

# A Guide to Action Research Project

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

Graduate Teacher Education Program  
Eastern Mennonite University

Fall 2020/Spring 2021

*September 2020*

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## Description of EDCC 551 Action Research Course

### EDCC 551: Action Research in Educational Settings (3 credits) 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 including literature review and methodology, which will be ready to be fine-tuned with their program instructor. NOTE: A grade for this course will be finalized when approval by the Institutional Review Board (IRB) has been attained.

**Conceptual Framework:** “Teaching Boldly in a Changing World through an Ethic of Care and Critical Reflection”

The EMU Teacher Education Program has chosen the theme “*teaching boldly in a changing world through an ethic of care and critical reflection*” as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. The six performance outcomes that focus all course and candidate outcomes include: Scholarship, Inquiry, Professional Knowledge, Communication, Caring, and Leadership.

### EDCC 551 Course Outcomes:

Upon completion of this course the student should have the ability to:

- Define action research.
- Define the difference between qualitative and quantitative research.
- Identify four models of action research.
- Design a research project including:
  - formulating thorough, but pertinent, research questions
  - conducting literature reviews using electronic resources
  - designing and/or choosing effective data collection instruments and procedures
  - setting up the procedures regarding ‘gaining access’ to conduct research within an educational setting
- Reflectively analyze and develop personal responses to the following questions:
  - Why is action research so important in the educational world?
  - Historically, why have we accepted some research and rejected others?
  - How can the practitioner become a participant-researcher in an action research project?
  - What are ways in which action research can be designed and written to impact policy change?
  - How can a participant-researcher take on the role of advocacy based upon research findings?

### Action Research Project Components

	EDCC 551	EDPC 611
<b>APA 7.0 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
Limitations		X
Contribution to Research		X
Implications for Professional Practice		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	X	X
Other appendices, apparatus, etc.		X

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

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

DUE:			
	Exemplary - 3	Proficient - 2	Does Not Meet Expectations – 1
<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>Introduction (Overview of Action Research Project)</b>	Clearly introduces the purpose and rationale of overall project convincing the reader of the study's merit.	Introduction is adequate stating purpose and rationale of project	Overview does not clearly state purpose and rationale of project
DUE:			
<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 and 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>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

DUE:			
	Exemplary - 3	Proficient - 2	Does Not Meet Expectations – 1
<b>Method: Participants</b>	Rich complete description of context of study: school, community, participants, researcher; how participants were selected; <i>maintains confidentiality; written in future tense</i>	Adequate description of context of study: school, community, participants, researcher; how participants were selected; <i>maintains confidentiality; written in future tense</i>	Incomplete description of context of study, lacks clarity, and/or components are missing
DUE:			
<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; <i>written in future tense</i>	Description of purpose and structure is provided; data collection tools ensure validity and reliability; may have small inconsequential errors; <i>written in future tense</i>	Shows careless or little attention to detail; validity and/or reliability is at risk
<b>Method: Procedures</b>	Procedures followed are excellent for fulfilling research needs; written in a detailed, sequential, logical, and easy to follow manner; <i>written in future tense</i>	Procedures followed fulfill research needs; written in a sequential, logical, easy to follow manner; research design is clearly articulated; <i>written in future tense</i>	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 answer 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:			
<b>Appendices: Permission Letters, questionnaires, interview questions, surveys for IRB approval</b>	Permission is requested from all participants; identifies purpose and procedure of study; confidentiality, ethical issues are addressed effectively.	Procedures establish sacred trust and respect participant involvement; ensure confidentiality	Permission protocols have not been followed.
<b>All 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> Taken from EMU's Writing Standards—Graduate Level			
<b>Criteria</b>	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Does Not Meet Expectations–1</b>
<b>Content</b> (quality of the information, ideas and supporting details.)	-shows clarity of purpose -offers depth of content -applies insight and represents original thinking	-shows clarity of purpose -offers substantial information and sufficient support -represents some original thinking	-clarity of purpose lacking -lacks depth of content and may depend on generalities or the commonplace -represents little original thinking
<b>Structure</b> (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
<b>Rhetoric and Style</b> (appropriate attention to audience)	-is concise, eloquent and rhetorically effective -uses varied sentence structure -is engaging throughout and enjoyable to read	-displays concern for careful expression -uses some variation in sentence structure -may be wordy in places	-displays some originality <u>but</u> lacks imagination and may be stilted -uses little varied sentence structure -frequently uses jargon and clichés -uses generally clear but frequently wordy prose
<b>Information Literacy</b> (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources -chooses sources from many types of resources -chooses timely resources for the topic -integrates references and quotations to support ideas fully	-uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates -integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper
<b>Source Integrity</b> (appropriate acknowledgment of sources used in research)	-cites sources for all quotations -cites credible paraphrases correctly -includes reference page -makes virtually no errors in documentation style	-cites sources for all quotations -usually cites credible paraphrases correctly -includes reference page -makes minimal errors in documentation style	-has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly -includes reference page with several errors -makes several errors in documentation style
<b>Conventions</b> (adherence to grammar rules: usage, mechanics)	-uses well-constructed sentences -makes virtually no errors in grammar and spelling - accurate word choices	-almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - accurate word choices	-usually uses well-constructed sentences -makes several errors -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).			



### Computation of Grade for Final EDCC 551 Paper

The EDCC 551 grade is determined as provided in the course syllabus. The final action research proposal, with all components and revisions, is due as required by the EDCC 551 course syllabus. The instructor will submit a final grade for the Final EDCC 551.

#### Calculation of the Rubric Score:

Total rubric points earned: \_\_\_\_\_  
Divided by the number of rubric categories: (20)  
Equals Average Rubric Score: \_\_\_\_\_

#### Rubric Grade Calculation:

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

Rubric score average:	Grade:	Percent Range:
3 - 2.5	A	95-100
2.4	A-	91-94
2.3	B+	88-90
2.2	B	84-87
2.1	B-	80-83
2.0	C+	77-79
1.9	C	73-76

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 EDPC 611 instructor.

**Formatting (for additional formatting, see APA 7.0 Chapter 2)**

**Format for the Five Levels of Heading in APA Style 7.0**

Sample for five heading levels (see inside front cover of APA manual):

**(Level 1) Centered, Bold, Title Case Heading**

**(Level 2) Flush Left, Bold, Title Case Heading**

***(Level 3) Flush Left, Bold Italic, Title Case Heading***

**(Level 4) Indented, Bold, Title Case Heading, Ending with a Period.**

***(Level 5) Indented, Bold Italic, Title Case Heading, Ending with a Period.***

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Sample headings as formatted in the paper (see APA Manual inside front cover):

**Review of Literature**

XX...

**Definition of Constructivism**

XX...

***Re-conceptualizing student learning***

XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX...

**Indented, Bold, Title Case Heading, Ending with a Period. XXXXXXXXXXXXXXX...**

***Indented, Bold Italic, Title Case Heading, Ending with a Period. XXXXXXXXXXXX...***

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Formatting Note: Auto Format may need to be modified.

**Formatting Leaders in Table of Contents:**

Mary Smith .....	5
John Jones .....	15

(In Word 2010 & 2013)

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. 6.5"), 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.

Follow formatting for the **Professional Paper** in APA Manual (see p. 29) and include a Table of Contents.  
All margins are 1" top, left, right and bottom.

(Page numbers are to be 1" from right in the page header.) (Manuscript running head should be left justified, see APA Manual, p. 50)

(The title should be centered and in upper half of page; title page includes Running head. See APA Manual, Section 2.3, p. 30; also see APA Manual sample on p. 50)

SUMMER SCHOOL EFFECTS ON MATH

1

Sample of Title Page,  
see APA Manual, p. 31

Summer School Effects on Math Computation

Nicole Schieck

Eastern Mennonite University

2020

### Formatting a Table of Contents

**Note:** The **Introduction** section is listed here but not as a separate heading in the manuscript; if you are using auto format for Table of Contents insert Introduction here manually. See APA Manual, p. 48.

MENTAL IMAGERY AND VIDEO ANALYSIS EFFECTS	2
Table of Contents	
Action Research Approval .....	1
Title Page .....	1
Table of Contents .....	2
List of Tables .....	4
List of Figures .....	5
Abstract .....	6
Introduction .....	7
Review of Literature .....	9
Theories Related to .....	9
Symbolic .....	10
Arousal Act .....	10
Mental Imagery and Video Analysis .....	16
Method .....	20
Participants .....	21
Apparatus .....	23
Procedure .....	24
Results .....	26
Discussion .....	30
Mental Imagery Group .....	32
Limitations .....	33
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MENTAL IMAGERY AND VIDEO ANALYSIS EFFECTS	2
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Contributions to the Field of Research .....	41
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**Sample of Table of Contents,  
2<sup>nd</sup> page**

### Perceptions of EL Newcomer Teachers and Students Regarding Technology in Teaching

Today, technology and English language learning are closely related to each other (Nomass, 2013). During the 1960s and 1970s, English language learning laboratories were established. These classroom laboratories had small cabinets with a cassette deck, a microphone, and a headphone. Teachers used the control panel to monitor students. Although language laboratories assisted students with their verbal learning, there was not a strong interaction between the students and the technology (Nomass, 2013). Domalewska (2014) and others have been used in foreign language learning. Computer-Assisted Language Learning (CALL) was developed. The purpose of using computers was to develop individualized instruction for the students and the computer program (Beatty, 2013), which took the place of traditional instruction. The various apps and programs encouraged educators to develop more tools to support their students, which has prompted me to learn which instructional approach, including the use of technology, benefits students the most. The researcher wants to learn more about how to use technology with her students in the future. It is important to understand how students learn a new language and how to help them to learn the language faster through technology instead of through traditional instruction and motivate them to learn the language through technology. This is especially true for the school-aged generation of students who are easily motivated by technology. Some school districts have established Newcomer programs to meet the needs of students who are new to the United States. Newcomer students are from different countries who speak a variety of languages and arrive in the United States with varying levels of educational literacy and language knowledge. They have different needs depending on their histories and family circumstances, but they all share various

Sample of Introduction  
see  
APA Manual, p. 51

## APA 7.0 Text Citations (See APA Manual, Chapter 8)

### **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 Manual, Chapter 10)

Double space and use the hanging indent for each reference. 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 retrieved from electronic source without DOI (digital object identifier):

Deiro, J. (1997). Teacher strategies for nurturing healthy connections with students. *Journal for a Just & Caring Education*, 3(2), 92-103.

[http://explore.bl.uk/primo\\_library/libweb/action/display.do?tabs=detailsTab&gathStatTab=true&ct=display&fn=search&doc=ETOCRN023306761&indx=1&reclds=ETOCRN023306761](http://explore.bl.uk/primo_library/libweb/action/display.do?tabs=detailsTab&gathStatTab=true&ct=display&fn=search&doc=ETOCRN023306761&indx=1&reclds=ETOCRN023306761)

### Journal article retrieved from electronic source with DOI (digital object identifier):

Yoder, P. J. (2020). "He wants to get rid of all the Muslims": Mexican American and Muslim students' use of history regarding candidate Trump. *Theory & Research in Social Education*, 48(3), 346-374.

<https://doi.org/10.1080/00933104.2020.1773364>

### Book:

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

Dalton, J., & Watson, M. (1997). *Among friends: Classrooms where caring and learning prevail*. 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). Teachers College Press.

**Document retrieved from web page:**

Graham, G. (2019). Behaviorism. In E. N. Zalta (Ed.), *The Stanford encyclopedia of philosophy* (Summer 2019 ed.). Stanford University. <https://plato.stanford.edu/archives/sum2019/entries/behaviorism/>  
Cancer Foundation. (n.d.). *Cultivating positive emotions to optimize self-care*. Retrieved August 31, 2019, 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)

## Candidate Checklist for Action Research (AR) Project

Steps	Date
1. Send AR proposal to instructor	
2. Arrange a face-to-face meeting or zoom meeting to discuss methodology.	
3. Receive feedback and detailed editing from instructor on proposal.	
4. Revise literature review, as necessary, based on instructor feedback.	
5. Contact instructor with any questions or concerns.	
6. Contact EMU writing center to review paper and make editing suggestions.	
7. Provide updates to instructor via email, zoom, or telephone.	
8. Arrange a face-to-face or zoom meeting to discuss data analysis.	
9. Contact instructor with any questions or concerns.	
10. Submit revised <b>methods</b> and draft of <b>results and discussion</b> sections to instructor.	
11. Revise paper based on instructor feedback.	
12. Instructor contacts editing support (you get 4 hours) to review final draft.	
13. Send final draft to instructor for second reader for critique against AR rubrics	
14. Develop power point summarizing research and conclusions for instructor review.	
15. Revise power point based on feedback.	
16. Practice project	
17. Present project	
18. Prepare final AR project for submission for final instructor review.	
19. Submit project to EMU's institutional repository and copy GTE office	
20. Celebrate! (You will have earned it!)	

## **Institutional Review Board**

Please familiarize yourself with all aspects of the EMU IRB website. EMU IRB policies and procedures supersede IRB-specific requirements provided here. The homepage is accessed at <https://emu.edu/irb/>

### **Institutional Review Board Policies**

(from: <http://emu.edu/irb/irb-policy-guide/>)

### **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). 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, or at intervals determined by the EMU IRB.

### ***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 for Expedited and Full Board Review includes the following elements:

1. Name(s) of researchers, including email contact information
2. Researcher Training Certificate
3. Faculty Approval of Student Research form (for student proposals)
4. Title of research proposal
5. Start date and duration of study
6. Brief description and purpose of research
7. Research methods, including brief descriptions of participants, procedures and apparatuses
8. Participant informed consent, including a description of how anonymity and confidentiality shall be maintained and possible risks and benefits to the participant
9. Plans for dissemination of results
10. Attachments – researcher-created apparatuses, and letter(s) of informed consent

The proposal for Classroom Research includes the following elements:

1. Name(s) of supervising faculty, including email contact information
2. Faculty Assurance Form
3. An addendum listing the classroom projects to be approved

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 approval 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.

Upon concluding the research project, the researcher will complete and submit to the Board the online Follow-Up Report. This report documents the conclusion of the study and participation in the project, as well as any unanticipated events and complaints.

Researchers must inform the Board immediately if the research deviates from the proposal or if any harm or adverse event occurs to research participants. The Board will review reports of harm to participants on a case-by-case basis and determine if significant harm has occurred. 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 significant harm to participants. Board notification of such to the researcher(s) should include rationale.

**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.

### **Submit a Proposal to the Institutional Review Board**

(from: <https://emu.edu/irb/proposal/>)

#### **Graduate and Undergraduate 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: IRB training certificate, informed consent documentation and any researcher-created instruments
5. **Submit your proposal online**

Note: we have been having some intermittent issues with the submission form. Please craft your responses in a separate document that you save for your own records; then copy/paste your answers into the form to submit. If you do not receive an email of your submission within one hour, please contact the EMU Help Desk.

IRB Student Research Proposal  
(from: <https://emu.edu/irb/proposal/student/>)

## IRB Student Research Proposal

Research proposal form for EMU and non-EMU students.

Please craft and save your responses in a document other than this form and then paste your responses into this form for submission!

---

**Researcher(s): \***

**Please indicate the method of human subjects training for the researcher(s) listed above: \***

**Please upload an IRB training certificate for each researcher receiving non-EMU training:**

**Select Files**

**Email address of primary contact person: \***

**Faculty Advisor: \***

**Faculty advisor's email address: \***

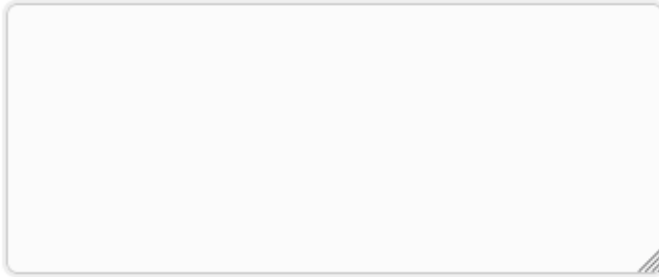
**REQUIRED: In order for your proposal to be processed, you must also attach a copy of the completed *Faculty Approval of Student Research* form. \***

**Select Files**

**Title of Research Proposal: \***

**Start date and duration of study: \***

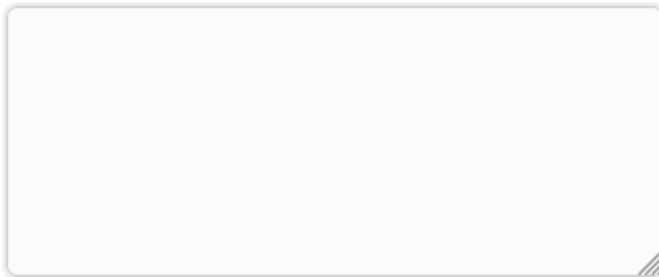
**Brief description and purpose of Research: \***



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**METHOD: Participants**

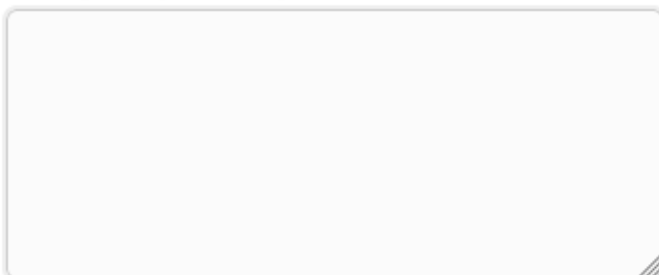
**PARTICIPANTS (describe population, and anticipated number of subjects): \***



**Are your participants members of any of the following vulnerable populations? Check any that apply. (Click on the population for more information on each.) \***

- ☐ [Pregnant women, human fetuses and neonates](#)
- ☐ [Prisoners](#)
- ☐ [Children](#)
- ☐ [Persons at risk for suicide](#)
- ☐ [Persons with impaired decisional capability](#)
- ☐ None of the above

**RECRUITMENT – Describe how you will recruit or select participants for your research. \***





Upload any communications used to recruit or select participants (posters, letters, emails, etc.)

Select Files

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

Describe procedures for informing participants about the purpose of the research. Also describe procedures for assessing their understanding 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. \*

REQUIRED: Upload informed consent documentation \*

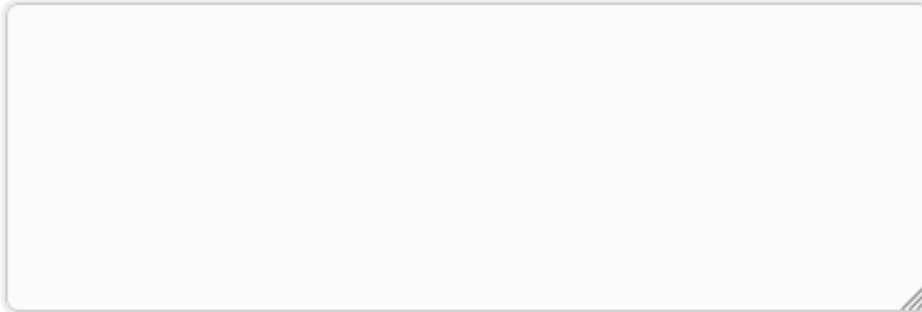
Select Files

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. \*

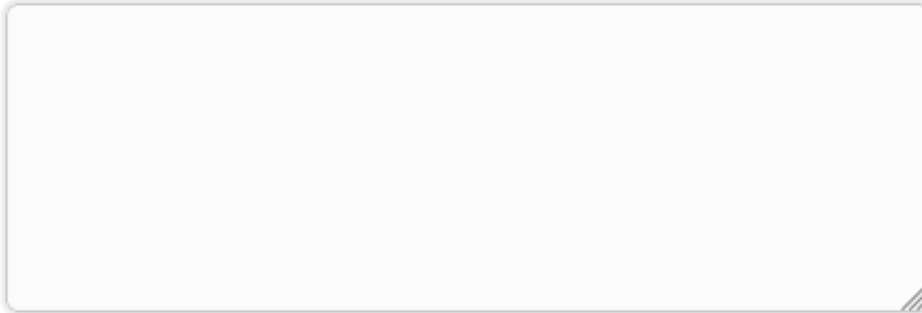
Describe any benefits (e.g., monetary payment, extra credit) participants will receive as a result of participating in this research. \*

**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 rounded corners and a light gray border, intended for the user to describe how and to whom their results will be reported.

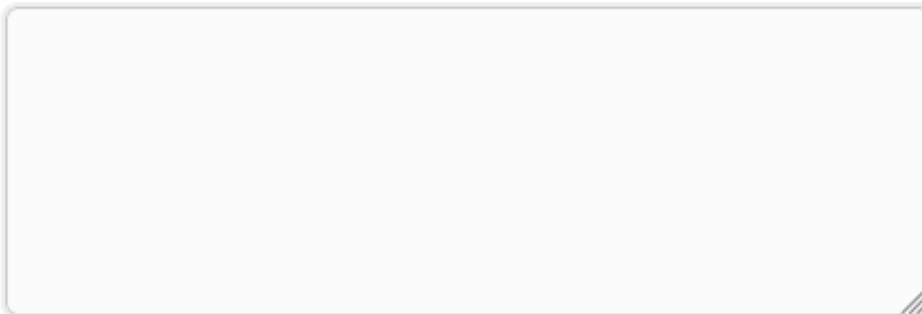
**Describe how you will maintain anonymity, confidentiality and privacy. \***

A large, empty rectangular text box with rounded corners and a light gray border, intended for the user to describe how they will maintain anonymity, confidentiality, and privacy.

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#### **METHOD: Procedures**

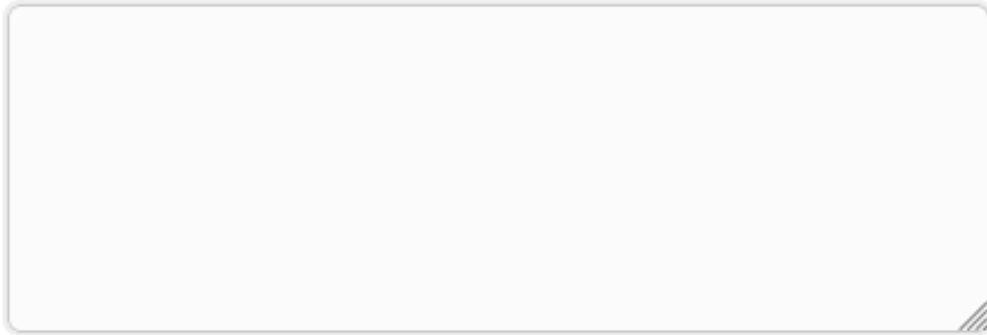
**Briefly describe the steps involved in your research. \***

A large, empty rectangular text box with rounded corners and a light gray border, intended for the user to briefly describe the steps involved in their 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. \***

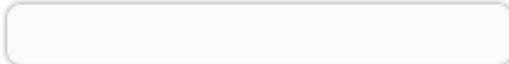


**Upload researcher-created instruments**

**Select Files**

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

**If you do not receive the email within one hour, contact the EMU Help Desk ([helpdesk@emu.edu](mailto:helpdesk@emu.edu)) to see if your submission was successful. \***



**Submit**

**Faculty Approval of Student Research Form**  
(from <https://emu.edu/irb/docs/faculty-approval-of-student-research.pdf>)



**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

## Consent Letters

*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.]*

### Eastern Mennonite University Institutional Review Board

#### Study Information & Consent Form

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.]

[Risks: use one of the following two paragraphs, depending on foreseeable risks.]

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 x4317). [For non-EMU students] If you experience emotional discomfort as a result of your participation, [insert the contact information for professional counseling services available to your participants.]

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]  
If further questions arise, or you feel you have been treated unfairly, please contact Dr. Kate Clark, chair of the Eastern Mennonite University Institutional Review Board, Eastern Mennonite University, 1200 Park Rd., Harrisonburg, VA, ph. (540) 432-4710, email: [kate.clark@emu.edu](mailto:kate.clark@emu.edu).

***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 \_\_\_\_\_

## **Roles, Responsibilities, and Process**

### **Roles and Responsibilities:**

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

### **Process:**

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

- ❑ The student develops a working draft of the proposal, which is reviewed by the course instructor at intervals described in the course syllabus. The instructor may also invite a second reader to review the draft proposal.
- ❑ At the end of EDCC 551, the course instructor(s) reviews the final proposal and completes the EDCC 551 rubric.
- ❑ Course instructor(s) maintains an electronic copy of the EDCC 551 rubric for each candidate.
- ❑ **EDCC 551** Instructor meets with Action Researcher candidate to sign the Faculty Approval Form <https://emu.edu/irb/docs/faculty-approval-of-student-research.pdf> **prior** to the candidate's IRB submission.
- ❑ The candidate submits the IRB proposal ([www.emu.edu/irb](http://www.emu.edu/irb)) and supporting documents, and obtains IRB approval before the first day of EDPC 611.
- ❑ Course instructor(s) submits a final grade for EDCC 551.
- ❑ Candidate sends out Administrative Permission Letters and, if possible, Informed Consent Letters

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

- ❑ All activities adhere to the student's individual Action Research timeline, as approved in EDCC 551. Changes to the timeline require instructor approval.
- ❑ Candidate sends out Informed Consent Letters, if not sent during EDCC 551.
- ❑ Candidate submits all signed permission form copies to the Graduate Teacher Education office for their file.
- ❑ Candidate begins data collection.
- ❑ Instructor meets with candidate via zoom or face-to-face, as needed, and per the syllabus. 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. (See Candidate checklist.)
- ❑ Candidate makes the revisions to their project draft.
- ❑ Candidate submits final draft to instructor.
- ❑ Instructor reviews and provides feedback.
- ❑ Instructor determines the need for editing and makes a recommendation regarding the use of the 4 hours of editing available to each AR teacher-researcher.
- ❑ When candidate has completed revisions of final paper to instructor's satisfaction, Instructor sends the paper to the second reader.
- ❑ Second reader reviews the final draft using Project Evaluation Form and EDPC 611 rubric and returns feedback to instructor within 3 weeks.
- ❑ Candidate finishes PowerPoint presentation of study and submits to instructor for feedback and approval

- ❑ Instructor reviews comments by the second reader and forwards paper and comments suggesting revisions to candidate for a final edit.
- ❑ Administrative Assistant forwards Action Research Approval form to candidate with signatures from instructor, 2<sup>nd</sup> reader and program director/assistant director.
- ❑ Candidate submits revised paper to instructor.
- ❑ Candidate conducts PowerPoint presentation.
- ❑ Instructor reviews the revised paper according to the EDPC 611 rubric. When candidate has completed the required revisions, instructor gives candidate permission to submit final copies to EMU's institutional repository.
- ❑ Required: Candidate signs library's repository permission form and submits pdf copy to the library and the Education office.
- ❑ Instructor assigns final grade for EDPC 611.

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

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

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

- ❑ Instructor attends the presentation session and introduces his/her candidate. If unable to attend, attending via zoom or designating a substitute are options.
- ❑ Instructor and other faculty present complete the *Action Research Presentation Rubric* for each presenter and submit completed evaluations to the Administrative Assistant for the GTE Program.

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

- ❑ Instructor assigns EDPC 611 grade and submits completed rubric to the Graduate Teacher Education office and candidate.
- ❑ Graduate schedules exit interview with Graduate Teacher Education Director/Assistant Director.



# EDPC 611

## Action Research Project

(3 credits)

### Course Description:

Incorporates a written report and delivery of a student-designed Action Research project. Under faculty instructor supervision, Action Research Projects may take a variety of formats: curriculum restructuring projects, staff development projects, research for public policy change, research for publication, etc.

*Prerequisite: EDCC 551 Action Research in Educational Settings*

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

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

**Note: Please read all levels of each category in the rubric to understand the scope of expectation.**

	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Does Not Meet Expectations – 1</b>
<b>Title Page</b> (from Proposal)	Complete (page header, running head, etc.) and APA format	- - -	Incomplete or inaccurate information and/or not APA format
<b>Table of Contents</b> (from Proposal)	Complete information (headings, page numbers) adhering to APA format	- - -	Incomplete or inaccurate information and/or not adherence to APA format
<b>Abstract</b>	Succinct statement in 120-350 words which includes brief summary of methods and findings.		Abstract lacks focus and does not clearly state purpose and rationale of overall project.
<b>Introduction (Overview of AR Project)</b>	Clearly introduces the purpose and rationale of overall project convincing the reader of the study's merit.	Introduction is adequate stating purpose and rationale of project	Introduction lacks cohesion and does not establish a convincing rationale for the study.
<b>Lit. Review:</b> Introductory paragraph(s) to the Lit Review	Strong introductory overview of the topics of the literature review that comprehensively addresses the problem	An overview of the problem is presented; however, all aspects of the problem may not be included.	Potentially helpful details missing from overview.
<b>Lit Review:</b> Content, Topics Addressed (enhanced from Proposal)	Summary of topics provides excellent, thorough background and rationale to research question and context. Analyzes and synthesizes strengths and weaknesses of current research. Uses peer-reviewed sources.	Summary of topics is adequate with sufficient sources included; thorough background and rationale completed in relation to research question; author bias removed. Uses peer-reviewed, theory-based sources.	Review of literature is incomplete and insufficiently broad. Some key topics not included; over-reliance on meta-analysis; use of APA style when citing sources is inadequate. Relies on sources that are not peer-reviewed.
<b>Lit Review:</b> 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 sources.	Documentation contains errors, missing details and/or incorrect APA formatting
<b>Lit. Review:</b> Summary and Analysis (from Proposal)	Excellent and thorough analysis and summary of relevant points in literature that clearly support the intention and reason for the study.	Analyzes sources and appropriately 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	Proficient - 2	Does Not Meet Expectations – 1
<b>Research Question</b>	Research questions clearly guides the research study. Potential for action research is distinctly evident; concise, explicit wording is used.	The research question is relevant to classroom or professional practice; the question is clearly identified in the paper	The research question is vague, poorly worded and/or not suitable for action research.
<b>Method:</b> Participants (enhanced from Proposal)	Rich, complete description of context of study is evident. The setting— participants, school, community, and role of researcher—is clearly stated. Selection of participants is described and confidentiality assured.	Adequate description of context of study. The setting— participants, school, community, and role of researcher—is clearly stated. Selection of participants is described and confidentiality assured. <i>Written in past tense.</i>	Incomplete description of context of study, lacks clarity, and/or components are missing
<b>Method:</b> Apparatus (enhanced from Proposal)	Rich description of purpose and structure of each apparatus to be used in the research process; data collection tools ensure validity and reliability;	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. Apparatus used does not produce viable data.
<b>Method:</b> Procedures (enhanced from Proposal)	Research design effectively addresses research question; 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 frequently are not clear, not sequential, and/or not logical. Writing lacks coherence; needs more depth in explanation.
<b>Results</b>	Findings are accurately and thoroughly reported and analyzed from each apparatus; care for accurate detail is given; if applicable includes computer-generated charts/graphs that are unambiguous and explicitly linked to the research question	Findings are reported from each apparatus; if applicable, includes computer-generated charts/graphs that are accurate and easily understand	Findings are reported inaccurately; further elaboration and/or data are needed to clarify research results.
<b>Results: Tables and Figures</b>	Accurately report and label research; full adherence to APA standards; All information is supported and relevant to stated research design.	Accurately 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>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Does Not Meet Expectations – 1</b>
<b>Discussion</b>  What do the results of your study indicate or reveal?	Results reflect thorough and clear analysis and discussion; includes pros and cons of findings; analyzes outcomes of the study. Clearly shows the relationship of conclusions to the related literature. Written analysis identifies future impact and in-depth reflection.	Results adequately answer the research questions, including pros and cons of findings. References—but does not clearly show—the relationship of conclusions to the related literature.	Results are difficult to comprehend and/or relate to findings of study, may not include pros or cons and/or research question is not answered. Results do not show relationship of conclusions to the related literature.
<b>Discussion: Limitations</b> (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, though not in a comprehensive manner.	Inadequately or superficially addresses limitations of methodology
<b>Discussion: Contribution to Field of Research</b>	Distinctly shows analysis of connection of action research to current field of research.	Shows understanding of connection of action research to current field of research; lacks some clarity.	Inadequately connects action research to field of research.
<b>Discussion: Implications of Study for current teacher practitioner</b>	Implications for this study and future research considerations for teacher researcher and contributions to the field 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 under-developed.
<b>References</b> (enhanced from Proposal)	Correct APA formatting used to cite minimum 25+ research and theory-based sources	Minimal errors in APA formatting; minimum 20 research sources cited.	References are missing; not all sources are cited; incorrect APA formatting
<b>Appendix: Permission Letters</b>	Permission requested from all participants; purpose and procedure of study identified; anonymity and/or, confidentiality, and ethical issues are addressed.		Procedures are not sufficiently articulated; participant anonymity and/or confidentiality are at risk.
<b>Appendix: Apparatus</b> (enhanced from Proposal)	Data collection tools designed to acquire data that answer the research question (validity and reliability are ensured); format is professional, logical and sequential	Data collection tools address the research question and ensure validity and reliability; format enhances purpose of each apparatus	Shows little attention to detail; validity and/or reliability is at risk; format detracts from purpose of apparatus
<b>Appendices</b>	Formatted and citations in text adhere to APA standards	Format and citations are correct; quality could be slightly improved	Appendixes missing and/or not cited per APA standards; of poor quality.

<b>WRITING STANDARDS APPLY TO ENTIRE PAPER:</b> Taken from EMU's Writing Standards—Graduate Level			
<b>Criteria</b>	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Does Not Meet Expectations–1</b>
<b>Content</b> <i>(quality of the information, ideas and supporting details.)</i>	-shows clarity of purpose -offers depth of content -applies insight and represents original thinking	-shows clarity of purpose -offers substantial information and sufficient support -represents some original thinking	-clarity of purpose lacking -lacks depth of content and may depend on generalities or the commonplace -represents little original thinking
<b>Structure</b> <i>(logical order or sequence of the writing)</i>	-is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions in most cases	-is coherent and logically (but not fully) developed -has some awkward transitions
<b>Rhetoric and Style</b> <i>(appropriate attention to audience)</i>	-is concise, eloquent and rhetorically effective -uses varied sentence structure -is engaging throughout and enjoyable to read	-displays concern for careful expression -uses some variation in sentence structure -may be wordy in places	-displays some originality <u>but</u> lacks imagination and may be stilted -uses little varied sentence structure -frequently uses jargon and clichés -uses generally clear but frequently wordy prose
<b>Information Literacy</b> <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i>	- uses high-quality and reliable sources -chooses sources from many types of resources -chooses timely resources for the topic -integrates references and quotations to support ideas fully	-uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates -integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper
<b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i>	-cites sources for all quotations -cites credible paraphrases correctly -includes reference page -makes virtually no errors in documentation style	-cites sources for all quotations -usually cites credible paraphrases correctly -includes reference page -makes minimal errors in documentation style	-has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly -includes reference page with several errors -makes several errors in documentation style.
<b>Conventions</b> <i>(adherence to grammar rules: usage, mechanics)</i>	-uses well-constructed sentences -makes virtually no errors in grammar and spelling -makes accurate word choices	-almost always uses well-constructed sentences -makes minimal errors in grammar and spelling -makes accurate word choices	-usually uses well-constructed sentences -makes several errors -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).			

<b>ACTION RESEARCH PRESENTATION</b>			
	<b>Exemplary - 3</b>	<b>Proficient - 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 question(s) and the type of action research conducted. Establishes a strong foundation in the literature.	Provides brief background and rationale for the study. Presents research question(s) and the type of action research conducted. Establishes a foundation in the literature.	Information provided is inadequate: lacks clear background, rationale, and research question(s). 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 implications for future study and change	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. Reports no plans to share findings with educators, parents, or other professionals.
<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 insufficient for a professional organization.
<b>Professionalism</b>	Maintains good eye contact. Does not rely on slides to present content. Speaks to all in attendance. Dresses professionally.	Has reasonable eye contact. Generally speaks to all in attendance. Dresses appropriately.	Speaks solely to faculty assessors. Dresses inappropriately for professional situation.

## Grades

**EDPC 611 Grades are Determined per the course syllabus.**

### Calculation of the Rubric Score:

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

Divided by the number of rubric categories: \_\_\_\_\_ / 34

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

### Grade Calculation:

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

Rubric score average:	Grade:	Percent Range:
3 - 2.5	A	95-100
2.4	A-	91-94
2.3	B+	88-90
2.2	B	84-87
2.1	B-	80-83
2.0	C+	77-79
1.9	C	73-76

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 instructor determines that a grade of C or better has been achieved.

**Editing Service:**

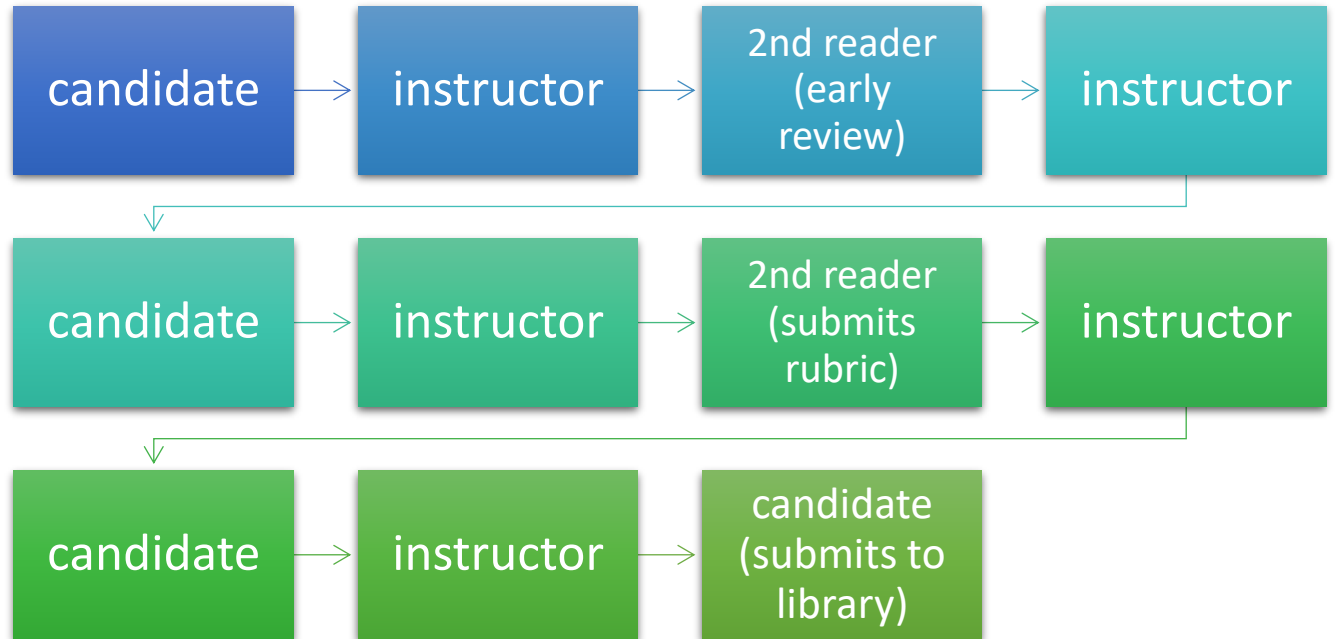
Each candidate is offered 4 hours of free editing by an EMU-approved editor during EDPC 611 Action Research Project. When the candidate wishes to access the editing service, an electronic copy of the action research paper is submitted to the instructor who then forwards the paper to the editor for editing.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

### EMU Action Research Paper Editing & Formatting Checklist

Criterion	Description	Yes	No
<b>Title Page</b>	Includes centered title (12 words or less), candidate name, university, and year; running head is left justified in header; see example Title Page		
<b>Margins &amp; Spacing</b>	All margins 1"; double-spaced		
<b>Page Order &amp; Numbering</b>	Title Page, Acknowledgements (opt.), Table of Contents, List of Tables, List of Figures, Abstract..... Arabic numbering beginning with p. 1 on Title Page with 1" right margin in header		
<b>Text &amp; Justification</b>	Text left justified in body of paper; Font Times New Roman, size 12 (including header)		
<b>Table of Contents</b>	Properly ordered, leaders aligned, subheadings indented ½"		
<b>List of Tables</b>	Each table numbered & titled		
<b>List of Figures</b>	Each figure numbered & titled		
<b>Abstract</b>	Includes 120-350 word summary of method & results; one-page paragraph, not indented		
<b>APA Heading Levels</b>	Adhere to APA specifications found inside the front cover of the APA manual		
<b>APA Use of Numbers</b>	Zero through nine are spelled out; 10 and above use numerals; see APA manual for specifics & exceptions		
<b>APA in-text Citations</b>	Adhere to APA specifications found in the APA manual		
<b>APA Quotes</b>	Page numbers provided for direct or nearly direct quotes; quotes of 40+ words follow block quote format		
<b>APA Tables &amp; Figures</b>	Adhere to APA specifications		
<b>Active Voice &amp; Verb Tense</b>	Active voice is primarily used throughout; past tense used when referring to past studies, including the current study		
<b>Grammar &amp; Word Choice</b>	Subject verb agreement; parallel construction Word choice is clear & concise; absence of colloquialism/slang		
<b>Punctuation &amp; Spelling</b>	APA recommends one space after periods; document is free from spelling errors		
<b>Organization, Flow &amp; Lack of Redundancy</b>	Document is well organized; nice flow between sentences & paragraphs with good transitions; redundancy is avoided.		
<b>Reference Page</b>	Adheres to APA specifications		
<b>Appendices</b>	Title contains centered appendix letter (e.g., Appendix A), followed by title of appendix beneath (dbl. space between); all personal information that may compromise confidentiality has been blocked or xxxxxx'ed out		



Flow chart for review of candidate's action research paper



**Graduate Teacher 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 instructor.)

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

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

Instructor: \_\_\_\_\_

- ☐ 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

REQUIRED: Submit your project to EMU's institutional repository AND email it to the Education office

1. Follow the library's instructions and links for submission to EMU's institutional repository at [https://libguides.emu.edu/digital\\_collections](https://libguides.emu.edu/digital_collections).
  2. Note that the [submission form](#) is limited to EMU email accounts only so you will need to login to your EMU account to access the form.
  3. Once your submission is processed, your project can be accessed through the library website's [Digital Collections link](#).
  4. Your project will not be accessible through ProQuest.
- 
- **Type/Font:** Times New Roman 12 pt.
  - **Line Spacing:** Double space between all lines of the manuscript.  
Use single spacing for table notes, figure captions, and sometimes within the tables themselves, if the table contains a lot of narrative.
  - **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:** **All margins 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.
  - **Paragraphs:** Tabulate ½" for every paragraph indentation.
  - **Punctuation Spacing:** One space after all external periods (at the end of the sentence). One space after all commas, colons, and semicolons, 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, ½" in from the left margin (if more

than one paragraph--indent the 1st line of the 2nd and subsequent paragraphs ½").

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 (Name, University, Date)
- Abstract: New page  
Type the label Abstract centered at the top of the page. The Abstract is not indented and no paragraphs are used.
- Text: New page (page header and page number)  
Type the title of the paper centered at the top of the page in bold, double space, then type text. Do not start a new page with each section header.
- References: New page  
Type the word References centered at the top of the page.  
Double space all reference entries.  
Use a hanging indent of ½" on each entry.
- 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.

SCHEDULING of  
**ACTION RESEARCH POWERPOINT PRESENTATIONS**

The following checklist is designed to help you determine with your instructor 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 instructor 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 *appendices*?
10. Have you submitted your final draft of your AR project to your instructor?

Consent to proceed with PowerPoint:

1. **Have you secured permission from your instructor 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.

#### Administrative Requirements

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

#### 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 instructor. All Graduate Teacher Education students are invited to attend each presentation.

#### Professional Presentation (20-25 minutes) (See presentation rubric.)

- **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 used should enhance the presentation. Any slides 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.
- **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.
- **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:**

- \_\_\_\_\_ Submit draft of final paper of Action Research project to instructor.
- \_\_\_\_\_ Secure permission from instructor 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 instructor at least one week prior to presentation.
- \_\_\_\_\_ Prior to the presentation, schedule a time with the Administrative Assistant to practice the presentation at EMU if presenting in person.

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

- \_\_\_\_\_ Faculty instructors are requested to attend the presentation sessions and introduce his/her candidates; however, accommodations will be made for persons teaching remotely.
- \_\_\_\_\_ Complete the *Action Research Presentation Rubric* for each presenter and submit completed evaluations to the GTE Administrative Assistant.

### **Graduate Teacher 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 GTE Program:**

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

- \_\_\_\_\_ Reserve room and/or Zoom link for presentations as early as possible.
- \_\_\_\_\_ Consult with faculty instructors to compile list of Action Research presenters.
- \_\_\_\_\_ Confirm instructor's attendance and that the number of evaluators is adequate.
- \_\_\_\_\_ Confirm titles of presentations.
- \_\_\_\_\_ Develop presentation program: include presenters' names, titles of presentations, instructors.
- \_\_\_\_\_ Post program around EMU.
- \_\_\_\_\_ Email Action Research program to local school systems and all Graduate Teacher Education students.
- \_\_\_\_\_ Email Action Research presenters planning to present in person to invite them to schedule a time to practice their PowerPoint presentations at EMU prior to the presentation date.
- \_\_\_\_\_ Buy refreshments.
- \_\_\_\_\_ Photocopy *Action Research Presentation Rubric* (one copy per presenter for each faculty present).

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

- \_\_\_\_\_ Set-up refreshments.
- \_\_\_\_\_ Place programs appropriately.

#### **The Week following Presentations:**

- \_\_\_\_\_ Email scanned copies of all *Action Research Presentation Rubrics* and forward to instructors and presenters.

Name of Presenter: \_\_\_\_\_

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

<b>ACTION RESEARCH PRESENTATION</b>			
	<b>Exemplary - 3</b>	<b>Proficient - 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 question(s) and the type of action research conducted. Establishes a strong foundation in the literature.	Provides brief background and rationale for the study. Presents research question(s) and the type of action research conducted. Establishes a foundation in the literature.	Information provided is inadequate: lacks clear background, rationale, and research question(s). 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 implications for future study and change	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. Reports no plans to share findings with educators, parents, or other professionals.
<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 insufficient for a professional organization.
<b>Professionalism</b>	Maintains good eye contact. Does not rely on slides to present content. Speaks to all in attendance. Dresses professionally.	Has reasonable eye contact. Generally speaks to all in attendance. Dresses appropriately.	Speaks solely to faculty assessors. Dresses inappropriately for professional situation.



**Note:** *The GTE Administrative Assistant will complete and forward this page to be inserted before the title page prior to repository submission. 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.

*Instructor of Action Research Project*

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[Typed name of instructor and degree held]

*Second Reader*

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[Typed name of second reader and degree held]

*Director of the Master of Arts in Education Program*

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[Typed name of director and degree held]