

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

Katherine A. O'Connor, H. Carol Greene, Patricia J. Anderson
Department of Curriculum and Instruction, East Carolina University

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

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

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

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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 **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 **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

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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** Craig A. Mertler, 2009 Action Research Second Edition introduces practicing teachers to the process of conducting classroom based action research The book s practicality stems from its focus on research methods and procedures that teachers can use with their everyday instructional practices and classroom activities Detailed practical information is included for teachers as they design and conduct applied classroom based research projects Features and Benefits Action Research Portraits 3 portraits in each chapter These portraits show how teachers and other educators can actually conduct action research in order to address their own specific local level problems Lists of online resources updated The comprehensive lists are comprised of Web sites that readers can pursue for additional related information Discussion of rigor in action research new This discussion communicates to the reader how to maintain the high level of rigor and validity in action research Writing Up Action Research Special sections titled Writing Up Action Research are included in Chapters 3 through 8 These sections provide annotated excerpts from published or otherwise disseminated action research reports highlighting specific concepts presented in each particular chapter **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 **Schoolwide Action Research for Professional Learning Communities** Karl H. Clauzet, 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 [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 **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 *The*

SAGE Handbook of Educational Action Research Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field

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