

Action Research Proposal

Please submit this proposal to the DROPBOX by May21st.

I want to start getting you thinking about your action research proposal.

Here is a definition of [action research](#).

This proposal will be about 2~3 double spaced pages in length. Here is a website helping you with the [MLA style](#).

Any action research proposal should be written in accordance with a certain structure. In order to help you and save your time, here are some questions that may help you develop your action research.

ACTION RESEARCH PROPOSAL:

STRUCTURE REQUIRED Any action research proposal should be written in accordance with a certain structure. It is the expectation that you format this paper is formatted in an academic way (font/colours etc.)

INTRODUCTION

- Why is this research important? What is the major issue to be studied? What are the estimated results? Why?

LITERATURE REVIEW

- What do others say about the problem you are going to analyze? What relevant literature may be reviewed in the course of research? What is so important about the chosen sources?

METHODOLOGY

- What innovative approach would you apply for your investigation? What kind of methods will be used in the work?

RESULTS

- What do you expect to get from the work done? How can this investigation be continued/developed?

CONCLUSION

- Is it really necessary to conduct this research? Will you be satisfied with this plan of work? What are your requests?

Rubric - Action Research Proposal	1 point	2 points	3 points	4 points
Mechanics & Formatting	<ul style="list-style-type: none"> - paper is not properly formatted - mechanical errors impede meaning 	<ul style="list-style-type: none"> - paper is not properly formatted - some mechanical errors 	<ul style="list-style-type: none"> - paper is properly formatted - minor errors in grammar and punctuation 	<ul style="list-style-type: none"> - paper is properly formatted - minimal errors in grammar and punctuation
Introduction	<ul style="list-style-type: none"> - misses some major issues - generally too short - absence of some major themes 	<ul style="list-style-type: none"> - mentions the importance of the research - eludes to the major issues - discusses expected results - many questions left unanswered - generally too short - themes explored on a superficial level 	<ul style="list-style-type: none"> - introduces the importance of the research - eludes to the major issues - discusses expected results - some questions left unanswered - some themes explored 	<ul style="list-style-type: none"> - addresses the importance of this research clearly and succinctly in great detail - identifies one major issue in great detail - describes expected results in great detail
Depth of analysis / thought	<ul style="list-style-type: none"> - attempts to examine some topics - does not address some topics 	<ul style="list-style-type: none"> - attempts to examine the main topics 	<ul style="list-style-type: none"> - some questions left unanswered - themes explored in some detail 	<ul style="list-style-type: none"> - no questions left unanswered - major themes explored in great detail
Literature Review	<ul style="list-style-type: none"> - does not include any literature review 	<ul style="list-style-type: none"> - attempts at a literature review (1~2 sources) but does not discuss them adequately - sources are not appropriate 	<ul style="list-style-type: none"> - has a literature review of 2~3 sources - attempted discussion of the sources - sources are academically appropriate 	<ul style="list-style-type: none"> - has a literature review of 2~3 sources - in-depth discussion of the sources - sources are academically appropriate
Methodology	<ul style="list-style-type: none"> - no methodologies are incorporated 	<ul style="list-style-type: none"> - methodologies are incorporated - discussion lacks depth 	<ul style="list-style-type: none"> - methodologies are incorporated - adequate discussion - student looks to 1~2 different ways of collecting information / data 	<ul style="list-style-type: none"> - methodologies are incorporated - in-depth discussion - student looks to many different ways of collecting information / data
Results	<ul style="list-style-type: none"> - discussion lacks depth and consideration 	<ul style="list-style-type: none"> - student has attempted to explain the expected outcome(s) of the research 	<ul style="list-style-type: none"> - student has explained the expected outcome(s) of the research 	<ul style="list-style-type: none"> - student has explained the expected outcome(s) of the research in depth
Conclusion	<ul style="list-style-type: none"> - student has not explained the importance of this research 	<ul style="list-style-type: none"> - student has attempted to explain the importance of this research 	<ul style="list-style-type: none"> - student has explained the importance of this research 	<ul style="list-style-type: none"> - student has not explained the importance of this research to great depth

Lorrie a well considered endeavour. You are right this is an exciting topic and field. I suspect that you would learn a lot for this action research and your hypothesis would be greatly informed.

Thanks for the great effort.

Mark - A

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Professionalism EDUC 6033

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Creativity in Groups

The purpose of this Action Research Proposal is to explore how working in groups affects the creativity of designs for Fashion Designers in the Fashion Design Program at Fanshawe College. With fashion being such a creative individualized field, it is relevant to understand what benefits, if any, students will receive when creating designs with others. Although I do believe we are all born with a certain amount of creativity, my expectation is that the influence of others does greatly benefit individuals. Specifically, through cultural differences, group dynamics, past experiences, structure of group assignments and the atmosphere in which the group is created.

Cultural differences and past life experiences have been a huge influence in my history with students. Understanding why certain garments are created, whether it is the colour of the fabric, the way a closure is implemented or why the garment covers ninety percent of the body allows a student to become more perceptive that a garment is more than a design, it has functionality and meaning behind it. Group dynamics can be either

inspirational or hindering depending on the experience of the individual.

Therefore, the facilitator's role becomes crucial in structuring the group's assignments and creating a safe environment for each member of the group to be able to contribute.

In the article, *Group Norms Kill Creativity* (2000) it is stated,

“Unfortunately groups only rarely foment great ideas because people in them are powerfully shaped by group norms: the unwritten rules which describe how individuals in a group 'are' and how they 'ought' to behave.” Many times individuals are intimidated in these groups due to previous experiences that come with biases of group organization.

Another article, *Creativity in Small Groups* (McGraw-Hill, 2000), also argues the same point, but establishes that when the norms of groups are defined and guided that the end result will be more creativity. This article breaks down the how and why groups fail and offers solutions to achieving greater creativity.

There are many different ways I plan to explore this issue. One method would be to guide a specific class of students through an in depth discussion on the expectations of group work and apply an assignment to it while giving the assignment to a second class ^{this is a great point} with no discussion. Another would be to have a focus group of educators ^{this is a great point} to see how they promote creativity in their classrooms. I would also like to give individuals the same

Cool!

assignment as a group, and see what the outcome would be. Picking groups and allowing students to pick their own groups might create some interesting results. There are different techniques to apply such as brainstorming, concept mapping, visualization and sources of inspiration. All of these methods would be applied to a focus group and compared to a group that did not have the benefits of the methods taught above.

My expected outcome of the research above is that the students with the knowledge of why group work is important to their creativity will be much more successful in their innovation of designs. There may be a few glitches along the way as students start to recognize the relevance of others ideas and influences and cultural backgrounds. Allowing everyone to participate equally in the design process is difficult for some to do as they may not be able to articulate in a manner that they feel free to. On the other hand, those outspoken individuals may find it difficult to include others.

This is really cool.
I like where you are going here.

Hmmm - how could you control for this? Perhaps some pre-teaching.

In the end, this research is important to see if group work is relevant in assisting students to create more innovative designs. If students are not benefitting from these group activities then why are we teaching them in groups? An exploration of this subject will better define the benefits, if any, to the individual.

Works Cited

Hill, McGraw. "Creativity in Small Groups." *Small Group Communications*.

2000.

Miscellaneous Author. "Group Norms Kill Creativity," *Addiction Info*,

June 10 2009.