[https://makingwaves.blog/outlining-with-structure-and-focus/]
Also docx format, attached to this template (beginning page 3**)**

EDLD 5315 Assignment 1 – Action Research Plan Outline

Assignment Value: 100 points

Research is an interactive process and requires effective planning and design. In this assignment you are asked to create an action research design outline that will provide the structure and focus for your literature review and your fully developed action research plan.

Instructions

From the assigned module readings, the weekly discussions, and from your supporting research create an action research design outline. This outline must show how you will measure your innovation plan that you have developed in 5305 and updated in 5304 and 5314. The outline must also point briefly to the focus of your literature review and point to the higher level or broader perspective of your fully detailed action research plan which you will submit in the final week of this course.

The Why Process Template and Action Research Design Development template that you used for your Discussions are useful starting points for creating your action research design outline.

At minimum your action research design outline must **briefly** address the following questions or points:

- What is the topic of your action research?
- What is the purpose of your study?
- What is your fundamental research question?
- What is the most appropriate type of date to collect? Qualitative, quantitative both (mixed-methods) Why?
- What specific form of data will you collect - what types of measurement instruments will you use?
- What is your research design?
- What is the focus of your literature review?

While the format of the outline is entirely up to you we do encourage you to consider a format that can be easily updated, revised, and repurposed. Once you have completed your literature review you may need to revisit and update this outline.

Please remember - This assignment is unique to you, your circumstances, and your organization so you need to determine who your audience is, why and how they will use this information, and what impact you are looking to make

Submission Details:

This assignment is unique to you, your circumstances, and your organization so you need to determine who your audience is, why and how they will use this information, and what impact you are looking to make. Since you own this assignment, and more importantly the ideas within the assignment, you need to choose how you will format and present this information. Refer to *Who Owns the Eportfolio -* http://www.harapnuik.org/?page_id=6050 for a more detailed explanation of idea ownership.

Even though your evidence of learning for this assignment may take the form of a Google document, video, presentation, blog post or other digital format you will be required to use the provided this document template to submit the assignment URL.

- Past the URL into the space at the top of the document template,
- Add your name to the document,
- Rename the file with your name and assignment identifier,
- And upload the file to Blackboard by or before the deadline.

If your evidence of learning does take the form of a Word document then you can simply paste the content into the document template and complete the assignment submission as outlined above.

The School of Education is using this submission process in its online courses for two reasons:

1. We wish to provide you an offline copy of the assignment instructions that you can refer to.
2. We want to ensure there is a consistent and permanent record of assignment submissions that can efficiently be converted to hard copy.

Formats:

- You can use a document, Google doc, presentation (upload to SlideShare and submit URL), video, infographic, blog post or any other format to present your ideas to your audience.
- Use the APA format to cite your sources.
- Use the assignment name, your last name and first initial (assignment name + last name + first initial) to label your assignment submission.

Add to eportfolio:

Since this assignment is part of the course outcome of identifying technology innovations, embracing them as opportunities rather than challenges, and recognizing that they can proactively be used as catalysts to enhance your learning environment and organization you will also need to add this to your eportfolio. In the final module you will be required to consolidate all the course assignments into a cohesive section on your eportfolio, so we recommend that you add this to your eportfolio as you go along rather then wait until the end.

Action Research Outline

I. Focus

Leveraging technology to provide development and support opportunities for adjunct faculty

II. Purpose

To determine the feasibility and efficacy of implementing a mentoring and professional learning network toward improving success and retention rates of adjunct faculty

III. Research Question

Can providing support to adjunct faculty through mentoring and professional learning experiences through leveraging learning management system resources improve success and retention rates?

IV. Research Design

The research design will be quantitative and qualitative.

Using data on student retention rates and student success rates for course sections led by adjunct faculty members, baseline data from 2018/2019 academic year will be used as a comparison against subsequent years. (Quantitative)

Topical research, surveys of adjunct faculty, and interviews with adjunct faculty at Odessa College and other institutions will provide attitudes and satisfaction levels of adjunct faculty. (Qualitative)

V. Data to be Collected

Success rates (students earning a grade of C or better in the course) and retention rates (students who complete the course) for students in course sections led by adjunct faculty members will be collected each eight week term and for each long semester. Additional data will be collected on professional learning and mentoring activities provided to adjunct faculty, including length of time spent in those activities. Feedback for professional learning activities, and weekly mentoring

journals in the Learning Management System (LMS) will be collected to gauge adjunct faculty satisfaction and attitudes, and will be used for continuous improvement and in the development of professional learning experiences.

VI.   Measurement Instrument(s)

Student data (Success and Retention) maintained in Colleague (the Student Information System, or SIS) will be compared to baseline data after each eight-week term and after each sixteen-week semester.

Data on completion of professional learning experiences by adjunct faculty will be tracked through a professional. Also, survey data, and feedback on professional learning experiences and feedback will be collected and analysed to determine if a correlation between support/professional development for adjunct faculty and student success/retention exists.

VII.   Focus of Lit Review

The review of literature will use existing research and practices for supporting adjunct faculty at the college level, and will provide an overview of existing programs of support and development for adjunct faculty at other institutions. With focus on reaching adjunct faculty who work remotely, the literature review will address the efficacy of providing support and professional learning experiences using the LMS and other technologies.