

# Models of Action Research The Action Research Process

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## The Action Research Planner

Doing Critical Participatory Action  
Research

 Springer

# Session Objectives

**By the end of the session students will be able to:**

- Explain the purpose of using models in action research
- Identify a suitable model to use in their action research
- Studies
- Describe the steps in the action research process
- Generate ideas for their action research study

# Why use a model?

- It provides an organizing framework/structure
- Keeps you focused on the key elements of your research
- It allows you to evaluate your work
- Justifies the use of the action research approach
- Helps you produce your report

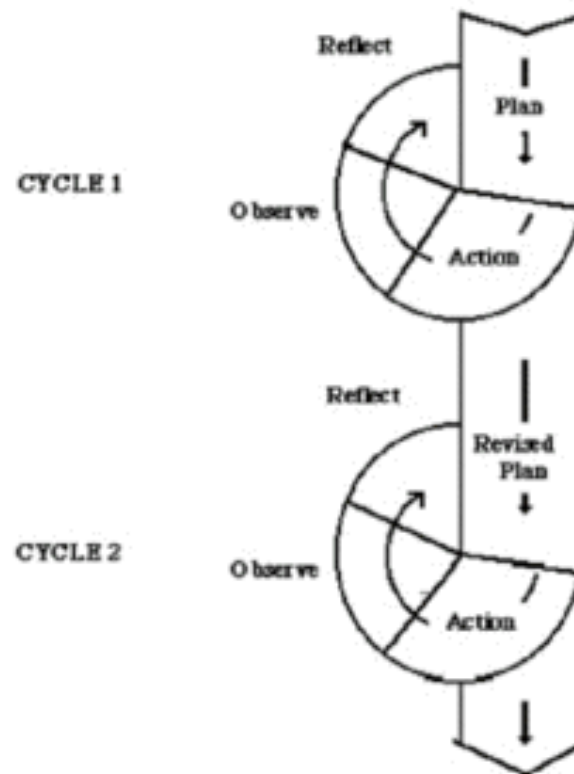
**What does the organizing framework  
look like?**

# STEPHEN KEMMIS'S MODEL

- Stephen Kemmis has developed a simple model of the cyclical nature of the typical action research process.

- Each cycle has four steps

1. Plan
2. Act
3. Observe
4. Reflect



# STEPS IN ACTION RESEARCH

(FERRANCE, 2000)

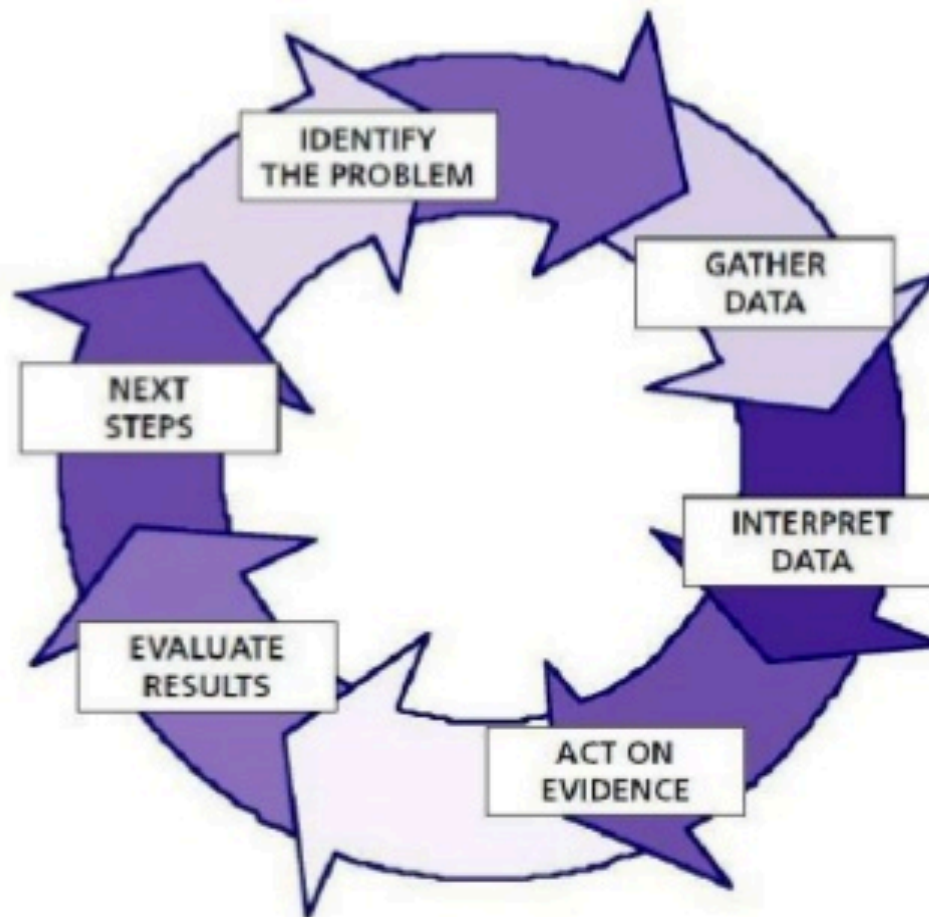


Figure 2. Action Research Cycle



identifying a  
general or initial  
idea

reconnaissance  
or fact finding

take first action  
step

planning

evaluate

amended plan

take second  
action step ...

# Generating Ideas

**The emphasis is trying something out...doing something Different...a variation of current practice**

1. I would like to improve the...
2. In what ways could.....improve.....
3. To what extent does.....enable.....
4. What difference does.....make to.....
5. How can the use of.....increase.....
6. I have an idea I would like to try out in my class
7. How can the experience of...be applied to.....



# Link Ideas to Action

Examples...

A. Students are unhappy with current assessment methods  
How can we collaborate to improve student assessment?

B. Students seem to waste a lot of time in class.  
How can I increase the time students spend on task?

**NOTE:** Each example has two characteristics:

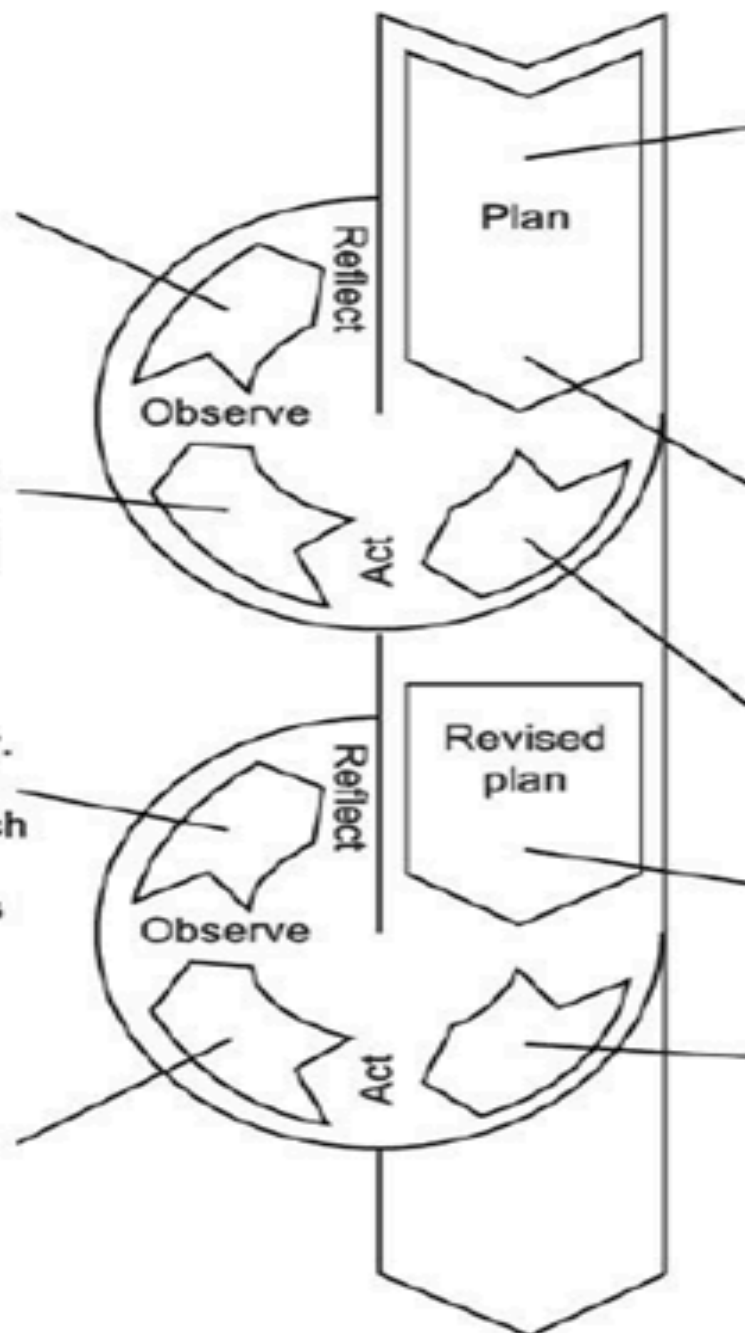
1. Identifying what is currently happening
2. Trying or **doing** something to improve or change

My enquiry questioning is disrupted by my need to keep control in ways the class expects.

Record questions and responses on tape for a couple of lessons to see what is happening. Keep notes of my impressions in a diary.

Enquiry developing but students are more unruly. How can I keep them on track? By listening to each other, probing their questions? What lessons help?

Record on tape questioning and control statements. Note in diary effects on student behaviour.



My students think that science means recalling facts rather than a process of enquiry. How can I stimulate enquiry in my students? Change the curriculum? Change my questioning? Settle on questioning strategies.

Shift questioning strategy to encourage students to explore answers to their own questions.

Try questions which let students say what they mean, what interests them.

Continue general aim but reduce number of control statements.

Use less control statements for a couple of lessons.



**KEEP**

**CALM**

**IT'S**

**ACTIVITY**

**TIME!!!**

# Identifying a General Idea

## Instructions

### Step One: Reflect/Think

Ask yourself the following questions and record your responses on The Padlet, your word document or paper:

1. What is happening now?
2. In what sense is it problematic? (30-50 words)
3. What can I do about it?
4. Use the hooks on the generating ideas slide (21) on the power point from the last class to guide you
5. Try to link the idea, present practice and strategic action that will lead to improvement (use slide 23) on power point from last class

# Identifying a General Idea

## Instructions

### Step Two: Pair

- Discuss your ideas with the person next to you
- Refine your ideas based on your discussions

### Step Three: Share

- Some students will be called to share your idea

# Wrap Up

What is your understanding of the following terms:

Problem/Issue

Rationale

Intervention

Reconnaissance

# Cycle of Action Research

