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Nota di contenuto	<p>""Cover""; ""Contents""; ""Foreword""; ""Preface""; ""Acknowledgments""; ""About the Author""; ""Chapter 1 - Reflective Professional Practice""; ""Reflections of the Future, Past, and Present""; ""Reflective Educators Seek Self-Knowledge""; ""The Search for Self-Knowledge Leads to Solitary Dialogue""; ""Self-Knowledge and Solitary Dialogue Lead to Professional Maturity""; ""Mature Educators Try to Improve Continually""; ""Stage 1: Assess the Situation""; ""Stage 2: Set Clear Goals""; ""Stage 3: Brainstorm Action Strategies""; ""Stage 4: Implement Action Plans""</p> <p>""Stage 5: Monitor Your Own Actions""""Stage 6: Assess Othersa€? Reactions""; ""Stage 7: Evaluate What Others Have Learned""; ""Stage 8: Confront Yourself with the Results""; ""Stage 9: Reflect on Actions to Take Next""; ""Stage 10: Assess the New Situation and Set New Goals""; ""Using the Tools of Reflection to Move toward Action Research""; ""Journal-Writing Assignments""; ""Chapter 2 - Educators and Continuous Improvement""; ""Three Faces of Continuous Improvement""; ""Action Research: Two Types of Social Scientists""; ""Differences between Action Research and Traditional Research""</p> <p>""An Example of Action Research""""Processes of Continuous Improvement""; ""Journal-Writing Assignments""; ""Chapter 3 - Action</p>

Research: Definitions, Models, Steps, and Phases"; "Contemporary Need for Action Research"; "Definitions of Action Research"; "Action Research and Group Dynamics"; "Two Models of Action Research"; "Proactive Action Research"; "Responsive Action Research"; "The Models Compared"; "Three Phases of Action Research"; "Initiation"; "Detection"; "Judgment"; "Research during Each Phase"; "Journal-Writing Assignments"

"Chapter 4 - Research Methods: Procedures, Instruments, Special Issues, and Ethics""Data Collection in Action Research";

"Questionnaires"; "Factual Questionnaires"; "Standardized Tests: Special Factual Questionnaires"; "Questionnaires about Feelings";

"Questionnaires about Thoughts"; "Questionnaires about Behaviors";

"Tips on Making Questionnaires"; "Interviews"; "One-on-One

Informal Interviews"; "Focus Group Informal Interviews"; "One-on-

One Formal Interviews"; "Focus Group Formal Interviews";

"Observations"; "Observant Participation"

"Structured Observations""Documents"; "Special Issues of Action

Research"; "Psychometric Challenges"; "Psychological Obstacles";

"Process Pitfalls"; "The Ethics of Action Research"; "Journal-Writing

Assignments"; "Chapter 5 - Proactive Action Research"; "Marilyn

Lund"; "Marilyn Reflects on Her Practice"; "Marilyn's Knowledge

(and Methods) Search"; "Marilyn's Hopes and Concerns"; "Marilyn's

New Practices"; "Marilyn Collects Data"; "Marilyn Checks on What

the Data Mean"; "Marilyn Reflects on Alternative Ways to Behave"

"Marilyn Fine-Tunes Her New Practice"

Sommario/riassunto

Richard Schmuck demonstrates how educators can use personal reflection and action research to convert frustrations into solvable problems and improved professional practice.
