**Faculty Information Literacy Stipend**
**Final Report**

**Name:** Jeanna Wieselmann
**Course:** EDU 6351: Community-Centered STEM Integration
**Semester:** Spring 2024

**Introduction**
The course EDU 6351: Community-Centered STEM Integration is the capstone course for the Master of Education degree with a focus on STEM Education. Most of the students who enroll in the course are working as full-time teachers within K-12 settings. The overarching purpose of the course is for students to synthesize what they have learned and apply their knowledge by conducting their own STEM-focused action research project. The course is offered in a hybrid format, so students participate in a combination of in-class activities, and online, asynchronous modules (see syllabus in Appendix A).

I have taught this course on one other occasion, in Spring 2022. Although my students in Spring 2022 carried out meaningful projects that impacted their K-12 classrooms, I was dissatisfied with the quality of their written reports. Reflecting on my own instruction, I determined that I could support higher quality written reports by providing additional structure, more thorough analysis and discussion of action research reports, and more opportunities for ongoing feedback throughout the semester. Specifically, I wanted to improve the students' information literacy skills around identifying a topic and research questions that were narrow and focused, identifying quality and relevant sources in their literature review, and developing an action research report that follows disciplinary writing norms and conventions. The information literacy learning objectives I developed for their final action research report in Spring 2024 were:

- Students clearly describe the background, purpose, and rationale for the action research project.
- Students develop action research questions that are investigable.
- Students review a minimum of three peer-reviewed articles and provide a description of how the current action research project extends or replicates these studies.
- Students describe the procedures used to conduct the action research project, including a description of the research context, participants, researcher positionality/role, data collection, and data analysis.
- Students present the findings of the action research project in a method appropriate for the data analysis approach (i.e., quantitative, qualitative, mixed methods).
- Students draw relevant conclusions from the results of the action research project, connecting to the existing research literature and explaining implications for their own classroom practices.
- Students format the action research report and references cited according to APA7 guidelines.

**Description of the information literacy assignment or activities**
The overarching goal of the course was for students to plan, implement, and write a report on an action research project that addresses a problem of practice in their own K-12 classroom. Thus, information literacy was an integral part of the entire course. The information literacy skills included identifying a topic that could be researched within the semester, searching the literature to find sources that were

relevant to the topic of interest, applying educational action research report conventions to their own writing, and ultimately submitting a full action research report.

SMU Librarian Naomi Schemm visited two in-person class sessions. On February 1, 2024, she demonstrated citation managers, discussed characteristics of effective research questions, and demonstrated how to move from an idea for a research question to a literature search. On February 8, 2024, she expanded on strategies for conducting a literature search, including the SMU Library homepage, Education guide, and education research databases, and shared strategic approaches to reading scholarly articles. On each occasion, Naomi and I collaborated to include interactive opportunities for students to share their initial research ideas and begin conducting their own searches. We were able to provide feedback and suggestions to individual students in the moment, and this support continued throughout the semester. Students developed drafts of each section of the action research report, and I provided detailed formative feedback on each section so they could incorporate that feedback and improve their final submission.

**Method of assessment**
I assessed students' progress toward the learning objectives using rubrics (see Appendix B) for each section of the action research report they submitted: Abstract, Introduction/Problem Statement, Literature Review, Method, Findings, Discussion/Conclusion/Implications, and Final Action Research Report (including APA7-formatted References). I provided detailed feedback on each section submitted as a draft, allowing students to incorporate my feedback in their final reports, so the growth in scores between their initial drafts and their final action research reports is important to consider in addition to their final scores. Students were quite successful developing and implementing action research projects, as well as writing action research reports, within a single semester. This is demonstrated in their final scores and growth in scores, described in the Results section below. Two sample student papers are attached to the email submitting this report; sample student papers are not included in this public-facing report for student privacy reasons.

I considered informal student feedback throughout the semester, and with a small class size of only six students, we developed close relationships that seemed to allow for honest feedback. I asked students to share candidly how they were feeling about the course activities and assignments, and they shifted from expressing nervousness and overwhelm at the beginning of the semester to confidence and pride at the end of the semester. In our final class period, I used a reflective exercise in which I asked students to respond to the following prompts:

- I learned about action research:
- I learned about myself:
- Encouragement or advice for future students:

Students' responses are provided in the Results section below.

**Results and impact on student learning**
Students' average scores on each section of the action research paper are shown in Table 1 below. This includes their initial scores on the draft they submitted for feedback, as well as their final scores for each section of the paper. As shown in the table, students demonstrated high levels of success on their final report, as well as growth between their first draft and final submission. Students earned an average course grade of A, indicating their overall success in meeting the course and assignment objectives.

Table 1. Average Student Scores (Draft and Final Report)

| Paper Section | Draft Score (Average) | Final Report Score (Average) |
|---|---|---|
| Abstract | 83% | 100% |
| Introduction and Problem Statement | 81% | 96% |
| Literature Review | 53% | 94% |
| Method | 81% | 97% |
| Findings | 83% | 97% |
| Discussion, Conclusion, and Implications | 84% | 98% |

Photos of students' responses to the reflection prompts shared on the last day of class are shown below (potentially identifiable information redacted). Responses included that action research is rewarding, beneficial to inform teaching practice, and feasible even in the middle of the school year. Students learned that they are capable of doing action research and they enjoy it. These responses are incredibly meaningful to me because I hope the course has helped foster their inquisitive natures and equipped them with the tools to research their own teaching practice.
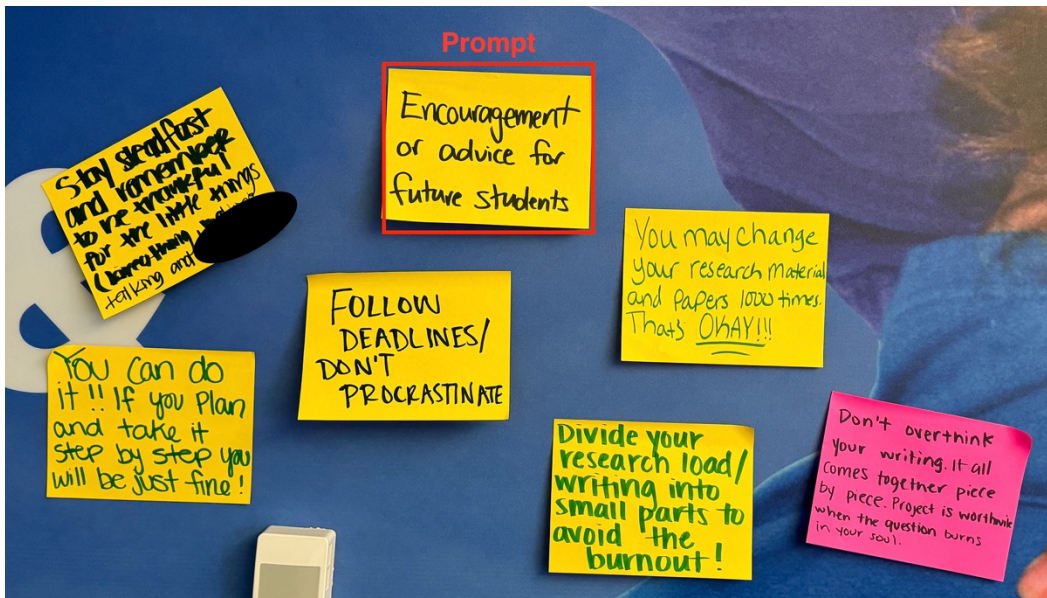
*I learned about action research:*
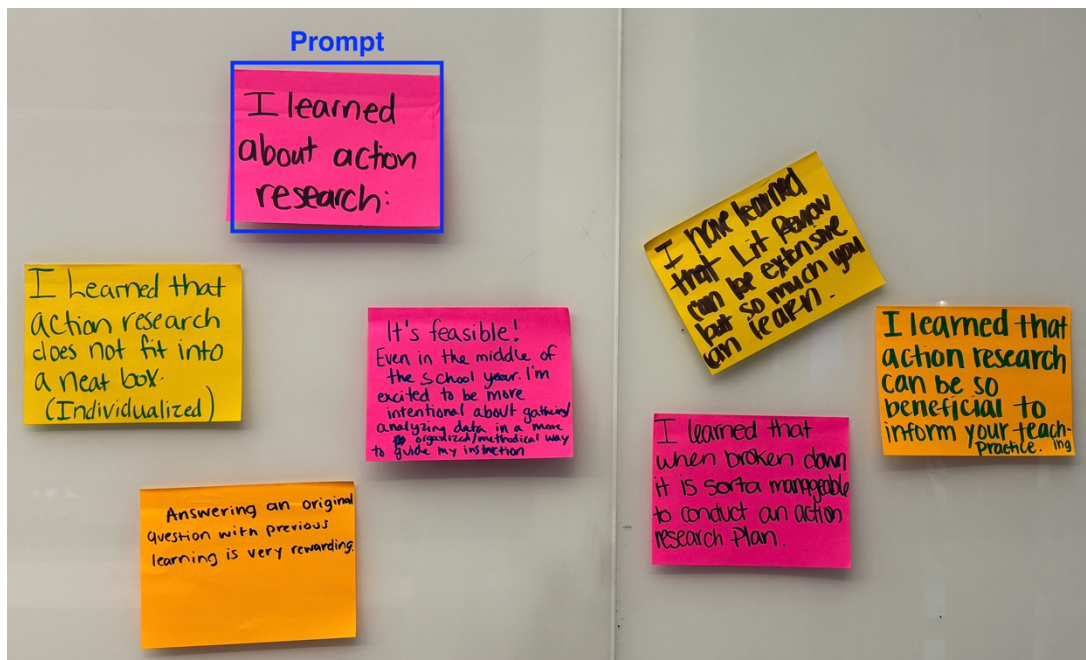
*I learned about myself:*
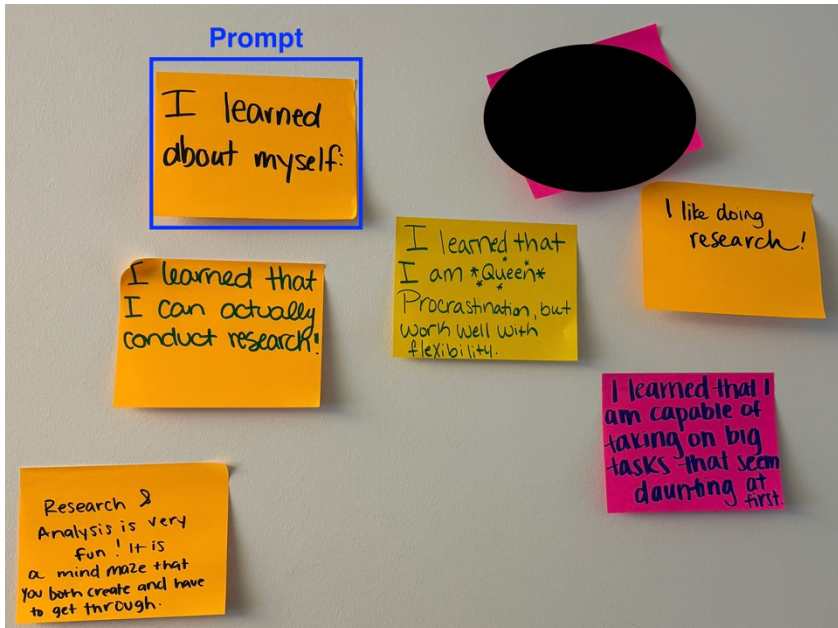


*Encouragement or advice for future students:*

Students' satisfaction with learning was also evident in formal course evaluations. On Likert items, 100% of students (with a 100% response rate) strongly agreed with all of the statements provided, including that the instructor clearly defined and explained course objectives and expectations, the course was intellectually challenging, the course helped them develop knowledge and skills, and the instructor provided meaningful and timely feedback. Their open-ended responses also indicated satisfaction with the course. For example, when asked to identify two to three elements that contributed to their learning, students responded:

- really appreciated your thoughtfulness in creating meaningful lessons without busy work. I learned a lot and appreciate your flexibility and help in making sure that we reached our goals!
- 1) The structure of the class allowed room for lived experiences to be shared. This helped deepen ideas and collaboration. 2) The instructor is full of grace and understanding. She takes time to check in on her students and help them rather than hinder them. She wants to see you succeed in your action research and is a solid support.
- splitting of the paper into smaller sections was incredibly helpful to truly understand each aspect of a research report and appropriately pace myself over the semester, the online modules with narrated powerpoints communicated effectively the expectations for sections of the paper, direct teacher feedback on section drafts helped me to refine ideas and synthesize my work
- This course was one of the last ones I enrolled in before graduation. I benefited greatly from being able to work on my research during class time when we did not meet in person. This made the course feel very grown-up, as I had the full control over how I utilized my class time in the best use of my time.

When asked to provide two to three suggestions to improve the course in the future, students responded:

- Nothing! Truly was so nervous going into taking this class and now at the end Im so glad I took it with all of your support!!
- No suggestions needed.
- You were super awesome… Thanks for everything!
- Meeting in person even on days where we have no lecture and we can just work on our research with Jeanna available, almost like office hours during class. I really enjoyed class time and when we did not have class it was difficult for me to keep myself accountable to use those three hours to further my research.

I also think it is noteworthy that several students requested to meet with me during class time even on weeks when the course was asynchronous. We met on campus to continue working on their literature reviews, discuss quantitative analysis procedures, and interpret findings. With these individuals working full days as teachers, it is a significant investment of their time to come to campus from 5-8 p.m. when they are not required to do so, and I believe this shows their dedication to learning.

**Summary and next steps**

Overall, I was quite happy with the focus on information literacy skills and the resulting student work. Naomi's visits to class were extremely helpful, and students appreciated the opportunity to share initial action research ideas early in the semester to get feedback on narrowing their ideas, considering a variety of measures, and developing a literature search strategy. The practical advice about conducting a literature search and strategies for reading scholarly articles were also incredibly valuable.

In future course iterations, I would like to keep the same sequence of assignments but with a modified timeline. The latter half of the course had action research paper draft sections due almost every week, and I think students would benefit from starting submissions a little earlier in the semester to build in additional time for data collection and analysis. That was the point when students seemed most rushed, and it is a critical component.

The lowest draft score was on the literature review section, so I would also like to provide additional structures and scaffolds to help students produce higher quality initial drafts of their literature review. This may include a formal annotated bibliography assignment, a literature review outline, a literature review graphic organizer (which was optional in this semester), or other similar structures.

Some students struggled to stay on top of deadlines for submitting each section of the report. In the future, I would like to take the recommendation shared in the course evaluation and provide optional in-person meetings on asynchronous course dates. This would allow me to provide an accountability structure for those who needed it, while also increasing opportunities for discussion, suggestions, and formative feedback on their work, even before they submitted drafts.

# Community-Centered STEM Integr
# EDU 6351 701
## Teaching & Learning Department
*Spring 2024*

## Instructor Information

**Instructor:** Jeanna Wieselmann
**Email:** jwieselmann@smu.edu
**Faculty Website:** https://www.smu.edu/Simmons/About-Us/Directory/Teaching-Learning/Wieselmann
**Phone Number:** Office: 214-768-4824; Cell: 320-760-2869
**Office Location:** Harold Clark Simmons Hall 301G
**Office Hours:**
Thursdays 3:00-5:00 and by appointment

**Instructor:** Saki Milton (Teaching Assistant)
**Email:** slmilton@smu.edu
**Office Hours:**
NA

## Course Details

**Meeting Days/Times/Locations:**

| Start Date | End Date | Location | Meeting Day | Start Time | End Time |
|------------|----------|----------|-------------|------------|----------|
| 01/16/2024 | 04/30/2024 | HCSH0107 | R | 05:15 PM | 08:05 PM |

**Credit Hours:** 3.00
**Course Description:** Students complete a Master's Project on STEM education in this practicum-based course. Students work with a community partner and engage in hands-on exercises in order to enhance their knowledge of STEM content for K-12 students.

## Student Learning Outcomes

This is the capstone course for the STEM education specialization. The overarching purpose of this course is to synthesize what you have learned in your studies and apply this knowledge

directly by conducting your own STEM-focused action research project. You may use the project you complete in this class as your Master's project.

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

- Develop researchable questions based on problems of practice in their teaching.
- Develop and implement literature search strategies that produce research literature that is relevant to their topic of interest.
- Recognize and describe conventions in educational action research reports.
- Conduct a STEM-focused action research project.
- Write an action research report and make a corresponding presentation of the project findings.

## Required Texts and Materials
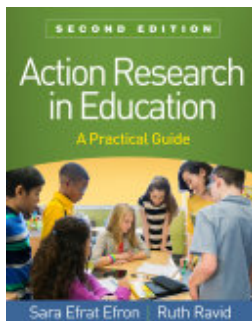
**Action Research in Education, Second Edition**
**ISBN:** 9781462541621
**Authors:** Sara Efrat Efron, Ruth Ravid
**Publisher:** Guilford Publications
**Publication Date:** 2019-12-11

## Grading Policies/Grading Scale

I strive to be entirely open and forthright about rubrics, grades, and how things are scored. You are always welcome to ask me questions about assignments and your grades. Your grade for this course will be based upon the quality of your performance on the standards noted below:

- Timeliness: Assignments are completed and turned in using Canvas by the due date. Points will be deducted for assignments turned in late unless prior arrangements have been made.
- Thoroughness: Attention is paid to every aspect of the assignment. Partial completion of the written and/or oral assignment will result in a lower grade.
- Accuracy: Assignments must communicate correct, clear, and unambiguous content.
- Quality: Assignments are typed, well organized, understandable, concise, and grammatically correct.

**Grading Scale**

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

**Attendance:** Regular and punctual attendance is required, and attendance will be taken at every class meeting. We will be doing application activities in class that require your prepared presence, and with a hybrid course format, there are limited opportunities to engage in person. If you must miss a class, please call or email me before class to let me know that you will be absent. In the event of an emergency, please contact me as soon as possible after class to let me know that you are okay. Students are responsible for contacting the professor to get details of make-up assignments and should check for any announcements or course calendar updates on Canvas. A penalty of 10% will be applied to your final course grade for each unexcused absence.

**Late/Missing Work:** Readings must be completed when scheduled, and all work must be submitted by assigned due dates. Should extenuating circumstances arise, please let me know in advance. Grades on work that is turned in late will be deducted by 10% per day late unless prior arrangements have been made.

## Assignment Group Descriptions

The assignments, percentage of final grade, and due dates are listed below. Detailed directions and scoring rubrics will be shared in class and posted on the course Canvas site. When appropriate, please type all assignments using 12-point, Times New Roman font, one-inch margins, and double-spacing. You should follow APA standards for headings, citations, reference lists, and formatting. You should also use professional language, with particular care taken when describing student behavior and abilities. Pseudonyms should be used when referring to students, and any identifying information should be removed from images of student work.

| Assignment | % of Final Course Grade | Due Date |
|---|---|---|
| Modules (7 total) | 15% | February 1<br>February 22<br>March 7<br>March 21<br>April 4<br>April 11<br>April 18 |
| Introduction and Literature | 10% | March 7 |

| | | | |
|---|---|---|---|
| Review | | | |
| Method | 10% | | March 21 |
| Findings | 15% | | April 4 |
| Discussion, Conclusion, and Implications | 10% | | April 11 |
| Action Research Presentation | 5% | | April 18 |
| Presentation Peer Feedback | 5% | | April 25 |
| Final Action Research Report | 20% | | May 1 |
| Participation | 10% | | Ongoing |

## Course Schedule

**Note:** This tentative schedule is subject to modifications, additions, or deletions. Additional activities will be assigned and graded as part of the Participation grade.

| Date | Format | Topic | Readings | Assignments Due* |
|---|---|---|---|---|
| Jan. 18 | **In Person** | Introductions and Course Overview | | |
| Jan. 25 | Online | Module 1: Introduction to Action Research and Topic Selection | Efron & Ravid Ch. 1 | |
| Feb. 1 | **In Person** | Research Topic and Research Questions | Efron & Ravid Ch. 2 Exemplars 1, 2, and 3 | Module 1 Complete |
| Feb. 8 | **In Person** | Literature Reviews and Research Plans | Efron & Ravid Ch. 3 and 4 | |
| Feb. 15 | Online | Module 2: Literature Review and Data Collection | Efron & Ravid Ch. 5 and 6 | |
| Feb. 22 | **In Person** | Peer Presentations and Feedback | | Module 2 Complete Peer Presentation |
| Feb. 29 | Online | Module 3: Introduction and Literature Review | | |
| March 7 | Online | Module 4: Method | | Module 3 Complete Introduction and Lit Review |
| March 14 - No Class - Spring Break | | | | |
| March | **In** | Data Analysis and | Efron & Ravid Ch. 7 | Module 4 Complete |

| 21 | **Person** | Displays | | Method |
|---|---|---|---|---|
| March 28 | Online | Module 5: Findings | Efron & Ravid Ch. 8 | |
| April 4 | Online | Module 6: Discussion, Conclusion, and Implications | | Module 5 Complete Findings |
| April 11 | Online | Module 7: Abstract | | Module 6 Complete Discussion, Conclusion, and Implications |
| April 18 | **In Person** | Action Research Presentations and Peer Feedback | | Module 7 Complete Abstract Action Research Presentation |
| April 25 | Online | Action Research Report | | Presentation Peer Feedback Final Action Research Report (due May 1) |

**\*Assignments are due <u>before the start of class</u> on the day listed.**

## Course Policies

**Professionalism:** Students are expected to model professional behaviors that are typical of the expectations of the college or university and of the teaching profession. Students are expected to be prepared for every class and to engage in all class activities in an informed and professional manner.

**Technology Expectations:** All course materials and assigned readings outside the required text will be posted on Canvas, and students are expected to check their SMU email account at least once daily during the semester. Contact OIT for help linking your SMU email with your regular email if needed. Laptops, tablets, and smartphones will be permitted in class, but the use of electronic devices during class should be restricted to in-class activities, including taking notes, viewing the slides presented by the instructor, or accessing the internet for class-related information.

## Choice 1: Generative AI is not permitted in this course.

**Generative AI is not permitted in this course.** The use of any form of Generative AI is not permitted in this course. The assignments have been designed to ensure that you personally develop and demonstrate the knowledge and skills associated with the learning outcomes laid

out in the syllabus. To ensure that you can demonstrate ownership of the assignments you submit, you are encouraged to maintain clear evidence of your work (e.g., time-stamped drafts and notes; copies and links to source material). Any violation of these rules will be treated at the undergraduate level within the [SMU Student Honor Code](#) and at the graduate and professional level within the honor codes found in their respective school policies. If there is sufficient cause for concern, an incident report will be submitted for review by the Office of Student Conduct and Community Standards.

## Title IX and Disability Accommodations

### Disability Accommodations

Students who need academic accommodations for a disability must first register with Disability Accommodations & Success Strategies (DASS). Students can call 214-768-1470 or visit [smu.edu/DASS](#) to begin the process. Once they are registered and approved, students then submit a DASS Accommodation Letter through the electronic portal, *DASS Link*, and then communicate directly with each of their instructors to make appropriate arrangements. Please note that accommodations are not retroactive, but rather require advance notice in order to implement.

### Sexual Harassment

All forms of sexual harassment, including sexual assault, dating violence, domestic violence and stalking, are violations of SMU's Title IX Sexual Harassment Policy and may also violate Texas law. Students who wish to file a complaint or to receive more information about the grievance process may contact Samantha Thomas, SMU's Title IX Coordinator, at [accessequity@smu.edu](#) or 214-768-3601. Please note that faculty and staff are mandatory reporters. If students notify faculty or staff of sexual harassment, they must report it to the Title IX Coordinator. For more information about sexual harassment, including resources available to assist students, please visit [smu.edu/sexualharassment](#).

### Pregnant and Parenting Students

Under Title IX, students who are pregnant or parenting may request academic adjustments by contacting the Office of Student Advocacy and Support by calling 214-768-4564. Students seeking assistance must schedule an appointment with their professors as early as possible, present a letter from the Office of the Dean of Students, and make appropriate arrangements. Please note that academic adjustments are not retroactive and, when feasible, require advance notice to implement.

## Academic Policies

## Religious Observance

Religiously observant students wishing to be absent on holidays that require missing class should notify their professors in writing at the beginning of the semester and should discuss with them, in advance, acceptable ways of making up any work missed because of the absence. Click here for a list of holidays.

## Medical-Related Absences

To ensure academic continuity and avoid any course penalties, students should follow procedures described by their instructors in order to be provided with appropriate modifications to assignments, deadlines, and exams.

## Excused Absences for University Extracurricular Activities

Students participating in an officially sanctioned, scheduled university extracurricular activity should be given the opportunity to make up class assignments or other graded assignments that were missed as a result of their participation. It is the responsibility of the student to make arrangements for make-up work with the instructor prior to any missed scheduled examinations or other missed assignments. (See current Catalog under heading of "Academic Records/Excused Absences.")

## Final Exams

Final course examinations shall be given in all courses where appropriate, and some form of final assessment is essential. Final exams and assessments must be administered as specified in the official examination schedule and cannot be administered or due during the last week of classes or during the Reading Period. Syllabi must state clearly the form of the final exam or assessment, and the due date and time must match the official SMU exam schedule. SMU policy states that all exceptions to the examination schedule may be made only upon written recommendation of the chair of the department sponsoring the course and with the concurrence of the dean of that school, who will allow exceptions only in accordance with guidelines from the Office of the Provost.

## Academic Dishonesty

Students are expected to embrace and uphold the SMU Honor Code. Violations of the Honor Code will be acted upon in accordance with the policies and procedures outlined in the Mustang Student Handbook.

# Student Support Services

### Student Academic Success Programs

Students needing assistance with writing assignments for SMU courses may schedule an appointment with the Writing Center through Canvas. Students who would like support for subject-specific tutoring or success strategies should contact SASP, Loyd All Sports Center, Suite 202; 214-768-3648; smu.edu/sasp. Tutor schedules are available at smu.edu/tutorschedule.

### Caring Community Connections Program

CCC is a resource for anyone in the SMU community to refer students of concern to the Office of the Dean of Students. The online referral form can be found at smu.edu/deanofstudentsccc. After a referral form is submitted, students will be contacted to discuss the concern, strategize options, and be connected to appropriate resources. Anyone who is unclear about what steps to take if they have concerns about students should contact the Office of the Dean of Students at 214-768-4564.

### Mental Health Resources: Counseling Services and Teletherapy

Throughout the academic year, students may encounter different stressors or go through life experiences which impact their mental health and academic performance. Students who are in distress or have concerns about their mental health can schedule a same-day or next-day appointment to speak with a counselor by calling Counseling Services. Counselors are available at any time, day or night for students in crisis at this number: 214-768-2277 (then select option 2) They will be connected with a counselor immediately. Students seeking ongoing counseling should call the same number (214-768-2277, then select option 1) during normal business hours to schedule an initial appointment. SMU Teletherapy provides another free option for on-demand counseling and video appointments with a medical professional.

# Campus Carry Law

In accordance with Texas Senate Bill 11, also known as the 'campus carry' law, and following consultation with entire University community, SMU chooses to remain a weapons-free campus. Specifically, SMU prohibits possession of weapons (either openly or in a concealed manner) on campus. For more information, please see: smu.edu/campuscarrylaw.

**Appendix B: Assignment Descriptions and Rubrics (copied from Canvas)**

# Introduction and Problem Statement

[ ✓ Published ]  [ ✎ Edit ]  [ ⋮ ]

In this assignment, you will submit a full draft of your Introduction and Problem Statement. Please review the rubric and module materials carefully to ensure you include the necessary information.

Please use APA7 formatting for this assignment. This includes double-spacing, heading levels, and in-text citation format. You do not need to include a references list at this point.

## Introduction and Problem Statement Rubric  ✎ 🔍 🗑

You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Problem and Significance | **5 pts** **Fully Meets Expectations** The problem and its significance are clearly stated and supported with consistent citations. | **3 pts** **Partially Meets Expectations** Readers must make inferences about what the problem is or why it is significant, and/or references to the problem are not consistently cited. | **1 pts** **Does Not Meet Expectations** The problem and its significance are unapparent, and/or references to the problem are missing citations. | 5 pts |
| Major Terms | **3 pts** **Fully Meets Expectations** Major terms that are central to the study are defined using consistent citation(s) from existing literature. | **2 pts** **Partially Meets Expectations** Major terms are defined but are not consistently cited. | **1 pts** **Does Not Meet Expectations** Major terms are not defined and/or are missing citations. | 3 pts |
| Context | **3 pts** **Fully Meets Expectations** Professional context (grade level, discipline) and personal context (researcher's role in the professional context) are clearly and concisely described. | **2 pts** **Partially Meets Expectations** Professional and personal contexts are partially described or lack clarity. | **1 pts** **Does Not Meet Expectations** Professional and personal contexts are not described. | 3 pts |
| Research Questions | **5 pts** **Fully Meets Expectations** Research question(s) that are clearly articulated, worth investigating, and feasible to address within the semester are included at the end of the introduction. | **3 pts** **Partially Meets Expectations** Research question(s) are included at the end of the introduction but may have issues with clarity, meaningfulness, or feasibility. | **1 pts** **Does Not Meet Expectations** Research question(s) are not included. | 5 pts |
| | | | Total Points: 16 | |

# Literature Review

In this assignment, you will submit a full draft of your Literature Review. Please review the rubric and module materials carefully to ensure you include the necessary information. Please submit ONLY the Literature Review portion of your paper in this assignment.

Please use APA7 formatting for this assignment. This includes double-spacing, heading levels, and in-text citation format. You do not need to include a references list at this point.

## Literature Review

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You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Source Selection | **3 pts**<br>**Fully Meets Expectations**<br>Information is gathered from multiple, research-based sources that relate directly to the research question and is consistently cited. | **2 pts**<br>**Partially Meets Expectations**<br>Information is gathered from multiple sources with some relevance to the research question and/or is not consistently cited. | **1 pts**<br>**Does Not Meet Expectations**<br>Information is gathered from a single source or multiple sources that do not relate to the research question and/or is missing citations. | 3 pts |
| Source Use | **5 pts**<br>**Fully Meets Expectations**<br>Sources are used to demonstrate a thorough understanding of research on the topic. | **3 pts**<br>**Partially Meets Expectations**<br>Sources are used to demonstrate some understanding of research on the topic, but some key information on the topic is missing. | **1 pts**<br>**Does Not Meet Expectations**<br>Sources are not well-utilized (or are missing) to demonstrate understanding of research on the topic. | 5 pts |
| Structure and Organization | **3 pts**<br>**Fully Meets Expectations**<br>Information is well organized and demonstrates a logical sequence and structure (e.g., starting with the most broad and narrowing). | **2 pts**<br>**Partially Meets Expectations**<br>Information is mostly organized and logical in structure with minor issues. | **1 pts**<br>**Does Not Meet Expectations**<br>Information is poorly organized and lacks logical structure. | 3 pts |
| Contribution of Action Research Project | **3 pts**<br>**Fully Meets Expectations**<br>Literature review ends with a summary of the main ideas and an explicit description of how the action research project extends the studies included in the review. | **2 pts**<br>**Partially Meets Expectations**<br>Summary of the main ideas from the literature review and/or description of the action research project contribution are not clearly articulated. | **1 pts**<br>**Does Not Meet Expectations**<br>Summary of the main ideas from the literature review and description of the action research project contribution are not included or are unclear. | 3 pts |
| | | | Total Points: 14 | |

# Method

In this assignment, you will submit a full draft of your Method section. Please review the rubric and module materials carefully to ensure you include the necessary information. Please submit ONLY the Method section of your paper in this assignment.

Please use APA7 formatting for this assignment. This includes double-spacing, heading levels, and in-text citation format. You do not need to include a references list at this point.

## Method

✎ 🔍 🗑

You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Statement of Method | **3 pts** **Fully Meets Expectations** Methodology (qualitative, quantitative, or mixed-methods) and method (e.g., case study, narrative research, ethnographic research for qualitative; causal-comparative, correlational, descriptive for quantitative; embedded-design, two-phase, integrated for mixed-methods) are clearly and explicitly stated. | **2 pts** **Partially Meets Expectations** Methodology and method are stated but lack some clarity OR one of these elements is completely missing. | **1 pts** **Does Not Meet Expectations** Methodology and method are not stated or have significant issues with clarity. | 3 pts |
| Research Question(s) | **3 pts** **Fully Meets Expectations** Research question is focused, specific, researchable, complex, and original. | **2 pts** **Partially Meets Expectations** Research question is mostly focused, specific, researchable, complex, and original, with some minor shortcomings. | **1 pts** **Does Not Meet Expectations** Research question is lacking in focus, specificity, researchability, complexity, and originality. | 3 pts |
| Research Hypothesis | **3 pts** **Fully Meets Expectations** For quantitative studies or quantitative elements of mixed methods studies, a hypothesis is included. | **2 pts** **Partially Meets Expectations** Hypothesis is included but has some issues with clarity. | **1 pts** **Does Not Meet Expectations** Hypothesis is not included (for quantitative or mixed-methods studies only). | 3 pts |
| Context and Participants | **3 pts** **Fully Meets Expectations** The research context and participants are thoroughly described, including grade level, discipline, number of participants, and other contextual information that is necessary for understanding the study. | **2 pts** **Partially Meets Expectations** The research context and participants are described with some minor gaps. | **1 pts** **Does Not Meet Expectations** Significant gaps in the research context and participants are evident. | 3 pts |
| Researcher Role | **3 pts** **Fully Meets Expectations** The researcher's role is thoroughly described, including relationship with students and role(s) in the study. | **2 pts** **Partially Meets Expectations** The researcher's role is described with some minor gaps. | **1 pts** **Does Not Meet Expectations** Significant gaps in the researcher's role are evident. It is unclear what role(s) the researcher played. | 3 pts |

| | | | |
|---|---|---|---|
| Intervention | **3 pts**<br>**Fully Meets Expectations**<br>If an intervention was used, the nature of the intervention is described in detail. | **2 pts**<br>**Partially Meets Expectations**<br>The intervention is partially described, leaving the reader with some questions about what occurred. | **1 pts**<br>**Does Not Meet Expectations**<br>Significant gaps in the description of the intervention. | 3 pts |
| Data Collection | **3 pts**<br>**Fully Meets Expectations**<br>Data collection procedures (including frequency and duration) and data sources are clearly described. | **2 pts**<br>**Partially Meets Expectations**<br>Data collection procedures and data sources are described with some minor gaps. | **1 pts**<br>**Does Not Meet Expectations**<br>Significant gaps in the data collection procedures and data sources are evident. | 3 pts |
| Data Analysis | **5 pts**<br>**Fully Meets Expectations**<br>Data analysis procedures are described in detail and include methods appropriate for the type of study (qualitative, quantitative, mixed) and research questions. | **3 pts**<br>**Partially Meets Expectations**<br>Data analysis procedures are lacking in detail and/or are not appropriate for the type of study (qualitative, quantitative, mixed) and research questions. | **1 pts**<br>**Does Not Meet Expectations**<br>Significant gaps in data analysis procedures are evident. | 5 pts |
| Validity and Trustworthiness | **3 pts**<br>**Fully Meets Expectations**<br>Issues of validity and trustworthiness are directly addressed. | **2 pts**<br>**Partially Meets Expectations**<br>Issues of validity and trustworthiness are somewhat addressed. | **1 pts**<br>**Does Not Meet Expectations**<br>Issues related to validity and trustworthiness are not addressed. | 3 pts |

Total Points: 29

# Findings

In this assignment, you will submit a full draft of your Findings section. Please review the rubric and module materials carefully to ensure you include the necessary information. Please submit ONLY the Findings section of your paper in this assignment.

Please use APA7 formatting for this assignment. This includes double-spacing, heading levels, and in-text citation format. You do not need to include a references list at this point.

## Findings

✎ 🔍 🗑

You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Evidence-Based Findings | **5 pts** **Fully Meets Expectations** Findings are grounded in qualitative or quantitative evidence. | **3 pts** **Partially Meets Expectations** Readers must make inferences about how findings were reached based on evidence. | **1 pts** **Does Not Meet Expectations** Findings are disconnected from evidence. | 5 pts |
| Connections to Research Questions | **5 pts** **Fully Meets Expectations** Findings are directly related to the research questions. | **3 pts** **Partially Meets Expectations** Findings are tangentially related to the research questions. | **1 pts** **Does Not Meet Expectations** Findings are not related to the research questions. | 5 pts |
| Qualitative Findings (if applicable) | **3 pts** **Fully Meets Expectations** Qualitative findings provide a rich description of participants and their experiences, including quotes, work samples, etc., as appropriate. | **2 pts** **Partially Meets Expectations** Qualitative findings provide some information about participants but could benefit from more depth. | **1 pts** **Does Not Meet Expectations** Qualitative findings are lacking. | 3 pts |
| Quantitative Findings (if applicable) | **3 pts** **Fully Meets Expectations** Quantitative findings specifically relate to the research hypothesis. | **2 pts** **Partially Meets Expectations** Quantitative findings are tangentially related to the research hypothesis. | **1 pts** **Does Not Meet Expectations** Quantitative findings are unrelated to the research hypothesis. | 3 pts |
| Data Displays | **3 pts** **Fully Meets Expectations** Graphs, tables, charts, or figures are used effectively to display data. | **2 pts** **Partially Meets Expectations** Data are only displayed through narrative text or are not effectively displayed. | **1 pts** **Does Not Meet Expectations** Data are not displayed. | 3 pts |

Total Points: 19

# Discussion, Conclusion, and Implications  ✅ Published  ✎ Edit  ⋮

In this assignment, you will submit a full draft of your Discussion, Conclusion, and Implications. Please review the rubric and module materials carefully to ensure you include the necessary information. Please submit ONLY the Discussion, Conclusion, and Implications portion of your paper in this assignment.

Please use APA7 formatting for this assignment. This includes double-spacing, heading levels, and in-text citation format. You do not need to include a references list at this point.

## Discussion, Conclusion, and Implications  ✎ 🔍 🗑
You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Purpose | **3 pts** **Fully Meets Expectations** The purpose of the study and its significance are reiterated. | **2 pts** **Partially Meets Expectations** The purpose of the study or its significance are reiterated. | **1 pts** **Does Not Meet Expectations** The purpose and significance of the study are not reiterated. | 3 pts |
| Summary | **3 pts** **Fully Meets Expectations** A summary of the major findings of the study is provided. | **2 pts** **Partially Meets Expectations** A summary is provided but does not include the major findings. | **1 pts** **Does Not Meet Expectations** A summary of major findings is not provided. | 3 pts |
| Discussion | **5 pts** **Fully Meets Expectations** Findings from the action research project are connected or compared to other research discussed in the literature review. | **2 pts** **Partially Meets Expectations** Findings from the action research project are summarized but not connected to other literature. | **1 pts** **Does Not Meet Expectations** Findings from the action research project are not discussed in any further detail. | 5 pts |
| Limitations | **3 pts** **Fully Meets Expectations** Limitations of the action research project are fully acknowledged. | **2 pts** **Partially Meets Expectations** Limitations of the action research project are partially acknowledged. | **1 pts** **Does Not Meet Expectations** Limitations of the action research project are not acknowledged. | 3 pts |
| Implications | **3 pts** **Fully Meets Expectations** Implications of the study and how they may impact classroom practice are described. | **2 pts** **Partially Meets Expectations** Implications are implied but somewhat unclear. | **1 pts** **Does Not Meet Expectations** There is no discussion of implications. | 3 pts |
| Future Research Directions | **3 pts** **Fully Meets Expectations** A clear direction for future research is included. | **2 pts** **Partially Meets Expectations** Future research is implied but unclear. | **1 pts** **Does Not Meet Expectations** There is no indication of future research considerations. | 3 pts |

Total Points: 20

# Final Action Research Report

**Published** ✓    ✎ Edit    ⋮

For this assignment, you will submit your FULL action research report. It should include the following sections:

- Title Page
- Abstract
- Introduction and Problem Statement
- Literature Review
- Method
- Findings
- Discussion, Conclusion, and Implications
- References

Please use APA7 formatting for this assignment. This includes double-spacing, heading levels, in-text citation format, references, tables, and figures.

## Final Action Research Report    ✎ 🔍 🗑

You've already rated students with this rubric. Any major changes could affect their assessment results.

| Criteria | Ratings | | | Pts |
|---|---|---|---|---|
| Abstract - Content | **3 pts**<br>**Fully Meets Expectations**<br>Abstract includes all of the required content (purpose, participants, methods, findings) and is an appropriate length (150-200 words). | **2 pts**<br>**Partially Meets Expectations**<br>Required content is mostly present with some exceptions. | **1 pts**<br>**Does Not Meet Expectations**<br>There are significant gaps in the content. | 3 pts |
| Abstract - Revisions | **2 pts**<br>**Fully Meets Expectations**<br>Previous suggestions by the instructor or peers were incorporated to strengthen the Abstract. | **1 pts**<br>**Partially Meets Expectations**<br>Previous suggestions by the instructor or peers were only partially integrated, leaving some areas where additional adherence to suggestions would have strengthened the section. | | 2 pts |
| Introduction and Problem Statement - Content | **5 pts**<br>**Fully Meets Expectations**<br>Introduction and Problem Statement includes all of the required content: problem and significance, major term definitions, context, and research questions. | **3 pts**<br>**Partially Meets Expectations**<br>Required content is mostly present with some exceptions. | **1 pts**<br>**Partially Meets Expectations**<br>There are significant gaps in the content. | 5 pts |
| Introduction and Problem Statement - Revisions | **2 pts**<br>**Fully Meets Expectations**<br>Previous suggestions by the instructor or peers were incorporated to strengthen the section. | **1 pts**<br>**Partially Meets Expectations**<br>Previous suggestions by the instructor or peers were only partially integrated, leaving some areas where additional adherence to suggestions would have strengthened the section. | | 2 pts |
| Literature Review - Content | **5 pts**<br>**Fully Meets Expectations**<br>Literature Review includes all of the required content: quality source selection, effective source use, clear structure and organization, and description of the contribution of the action research project. | **3 pts**<br>**Partially Meets Expectations**<br>Required content is mostly present with some exceptions. | **1 pts**<br>**Does Not Meet Expectations**<br>There are significant gaps in the content. | 5 pts |
| Literature Review - Revisions | **2 pts**<br>**Fully Meets Expectations**<br>Previous suggestions by the instructor or peers were incorporated to strengthen the section. | **1 pts**<br>**Partially Meets Expectations**<br>Previous suggestions by the instructor or peers were only partially integrated, leaving some areas where additional adherence to suggestions would have strengthened the section. | | 2 pts |

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| Method - Content | **7 pts**<br>**Fully Meets Expectations**<br>Method section includes all of the required content: research question(s), research hypothesis (for quantitative or mixed-methods studies), context and participants, researcher role, intervention, data collection, data analysis, and validity and trustworthiness. | | **4 pts**<br>**Partially Meets Expectations**<br>Required content is mostly present with some exceptions. | **1 pts**<br>**Does Not Meet Expectations**<br>There are significant gaps in the content. | 7 pts |
| Method - Revisions | **2 pts**<br>**Fully Meets Expectations**<br>Previous suggestions by the instructor or peers were incorporated to strengthen the section. | **1 pts**<br>**Partially Meets Expectations**<br>Previous suggestions by the instructor or peers were only partially integrated, leaving some areas where additional adherence to suggestions would have strengthened the section. | | | 2 pts |
| Findings - Content | **7 pts**<br>**Fully Meets Expectations**<br>Findings section includes all of the required content: findings that are grounded in qualitative or quantitative evidence, connected to research questions, rich description of qualitative findings (if applicable), thorough description of quantitative findings in relation to hypothesis (if applicable), and effective data displays. | | **4 pts**<br>**Partially Meets Expectations**<br>Required content is mostly present with some exceptions. | **1 pts**<br>**Does Not Meet Expectations**<br>There are significant gaps in the content. | 7 pts |
| Findings - Revisions | **2 pts**<br>**Fully Meets Expectations**<br>Previous suggestions by the instructor or peers were incorporated to strengthen the section. | **1 pts**<br>**Partially Meets Expectations**<br>Previous suggestions by the instructor or peers were only partially integrated, leaving some areas where additional adherence to suggestions would have strengthened the section. | | | 2 pts |
| Discussion, Conclusion, and Implications - Content | **7 pts**<br>**Fully Meets Expectations**<br>Discussion, Conclusion, and Implications section includes all of the required content: purpose of the study, summary of key findings, discussion of findings in relation to other research literature, limitations, implications, and future research directions. | | **4 pts**<br>**Partially Meets Expectations**<br>Required content is mostly present with some exceptions. | **1 pts**<br>**Does Not Meet Expectations**<br>There are significant gaps in the content. | 7 pts |
| Discussion, Conclusion, and Implications - Revisions | **2 pts**<br>**Fully Meets Expectations**<br>Previous suggestions by the instructor or peers were incorporated to strengthen the section. | **1 pts**<br>**Partially Meets Expectations**<br>Previous suggestions by the instructor or peers were only partially integrated, leaving some areas where additional adherence to suggestions would have strengthened the section. | | | 2 pts |

| APA7 Formatting | **7 pts**<br>**Fully Meets Expectations**<br>Manuscript follows APA7 guidelines for headings, tables and figures, and in-text citations. | | **4 pts**<br>**Partially Meets Expectations**<br>Manuscript mostly follows APA7 guidelines with some minor issues. | **1 pts**<br>**Does Not Meet Expectations**<br>Major issues with APA7 formatting of manuscript. | 7 pts |
|---|---|---|---|---|---|
| Clarity of Communication | **7 pts**<br>**Fully Meets Expectations**<br>Writing is clear, easy to understand, and appropriate for an academic manuscript. | **4 pts**<br>**Partially Meets Expectations**<br>Writing is mostly clear, easy to understand, and appropriate for an academic manuscript with only minor issues. | | **1 pts**<br>**Does Not Meet Expectations**<br>Major issues with the clarity of communication. | 7 pts |
| Proofreading | **5 pts**<br>**Fully Meets Expectations**<br>Manuscript was clearly proofread and free from errors (0-5 minor errors). | **3 pts**<br>**Partially Meets Expectations**<br>Manuscript has more than 5 minor errors and needs additional proofreading. | **1 pts**<br>**Partially Meets Expectations**<br>Manuscript has a significant number of errors that hinder understanding of the content. | | 5 pts |
| References List | **7 pts**<br>**Fully Meets Expectations**<br>References list is formatted using APA7 guidelines. | **4 pts**<br>**Partially Meets Expectations**<br>References list mostly adheres to APA7 guidelines with some minor issues. | **1 pts**<br>**Does Not Meet Expectations**<br>Major issues with APA7 formatting of references list. | | 7 pts |
| | | | | Total Points: 72 | |