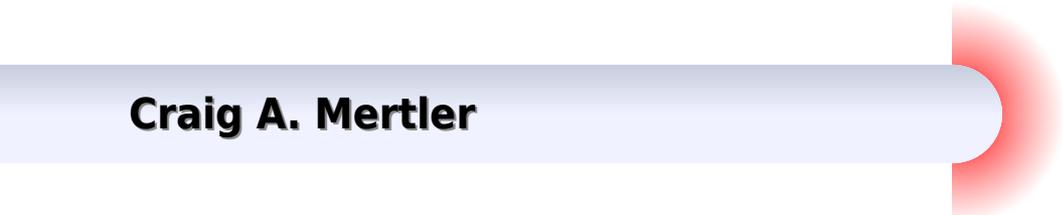




Teaching As Learning An Action Research Approach

Craig A. Mertler



Teaching As Learning An Action Research Approach:

Teaching as 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 Teaching as Learning Jean McNiff, 1992 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** 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 Geoffrey E. Mills,2011 Born of the author s own experience working with teachers and principals Action Research Fourth Edition provides a research based step by step outline of how to do action research The author guides teachers and administrators through the action research process via numerous concrete illustrations positioning it as a fundamental component of teaching Action Researchhelps to develop teachers and administrators with professional attitudes who embrace action progress and reform Features Balanced coverage of quantitative data collection and analysis techniques Chapter 4 Data Collection Techniques covers collection techniques for the most frequently used qualitative and quantitative data including observations interviews teacher made tests and standardized test data Chapter 6 Data Analysis and Interpretation guides students through data analysis and provides techniques coding guidelines and examples for analyzing both quantitative and qualitative data Additional coverage of mixed methods research has been added throughout the book A focus on producing critical consumers of action research A new chapter Evaluating Action Research Chapter 9 helps students become critical consumers of research Included in Chapter 9 is an article from an action research journal that is analyzed using the new criteria for evaluating action research Appendix A Action Research in Action contains an extended example and evaluation of an action research case study An expanded coverage of ethics Chapter 2 Ethics provides an expanded discussion of ethical guidelines and provides guidance for seeking and obtaining Institutional Review Board IRB approval Integration to the MyEducationLab for Action Research website The fourth edition ofAction Researchincludes margin note integration with MyEducationLab for Action Research a dynamic online learning environment that provides students with the opportunity to build a better understanding of action research through engagement with real products from the research process A user friendly format Chapter objectives give students targets to shoot for as they read and study Key Concept boxes provide students with an efficient review of important vocabulary and theory Research in Action checklists provide students with guidelines to use in each stage of the action research process

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 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

Improving Schools Through Action Research Cher Hendricks, 2017 Note This is the bound book only and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with a bound book use ISBN 0134027426 For courses in Action Research A brief user friendly solid look at the action research cycle and the knowledge to work through each step In this book educators learn what they need to know about the action research cycle and get practical help for working through each step of the cycle from choosing a topic and generating research questions to analyzing data and reporting results and conclusions In a clear concise user friendly approach the author helps readers through the entire process with specific practical information that incorporates some of the latest online and professional resources a more detailed explanation of how to analyze and interpret qualitative data and instructions on formatting the research paper using the latest APA guidelines From reviews of the text I ve used the Hendricks text for 5 semesters and have modified the course

each semester based on a deeper appreciation for the content the text offers The Hendricks text provides an excellent organization and sequence in implementing the process of action research I see the text as a very strong component to my course and to any action research courses offered It helps students to produce a thorough and valuable end product Jill Miels Ball State University Key strengths are the examples and sample narratives projects threaded through the text provide a unifying connection of applications of the process for teachers The last chapter provides much needed guidance for dissemination of research study results through presentations and publications Reese H Todd Texas Tech University The strength of the text is accessibility and clarity The text takes students through the steps of creating an action research project in clear and concise language Hendricks does an excellent job of providing an appropriate balance of support and challenge for student teachers action researchers Great text for anyone who wants to learn more about constructing their own knowledge and improving schools through action research Jason Colombino Boston College Lynch School of Education

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Becoming a Teacher through Action Research Donna Kalmbach Phillips, Kevin Carr, 2014-01-03 **Becoming a Teacher through Action Research** Third Edition skillfully interweaves the stories of pre service teaching with the process of action research This engaging text focuses specifically on the needs of pre service teachers by providing assistance for all stages of the research experience including guidance on how to select an area of focus design a culturally proficient study collect and interpret data and communicate findings With an updated introduction and two new chapters this revised edition fully develops a convincing response to the framing question of the book Why pre service teacher action research The new edition continues to focus on elements of trustworthy pre service teacher action research and provides a more robust overview of research methodology Using additional activities charts and examples this book offers support during the steps of writing a critical question data collection data analysis and the use of analytic memos New Features in the Third Edition include New chapters on ongoing data analysis and final data interpretation which include practice scenarios and examples to give readers a deeper understanding of doing the work of action research processes An expanded chapter on action research methodology which includes scaffolds for making methodological decisions additional practice scenarios and a revised action research design template New end of chapter Content and Process Questions to encourage deeper understanding New examples throughout expanded additional glossary terms enhanced literature review guidance and updated templates to support action research projects An updated companion website with downloadable templates and additional instructor resources A revised interior text design to increase the accessibility of the text This one of a kind guide continues to offer invaluable support for

teacher education students during a critical phase of their professional and personal lives

The Wiley Handbook of Action Research in Education Craig A. Mertler, 2019-02-06 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

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

Action Research in Education Vivienne Baumfield, Elaine Hall, Kate Wall, 2012-12-18 Action Research in Education is an essential guide for any lecturer teacher or student teacher interested in doing research This exciting new edition of a popular text is an important resource for any education professional interested in investigating learning and teaching Building on the success of Action Research in the

Classroom the authors have revised updated and extended this book to include examples from further and higher education It maps out easy to follow steps for usefully applying an action research approach and is full of practical tips and examples of real practitioner research projects from a range of schools colleges and universities This book will help teachers to understand and apply practitioner inquiry enhance their problem solving skills locate their own activity in a wider context maximise opportunities to develop practice evaluate the needs of their learners Clear pragmatic and timely this is a must have text for all teachers and students of education Vivienne Baumfield is Professor of Pedagogy Policy and Innovation in the School of Education University of Glasgow Elaine Hall is Lecturer in Research Methods School of Education Communication and Language Sciences Newcastle University Kate Wall is Senior Lecturer in the School of Education Durham 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 its 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 or higher or 7 or 10 tablet or iPad iOS 5.0 or later

Enhancing Practice through Classroom Research Caitriona McDonagh, Mary Roche, Bernie Sullivan, Máirín Glenn, 2019-07-30 Offering updated references questions for reflection the latest case studies and current advice relating to data protection and storage this second edition of *Enhancing Practice through Classroom Research* provides an accessible introduction to understanding and improving teaching and learning through a process of reflection research and action

Divided into five parts this self study action research approach emphasises the positive aspects of enhancing practice and reflects how this can lead to higher levels of teacher autonomy and agency With the addition of a chapter dedicated to the links between action research and well being this book provides a step by step guide to beginning your own research and covers topics such as Identifying an area of professional concern or interest Exploration of educational values Developing a better understanding of practice Thinking critically about educational practices Finding a research methodology Drawing on the authors new experiences of working with second level third level and postgraduate educators as well as their work designing postgraduate programmes in the field of critical reflection and self study action research this friendly guide provides a straightforward approach to classroom research It is the perfect resource for all student and practising teachers looking for support in classroom research as well as those wanting to pursue effective professional development or further studies in an area of interest

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

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

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 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

Action Research Communities Craig A. Mertler, 2017-09-01 Action Research

Communities presents a new perspective on two current and proven educational practices classroom school based action research and professional learning communities Implementation of one or the other of these practices often results in a variety of possible benefits for the teaching learning process for student achievement and for overall school improvement While these might seem to be separate isolated practices the author has taken the beneficial aspects of each practice and merged them into a cohesive and potentially powerful concept coined action research communities Each of the two concepts or approaches action research and professional learning communities is presented and discussed in detail Because they both focus on local level improvement of educational practice and share several overlapping features the two concepts are then merged into a single entity action research communities or ARCs These professional learning communities with action research at their core hold an immense amount of power and potential when it comes to enhanced professional growth and development for educators increased student achievement school improvement and educator empowerment ARCs essentially capitalize on all the individualized benefits and strengths of action research and of professional learning communities and merge them into a single educational concept and practice ARCs have the potential to help educators everywhere experience a common and collective focus and vision sustained collaborative inquiry individualized customizable and meaningful professional growth and true empowerment that comes with this form of collaborative inquiry based and reflective practice Practical guidance for the development and implementation of ARCs is also provided by focusing on ways in which professional educators teachers administrators support staff etc can implement sustain and extend the impact of their respective action research communities Specific roles for district administrators building administrators and teachers are presented and discussed in depth as are ways that ARCs can be used both to deepen professional learning for educators and to improve student learning

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