

ACTION RESEARCH IN EDUCATION

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Outline

- ▶ I. AR theoretical grounds and methodology, procedure and data collection methods
- ▶ II. Reflective practitioner
- ▶ III. University-school partnership



AR definitions

Kurt Lewin, who is often credited with inventing **the term action research**: instead of focusing on surveys and statistical methods, action research's purpose was to improve social formations by involving participants in a cyclical process of fact finding, planning, exploratory action and evaluation

- **Wilf Carr and Stephen Kemmis**: action research **theory and methodology** within the framework of critical theory by Habermas; Action researchers, working collaboratively, would be able to create 'ideal speech situations' in which communication between individuals would be free and open, unconstrained by considerations of power and status.
- **Noffke**: action research work as encompassing **three dimensions**: the professional, the personal and the political.

Think-pair-share (5')

- Write a statement which includes the word '*research*' and to some extent shows your attitude or relates to your experience with research.
- Find a partner to share your thoughts with. (not the person next to you)
- Be ready to report in the audience.

Section 1: AR theoretical ground and methodology



	Action research	Research in education
Is realized by:	<ul style="list-style-type: none"> • Educators-practitioners 	<ul style="list-style-type: none"> • Academic lecturers
Aims of research are defined through:	<ul style="list-style-type: none"> • Specific practical problems 	<ul style="list-style-type: none"> • Scientific priorities in creating the universal pedagogical theory
Research results:	<ul style="list-style-type: none"> • Formulated in the language of educational practices 	<ul style="list-style-type: none"> • Often are complex for the school teachers to understand
Using results:	<ul style="list-style-type: none"> • Generalized at educational institution (school, department, faculty) 	<ul style="list-style-type: none"> • articles publication



Conclusion 1

- Research in action – research *for* education rather than *about* education
- Action research adds the researcher's competency to teacher's / lecturer's competencies



ACTION RESEARCH TYPES

- ❖ Individual research in teacher's actions
- ❖ Collaborative action research
- ❖ Extended school research in action
- ❖ Extended regional research in action

General Principles of Action Research

- AR is realized by teachers wishing to understand & improve their practices which adds more personal characteristics to research, leads to recognition or critical judgments about conditions, under which educational practices are realized. Thus the context for research is not of the fundamental character (nature).
- AR follows the certain stages procedure like: planning, stages of realisation and reflection at the end which gives a perception of AR as cycle «action-reflection».
- AR includes data collecting about practice.
- AR features the educators trying to see how efficient the planned and realised practical changes are.
- AR corresponds to the principles of systematic and scientific approach.

Walters-Adams (2006)

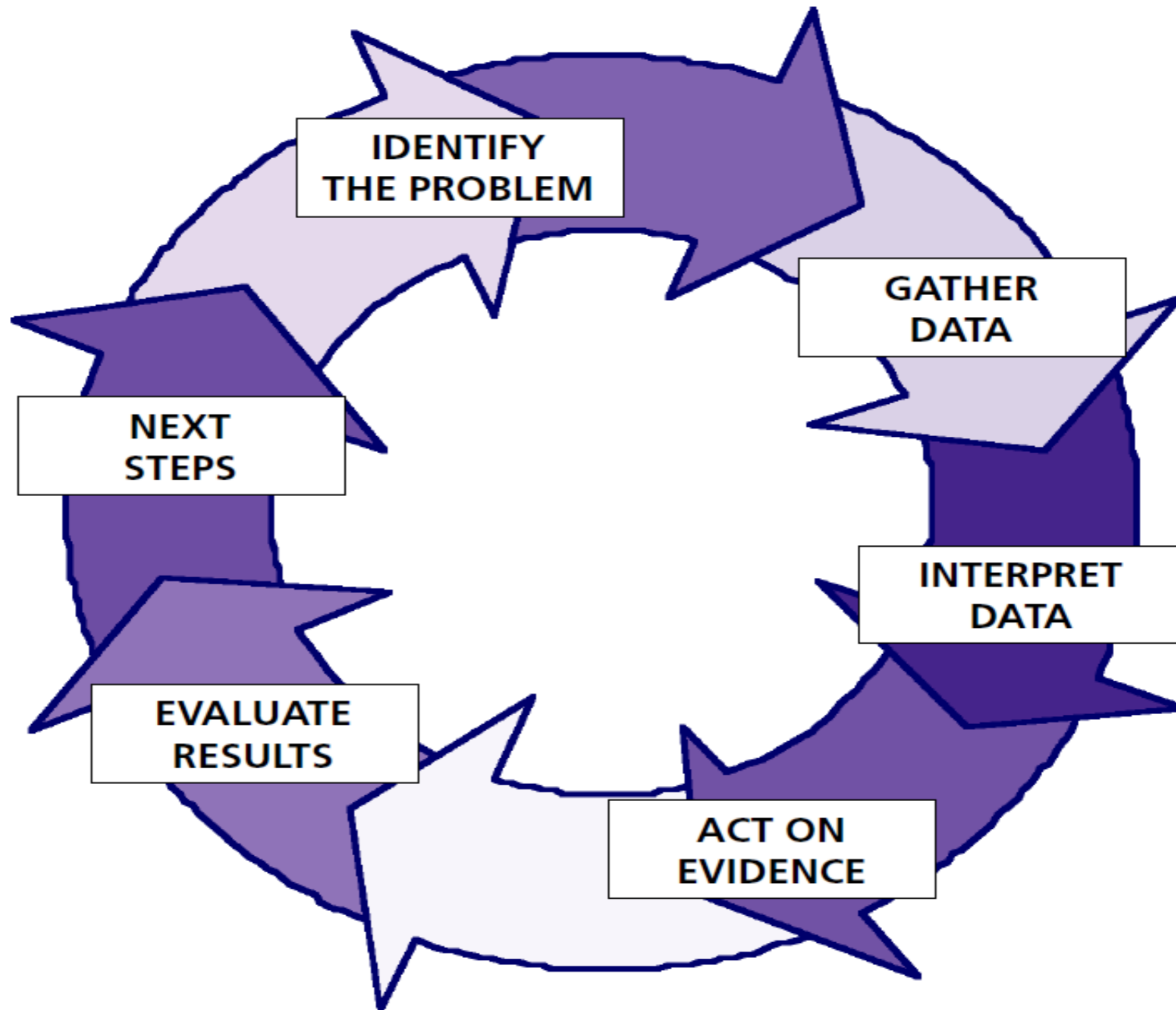


STAGES OF ACTION RESEARCH

- Defining the problem area
- Data collecting
- Work with data
- Evaluation of results
- Follow-up



Conclusion 2: Action research has the cyclic character



Section 2: AR procedure



Research stages in action

- Setting up the AR question
- Data collecting
- Data analysis
- Results evaluation



Research question

- Up-dated (actual, current situation)
- Offers more than one answer
- Practically meaningful
- Specific
- Clear, understandable
- May contain scientific notions

Research Action Plan

- Choosing the data collection method
- Realisation of the chosen method for data collection
- Analysis of the collected data
- Discussion of the collected data with colleagues engaged
- Presentation of the collected data
- Planning the follow-up research

Practical task:

Formulate your own research question



Section 3: AR methods of data collecting



Types of Data

- Text-based (class journals, personal data documents, meetings protocols, attendance and performance data, results of testing etc.)
- Audiovisual (recordings of lectures, discussions, individual talks, meetings etc.)
- Surveys and interviews data

Conclusion 3

*Ways of data collecting should be relevant
to the subject of research
(research question)*



OBSERVATION

- Provide description of the research method of goal-oriented and organized perception, registration of the researched object state
- Determine the observation parameters of researched object (observation model)
- Keep the observation diary
- Use, if possible, video and audio-recordings

Documents analysis

- Search of data we need from various already existing documents
- Repeat data analysis (e.g. attendance, performance level etc.)
- Formulate criteria for the data in search
- Analyse the context of the document design while its contents interpretation is provided

Interview

- Guide the purposeful talk
- Formulate questions in agreement with object of research
- Define the respondents, their categories
- Do the audio or video recordings of the interview, provide transcripts to them
- Analyse existing recordings or transcripts



Survey, questionnaire, testing

Effective procedure of data collecting from different respondents

- Formulating the questions according the subject of research
- Finding the respondents and categorizing them
- Printing out the questionnaire answer sheets
- Checking the correct completion of questionnaires
- Analysing the results (statistics methods to be included)

Section 4:



Data Collecting

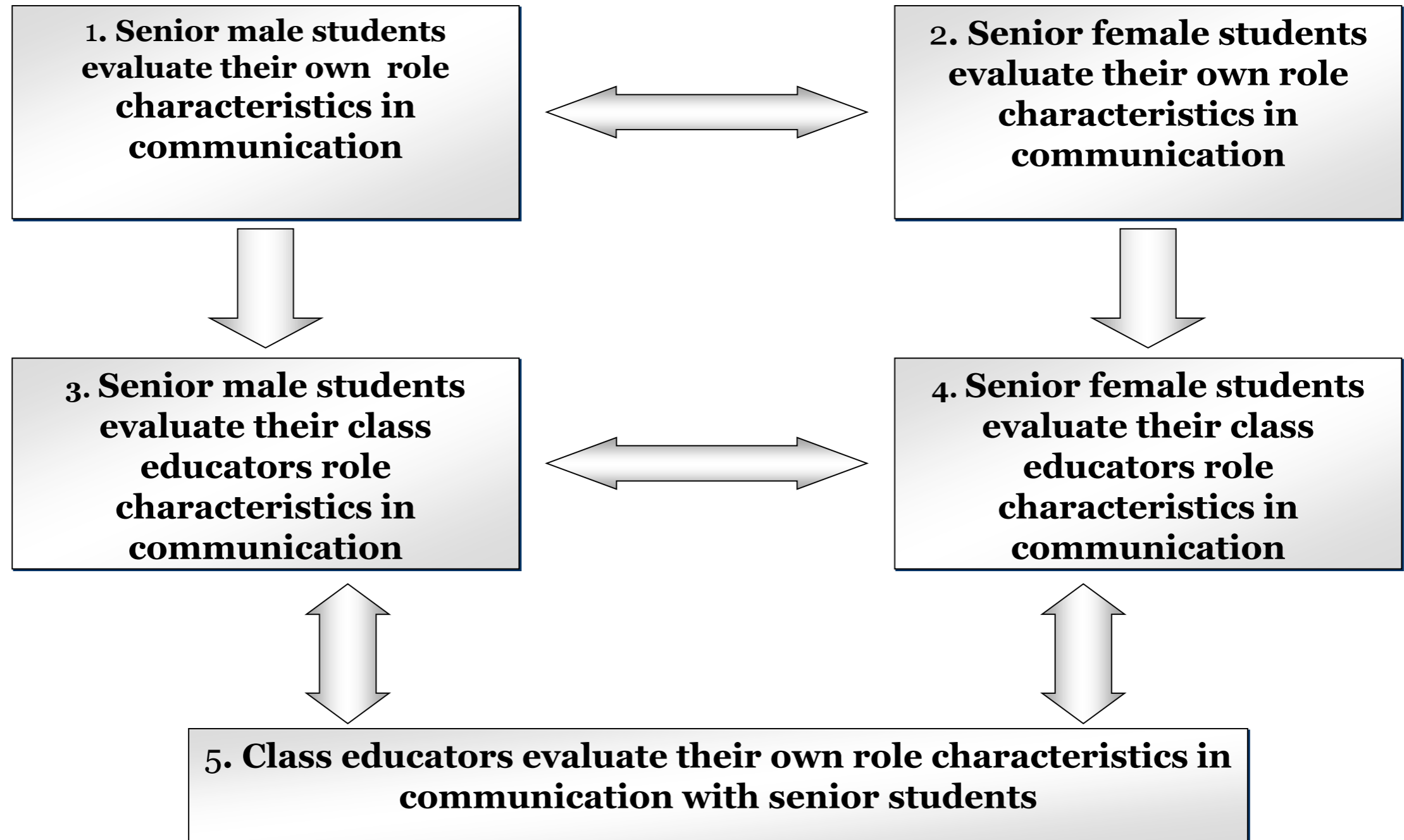


Figure 1. Class educators and senior students role characteristics in communication: evaluation and analysis

Reflective Tools

Reflective session / lesson plan

Team teaching / micro-teaching

Self-evaluation checklist

Peer observation and lessons record

Learners' feedback: Buddy diary or dialogue
journal

Reflective teacher's diary

Best practices / methods / techniques

Reading and research

Reflective Tools Descriptors

- ▶ ***Match descriptors and stages of reflection practice***
 - A. Colleagues visit each other's classes to learn from & give each other constructive feedback on aspects of teaching.
 - B. Colleagues teach classes in pairs so that they can explore & reflect on issues together.
 - C. Ts ask Ss for their ideas on the lesson/lecture – suggestions on what they think could be included / improved / changed.
 - D. A place where teachers write down what happens in their classes, reflect, plan what to do and evaluate the action they took.
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Reflective interview (5')

Think about an experience or incident in your class you have taught recently. This could be something you have had difficulty with, found challenging, or something you feel you would like to change.

Alternatively, it could be something interesting, surprising, humorous.

Now *work with a partner*. Interview each other using the stages in the reflective cycle.

▶ **Description, Feelings ,**

▶ **Evaluation and Analysis,**

Conclusion



Action plan



UERA SUMMER SCHOOL Ps GROUP SURVEY

ANY IDEAS ARE WELCOME!!!!

