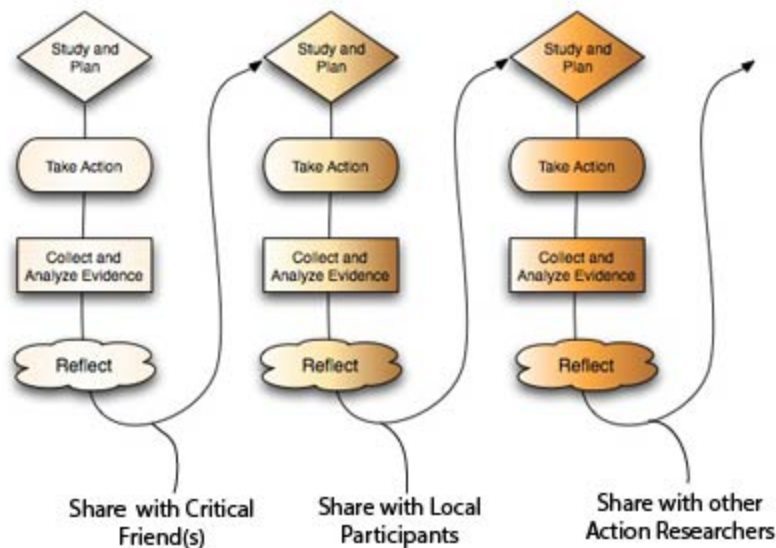


The Open, Online Course in Action Research

Activity Templates

These templates accompany activities that are part of set of 12 tutorials that can be found at the interactive site (ccar.wikispaces.com) of the Center for Collaborative Action Research (cadres.pepperdine.edu/ccar). These sites also contain resources and a set of tutorial videos.

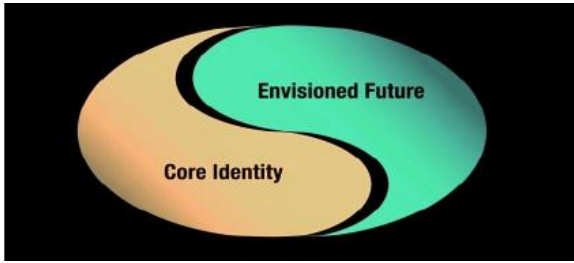


ACTION RESEARCH
* LEARNING FROM AND THROUGH WORK *

Margaret Riel
Tutorials on Action Research

This is an interactive learning tool to support action research. These videos are linked to the Center for Collaborative Action Research website (<http://ccar.wikispaces.com>) where they are accompanied with resources and activities. Action Research is always done with people, but it is helpful to work with people beyond the setting. Learning circles is a great collaborative structure to help a group of people to carry out their own action research (onlinelearningcircles.org) I hope you will find this resources helpful for putting you on a path of continuous learning.

For more information contact Margaret Riel (mriel@pepperdine.edu)



Template for Tutorial Activity T1-A:

Who am I?

What is important in my life? Why?

In five years where do I want to be? What is my living legacy?

What am I doing now that will help me get to my imagined future?

How can I improve what I am doing?

Tutorial 2-A: Blog Template: Understanding Action Research

My tentative understanding of action research:

Questions that I need to explore about action research:

My plan for learning more about action research:

My thoughts on how action research will help me learn more about myself, my practice, my community:

What change would can I design and implement?

How will I understand this change?

Template for Tutorial 2-D

Draft of your Description of Action Research



You have decided to engage in action research. In your report it will be important to tell your readers what action research is and why you have made the decision to engage in action research. This does not have to be long now, because you will revisit it later. Just do your best to describe what action research means to you right now and why you are going to take this approach.

My Description of Action Research

There are lots of ways to describe action research. You will find my [definition](#) on The Center for Collaborative Research. Use the resources to write your own simple definition of action research. Include citations to resources you used in crafting your definition.

Rationale for Doing Action Research

There are many ways to increase your expertise. Action research one way to do this. In your own words, write a paragraph that describes why you plan to do action research.

Activity for Tutorial 3A

Reflections on Values



What beliefs and values will guide my actions?

What challenges me?

What keeps me up at night or appears as the most important issues when I think about going to work?

What am I deeply curious about?

How would I like to change what would I like to be able to do or be?

What are the changes what I would be most proud of?

If I could be more of an expert in one area, what would that area be and why?

From [Activities for Tutorial 3](#), part of the Open, Online, Action Research Course (ccar.wikispaces.com)



Template for Tutorial 3-B VALUE SEARCH

List your values:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Select three values that are most important to you.

- 1.
- 2.
- 3.

Now take two of the values and tell us a story of how you live that value in the setting you have selected for your action research. Or, you could share a story about how that value is not expressed in the way you would like. For example if equity is your value, you might tell us a story of how this value is shared in your setting. You might add changes you would like to see in your setting which would result in this value being more fully expressed.

Story 1:

Story 2:

From [Activities for Tutorial 3](#), part of the Open, Online, Action Research Course (ccar.wikispaces.com)



Template for Tutorial 3-C

The Question Guiding your Action Research

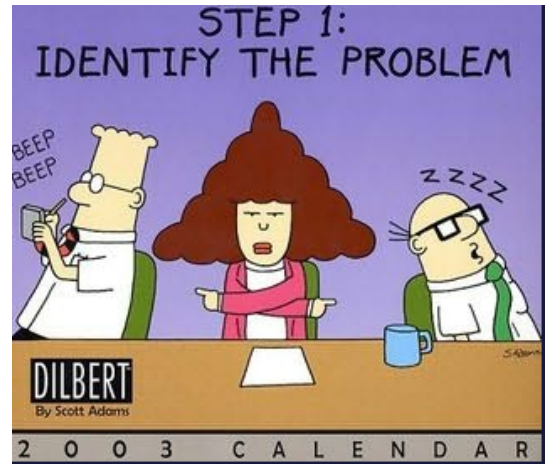
This research question should signal what skill you would like to improve. It can be very general as in: “How can I improve my leadership skills?” It might help you to be more specific as in: “How can improve the way I support teachers at my school to raise reading scores?” You will also be creating cycle research questions that have a different format. In these you will be signaling an action and an expected outcome. So, here you just need to identify the skill or area in which you would like to improve. Your guiding question focuses on self-change, the cycle questions will focus more on the setting.

My Research Guiding Question:

Activity for Tutorial 3- D:

Drafting your Opening for Action Research Report

What is the overall problem that you have identified?



What are the dimensions of problem that others have found and written about?

Why is this problem important?

What is your most persuasive argument for why your readers should care about this problem?

Evidence helps others be convinced-- What evidence can you offer for the importance of this problem?

(You will make a better case for it's importance if you can find articles or research where this problem is either documented or solved with some form of change. It is also good to find an image that represents the problem. If you are creating an e-portfolio, images are essential but even if you are writing the report, an image can help communicate your ideas. (However, cartoons might not be appropriate if you are writing for a journal.)

Template for Activity A in Tutorial 4

Rich Description

Describe the context of the problem or challenge you have selected without names or markers of identification. Your description should flow from one paragraph to the next. These questions are designed to help you think of what you might want to include. There may be other important details not listed here.



- **Where is your action research taking place?**

Describe the physical setting. You don't have to provide the names of the place, just the characteristics.

- Example: *My action research will take place in a 5th grade classroom located in small district in Southern California. I have been teaching there for over a decade.*

- **What is the history of the problem in your setting, and is this a new, ongoing, or urgent**

problem? Describe rules and regulations that set boundaries and any economic or political issues that need to be understood by your readers.

- Example: *The issue of compliance to core standards is new this year. To meet our deadline we will need to be compliant by September.*

- **Who will be involved (community roles- leaders) –both the people you will be working with**

directly and those that might be involved indirectly? Describe the norms and expected patterns of interaction and the basic demographics of the community where you will be working. You can indicate the roles and responsibilities of the people, without the use of real names.

- Example: *Our company has three project groups. I work in one of these group with six people. There are three senior people, (S1, S2, S3) with more than 10 years with the company) and 2 new hires (N2, and N3) each with less than 2 years and one intern (N2) who has just joined. The groups now work independently. My goal will be to increase the intergroup communication....*

- **What are the resources and assets you have available and what have you done up to this point?**

Is this going to be a new effort or a refinement of something you have been working? What is likely to happen if nothing is done?

- Example: *The district is well aware of the problem of limited technology and is poised to support efforts to increase technology at our school. The will supply... Parents are also concerned and they have offered to..... While this solution is not ideal, if it is not tried, our students will have no exposure to learning with technology.*

This is your time to really develop your description skills. Describe what do you see, not what you think. Describe what happens in your workspaces. Avoid words like "I think" or "this person feels..." Tell us what you see taking place working towards an insiders objective view of the setting. Thinking about these dimensions might help you.

Literature Review:

The Lit Review defines the issue more clearly by setting the problem within a wider professional context. At first you will be exploring the literature. It is useful to determine if there are other authors that share your assumptions and if they have evidence you can use. You will be looking for how others have tackled the problem that you are setting for yourself. Their outcomes can be very helpful to you.



<http://student.plattsburgh.edu/dash1418/funnel.gif>

When you begin writing, think about how to structure the evidence.

This should NOT be a randomly organized collection of findings from a first, second and third article. Create a set of sections that flow logically, building the case for your approach. And remember this is NOT about sharing your ideas and opinions (that comes later), but rather gathering the ideas of OTHERS and presenting them in a clear way. Your lit review can be a few pages or it can be an extensive chapter depending on your question, context, and requirements.

Section 1: The nature of the problem --

This will be a high level summary of your opening where you describe the problem.

Now you synthesize what others have said. Are all of the authors in agreement about the nature of the problems or do they each pick out differences and focus on that? End this section with an overview of your structure. When authors provide lists, think about if they might form a way to organize your lit review.

Section 2: First important theme, dimension, narrative, that comes from what others have written about the problem. You get a small number of authors to “talk” to each other. Some authors found that (citations) ... However not all the findings support this position. Last name (date) and Last name (date) both present evidence that seem to suggest that.....

Sections 3 - X : Present each of the themes, dimensions, or history of the problem. Use section headers to make the structure visible.

Assumptions and Theories of Change. Underlying these findings are assumptions about specific theory of learning, or model of interaction, or approach to the problem.

Logic Model Based on these findings you have created a logic model....

Summary: Share what you have learned about the context of the problem in professional research. This is similar to the rich description, but it is a description of the research context taken as a whole. You end with t your overall action research question (Activity T2-C. and then a description of your method starting with your understanding about action research (Activity T2-D) and following with cycle reports.

References: In most cases framed in APA style... check resources for advice on how to do this. This will eventually be moved to the end of your whole report.

Template for Tutorial 4, Activity C

Reflections on Learning:

How do I read so that I will retain what I read?



What is the best way I have discovered to take notes?

What am I learning from my doing my research literature review?

How will the knowledge I am gaining shape my action research?

Logic Model

Action Researcher: _____ Challenge: _____

The Situation: Briefly describe the problem context including the forces that might shape the outcome:

Inputs	Outputs		Outcomes -- Impact		
	Activities	Participation	Short term	Mid term	Long Term
List all of the resources you will need to do your action research	Describe the action you plan on taking for this project: Cycle 1: Cycle 2: Cycle 3:	Who will you be working work with in this action research project? Cycle 1: Cycle 2: Cycle 3:	What will you measure as your cycle outcomes? Cycle 1: Cycle 2: Cycle 3:	What do you and your partners hope to see happen in the near future as a result of taking this action with others?	What are you expecting the long term outcomes of of this approach to be?

Assumptions: Assumptions are often difficult to see.

External Factors: Describe the forces you cannot control that might shape the outcome.

Templates for Consent Letters

Consent letters

When is a consent letter needed?

Action research is conducted primarily on the researcher as it is about improving skill through taking action. When actions are a part of doing one's job and do not require anything that a person would not already be doing as a part of their job, then one could argue that informed consent is not required, but it is important all people involved are aware of the effort. This means that any immediate supervisor should be aware of the plans and those involved should also know that what is being done and why. Often this can be accomplished informally with co-workers. For example one might say to co-workers, I am interested in the way that social networking might improve the way we deal with this specific problem. Are you interesting in exploring this with me? In this way, you enlist co-action researchers to your investigations, not subjects.

However if you are dealing with a protected group, such as children, you need to be very careful that your procedures have been approved by your academic advisor, your work supervisor or any other body that either of these people might require. In this case, a consent or information letter to the parents is good practice. If the activity is part of your teaching and you expect all students participate in the all aspects of the activity, then an information, rather than a consent, letter might be sent to the parents. If school-age children are being asked to give feedback on your teaching or complete a voluntary survey, it is likely that you will follow research approval procedures including collecting parental consent.

Pay attention to your situation and edit these letters as appropriate for your situation. For example, an educational activity may be something that will be expected of all children in the classroom and therefore is not voluntary. So you would delete the comment about this activity being voluntary.

Templates for Action Research letters

- 1) Consent Letter Template for an action researcher in a graduate program
- 2) Consent Letter Template for an action researcher in a school
- 3) Information Letter template

1) for a graduate student...

Dear Parent/Guardian:

I am a graduate student in _[name of program and university] . I am working towards a [type of degree] degree in [type of degree]. As part of my work, I want to increase my skill and understanding about [topic of research]. Specifically I want to understand more about [details of action research project]. My goal is to improve my skills in [anticipated outcomes of the project]. I expect that this will help your child/the student in my class to be able to .

I would like to invite your child to participate in this activity. I will [detailed description of what you will be doing, where it will take place and who will be involved and their role and relationship to the the child].

This will involve keeping track of [detailed description of any data collected and what exactly will be done with it. Specify any risks that you see to the student, no matter how minor they might seem. For example, "students might be concerned to let other students see their writing" and then what you are going to do to minimize this risk.]

I will protect your child's identity and privacy by [paragraph of how you will protect the child's privacy specifically with respect to analysis and sharing of data with others in discussions or reports]

Participation in this activity is voluntary. Your child is free to refuse to be interviewed, surveyed, and observed. Your child may change his/her mind about participation in this activity at any time. Your child's standing in [activity or class] will not be influenced by agreeing or refusing to participate in any portion of this project. If you have any questions about my plans, please contact me, [name] by e-mail [email] or by phone [number]. You are also welcome to contact my professor, [name] at [contact information]

.

If you agree that your child is able to take part in my project, please return a signed copy of this form to me as soon as possible. You may keep the other copy for future reference. Thank you in advance for your cooperation and I hope your child enjoys [name the activity]! I am very excited about the potential of [name of project] to improve [anticipated outcome for the child].

Signature

Contact information

I give my permission for my child [name] to participate in the [name of project].

Date:_____

Parent/Guardian Signature:_____

Please print your name on this line:_____

Questions or concerns about your rights in this research project can be directed to [contact information]

[EXAMPLE of a Consent Letter](#) using his Template

Template for a Teacher Engaged in Action Research on their own.

Dear Parent/Guardian of _:

I am your child's [topic or grade level] teacher and I want to increase my skill and understanding about [topic of action research]. Specifically I want to understand more about [more details about the project]. My goal is to improve my ability to help your child (or the students in my class) to be able to.

I would like to invite your child to participate in this activity. I will[detailed description of what you will be doing].

This will involve keeping track of [detailed description of any data collected and what exactly will be done with it. I will protect your child's privacy by [paragraph of how you will protect the child's privacy specifically with respect to analysis and sharing of data with others in discussions or reports]

(if there are risks)

The risks that I see to your child is the possibility of concern over [describe any risks you see to the student, for example, concern about sharing their ideas with others.] I will reduce this risk by [what will you do to minimize the risk, for example work with the students to develop a respective attitude for sharing work in progress).

Participation in this activity is voluntary. Your child is free to refuse to be interviewed, surveyed, and observed. Your child may change his/her mind about participation in this activity at any time. Your child's standing in in [describe action - technology club, running team or program] will not be influenced by agreeing or refusing to participate in any portion of this project. If you have any questions about my plans, please contact me, [name] by e-mail [email] or by phone [number]. You are also welcome to contact Principal [name] at [contact information] with any questions you might have.

If you agree that your child is able to take part in my project, please return a signed copy of this form to me as soon as possible. You may keep the other copy for future reference. Thank you in advance for your cooperation and I hope your child enjoys [name the activity]! I am very excited about the potential of [anticipated outcome for child and for researcher]_

Sincerely,

Name

Contact information

I give my permission for my child [name] to participate in the [name of project].

[name]_____ to participate in the [name of project].

Date:_____

Parent/Guardian Signature:_____

Please print your name on this line:_____

Questions or concerns about your rights in this research project can be directed to [contact information]

(If the impact is minimal and you see no risks, your school district might only require **passive consent**, in which case you might change the last paragraph to something more like:

I expect that participation in this experience will benefit your child as well help me improve my skills in [area you are working on]. If you would do not want to have your child participate please contact me.
[name and contact information]

An Information Letter Template

Dear Parent/student/Coworker/

This year I am working on developing my skills to

I am pleased to be working with (you/your team/your child) and hope that you will help me in quest to learn more about.....

I look forward to learning with and from you and hope that you will be willing to share your feedback and to be as honest as possible. I will learn more if you are willing to share what you notice or think about these new ideas.

You can reach me at (contact information is not already known), please feel free to ask me any questions.

Signature

phone number



Action Research Plan

Share your plan with those who will need to approve the change you plan to make. This might include your university ethics board, your principal, your district research board, or your supervisor.

Image from [Fablevision](http://Fablevision.com)

PURPOSE: The purpose of my Action Research is.... (a phrase).

PROBLEM/SITUATION: The problem that I want to solve.... or the situation that I want to improve is....(a paragraph description).

RESEARCH QUESTION: My overall research question is:
How can I improve the way....(a sentence).

BACKGROUND RESEARCH: What I have learned about how others have approached similar challenges. A synthesis for what you have learned from the research of others. (The summary from your literature review or a short synthesis)

THE CHANGE IN PRACTICE: What are you planning to do? This is your overall idea even though it will change over time.

COMMUNITY OF PRACTICE: The people who will be involved in this action research include... (describe who will work with you to implement change or who will be affected by it).

ETHICAL ISSUES AND ACTIONS:

List the people who you have, or will meet with to share your plans:

Attach any information or consent letter you will use for parents, students, or teachers.

RESOURCES:

The resources that have helped me understand this challenge....(your reference list).

TIMELINE

Date - Cycle 1: _____

MY CYCLE RESEARCH QUESTION:

If I... (describe action to be taken), how will this affect the way.... (reactions to be measured).

Date Cycle 1 action: In a brief paragraph, describe your action

Date Artifact collected: I will be collecting the following... (a list).

Date Evaluation: I will evaluate the outcomes of this action by.....
(your plans for analysis in a paragraph or two).

DATE Cycle 2

MY CYCLE RESEARCH QUESTION:

If I... (describe action to be taken), how will this affect the way.... (reactions to be measured).

Date Cycle 1 action: In a brief paragraph, describe your action

Date Artifact collected: I will be collecting the following... (a list).

Date Evaluation: I will evaluate the outcomes of this action by.....
(your plans for analysis in a paragraph or two).

DATE Cycle 3

MY CYCLE RESEARCH QUESTION:

If I... (describe action to be taken), how will this affect the way.... (reactions to be measured).

Date Cycle 1 action: In a brief paragraph, describe your action

Date Artifact collected: I will be collecting the following... (a list).

Date Evaluation: I will evaluate the outcomes of this action by.....
(your plans for analysis in a paragraph or two).



T6-A - Framing your Overall and Cycle One Research Questions

(Complete this template a number of times, discuss possible approaches with others, and then select the one that you most want to implement.)

General Value: _____

Value expressed in context: _____

Nature of the problem to explore: _____

Overall Action Research Question: How do I improve _____

The action you could take: _____

The anticipated results: _____

Now, to form a viable Cycle One research question, use the last two entries in the following format.

Your Cycle One Research Question:

If I _____, what effect will it have on
[action you plan to take]

[outcome you will be measuring]

See T6: Resources for examples (<http://ccar.wikispaces.com/T6+Examples>)

From [Activities for Tutorial 6](#), part of the Open, Online, Action Research Course (ccar.wikispaces.com)

Data Collection Plan



1. What data will you collect?

2. Why are you collecting this data?

3. Who is going to collect it?

4. Where and when are you going to collect the data?

5. From whom will you need permission or consent to collect this data?

WEEKLY BLOG

Hopefully, you are developing your own process but sometimes it helps to copy a template and use questions like these to push your thinking.



1) Reflective Description-- A Chronicles of your action research process. *What took place and what are your thoughts on why things happened as they did?*

2) Reflective Practice -- The connections between what is happening now with the past and the future. *What is the nature of the practice that you are now engaged in and how are your actions and the reactions helping you think about practice?*

3) Reflective Knowledge Building--Connections to what you are learning. What are you thinking as you move between the data you are collecting and the mental structure of your mind?

Overview of My Action Research

Write a short descriptive summary (1-3 paragraphs) of your action research to describe your work to others. This should focus on:

1. The nature of the problem,
2. Why it is important to you,
3. What actions you are taking,
4. What outcomes you are expecting,
5. Why you expect this outcomes.

You should try writing this fresh. Think-- how can get others interested in what you see as a problem. Share it with others and revise based on feedback. This draft may serve as your opening page of your action research web site, and, or the introduction to your final report.



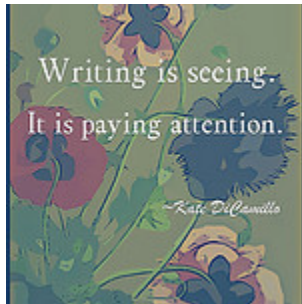
Project Title

Project Schedule

[Project Schedule Template](#)

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Start Week		Sep 1, 2015																																			
Week	TASKS TO ACCOMPLISH	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36
Month		S	S	S	S	O	O	O	O	N	N	N	N	D	D	D	D	J	J	J	J	F	F	F	F	M	M	M	M	A	A	A	A	M	M	M	M
Planning	Reading the literature																																				
	Writing the lit review																																				
	Developing the question																																				
	Force field Analysis/ Logic Model																																				
Cycle One	Cycle research question																																				
	Taking Action																																				
	Data Collection																																				
	Data Analysis																																				
Cycle Two	Reflection																																				
	Planning Cycle Two/ Share Outcomes																																				
	Cycle research question																																				
	Taking Action																																				
Cycle Three	Data Collection																																				
	Data Analysis																																				
	Reflection																																				
	Planning Cycle Three/ Share Outcomes																																				
Sharing	Cycle research question																																				
	Taking Action																																				
	Data Collection																																				
	Data Analysis																																				
Sharing	Reflection																																				
	Planning Report and Website																																				
	Write Final Reflection																																				
	Writing Final Report																																				
Sharing	Developing Web Portfolio																																				
	Develop Brochure																																				



WRITING YOUR CYCLE REPORT

CYCLE CHALLENGE - (What challenge you are exploring in cycle 1?)

CYCLE RESEARCH QUESTION: (This research question needs to contain two very important parts. The first part clearly states your action; and the second part shares your best guess at the outcome(s) you anticipate. If I change..... how will it affect.....)

ACTION TAKEN: (Describe what you did in enough detail so that we understand the action that was taken.)

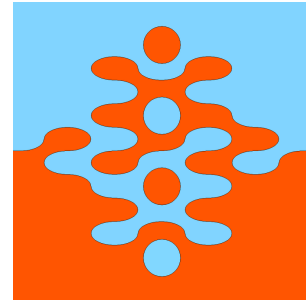
EVIDENCE USED TO EVALUATE THE ACTION: (Describe the data that you collected to give you direct or indirect evidence of what happened.)

EVALUATION: (Share the summary of the data analysis process from these activities.)

REFLECTION: (to be added after the cycle is complete) see next tutorial

Writing your Cycle Reflection

Often we have the sense from listening to people or reading responses that everyone thought that a strategy was effective, but after coding the data, you are surprised to see that “everyone” is really only 20%. We hear and see things that we are looking for or expecting. When we are look at data more carefully we often see differently.



Reflect on what you did and what happened. WHY did it happen the way it did?

What matched your expectations and what surprised you? Why?

Where did you feel effective and when were you less satisfied with your actions? Why?

Did you learn something from the data analysis what was not evident in the setting? Why was this?

For each response you write keep asking yourself “Why?” until you cannot write anymore on the topic. This will help you learn more from reflecting.

ARTWORK: [cubic orthogonal planes by markdow on DeviantArt](#)

Template from [Activities for Tutorial 9](#), part of the Open, Online, Action Research Course (ccar.wikispaces.com)

Name of Action Researcher: _____

Reviewer: _____

Review of Website Portfolios for Action Research in the Learning

Score (1-5)	<i>Please comment on each element of the e-portfolio links to student work can be found at http://mindmaps.wikispaces.com/c-14+action+research</i>
	Clarity of the Statement of the Problem -
	Quality of the Review of Literature -
	Richness of the Description of the Research Context -
	Format of the Action Research Questions –(action and outcome specified) -
	Action Research cycles- Clarity of the Description of Action-
	Action Research Cycles- Analysis and Interpretation -
	Reflections- What was Learned?-
	Quality of Writing: Giving Attention to the Crafting of the Web Report -
	Navigation: Overall Flow of the Content -
	Overall Quality of the Website and the Writing -
Total (1- 50)	



Reflections on Learning

Nulla facilisi. Aenean sodales ligula ac elit. Fusce urna ipsum, tempor non, luctus vel, eleifend in, erat. Morbi venenatis augue in dolor. In a risus. In vitae felis quis pede malesuada sollicitudin. Vestibulum ante ipsum primis in faucibus orci luctus et ultrices posuere cubilia Curae; Sed et enim. In nisi. Proin vel libero. Donec sem. Phasellus lacus urna, congue in, congue quis, auctor ac, sem. Duis porta neque sit amet libero. Fusce vitae tortor venenatis diam pulvinar tristique. Suspendisse potenti. Donec non ipsum ut lectus ullamcorper vulputate. In blandit convallis purus. Ut bibendum.

Quote from partners

Overview of your reflection... what insight did you learn from doing action research. Could also include a quote from one of the participants

Descriptive Title

An Action Research Project



YOUR NAME

Address s
Encinitas, CA 92024
[Web Address]Cont

Cycle 1

Vestibulum mi. Nam malesuada consectetur erat. Quisque nulla. Maecenas eget justo. Duis sagittis dui congue neque. Nam adipiscing ultrices arcu. Nam justo nulla, molestie non, scelerisque ac, ultrices ut, sapien. Morbi iaculis nibh id pede. Pellentesque rutrum.

Suspendisse potenti. Praesent at tellus ac odio fringilla iaculis. Suspendisse aliquam, tortor eget nonummy vehicula, ante magna placerat sem, ut fermentum erat neque ac diam.

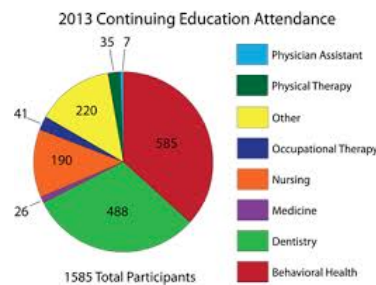
Sed risus. Quisque tincidunt urna eget libero. Nunc rhoncus dui eget purus. Nullam adipiscing eros ullamcorper erat. Vivamus fringilla. Sed nisi.

Cycle 2



turpis. Fusce lacus nunc, commodo euismod, congue ac, ornare nec, turpis. Etiam aliquet, lorem quis vehicula auctor, nisi est viverra odio, vel lacinia dui mi nec nisi. Curabitur enim est, volutpat a, tristique non, mattis in, leo. Sed quam lectus, sodales ac, vestibulum vitae, placerat eget, dolor. Donec at elit. Integer et ante eget justo mollis condimentum. Suspendisse velit. Nulla facilisi.

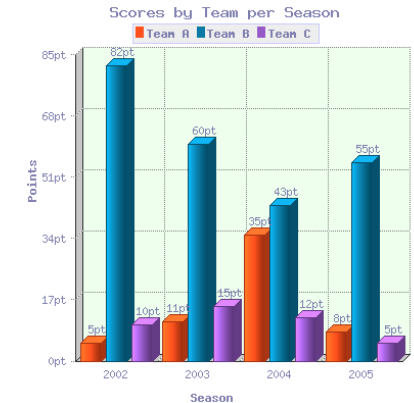
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Cycle 3

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In fermentum



libero.

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Score (1-5)	<i>Give each part a score from 1-5 with 5 being the highest.</i>	
	Opening / Introduction Notes:	4-5- Strong introduction, identified problem or issue 2-3- The introduction adequate and interesting 1- The beginning was confusing
	Theory - Research connection. Notes	4-5- Conceptual grasp of ideas contextualize work. 2-3- Prior research cited; weak ties to current work 1- Little or no mention of prior research
	Description of Actions Notes:	4-5- Cycles clearly described; linked to each other in clear path with strong connection to goals 2-3 Cycles are clear, but research focus is unclear 1- Unclear what action is being researched
	Documentation of Findings Notes:	4-5- Findings clearly documented; good design 3-4- Minimal or questionable use of data 1- No evidence for outcomes
	Reflection on personal growth Notes:	4-5- Dimensions of personal growth well articulated 2-3- Some reflection on personal growth 1- "I have changed so much" without elaboration
	Presentation Style (Talk) Notes:	4-5- Timely; poised; articulate; good visual supports 2-3- Uncomfortable; less well organized 1 Difficulty in speaking; unprepared
	Response to Questions Notes:	4-5- Answered question well; helped us learn more 2-3- Understood and responded with some difficulty 1 - Did not listen well, understand, or respond well
	Overall Evaluation Notes:	4-5- Clear presentation; problem identified; deep understanding through analysis & reflection 2-3- Well presented; issue less clear: partial learning 1- less well organized; hard to distinguish actions & outcomes; little evidence of reflective thinking.
Total Score (1-40)	Comments to Student:	



WRITING YOUR ACTION RESEARCH REPORT

(Copy this file to YOUR computer. In the header, replace T11 Template... with your name and/or title of your action research. Use the outline to assemble section drafts into your first complete draft of your action research report.)

This outline suggests a 25-30 page double-spaced report appropriate in an Master level thesis or for submission to a journal. Your report may be shorter 10-15 pages for sharing among colleagues or longer for Doctoral degree (200-300 pages). In all cases, try to be concise. You might start by writing a longer report, but then consider how you can reduce the time the reader needs to spend to understand your work. Your goal is to provide the reader with a clear and insightful report of your process. Some readers will be more focused on your findings, and others will be reading about the way in which you did your study as a model for how they might do something similar. So you need to keep these different audiences in mind as you write. If you are writing for a journal read the “advice to authors” page.

A note about Tables and Figures:

Tables and figures help your readers get more information and understand it more quickly. But you cannot replace your narrative with pictures or graphs. You should be able to remove all images and tables and still be able to make sense of your work from the text. You will need to title each table and each figure in sequence with a clear and concise statement, for example:

Table 1: The Number of Teachers Who Participated in Each of the Activities

Table 2: Participants Feedback on the Change in Procedures (N=12 participants).

Table 3: Average Responses on a 5-Point Scale by Students (N=26 students)

Figure 1: The Frequency of Themes in Teacher Blogs (n=28 teachers)

Figure 2: Image of Students Working Together on the Activity

Title Page

APA has a format for the thesis title page which includes these elements: title, running head, author, byline, institutional affiliation, and author note (which includes grant/funding information and a contact information for the author). (See [tutorial 11 resources](#) for more information on APA style) The title page is numbered page 1.

INTRODUCTION OF THE PROBLEM(1 page)

You will need a clear statement of the problem and why you believe it to be a significant problem. This can include your reasons trying to solve this problem. It might include your vision of how things might be different if this problem was solved. It can be about you and your values, your theory of learning/change or more centered on the problem situation. This is less about your setting (that comes in the next session) --instead try to discuss the problem in ways that will connect with your reader. You might begin this section with a claim about the nature of the problem that is supported by what you have read, for example you might assert: *Limited time for professional development in a teacher's day has been found to be a barrier to teacher change* (Author, date, Author, date). These citations are then added to the references and following this claim you describe the evidence that researchers have collected to support this claim (number of hours with students, grading, preparing lessons etc.).

DESCRIBING THE PROBLEM CONTEXT

(LIT REVIEW 6 page AND RICH DESCRIPTION OF YOUR CONTEXT 2 pages)

There are two ways of contextualizing your research and both are important. One is to locate the problem in the context of what other researchers have learned from exploring this or similar problems. This is done by reviewing the literature. The second way to provide a context to the problem is to describe your setting and how the problem you have identified looks in your specific context and with your ties to the social scene. This is a rich description of the local context.

You can decide on how to order these two ways to help your readers understand the challenge you face. For some action researchers, it makes more sense to move from the description of the problem to a rich description of their setting as they are closely linked. Then the specific challenge is explored by looking at what others have done through the literature review. Other action researchers will find that that starting with with the wide angle focus on the challenge and then narrowing the focus slightly to examining the challenge in other settings through the literature review and then finally focusing the lens clearly on the specific

setting (rich description) works better for them. You can decide which seems to work for you.

LITERATURE REVIEW (6 pages)

Share what you have learned about your topic from examining ideas or research that others have created around the problem. Add the text of your lit review (from [Tutorial 4, Activity B](#)) and place the references at the end of this report, not at the end of the literature review. If your literature review is very long, you might consider condensing what you learned.

WORK/COMMUNITY CONTEXT: (2 pages)

Using the text that you wrote for [Tutorial 4, Activity A](#), place this rich description of your workplace, community, or location for your action research here.

RESEARCH DESIGN AND QUESTION(1-2 pages)

Review the text you wrote for [Tutorial 2, Activity D](#). Rework it to describe how you are using action research to explore this issue. Assume that your reader does not know what action research is. You need to explain it in one or two paragraphs. If you decide to use a image of action research from any of the many sources, remember that you need to cite images just as you cite text.

End this section by adding your overall research question ([Tutorial 3, Activity D](#)) -- often in the form of How do I improve the way I....

CYCLE: REPORTS (overall 12 pages - however each cycle does not need to be the same length, some might have be more or less important or have more data. Focus on the essence of your narrative. You should be adding and editing your cycle reports from the work you did in [Tutorial 6-10](#).

FOR EACH CYCLE--

A) STATE YOUR CYCLE RESEARCH QUESTION AND DESCRIBE THE

ACTION TAKEN: Copy your cycle one research question from [Tutorial 6, activity A](#). This question needs to contain two very important parts. The first part clearly states what you will do in very specific language. And the second part shares your best guess at a outcome (the reactions of others that you expect to result from your action.) Your action research is a design experiment. You are designing with an eye towards deeper understanding through enacting change.

B) PRESENT THE DATA USED TO EVALUATE THE ACTION: Look over the

work you did in [Tutorial 7](#) and describe the data did you collected to establish how other responded to your action. What artifacts did you collect to provide direct or indirect evidence of what happened?

C) SHARE YOUR EVALUATION: Look over your work for [Tutorial 8](#), and add the

evaluation of the outcomes of your action to provide evidence for your understanding. Your goal is describe what you did in your analysis so that someone else could copy what you did and compare their findings.

D) WRITE YOUR REFLECTION: Review your cycle reflection written in [Tutorial 9](#),

[Activities A-C](#), Looking back on your action with the benefit of data, how has your thinking, practice or identity shifted. How did this cycle lead to the next? What did you learn that helped you to think about the next innovation. These reflections are often shortened with specific insights developed more fully in the final reflection.

FINAL REFLECTIONS (5-6 pages)

This is the most important part of your thesis. It answers the question of what you learned from this undertaking. This is the work of this tutorial. You can organize it in the way that works best to share your insights. You often refer back to the

beginning and then write about how your values, sense of self and knowledge has changed as a result of this process.

To get you started, you might try responding to some of these questions, and then arrange the text into sections that make sense.

Personal Transformation

1. How have I changed my practice?
2. How have I changed the way I think about my practice or think about ideas?
3. How do other see me?
4. How do I see myself?
5. Did I succeed in bringing my values in closer alignment with my work?

Organizational Transformations

1. What did I learn about group processes in my workplace?
2. How did roles change--my and others?
3. What practices or knowledge did people in my group learn?
4. What obstacles were encountered and how did this affect the outcomes?

Scholarly Level

1. What knowledge or practices have I created that others in my workplace will find of value?
2. What knowledge or practices have I created that other action researchers might value.
3. What have I learned about myself and the way I learn, think and work that might help others?
4. What did I learn about action research that might help others?

Once you are clear on what you want to say, then think about how best to organize it to have the most impact on the reader. Your learning circle or partner action researchers can help you think about this.

REFERENCES

Take the references from the end of your literature review and paste them here. Add any additional references that you might have cited as you discussed your cycles. In many cases you will be using APA style to format them. Here is an example with a link to a style guide:

Template for [Tutorial 11](#), Activity B

Angeli, E., Wagner, J., Lawrick, E., Moore, K., Anderson, M.,
Soderlund, L., & Brizee, A. (2010, May 5). *General format*.
Retrieved from
<http://owl.english.purdue.edu/owl/resource/560/01/>

(Congratulations!...you have just completed your first draft of the final report.)

From [Activities for Tutorial 11](#) part of the Open, Online, Action Research Course (ccar.wikispaces.com)