

EDCC 551 Action Research in Educational Settings and EDPG 611 Action Research Project Key Assessment description and Rubric

Course Description:

This course is designed to give an overview of action research, particularly action research that is conducted within educational settings. Emphasis is placed upon gaining an understanding of the difference between qualitative and quantitative research design, as well as becoming competent in setting up an action research project. Participants are taught within the course to use computer technology to conduct a literature review, collect, analyze and interpret data. Participants prepare an action research proposal, ready to be fine-tuned with their program mentor. (NOTE: This course extends over five months and requires submission of proposal sections throughout the course.)

1. Design an action research project proposal. **(Submit each section as instructed below on the following due dates: specific short term assignments may also be included at the instructors discretion):**
 - A) Develop the title page, table of contents, and a 2-page mini literature review that includes at least three research references on the topic of the problem you have identified. **Due February 9.**
 - B) Write an introduction and literature review draft, all of which will be explained in detail during class. Briefly, the introduction is the part where you give a general rationale for the study and describe the research question. You do not state the research question explicitly yet! The background for the study is developed thorough the literature review with a minimum of 15 research studies. The majority of the studies must be from 2005 or later. Seminal or “ground breaking” studies may be older. The overall purpose and rationale is included in the introduction section. As per APA, do not use explicitly the heading **Introduction** since the opening automatically signals this. Under literature review, a subheading of Research Question will be included. **Due March 2.**
 - C) Write the method section of your study. Identify participants including the selection process as applicable. Identify the apparatus you will use including a narrative description for each apparatus used and how data will be collected. Describe your procedures thoroughly. Revise total document into a draft copy of your final proposal. **Due April 13.**
Final Components: revise steps A-C above. Identify potential limitations of the design of the study. Reflect on contribution of this study to the field of research and include the following: Unsigned permission letters to conduct AR Project in schools, unsigned permission letter to parents of subjects, actual copies of apparatus/instruments used unless they standardized or commercial assessments. In such case, provide a reference for the standardized document. Also include a timeline for your study. Some of these same documents will also be needed to obtain Institutional Review Board approval. **Due May 24, 5:00 p.m. Submit an electronic copy of your final Action Research proposal to Don Steiner. steinerd@emu.edu**

Special Note: The EMU Institutional Review Board may require all researchers to participate in a special research training provided by NIH.

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A Guide to Action Research Project contains a rubric entitled *Action Research Proposal Rubric* that will be used by your instructor to assign a grade for your proposal. Once a grade has been assigned and your mentor has signed off on the Institutional Review Board (IRB) *Faculty Approval of Student Research* form, you may submit your application to the IRB for approval to begin your study. Should you choose to conduct your study over the summer months, you should not plan to have official IRB approval before June 15, 2012.

Action Research Project (EDPC 611 Action Research Project) Rubric

Student: _____ Mentor: _____ Date: _____

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 Statement of Problem from Proposal)	A complete and accurate reflection with excellent overview of all components of action research; concisely written	A complete and accurate reflection and overview of action research; 120 words limit	Potentially helpful details missing from accurate reflection and overview of action research
Lit. Review: Introduction of the problem (from Proposal)	A complete and accurate introduction of the problem; concisely written	A complete and accurate overview of the problem	Potentially helpful details missing from introduction
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
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

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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: Purpose and rationale (from Proposal)	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
Method: Participants (enhanced from Proposal)	Rich complete description of context of study: school, community, participants, researcher; how participants were selected; <u>maintains anonymity</u>	Adequate description of context of study: school, community, participants, researcher; how participants were selected; <u>maintains anonymity</u>	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	Description of purpose and structure is provided; data collection tools ensure validity and reliability; may have small inconsequential errors	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	Procedures followed fulfill research needs; written in a sequential, logical, easy to follow manner; research design is clearly articulated	Procedures are not clear, not sequential, not logical, and/or not coherent; needs more depth in explanation
Method: Limitations (enhanced from proposal)	Shows in-depth reflective thinking and analysis about methodology	Shows reflective thinking about how limitations in proposal were addressed, in past tense	Inadequately addresses limitations of methodology
Results	Findings are accurately and thoroughly reported from each apparatus; care for	Findings are reported from each apparatus; includes computer-generated	Findings need elaboration; may include inaccuracies, and/or are not easy to

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	accurate detail is given; includes computer-generated charts/graphs	charts/graphs that are easy to understand	understand
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	Results reflect thorough and clear discussion; includes pros and cons of findings; answers and analyzes research question	Results generally discussed, includes pros and cons of findings; answers research question	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
Discussion: Implications of Study	Implications for this study and future research considerations are clearly identified and analyzed	Implications for this study and future research considerations are identified	Either the implications for this study or future research considerations were not identified or are sketchy
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
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	Data collection tools address the research	Data collection tools are designed to acquire	Shows careless or little attention to detail;

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(enhanced from Proposal)	question and ensure validity and reliability; format enhances purpose of each apparatus	data that answers the research question (validity and reliability is ensured); format is professional, logical and sequential	validity and/or reliability is at risk; format detracts from purpose of apparatus
Appendixes	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:			
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
*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

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*taken from EMU's Writing Standards – Graduate Level

Calculation of the Rubric Score:

Total rubric points earned: _____ / 78

Divided by the number of rubric categories: _____ / 26

Equals Average Rubric Score: _____