

# ACTION RESEARCH

## DEFINITION

Action research is a reflective, systematic approach where individuals or groups investigate their own practices to identify areas for improvement. It involves a cyclical process of planning, acting, observing, and reflecting, with the aim of bringing about positive change.

## EXAMPLES

- **Literacy Teaching Style:** A teacher tries two literacy teaching styles, assesses results, and chooses the style that was most effective.
- **ADHD Intervention:** A teacher creates an ADHD intervention, regularly interviews parents and students, and adjusts it over time based on feedback.

# Teaching As Learning An Action Research Approach

**Jean McNiff, Jack Whitehead**



## **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 *Teaching as Learning* Jean McNiff, 1992

**Action Research in Teaching and Learning** Lin Norton, 2009-05-07 A 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: A Methodology For Change And Development** Somekh, Bridget, 2005-12-01 This book presents a fresh view of action research as a methodology uniquely suited to researching the processes of innovation and change Drawing on twenty five years experience of leading or facilitating action research

projects Bridget Somekh argues that action research can be a powerful systematic intervention which goes beyond describing analyzing and theorizing practices to reconstruct and transform those practices The book examines action research into change in a range of educational settings such as schools and classrooms university departments and a national evaluation of technology in schools The opening chapter presents eight methodological principles and discusses key methodological issues The focus then turns to action research in broader contexts such as southern countries health business and management and community development Each chapter thereafter takes a specific research project as its starting point and critically reviews its design relationships knowledge outcomes political engagement and impact Action Research is important reading for postgraduate students and practitioner researchers in education health and management as well as those in government agencies and charities who wish to research and evaluate change and development initiatives It is also valuable for pre service and in service training of professionals such as teachers nurses and managers

**Action Research in the Classroom** Dr Vivienne Baumfield, Elaine Hall, Dr Kate Wall, 2008-02-13 Action Research in the Classroom is an essential guide for any teacher or student teacher interested in doing research in the classroom The authors map out an easy to follow action research approach that will help teachers improve on their professional practice and evaluate the needs of their pupils and schools for themselves

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 Research in Special Education Susan Bruce, Gerald J. Pine, 2010-06-27 This is the first book about action research devoted to the complex issues faced by children with special needs and their teachers The authors begin by providing the historical and philosophical underpinnings of action research and then present a framework for conducting action research in special education In addition they feature four examples of actual teacher researcher studies as well as a how to chapter that outlines the basic principles needed for conducting action research This book is essential reading for anyone interested in using action research to enhance student achievement and to address issues of social justice faced by children with special needs

**Book Features** Details of the origins and practice of action research in special education Demonstration of how action research is a dedicated component of preservice teacher preparation Examples of action research performed by students in the field

You and Your Action Research Project Jean McNiff, Jack Whitehead, 2009-09-10 Publisher's description This book gives practical guidance on doing an action research project Written for practitioners across professions who are studying on work based learning programmes and award bearing courses this book is packed full of useful advice and takes the reader through the various stages of a project including starting your action research project monitoring and documenting the action techniques for dealing with the data making claims to knowledge and validating them legitimating your research making your research public creating your living educational theory The book's

practical approach will appeal to practitioners and will encourage them to try out new strategies for improving their work It will also be essential reading for those resource managers in schools colleges and higher education institutions who are responsible for providing courses and support This third edition of the best selling book has been thoroughly updated and improved by a number of features with new case studies from a wide range of disciplines extracts from validated dissertations and theses with information on how to access more examples via the Internet points for reflection checklists of reflective questions and up to the minute information on current debates and ideas     Action Learning and Action Research

David Kember,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company     **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     **Cross-Disciplinary Approaches to Action Research and Action Learning** Mapotse, Tome Awshar,2017-07-31 The complexity of 21st century lifestyle makes collaborative research and learning essential for all of the population both in well resourced and socio economically challenged regions Cross Disciplinary Approaches to Action Research and Action Learning is an advanced reference source including the latest scholarly research on the examination of the development of a community practice of research in order to improve problem solving in various fields Featuring extensive coverage on a broad range of topics such as social justice organizational development and global economy this publication is ideally designed for academics researchers scholars and managers seeking current research on the promotion of collaborative research and learning

*Action Research* Jean McNiff,2002-01-22 Since the first edition of this established text was published in 1988 action research has gained ground as a popular method amongst educational researchers and in particular for practising teachers doing higher level courses In this new edition Jean McNiff provides updates on methodological discussions and includes new sections of case study material and information on supporting action research The book raises issues about how action research is theorised whether it is seen as a spectator discipline or as a real life practice and how practitioners position themselves within the debate It discusses the importance for educators of understanding their own work and showing how their educative influence can lead to the development of good orders in formal and informal learning settings and in the wider community This second edition comes at a time when after years of debate over what counts as action research it is now considered an acceptable and useful part of mainstream research practice     Action Research for Teachers Jean McNiff,Jack Whitehead,2012-11-12 Assuming no prior knowledge of research methods and techniques this book is the perfect companion for teachers at all levels undergoing professional development who need to enhance their formal reflection skills Providing a detailed explanation of what action research is and its importance in terms of whole school development this book invites the teachers to try out educational research for themselves and adopt an investigative attitude that will help

improve and evaluate practice It includes Support and guidance that help you tackle key issues Real life practical case studies that underline what action research is and how it can be effectively used The Routledge Handbook of Language Teacher Action Research Anne Burns,Kenan Dikilitaş,2024-12-30 The Routledge Handbook of Language Teacher Action Research is an authoritative and innovative treatment of language teacher action research LTAR as a growing research field Edited by two global thought leaders in LTAR it features 34 original thematic contributions from a global range of experts at the cutting edge of the field providing a comprehensive survey not found in any other single publication Initiatives across the world are demonstrating the value of LTAR which has been shown to provide language teachers with strong exciting and influential opportunities for learning and gaining a feeling of empowerment This groundbreaking Handbook theorises these premises from multiple perspectives in specific areas of language teacher education and curates a broad range of original content that integrates the practical and theoretical knowledge that has emerged over the years since LTAR began to develop This volume is a groundbreaking guide for researchers of language teaching as well as practitioners and educators that want to harness the potential of LTAR in both theory and practice **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 **Participatory Action Learning and Action Research** Lesley Wood,2019-09-12 Participatory Action Learning and Action Research offers a concise yet comprehensive explanation of the theory practice and process of this emerging paradigm methodology and theory of learning PALAR is a transformative collaborative and democratic process for resolving complex problems within the context of sustainable professional organisational and community development The book draws on real life examples from socially and economically challenged contexts and features critical reflections on the strengths and challenges of this evolving methodology in relation to the increased interest in community engagement and project based learning among institutions of higher education Analysing theory in the context of sustainable professional organisational and community development this book Provides a comprehensive research based manual on the use of PALAR within actual research projects Explains a means of engaging in research that promotes the mobilisation of human potential relevant in a rapidly changing society Addresses the challenges of doing participatory research within institutions Provides applied specific examples of how PALAR can be adapted for use in socially and

economically challenged contexts typical of developing economies Offers critical reflections by researchers and community participants on the challenges and uses of PALAR Innovative and offering clarity on ethics and research questions Participatory Action Learning and Action Research will be of interest to both emerging and experienced researchers looking to bring about change at a personal professional organisational or community level **Participatory Action Research**

**Approaches and Methods** Sara Kindon, Rachel Pain, Mike Kesby, 2007-12-18 This book examines the justification theorization practice and implications of Participatory Action Research approaches and methods in the social and environmental sciences **Curriculum Development in Elementary Education** Archie Moss, 2019-03-21 The curriculum of elementary schools is a very important factor in the education of children Students need to understand and express themselves in a language which can be the Mother Tongue only at the elementary level Curriculum development is an important part of the education process ensuring that classes at all levels from early childhood to post secondary are best designed to help students be successful in learning the material and gaining the skills needed to continue to advance Evaluation essentially is the provision of information for the sake of facilitating decision making at various stages of curriculum development This information may pertain to the program as a complete entity or only to some of its components Evaluation also implies the selection of criteria collection and analysis of data It includes obtaining information for use in judging the worth of a programme and procedure It is a comprehensive term and transcends standardized tests covering all means of ascertaining the results of construction A curriculum framework is an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear definable standards of what the student should know and be able to do The supporters of learner centered Curriculum give importance to individual development and they want to organize the curriculum according to the needs and interest of learners there are fundamental differences in this approach and the subject centered design The curriculum framers for elementary schools should also associate the parents and specialists while developing the curriculum for elementary education Conferences as Sites of Learning and Development Ortrun Zuber-Skerritt, 2017-02-24 This book applies and expands upon the concept of the learning conference as a site of learning and development using the paradigm and methodologies of participatory action learning and action research PALAR Making a significant contribution to the field this is the first book to outline the characteristics and development of a learning conference culture in theory and practice It demonstrates how application of the learning conference concept can maximise learning opportunities and successful research outcomes to bring about sustainable professional organizational and community development An international team of contributors offer their diverse perspectives on conferences and the practical and theoretical work conducted at these events They contextualize these reflections in the light of global developments in this increasingly troubled twenty first century marked by greater complexity through technology globalization neo liberalism climate change and other sources of practical and ideological change all of which enhance the

conceptual and practical utility of the learning conference



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