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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"; "Marilyna's Knowledge (and Methods) Search"; "Marilyna's Hopes and Concerns"; "Marilyna'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.
