

Towards an Action Research

Marie Paz E. Morales

Focus of Presentation

- Assessing..
- Defining AR....
- Other Basic Concepts of AR....
- Planning AR.....
- Identifying a Researchable Problem...



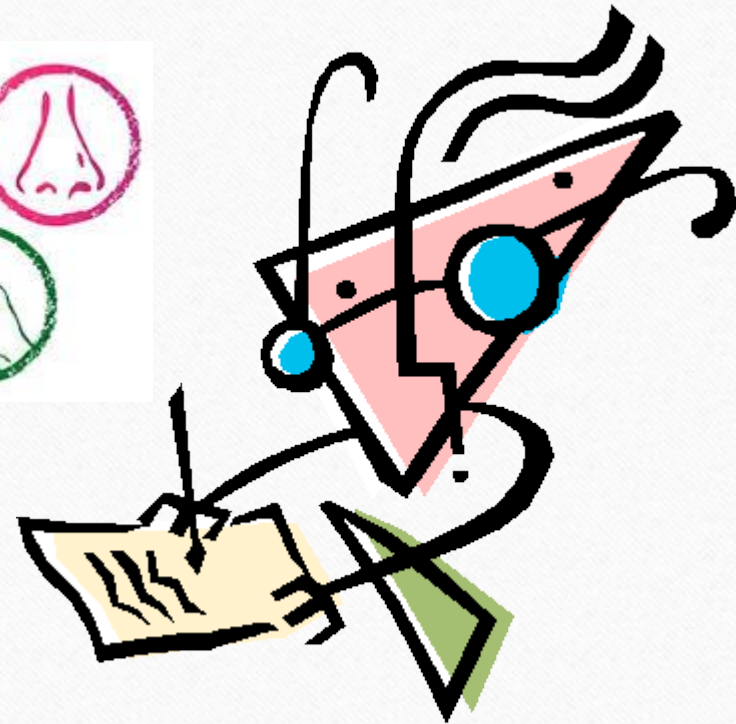
Assessing myself...

- ☐ I want my students to learn and be good in school as much as I could.



Assessing myself...

- ☐ What are my observations?



Assessing myself...

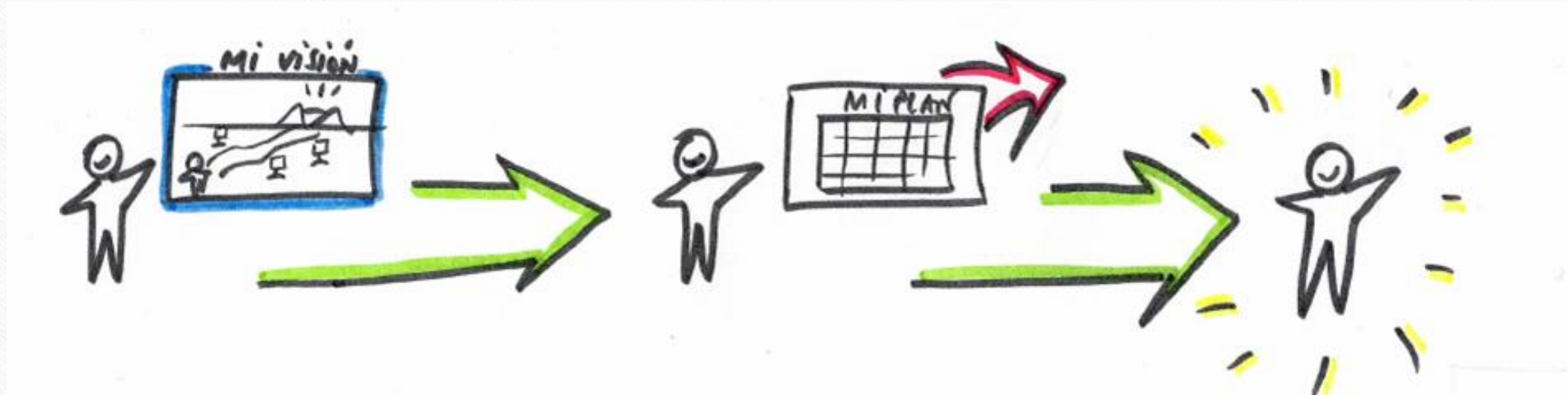
- Assessing myself...
 - ✓ I want my students to learn and be good in school as much as I could.
 - ✓ I like routine
 - ✓ I like incremental achievements
 - ✓ I can focus
 - ✓ I accept criticisms positively
 - ✓ I have good eyes for details
 - ✓ I have good mind for big ideas
 - ✓ I have a problem in mind
 - ✓ I have observations

Assessing myself...

- What are my observations?
 - On the learning of my students (blue card)
 - On their behavior (white card)
 - On assessing my students (green card)
 - On our classroom environment (yellow card)
 - Other things...concerning my school...(any card)

There will always be
bright ideas out
there....





Defining Action Research

- Carried out by teacher(s).
- In his/her own class.
- With his/her own students.
- To improve some aspect of learning/teaching.



Defining AR

Action research can be described as a family of research methodologies which pursue ACTION (or *Change*) and RESEARCH (or *Understanding*) at the same time (Dick, 2001)



KEY TOPICS

- Purposes and uses of Action Research
- Types of action research designs
- Key characteristics of action research
- Steps in conducting an action research study
- Evaluating an action research study



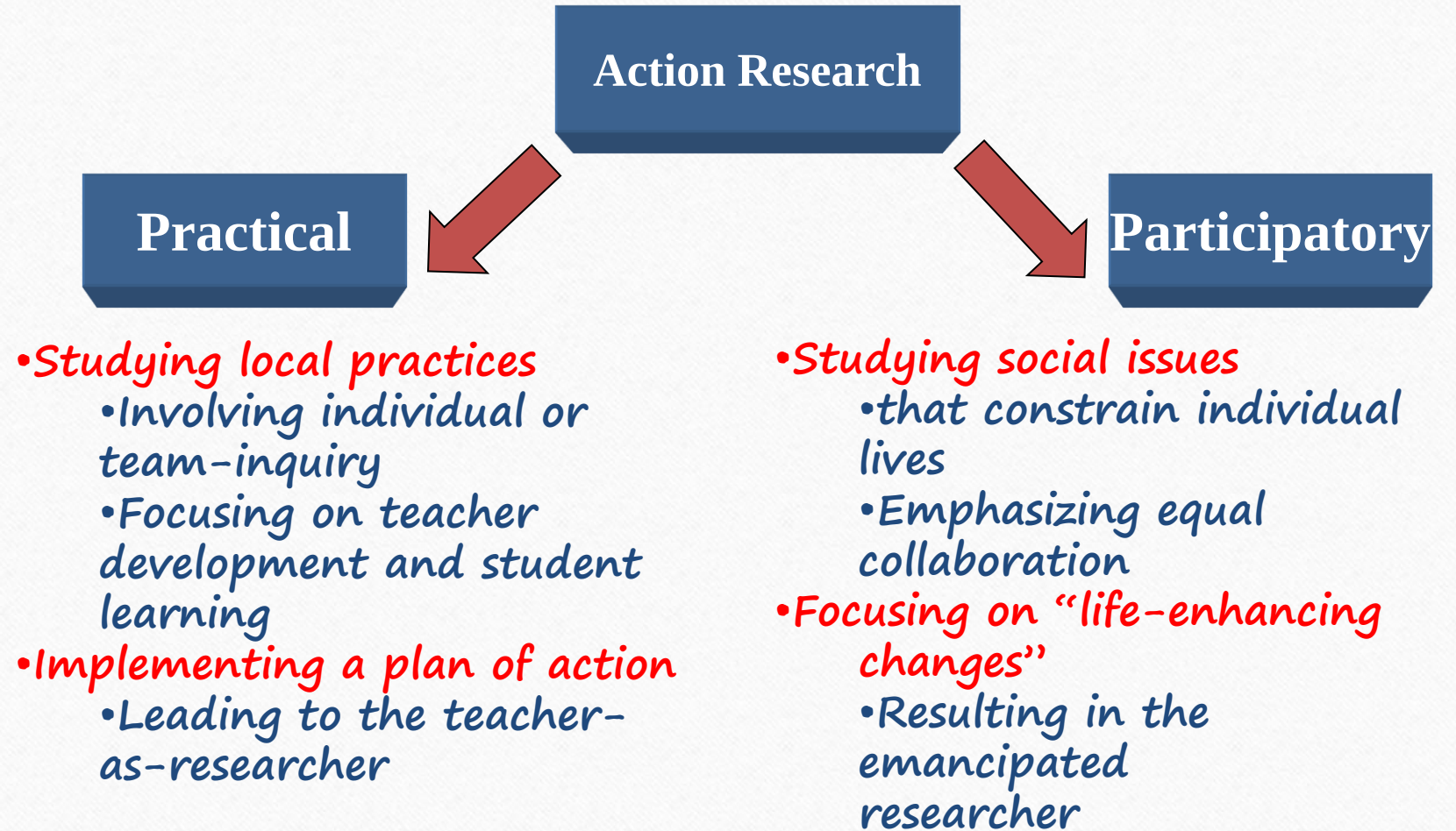
What is AR?

- **Action research** is systematic inquiry done by teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, how they teach, and how well their students learn (**Mills, 2000**).

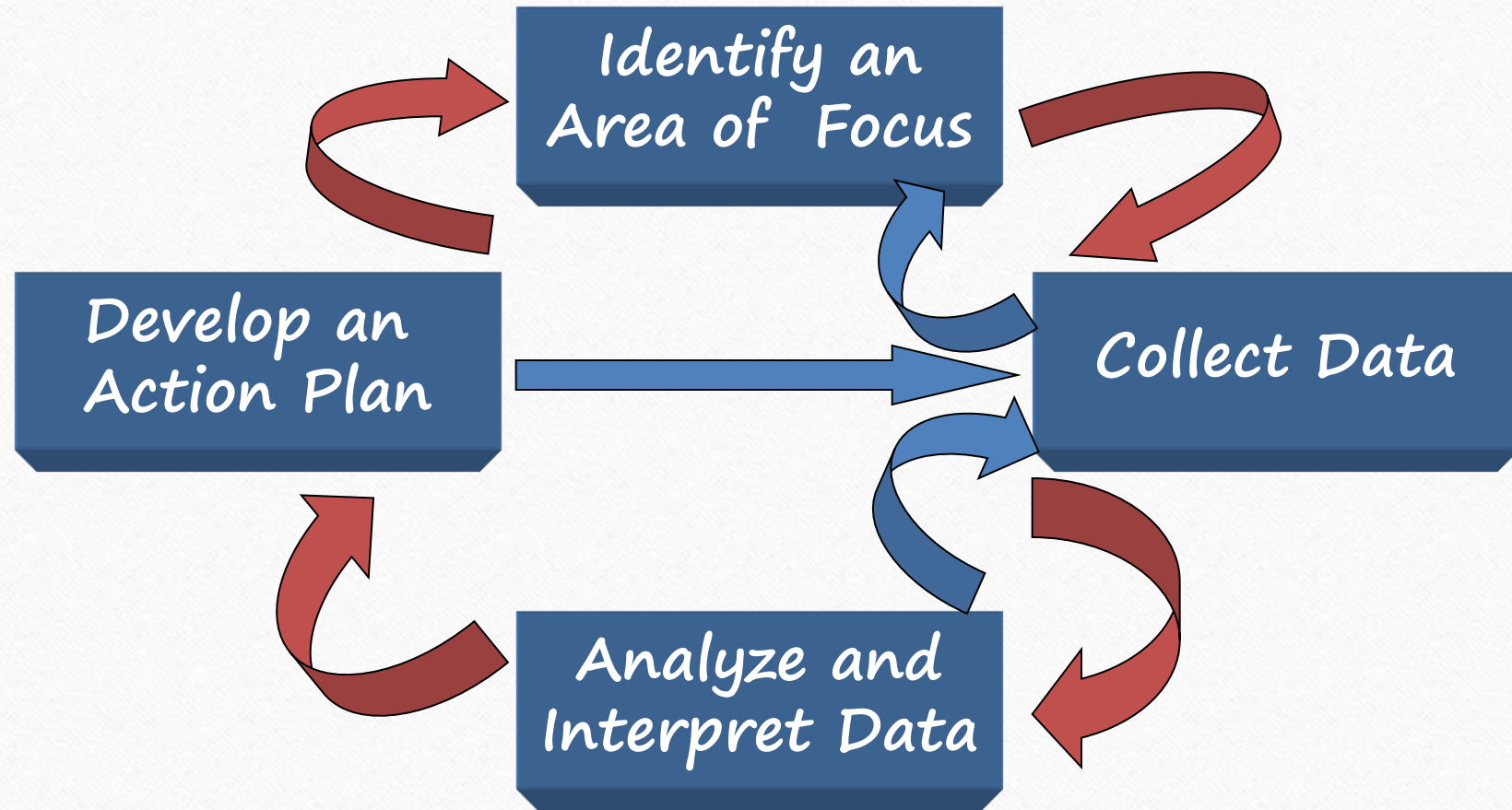
When to Use?

1. To solve an educational problem;
2. To help educators reflect on their own practices
3. To address school-wide problems
4. When teachers want to improve their practices

AR Designs



*Practical action research:
The Research Spiral
(Mills, 2000)*



Participatory Action Research (PAR)

- Participatory: people conduct studies on themselves
- Practical and collaborative
- Emancipatory (Challenges procedures)
- Helps individuals free themselves from constraints found in media, language, work procedures, and power relationships
- Reflexive focused on bringing about change in practices

My team...



PAZ



MAVIC



DON



EDNA

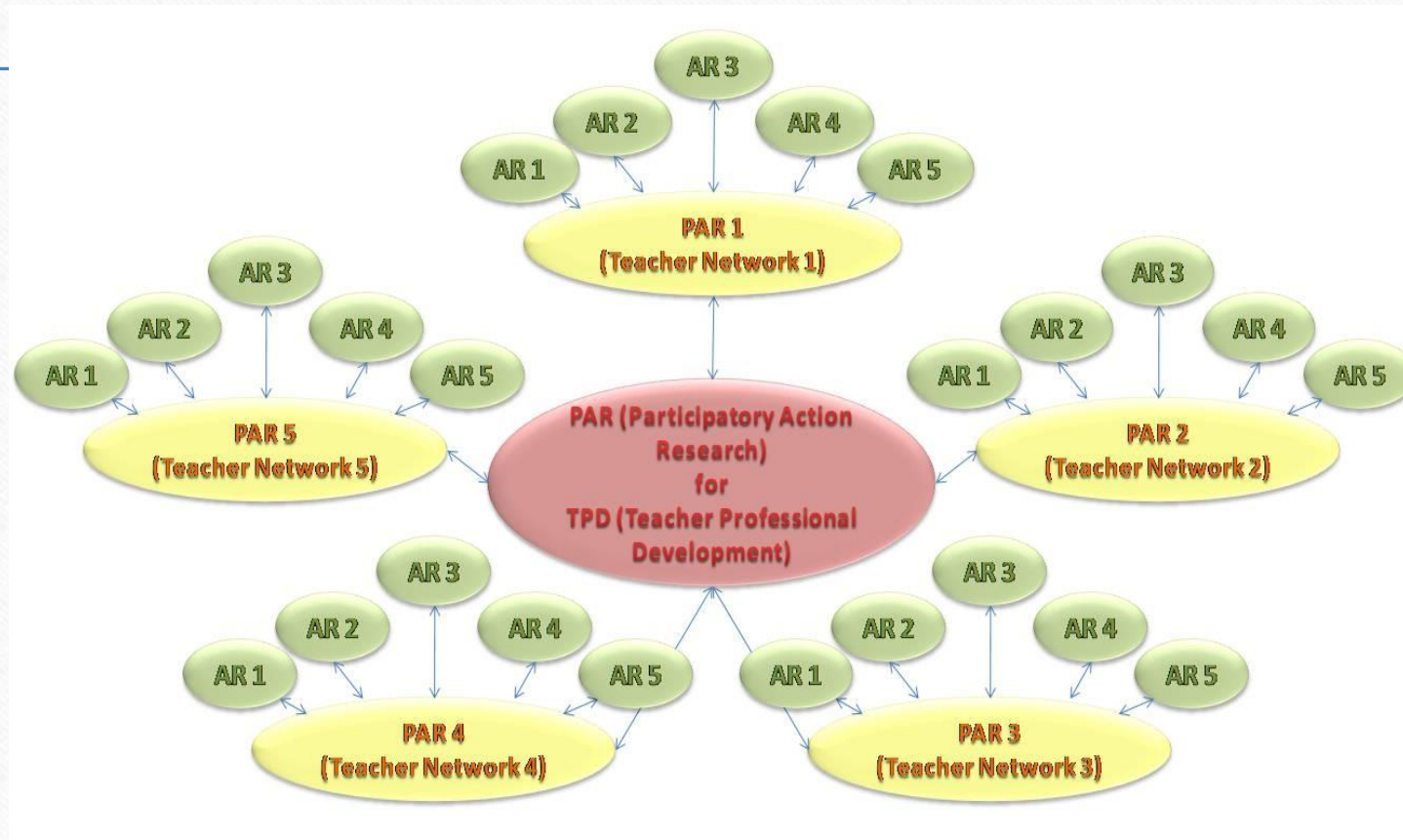


BEL

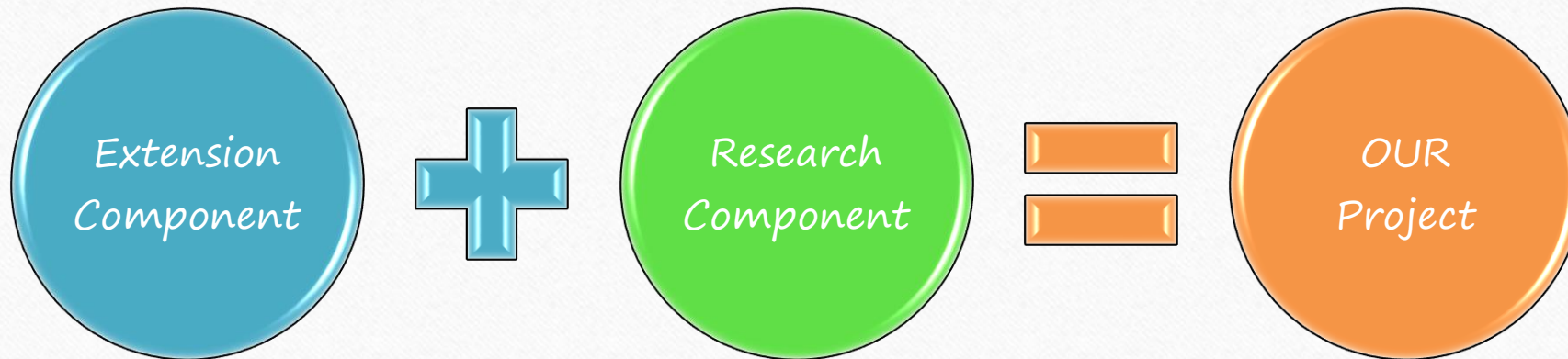


PORTIA

We conceptualized the project...



We conceptualized the project...



PAR cum AR: Crossing the Educational Paths through Reflective Practice



Reflective
Practitioner



Reflection-
in-Action



Reflection-
on-Action

PAR cum AR Teacher Professional Development...

PAR cum AR: Crossing the Educational Paths through Reflective Practice

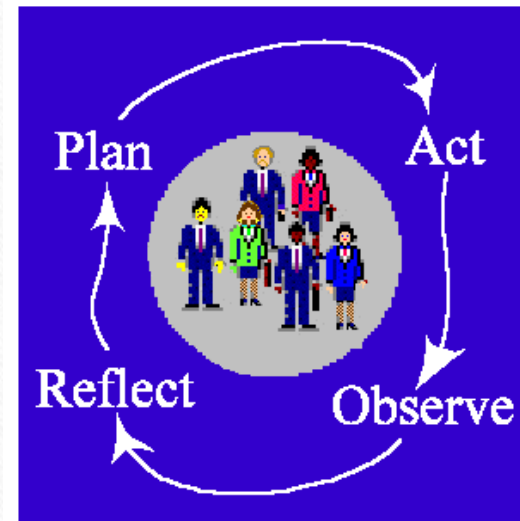
- **Reflection-in-Action:**
 - Constantly interacts with and modified ongoing practice of learning
 - On-spot improvising so that the experience will be perceived differently when one meets anticipated problem situation.
- **Reflection-on-Action**
 - Retrospective analysis of performance to gain knowledge from experience

AR pa more...

Key Characteristics

- A practical focus
- The educator-researcher's own practices
- Collaboration
- Dynamic process
- A plan of action
- Sharing research

Action Research Interacting Spiral



Key Characteristics

A Practical Focus

- *A problem that will have immediate benefits for*
 - Single teacher
 - Schools
 - Communities

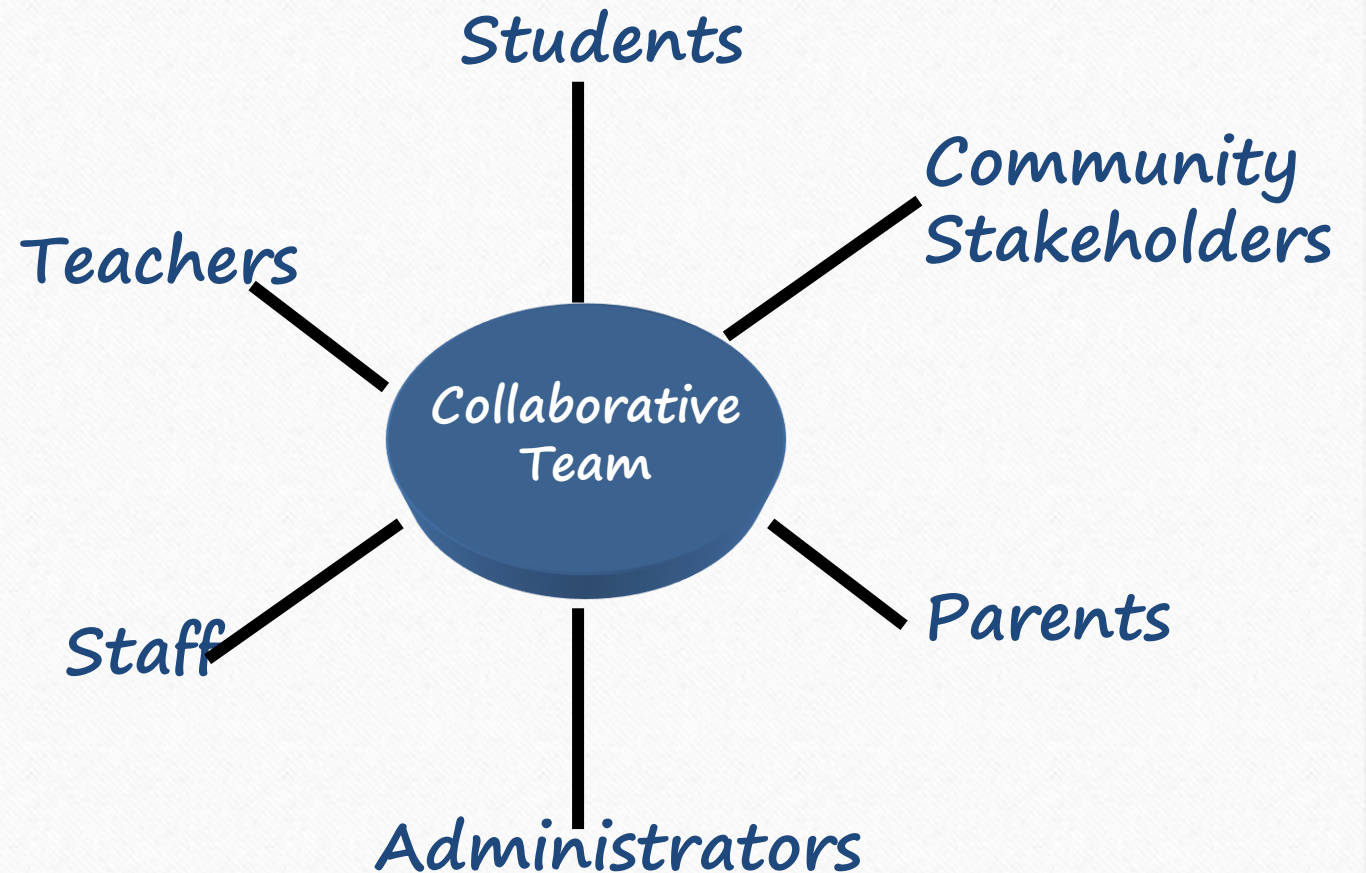
Key Characteristics

Study of the
educator-
researcher's own
practices

- *Self-reflective* research by the educator-researchers turns the lens on their own educational classroom, school, or practices.

Key Characteristics

Collaboration



Key Characteristics

A Dynamic Process

- Dynamic process of spiraling **back** and **forth** among **reflection**, **data collection**, and **action**
- **DOES NOT** follow a **linear** pattern
- **DOES NOT** follow a **causal** sequence from problem to action

Key Characteristics

A Plan of Action

- The action researcher develops a plan of action
- Formal or informal; involve a few individuals or an entire community
- May be presenting data to stakeholders, establishing a pilot program, or exploring new practices

Key Characteristics

Sharing Research

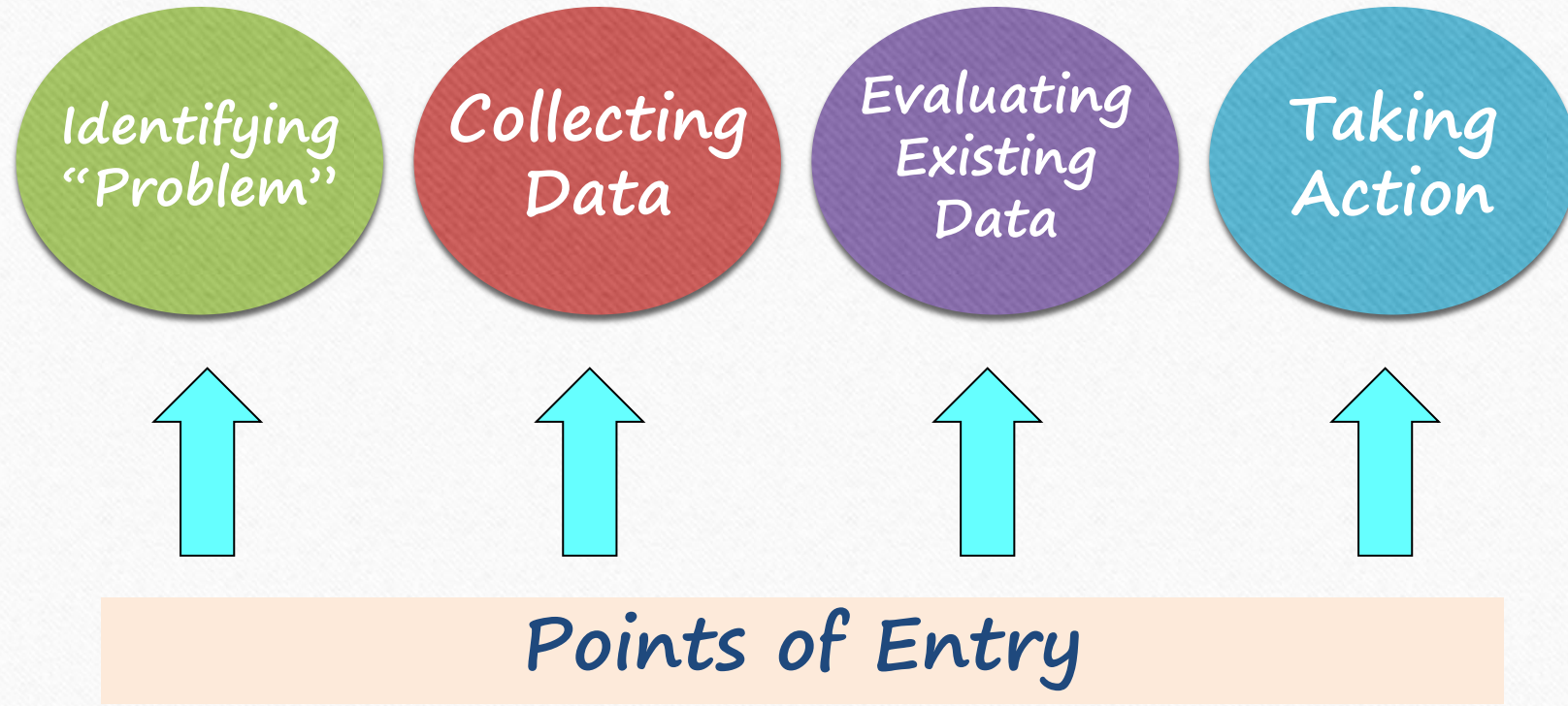
- Groups of stakeholders
- Local schools, educational personnel
- Local or state individuals
- Not specifically interested in publication but in sharing with individuals or groups who can promote change

Remember the Features

- Contextualised, small-scale and local
- Evaluative and reflective
- Aims to bring about change
- Changes are based on the collection of data which provides impetus for change
- Cyclical.

(Adapted from Burns, 1999:30)

Where to begin?



Sources of Observation

Instruction

- *Strategy*

Assessment

- *diagnosis*

Classroom Management

- *Parental
involvement*

Some Tips

- “What classroom problem or issue do I need to solve (or improve)?”
- Consider whether the type of information needed to solve the problem is available.
- Make sure that the researcher can obtain the data needed to carry out the action research.

General Steps

- Determine if action research is the best design to use.
- Identify the problem to study
- Locate resources to help address the problem
- Identify the information you will need

TASK 1

Point of Entry

Exercise 1. Point of Entry

IDENTIFYING PROBLEM AREA	
Your observation/actual situation in the field	
Education domain on which the your observations are anchored	
Your focus/Initial question(s)	
Intended Action to address the observation or initial questions.	
Your Name, Designation and Affiliation	

Teacher-Researcher Checklist

Teacher-Researcher Checklist

I. Checklist of Tasks for the Teacher – Researcher Action Research

I. Planning and Developing

- ☐ Proposal Objectives/Problem
- ☐ Research Design
- ☐ Action Plan

II. Teaching and Data Collection

- ☐ Putting plans and designs into practice
- ☐ Keeping reflective records
- ☐ Data Collected
- ☐ Intended/Outcomes
- ☐ Problems encountered

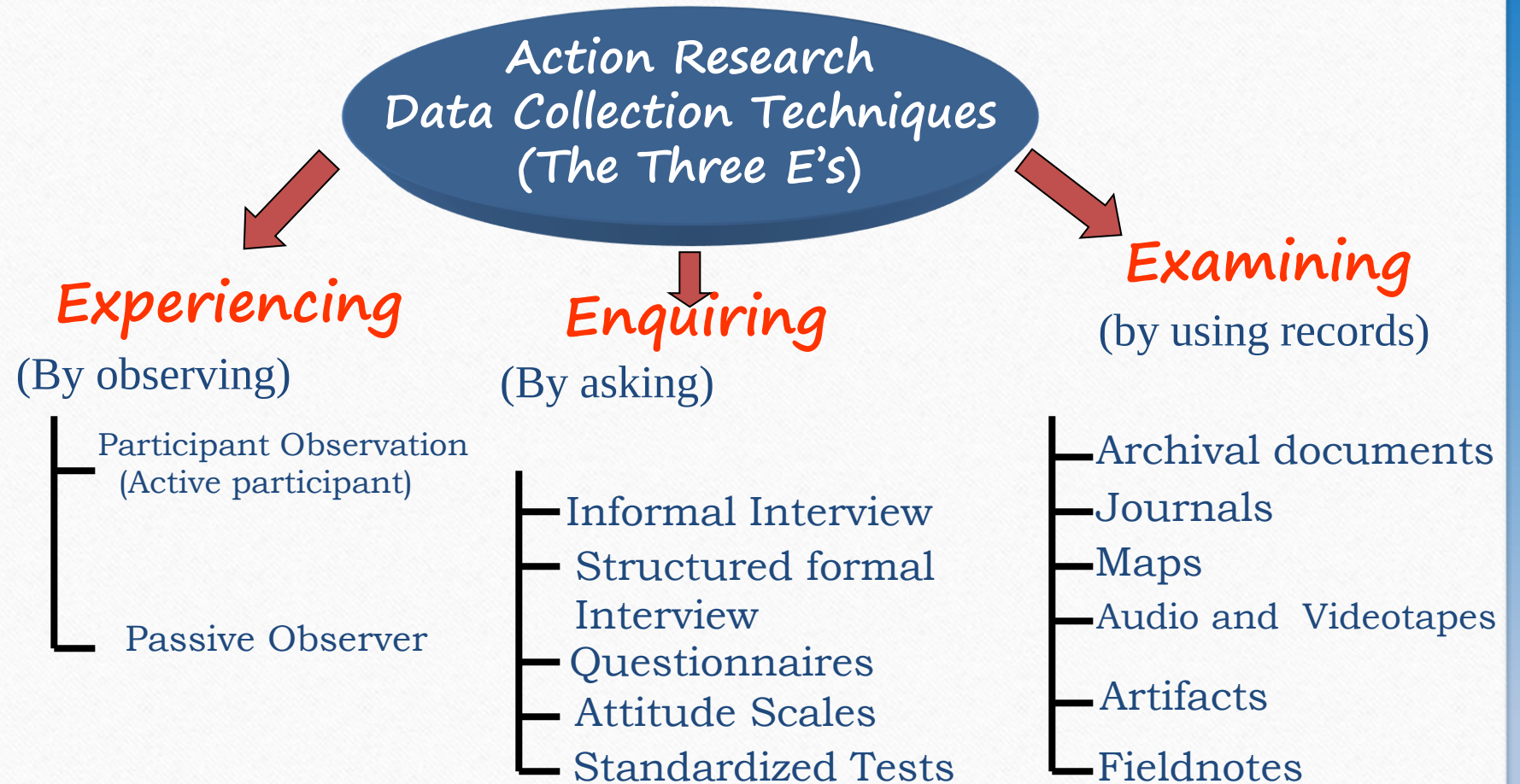
III. Reviewing Teaching and Learning (Reflections)

- ☐ Reflecting on ideals for teaching and learning
- ☐ Collecting data on current teaching and learning
- ☐ Noting Areas of concern

IV. Writing and Publication

- ☐ Understanding the experience
- ☐ Writing of research article
- ☐ Publication of research article

Taxonomy of action research data collection techniques



AR Plan

- Title of Research
- Proponent
- Situation
- Problems
- Alternative Solutions (This portion brings about possible approaches to solve the problem)
- Plan of Action

AR Plan

Plan of Action

- **Time frame** (specifies the period or duration of the study, beginning and the ending)
- **Target Subjects** (are the focus of the study. They compose those who were observed to possess the problem characteristics, thus, corrective measures will be addressing their need for improvement or enhancement.)
- **Activities to be Undertaken** (are the things to be done to achieve the objectives of the study.)
- **Evaluation Criteria** (shows the process by which the success of the project may be gauged.)
- **Research Design** summarizes the research activities into sub-components: the subject, research activities, the data to be collected and the statistical analysis needed to answer the objectives specified in the study.)
- **Gantt Chart** (Schedule of Activities)

Teacher-Researcher Checklist

Teacher-Researcher Checklist

I. Checklist of Tasks for the Teacher – Researcher Action Research

I. Planning and Developing

- ☐ Proposal Objectives/Problem
- ☐ Research Design
- ☐ Action Plan

II. Teaching and Data Collection

- ☐ Putting plans and designs into practice
- ☐ Keeping reflective records
- ☐ Data Collected
- ☐ Intended/Outcomes
- ☐ Problems encountered

III. Reviewing Teaching and Learning (Reflections)

- ☐ Reflecting on ideals for teaching and learning
- ☐ Collecting data on current teaching and learning
- ☐ Noting Areas of concern

IV. Writing and Publication

- ☐ Understanding the experience
- ☐ Writing of research article
- ☐ Publication of research article

AR Timeline

Action Research Timeline

Stage I	Stage II	Stage III
Months 1 – 4 Research	Months 5 – 9 Planning & Implementation	Months 10 – 12 Reflection & Presentation
Determine Area of Focus	Develop Action Plan	Data Analysis
Explore Ways to Improve	Implement Cycle 1	Draw Conclusion
Review Current Research	Document Experience	Compare Literature
Report Research	Evaluate Data	Publish Leadership Project
	Implement Cycle 2	Final Presentation
	Document Experience	
	Evaluate Data	

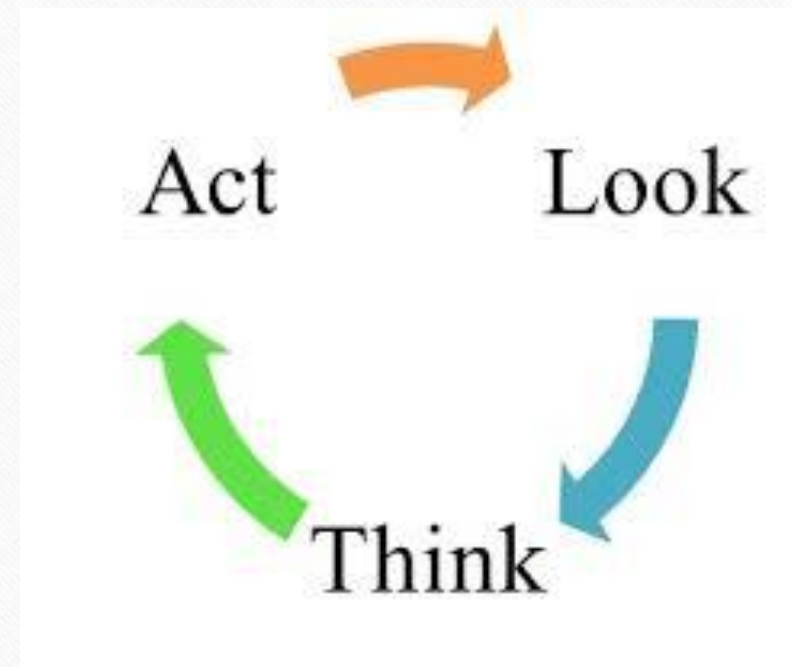
Workshop

Na...

RESEARCH PROPOSAL FORMAT			
Title of Research			
Proponent			
Objectives			
Time Frame			
Target Subjects/Participants			
Activities to be Undertaken (Gantt Chart)			
Literature Review	Theme 1 (References)		Theme 2 (References)
Data Collection	Instruments	Data Collection Technique	Data Analysis
References (APA format)			

Evaluating AR

- Did the plan of action advanced by the researcher build logically from the data?
- Is there evidence that the plan of action contributed to the researcher's reflection as a professional?
- Has the research enhanced the lives of the participants by empowering them, changing them, or providing them with new understanding?



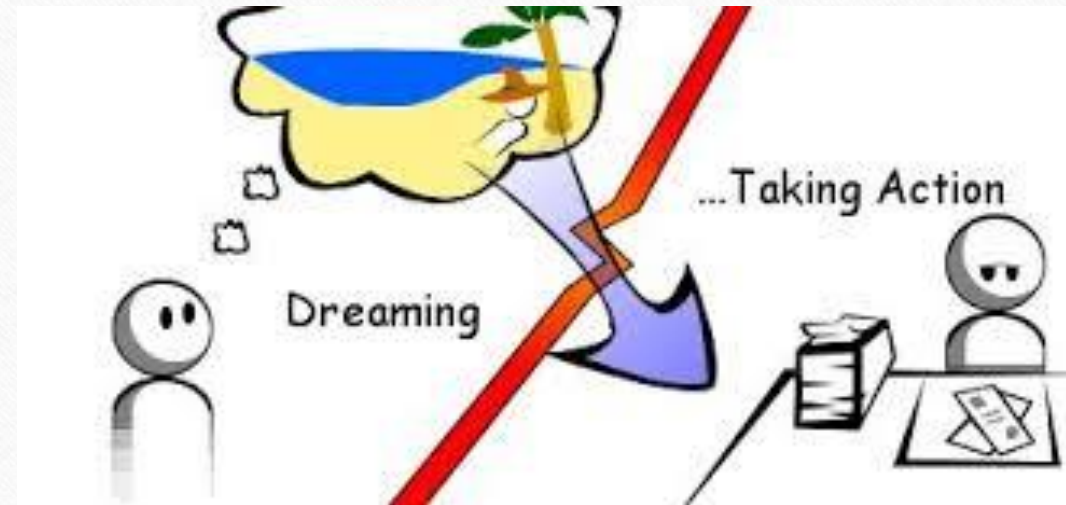
Evaluating AR

- Does the project clearly address a problem or issue in practice that needs to be solved?
- Did the action researcher collect sufficient data to address the problem?
- Did the action researcher collaborate with others during the study? Was there respect for all collaborators?



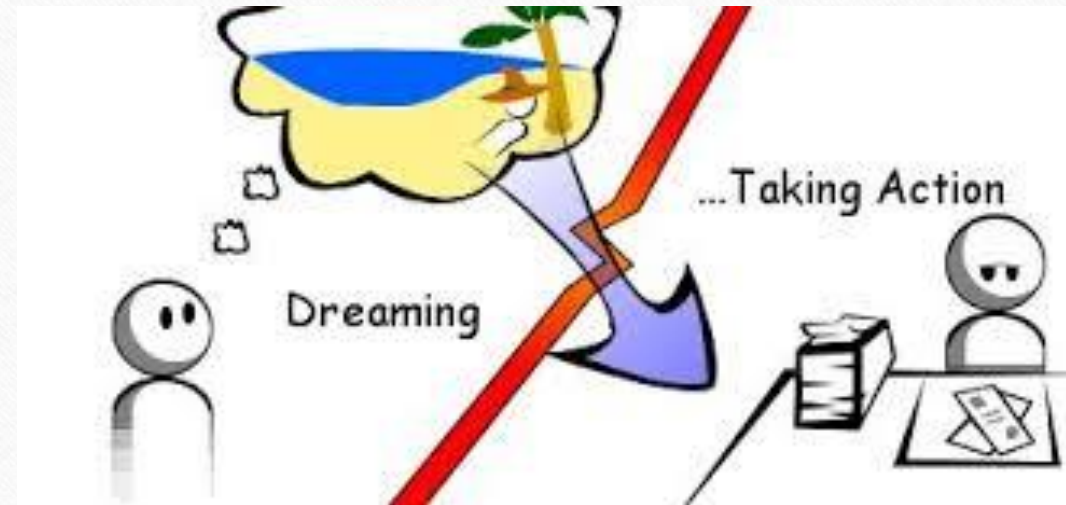
Evaluating AR

- Did the action research actually lead to change or did a solution to a problem make the difference?
- Was the action research reported to audiences who might use the information?



Evaluating AR

- Did the action research actually lead to change or did a solution to a problem make the difference?
- Was the action research reported to audiences who might use the information?

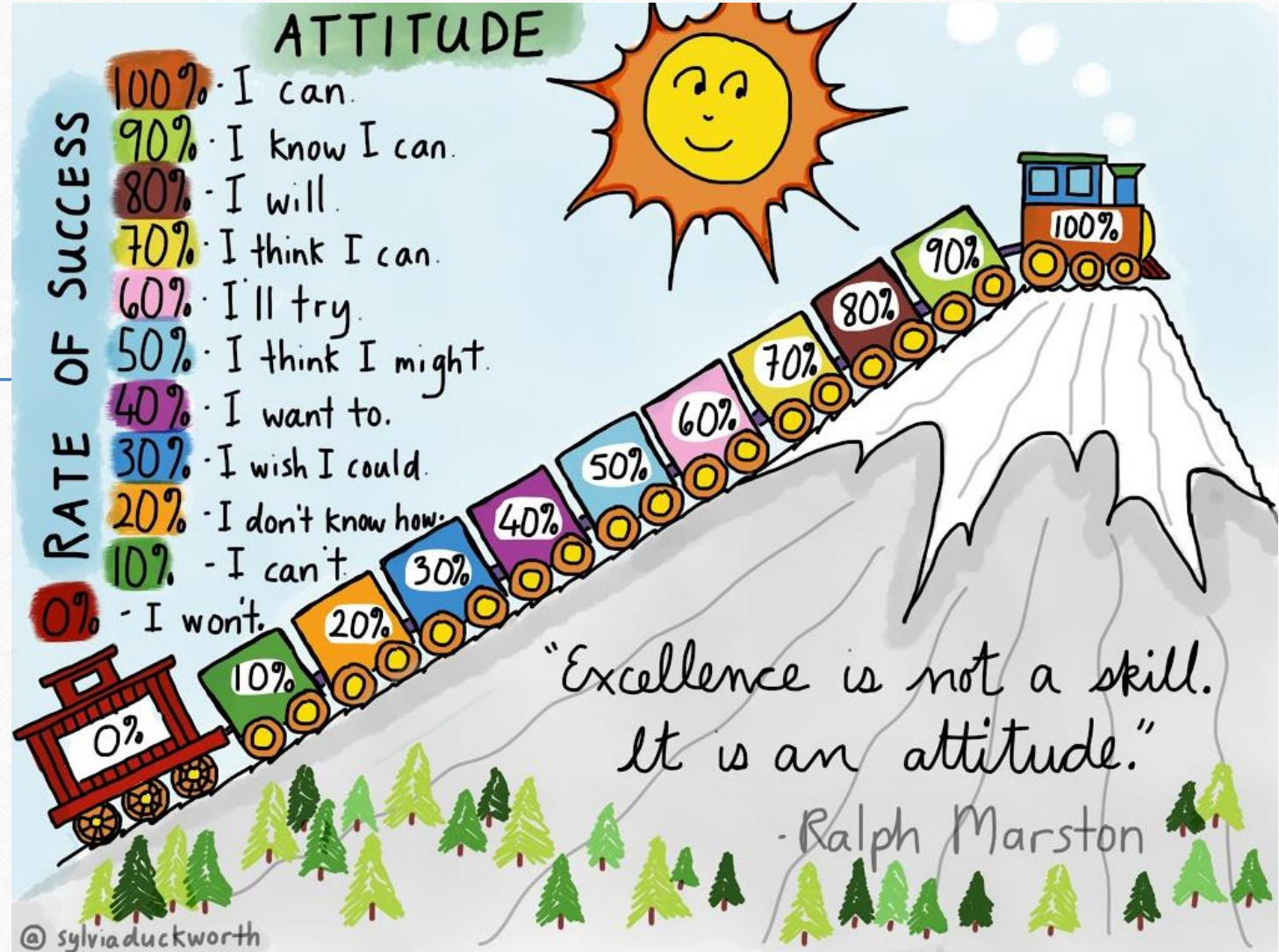


TIPS

*Jean McNiff, Action Research,
Principles and Practice,
McNiff, 1988, 144-145*

- 1. Don't Give Up
- 2. Enlist the Help of Colleagues
- 3. Keep a Positive Attitude
- 4. Be Prepared to Compromise
- 5. Be Generous
- 6. Go Public
- 7. Join a Local Action Research Group
- 8. Establish a Reputation for Success
- 9. Publish Reports in Journals
- 10. Have Faith in Your Own Knowledge.

TIPS



Thank you
for
listening!

