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

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Meeting Dates: March 17 – June 14
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 12 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.

TECHNICAL REQUIREMENTS:
To participate in this course, students will need the following resources:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox. Opera and Safari are not compatible with Blackboard;
- Consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of the course requirements.
- The following software plug-ins for Pcs and Macs respectively, available for free downloading by clicking on the link next to each plug-in:
  - Adobe Acrobat Reader: http://adobe.com/reader
  - Windows Media Player: http://windows.microsoft.com/en-us/windows/windows-media-player
  - Apple QuickTime Player: www.apple.com/quicktime/download/
- A headset microphone for use with the Blackboard Collaborate web conferencing tool

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.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will **start** on **Tuesdays**, and **finish** on **Mondays**.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which include viewing of all course materials, completing course activities and assignments, and participating in course discussions and group interactions.

- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students are expected to seek assistance if they are struggling with technical components of the course.
- **Technical Issues**: Students should expect that they could experience some technical difficulties at some point in the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Expect to log in to this course **at least 3 times a week** to read announcements, participate in the discussions, and work on course materials. Remember, this course is **not** self-paced. There are **specific deadlines** and **due dates** listed in the **CLASS SCHEDULE** section of this syllabus to which you are expected to adhere. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- **Advising:** If you would like to schedule a one-on-one meeting to discuss course requirements, content or other course-related issues, and you are unable to come to the Mason campus, we can meet via telephone or web conference. Send me an email to schedule your one-on-one session and include your preferred meeting method and suggested dates/times.
- **Netiquette:** Our goal is to be **collaborative**, not combative. Experience shows that even an innocent remark in the online environment can be misconstrued. I suggest that you always re-read your responses carefully before you post them to encourage others from taking them as personal attacks. **Be positive in your approach to others and diplomatic with your words.** I will do the same. Remember, you are not competing with each other but sharing information and learning from one another as well as from the instructor.

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

GMU polices and resources for students:
- Students must adhere to the guidelines of the George Mason University Honor
  Code [See http://oai.gmu.edu/the-mason-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/]

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.

GMU e-mail & web policy: Mason uses electronic mail 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 withdraws will be permitted.

Integrity of Work: FAST TRAIN students must adhere to the guidelines of the George Mason University Honor Code (http://oai.gmu.edu/the-mason-honor-code/). The principle of academic integrity is taken very seriously and violations are treated as such.

> *Violations of the Honor Code* include:
> 1. Copying a paper or part of a paper from another student (current or past);
> 2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
> 3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: https://owl.english.purdue.edu/owl/resource/589/02/

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.

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.*

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 withdraws 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://oria.gmu.edu/irbnet/ .

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 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 fail 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.

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 information 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	April 27
Plan of Action	10	2, 3, 4	April 13
Action Research Paper*	35	1, 2, 3, 4, 5, 6	June 3
Presentation of Action Research	20	5, 6	June 5

*Designated Performance Based Assessment

EDUC 626 Class Schedule

Module 1	*Introduction to Action Research* and *Ethics*
Dates	March 17 – March 23
Readings	• "Introduction to Action Research," Sagor (On Blackboard) • "Understanding Action Research," Mills, Chapter 1 • "Ethics," Mills, Chapter 2
Assignments due	1. Read syllabus and course schedule 2. Participate in discussion board 1 3. Post self introduction

Module 2	*Finding a Focus* **and** *Determining the Action Research Questions*
Dates	March 24 – March 30
Readings	• "Deciding on an Area of Focus," Mills, Chapter 3 (pages 41 – 46 and 60 -67) • "Generating Research Ideas Through Reflection," Hendricks, Chapter 2 • "Initial Planning of the Action Research Study," Hendricks, Chapter 4
Assignments due	1. Participate in discussion board 2 2. Select writing group partner(s)

Module 3	*Building a Data Collection Plan*
Dates	March 31 – April 6
Readings	• "Strategies for Collecting Data," Hendricks, Chapter 5 • "Data Collection Techniques," Mills, Chapter 4 • Data Collection Methods (online)
Assignments due	1. Participate in discussion board 3

Module 4	Final Planning Before Implementation of the Study
Dates	April 7 – April 13
Readings	• "Data Collection Considerations: Validity, Reliability, and Generalizability," Mills, Chapter 5 • "Final Planning Before Implementation of the Study," Hendricks, Chapter 6 (skim)
Assignments due	1. Participate in discussion board 4 2. Plan of Action **(due April 13)**

Module 5	Creating a Literature Review
Dates	April 14 – April 20
Readings	• "Connecting Theory and Action: Reviewing the Literature", Hendricks, Chapter 3 • How to write a literature review (online) • http://writingcenter.unc.edu/handouts/literature-reviews/ • "Deciding on an Area of Focus," Mills, Chapter 3 (pages 46 – 66) (skim)
Assignments due	1. Participate in discussion board 5

Module 6	Analyzing the Data
Dates	April 21 – April 27
Readings	• "Strategies for Data Analysis," Hendricks, Chapter 7 • "Data Analysis and Interpretation," Mills, Chapter 6
Assignments due	1. Participate in discussion board 2. Annotated bibliography **(due April 27)**

Module 7	*Turning Findings Into Action Plans*
Dates	April 28 – May 4
Readings	• "Action Planning for Educational Change," Mills, Chapter 7 • "Turning Findings Into Action Plans," Sagor, Chapter 9 (online)
Assignments due	1. Participate in discussion board 7

Module 8	*Reporting and Sharing Action Research*
Dates	May 5 – May 11
Readings	• "Writing Up Action Research," Mills, Chapter 8
Assignments due	1. Participate in discussion board 8

Module 9	*Reporting and Sharing Action Research, Part 2*
Dates	May 12 – May 18
Readings	• "Writing and Disseminating the Action Research Report," Hendricks, Chapter 8
Assignments due	1. Participate in discussion board 9

Module 10	*Action Research Papers*
Dates	May 19 – May 25
Readings	• None – writing week
Assignments due	1. Participate in discussion board 10 2. Individual conferences as needed

Module 11	*Action Research Papers*
Dates	May 26 – June 1
Readings	• None – writing week
Assignments due	1. Participate in discussion board 11 2. Individual conferences as needed

Module 12	*Self-Evaluation* **and** *Presentation of Action Research Projects*
Dates	June 2 – June 8
Readings	• None – writing week
Assignments due	1. Participate in discussion board 10 2. Action Research Paper (**due June 3)** 3. Presentation of Action Research (**due June 5**)

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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- 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.**

Action Research Paper Rubric

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

	setting and participants is included.	participants is included.	participants is included.	
Findings	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.
Analysis	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.
Implications	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.
Reflections	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.
References	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.
Writing Quality	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.