

Action Research Methodology

Alright.

Hello everyone. Welcome to our, um, meeting.

This is Man Kechi, chair of the Center for Education and Instructional Technology Research.

And, um, I'm also co-leading research methodology group with Dr.

Stit. And, uh, dis evening, we are talking about action research essential components.

Um, so action research actually is a little bit, uh, um, I would say complex in a way that you hear, um, different type of perspective when it comes to action research.

So tonight we are going to kind of, um, discuss about different types and characteristics of AC action research.

Um, I will talk about the component of action research as far as the main, um, uh, parts that you need to include in the project to end up with a successful action research.

And also I will share some examples, including some of the, um, doctor or, uh, dissertations that are completed at University of Phoenix using action research.

And then throughout the session, if you have question regarding the slide that I'm sharing, uh, you may just, uh, unmute yourself and ask question, or you may wanna keep your question for the end of the session.

Um, so first, let's start with the definition of action research.

Basically, action research is a systematic inquiry to improve the quality of an organization and its performance.

And, uh, it's designed for practitioner really to improve their own workplace.

Um, started with educational setting, but now we see that action research has been used in almost all different disciplines in healthcare, in, um, business, uh, leadership studies, as well as education.

And, uh, basically the, the, uh, promise of this action is, is, is to create immediate change to practitioners or, or researchers, uh, working, uh, uh, place immediately.

They wanna change some, some part of their, uh, organization or workplace.

So that's why, um, practitioner researchers use action research.

A little bit of history.

Um, basically, uh, they started with, uh, Kurt I uh, he was, uh, psychologist, um, back in 1940.

And then he, um, came up with this idea that, uh, we need to do research to, uh, provide some social change.

So social action needs to happen as a result of conducting research.

Um, and, but in a way, uh, Levine taught that this established, um, research and studies or a little bit kind of away from, uh, the, the action.

So researchers conduct a lot of different studies end up with contribution to theories, not necessarily to practice.

And that's why living taught that there's a gap that they need to be com basically connected by doing action research.

Uh, and also the other idea was like this slow process like I noted that, um, traditional designs are a little bit slow.

Um, traditional experimental studies or cases studies, um, a little bit slow to contribute to the changes in the people's workplace.

So action research can be a better replacement as far as quickly changing the workplace, um, condition.

Um, the other issue was basically related to the fact that practitioners, basically, they can do research as well.

That was the idea back then that the assumption is that practitioners can basically lead their projects.

They can start research and not necessarily waiting for, for traditional researchers to come and do the research.

Um, looking at the, um, democratic point of view or perspective in, in action research, basically research is conducted with people not on people.

So you see in traditional projects, we are saying that, oh, we con we are conducting research on students and faculty colleagues, and they have a very limited, um, role in a research.

They just come and we ask some question and leave.

But in action research, the participants actually share more than that.

They share more interest.

And in some aspect that I will just discuss in following slides, they should actually co do co researching.

Basically, they kind of take, uh, higher responsibility than being just the participants.

So that's the notion that you may wanna keep in your mind that your participants have higher, uh, responsibility than just being research participants.

Um, different types of action research.

So if you go to there, you hear so many different type of action research and it can be confusing, um, depending on definition of different authors.

But based on the review that I had, I, you can have these two major type of action research.

One is called this laboratory or emancipatory framework, or action research, basically is called also critical action research that are focusing on identifying new policy programs, resources to assist

marginalized group, for example, uh, issues related to people with disability, uh, issues related to, uh, parents who don't speak English or issues related to racism, ethics, values.

All of these are topics that are appropriate for a critical action research.

And the point is actually impacting society in a larger basically, uh, approach, not just limited, but then there's another type of action research called, uh, practical Action research that is based on a pragmatic framework.

And they are focusing on fixing daily issues, day-to-day issues in within a classroom, for example, or within a workplace of people.

But that has a very limited, um, impact.

Um, can be, the result can be applied to the similar situation and context, but not in a larger context in society.

So that's called practitioner practical Action Research.

So critical action research. Practical action research.

Then perhaps you also heard the bodies, uh, participatory action research or par.

Um, I have seen sometimes people even use this participatory action research as action research.

Like they thought that, oh, they are the same thing.

Well, they're not the same thing.

Um, so basically participatory action research, um, assume that the participants, your research participants are core researching with you.

So basically they start working with you, they design the process, the research with you, and then they provide, um, data for you and also work with you in a desi the analysis section all the way till the end, even to the result part.

So if participants, your participants get engaged with you to that level, then you can say that, oh, your action research actually is a participatory action research.

But if they are, if they participate in your action research in a more limited basis, um, I think if you can say that, no, it's just, that's not consider participatory action research.

So it really depends on the level of, uh, uh, engagement.

And a true, uh, participatory action research is the one that the participants really engage with researchers all along from the beginning till then.

Having said that, again, you see that I have seen many studies that participants have a very limited, um, responsibility, but yet the researcher considered that as participatory action research.

So I just wanted to share this because I find it kind of confusing and I thought that it's good to have a clarification here.

So I stop here. This, Maureen, could I interject a comment here? Yes. Um, When a, a student is considering doing this design and they go into the dissertation Guide and Alignment handbook and,

and they look at the different, um, choices that are there, and then we have the examples of how they do it before when they're looking at some different, uh, sources of information, I have found that there's different wording that will be used, um, for like participative, uh, versus partici participatory.

It's like starting to say the word linoleum.

So I, I guess I'm wondering is what do you see is the most often that as the design type of an axle research that our learners are selecting? And I know it relates to the purpose of their study and things along that line, but is there some general guidance that you might instill upon us as, uh, let's say URMs, uh, chairs and so forth in saying, Hey, you know, you're, what you're talking about is really this, you need to go into the literature that is stated down below, um, that tells you how you would be wording it because it tells you how to word, uh, a participative, uh, research purpose statement and a participation action research and a technical action research.

It's, it's given you those three as examples, Right? No, I hear you. Um, Maureen, so, um, first of all, I always use the, the resources that are kind of like prominent, these authors.

Um, what I mentioned here is based on the explanation of, uh, deacons and Watkins.

So, uh, so I would always go back to the ones, the credible resources to identify these different types of actions.

That's one. And then based on the explanation that I just shared with which you, um, I think many of the dissertations that we are going to have or already had in University of Phoenix, they are just basic action research.

I don't think they are participatory action research. Why? Because there isn't, there, there isn't.

That I just mentioned. If you are really kindly calling a research participatory action research, your research participants should work with you all along from the beginning till end in many different stages.

And I don't think our dissertations are taking that approach.

And because of that, most likely, many of the dissertations are just basic action research, not participatory.

If, if I, um, Dr. Capi, this is Andy.

If I could elaborate maybe on what Maureen is saying, if you look at, you know, page 14 or whatever Yeah.

In the doctoral dissertation guide, it talks about action research, participative research, participative action research.

I know, and technical action research.

And I mean, my students are constantly asking me, well, is it AR P-R-P-A-R-T-A-R? And i I get very confused, Right? No, I hear you and I know which what you're talking about.

I, I always look at that page.

And, um, so like I said at the beginning of the presentation, it can be a little bit confusing depending on different authors.

I think in that guideline.

Perhaps they use different source that they explain it that way.

But as I review more many sources, I see that this is a maybe less confusing, more credible way of describing this.

I know they have different, like they have technical action research tar, um, I didn't, I was going to add it, but okay, let's not make it more complicated.

So if I go back to this slide of critical action research and practical action action research, they both can be par if the participants engage in many level with the researcher.

So in a way, these two critical actions and practical action research, they can be a type of, they can be par.

That's for that. And then tar, I didn't add the tar, this explanation of tar here, but technical action research is the one that basically researcher are external, uh, to a, to a organization, and then they bring their, um, intervention to the, your organization and, and try to test it and work it within organization.

So in that aspect, for sure, participants in that, in that organization cannot be co-researcher because researchers are external, right? Um, so in that aspect, definitely TAR cannot be a par.

So I hope I didn't confus you. So, and Is PR the same as PAR or are those two different things? P-P-A-R-P-A-R, It also talks about PR participative research.

Right, right, right. I mean, I, I, again, I am not going getting to that part because I don't, yes.

But So 90% are probably just action research, I would guess I would say that they're action research, yes.

Okay. But then it can be either critical or can be practical depending on their focus.

But I know that, again, in our doctoral, uh, guideline, they didn't talk about critical action research or practical actions.

I know that, but, uh, we just go with, with the authors and the ones that are really credible.

But again, having said that, there are authors that list action and such that way as well, I would suggest that let's keep students focus on, um, this definition.

I think it makes more sense.

And then, uh, if you moved on to slides, you see that the process that they go through is really similar.

So this, it's good to call them properly, but in a few slide down road, you see that they are all kind of using similar process as far as starting the project and finishing it.

So that's a good thing. So we are not going to different direction depending on different types of action research.

Hope I clarify and didn't confuse you more than this.

So would it be safe to say that if you're going to be do doing this design, you're gonna be doing the basic action research? There are no co-researchers, this is your dissertation.

Exactly. And You can only have you involved in the recruitment and the data collection and everything along that line there.

Correct. Most likely they are doing a basic action research.

That's, that's, that's the case most likely. Yeah.

Because in our dissertation we have had this, we have the requirement that they cannot have co-research.

Right. If it's So Yeah.

And practical action research, right? Yeah.

Most likely. Again, yes.

So let me ask this question, question, because under the nature of the study in chapter one, we ask them to compare the design that they're selecting to two to three other designs, Right? Would they pick the two, two other action research design and say why they weren't appropriate? Or should we pretty much gear them to looking at why you didn't do a case study, why you didn't do something else, and only having, having it be outside the action research model? I mean, I would say that we wanna, we want them to go beyond action research.

Okay. Bring cases, study the phenomenology.

Yes. Why is, why not selecting those? Yes.

But if you are sensitive, you can also tell them what about participatory action research? And then they can easily say that, oh, they should easily say that because my participants are not core researcher, my core researcher.

So that cannot be a right design.

Okay. Yeah.

Thank you. You're welcome.

Dr. Krei? Yes. If I could add something, um, yes.

One thing I'm finding is, um, in the access classes, when we, in the very first class, we teach the difference between a PhD and a practitioner degree.

Mm-hmm. So the difference in both as, as we all know, is that the, um, the PhD or the theoretical, uh, type of research is basically based on theory and, and, and elaborating and finding details about whatever we're studying.

And so the difference is in action research is the practitioner.

And so I think what's happening a lot when I'm seeing even as, as a pv I'm seeing this, is that sometimes the UMS and the chair people are letting the students just say they're doing action research with small letters.

Action research is what practitioners do.

But action research as practitioners do need to have a design.

Absolutely. So one of the designs that you can have is action research with capitals action research with capitals.

And there they actually go in, they look at a problem, uh, they determine what the problem is.

They get information qualitatively through, you know, discussing with the whomever they're, you know, working with, um, you know, within the context of their organization, whether it be leaders or coworkers.

Then they come up with a plan, an action research plan, and then they implement the plan.

And then later, because action research as the design is a secular pro. Exactly. Secular Process, after they implement the design that the, the, um, treatment, actually what they're going to remediate the situation with, then they have to assess that again.

And that becomes a new action research.

So real action research is cyclical, and it just keeps going around and around, which kind of works out good for our dissertation students, if they do the first part, and then that's it, you know, they do the, you know, they do the needs assessment.

They, not the design needs assessment, but they go in and find out what has to be done.

They find out how to remediate, they develop a program or a treatment, and then they measure the outcome of it.

So then when they get to chapter five, the next step can be to redo that, you know, to redo what they did and look at it again, look at the cycle again.

Because during the, the timing of our dissertations, they only have a month to do all this, so they don't have time to keep redoing it.

And besides, it would never end.

But, um, we're finding issues with, um, at the end as a PV with, um, some faculty letting the students come through saying they're doing action research when they're really just simply doing like a case study, exploratory case study or something like that.

And then arguing the point that, yeah, it's action research.

Well, yeah, that's a type of action research, but, but the design action research is different.

It's different. Absolutely. You're right, Liz. Yes.

So I'm going to actually, in the following slide, you see that, um, spiral model that we have in action research, and definitely students need to follow that.

It's a design, it's different from case study phenomenology.

It's, it's, it has its own structure.

And so definitely students need to follow that to, to qua to be qualified as, as action research.

Otherwise, just because they're practitioners and doing research doesn't make their research action research.

Yeah, that's for sure. Yeah.

Yeah. Thank you for sharing that, Liz.

You're welcome. Alright, so moving along.

Um, this is just the example for a critical action research.

Like I mentioned, in critical action research, you are focusing on topics that will have social impact.

For example, in this study, biology teacher and his students raised a question about a near school labeled as hazardous by Environmental Protection Agency.

So in this process, in this study, they started to create a curriculum to explore issues related to science and society when it involves in this sort of toxic dump.

So that's like one example of what type of, um, topics are qualified for critical action research, you see is it's kind of, it has a larger impact in the society, but then, um, a practical one has a limited, um, impact.

For example, this project, the research question was like, how does students' choice in learning activities and assessment affect students' engagement within a classroom? So it's a limited impact, but again, it does have, you can still say that the result can be applied to the similar context.

Because also on the other hand, I have seen sometimes students say, oh, it doesn't have any application anywhere.

It's not, you can, if you find similar context with similar population, you may be able to apply the result in those similar, um, context.

So that's example of like topics that are good for practical action research issues within a classroom or within a, uh, uh, workplace that is kind of limited.

So it's practical action research.

And these examples, again, these are the citation that the, the reference are actually useful.

If you wanna further learn about this study, I think it's great.

And you can share also with students as well.

Um, now starting with the research problem, how do you put together a research problem for a research for a, for an action research? Um, so just like any other design, you discuss the problem.

Um, the difference, start with this, the issue that if you are focusing, uh, in your particular organization, you may have this personal communication, like bring issue based on a personal communication into the problem statement.

Um, if it's a practical action research, if it's a critical action research, meaning that focusing on larger issues, then citation should be exclusively from literature review.

So that's the difference that I wanted to mention here as compared to other, um, design that we always says, just go with the literature.

Recent literature review, peer review citation, uh, there is this exception here that they can use personal communication when it comes to practical action research, uh, for the purposes statement.

Um, so they would say that the, the, the method can be action usage can be qualitative only, or it can be mixed method as well.

So again, that's a part that you may see sometimes.

Some others say, oh no, just qualitative.

But I have seen mixed method studies as well that are action research.

So the is either qualitative or mixed method.

And then the design is either practical action research, critical action research, or can be part participatory action research.

If as we discuss they have a real, uh, large involvement with the, with their, uh, participants.

And then after that part, uh, researchers need to describe their role.

And also they need to describe their participants' role.

Because like I said, we continuously say that your participants are different from participants in different other designs.

So they need to say to what extent participants are involved in this research.

And then obviously, um, the objective should be really aligned with the design, uh, like I said, like either practical or critical actions.

So that's the purpose, purpose statement.

Uh, and then I have some questions, example of questions, research question that they can use for practical action research.

Again, they are focusing on, for example, what factors are contributing to the process issues or what changes can be implemented to create prospective process improvement, something like that.

But then it comes to critical action usage.

You have larger perspective, like what's policy or practice changes must be implemented to facilitate, uh, selected option in which have implication for society or can be transferred to, to broader, uh, social issues.

So again, the type of question, as you see is really the way that you write it.

The wording should be aligned with the type of design, whether practical or critical action research.

So I stop here to see if there is any questions or comments.

Well, I'm assuming that you're gonna have this available and within the research methodology group for us to be able to download it and share it with, with us, With Stu. Absolutely.

Absolutely. Yes. Yes, Maureen, we'll be there.

And the recording will be in research methodology teams as well.

Um, as you know, in 2024, we, we haven't uploaded any recording to the research hub.

Hopefully in near future we would do it, but for time being all the recording are in the research methodology, group teams.

Alright. Um, characteristic of action research.

We talk about it a little bit.

It happened, action research actually takes place in practitioner, researchers own working place.

Uh, and practitioner take a very active role in their research.

Um, they collaborate, action researchers collaborate with their other colleagues that they have in their working place to conduct their research.

And they wanna change their practices, improve their practices in their own working place.

And also it's ongoing, like you should within action research.

The recommendation is that like you collect several waves of data, and it does have this spiral model that I share with you in the following slides.

Now, in for dissertation, for doctoral dissertation, we, we would say that at some point you should stop it, right, for the purpose of doctoral dissertation.

But, uh, in reality, the nature of action research that it can be continue until you reach to the, uh, improvement that you wanna reach.

Now for our doctor dissertation, that we can say you can go through one cycle and stop.

If they are, if the researchers are interested, they can continue the next cycle after they complete their doctoral dissertations.

Like a postdoc research.

If it's just, uh, you are just doing as a faculty, then obviously you can continue.

This is pilot model until you reach to the, um, result that satisfy your organization and yourself.

So this ongoing dynamic nature of action research is actually very important.

One of the most characteristic of, uh, most important characteristics of connection research.

Um, and then the other thing that is really interesting and important related to action research is that in action research, researchers need to come up with a plan.

Actually, they do need to have a plan as they collect and analyze their data.

Also, at the end of their, um, study, they need to have actionable plan.

Now, this actionable plan, it can be a set of best practices, it can be a framework, uh, it should be something that can be clearly implemented in their workplace and organization.

And this should be included in the recommendation in chapter four.

If it's a dissertation under, in chapter four, under no, in chapter five, under recommendation section, there is a place that you can include the actionable, um, plan there, Right? Uh, now I wanted to kind of include the, the data collection techniques that, um, researchers can use when it comes to action research.

Um, the recommendation is to use two or three data sources in action research.

Now here, Criswell suggested these three e it can be observation, like the researcher can sit in the working place and observe the situation.

So observation can be one source of collecting data.

Then researcher can start asking question through interviews.

So that can be, the inquiry can be, um, second type of source of data that, uh, they collect.

Not interview can be informal, structured semi-structure, or it can be through the survey.

Like if they don't wanna do the interview, it is possible that you say Quest, send a questionnaire or can send a survey to gather information.

Um, and then the third type of, um, source of data is basically, uh, looking at the records like maybe archive data journals, um, artifacts, field notes, maps, audio or videotapes.

If there are any sort of these sort of, uh, records available, um, researcher can use those recordings as well and those documents.

So the recommendation again, is to use at least two of these.

Now, I have seen that often students go with observation and doing interview.

That's the most common, uh, data collections types that I have seen.

But depending on the situation, obviously it really depends on the nature of the study.

And then obviously the issue is the feasibility.

But it is possible to do any of these.

Um, you can just, the researcher can decide to pick, uh, at least two of these, um, techniques.

So, um, let me interject something here.

Um, in chapter three of the proposal, there's an instrumentation section, right, that they have.

So you know what I'm talking about, the alignment between the research questions Yes.

And the interview questions.

But if they're doing, um, something different than the interviews, then we would have them do, we can have 'em do another table or we can talk about the additional things that they're going to do.

Like, they're gonna do the journaling, they're gonna do the observation thing, like things along that line there.

Now, what I've seen in some other resources that are out there, they list out the interview questions, but they list out on the right hand side a number of things that they're going to use to be able to answer all of those inter question interview questions or not interview questions, research questions.

Is that acceptable or is it along the line of a case study that you want to have the instrumentation that is going to be used to be able to answer a specific research question? I guess I go back to the question, how many research questions do they need to have for action research? Well really depend on the nature of studies, but I would say often, like we see two, three research questions.

And then as far as instrumentation, they, they, yes, the same thing.

Like there should be a table and saying that each research questions are answered.

How? Now, like I said, we recommend that they use two sources of data.

So you can say research question one is answered by observation and interview questions, and then the type of the, actually the, the particular res interview questions should be listed there.

So same thing that you do for case study, right? You would do here as well. Um, yes.

I don't see any difference here as far as action, research and instrumentation.

You just need to do the same thing here.

That's what I was visualizing, you know? Yeah.

That they have at least two, if not three, uh, research questions and then be able to link this, what they were gonna be using to, you know, whether it's interviews or there was even like journaling.

They can do journaling, Correct? They can, Um, journal journaling could be done in conjunction with the observations too.

Absolutely, yes. So one of the issues that perhaps you have noted, um, sometimes researchers use multiple sources of data, but then when it comes to integrating them, they may not do a good job.

So that's important that when basically different sources of data is used to complement each other or cross validate each other.

So in a way, one research question should be answered by multiple research, multiple data sources, so that we make sure that we end up with the valid, reliable answer.

You see what I'm saying? So I have seen sometimes that that's the tricky part, that getting confusing.

And sometimes students, they don't know what to do with this, like multiple sources of data.

But, um, I think using that table also further emphasize that, oh, this research question should be answered by these two sources of data, not just one of them.

Um, so that's the thing that I guess, um, URM can further emphasize.

Alright, any other questions here? I, I do, um, I do have a question.

Um, so let's just say this works beautifully in education.

We all, we all kind of know that, right? So let's just say for instance, um, a student wants to, uh, investigate and have an action plan to

try to change the culture of the teacher's classroom so that it can, um, be more engaging and, and increase student learning.

So in my, my view, the way that works is that then they start off by interviewing, they interview what is happening right now, and they get all the data together about what is happening, and then decide through, also through interviews what needs to happen.

So then the needs to happen becomes the action.

And generally it becomes a, um, an education anyway.

It becomes a professional development plan where they then institute a, that's the action.

There has to be, can't just do interviews and find out information.

That's case study. So do the, the interviews have to be used to create an action.

And oftentimes the action is to create, you know, a, a professional development training.

And then after the training, then to reassess the, well do, do the training like as a pre and post-test, which is then how action research is often called a mixed study because the, the qualitative part is when they're actually collecting the data through interviews, and then the quantitative part is where they're actually then measuring the effectiveness of the action that they took.

And so you'd be measuring, like within Inova you'd be measuring, you know, the pre and post test growth, right? So that's why in, in my experience, action research has mostly been, been qualitative, been mixed study, engaging with both types of methodology because the action has to be put in place and then measured, you know, without an action being put in there.

Then it's not really action research, it's a case study or narrative inquiry or something else, right? Right. Uh, so that action then has to be measured in some way, Right? So it can be measured qualitatively or, or quantitatively as you said.

And then if it measured quantitatively, it would be mixed method because the qualitative part was interview and the quantitative part was like maybe a test or maybe a quantitative questionnaire or something like that.

But mm-hmm. Yes, actionable, actionable plan is really important.

Like I mentioned earlier, it's, it's a unique part of action research.

We need to end up with the action and then we need to be able to, to test it as well.

But again, one part that we have to be careful because this is part our model, keep going on and on, but for, for doctor dissertation, at some point we should kind of stop it because we want them to graduate.

So that's why, um, now I'm showing the other following slide slides that is really going on and on.

If it's just a project out of the school, out of the, the, the dissertation, then it should continue until you reach the, to the level that you want.

Like if your plan, uh, you develop a plan based on this, uh, study, and then you test it, and then you don't see the result that you were expected, then you have to go back and revise your plan.

So you have to do another set of interview or observation and then revise your plan and test it again and again and again until you reach to the level that you, but again, feasibility is important when it comes to doctor dissertation.

That's why at maybe this is something that you RM or chair said, okay, this is it.

You are good in at this level, you will stop.

Maybe you continue after you graduate.

So that's something that we wanna be mindful of that when it comes to doctor dissertation.

Yeah. So the action research plan, that next step in the action research plan is to reassess the action that was taken and develop another action plan.

And that's what's good about chapter five, you know, for the students to fill that all in what the next steps are.

Absolutely. So that's, it's, it's a beautiful, if it's done correctly, it, it's really quite beautiful the way it works.

It's Absolutely, I agree. It's very pretty. Yeah.

Alright, so, and so here is the cyclical, um, model that we, we have been talking about.

The action research process is a cycle.

Um, so start from reflection.

You look around the researcher, look around and reflect on their, uh, workplace, uh, and, uh, come up with some idea.

And then they plan for doing a study, doing data collection analysis.

And then they act, they actually really collect data, analyze the data, and then they come with a plan, come up with a plan, and then they sit and observe the, uh, the impact of their plan.

But then you see it doesn't stop here again, go to the next cycle.

So then they reflect then, oh, maybe I need to repeat it again.

Going to the reflection, reflecting, coming up with new idea, planning for collecting more data.

And then again, acting upon that, like collecting, analyzing data, coming with a plan, observing, and on and on.

So that's the cycle that, uh, typically all the action research they have this, and that's what I mentioned earlier at the presentation that don't worry so much about the type, I mean it's, we should really guide students the right type, but all of them end up with, with this process, like whether it's critical action usage or, or practical or par or any others, they are just going through this cycle as far as handling the project.

So I would say it has to be realistically how many times cycles they're gonna go through because of the amount of time that they're gonna be right to do this.

Exactly. Be acceptable to just have a process cycle, go twice.

I mean, even once it really comes down visibility, I would think even, you know, getting 'em to go past once, especially in an educational environment Exactly.

Administration To agree to let you do this. Exactly.

And then you're gonna say, okay, now we're gonna need to do it all over again.

Now we're gonna need nothing.

Like, uh, that, that would be very difficult, uh, getting that accomplished.

Yeah, Absolutely. Absolutely.

It, it can be, I think one cycle is about it.

Right? Exactly. Exactly.

Because I, I know Liz was talking about, you know, when we have, uh, some studies, the quantitative studies have a pre-test and a post-test.

Sometimes I've had students that are doing that, that it takes them, they drop off the map for almost, uh, a full year come back just to be able to do that second part because they haven't been able to get the approval to be able to do it.

Right. So I think it's real important that we, they don't try to take off more on more than they can really accomplish within a realistic period of time.

Exactly. No once is enough.

And, and also, you know, we always says that the purpose of conducting a dissertation is learning the process and demonstrating that you can actually complete the process.

So by going through one cycle, students hopefully end up with a successful demonstration that, oh, they did it properly.

Now at the end, they end up with actionable plan maybe for the future studies.

So then that's, that should be a separate study.

So just one cycle I think is, should be good enough, um, for the purpose of a doctoral dissertation.

Alright, so I have a lot of more details obviously to share.

Uh, so the four stages that I mentioned that are cyclical, uh, there are these components under each of them, but they are basically the same thing that I just mentioned, that in the reflection you kind of reflect on your practice and identify problem and something that you wanna improve.

And then you set your problem and you can reflect on your own experience as well.

Basically, that's the first part that you are kind of putting together your idea.

Then you go to planning part plan stage.

So you would identify, um, people that you wanna work with it, most likely at this stage, you are identifying your participants who share similar concern.

Remember, this is action research.

And in action research, you, your participants, they share more than regular participants with you.

They share similar concern or they work with you in the same workplace.

And then you also come up with the systematic data collection.

So remember we mentioned that action research is all about plan.

So there are two plans.

One is planning to conduct your study data collection analysis, and the other one is the actionable plan at the end of your study.

So, uh, we say that action research is flexible, but that means that that doesn't mean that, oh, you can, you shouldn't have any plan.

You should have a clear plan and write it at this stage, uh, to, to continue your study.

And then how you are going to collect your data, what sort of instrument you're going to use, um, what sort of sampling you are going to use, what's, what is your sample size.

These are all the, uh, details that you need to include in your plan.

Uh, then you go to the next stage, that act.

So basically you actually implement your plan, you collect your data, you analyze your data.

Now for qualitative data, usually you go with these teams, you identify teams based on your qualitative data, quantitative data, often in action research, um, if you go with quantitative data, you wanna make it not really complicated.

So we go, usually you go with descriptive analysis, not inferential.

Um, because again, it's this visibility and like the nature of action research is such that you don't go through these complex, um, data analysis.

And then you create a plan, a, a, a plan that we mentioned earlier based on your result.

And it can be basically like a modification of program, an outreach to parents, something, a policy, school policy if it's a critical action research.

Um, and then after that you try to kind of plan for the, um, next cycle.

You move to the next cycle.

But before going to next cycle, obviously once you are done with your act, you go to observation, you kind of sit and look at everything that you have done.

You discuss this with your, uh, participants.

They are like your collaborator as well.

So you kind of discuss the result with them and then decide what to do next.

Um, so the next step should be planned, and then based on that you move on.

That's the next cycle that we discussed earlier for doctoral students.

Like I said, we better to after this cycle kind of stop there.

But if it's not a doctoral project, definitely you are, you should go on and on until you reach to the level that you want.

So also, uh, I made this like a graph that starting from here, again, these are the same steps that I mentioned earlier, starting with the reflect, plan, act, observe, and again, the, the result go feed to the next cycle.

Again, reflect, plan, act, observe.

And this is not a cyclical, it's like spiral.

So as you see in this model, you finish one cycle and then you go up and up and up.

So in a way, you, you are improving the system in each cycle.

You don't go back to the same place that you were at the beginning of your, you research, you are in a better place.

So you are improving and improving till you reach your goal.

Now, this may be a little off the topic, but related to this, when I see the continuous improvement of practice through action research, it tells me that when they were putting together the conceptual framework, that one of the theories they're gonna wanna look at is continuous process improvement.

Yes. That's, yes.

That one of the, you're saying that can be a good theory for conceptual framework for action research, right? Yeah.

Mm-hmm. Yeah. They, they have to have, you know, two or more theories.

But, uh, that continuous, um, process improvement theory, which is yes, part of systems theory, um, would be, would be very, um, appropriate for there.

Absolutely, yes. So you see, it's very beautiful, uh, design.

And also it's very appropriate for practitioners.

And, uh, as our students are all practitioners, they would, it, it would really make sense a lot to practitioners because you see the immediate impact and it's so applicable.

The research is right there, and you are working with your own colleagues to, to move on your project.

So it's, it's actually is really, um, appropriate if it's done properly.

Alright, moving along, um, dissertations.

Um, so I mentioned some of the issues that are related to dissertations that are done by action research design.

So I mentioned that the complex statistical analysis, um, they, they are not used often.

Um, they go with the less complex statistical analysis, like descriptive analysis.

Um, they, they do need to do, provide evidence for validity and reliability of measures, whatever they are measuring, because we wanna make sure that this plan is actionable and is actually improving their, their, uh, practice.

So that's why they need to come up with the evidence for validity and reliability of their instrument as well as the result, the potential result.

Um, other than that, uh, they may not also go through these lengthy analysis of the theoretical meaning for qualitative data, because we mentioned that it's just all practical action research are all about, um, immediate impact.

So, and, uh, they are very applied.

Um, and then, uh, I think that's it, depending on the context.

Uh, some of the component of some design actually can be used.

I have seen some, some actions is that when it comes to qualitative portion of it, they say that, oh, uh, I use similar process as phenomenology.

I have seen that. And that's fine, as long as they are using the structure of doing action research.

Some part of the, uh, qualitative analysis that are handling can be similar to some of the qualitative designs, um, for evaluating, uh, projects that are done with action research.

These are actually really good guidelines.

Uh, it's really good to use these questions to evaluate whether a study is done properly or not.

So basically, does the study clearly address a problem or issue in practice? So it should be really related to practice.

Uh, did the researchers develop a logical plan in collecting data? Uh, did they use triangulation? So remember we mentioned at least two sources of data, if they have even three better.

So triangulation of data is important to cross validate the, the, the data, uh, did they collaborate with others.

So it's important when you say action research, that means that you, you collaborate with your participants, uh, and then did they lead the change or solution the problem, the, they, their solution made any difference or it's going to make difference.

So you wanna kind of look at it and see, oh, this actionable research, this actionable, uh, plan makes sense.

Most likely end up with resolving research problem.

And then also, uh, did the plan of action contribute to researchers' ability to reflect on his or her professional activities? So improving and empowering her researchers on ability.

So these are the good questions that you may wanna use, uh, even for self evaluation.

So if you're using doing a little action research, you may wanna kind of look at these questions and make sure that your action research actually, uh, address all these questions.

Um, no, I wanna share some of these, uh, dissertations that are done at University of Phoenix.

Uh, actually when I look at the recent dissertation, I just find not that many, maybe a few of them, but then some of them were interesting.

Um, so I wanna share basically two of them here, um, just to mention that these examples are not necessarily perfect.

So remember starting with the title, this study, this dissertation title is a framework for organizational Leadership of social movements, a part participatory action research study.

So even like, I can say that right here that I'm not sure if this was a hundred percent participatory action research, but that's how the, uh, students told about it and that was the title.

Um, so, but I'm saying that like when we share example doesn't mean that these are perfect example.

There are just some, some examples, some studies that have been done, um, at University of Phoenix as a doctor research and using action research as a design.

So in this study, uh, students use 15 leaders, um, uh, using purposeful sampling to, to recruit the leaders.

And then students conducted interview observation, and then nine online events.

So the observation was interesting because observation was online.

I was kind of, uh, surprised.

I saw that, oh, that was observation of nine online events, such just students were sitting there, um, looking at the activities as far as the events that was kind of unfold.

And then also the literature review in the chapter two, students consider that as another source of data.

So interviews, observation, literature review in chapter two.

And then as students kind of put together teams, kind of integrated teams from these three sources of data, uh, student use, um, con content analysis, coding and content analysis to analyze the data and use ddus and then integrated all these three sources.

And I included the, um, reference here so that you can look at the details of the dissertation yourself.

Uh, but I also wanted to share the questions here, and I know that we are reaching to the end of the time.

Uh, but I quickly just share with you that the first question there were, there were two research questions.

The first one was, what are the identify identifiable leadership characteristic of successful social movement movement in

organization in a Seattle rent control movement located in the state of Washington? That was the first question.

And then the second one was actually related to making a framework.

So how the researcher, the students wanted to see how can these identify characteristic of social successful social movement organization be, can be developed to a framework for organizational leadership.

So looking at the characteristics and then also developing a framework.

And this was interesting for me because actually students ended up with a framework and included this f uh, framework in chapter five on their recommendation included this framework, which I think it's really actionable, uh, plan.

And as you see, um, they are all the recommendation that students included are related to the teams that basically develop based on those three sources of, uh, data.

So all in all, I thought that this was an interesting, um, dissertation that you may wanna kind of look at it or share with students.

Um, and as you know, per statistician criteria assessment, we do need to have this action plan in chapter five.

So any question I pause here to see if there's any question.

Hi, Dr. Capi, this is Jim Lane.

I don't have a question, but just a comment.

I, I wanted to follow up on the marvelous observations of Dr. Young, uh, that we, you know, we love, uh, action research in schools, uh, you know, do it all the time.

It's a very practical thing, and I, and I encourage students to think about that design.

If, if there are teachers, uh, in fact, uh, often if one is a candidate for, uh, administration, some districts will say, well, you gotta do a project to show your leadership.

So, I mean, it's a practical thing.

The, the, the caveat I always warn I is that the school calendar may not be the same as your dissertation calendar, you know, so, you know, the school calendar, you, you gotta start it in in August and, and be done.

And, and so that, that's just the only thing is, is figuring that out.

The, the other of course is to be sure that if it's gonna be participatory, participatory action research, the other people are gonna participate.

They really are on board.

And, um, you know, this probably obvious, but, um, anyway, those are the, those are the caveats that I, that I, uh, warn about.

Uh, and then you mentioned observation.

I'm always, I always caution students about observation because, uh, it, it, it's hard to do good observation.

And, you know, I mean, as, as a former principal, we, we were trained pretty, pretty carefully and, and what to observe.

So it's just another, uh, uh, comment that I give students as they're thinking about it.

But I love, I love the, the design. I think it's practical.

Uh, I think it follows the SPL model and it's a chance to really, to make a difference. So Thank you. Absolutely.

Thank you. And I, I wanna mention that yes, you're absolutely right regarding observation, actually conducting an observation, a right, uh, proper observation is really complex.

Yeah. And researchers need to have practical guidelines to do the observation.

And then getting approval for doing observation, it can be very challenging as well, uh, particularly when it comes to educational setting.

Because if you go and sit in a classroom, then you get to see all the students plus teacher.

So you cannot say that, oh, I don't, I don't observe some of the, it is just, you're there.

And so that's why it's kind of complex.

Um, and then obviously it's feasibility of the project is important.

So if happened that researchers cannot get the approval for observation, then that may not be one of the sources of information.

Yeah. Yeah.

Alright, so there's one more.

Um, actually there are three more, uh, uh, examples of, uh, action research dissertations that I listed here.

Um, um, just just wanted to let you know that action research research, uh, are used in different topics is not just for education, started with education, but you see in different topics as well.

And also, um, it's always good to see what other students have done.

Like the, the first one, teaching dance during a pandemic, qualitative participatory action research.

That's, that was interesting dissertation that I review and I think you would enjoy looking at it as well.

In this particular example, again, students use interview and observation.

And then there was another one, organizational policy to control cybersecurity breaches by employees.

This one, um, also mentioned participative action research.

So you see that language is changing the wording, participatory participated.

That was the discussion that we have at the end, at the beginning of the presentation.

But again, I'm not sure even either of these are real participatory action research, but regardless, um, they completed the dissertation, this particular one.

Uh, these students just use interviews.

So that's what I mentioned at the earlier that when we share example doesn't mean that these are perfect examples, they're just example, but they do have issues as well.

So no additional source of data, just interview.

And then the third one, also focusing on social and emotional abilities to improve academic success.

Um, so a qualitative action research.

Um, this was done in K 12 setting.

Um, and the data collected only through the interviews.

So again, I included this example so that kind of look at them.

Um, these are also problem purposes, statements regarding to the study related to teaching dance during a pandemic.

Um, but again, these are just like I included them just because we, earlier we talk about how to put together, um, research problem and purpose, um, for action research.

And there are two research questions here as well.

So we are over time, and so there are additional resources that, um, you can click on this link, look at them.

Um, uh, action research stage publication.

That's, that's a good source.

Uh, educational Action Research data.

And Francis, that's a journal that you can also review and also a ERA action research special interest group.

You may wanna check on that special interest group as well.

And also, action research are used heavily in some other universities.

So you may wanna check for example, um, Braun and Queens University.

These are two institutions that heavily, they use action research for their projects.

Um, additionally there is this Action research net networks and association that you may wanna kind of Google it and, uh, check on their resources.

Uh, with that said, we love to have you in our research methodology group, visit us at Research Methodology Group.

There's this survey that I think Dr.

M Smith, did you add the survey link to the chat? Yes, I have added it up a couple of times. So, oh, okay.

The, um, the link is there, uh, also the link to join our research methodology group teams is here as well.

The direct link to request access.

And then there's, uh, information about other events can be found on the research hub.

So I will put that in, uh, chat as well.

Um, and our next webinar, um, first we wanna thank Dr.

Ricci for this insightful webinar.

So much conversation, which is why we're a little over, but I think that it was definitely fruitful.

Um, our next webinar, which is next week on the 11th, is looking at, uh, literature.

Um, it's gonna be a very hands-on, um, webinar and I think some of our participants here will be leading that.

So Dr. Lane and Dr.

Um, Johnson, uh, will be, will be working with that as well as Dr.

B. Uh, so same time, um, um, I would say same back channel, but that's, but the same process to RSVP so that you can come in, it will be in Zoom.

So I know there's a, it's kind of a trick with the teams in the Zoom, but it's actually in Zoom when you register.

Um, you'll need to log back into your Eventbrite account in order to access the link, um, to access the webinar.

But if you end up in teams, I will come and get you.

So just come if you're interested and we'll make sure you get to where you need to be.

Um, any other thoughts, Dr. Capriccio? Um, I just wanna say that I added next meeting how to self publish and academic work, but that's not right.

This, I think this is outdated information, but in our research hub events, we still have this one. So, oh, We need to change, get That, we have to do.

So I'll do that. So the next meeting is not how to self publish and academic work.

It's, uh, doing a literature review. As Dr. Smith mentioned.

Uh, we do have these, uh, QR code now.

So we are getting fancy if happened that you wanna take a picture of this, then this easily take you to research methodology group sites.

As you know, we have office hours, webinar recording, asynchronous communication and method materials in our research methodology group teams.

So please join us, join teams.

If you go to this research methodology group, you can find a link to teams and then you'd access all of these, um, office hours.

As you know, Dr. St. Smith and Dr. Karen Jenen, Dr.

Jim Lane, um, and sometimes Dr.

Jim Rice, they are offering, um, office hours depending on the focus of the questions and topic.

And, uh, there is additional help and resources.

These are the materials that Dr, uh, baker, uh, put together.

So again, you may wanna take a picture of this.

These are all related to doctor, uh, dissertation resources.

So they are all put together in one place.

But this QR code actually really helpful and, uh, some references for your review.

And that's about it.

Any questions or comments before we finishing this? Just want to thank you, Dr. Ricci.

This is an important topic. Thank you very much.

All right, thank you. Thank you for the comments all along.

And, um, I hope this was useful.

And if you have any additional follow up thought or questions, um, please reach out to me always.

Um, either at educational technology at Phoenix, or research method SIG at Phoenix.

Do edu these two or my personal email, um, that also I'm available either way.

Alright, so I think we are good to go. Dr. Smith, right? Yes, we're good. I'm gonna stop the recording.