UBLIS575DS **Deliverable 1. Assessment and Action Research Proposal Abstract**

Two short idea sketches, ~ one page. Can be the same project or two different projects

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| **Learning objectives** | Students are expected to   * have a deeper understanding of * action research and * evaluation/assessment research; * develop a preliminary sense of defining a research topic and the steps needed to conduct the research; * understanding how action research and assessment research can be used to increase  Diversity, Inclusion and Respect, Justice, and Equity  Also known as (in a less logical sequence made for a better acronym) Equity, Diversity, Justice, and Inclusion (EDJI) in a local community. |
| **Tasks** | Develop two research proposal abstracts. These can, but do not have to, refer to the same project. In other words, the assessment proposal can describe the assessment component of the action research proposal.  You ae encouraged to choose a topic in the area of EDJI |
| **Materials** | * Text describing  Diversity, Inclusion and Respect, Justice, and Equity * Two simple examples of action research * Some sample topics * Table 1: Action Research Project Outline An alternate template, included here as a good list of points to consider in developing an action research proposal. * Two examples using the templates provided in   UBLIS575DS-02.2$3-Deliverable1AssessmentAndActionResearchProposal.docx  Start your submission with the templates provided in this file. |

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**1 Definition of diversity**

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| **Dimensions of diversity** | |
| **Basic demographics**  **.** Age  **.** Sex, gender, gender identity, gender expression  **.** Sexual orientation  **.** Marital status  **.** Parental status  **.** Race  **.** Ethnicity  **.** Nationality  **Geographic location**  **Class, socio-economic status**  **.** Income  **.** Educational background  **.** Work experiences | **Ableness**  **.** Physical abilities/qualities  **.** Mental abilities/qualities  **Physical characteristics**  **.** Obesity  **.** Deformedness  **.** Speech handicap  **Beliefs**  **.** Religion, belief system, religious beliefs, religious status  **.** Political beliefs  **.** Other ideologies. |

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| **Concepts in the orbit of Diversity, Inclusion and Respect, Justice, and Equity** |
| Racism  Anti-Blackness  Whiteness  White Supremacy  White Privilege  Xenophobia  Internalized Oppression  Sexual harassment  Anti-Feminism  Violence against women  Bullying abuse  Anti-Racist  Acknowledging equality in diversity  Social justice  Feminism  More concepts  BIPOC Black, Indigenous and People of Color  LGBTQIA+ Lesbian, Gay, Bisexual, Pansexual, Transgender, Genderqueer, Queer, Intersexed, Agender, Asexual, and Ally community.  https://www.uis.edu/gendersexualitystudentservices/about/lgbtqaterminology/  Discrimination  Affirmative action  **Microaggression**  indirect, subtle, or unintentional discrimination against members of a marginalized group such as a racial or ethnic minority. (Oxford dictionary)b  Microaggression is a term used for brief and commonplace daily verbal or behavioral indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative attitudes toward stigmatized or culturally marginalized groups. https://en.wikipedia.org/wiki/Microaggression |

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| **Definition of Diversity**  (slightly adapted from https://www.qcc.cuny.edu/diversity/definition.html)  The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions listed above.  It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.  Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice and by fostering a climate where equity and mutual respect are intrinsic, we will create a success-oriented, cooperative, and caring community that draws intellectual strength and produces innovative solutions from the synergy of its people.  "Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:   * Understanding and appreciating interdependence of humanity, cultures, and the natural environment. * Practicing mutual respect for qualities and experiences that are different from our own. * Understanding that diversity includes not only ways of being but also ways of knowing; * Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others; * Building alliances across differences so that we can work together to eradicate all forms of discrimination.   Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to the dimensions listed above.  educational background  Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another. |
| https://www.qcc.cuny.edu/diversity/definition.html |

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| **Defining diversity, equity and inclusion**  At the University of Michigan, our dedication to academic excellence for the public good is inseparable from our commitment to diversity, equity and inclusion. It is central to our mission as an educational institution to ensure that each member of our community has full opportunity to thrive in our environment, for we believe that diversity is key to individual flourishing, educational excellence and the advancement of knowledge.  **Diversity:** We commit to increasing diversity, which is expressed in myriad forms, including race and ethnicity, gender and gender identity, sexual orientation, socioeconomic status, language, culture, national origin, religious commitments, age, (dis)ability status and political perspective.  **Equity:** We commit to working actively to challenge and respond to bias, harassment, and discrimination. We are committed to a policy of equal opportunity for all persons and do not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status.  **Inclusion:** We commit to pursuing deliberate efforts to ensure that our campus is a place where differences are welcomed, different perspectives are respectfully heard and where every individual feels a sense of belonging and inclusion. We know that by building a critical mass of diverse groups on campus and creating a vibrant climate of inclusiveness, we can more effectively leverage the resources of diversity to advance our collective capabilities. |
| https://diversity.umich.edu/about/defining-dei/ |

**2 Two simple examples of action research**   
(the kind you could easily do after this course)

**Example project 1**

**How Teachers Can Learn Through Action Research. Teacher Collaboration**

https://www.edutopia.org/article/how-teachers-can-learn-through-action-research

A look at one school’s action research project provides a blueprint for using this model of collaborative teacher learning.

By [Suzie Boss](https://www.edutopia.org/profile/suzie-boss)

January 21, 2020



Norma Jean Gargasz / Alamy Stock Photo

When teachers redesign learning experiences to make school more relevant to students’ lives, they can’t ignore assessment. For many teachers, the most vexing question about real-world learning experiences such as project-based learning is: How will we know what students know and can do by the end of this project?

Teachers at the Siena School in Silver Spring, Maryland, decided to figure out the assessment question by investigating their classroom practices. As a result of their action research, they now have a much deeper understanding of authentic assessment and a renewed appreciation for the power of learning together.

Their research process offers a replicable model for other schools interested in designing their own immersive professional learning. The process began with a real-world challenge and an open-ended question, involved a deep dive into research, and ended with a public showcase of findings.

**Start With an Authentic Need to Know**

Siena School serves about 130 students in grades 4–12 who have mild to moderate language-based learning differences, including dyslexia. Most students are one to three grade levels behind in reading.

Teachers have introduced a variety of instructional strategies, including project-based learning, to better meet students’ learning needs and also help them develop skills like collaboration and creativity. Instead of taking tests and quizzes, students demonstrate what they know in a PBL unit by making products or generating solutions.

“We were already teaching this way,” explained Simon Kanter, Siena’s director of technology. “We needed a way to measure, was authentic assessment actually effective? Does it provide meaningful feedback? Can teachers grade it fairly?”

**Focus the Research Question**

Across grade levels and departments, teachers considered what they wanted to learn about authentic assessment, which the late Grant Wiggins [described as](https://grantwiggins.wordpress.com/2014/01/26/authenticity-in-assessment-re-defined-and-explained/) engaging, multisensory, feedback-oriented, and grounded in real-world tasks. That’s a contrast to traditional tests and quizzes, which tend to focus on recall rather than application and have little in common with how experts go about their work in disciplines like math or history.

The teachers generated a big research question: Is using authentic assessment an effective and engaging way to provide meaningful feedback for teachers and students about growth and proficiency in a variety of learning objectives, including 21st-century skills?

**Take Time to Plan**

Next, teachers planned authentic assessments that would generate data for their study. For example, middle school science students created prototypes of genetically modified seeds and pitched their designs to a panel of potential investors. They had to not only understand the science of germination but also apply their knowledge and defend their thinking.

In other classes, teachers planned everything from mock trials to environmental stewardship projects to assess student learning and skill development. A shared rubric helped the teachers plan high-quality assessments.

**Make Sense of Data**

During the data-gathering phase, students were surveyed after each project about the value of authentic assessments versus more traditional tools like tests and quizzes. Teachers also reflected after each assessment.

“We collated the data, looked for trends, and presented them back to the faculty,” Kanter said.

Among the takeaways:

* Authentic assessment generates more meaningful feedback and more opportunities for students to apply it.
* Students consider authentic assessment more engaging, with increased opportunities to be creative, make choices, and collaborate.
* Teachers are thinking more critically about creating assessments that allow for differentiation and that are applicable to students’ everyday lives.

To make their learning public, Siena hosted a colloquium on authentic assessment for other schools in the region. The school also submitted its research as part of an accreditation process with the Middle States Association.

**Strategies to Share**

For other schools interested in conducting action research, Kanter highlighted three key strategies.

* **Focus on areas of growth, not deficiency:** “This would have been less successful if we had said, ‘Our math scores are down. We need a new program to get scores up,’ Kanter said. “That puts the onus on teachers. Data collection could seem punitive. Instead, we focused on the way we already teach and thought about, how can we get more accurate feedback about how students are doing?”
* **Foster a culture of inquiry:** Encourage teachers to ask questions, conduct individual research, and share what they learn with colleagues. “Sometimes, one person attends a summer workshop and then shares the highlights in a short presentation. That might just be a conversation, or it might be the start of a school-wide initiative,” Kanter explained. In fact, that’s exactly how the focus on authentic assessment began.
* **Build structures for teacher collaboration:** Using staff meetings for shared planning and problem-solving fosters a collaborative culture. That was already in place when Siena embarked on its action research, along with informal brainstorming to support students.

For both students and staff, the deep dive into authentic assessment yielded “dramatic impact on the classroom,” Kanter added. “That’s the great part of this.”

In the past, he said, most teachers gave traditional final exams. To alleviate students’ test anxiety, teachers would support them with time for content review and strategies for study skills and test-taking.

“This year looks and feels different,” Kanter said. A week before the end of fall term, students were working hard on final products, but they weren’t cramming for exams. Teachers had time to give individual feedback to help students improve their work. “The whole climate feels way better.”

**Example project 2**

**Finding Time to Collect Data: An Example**

In one school, teachers came to believe that students didn’t feel engaged with their learning. As they discussed the issue, they decided the people who knew best about student engagement were the students themselves. So teachers decided to ask the students about the matter directly.

But how to do that in a systematic way? As teachers talked, they realized that every Friday before students were dismissed for the week, they attended a “home room” for about 10 minutes. The teachers decided to create a way of data gathering that was simple and systematic. On a small sheet of paper, **they asked students to answer two questions each Friday before they left** and to drop their answers into a small box by their classroom door.

**The two questions were**

When did you feel engaged this week?

What did you like best about the week?

At the end of each month, teachers read students’ responses, counted similar responses and organized these into themes. At the end of every three months during the school year, teachers met to discuss the findings from their data. They immediately saw that they had gathered hundreds of answers to their questions that, when analyzed, told them much about what students found engaging and motivating.

The conversations that emerged from this analysis of data became the insights for some extended conversations about student engagement and how they might change their teaching to better meet students’ interests

From COOR-101-25 Action Research Guide-PDF 2019 12-WORKBOOK.docx

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| **3 Some sample topics** |
| * At-risk students (Leonard, 1997) * Bully prevention (Bailey & Rios, 2005) * Conflict management in schools (Kenway, 1997) * Classroom behavior management (Daniels, 1998) * Creating equitable classrooms (Caro-Bruce, Flessner, Klehr, & Zeichner, 2007) * Development of basic literacy skills among urban minority students (Wilson, 2007) * Inclusive education (Armstrong & Moore, 2004; Oyler, 2006) * Online learning (McPherson & Nunes, 2004) * Parental involvement (Brough & Irvin, 2001; Reynolds-Johnson, 1997) * School’s mentoring program (Sharp, 1996) * Social justice (Lynn & Smith-Maddox, 2007) * Special education (Boardman, Arguelles, Vaughn, Hughes, & Klinger, 2005) |
| From Pine, FM. Action Research Sage, p. 33 |

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| **4 Alternative Action Research Project Outline** [provided here as a list of things to consider] | |
| **Milestones** | **Description/ Guiding Questions** |
| 1. Research problem/ questions | Burning question and related sub-questions. A “Research Question Checklist” was used as a rubric to conduct a peer evaluation of the research problem. |
| 2. History leading to the interest in this area of inquiry | What is my history as a learner and a teacher? What are the themes and issues arising from my history? |
| 3. Context and activity setting | Description of school and/or community. Where will I focus my attention— what part of the day, school year, school, etc.? What aspects of practice will I study—what specific teaching/learning engagements will I investigate? If I am implementing new practices, what are they (describe in detail)? Description of the specific activity setting. |
| 4. Ethical concerns | What potential ethical issues do I need to consider? Describe the ethical issues and how you will address them. |
| 5. Resources | Related readings, people, potential collaborators, other? |
| 6. Permissions/ consents | Students, parents, school district, other. Include sample permission/consent form. |
| 7. Review of relevant literature | What can I learn about my topic by reading the writings of others? What are different sources for useful literature? Synthesis of the relevant literature you reviewed. |
| 8. Research proposal | Instructor reviewed the proposal before allowing the student to continue with the study. This allowed the instructor to make any recommendations. |
| 9. Data collection/ construction | What information do I already have that informs my study? What information will be natural parts of the element of practice I plan to study? What additional information will I need to collect? What will key stakeholders count as evidence, if I hope to influence others? Description of the various types of data that will be collected. |
| 10. Data analysis | How might I go about making sense of my data? How will I organize it? Description of how you will organize and analyze your data. |
| 11. Data analysis paper | Presentation of data in an organized manner that makes sense and contributes to the purpose of the research project. Conclusions drawn from data analysis. |
| 12. Final AR paper | What actions/changes do you anticipate as a result of your study? How will you do things differently? Other implications of your research study. This paper is a culmination of all the work done so far on this project and comprises 40% of the final grade. |
| 13. AR presentation | How do I hope to share this information (within school, local or national conferences, presentations, written forms - policy brief, newspaper article, magazine, journal article, book, etc.)? What forms will be most convincing and appropriate to key stakeholders? Students were required to present the action research project as part of the in-class activities. |

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**Action Research as a Reflective Tool for Teachers in a Multicultural Education Class**

*Colleagues.* Volume-15 (2018), Issue 1 Social-Justice Article 6

https://scholarworks.gvsu.edu/cgi/viewcontent.cgi?article=1293&context=colleagues

**5 Deliverable 1 example using the deliverable templates** Somewhat more elaborate than what is required for Deliverable 1.

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|  | **Action research project abstract** |
| **Title** | Microaggression in K-12 schools |
| **Issue** | Microaggression in interactions between students may make some students unwelcome or even unsafe (in that respect microaggressions can be considered a subtle form of bullying abuse).  How can we reduce the number of microaggressions and improve school climate? |
| **Group affected** | K - 12 students |
| **Action researchers** | Three teachers (*We* in the abstract) |
| **Abstract** | This is a classroom-level+ collaborative action research project with **emphasis on the Plan Phase**  We will inform ourselves more deeply about microaggression. Read literature, participate in workshops, learn how to recognize microaggression.  Then we will collect data in two ways  1 Daily recollection logs for two separate weeks in the school year: Record events observed that day in class or in the hallway ore recess (including student names when known, demographic data otherwise)  2 Videotape some classes, use software to transcribe, extract microaggression events (possibly computer-assisted  3 Interviews with participants in event  For each event record (this is a list of variables, some observed, some coded)   * Environment / circumstances * The actual exchange * What happened before and after * Aggressor and aggresse, with demographics * Discrimination type (racial, gender, etc.)   Analyze data, possibly using qualitative data analysis software  **Consider some actions (consult literature)**   * Have conversations with participants, privately or open conversation in class (teaching moment, would need to be done very carefully). * Read an appropriate story and discuss microaggressions. * Have students write essays on discrimination / microaggression   **Assess changes in school climate**   * Document changes in individual students involved in microaggression events * Data collection similar to the Plan phase. In our classes. In whole school * Other? (Consult literature) |

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|  | **Evaluation/assessment project abstract** |
| **Title** | Assessing microaggression and bullying in the work place |
| **Unit being evaluated** | International Trading Company 1,200 employees |
| **Purpose of the evaluation** | Assessing how widespread microaggression is in the company and whether it affects productivity. Basis for deciding on actions, if any. |
| **Specific issue** | Effect of microaggressions on productivity: Lost hours, barrier to collaboration, effects on health and resulting loss of work time |
| **Metrics** | Statistics on employees by ethnicity, gender, sexual orientation, disability, …, and job status as a base line  # of microaggression events per week, by department, analyzed by demographics of the aggressor and the aggresse  # of work hours per week lost due to microaggressions  # of employees reporting adverse health effects over the last year |
| **Sponsor of the evaluation** | Company management, Human Resources is designated contact |
| **Evaluators** | Workplace Climate Consultants Inc. |
| **Abstract** | The study will proceed in three phases  **Phase 1. Orientation**. Analyze data from the personnel database and company policies, and conduct interviews with HR staff, union representatives, and others who are knowledgeable on workplace climate issues.  **Phase 2. Survey using questionnaires**. Respondents can give their name (data are strictly confidential and will remain with the consultants). We will ask general questions about respondents demographics (fewer questions if the respondent gives their name) and questions about perceptions of microaggression and bullying in the workplace in general, about the general level of microaggressions directed at the respondent and adverse consequences (effects on moral, lost hours or reduced productivity) in general. We will also ask for descriptions of specific microaggression or bullying events the respondent experienced or observed, including description of adverse consequences of this event.  **Phase 3.** Interviews with respondents selected based on their questionnaire responses to probe more deeply into the respondent's feelings, effects on moral and on health, and on productivity.  **Data analysis.** Quantitative data from the questionnaires and extracted from narratives through coding. We will use qualitative data analysis of the narratives from the Phase 1 and Phase 3 interviews and from the questionnaires to get a deeper understanding of the issues |

**Some references (optional)**

https://en.wikipedia.org/wiki/Microaggression  
Very good background and categorization

**Racial microaggressions in everyday life**. American Psychologist, May-June 2007. D. W. Sue, C.M. Capilano, G.C. Torino, J.M. Bucceri, A.M.B. Holder, K. L. Nadal, M. Esquilin (Teacher’s College, Columbia University)

With many examples. Uploaded in Box\575DS\bWeek02

https://www.medicalnewstoday.com/articles/microagressions