

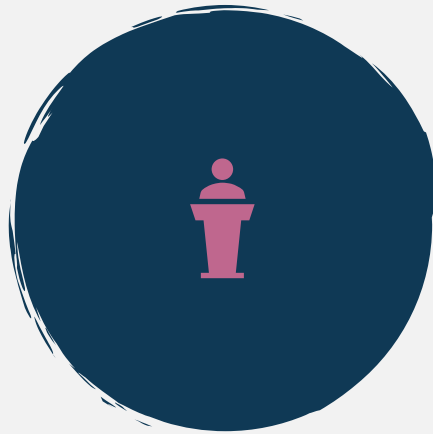


ACTION RESEARCH ORIENTATION

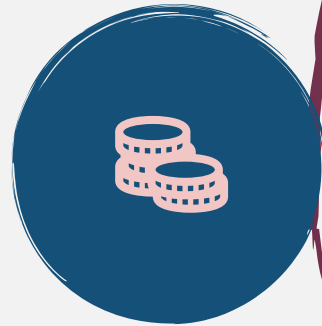
MS. RACHANA DAS



WHAT



WHY



STEPS

ACTION RESEARCH



The concept of action research can be traced back to the works of John Dewey in the 1920s and Kurt Lewin in the 1940s,

but the term action research was coined after 1949 through Corey's work at the Teachers' College of Columbia University.

There are two dimensions attached to this word Action Research.

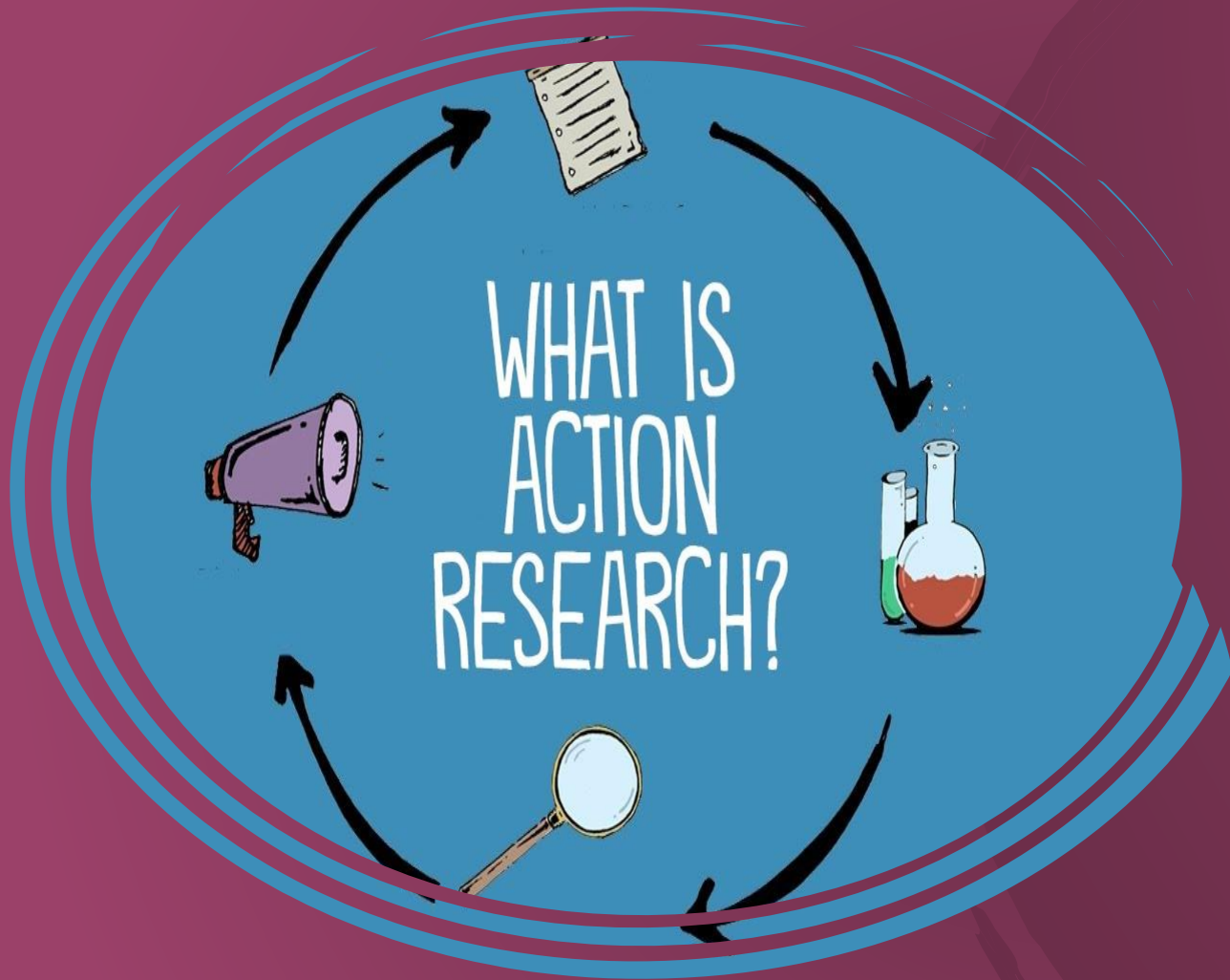


One is action, which is doing something

and Research, which is analyzing.

When both the terms combine, it is of doing something to analyze or analyze to do something or doing something while analyzing.

Action research can be described as a family of research methodologies which pursue ACTION (or CHANGE) and RESEARCH (or UNDERSTANDING) at the same time.



DEFINITIONS AND MEANING

Action research is defined as any systematic inquiry conducted by teachers, administrators, counsellors or others with a vested interest in the teaching and learning process or environment for the purpose of gathering information about how their particular schools operate, how they teach, and how their students learn (Mills, 2011).

Corey defined action research as the process through which practitioners study their own practice to solve their personal practical problems.



Definitions

Schmuck (1997) defines action research as an attempt to “study a real school situation with a view to improve the quality of actions and results within it”.

- Action research allows teachers to study their own classrooms.
- For example, their own instructional methods, their own students, and their own assessments in order to better understand them and to be able to improve their quality or effectiveness.
- Action research offers a process by which current practice can be changed toward better practice.



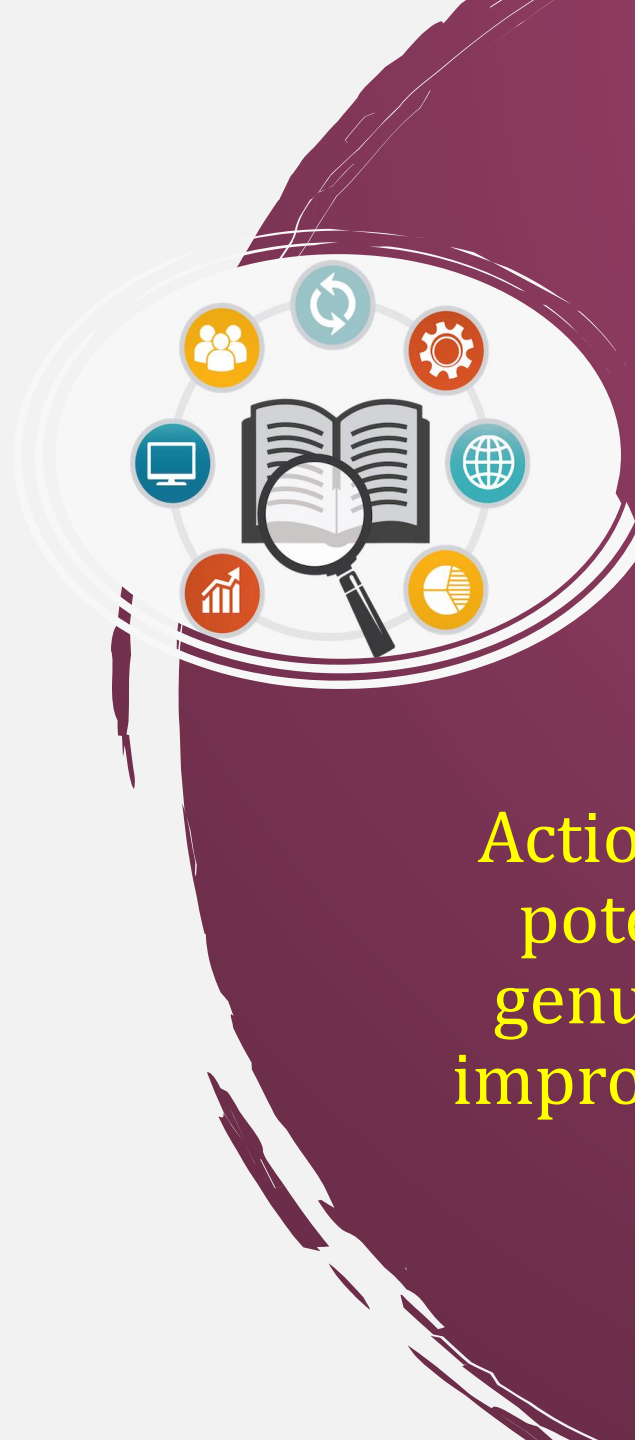
MEANING



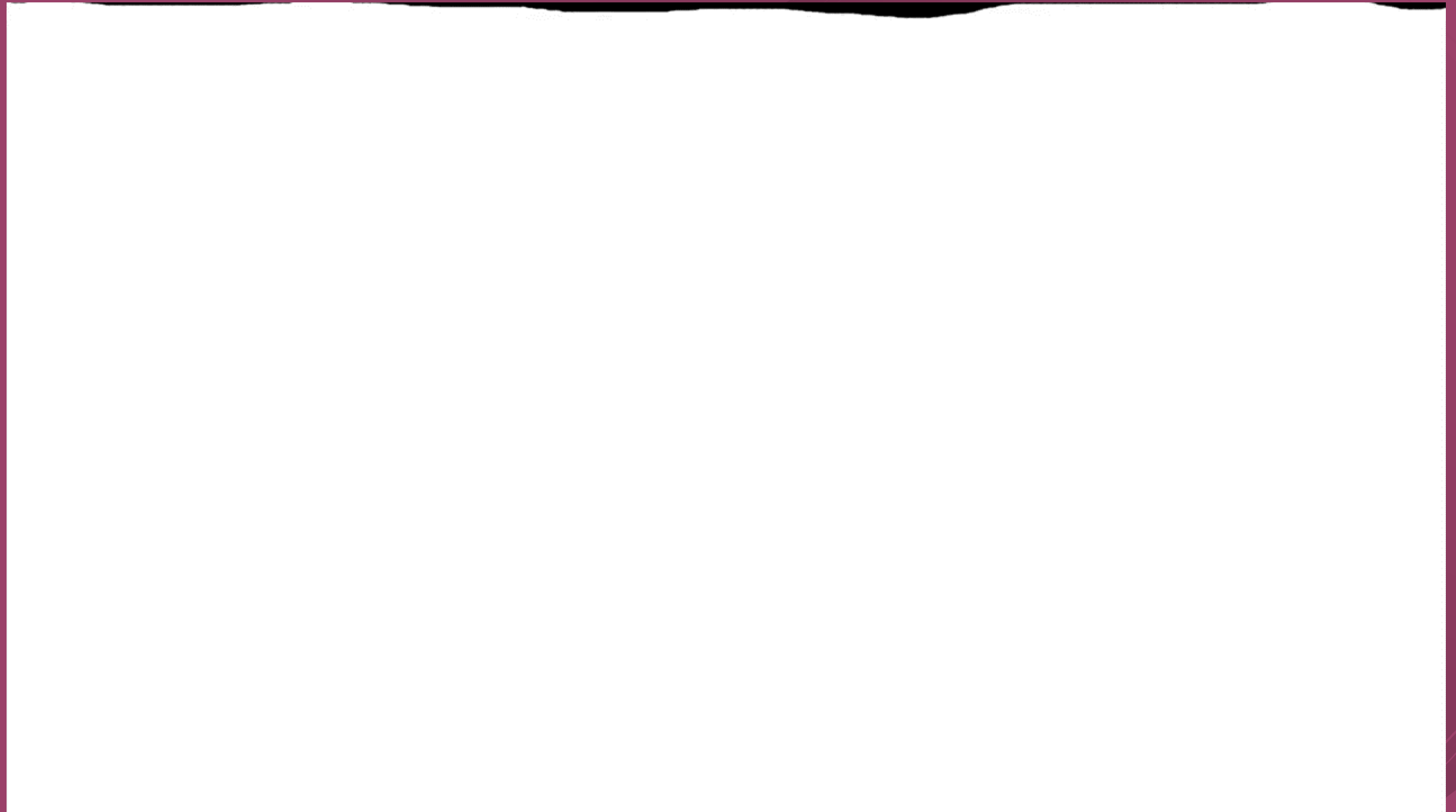
- A goal of every classroom teacher should be to improve her or his professional practice, as well as student outcomes. Action research is an effective means by which this can be accomplished.
- Through action research, teachers are encouraged to become continuous, lifelong learners in their classrooms and with respect to their practice. This notion is central to the very nature of education—action research encourages teachers to examine the dynamics of their classrooms, critically think about the actions and interactions of students, confirm and/or challenge existing ideas or practices, and take risks in the process (Mills, 2011).

Purpose of Action Research

- It is aimed at **finding a remedy to problems** in specific situations or for improving a given set of circumstances.
- It is a **means of in-service education** by equipping the teachers with new skills and methods, sharpening analytical powers and **heightening self-awareness and self-efficacy**.
- It **promotes reflective teaching and thinking**. It gives teachers new opportunities to reflect on and assess their teaching.
- It helps teachers **develop new knowledge** directly related to their classrooms.
- It equips a teacher with additional or innovatory approaches to teaching and learning and **expands teachers' pedagogical repertoire**.

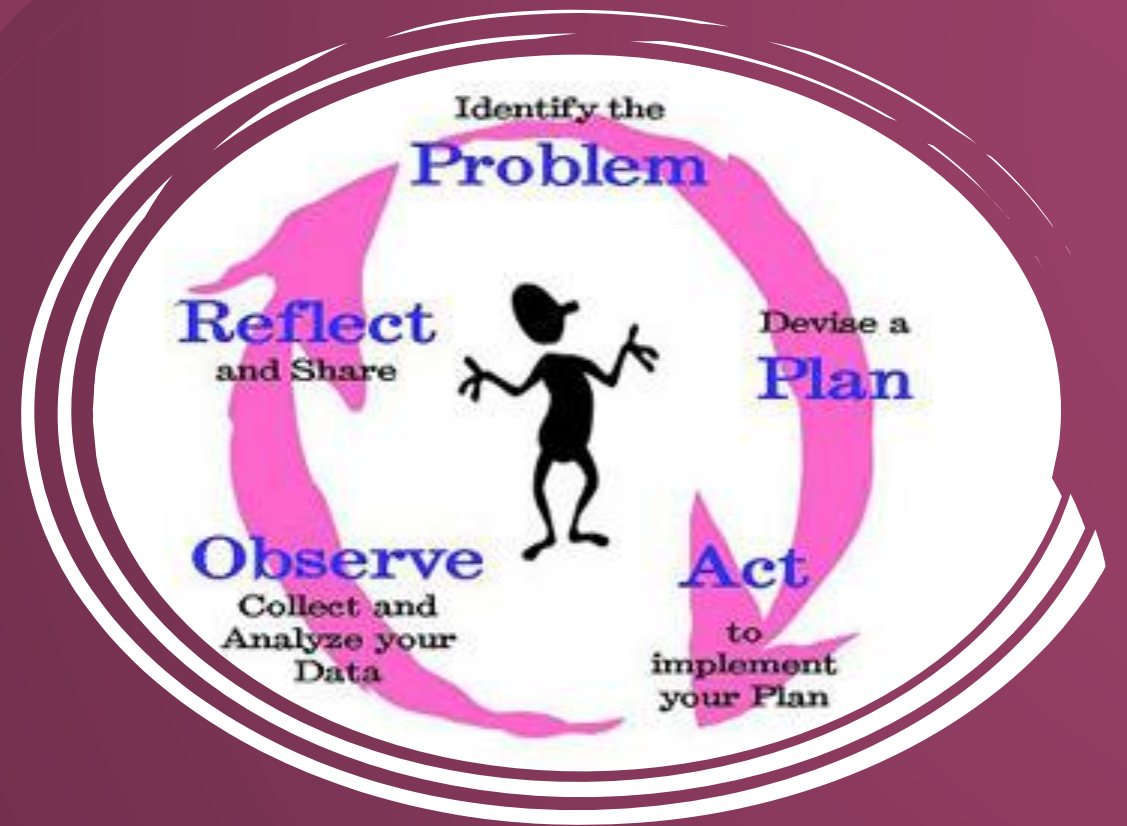


Action research has the potential to generate genuine and sustained improvements in schools because,



According to Kurt Lewin, the founder of the term Action Research,

- ✓ it is an ongoing strategy;
- ✓ the cycle is repeated to form a spiral;
- ✓ reformulated plan, revised action, more fact-finding, reanalysis.



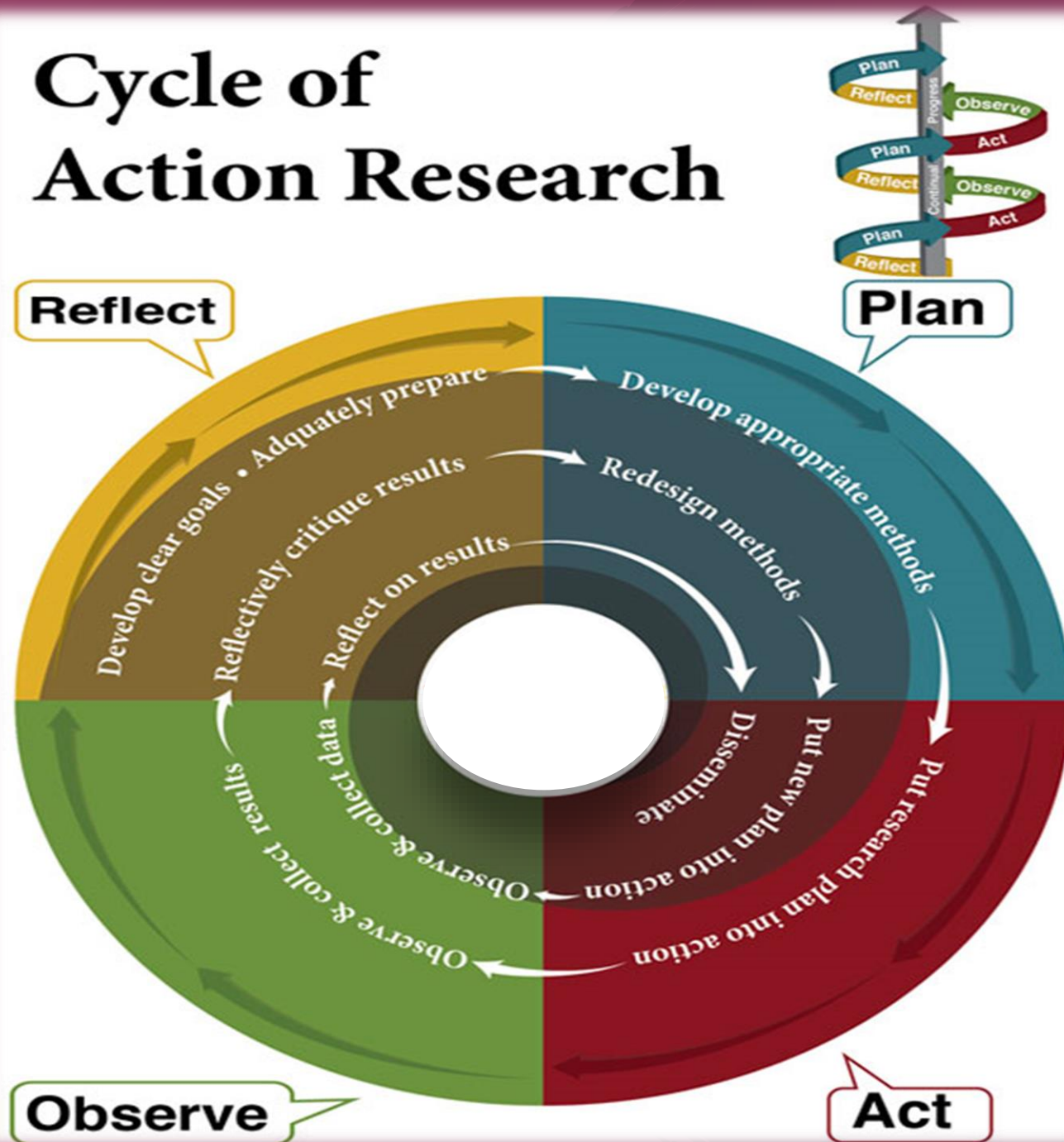
STEPS OF ACTION RESEARCH



WHAT IS ACTION RESEARCH?



Cycle of Action Research



WHY CONDUCT ACTION RESEARCH



Importance of Ethics in Research

- Ethics is important in research because it keeps the researcher from committing errors while seeking knowledge and truth. It promotes essential values that help researchers working on a topic to have a common understanding of how things should go about.
- Since research may involve experts coming from different fields of expertise, ethics binds them together by considering the important values such as accountability, cooperation, coordination, mutual respect, and fairness among others.





Research ethics are moral principles that guide researchers to conduct and report research without deception or intention to harm the participants of the study or members of the society as a whole, whether knowingly or unknowingly.

ETHICAL CONSIDERATIONS



SENSE
PRINCIPLES
WORTHINESS
FAITH
MOTIVATION
RESPONSIBILITY
HONESTY
INTEGRITY
THEORY
VALUES
SOCIAL
EQUALITY
CONVENTIONALITIES
RESPECTABILITY
TREATMENT
TRUTH
HYPOCRISY
ETHICS
PHILISOPHY
PERFORMANCE
MORALS
TRUST
RULES
AUTHENTICITY
CHARACTER
ETIQUETTE
FAIRNESS
CRITERIA
DECENCY
RESPECT
VIRTUE
STANDARDS
PURPOSE
ATTITUDE
ACCEPTANCE
INNOCENCE
FAIRNESS
CONDUCT

THANK YOU !!!

