

**Sistema Universitario Ana G. Méndez**  
**Florida Campuses**  
**School for Professional Studies**  
**Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**EDUC 617/EDUG 535**

**Classroom Research Methods**  
**Action Research Evaluation**

**(This course requires that Faculty and Students have a current IRB Certification)**

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## Study Guide

<b>Course Title</b>	Classroom Research Methods
<b>Code</b>	EDUC 617 UT/EDUG 535
<b>Time Length</b>	Twelve Weeks
<b>Prerequisite</b>	EDUC 600 UT

### Description

Research course where students will apply theoretical knowledge as well as practical skills acquired through out the program of study and their experience in the educational scene in order to improve it. The student will develop a project that contributes to the development or enhancement of the educational system at the classroom, school or district level. Students will understand that Action Research is the practice by which educators attempt to study their problems scientifically in order to guide, correct, and evaluate their decisions and actions. This course requires 12 weeks of internship in a school setting. All students are required to complete 20 hours per week for 12 weeks for a total of 240 hours.

**\*This course requires a current IRB Certification (facilitator and students).**

### General Objectives

At the end of this course, students will be able to:

1. Analyze and to identify educational problems through a systematic study of the necessities of an educational scene.
2. Assume a interdisciplinary approach that fosters the reflection of new practices to educational problems
3. Apply scientific and pragmatic solutions to the educational problems.
4. Integrate the varied knowledge, skills and attitudes acquired and developed during educational experiences of the program
5. Identify a research question in an educational scene.
6. Carry out an investigation that presents/displays alternatives to solve a problem by creating an innovating project according to the particular case/project presented by the student.

## **Texts and Resources**

Holly, M., Arhar, J., & Kasten, W. (2008). *Action research for teachers: Traveling the Yellow Brick Road* (3<sup>rd</sup> ed.). Prentice Hall.

Mills, G. (2006). *Action research: A guide for the teacher researcher* (3<sup>rd</sup> ed.). New Jersey: Pearson.

Tomal, D. (2003). *Action research for educators*. Maryland: Rowman & Littlefield Education.

## **References and Supplementary Materials**

Donahue, Z., Cole, A., Earl, L., & Hookey, M. (1998). Some research design issues in action research. In DeLong, J., & Wideman, R. (Eds.). *Action research: School improvement through research-based professionalism* (pp. 86-88). Mississauga, ON: Ontario Public School Teachers' Federation.

Hannay, L. (n.d.). Getting started. In Halsall, N. D., & Hossack, L. A. (Eds.), *Act, reflect, revise: Revitalize* (pp. 72-74). Mississauga, ON: Ontario Public School Teachers' Federation.

MacAskill, E. (1998). Getting started. In DeLong, J., & Wideman, R. (Eds.), *Action research: School improvement through research-based professionalism* (pp. 16-17). Mississauga, ON: Ontario Public School Teachers' Federation.

McNiff, J. (1991). *Action research: Principles and practice*. London: Routledge. Chapter 6

McNiff, J. (1998). *Action research for professional development: Concise advice for new action researchers*. Mississauga, ON: Ontario Public School Teachers' Federation.

McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. London: Routledge. Pages 34-35.

McNiff, J., Lomax, P., & Whitehead, J. (1996). *You and your action research project*. London: Routledge. Chapter 4

Russell, T. (undated). *Action research: Who? Why? How? So what?* (See Workshop 1).

## **Evaluation**

If you are enrolled in EDUC 617 (UT), you will receive a Pass or Fail grade in this class. In order to pass this class you must finish with an average of B or higher.

If you are enrolled in EDUG 535 (UNE), you will receive grades. You must receive a B or higher to pass this class.

<b>Content Criteria</b>	<b>Punctuation</b>	<b>Percentage</b>
Class participation	50	10
Homework	50	10
Quizzes	50	10
Action Research Manuscript	100	20
Critical analysis	50	10
Portfolio	50	10
Oral Presentation on Data Collection Methodology	50	10
<b>Language Criteria</b>		
Poster session	50	10
Essay	50	10
<b>Total</b>	<b>500</b>	<b>100</b>

**Class Participation:** Class participation is mandatory. Students should come to class properly prepared to discuss workshop topics, and contribute and participate in class actively (See **Appendix K**).

**Homework:** The students will be receiving a grade for homework completion during each workshop.

**Quizzes:** The students are going to be evaluated with short quizzes during workshops two, four and six.

**Action Research Manuscript:** The written report should include the question, a description of the data collection methods, a summary of the data, and conclusions

about improvements in the quality of student learning. The final section of your paper should reflect upon the process of action research, its impact upon your classroom practice, and your views of teaching. Due Date: is going to be during workshop 8 (**Appendix I**).

**Critical analysis:** During workshops one, two, three, four, five, six and seven the students are going to bring a critical analysis about a journal related to their action research topic. The critical analysis will be one page long and must follow the APA guidelines in reference to citation.

**Portfolio:** The students must include all the assignments, essay, critical analysis and action research manuscript. The portfolio must be completed by workshop eight and will include all the following **Appendixes: O, P, Q, R, S, and T.**

**Oral Presentation on Data Collection Methodology:** The students will be presenting the Data Collection Procedure (Methodology) orally using a diagram during workshop four (see **Appendix C**).

**Poster Session:** The students will present the results of their action research to a group of peers and/or a broader audience during workshop 8. For advice on preparing and presenting a poster either consult with your facilitator or refer to the **Appendix A** "How to Present a Poster Session"

**Essay:** During workshop seven the students will be writing a two page essay in English explaining why educators use action research as the attempt to study their problems scientifically. The students must follow the latest APA guidelines. (See **Appendix W** for rubric).

## Description of Course Policies

1. This course follows the Sistema Universitario Ana G. Méndez Discipline-Based Dual Language Immersion Model® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in English and Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified. The language used in the workshops will alternate to insure that 50% of the course will be conducted in English and 50% in Spanish. To maintain this balance, the course module may specify that both languages will be used during the fifth workshop, dividing that workshop's time and activities between the two languages. If students have difficulty with asking a question in the target language in which the activity is being conducted, students may choose to use their preferred language for that particular question. However, the facilitator must answer in the language assigned for that particular day. This should only be an exception as it is important for students to use the assigned language. The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated format and requires that students prepare in advance for each workshop according to the course module. Each workshop requires an average ten hours of preparation but could require more.
3. Attendance at all class sessions is mandatory. A student that is absent to a workshop must present the facilitator a reasonable excuse. The facilitator will evaluate if the absence is justified and decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.  
Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and make-up work.
4. If a student is absent to more than one workshop the facilitator will have the following options:

- a. If a student misses two workshops, the facilitator may lower one grade based on the students existing grade.
  - b. If the student misses three workshops, the facilitator may lower two grades based on the students existing grade.
5. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
6. In cooperative activities the group will be assessed for their final work. However, each member will have to collaborate to assure the success of the group and the assessment will be done collectively as well as individually.
7. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own (**see Academic Honesty Policy**).
8. If the Facilitator makes changes to the study guide, such changes should be discussed with and given to students in writing at the beginning of the first workshop.
9. The facilitator will establish a means of contacting students by providing an email address, phone number, hours to be contacted and days.
10. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
11. Children or family members that are not registered in the course are not allowed to the classrooms.
12. All students are subject to the policies regarding behavior in the university community established by the institution and in this course.

**Note: If for any reason you cannot access the URL's presented in the module, do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:**

- [www.google.com](http://www.google.com)
- [www.altavista.com](http://www.altavista.com)
- [www.ask.com](http://www.ask.com)
- [www.excite.com](http://www.excite.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.telemundo.yahoo.com](http://www.telemundo.yahoo.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)

**The facilitator may make changes or add additional web resources if deemed necessary.**

## Teaching Philosophy and Methodology

This course is grounded in the learning theory of Constructivism. Constructivism is a philosophy of learning founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live.

Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences. As teachers, our focus is on making connections between facts and fostering new understanding in students. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret and predict information. There are several guiding principles of constructivism:

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding wholes as well as parts. And parts must be understood in the context of wholes. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is to make the assessment part of the learning process, ensuring it provides students with information on the quality of their learning.
5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## Workshop One

### Specific Objectives

At the end of this workshop, the student:

1. Define action research and identify reasons to carry it out.
2. Discuss frequently asked questions on the process and the project overview.
3. Identify and discuss the first two steps of action research.
4. Work on focusing their inquiry and formulating their question.

### Language Objectives:

1. Read and analyze various types of information to determine reading comprehension.
2. Determine the main idea and identify relevant details in a variety of types of written materials.
3. Express themselves orally using English as the language of communication with correct pronunciation, grammar, syntax, verb usage and vocabulary.

### Electronic Links (URLs)

Action Research

<http://www.k12.hi.us/~atr/evaluation/glossary.htm>

<http://reach.ucf.edu/~CENTRAL/Action%20Research/overview/index.html>

<http://www.crede.org/tools/glossary.html>

<http://www.nde.state.ne.us/READ/Framework/glossary/assessment.html>

<http://www.sachru.sa.gov.au/pew/glossary.htm>

[http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research)

<http://www.scu.edu.au/schools/gcm/ar/art/arthesis.html>

<http://educ.queensu.ca/~ar/guide.htm>

<http://www.ncsu.edu/meridian/2000wint/downloads/action.pdf> (ADOBE ACROBAT needed)

<http://reach.ucf.edu/~CENTRAL/Action%20Research/process/index.html>

[http://www.sitesupport.org/actionresearch/ses2\\_act2\\_pag1.shtml](http://www.sitesupport.org/actionresearch/ses2_act2_pag1.shtml)

<http://www.jeanmcniff.com/booklet1.html>

Focusing Inquiry and Formulating Questions

<http://72.14.207.104/search?q=cache:ipqnWO3kwNwJ:www.wisr.edu/publicationfiles/overviewofaction-research.doc+Focusing+Inquiry+and+Formulating+Questions+in+Action+Research&hl=en&start=14>

### **Assignments before Workshop One**

1. Find three written definitions of Action Research. Be sure to cite your sources. Write your own definition of action research and why you would like to do it.
2. Read the selection Action Research: Who? Why? How? So What? (See Appendix V) and summarize it using a circular map.
3. Explain the three challenges (community, human literacy and lifelong learning transformation) that face educators at all levels using a diagram.
4. Define action research using a visual or drawing.
5. Identify the action research steps.
6. Using a Venn diagram to compare and contrast basic research with applied research.
7. Research and identify one possible topic for an action research investigation.
8. Choose one critical analysis about the action research topic.
9. Each student must complete the IRB certification. To access the forms from the IRB Office or for additional information, visit the following link:  
[http://www.suagm.edu/ac\\_aa\\_re\\_ofi\\_comites\\_irbnet.asp](http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp). Additional information related to IRB processes is available here:  
<http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>.

## Activities

1. The professor will introduce the class using an ice breaking activity. Instruct participants to take two items from their purses, wallets or pockets. When introducing themselves to the group, they should use whatever they took out to help describe themselves in at least two ways.
2. Video Action Research News <http://www.youtube.com/watch?v=soz-kqRhziY>.
3. The students will be presenting their action research visual.
4. Place students in groups of 3 to 4 students and have them share the meanings they found for action research. Ask them to write a group definition of action research. Ask them to write their definition in easel pad paper.
5. The students will be divided in pairs and each pair will present a step of the action research project using a song.
6. The students will compare and contrast basic research with applied research using Venn diagrams.
7. The students will be divided in four groups and each group will be in charge of presenting the reading selection: Action Research: Who? Why? How? So What? using diagrams (See Appendix U).
8. Discussion of the overview of the assignment: The document is provided as an outline in **Appendix W**. Facilitator will discuss the general view. Then discussion of each step should be carried out through out the rest of the workshops.
9. Students work on **Appendix B** that has a worksheet for step 1 and 2.  
Have students complete the worksheet and then share their answers. As they do this, the facilitator should explain any doubts or questions that may arise. (This exercise might be discussed in the next workshop).
10. The facilitator will provide each student with a poster paper and markers. The students will write a topic for the action research and the facilitator will approve the topic.
11. Discuss assignments for next workshop: For next workshop, students divide into groups and each group will be assigned one or two data collection methods/strategies to present on during the second workshop. Topics can be assigned individually. Depending on the size of the group and/or the type of research students want to carry out, the facilitator may select some of the following or discuss them all: (Oral Presentation Rubric available in **Appendix C**).

- a. Experiencing through Direct Observation - participant Observation, field notes, anecdotal notes, check lists, and journals.
  - b. Enquiring – Interviewing, focus groups, individual interviews, structured interviews, and group interviews, surveys, questionnaires and attitude scales.
  - c. Examining - archival documents, records, testing, and journals, maps, videotapes, audiotapes, photographs, films and artifacts
12. Students must bring to class the IRB certification document. The facilitator is responsible to ensure that every student successfully met all requirements to complete the IRB certification.

**Assessment:**

1. Learning diary: explain the importance of performing action research among educators.
2. Poster rubric (Appendix J).
3. Class participation rubric (Appendix K).
4. Written report rubric (Appendix V).

## Workshop Two

### Specific Objectives

At the end of this workshop, the student:

1. Carry out a preliminary literature review of their topic.
2. Discuss different methods to collect data.
3. Discuss ethical issues in action research.

### Language Objectives:

1. Read and analyze various types of information to determine reading comprehension.
2. Determine the main idea and identify relevant details in a variety of types of written materials.
3. Express themselves orally using English as the language of communication with correct pronunciation, grammar, syntax, verb usage and vocabulary.

### Electronic Links (URLs)

Literature review

<http://www.scre.ac.uk/spotlight/spotlight67.html>

<http://www.scre.ac.uk/spotlight/spotlight71.html>

<http://www2.fhs.usyd.edu.au/arow/arer/005.htm>

<http://owl.english.purdue.edu/owl/resource/667/01/>

Ethical Issues in Action Research

[http://www.aera.net/uploadedFiles/Publications/Journals/Educational\\_Researcher/3607/10EDR07\\_401-407.pdf](http://www.aera.net/uploadedFiles/Publications/Journals/Educational_Researcher/3607/10EDR07_401-407.pdf)

<http://www.ncbi.nlm.nih.gov/pubmed/15355529>

[http://www.resmind.swap.ac.uk/content/05\\_in\\_context/in\\_context\\_08.htm](http://www.resmind.swap.ac.uk/content/05_in_context/in_context_08.htm)

<http://web.acc.qcc.cuny.edu/SocialSciences/ppecorino/Profession-Education-ethical-issues.html>

<http://www.scre.ac.uk/spotlight/spotlight49.html>

<http://www.blackwell-synergy.com/links/doi/10.1111/j.1471-6712.2004.00277.x/abs/?cookieSet=1>

### Assignments before Workshop Two

1. Complete worksheets from Workshop 1 and come ready to discuss them if they were not discussed during Workshop 1.
2. Read **Appendix D**: The Literature Review and come ready for discussion.
3. Define literature review process using a diagram.
4. Using a circular map identify some ethical issues in action research.
5. Start looking into different sources that you may be able to use on your topic. Your paper should have at least 5 sources (Preliminary Literature review).
6. Write one page critical analysis about a journal article related to your topic.
7. Students will find information of one or two data collection techniques. See **Appendix E** for Data Collection and Ethical Issues (Information and Worksheet).
8. You should be working with your portfolio (see Appendixes O to T).

### Activities

1. The facilitator will start the class with a short review.
2. The students will identify some ethical issues in action research using a drawing. The facilitator will discuss ethical concerns. The **Appendix E** will be use as discussion point.
3. The students will present their questions and focus from Workshop one.
4. Watch the Video: The Involving Literature Review  
<http://www.youtube.com/watch?v=xO8ZJROKtB4>
5. Have a socialized discussion on the literature review. Discuss questions and doubts students may have after reading **Appendix D**.
6. Have students mention the areas they need to review. Ask them to mention two main categories or topics for their literature review. Direct them to comprehend that these might very well be the areas where they need to carry out their literature review.
7. Students present on the different data collection strategies or techniques they studied. This can be carried out in groups or individually.
8. The students will be divided into groups and each group will design a brochure about the literature review process.

9. The students will be presenting their topic critical analysis.
10. Have students complete the worksheet available in **Appendix E**.
11. Before leaving, make sure students have decided what their data collection strategy or strategies will be as well as have a letter of consent drafted and schedule a 10 to 15 minute conference with each student for the next workshop.
12. Discuss assignments for Workshop three.
13. Hand in the short test.

**Assessment:**

1. Learning diary: explain the importance of following the ethical issues in action research.
2. Class participation rubric (Appendix K).
3. Oral presentation rubric (Appendix C).
4. Written report rubric (Appendix V).

## Workshop Three

### Specific Objectives

At the end of this workshop, the student:

1. Carry out individual meetings with facilitator as scheduled.
2. Work on literature review and data collection techniques.
3. Identified thinkers of action research.

### Language Objectives:

1. Express their ideas in spoken English effectively using graphic organizers.
2. Develop ideas to solve problems in an effective way.
3. Summarize main ideas using correct grammar and spelling in English after reading a selection.
4. Use cooperative learning strategies to analyze and discuss a topic.
5. Use the reading process effectively.

### Electronic Links (URLs)

#### *Literature Review*

<http://www.youtube.com/watch?v=6Pir8Req--Q>

<http://library.ucsc.edu/ref/howto/literaturereview.html>

<http://www.library.ncat.edu/ref/guides/literaturereview03.htm>

<http://www.wisc.edu/writing/Handbook/ReviewofLiterature.html>

#### **Literature review for educational research**

[http://www.red-ink.ch/events\\_materials/ic01/zellweger/10324-05\\_Maxwell\\_p28-31.pdf](http://www.red-ink.ch/events_materials/ic01/zellweger/10324-05_Maxwell_p28-31.pdf)

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED414255&\\_ERICExtSearch\\_SearchType\\_0=no&accno=ED414255](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED414255&_ERICExtSearch_SearchType_0=no&accno=ED414255)

#### **Literature review for action research**

<http://cadres.pepperdine.edu/ar/c9/Burker/ar-personal-lit-review.html>

<http://www.ingentaconnect.com/content/routledg/reac/1999/00000007/00000001/art00006>

John Dewey

<http://www.oise.utoronto.ca/research/edu20/moments/1935dewey.html>

Kurt Lewin

<http://www.infed.org/thinkers/et-lewin.htm>

### **Assignments before Workshop Three**

1. Work on literature review section of your paper. Be prepared to bring to the facilitator so as to discuss your progress.
2. Bring in to the individual meeting the data collection section of your work as well.
3. Write one page critical analysis about the action research topic.
4. Design a visual diagram explaining the tools of data collection: observing, interviewing and examining documents and other data sources.
5. Using a circular map identifying the contributions of John Dewey, Kurt Lewin, Joseph Schwab and John Elliot to action research.
6. Start the implementation stage, if ready
7. You should be working with your portfolio (see Appendixes O to T).

### **Activities**

1. The facilitator will start the class with a short review.
2. Introduction activity: define literature review.
3. Facilitator must return the Inquiry and Question Paper handed with comments.
4. Facilitator and students will carry out individual meetings. (Discuss strategies, literature review, doubts or questions.)
5. Watch the video: [http://www.youtube.com/watch?v=WiG5O\\_bx6Xw](http://www.youtube.com/watch?v=WiG5O_bx6Xw). Open discussion.
6. Each student will present to the facilitator a diagram explaining the tools of data collection: observing, interviewing and examining documents and other data sources.
7. The student will discuss with the facilitator the contributions of John Dewey, Kurt Lewin, Joseph Schwab and John Elliot to action research.
8. The facilitator will discuss the assignments for the next workshop.

### **Assessment**

1. Learning diary: explain the importance of using proper data collection techniques during your action research.
2. Make a drawing of your literature review process.
3. Oral presentation rubric (Appendix C).

4. Class participation rubric (Appendix K).
5. Written report rubric (Appendix V).

## Workshop Four

### Specific Objectives

At the end of this workshop, the student will:

1. Discuss data analysis procedures.
2. Implement their action research.

### Language Objectives:

At the end of Workshop One, students will:

1. Use the reading process effectively.
2. Write an expository essay using appropriate vocabulary, grammar, and style after reading and analyzing a research-based article.
3. Analyze and discuss a topic using cooperative learning strategies.

### Electronic Links (URLs)

Data Analysis in Action Research

<http://www.accessexcellence.org/LC/TL/AR/>

<http://www.edu.pe.ca/southernkings/techanalysis.htm>

<http://www.broward.k12.fl.us/hrd/actionresearchstudies/dataanalysis/index.htm>

Data Analysis Resources

<http://home.ubalt.edu/ntsbarsh/stat-data/Topics.htm>

<http://my.execpc.com/~helberg/pitfalls/>

Tutorial

<http://www.icpsr.umich.edu/ICPSR/help/newuser.html#01>

<http://hsc.uwe.ac.uk/dataanalysis/>

[http://ab-initio.mit.edu/wiki/index.php/MPB\\_Data\\_Analysis\\_Tutorial](http://ab-initio.mit.edu/wiki/index.php/MPB_Data_Analysis_Tutorial)

Adding and using the Analysis Toolpak in MS Excel 2007

<http://office.microsoft.com/en-us/excel/HP100215691033.aspx>

<http://office.microsoft.com/en-us/excel/HP100908421033.aspx?pid=CH100648511033>

Implementing Action Research

[http://www.fielding.edu/research/ar\\_papers/Hernandez-Tutop.pdf](http://www.fielding.edu/research/ar_papers/Hernandez-Tutop.pdf)

<http://www.web.net/~robrien/papers/initial.html>

[http://en.wikipedia.org/wiki/Participatory\\_action\\_research](http://en.wikipedia.org/wiki/Participatory_action_research)

### Assignments before Workshop Four

1. Complete the data collection paper and letter of consent being used as well as final draft of literature review (3 to 5 pages) (see **Appendix W**).
2. Find information about data analysis procedures. List all procedures and bring them to class.
3. Complete a timeline of the analyzed data.

<b>Week</b>	<b>activity</b>	<b>Data collection strategy</b>	<b>Analysis</b>
1.			
2.			

4. Define the following patterns in data: frequencies, times, spaces, interactions, causes, effects, conditions and speeds.
5. Oral presentations of the data collection procedure (methodology) using a visual diagram.
6. Start implementing the Action Research. Additional information will be offered by the facilitator.
7. Find a journal article related to an of action research topic and perform a critical analysis. Use APA style for references.
8. You should be working with your portfolio (see Appendixes O to T).

**Activities**

1. The facilitator will start the class with a short review.
2. The students will be presenting their definitions.
3. Students will hand in their data collection papers and letters of consent.
4. Student will also hand in also the literature review.
5. Discussion of data analysis procedures based on the Appendix X: Step 5. Analyzing and interpreting the data.
6. The students will be presenting their definitions using a drawing. The facilitator will provide paper and markers to the students.
7. The students will be conducting oral presentations of their methodology using diagrams.

8. Video: Data analysis graphs for presentations  
[http://www.metacafe.com/watch/903887/data\\_analysis\\_graphs\\_for\\_presentations\\_graphwise/](http://www.metacafe.com/watch/903887/data_analysis_graphs_for_presentations_graphwise/)
9. The facilitator will schedule individual meetings before leaving. See Workshop five for schedule.
10. The facilitator will discuss the assignments before the workshop.

**Assessment:**

1. Fill in the blank quiz about material discuss in workshops three and four.
2. Learning diary: explain the relevance of implementing action research in education.
3. Oral presentation rubric.
4. Class participation rubric.
5. Written report rubric.

## Workshop Five

### Specific Objectives

At the end of this workshop, the student:

1. Carry out individual meetings with facilitator as scheduled.

### Language Objectives:

1. Read and analyze various types of information to determine reading comprehension.
2. Determine the main idea and identify relevant details in a variety of types of written materials.
3. Express themselves orally using English as the language of communication with correct pronunciation, grammar, syntax, verb usage and vocabulary.

### Electronic Links (URLs)

Implementing Action Research

<http://www.web.net/~robrien/papers/initial.html>

<http://pubs.aged.tamu.edu/jae/pdf/Vol35/35-03-23.pdf>

[http://www.fielding.edu/research/ar\\_papers/Hernandez-Tutop.pdf](http://www.fielding.edu/research/ar_papers/Hernandez-Tutop.pdf)

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ764516&\\_ERICExtSearch\\_SearchType\\_0=no&accno=EJ764516](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ764516&_ERICExtSearch_SearchType_0=no&accno=EJ764516)

<http://www.ncbi.nlm.nih.gov/pubmed/12139648>

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=EJ561996&\\_ERICExtSearch\\_SearchType\\_0=no&accno=EJ561996](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ561996&_ERICExtSearch_SearchType_0=no&accno=EJ561996)

### Assignments before Workshop Five

1. Implement Action Research.
2. Find information about the ways to write the action research: free writing, proposal writing or narrative writing. Summarize these terms and be prepared to discuss them in class.
3. Start writing Data Analysis paper.
4. Write a one page critical analysis about the action research topic.
5. Review any feedback the facilitator has provided and make proper corrections to the document.

**Activities**

1. The facilitator will start the class with a short review.
2. Introduction activity: the students will talk about a negative experience during their action research.
3. Presentation of critical analysis using drawings.
4. The facilitator must return, with feedback, literature review and data collection papers.
5. The students will present the ways to write the action research: free writing, proposal writing or narrative writing.
6. This discussion will turn into more individualized meetings between student and facilitator, and even among students as they share their findings.
7. Video: Writing Research Papers  
<http://www.youtube.com/watch?v=c43vCtTLLs&feature=related>
8. Schedule another 15 minute conference with students as they embark on this task. See the table below.
9. The facilitator will discuss the assignments for the next workshop.

Individual Conference Scheduler

Time (15 minute interval)	Student
<i>Example: 6:00-6:15</i>	<i>John Doe</i>

## **Assessment**

1. Learning diary: explain the benefits of proposal writing.
2. Written report rubric.
3. Oral presentation rubric.
4. Class participation rubric.

## Workshop Six

### Specific Objectives

At the end of this workshop, the student:

1. Read on the parts in your paper.
2. Identify and share research progress.
3. Discuss Poster Session section of the research.

### Language Objectives:

1. Read and analyze various types of information to determine reading comprehension.
2. Determine the main idea and identify relevant details in a variety of types of written materials.
3. Express themselves orally using English as the language of communication with correct pronunciation, grammar, syntax, verb usage and vocabulary.

### Electronic Links (URLs)

Action Research

<http://www.emtech.net/actionresearch.htm>

Action Research in Global Context

<http://www.youtube.com/watch?v=jsbelPVpUC8&feature=related>

Action Research Project

<http://www.youtube.com/watch?v=rBy79qnCpVc&feature=related>

<http://www.youtube.com/watch?v=xmLQCcUwDXs&feature=related> The Power of The Power of Action Research

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED452555&\\_ERICExtSearch\\_SearchType\\_0=no&accno=ED452555](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED452555&_ERICExtSearch_SearchType_0=no&accno=ED452555)

### Assignments before Workshop Six

1. Read on the Parts and Order of your Action Research Paper (Appendix F). Come prepared to ask questions and share additional findings.
2. Review the techniques on how to present a poster session (Appendix A).
3. Prepare your 2- 3 page first draft of the data analysis you have carried out.
4. Prepare a PowerPoint presentation of what you have done so far of your research.

5. Find two news articles related to an action research. Summarize them and be prepared to discuss them in class. Use APA style.

### **Activities**

1. The facilitator will start the class with a short review.
2. Introduction activity: The students will make an outline of their action research findings:
  - a. Outline
  - b. abstract
  - c. What is my research interest?
  - d. What did I try out in order to improve my practice?
  - e. How I did document the process?
  - f. How have I verified that my judgments are credible/
  - g. What I have learned and what is the basic of making those interpretations?
3. The students will present their Journal critical analysis about the action research topic
4. This discussion will turn into more individualized meetings between students and facilitator, and even among students as they share their findings.
5. Video: Action Research <http://www.youtube.com/watch?v=HwuwIPxfgOU>. Class discussion.
6. Students will show their PowerPoint presentations.
7. A questions and answer session will follow each presentation.
8. The facilitator will discuss the assignments for the next workshop.
9. The facilitator will meet with students individually for recommendations.

### **Assessment**

1. The facilitator will provide a fill in the blank short quiz covering material from workshop five and six.
2. Class participation rubric.
3. Oral presentation rubric.
4. Written report rubric.

## Workshop Seven

### Specific Objectives

At the end of this workshop, the student:

1. Carry out individual meetings with facilitator as scheduled.
2. Continued working on their action research project.

### Language Objectives:

1. Read and analyze various types of information to determine reading comprehension.
2. Determine the main idea and identify relevant details in a variety of types of written materials.
3. Express themselves orally using English as the language of communication with correct pronunciation, grammar, syntax, verb usage and vocabulary.

### Electronic Links (URLs)

Action Research Project

<http://www.youtube.com/watch?v=rBy79qnCpVc>

Action Research in Global Context

<http://www.youtube.com/watch?v=jsbelPVpUC8&feature=related>

Action Research Project

<http://www.youtube.com/watch?v=rBy79qnCpVc&feature=related>

<http://www.youtube.com/watch?v=xmLQCcUwDXs&feature=related> The Power of The

Power of Action Research

[http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED452555&\\_ERICExtSearch\\_SearchType\\_0=no&accno=ED452555](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED452555&_ERICExtSearch_SearchType_0=no&accno=ED452555)

### Assignments before Workshop Seven

1. Continue working on paper and poster session.
2. Come ready to meet with your facilitator with concrete questions and identified doubts.
3. The students will be writing a two page essay explaining why educators use action research as the attempt to study their problems scientifically. The students must follow the latest APA guidelines. (See Appendix W for rubric).
4. Explain the importance of designing a poster session in the action research project.

5. Facilitator returns the Data Analysis paper with comments.
6. Watch the following video  
[http://www.youtube.com/watch?v=o5J7Yr\\_LjFs&feature=related](http://www.youtube.com/watch?v=o5J7Yr_LjFs&feature=related). Take notes and be prepared for class discussion.
7. Find two articles covering a data analysis. Summarize their findings and bring them to class. Use APA style.
8. You should be working with your portfolio (see Appendixes O to T).

### **Electronic Links (URL's)**

Action Research

<http://www.emtech.net/actionresearch.htm>

Action Research in Global Context

<http://www.youtube.com/watch?v=jsbelPVpUC8&feature=related>

### **Activities**

1. The facilitator will start the class with a short review.
2. Introduction activity: Design a brochure selling the concept of action research.
3. Video: Action Research Made Simple  
[http://www.youtube.com/watch?v=Qg83f72\\_6Gw&feature=related](http://www.youtube.com/watch?v=Qg83f72_6Gw&feature=related)
4. Using a circular map the students will be presenting their essay.
5. Facilitator and students work together on discussing the order of the manuscript students will hand in.
6. The students will be presenting their journal critical analysis using a drawing.
7. Each student will explain the importance of having a poster session during their action research project using mimics.
8. Facilitator and students will also discuss details of their oral presentation/poster session due in Workshop eight.
9. The facilitator will discuss the assignments for the next workshop.

### **Assessment**

1. Learning diary: explain the benefits of doing action research in education.
2. Written report rubric.
3. Oral presentation rubric.
4. Class participation rubric.

## **Workshop Eight to Twelve**

### **Specific Objectives**

At the end of this workshop, the student:

1. Prepare and present a poster session.
2. Describe and defend project orally.
3. Complete the Action Research Manuscript.
4. Complete the rest of the 240 required hours.

### **Language Objectives:**

1. Read and analyze various types of information to determine reading comprehension.
2. Determine the main idea and identify relevant details in a variety of types of written materials.
3. Express themselves orally using English as the language of communication with correct pronunciation, grammar, syntax, verb usage and vocabulary.

### **Electronic Links (URLs)**

Action Research

<http://www.emtech.net/actionresearch.htm>

<http://www.k12.hi.us/~atr/evaluation/glossary.htm>

<http://reach.ucf.edu/~CENTRAL/Action%20Research/overview/index.html>

<http://www.crede.org/tools/glossary.html>

<http://www.nde.state.ne.us/READ/FRAMEWORK/glossary/assessment.html>

<http://www.sachru.sa.gov.au/pew/glossary.htm>

[http://en.wikipedia.org/wiki/Action\\_research](http://en.wikipedia.org/wiki/Action_research)

<http://www.scu.edu.au/schools/gcm/ar/art/arthesis.html>

<http://educ.queensu.ca/~ar/guide.htm>

<http://www.ncsu.edu/meridian/2000wint/downloads/action.pdf> (ADOBE ACROBAT

needed)

Action Research in Global Context

<http://www.youtube.com/watch?v=jsbelPVpUC8&feature=related>

### **Assignments before Workshop Eight**

1. Complete Poster session.
2. Complete manuscript.

3. Invite at least one guest to the poster session presentation.
4. Give the final touches to your Portfolio. (see Appendixes O to T).
5. Get prepared to describe and defend your project orally. Make copies of your presentation's hand out.
6. Bring a magazine (any magazine).

### **Activities**

1. The class will start with a short review.
2. Introduction activity: The students will be divided in pairs and each pair will design a collage that represents ten concepts learned in class. The facilitator will provide glue, paper and scissors to the students.
3. The students will present to the facilitator the final action research manuscript paper and it will be evaluated according to rubric available in **Appendix I**.
4. Students will start their poster session presentation. The posters will be evaluated according to rubric available in **Appendix J**.
5. All students will actively participate of the poster session conference.
6. The students will describe and defend their projects orally (**Appendix C**).
7. Students can invite people to come by and listen to your results.
8. The students will present their portfolio to the facilitator including all the assignments and work completed in class. Additionally must include all the following **Appendixes: O, P, Q, R, S, and T**.
9. Closing activity – to be determined by the facilitator.

### **Assessment**

1. Learning diary: explain how action research can be portrait in the community.
2. Written report rubric (Appendix V).
3. Oral presentation rubric (Appendix C).
4. Class participation rubric. (Appendix K).
5. Portfolio rubrics (Appendixes: O, P, Q, R, S, and T).

## **Appendixes**

## Appendix A

### Guidelines for Poster presentation

**Posters must attract the audience.** There are other posters in "competition" with yours, and you want people to gravitate toward your display.

- Use primary colors (NOT shocking pinks and yellows).
- Use complementary colors (yellow and purple, red and green, orange and blue) as a background to text and art work.
- Use LARGE FONTS for the title and for "news caption" phrases ("news caption" phrases are excerpts from the written text that capture the essence of some of the central ideas).
- Use at least 72 point font for the title, and 36 point font for the news caption phrases.
- Use 14 or 18 point font for the text.
- Use small blocks for the text -- a wall of text is not attractive! Make sure that the small blocks of text can stand alone. That way, if someone comes up to your poster and reads only a small portion of it, it will still make sense.
- Use photographs, charts, samples of children's work, and/or graphs.
- Use only one type of font (mixed fonts have an unprofessional look).
- Avoid using too many style changes (i.e., shadow, bold, italics, underscoring, etc.).
- Consider using right-ragged text (justified text looks nice from a distance, but is more difficult to read; remember that people will be standing and reading the text on the spot -- you want to make the text as easy to read as possible).
- Use lots of "white space" around your work -- light and empty space attracts the eye (and the reader).
- Use simple fonts (sans serif) such as Helvetica or Times New Roman.
- Run your spell check (twice!) and have a friend read the poster text in draft form before you mount the work.
- Bring various types of adhesive materials (you don't want to attract people's attention by having the only poster that keeps falling down).

#### **Now that you've got their attention, what information should the poster include?**

- The poster should tell us WHAT, WHEN, WHERE, HOW, WHY (the newspaper article list) as well as SO WHAT? and NOW WHAT? You should be able to "answer" each of these questions in a sentence or two, using language that the "intelligent layperson" can understand. In more formal "research" terms these are often listed as INTRODUCTION & RATIONALE, RELATED LITERATURE, METHOD, FINDINGS, and IMPLICATIONS.
- Even though listing your method (when, where, how) is very important, most people are more interested in the "why" (what was it that led you to the action research or professional development opportunity your poster describes) and the "so what" (what are the implications of your work for you as a teacher, and for the

students you teach) and the "now what" (what follow-up is intended). Consequently, your poster should emphasize these aspects of your work over the method.

- Be sure to have some sort of handout to accompany the poster session. This can be a reproduction of the text displayed (5 or 6 pages), or it might be a full research paper (15-20 pages) or it might be an abstract, providing a summary of the work (1 page). Sometimes people hand out other "artifacts" -- samples of children's work and a list of related references, an activity guide or unit/lesson plans, etc. It's important to have something for people to take away; we all like to receive handouts of one form or another!
- Provide information about where/how you can be contacted, both on the poster and the handout.

### **Poster sessions are not your only option!**

- Consider creating a mixed media art work, a dramatic presentation, music, readers' theatre, or poetry to describe your work. These forms (some of which are participatory -- e.g., readers' theatre) can be used on their own or in conjunction with a text-based poster.
- Regardless of what form your presentation takes, the content should still include the "what, when, where, how, why, so what and now what" categories. And some sort of handout is always welcomed by the readers/audience.

### **Fonts and font sizes**

Below are examples of fonts that work well for posters.

The text you are currently reading is Times New Roman, 12 point.

This text is Times New Roman, 14 point.

This is Times New Roman, 18 point.

This is Palatino, 18 point. It is slightly larger. But there are still a good number of words on a line.

Don't make a font so large that there are only five or six words on a line--then it's hard to read.

The text you are reading is Helvetica, 14 point.

This is Helvetica, 18 point.

## **Poster Session Planning Guide**

- Title/Topic: (something catchy and descriptive)
- Why did you undertake the action research project/development idea?
- What?
- When?
- How?
- What did you find/learn?
- So what?
- Now what?

## Appendix B

### Worksheets for Steps 1 and 2

#### Step 1 - Focusing your inquiry

Developing a focus provides a foundation for all other aspects of the action research process.

- Start with a current issue, unresolved tension, or foreseeable problem. What is your vision of an improved or changed situation? What do you want to know about this issue that you don't already know?
- Think about a particular student or students, teaching strategy, or unit of work and **how you might change it** if you had more information.
- Think big, but start small. Ensure that your action research project is manageable. You can always expand it later.
- Remember that your action research is focused on producing follow-up action that results in improvement.

Things to keep in mind and do...

- Discuss with your peers student learning and teaching in your subject area.
- Examine the components of the program.
- Are there students with exceptionalities?
- Does the classroom reflect a "rich" environment?
- Talk to the students about their learning experiences; look at their notebooks and texts.
- How much time is spent on formal and informal instruction?
- Raise some questions and try to place them in context. Consider why these questions are important to you. Has something happened, have you noticed "something," or have you read something that makes these questions pertinent?
- Is there an area of your subject in which you have a special interest or would like to know more about?
- Is there an area of your subject in which your associate has a special interest?
- Remember, your action research project must have direct relevance to your teaching.

It is appropriate to describe the classroom setting, your role in it, the interests and aptitudes of the students, the nature of the curriculum, and what you see as issues of particular interest to you. Reference to a particular student must be through a pseudonym only.

### **What you must submit**

- Using the "Action Research: Generating Questions from Your Observations" worksheet as a guide, a one-page description of your action research to date. Describe the classroom in which you are working and the general areas of interest you have identified and from which you plan to formulate a research question. (Due Workshop 2)
- Do NOT submit the worksheet.
- **Note:** All written work submitted for this and all other steps must conform to the following American Psychological Association guidelines:

#### Action Research: Generating Questions from Your Observations

1. In this [music/mathematics/geography/technological education/etc.] program I notice that...?
  
2. Why do some students...?
  
3. I notice that the classroom environment is/has...?
  
4. Is it important to...?
  
5. I wonder why...?
  
6. I wonder how...?

### **Step 2. Formulating a question (identifying a topic)**

Once you have identified an area of focus, it is necessary to phrase the issue as a question that will provide the focus for your research. Part of the challenge lies in

constructing a "researchable" question that you believe has significance and substance. This question will help you determine what data will be collected and how you will collect your data.

- Start by brainstorming a list of questions that address the area of focus you have selected. Review the resulting list of questions. Select the one you feel is the most important to your issue.
- Begin to narrow your area of interest.
- You will probably continue to observe in your class, gather samples of student work, and talk to students about their learning.
- Keep your question open-ended. Start with phrases such as: What happens when...? How do...? What is the role...? What procedures...?
- Consider your first attempt at question-writing as a first draft, and then revisit what has consistently intrigued you in your role as a teacher. Does the question respond to this issue?
- Remember that question-writing is part of the learning process. No question will be perfect the first time it is written. You may have to leave your question in rough form and return to it later to revise it after a period of reflection.
- Share your question with others. Does the question make sense to them? Do they understand the focus?

### **What you must submit**

- A one-page synopsis of your work to date, ending with a question that will provide the focus for your action research. (Due Workshop 2)
- Remember to use APA.
- Do NOT submit the worksheet.

### **Action Research: Articulating Your Questions**

1. What are the questions you would like to explore?
2. What do you already know about the topic?
3. What difficulties are the students experiencing? How do you know?
4. Why is this problem occurring?
5. What modifications to the program or your teaching might help?

**Appendix C**

**Oral Presentation Rubric**

**RUBRIC TO EVALUATE INDIVIDUAL/GROUP PRESENTATION**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Criteria</b>	<b>Value Points</b>	<b>Student Total Score</b>
<b>Content</b>		
Performs an effective introduction to the theme identifying the objectives, ideas and principles that are included in the presentation.	10	
The presentation is organized and coherent, and could be easily followed	10	
The presenter demonstrates domain of the theme or subject by means of properly explaining content without incurring in errors	10	
The ideas and arguments of the presentation are well founded by the resources presented, consulted or discussed in class	10	
Capture of the attention and interest of the audience and/or promote their participation, as applicable	10	
Effective personal projection, corporal posture and manage of the audience;	10	
Uses a variety of speaking strategies to define concepts, interpretation, application and evaluation of processes using experience on concepts or content of class.	10	
<b>Language</b>		
Student pronounces words in a clear and correct manner so as to make the correct language used understood to others.	10	
Correct use of grammar and verb conjugation.	10	
Use of correct use of vocabulary words to express message.	10	
<b>Total Points</b>	<b>100 (70% of content and 30% of language)</b>	<b>Student's Total Score:</b> _____

Student's signature: \_

Facilitator's Signature: \_\_\_\_\_

## Appendix D

### The Literature Review

The formal literature review is a very specific piece of writing designed to:

- inform your readers of your topic
- establish your credibility as a researcher
- argue the need for, and relevance of, your work

### Reviewing the Literature vs. 'The Literature Review'

**TABLE 6.1** REVIEWING THE LITERATURE VS 'THE LITERATURE REVIEW'

Reasons for reviewing the literature	Purposes of the 'literature review'
<ul style="list-style-type: none"> <li>• Informing yourself of what is happening in the field</li> </ul>	<input checked="" type="checkbox"/> Informing your audience of what is happening in the field
<ul style="list-style-type: none"> <li>• Gaining a level of topical and methodological knowledge and expertise</li> </ul>	<input checked="" type="checkbox"/> Establishing your credibility as a knowledgeable and capable researcher
<ul style="list-style-type: none"> <li>• Finding potential gaps in the literature that may point to potential research questions</li> </ul>	<input checked="" type="checkbox"/> Arguing the relevance and the significance of your research question(s)
<ul style="list-style-type: none"> <li>• Critically evaluating common/ typical methods</li> </ul>	<input checked="" type="checkbox"/> Providing the context for your own methodological approach
<ul style="list-style-type: none"> <li>• Facilitating the development of your own methodological approaches</li> </ul>	<input checked="" type="checkbox"/> Arguing the relevance and appropriateness of your approach

O' Leary, Z. (2004). *The essential guide to doing research*. London: Sage

Chapter 6

### Writing your Literature Review

A

good literature review is an *argument* that is more purposeful than a simple review of relevant literature. Writing a good review requires you to:

- read a few good reviews
- write critical annotations
- develop a structure
- write purposefully
- use the literature to back up your arguments
- review and write throughout the research process

- get feedback
- and be prepared to redraft

## **Four Functions of the Literature Review**

### **Summary**

Summarize the main point of the sources

Maximum three sentences in length

Present the results / main points of the reviewed research, & possibly the methodologies & variables used

### **Evaluation**

Offer positive and/or negative evaluation; point out any exceptional strengths or weaknesses

Two things about the critique:

You may not have any exceptional strengths or weaknesses to point out

Can discuss positive aspects, i.e. the strengths of an article.

In the critique, express your opinion on the quality & importance of the research reviewed.

### **Linkage to Other Sources**

How are sources linked or related to other sources.

Link or compare the sources to other sources you are examining.

Do the sources conflict?

Do they support the same point?

Are they from different historical periods?

Are they finding a similar result but in different settings?

What is the common thread of the sources?

### **Importance**

Why sources are important by showing how they relate to your research question & what questions are unanswered.

State how the sources relate to your topic.

The Literature Review puts together a narrative (a story) that explains

How works you read lead you to your research question

What questions are left unanswered by the literature?

### **Questions to Ask Yourself about Your Review of Literature**

1. Do I have a specific thesis, problem, or research question which my literature review helps to define?
2. What type of literature review am I conducting? Am I looking at issues of theory? Methodology? Policy? Quantitative research? Qualitative research?
3. What is the scope of my literature review? What types of publications am I using; e.g., journals, books, government documents, popular media? What discipline am I working in; e.g., nursing, psychology, sociology, medicine?
4. How good are my information seeking skills? Has my search been wide enough to ensure I've found all the relevant material? Has it been narrow enough to exclude irrelevant material? Is the number of sources I've used appropriate for the length of my paper?
5. Is there a specific relationship between the literature I've chosen to review and the problem I've formulated?
6. Have I critically analyzed the literature I use? Do I just list and summarize authors and articles, or do I assess them? Do I discuss the strengths and weaknesses of the cited material?
7. Have I cited and discussed studies contrary to my perspective?
8. Will the reader find my literature review relevant, appropriate, and useful?

### **Questions to Ask Yourself about Each Book or Article you're Reviewing**

1. Has the author formulated a problem/issue?
2. Is the problem/issue ambiguous or clearly articulated? Is its significance (scope, severity, relevance) discussed?
3. What are the strengths and limitations of the way the author has formulated the problem or issue?
4. Could the problem have been approached more effectively from another perspective?

5. What is the author's research orientation (e.g., interpretive, critical science, combination)?
6. What is the author's theoretical framework (e.g., psychoanalytic, developmental, feminist)?
7. What is the relationship between the theoretical and research perspectives? Has the author evaluated the literature relevant to the problem/issue? Does the author include literature taking positions s/he does not agree with?
8. In a research study, how good are the three basic components of the study design (i.e., population, intervention, and outcome)? How accurate and valid are the measurements? Is the analysis of the data accurate and relevant to the research question? Are the conclusions validly based upon the data and analysis?
9. In popular literature, does the author use appeals to emotion, one-sided examples, rhetorically-charged language and tone? Is the author objective, or is s/he merely 'proving' what s/he already believes?
10. How does the author structure his or her argument? Can you 'deconstruct' the flow of the argument to analyze if/where it breaks down?
11. Is this a book or article that contributes to our understanding of the problem under study, and in what ways is it useful for practice? What are the strengths and limitations?
12. How does this book or article fit into the thesis or question I am developing?

### **Literature Review**

Where did the problem or issue come from?

What is already known about the issue?

What have other people done to approach this issue?

Why should anyone care about this issue?

**Something else to do...**

**Go to the APA workshops provided by the LRC and get the APA guide.**

## Appendix E

### Data Collection and Ethical Issues (Information and Worksheet)

#### Step 4a. Collecting relevant data

Once you have established a focus and identified a question, you must decide upon suitable methods for data collection. You will collect two sets of data. First, you will collect data that allows you to begin answering the question you posed in Step 2. Second, you will collect data to determine the effect of your changed practice.

The first data set will:

- Confirm that you have identified a legitimate question.
- Provide insights into the nature of the issue(s) underlying your question.
- Suggest changes to your practice. The review of the literature and resources will provide further information that will inform decisions about changing your practice.

Consider the following questions:

- What scope of inquiry is manageable for you?
- What do you expect will happen as a result of your action research? How? When?
- In what setting will you collect the data?
- What events are occurring in this setting?
- What people are involved?
- What interactions are occurring?
- What physical evidence is available?
- How do you plan on managing your data gathering?
- What resources are required to undertake the data gathering?

The worksheet "Action Research: Drafting Your Plan" is designed to help you with decisions about collecting data.

- Use the worksheet "Action Research: Planning Guide" to help you organize your data collection.

The second data set will provide information about the effects of your altered practice. It is likely you will use the same methods to collect both the first and the second sets of

data. However, you may need to revise or supplement your original data collection methods.

What you must submit (Due workshop 4)

- A one to two (1-2) page paper that includes:
  - (a) a description of the research method used
  - (b) data that describe existing practice
  - (c) the changes to current practice suggested by the data and the review of literature and resources
  - (d) data that describe the effects of your altered practice.
- Be sure to include statements that show you have enough data, that it measures what you want it to measure, and that you collected it with some precision.

### **Action Research: Drafting Your Plan**

1. My research question is .....
  
2. Some research methods I can use include.....
  
3. The method I have chosen is appropriate because.....
  
4. Potential sources of data are.....
  
5. I will work with.....
  
6. I plan to begin collecting data.....
  
7. I have to remember to.....

### **Action Research: Planning Guide**

1. With my group of students I must remember to.....
  
2. I must have the following data:
  
3. The best time during my teaching week/day to work on my research with students is.....
  
4. By [ \_\_\_\_\_ ] I will have completed.....
  
5. By [ \_\_\_\_\_ ] I will have completed.....

#### **Step 4b. Ethical issues**

Many effective teachers regularly collect information in order to evaluate on an ongoing basis their students' learning, and then modify their teaching practices accordingly. But if any of the findings of this evaluation go outside the classroom (as the results of your action research will) there are ethical issues that must be addressed (Donahue, Cole, Earl & Hookey, 1998).

Regardless of the degree of formality or the scale of the action research, there are some common principles to which all research activities should ascribe. These principles ensure that information and techniques are not misused, intentionally or unintentionally. More importantly, they ensure that research subjects (in this case, students) are not exposed to harm or risk.

- If appropriate, inform the principal of your associate school, your associate teacher, parents and students about your action research plans.
- Respect the participants' rights to anonymity and confidentiality.

- Don't let the research demands interfere with the curriculum.
- Remember your obligation to report conclusions that conflict with personal views.
- Share your findings with the participants and others who have helped with the action research.
- If you are collecting data or artifacts from students, have parents and students sign a letter of consent (see sample below). If you are not sure, check with the principal and your facilitator. Each county might also have procedures you need to follow in order to carry out research. Make sure you verify these.
- The letter of consent must specify the nature of the data and/or artifacts you will be collecting. Permission must also be obtained if you are planning to retain the data and/or artifacts, or if they will be shown to other persons in any form (e.g., exhibited as a poster or included as samples in your professional portfolio).
- Note: Because of the complexity of the ethical issues involved and because Universidad del Turabo at Metro Orlando has not granted consent, you are not permitted to videotape, audiotape or photograph students for this assignment.

### **Involving students in action research**

Given the right opportunity and the appropriate guidance, students can play a powerful role in school-based action research. With some teaching, students can gain valuable experience and develop practical research skills as they gather information on their own learning, from other students, or from parents and community members.

- Encourage active and meaningful participation from students. Help students to understand how they are contributing in a significant way.
- Consider ways of linking students' involvement to the curriculum of the school.
- Because it will be a learning experience for students, ensure they receive sufficient guidance.
- Find ways to give students leadership roles in the process. Could students serve as trainers? Interviewers? Data analysts?
- Keep students informed about the outcomes of the research process. If they have participated in a meaningful way, they will be very interested in the results.
- Find ways to recognize the efforts of students who assisted in the research.

### **SAMPLE LETTER OF CONSENT**

Title of your study:

\_\_\_\_\_

- I agree to participate in a program of research conducted through the Faculty of Education at Universidad del Turabo at Metro Orlando University Center.
- The purpose of the study is to ..... and has been explained to my satisfaction.
- The data/artifacts that will be collected are.....
- I understand that participants' names will be coded to maintain confidentiality.
- I understand that, upon request, I may have a full description of the results of the study after its completion.
- I understand that the data from this study may be published.
- I understand that I am free to withdraw from this study at any time without negative consequences.
- I understand that if I have any questions or concerns about this study I may contact FACILITATOR'S NAME at (FACILITATOR'S PHONE NUMBER AND/OR E-MAIL) or STUDENT'S NAME (STUDENT'S PHONE NUMBER AND/OR E-MAIL).

I HAVE READ AND UNDERSTOOD THIS CONSENT FORM AND I AGREE TO ALLOW MY SON/DAUGHTER TO PARTICIPATE IN THE STUDY.

Student's name (PLEASE PRINT): \_\_\_\_\_

Signature of parent/guardian: \_\_\_\_\_ Date: \_

\_\_\_\_\_ Telephone number: \_\_\_\_\_ I HAVE

RE AD AND UNDERSTOOD THIS CONSENT FORM AND I AGREE TO PARTICIPATE IN THE STUDY.

Signature of student: \_\_\_\_\_

Date: \_\_\_\_\_ Telephone number: \_\_\_\_\_

\_\_\_\_\_

## Appendix F

### Parts of your Action Research Paper

Your paper will have introductory material or preliminary pages, and they could include the title page, table of contents, list of table and figures, and an abstract or summary. For specific details on discrepancies allowed between APA and MOUC rules and typing instructions see Appendixes G and H.

#### Front Matter

**Title Page.** Title page should include in a clear, concise manner the title or main idea of the investigation, institutional affiliation, author's name and year that it was conducted. All sections on the title page should be evenly distributed. (See Appendix L). (Single-spaced) This is lower-case Roman numeral i. You do not write the page number on this page.

**Abstract or Summary.** An abstract is a short, comprehensive summary of the contents. It helps readers understand the main idea that will be presented throughout the manuscript. Begin the abstract on a new page. Use lower case roman numerals. Center the label Abstract at the top of the page. The abstract itself is in block format and could have 250-400 words. It should not exceed more than one page of length. (See Appendix A). Include three to five key words or phrases being as specific as possible. (Single-spaced). This is lower-case Roman numeral ii. (Bottom centered)

**Table of Contents.** Only the first and second level headings should be listed in a table of contents and in the text. Dot leaders, not a series of periods, must join each heading and its respective page. Check your word processor for instructions on creating a table of contents. The table of contents must be justified. This is the last

part of your preliminary pages. Pagination for the rest of the manuscript should begin with Arabic numbers. (See Appendix M). (Double-spaced) This is lower-case Roman numeral iii and on. (Bottom centered)

Chapter I: Introduction [2 pages] (Double-spaced)

Your answers to your worksheet and work done during Workshop 1 go here. You will state your inquiry and set your questions. (Arabic numbers, top-right from here on.) Use top-right numbers through out rest of document.

Chapter II: Literature Review [3 to 5 pages] (Double-spaced)

This section discusses all professional and academic investigation compiled by the researcher. It is a section where the writer recognizes relevant previous scholarly work on the topic being discussed.

Emphasize pertinent findings, relevant methodological issue, and major conclusion found during your research. Make sure there is continuity between previous and present studies and do not take any authority out of context to justify your research.

You must be able to answer the following questions with your lit review:

Where did the problem or issue come from?

What is already known about the issue?

What have other people done to approach this issue?

Why should anyone care about this issue?

Furthermore, your answers to these questions must be comprehended by someone who is intelligent and fairly well informed about a wide selection of topics or issues but who is not likely to have more than a surface awareness or knowledge with

your issue in particular. Your task is to bring this person up to speed rapidly while still making an impact upon experts in the field that you have done your homework. In the review body you can fold in more specialized references, but always within a larger framework that the intelligent person can value.

### Chapter III: Methodology [2 to 4 pages] (Double-spaced)

The methods section describes in detail how the study was conducted. Use what you did in Workshops two through five. You will use your data collection information here. Add the Consent letter as an appendix. Also in the appendixes include any type of instrument used. Use only blank documents. For example, if you decide to use a survey, include a copy of an unanswered survey. Never include actual answered instruments.

### Chapter IV: Discussion [2 – 3 pages] (Double-spaced)

Once you have presented the results, you can evaluate and interpret their implications especially to your specific thesis, problem, or research question. This is the section where you can examine, interpret and qualify your findings.

Include your analysis and discussion here.

### Acknowledgements [1/2 page] (double-spaced)

Thank anyone who helped you with this work, including: funding agencies (put in grant numbers if available); data providers; anyone who helped with editing, layout, or graphics; anyone who helped you with suggestions and ideas; reviewers, if your paper involved a formal or informal review process. If you are submitting your work to a peer-reviewed venue, do not include the acknowledgements in the review drafts because they may carry identifying information.

## References (Double-spaced)

There is a close relation between the citation throughout the text and the references list. All citations referred to in the text must be listed in alphabetical order on the reference list. Do not include anything that you did not directly cite in the body of the paper.

## Appendices

Appendices are helpful when you need to detail a description of specific material, like a questionnaire, an unpublished test and its validations, a new computer program designed for your research, photos, letters, etc. This section is optional unless you need to include the detailed information to justify your data. Put very technical matter here or data that does not fit comfortably in single table in the main body of the paper. In general, put material here that is not important to your arguments as such or material in which only a small number of readers would be interested. Use appendices sparingly!

## Appendix G

### Discrepancies between APA and SUAGM

Running Head:

APA Manual mentions a Running Head on the Title Page. SUAGM eliminates the Running Head

Short title:

PA Manual requires a short title beside the page number – SUAGM does not.

A

Abstract:

APA Manual requests 250-400 words. At SUAGM you are allowed to have more words but not exceed more than one page of length.

APA mentions double-spaced Abstract. The abstract at SUAGM is allowed to be single-spaced.

## Appendix H

### Typing Instructions

Avoid leaving a single line at the bottom of a page (i.e., first line of a paragraph begins at the bottom of a page and then carries over to the next page--called a widow).

Avoid leaving a single line at the top of a page (i.e., last line of a paragraph is carried over to the next page--called an orphan).

In WORD or in WordPerfect, go into format; paragraph; keep lines together; and set the widow/orphan protection.

All writing is DOUBLE-SPACED, NOT single, or triple, simply DOUBLE-SPACED. You will have NO exceptions to this rule, unless otherwise specified in your manual (Abstract, Title page).

#### Alignment:

Do NOT justify the text.

Used aligned left.

Leave ragged edges on the right.

#### Headings

Never use **bold** or Underline to provide any type of emphasis.

#### Page Header:

Be careful when typing your page header that it is the same font and same font size as your text. You must set it with most word processing programs.

**Appendix I****Rubric to Evaluate Action Research Paper**

## Assessment Rubric

Level	1-0 ...	3-2	4-5
Element of the research			
Focus of the inquiry	Description of the classroom context and identification of one or more issues that arise out of observation, with a rationale for selecting one of the issues as a focus for study.	The identified issues are discussed in relation to the candidates' own experience and expertise and their importance to the associate teacher and students.	Arguments for selecting the issue show implications beyond the immediate problem and connect to broader issues of teaching and learning in the classroom.
The researchable question	Single question that is logically connected to the identified issue and does not have an immediate or obvious answer.	Single question is accompanied by a set of enabling questions that will serve as a guide for data collection.	There is evidence that the questions arise out of the continuous collection and analysis of data.
Review of literature and resources related to the research question	A review of related readings and resources that describe what is currently known about the issue. Operational definitions of key concepts and terms are provided.	Evidence that the review of readings and resources has informed an understanding of the scope of the question.	Has identified a gap in the literature or resources and analyzed the contribution the research can make to teaching and learning.
Collection of data	Description of steps taken to	Strong connections are	Arguments are made to show

	ensure adequate and accurate data collection to answer the question. Care has been taken to protect the anonymity of both teachers and individual students.	made between the research question and the adequacy, accuracy and amount of data collected.	that the data are sufficiently adequate and accurate to enable speculation to practices in related contexts.
Analysis and interpretation of data	There is evidence of a logical relationship between the question, the data and the findings.	There is evidence of ways in which the raw data were organized and synthesized to produce the findings. This evidence provides assurance that the findings are well supported by the data.	Analysis informs the critical reader why the preferred interpretation has been chosen over other possibilities. New and important questions are identified for further research.
Reporting of results	All steps of the AR are brought together in a coherent and academically acceptable form. The conclusion contains insights into the AR process and its influence on the author's classroom practice.	The report is written in a style that invites the reader to experience the breadth and depth of a classroom-based action research experience.	The report exhibits qualities that make it of sufficient quality to merit internal academic review that could lead to a conference presentation or publication.

AR = Action Research

**Appendix J**

**Rubric to Evaluate Poster Session**

Sistema Universitario Ana G. Méndez

Florida Campuses

**EDUC 617-EDAG 535**

Prof. \_\_\_\_\_

Student Name \_\_\_\_\_

Evaluation Criteria for Poster Session

Criteria	YES	NO
<b>Aesthetics</b>		
<ul style="list-style-type: none"> <li>• Uses primary colors (NOT shocking pinks and yellows).</li> </ul>		
<ul style="list-style-type: none"> <li>• Uses complementary colors (yellow and purple, red and green, orange and blue) as a background to text and art work.</li> </ul>		
<ul style="list-style-type: none"> <li>• It is readable and presented in small chunks.</li> </ul>		
<ul style="list-style-type: none"> <li>• Use photographs, charts, samples of children's work, and/or graphs.</li> </ul>		
<ul style="list-style-type: none"> <li>• Use only one type of simple font (mixed fonts have an unprofessional look), and avoids using different styles (i.e., shadow, bold, italics, underscoring, etc.).</li> </ul>		
<ul style="list-style-type: none"> <li>• Uses right-ragged text</li> </ul>		
<ul style="list-style-type: none"> <li>• No typographical, grammar or spelling errors.</li> </ul>		
<b>Content</b>		
<ul style="list-style-type: none"> <li>• The poster should tell us WHAT, WHEN, WHERE, HOW, WHY (the newspaper article list) as well as SO WHAT? and NOW WHAT? You should be able to "answer" each of these questions in a sentence or two, using language that the "intelligent layperson" can understand. In more formal "research" terms these are often listed as INTRODUCTION &amp; RATIONALE, RELATED LITERATURE, METHOD, FINDINGS, and IMPLICATIONS.</li> </ul>		
<ul style="list-style-type: none"> <li>• Your poster emphasizes what was it that led you to the action research or professional development opportunity your poster describes, what are the implications of your work for you as a teacher, and for the students you teach, and what follow-up is</li> </ul>		

intended		
<ul style="list-style-type: none"> <li>Be sure to have some sort of handout to accompany the poster session. This can be a reproduction of the text displayed (5 or 6 pages) or it might be a full research paper (15-20 pages) or it might be an abstract, providing a summary of the work (1 page). Sometimes people hand out other "artifacts" -- samples of children's work and a list of related references, an activity guide or unit/lesson plans, etc. It's important to have something for people to take away; we all like to receive handouts of one form or another!</li> </ul>		
<ul style="list-style-type: none"> <li>Provide information about where/how you can be contacted, both on the poster and the handout.</li> </ul>		
<ul style="list-style-type: none"> <li>Consider creating a mixed media art work a dramatic presentation, music, readers' theatre, or poetry to describe your work. These forms (some of which are participatory -- e.g., readers' theatre) can be used on their own or in conjunction with a text-based poster.</li> </ul>		
<ul style="list-style-type: none"> <li>Regardless of what form your presentation takes the content should still include the "what, when, where, how, why, so what and now what" categories. And some sort of handout is always welcomed by the readers/audience.</li> </ul>		

\_\_\_\_\_  
 Evaluator's Signature

\*Two people MUST evaluate the poster session.

**Appendix K****RUBRIC TO EVALUATE PARTICIPATION IN GROUP ACTIVITIES**

Students name: \_\_\_\_\_ Date: \_\_\_\_\_

Group: \_\_\_\_\_ Name of evaluating student: \_\_\_\_\_

<b>Criteria</b>	<b>Points</b>	<b>Students Points</b>
Attended all the meetings and activities of the group.	10	
Collaborated with the planning and organization of activities of the group.	10	
Demonstrated cooperation and team work with the group.	10	
Contributed frequently with the discussions of the group.	10	
Participated actively in the meetings and activities.	10	
Demonstrated interest in the discussions and activities of the group.	10	
Came prepared to meetings, activities and discussions of the group.	10	
Demonstrated attention to the arguments within the group.	10	
Contributed to the group with additional information.	10	
Contributed significantly with the work that presented the group.	10	
<b>Totals</b>	<b>100</b>	

**Appendix L**

**Title Page Sample**

Integrating Instructional Technology and Diverse Learning Styles

by  
Name

An Action Research Paper Submitted to the  
\_\_\_\_\_ University Center  
in Partial Fulfillment of the Requirements  
for the Degree of Master of Education

Universidad del Turabo  
Year

**Appendix M**

**Sample Table of Contents**

Table of Contents

	Page
Chapter 1: Introduction .....	1
Chapter 2: Literature Review .....	12
Learning Theories .....	12
The Brain .....	19
Learning Styles .....	30
Instructional Technology .....	35
Chapter 3: Methodology .....	37
Chapter 4: Discussion .....	46
References.....	94
Appendixes	
A Self-Efficacy Questionnaire.....	105
B SEQ Scales.....	108
C Productive Environmental Preferences Survey.....	110
Tables	
1 Colegio Universitario del Este Student Profile (Amounts).....	2
4 Frequency Distribution by Learning Style.....	56
Figures	
1 SEQ Total Score .....	69
2 Students.....	74

## **Appendix N**

### **Sample Abstract**

#### Abstract

Integrating Instructional Technology and Diverse Learning Styles. Lamboy, Carmen, 2004: Literature Review, Universidad del Turabo, Metro Orlando University Center. Higher Education/Learning Styles/Instructional Technology/Learning Theories.

Research during the last decades has augmented the knowledge base of how students learn. More recently still is the research in the incorporation of technology to the learning environment (two relatively new areas). A summary of some major learning theories was studied along with research about the brain. Four models of learning styles were presented looking at the differences in the modes of how people learn. The diversity of human beings was stressed in each one of the models. Last, but not least, technology was presented and suggestions of how to integrate the diverse technological options to the learning scene, according to the learners' uniqueness were described.

## Appendix O

### PORTFOLIO

#### Guidelines to prepare the portfolio

1. Determination of sources of content
2. The following, but not limited to, documentation will be included:
  - a. Projects, surveys, and reports.
  - b. Oral presentations
  - c. Essays: dated writing samples to show progress
  - d. Research papers: dated unedited and edited first drafts to show progress
  - e. Written pieces that illustrate critical thinking about readings: response or reaction papers.
  - f. Class notes, interesting thoughts to remember, etc.
  - g. Learning journals, reflexive diaries.
  - h. Self assessments, peer assessments, facilitator assessments.
  - i. Notes from student-facilitator conferences.

3. Organization of documentation

Documentation will be organized by workshop, and by type of assignment within workshops. Workshops will be separated from one another using construction paper or paper of different colors, with tabs indicating the workshop number.

4. Presentation of the portfolio

- Documentation will be posted in a binder or in a digital version (e-portfolio).
- The cover page will follow exactly APA guidelines applied to a cover page of research papers submitted at Metro Orlando Campus. This cover page will be placed at the beginning of the portfolio.
- The entire portfolio will follow APA style: Courier or Times New Roman font, size 12, double space, and 1-inch margins. See a "Publication Manual of the APA, Fifth Edition"
- A log of entries that can be expanded with each new entry properly numbered. The table, which should be located at the beginning, should include a brief description, date produced, date submitted, and date evaluated (**Appendix Q**).

- Introduction and conclusion of the income and outcome of the portfolio.
- A list of references and appendixes of all assignments included will be added to the end of the portfolio.
- The Portfolio Informational Sheet will be placed in the transparent front pocket of the binder for identification purposes (**Appendix P**).

#### 5. **Student-Facilitator Feedback Template: Progression follow-up**

The final step in implementing portfolios, before returning them to the student or school life, is sharing feedback with each student to review the contents, student reflections, and your evaluations of individual items and all of the work together as related to learning targets (Banks, 2005).

Facilitators will e-mail a feedback template to all students. This template will contain information pertaining to weaknesses and strengths found in students' portfolios (**Appendix R**). Facilitators will focus their attention on showing students what is possible and their progress rather than what is wrong; however, this does not mean that facilitators will not cover weaknesses and areas for improvement during the conference. Facilitators will send this feedback template upon completion of workshop one.

Students will also have the opportunity to respond to the facilitator's feedback and write their own comments and/or ideas of how to improve the quality of their portfolios, and how to become better metacognitive learners on the feedback template. Students will e-mail the template with their comments back to the facilitator after every workshop.

#### 6. **Portfolio storage:**

- Portfolio samples will be safely stored for a six-month term on campus.
- Students will sign an official document empowering Ana G. Mendez University System with rights to use their portfolios with educational or accreditation purposes during this term (**Appendix S**).
- After this term, and if their authors authorize Ana G. Mendez University System to discard their portfolios by signing an official document, portfolio samples will be destroyed; otherwise, they will be returned to their original authors (**Appendix T**).

**Appendix P**

**PORTFOLIO INFORMATIONAL SHEET**



**Sistema Universitario Ana G. Méndez  
Florida Campuses  
Universidad del Este, Universidad Metropolitana, Universidad del Turabo**

**Check one:**

- Universidad del Este**
- Universidad Metropolitana**
- Universidad del Turabo**

**Check one:**

- Undergraduate**
- Graduate**

<b>Concentration</b>	
<b>Student's Name</b>	
<b>Facilitator's Name</b>	
<b>Course:</b>	
<b>Portfolio rated as</b>	
<b>Reason of this rate</b>	

**Appendix Q****Log of Entries**

<b>Entry Description</b>	<b>Date of Entry</b>	<b>Date Submitted</b>	<b>Date Evaluated</b>	<b>Page #</b>
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

**Appendix R****Checklist for Portfolio Assessment**

	Has the student set academic goals?
	Does the portfolio include enough entries in each area to make valid judgments?
	Does the portfolio include evidence of complex learning in realistic setting?
	Does the portfolio provide evidence of various types of student learning?
	Does the portfolio include students' self-evaluations and reflections on what was learned?
	Does the portfolio enable one to determine learning progress and current level of learning?
	Does the portfolio provide clear evidence of learning to users of the portfolio?
	Does the portfolio provide for student participation and responsibility?
	Does the portfolio present entries in a well-organized and useful manner?
	Does the portfolio include assessments based on clearly stated criteria of successful performance?
	Does the portfolio provide for greater interaction between instruction and assessment?

Adapted from:

Gronlund, N. E. (2003). *Assessment of student achievement*. 7<sup>th</sup> ed. Boston: Pearson Education, Inc.

**Appendix S**

**Portfolio Rubric**

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>PORTFOLIO APPEARANCE</b>				
<ul style="list-style-type: none"> <li>▪ <b>Readable:</b> Are entries typed in an appropriate font and size? Are entries free of errors? Do ideas expressed in entries follow a logical sequence with appropriate transitions among paragraphs and topics?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Professionalism:</b> Is the appearance of the portfolio professional? Are graphics, colors and portfolio language consistent with professional workplace expectations? Is the portfolio presented in a neat and orderly manner?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Organization:</b> Is the portfolio organized in a manner that makes it easy to follow and easy to quickly locate information?</li> </ul>				
<b>PORTFOLIO CONTENT AND FUNCTION</b>				
<ul style="list-style-type: none"> <li>▪ <b>Content:</b> Are all required entries included in the portfolio? Are entries relevant to the content of the portfolio? Do all entries contain the student's reaction or reflection on the selected topics? Do entries provide thorough understanding of content? Resume, Activities List, Varied Samples of Written Work, Evidence of Problem Solving, and Evidence of Decision Making.</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Authenticity:</b> Are the samples and illustrations a true reflection of the student's efforts and abilities?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Growth/Development:</b> Do samples provide thorough understanding of growth and development related to their field of concentration? Do items show what the student has learned?</li> </ul>				
<ul style="list-style-type: none"> <li>▪ <b>Collaboration:</b> Do items show examples of both individual and group work? Does the student provide clear understanding of collaboration, and use collaboration to support his/her learning?</li> </ul>				



**Appendix T****Portfolio Assessment Feedback Template**

	<b>Strengths</b>	<b>Weaknesses</b>	<b>Improvement Ideas</b>
<b>Facilitator's comments</b>			
<b>Student's response and comments</b>			

**Appendix U****Action Research: Who? Why? How? So What?**

Adapted from Tom Russell  
Queen's University, Faculty of Education

**ACTION RESEARCH** is a term used to describe professionals studying their own practice in order to improve it. Applied to teaching, it involves gathering and interpreting "data" to better understand an aspect of your teaching that interests or concerns you. Action research is an important recent development in the broad territory of "teachers' professional development." Action research offers an alternative to teachers who have been encouraged to look to others, rather than to themselves and their students, for ways to improve their teaching.

**WHY IS IT CALLED "RESEARCH"?** Try to avoid your everyday assumptions about "research" as you think about action research. Focus instead on the action part of the term. Action research has nothing to do with lab coats, number-crunching, and stereotypes about "objectivity." The term "research" simply refers to trying to better understand what you are doing in your classroom. Who does action research? Action research is done by teachers who are encouraged and supported in the study of their own teaching.

**WHY DO TEACHERS DO ACTION RESEARCH?** As you might expect, much action research is carried out by teachers taking programs of graduate study in education. Yet, action research does not need to be limited to graduate work. The "climate" of individual schools is crucial to creating an environment that supports action research.

**HOW DO I DO ACTION RESEARCH?** Like so many things, the process of action research is deceptively simple on paper. The central question is "How can I help my students improve the quality of their learning?" This can be broken down into these four steps:

1. What is my concern in my practice?
2. What am I going to do about it?
3. What evidence will let me make a judgment about what I did?
4. How will I validate any claims about what I have done?

There are four important points about action research:

- I am the central person in my research.
- I am asking a real question about a real issue, and I am hoping to move towards a possible solution.
- I am starting from where I am.

- I am trying to bring about some improvement (remember - any improvement is still improvement, no matter how small).

Notice the frequent use of the word "I" in that list of central ideas. That should help you see that action research is a long way from any idea of research that might imply "distance" or "neutrality." Action research happens "in the swamp" where we live our day-to-day successes, frustrations, disappointments, and occasional miracles. This list of central ideas should include an additional understanding that action research is something you do with, not "on," the students you teach.

**HOW LONG DOES AN ACTION RESEARCH PROJECT TAKE?** Typically, an action research project will take place over several weeks or months of your practice. The length of time needed to observe or demonstrate improvement will depend upon the target of your action research.

**WHERE DO I START?** "What is my concern in my practice?" is where you begin. It should be a concern that YOU can do something about. It should not depend on others. Notice that the word "concern" calls attention to personal values, and you should select some aspect of your teaching that relates to what is important to you about your students' learning. It would be very helpful to discuss your concern with fellow educators in your school, to let them help you focus your concern, and to let their concerns help you find yours. If two or more people have similar concerns, so much the better!

**WHAT DO I DO NEXT?** Once you find a focus, the next question is "What am I going to do about it?" Ask yourself if there is some relatively modest change you could introduce to your students that would help you help them improve the quality of their learning. "Quality" is a wonderful word because it is so broad - learning has so many different qualities - yet it also points in the direction of improvement. Parents, teachers and students all prefer high quality over low.

You will need to know more before you DO something. You must investigate what others say about your concern and suggestions they may have on alternative approaches. Talk with your students to get a sense of how they see the quality of their learning. Consult with fellow educators and, most importantly, examine the research literature on teaching and learning.

**HOW DO I FIND OUT IF I MADE A DIFFERENCE?** The next question is, "What evidence will let me make a judgment about what I did?" It could be evidence written by students for you, or it could be some improvement in their written work or in the classroom environment. This is where action research starts to pay off, because it makes us look at our teaching through something other than the relatively soft and friendly eyes of our own memories.

**SO WHAT?** The final question is, "How will I validate any claims about what I have done?" And the answer has several steps: You prepare a written report, no matter how short, that summarizes your concern, your action, your evidence and your interpretation of the evidence. Then you meet with other teachers to invite.

**Appendix V****Essay and Written Report Rubric**

StudentName:.....

Date:.....

<b>Criteria</b>	<b>Value Points</b>	<b>Student Store</b>
Introductory content is clear & well stated.	<b>10</b>	
Major or relevant details are exposed in essay.	<b>10</b>	
Present a thesis, supporting it in a persuasive way, providing precise examples.	<b>10</b>	
Sentences are cohesive and ideas flow as the essay is read.	<b>10</b>	
Establish a writer's relationship with the subject, providing a clear perspective on the subject manner and engaging the audience attention.	<b>10</b>	
Draw conclusions that reflect the relationships or significant outcomes of the discussion.	<b>10</b>	
Demonstrate a comprehensive grasp of significant ideas to reach a higher level of understanding in an organizational manner.	<b>10</b>	
	<b>Language</b>	
Demonstrate a command of standard English (vocabulary, syntax and flow of ideas)	<b>10</b>	
Uses grammar appropriately and correctly.	<b>10</b>	
Manages and uses verbs correctly.	<b>10</b>	
<b>Total Points</b>	<b>100 ( 70%content and 30% language)</b>	<b>Total score:</b>

**Appendix W****Overview Assignment*****How can I help my students improve the quality of their learning?***

The assignment contains six steps. This is an overview of the process and a short description of each step. Each workshop will help you study each step in detail. For each step there is a general description of what is required, ideas for beginning the step, what you must submit to you're your facilitator, and the due date. For some steps there is also a worksheet to help you complete the task. Suggested readings are listed at the end of each step.

**Step 1. Where do you start? Focusing your inquiry**

Begin by asking the question "What is a concern in my practice?" Identify a concern that YOU can do something about, in relation to the quality of student learning. Notice that the word "concern" calls attention to personal values, and you should select some aspect of your teaching that relates to what is important to you about your students' learning. Your action research project MUST have direct relevance to your teaching.

**Due date: Workshop 2.**

**Step 2. Formulating a question (identifying a topic)**

Once you have identified an area of concern you must phrase the issue as a question that will form the basis for your action research. Part of the challenge lies in constructing a "researchable" question that you believe has significance and substance. This question will help you determine what data will be collected and how you will collect it.

**Due date: Workshop 2**

**Step 3. Review of literature and resources related to research question**

Read relevant literature (books, journals, articles, reports) in order to identify some of the central authors and issues related to your topic. Outline some of the relevant literature. Bring together your classroom experience and theoretical knowledge of the topic.

**Due date: Workshop 4**

**Step 4a. Collecting relevant data**

Describe suitable strategies for obtaining the data you need to respond to the research question. Then decide how and when you will collect the data. Consider (a) the data that describe existing practice, (b) the design and delivery of your new classroom practice, and (c) the data from the altered practice.

**Step 4b. Ethical issues**

All research involving human subjects requires consideration of ethical issues. The crucial question is "How can the research be conducted without compromising the integrity, autonomy and dignity of the research subjects being studied?"

**Due Date: Workshop 4**

**Step 5. Analyzing and interpreting the data**

Analysis and interpretation give meaning to the data and place it into the context of your action research. **Due date: Negotiated with your facilitator: Between Workshop 5 -7, preferably due during Workshop 6.**

**Step 6. Reporting results**

Reporting the results of your action research has two components

**(a) Written report.** Your written report should include the question, a description of the data collection methods, a summary of the data, and conclusions about improvements in the quality of student learning. The final section of your paper should reflect upon the process of action research, its impact upon your classroom practice, and your views of teaching. Due Date: Workshop 8.

**(b) Conference Poster Session** You will present the results of your action research to a group of peers and/or a broader audience during Due Date: Workshop 8.

Note: For advice on preparing and presenting a poster either consult with your facilitator or refer to the Appendix A "How to Present a Poster Session"

**Summary of steps, requirements and due dates**

	What to submit	Due date	Negotiated date
Step 1: Focusing your Inquiry	1 page	Workshop 2	
Step 2: Formulating your Question	1 page	Workshop 2	
Step 3: Literature Review	3 - 5 pages	Workshop 4	

Step 4: Data Collection Procedure (Methodology)	2-4 pages	Workshop 4	
Step 5: Data Analysis and Discussion	2 - 3 pages	Preferably Workshop 6	
Step 6	Final Document (9-14 pages) Poster presentation	Workshop 8	

## Appendix X

### Step 5. Analyzing and interpreting the data

Analysis and interpretation give data meaning and place it specifically in the context of your action research. In this stage it will be necessary to step back and critically analyze the data you've gathered.

- Keep the original question in mind when analyzing the data.
- Consider how you will minimize bias as you collate, summarize and interpret the results.
- Review all of the data collected.
- What significant points are revealed?
- What patterns, trends and associations appear?
- How do data from different sources compare and contrast?
- Interpret the results. What conclusions can you draw from the data? Are the results what you expected?
- What do the findings mean to you?
- Ensure that all of the inferences are grounded in the data. Can you easily support all of the conclusions with the evidence?

### Avoiding and reducing bias

Participants in any research have different perspectives and bases of experience. Without proper precautions, misunderstandings about the meaning of questions or the relevance of the data can occur.

- Share your data gathering strategies and instruments with peers to learn their interpretations.
- Try out your questions or techniques in advance with a representative from the same response group. Did they interpret the questions in the way you intended?
- Use multiple data gathering techniques and sources.
- Look for other research studies that present different perspectives on the issue in question.
- Don't make prejudgments on the data. Wait until all the data have been collected and reviewed before drawing conclusions.
- Keep a reflective journal to record observations about the research process as a way of uncovering assumptions about the issues under study.
- Consider "disconfirming" evidence seriously.

### What you must submit

- A two to three (2 - 3) page analysis and interpretation of your data.

### Due date: Workshop 6.

Step 6	Final Document (9-14 pages) Poster presentation	Workshop 8
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