Action Research Using Strategic Inquiry to Improve Teaching and Learning 1st edition Rock Test Bank

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Test Bank

Chapter 2: Identifying a Research Topic

Multiple Choice

1. _____ refer to the everyday challenges that school administrators, teachers, and other educational professionals face in their schools and classrooms.
a. plan, act, observe, reflect
b. problems of practice
c. problems of change
d. accepting the challenge
Ans: B
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Knowledge
Answer Location: Setting the Context: Choosing a Research Topic
Difficulty Level: Easy
Question Type: MC

2. In an action research study, one ethical issue might be _____.
a. teachers' reflections on their practice
b. whether or not to deny certain students instructional best practices
c. teachers' examining their own opinions
d. whether or not conduct the research
Ans: b
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Hard

3. At a faculty meeting, teachers decided that one of their largest concerns was monitoring student behavior on the playground during lunch. This group of teachers identified a _____.
a. problem of practice
b. discipline practice
c. behavior monitoring procedure
d. system of checks and balances
Ans: A
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Application/Analysis
Answer Location: Setting the Context: Choosing a Research Topic
Difficulty Level: Medium

4. When you first begin selecting a topic for your action research, start with a _____ challenge you face as an educator.

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a. narrow
b. linear
c. finite
d. broad
Ans: D
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Setting the Context: Choosing a Research Topic
Difficulty Level: Easy

5. Early in the process of planning your action research project you will want to _____ how topics of interest align with your personal educational philosophy.
a. self-reflect on
b. predict
c. elucidate
d. harken back to
Ans: A
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Formulate a Personal Educational Philosophy Topic
Difficulty Level: Medium

6. When asking, "What is my concern in my practice?" teachers as action researchers are _____.
a. questioning their intentions
b. formulating a hypothesis
c. narrowing their focus
d. following up on their topic
Ans: C
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Medium

7. Mr. Wells wanted to investigate how different lighting in the classroom might affect his students' focus during independent work time. His research topic is in the category of _____.
a. instructional methods
b. classroom environment
c. grading and evaluation
d. conferencing
Ans: B
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Application/Analysis
Answer Location: Narrow Your Focus: Your Classroom, Your Experience

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Difficulty Level: Easy

8. In the category of _____, an action research study might include the effect of a particular teaching method on student achievement.
a. classroom environment
b. relation of human growth patterns to education
c. conferencing
d. instructional methods
Ans: D
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Easy

9. Mrs. Anatov decided she would like to investigate how parents from a variety of ethnic backgrounds value different types of parent/teacher conferences. Her topic area is in _____.
a. classroom environment
b. grading and evaluation
c. relation of human growth patterns to education
d. conferencing
Ans: D
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Application/Analysis
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Easy

10. Mr. Beraru feels his high school students are particularly stressed this semester. He feels this may be due to the grading expectations on his campus. If he decides to conduct an action research study around this topic, he will be evaluating _____.
a. relation of human growth patterns to education
b. instructional methods
c. grading and evaluation
d. instructional materials
Ans: C
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Application/Analysis
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Easy

11. A number of Ms. Petit's students have indicated the absence of women's contributions to history in their textbooks. To examine this further, Ms. Petit will be focusing on the topic area of _____.
a. instructional materials
b. instructional methods
c. grading and evaluation
d. classroom management

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Ans: A
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Application/Analysis
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Easy

12. Teachers as action researchers must realize that when they focus on a concern in their teaching practice, that it is closely tied to their own personal _____.
a. problem of practice
b. teaching technique
c. hypothesis
d. values
Ans: D
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Narrow Your Focus: Your Classroom, Your Experience
Difficulty Level: Medium

13. After developing his problem statement, Akiva knew his next step was to _____.
a. reformulate his educational philosophy
b. formulate a hypothesis
c. identify the problems of practice
d. develop a data collection plan
Ans: B
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Knowledge
Answer Location: Generate Solutions to the Problems
Difficulty Level: Easy

14. Rashida wrote down several sentences to address the who, what, and how and overall goal of her action research topic. She was developing a(n) _____.
a. inter-observer agreement
b. problem statement
c. hypothesis
d. topic sentence
Ans: B
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Write the Problem Statement
Difficulty Level: Medium

15. After identifying a topic for your action research, your first action should be to _____.
a. develop your thinking around the topic
b. answer the question
c. develop a data plan collection system
d. write a hypothesis

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Ans: A
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Knowledge
Answer Location: Reflect Further on the Topic
Difficulty Level: Easy

16. A researcher might ask him or herself questions like, "What do I want to learn from this topic?" or "What am I planning to do in order to address this topic?" in order to _____.
a. begin data collection
b. develop their personal educational philosophy
c. reflect further on the chosen topic
d. write a goal and objective
Ans: C
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Figure 2.2 Organizer for Questions to Consider While Developing Topic
Difficulty Level: Medium

17. When reflecting further on a selected topic for investigation, teachers as action researchers should ask themselves _____.
a. How much is this going to cost me?
b. How difficult do I anticipate it will be to get parental consent?
c. How difficult do I anticipate it will be to conduct this study?
d. What do these data mean?
Ans: C
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Comprehension
Answer Location: Figure 2.2 Organizer for Questions to Consider While Developing Topic
Difficulty Level: Hard

18. Mr. Tahir wrote the following. What is it an example of?
The students in my class seem to lack effective strategies for creating effective topic sentences when composing essays. The class scores for the last three assignments are below average. They must score in an acceptable range on the district's midterm assessment.
a. goal and objectives
b. hypothesis
c. problem of practice
*d. problem statement
Ans: D
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Write the Problem Statement
Difficulty Level: Medium

19. Your problem statement should allow you to _____.
a. capture the problem of practice in a concise and clear manner

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b. keep your options open in case things change
c. predict the outcome(s) of your action research study
d. assess the variable more thoroughly
Ans: A
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Comprehension
Answer Location: Write the Problem Statement
Difficulty Level: Medium

20. The following is a definition for what term? "*a proposed explanation"*
a. educational philosophy
b. assessment
c. topic sentence
d. hypothesis
Ans: D
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Knowledge
Answer Location: Generate Solutions to the Problem
Difficulty Level: Easy

21. Once LeVanna developed her problem statement, her next step was to _____.
a. plan the assessments
b. formulate a hypothesis
c. begin data collection
d. reflect on her topic
Ans: B
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Comprehension
Answer Location: Generate Solutions to the Problem
Difficulty Level: Medium

22. Your author recommends developing _____ possible solutions for each problem statement.
a. 5 to 10
b. 1 or 2
c. 3 to 5
d. 20 or more
Ans: C
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Knowledge
Answer Location: Generate Solutions to the Problem
Difficulty Level: Easy

23. *If plant growth is related to temperature, then exposing plants to low temperatures will result in less growth.* This statement is an example of a(n) _____.
a. assessment

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b. hypothesis
c. algorithm
d. conclusion
Ans: B
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Generate Solutions to the Problem
Difficulty Level: Medium

24. A good hypothesis is _____.
a. manageable and practical
b. open-ended
c. proven to be reliable
d. adaptable and fluid
Ans: A
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Comprehension
Answer Location: Generate Solutions to the Problem
Difficulty Level: Medium

25. Which of the following hypotheses is most useful?
a. If I eat 10 ozs. of chocolate daily for 3 weeks, I will get pimples.
b. If I play the lottery, then I will get rich and be able to afford anything I want.
c. Chocolate may cause pimples.
d. Plant growth may be affected by climate change.
Ans: A
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Generate Solutions to the Problem
Difficulty Level: Hard

26. Research questions are used to _____ your action research study.
a. interpret
b. evaluate
c. summarize
d. guide
Ans: D
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Comprehension
Answer Location: Developing the Research Question
Difficulty Level: Easy

27. A(n) _____ question is what will be answered as a result of your action research.
a. retroactive
b. hypothetical
c. research

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d. analysis
Ans: C
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Knowledge
Answer Location: Developing the Research Question
Difficulty Level: Easy

28. Research questions must be _____.
a. conducive
b. open-ended
c. intuitive
d. answerable
Ans: D
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Comprehension
Answer Location: Developing the Research Question
Difficulty Level: Easy

29. Research questions must _____.
a. relate directly to the issue being explored
b. have only one correct answer
c. be open-ended so others may interpret the findings
d. correlate directly to the researcher's educational philosophy
Ans: A
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Knowledge
Answer Location: Developing the Research Question
Difficulty Level: Medium

30. A good research question usually begins with _____.
a. a preposition
b. *why*, how, or *what*
c. *never* or *always*
d. a prediction
Ans: B
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Comprehension
Answer Location: Developing the Research Question
Difficulty Level: Medium

31. Questions that can be answered with *yes* or *no* are _____.
a. usually the best choice for action research questions
b. too difficult to answer for novice researchers
c. typically thought to be uninteresting
d. not conducive to explaining your findings

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Ans: D
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Comprehension
Answer Location: Developing the Research Question
Difficulty Level: Hard

32. Of the following, which is the best choice for a research question?
a. Why does RCRC work so well with fourth graders who have difficulties with spelling?
b. Is RCRC a good strategy to teach students to improve their spelling skills?
c. What is the effect of using the RCRC strategy for fourth graders learning new spelling words?
d. RCRC doesn't work well with my students, but will it work with yours?
Ans: C
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Application/Analysis
Answer Location: Developing a Research Question
Difficulty Level: Hard

33. Which word is the best choice for the beginning of a research question?
a. can
b. when
c. whether
d. how
Ans: D
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Knowledge
Answer Location: Developing a Research Question
Difficulty Level: Medium

34. Of the following, which is the best choice for a research question?
a. What is the relationship between peer interactions and substance-abusing behaviors?
b. What can be done to prevent substance abuse in teens?
c. Are there any educational materials we could distribute to teens about substance abuse?
d. When teens are caught abusing substances, should they be referred for counseling?
Ans: A
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Application/Analysis
Answer Location: Developing a Research Question
Difficulty Level: Hard

35. If you wanted to find out how your students could improve their inquiry questions for their science fair submissions, which one of the following research questions would be the best choice?
a. What is the best way to teach inquiry question writing?
b. How can seventh-grade science students be encouraged to write more thoughtful inquiry questions for the science fair?
c. When is the science fair this year?

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d. Will the judges appreciate more thoughtfully written inquiry questions on this year's science fair submissions?
Ans: B
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Application/Analysis
Answer Location: Developing a Research Question
Difficulty Level: Hard

36. Of the following, which is the best choice for a research question?
a. What methods are available to teach independent writing to kindergarteners?
b. Are there assessment tools to help me better understand my students with autism?
c. How can I help my students develop strategies to evaluate their own learning?
d. When the speech pathologist is on campus, can I have her evaluate Timmy?
Ans: C

Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Application/Analysis
Answer Location: Developing a Research Question
Difficulty Level: Hard

37. A good research question _____.
a. is one that hasn't already been answered
b. requires a 'yes' or 'no' response
c. reflects the authors' passion for the topic
d. is usually quite lengthy
Ans: A
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing a Research Question
Difficulty Level: Easy

38. One purpose of completing a topic proposal form is to _____.
a. clearly articulate your research topic
b. reformulate your hypothesis
c. solidify your personal educational philosophy
d. offer an original hypothesis
Ans: A
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Knowledge
Answer Location: Developing a Plan or a Product: Completing a Topic Proposal Form
Difficulty Level: Easy

39. One purpose of completing a topic proposal form is to _____.
a. inform your employer that you are writing an action research paper
b. receive permission from the students' parents

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c. reformulate your hypothesis
d. generate interest and support for your research plan
Ans: D
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Knowledge
Answer Location: Developing a Plan or a Product: Completing a Topic Proposal Form
Difficulty Level: Medium

40. Figure 2.4 shows a completed topic proposal form. It is a strong example because _____.
a. The problem is clearly stated and linked to the researcher's interests.
b. It is easy to read.
c. There is no clear need for student improvement in this content area.
d. The hypothesis is presented as an *if/then* statement.
Ans: A
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Application/Analysis
Answer Location: Figure 2.4 Completed Topic Proposal Form
Difficulty Level: Hard

41. One of the strengths of the research question shown in Figure 2.4 is _____.
a. The teaching strategy is operationally defined.
b. It begins with the word *how*.
c. The hypothesis is stated within the question.
d. It is not overly lengthy.
Ans: b
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Application/Analysis
Answer Location: Developing a Plan or a Product: Completing a Topic Proposal Form
Difficulty Level: Medium

42. The content of your topic proposal form should be aligned with _____.
a. your checklist of goals
b. the criteria for assessment of your objectives
c. the criteria used to evaluate the quality of the product
d. others' action research results found in the literature
Ans: C
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Knowledge
Answer Location: Evaluating Against the Standards: Are You Ready to Move On?
Difficulty Level: Easy

43. Before moving forward with the planning of your action research study, it is important to

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engage in self-reflection to ensure that your ideas are in alignment with criteria you'll use to evaluate your findings. To do this, your author recommends you use a _____.
a. hypothesis
b. research question
c. philosophy statement
d. checklist
Ans: D
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Knowledge
Answer Location: Evaluating Against the Standards: Are You Ready to Move On?
Difficulty Level: Easy

44. Which one of the following is a question you might ask yourself while reflecting on your topic for action research?
a. Has this question already been answered?
b. Will this question most likely lead me to other questions and additional inquiry?
c. Do I have a sense of commitment to the question or do I feel passionate about it?
d. Am I able to develop a concise statement of problem around my topic?
Ans: D
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing the Topic for Action Research
Difficulty Level: Medium

45. Which one of the following is a question you might ask yourself while reflecting on your re?
a. Can it be answered with a *yes* or *no* response?
b. Will this question most likely lead me to other questions and additional inquiry?
c. Am I able to create a problem of practice around it?
d. Do I have a sense of commitment to the question or do I feel passionate about it?
Ans: C
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing the Topic for Action Research
Difficulty Level: Medium

46. Which one of the following is a question you might ask yourself while developing your research question?
a. Is it a topic in which other educators at my grade level or school are interested?
b. Can it be answered with a *yes* or *no* response?
c. Am I able to create a problem of practice around it?
d. How does my personal educational philosophy fit in?
Ans: B
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your

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action research project?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing the Research Question
Difficulty Level: Medium

47. Which one of the following is a question you might ask yourself while developing your research question?
a. Is it a higher-level question that gets at explanations, reasons, or relationship?
b. Am I able to create a problem of practice around it?
c. Is it a topic in which other educators at my grade level or school are interested?
d. Am I able to develop a concise statement of problem around my topic?
Ans: A
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing the Research Question
Difficulty Level: Medium

48. Which one of the following is a question you might ask yourself while developing your research question?
a. Will this question most likely lead me to other questions and additional inquiry?
b. Am I able to create a problem of practice around it?
c. How does my personal educational philosophy fit in?
d. Am I able to develop a concise statement of problem around my topic?
Ans: A
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing the Research Question
Difficulty Level: Medium

49. Which one of the following is a question you might ask yourself while developing your research question?
a. How does my personal educational philosophy fit in?
b. Is it a challenging question? Will it provide me with an opportunity to stretch myself?
c. Is it a topic in which other educators at my grade level or school are interested?
d. Am I able to develop a concise statement of problem around my topic?
Ans: B
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Comprehension
Answer Location: Checklist: Developing the Research Question
Difficulty Level: Medium

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True/False

1. Seven questions are listed to help in developing a personal educational philosophy. The intent of this exercise is to clearly identify and describe what we feel needs to be fixed in education.
Ans: F
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Knowledge
Answer Location: Formulate a Personal Educational Philosophy
Difficulty Level: Easy

2. As you begin to identify your topic focus, make sure that your concern is not bound by the actions of others.
Ans: T
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Comprehension
Answer Location: Narrow Your Focus: Your Classroom, Your Experiences
Difficulty Level: Medium

3. "Why do I do things in a particular way?" is a question you might ask yourself when writing your data collection plan.
Ans: F
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Easy
Answer Location: Narrow Your Focus: Your Classroom, Your Experiences
Difficulty Level: Comprehension

4. Problem statement and hypothesis are synonymous with one another.
Ans: F
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Easy
Answer Location: Write the Problem Statement; Generate Solutions to the Problem
Difficulty Level: Knowledge

5. Self-reflection will assist you in thinking of additional ideas to support your topic development.
Ans: T
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Easy
Answer Location: Reflect Further on the Topic
Difficulty Level: Knowledge

6. When you create a hypothesis, you are proposing an explanation for the possible source of the problem and how to address it.
Ans: T
Learning Objective: 2-2: How do you generate a topic for the action research?

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Cognitive Domain: Easy
Answer Location: Generate Solutions to the Problem
Difficulty Level: Knowledge

7. The research questions you design should not relate too closely to the issues being examined.
Ans: F
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Easy
Answer Location: Developing the Research Question
Difficulty Level: Knowledge

8. It is possible to have more than one research question for an action research plan.
Ans: T
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Knowledge
Answer Location: Developing the Research Question
Difficulty Level: Easy

9. *What is the effect _____ (intervention) on _____ (student description) when learning _____ (content or topic description)?* This is the research question format recommended in your text.
Ans: T
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Easy
Answer Location: Developing the Research Question
Difficulty Level: Knowledge

10. The main purpose of completing a topic proposal form is to help you begin thinking about your hypothesis and research question.
Ans: F
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Easy
Answer Location: Developing a Plan or a Product: Completing a Topic Proposal Form
Difficulty Level: Knowledge

11. When developing a topic for action research, be sure to make sure there is a sufficient literature base to support your understanding of the existing knowledge surrounding this topic.
Ans: T
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Medium
Answer Location: Checklist: Developing the Topic for Action Research
Difficulty Level: Knowledge

12. When developing a research question, it is best to formulate it so that a *yes* or *no* response is

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possible.
Ans: F
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Medium
Answer Location: Checklist: Developing a Research Question
Difficulty Level: Knowledge

Short Answer/Essay

1. Using the seven questions listed in your text, outline and describe your personal educational philosophy.
Ans: Varies. The response should include at least one comment in regard to each of the seven questions listed in the text.
Learning Objective: 2-1: What are the initial steps for developing an action research project?
Cognitive Domain: Knowledge
Answer Location: Formulate a Personal Educational Philosophy
Difficulty Level: Medium

2. There are two problem statements included in your text under the heading "Write the Problem Statement." Select one of them, and write a potential hypothesis for it.
Ans: Varies. Responses should reflect the content of the problem statement chosen. Look for the intent of the response, not necessarily the format or quality (although you may wish to comment on those areas as well).
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Write the Problem Statement; Generate Solutions to the Problem
Difficulty Level: Medium

3. Improve each of the following three hypotheses:
    a. All roses have the same number of petals.
    b. Eating greasy food causes weight gain.
    c. If you wear a blue shirt, then you must be tall.

Ans: Varies. Responses should include an element that makes them testable and reasonable. They may or may not be in the *if/then* format. Look for the intent of the response, not necessarily the format or quality (although you may wish to comment on those areas as well).
Learning Objective: 2-2: How do you generate a topic for the action research?
Cognitive Domain: Application/Analysis
Answer Location: Generate Solutions to the Problem
Difficulty Level: Medium

4. Ten of the 28 students in your class do not understand how to interpret the key on any given map. You realize that inadequate exposure to map skills is the cause for this problem. You wrote the following hypothesis based on your problem statement: If I teach map reading skills more

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frequently, then my students' ability to interpret map keys will improve. Now, write one example of a research question that could accompany this problem statement and hypothesis.
Ans: Varies. Responses should be written in the format suggested under the heading "Evaluating Against the Standards: Are You Ready to Move On?" Look for the intent of the response, not necessarily the format or quality (although you may wish to comment on those areas as well).
Learning Objective: 2-3: How do you develop a question once you have chosen a topic?
Cognitive Domain: Application/Analysis
Answer Location: Developing the Research Question
Difficulty Level: Hard

5. Using the 12-item checklist for Developing a Research Question under the heading "Evaluating Against the Standards: Are You Ready to Move On?" evaluate the following research question: Should I require students to return all homework assignments signed by a parent? Rewrite it to make it stronger.
Ans: Varies. Responses should address all 12 items in the checklist and should be rewritten to reflect those concepts. Look for the intent of the response, not necessarily the format or quality (although you may wish to comment on those areas as well).
Learning Objective: 2-4: Once you have developed a question, how do you proceed with your action research project?
Cognitive Domain: Application/Analysis
Answer Location: Evaluating Against the Standards: Are You Ready to Move On?
Difficulty Level: Hard

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