**AP Language/Action Research Journal Template**

Instructions: Use this template as both a guide and a worksheet to organize your Action Research Project.

**Journal #1**

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| **Teacher’s Name** |  |
| **Your Name/Dates of Journal** |  |

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| **Project Information** |
| **Name of Project:** |
| **Your Intention/Purpose for Your Research:** |
| **Draft of your Primary Research Question(s).** |

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| [**Clear Goals**](http://valenciacollege.edu/facultydevelopment/actionResearch/elementscleargoals.cfm) | | | |
| **Week 1—Selecting a Focus**  The action research process begins with serious reflection directed toward identifying a topic or topics worthy of a busy [researcher’s] time. Considering the incredible demands on today's [researchers], no activity is worth doing unless it promises to make the central part of a [researcher’s] work more successful and satisfying. Thus, selecting a focus, the first step in the process, is vitally important. Selecting a focus begins with the researcher asking:  *What element(s) of our practice or what aspect of [our community] do we wish to investigate? Why? Answer below in a clear paragraph.* | | | |
| **Revised Research Question:** | | | |

**AP Language/Action Research Journal Template**

**Journal #2**

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| **Teacher’s Name** |  |
| **Your Name/Dates of Journal** |  |

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| **Project Information** |
| **Name of Project:** |
| **Your Intention/Purpose for Your Research:** |
| **Goals for this Week’s Action Research:** |

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| **Week 2— Clarifying Theories and Identifying Research Questions**  The second step involves identifying the values, beliefs, and theoretical perspectives the researchers hold relating to their focus. For example, if [researchers] are concerned about increasing responsible classroom behavior, it will be helpful for them to begin by clarifying which approach—using punishments and rewards, allowing students to experience the natural consequences of their behaviors, or some other strategy—they feel will work best in helping students acquire responsible classroom behavior habits.  Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a set of personally meaningful research questions to guide the inquiry. **In the space below, identify your theories and create at least ten personally meaningful research questions. Make them good.** | | | |
| **Revised Primary Research Question/Reflections and/or Concerns:** | | | |

**AP Language/Action Research Journal Template**

**Journal #3**

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| **Teacher’s Name** |  |
| **Your Name/Dates of Journal** |  |

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| **Project Information** |
| **Name of Project:** |
| **Your Intention/Purpose for Your Research:** |
| **Goals for this Week’s Action Research:** |

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| **Week 3—Collecting Data**  [Researchers] always want their … decisions to be based on the best possible data. Action researchers can accomplish this by making sure that the data used to justify their actions are *valid* (meaning the information represents what the researchers say it does) and *reliable* (meaning the researchers are confident about the accuracy of their data). Lastly, before data are used to make … decisions, [researchers] must be confident that the lessons drawn from the data align with any unique characteristics of their [community].  To ensure reasonable validity and reliability, action researchers should avoid relying on any single source of data. Most … researchers use a process called *triangulation* to enhance the validity and reliability of their findings. Basically, triangulation means using multiple independent sources of data to answer one's questions. Triangulation is like studying an object located inside a box by viewing it through various windows cut into the sides of the box. Observing a phenomenon through multiple “windows” can help a single researcher compare and contrast what is being seen through a variety of lenses.  …For the harried and overworked [researcher], “data collection” can appear to be the most intimidating aspect of the entire seven-step action research process. The question I am repeatedly asked, “Where will I find the time and expertise to develop valid and reliable instruments for data collection?”, gives voice to a realistic fear regarding time management. Fortunately, [communities] are, by their nature, data-rich environments. The key to managing triangulated data collection is, first, to be effective and efficient in collecting the material that is already swirling around the [community], and, second, to identify other sources of data that might be effectively surfaced with [surveys], … discussions, or questionnaires.  **Directions:** In the space below, outline the data you need to collect, the genre(s) of your data collection methods, and appointments/plans of action. By this time, you should have scheduled any interviews, discussions, meetings, surveys, etc. | | | |
| **To Do Next Week in your Data Collection and Analysis:** | | | |

**AP Language/Action Research Journal Template**

**Journal #4**

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| **Teacher’s Name** |  |
| **Your Name/Dates of Journal** |  |

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| **Project Information** |
| **Name of Project:** |
| **Status of Data Collection:** |
| **Goals for the week’s Action Research:** |

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| [**Clear Goals**](http://valenciacollege.edu/facultydevelopment/actionResearch/elementscleargoals.cfm) | | | |
| **Week 4—Complete your Data Collection; —Analyzing Data**  Although data analysis often brings to mind the use of complex statistical calculations, this is rarely the case for the action researcher. A number of relatively user-friendly procedures can help a practitioner identify the trends and patterns in action research data. During this portion of the seven-step process, … researchers will methodically sort, sift, rank, and examine their data to answer two generic questions:   * *What is the story told by these data?* * *Why did the story play itself out this way?*   By answering these two questions, the … researcher can acquire a better understanding of the phenomenon under investigation and as a result can end up producing grounded theory regarding what might be done to improve the situation. | | | |
| **Reflection/Status of your Research Project:** | | | |

**Journal #5**

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| **Teacher’s Name** |  |
| **Your Name/Dates of Journal** |  |

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| **Project Information** |
| **Name of Project:** |
| **Status of Data Analysis/Findings:** |
| **Goals for the week’s Action Research:** |

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| [**Clear Goals**](http://valenciacollege.edu/facultydevelopment/actionResearch/elementscleargoals.cfm) | | | |
| **Week5 —Reporting Results**  …[T]he very act of reporting on their action research has proven … powerful for both the researchers and their colleagues. The reporting of action research most often occurs in informal settings that are far less intimidating than the venues where scholarly research has traditionally been shared. …Regardless of which venue or technique [researchers] select for reporting on research, the simple knowledge that they are making a contribution to a collective knowledge base regarding [the community] frequently proves to be among the most rewarding aspects of this work. | | | |
| **Reflection/Status of your Research Project:** | | | |