



## Fall for Education Conference 2019 | Action Research Information

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Learners seeking a masters degree will participate in four Educational Research Seminars throughout their program.

EDU 641 - Term 2 (1 credit)

EDU 642 - Term 3 (2 credits)

EDU 743 - Term 4 (1 credit)

EDU 744 - Term 5 (2 credits)

In these series of seminars, graduate learners will gain knowledge of the action research process and implement an action research study in the school setting. Learners will understand and experience all stages of the action research process. Learners will recognize the value of data in making decisions regarding PK-12 teaching and learning.

### **What is Educational Action Research?** (Adapted from R. Sagor, 2000)

Action disciplined process of inquiry conducted *by* and *for* those taking the action. The primary reason for engaging in action research is to assist the “actor” in improving and/or refining their actions.

Educational action research can be engaged in by a single teacher, by a group of colleagues who share an interest in a common problem, or by the entire faculty of a school. Whatever the scenario, action research always involves the same seven-step process. These seven steps, which become an endless cycle for the inquiring teacher, are the following:

1. Selecting a focus
2. Clarifying theories
3. Identifying research questions
4. Collecting data
5. Analyzing data
6. Reporting results
7. Taking informed action

### Action Research Checklist

This is a tool you and others who support you will utilize throughout your AR process.

Name:

LC:

Abstract	X	Guiding Questions
Reflects the purpose of the action research project		Does the abstract <u>hook the reader to read the entire article?</u>
Identifies the participants in the study		Does the abstract identify from whom the data was collected and how?
Describes the data collection		Does the abstract identify the results?
Describes the findings		Does the author abbreviate and utilize numbers whenever possible?
Discusses implications		
Written succinctly (APA of 120 150-250 words or less)		

<p><b>Refer to online Purdue Owl for APA</b></p> <ul style="list-style-type: none"> <li>• Abstract is on its own page.</li> <li>• Should be page number 2 in the header.</li> <li>• The word Abstract should appear at the top of the page, centered, and in upper and lowercase letters. Not bold font.</li> <li>• Type the abstract itself as a single paragraph without paragraph indentation.</li> </ul>		
<p><b>Chapter 1: Introduction</b></p>		<p><b>Guiding Questions</b></p>
<p>States why is the topic important. (Tell your story). <b>You may use first person narrative only in the Introduction and Discussion/Conclusion sections of your paper.</b></p>		<p>How effectively does the author introduce the issue, engage reader interest, and convince the reader that the issue is significant and problematic?</p>
<p>Defines and clarifies the problem. Defines your hypothesis.</p>		<p>Does the author convince the reader that a problem exists and that it is significant (worth solving) and solvable?</p>
<p><i>Brief</i> connection to the literature (include a few snippets from your lit review)</p>		<p>Is there a good element of uncertainty, risk, or challenge (as opposed to suggesting a foregone conclusion)?</p>
<p>Introduces research question(s)</p>		
<p>Refer to online Purdue Owl for APA</p> <ul style="list-style-type: none"> <li>• Introduce the problem/purpose of research</li> </ul>		<p>Is the writing style concise and direct?</p>

<ul style="list-style-type: none"> <li>● Explore importance of the problem</li> <li>● Describe relevant scholarship</li> </ul>		
<b>Chapter 2: Review of Literature</b>		<b>Guiding Questions</b>
Organizes writing around <b>themes (headings)</b> : Synthesizes and collapses existing research		Is the Literature Review clearly organized thematically?
Cites supportive <u>and</u> opposing literature		Does the Literature Review demonstrate the importance of this
<b>Minimum of 20 scholarly journal articles and books.</b>		author’s work to the existing body of knowledge?
Cites original sources. Use <b>Google Scholar</b> to find scholarly articles and books. Newspaper articles and magazine articles are not appropriate. <b>No secondary sources.</b>		Does the Literature Review demonstrate a deep and wide exploration of the topic?
Appropriately cites all direct quotes and ideas from other authors. <b>No more than 2 direct quotes for the entire paper.</b>		Does the Literature Review demonstrate both sides of the topic?
Cites primarily current sources (research from the past 5 years). If source is old but is the foundation/starting point/original source-then identify it as “foundational research”. (Ex: Bloom’s Taxonomy-by Benjamin Bloom, 1965)		Do the research questions logically flow from the statement of purpose? Are the questions appropriately focused? Is anything missing?

<p><b>Connect the research to your personal story. Please remember that your Literature Review is the justification for the method you used to answer your research question(s).</b></p>		
<p>Research questions stated clearly at the end of the review of literature (with clear transition)</p>		
<p><b>Chapter 3: Methodology</b></p>		<p><b>Guiding Questions</b></p>
<p><b>Participants</b></p>		<p>Are the methods for data collection well- chosen, sufficiently varied (triangulated) and impartial?</p>
<p>Identifies participants: Grade, Class.</p>		<p>Do the data collection methods provide answers to the research questions?</p>
<p>Describes the most important characteristics of the participants (EX: gender, age, race, disabilities, language usage)</p>		<p>Are other methods of data collection more appropriate?</p>
<p>Describes how the participants were selected (You're using a convenience sampling procedure because it is your classroom.). How many were invited to the study and how many accepted?</p>		<p>Are additional methods of data collection necessary?</p>
<p>Refer to online Purdue Owl for APA</p>		
<p><b>Procedure</b></p>		

Explains the “action” or intervention initiated in the workplace so that a reader can replicate the action; <b>Identify the steps in chronological order that you implemented for your study – Step 1, Step 2, Step 3, etc. Another teacher should be able to read your Procedure section and replicate your study.</b>		
Identifies <b>the timeline</b> of the action steps		
Refer to online Purdue Owl for APA		
<b>Research Methods</b>		
Describes the methods of data collection utilized to answer the research questions		
Justifies the methods selected		
If you are including them in your Appendix label those as you introduce them. (EX: the pre and post survey (see Appendix A)...) )		
<b>Chapter 4: Results</b>		<b>Guiding Questions</b>
Shares the significant findings from the research methods; <b>take each of the data collection tools used and share the results.</b>		Does the data analysis clearly show what the writer learned from his or her research/data collection?
Supplements the narrative with tables and figures when applicable		Are themes or clear-cut results identified? Does the author connect the data collection to the

Avoids personal interpretation – <b>do not give your opinion of the findings here.</b>		results? Are the results clear and easy to follow? Can tables or charts better report the results? Are there too many words or numbers in the narrative?
<i>Statistics</i>		
Includes sufficient statistics		
<i>Tables and Figures (if applicable)</i>		
Clear and efficient: -Table includes a brief & clear title Table 1 -Please refer to the online APA Purdue Owl site for proper formatting.		
Attracts readers attention		
Tells reader what to look for in the table/figure		
Avoids repeating data from the narrative		

Only include in body of paper if they aid in the sharing of results; tables and figures should not distract the reader		
<b>Chapter 5: Discussion</b>		<b>Guiding Questions</b>
<b>Open with a <i>clear statement</i> supporting or non-supporting the original hypothesis</b>		Does the author support conclusions from the study with examples from the data? Are all the data discussed?
Evaluates and interprets the results		

Identifies the “unique” elements of the results in comparison to other studies		Is the discussion clear and easy to follow? Do the limitations seriously undermine results? If so, is there an alternative method of data collection?
<i>Limitations</i>		
Brings forth unavoidable limitations that may have affected the study’s results		

<b>Conclusion &amp; Implications</b>		<b>Guiding Questions</b>
<b>Answers the research questions</b>		Are all of the research questions answered?
Describes how the classroom/workplace has changed as a result of the study?		Does the conclusion bring a sense of completeness and closure to the article?
Describes how the author has influenced the environment beyond the classroom?		Does the Action Plan flow from the Results and Discussion?
States the significance of the study?		Is the reader unsure about why the specific actions are proposed?
<i>Action Plan</i>		Do the benefits of the Action Plan outweigh the costs? Is it clear who will pay the costs and who will get the benefits?
Describes what will be done differently in the future? What’s next?		What might be the gut reaction of an average

		decision-maker to the author's proposal?
<b>References</b>		<b>Guiding Questions</b>
<p>Uses depth and a variety of sources: primary sources, current sources from scholarly journals and books. You can find these references in Google Scholar.</p> <p><b>Minimum of 20 scholarly references. No secondary sources.</b></p> <p>Please refer to the online APA Purdue Owl site for proper referencing.</p>		<p>Are references in correct APA format?</p> <p>Does the number of references indicate credibility?</p> <p>Are references varied in format, such as books, journals, etc.?</p> <p>Are references from primary sources?</p> <p>Are references primarily current sources?</p> <p>Do you cite the experts?</p>

<b>Formatting</b>	Yes	No
The journal article is double-spaced with 1 inch margins all the way around		
The header is 1 inch from the top		
The article is typed in a <b>12 - point font as a Word document</b> . The entire text is produced in <b>Arial or Times New Roman font</b> . (Exceptions made only for tables and figures produced by different technology) .		
The journal article, including quotations and references, is <b>double spaced</b> .		
The text is left-justified.		

<b>Charts, tables, figures, appendices, references, and all other pages conform to the required APA regulations.</b>		
All pages are numbered in sequence, starting with the title page and are in the same font as the rest of the text.		
Header information Title page header includes - Running head: TITLE OF YOUR PAPER 1  After the Title page, all other pages include – TITLE OF YOUR PAPER page number		

### **Helpful Information for Completing the UW-L IRB process (Revised July 2019)**

**Note:** This is the process for UW-L, not individual school districts. Students must also comply with the specific requirements outlined by their school district. Most school districts have clear guidelines, different from UW-L, for the content and format of what must be submitted.

#### ***Required Documents***

The following documents must be included when submitting to the UW-L IRB (and in the following order):

- 1. Attachment A**
- 2. Narrative Statement (including purpose of your study, your hypothesis, and mentioning all data collection tools)**
- 3. Informed Consent (and Student Assent, if applicable)**
- 4. District approval**
- 5. IRB Tutorial Completion Certificate**
- 6. Data Collection Tools**

## **Submission Process**

Due to Federal requirements the UW-L Research and Sponsored Programs Office is responsible for maintaining the complete record of all protocols and their disposition. Dr. Pat Markos is the designated IRB member from the Institute for Professional Studies in Education (IPSE) who will review and approve protocols. The Research and Sponsored Programs Office requests the following steps:

Submitting IRB materials to the IRB office:

Electronic delivery: **All protocols must be submitted electrically as one continuous PDF document to:** [irb@uwlax.edu](mailto:irb@uwlax.edu) and [pmarkos@uwlax.edu](mailto:pmarkos@uwlax.edu) .

Place your name, Green Bay 1, and instructors name in the subject line (i.e., Jones – Green Bay 1 – Beaman/Sullivan).

### **The Actual Journey.....**

**Step 1:** Begin by going to

<https://www.uwlax.edu/grants/human-subjects-review-institutional-review-board-irb/> .

This is a website organized by UW-L Graduate Studies for completing the IRB process. At this website there is a heading titled *Help With Human Subject Review* where most of the information or items referenced below can be found.

**Step 2:** District Approval Documentation

Once you have formulated an action research proposal, you need approval from the organization where you are employed (e.g., school district). This statement of approval for your proposal could be a letter on letterhead or an email from the school/district administrator. A letter or email must be scanned as part of your protocol submission.

Some organizations (e.g., school districts) require review by their own IRB committees since the research will be conducted within their organization. In addition, some organizations' IRB committees require approval from UW-L prior to their review. In such cases, the protocol should be submitted to the UW-L IRB first. This will result in the UW-L IRB granting approval "pending district approval."

If your organization has an internal IRB process, be sure to review those requirements. Often the content and format are much different than those required by the UW-L IRB office.



For detailed guidelines for informed consent, refer to *A Researcher's Guide for Submission of Protocols* and review the *Informed Consent Guidelines*. The following is a quick glance at what is required:

*Parent Consent:* You must acquire signed parental consent for any student under 18.

*Student Assent:* If a student is 11 years of age or older, you must acquire his or her *signed* assent. If a student is under 11 years of age, you must obtain his or her *oral* assent.

We will share sample forms with you.

Tips for the Consent and Assent Forms:

- If you are working with students under 18, the parent or legal guardian must receive a copy of their signed consent form AND their child's assent form.
- When including contact information on the consent form, it is optional to include an email address, but you *must* include a phone number.
- A parent consent and a student assent can be on the same page; however, they need separate consent/assent statements.
- Be sure to fully explain exactly what the participant will be doing with any of the data collection materials.
- Consent/assent forms should be on letterhead. Check with your organization to see whether they require it to be letterhead from that particular organization or UW-La Crosse letterhead (which facilitators can provide you with if necessary).

### **Sample Narrative Statement** (Revised November 2017)

Title of project: The Effects of Guided Reading on First Graders' Use of Reading Strategies and Overall Reading Achievement

1. The **objective** of this study is to observe how using small guided reading groups will affect first grade students' use of reading strategies and overall reading achievement. I will be collecting data during the 2006-2007 school year, from approximately September 2006 to June 2007. **The hypothesis of this study is: (Include your hypothesis).** The first grade students will participate in various assessments throughout the year. **Data**

**collection tools include** letter identification tests, word tests, Concepts about Print tests, running records, anecdotal records, student interviews, and informal observations. The students will be placed in small, flexible guided reading groups for reading instruction. In these groups, the first graders will read “just right” books (books at their reading level), be introduced to various reading strategies, and participate in a variety of extension activities with the support of the teacher.

2. The participants involved in the research include eighteen first grade children, ages six and seven. Eleven girls and seven boys, attending Lincoln Elementary School in Cudahy, Wisconsin will participate in the research project. The race of the participants is predominately white, with two African Americans, three Hispanics, and one Asian. The participants are in generally good health, physically and mentally. (Can have general demographics of the school population instead of specific classroom.) The students were selected due to their age and participation in the researcher’s classroom.

3. The children participating in my research project are currently in my first grade classroom. The children are necessary to the research project, because I am trying to determine how guided reading instruction affects first graders’ use of reading strategies and overall reading achievement.

4. An informed consent form will be drafted and sent home to the participants’ parents/guardians in September 2006. The form will state that I am doing a research project on guided reading and its effects on first graders’ use of reading strategies and overall reading achievement. The parents/guardians will have to sign off that they have read the information and give consent for their child to participate in the research. The parents/guardians will send the form back to Lincoln Elementary School after they have read and signed it. The children and researcher complete the assent form.

***Parent Consent: You must acquire signed parental consent for any student under 18.***

***Student Assent: If a student is 11 years of age or older, you must acquire his or her signed assent. If a student is under 11 years of age, you must obtain his or her oral assent.***

***If parents/guardians do not give consent, their child’s work will not be included in the research results. Please delete this message before you submit your protocol.***

5. The names of the participants will not be used in the action research project. All information will be kept confidential through the use of number codes. The participants’

data will not be linked to personally identifiable information. The researcher will have access to participants' names, however, in assessing students' reading abilities, reading levels, use of reading strategies, and overall reading achievement.

6. Students will not be at risk of any personal harm, and will not be greatly inconvenienced, since the study will occur during the normal class time allotted in the school day. Data collection related specifically to the study is anticipated to take 6 weeks.

7. Parents and students will be notified that students may withdraw from the study at any time during the study without fear of retribution. Because this study will measure the effectiveness of typical instructional practices, no additional procedures will be necessary to minimize risk.

8. The students may benefit from guided reading by developing and using various reading strategies and skills needed to read increasingly difficult texts. Participating in guided reading may also help the students become better readers and increase the students' overall reading achievement. The first grade students may receive additional support in the area of reading, which will better prepare them for second grade. The researcher will also use the research results to improve and adapt her reading instruction and teaching strategies.