teaching) as learning

an action research approach

Jean McNiff

Teaching As Learning An Action Research Approach

Ortrun Zuber-Skerritt, Lesley Wood

Teaching As Learning An Action Research Approach:

Teaching as Learning Jean McNiff,1993 Working with case studies of actual practice Jean McNiff argues that educational knowledge is created by individual teachers as they attempt to express their own values in their professional lives

Action Research in Teaching and Learning Lin Norton, 2009-05-07 A Teaching as Learning Jean McNiff,1992 practical down to earth guide for those who work in teaching and learning in universities this book will be indispensable reading for those who would like to carry out action research on their own practice Lin S Norton's concept of pedagogical action research has come from over twenty years experience of carrying out such research and more than six years of encouraging colleagues to carry out small scale studies at an institutional national and international level This accessible text illustrates what might be done to improve teaching supporting learning by carrying out action research to address such questions such as What can I do to enthuse my students What can I do to help students become more analytical How can I help students to link theory with their practice What can I do to make my lecturing style more accessible What is going wrong in my seminars when my students don't speak Action Research for Teaching and Learning offers readers practical advice on how to research their own practice in a higher education context It has been written specifically to take the reader through each stage of the action research process with the ultimate goal of producing a research study which is publishable Cognisant of the sector's view on what is perceived to be mainstream research the author has also written a substantial theoretical section which justifies the place of pedagogical action research in relation to reflective practice and the scholarship of teaching and learning Integrating Teaching, Learning, and Action Research Ernest T. Stringer, Lois McFadyen Christensen, Shelia C. Baldwin, 2009-03-26 Helping teachers engage K 12 students as participatory researchers to accomplish highly effective learning outcomes Integrating Teaching Learning and Action Research Enhancing Instruction in the K 12 Classroom demonstrates how teachers can use action research as an integral component of teaching and learning The text uses examples and lesson plans to demonstrate how student research processes can be incorporated into classroom lessons that are linked to standards Key Features Guides teachers through systematic steps of planning instruction assessment and evaluation taking into account the diverse abilities and characteristics of their students the complex body of knowledge and skills they must acquire and the wide array of learning activities that can be engaged in the process Demonstrates how teacher action research and student action learning working in tandem create a dynamic engaging learning community that enables students to achieve desired learning outcomes Provides clear directions and examples of how to apply action research to core classroom activities lesson planning instructional processes student learning activities assessment and evaluation Action Research in Education Mary McAteer, 2013-03-15 This structured and accessible book with excellent case studies will give confidence to anyone embarking on an action research project Professor Ken Jones Dean of Humanities Swansea Metropolitan University Masterly in its lucidity this text contextualises Action Research in the

fiedl of Education Practice and is therefore a valuable resource in both professional learning and improved professional practice Effie Maclellan Research Professor in Education University of Strathclyde Glasgow An engaging clearly written and helpfully structured articulation of how AR can be implemented and practised in order to make a difference within educational contexts Dr Stephen Parker University of Worcester Will assist practitioner researchers to develop a profound and critical understanding of this approach Professor Marion Jones Liverpool John Moores University This hands on and user friendly book uses illustrative case studies to demonstrate and explore the potential for change in real social situations This book seeks to assert the academic integrity of action research and to de mystify the process Each chapter includes a how to section based on concrete examples and dilemmas commentary that relates examples to the broader field a discussion of the underlying theoretical approach discussion and exploration of quality issues discussion of ethical and pragmatic decision making The mix of theoretical grounding and focus on real issues will be of benefit to Master's level or advanced undergraduate students on Education and Research Methods courses or those undertaking Action Research as part of professional development activities Mary McAteer is Director of the Mathematics Specialist Teacher MaST programme at Edge Hill University Research Methods in Education series Each book in this series maps the territory of a key research approach or topic in order to help readers progress from beginner to advanced researcher Each book aims to provide a definitive market leading overview and to present a blend of theory and practice with a critical edge All titles in the series are written for Master's level students anywhere and are intended to be useful to the many diverse constituencies interested in research on education and related areas Other books in the series Using Case Study in Education Research Qualitative Research in Education Atkins and Wallace Ethnography in Education Mills and Morton Action Learning, Action Research David Kember, 2000-05-01 This volume sets out to provide experience based tools for those needing to assess and improve teaching and learning quality It presents a detailed framework explaining what action learning and research is with information on how to carry out an action learning project **Action Learning and Action Research** Ortrun Zuber-Skerritt, Lesley Wood, 2019-03-11 Action Learning and Action Research deepens understanding and contributes to new knowledge about the theory practice and processes of Action Learning AL and Action Research It clarifies what constitutes AL AR in its many forms and what it is not The Wiley Handbook of Action Research in Education Craig A. Mertler, 2019-03-26 Comprehensive overview of the theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings The Wiley Handbook of Action Research in Education is the first book to offer theoretical conceptual and applied practical presentations of action research as it is found and conducted solely in educational settings Covering primarily PK 12 educational settings the book utilizes a cross section of international authors and presentations to provide global perspectives on action research in education Part I of The Wiley Handbook of Action Research in Education focuses on various foundational aspects and issues related to action research Part II is centered on chapters that present theories and principles that help to guide the use of action research in educational contexts Part III focuses on specific applications of educational action research in practice Part IV provides an outlet for seven educational practitioners to share their experiences in conducting action research Each of these authors also discusses the importance and value that action research has had on him or her both professionally and personally Discuss action research in PK 12 as well as in higher education settings The first book to focus on the importance and application of action research exclusively in educational settings Offers world perspectives on action research in education Written by a team of international scholars The Wiley Handbook of Action Research in Education is an excellent book for advanced undergraduate students graduate students and scholars studying and or researching educational action research **Learning** Jean McNiff, 2006-04-14 In this fascinating and very personal book Jean McNiff author of the successful Action Research Principles and Practice argues that educational knowledge is created by individual teachers as they attempt to express their own values in their professional lives Working with case studies of actual practice she looks again at the familiar action research paradigm of identifying a problem imagining implementing and evaluating a solution and modifying practice in the light of that evaluation She gives practical advice on how working in this way can aid the professional development of action researcher and practitioner alike She concludes that the best teaching is done by those who want to learn and who can show others how to be open to their own processes of self development **Action Research** S. Michael Putman, Tracy Rock, 2016-12-29 Action Research Using Strategic Inquiry to Improve Teaching and Learning helps educators use research to guide decision making and determine the effectiveness of various instructional strategies. The book leads the reader through the action research process using a model of self regulation which focuses on task definition goal setting and planning enacting research and adaption Written specifically for educators who may not feel prepared to measure the impact of interventions on student learning outcomes the book provides very practical and useful tools containing specific examples that are relevant to teachers everyday reality. The text also reinforces how action research can improve the teaching and learning process by reinforcing or changing perceptions about the use of informal data including anecdotal notes or observations in the research process

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