

Action Research (5315) Week 2 Outline Assignment

Karin Stateler - [Paperless Office, Paperless District; Supporting Blended Learning with a Top-down Approach](#)

I. What is the topic of your action research?

Humans' work alongside machines is ever-changing. "While nearly 50% of all companies expect their full-time workforce to shrink by 2022 as a result of automation, almost 40% expect to extend their workforce generally, and more than a quarter expect automation to create new roles in their enterprise" (Cann, 2018). While humans will never be replaced by machines, their ability to adapt to a rapidly-changing work environment is imminent. Companies need workers who can learn and adjust quickly, both independently and collaboratively. That is, adult learners need to value problem-solving and learning over traditional methods of corporate training. Workers who can push innovation to the edges from the bottom up in every role (Ito, 2014). "I would like to introduce new approaches to working with the existing technology that we may push toward a paperless working environment. This means changing the environment in which we work to provide reskilling opportunities" (Stateler, 2021). As a means to support reskilling of current employees, we must create environments for ongoing professional learning in face-to-face, blended, and virtual training opportunities.

II. What is the purpose of your study?

The purpose of this study is to provide and promote virtual collaborative learning spaces in face-to-face, blended, and completely virtual environments. I hope to determine the effectiveness of their implementation and use.

III. What is your research question?

- *To what extent will the integration of collaborative spaces within and outside of training environments change the number and type of help tickets that administrative assistants input into the system?*

IV. What is your research design (Qualitative, Quantitative, or Mixed Methods)

- I will use a mixed-methods explanatory research design approach.
- For the quantitative research, I will use a correlational study.
 - a. Why did you choose this design?

By using explanatory mixed methods, I will focus on quantitative data first, then qualitative data. While my question lends itself to quantitative data, I hope to use the qualitative data to "shed further light on or explain more deeply the results of the primary analysis" (Mertler, 2019, p. 197). By using a correlational study for the quantitative data, I can determine if a statistically

significant relationship exists between the use of collaborative spaces and the number and kind of help tickets that collaborative space users input.

V. What data will you collect?

Quantitative:

1. The number and kinds of help tickets that participants entered before the use of collaborative spaces.
2. The number and kinds of help tickets that participants enter over a determined period. I will do formative and summative measures.
3. Categories of types of tickets:
 - Use of technology
 - Simple troubleshooting
 - Complex troubleshooting
 - Technology issues that cannot be resolved without back-end assistance.
 - Self-report questionnaires on the use of collaborative spaces such as Google Spaces, Padlet, Jamboard, LMS discussion boards, and more.

Qualitative:

4. Open-ended questions regarding the use of collaborative spaces during and outside of training.

VI. What types of measurement will you use?

To analyze my data, I intend to use descriptive statistics as described in *Action Research: Improving Schools and Empowering Educators* (Mertler, 2019). In particular, since I am looking at the relationship between variables, I will use correlation coefficients to “report the *direction* and the *strength* of the relationship between two variables” (Mertler, 2019, p. 183).

VII. What is the focus of your lit review?

I will focus on the benefits of collaborative learning and the use of professional learning networks to create collaborative learning environments for adult learners in blended, face-to-face, and virtual environments. Cooperative learning is characterized by “mutual help, open communication, and the exchange of resources” (Denton, 2012, p. 36). These are characteristics that are “widely valued by professional organizations” (Denton, 2012, p. 36). How might professional learning networks support cooperative learning? Professional learning networks create “new learning partnerships between and among students and teachers” (Fullan & Langworthy, 2014, p. 10). I seek to better understand the literature around these topics.

References

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