**Research Methodology**

**PART A**

[**Select a Focus: Statement of the problem**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138498_1&course_id=_38317_1&assign_group_id=&mode=view)

You are to develop a line of inquiry regarding this wondering.  What concerns/questions do you have as they relate to your values?   Write a 2-4-page explanation of the context that sparked your inquiry.  Using the examples from the text as models for your own writing, be sure to include the following:

* What is your topic?
* What does this topic mean to you?
* How did it come to be important to you?
* Why would it be important to research this topic?
* Who would benefit from this research?
* Finish this explanation with a list of three questions you’d like to answer about your focus of inquiry.

This exercise will limit the subject and focus attention on a specific aspect of your inquiry to study.

[**Literature Review**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138499_1&course_id=_38317_1&assign_group_id=&mode=view)

Reading other studies and articles about your topic gives you a context for what is being done about your topic in the broader research world.  Reviewing this literature often helps you narrow your own questions about the topic and gives ideas for how you would go about answering these questions.  You can see what kinds of methods others used to answer similar questions that you have. You can also see what kinds of data others collect and analyzed the data to answer their questions.  In short, the literature gives you a larger context for your questions and gives you some ideas for how you can answer them.

For this assignment, use PMSA databases (or other scholarly sources) to locate and review at least 10 sources, five of which must be empirical research studies from peer-reviewed journals that address your topic.  If you are unsure whether or not the articles you have located qualify as “ empirical” and are from “scholarly” sources, first check to make sure that your search criteria has the “peer-reviewed” box checked in your search.  If you still have a question, please ask your instructor (Prof. Wardisiani) before writing your literature review.  Note that when you write a literature review; do not simply summarize what each one says.  Critically evaluate the selected body of literature in relation to your topic of interest and explain how each study adds to the understanding of your topic.  By the way, each peer-reviewed article you read will have a section right after the introduction that serves as a literature review and can serve as examples of the kind of writing you should be doing to complete this assignment. It puts the study in the context of other literature regarding the topic.  That’s the idea of this assignment.

[**Research Questions**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138500_1&course_id=_38317_1&assign_group_id=&mode=view)

According to Creswell (2012), “The most important factor in action research is that you need to solve a practical problem.  This problem may be one that you face in your own practice or in your community (Kemmis & Wilkinson, 1998).” After reflecting on assignments two and three, narrow your research questions into a single, well-crafted question that you will answer. It may take you several drafts to craft just the right question to pursue.  Clearly, getting this question in its most precise form will greatly benefit your work later on, allowing you to focus only on the data that answers your question.  Questions that are too broad in nature (“What’s going on with my ESL population?”) will frustrate you because they are simply too general. Here are some guidelines from Hendricks (2013):

* Do not ask a question that can be answered yes or no.
  + Poor question: Is there discipline disparity in our school?
  + Better question: What types of disparity in discipline exist in our school?
* Ask questions that are researchable in your context.
  + Poor question: Do guidance counselors in the United States experience role conflict?
  + Better question: What types of role conflict high school guidance counselors in my school experience?
* Ask questions that can be answered with data.
  + Poor question: Is it important to teach character education?
  + Better question: What are parent, student, and teacher perceptions about the importance of teaching character education?
* In intervention studies, include the intervention and the outcome.
  + Poor question: Does writer’s workshop affect learning?
  + Better question: In what ways will the process of creating or using writing rubrics increase my third-grade students’ writing achievement?

In one page, develop a single research question to guide your study and provide a brief reflection for why this question is in line with your values as an educator. Related sub-questions should be posted here as well, but clearly marked as being subordinate to the main research question.

[**Collaborative Structures**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138501_1&course_id=_38317_1&assign_group_id=&mode=view)

How do you plan on collaborating with others when studying your research question?  Chapter 3 (Yendol-Hoppey & Fichtman Dana 2009) offers four collaborative structures for you to consider.  Choose one of these collaborative structures and hypothesize how you will employ this structure in your study.

[**Data Collection**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138502_1&course_id=_38317_1&assign_group_id=&mode=view)

What data do you plan on collecting to answer your question? What materials/preparation will you need to complete this data collection?  What is your plan for collecting your data? How will you triangulate (get data from multiple sources) your data to provide sufficient evidence that you’ve explored every angle of the question and not over-relied on any one source –therefore making your data more credible? How will you account for trustworthiness and validity? What is the timeline for completion (create a calendar table of what you will do and deadlines for doing it)?



[**Sample**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138503_1&course_id=_38317_1&assign_group_id=&mode=view)

Describe the number and type of students who will participate in your project.  Identify the ethical considerations you will take in relation to your participants (negotiating with participants, confidentiality concerns, and integrity issues).

[**Proposal Presentation**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1138504_1&course_id=_38317_1&assign_group_id=&mode=view)

Here’s where you put it all together.  You have completed each of the elements of an action research proposal.  Now, using the feedback from your instructor and your peers, you are to edit each of the sections appropriately and put them all together to make a proposal.

Action research proposals are written in the future tense, e.g. “data will be collected about…” (Italics for emphasis, not in your own writing) because this is an explanation for what you will do in the future.

Please make sure to incorporate instructor feedback from the assignments into the final proposal.

The proposal should be written in narrative form.  Bullet points are not permitted.  Subheadings are required to organize your paper. Use the ones below.  Check your format using the APA 6th edition manual, or use the Purdue OWL website, http://owl.english.purdue.edu/owl/resource/560/01/.

Final proposals should be 7-9 pages long, not including appendices or the reference page. Action research terminology must be used to describe your research. Please include citations as needed (see Syllabus for your Action Research Proposal Presentation template is as follows. Please pay particular attention to the headings and subheadings).

**** [**Initial Data Collection**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1197117_1&course_id=_41917_1&assign_group_id=&mode=view)

After implementing your intervention/innovation, you may have noted that data collection isn’t exactly a linear process. Sometimes you need to go back and get more information, and sometimes you find yourself asking additional questions (that’s ok).  In Chapter 5, Fichtman Dana and Yendol-Hoppey provide four steps to data analysis:

1. Providing a description of the data;   
2. Making sense of what you have (and don’t have);   
3. Interpreting your data by creating statements about how the data informs an answer to the original question;  
4. Implications of the data.

For this assignment, please develop responses to the first two steps using the following points as your guide:  
     ● Please describe the data you’ve collected.  
          ○ What did you see as you inquired? What was happening?  
          ○ What are your initial insights into the data?  
  
     ● Next, please explain how you have organized your data (“chronologically, by key events, or some combination of organizing units?”).  
          ○ Have you provided the reader with evidence that you’ve looked at your inquiry from a number of angles and have collected trustworthy data?  
          ○ Have you provided evidence of data triangulation?  
          ○ What further questions do you have after your initial data collection?  
          ○ How will you collect more information to satisfy your next questions?

[**Telling the story of your data**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1197118_1&course_id=_41917_1&assign_group_id=&mode=view)

By now, the “story” of your results should be becoming clearer to you.  Consider how you will tell this story to your reader. For this assignment, please review the section, “What might data analysis look like?” and “What might my writing look like” in your text carefully and then tell the story of your results.  Completing some pre-writing at this point is very helpful for most writers. Many create an outline of the organizing principles based on the data they’ve collected. Decide ahead of time the best way you can make your findings understood by your reader.

● Please write up the story of your results in an organized, coherent fashion.  
● Explain how you have collected enough data to demonstrate sufficiency and trustworthiness to your reader.

[**So What? Drawing conclusions about your inquiry**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1197119_1&course_id=_41917_1&assign_group_id=&mode=view)

What does the data tell you about your research question(s)?  Was your intervention/innovation effective?  Make a good argument for why it was/wasn’t effective using your results. Finally, discuss any implications this study may have on your future work.  Please see the Dana and Yendol-Hoppey (2013) section entitled “Conclusions” (p.179) for additional considerations.

[**Action Research Paper**](https://blackboard.cuchicago.edu/webapps/assignment/uploadAssignment?content_id=_1197120_1&course_id=_41917_1&assign_group_id=&mode=view)

Your Action Research Paper template is attached. Please pay particular attention to the headings and subheadings. This template melds APA 6th edition formatting with the Dana and Yendol-Hoppey “Checklist for Action Research Report” (2009, p.178-9).