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Nota di contenuto	Cover -- Contents -- List of case studies -- Preface -- Acknowledgements -- Phase 1 Finding a focus -- 1 What is action research? -- Professional practice -- Defining action research -- How action research is different from traditional educational research -- When action research is most effective -- Developing understanding of action research -- Action research's historical and theoretical foundations -- Why educators engage in action research -- More perspectives on action research -- Further reading -- 2 Ethics -- Professional practice -- Ethical action at the heart of action research -- BERA ethical guidelines -- Action research and the law -- The Criminal Records Bureau: working with young children and vulnerable adults -- Practical ethical considerations -- Developing understanding of the ethics of action research -- Further exploration of ethics for the action researcher -- The significance of values -- When teaching becomes action research -- Some of the ethical policies and procedures to be found in higher education -- Further reading -- 3 Collaboration -- Professional practice -- The nature of collaboration -- Collaboration with learners -- Collaboration with colleagues -- Collaboration with individuals in other institutions -- Developing understanding of collaboration -- Teacher culture and the critical friend -- Collaboration and contrived collegiality -- Can true collaboration be initiated? -- Collaborative networks -- Further reading -- 4 Finding a focus -- Professional practice -- Identifying an area of focus through observation, questioning and reconnaissance -- Developing aims --

Finding literature -- Developing an action research plan -- Developing understanding of the focus -- Positionality -- Reviewing literature -- Critically evaluating sources -- Further reading -- Phase 2 Clarifying the focus -- 5 Data collection techniques. Professional practice -- Triangulation -- Qualitative data generated by teaching and opportunities provided by our institutions -- Quantitative data generated by teaching and opportunities provided by our institutions -- Developing understanding of data collection techniques -- How collecting data for action research can enhance our teaching -- More qualitative data collection techniques -- Electronic data collection methods -- Key informants -- Further reading -- 6 Data collection considerations: reliability, validity and generalisability -- Professional practice -- Reliability -- Validity -- Trustworthiness and understanding -- Guba's criteria -- Generalisability: an uncomfortable concept -- Developing understanding of data collection considerations -- Challenges at the heart of action research -- What can we learn from this case study? -- Critical perspectives on data collection concepts -- Further reading -- 7 Data analysis and interpretation -- Professional practice -- Ongoing analysis and reflection -- The role of analysis and interpretation -- Qualitative data organisation -- Qualitative data analysis techniques -- Analysing and interpreting quantitative data -- Developing understanding of data analysis and interpretation -- Data analysis in mixed-methods design -- Qualitative data interpretation techniques -- Questions to ask of this case study -- Analysing thin data -- Relating findings to literature -- Provisional and tentative reporting -- Further reading -- Phase 3 Implementation -- 8 Action planning and implementation -- Professional practice -- Developing action plans for implementation -- A case study example -- Levels of action planning -- Characteristics of action planning -- Developing understanding of action planning and implementation -- Resistance to change -- Reluctance to interfere with others' professional practices. Difficult truths -- Finding a forum to share what we have learned -- Time and action research -- Power and authority relationships -- Top-down and bottom-up strategies -- The potential to be a change agent -- Hidden agendas -- Optimism as a critical resource -- Further reading -- Phase 4 Evaluation and dissemination -- 9 Evaluating action research -- Professional practice -- Who evaluates? -- What purposes? -- Before we begin -- Evaluating the action research cycle -- Developing understanding of evaluation -- Purposes of evaluation -- What now? -- Further reading -- 10 Disseminating action research -- Professional practice -- Why we disseminate -- Strategies for oral dissemination -- Benefits of oral dissemination -- Strategies for writing for a wider audience -- Developing understanding of dissemination -- Dissemination and diffusion -- Understanding our stories -- Seeking feedback -- Further reading -- Appendix 1 Elizabeth McPolin -- Appendix 2 Ross Oxby -- Glossary.

Sommario/riassunto

Action Research provides support for teachers, lecturers and trainees going through the action research process. It is written in a clear and accessible style and is suitable for those studying for academic qualifications or researching for professional development, offering practical and academically sound guidance. Each chapter is written so you can quickly get on with your own action research, while also going on to encourage further exploration of the theory and concepts underpinning action research. Structured using a clear four-stage cycle of Action Research, this book illustrates that action research is a flexible research methodology that responds to individual context and individual needs.
