: (22)

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	
XX...	
Definition of Constructivism	
XX...	
Re-conceptualizing student learning.	
XX...	

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.

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.

(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)

Running head: STUDENTS WORKING WITH ENGLISH 1 Sample Students Working with English as a Second Language Spanish Speaking Students in Pursuit of Enhancing Their Own Spanish Speaking and Listening Skills Paul De La Garza Eastern Mennonite University 2005
--

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

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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
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Sample

List of Tables

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sample

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Sample

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 6th 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 study was conducted 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 to comprehension, the goal of reading. Most beginning readers benefit from direct 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)

Timeline for the EDPC 611 Action Research Project Process:	Dec.	Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov
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. Proposal submitted to mentor by EDCC 551 instructor												
4. Secure written permission from instructor to begin study (Action Research instructor signs IRB Faculty Approval Form, http://www.emu.edu/irb/proposal/Faculty_Approval_of_Student_Research.pdf)												
5. Research proposal and all accompanying documentation submitted by candidate to IRB for approval; see p. 27 of this AR Guide												
6. IRB grants approval 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 reviews & provides feedback on multiple drafts of paper												
18. Mentor submits final draft to MA in Education director or assistant director to assign second reader												
19. Second reader reviews and completes Project Evaluation and rubric (allow 3 wks.) & returns to mentor												
20. Candidate begins work on PowerPoint presentation of study & submits to mentor for feedback and approval												
21. Mentor returns paper to candidate with final recommendations												
22. Final revisions made and paper returned to mentor for final review												
23. PowerPoint Presentation of study (Fall, Spring, or Summer)												
24. Mentor completes final rubric and approves final paper												
25. Candidate submits copies to MA in Education office for binding as per Submission Requirements												
26. Mentor assigns final grade for EDPC 611 & submits rubric to MA in Ed office and candidate												

Institutional Review Board Purpose (taken from www.emu.edu/irb/)

The purpose of the Institutional Review Board is to review institutional research done on our campus and/or by our campus members to assure that the researcher is protecting the safety of research participants.

This includes disclosing any possible risk to participants (physical, emotional, employability, etc.) and disclosing how the data will be used and disseminated – particularly the possibility that data might be linked to personal identity.

Institutional Review Board Policies

All research on living, human subjects conducted by EMU faculty, staff or students, or research conducted by outside researchers and using EMU faculty, staff or students as participants, must be reviewed by the IRB to assure participant safety.

Individual researchers are responsible for learning about EMU's IRB policy and for submitting a research proposal form to the IRB and appropriate supporting material.* The IRB policy and research proposal form are found at this website:

<http://www.emu.edu/irb/proposal/>

Only those research proposals received seven days before a scheduled IRB meeting will be considered at that meeting. Please see the [schedule of meetings](#) for more information.

**Supporting material for the M.A. in Education program:*

- 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*

Institutional Review Board Policy

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 to protect individual rights to give informed consent for voluntary participation in research.

All EMU faculty and students who propose non-exempted research and non-EMU personnel who propose research on EMU personnel shall submit their proposals to the IRB. They 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.

Composition of Research 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 a student.
5. A member may not participate in decision making if she/he has a conflicting interest.
6. Persons with additional expertise may be brought in if needed.

The board and chair are appointed by the president in consultation with the Provost.

Procedures

The researcher for the proposed research is to submit a proposal form to the IRB chair for review by the IRB.

The proposal is to contain the following elements:

1. Name(s) of researchers, including primary contact information
2. Faculty advisor (for student research)
3. Title
4. Start date and duration of study
5. Description and purpose of research
6. Research methods, including participants and procedures
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 instruments, consent forms, cover letters

The IRB will schedule monthly meetings. Proposals are due one week prior to each meeting. If there are no proposals submitted for full review, monthly meetings may be cancelled. Meeting dates and proposal due dates will be published on the EMU website.

Proposals are sent directly to the Chair of the IRB. The Chair decides if a proposal is exempt from full board review, using the guidelines that follow. The Chair will send written verification of exemption to the researcher and report the action at the next board meeting. Copies of all received proposals and written responses will be kept with the IRB minutes.

If a proposal is deemed non-exempt, it must be reviewed by the IRB at a regularly scheduled meeting.

The board is to review the proposal to evaluate whether the research can be carried out. Members are to apply the ethical guidelines and make a decision to approve or disapprove. Modifications may be required. Action requires that a majority of the members be present and is based on a majority vote.

The board shall have full authority to approve or deny approval of proposed research. The decision of the committee shall be made in writing to the chief investigator named on the proposal. Notification of disapproval shall include rationale and provide opportunity for response in person or writing.

The board shall meet at least annually to review any continuing research projects. At such annual reviews the board shall ascertain from the investigator(s) if changes in a project have occurred and apply the ethical guidelines regarding the continuing project. This procedure assures continuing review.

The board has the right to discontinue a research project that is not being conducted in accordance with the board's ethical guidelines or in cases of unexpected harm to participants. Notification of such to the investigator(s) should include rationale. As implied here, investigators must inform the board immediately if any harm occurs.

The board is to retain on file minutes of all meetings, as well as copies of all proposals and correspondence. Minutes shall include attendance; actions, including the number voting for, against, or abstention; discussion; and rationale for decisions.

Ethical Guidelines

The following guidelines shall be used to review research proposals:

1. Participants are protected from unnecessary physical 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. Means are used to provide voluntary informed consent by participants in writing. This includes:
 - a. Explanation of purposes, procedures, and timetable.
 - b. Description of potential risks if present and means of treating these if injury could occur.
 - c. Description of expected benefits.
 - d. Description of provision for anonymity or confidentiality.
 - e. Description of voluntary nature of participation and ability to discontinue participation if desired.
 - f. Names of people to contact for answers to questions.

If consent is not to be obtained, the reasons must be justifiable and include inability to do the research if consent were required, along with minimal risk.

4. Steps are taken to protect privacy of participants.
5. Selection of participants is equitable.

Exemptions from Full IRB Review

Some research procedures may be exempted from full IRB review, even though the researcher must still submit a proposal and wait for approval of “exemption” status from the IRB chair. Research is exempt from full review if **all** of the following statements are true:

1. The research will involve only document analysis, survey procedures, interview procedures, or observation of public behavior.
2. Participants cannot be identified OR the research will use existing records or specimens of subjects who cannot be identified or will use existing records which are publicly available.
3. The participants’ responses will not create risk of criminal or civil liability, or damage their financial or employability status.
4. The research does not deal with sensitive aspects of personal behavior, e.g. illegal conduct, drug or alcohol use, or sexual behavior.
5. The research is conducted as part of a class requirement, the data will only be gathered from students in the class, with the instructor’s approval, and the findings will not be disseminated beyond the class.
6. Research participation will be clearly voluntary.
7. Research participants are not younger than 18 years old*, incarcerated or otherwise considered “at risk.”

*Educational research involving students younger than 18 is exempt, provided that the research is conducted in established or commonly accepted educational settings and involves normal educational practices.

Submit a Proposal [faculty advisor is your Action Research mentor]

Students

Checklist for submitting a student research proposal:

1. Review your research proposal with your faculty advisor
2. Obtain faculty advisor's approval using the [Faculty Approval of Student Research](#) form
3. Scan the completed form and save an electronic copy to attach to your proposal
4. Be prepared to also attach the following: informed consent documentation and any researcher-created instruments
5. [Submit your proposal online](#).

IRB Student Research Proposal

Research proposal form for EMU and non-EMU students

- Researcher(s): *

- Primary Contact Info (email address): *

- Faculty Advisor: *

- **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: *

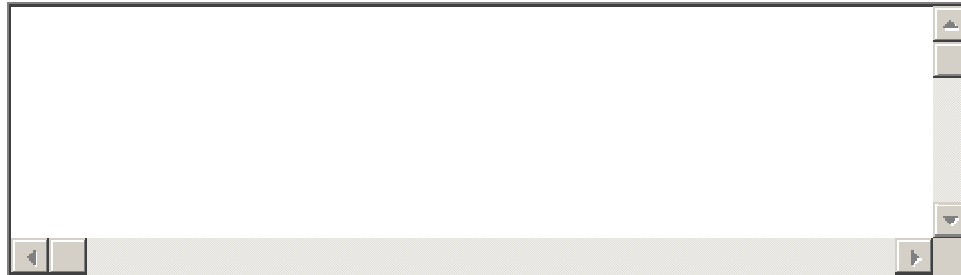
- **METHOD: Participants**
- PARTICIPANTS (describe population, anticipated number of subjects, and how they will be selected or recruited): *

- 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. *

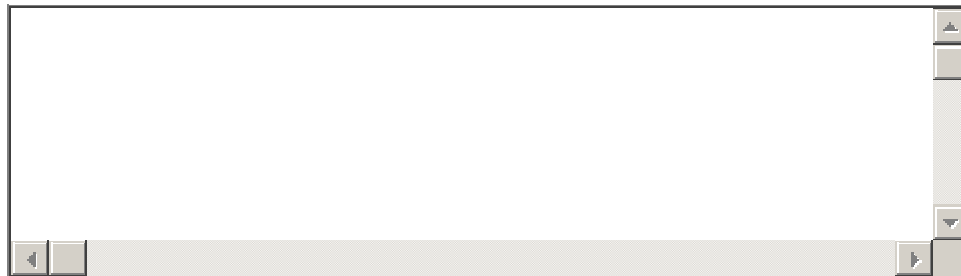
See Sample Consent Form.

- **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. *

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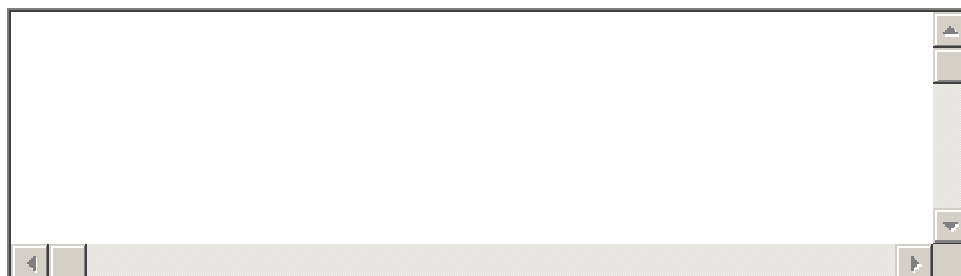
Risks may include: risk of criminal or civil liability or damage to financial or employability status; observation or divulgence of sensitive aspects of personal behavior (e.g., drug or alcohol use, illegal conduct, sexual behavior); and/or physical harm, psychological/emotional distress, or undue influence.

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

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- 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.)

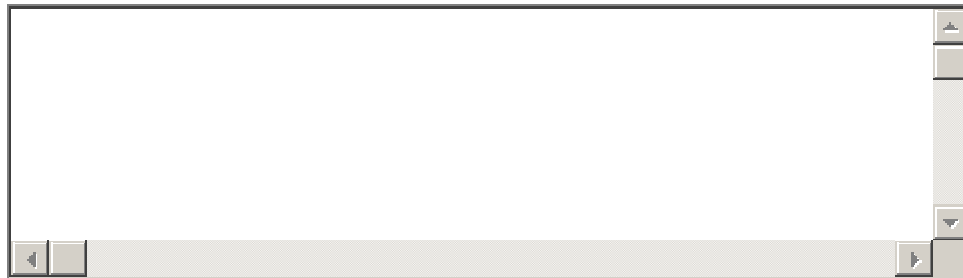
*

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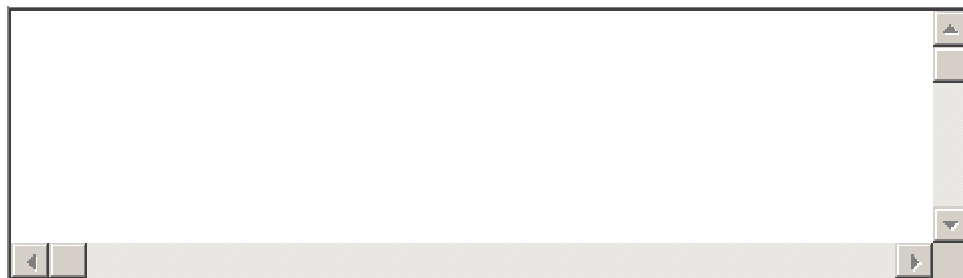
- Describe how you will maintain anonymity, confidentiality and privacy. *

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

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- **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. *

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- Upload researcher-created instruments

NOTE: If you have more than one instrument, please combine them into a single file for uploading purposes.

- Enter your email address below to have a copy of this proposal sent to you. *

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-

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.
- _____ Course instructor(s) submits a final grade for EDCC 551. (Timeline #1)
- _____ Course instructor(s) submits an electronic copy of the EDCC 551 rubric, comments, proposal, and timeline to mentors. (Timeline #3)
- _____ Instructor meets with candidate (Timeline #4) to sign the Faculty Approval Form (www.emu.edu/irb/proposal/Faculty_Approval_of_Student_Research.pdf) **prior** to the candidate's IRB submission.
- _____ When the candidate has completed revisions to the mentor's satisfaction, the candidate submits the IRB proposal (www.emu.edu/irb) and supporting documents (see p. 25 of this AR Guide). (Timeline #5)

Hand-off Process from EDCC 551 Course Instructor(s) to Mentor:

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

Action Research Project (during EDPC 611):

- _____ Candidate sends out Administrative Permission Letters and Informed Consent Letters. (Timeline #7)
- _____ Candidate submits all signed permission form originals 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 on multiple drafts of paper. (Timeline #17)
- _____ When candidate has completed revisions of final paper to mentor's satisfaction, mentor sends the paper to the MA in Education Director to assign a second reader. (The mentor may wish to bring the director into the process earlier). (Timeline #18)
- _____ Second reader reviews the final draft using Project Evaluation Form and rubric and returns feedback to mentor within 3 weeks. (Timeline #19)
- _____ Candidate begins work on PowerPoint presentation of study and submits to mentor for feedback and approval. (Timeline #20)
- _____ Mentor reviews comments by the second reader and forwards paper and comments suggesting revisions to candidate for a final edit. (Timeline #21)
- _____ Candidate submits revised paper to mentor. (#22)
- _____ Candidate conducts PowerPoint presentation (Fall, Spring or Summer). (Timeline #23)
- _____ 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 #24)
- _____ 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 a 3rd copy to be bound for personal use (\$26.00 for each personal bound copy) to the Assistant Director or Administrative Assistant. (Timeline #25)

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 Feedback Sheet for Program Evaluation* 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 and secures signatures from mentor, 2nd reader and program director.
- _____ Mentor assigns EDPC 611 grade and submits completed rubric to the MA in Ed office and candidate. (Timeline #26)
- _____ 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.

Action Research Project (EDPC 611 Action Research Project) Rubric

Candidate: _____ Mentor: _____ Date: _____

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
Title Page (from Proposal)	Complete (page header, running head, etc.) and APA format	- - -	Incomplete or inaccurate information and/or not APA format
Table of Contents (from Proposal)	Complete information (headings, page numbers) with APA format	- - -	Incomplete or inaccurate information and/or not APA format
Abstract (replaces Overview of AR Project from Proposal)	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
Lit. Review: Introductory paragraph(s) to the Literature Review (enhanced from Proposal)	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
Lit Review: Content, Topics Addressed (enhanced from Proposal)	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
Lit Review: Documentation (enhanced from Proposal)	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
Lit. Review: Summary and Analysis (from Proposal)	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

Exemplary - 3	Competent - 2	Competent - 2	Does Not Meet Expectations – 1
Research Question	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
Method: Participants (enhanced from Proposal)	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
Method: Apparatus (enhanced from Proposal)	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
Method: Procedures (enhanced from Proposal)	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
Results	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

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
Results: Tables and Figures	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
Discussion What do the results of your study mean for you as a teacher practitioner?	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.
Discussion: Limitations (enhanced from Proposal)	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
Discussion: Contribution to Field of Research (revised and relocated from Proposal)	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
Discussion: Implications of Study for Professional Practice	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

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
References (enhanced from Proposal)	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
Appendix: Permission Letters (enhanced from Proposal)	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
Appendix: Apparatus (enhanced from Proposal)	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
Appendices	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
WRITING STANDARDS APPLY TO ENTIRE PAPER: *taken from EMU's Writing Standards – Graduate Level			
APA Technical Standards	Exceptional technical writing standards met	Technical writing standards met (page header, running head, citations, references, etc.)	Technical writing standards require improvement and/or are not met
*Content (quality of the information/ideas and sources/details used to support them)	Has clarity of purpose; has depth of content; displays insight or originality of thought; demonstrates quality and breadth of resources	Has clarity of purpose; has substantial information and sufficient support; contains originality of thought; uses quality resources	Has clarity of purpose; lacks depth of content and may depend on generalities or the commonplace; has little originality of thought; uses mostly quality resources
*Structure (logical order or sequence of the writing)	Is coherent and logically developed; uses very effective transitions	Is coherent and logically developed; uses smooth transitions	Is coherent and logically (but not fully) developed; has some awkward transitions

	Exemplary - 3	Competent - 2	Does Not Meet Expectations – 1
*Conventions (appearance of the writing: sentence structure, usage, mechanics, documentation)	Has virtually no errors of conventions	Has minimal errors of conventions	Is understandable <u>but</u> has noticeable problems of sentence structure, usage, mechanics or documentation
*Style (personality of the writing: word choice, sentence variety, voice, attention to audience)	Is concise, eloquent and rhetorically effective; has nicely varied sentence structure; is engaging and thought-provoking	Displays concern for careful expression; has some variation in sentence structure; is engaging	Has some personality <u>but</u> lacks imagination; may be stilted and may rely on clichés; has little variation in sentence structure; is not interesting to read

Calculation of the Rubric Score:

Total rubric points earned: _____

Divided by the number of rubric categories: _____ / 26

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.



**Master of Arts in Education Program
Action Research Project Evaluation Form for Second Reader**

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:

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.

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 \$26.00 made payable to EMU.
- **Electronic copy :** Microsoft Word on CD or USB
- **Paper:** 8 1/2 X 11 heavy white bond 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 it 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 once during each semester. All 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)

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 Feedback Sheet for Program Evaluation* for each presenter and submit completed evaluations to the MA in Ed Administrative Assistant.

M.A. 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 M.A. 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 M.A. 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 Feedback Sheet for Program Evaluation* (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 Feedback Sheets* and forward to mentors and presenters.

Name of Presenter:

Title of Project:

ACTION RESEARCH PRESENTATION FEEDBACK

3 = Highest level of performance

2 = Sufficient performance

1 = Insufficient performance

1. Does the presentation provide a brief rationale and background for the study?
3 2 1
2. Does the presentation clearly outline research questions?
3 2 1
3. Does the presentation establish a foundation in the literature?
3 2 1
4. Does the presentation demonstrate an overview of the method?
3 2 1
5. Does the presentation adequately report findings from the study?
3 2 1
6. Does the presentation reflect analysis of the findings in the Discussion (link findings to review of literature, implications for future research, contribution of research to the field of knowledge, limitations of the study, etc.)?
3 2 1
7. Does the presentation demonstrate a relationship of the study's outcome to create positive change in the educational context?
3 2 1
8. Does the presentation reflect plans to share findings with educators, parents or other professionals?
3 2 1

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 \$26.00 each)

_____ Paper copies to be printed on 24 lb. paper

_____ CD or USB copy of project

MA in Education Office Tracking Checklist:

_____ Number of copies submitted for binding

_____ Payment of \$26.00 for each personal copy to be bound

Method of Payment _____

_____ CD or USB copy of project

_____ Action Research Approval page has all signatures

_____ Candidate notified bound copy is ready to be picked up _____
date

Notes:

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 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 2013 revision.