



# Collaborative Action Research

*Modern World History*

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**Hartnell University**

*"Research is formalized curiosity. It is poking and prying with a purpose."*

-- Zora Neale Hurston



**"Research is to see what everybody has seen,  
and to think what nobody else has thought."**

- Albert Szent-Gyorgyi

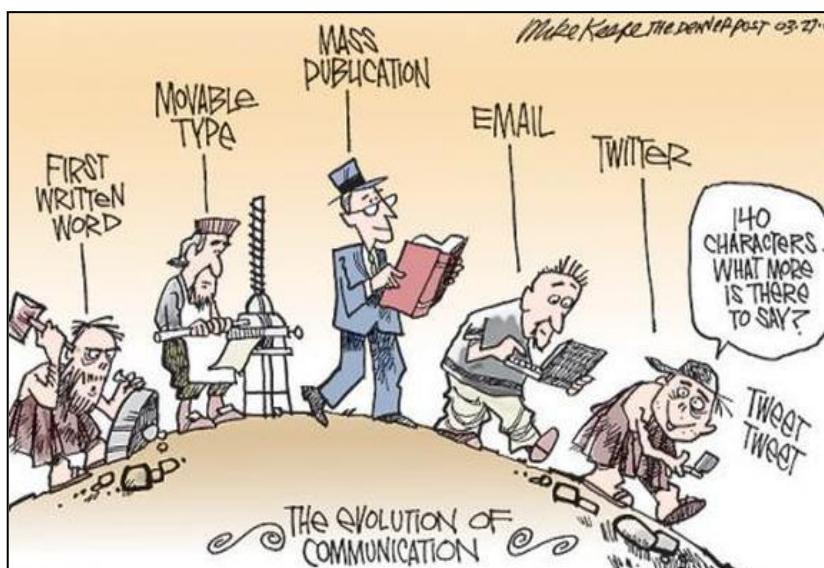
## Introduction:

Students enrolled in Dr. Hartnell's 10 Grade Modern World History at Westerville North will complete a year-long project based on a theme and framework that promotes student choice, provides teacher flexibility, aligns to the course curriculum, and develops 21<sup>st</sup> Century and college readiness skills. Throughout the project timeline, students will demonstrate understanding of content through a variety of models and options, including formal research, authentic assessment, and individual and collaborative presentations.

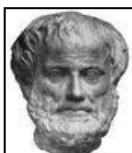
The project will prepare students for future coursework, higher education courses and disciplines, and a variety of career pathways.



## The Problem with the Traditional Research Paper:



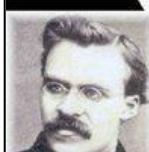
Ah, the research paper. Your parents did them. Your grandparents did them. Even your teachers did them. The research paper has become a "rite of passage" for high school students. But should it? According to **Dr. Carol Gordon** of Rutgers University, "Research papers are now universally accepted as a benign activity, evidenced by the prevalence of standards and objectives for research skills in school curricula. They have become a staple in the educational diet of the high school student. Research papers have become equivalent to 'Take two aspirins and call me in the morning.' It doesn't seem to do any harm... and may even do some good. Educators adjust the dosage for older or more advanced students: the length of the paper grows with the time allotted to the task but the prescription is the same. Librarians promote the research assignment because they want students to get better at searching, retrieving, and evaluating information. Teachers see it as an opportunity for sustained writing. Parents like it because it is good preparation for college. Everyone likes it because it gets students into the library and reading. That being said, is there something wrong with research as it is traditionally taught in secondary schools?" Dr. Gordon answers her own question by providing the three key problems with traditional research papers on the next page.

**KEY PROBLEM #1:** Traditional Research Papers Lack Active Student Involvement

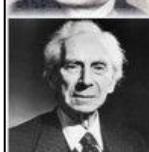
**Aristotle:**  
"What does it mean to be a good person?"



**Descartes:**  
"What does it mean to be?"



**Nietzsche:**  
"What does it mean?"



**Bertrand Russell:**  
"What does 'it' mean?"



**C.S. Lewis:**  
"What does it?"



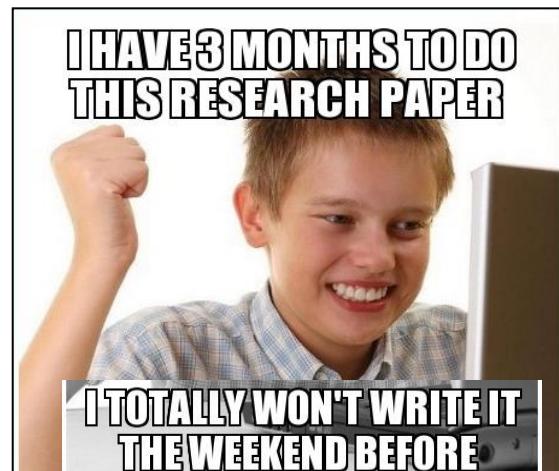
**Lil Jon:**  
"What?"

With the traditional research paper, students are asked to choose from a list of topics, all of which are outside classroom curricula but are typically "high interest" and/or controversial topics. The assignment requires students to apply critical thinking skills like comparing and contrasting.

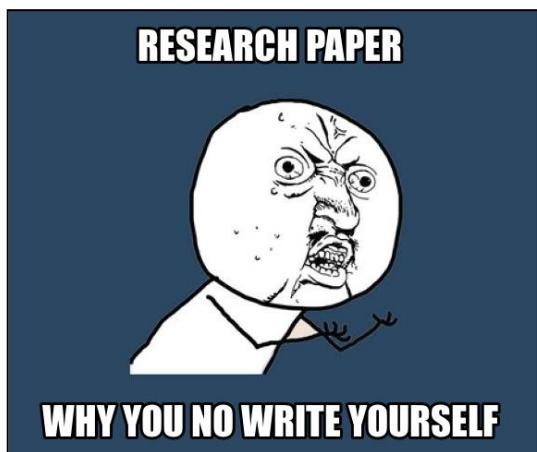
This kind of assignment is faulty in its design.

Science classes have traditionally incorporated research methods in their classrooms and lab exercises. History papers funnel students toward primary sources and appropriate methods of analysis (e.g., cause and effect). The research paper is usually viewed as a function of the English class: it presents independent student work as an external exercise for the purpose of learning how to write a paper. It does not aim to expand a student's knowledge in an academic school subject or to teach methods of investigation specific to an academic discipline. The typical assignment does not stress methodology that ensures reliability and validity of results. It does not provide opportunities for the collection of data, be it quantitative or qualitative, that places the student-as-researcher in an environment outside the world of text and into the real world of phenomena.

Now, conducting an interview, administering a questionnaire, or keeping a journal based on observation would place students in an active role of collecting data. The typical assignment does not require students to do research. It asks them to report and reflect on the facts and findings of others and to draw conclusions based on reading. When we look at the methods of the experimental scientist working in a laboratory, or the methods of a social scientist using participant observation to gather data about a cultural phenomenon, there are rigorous standards in place to ensure the validity and reliability of results. With the push toward relevance in our teaching and authenticity in our assessments of student knowledge and skill, it makes sense to elevate our expectations of independent student work from the level of reporting to standards of research as it is practiced by real researchers.<sup>1</sup>



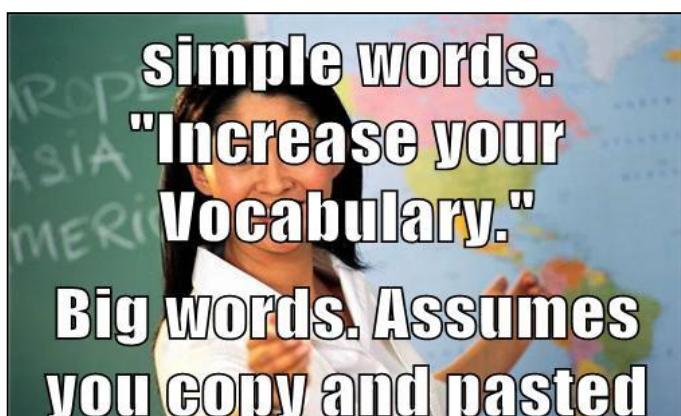
<sup>1</sup> The text for Pages #3-5 of this handout came from Dr. Gordon's article *Students As Authentic Researchers: A New Prescription for the High School Research Assignment*. To view the rest of her research, Dr. Hartnell encourages you to visit the American Association of School Librarians at [www.ala.org](http://www.ala.org).

**KEY PROBLEM #2:** Reports Masquerade as Research

The research project acts as a reporting exercise when student involvement is limited to information gathering, which is usually demonstrated by reading, taking notes, and writing a summary. Reporting has masqueraded as researching for so long that the terms are used interchangeably. In a study that interviewed students in 9<sup>th</sup> Grade working through a research assignment, one student revealed that, "Students' perception of doing research was writing a grammatically correct report that was well-presented and provided other peoples' answers to someone else's question." The research process was not internalized in the school library; it was perceived as an extension of classroom practice. Students talked about it as though it was a test; creativity and inquiry were not perceived as part of the process, and grades were perceived as the most important measure of success.

**KEY PROBLEM #3:** Traditional Research Papers Promote Plagiarism

The traditional research paper sends a clear message to students that they are passive recipients of information. Teachers are often disappointed with results, especially when confronted with plagiarism. It has been suggested that students plagiarize because they are taught to do research under a faulty instructional model that is linear. A step-by-step approach – choosing a topic, narrowing that topic, locating information, taking notes, organizing notes, writing the paper – oversimplifies complex thinking processes that are idiosyncratic and reiterative, driven by the need to know. Even when there is no intent to copy "word for word", many papers are the product of cutting and pasting information: they contain little creativity and virtually no discovery that has been tested, analyzed, and internalized by the learner. These are assignments that can be subverted: students can buy research papers from Internet sites.



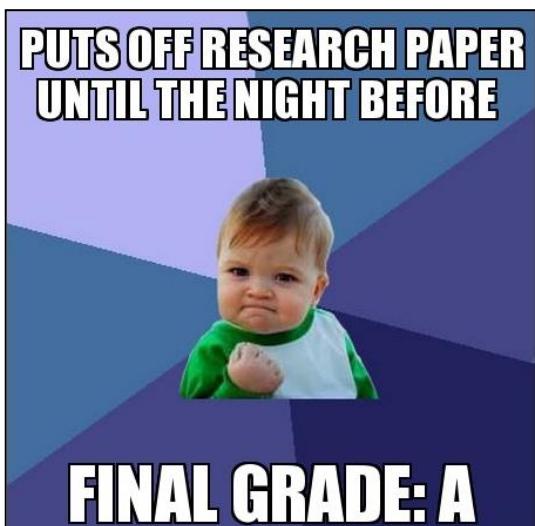
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## The Solution: Collaborative Action Research!



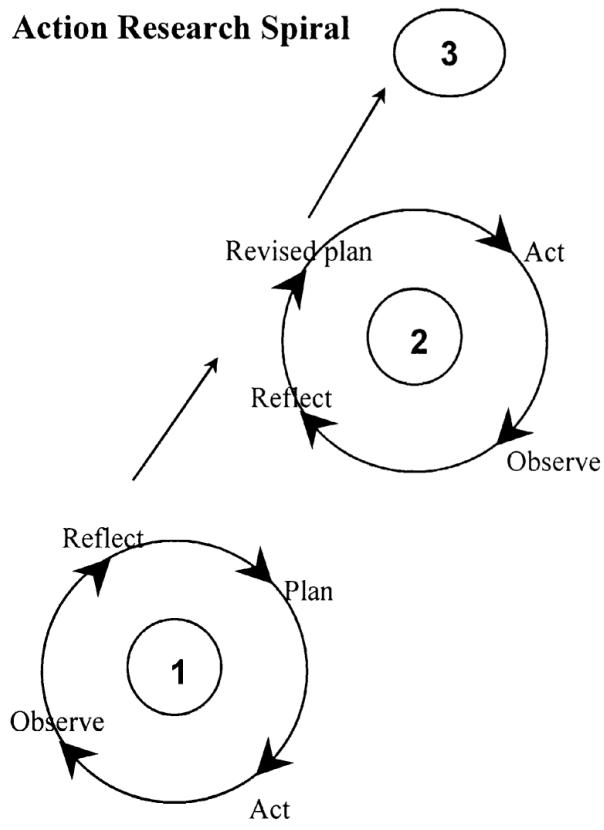
**Dr. Margaret Riel** of Pepperdine University defines Collaborative Action Research – or simply C.A.R. – as “the systematic and reflective study of one’s actions and the effects of these actions in a school, workplace, or community”.

With a C.A.R., researchers examine their work and seek opportunities for improvement. As designers and stakeholders, they work with their peers to propose new courses of action that help improve their surroundings. As researchers, they seek evidence from multiple sources to help them analyze reactions to the action taken. They recognize their own view as subjective, and they seek to develop their understanding of the events from multiple perspectives. The researcher uses data collected to characterize the forces in ways that can be shared with outsiders. This leads to a reflective phase in which the designer formulates new plans for action during the next cycle. C.A.R. is a way of learning from one's practice by working through a series of reflective stages that jumpstart the next phase of research (i.e., perpetual motion). Since these forces are dynamic, C.A.R. is a process of “living one's theory into practice”. Ideally, this kind of research never stops. Your goal is to have another researcher build off of what you started. The diagram to the right shows how Collaborative Action Research is cyclical... and everlasting.<sup>2</sup>

While “doing a report” is an appropriate fact-finding exercise for short-term assignments, it has been over-prescribed, eating up time for learning the investigative methods used by researchers in the real world. Does “doing research” have to be limited to highlighting photocopied text from books and magazine articles and printing out from Internet sites or CD-ROM databases? Can students successfully use primary research methods to collect their own data? What if teachers and librarians designed research assignments that distinguished between information and data – that is, between facts and ideas recorded in books and electronic sources – and evidence, or data, collected first-hand by the student-researcher? What if teachers and librarians became reflective practitioners who saw the research assignment as an opportunity to gather data, share, and analyze data in order to evaluate and revise the learning task?

Enter... the **Collaborative Action Research** Project!

### Action Research Spiral



<sup>1</sup> The text for Pages #6-13 of this handout came from Dr. Riel's article *A Meta-Analysis of the Outcomes of Action Research*. To view the rest of her research, Dr. Hartnell encourages you to visit the Center for Collaborative Action Research at [www.cadres.pepperdine.edu/ccar/index.html](http://www.cadres.pepperdine.edu/ccar/index.html).

## How to Conduct Collaborative Action Research:

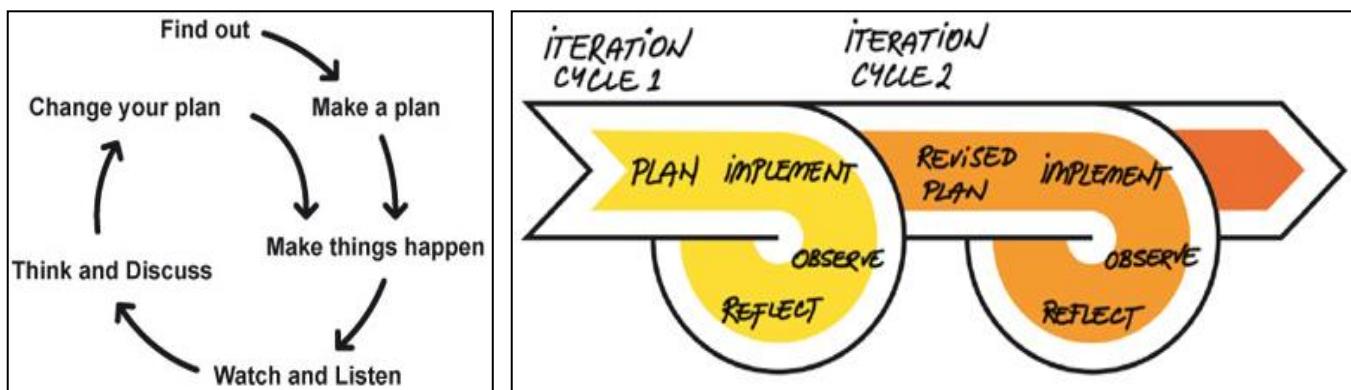


As you can see, this form of research is a cyclical process of reflecting on practice, taking an action, reflecting, and taking further action. Therefore, the research takes shape *while* it is being performed. Greater understanding from each cycle points the way to improved actions.

C.A.R. is different than other forms of research because there is less concern for universality of findings, and more value is placed on the relevance of the findings to the researcher and its stakeholders. The results of this type of research are practical, relevant, and can inform theory. Critical reflection is at the heart of C.A.R. projects, and when this reflection is based on careful examination of evidence from multiple perspectives, it can provide an effective strategy for improvement.



The questions asked by action researchers guide their process. A good question will inspire one to look closely and collect evidence that will help find possible answers. What are good examples of action research questions? What are questions that are less likely to promote the process of deep sustained inquiry? The best question is the one that will inspire the researcher to look deeply at their lives (or their school or their community) and to engage in cycles of continuous learning. Exploring these questions helps the researcher to be progressively more effective in attaining their goals.



**EXAMPLE #1 OF COLLABORATIVE ACTION RESEARCH:**

**Ex:** The action researcher identifies the problem as low school spirit among the students and staff of Westerville North. The researcher might hypothesize that increasing the frequency of "Spirit Weeks" or overhauling "Pep Assemblies" is the solution to this problem. As such, the overall research question might be: *"How can the development of broader school spirit increase attendance at all Warrior sporting events and extra-curricular activities?"*

The next step is to define what kind of tool will be used to generate support for additional Spirit Weeks and Pep Assemblies and how the researcher plans to measure its effectiveness on school spirit.

First cycle questions that might evolve should be specific with respect to the actions taken and the outcomes that will be monitored. This might include: *"If I get permission to conduct three extra Spirit Weeks, to what extent will students and staff take advantage of them?"* and *"How will I keep track of participation in Spirit Weeks?"* and *"How will I keep track of attendance at sporting events and extra-curricular activities?"*

A second cycle question that might follow when it is clear that the addition of extra Spirit Weeks failed to increase attendance could be: *"Where does the school go from here?"*

**EXAMPLE #2 OF COLLABORATIVE ACTION RESEARCH:**

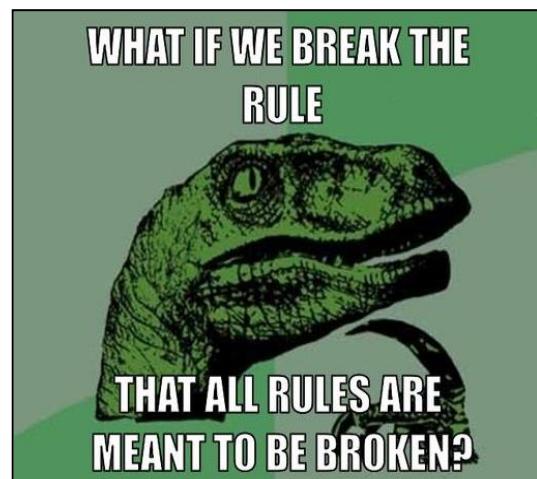
**Ex:** After reading an article about the city of Takoma Park in Maryland that lets 16-year-olds vote on local issues, the action researcher is interested in expanding the right to vote on a national level. The researcher develops an interview protocol that asks questions like, *"How do you feel about the 26<sup>th</sup> Amendment? Should 18-year-olds continue to have the right to vote? Should the right to vote be expanded nationally to 16-year-olds?"* The researcher collects and analyzes their responses and works with the teacher on a reporting method.

**MORE EXAMPLES OF COLLABORATIVE ACTION RESEARCH:**

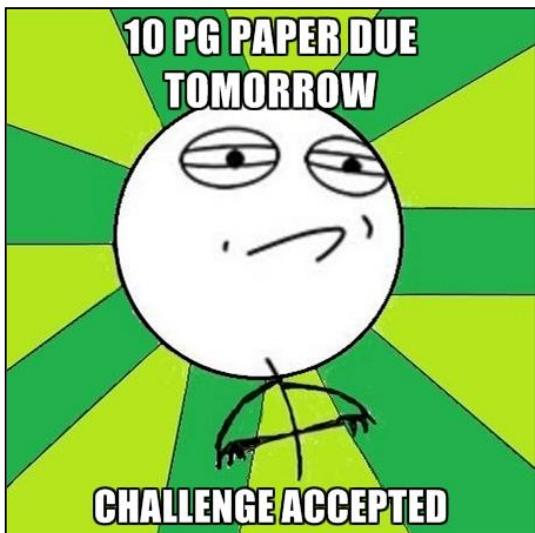
**Ex:** The action researcher identifies an issue with a specific school policy/rule (e.g., dress code, cell phone use, off-campus lunch, study halls, etc.).

**Ex:** The action researcher identifies an issue with the lack of a STOP sign at a dangerous intersection and goes about attempting to get one installed.

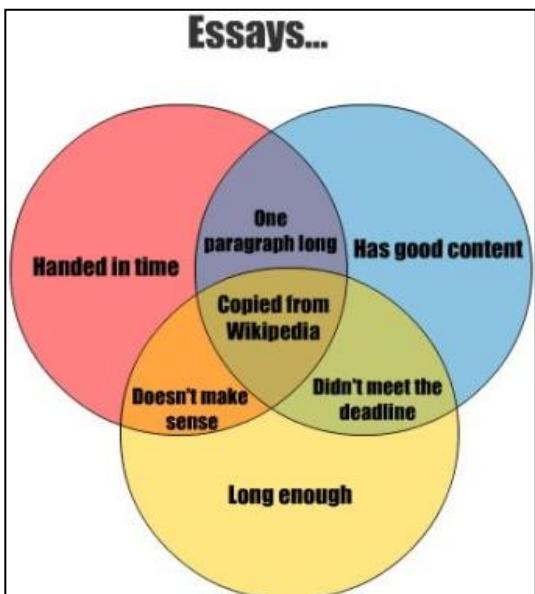
**Ex:** The action researcher identifies a local issue and wishes to get it on the spring ballot for an actual community vote.



**WEAK EXAMPLES OF COLLABORATIVE ACTION RESEARCH:**

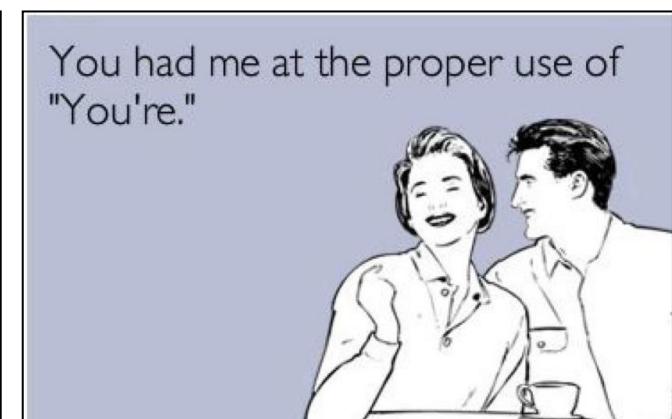
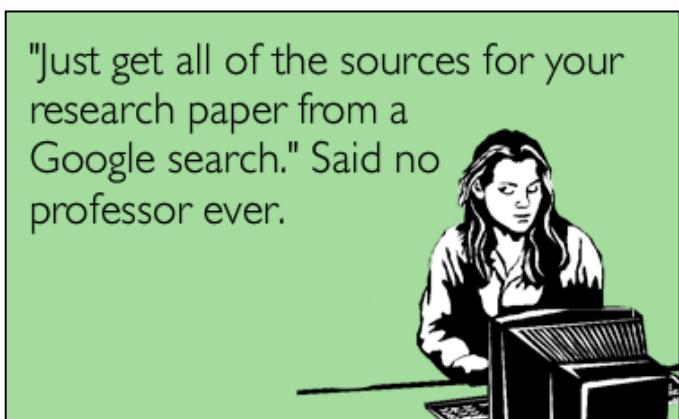


**Ex:** Avoid questions with known answers where the goal is to "prove" it to others. Suppose a history teacher has been holding review sessions after school and knows it increases test scores. This teacher has proof that scores get better (i.e., her grade book). A weak question for action research would be: *"Will holding after-school review sessions increase student grades in history?"* The answer is known. As such, there is no point to your research. But, if you asked: *"How might after-school review sessions increase student grades in other subject areas?"*, you could use the history sessions to pattern review sessions in other subjects to see if they had the same result.



**Ex:** Avoid questions that can be answered "YES" or "NO". Generally, these questions will not encourage paying attention to the many nuances of the setting and the social interactions. Although, like any guide, while some yes/no questions can provide direction, it is often helpful to think about ways to transform the question into a different format. For example: *"Will increasing the time between classes from four minutes to six minutes reduce the number of tardies?"* The question might be reworked to, *"How will allowing more time between classes result in better student performance during classes?"* The researcher can answer the first question with "Yes" (an outcome anyone would have expected). The second question, however, guides the researcher to look at reduced tardies, reduced requests to go to the bathroom or locker, better "moods", fewer detentions, fewer confrontations, etc. and see if there are connections to increased performance.

**Ex:** Avoid questions that can be answered simply by reading the literature. *"What does differentiation mean?"* This might be a question that the researcher needs to answer, and s/he can do so by reading more readily than by engaging in action research. A better formulation for action research might be: *"How does the use of differentiation in math class increase student retention of the material?"*



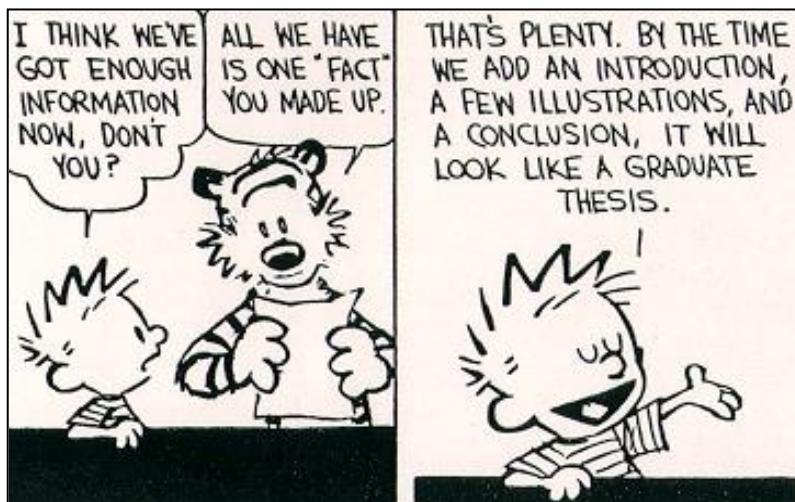
## How to Share the Results of Your Collaborative Action Research:

One of the strongest acts of leadership can be the act of writing – of sharing knowledge and insights gained. Writing enables contribution to the body of knowledge that exists beyond the researcher. The final report serves the purpose of sharing the knowledge gained through action research with others in a community of practice. Action researchers will need to decide what to write and to whom to write.

Students will be required to submit both a **written report** and complete a **presentation** of their findings.



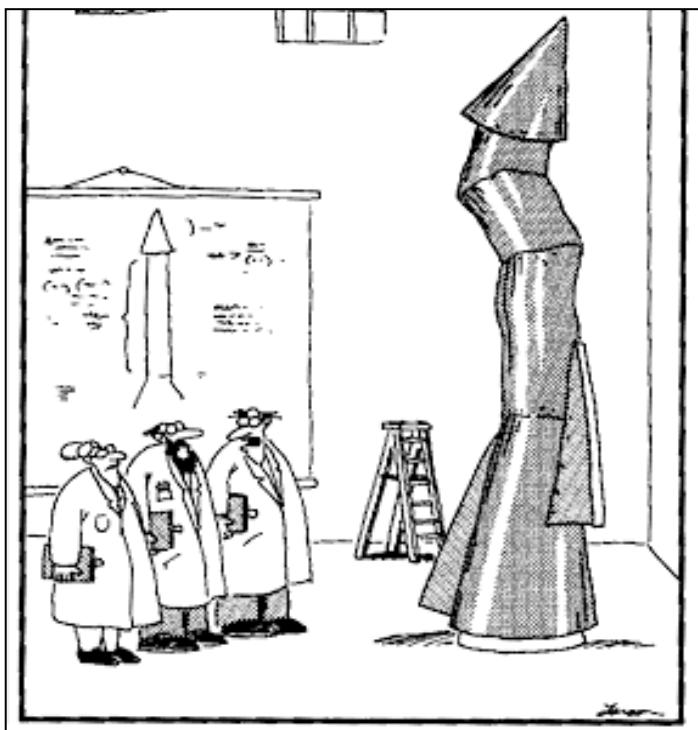
### The Written Report



The following is the recommended template for the **written report** of your C.A.R. project. (A sample paper can be found at [www.drhartnell.com](http://www.drhartnell.com).) Please understand that the length of each section is the “minimum” suggestion. C.A.R. projects will vary greatly in their scope and length as some researchers will tackle larger and more complex problems. As such, if a section is “suggested” to be five pages in length, researchers are permitted to go beyond that. (You can’t, however, have fewer than the suggested pages.) Charts and graphs to illustrate results are permitted but will not count toward the minimum requirement. In other words, if a section should be no fewer than five pages, you cannot have three full pages of charts. The charts would be permitted; however, you would need to have a total of eight pages in that section. Clipart and “decorative” pictures should NOT be used anywhere in the C.A.R. written report – especially on the Cover Page. Remember, this is NOT a 3<sup>rd</sup> Grade book report!

All reports must be double-spaced, done in Times New Roman font (size 12), and adhere to **MLA Style**. (MLA is discussed on Page #13.) An example of Times New Roman, 12-point font, is shown below:

This is 12-point Times New Roman.

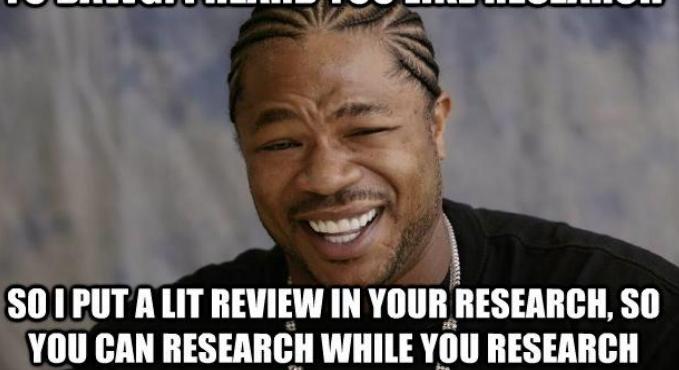


**"It's time we face reality, my friend. ... We're not exactly rocket scientists."**

We like to educate ourselves on current issues for our research paper by using out of date reference material from the community college library.



**YO DAWG! I HEARD YOU LIKE RESEARCH**

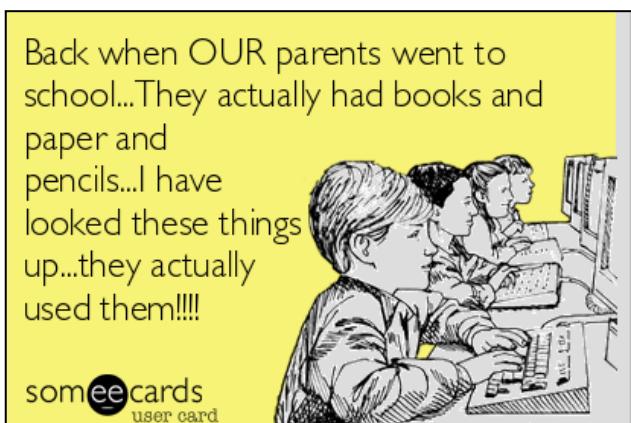
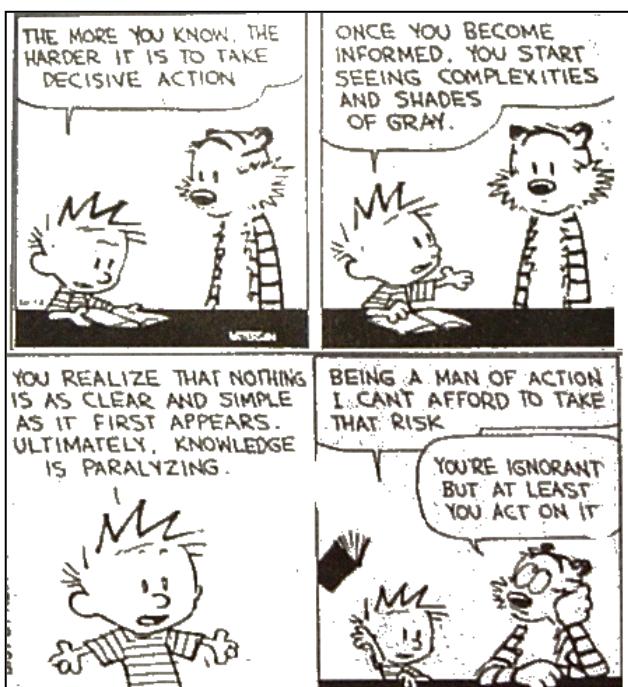
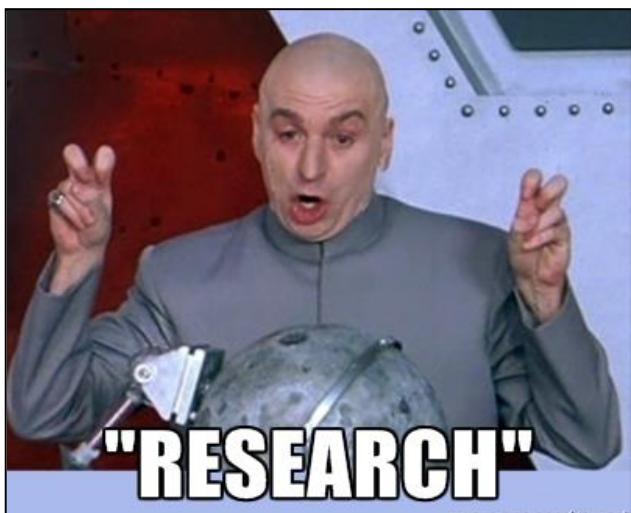


**Page #0-A: COVER PAGE** – This is exactly what it says it is. This will need to include the following items in the order that they appear here: the title of your C.A.R. project (e.g., Reviving School Spirit); your name (e.g., Johnny Student); your teacher's name (e.g., Dr. Hartnell); the title of your course (e.g., Honors' American History); the name of your school (e.g., Westerville North High School); and your completion date (e.g., 16 May 2014). (NOTE: This page remains unnumbered.)

**Page #0-B: ABSTRACT** – Think of your Abstract as the summary of your entire C.A.R. project. If you Google-searched your topic, your Abstract would be the Web result. As such, this is a beefed-up, run-on paragraph (over 10 sentences) that sheds light on the topic you chose, the research you completed, the literature you reviewed, the results you gathered, and the direction that future research should go from there. The Abstract is so important that it is placed on its own page. (NOTE: This page remains unnumbered.)

**Page #1: INTRODUCTION** – Here you provide the significance of the problem you are addressing and where the problem is occurring (e.g., “How can the development of broader school spirit increase attendance at all Warrior sporting events and extra-curricular activities?”) The reader needs to be invited to think about the problem at the widest level. Your Introduction should answer the question: “Why should I read this?” and “Why should I care?” This is not a repeat of your Abstract because you do not go into the details of what you did or what results you found. This is solely about the problem and how it is linked to your vision for a different future. This is the first page to be numbered. All pages are numbered in the upper-right of every page and contain your Last Name and the Page Number (e.g., Williams 1).

**Pages #2-6: LITERATURE REVIEW** – The Literature Review sets the context for your C.A.R. What previous work informs your understanding of the problem? What theories or predictions about outcomes come from past studies? How is what you plan to do similar or different from what others have tried in the past? This section contains the summaries of no fewer than 10 sources and should be no fewer than five pages in length. (Remember, your Literature Review may exceed the minimum number of sources and pages.)

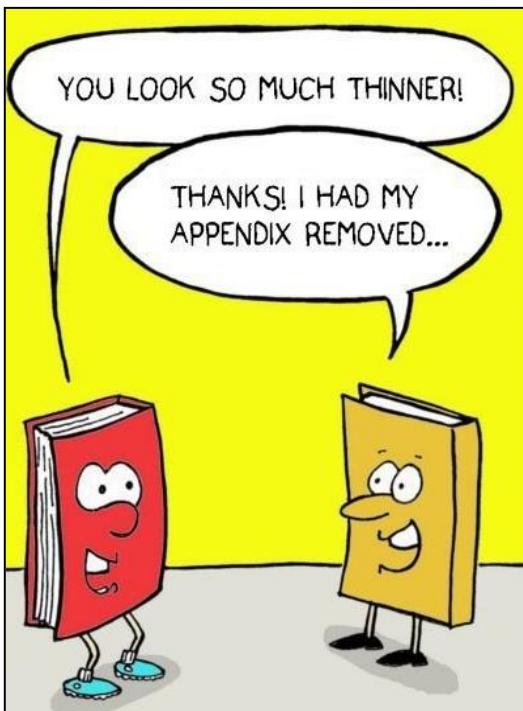
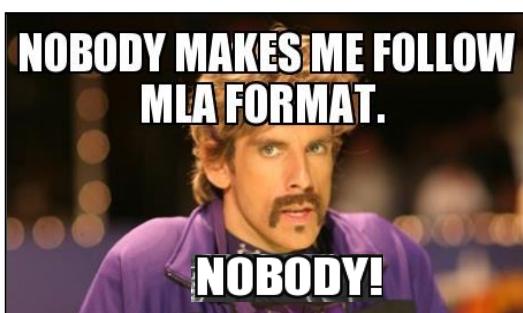
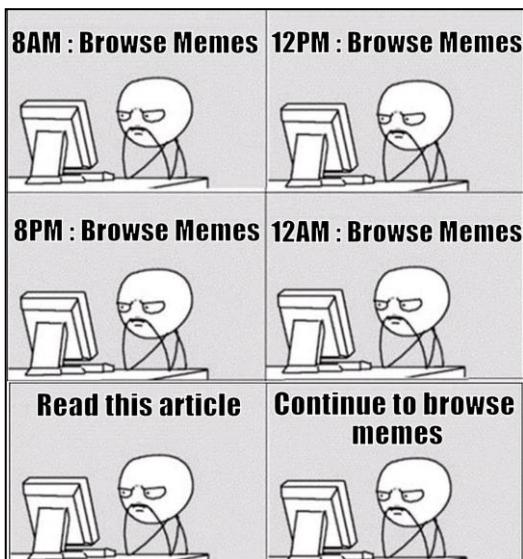


**Pages #7-9: RESEARCH PROCESS** – The entire C.A.R. project revolves around the research question discussed back in your Introduction and throughout your Literature Review. It sets up your inquiry and drives your study. All attempts to address or fix the problem are recorded and discussed in the Research Process, including: the setting, the participants, when everything took place, any surveys used, any tests used, any observations or experiments conducted, and any other means of gathering data. (NOTE: The results of the Research Process are not revealed until the next section!)

**Pages #10-14: DATA ANALYSIS** – This section reveals the findings from the Research Process and often contains charts and graphs, survey results, polls, and other staples of reporting data. The most critical part, however, is your analysis and interpretation of the data. What worked? What didn't work? Was the problem remedied? Did nothing change? (NOTE: If your solution to a problem fails, that's OK! Some of the most important research builds off earlier attempts that fizzled out, were inconclusive, or went belly up. Remember... good C.A.R. projects are cyclical and set into motion the need for future research. Your grade will NOT be harmed if your C.A.R. doesn't "solve" the world's problems!)

**Pages #15-17: REFLECTION** – The most important piece of a C.A.R. project comes at the very end during the Reflection. This is where you take stock of your overall learning process during the research. The Reflection is a set of connections between the past, present, and future. The Reflection provides a deep understanding of why events occurred as they did and how those outcomes helped you address your main research question. Looking back after collecting data, what thoughts come to mind? If you were to repeat the process, what would you change? What worked best for you? What failed? What most surprised you? At the conclusion of a good reflection, you should know more than you did when you began. If you have not gained new insights about the problem and your problem-solving action, it is likely that this part turned into a summary, WHICH IT IS NOT SUPPOSED TO BE! (Your Abstract summarizes everything, NOT your Reflection.) Reflection is a powerful learning experience and an essential part of action research.

**"Research is to see what everybody has seen,  
and to think what nobody else has thought."**  
- Albert Szent-Gyorgyi



**Pages #18-20: ACTION PLAN** – Where does your C.A.R. project go from here? What does the future hold for your research? At this point in the process, you have completed one full “cycle”: planning → acting → observing → reflecting. But C.A.R. projects don’t end there. This section is where you send up the Bat-Signal and call on future researchers to swoop in and take over. Your Action Plan poses questions for future research. What should future researchers attempt to address? What direction would you like to see your C.A.R. go? If the problem wasn’t “solved” during this cycle, what advice do you have for those that come after you? If the problem was “solved”, what future problems might arise from having solved the original issue? Or, how might your solution be applied to another set of problems? The Action Plan of the written report is exciting because it is, in short, a “Last Will & Testament” – you are bestowing upon a new generation of researchers all of your hard work and handing them the torch.

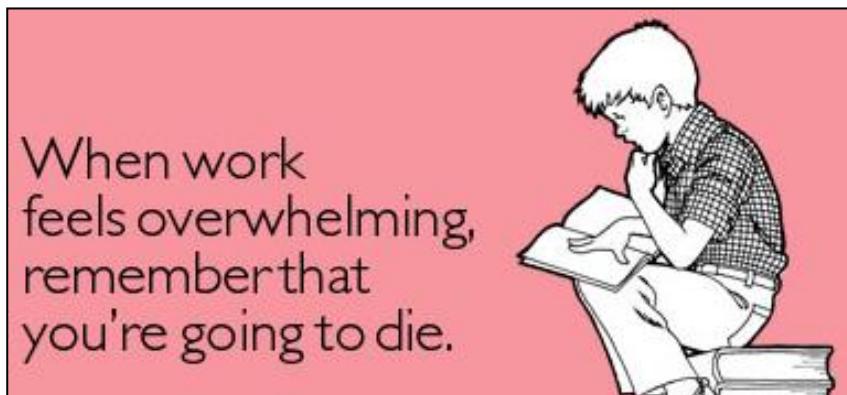
**Pages #21-?: ANNOTATED BIBLIOGRAPHY:** Bibliographies, References, and Works Cited pages come at the end of most book reports and traditional research papers. Because C.A.R. projects are cyclical and their goal is to inspire future research into a problem, they utilize Annotated Bibliography pages. While organized in the same fashion as a Reference or Works Cited page (MLA format, etc.), an Annotated Bibliography page differs because beneath each entry is a single-spaced paragraph that summarizes what information that source contained and why it was valuable to your research. (NOTE: This is where the length of C.A.R. papers will vary drastically.)

**Pages #??-?: APPENDIX:** The Appendix contains all of the supplementary materials that are too cumbersome to include directly in the text of your C.A.R. paper. However, this material is vital in providing a comprehensive understanding of the research question, which is why it is housed in this section. For instance, this is where you would include your survey and/or interviews in their entirety. While you discussed your survey in the Research Process and Data Analysis sections, it would have been exhaustive to discuss each and every question, especially if you were to type them out exactly as they appeared in their original format. As such, you can make references to your survey and inform the reader to look in the Appendix to see a copy of it. This allows for your paper to retain a natural “flow” to it without getting too bogged down in details. You will need to include an electronic copy of your survey(s) and/or interview(s). For surveys, a tally sheet will also need to be included. Questions that prompted extended response answers do not need to be submitted. For interviews, a copy of your questions, the interviewee’s answers, and a transcript of the full interview itself must be included. (NOTE: When you are done tallying your surveys... do NOT throw them away! All surveys will need to be kept for four years. Bring them in to class, and Dr. Hartnell will put them in a filing cabinet.)

### The Presentation



The second piece to getting your C.A.R. results "out there" comes in the **presentation**. Sharing your process of inquiry allows you to continually reflect on what you did and lets your peers contribute feedback and support. Whether this is a Power Point in class, the creation of a website, or a presentation to the School Board or Front Office is solely left up to you. This piece of the C.A.R. project will take careful planning in order to guarantee your results are accurately and fairly presented.



### Timeline for Collaborative Action Research:

Here is a timeline to use in order to keep pace in completing both parts of the C.A.R. project. Depending on what topics/problems are selected, some students may need to complete portions of the project in different orders and in shorter/longer time frames. This is acceptable so long as a finished C.A.R. project is completed and submitted during the 4<sup>th</sup> Nine Weeks.

Nine Weeks	Collaborative Action Research Components & Descriptions
1 <sup>st</sup> Nine Weeks	<b>Topic Selection, Literature Review &amp; Data Collection:</b> Students will select their problem and begin their Literature Review. In some cases (and depending on the problem selected), students may need to start collecting data.
2 <sup>nd</sup> Nine Weeks	<b>Literature Review, Data Collection &amp; Outline Written Report:</b> Students will complete their Literature Review (and write that part of the written report), begin (or continue) collecting data, and outline the rest of their written report. Some students may complete their data collection during this time, in which case, they will begin analyzing the results of their study.
3 <sup>rd</sup> Nine Weeks	<b>Data Collection, Analyze Results, Begin Written Report &amp; Plan Presentation:</b> Students will complete their data collection, analyze results, begin (or continue or finish) their written report, and plan their presentation.
4 <sup>th</sup> Nine Weeks	<b>Finish Written Report &amp; Conduct Presentation:</b> Students will complete their written report and conduct their presentations.

## What is MLA?

The **Modern Language Association** (MLA) Style is commonly used for academic writing in a wide range of subjects and disciplines, particularly in the arts and humanities. Most citations include three key elements: (1) author's name, (2) title or source, and (3) publication information. The proper style associated with each of these includes:

- Underlining or *italicizing* titles. (Italics are preferred, but not required, for bibliographies published on the Internet.)
- Following elements (e.g., names, titles, publication cities, etc.) with a period and one space.

Additional elements (e.g., number of volumes, edition numbers, or Web addresses and date of access) may be required. On your References page, make sure you list each of your sources separately. Arrange them alphabetically by author's last name or the title if there is no author.

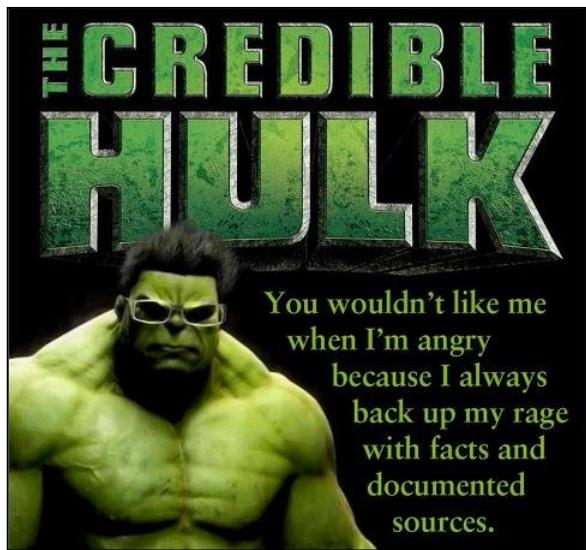
**NOTE: This guide is not meant to be “all-encompassing”. There may be additional sources that you find that are not listed here. If this is the case, please ask Dr. Hartnell, an English teacher, or see a librarian for the proper MLA way to cite it.**

# MLA Handbook for Writers of Research Papers

SEVENTH EDITION



## When & Why Do I Cite Stuff?



When doing research of any kind, one of the most important things you must do is cite the sources you are using. You need to cite all information that “isn’t common knowledge”. This means that unless this information is so basic that most people know it, you must cite from where it came.

For example, you would NOT have to cite the following sentence:

**Ex:** There were many Native American tribes living in North America before the arrival of the European settlers.

Most people already know that; as such, it would NOT need to be cited.

However, you WOULD have to cite this next sentence:

**Ex:** There were 1,286 different Native American languages.

Because this sentence contains a specific statistic that no ordinary person would know, it must be cited. Proper citation within the text of your paper and at the end with your References page is critical to your grade. Teachers of all subjects and from around the globe will always harp on you about **plagiarism**. A research paper lacking citations (both throughout and at the end) can be accused of plagiarism.

There are three ways to properly cite your sources. **Ms. Birtcher** provides details on the next page:

- a. **In-text citations:** With these, you directly state the author's name and the title of the source in the sentence you are citing. For example:

**Ex:** In *The Llamas of Peru*, Robert Jones tells us that the gestation period for llamas is 11 months.

- b. **Parenthetical citations:** With these, you identify the source by using ( ) at the end of a sentence. If this is a printed source (book, encyclopedia, etc.), you need to provide the page number. For example:

**Ex:** The gestation period of llamas is 11 months (Jones 118).

- c. **Direct quotes:** If you wish to quote the text directly, just add quotation marks around the exact wording from your source. Again, if available, include the page number. (NOTE: When you use a quote that is longer than four lines, it needs to be pulled out and set apart from the regular text.) Two examples:

**Ex:** Jones stated, "At birth, a baby llama can weigh between 9.1 kilograms and 14 kilograms" (118).

**Ex:** "At birth, a baby llama can weigh between 9.1 kilograms and 14 kilograms" (Jones 118).

**NOTE:** All citations MUST match up with an item shown on the References page.

**REMEMBER!** Ms. Birtcher says, "NEVER use a website's URL as an in-text citation!"

## How Do I Cite Stuff?

Now that you know WHEN to cite, it is time for you to know HOW to cite. And despite efforts to drill this information into your head every time you do a paper, we all know you have to relearn it every year. So, to make it easier, the rest of this guide contains the updated MLA citation "rules". (A HUGE thank you goes out to **Mrs. Baumann**, **Ms. Birtcher**, and **Ms. Hines** for providing Dr. Hartnell with these "rules"!)

**NOTE:** The newest edition of MLA, the 8<sup>th</sup> Edition, has removed the "Publication Medium" it added to citation entries in its 7<sup>th</sup> Edition. This means you no longer need to indicate what kind of source you used (print, TV, CD, or web).

### Book with One Author:

Last Name, First Name. *Title of Book*. Place of Publication: Publisher, Year of Publication.

**Ex:** Gleick, James. *Chaos: Making a New Science*. New York: Penguin, 1987.

**NOTE:** If there is no author, start with the book title.

### Book with Two or More Authors:

Last Name, First Name, and Fist Name Last Name. *Title of Book*. Place of Publication: Publisher, Year of Publication.

**Ex:** Gillespie, Paula, and Neal Learner. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000.

**NOTE:** Only the first author's name is last name first. All other authors' names are first name first.

**A Single Work in an Anthology, Reference, or Collection:**

Author Last Name, First Name. "Title of Essay." *Title of Book*. Ed. Editor's Name(s). Place of Publication: Publisher, Year of Publication. Page Range of Entry.

- Ex:** Harris, Muriel. "Talk to Me: Engaging Reluctant Writers." *A Tutor's Guide: Helping Writers One to One*. Ed. Ben Rafoth. Portsmouth, NH: Heinemann, 2000. 24-34.

**Article in a Reference Book (e.g., Encyclopedias & Dictionaries):**

"Title of Article." *Title of Reference Book*. Edition. Year of Publication.

- Ex:** "Ideology." *The American Heritage Dictionary*. 3<sup>rd</sup> ed. 1997.

**Article in a Magazine:**

Last Name, First Name. "Title of Article." *Title of Periodical* Day Month Year: Pages.

- Ex:** Poniewozik, James. "TV Makes a Too-Close Call." *Time* 20 Nov. 2000: 70-71.

**Article in a Scholarly Journal:**

Last Name, First Name. "Title of Article." *Title of Journal* Volume. Issue (Year): Pages.

- Ex:** Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50.

**Article in a Newspaper:**

Last Name, First Name. "Title of Article." *Title of Newspaper* Day Month Year: Pages.

- Ex:** Brubaker, Bill. "New Health Center Targets Country's Uninsured Patients." *Washington Post* 24 May 2007: B01.

**Personal Interview:**

Last Name of Person interviewed, First Name. Personal interview. Date of interview.

- Ex:** Purdue, Pete. Personal interview. 1 Dec. 2000.

**A Page on a Website:**

Last Name, First Name. "Title of Page." Name of Website. Publisher or Sponsor, Date of Publication. Day Month Year accessed. <URL optional>.

**Ex:** "Hawaii Drunk Driving Statistics." *Alcohol Alert*. KeRo, 2009. 17 Mar. 2009.

**Ex:** "How to Make Vegetarian Chili." eHow.com. eHow, n.d. 24 Feb. 2009.

**Ex:** Landau, Elizabeth. "CDC: Swine Flu Viruses in U.S. and Mexico Match." CNN Health.com. Cable News Network, 25 Apr. 2009. 17 June 2009.

**Ex:** Lehrman, Lewis E. *Lincoln at Peoria*. Lincoln Institute, n.d. 17 June 2009.

**Ex:** "Norwegian Pirate Whaling Fleet." Sea Shepherd. Sea Shepherd Conservation Society, 2009. 17 June 2009. <<http://www.seashepherd.org/whales/Norway.html>>.

**NOTE:** Use n.p. if no publisher name is available and n.d. if no publishing date is given. If no author is given, start with the title of the web page. URL is optional. Use URL if it is helpful in locating your source. Do NOT use if it is extremely long. For online publications, refer to the print format for the source and add the necessary web and date of access information.

**An Article from an Online Database (or other Electronic Subscription Services):**

**NOTE:** Cite articles from online databases (e.g., Gale, LexisNexis, ProQuest, JSTOR, ScienceDirect, etc.) and other subscription services just as you would print sources. In addition to this information, provide the title of the database (italicize it), and the date of access.

**Magazine**

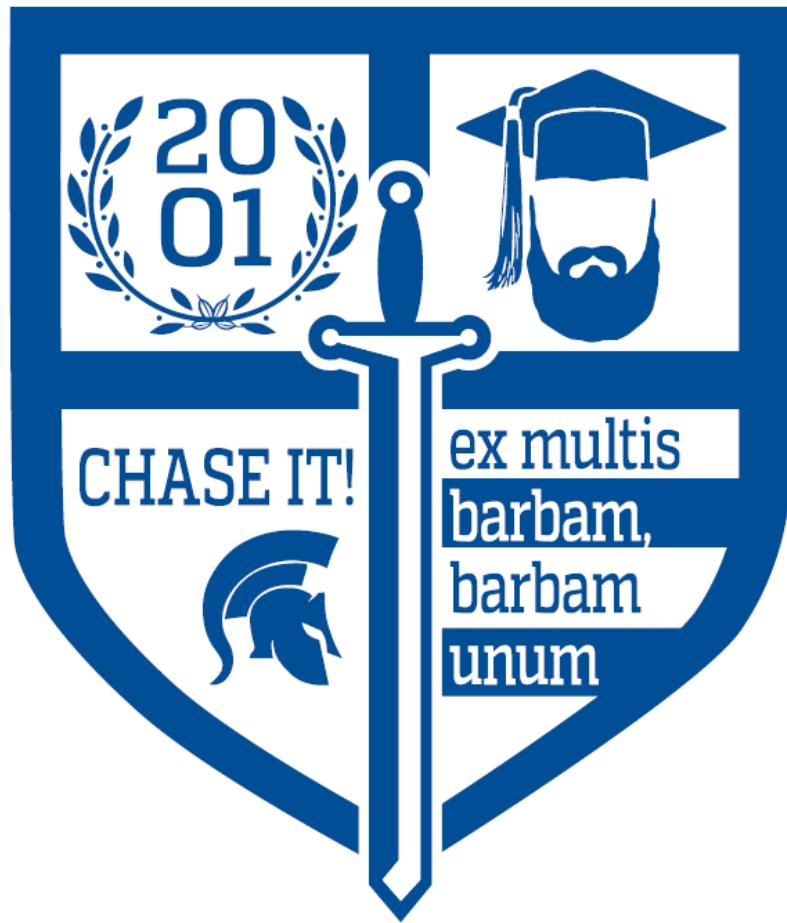
Junge, Wolfgang, and Nathan Nelson. "Nature's Rotary Electromotors." *Science*. 29 April 2005: 642-44. *Science Online*. 5 Mar. 2009.

**Scholarly Journal**

Langhamer, Claire. "Love and Courtship in Mid-Twentieth-Century England." *Historical Journal* 50.1 (2007): 173-96. ProQuest. 27 May 2009.

**Book: Single Work from an Anthology**

Fotuhi, Majid. "Exercise May Help Prevent Alzheimer's." *Alzheimer's Disease*. Ed. Adela Soliz. San Diego: Greenhaven Press, 2006. *Contemporary Issues Companion*. *Gale Opposing Viewpoints In Context*. 9 July 2011.



# Collaborative Action Research

*Sample Paper*

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**Hartnell University**

The title of your C.A.R. project needs to be creative and eye-catching but also informative so potential readers know what it is about.

The title needs to start 17 spaces from the top (single spaces; not double).

You need these items in this order:  
title, your name, teacher, class, school, completion date.  
  
This info must be double-spaced.

The font must be:  
**12-point,  
Times New  
Roman**

Restoring the Roar: Saving School Spirit at Westerville North

Johnny Student

Dr. Hartnell

Honors' American History

Westerville North High School

16 May 2014

It will feel unusual to write the date out in this manner; however, this is the "scholarly" way to record such information. While we are used to writing May 16, 2014, the proper way is to list the day first, the month second, and the year last with no comma.

You might feel tempted to decorate your Cover Page with a picture or some clipart.

DON'T.

## Abstract

This is your Abstract. Think of it as the summary of your entire C.A.R. project. If you Google-searched your topic, your Abstract would be the Web result. As such, this is a beefed-up, run-on paragraph (over 10 sentences) that sheds light on the topic you chose, the research you completed, the literature you reviewed, the results you gathered, and the direction that future research should go from there. The Abstract is so important to a C.A.R. project that it is placed on its own page. (*NOTE: This page remains unnumbered.*)



- This page is NOT numbered.
- Type the word "Abstract" in bold. Make sure it is centered.
- Since your paper is already set to be double-spaced, all you need to do is hit the "Enter" key ONCE to ensure the proper spacing between the word "Abstract" and the start of your text.
- Do NOT indent the first sentence of your Abstract.
- The text of your Abstract is double-spaced and left-justified.
- LENGTH: The Abstract is one long paragraph that will most likely exceed 10 sentences; however, it may NOT exceed one page in length.

Dr. Hartnell's



Helpful Hints

## Restoring the Roar: Saving School Spirit at Westerville North

### Introduction

This is your Introduction. Here you provide the significance of the problem you are addressing and where the problem is occurring (e.g. *“How can the development of broader school spirit increase attendance at all Warrior sporting events and extra-curricular activities?”*) The reader needs to be invited to think about the problem at the widest level. Your Introduction should answer the question: *“Why should I read this?”* and *“Why should I care?”* This is not a repeat of your Abstract because you do not go into the details of what you did or what results you found. This is solely about the problem and how it is linked to your vision for a different future. This is the first page to be numbered.



- Put YOUR last name and the page number (no commas, dashes, etc.) in the upper-right corner of this page and ALL pages that follow. Do NOT use the “insert page number” feature; rather, do this manually.
- Since your paper is already set to be double-spaced, all you need to do is hit the “Enter” key ONCE to ensure the proper spacing between the page number and your title, which you write out again.
- Simply hit the “Enter” key after your title and type the word “Introduction” in bold. Make sure it is centered.
- Hit “Enter” again to begin the text of your Introduction.
- DO indent the first sentence of your Introduction.
- The Introduction and the rest of your paper are double-spaced and left-justified.
- LENGTH: The Introduction should be no fewer than 1 page in length. You may exceed this limit.



Helpful Hints

## Literature Review

This is your Literature Review. The Literature Review sets the context for your C.A.R. What previous work informs your understanding of the problem? What theories or predictions about outcomes come from past studies? How is what you plan to do similar or different from what others have tried in the past?



- Put YOUR last name and the page number in the upper-right corner.
- Since your paper is already set to be double-spaced, all you need to do is hit the "Enter" key ONCE to ensure the proper spacing between the page number and the words "Literature Review", which you type in bold and make sure are centered.
- Hit "Enter" again to begin the text of your Literature Review.
- DO indent the first sentence of your Literature Review and all paragraphs throughout.
- The Literature Review is double-spaced, left-justified, and begins on its own page, regardless of how long the Introduction runs. (In other words, even if the Introduction runs one full page and two lines of a second, the Literature Review begins on a new page. This is true for all the major sections of your C.A.R. written report.)
- The Literature Review will be the section of your paper that is the most heavily cited since it contains reviews and analysis of the work of other researchers. (Please refer to Pages #13-16 for when and how to properly cite your sources. The next page will provide you with additional examples of citation.)
- Don't forget that the margins throughout must be the default setting that appear when you open a new Word Processing Document. DON'T try to cheat and alter them.
- LENGTH: The Literature Review should be no fewer than 5 pages in length and contain no fewer than 5 sources. You may exceed these limits.



Helpful Hints

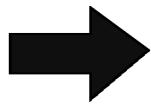
When you use a quote that is longer than 4 lines, it needs to be pulled out and set apart from the regular text. Do this by hitting the "Tab" key an extra time. If this quote is in the middle of a paragraph, just continue the next line of text after the quote and without indenting. Notice that you do NOT use quote marks with these big quotes! Despite its size, make sure to DOUBLE-space this quote!

This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, beautifully written, and properly cited.

"The concern with school spirit is bigger than many people think or want to accept. The concern is if students become too full of spirit, they might float away" (Walker 57). 

This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, beautifully written, and properly cited (Parker 88).

Another study into the impact played by school spirit found:



This is a very long quote because it is over four lines of text. As such, it should be indented, justified, and written without any quote marks. This is a very long quote because it is over four lines of text. As such, it should be indented, justified, and written without any quote marks. This is a very long quote because it is over four lines of text. (Chambers 163)

This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, properly cited (Walker 58), and it will make your mother and grandmother proud. Your Literature Review will be carefully researched, beautifully written, and properly cited. This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, beautifully written, and cited (Chambers 215). 

If you use a direct quote, make sure to put it in quote marks (" ") and cite your source right after it by listing the author's name and the page number from which it came. NO comma is used between the author's name and the page number. Be sure to place the info AFTER the last quote mark but BEFORE the period to end the sentence.

Recent editions of MLA suggest giving credit in the text rather than in footnotes or endnotes. This can be done by inserting the appropriate information (usually the author's name and the page number) in parentheses after the words or ideas borrowed from another source. If you are citing a Web source in your text, do NOT list out the URL. Instead, use the last name of the author of the website (understand there may not be a page number to accompany it). If there is NO author, use a shortened title of the website (full title "The Impact of Global Warming in North America"; shortened title "Impact of Global Warming"). Make sure to place these where a pause would naturally occur to avoid disrupting the flow of your writing (usually at the end of a sentence or paragraph). You need to list the source's complete information in your "Annotated Bibliography" section.

## Research Process

This is your Research Process. The entire C.A.R. project revolves around the research question discussed back in your Introduction and throughout your Literature Review. It sets up your inquiry and drives your study. All attempts to address or fix the problem are recorded and discussed in the Research Process, including: the setting, the participants, when everything took place, any surveys used, any tests used, any observations or experiments conducted, and any other means of gathering data. (*NOTE: The results of the Research Process are not revealed until the next section!*)



- Put YOUR last name and the page number in the upper-right corner.
- Since your paper is already set to be double-spaced, all you need to do is hit the "Enter" key ONCE to ensure the proper spacing between the page number and the words "Research Process", which you type in bold and make sure are centered.
- Hit "Enter" again to begin the text of your Research Process.
- DO indent the first sentence of your Research Process and all paragraphs throughout.
- The Research Process is double-spaced, left-justified, and begins on its own page, regardless of how long the Literature Review runs. (In other words, even if the Literature Review runs five full pages and two lines of a sixth, the Research Process begins on a new page.)
- LENGTH: The Research Process should be no fewer than 3 pages in length. You may exceed this limit.

Dr. Hartnell's



Helpful Hints

## Data Analysis

This is your Data Analysis. This section reveals the findings from the Research Process and often contains charts and graphs, survey results, polls, and other staples of reporting data. The most critical part, however, is your analysis and interpretation of the data. What worked? What didn't work? Was the problem remedied? Did nothing change? If your solution to a problem fails, that's OK! Some of the most important research builds off earlier attempts that fizzled out, were inconclusive, or went belly up. Remember... good C.A.R. projects are cyclical and set into motion the need for future research. Your grade will NOT be harmed if your C.A.R. doesn't "solve" the world's problems!



- Put YOUR last name and the page number in the upper-right corner.
- Since your paper is already set to be double-spaced, all you need to do is hit the "Enter" key ONCE to ensure the proper spacing between the page number and the words "Data Analysis", which you type in bold and make sure are centered.
- Hit "Enter" again to begin the text of your Data Analysis.
- DO indent the first sentence of your Data Analysis and all paragraphs throughout.
- The Data Analysis is double-spaced, left-justified, and begins on its own page, regardless of how long the Research Process runs. (In other words, even if the Research Process runs five full pages and two lines of a sixth, the Data Analysis begins on a new page.)
- LENGTH: The Data Analysis should be no fewer than 5 pages in length. You may exceed this limit. This section will contain most of your charts and graphs because they help display your results. However, such items don't count toward the 5 page minimum!



### Reflection

This is your Reflection. The most important piece of a C.A.R. project comes at the very end during the Reflection. This is where you take stock of your overall learning process during the research. The Reflection is a set of connections between the past, present, and future. The Reflection provides a deep understanding of why events occurred as they did and how those outcomes helped you address your main research question. Looking back after collecting data, what thoughts come to mind? If you were to repeat the process, what would you change? What worked best for you? What failed? What most surprised you? At the conclusion of a good reflection, you should know more than you did when you began. If you have not gained new insights about the problem and your problem-solving action, it is likely that this part turned into a summary, which it is not supposed to be! (Your Abstract summarizes everything, NOT your Reflection.)



- Put YOUR last name and the page number in the upper-right corner.
- Since your paper is already set to be double-spaced, all you need to do is hit the "Enter" key ONCE to ensure the proper spacing between the page number and the word "Reflection", which you type in bold and make sure is centered.
- Hit "Enter" again to begin the text of your Reflection.
- DO indent the first sentence of your Reflection and all paragraphs throughout.
- The Reflection is double-spaced, left-justified, and begins on its own page, regardless of how long the Data Analysis runs.
- LENGTH: The Reflection should be no fewer than 3 pages in length. You may exceed this limit.



Dr. Hartnell's

Helpful Hints

### Action Plan

This is your Action Plan. Where does your C.A.R. project go from here? What does the future hold for your research? At this point in the process, you have completed one full “cycle”: planning → acting → observing → reflecting. But C.A.R. projects don’t end there. This section is where you send up the Bat-Signal and call on future researchers to swoop in and take over. Your Action Plan poses questions for future research. What should future researchers attempt to address? What direction would you like to see your C.A.R. go? If the problem wasn’t “solved” during this cycle, what advice do you have for those that come after you? If the problem was “solved”, what future problems might arise from having solved the original issue? Or, how might your solution be applied to another set of problems? The Action Plan of the written report is exciting because it is, in short, a “Last Will & Testament” – you are bestowing upon a new generation of researchers all of your hard work and handing them the torch.



- Put YOUR last name and the page number in the upper-right corner.
- Since your paper is already set to be double-spaced, all you need to do is hit the “Enter” key ONCE to ensure the proper spacing between the page number and the words “Action Plan”, which you type in bold and make sure are centered.
- Hit “Enter” again to begin the text of your Action Plan. You know the rest by now...
- LENGTH: The Action Plan should be no fewer than 3 pages in length. You may exceed this limit.

Dr. Hartnell's



Helpful Hints

## Annotated Bibliography

This is your Annotated Bibliography. Bibliographies, References, and Works

Cited pages come at the end of most book reports and traditional research papers.

Because C.A.R. projects are cyclical and their goal is to inspire future research into a problem, they utilize Annotated Bibliography pages. While organized in the same fashion as a Reference or Works Cited page (MLA format, etc.), an Annotated Bibliography page differs because beneath each entry is a single-spaced paragraph that summarizes what information that source contained and why it was valuable to your research.



- Put YOUR last name and the page number in the upper-right corner.
- Since your paper is already set to be double-spaced, all you need to do is hit the "Enter" key ONCE to ensure the proper spacing between the page number and the words "Annotated Bibliography", which you type in bold and make sure are centered.
- Hit "Enter" again to begin your first entry of your Annotated Bibliography. Don't forget to include a single-spaced paragraph beneath the entry that summarizes what information that source contained and why it was valuable to your research.
- Please refer to Pages #13-16 for how to properly organize your Annotated Bibliography. The next page will provide you with additional examples of citation.
- LENGTH: The Annotated Bibliography will vary greatly in length due to the number of sources you used. You should have no fewer than 5 sources for this C.A.R. project - most of which will be used in your Literature Review. You may exceed this limit (which is highly recommended).

Dr. Hartnell's



Helpful Hints

## Annotated Bibliography

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devil's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

Your sources are double-spaced and adhere to MLA format. Pages #13-16 have all the MLA info you will need. Hit the "Enter" key once to begin your single-spaced summary for this source. It goes right below the MLA info. Put once space between the summary and your next entry.

This reading showed that despite the important role played by vocabulary in social studies curriculums, the activities used to help students understand these terms leave them with low-level, basic knowledge. It advocated educational models that employ prior knowledge, comparing and contrasting, figuring out relationships between concepts, and helping students create their own definition of the word. It concluded that creating a formula for continued and student-led success by threading vocabulary development through the curriculum in a non-intrusive manner is the best approach. ELL students can benefit greatly from similar strategies.

Brubaker, Bill. "New Health Center Targets Country's Uninsured Patients." *Washington Post* 24 May 2007: B01. Print.

This reading showed that when our brains are under optimal conditions, they can absorb information faster, and this results in better work. Research has found that graphic organizers and new note-taking techniques tap into our brains differently than traditional ways of learning that had been used in the past. Getting students to think critically, especially in social studies, makes them more open to learning across all subjects. ELL students often struggle when it comes to vocabulary and complex themes in social studies, so knowing how best to teach them will create a classroom that helps their brains absorb the most material.

Gillespie, Paula. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

This reading identified unique reading styles and their correlation with academic success. All learners experience greater reading success with a wide range of differentiated strategies. The reading offered practical assistance for implementing strategies that meet requirements of NCLB. It demonstrated how to close the academic gap through the understanding of learning strengths, how to increase readers' confidence and creativity, accommodating students with special needs, and using reading labs with older, more proficient, students. ELL students struggle greatly with reading and writing a new language, especially in social studies courses.

If a source's MLA information and paragraph summary do not all fit together on one page, move the entire entry to a new page. Do NOT chop up an entry so part of it appears on one page and the rest appears on the next!

The following is the same example of the mock C.A.R. written report. It has been cleaned up and does not have the various "Helpful Hint" boxes throughout. It is, by no means, a complete paper. It is designed to merely provide you with a visual of how your paper should be organized.

## Restoring the Roar: Saving School Spirit at Westerville North

Johnny Student

Dr. Hartnell

Honors' American History

Westerville North High School

16 May 2014

## **Abstract**

This is your Abstract. Think of it as the summary of your entire C.A.R. project. If you Google-searched your topic, your Abstract would be the Web result. As such, this is a beefed-up, run-on paragraph (over 10 sentences) that sheds light on the topic you chose, the research you completed, the literature you reviewed, the results you gathered, and the direction that future research should go from there. The Abstract is so important to a C.A.R. project that it is placed on its own page. (*NOTE: This page remains unnumbered.*)

## Restoring the Roar: Saving School Spirit at Westerville North

### **Introduction**

This is your Introduction. Here you provide the significance of the problem you are addressing and where the problem is occurring (e.g. *“How can the development of broader school spirit increase attendance at all Warrior sporting events and extracurricular activities?”*) The reader needs to be invited to think about the problem at the widest level. Your Introduction should answer the question: *“Why should I read this?”* and *“Why should I care?”* This is not a repeat of your Abstract because you do not go into the details of what you did or what results you found. This is solely about the problem and how it is linked to your vision for a different future. This is the first page to be numbered.

## **Literature Review**

This is your Literature Review. The Literature Review sets the context for your C.A.R. What previous work informs your understanding of the problem? What theories or predictions about outcomes come from past studies? How is what you plan to do similar or different from what others have tried in the past?

This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, beautifully written, and properly cited. “The concern with school spirit is bigger than many people think or want to accept. The concern is if students become too full of spirit, they might float away” (Walker 57). This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, beautifully written, and properly cited (Parker 88). Another study into the impact played by school spirit found:

This is a very long quote because it is over four lines of text. As such, it should be indented, justified, and written without any quote marks. This is a very long quote because it is over four lines of text. As such, it should be indented, justified, and written without any quote marks. This is a very long quote because it is over four lines of text. (Chambers 163)

This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, properly cited (Walker 58), and it will make your mother and grandmother proud. This text is being written as though it is part of your Literature Review. Your Literature Review will be carefully researched, beautifully written, and cited (Chambers 215).

### **Research Process**

This is your Research Process. The entire C.A.R. project revolves around the research question discussed back in your Introduction and throughout your Literature Review. It sets up your inquiry and drives your study. All attempts to address or fix the problem are recorded and discussed in the Research Process, including: the setting, the participants, when everything took place, any surveys used, any tests used, any observations or experiments conducted, and any other means of gathering data. (*NOTE: The results of the Research Process are not revealed until the next section!*)

### **Data Analysis**

This is your Data Analysis. This section reveals the findings from the Research Process and often contains charts and graphs, survey results, polls, and other staples of reporting data. The most critical part, however, is your analysis and interpretation of the data. What worked? What didn't work? Was the problem remedied? Did nothing change? If your solution to a problem fails, that's OK! Some of the most important research builds off earlier attempts that fizzled out, were inconclusive, or went belly up. Remember... good C.A.R. projects are cyclical and set into motion the need for future research. Your grade will NOT be harmed if your C.A.R. doesn't "solve" the world's problems!

### **Reflection**

This is your Reflection. The most important piece of a C.A.R. project comes at the very end during the Reflection. This is where you take stock of your overall learning process during the research. The Reflection is a set of connections between the past, present, and future. The Reflection provides a deep understanding of why events occurred as they did and how those outcomes helped you address your main research question. Looking back after collecting data, what thoughts come to mind? If you were to repeat the process, what would you change? What worked best for you? What failed? What most surprised you? At the conclusion of a good reflection, you should know more than you did when you began. If you have not gained new insights about the problem and your problem-solving action, it is likely that this part turned into a summary, which it is not supposed to be! (Your Abstract summarizes everything, NOT your Reflection.)

### **Action Plan**

This is your Action Plan. Where does your C.A.R. project go from here? What does the future hold for your research? At this point in the process, you have completed one full “cycle”: planning → acting → observing → reflecting. But C.A.R. projects don’t end there. This section is where you send up the Bat-Signal and call on future researchers to swoop in and take over. Your Action Plan poses questions for future research. What should future researchers attempt to address? What direction would you like to see your C.A.R. go? If the problem wasn’t “solved” during this cycle, what advice do you have for those that come after you? If the problem was “solved”, what future problems might arise from having solved the original issue? Or, how might your solution be applied to another set of problems? The Action Plan of the written report is exciting because it is, in short, a “Last Will & Testament” – you are bestowing upon a new generation of researchers all of your hard work and handing them the torch.

### Annotated Bibliography

Bagchi, Alaknanda. "Conflicting Nationalisms: The Voice of the Subaltern in Mahasweta Devi's *Bashai Tudu*." *Tulsa Studies in Women's Literature* 15.1 (1996): 41-50. Print.

This reading showed that despite the important role played by vocabulary in social studies curriculums, the activities used to help students understand these terms leave them with low-level, basic knowledge. It advocated educational models that employ prior knowledge, comparing and contrasting, figuring out relationships between concepts, and helping students create their own definition of the word. It concluded that creating a formula for continued and student-led success by threading vocabulary development through the curriculum in a non-intrusive manner is the best approach. ELL students can benefit greatly from similar strategies.

Brubaker, Bill. "New Health Center Targets Country's Uninsured Patients." *Washington Post* 24 May 2007: B01. Print.

This reading showed that when our brains are under optimal conditions, they can absorb information faster, and this results in better work. Research has found that graphic organizers and new note-taking techniques tap into our brains differently than traditional ways of learning that had been used in the past. Getting students to think critically, especially in social studies, makes them more open to learning across all subjects. ELL students often struggle when it comes to vocabulary and complex themes in social studies, so knowing how best to teach them will create a classroom that helps their brains absorb the most material.

Gillespie, Paula. *The Allyn and Bacon Guide to Peer Tutoring*. Boston: Allyn, 2000. Print.

This reading identified unique reading styles and their correlation with academic success. All learners experience greater reading success with a wide range of differentiated strategies. The reading offered practical assistance for implementing strategies that meet requirements of NCLB. It demonstrated how to close the academic gap through the understanding of learning strengths, how to increase readers' confidence and creativity, accommodating students with special needs, and using reading labs with older, more proficient, students. ELL students struggle greatly with reading and writing a new language, especially in social studies courses.

BATTLING BEARDS

