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| Image result for southern oregon university emblem | | **Summer Language Institute (Guanajuato, Mexico)**  **Southern Oregon University**  Master of Arts in Spanish Language Teaching  **FL 514:**  **Action Research**  MTWRF, 8:00-9:50AM  July 16-August 3, 2018 | | |
| Professor: | Dr. Jeremy W. Bachelor | |  |  |
| E-mail: | Jeremy.Bachelor@Heartland.edu | |

**FL 514: Action Research (3 credits)**

**Catalog Description:** Introduces students to research methodologies that pursue action (change) and research (understanding) concurrently. Students will learn how to do a systematic inquiry into the teaching/learning environment of a classroom with the goal of developing reflective teaching practices. This course is intended as preparation for an action research project that students will conduct over the course of the following year. The grades for the project and presentations are determined by detailed rubrics.

**LEARNING OUTCOMES**

By the end of this course students will be able to:

1. Describe the characteristics of Action Research
2. Evaluate existing Action Research projects critically
3. Develop an effective literature review
4. Engage in ethical research by submitting SOU Institutional Review Board application and gaining permission to complete the study by SOU’s IRB as well as the school/district in which the student is employed
5. Develop concise research questions, and the accompanying methodology and instruments to answer those research questions
6. Develop a data collection plan
7. Write and present a proposal for their Action Research projects
8. Provide constructive feedback on classmates’ research

**COURSE MATERIALS**

Mills, G. E. (2018). *Action research: A guide for the teacher researcher* (6th ed.). New York, NY: Pearson.

Additional readings will be made available to students via Moodle.

**ADDITIONAL RESOURCES**

* *Southern Oregon University, Institutional Review Board (IRB)*, <http://www.sou.edu/irb/>
* *Protecting Human Research Participants: Online Course*, <http://phrp.nihtraining.com/>
* *Action Research for Teachers (NEFSTEM)*, [www.nefstem.org/teacher\_guide/intro/](http://www.nefstem.org/teacher_guide/intro/)
* *APA Style Guide*, <http://www.apastyle.org/>
* *Purdue OWL Online Writing Lab (APA style guides)*, <https://owl.english.purdue.edu/owl>
* *Action Research* *(SAGE journal)*, <http://journals.sagepub.com/toc/arj/0/0>

**MOODLE**

Moodle is the learning management system used for this course and throughout the coming school year. On Moodle students will be able to find the course syllabus, assignments and articles, announcements, and the grade book. It is important for students to familiarize themselves with Moodle and check it often.

**ATTENDANCE**

Due to the intensive format of the SLI program, punctuality and class attendance are extremely important. No class absences are allowed. Each absence will lower the student’s grade by 10%. In the event of an illness or emergency, students should consult with the professor and the director of the SLI.

**GRADING SCALE**

|  |  |  |  |
| --- | --- | --- | --- |
| A | 94 – 100% | C | 74 – 76% |
| A- | 90 – 93% | C- | 70 – 73% |
| B+ | 87 – 89% | D+ | 67 – 69% |
| B | 84 – 86% | D | 64 – 66% |
| B- | 80 – 83% | D- | 60 – 63% |
| C+ | 77 – 79% | F | 0 – 59% |

**GRADE BREAKDOWN**

1. Active participation – 10%
2. Online Research Journal (ORJ) – 10%
3. In-class assessment – 10%
4. Action research reflection – 10%
5. Annotated bibliography – 10%
6. IRB application – 5%
7. Action research proposal presentation – 10%
8. Action research written proposal – 35%

**ONLINE RESEARCH JOURNAL (10%)**

Students are expected to keep an Online Research Journal (ORJ) before and throughout the class. Each entry should include two components: (1) a brief summary of the most salient issues presented by the author(s), and (2) a brief reflection on the relevance and implications of those issues for developing one’s own action research project. The journal entry on each reading is due **before** each class period. Students should compose their ORJ entries in **one** shared Google Doc and then share their link to Moodle. No ORJ entry should exceed two pages. **Please note that there are eleven (11) entries that are due before the first day of class** (see tentative schedule).

**IN-CLASS ASSESSMENT (10%)**

During **the first week of class**, there will be one in-class assessment where class participants will have the opportunity to showcase knowledge of the course material as well as to apply said knowledge. The assessment will include content from chapters 1-6 of the textbook.

**ACTION RESEARCH REFLECTION (10%)**

This component will consist of a 1-2 page reflection focusing on a previous SOU student’s action research project which will then be discussed in collaborative groups. The purpose of the assignment is multifold: a) to familiarize oneself with a successfully completed project, b) to prepare students for the evaluation of one’s own work, and c) to foster reflection regarding the possible ways to address both the potential limitations and obstacles that could arise when engaging in research.

**ANNOTATED BIBLIOGRAPHY (10%)**

This assignment requires students to review ten (10) distinct sources (peer-reviewed journal articles) that are directly relevant to the research topic chosen. These articles will constitute the backbone of the literature review that will be included in the proposal. Following APA guidelines, each annotation should include a summary, an annotation, and a note on relevance (i.e. how this source is relevant for one’s own research). Every entry must:

• Explain the main purpose of the work

• Briefly describe the contents

• Indicate the possible audience for the work

• Describe the author’s particular viewpoint or ideological framework

• Note any special features as well as any weaknesses or problems

• Identify the relevance of the source to one’s own research project

• Be between 150 and 200 words

**IRB APPLICATION (5%)**

As part of ethical research practices, each student will complete an application for the SOU Institutional Review Board (IRB), as well as anything else required by one’s school district or school. A semi-completed template will be provided to use, along with a letter from the SLI director for the student’s school or district administrator. The finalized application will be turned in on the final day of class.

**ACTION RESEARCH PROPOSAL PRESENTATION (10%)**

Each student will complete a 12-15 minute presentation of his/her action research project proposal. This presentation is especially important as students will receive useful feedback from peers.

**ACTION RESEARCH WRITTEN PROPOSAL (35%)**

The action research proposal is the culmination of one’s work for this class. Given that this proposal will be the blueprint for the actual research project, it must be very detailed in nature. It should include an introduction (complete with statement of purpose), a literature review with at least 10 sources, a detailed description of the methodology to be employed, and a description of the analyses to be completed of one’s data. **The proposal should be 10-15 pages** (plus references and appendices).

**ADDITIONAL CLASS POLICIES**

* The use of computers (laptops, tablets, notebooks) is encouraged; however, students should make sure that they are only using their devices for scholastic purposes relevant to FL 514 coursework. Cellular telephones should be out of site and put in vibrate mode.
* With exception to the ORJ, class assignments should be prepared using Microsoft Word and submitted via Moodle (not via e-mail or in person). Assignments should be saved using the following system: *Lastname\_AssignmentName*, as in *Bachelor\_AnnotatedBibliography*.
* Students should use traditional formatting for course work: Times New Roman, 12 pt. font, double spacing, and 1 inch margins.
* Late assignments will not be accepted unless extenuating circumstances occur.

**ACADEMIC HONESTY AND CODE OF CONDUCT**

Students are expected to maintain academic integrity and honesty in completion of all work for this class. According to SOU’s Student Code of Conduct: “Acts of academic misconduct involve the use or attempted use of any method that enables a student to misrepresent the quality or integrity of his or her academic work and are prohibited”.

Such acts include, but are not limited to: copying from the work of another, and/or allowing another student to copy from one’s own work; unauthorized use of materials during exams; intentional or unintentional failure to acknowledge the ideas or words of another that have been taken from any published or unpublished source; placing one’s name on papers, reports, or other documents that are the work of another individual; submission of work resulting from inappropriate collaboration or assistance; submission of the same paper or project for separate courses without prior authorization by faculty members; and/or knowingly aiding in or inciting the academic dishonesty of another. Any incident of academic dishonesty will be subject to disciplinary action(s) as outlined in SOU’s Code of Student Conduct: <http://arcweb.sos.state.or.us/pages/rules/oars_500/oar_573/573_076.html>

In case of loss, theft, destruction or dispute over authorship, always retain a copy of any work you produce and submit for grades. Retain all written work that has been graded and handed back to you. The instructor will assume that the work you submit is done by the student. If a participant submits work that has been done with additional, non-allowed help, s/he will receive a 0% grade on the assignment. Any infractions may also involve further disciplinary measures within the class and/or at the instructional level.

Students should be aware that, at the discretion of the instructor, assignments may be submitted to plagiarism detection software programs for the purpose of detecting possible plagiarism. Students in this course must be prepared to submit an electronic version of any written assignment upon request of the instructor.

**Statement on Title IX and Mandatory Reporting**

Federal law requires that employees of institutions of higher learning (faculty, staff and administrators) report to a Title IX officer any time they become aware that a student is a victim or perpetrator of gender-based bias, sexual harassment, sexual assault, domestic violence, or stalking. Further, Oregon law requires a mandatory report to law enforcement of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse. If you are the victim of sexual or physical abuse and wish to make a confidential disclosure please use the confidential advising available at <http://www.sou.edu/ssi/confidential-advisors.html>, or use Southern Oregon University's Anonymous Harassment, Violence, and Interpersonal Misconduct Reporting Form <https://jfe.qualtrics.com/form/SV_7R7CCBciGNL473L>

**SOU Academic Support/Disability Resources**

To support students with disabilities in acquiring accessible books and materials, and in planning their study and time management strategies, SOU requires all professors to include a statement on Academic Support and Disability Resources on course syllabi. It is the policy of Southern Oregon University that no otherwise qualified person shall, solely by reason of disability, be denied access to, participation in, or benefits of any service, program, or activity operated by the University. Qualified persons shall receive reasonable accommodation/modification needed to ensure equal access to employment, educational opportunities, programs, and activities in the most appropriate, integrated setting, except when such accommodation creates undue hardship on the part of the provider. These policies are in compliance with Section 504 of the Rehabilitation Act of 1974, the Americans with Disabilities Act of 1990, and other applicable federal and state regulations that prohibit discrimination on the basis of disability.

If you are in need of support because of a documented disability (whether it be learning, mobility, psychiatric, health-related, or sensory) you may be eligible for academic or other accommodations through Disability Resources. Call Academic Support Programs at (541) 552-6213 to schedule an appointment with Disability Resources. The Academic Support Programs office is located in the Stevenson Union, lower level. See the Disability Resources webpage at www.sou.edu/dr for more information. If you are already working with Disability Resources, make sure to request your accommodations through them for this course as quickly as possible so that you have the best possible access.

**SOU CARES**

SOU has a wide range of resources to help you succeed. Our faculty, staff, and administration are dedicated to providing you with the best possible support. The SOU Cares Report allows us to connect you with staff members who can assist with concerns, including financial, health, mental health, wellbeing, legal concerns, family concerns, harassment, assault, study skills, time management, etc. You are also welcome to use the SOU Cares Report to share concerns about yourself, a friend, or a classmate at http://www.sou.edu/ssi. These concerns can include reports related to academic integrity, harassment, bias, or assault. Reports related to sexual misconduct or sexual assault can be made anonymously or confidentially. Student Support and Intervention provides recourse for students through the Student Code of Conduct, Title IX, Affirmative Action, and other applicable policies, regulations, and laws.

**FL 514: Action Research**

**Tentative Schedule**

**Prior to class**

*Note: Students are expected to complete the work below before the first day of class. It is highly recommended to complete this work prior to arrival in Mexico, as students will most likely not have time during the first session to work on anything other than session 1 classwork.*

|  |  |
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| Prior to the first day of class | * Read the entire Action Research textbook (Mills, 2018) * Create an ORJ journal entry for each chapter (**entries 1-10**) * Write an area of focus statement and 1-2 research questions; describe the possible intervention or innovation of your study; **ORJ #11** * Complete “Protecting Human Research Participants Online Course” (takes approximately 3 hours); post certificate of completion to Moodle * Find several peer-reviewed journal articles that are relevant to your area of research * Discuss your action research ideas with your department head and/or district administrator * **Ask for and obtain a letter from your school principal or another administrator in your district that gives you permission to carry out your research project** (you will need it for the IRB application that you will submit) |

**Week 1**

|  |  |
| --- | --- |
| M | **Preparation prior to class:**  Review Mills - Chapters 1 & 2  Read Donato (2003) and Chamot, Barnhardt, & Dirstine (1998) [Moodle], **ORJ #12**  **In class:**Course overview; what is action research?; what do you want to change as a result of your project?; effective presentations; APA style |
| T | **Preparation prior to class:**  Review Mills – Chapter 3  Read Rust & Clark (n.d.) [Moodle], **ORJ #13**  **In class:**Forming research questions; data collection techniques |
| W | **Preparation prior to class:**  Review Mills – Chapter 4  Read “Literature Review” (N.C. A&T, 2016) [Moodle], **ORJ #14**  **In class:**Literature reviews |
| R | **Preparation prior to class:**  Review Mills – Chapters 5 and 6  Read Haley (2005), **ORJ #15**  **In class:**Data collection tools (e.g., surveys, interview protocol, field notes, etc.); qualitative & quantitative methodologies; validity, reliability & generalizability |
| F | **Preparation prior to class:**  Review Mills – Chapter 7 and Appendices B & C  Begin work on Methodology  Prepare for in-class assessment  **In class**: **In-class Assessment**, data analysis, statistics & visually displaying data; answering research questions |

**Week 2**

|  |  |
| --- | --- |
| M | **Preparation prior to class:**  Review Mills – Chapter 8  Continue work on Methodology  **Action Research Reflection due [Moodle]**  1. Go to <http://soda.sou.edu/>  2. Click on "Student Scholarship"  3. As a search term, type in “Foreign Languages”  4. Make sure to select an Action Research project and **not** a Capstone project, a master’s thesis, or any other source  **In class:**Discussion of the in-class assessment results; discussion of Action Research project reflections; individual work time |
| T | **Preparation prior to class:**  Review Mills – Chapter 9  **In class:**Organizing a research project write-up and presentation: Introductions, Literature Reviews, Works Cited, APA style, and writing concisely; work on annotated bibliography |
| W | **Preparation prior to class:**  Review Mills – Chapter 10  **Annotated Bibliography due [Moodle]**  **In class:**Organizing a research project write-up & presentation: Methods, Results, and Discussion |
| R | **Preparation prior to class:**  Begin work on literature review  **In class:**Evaluating action research; publishing results in journals |
| F | **Preparation prior to class:**  Continue work on literature review  **In class:**Sign up for presentations; work day/consultations |

**Week 3**

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| M | **Preparation prior to class:**  Work on proposal (all sections)  **In class:**Expectations for presentations; individual work time |
| T | **Preparation prior to class:**  Work on proposal (all sections)  **In class:**First draft of IRB applications; individual work time |
| W | **Preparation prior to class:**  **Complete Action Research Proposal Presentation** and work on proposal  **In class:**Proposal presentations |
| R | **Preparation prior to class:**  **Complete Action Research Proposal Presentation** and work on proposal  **In class:**Proposal presentations |
| F | **Preparation prior to class:**  **Complete Action Research Proposal Presentation**  **Action Research Proposal [Moodle]**  **IRB Application [Moodle]**  **In class:**Proposal presentations, **bring a signed hardcopy of page 3 from the IRB application to class** |

**After summer session II**

*Note: During this coming academic year (2018/2019), you will be conducting your Action Research project and will check in monthly with the instructor via Moodle (you will have specific assignments that will be* ***due on the 15th of each month*** *and you will meet with the instructor at least one time during the Spring semester using videoconference software). You will complete data collection, analysis, and a final report, and will prepare a presentation showcasing your research.* ***You will submit your report no later than May 10 of 2019 to receive feedback, will turn in your final report by June 1, and will present your project during the summer of 2019 in Guanajuato****.*

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| After summer session II | **Monthly check-ins, the 15th of each month (25% of thesis course grade)**  **May 10, 2019: Draft of final report (30% of thesis course grade)**  **June 1, 2019: Final report (20% of thesis course grade)**  Rubric: <https://inside.sou.edu/assets/summerlanguageinstitute/docs/spanish/ActionResearchRubric.doc>  **Summer of 2019 in Guanajuato: Presentation (25% of thesis course grade)**  Rubric:  <https://inside.sou.edu/assets/summerlanguageinstitute/docs/spanish/ActionResearchPresRubric.docx> |

**APPENDICES: FL 514 RUBRICS**

**Participation**

|  |  |  |  |
| --- | --- | --- | --- |
| **10 points** | **8 points** | **6 points** | **0 points** |
| Student was prepared for class and participated regularly in the discussion. His/her offerings to discussions were insightful and valuable to the class as a whole. When worked in a group during class, the student was a valuable team member. | Student is prepared for class and participated, but not always. When he/she did participate, his/her offerings were usually relevant to the topic at hand. When working in groups, the student contributed minimally. | Student was minimally prepared for class and seldom participated. When he/she did participate, his/her offerings were irrelevant to the topic at hand. When working in a group, the student contributed was quick to move off-task. | Student is absent or completely unprepared for class. He or she did not participate during discussions or was uncivil to a classmate or the professor. When working in a groups, the student was distracting and often off-task. |

**Online Research Journal**

|  |  |  |  |
| --- | --- | --- | --- |
| **10 points** | **8 points** | **6 points** | **0 points** |
| Reflection is well written, pertinent, and follows page limits. | Reflection is somewhat well written and mostly pertinent but is excessively long. | Reflection is stream-of-consciousness and/or may be too short. | Reflection was not completed or it was not relevant to the topic. |

**Action Research Reflection**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Thoroughly, yet concisely, summarizes the project | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Described how project embodies the characteristics of action research | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses related to the study introduction and literature review | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses related to study design | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses related to data analysis | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified strengths and weaknesses (including limitations) related to conclusions drawn and implications in the project | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Identified similarities and differences between project and student’s own research | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Adheres to APA formatting | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Adheres to 1-2 page limit | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presents information in a concise, organized, clear way | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Total points | /100 | | | | | | | | | |

**Annotated Bibliography**

|  |  |  |  |
| --- | --- | --- | --- |
| **CATEGORY** | **A** | **B** | **C** |
| **Quality /Reliability of Sources**  (40 points) | All sources cited can be considered reliable and/or trustworthy (i.e., peer-reviewed journal article or book chapter). | Most sources cited can be considered reliable and/or trustworthy. | Some sources can be considered reliable and/or trustworthy. |
| **Writing fluency of annotations**  (40 points) | All annotations are thoughtful, complete, and well written. All entries observe the 150-200 word limit. | Most annotations are thoughtful, complete, and well written. Most entries observe the 150-200 word limit. | Some annotations are well written but some are lacking in completeness, thought, and /or writing quality. Few entries observe the 150-200 word limit. |
| **APA and**  **Documentation**  (20 points) | All citations are formatted correctly and in alphabetical order, according to author. | There are a few, minor formatting errors in the document’s citations. One or two errors in alphabetization may have occurred. | There are several formatting errors in the document’s citations. Several errors in alphabetization are present. |

**Action Research Proposal Presentation**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Presenter’s demeanor and dress are professional; presenter’s voice is clear | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Visuals used are professional, clear, and visible from the back of the room | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Personal interest in the topic is explored | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Research questions are presented in an articulate manner |  |  |  |  |  |  |  |  |  |  |
| Literature review is adequate | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Methodology is adequate | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Means of analyzing data is adequate | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presentation is well organized and presenter observes time limit | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Presents information in a creative, informative way | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Overall impression of presentation | 10 | 9 | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Total points | /100 | | | | | | | | | |

**Action Research Written Proposal**

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| **Introduction (1-2 pages)**  1. Introduction to the Topic   1. Identify an original problem and provide evidence of its existence. 2. Provide succinct background information (e.g. whatever is necessary for the reader to understand your problem/area of interest).   2. Purpose Statement   1. State purpose of paper/study. Example: *The purpose of this paper is to examine the writing workshop in my second grade classroom and to describe eﬀective implementation practices*. 2. Put the purpose in the form of one clear and succinct research question.   Example: *Is the writing workshop eﬀective in developing my students’ writing skills?*  3. Importance of the Study  Tell why this study is important. Example: *The information in this project will be of value to … It will also provide elementary teachers with a plan to …*  4. Definitions of Terms – if appropriate here (up to 0.5 pages)  List important terms and briefly describe each term using one or two complete sentences. Precise definitions of terms are very important. For example, if your paper is about assessment, the reader must know exactly what type of assessment and how you operationalized the construct. | **/10 points** |
| **Literature review (3-4 pages)**   1. Begin with a paragraph that introduces the main themes. 2. In the paragraphs that follow, clearly illustrate these overall themes, possibly using a subheading to indicate each theme. Provide a clear topic sentence for each paragraph. The paragraphs should create a logical narrative thread through the important research, leading the reader logically from your general area of interest up to a last paragraph summarizing the research and connecting it to your particular study. 3. Be sure to:    * Use at least 10 sources.    * Not simply list various articles without making obvious their connections to your project.    * Not organize the text as ‘one-paragraph-one-study’ but rather ‘one-paragraph-one idea’. Multiple sources might contribute to the same main idea, and if so you should concisely present the idea in one paragraph, with citations for multiple sources.    * Use current, peer-reviewed journal articles whenever possible (scholarly sources). General websites and newspaper/general magazine articles are not acceptable.    * Describe empirical research related to your topic. (If you are unable to find any, you should explain why.) For each empirical study, include one or two sentences that succinctly describe: (a) the question or purpose of the study, (b) the number and type of participants, (c) the treatment or conditions, (d) the type of measures, and (e) the results and conclusions. This is just so that the reader has enough context to understand the results and how relevant the study is to yours.    * Include “how-to” articles only if they are relevant, important, and connected to your project.    * Provide a full citation in the References page for every source described in this section. However, do not include any citations in the References page to sources you have not discussed in the literature review. 4. End this section with a brief summary of the major points covered. Connections between your research project and the reviewed literature should be obvious: the reader should understand how the literature you reviewed contributed to forming your research questions and designing both your instructional methods and research methods. This last paragraph should flow logically into your methodology section. Restate your research question in this paragraph. | **/25 points** |
| **Methodology (6-9 pages)** – *use the future tense for what you plan to do*  1. Participants   1. Describe the people that will be involved. The reader should know approximate ages, number, gender, ethnic make-up, or anything you feel is pertinent to your research. (1 paragraph maximum) 2. Describe the environment (classroom, school, and/or community) so that the reader can place your class in the proper context. (1 paragraph maximum)   2. Study Design (1 paragraph + 1 figure)   1. Provide a brief overview of the study design: explain that your project will be a mixed methods study consisting of XYZ (your data collection tools). 2. Include a figure that visually depicts every step in the study.  * Be sure to use at least 3 different sources of data to explore unique aspects of the phenomenon in question. Explain whether you plan to go about data collection simultaneously (triangulation), or start with a qualitative (exploratory) or quantitative (explanatory) approach.   3. Materials: (the ‘what’ and ‘why’ of instruction and data collection)   1. Instructional materials: If you are using a particular curriculum, product, or procedure, describe it fully enough so that the reader understands what the instruction contains, but be concise. Remember that the reader knows nothing. Include examples in appendices and reference them in parentheses. 2. Data collection materials: Describe each data collection instrument fully enough so that the reader understands its purpose (rationale/justification) and contents, but be concise. Explain where you obtained it (did you create surveys, adapt surveys? etc.). Include all of the instruments in the appendices and reference them in parentheses.   4. Procedures: (the ‘how’ of instruction and data collection)   1. Instruction: If you will be testing a particular teaching method or technique, describe precisely how you anticipate teaching the unit(s) using the particular method, with enough detail so the reader understands precisely what you plan to do, but as concisely as possible. 2. Describe the length of the study and precisely how you will collect the data. For each data collection instrument, describe your procedure with enough detail so the reader understands precisely what you plan to do, but as concisely as possible.   5. Analysis  Describe how you will organize and analyze all sources of data. You can assume the reader knows the basics about research (e.g. what descriptive statistics are), but you should explain how you plan to code, score, and categorize data for analysis, how you plan to carry out qualitative data analysis, etc.   * Keep in mind that inductive analysis is generally used with field notes and other qualitative data, whereas quantitative data is generally analyzed using totals, means, and tests of inferential statistics. | **/25 points** |
| **References**  • The reference list should include all (and only) those sources that are cited in the text.  • Check your references carefully for stylistic errors. APA style is different for different types of sources (e.g. journal article, book chapter, dissertation, conference presentation).  • In-text citations should follow APA style guidelines (e.g. use only last names and years in in-text citations, as well as page numbers for direct quotes; cite multiple authors differently than single authors).  • Double check carefully that the in-text citations and reference list entries align: authors’ names are spelled correctly and the published year is consistent. | **/5 points** |
| **Appendices**  • All instruments described in the methodology section should be included in full. They should be referenced in the text with parentheses, for example: (Appendix A).  • All instruments should be motivated (and modeled) by prior research, carefully designed to answer the research questions, and free of errors.  • Make sure each appendix title is informative and has a parallel structure to the others (that is, be consistent in how you title). | **/25 points** |
| **Overall quality of writing**   1. Mechanics / Grammar 2. Spelling 3. Formal writing style appropriate for research report. Avoid informal language. | **/10 points** |