



## FAST TRAIN Programs

George Mason University  
College of Education and Human Development  
FAST TRAIN IB Certificate Program

**EDUC 626:**  
**Inquiry Into Action – IB Teachers, Learners and Schools**  
**3 Credits**

**Instructor:** April Mattix, Ph. D.

**Email:** [amattix@gmu.edu](mailto:amattix@gmu.edu)

**Phone:** (o) 703.993.4007

**Skype:** april.mattix

**Office Hours:** By appointment

**Office:** 2603 Thompson Hall

**Meeting Dates:** March 25 – June 16

**Meeting Time:** online

**Meeting Location:** online

**Course Description:** This course explores and utilizes the action research and qualitative research process to help educational practitioners plan and complete an action research study related to IB learners, teachers or schools. Furthermore, the course examines the social, cultural and ethical issues of conducting research with students.

*Prerequisites: Admission to GSE, enrollment in FASTTRAIN IB certificate program and completion of EDUC 621: Teaching and Learning in the International Baccalaureate Programs, or permission of the instructor.*

**Nature of Course:** This course is an online seminar and action research course. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education, the International Baccalaureate, and action research. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings and activities on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of

the 10 modules, you should spend this amount of time on Blackboard in addition to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated and manage their time well.

**Expectations for participation:** This online course is **not self-paced**. You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

**Learner Outcomes:** This course is designed to enable students to:

1. Evaluate the strengths and weaknesses of research studies within various paradigms, including action research, using measures of rigor;
2. Propose and complete an action research project that includes an overview, contextual statement, review of the literature, methodology, data analysis, conclusions, reflections and relationship to practice;
3. Make explicit links between theory and practice in their own action research;
4. Examine ethical considerations when conducting research with children including their own project;
5. Explain the critical importance of considering multiple perspectives using different approaches to inquiry; and,
6. Demonstrate leadership in conducting class discussions and presenting their action research projects to others.

**Standards:** The following standards will be addressed in this course:

*National Board of Professional Teaching Standards (NBPTS)*

Proposition 1: Teachers are committed to students and their learning.

Proposition 2: Teachers know the subjects they teach and how to teach those subjects.

Proposition 3: Teachers are responsible for managing and monitoring student learning.

Proposition 4: Teachers think systematically about their practice and learn from experience.

Proposition 5: Teachers are members of learning communities

ASTL 6: Teachers attend to the needs of culturally, linguistically and cognitively diverse learners.

ASTL 7: Teachers are change agents, teacher leaders, and partners with colleagues and families.

*IB Teacher Award Inquiry Strands*

*Area of Inquiry 2: Teaching and Learning*

- f. What teaching strategies and learning activities support Program learning outcomes?

*Area of Inquiry 4: Professional Learning:*

- n. What is reflective practice and how does it support Program implementation and enhance practice?

- n. How are current standards and practices pertaining to the Program implemented?
- n. What are current innovations and ideas in the area of international education and how can these be applied to enhance the IB Program?
- n. What elements of the program authorization, evaluation and curriculum review process are implemented and how do these processes enhance IB Programs?
- o. What is the role of collaborative working practice in supporting the Program learning outcomes?
- p. In what ways does IB promote communities of practice?
- p. In what ways does the use of the ITC support building communities of practice?
- p. In what ways can we engage across regional and international boundaries to collaborate on IB research initiatives?
- p. In what ways can we share our findings and experiences to enhance the professional expertise of IB teachers, students and communities?

*Technology (ISTE):*

IV. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.

V. Teachers use technology to enhance their productivity and professional practice.

**Standards and Outcomes Matrix:**

Outcomes	NBPTS/ASTL	IB	Technology
1	4	n o, p	
2	4	f, n o, p	IV
3	1, 2, 4	f, n o, p	
4	4, 6	n o, p	
5	1, 4, 6	f, n o, p	
6	5, 7	f, n o, p	V

**Required Course Texts:**

Mills, G.E. (2014). *Action research: A guide for the teacher researcher* (5th ed.). Upper Saddle River, NJ: Person Education, Inc., Merrill Prentice Hall. ISBN: 978-0132887762.

Hendricks, C. (2012). *Improving schools through action research: A reflective practice approach* (3rd ed.). Upper Saddle River, NJ: Pearson Education, Inc. ISBN: 978-0132868648

**Technology Resources:**

- All students are required to have access to a computer with Internet access and a current GMU email account.
- All students will be enrolled in the online Curriculum Center through the International Baccalaureate Organization.
- Relevant Websites:  
International Baccalaureate Organization – Online Curriculum Center (OCC)

<http://www.ibo.org/>  
Practitioner Research as Staff Development:  
<http://www.valrc.org/publications/research/index.html>  
American Psychological Association  
<http://www.apa.org>

### **GMU Policies and Resources for Students:**

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

### **Professional Dispositions:**

Students are expected to exhibit professional behaviors and dispositions at all times.

### **Core Values Commitment:**

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

### **Netiquette:**

As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic

discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.

For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone’s ability to read or write.
- Keep an “open-mind” and be willing to express even your minority opinion.
- Think before you push the “Send” button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them.

**Grading Policy:** At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

**Note: “C” is not satisfactory for a licensure course; “F” does not meet requirements of the Graduate School of Education**

**Incomplete (IN):** This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course. A copy of the contract will be kept on file in the FAST TRAIN office.

**Late Work/Submissions:** At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary

circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

**GMU E-mail & Web Policy:** Mason uses electronic mail ([www.gmu.edu/email](http://www.gmu.edu/email)) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

**Course Withdrawal with Dean Approval:** For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). *Students must contact an academic advisor in FAST TRAIN to withdraw after the deadline.* There is no guarantee that such withdrawals will be permitted.

**Online Participation/Attendance Policy:** Students are expected to participate in **all** online discussions. Not participating in an online discussion module will be reflected with a zero for the week and as an absence. **Students with more two or more absences will not receive credit for the course.**

**Human Subjects Research Review Process:** Any research or action research that will be publicly disseminated must have prior approval of the GMU Human Subjects Review Board (HSRB). Inquiry/action research that is used solely for the purpose of studying pedagogical aspects may be conducted without additional permission but cannot be disseminated. Detailed information on what is involved in submitting a proposal to the Review Board is available from the following web site:  
<http://www.gmu.edu/research/ORSP/index.html>.

**Performance Based Assessment (PBA):** All courses in the Certificate Program in Advanced IB studies will have a required Performance Based Assessment (PBA). The required PBA for this course is the *Action Research Paper*. This assignment must be posted to Task Stream, where it will be reviewed and scored. Please see the FAST TRAIN website: [http://fasttrain.gmu.edu/assets/docs/fast\\_train/IB-Archive.pdf](http://fasttrain.gmu.edu/assets/docs/fast_train/IB-Archive.pdf) for more guidelines about the PBA requirement.

**TaskStream:** Every student registered for any FAST TRAIN course with a required performance-based assessment (will be designated as such in the syllabus) is required to submit this assessment (The ACTION RESEARCH PAPER) to TaskStream (regardless of whether a course is an elective, a one-time course or part of an undergraduate minor). Evaluation of your performance-based assessment will also be provided using TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless this grade is changed

upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

### **Course Requirements:**

All assignments should be turned in on the due date indicated in the schedule below via Blackboard **except** for the final assignment, the Project Based Assessment (PBA). The PBA will be uploaded into **Task Stream**. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. Late papers and projects ***will not be accepted without penalty***, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

#### **1. Blackboard Participation (20%)**

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). Your participation in discussion board conversations is **20%** of your final grade.

**\*\*Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. Each module will begin on a Tuesday and run through the following Monday. You must start posting for each module by *Friday at noon (EST)* so that the class will have Friday through Monday to engage in conversation.**

**\*\*Students will be expected to respond to each of the discussion questions that the instructor posts.**

**\*\*Additionally, students should respond to **at least three** posts from other classmates.**

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To

provide a bit of a framework for participating in Discussion Board, please see the general “criteria for Blackboard Discussions” below.

**Important Note:** Discussion board for each module will be “open” only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week’s discussion board during the week we are working on it.

### Criteria for Blackboard Discussions

1. Responses to the *initial questions* that I post to start the discussion should be a minimum of one short paragraph and a maximum of two paragraphs.
2. Each module begins on a Tuesday. You should *begin* posting by Friday at noon (at the latest). This will give us time to engage in discussion over the remainder of the module.
3. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).  
\*Please note: it is acceptable to post your responses to my initial questions at the same time. However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fall swoop.
4. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.  
\*Please note: it is perfectly fine to send “agree” or “great idea” responses with a brief comment on why you agree (or perhaps disagree). These responses do **not** have to be a paragraph in length.
5. Every week you should respond to **each** of the discussion questions that I post. Additionally, you should respond to at least **three** posts from other classmates **unless** otherwise noted in the discussion board prompt.
6. Address the questions as much as possible (don't let the discussion stray).
7. It is a **good idea** to use quotes from the articles that support your postings. Include page numbers when you do quote.
8. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
9. Use proper etiquette (proper language, typing, etc.). Please avoid using “text” talk (such as “C U,” “B4,” “cuz,” etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be a open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.



## Evaluation of Discussion Board

At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussions Rubric				
Criteria	Excellent	Good	Average	Poor
Timely discussion contributions	Postings are well distributed throughout the module. (Posts span 5-6 time periods).	Postings are mostly distributed throughout the module. (Posts span 3-4 time periods).	Postings minimally distributed. (Responses are posted from two time periods).	Postings are not distributed throughout the week. (Responses are posted at one time).
Responsiveness to discussion and demonstration of knowledge and understanding gained from assigned reading	It is very clear that readings were understood and incorporated well into responses.	The readings were understood and incorporated into responses.	The postings demonstrate a questionable relationship to reading material.	It is not evident that readings were understood and/or not incorporated into discussion.
Adherence to on-line protocols	All on-line protocols followed	1 online protocol not adhered to in the module.	2-3 online protocols not adhered to in the module.	4 or more online protocols not adhered to in the module.
Points	9-10	8	6-7	5 or less

## 2. Annotated Bibliography (15%)

Each student will create an annotated bibliography of a minimum of ten (10) resources related to the subject and context of the action research paper. Ideally, the ten resources utilized in the annotated bibliography will be resources used to help create the literature review and inform that theoretical basis of the paper. Further information regarding the annotated bibliography can be found on Blackboard.

## 3. Action Research Study

The action research study is comprised of three major components: 1) the action research plan of action, 2) the final action research paper, and 3) a multimedia presentation of the project.

### A. Action Research Plan of Action (10%)

Students will submit an action research plan of 4-7 double spaced pages that includes the following components:

- 1) An area-of-focus statement
- 2) Develops a research question
- 3) Describes the intervention or innovations
- 4) Describes the membership of the action research group
- 5) Describes negotiations that need to be undertaken
- 6) Develops a timeline
- 7) Develops a statement of resources
- 8) Develops data collection ideas

Additional information will be provided on Blackboard.

### B. Final Action Research Paper (35%)

Each student will write a research paper that includes the following sections: introduction, literature review, methodology, findings (with accompanying samples/examples), analysis and implications for practice, and reflections. Papers must follow current APA formatting guidelines. See the appendix for further and the rubric. Additional information will be provided on Blackboard.

### C. Presentation of Action Research (20%)

Each student will create a PowerPoint or Prezi presentation of his or her action research project. Like the paper, the presentation should include an introduction, summary of the literature, description of the methodology, findings, analysis and implications for practice, and reflections. The presentations will be uploaded by the instructor into a shared folder on Blackboard so that all participants in the class can view the presentations. Additional information will be provided on Blackboard.

### Assignments, Grading, and Due Dates:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Discussion Board/ Assignments	20	1, 3, 4, 6	Weekly
Annotated Bibliography	15	1, 3, 5	May 5
Plan of Action	10	2, 3, 4	April 21
Action Research Paper*	35	1, 2, 3, 4, 5, 6	June 12
Presentation of Action Research	20	5, 6	June 14

\*Designated Performance Based Assessment

## EDUC 626 Class Schedule

<b>Module 1</b>	<i>Introduction to Action Research and Ethics</i>
Dates	March 25 – March 31
Readings	<ul style="list-style-type: none"> <li>• “Introduction to Action Research,” Sagor (On Blackboard)</li> <li>• “Understanding Action Research,” Mills, Chapter 1</li> <li>• “Ethics,” Mills, Chapter 2</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Read syllabus and course schedule</li> <li>2. Participate in discussion board 1</li> <li>3. Post self introduction</li> </ol>

<b>Module 2</b>	<i>Finding a Focus and Determining the Action Research Questions</i>
Dates	April 1 – April 7
Readings	<ul style="list-style-type: none"> <li>• “Deciding on an Area of Focus,” Mills, Chapter 3 (pages 41 – 46 and 60 -67)</li> <li>• “Generating Research Ideas Through Reflection,” Hendricks, Chapter 2</li> <li>• “Initial Planning of the Action Research Study,” Hendricks, Chapter 4</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 2</li> <li>2. Select writing group partner(s)</li> </ol>

<b>Module 3</b>	<i>Building a Data Collection Plan</i>
Dates	April 8 – April 14
Readings	<ul style="list-style-type: none"> <li>• “Strategies for Collecting Data,” Hendricks, Chapter 5</li> <li>• “Data Collection Techniques,” Mills, Chapter 4</li> <li>• Data Collection Methods (online)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 3</li> </ol>

<b>Module 4</b>	<b><i>Final Planning Before Implementation of the Study</i></b>
Dates	April 15 – April 21
Readings	<ul style="list-style-type: none"> <li>• “Data Collection Considerations: Validity, Reliability, and Generalizability,” Mills, Chapter 5</li> <li>• “Final Planning Before Implementation of the Study,” Hendricks, Chapter 6 (skim)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 4</li> <li>2. Plan of Action (<b>due April 21</b>)</li> </ol>

<b>Module 5</b>	<b><i>Creating a Literature Review</i></b>
Dates	April 22 – April 28
Readings	<ul style="list-style-type: none"> <li>• “Connecting Theory and Action: Reviewing the Literature”, Hendricks, Chapter 3</li> <li>• How to write a literature review (online)</li> <li>• <a href="http://writingcenter.unc.edu/handouts/literature-reviews/">http://writingcenter.unc.edu/handouts/literature-reviews/</a></li> <li>• “Deciding on an Area of Focus,” Mills, Chapter 3 (pages 46 – 66) (skim)</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 5</li> </ol>

<b>Module 6</b>	<b><i>Analyzing the Data</i></b>
Dates	April 29 – May 5
Readings	<ul style="list-style-type: none"> <li>• “Strategies for Data Analysis,” Hendricks, Chapter 7</li> <li>• “Data Analysis and Interpretation,” Mills, Chapter 6</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board</li> <li>2. Annotated bibliography (<b>due May 5</b>)</li> </ol>

<b>Module 7</b>	<b><i>Turning Findings Into Action Plans</i></b>
Dates	May 6 – May 12
Readings	<ul style="list-style-type: none"> <li>• “Action Planning for Educational Change,” Mills, Chapter 7</li> <li>• “Turning Findings Into Action Plans,” Sagor, Chapter 9 (online)</li> </ul>
Assignments due	1. Participate in discussion board 7

<b>Module 8</b>	<b><i>Reporting and Sharing Action Research</i></b>
Dates	May 13 – May 19
Readings	<ul style="list-style-type: none"> <li>• “Writing Up Action Research,” Mills, Chapter 8</li> </ul>
Assignments due	1. Participate in discussion board 8

<b>Module 9</b>	<b><i>Reporting and Sharing Action Research, Part 2</i></b>
Dates	May 20 – May 26
Readings	<ul style="list-style-type: none"> <li>• “Writing and Disseminating the Action Research Report,” Hendricks, Chapter 8</li> </ul>
Assignments due	1. Participate in discussion board 9

<b>Module 10</b>	<b><i>Action Research Papers</i></b>
Dates	May 27 – June 2
Readings	<ul style="list-style-type: none"> <li>• None – writing week</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 10</li> <li>2. Individual conferences as needed</li> </ol>

<b>Module 11</b>	<b><i>Action Research Papers</i></b>
Dates	June 3 – June 9
Readings	<ul style="list-style-type: none"> <li>• None – writing week</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 11</li> <li>2. Individual conferences as needed</li> </ol>

<b>Module 12</b>	<b><i>Self-Evaluation and Presentation of Action Research Projects</i></b>
Dates	June 10 – June 16
Readings	<ul style="list-style-type: none"> <li>• None – writing week</li> </ul>
Assignments due	<ol style="list-style-type: none"> <li>1. Participate in discussion board 10</li> <li>2. Action Research Paper (<b>due June 12</b>)</li> <li>3. Presentation of Action Research (<b>due June 14</b>)</li> </ol>

## APPENDIX

### PBA: Action Research Paper

Each student will write an action research paper detailing the action research project that he/she conducted. The paper should include the following sections: introduction, literature review, methodology, findings (with accompanying samples/examples), analysis and implications for practice, and reflections.

- The introduction should explain what the overall purpose of the action research project is and provide a clear synopsis of what is to come in the paper.
- The literature review should explain what others are writing in the subject area.
- The methodology should explain what the student did to collect data and why those specific methods were utilized.
- The findings section should explain what the student found. Specific examples/samples of the data collected should be provided.
- In the analysis, the student should examine the data and note themes that emerge from the findings.
- In the implications section, each student should review the findings and analysis and suggest what the work implies about education/his or her class/his or her practice.
- The final portion of the paper should be a reflection. The reflection should be twofold: the student should reflect on the process of doing action research (what was learned, what would/could be done differently, etc.), and the student should reflect on the findings of his or her research.

The final paper should be 12-15 double spaced pages, plus appendices, written **in correct APA formatting, and adhere to graduate level expectations.**

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### Action Research Paper Rubric

Action Research				
<i>Criteria:</i>	Exemplary <b>4</b>	Proficient <b>3</b>	Partially proficient <b>2</b>	Not proficient <b>1</b>
<b>Introduction</b>	<p>The introduction is clear and comprehensive.</p> <p>The topic being explored is clearly explained in detail.</p> <p>The rationale for exploring the topic is explained in-depth.</p>	<p>The introduction is clear and provides a solid sketch of what is to come in the paper.</p> <p>The topic being explored is clearly with some detail.</p> <p>The rationale for exploring the topic is explained in some detail.</p>	<p>The introduction is vague and is lacking in detail.</p> <p>The topic vaguely described with some detail.</p> <p>The rationale for exploring the topic is vague with limited detail.</p>	<p>The introduction provides little to no description of the paper.</p> <p>The topic being explored is not clearly articulated.</p> <p>The rationale for exploring the topic is not explained.</p>
<b>Literature Review</b>	<p>The literature review contains a minimum of ten sources.</p> <p>Sources are woven together to form an accurate and in-depth narrative that describes the work being done in the field in the subject area.</p>	<p>The literature review contains a minimum of eight sources.</p> <p>Sources are woven together to form an accurate and a narrative that describes the work being done in the field in the subject area.</p>	<p>The literature review contains a minimum of seven sources.</p> <p>Sources are described, but not woven together to form a narrative that describes the work being done in the field in the subject area.</p>	<p>The literature review contains fewer than seven sources.</p> <p>Sources are minimally described, and are not woven together to form a narrative that describes the work being done in the field in the subject area.</p>
<b>Methodology</b>	<p>The methodology provides a clear and in-depth description of the methods used to enact the Action Research Project.</p> <p>An in-depth description of the</p>	<p>The methodology provides a clear description of the methods used to enact the Action Research Project.</p> <p>A clear description of the setting and</p>	<p>The methodology provides a limited description of the methods used to enact the Action Research Project.</p> <p>A limited description of the setting and</p>	<p>The methodology provides a vague or no description of the method used to enact the Action Research Project.</p> <p>No description of the setting and participants is included.</p>



	setting and participants is included.	participants is included.	participants is included.	
<b>Findings</b>	The data uncovered during the research is clearly presented in an in-depth manner.  A well-crafted narrative is included that describes the findings in-depth.	The data uncovered during the research is clearly presented manner.  A well-crafted narrative is included that describes the findings.	The data uncovered during the research is vaguely presented manner.  A narrative is included that describes the findings, but is vague and may lack clarity.	The data uncovered during the research is not presented.  A narrative is included, but is limited and lacks description and detail.
<b>Analysis</b>	The data is thoroughly and effectively analyzed.  Several examples are provided to demonstrate the conclusions of the analysis.	The data is clearly analyzed.  A few examples are provided to demonstrate the conclusions of the analysis.	The data is analyzed, but is limited in scope.  One example is provided to demonstrate the conclusions of the analysis.	The data is vaguely or not analyzed.  No examples are provided to demonstrate the conclusions of the analysis.
<b>Implications</b>	In-depth & comprehensive implications of the findings are explained.	Clear implications of the findings are explained.	Limited implications of the findings are explained.	No implications of the findings are explained.
<b>Reflections</b>	The author reflects upon the experience of enacting the Action Research in detail.  The author thoroughly reflects upon the findings and implications of his or her work.	The author reflects upon the experience of enacting the Action Research.  The author reflects upon the findings and implications of his or her work.	The author provides a limited reflection upon the experience of enacting the Action Research in detail.  The author provides a limited reflection upon the findings and implications of his or her work.	The author does not reflect upon the experience of enacting the Action Research in detail.  The author does not reflect upon the findings and implications of his or her work.
<b>References</b>	The reference section contains citations from all the resources utilized in the paper in correct APA formatting.	The reference section contains citations from all the resources utilized in the paper in correct APA formatting with 1-3 errors	The reference section contains citations from all the resources utilized in the paper in correct APA formatting with 3-5 errors.	The reference section contains citations from all the resources utilized in the paper in correct APA formatting with 5 or more errors.
<b>Writing Quality</b>	Individual analysis is comprehensive.  Very clearly organized and very well-written with no significant errors.	Individual analysis is clearly presented.  Clearly organized and well-written with few errors.	Individual analysis is incomplete.  Organization and errors detract from overall quality of writing.	Individual analysis is incomplete.  Disorganized and poorly written.