

**University of Calgary**  
**Werklund School of Education**  
**Office of Graduate Programs in Education**

**EDER 701.01 L01**  
**Action-Based Research**  
**Winter 2017**

**Instructor:** Sarah Elaine Eaton, PhD

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**Term Dates:** January 9 to April 12, 2017

**Office Hours:** By Appointment - Virtual Office, Skype, Phone or in-person

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**Dates of note:**

Mid-term break: Sunday, February 19 – Sunday, February 26, 2017 (No classes)

**Course Description:**

This course is an introduction to the rich intellectual and moral traditions, ideas, and approaches of action research, intended to provide participants with knowledge and skills related to the design, implementation, critical reflection, and evaluation of action research. The course will be theoretically grounded as professional action research in educational contexts, considering the contextual and sociopolitical aspects of action research.

**Learner Outcomes:**

1. Describe, compare and contrast major ideas in the scholarly literature on action-based research.
2. Describe, compare and contrast various forms of action-based research.
3. Engage in critical analysis of the origins, history, epistemological, and ontological underpinnings of action research.
4. Examine current trends and issues in the design, implementation, and interpretation of action research in education.
5. Design praxis-based action-oriented research.
6. Actively contribute to a knowledge building community.
7. Offer constructive feedback on colleagues' work and incorporate feedback into one's own work.

**Course Design and Delivery:**

This is a fully online course. Students will be expected to use a variety of technologies for ongoing engagement in course activities and learning tasks. Desire2Learn (D2L) will be used to post class resources and as a site for asynchronous learning tasks. Adobe Connect Meetings will be used for synchronous seminars in this course. Course participants are expected to log into the system regularly, engage in online scholarly community, and participate in Adobe Connect Meetings. Please consider these dates/times as you organize your Winter 2017 semester.

When unable to participate in live (Adobe Connect) meetings due to the time difference or unforeseen circumstances, please inform the instructor in advance and propose and implement a plan to participate (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion). We recognize the importance of working in collaboration with others and learning with

others in a scholarly community of inquiry and have designed learning tasks accordingly. Active participation is expected and will yield the greatest outcomes in terms of the quality of the learning experience.

1. Adobe Connect Meeting #1: Wednesday, January 11 – 6:00 p.m. – 7:30 p.m.
2. Adobe Connect Meeting #2: Wednesday, February 15 – 6:00 p.m. – 7:30 p.m.
3. Adobe Connect Meeting #3: Wednesday, March 15 – 6:00 p.m. – 7:30 p.m.

Note: All dates and times in this course outline are listed in Mountain time. It is the student's responsibility convert due dates and other key times and dates to his/her local time zone.

### Required Texts:

Hinchey, P. (2008). *Action research primer*. New York, NY: Peter Lang. Retrieved from <http://web.b.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/results?sid=074152e5-e9d7-47d9-990f-7bf72b634de3%40sessionmgr112&vid=2&hid=107&bquery=JN+%22Action+Research+Primer%22+AND+DT+20080101&bdata=JmRiPWVoaCZ0eXBIPTEmc2l0ZT1laG9zdC1saXZI>

McNiff, J. (2013). *Action research: Principles and practice* (3rd ed.). Florence, KY: Taylor and Francis. Retrieved from <http://site.ebrary.com/lib/ucalgary/docDetail.action?docID=10672732>

### Recommended Readings:

Hendricks, C. (2016). *Improving schools through Action Research: A reflective practice approach* (4th ed.). Upper Saddle River, NJ: Pearson Education.

McNiff, J. (2010). *Action research for professional development: concise advice for new action researchers*. Poole: September Books.

McNiff, J. (2014). *Writing and doing action research*. Thousand Oaks, CA: Sage.

McNiff, J. (2016). *You and your action research project* (4th ed.). London: Routledge.

Mertler, C. A. (2013). *Action research: Improving schools and empowering educators* (4th ed.). Thousand Oaks, CA: SAGE.

Noffke, S. E., & Somekh, B. (2009). *The SAGE Handbook of Educational Action Research*. Los Angeles, CA: SAGE. DOI: <http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.4135/9780857021021>

Willis, J. W. (2014). *Applied research in education and the social sciences: Action research: Models, methods, and examples*. Charlotte, NC: Information Age. Retrieved from <http://site.ebrary.com.ezproxy.lib.ucalgary.ca/lib/ucalgary/reader.action?docID=10954968>

### Supplementary online resource (available free of charge)

Basics of APA Style (Tutorial): <http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx>

You are encouraged to select one or more of the recommended readings to supplement the required texts. As this is a doctoral level course, you are expected to pro-actively engage in knowledge building by taking the initiative to read materials above and beyond the required texts, which are considered a starting point, rather than an exhaustive explanation of the course material. In observance of copyright regulations, copies of readings are not to be posted on our D2L course site.

### Learning Tasks Overview

There are two (2) required learning tasks for this course. The completion of all assigned tasks is required for a passing grade in the course.

LEARNING TASK NUMBER	DESCRIPTION OF LEARNING TASK	PERCENT OF FINAL GRADE	GROUPING FOR TASK
Learning Task # 1	<p>Online Scholarly Community Ongoing dialogue and peer feedback loops in Studio Discussion Forums &amp; Pro-active engagement during Adobe Connect Meetings</p> <p>Self-Assessment DUE: Sunday, March 26, 2017 by 11:30 p.m. Calgary time</p> <p>(Include Rubric and Evidence of Meeting Criteria using excerpts from posts/responses/presentations)</p>	60%	Individual
Learning Task #2	<p>Research Design for an Action-Based Research Project DUE: Sunday, April 9, 2017 by 11:30 p.m. Calgary time</p> <p>(include Rubric and Statement of Contribution)</p>	40%	Individual or Group

Note: All work other than D2L discussion posts is to be submitted in Word (.doc or .docx format) and adhere to APA standards. Please submit your work (including drafts) via the D2L Dropboxes set up by your instructor.

**Weekly Course Schedule:**

Week	Date (Week starts on Monday)	Required Readings / Activities	Other tasks / Key dates
1	Jan. 9 – 15	<p><b>Learning Task 1:</b> Online Scholarly Community</p> <ol style="list-style-type: none"> <li>1. Post a brief introduction about yourself: who you are, your town or city, what you do professionally and in the community, your doctoral specialization, your research questions and interests, and your learning goals.</li> <li>2. The instructor will organize studio groups based on shared interests.</li> </ol>	Adobe Connect Meeting (ACM) #1: Wed., Jan. 11 – 6:00 p.m. – 7:30 p.m.
2	Jan. 16 – 22	<p>Action Research – Overview and Principles</p> <p><b>Learning Task 1:</b> Online Scholarly Community</p> <ul style="list-style-type: none"> <li>▪ Create a new thread in your studio forum under Week 2 and post a brief (~ 250 word) preliminary position statement that includes: (a) your current ontological stance and (b) your current epistemological stance on researching teaching and learning issues, in the context of action research. How does your stance connect to the readings from week 1 and week 2?</li> <li>▪ Read posts of all studio group members.</li> <li>▪ Respond to at least one of your peers' postings in your studio group.</li> </ul> <p>Weekly Readings:  Hinchey, P. (2008). <i>Action research primer</i>. Chapter 1  McNiff, J. (2013). <i>Action research: Principles and practice</i> (3rd ed.) – Part I</p>	
3	Jan. 23 – 29	<p>Setting the stage for doctoral research</p> <p><b>Learning Task 1:</b> Online Scholarly Community</p> <ol style="list-style-type: none"> <li>1. Create a new thread in your studio forum under Week 3 and post a brief statement (~ 500 word) of reflection on action research, as informed by key literature, in relation to your stance. Conclude your statement with a thought-provoking question.</li> <li>2. Read all posts by studio group peers.</li> <li>3. Respond to at least one of your peers' postings in your studio group.</li> </ol> <p>Weekly Readings:  Hinchey, P. (2008). <i>Action research primer</i>. Chapter 2  McNiff, J. (2013). <i>Action research: Principles and practice</i> (3rd ed.) – Part II</p>	

4	Jan. 30 – Feb. 5	<p>Theoretical underpinnings of action research</p> <p><b>Learning Task 2:</b></p> <ol style="list-style-type: none"> <li>1. Drawing on weekly readings, begin working as a group on LT2. Choose LT2 project topic.</li> </ol> <p>Weekly Readings:  Hinchey, P. (2008). <i>Action research primer</i>. Chapters 3 &amp; 4  McNiff, J. (2013). <i>Action research: Principles and practice</i> (3rd ed.) – Part III</p>	
5	Feb. 6 – 12	<p><b>Foundations for LT2</b></p> <p><b>Learning Task 1:</b> Online Scholarly Community</p> <ol style="list-style-type: none"> <li>2. Each member drafts a brief (~ 500 word) individual analysis of the topic, based on the weekly readings. Post the individual analysis by the end of Week 6.</li> <li>3. As a group, start composing a collective approach to your action research project design. Finish your collective analysis by the end of Week 8.</li> <li>4. Please note that this collective analysis is not a formal task on its own, but part of your Learning Task 1: Online Scholarly Community. This will also serve to help you with developing Learning Task 2.</li> </ol>	
6	Feb. 13 – 19	<p>No discussion board posts or required readings this week. Instead, attend ACM.</p> <p><b>Learning Task 1:</b> Online Scholarly Community</p> <ol style="list-style-type: none"> <li>1. Prepare a single slide (individual or group) on your emerging action research project design. Identify the problem of practice, key research questions and your rationale for selecting this project.</li> </ol>	<p>Adobe Connect Meeting (ACM) #2:  Wed., Feb. 15 – 6:00 p.m. – 7:30 p.m.</p>
7	Feb. 20 – 26	Mid-term break – No classes	
8	Feb. 27 – Mar. 5	<p><b>Learning Task 1:</b> Online Scholarly Community</p> <ol style="list-style-type: none"> <li>1. Continue to work on LT2. D2L posts are informed by action research readings.</li> </ol> <p>Weekly Readings:  Hinchey, P. (2008). <i>Action research primer</i>. Chapter 5  McNiff, J. (2013). <i>Action research: Principles and practice</i> (3rd ed.) – Part IV</p>	
9	Mar. 6 – 12	<p><b>Learning Task 1:</b> Online Scholarly Community</p> <ol style="list-style-type: none"> <li>1. Continue to work on LT2. D2L posts are informed by action research readings.</li> </ol> <p>Weekly Readings:  McNiff, J. (2013). <i>Action research: Principles and practice</i> (3rd ed.) – Part V</p>	

10	Mar. 13 – 19	No discussion board posts or required readings this week. Instead, attend ACM. <b>Learning Task 1:</b> Online Scholarly Community Prepare a single slide (individual or group) on your action research project. Report on your project design process, as informed by key literature.	Adobe Connect Meeting (ACM) #3: Wed., Mar. 15 – 6:00 p.m. – 7:30 p.m.
11	Mar. 20 - 26	Working week – Developing LT2  <b>Learning Task 1:</b> Online Scholarly Community Prepare your draft of LT3 for peer sharing and review. Post a complete draft of your project by Sunday, March 26 on D2L discussion board. Drafts should include all major sections as outlined in the description of LT2, including a list of references. Drafts are to be posted in Word format.	Due: LT1 Self-assessment due by March 26. Submit your work in Word format via the D2L Dropbox.  Draft of LT2 due to instructor by Sunday, March 26 by 11:30 p.m. – D2L Drafts Dropbox
12	Mar. 27 – Apr. 2	<b>Peer Feedback Loop</b> - Each member of your group will be assigned to review a different studio group proposal by end of Week 11. Each <b>individual</b> prepares a brief peer review, which references Task 2 assessment criteria and literature from class readings. Your review should include: <ol style="list-style-type: none"> <li>1. A brief overview of the strengths of the paper.</li> <li>2. Suggestions for improvement - areas where you feel the paper could be clarified or strengthened to meet the rubric criteria.</li> </ol> Note that peer review is an element of LT1, which is an individual learning task. While proposals may be submitted by groups, each individual is responsible for reviewing the work of another individual or group in the class. In other words, the peer review itself is not a group task.  Peer reviews are posted by Sunday at the latest, to allow time to incorporate feedback in Week 13.	
13	Apr. 3 – 9	<b>Learning Task 2:</b> Each member of the studio group will post the final version of the <i>Research Design for a Design-Based Research Project</i> to the Dropbox with a copy of the rubric and statement of individual contribution. It is important each studio group member submits the file so the instructor can provide a response to each member of the group.	LT2 due – Sunday, April 9 by 11:30 p.m.
14	Apr. 10 – 12	Course Wrap up – No required readings Share reflections and key learnings in D2L discussion.	

**LEARNING TASK 1: CONTRIBUTIONS TO THE ONLINE SCHOLARLY COMMUNITY - DUE: AS PER WEEKLY COURSE SCHEDULE**

Contributions in (1) weekly online discussions, (2) Adobe Connect contributions, and (3) peer review.

Criteria for Assessment of Learning Task 1 - Contributions to the online scholarly community, 60% of Final Grade

Online Discussions	Fails to Meet Requirements (C + or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
<b>Constructive use of authoritative Sources &amp; Scholarly Writing</b>	<p>Discussion postings provide superficial information and insight. They exhibit little evidence of analysis and connections among issues, readings, discussion, and personal context/situations.</p> <p>Writing is not scholarly. APA style is not used to cite sources or limited adherence to APA standard.</p>	<p>Discussion postings provide some basic information and insight. They exhibit some analysis and attempts of making connections among issues, readings, discussion, and personal context/situations.</p> <p>Written in mostly scholarly style but requires editing to achieve clarity. Use of APA style requires editing.</p>	<p>Discussion postings provide substantial information and insight. They exhibit evidence of analysis, and make some connections among issues, readings, discussion, and personal context/situations.</p> <p>Written in mostly scholarly style. Consistent use of APA style with some editing required.</p>	<p>Discussion postings are succinct, but rich in content helping others build knowledge and deepen their understanding. They are not only full of thought, insight, and critical analysis, but also make clear connections among issues, readings, discussion, and personal context/situations.</p> <p>Written in clear and scholarly manner. Consistent use of APA style and citation protocols for all sources.</p>
<b>Idea Diversity Democratizing Knowledge</b>	<p>Discussion postings are sparsely made in untimely manner and seldom provide new insights to the discussions. You seldom put forward or discuss new ideas. You add contribution with little recognition of others in the group or contribute late/not at all and therefore outside of the discourse.</p>	<p>Discussion postings are often made in timely manner and sometimes provide new insights to the discussions. You play a role in discussing ideas to create a dynamic learning environment.</p>	<p>Discussion postings are mostly made in timely manner and often provide new insights to the discussions. You play an active role in putting forward different ideas to create a dynamic learning environment. You recognize and praise everyone's work and help others find needed information.</p>	<p>Discussion postings are made in timely manner and consistently provide new insights to the discussions. You play an active role in putting forward different ideas to create a dynamic environment in which contrasts, competition and complementarity of ideas is evidence for ideas to evolve into new and more refined forms. You treat all participants as legitimate contributors to the shared goals of the community; all have a sense of ownership of knowledge advances achieved by the group.</p>
<b>Improvable Ideas &amp; Fostering Knowledge Building Discourse</b>	<p>The replies to other's postings are sparsely made and seldom:</p> <ul style="list-style-type: none"> <li>● Extend other postings</li> <li>● Motivate the group for extended discussion</li> <li>● Serves to identify or defend different points of view</li> <li>● You accept or reject ideas as truth with little or no discussion</li> </ul>	<p>The replies to other's postings sometimes:</p> <ul style="list-style-type: none"> <li>● Extend other postings</li> <li>● Motivate the group for extended discussion</li> <li>● Serves to identify or defend different points of view</li> <li>● You treat some ideas as improvable, sometimes informed by some</li> </ul>	<p>The replies to other's postings often:</p> <ul style="list-style-type: none"> <li>● Extend other postings</li> <li>● Motivate the group for extended discussion</li> <li>● Serves to identify shared problems and gaps in understanding</li> <li>● You treat all ideas as improvable, informed by</li> </ul>	<p>The replies to other's postings frequently:</p> <ul style="list-style-type: none"> <li>● Extend other postings</li> <li>● Motivate the group for extended discussion</li> <li>● Serves to engage peers in scholarly discourse, identify shared problems and gaps in understanding to advance group understanding.</li> <li>● You treat all ideas as improvable by aiming to</li> </ul>

	to further argument or seek explanations and evidence.	argument and evidence.	argument and evidence.	mirror the work of great thinkers in gathering and weighing evidence, and ensuring that explanations cohere with all available evidence.
Online Presentations	Fails to Meet Requirements (C + or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
<b>Scholarly Discourse and Online Presentations</b>	<p>Discourse during synchronous sessions is limited and seldom helps to identify or defend different points of view.</p> <p>Ideas shared do not demonstrate insights from the course readings.</p> <p>Does not demonstrate understanding of topics.</p> <p>When unable to participate live, limited contributions made to pre and post synchronous session activities (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>	<p>Discourse during synchronous sessions serves to identify or defend different points of view.</p> <p>Present ideas demonstrating insights from some of the course readings.</p> <p>Demonstrates some understanding of topics.</p> <p>When unable to participate live, inform the instructor in advance and contribute to some of the pre and post synchronous activities (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>	<p>Discourse during synchronous sessions serves to identify shared problems and gaps in understanding.</p> <p>Present ideas drawing on readings from the course.</p> <p>Demonstrate scholarly engagement, understanding of topics and leadership of knowledge building community.</p> <p>When unable to participate live, inform the instructor in advance and enact a plan to contribute pre and post synchronous session (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>	<p>Discourse during synchronous sessions is literature-informed and serves to engage peers, identify shared problems and gaps in understanding and to advance group understanding.</p> <p>Present literature-informed ideas drawing on readings from the course and extended through other relevant sources.</p> <p>Demonstrate deep scholarly engagement, mastery of topics, and model leadership of a knowledge building community.</p> <p>When unable to participate live, inform the instructor in advance and enact a coherent plan to contribute pre and post synchronous session (e.g., work with studio group to support pre-session preparations, prepare an audio recording and slide for the session, watch the recordings, submit a brief reflection/presentation in D2L, and actively contribute to any follow-up discussion).</p>
Peer Review	Fails to Meet Requirements (C + or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
<b>Timely &amp; Constructive Feedback</b>	Peer review was provided in an untimely or superficial manner.	Peer review provides some basic information and insight.	Peer review is completed in a timely manner and provides substantial information.	Peer review is completed in a timely manner and provides critical and constructive insights.
<b>Scholarly Communication</b>	Peer review does not communicate well how the authors might make changes for their writing.	Peer review somewhat communicates the strengths and the places for improvements.	Peer review is well-written. It communicates the strengths as well as the places for improvements well.	Peer review is well-written, resembling scholarly reviews for journals. It communicates the strengths as well as the places for improvements exceptionally well.

**LEARNING TASK 2: Research design for an Action Research project (Team) – DUE: Sunday, April 9, 2017**

The paper is double spaced with one inch margins, 12-point font; ~ 5000 words, excluding cover page, references and, if applicable, appendices and tables.

The goal of this learning task is for each individual or team to apply action research principles in the design of a research project to address a research-informed action-oriented solution to a complex learning problem.

Objective: To develop an action research proposal. The proposed research should aim to study a unique research problem/question/scenario.

Your action research proposal will include a scholarly description and analysis of:

- The research problem and study goals
- How and why the study is designed as action research
- Which data collection methods best support the design of your action research project
- How the study and the design might evolve through multiple iterations of actions
- How the researcher(s) anticipate the study will result in the evolution of action research principles (e.g., iterative cycles of reflection, action and evaluation).
- How action research can be designed to improve one's professional practice.
- The practical impacts of the research on learning / teaching practice.

Sample outline and possible sections for the proposal:

1. Introduction and context
  - a. Statement of Focus
  - b. Research purpose and analysis - supported by critically-reviewed literature on your research topic
  - c. Methodology- Clear rationale for using action research principles in this project – supported by literature on action research methodology
  - d. An overarching research question and appropriate sub-questions (NB: Max of 5 sub-questions).
2. Your research plan
  - a. Participants – Including why these participants are relevant to the project, and how they might be impacted by the action research
  - b. Methods of data collection and analysis
  - c. Action research design, as informed by the literature
  - d. Implementation plan
  - e. Timeline - Iterative cycles of action and reflection
  - f. Knowledge mobilization plan (how you will communicate your action research to stakeholders).
3. Ethical considerations in data collection and permissions that you would be needed to carry out your project. Include a plan for acquiring these permissions and negotiating ownership of data and permissions to publish.
4. Significance and implications for the study.
5. Conclusions
6. An complete reference list, presented in APA style. (NB: Include doi for articles when available.)

## Criteria for Assessment of Learning Task 2 - Research design for an Action Research project, 40% of Final Grade

Criteria	Fails to Meet Requirements (C+ or lower)	Meets some requirements (B- to B)	Meets all requirements (B+ to A-)	Meets all and exceeds some requirements (A to A+)
<b>Introduction and Context</b>	<p>The introductory section does not provide any insightful information about the research or context.</p> <p>Understanding of action research principles is not made clear.</p> <p>The paper includes any references of relevant studies. The literature is marginally relevant to the problem, purpose and rationale for the study.</p> <p>Limited or no introduction of a research-informed solution to address the problem.</p>	<p>The introductory section includes a research problem that attempts to address issues and concerns in the context of action research</p> <p>Integrates understanding of action research principles from class readings.</p> <p>The paper includes some literature on the research topic and the methodology. The literature somewhat supports the research problem, purpose, and rationale for the study.</p>	<p>The introductory section includes a research problem of practice within a particular educational context.</p> <p>Integrates understanding of action research principles drawn from key authoritative sources within class readings.</p> <p>The paper includes literature on the research topic and the methodology. The literature was used to support the research problem, purpose, and rationale for the study.</p>	<p>The design includes an insightful introductory section. Research problem to addressed by the research, and justifies the need for this action research in relationship to the context.</p> <p>Integrates understanding of action research principles drawn from key authoritative sources within and beyond class readings.</p> <p>The paper includes critically reviewed literature on the research topic and the methodology. The literature was succinctly but insightfully used to support the research problem, purpose, and rationale for the study.</p>
<b>Research purpose &amp; question(s)</b>	<p>The paper does clearly state the purpose of the research.</p> <p>The paper does not include an overarching question(s).</p> <p>The research question(s) is/are poorly formed, i.e., could be answered with a yes/no response.</p>	<p>The paper discusses the purpose of the research that somewhat addresses the research problem and goals, research question(s), and real-world research context. It include(s) one or more research question(s) that somewhat aligns with the focus of the project.</p>	<p>The paper establishes the purpose of the action research including the problem of practice, goals, research question(s), and real-world research context. It includes research question(s) that align with the focus of the project and may contribute to theory and practice.</p>	<p>The paper clearly establishes the purpose of the action research including the research problem and goals, research question(s), and real-world research context. It includes a thoughtful research question(s) and appropriate sub-questions that clearly focus the project, offering an original contribution to practice.</p>
<b>Research plan overview</b>	<p>The overview of the research plan does not include the action-based phases research project, as described in the literature.</p> <p>The research plan is unclear and does not align with action research principles.</p>	<p>The overview of the research plan includes the phases of the action research project, but some parts are unclear.</p> <p>The research plan may not reasonable for the timeframe. Demonstrates some alignment with action research principles.</p>	<p>The overview of the research plan includes phases for the action research, as informed by the literature.</p> <p>The research plan is reasonable and aligns with action research principles.</p>	<p>The overview of the research plan clearly indicates clear phases of the action research project, as informed by the literature.</p> <p>The research plan is well formed and the timeline is manageable in the research context and clearly aligns with action research principles.</p>

<b>Methods of data collection and analysis</b>	Limited description of research approaches and instruments for data collection and analysis is included in the proposal. Provides an unclear example of an instrument/approach and sample of the type of data collected or how the data could be analyzed.	Proposes a data collection plan to address the problem of practice identified for the project  Includes descriptions of research approaches and some instruments for data collection and analysis. Provides some evidence of an instrument/approach and sample of the type of data collected or how the data could be analyzed.	Proposes a data collection plan to address the identified problem of practice. Includes a plan on how to include reflection as a key data element, as informed by the literature.  Provides a complete example of one instrument/approach and sample of the type of data collected or how the data could be analyzed in response to the research question(s).	Proposes a clear and succinct data collection plan to address the identified problem of practice. Includes a plan on how to include reflection as a key data element, as informed by the literature.  Provides a well-defined and in-depth example of one instrument/approach and sample of the type of data collected or how the data could be analyzed to clearly link to the research question(s).
<b>Research design and action research phases</b>	Provides a design that is unclear or not effectively grounded in action research principles.  Provides limited or unclear approach to the phases of action research.	Provides a design that is somewhat grounded in action research, with some attention paid to the various phases of the project.	Provides a design that is clearly grounded in action research principles and pays explicit attention to the phases of the project, as informed by the literature. Acknowledges a methodical and phase-based design of action research within an educational context.	Provides a design that is deeply grounded in action research principles, as informed by the literature. Provides clear evidence of how various phases interact to result in a methodical and phase-based design of the project.
<b>Implementation plan</b>	Superficial plan for enacting the design is presented.  The proposal has limited or lacks information about the following: (1) how the proposed project would be carried out, (2) the researchers' roles, (3) timelines for various phases for the project, and (4) a close-out to the project after completion of the final phase.	The proposal includes an implementation plan that partially describes some of the followings: (1) how the proposed project would be carried out, (2) the researchers' roles, (3) timelines for various phases for the project, and (4) a close-out to the project after completion of the final phase.	The proposal includes an implementation plan & timeline that describes (1) how the proposed project would be carried out, (2) the researchers' roles, (3) timelines for various phases for the project, and (4) a close-out to the project after completion of the final phase.	The proposal defends an implementation plan & timeline, that clearly describes (1) how the proposed project would be carried out, (2) the researchers' roles, (3) timelines for various phases for the project, and (4) a close-out to the project after completion of the final phase.
<b>Iterative phases of action and reflection</b>	Superficial discussion of iterative phases of action research.	Adequately describes the phases of action research as they apply to this project.	Describes the phases of action research as they apply to this project in some detail and are informed by the literature.	Describes how action, analysis and reflection construct intentional phases of the research in an iterative manner, as informed by the literature
<b>Knowledge mobilization plan</b>	The proposal lacks or has a limited plan for mobilizing the knowledge gained from this project.	The proposal adequately describes how knowledge from this project would be mobilized.	Includes a knowledge mobilization plan, as informed by the literature	Includes a detailed and methodical knowledge mobilization plan, as informed by the literature.

<b>Ethical considerations</b>	The ethics section includes limited plans or no plan for managing ethical considerations and issues for the proposed study: informed consent, permission to publish, confidentiality, anonymity, and ownership of data. Little to no discussion of how authorship would be negotiated.	The ethics section describes a plan for managing some of the ethical considerations and issues for the proposed study: informed consent, permission to publish, confidentiality, anonymity, and ownership of data. Includes a brief or cursory discussion of how authorship would be negotiated.	The ethics section describes a plan for managing ethical considerations and issues for the proposed study: informed consent, permission to publish, confidentiality, anonymity, and ownership of data. Includes a thorough discussion of how authorship would be negotiated.	The ethics section clearly describes a workable plan for managing ethical considerations and issues for the proposed study: informed consent, permission to publish, confidentiality, anonymity, and ownership of data. Includes a clear and detailed plan for how authorship would be negotiated.
<b>Significance of the Proposed study</b>	Superficial discussion of the potential significance of the research.  Limited or no discussion about the contributions to the broader research and professional communities in educational contexts.	Describes some significance of the proposed research but may require further clarity.  Describes how the research may make a contribution to the broader research and professional communities, in educational contexts.	Describes the impact of the action research, as grounded by the identified problem of practice. Describes the potential significance of the proposed research.  Describes how the research may make a contribution to the broader research and professional communities, in educational contexts.	Clearly describes practical impact of the action research and anticipates the potential significance and implications of the proposed research. Clearly describes and convinces readers how the proposed research will make a contribution to the broader research and professional communities, in educational contexts.
<b>Research sources</b>	The proposal lacks substantive sources.	The proposal draws upon required course readings.	The proposal draws upon required course readings with some supplementary literature, which is both credible and current.	The proposal uses required course readings merely as a point of departure. The proposal is richly informed by supplementary sources acquired through independent scholarship and inquiry. These supplementary sources are current and credible, demonstrating a rich depth of understanding of action research.
<b>Scholarly Writing/ Format for Research Proposal</b>	Non-Scholarly research proposal lacking evidence of following formatting criteria and using APA style and standards. Requires major edits.	Scholarly research proposal adhering to some of the formatting criteria using APA style and standards requiring edits.	Scholarly research proposal adhering to formatting criteria using APA style and standards with few errors.	Scholarly research proposal adhering to formatting criteria using APA style and standards.
<b>Referencing and citing</b>	Various APA errors in citations or references. Sources are missing.	Some APA errors in citations and references. All sources are cited.	Minimal APA errors in citations and references. All sources are cited.	APA citations and references stand as an exemplar of excellence, with keen attention to detail. All sources are cited with precision.

### Graduate Programs in Education: Grading Scale

Distribution of Grades*			
Grade	GP Value	Percent	Graduate Description
A+	4.0	95 - 100	Outstanding
A	4.0	90 - 94	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.7	85 - 89	Very good performance
B+	3.3	80 - 84	Good performance
B	3.0	75 - 79	Satisfactory performance. <i>Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the program as computed at the end of each year of the program.</i>
B-	2.7	70 - 74	Minimum pass for students in the Faculty of Graduate Studies
C+	2.3	65 - 69	All grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.0	60 - 64	
C-	1.7	55 - 59	
D+	1.3	50 - 54	
D	1.0	45 - 49	
F	0.0	< 45	

\*Based upon Faculty of Graduate Studies 2016/2017 Calendar, "Distribution of Grades"

It is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

#### Werklund School of Education Appeals Policy and Process

- <http://werklund.ucalgary.ca/gpe/werklund-school-education-appeals-policy-amp-process>

#### Universal Student Ratings of Instruction (USRIs)

Students are strongly encouraged to complete course evaluations for each course taken in their program. Student feedback on their experience in a course is taken very seriously by the Werklund School of Education in timetabling and staffing courses. Student feedback via the Course Evaluation is used to monitor the quality of teaching, the quality of students' learning experiences and the quality of course design in Graduate Programs in Education.

Students are advised to become familiar with the Faculty of Graduate Studies policies and the University of Calgary support services in these areas: intellectual property, academic integrity, plagiarism, research ethics, effective writing, and English language proficiency. Information about these topics is available through the following web addresses:

- **Plagiarism + academic misconduct:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>
- **Intellectual Honesty:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-m.html>
- **Integrity:** <http://www.ucalgary.ca/pubs/calendar/grad/current/gs-r.html>

- **Research Ethics:** <http://www.ucalgary.ca/research/researchers/ethics-compliance>
- **My Grad Skills:** <http://grad.ucalgary.ca/mygradskills>
- **Intellectual Property:** <http://grad.ucalgary.ca/current/managing-my-program/academic-integrity/intellectual-property>
- **Student Success:** <http://www.ucalgary.ca/ssc/>

### **Graduate Studies Calendar, Excerpts on Plagiarism:**

#### O.1.a) Definitions

1. Plagiarism - Plagiarism involves submitting or presenting work as if it were the student's own work when it is not. Any ideas or materials taken from another source written, electronic, or oral must be fully and formally acknowledged.

(b) Parts of the work are taken from another source without reference to the original author.

(c) The whole work (e.g., an essay) is copied from another source, and/or,

(d) A student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

#### O.1.b) Penalties, can include and are not limited to:

1. Failing Grade - A student may be given a failing grade in either an exercise or course in which that student is found guilty of plagiarism, cheating or other academic misconduct. A student may not avoid a failing grade by withdrawing from the course.

2. Disciplinary probation.

3. Suspension.

4. Expulsion.

**Copyright:** All material used in the course is for the sole use of the individual and should not be recopied in either print or digital format. For copyright guidelines, including those relating to photocopying and electronic copies, please refer to the Association of Universities and Colleges of Canada (AUCC) fair dealing guidelines: <http://library.ucalgary.ca/copyright>

**Academic Accommodations** – It is the students' responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students who have not registered with Student Accessibility Services are not eligible for formal academic accommodations. More information about academic accommodations can be found at [www.ucalgary.ca/access](http://www.ucalgary.ca/access).

### **Accommodations on Protected Grounds other than Disability**

Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the appropriate Associate Dean, Department Head or the department/faculty designated contact person. Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/).

**Campus Security** provides a range of services intended to promote and facilitate a safe and secure learning and living environment, e.g. the SafeWalk program for students attending classes on campus.

For more information please visit <http://www.ucalgary.ca/security/> or telephone 403-220-5333.

The **Freedom of Information Protection of Privacy Act** (FOIPP) prevents instructors from placing assignments or examinations in a public place for pickup and prevents students from access to exams or assignments other than their own. Therefore, students and instructors may use one of the following options: return/collect assignments during class time or during instructors' office hours, students provide instructors with a self-addressed stamped envelope, or submit assignments, or submit/return assignments as electronic files attached to private e-mail message.

**Emergency Evacuation Assembly Points** - For both the Education Tower and Education Block, use the Scurfield Hall Atrium (Primary) or Professional Faculties Food court. See: <http://www.ucalgary.ca/emergencyplan/assemblypoints>