# Unit Outline

**Action Research in Education**

<table>
<thead>
<tr>
<th><strong>Unit Number:</strong></th>
<th>ED690</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mode of Study:</strong></td>
<td>Internal</td>
</tr>
<tr>
<td><strong>Credit:</strong></td>
<td>3 credit points</td>
</tr>
<tr>
<td><strong>Cost:</strong></td>
<td>$1,875</td>
</tr>
<tr>
<td><strong>Pre-requisites:</strong></td>
<td>-</td>
</tr>
<tr>
<td><strong>Location:</strong></td>
<td>TBD</td>
</tr>
</tbody>
</table>
| **Study Hours:** | Seminar, 3 hours per week (total = 36 hours)  
Private study, at least 10 hours per week (total = 120 hours) |
| **Learning Management System:** | Canvas (canvas.sheridan.edu.au) |

<table>
<thead>
<tr>
<th><strong>Unit Coordinator:</strong></th>
<th>Dr Natalie Leitão</th>
<th>Phone: 9221 8170</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Email:</strong></td>
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Introduction
Action research is increasingly regarded as a professional form of inquiry whereby school practitioners observe and improve their own practices. This unit is designed to equip you to become an active researcher in your own classroom or school. To do this you will explore current theories and practices regarding educational research and critically examine how these apply to education in general and to your own practices in particular. You will then design your own action research project which will be the focus of the follow up unit entitled “Action Research Project”.

Master of Education Program Learning Outcomes (PLOs)
The Sheridan College Master of Education is currently being considered for accreditation by the Tertiary Education Quality and Standards Agency (TEQSA) and confirmed as meeting the standards set by the Australian Qualifications Framework (AQF).
A Master of Education qualifies individuals who apply an advanced body of knowledge in a range of contexts for professional practice and as a pathway for further learning.

Upon completion of the Master of Education you will be able to:

- Demonstrate a mastery of theoretical knowledge and workplace practice in education.
- Demonstrate your knowledge of research principles and methods in the discipline of education.
- Critically evaluate current and past scholarship and professional practice in the field of education in the light of contemporary research, of workplace practice, and of perspectives grounded in Christian scholarship.
- Demonstrate your ability to investigate, analyse and synthesise complex information, problems, concepts and theories in education for application across multi-disciplinary contexts.
- Demonstrate your intellectual independence by making complex, creative and original contributions to the body of knowledge and workplace practice in education at both an abstract and practical level.
- Justify and interpret theoretical propositions, methodologies, conclusions and professional decisions to specialist and non-specialist audiences through prepared presentations and projects in a variety of settings.
- Plan and execute a substantial research project.
- Model a high level of self-discipline, professional judgment, personal integrity, teamwork and respect for the dignity of individuals and groups in study and workplace settings.

Each unit you take in the Master of Education program will contribute towards the fulfilment of these broader learning outcomes.
**Action Research in Education Unit Learning Outcomes (ULOs)**

Upon completion of this unit, students will be able to:

1. Critically evaluate current perspectives on the purposes and benefits of research in education.
2. Critically evaluate current perspectives on the purposes and benefits of action research.
3. Apply knowledge of current needs to identify an action research topic.
4. Critically evaluate educational research literature.
5. Demonstrate research skills required to prepare a literature review.
6. Apply knowledge of current theory and practice regarding a specific research topic to develop an action research proposal.
7. Demonstrate a sound knowledge of key theoretical and practical aspects of action research including debates regarding authenticity, validity and reliability.

**Graduate Attributes (GAs)**

Study does more than equip you with knowledge in a specific academic discipline. It can also have a transformational effect on your own nature.

Moreland and Craig write:

“Study itself is a spiritual discipline, and the very act of study can change the self. One who undergoes the discipline of study lives through certain types of experiences where certain skills are developed through habitual study: framing an issue, solving problems, learning how to weigh evidence and eliminate irrelevant factors, cultivating the ability to see important distinctions instead of blurring them, and so on. The disciplines of study also aids in the development of certain virtues and values; for example, a desire for the truth, honesty with data, an openness to criticism, self-reflection and an ability to get along nondefensively with those who differ with one.”


The higher education sector in Australia describes these kinds of outcomes as “Graduate Attributes” (GAs). GAs do not necessarily follow in a direct line from Unit Learning Outcomes (ULOs) but are shaped by the learning process itself. Sheridan College’s GAs, displayed in the table on the next page, are integrated into the College’s assessments and cultivated in all the College’s learning activities. They describe the kind of personal characteristics we hope you will exhibit when you graduate. If in future your referees use these kinds of descriptors when writing about you, we will consider this a sign of a successful higher education.
Sheridan College Graduate Attributes

<table>
<thead>
<tr>
<th>College Vision Statement</th>
<th>College Graduate Attributes</th>
<th>Methods of Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>To offer higher education to those who are seeking to live an extraordinary life. To this end, the College will inspire its students to...</td>
<td>Sheridan College graduates will be...</td>
<td>See unit assessment schedule for alignment with specific assessments.</td>
</tr>
</tbody>
</table>

... love truth...

1. Lovers of truth who:
   a. Pursue knowledge, understanding and insight with persistence, independence, rigour, critical thinking and academic integrity.
   b. Attain a comprehensive understanding of the body of knowledge and professional skills within a specialised learning area or discipline.
   c. Can identify and analyse the pre-theoretical assumptions that underpin the relevant theoretical frameworks and perspectives within a specialised learning area or discipline.

... seek wisdom...

2. Seekers of wisdom who:
   a. Recognise the limits of their knowledge and understanding, receiving and evaluating correction or advice with grace and humility.
   b. Exercise sound, fair and ethical judgment in study and workplace learning environments.
   c. Carefully consider their life’s purpose and make the most of opportunities as they emerge.

... embrace innovation...

3. Innovative thinkers who:
   a. Identify research gaps and make original contributions that extend the body of knowledge, both independently and in collaboration with others.
   b. Synthesise, analyse and interpret information drawn from diverse sources using diverse mechanisms.
   c. Adapt effectively to changing circumstances, take appropriate risks, and solve problems in new situations.

... and become instruments of peace in the world.

4. Effective communicators who:
   a. Demonstrate the ability to communicate clearly and effectively to a range of audiences and across a range of mediums/technologies.
   b. Build classmates and colleagues up according to their needs and for their benefit. Avoid slanderous speech.
   c. Promote respect, hospitality and understanding towards cultures and groups.

5. Independent learners who:
   a. Perform tasks to the best of their own abilities and strive for a high academic standard.
   b. Set reasonable goals, determine personal boundaries and drive set tasks to completion.
   c. Take responsibility for their own learning and research.

6. Servant leaders who:
   a. Model respectful and ethical behaviour in team environments.
   b. Serve the local, national and global community.
   c. Understand and support Australian democratic traditions, including pluralism, freedom of speech, freedom of association, and equality of opportunity.
Course Structure

Learning Calendar
The Sheridan College Master of Education uses a trimester model and may be completed in one year if you were taking a full-time load or in two years if part-time. The units are delivered in twelve-week learning blocks apart from the Action Research Project which is delivered in one final twenty-four week learning block. The table below gives you an idea of how your academic program might look if you were taking a full-time load.

SAMPLE M. Ed. PROGRAM

<table>
<thead>
<tr>
<th>TRIMESTER 1</th>
<th>TRIMESTER 2</th>
<th>TRIMESTER 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Worldview Foundations in Education (3cp)</td>
<td>Servant Leadership in Education (3cp)</td>
<td>Assessment and Evaluation: Refining Understandings and Practices (3cp)</td>
</tr>
<tr>
<td>Curriculum Construction: Analysis and Perspectives (3cp)</td>
<td>-</td>
<td>Leading Change (3cp)</td>
</tr>
<tr>
<td>Action Research in Education (3cp)</td>
<td>Action Research Project (continued in Trimester 3)</td>
<td>Action Research Project (6cp)</td>
</tr>
</tbody>
</table>

Seminars
You will meet with the instructors for one 3-hour session each week. Please arrive with a willingness to learn, reflect and contribute to class discussions. It is essential that you prepare thoroughly for each class by reading the assigned chapters and/or journal articles.

Private Study Expectations
You should expect to spend an additional ten (10) hours per week of private study, immersing yourself in the course material and completing the assessment requirements.

Reading and preparation should be done prior to each seminar. You may choose to keep a journal of insights and questions to contribute during the week’s discussion.

Canvas
Canvas is the Learning Management System (LMS) used at Sheridan College. Canvas allows you to view your courses, communicate with staff and other students, access assessment scores, participate in online discussions and much more.

Consultation
At Sheridan College, instructors make themselves available during office hours for individual consultations for a minimum of 25% of the total time spent teaching the unit.

IT Resources
The internet is an extraordinary resource for students and using it effectively contributes to the nurturing of the College’s graduate attributes in each student. We encourage you to bring your electronic devices (college-supplied or personal tablets, mobile phones, laptops) into the class as a learning resource. As a courtesy to your classmates, please keep these learning devices on “silent” and do not take phone calls during class hours.

Wireless internet access will be available for all students at the Aberdeen Street campus, if you wish to meet there in study groups or for private study. You can also access printers, scanners and photocopiers at the office.
Location
The unit will be taught at one of the following locations:

- **Quinns Baptist College**, 8 Salerno Drive, Mindarie, WA, 6030
- **Austin Cove Baptist College**, Inlet Boulevard, South Yunderup, WA, 6028
- **Alkimos Baptist College**, 60 Seagrove Boulevard, Merriwa WA 6030
- **Aberdeen St Campus**, Suite 18, 7 Aberdeen St, Perth WA 6000

Learning Resources

Unit Text

Prescribed Reading(s)


Recommended Reading


Additional Resources

http://www.aare.edu.au/
http://research.acer.edu.au/
http://www.researchforaction.org/

Relevant journal articles may be found in the following journals:

- Assessment in Education: Principles, Policy and Practice
- Educational Measurement: Issues and Practice
- Journal of Christian Education
- Journal of Education and Christian Belief
- The Australian Educational Researcher
- The Australian Journal of Early Childhood Education
- The Australian Journal of Teacher Education
College Library Resources

In 2017, Sheridan College students will have direct access to four (4) major academic database collection providers, granting Sheridan College students direct onsite (IP) and remote access to:

1. **Academic OneFile** from Cengage Gale (now active)
2. **Oxford University Press Arts and Humanities Collection** (now active)
3. **EBSCO collections** (to be activated from 1 February 2017), including:
   - Business Source Premier
   - Academic Search Premier
   - Humanities International Complete
   - Science and Technology Collection
4. **Informit collections** (to be activated from 1 February 2017), including:
   - Business Collection
   - HSS Collection

Cunningham Library

Sheridan College is an institutional member of the *Australian Council of Educational Research*’s Cunningham Library.

Cunningham Library is a unique, comprehensive collection of Australian educational research material dating from the early 1900s to the present day. The vast resources of Cunningham Library offer the researcher a complete and up to date collection of educational research documents in Australia, including:

- books with over 50,000 titles, both Australian and overseas publications
- journals with over 400 titles, both Australian and overseas publications
- e-journals
- government reports & conference proceedings
- bibliographic database of educational theses
- audio, video & CD-ROM material
- educational and psychological tests
- databases, directories and research discovery tools
- web documents & e-books


The Cunningham Library will be an invaluable resource for Sheridan College educators across all disciplines in keeping current with educational research in curriculum design, assessment, course delivery (including andragogical methodologies).

Public Libraries

You will have signed up with the **State Library of WA (SLWA)** and the **National Library of Australia (NLA)** when you enrolled at Sheridan College. It takes about one week from the date of enrolment for your subscription to SLWA to become active.

The e-resources of SLWA and NLA are available online for library members (free to members of the public with an Australian residential address), including thousands of peer-reviewed journals across the full range of academic disciplines.

Other Free Resources

Access to free full-text journals can also be found through the following sites, among many others:

- VOCEDplus (www.voced.edu.au/journalbrowse)
Community Memberships

Community memberships are available at Perth higher education institutions. Research students wishing to join the libraries of Perth’s universities will be fully reimbursed by Sheridan College for their membership costs.

Community memberships are available as follows:

- **Edith Cowan University** $88 ($22 with concession)  
- **Curtin University** ($70.40)  
- **Murdoch University** ($99)  
- **University of Notre Dame** ($40)  
- **UWA** $99 ($50 with concession)  
  [http://www.is.uwa.edu.au/about/visitors-friends/visitors#community](http://www.is.uwa.edu.au/about/visitors-friends/visitors#community)
- **Vose Seminary** ($50)  

Community members who wish to access online resources at some of these institutions may only be able to access those resources while logging in from a terminal within the library itself. However, the resources of the Vose Seminary are fully available to community members.

Reserve Collection

A growing physical reserve library of books will be maintained at the Aberdeen Street campus for resources specifically chosen by lecturers for individual units. These resources will be nominated by the lecturers and purchased if there are no online options available.

Learning Support

Any student who feels they may need special provisions for any type of disability should see an instructor during regular office hours or contact the Registrar, Mrs Christa Smith, who will help you make any necessary accommodations for academic support.

Assessment Schedule

<table>
<thead>
<tr>
<th>Assessment Type</th>
<th>Value</th>
<th>Due Date</th>
<th>ULOs Assessed</th>
<th>GAs Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Topic identification (1000 words)</td>
<td>20%</td>
<td>Week 5</td>
<td>1, 2, 3</td>
<td>3, 5</td>
</tr>
<tr>
<td>2. Literature review (2000 words)</td>
<td>40%</td>
<td>Week 8</td>
<td>4, 5</td>
<td>1, 4</td>
</tr>
<tr>
<td>3. Action research proposal (4000 words inclusive of 2000 words of Assessment 2)</td>
<td>40%</td>
<td>Weeks 11-12</td>
<td>6,7</td>
<td>1, 4</td>
</tr>
</tbody>
</table>

Explanation of Assessments

Sheridan College assessments are designed to measure your successful demonstration of the full range of learning outcomes for the unit, and to cultivate the Sheridan College graduate attributes. You must submit all assessments to satisfy the course requirements.
Part One: Action research in education (10%)
With reference to the literature provide an explanation of the importance of action research in education. Include a discussion of the strengths and limitations of action research.

Part Two: Topic and justification (10%)
Following consultation and discussion with your school Principal or Head of Learning detail a topic you would like to explore as an action research project and provide justification for exploring the topic. Justification should include but not be limited to the following:
- recognition of an area of need in your own class and/or practice
- gaps that have been identified in the literature
- making links with the requirements for meeting the Australian Professional Standards for Teachers.
NB: Part Two may be written in the first person.
ULOs addressed 1, 2, 3.
Prepare a written literature review and include the following sections:

**Introduction** - include a general overview of the topic and the research questions

**Body** - make reference to previous research. Information can be ordered chronologically or by grouping similar ideas

**Implications for further research** - identify any gaps in the research

**Conclusion** - with reference to the present study indicate what is hoped to be achieved.

**ULO**s addressed 4, 5.

### Literature Review Rubric

<table>
<thead>
<tr>
<th>Category/Grade</th>
<th>Fail (&lt;50)</th>
<th>Pass (50-64)</th>
<th>Credit (65-74)</th>
<th>Distinction (75-84)</th>
<th>High Distinction (85+)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search and critically evaluate research literature</td>
<td>Limited or no evidence.</td>
<td>Demonstrates ability to engage with a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to critically evaluate a range of scholarly viewpoints.</td>
<td>Demonstrates pronounced ability to analyse and critique a wide range of scholarly viewpoints.</td>
<td>Demonstrates superior knowledge and skills in the analysis and critique of an extensive range of scholarly viewpoints.</td>
</tr>
<tr>
<td>Demonstrate research skills required to prepare a literature review</td>
<td>Limited or no evidence of understanding or research skills.</td>
<td>Demonstrates ability inclusive of justifying the research method, developing a balanced viewpoint, coherent theme, depth and breadth of research and analysis of the topic.</td>
<td>Demonstrates pronounced ability inclusive of justifying the research method, developing a balanced viewpoint, coherent theme, depth and breadth of research and in-depth analysis of the topic.</td>
<td>Demonstrates pronounced ability inclusive of justifying the research method, developing a balanced viewpoint, coherent theme, depth and breadth of research and in-depth analysis of the topic including analysis of gaps in and/or limitations of the research.</td>
<td>Demonstrates superior ability inclusive of justifying the research method, developing a balanced viewpoint, coherent theme, depth and breadth of research and insightful analysis of the topic including analysis of gaps in and/or limitations of the research.</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Limited or no evidence.</td>
<td>Demonstrates ability to summarise and synthesise information gained from the literature and indicate what is hoped to be achieved.</td>
<td>Demonstrates pronounced ability to summarise, analyse and synthesise information gained from the literature and indicate what is hoped to be achieved.</td>
<td>Demonstrates pronounced ability to summarise, analyse and synthesise information gained from a wide range of scholarly viewpoints such that independent scholarly judgments begin to emerge.</td>
<td>Demonstrates superior ability to summarise, analyse and synthesise information gained from an extensive range of scholarly viewpoints with evidence of genuinely independent scholarly judgments.</td>
</tr>
<tr>
<td>Composition</td>
<td>Ideas are unclear. Many errors evidenced (spelling, grammatical, referencing).</td>
<td>Ability to communicate ideas clearly. Some errors evidenced (spelling, grammatical, referencing).</td>
<td>Pronounced ability to communicate ideas clearly. Few errors evidenced (spelling, grammatical, referencing).</td>
<td>Pronounced ability to communicate ideas clearly. Consistently uses correct spelling, grammatical and referencing.</td>
<td>Superior ability to communicate ideas clearly. Work is free of errors (spelling, grammatical and referencing).</td>
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### Action Research Proposal Rubric

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<th>Credit (65-74)</th>
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<tr>
<td><strong>Apply knowledge of current theory and practice regarding a specific research topic to develop an action research proposal</strong></td>
<td>Limited or no evidence of application.</td>
<td>Demonstrates ability inclusive of analysis of the topic, developing a balanced viewpoint, ensuring a coherent theme, depth and breadth of research and explanation of appropriate method and materials.</td>
<td>Demonstrates pronounced ability inclusive of in-depth analysis of the topic, developing a balanced viewpoint, ensuring a coherent theme, depth and breadth of research and explanation and justification of appropriate method and materials.</td>
<td>Demonstrates pronounced ability inclusive of in-depth analysis of the topic including analysis of gaps in and/or limitations of the research, developing a balanced viewpoint, ensuring a coherent theme, depth and breadth of research and strong explanation and justification of appropriate method and materials.</td>
<td>Demonstrates superior ability inclusive of insightful analysis of the topic including analysis of gaps in and/or limitations of the research, developing a balanced viewpoint, ensuring a coherent theme, depth and breadth of research and strong explanation and justification of appropriate method and materials.</td>
</tr>
<tr>
<td><strong>Demonstrate a sound knowledge of key theoretical and practical aspects of action research including debates regarding authenticity, validity and reliability</strong></td>
<td>Limited or no evidence of knowledge.</td>
<td>Demonstrates ability with support from the literature to justify the research method inclusive of authenticity, validity and reliability.</td>
<td>Demonstrates pronounced ability with strong support from the literature to justify the research method inclusive of authenticity, validity and reliability.</td>
<td>Demonstrates pronounced ability with strong support from a wide range of literature to justify the research method inclusive of authenticity, validity and reliability.</td>
<td>Demonstrates superior ability with strong support from an extensive range of literature to justify the research method inclusive of authenticity, validity and reliability.</td>
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<tr>
<td>#</td>
<td>Unit Content</td>
<td>Readings to be completed prior to the seminar</td>
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<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------</td>
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</table>
| 1  | **Research and worldview. Overview of research methodology. Evidence-based research as a foundation for educational policy making.**  
- Investigate the literature to find justification for research in education.  
- Find links between educational research and meeting the requirements of the Australian Professional Standards for Teachers.  
- Read and discuss Lassonde & Israel (2008) Part 1. Consider why teachers can be / should be researchers.  
- Explore how research can be viewed from a Christian worldview.  
- In an interview* on research methodology Donna Mertens of Gallaudet University, and editor of the Mixed Methods Journal, advises researchers should begin by asking themselves “Who am I and what do I value? What is of importance to me? What are the beliefs that I hold?” Discuss the importance of these questions.  
* link to the interview http://www.youtube.com/watch?v=8_AMAbK7wcU  
- Compare deductive reasoning and inductive reasoning as applied to research.  
- Explore various action research models. Compare and contrast.  
- Find out how to achieve academic rigor in action research.  
- Consider various audiences to whom results of research would be aimed and why.  
- Students to create a concept map to indicate what they each currently understand about action research. This is to be filed and referred to in the final week of this course. | Mertler (2014)  
Chapter 1  
Kervin, Vialle, Herrington and Okely (2006)  
Chapter 10 |
| 2  | **Overview of action research.**  
- Read and discuss *Action research designs* (Cresswell, 2014, 608 - 611). Describe and justify action research.  
- Consider the strengths and limitations of action research.  
- Identify the four stages of action research as expressed in Mertler (2014).  
- Identify the nine steps in the action research process as expressed in Mertler (2014).  
- Consider which of the nine steps would be most difficult. Explain.  
- Discuss sample sizes; what are the advantages and disadvantages of conducting action research with individuals? What are the advantages and disadvantages of conducting action research with small groups?  
- Consider how the validity of action research may be increased. Read and discuss Gall, Gall & Borg (2005), pp. 503-5. | Mertler (2014)  
Chapter 2 |
| 3  | **Identifying a topic.**  
- Brainstorm a list of possible research topics. Discuss, then add or subtract ideas listed.  
- Review aspects of professional communication. Consider how a conversation may be conducted with the school principal or Head of Learning such that a possible area of research in the school may be identified.  
- Apply the "5 why process" of problem identification (Mertler, 2014, p. 57).  
- Identify influential factors in determining a topic (eg: realistic classroom problem or issue; personal interest).  
- Identify possible blocks or challenges and how these may be overcome. | Mertler (2014)  
Chapter 3  
(pp. 51-63) |
- Record written responses to the questions in *Finding my topic* (Alber, 2011, pp. 3-8).

### 4. Reviewing related literature.
- Read *Reviewing the literature and writing a literature review* (Wilson, 2013, pp. 39-43 and pp. 55-57).
- State the goals of the literature review.
- Describe how to conduct a literature search.
- Read and discuss *Online resources* (Stringer, 2008, pp. 224-5).
- Explain how to recognise "good" literature.
- Begin a preliminary literature review and complete an annotated bibliography for at least two sources.
- Record the steps for writing a literature review. Refer to the templates in Alber (2011) pp. 57-65.

**Non contact week**

### 5. Developing research questions. Ethical considerations. Developing a research proposal.
- Discuss how to construct research questions and then apply Mertler’s characteristics (2014, pp. 87-91) to construct two or three questions. Share, discuss, refine.
- Explore aspects of qualitative and quantitative research methodologies.
- Review basic research designs (including case studies, constant comparative model, descriptive designs, correlational designs, group comparison designs and mixed methods).
Create a set of ethical and professional guidelines eg: consider how to involve participants, ensure confidentiality and anonymity, communicate participant’s right to withdraw, importance of building a relationship of trust, place for self-reflection.
- Draft an informed letter of consent for the planned research with regard for ethical considerations. In pairs read each other’s and make changes as necessary.
- Refer to the frameworks for developing a research proposal (Punch, 2000, p. 32 and Schreiber & Asner-Self, 2011, p. 337). Select one of the frameworks and begin recording details for the research proposal. NB: it is anticipated at this early stage there will be some gaps – these will be filled in later.

### 6. Continued development of a research proposal. Data collection.
- Describe the difference between qualitative and quantitative data collection techniques.
- Select any two data collection techniques and identify their respective strengths and short comings and any ethical considerations (eg: pseudonyms to be used to accompany all photographs to protect the identity of participants).
- Explain how to ensure accuracy, credibility and dependability of qualitative data and validity and reliability of quantitative data.
- Tomal identifies nine threats to validity (2003, p. 82). Select one of the nine to talk about to the rest of the class.
**Define triangulation of data, thick description, and verbatim.** Explain how these terms may be used in relation to action research.

- Consider what records or documents already exist that could be used to support an investigation. What are they and how easily could they be accessed?
- Read and critique the templates in Alber (2011) pp. 107-135. Select one and suggest ways in can be improved.
- Continue developing the research proposal. Include details regarding proposed timeline and budget.

### Data collection (continued). Organising data.

- Review techniques for collecting data https://staffdevweb.madison.k12.wi.us/node/242
- Consider if certain data collection techniques are more suited to a particular age group.
- Work through the Five W's and an H https://staffdevweb.madison.k12.wi.us/node/236 and discuss. Consider what (if any) changes need to be made.

While watching make observations and record notes. Discuss and compare what and how data was collected. Consider if it could be done differently and for what reason.

- Read How do you ensure that you represent people fairly? (McNiff & Whitehead, 2012, p. 149) and Notes about ethics and data collection (Mertler, 2014, 150-1). Prepare a summary to explain how ethical conduct will be ensured throughout the action research project.

### Analysing data.

- Read Data analysis (2): Categorising and coding (Stringer, 2008, pp. 100-6).

Have a go at using this technique with a raw data set.
- Summarise the main steps involved in analysing qualitative data.
- Explore samples of software programs for analyzing qualitative data eg: AnSWR, EZ-Text, Qualrus, NVivo8 and HyperRESEARCH.
- Read Data-driven decisions: Incorporating quantitative data (Stringer, 2008, pp. 106-112). - - Use StatCrunch to work through sample data as detailed in Mertler (2014, pp. 204-5)
- Explain why numbers should be interpreted cautiously.
- Explore samples of software programs for analyzing quantitative data eg: SPSS, SYSTAT, Daniel Soper’s Statistics Calculator, GraphPad QuickCalcs, Statistical Applets and VassarStats.

### Findings / drawing conclusions. Developing action plans.

- Read Creating a democratic classroom: An action research study (Holly, Arhar & Kasten, 2009, pp. 335-346) but do not read the final section entitled What will I do next and how this will make life better? In pairs brainstorm possible action plans that may emerge from this study. Read the final section and compare ideas.
- Review the four levels of action plans as identified in Mertler (2014, p. 213-4). Explain which one/s are most relevant for the proposed research.

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<table>
<thead>
<tr>
<th>Mertler (2014)</th>
<th>Chapter 5 (pp. 150-8).</th>
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<tbody>
<tr>
<td>Reason and Bradbury (2013)</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Mertler (2014)</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>Kervin, Vialle, Herrington and Okely (2006)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Mertler (2014)</td>
<td>Chapter 7</td>
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</tbody>
</table>
- Watch the video clip 7.1 http://link.brightcove.com/services/player/bcpid309137168001?bckey=AQ~~, AAAAPmbRLk~, C5G7jYntie3c68hi4MvuCjiNi0p2Fk&bctid=760321582001
Explain why professional reflection is critical to effective action planning. Describe two ways teacher-researchers can engage in this process (eg: school improvement).

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<tbody>
<tr>
<td>Report writing.</td>
<td>- Read Chapter 2 of McNiff and Whitehead (2012) and identify what goes into an action research report.</td>
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<td>- Read an example of an action research report (eg: Cresswell, 2014, pp. 628-633) and identify the key elements (eg: identification of the problem, choice of methodology, tone, tense, language and conventions). Highlight a well written section and justify the choice.</td>
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<td>- Review setting out of academic text (eg: levels of headings and referencing requirements). Refer to Schreiber &amp; Asner-Self, 2011, pp. 340-2</td>
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<td></td>
<td>- Read the templates in Alber (2011) pp. 22-3 and pp. 176-182. Begin to fill them in.</td>
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<tbody>
<tr>
<td>Sharing and reflecting. Publication possibilities.</td>
<td>- Read Kervin, Vialle, Herrington and Okley (2006) Chapter 9 and discuss ways to communicate research findings.</td>
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<td>- Debate the necessity of publishing findings.</td>
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<td>- How may action research be evaluated? Read and discuss Tomal (2003), pp. 113-6</td>
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<td>- Listen to each other present the action research proposals. Contribute constructive feedback.</td>
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<td>- Decide what feedback to incorporate into the final draft of the research proposal.</td>
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<tbody>
<tr>
<td>Plenary.</td>
<td>- Refer to the review of action research in Wilson (2013) Chapter 15. Generate two entries for a class-wide list of action research “FAQ” (ie: frequently asked questions with the answers).</td>
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<td></td>
<td>- Create a concept map to indicate what is now understood about action research. Compare it with the concept map completed in the first week of this course. Identify any shifts in thinking that have occurred during the course of this unit. Discuss.</td>
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<td></td>
<td>- Create a flow chart to record the steps involved in conducting one’s own action research project. Include a timeline (NB: for those continuing with the follow up unit the action research project should be completed over two terms ie: 24 weeks).</td>
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<td>- Review the marking guide rubric for the following unit ED691 Action Research project.</td>
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<td>- Final questions, clarifications, comments.</td>
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<td>- Complete a review of this unit.</td>
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</table>
Guidelines for Written Assignments
These general guidelines will assist you in preparing and writing your assignments. Your instructor will discuss these in greater detail.

Presentation
- The assignment must be typed on A4 paper with 1.5 or 2-line spacing and a 3cm margin at the top, bottom and right hand side to allow for marker's comments. Headings should be used in accordance with APA levels of headings.
- Your assignment should be grammatically correct and well punctuated. A high standard of written English is expected and your assignments should be clear, concise, neatly presented and easy to read. Failure to comply with these requirements may result in a significant loss of marks.

Academic Integrity
- Your assignment must be your own original piece of work and not that of another student or previously submitted work for another subject. Please be aware there are serious penalties for handing in assignments that have been copied from another source (plagiarism). Please note also that Sheridan College deploys plagiarism-detection software. The Sheridan College Academic Integrity Policy can be located at http://sheridan.edu.au/index.php/home/policy-library.
- You are expected to acknowledge the source of your ideas and expressions used in your written work. Students at Sheridan College are required to use the APA Referencing style. An APA guide has been uploaded to Canvas.

Submission
- Your assignment should be submitted to your instructor by the date specified. If you require an extension of time, it is your responsibility to contact your instructor no later than one week before the due date and provide documentation from a medical practitioner or the student counsellor as to why you cannot adhere to the stated due date. Your instructor may then approve a new due date.
- Any assignment submitted after the due date without the instructor's permission will be subject to a deduction of 10% of the original mark for each working day (including weekends) for which it is late. Assignments submitted more than one week late will only be accepted with a current medical certificate, which must be dated on the day of the illness.
- You must keep a copy of the completed assignment when you submit the original document for marking.
- All assignments must be submitted to assignments@sheridancollege.com.au.
- If you are in doubt about any of these requirements, you should discuss them with your instructor who will clarify any misunderstanding.

Assessment Moderation
- Your assessments may be marked by an external examiner in addition to your instructor. This is common practice in the higher education industry and is designed to ensure your marks are equivalent to students being assessed at other higher education institutions.
# Unit Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPICS</th>
<th>PRESCRIBED READINGS</th>
<th>ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Research and worldview. Overview of research methodology</td>
<td>Text: Chapter 1 Kervin, Vialle, Herrington and Okely (2006) Chapter 10</td>
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<tr>
<td>2</td>
<td>Overview of action research</td>
<td>Text: Chapter 2</td>
<td></td>
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<tr>
<td>3</td>
<td>Identifying a topic</td>
<td>Text: Chapter 3 (pp. 51-63)</td>
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<tr>
<td>4</td>
<td>Reviewing related literature</td>
<td>Text: Chapter 3 (pp. 63-83)</td>
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<td></td>
<td><strong>In-Trimester Study Week</strong></td>
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<td>5</td>
<td>Developing research questions Ethical considerations Developing a research proposal</td>
<td>Text: Chapter 4 Punch (2000) Chapter 3; Aubrey, David, Godfrey &amp; Thompson (2000) Chapter 10</td>
<td>Topic identification</td>
</tr>
<tr>
<td>6</td>
<td>Continued development of a research proposal (continued) Data collection</td>
<td>Text: Chapter 5 (pp. 125-150)</td>
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<tr>
<td>7</td>
<td>Data collection (continued) Organising data</td>
<td>Text: Chapter 5 (pp. 150-8). Reason and Bradbury (2013) Chapter 13</td>
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</tr>
<tr>
<td>9</td>
<td>Findings / drawing conclusions Developing action plans</td>
<td>Text: Chapter 7</td>
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<tr>
<td>10</td>
<td>Report writing</td>
<td>Text: Chapter 8 McNiff and Whitehead (2012) Chapter 4</td>
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<tr>
<td>11</td>
<td>Sharing and reflecting Publication possibilities</td>
<td>Text: Chapter 9</td>
<td>Action research proposal draft (in class)</td>
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<td><strong>Pre-Exam Study Week</strong></td>
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<tr>
<td>13</td>
<td>There is no examination for this unit.</td>
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