

Eastern Illinois University
Department of Early Childhood, Elementary, and Middle Level Education
ELE 5900: Applied Action Research in Education
Spring 2018

Credit Hours:	3 semester hrs.	Office tel. #:	217-5821-5728 [leave message]
Instructors:	Dr. Sham'ah Md-Yunus	Office Hours:	M & T: 9-12 PM. Other times by appointments
Office:	2203 Buzzard Hall	Email:	smdyunus@eiu.edu

Prerequisites: ELE 5250 or EDU 5200

Unit Theme: Educator as creator of effective educational environments: Integrating diverse students, subjects, strategies, societies, and technologies.

Graduate Mission Statement:

The Department of Early Childhood, Elementary, and Middle Level Education seeks to advance scholarly preparation by providing quality teaching and promoting excellence in research/creative activity in order for graduate students to exemplify best teaching practices for children from birth to age fourteen. The Department is dedicated to the preparation of knowledgeable citizens for the 21st century and seeks to empower individuals to meet the challenges faced by professional educators in a rapidly changing society. Candidates for the Master of Science in Education Degree will be prepared to teach in diverse environments recognizing multiple pathways of learning. The Department is committed to enhancing the graduate academic experience in order to create educators who can function effectively in a culturally diverse, technologically advanced, and global environment in order to engage learning at all levels.

Outcomes for All Graduate Students at Eastern Illinois University

Graduate students will:

1. Possess a depth of content knowledge including effective technology skills and ethical behaviors;
2. Engage in critical thinking and problem solving;
3. Exhibit effective oral and written communication skills;
4. Engage in advanced scholarship through research and /or creative activity;
5. Demonstrate an ability to work with diverse clientele, recognizing individual differences; and
6. Collaborate and create positive relations within the school, community, and profession in which they work.

Information Processing Models

Information- processing models emphasize ways of enhancing the human being's innate drive to make sense of the worlds by acquiring and organizing data, sensing problems and generating solutions to them, and developing concepts and language for conveying them (pp. 25-28).

Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of teaching* (8th). Boston: Pearson.

Course Description:

This course provides the fundamental framework for analyzing research and for conduction of action research projects. Students will create and implement an action research project. They will create a written paper and a presentation concerning their projects. Use of technology tools is required. Diversity issues will be addressed (3-0-3).

Purpose of the Course: This course uses an action research model to provide a culminating experience in which students apply the outcomes addressed in ELE 5250 – Introduction to Research in Education.

Each student will plan, implement and report on his/her action research project and present findings. Refer to the Action Research Handbook available on the department website (<http://www.eiu.edu/elegrad/ActionResearchHandbook.pdf>). Illustrative examples of former action research projects are available in [Research in Action](#) (the online department journal).

Course Outcomes:

- Students will acquire a body of knowledge that supports the use of action research in order to impact the learning of P-9 students.

- Students will analyze research data in order to infer practical applications and inform educational settings.
- Students will acquire guidance in the use of technology research tools.
- Students will complete an action research project with the support of peers and faculty.
- Students will share the findings of their action research project.

Course Texts:

Mertler, C. A. (2014). *Action research: Improving schools and empowering educators* (4rd ed.). Thousand Oaks, CA: Sage Publication.

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Supplementary Materials: Action Research Handbook, IRB forms, Permission/Released Forms, and Journal Research In Action (<http://www.eiu.edu/researchinaction/graduate.php>).

Current Course Management System.

The professor reserves the right to adjust syllabus timelines/deadlines as necessary. This course is highly individualized, thus, in responses to student needs, periodic modification may be required.

Professor's Note: This course requires the ability to take initiative, be able to work independently and stay on schedule. Each student will construct a time line which will assist you in completing all course assignments (drafts and final versions) in a timely manner. Staying on schedule will be an important component of this class and demonstrate the development of positive teacher-researcher dispositions.

Course Requirements, Demonstrated Competencies, and Aligned Graduate Standards

Course (Core) Requirements	Demonstrated Competencies	Aligned Graduate Standards
IRB Human Subjects Training	<p><u>Knowledge Indicator:</u> The student will:</p> <ul style="list-style-type: none"> • know the guidelines for human subject protection and ethical issues. <p><u>Performance Indicators:</u> The student will:</p> <ul style="list-style-type: none"> • complete the EIU on-line training for IRB (Human Subjects) • review IRB Form B to ensure that planned research falls under exempt category. 	<p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>4.a. an understanding of the role of research in the discipline.</p>
Action Research Prospectus (IRB - Form A & Form B)	<p><u>Knowledge Indicators:</u> The student knows how to:</p> <ul style="list-style-type: none"> • identify and limit the topic • develop research questions and hypotheses • develop design of the study (methods, samples, instruments of the study). <p><u>Performance Indicator:</u> The student will:</p> <ul style="list-style-type: none"> • write the proposal for action research according to the most recent American Psychological Association style manual. 	<p>1.a. a depth of content knowledge in the discipline</p> <p>1.c. the ability to apply content knowledge to practice</p> <p>1.d. an understanding and respect for professional ethics in the discipline</p> <p>3.b. effective written communication skills</p> <p>4.a. an understanding of the role of research in the discipline</p> <p>5.a. an understanding of individual differences in clientele</p> <p>5.d. an ability to provide evidence of differentiation of curricular.</p>

Literature Review	<u>Performance Indicator:</u> The student will: <ul style="list-style-type: none"> complete an integrated review of literature given his/her research topic. 	1.b. effective use of the technology as appropriate 3.b. effective written communication skills 4.a. an understanding of the role of research in the discipline.
Implementation of Action Research	<u>Performance Indicator:</u> The student will: <ul style="list-style-type: none"> implement the action research as approved. 	1.d. an understanding and respect for professional ethics in the discipline 2.a. critical thinking and problem solving 2.b. the ability to effectively evaluate situations and identify an appropriate course of action 4.b. the ability to conduct research and apply it to practice 5.b. a respect for all clientele by fostering a supportive and encouraging atmosphere in their workplace 5.c. a respect for individual differences through the use of rich and varied approaches 6.a. the ability to collaborate with other professionals to promote the success of their clientele 6.b. the ability to effectively work with the community to promote the success of their clientele.
Action Research Paper	<u>Performance Indicator:</u> The student will: <ul style="list-style-type: none"> organize his/her research information into a comprehensive action research paper (using APA style) that includes all the sections per the rubric provided in the Action Research Handbook. 	1.b. effective use of the technology as appropriate 1.d. an understanding and respect for professional ethics in the discipline 1.e. a respect for the professional environment through their honesty, integrity and professionalism 3.b. effective written communication skills 3.c. effective, fair, and honest communication considering not only the message but also the audience 4.a. an understanding of the role of research in the discipline 4b.the ability to conduct research and apply it to practice 5.e.the ability to provide evidence of inquiry-based instruction 5.f. an ability to engage in reflective practice.
Presentation of Findings from Action Research Project	<u>Performance Indicator:</u> The student will: <ul style="list-style-type: none"> present the study according to the final presentation guidelines. 	1.b. effective use of the technology as appropriate 3.b. effective written communication skills 3.c. effective, fair, and honest communication considering not only the message but also the audience

		5.f. an ability to engage in reflective practice.
--	--	---

Although graduate courses may have common assignments (e.g., critiques of journal articles, literature reviews, or research papers), the overall goal of the program in elementary education is to provide a “spiral curriculum”. The class assignments submitted by a graduate student must provide evidence of growth and advancement by building upon prior coursework, but not duplicating previous projects, experiences, or materials.

Course Requirements, Brief Descriptions and Points Values

Course (Core) Requirements	Brief Descriptions	Point Values (Approximate Weight)	Due Dates
Human Subjects Training (CITI)	The students will complete the EIU on-line training for IRB (Human Subjects)	10 (5 %)	Jan. 14
Action Research Project Prospectus Institutional Review Board (IRB - Form A and Form B)	The student will write the prospectus for action research according to the most recent American Psychological Association style of writing. The information in the prospectus will be used for IRB application. Students will apply IRB Forms A and B to ensure that planned research falls under the exempt category. All research must fall within the Exempt Review Research criteria, not Expedited Review and not Full Review.	20 (10%)	Jan. 28
Literature Review	The student will select a minimum of 12 relevant studies/ research articles (based on his/her research topic and research questions) that will be read and analyzed to complete a meta-analysis of the research.	30 (15%)	Feb 11
Implementation of Action Research- Introduction & Methodology	The student will implement the action research as approved.	40 (20%)	Feb. 25
Action Research Project Paper (Data Analysis, Result and Finding, Conclusion and Discussion, Limitation, and Action Plan)	The students will integrate the action research introduction, the literature review, the data analysis and reflections into a comprehensive action research as outline in the Action Research Handbook.	80 (40%)	Final draft of Action Research due to Dr. Yunus on April 1 Final paper due to committee members on April 8
Presentation of Findings of Action Research Project: -Electronic PPT	The student will present the PPT of the action research and the poster to committee members	20 (10%)	PPT and poster due to committee

-Electronic Poster			members on April 8. Final paper, PPT and poster (final exam) due on April 29 submit in d2l
--------------------	--	--	---

Grading Scale: A = 93-100% B = 85-92% C= 77-84% D = 69-76% F= below 69%

The Department of EC/ELE/MLE is committed to the learning process and academic integrity as defined within the Student Conduct Code Standard 1. “Eastern students observe the highest principles of academic integrity and support a campus environment conducive to scholarship.” Students are expected to develop original and authentic work for assignments submitted in this course. “Conduct in subversion of academic standards, such as cheating on examinations, plagiarism, collusion, misrepresentation or falsification of data” or “submitting work previously presented in another course unless specifically permitted by the instructor” are considered violations of this standard.

Weekly Topics

Week/Module	Session Content	Reading Assignment	Due
Week 1 Module Jan. 8	Course Introduction Action Research Handbook CITI Training: Complete Training for Research with Human Subject: Action Research Prospectus; -Title, -Introduction section: Purpose, Hypotheses, Research Questions, -Methods section: Design, sample population, instruments, data collection procedures, and data analysis. IRB packet -Forms A, B, Letter to parent, permission letter from Principal, Inform consent, and Instruments	Chapter 1	Submit CITI Training Certificate in d2l. Due in d2l on 1/14 Write draft of research prospectus. Write draft of IRB packet.
Week 2 Module Jan 16	Finalize IRB: Letter to parent, permission letter from Principal, Inform consent, and Instruments Action Research Proposal/Prospectus – Continue: Methodology, Design, Instruments, Data Collection Procedures	Chapters 2 & 3	Continue writing Forms A & B of IRB. Send draft to Dr. Yunus Draft of Action Research Prospectus due to Dr. Yunus
Week 3 Module Jan. 22	Action Research Proposal/Prospectus – Continue: Methodology, Design, Instruments, Data Collection Procedures Data Analysis Do not begin data collection until you received IRB approval.	Chapter 4	IRB packet due. (Forms A, B, letter to parent, permission letter from Principal, Inform consent, and Instruments). Due 1/28 Prospectus due- 1/28.

	I will send the notification note when you can begin data collection.		<p>Dr. Yunus send IRB packets to Office of Research and Sponsored Programs for approval application.</p> <p>Dr. Yunus send prospectus and IRB packet to Action Research Committee.</p>
<p>Week 4 Module</p> <p>Jan. 29</p>	Literature Review- fine tune and finalize reviews	Chapters 4 & 5	Draft outlines procedures time lines of data collection. Send draft to Dr. Yunus
<p>Week 5 Module</p> <p>Feb. 5</p>	<p>Data Analysis: Quantitative Analysis and Qualitative Analysis</p> <p>Writing the Action Research: -Introduction -Method - Participant/sample, data source/instrument, data collection procedures</p>	Chapter 5	<p>Literature Review and references. Send draft to Dr. Yunus</p> <p>Data Collection begins after the study is approved by IRB (week 5 through week 10 = 6 weeks).</p> <p>Lit review due in d2l on 2/11</p> <p>Data collection: Week 1-if IRB approved</p>
<p>Week 6 Module</p> <p>Feb. 12</p>	<p>Writing Draft of the Data Analysis</p> <p>Data Collection begins</p>	Chapter 6	<p>Data collection: Week 2</p> <p>Introduction; Purpose, rationale, hypotheses, research questions – draft due to Dr. Yunus.</p> <p>Methods -design, sample, population, instruments/data source, data collection procedures and data analysis sections – draft due to Dr. Yunus</p>
<p>Week 7 Module</p> <p>Feb. 19</p>	<p>Writing Draft of the Data Analysis</p> <p>Inform progress, issues, and challenges of data collection and plan for data analysis to Dr. Yunus</p>	Chapter 6	<p>Data collection: Week 3</p> <p>Introduction and Methods due on 2/25 in d2l</p>
<p>Week 8 Module</p> <p>Feb 26</p>	<p>Data Collection and Analysis</p> <p>Writing Draft of the Data Analysis</p>	Chapter 6	<p>Data set weeks 1-3. Data collection: Week 4</p> <p>Send progress, issues, and challenges of data collection and plan for data analysis for data set weeks 1-3 to Dr. Yunus</p>
Week 9 Module	Data Collection and Analysis		Data collection: Week 5

Mar.5			
	3/12- 3/16: EIU Spring Break		Data collection: Week 6 or no data-school closed
Week 10 Module Mar. 19	Data analyze, report your results, and findings. Writing results and findings. Writing Discussions, Conclusions, and Action Plans. Finalize References, Abstract, and Introduction. Check APA format throughout the paper	Chapters 7, 8, & 9	Data collection: Week 6 (for some students) Send draft of data analysis weeks 1-6 to Dr. Yunus
Week 11 Module Mar. 26	Finalize and submit paper to Dr. Yunus for feedback. Check all the sections: APA, consistencies, table and figures, appendixes, etc.		Draft of the paper due to Dr. Yunus on 4/1
Week 12 Module Apr. 2	Final paper due to the committee. Review all the components of Action Research including APA. Committee will provide comments between 10-14 days (standard procedure) after received the paper.		Final paper due to committee: 4/8 Develop Power Point slides for defense Develop professional poster for presentation.
Week 13 Module Apr. 9	Receive comments from committee. Revised paper address committee's comments Prepare for poster presentation, research instrument and materials		Develop Power Point slides for defense Develop professional poster for presentation. Revise Action Research if received comments from committee
Week 14 Module Apr. 16	Receive comments from committee. Revised paper address committee's comments Prepare for poster presentation, research instrument and materials		Develop Power Point slides for defense Develop professional poster for presentation. Revise Action Research if received comments from committee
Week 15 Module Apr. 23	Revised and resubmit the paper to committee and Dr. Yunus		Revised and resubmit the paper to committee and Dr. Yunus
Week 16: Final Exam	Final Exam Week.		Submit your FINAL paper in d2l - 4/29/2018

Bibliography

*Denotes Unit Conceptual Framework References

Allen, L. & Calhoun, E.F. (1998). School wide action research: Findings from six years of study. *Phi Delta Kappan*, 79(9), 706-710.

- Ary, D., Jacobs, L. C., & Sorensen, C., Walker, D. (2014). *Introduction to research in education* (9th ed.). Belmont, CA: Cengage.
- *Bogdan, R. & Biklen, S. (2003). *Qualitative research for education* (4th ed.). Boston: Allyn & Bacon.
- Bullough, R., V., & Gitlin, A. D. (2001). *Becoming students: Linking knowledge production and practice of teaching* (2nd ed.) New York: Routledge.
- Buyse, V., Sparkman, K.L., & Wesley, P.W. (2003). Communities of practice: Connecting what we know with what we do. *Exceptional Children*, 69, 263-277.
- Calhoun, E. F. (2002). Action research for school improvement. *Educational Leadership*, 59(6), 18-24.
- Clancy, D. (2001). *Studying children and schools. Qualitative research traditions*. Prospect Heights, IL: Waveland Press.
- Chick, K. (2006). Gender balance in k-12 American history textbooks. *Social Studies Research and Practice*, 1(3), 284-290.
- Chick, K. & Corle, S. (2012). A gender analysis of NCSS Notable Trade Books for the intermediate grades. *Social Studies Research and Practice*, 7(2), 1-14.
- Chick, K., Slekar, T., & Charles, E. (2010). A gender analysis of NCSS Notable picture book winners: 2006-2008. *Social Studies Research and Practice*, 5(3), 21-31.
- Cole, A. L., & Knowles, J. G. (2000). *Researching teaching: Exploring teacher development through reflexive inquiry*. Boston: Allyn and Bacon.
- Cone, J. D. & Foster, S. L. (2006). *Dissertations and theses from start to finish: Psychology and related fields* (2nd ed.). Washington, D.C.: American Psychological Association.
- *Cronbach, L. (1959). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16, 297-334.
- Denzin, N.K. & Lincoln, Y.S. (Eds.). (2005). *The SAGE handbook of qualitative research* (3rd ed.). Thousand Oaks, CA:

Sage Publications, Inc.

Fullen M. (2002). The change leader. *Educational Leadership*, 59(8), 16-20.

Gall, M.D., Gall, J. P. & Borg, W. R. (2006). *Educational research: An introduction* (8th ed.). Boston: Allyn & Bacon.

Greene, J. C. (2006). Toward a methodology of mixed methods social inquiry. *Research in the Schools. Special Issue: New Directions in Mixed Methods Research*, 13(1), 93-99.

Greene, J. C. (2008). Is mixed methods social inquiry a distinctive methodology? *Journal of Mixed Methods Research*, 2(1), 7-21.

Hendricks, C. (2006). *Improving schools through action research*. Boston: Allyn & Bacon

Hobson, D. (2001). Action and reflection: Narrative and journaling in teacher research. In G.E. Burnaford, J. Fischer, & D. Hobson (Eds.). *Teachers doing research: The power of action through inquiry* (pp. 7-27). Mahwah, NV: Lawrence Erlbaum Associates.

Johnson, R.B. & Christensen, L. B. (2007). *Educational research: Quantitative, qualitative, and mixed approaches* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Kemmis, S., & McTaggart, R. (2000). Participatory action research. In N.K. Denzin & Y.S. Lincoln (Eds.), *Handbook of qualitative research* (2nd ed., pp. 567-605). Thousand Oaks, CA: Sage.

Kline, W. (2008). Developing and submitting credible qualitative manuscripts. *Counselor Education & Supervision*, 47, 210-217.

Krippendorff, K. (2013). *Content analysis: An introduction to its methodology* (3rd ed.). Washington, DC: Sage Publishing.

Lyne, L.S. (2008). A cross section of educational research: Journal articles for discussion and evaluation (4th ed.) Los Angeles, CA: Pyrczak Publishing.

*Maslow, A. (1954). *Motivation and personality*. New York: Harper Row.

Maxwell, J. (2010). Using numbers in qualitative research. *Qualitative Inquiry*, 16(6), 475-482.

- Miles, M. B., & Huberman, A. M. (2015). *Qualitative data analysis*. Thousand Oaks, CA: Sage.
- McNiff, J. (2002). *Action research: Principals and practice* (2nd ed.). London: Routledge Falmer.
- Networks: An on-Line journal for teacher research at <http://journals.library.wisc.edu/index.php/networks/index>
- Patten, M. L. (2008). *Understanding research methods: An overview of the essentials* (7th ed.). Los Angeles, CA: Pyrczak Publishing.
- Pillow, W. (2003). Confession, catharsis, or cure? Rethinking the uses of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16(2), 175-196.
- Prendergast, M. (2006). *Seven stages in my first action research project*. Retrieved 9/27/2006.
http://educ.queensu.ca/projects/action_research/michael.htm
- Pyrczak, F., & Bruce, R.R. (2003). *Writing empirical research reports: A basic guide for students of the social and behavioral sciences* (4th ed.). Los Angeles, CA: Pyrczak Publishing.
- Pyrczak, F. (2007). *Evaluating research in academic journals: A practical guide to realistic education* (4th ed.). Los Angeles, CA: Pyrczak Publications.
- Rossman, G. B., & Rallis S. F. (2003). *Learning in the field: An introduction to Qualitative Research* (2nd ed.). Thousand Oaks, CA: Sage.
- Ruszkiewicz, J. J., Walker, J.R. & Pemberton, M. (2005). *Bookmarks: A guide to research and writing* (3rd ed.). New York: Longman.
- Slavin, R.E. (2006). *Educational research in an age of accountability* (1st ed.). Boston: Allyn & Bacon.
- Snyder, N. (2004). *The plagiarism handbook*. Los Angeles, CA: **Pyrczak Publishing**.
- Stake, R. E. (1995). *The Art of Case Study Research*. Thousand Oaks: Sage Publications, Inc.
- Zeni, J. (Ed.). (2001). *Ethical issues in practitioner research*. New York: Teachers College Press.

Recommended Peer-Reviewed Journals:

American Educational Research Journal - AERA

Educational Action Research - CARN (Collaborative Action Research Network)

Educational Researchers - AERA

Mixed Methods International Research Association <http://mmira.wildapricot.org>

Association for Qualitative Research <http://aqr.org.au>

AERA Qualitative SIG <http://aeraqrsig.org>

Review of Educational Research – AERA (American Education Research Association)

ELE 5900: Assignment Descriptions.

#	Item	%	Point	Due
1	CITI Training	5	10	Jan 14
2	Institution Review Board (IRB) and Action Research Prospectus	10	20	Jan 28
3	Literature Review	15	30	Feb 11
4	Introduction and Methodology (design, sample, data collection procedures, and instrument)	20	40	Feb 25
5	Data Analysis, Result and Finding, Conclusion and Discussion, Limitation, and Action Plan Final Report due. Final Report includes Abstract, Introduction, Literature Reviews, Methodology, Data Analysis, Result and Finding, Conclusion and Discussion, Limitation, and Action Plan, Reference, and Appendices. PPT and E-Poster	40	80	Paper, PPT, and poster: Due to Dr. Yunus on April 1 Due (all) to committee on April 8
6	PPT, and E-Poster Final Paper, PPT, and E-Poster	10	20	Paper, PPT, E-poster due in d2l on April 29

1. CITI Training

http://www.eiu.edu/grants/COMP_IRB_Training.php

[CITI Program - Registration Tutorial for New Users](#) (Updated 08/20/2013)

[CITI Program - Take the Course](#)

Note: First time users should register for the course, "Basic Course - Human Subjects Research" Protecting Human Subjects in Research (PDF File For reading or Use in Syllabus)

2. Institution Review Board (IRB) and Action Research Prospectus

a. IRB Forms :

- http://www.eiu.edu/~grants/COMP_IRB_Forms.php
- Form A: [New Application to the IRB for Review of Research Involving Human Subjects](#)
- Form B: Exempt Research Category
- Form I: Request Waivers of Inform Consent
- Informed Consent: Informed Consent Form Template

The packet include:

- a. Form A – New Application and Description of Research
- b. Form B – Exempt Research Categories
- c. Form I - Request for Waivers of Informed Consent
- d. Letter from Principal/Superintendent
- e. Letter to Parents/Guardians
- f. Instruments
- g. Prospectus

b. Action Research Description and Prospectus

- This is the 'Description Section' in the IRB Form A.
- Describe the following items:
 - a. Project purpose, research questions, hypotheses, title of the study,
 - b. dissemination,
 - c. Methodology- sample, location of study, instruments, records and procedures, data collection, storage, confidentiality, and Informed consent
 - d. Risks/benefits
 - e. Qualification of Investigator
 - f. Must attach Instrument (s)
 - g. Permission Letters from principal and letter to parents/guardian
- Prospectus
 - Title of the Study
 - Rationale of the Study
 - Purpose of the Study
 - Hypothesis of the Study (if you have one)
 - Research Questions
 - Theoretical Framework/Conceptual Framework

- Methodology
- Design
- Sample
- Setting
- Instrument
- Data Source
- Data Collection Procedure
- Data Analysis

3. Literature Review

- Review a minimum of 12 relevant studies based on your research topic.
- Analyze and summarize the study to complete the meta-analysis of the research
- Lit. review should be between 12-15 pages.
- Do not write Literature Review as heading in this section. Instead, write a heading relevant the first section of the lit. review. Heading is level 1
- Please check APA book on heading levels (p. 62).

4. Introduction and Methodology

- **Introduction**
 - Title of the study- center not bolded
 - Approximately 2 pages long
 - Contents: Rationale of the study, purpose/intent, hypotheses of the study, and research questions
- **Methodology (design, sample, data collection procedures, and instrument)**
 - A brief intro/paragraph briefly describe your design
 - Participant/sample: describe your sample and process of selection; can include table
 - Setting
 - Timelines of data collection; how do you collect the data; can include tables
 - Instrument(s) used in data collection

5. Abstract, Data Analysis, Result and Finding, Conclusion and Discussion, Limitation, and Action Plan

- **Abstract and Key Words**
 - One paragraph with no indent
 - Total words-120-150 words
 - Double line spacing
 - Key words: minimum 3 keywords. indent left, italic, lower case , coma, no period
 - Example keywords:
Keywords: early childhood, mathematics, teaching strategies. See APA, p. 41.
- **Data Analysis and Results**
 - How do you analyze your data – qualitatively or/and quantitatively or both approaches
 - This section should be majority of the report section.
 - Include tables, chart, figures, illustrations, and graphs that are applicable/relevant to your study
 - Result is for answering research questions

- Write the results according to the research questions
- **Findings**
 - Findings is to answer the purpose and hypotheses of the study
- **Discussion and Conclusion**
 - Summarize results and findings of your study
 - Discuss your results and findings and refer back to the lit review (findings of earlier studies)
- **Limitation:**
 - What are the limitations of your study?
 - Examples: sample study, length of study, instrument, etc
- **Action Plan:**
 - Your plans to disseminate the results and findings of the study.
- ❖ **Don't forget to put header and page #**
- ❖ **Include instrument (s), timetable of data collection, etc, in the Appendix. Begin on new title page and list all Appendixes, then continue with the Appendixes.**

6. Electronic Poster and Power Points Slides

Poster:

- Create a professional poster based on your power points slides.
- Create between 13-15 PPT slides. See sample posted on d21

Course Assignment Points

1. CITI Training Certificate -10 points.

All students must pass the training and received the certificate	10 points
--	------------------

2. Institution Review Board (IRB) and Action Research Prospectus- 20 points

Item	Point
IRB Received approval from the Office of Research and Sponsored Programs	5
Prospectus (15 points)	
Title of the Study	1
Rationale and Purpose of the Study	3
Hypothesis and Research Questions	2
Theoretical Framework	2
Design, Sample, Setting	2

Instrument and Data Source	3
Data Collection Procedure and Data Analysis	2

3. Literature Review – 30 points

Item	Point
Review a minimum of 12 relevant studies based on your research topic. Lit. review should be between 12-15 pages.	2
Summary and meta-analysis of the studies. Studies are organized in clusters with clear organization and easy to understand	15
Well written, clear, good flow & transition	8
APA and Reference List	5

4. Introduction and Methodology (design, sample, data collection procedures, instrument and Data Source) – 40 points

Item	Point
Introduction (10 points)	
Rationale and Purpose	5
Hypotheses and Research Question	5
Methodology (30 points)	
Design	5
Sample and Setting	5
Data collection procedures	10
Instrument and Data Source	10

5. Abstract, Data Analysis, Result and Finding, Conclusion and Discussion, Limitation, and Action Plan – 80 points

Item	Point
Abstract	5

Data Analysis	20
Result	20
Finding	10
Conclusion & Discussion	10
Limitation	5
Action Plan	10

6. Professional Poster and Professional Power Points -20 points

Item	Point
Professional Poster	10
Professional Power Points	10