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**Thread:** Zimmer and Keiper (2021): David, Essence, Katie, Richelle, & Shaun

**Post:** [RE: Zimmer and Keiper \(2021\): David, Essence, Katie, Richelle, & Shaun](#)

**Author:** **Shaun O'malley**

Richelle,

I agree that being transparent is extremely important when it comes to conducting research. Researchers can always skew the data to match whatever viewpoint they are trying to support, therefore being up front and transparent to the reader is extremely important.

When I read research articles, I always question the biases that could or do exist in the project, but I always question it more when it goes unnoticed or unmentioned by the author, therefore when it is addressed front and center by the author it at least allows me to think that the author had the same thoughts and addressed it in a way by putting it front and center so as not to be misconstrued.

**Posted Date:** July 5, 2021 2:25 PM

**Status:** Published

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**Thread:** Zimmer and Keiper (2021): David, Essence, Katie, Richelle, & Shaun

**Post:** [RE: Zimmer and Keiper \(2021\): David, Essence, Katie, Richelle, & Shaun](#)

**Author:** **Shaun O'malley**

Well I think what I find really fascinating is that Action Research is a well, thought out model.

- 1) Define a problem
- 2) Gather Background Information/benchmarking/literature review, etc
- 3) Create a study to research the problem
- 4) Collect the data of the study
- 5) Review the data, make interpretations, and present the data
- 6) Check for the outcomes and continue to assess/make changes as needed

**Posted Date:** July 4, 2021 7:52 AM

**Status:** Published

O'malley Shaun (5)

**GRADE**  
6/30/21 11:29 AM **24.00** /25

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Comments

**Feedback to Learner**  
7/6/21 1:52 PM

Your insightful Original Post demonstrated apt application of course texts, despite minor APA errors (-1). When citing course texts, you can always "steal" the reference format straight from me, but work on in-text citations, too. For example, the sources with more than one author only appear to have one author in your paragraphs.

Thanks for your concise and substantive contributions throughout the thread. You raised a number of important points about transparency and how action research aligns with other processes, like program design. I sense you and Katie are really building some scholarly rapport!

This systematic approach could then be applied to so many other processes that we interact with in our day to day basis. To see the ActioN Research module applied to Program Re-Design, etc is awesome, to see what other areas the Action Research Modle (ARM) can be applied to is probably limitless, especially as we encounter new needs/trends.

I wonder how many other outside the box approaches Action Research has been applied to over the years...


**Thread:**

Zimmer and Keiper (2021): David, Essence, Katie, Richelle, & Shaun

**Posted Date:**

July 4, 2021 7:42 AM

**Status:**

Published

**Post:**

[RE: Zimmer and Keiper \(2021\): David, Essence, Katie, Richelle, & Shaun](#)

**Author:**

**Shaun O'malley**

Hey Katie,

In Tennessee they just banned critical race theory in school. This trend is spreading across the US and more and more states are banning CRT from being taught. So I guess, in Tennessee it was primarily legislatures that voted against teaching it in schools, but I wonder how many teachers supported that notion.

I love teachers, they do the hard work of educating our future leaders. But teachers are human, so they are not above human failure. So what happens if a teacher is against LGBTQA rights, or against CRT, or has some other type of deficit framework that they bring to the table and this agenda is pushed in the classroom, the lesson plans, etc.

In my cultural autobiography from the previous class, I mentioned that I had hidden in a closet because having lived in a southern, rural part of America, coming out was a scary reality. At the end of the autobiography, I actually said "I've always tried to be the best because society has always told me I was the worst." In reference to always being told I was going to hell, I was a sinner, I was not ethical or moral for begin gay, etc.

Luckily, I never had a teacher say something like that, but I imagine that teachers like that approach topics with a deficit framework and could end up doing more hard than good to their students. So I guess going back to that "Big nature of reality" question...What if you think you are on the right, positive side of the arguement and you conduct action research in that vein....


**Thread:**

Zimmer and Keiper (2021): David, Essence, Katie, Richelle, & Shaun

**Posted Date:**

July 1, 2021 5:02 PM

**Status:**

Published

**Post:**

[RE: Zimmer and Keiper \(2021\): David, Essence, Katie, Richelle, & Shaun](#)

**Author:**

**Shaun O'malley**

Katie,

It does seem like they set the system up for some internal conflict with the notion of paying their committee members at first. I guess they had good intentions as a means to motivate the committee to do the work, but isn't that how it always goes...bad things have been

completed with the "best intentions" in mind.

I definitely feel like the research was incomplete in the article in that there was no final "this is what the faculty and students thought" of the final program and no data to support if the redesign was successful, but again, the article was more about the process instead of the results.

I think it was fascinating to use Action Research as a means to Program Redesign, especially because the program design model is already so extensive (and kind of mirrors the action research model).

I love your focus on marginalized populations. The committee already had 16 members and the research does not talk about the committee members other than their position at the institution so we do not fully know the various different social groups that each of the committee members brings to the table, but I love the idea of making sure everyone has a voice in the process.

The thought of ensuring every voice has a place at the table seems almost unrealistic though in certain research studies and I wonder if action researchers do or should have a check list to ensure as many voices are heard as possible? It almost seems impossible to have every voice covered, so how do action researchers go about choosing which voices are most important around the table?

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**Thread:**

Zimmer and Keiper (2021): David, Essence, Katie, Richelle, & Shaun

**Posted Date:**

June 30, 2021 2:35 PM

**Edited Date:**

July 1, 2021 3:39 AM

**Status:**

Published

**Post:**

[RE: Zimmer and Keiper \(2021\): David, Essence, Katie, Richelle, & Shaun](#)

**Author:**



Shaun O'malley

In the article, the team conducted a collaborative action research project (Efron, 9), with the goal of creating knowledge/"learning for change (McTaggart, Nixon, and Kemmis, 2008)" as quoted by Zimmer (277). In the research, the team utilized the action research model and blended it into the PRD model (Efron, 8), to conduct their research. They:

**Step #1: Identified a Problem** -- The SPMT program was lacking and they wanted to redesign it to better serve their students

**Step #2: Gather Background Information** -- As such, we needed to collect data (PRD step two gather data) for the committee to participate effectively in the process and make education decisions (Zimmer, 282)

**Step #3: Design the Study** -- How to best implement a Program ReDesign

**Step #4: Collect Data** -- Survey Data, Interview Data, PI Logs, Peer Institution Review, Bi-Weekly Committee meeting artifacts, Industry leader feedback, Faculty Showcase, Student Learning Experience guides (Zimmer, 283).

**Step #5: Analyze and interpret the data** -- This led to the development of program learning outcomes (Zimmer, 283) and a redesigned program.

**Step #6: Implement and share findings** -- We did not see this in the article about whether or not the changes to the program were beneficial or detrimental to the students, but this study outlined the process instead of the results.

If looking at the process using the five validity criteria (Herr and Anderson, 67), it would seem that the team underwent an action research plan that was based on valid and actionable research. "Action researchers must be competent at both research procedures and moving participants towards successful action outcomes" (Herr and Anderson, 68). **Outcome Validity:** The team created actionable outcomes and pushed the committee to the

completion of outcomes...the creation of a new SPMT curriculum. **Process Validity:** The team focused on a PDR model to inform the process. This process also co-aligned to a collaborative action research model. "such a process of reflection should include looping back to reexamine underlying assumptions behind problem definition (Argyris et al, 1985 as quoted by Herr and Anderson, 68). **Democratic Validity:** Collaboration was completed with various on-campus stakeholders. The process could have done better by adding an industry leader or two outside of academia on the committee to help give a deeper understanding to what makes a good Sports Management graduate. **Catalytic Validity:** The team used an appreciative inquiry approach (Zimmer, 287). This allowed the team to appreciate parts of the program that were successful, but also used a "blue sky" approach to brainstorming, helping to reorient and shift their thinking of what could be with no limits. Put everything you want into a program, and then figure out what makes sense based upon your view of the program...for instance, the team talked about sports broadcasting but dropped it because they felt like it was not relevant to their program (Zimmer, 287). **Dialogic Validity:** The team presented their findings to faculty and industry insiders and took their feedback and thoughts into consideration for their final curriculum design. This peer review is necessary for research (Herr, 69).

This team encountered a lot of positionality related issues and practitioner as researcher related issues (Zimmer, 284). I think creating solutions on how to resolve these conflicts are extremely important. I think overall I would give this program a 4 in that action research was conducted. **Action Research is a systematic, well-designed, thought-out research process to create/implement change based upon knowledge development about the current program/problem needing to be changed.** The researchers gathered information about the challenges that currently exist and the problems with the current program, focused on the benefits of the current program and focused on where that program was successful. They then added support to areas where the program was not as successful to add to the program and make it what they wanted it to be based upon all of the data they collected about a SPMT program. I would have loved to see the results of the study to see if students felt that the program better met the needs of the student, or if faculty felt the program was better structured based upon the program redesign, but in the context of the article, the research was completed correctly, so I guess the end results are not as important as the process. But the goal is to push the ball forward, and I think that the team reflected on what was, dreamed about what could be, and implemented processes to make the program a better representation of itself. I gave it a 4 because I think that the team could have included industry insiders on their committee to add a needed perspective into the design of the program.

I wanted to go back and address the fluidity of the process though. Obviously, conflicts arise, the positionality of the researchers and their unconscious or conscious bias or proclivities to the subject/topic all factor into the development of the research. What questions you ask, how you interpret the data, basically, you can slant the research or the findings in any direction you want. When you are dealing with specific numbers,  $A = X$  there is no real way to slant that data, but with Action Research, it feels more subjective...if there are two sides to every coin...many people may have different experiences on a topic and therefore, which choice is best? If I perceive something this way and two or three of my colleagues perceive something as this way, yet 5 other people who are not connected to me and are not part of the research perceive the same thing differently, yet I am the one pushing for change because my colleagues and I view it differently, is our reality right or better than the other 5 people's realities? I guess ethical implications will always exist. Is there ever a time when someone conducts action research for negativity sake and how do you combat that or protect against that? Motivation is important and hopefully people conducting action research in education are motivated by the best interests of our students...but as we have seen lately with CRT, motivations can be askew.

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Efron, S. E., & Ravid, R. (2020). *Action research in education: A practical guide* (2nd ed.). New York: The Guilford Press.

Herr, K., & Anderson, G. L. (2015). *The action research dissertation: A guide for students and faculty* (2nd ed.). Los Angeles: SAGE.

Wendi K. Zimmer & Paul Keiper (2021) Redesigning curriculum at the higher education level: challenges and successes within a sport management program, Educational Action Research, 29:2, 276-291, DOI: 10.1080/09650792.2020.172734

**Reply**

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