



**EDA 6114**  
**Practitioner**  
**Research**  
**for**  
**Organizational**  
**Learning**

**LILO**

# ASSESSMENT GUIDELINES

**Master of Arts in Leading Innovative Learning Organizations**

**International | Entrepreneurial | Future-Oriented**



# Contents

<b>PART I: Course Details.....</b>	<b>1</b>
A. Background Matter.....	1
B. Course Description .....	1
C. Course Intended Learning Outcomes .....	1
D. Course Readings .....	2
E. Study Time .....	3
<b>Part II: Course Assessments .....</b>	<b>4</b>
A. General Description.....	4
B. Grade Allocation and Due Dates .....	4
C. Summative Assessment: Specifications, Resources and Rubrics.....	6

## PART I: Course Details

### A. Background Matter

<b>Course Title:</b>	Practitioner Research for Organizational Learning
<b>Course Code:</b>	EDA 6114
<b>Credit Points:</b>	3
<b>Mode of Delivery:</b>	Online
<b>Instructor:</b>	Dr James Ko Email: <a href="mailto:jamesko@eduhk.hk">jamesko@eduhk.hk</a>

**Consultation Times:** For consultation on course matters, please contact us via email to arrange a mutually convenient time and setting.

### B. Course Description

This course explores how leadership for improving outcomes requires making learning visible. It presents the concept of ecosystem and its constituent levels and components as a base for understanding and applying the potential of research-engaged teams. Participants will explore the concept of process-based, outcomes-based and evidence-based practice as mechanisms for organizational effectiveness and improvement. The course suggests that leadership for enhanced outcomes requires evidence-based practice. Case studies of evidence-based practice are examined as exemplars of ways that practitioner-led research can support organizational learning. Participants will consider how different models of evidence-based and inquiry processes may support organizational learning. This includes consideration of qualitative and quantitative approaches to understanding and interpreting data as well as the notion of practitioner-research as study. This course provides the knowledge base for conducting an Innovation Development Project.

### C. Course Intended Learning Outcomes



Upon completion of this course, participants will be able to:

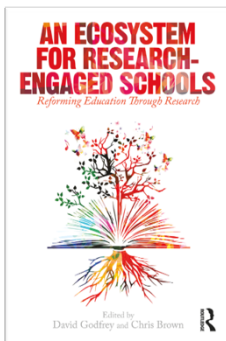
- Apply practitioner approaches to identify, inquire about, develop, and review strategies for organizational learning and school improvement
- Critically assess, synergise and apply qualitative and quantitative approaches to study process-based, outcomes-based and evidence-based practice

- Develop strategies to conduct case studies of evidence-based practice
- Apply research knowledge and contextual analyses to designing an organizational inquiry project to be conducted by a research-engaged practitioner team

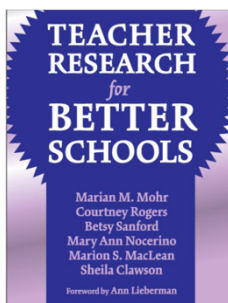
#### D. Course Readings



These two pieces of readings will be highly useful:



Godfrey, D., & Brown, C. (Eds.). (2019). *An ecosystem for research-engaged schools: Reforming education through research*. Routledge.



Mohr, M. M. (Ed.). (2004). *Teacher research for better schools*. Teachers College Press.

Several readings are placed in the BookRoll on the Moodle. Course participants are required to read articles that will help them to complete course assessments or to develop their understanding of the course themes. Choose what is most relevant to you and your work. You do not have to read everything.

## E. Study Time



Day	Time	Sessions
<b>Jan 27 (Fri)</b>	AM	Introduction
	AM	(Core) Evidence-based, ecosystem research
	PM	School Self-evaluation + Leadership (Guest)
<b>Jan 28 (Sat)</b>	AM	Initial Teacher Education + Professional Learning Communities
	PM	Professional Learning + Professional Inquiry
<b>Jan 29 (Sun)</b>	AM	Individual Presentation (10 + 5 mins each)
	PM	Individual Presentation (10 + 5 mins each)
	PM	Round-up; SET

## Part II: Course Assessments

### A. General Description

For this course, participants will be assessed based on the completion of **ONE** preparation task, **ONE** team task and **ONE** individual essay.

### B. Grade Allocation and Due Dates



Assessment Tasks	Weight	Length	Due Date
<b>Assessment 1</b> Preparation task: Ecosystem analysis	25%	900 – 1,000 words	5 Feb 2023
<b>Assessment 2</b> Participant-led presentation	20%	10 + 5 mins	29 Jan 2023
<b>Assessment 3</b> Organizational Inquiry Project Proposal	55%	2,500 – 3,000 words	5 Mar 2023

Generic Grade Descriptors:

Course Grade	A+	A	A-	B+	B	B-	C+	C	C-	D	F
<b>Attainment of Course Intended Learning Outcomes (CILOs) / assessment criteria</b>	All / most of the stated CILOs / assessment criteria have been met <u>at an exceptionally high level</u>	All / most of the stated CILOs / assessment criteria have been fully met <u>at a high standard</u>		All / most of the stated CILOs / assessment criteria have been fully met <u>at a good standard</u>			Most of the stated CILOs / assessment criteria have been met		Some of the stated CILOs / assessment criteria have been met		None of the stated CILO / assessment criteria have been met
<b>Interpretation</b>	<b>DISTINCTION</b>			<b>GOOD</b>			<b>SATISFACTORY</b>		<b>BELOW SATISFACTORY</b>		<b>FAIL</b>
	<b>Exceptional</b>	<b>Outstanding</b>	<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Fairly Good</b>	<b>Satisfactory</b>	<b>Barely Satisfactory</b>	<b>Below Satisfactory</b>	<b>Barely Pass</b>	<b>Fail</b>
<b>Grade Point Equivalent</b>	4.33	4.00	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.00	0.00
<b>Mark Range</b>	96-100	88-95	81-87	76-80	71-75	66-70	59-65	51-58	46-50	41-45	0-40
<b>Understanding of subject matter/topic</b>	Demonstrates a deep understanding and full interpretation of the subject matter/topic and the underlying theories.	Demonstrates a thorough understanding and a highly convincing interpretation of the subject matter/topic and the underlying theories.	Demonstrates a full understanding and interpretation of the subject matter/topic and the underlying theories.	Demonstrates a high level of understanding and interpretation of the subject matter/topic with a strong grasp of the underlying theories.	Demonstrates a good level of understanding and interpretation of the subject matter/topic and underlying theories.	Demonstrates a general understanding and interpretation of the subject matter/topic and the underlying theories.	Demonstrates a fairly adequate grasp of the subject matter/topic in terms of factual understanding but theoretical understanding is at a superficial level.	Demonstrates a basic understanding of the subject matter/topic but with a superficial grasp of theoretical perspectives.	Demonstrates an inadequate grasp of the subject matter/topic and with little theoretical discussion.	Demonstrates very inadequate understanding of the subject matter/topic with little theoretical discussion.	Demonstrates poor understanding of the subject matter/topic and the underlying theories.
<b>Cognitive/ Intellectual skills</b>	Shows a very sophisticated level of critical reflection, analysis, evaluation and/or synthesis.	Shows a very high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a high level of critical reflection, analysis, evaluation and/or synthesis.	Shows a good level of critical reflection, analysis, evaluation and/or synthesis.	Shows a sound level of critical reflection, analysis, evaluation and/or synthesis.	Shows some trace of critical reflection, analysis, evaluation and/or synthesis.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows limited level of critical reflection, with little or no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows very little evidence of critical reflection, with no attempt at analysis, evaluation and/or synthesis, though the material is organized logically.	Shows no evidence of critical reflection and no attempt at analysis, evaluation and/or synthesis.	Shows no evidence of critical reflection and no attempt at analysis, evaluation, and/or synthesis.
<b>Presentation of ideas</b>	Presents highly original ideas with great lucidity and succinctness.	Presents original ideas with great lucidity and succinctness.	Presents fairly original ideas with great lucidity and succinctness.	Presents very sound ideas with lucidity and succinctness.	Presents sound ideas with reasonable clarity.	Presents sound ideas with reasonable clarity.	Presents some ideas with limited soundness and clarity.	Presents some ideas with limited soundness and clarity.	Presents ideas with very limited clarity.	Presents ideas with ambiguity.	Presents ideas poorly and ambiguously.
<b>Organization and referencing</b>	Extremely well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently and accurately written and correctly referenced.	Very well organized and structured, fluently written and correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Well organized, fluently written and, in the main, correctly referenced.	Fairly well organized, fluently written and, in the main, correctly referenced.	Recognisable organization, and referenced with errors.	Loosely organized, weak grammatically and referenced with errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, very weak grammatically and referenced with frequent errors.	Poorly organized, full of grammatical errors, communication is seriously impeded, and reference with numerous errors.
<b>Use of readings/ literature</b>	Evidence of extensive and judicious use of relevant readings/ literature to support the arguments.	Evidence of extensive and thoughtful reading/ literature in the subject/topic area.	Evidence of a substantial knowledge of relevant readings/ literature.	Evidence of extensive readings/ literature in the topic area.	Evidence of adequate readings/ literature in the topic area.	Evidence of some readings/ literature.	Evidence of some readings/ literature.	Evidence of a somewhat cursory acquaintance with readings/ literature.	Evidence of a minimal acquaintance with readings/ literature.	Very minimal acquaintance with readings/ literature.	No evidence of independent reading.

## C. Summative Assessment: Specifications, Resources and Rubrics



### In General:

1. Keep within the maximum word count. This is one of the major challenges for most writers!
2. Cite relevant literature to ensure that you demonstrate your capacity to apply theory to practice or to use practice to reflect on theory.
3. If you cite a source, use APA format.
4. Put a nifty title on your work.
5. Use headings and subheadings to frame the essay organization.
6. Ideally, get a peer to take a look before submitting. If you think it is too much for someone to give feedback on a whole assessment, just give them a page, or an important paragraph, or an illustration. Use your colleagues in this way to generate some thinking.
7. Ask us if you are not clear.

### Assessment 1

#### Preparation task: Ecosystem analysis (900 – 1,000 words) (25%)

- Write a critical ecosystem/SWOT analysis of his/her own professional setting
- Identify with justifications a pressing problem that needs to be addressed
- Suggest a methodological approach to tackle the problem



## Ecosystem analysis template

This template is a heuristic guide for you to write the analysis. This template has been prepared by adapting the study guide for problem-diagnosis scenario cases in William Ellet's *The Case Study Handbook: A Student's Guide* (pp. 241-246). Harvard Business Review Press. You should also read Chapter 6 carefully.

### The problem of the School (or the educational organization)

A problem is defined from the perspective of a person with a role, so people in different roles may define the problem differently. It is also fruitful to identify the problem to look backwards at its causes. There may be a chain of causes.

For example, the problem of a school with poor academic outcomes is NOT "poor academic outcomes" itself. It could be poor teaching, unmotivated students, or lousy leadership.

What evidence can you identify to justify the cause(s) of the problem?

What theory can help determine whether a cause is a contributor to the problem?

We are looking for a broader diagnosis regarding SWOT analysis by going beyond the focus on the problem and its causes to include an organization's strengths, weaknesses, opportunities, and threats, which define the organization's ecosystem like below:

<b>Strengths</b>				
Facts/evidence	How does the strength help counter the problem	Immediate step to make use of it (< 1 yr)	Short-term step make use of it (3 yrs)	Long-term step to make use of it (5 yrs)
The collegiality among teachers is good.	Collegiality helps to tap into the knowledge and experience of subordinates.	Department heads let teachers decide without reporting to the principal.	The supervisor needs to encourage teachers to collaborate more.	Set up coaching scheme for prospective junior leaders.
Strength 2				
Strength 3				
Strength 4				

<b>Weaknesses</b>				
Facts/evidence	How does the weakness contribute to the problem	Immediate step to address it (< 1 yr)	Short-term step to address it (3 yrs)	Long-term step to address it (5 yrs)
The principal has poor leadership.	The principal's autocratic leadership style led to several bad decisions because he failed to tap into the knowledge and experience of subordinates.	The principal stops attending the meetings of different departments.	The supervisor needs to intervene and push the principal to become more collaborative in decision making.	The principal should receive leadership coaching.
Weakness 2				
Weakness 3				
Weakness 4				

<b>Opportunities</b>				
Facts/evidence	How does the opportunity help counter the problem	Immediate step to take advantage of it (< 1 year)	Short-term step to take advantage of it (3 yrs)	Long-term step to take advantage of it (5 yrs)
The government is providing all schools with an extra half million of budget.				
Opportunity 2				

Opportunity 3				
Opportunity 4				

<b>Threats</b>				
Facts/evidence	How does the threat make the problem worse	Immediate step to tackle it (< 1 yr)	Short-term step to tackle it (3 yrs)	Long-term step to tackle it (5 yrs)
COVID has affected the school, and it probably will become part of our life.				
Threat 2				
Threat 3				
Threat 4				

At the end of your diagnosis, develop an action plan with some of the steps discussed above. Therefore, we can modify the above table as follows:

<b>Actions to Tackle Poor Principalship</b>				
Facts/evidence	How cause contributes to the problem	Immediate step (< 1 yr)	Short-term step (3 yrs)	Long-term step (5 yrs)
The principal is an autocratic leader who makes major decisions without consulting anyone.	The principal's autocratic leadership style led to several bad decisions because he failed to tap into the knowledge and experience of subordinates.	The principal stops attending the meetings of different departments.	The supervisor needs to intervene and push the principal to become more collaborative in decision making.	The principal should receive leadership coaching.

- Describe the school or the educational organization and state the problem at the beginning in 100 words
- Then, rewrite the above SWOT table in prose format, with each part in 150-200 words

Assessment rubric:

EDA 6114 Practitioner Research for Organizational Learning				Instructor: Dr James Ko	Student Name:		
Ecosystem analysis (25%)				ID:			
Domain	Wgt	Poor (<4 points) (<=D)	Fair (5 points) (=C)	Proficient (7 points) (=B)	Excellent (10 points) (=A)	Pts	Total
Issue Identification	20%	A very weak analysis of the problem with an ecosystem account	A satisfactory conceptual analysis of the problem with a clear ecosystem account	A conceptually sound analysis of the problem and the chosen problem	An in-depth and conceptually sound analysis of the chosen problem in its ecosystem		0
SWOT Analysis	40%	A very weak analysis in all aspects	Shows <b>two out of four aspects of SWOT analyses</b> inadequate	Shows <b>only one out of four aspects of SWOT analyses</b> inadequate	Shows ALL four aspects of SWOT analyses insightful		0
Methodological suggestions	25%	Confusing methodologies	Somewhat clear and organized methods	Clearly expressed and organized methods	Fluently expressed and coherently organized methods		0
Language and Organization	15%	Very weak organization to facilitate the analysis	Some organization of data to facilitate understanding of the analysis	Appropriate organization of data to facilitate understanding of the analysis	Effective organization of data to facilitate understanding of the analysis		0
Comments:	100%				<b>Total:</b>	<b>0</b>	<b>0</b>
<b>Grades:</b>							<b>F</b>

## **Assessment 2**

### **Participant-led presentation (10 + 5 mins) (20%)**

- Select a practitioner-based problem
- Facilitate critical discussions of the problem with a selected framework
- Make a case for her/his proposed change
- Apply research knowledge and contextual analyses

Assessment rubric:

EDA 6114 Practitioner Research for Organizational Learning				Instructor: Dr James Ko	Student Name:		
Participant-led presentation (20%)					ID:		
Domain	Wgt	Poor (<4 points) (<=D)	Fair (5 points) (=C)	Proficient (7 points) (=B)	Excellent (10 points) (=A)	Pts	Total
<b>Framing the problem:</b> Present the chosen problem area	10%	Fails to present the problem for inquiry	Presents the problem without clear relevance to the organization's ecosystem	Adequately argue for the significance of the chosen problem for the organizations' ecosystem	Forcefully argue for the significance of the chosen problem for the organization's ecosystem		0
<b>Research knowledge:</b> Propose methods appropriate for partitioners to collect evidence for the proposed practice(s)	40%	Fails to propose adequate research methods	Suggests weak/satisfactory methods as a practitioner to ensure the expected evidence is sufficient the proposed practice	Proposes adequate/sound methods for collecting evidence, but the overall plan has gaps	Proposes ingenious methods to engage a practitioner-team to collect evidence		0
<b>Critical discussion:</b> Engages others in a critical discussion of the chosen problem area and its significance to one's organization	30%	Shows essentially no critical evaluation of the ecosystem of one's organization	Has a rough evaluation of the ecosystem of one's organization	Demonstrates a clear critical evaluation of one's organization	Has an exceptional critical evaluation of one's organization and its future as an ecosystem		0
<b>Style and presentation:</b> Present the chosen problem and practitioner research with clarity, fluency, and coherence	20%	Confusing	Influent, but intelligible	Fluent with minor errors	Very engaging		0
<b>Comments:</b>	100%				<b>Total Scores</b>	<b>0</b>	<b>0</b>
						<b>Grades:</b>	<b>F</b>

### **Assessment 3**

#### **Organizational Inquiry Project Proposal (2,500-3,000 Words) (55%)**

- Integrate and address feedback from presentation and online discussions
- Use relevant frameworks taught in this course
- Discuss how successful outcomes will be determined, and how evidence will be collected to determine outcomes
- Implement strategies to develop an evidence-based practice conducted by a research-engaged practitioner team in his/her own setting
- Critically evaluate the benefits for future work for related change proposals

Assessment rubric:

EDA 6114_Practitioner Research for Organizational Learning				Instructor: Dr James Ko	Student Name:		
Organizational Inquiry Project Proposal (55%)					ID:		
Domain	Wgt	Poor (<4 points) (=F-D)	Fair (5 points) (=C)	Proficient (7 points) (=B)	Excellent (10 points) (=A)	Pts	Total
<b>Integration:</b> Address the problem area with feedback from the in-class presentation and comments from others	15%	Fails to address the problem or acknowledges others' comments	Shows limited effort to address the problem and acknowledge others' comments	Demonstrates a strong ability in addressing the problem with others' comments	Demonstrates an outstanding address of the problem with exceptional integration of others' comments		0
<b>Relevance framework(s):</b> Apply theoretical model(s) to the chosen problem area	25%	Makes no/minimum amount of references to develop theoretical foundations for the inquiry	Shows insufficient or inadequate references to the literature to make a clear theoretical framework	Make good references to the literature to develop a logical theoretical framework	Has exceptional references to the literature and applies models logically to develop a robust theoretical framework		0
<b>Proposed methods:</b> Adopt methods appropriate for partitioners to collect evidence for the proposed practice(s)	25%	Fails to propose adequate research methods or lacks convincing outcomes	Suggests weak or inappropriate methods as a practitioner to ensure evidence is sufficient the proposed practice	Proposes adequate methods for collecting evidence, but the overall plan has gaps	Proposes ingenious methods to engage a practitioner-team to collect evidence		0
<b>Critical evaluation:</b> Provides a critical evaluation of how the proposal can benefit future work	20%	Shows essentially no critical evaluation of the ecosystem of one's organization	Has a rough evaluation of the ecosystem of one's organization	Demonstrates a clear and critical evaluation of one's organization	Has an exceptional critical evaluation of one's organization and its future as an ecosystem		0
<b>Language and organization:</b> Organize the proposal with clarity, fluency, and coherence	15%	Has numerous spelling and grammatical errors and lacks a clear, consistent organization, making intended meanings unclear. No/a few references are used	Has a few spelling and grammatical errors that don't impede readership. Paragraphs and headings are inadequate. References and citations are insufficient	Some occasional spelling and grammatical errors don't affect the reading. Citations and references suggest good coverage of readings	Presents a logical and coherent proposal in a publishable quality		0
<b>Comments:</b>	100%				<b>Total Scores</b>		<b>0</b>
						<b>Grade:</b>	<b>F</b>