

# 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

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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 for a Professional Paper:</b>	X	X
Approval for Action Research		X
Title Page	X	X
Acknowledgements		optional
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: \_\_\_\_\_

<b>DUE:</b>			
	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Does Not Meet Expectations – 1</b>
<b>Title Page</b>	Complete (page header, running head, etc.) and APA format	---	Incomplete or inaccurate information and/or not APA format
<b>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
<b>DUE:</b>			
<b>Lit. Review: Introductory paragraph(s) to the Literature Review</b>	An introductory overview of the topics of the Lit Review that addresses the problem.	An overview of the problem	Potentially helpful details missing from overview
<b>Lit. Review: Content, Topics Addressed</b>	Summary of topics provides excellent, thorough background to research question; analyzes 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

**WRITING STANDARDS APPLY TO ENTIRE PAPER:**

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>
<p><b>Content</b> (<i>quality of the information, ideas and supporting details.</i>)</p>	<ul style="list-style-type: none"> <li>-shows clarity of purpose</li> <li>-offers depth of content</li> <li>-applies insight and represents original thinking</li> </ul>	<ul style="list-style-type: none"> <li>-shows clarity of purpose</li> <li>-offers substantial information and sufficient support</li> <li>-represents some original thinking</li> </ul>	<ul style="list-style-type: none"> <li>-clarity of purpose lacking</li> <li>-lacks depth of content and may depend on generalities or the commonplace</li> <li>-represents little original thinking</li> </ul>
<p><b>Structure</b> (<i>logical order or sequence of the writing</i>)</p>	<ul style="list-style-type: none"> <li>-is coherent and logically developed</li> <li>-uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>-is coherent and logically developed</li> <li>-uses smooth transitions</li> </ul>	<ul style="list-style-type: none"> <li>-is coherent and logically (but not fully) developed</li> <li>-has some awkward transitions</li> </ul>
<p><b>Rhetoric and Style</b> (<i>appropriate attention to audience</i>)</p>	<ul style="list-style-type: none"> <li>-is concise, eloquent and rhetorically effective</li> <li>-uses varied sentence structure</li> <li>-is engaging throughout and enjoyable to read</li> </ul>	<ul style="list-style-type: none"> <li>-displays concern for careful expression</li> <li>-uses some variation in sentence structure</li> <li>-may be wordy in places</li> </ul>	<ul style="list-style-type: none"> <li>-displays some originality <u>but</u> lacks imagination and may be stilted</li> <li>-uses little varied sentence structure</li> <li>-frequently uses jargon and clichés</li> <li>-uses generally clear but frequently wordy prose</li> </ul>
<p><b>Information Literacy</b> (<i>locating, evaluating, and using effectively the needed information as appropriate to assignment</i>)</p>	<ul style="list-style-type: none"> <li>- uses high-quality and reliable sources</li> <li>-chooses sources from many types of resources</li> <li>-chooses timely resources for the topic</li> <li>-integrates references and quotations to support ideas fully</li> </ul>	<ul style="list-style-type: none"> <li>-uses mostly high-quality and reliable sources</li> <li>-chooses sources from a moderate variety of types of resources</li> <li>-chooses resources with mostly appropriate dates</li> <li>-integrates references and quotations to provide some support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>-uses a few poor-quality or unreliable sources</li> <li>-chooses sources from a few types of resources</li> <li>-chooses a few resources with inappropriate dates</li> <li>-integrates references or quotations that are loosely linked to the ideas of the paper</li> </ul>
<p><b>Source Integrity</b> (<i>appropriate acknowledgment of sources used in research</i>)</p>	<ul style="list-style-type: none"> <li>-cites sources for all quotations</li> <li>-cites credible paraphrases correctly</li> <li>-includes reference page</li> <li>-makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>-cites sources for all quotations</li> <li>-usually cites credible paraphrases correctly</li> <li>-includes reference page</li> <li>-makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>-has sources for all quotations</li> <li>- has mostly credible paraphrases, sometimes cited correctly</li> <li>-includes reference page with several errors</li> <li>-makes several errors in documentation style</li> </ul>
<p><b>Conventions</b> (<i>adherence to grammar rules: usage, mechanics</i>)</p>	<ul style="list-style-type: none"> <li>-uses well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>- accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>-almost always uses well-constructed sentences</li> <li>-makes minimal errors in grammar and spelling</li> <li>- accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>-usually uses well-constructed sentences</li> <li>-makes several errors</li> <li>-makes word choices that distract the reader</li> </ul>

**Plagiarism** 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 paper.

#### Calculation of the Rubric Score:

Total rubric points earned: \_\_\_\_\_  
Divided by the number of rubric categories: (19)  
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.

## 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 mentor evaluation using AR rubrics.	
14. Develop presentation slides summarizing research and conclusions for instructor review.	
15. Revise presentation slides based on feedback.	
16. Practice project presentation.	
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**

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.

EMU's IRB invites students/faculty to review the decision tree on our website to determine whether or not they believe their project requires IRB approval. If so, please submit the full protocol for review. If the student and faculty advisor think that their project (involving human subjects), is exempt from IRB review, they should email the IRB chair, with their project title, names of all researchers, a brief description of what they plan to do, and the specific exemption code that they believe applies to their project. The IRB chair will review and, if agreed, will generate an IRB exemption letter. If the chair disagrees with the proposed exemption, they will ask for a full protocol to be submitted through the website.

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/>

## 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.

The role of the Action Research Mentor is to provide expert advice and feedback to the candidate on their Action Research Project, including APA style, grammatical correctness, and editorial suggestions on content, style, and organization. Mentors typically meet with the instructor and receive candidate Assignments in January. Mentors complete a first review of each assigned AR project in January and a final review in March or April. Mentors submit the rubric for the final review no later than early May.

### 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 the Action Research Mentor 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 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 must 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 candidate.

- ❑ When candidate has completed revisions of final paper to instructor's satisfaction, instructor sends the paper to the AR Mentor.
- ❑ Mentor reviews the final draft using Project Evaluation Form and EDPC 611 rubric and returns feedback to instructor within 3 weeks.
- ❑ Candidate finishes presentation slides for study and submits to instructor for feedback and approval
- ❑ Instructor reviews comments by the Mentor 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, mentor and GTE director.
- ❑ Candidate submits revised paper to instructor.
- ❑ Candidate conducts 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.
- ❑ Candidate signs library's repository permission form and submits pdf copy to the library and the GTE 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 presentation slides to instructor for feedback and approval.
- ❑ Instructor reviews presentation slides and provides feedback to candidate.

**Action Research Presentation:**

- ❑ Instructor attends the presentation session and introduces 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.

# 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>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

	<b>Exemplary - 3</b>	<b>Proficient - 2</b>	<b>Does Not Meet Expectations – 1</b>
<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>
<p><b>Discussion</b></p> <p>What do the results of your study indicate or reveal?</p>	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.
<p><b>Discussion: Limitations</b> (enhanced from Proposal)</p>	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
<p><b>Discussion: Contribution to Field of Research</b></p>	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.
<p><b>Discussion: Implications of Study for current teacher practitioner</b></p>	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.
<p><b>References</b> (enhanced from Proposal)</p>	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
<p><b>Appendix: Permission Letters</b></p>	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.
<p><b>Appendix: Apparatus</b> (enhanced from Proposal)</p>	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
<p><b>Appendices</b></p>	Formatted and citations in text adhere to APA standards	Format and citations are correct; quality could be slightly improved	Appendices missing and/or not cited per APA standards; of poor quality.

**WRITING STANDARDS APPLY TO ENTIRE PAPER:**

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>
<p><b>Content</b> <i>(quality of the information, ideas and supporting details.)</i></p>	<ul style="list-style-type: none"> <li>-shows clarity of purpose</li> <li>-offers depth of content</li> <li>-applies insight and represents original thinking</li> </ul>	<ul style="list-style-type: none"> <li>-shows clarity of purpose</li> <li>-offers substantial information and sufficient support</li> <li>-represents some original thinking</li> </ul>	<ul style="list-style-type: none"> <li>-clarity of purpose lacking</li> <li>-lacks depth of content and may depend on generalities or the commonplace</li> <li>-represents little original thinking</li> </ul>
<p><b>Structure</b> <i>(logical order or sequence of the writing)</i></p>	<ul style="list-style-type: none"> <li>-is coherent and logically developed</li> <li>-uses very effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>-is coherent and logically developed</li> <li>-uses smooth transitions in most cases</li> </ul>	<ul style="list-style-type: none"> <li>-is coherent and logically (but not fully) developed</li> <li>-has some awkward transitions</li> </ul>
<p><b>Rhetoric and Style</b> <i>(appropriate attention to audience)</i></p>	<ul style="list-style-type: none"> <li>-is concise, eloquent and rhetorically effective</li> <li>-uses varied sentence structure</li> <li>-is engaging throughout and enjoyable to read</li> </ul>	<ul style="list-style-type: none"> <li>-displays concern for careful expression</li> <li>-uses some variation in sentence structure</li> <li>-may be wordy in places</li> </ul>	<ul style="list-style-type: none"> <li>-displays some originality <u>but</u> lacks imagination and may be stilted</li> <li>-uses little varied sentence structure</li> <li>-frequently uses jargon and clichés</li> <li>-uses generally clear but frequently wordy prose</li> </ul>
<p><b>Information Literacy</b> <i>(locating, evaluating, and using effectively the needed information as appropriate to assignment)</i></p>	<ul style="list-style-type: none"> <li>- uses high-quality and reliable sources</li> <li>-chooses sources from many types of resources</li> <li>-chooses timely resources for the topic</li> <li>-integrates references and quotations to support ideas fully</li> </ul>	<ul style="list-style-type: none"> <li>-uses mostly high-quality and reliable sources</li> <li>-chooses sources from a moderate variety of types of resources</li> <li>-chooses resources with mostly appropriate dates</li> <li>-integrates references and quotations to provide some support for ideas</li> </ul>	<ul style="list-style-type: none"> <li>-uses a few poor-quality or unreliable sources</li> <li>-chooses sources from a few types of resources</li> <li>-chooses a few resources with inappropriate dates</li> <li>-integrates references or quotations that are loosely linked to the ideas of the paper</li> </ul>
<p><b>Source Integrity</b> <i>(appropriate acknowledgment of sources used in research)</i></p>	<ul style="list-style-type: none"> <li>-cites sources for all quotations</li> <li>-cites credible paraphrases correctly</li> <li>-includes reference page</li> <li>-makes virtually no errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>-cites sources for all quotations</li> <li>-usually cites credible paraphrases correctly</li> <li>-includes reference page</li> <li>-makes minimal errors in documentation style</li> </ul>	<ul style="list-style-type: none"> <li>-has sources for all quotations</li> <li>- has mostly credible paraphrases, sometimes cited correctly</li> <li>-includes reference page with several errors</li> <li>-makes several errors in documentation style.</li> </ul>
<p><b>Conventions</b> <i>(adherence to grammar rules: usage, mechanics)</i></p>	<ul style="list-style-type: none"> <li>-uses well-constructed sentences</li> <li>-makes virtually no errors in grammar and spelling</li> <li>-makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>-almost always uses well-constructed sentences</li> <li>-makes minimal errors in grammar and spelling</li> <li>-makes accurate word choices</li> </ul>	<ul style="list-style-type: none"> <li>-usually uses well-constructed sentences</li> <li>-makes several errors</li> <li>-makes word choices that distract the reader</li> </ul>

**Plagiarism** 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: \_\_\_\_\_ / 33  
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.

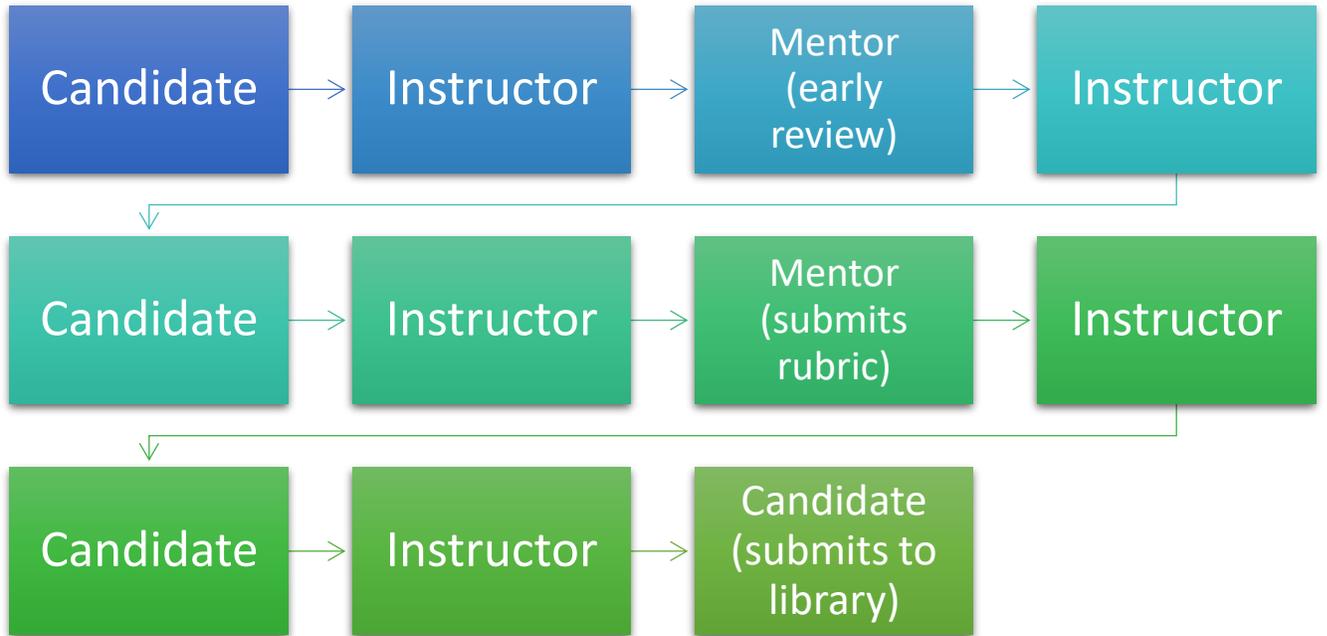
**Editing Service:**

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**

<b>Criterion</b>	<b>Description</b>	<b>Yes</b>	<b>No</b>
<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.), 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>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 Action Research Mentor**  
(Mentor also fills out the Action Research Project Rubric & submits to instructor.)

Action Research Mentor: \_\_\_\_\_ 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 GTE 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 1/2").

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 1/2" 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 PRESENTATIONS**

The following checklist is designed to help you determine with your instructor when to schedule your presentation. Questions need to be answered affirmatively three weeks prior to presentation date. At least one week prior to presentation, submit your presentation slides 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, 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 Action Research presentation:

1. **Have you secured permission from your instructor to schedule the Action Research 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 oral presentation, but not serve as a script. 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 presentation slides 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:

- \_\_\_\_\_ 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 schedule 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 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.
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<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.
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**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 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]

*Action Research Mentor*

---

[Typed name of mentor and degree held]

*Director of the Graduate Teacher Education Program*

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[Typed name of director and degree held]