EDLD 5315 Assignment 3 – Action Research Plan

Assignment Value: 150 points

In EDLD 5305 you started your innovation planning process. In EDLD 5304 you created a plan for dealing with the cultural aspects of organizational change and also developed a 4DX plan as a foundation for your innovation implementation strategy. In EDLD 5313 you used backward design methods to develop plans for the innovative learning enhancements you plan to implement in your learning environment. In this course you are adding to this body of work by creating an action res
earch plan to measure the effectiveness of your innovation plan.

Instructions

Part A

Action research involves the following 4 stages:

- The *planning* stage
- The *acting* stage
- The *developing* stage
- The *reflecting* stage.

In this course you have been focusing on the planning stage and we expect that you will have moved through the acting, developing and reflecting stages by the time you are doing your work on your capstone course 5320. You will be required to add and reflect on your final action research report in 5320.

In this assignment you are required to create a detailed action research plan that includes or addresses the following:

- The topic of your action research
- The purpose of your study
- Your fundamental research question
- Your research design and research methods
- The type of data you will collect
- The measurement instruments will you use
- Your literature review

You will also need to include a time-line and your plans for addressing how you will:

- Implement the plan
- Collect & analyze the data
- Develop the action plan
- Share and communicate your results
- Reflect on the process

While the format of this plan is up to you we do encourage you to consider a format that can be easily updated, revised, and repurposed. One of the most important aspects of the strategy is to identify who your audience will be and why and how they will use the material.

Part B
Organize and present the following module assignments into a cohesive section of your portfolio:

- Outline
- Literature Review
- Action Research Plan

Ensure that you create an organizational and navigational structure that connects all the components and clearly demonstrates that all the pieces fit into a bigger strategy or approach.

Part A & B are submitted together.

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.

Planning for a Network of Support and Development

for Adjunct Faculty in Higher Education

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Action Research Topic

Leveraging technology to provide development and support opportunities for adjunct faculty will ensure that part-time instructors feel connected to and supported by the institution, strengthening their commitment to the learners. Currently adjunct faculty are not required to participate in professional learning opportunities. Required institutional information is presumed to be shared by departmental leadership with these instructors who comprise more than two-thirds of the instructional workforce at Odessa College. However, often dissemination of information to adjunct faculty is overlooked. Leveraging technology such as Blackboard Learn, the learning management system (LMS) in use at Odessa College, professional learning opportunities for adjuncts can be developed and delivered to remote adjuncts. Web conferencing tools including Blackboard Collaborate and Skype can be employed to include the adjuncts in professional learning communities (PLCs), departmental and institutional meetings, and in developing mentoring relationships.

Purpose

The purpose of implementing a network of support and development for adjunct faculty at Odessa College is ultimately to ensure that learners receive the same quality of instruction and support regardless of the employment status of the instructor. Through action research, feasibility and efficacy of implementing a mentoring and professional learning network toward improving success and retention rates of Odessa College students who are taught by adjunct faculty, through the use of existing technologies can be measured. By using Skype or Blackboard Collaborate, Adjunct faculty can participate in mentoring activities to ensure they feel supported. These technologies will also be used

to include the adjuncts in Professional Learning Committees (PLCs), as well as departmental, and institutional meetings, to allow the adjuncts to have a voice in their department, and to be assured that they have access to all the information they need to be successful as instructors. Professional learning experiences will be developed for delivery through the Blackboard Learn learning management system (LMS).

Fundamental Research Question

By providing a network of support and development for adjunct faculty through leveraging technology improve the success and job satisfaction of the adjuncts, and ultimately improve learning experiences for the learners of the institution? Can providing support to adjunct faculty through mentoring and professional learning experiences through leveraging learning management system resources improve success and retention rates?

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)

Data Collection

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.

Measurement Instrument(s)

Student data (Success and Retention Rates) maintained in Colleague (Odessa College's 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 development app. In addition to tracking the number of professional learning experiences the adjuncts have participated in, as well as the number of development hours, the app also offers a mechanism for faculty to provide feedback on professional learning experiences in which they participated, and to offer suggestions for professional learning experiences in which they would like to participate.

Support for adjunct faculty will be measured through mentoring activities. Through the LMS, mentors and mentees will be required to complete a weekly journal for the first semester, and then intermittently throughout the academic year. These journals will be used by the Teaching and Learning team to gauge the support needs of the adjuncts. Also, survey data, and feedback on professional learning experiences will be collected and analysed to determine if a correlation between support/professional

development for adjunct faculty and student success/retention exists. These data will be

collected and assessed continuously, to ensure that the adjunct faculty are receiving the

support and learning opportunities they need to grow and improve as educators.

Timeline

As with the program itself, this timeline will be constantly shifting. Most activities

will be continuous.

Planning

The planning process will be continuous and ongoing. Working collaboratively, the

Vice President of Instruction, the Teaching and Learning Team, and the OC Global

Team will gather and analyse data from surveys and feedback regularly.

August 1, 2019: Teaching and Learning Team and OC Global Team will plan and

 launch a survey to identify professional learning needs of adjunct faculty, and

 to gauge job satisfaction.

Weekly Meetings between OC Global and Teaching and Learning will provide

 opportunities for continued planning.

Acting

Fall Semestre, 2019: Beginning in August 2019, the Network of Support and

 Development for Adjunct Faculty will be launched.

 Mentors identified and paired with adjunct faculty.

August 1, 2019: course shell in the Blackboard LMS will be developed as a "one-

 stop shop" for adjunct faculty.

 Initial training courses will be launched, including:

 New Faculty Orientation – welcome information, and overview of

instruction at Odessa College (9 hours)

Blackboard Academy – Technical information and tutorials for the LMS (3 hours)

Quality Course Components (QC2) – overview and guidance on quality and standards for online courses at Odessa College (3 hours)

Every Eight Weeks/Sixteen Weeks: Data on student retention and success will be gathered.

Developing

Fall Semestre, 2019: Beginning in September 2019, Teaching and Learning Team will develop a mechanism for observing online courses and instructional practices of Adjunct Faculty.

Ongoing: Professional learning experiences will be developed by Teaching and Learning Team for instructional and pedagogical support, and OC Global Team for educational technology support.

Weekly Meetings between OC Global and Teaching and Learning will provide opportunities for continued improvement, development of learning experiences, and other opportunities for adjuncts.

Reflecting

Fall Semestre, 2019: Reflection on professional learning experiences, mentoring experiences, and the Odessa College experience will be conducted weekly during semestre 1, and will continue intermittently in subsequent semestres.

Weekly Meetings between OC Global and Teaching and Learning will provide opportunities for reflection and continuous improvement.

How the Literature Review Informed the Process

The review of literature focused on existing research and practices for supporting adjunct faculty at the college level, and has provided 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 focused on the efficacy of providing support and professional learning experiences using the LMS and other technologies. The research corroborated my theory, that part-time faculty want to feel supported and included, and they want to have opportunities for professional learning. The research also suggested that providing this level of support and development for this population would lead to increased satisfaction in their jobs.

Because the demand for online learning opportunities in higher education continues to grow, and because the use of adjunct faculty also continues to increase, research on this topic will be constantly evolving. To ensure that best practices and research based opportunities for adjuncts are employed, action research will be ongoing.

References

Mertler, C. (2017). Action research: Improving schools and empowering educators (Fifth

ed.). Thousand Oaks, CA: SAGE Publications.