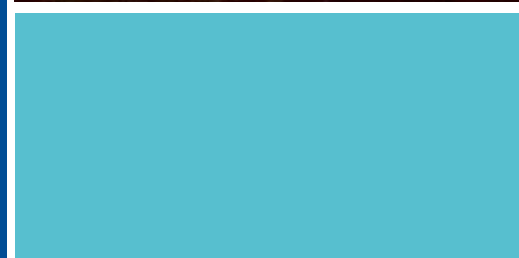


# LEVELLING UP Action Research Starting Points

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# Why action research?

- Improve practice
- Improve understanding of a practice
- Improve the situation where the practice takes place

(Carr and Kemmis, 1986)

# Action research and education

**Corey (1953) was the first to advocate action research in the study of education.**

- Teachers, supervisors and administrators could make more informed decisions
- Teachers, supervisors and administrators could engage in more effective practices if they were able and willing to conduct research as a basis of these decisions

# Teachers at the centre

**‘Only teachers are in the position to create good teaching.’**

(Stenhouse, 1984)

# Research for improvement

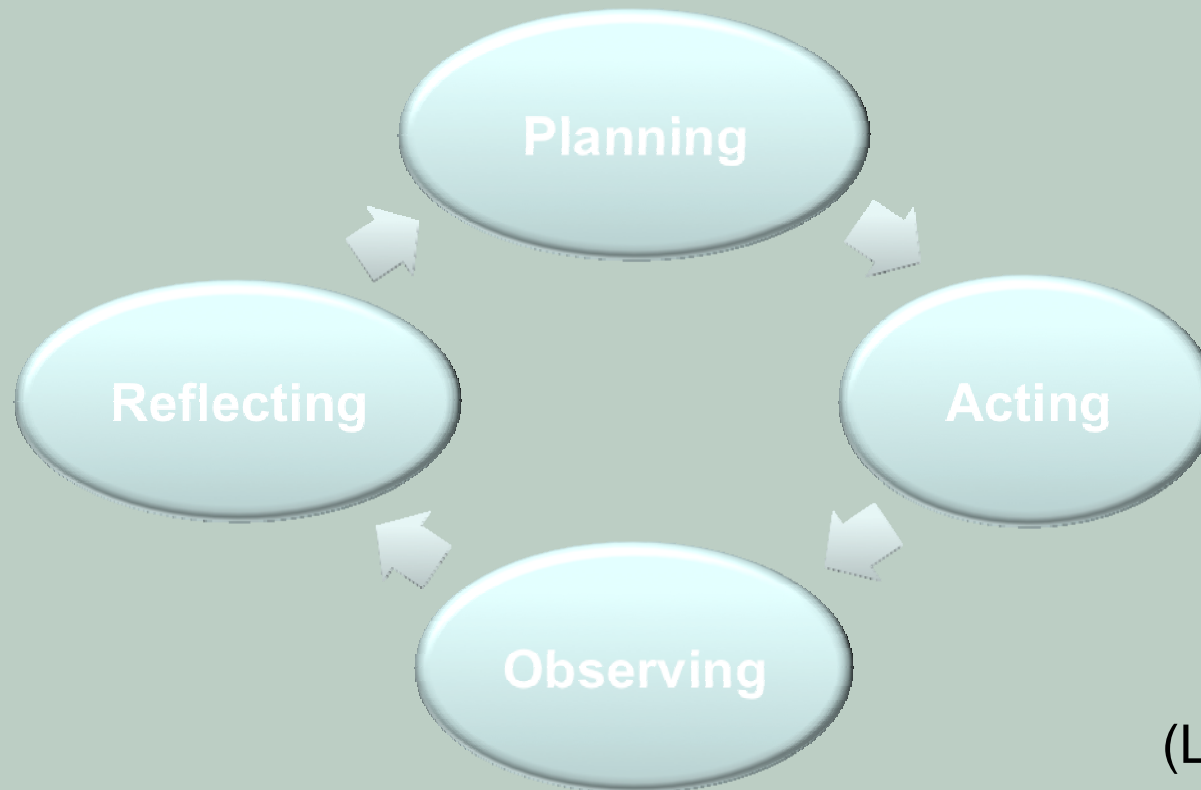
**‘Research that produces nothing but books will not suffice.’**

(Lewin, 1946)

**‘It is teachers who in the end will change the world of the school by understanding it.’**

(Stenhouse, 1984)

# Action research: key principles



(Lewin, 1946)

# Reflection and change

‘The practitioner allows himself (sic) to experience surprise, puzzlement, or confusion in a situation which he finds uncertain or unique. He reflects on the phenomenon before him, and on the prior understandings which have been implicit in his behaviour. He carries out an experiment which serves to generate both a new understanding of the phenomenon and a change in the situation.’

(Schön, 1983)

# What makes good action research?

- Realise educational values
- Integrate teaching and research
- Develop the curriculum
- *Reflexive* teaching
- Collection of teaching and learning data from different view points
- Defining quality indicators

(Elliot, 1995)

# Good action enquiry is ...

- Systematic
- Illuminating
- Informative
- Interesting
- Motivating
- Time efficient

(Stenhouse, 1984)

## Read on ...

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