

ACTION RESEARCH: A TOOL FOR IMPROVING TEACHER QUALITY AND CLASSROOM PRACTICE

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Abstract

This paper examines the experiences and insights of 34 graduate students in an elementary education master's degree program as they engaged in an action research project during two required action research courses over a year's span. Data were analyzed according to the following two research questions: 1) What do teachers report as the most difficult parts of the action research process? and 2) How does participation in action research impact teachers' current and future instructional practices? Data were collected using a survey instrument. Implications and recommendations for future research are presented.

Introduction

Action research is a tool that is used to help teachers and other educators uncover strategies to improve teaching practices (Sagor, 2004); it is a viable and realistic endeavor for all educators. Action research requires teachers to design a study in an area of interest that they would like to carry out in their classrooms or schools. Many times, action research is considered a professional development opportunity because, frequently, teachers test a new instructional strategy, assess a new curriculum program, or evaluate an existing pedagogical method. In many research studies, participating in action research has been found to be the impetus for positive change exemplified by teacher improvement, self-reflection, and overall learning that enhances classroom practices (Ferrance, 2000; Johnson & Button, 2000; Ross, Rolheiser, & Hogoboom-Gray, 1999; Sax & Fisher, 2001). These forms of change may impact teacher quality.

This study looks at the role action research may play in creating positive change in teachers' practices. It examines the experiences and insights of 34 graduate students in an elementary education master's degree program as they engaged in an action research project during two required action research courses over a year's span. The study follows students from the proposal stage through the final presentation stage. In phase one, data were collected after the introductory action research course where students prepare a proposal for their own research. Data were collected again at the end of the second course, after students had executed the research study, collected, analyzed, and reported their data; this paper focuses on the second phase of the project. The two guiding research questions were: 1) What do teachers report as the most difficult parts of the action research process? 2) How does participation in action research impact teachers' current and future instructional practices?

Literature Review

This review examines the role of research in teachers' classrooms. Specifically, action research is defined as one form of meaningful research that can be conducted by teachers with students, colleagues, parents, and/or families in a natural setting of the classroom or school. Action research allows teachers to become the "researcher" and provides opportunities for them to be learners by improving instructional practices and reflecting about pedagogical choices as well. Following is a review of the role of action research in teacher improvement.

Role of Action Research

What role does research play in a teacher's classroom? It is often heard that many practicing classroom teachers are too busy to read research studies, let alone conduct research. For many practitioners, research appears to be a complex set of steps too difficult and time-consuming for classroom teachers to participate in or lead. Teachers who are immersed in their own classrooms may

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Action Research for Classrooms, Schools, and Communities Meghan Manfra, 2019-12-20 Action Research for Classrooms Schools and Communities is a core book for action research courses The book also emphasizes using action research to understand community impacts on schools acknowledging the complex ecology linking classrooms schools and the community especially regarding issues fundamental to school reform **Improving Schools Through Action Research** Cher Hendricks, 2006 This compact clear and user friendly text provides everything a pre service or in service teacher needs to know to follow the research cycle and conduct an action research project This text emphasizes reflective processes used in planning and conducting action research studies data analysis techniques quantitative and qualitative and displaying and explaining results It provides specific information needed to complete each step of the action research cycle with chapter activities that help the student reader conduct projects focused on school improvement Each activity includes a research paper component that helps students create a research paper as they complete the activities in each chapter This text has more emphasis on reflective and reflexive activities than other text and is geared toward adults professionals who will use these activities to conduct action research for educational change and school improvement **Action Research for Improving Educational Practice** Valsa Koshy, 2009-11-25 Which topics are right for Action Research in an education context How do you go about planning a project collecting and analysing your data What s the best way to present your research findings to parents colleagues or funding bodies Whether you are a busy teacher doing research in your classroom an undergraduate starting your research project or a Masters level or education doctorate student writing up your dissertation this step by step guide takes you through every stage involved in carrying out Action Research In this brand new edition you will find additional guidance on philosophical underpinnings of Action Research the challenges of being an insider researcher searching and analysing literature from the internet children s participation and children s rights in action research projects in educational settings validity and authenticity in action research a new chapter on writing for publication an action research planning sheet This book draws on Valsa Koshy s extensive experience of supervising researchers at all levels and includes examples of Action Research carried out by practitioners across a range of topics and age groups Case studies include UK and international examples allowing you to reflect on multiple perspectives of Action Research in education Those new to Action Research and those looking for a straightforward explanation of the methods involved will find this book invaluable Valsa Koshy is Professor of Education and Director of a Research and Development Centre at Brunel University **Action Research** Geoffrey E. Mills, 2017-01-27 NOTE Used books rentals and purchases made outside of Pearson If purchasing or renting from companies other than Pearson the access codes for the Enhanced Pearson eText may not be included may be incorrect or may be previously redeemed Check with the seller before completing your purchase This access code card provides access to the Enhanced Pearson eText A step by step guide to action research with a balanced

coverage of qualitative and quantitative methods The leading text in the field of action research *Action Research A Guide for the Teacher Researcher* 6 e is known for its practical step by step guidance for teachers on how to do research in classrooms Drawing on his extensive experience working directly with teachers and principals to help them learn how to conduct action research studies the author guides future educators through the action research process via numerous concrete illustrations The text positions action research as a fundamental component of teaching and helps it s readers not only acquire the skills to conduct quality studies but also how to make it a part of everyday teaching practice Improve mastery and retention with the Enhanced Pearson eText This access code card provides access to the new Enhanced Pearson eText a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad R and Android R tablet Affordable Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book The Enhanced eText features are only available in the Pearson eText format They are not available in third party eTexts or downloads The Pearson eText App is available on Google Play and in the App Store It requires Android OS 3 1 4 a 7 or 10 tablet or iPad iOS 5 0 or later

A *Short Guide to Action Research* Andrew Paul Johnson, 2005 This compact user friENDly text provides readers with everything a pre service or in service teacher needs to know about conducting an action research project in a clear step by step format A *Short Guide in Action Research Second EDITION* guides the learner through the comprehension and interpretation of both qualitative and quantitative techniques in educational research methods and then describes all phases of the process including selecting a topic collecting analyzing and reporting data reviewing the literature and presenting the report Data collection techniques reflecting popular authentic assessments and real life examples enliven concepts throughout the text This user friENDly practical text provides readers with the skills they need and the steps to take for conducting accurate action research Provides readers information on Action Research with an emphasis on collecting analyzing writing and reporting action research Pre service and in service teachers and researchers *Action Research* Craig A. Mertler, 2011-01-11 Written for pre and in service educators this Third Edition of Craig A Mertler s *Action Research Improving Schools and Empowering Educators* introduces the process of conducting one s own classroom or school based action research in conjunction with everyday instructional practices and activities The text provides educators with the knowledge and skills necessary to design research studies conduct research and communicate findings to relevant stakeholders and interested parties *Action Research for Teacher Candidates* Robert P. Pelton, 2010-10-16 Teachers are the most essential element in a child s success in school *Action Research for Teacher Candidates* provides teachers in training with the skills needed for action research a process that leads to focused responsive and effective methods that

generate success in school for both teachers and students This book provides a formula for data driven results It details a process ensuring high level student achievement

Action Research in Education Sara Efrat Efron,Ruth Ravid,2019-11-18 Acclaimed as a text and professional development tool this user friendly resource has now been revised and updated and offers expanded coverage of collaborative action research CAR and participatory action research PAR Preservice and inservice educators get crucial step by step guidance for conducting classroom and school based studies to improve their instructional practices Organized to mirror the full cycle of action research the book provides balanced coverage of qualitative quantitative and mixed methods approaches Vivid vignettes and examples illustrate research approaches for a range of teaching and learning situations school subjects and age groups PreK 12 Readers learn how research approaches are driven by the research question as well as how to develop data collection strategies design and or evaluate assessment tools interpret analyze report and implement study results and design a new cycle of research that builds on the previous one New to This Edition In depth descriptions of CAR and PAR which enable groups of teachers to work together to solve problems in a classroom or school plus examples of both throughout the book Expanded or new discussions with examples of such topics as how research approaches and methods are driven by the research question how to assess different types of reliability and validity the differences between analysis and interpretation and how to use sequential cycles of research for continuous improvement and professional development Fully updated references and resources Pedagogical Features Both individual and group exercises and activities in every chapter New and updated checklists and guidelines that enable busy educators to self assess the progress and quality of their studies Sample templates to assist in development of research instruments Example boxes illustrating the components of an action research report Summary tables highlighting key aspects of different research strategies Chapter summaries now shorter for ease of use and suggestions for further reading

Creating Equitable Classrooms Through Action Research Cathy Caro-Bruce,2007-08 Recognizing the importance of race class gender culture and ability the authors provide a window into the difficulties that professional educators grapple with as they face the challenge of teaching all children This text is both authentic and practical and it demystifies the issues of equity that pervade today s classrooms Diane Yendol Hoppey Associate ProfessorUniversity of Florida Gainesville Action research of this caliber on the subject of equity is critically needed for all children to have access to the same level of rigor and high standards This is a must read for districts that really want to turn action research into action that affects student learning Terry Morganti Fisher Director of Professional DevelopmentAustin Independent School District TX Utilize the power of action research to narrow the achievement gap Despite the best intentions of reform efforts educational inequity continues to exist in public schools Creating Equitable Classrooms Through Action Research confronts this challenge head on and shows educators how they can use action research to both raise student achievement and strengthen instructional leadership Ideal for both a first time action research

endeavor or one already in progress this practical guidebook helps practitioners formulate specific research questions collect and analyze data and communicate their findings Educators will discover Ten action research studies on narrowing the achievement gap Guidelines for implementing an action research project that supports culturally relevant instruction Authentic examples for discussion and reflection Invaluable for school district leaders teachers professional development schools and preservice teachers this resource for systemwide improvement efforts helps schools provide more equitable learning environments for all children

Resources in Education ,2001 Teachers Investigate Their Work Allan Feldman,Herbert Altrichter,Peter Posch,Bridget Somekh,2018-04-26 Now in its third edition Teachers Investigate Their Work introduces both the theoretical concepts and the practical methods necessary for readers wishing to develop their action research Drawing from studies carried out by teachers and other professionals as well as from the authors own international practical experience the book provides detail on multiple educational contexts from primary education to university training and beyond It contains over 50 practical methods and strategies to put into action and explores key areas such as the purpose roots and varieties of action research collaborating with a critical friend research participants or your peers choosing a data collection method observing and documenting situations making sense of your data action research for professional development This key text also provides crucial tools such as a simple quick start nine step guide a toolbox for producing written reports a criteria for guiding the quality of action research A concise yet thorough introduction to action research Teachers Investigate Their Work is an essential practical and easily accessible handbook for teachers senior staff and researchers who want to engage in innovation and improve their practice

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Schoolwide Action Research for Professional Learning Communities Karl H. Clauset,Dale W. Lick,Carlene U. Murphy,2008-05-15 Clearly shows the success that can occur when a staff learns together I highly recommend this book to aspiring and beginning principals as well as those with years of experience Paul Young Executive Director West After School Center Former President National Association of Elementary School Principals Foster schoolwide professional learning through a collaborative action research model Action research is a popular method for individual educators to examine their practices and grow in their profession In this how to guide readers will learn how Whole Faculty Study Groups WFSGs use action research to involve an entire school in advancing staff learning and school performance The WFSG model is a type of professional learning community PLC that catalyzes school change with schoolwide action research as a central component With over 20 years of experience the authors draw from hundreds of examples and case studies to describe how implementing WFSGs can help students teachers administrators and other staff members work collaboratively to improve teacher practice and student learning The authors empirical data and

comprehensive approach help deepen educators understanding of how to use meaningful action research to strengthen teamwork and realize school reform Additionally readers will learn how The WFSG system compares with other approaches to action research The schoolwide action research process can be applied in a wide variety of school reform efforts Study groups can move from discussion to action Principals and district leaders can support schoolwide action research Discover the ways WFSGs can enhance student learning and result in real school improvement in this highly relevant must have guide

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 field 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 demystify 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 Research For Educational Change Elliot , John, 1991-04-01 This book is concerned with action research as a form of teacher professional development In it John Elliot traces the historical emergence and current significance of action research in schools He examines action research as a cultural innovation with transformative possibilities for both the professional culture of teachers and teacher educators in academia and explores how action research can be a form of creative resistance to the technical rationality underpinning

government policy He explains the role of action research in the specific contexts of the national curriculum teacher appraisal and competence based teacher training

Guiding School Improvement with Action Research Richard Sagor, 2000-05-15 Action research explored in this book is a seven step process for improving teaching and learning in classrooms at all levels Through practical examples research tools and easy to follow implementation strategies Richard Sagor guides readers through the process from start to finish Learn how to uncover and use the data that already exist in your classrooms and schools to answer significant questions about your individual or collective concerns and interests Sagor covers each step in the action research process in detail selecting a focus clarifying theories identifying research questions collecting data analyzing data reporting results and taking informed action Drawing from the experience of individual teachers faculties and school districts Sagor describes how action research can enhance teachers professional standing and efficacy while helping them succeed in settings characterized by increasingly diverse student populations and an emphasis on standards based reform The book also demonstrates how administrators and policymakers can use action research to bolster efforts related to accreditation teacher supervision and job embedded staff development Part how to guide part inspirational treatise Guiding School Improvement with Action Research provides advice information and encouragement to anyone interested in reinventing schools as learning communities and restructuring teaching as the true profession it was meant to be

Action Research in Education Sara Efrat Efron, Ruth Ravid, 2019-12-11 Introduction to action research Choosing and learning about your research topic Approaches to action research Developing a plan of action Data collection tools Using assessment data in action research Data analysis and interpretation Writing implementing and sharing the research findings

Teacher Action Research Gerald J. Pine, 2008-10-31 This is a wonderful book with deep insight into the relationship between teachers action and result of student learning It discusses from different angles impact of action research on student learning in the classroom Writing samples provided at the back are wonderful examples Kejing Liu Shawnee State University Teacher Action Research Building Knowledge Democracies focuses on helping schools build knowledge democracies through a process of action research in which teachers students and parents collaborate in conducting participatory and caring inquiry in the classroom school and community Author Gerald J Pine examines historical origins the rationale for practice based research related theoretical and philosophical perspectives and action research as a paradigm rather than a method Key Features Discusses how to build a school research culture through collaborative teacher research Delineates the role of the professional development school as a venue for constructing a knowledge democracy Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices those of students and parents in the research process Includes chapters addressing the concrete practices of observation reflection dialogue writing and the conduct of action research as well as examples of teacher action research studies

The Action Research Guidebook Richard D. Sagor, Charlene Williams, 2016-10-15 Think of yourself as an educational architect By

tapping into the power of action research you can improve overall student performance eliminate achievement gaps and enhance your own efficacy and morale In the third edition of this bestselling guidebook you ll find New insights on how to use reflective practice qualitative and quantitative methods and culturally responsive teaching to improve the success of all students A field tested four stage action research process to lead you from brainstorming to breakthrough Illustrative examples charts handouts worksheets and sample action research reports to demystify and simplify the action research process

Conducting Action Research to Evaluate Your School Library Judith Anne Sykes, 2013-05-01 How should teacher librarians or instructional leaders engage in action research to improve their school library and benefit students learning This book provides the answers Teacher librarians need to get directly involved with the research process in the learning commons in order to create actions and strategies that will enhance student learning and benefit their own professional development as well as demonstrate accountability through their action research efforts This book provides practical tips and work spaces for educators at the local state and national levels clearly modeling and explaining the process and the tools for conducting action research in a school library setting that will identify the program s strengths and weaknesses The author coalesces current expert opinions on the topic of action research in the school library environment and highlighting what other teacher librarians in the field have identified as the pros and cons of using the process Readers are directed to focus on mitigating the cons through the use of specific working pages and templates and by initially exploring five favorite links thereby encouraging those who are new to action research to try what might otherwise seem a daunting process School principals K 12 who read this book will be better equipped to support their teacher librarians and teachers in this important professional process

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