

The results and insights gained from AR should not only be of theoretical importance but also lead to practical improvements in the problem areas identified (Zuber-Skerritt, 1992, p. 12).

## INVESTIGATE YOUR CLASSROOM CONCERNS...

Reflect on the following open ended probes to assist you in beginning the process of Action Research in your classroom.

- Currently in my classroom I am concerned about...
- In order to investigate my concern I need to investigate on...
- I will gather this information by collecting the following data...
- After analyzing my data, I found that my students are having difficulties with...
- To meet my students' needs, I need to focus my instruction on...

Email additional comments to the following address:

[Bradley.Smrstick@sdhc.k12.fl.us](mailto:Bradley.Smrstick@sdhc.k12.fl.us)

## WHAT CAN THE ACTION RESEARCH TEAM DO FOR YOU?

- Are you interested in improving your teaching?
- Are you interested in improving student learning?
- Are there professional skills that you wish to acquire?
- Has it been difficult for you to locate a resource for those missing skills?
- Would you like to become part of an Action Research integration team at your school?
- Please call our office at the number listed below to obtain assistance regarding all your Action Research questions.



Find us on the web at:

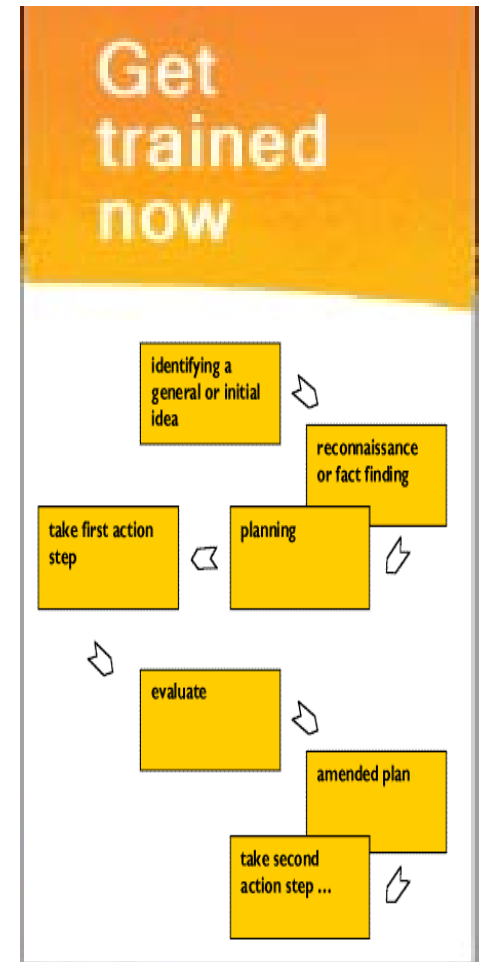
<http://actionresearch.pbwiki.com/>



2909 North 40th Street  
Tampa, FL 33605

(813)272-4700

## WHAT CAN ACTION RESEARCH DO FOR ME ?



# ACTION RESEARCH

## DEFINITIONS OF ACTION RESEARCH CAN VARY

“Let’s study what’s happening at our school (in my classroom), decide if I can make it a better place by changing what and how I teach and how I relate to students and the community, study the effects and begin again.” (A.M. Huberman, 1992)

“Teachers identify and solve their own instructional concerns, within their own classrooms with the process of actions research.” (Mary Little, 2001)

“Action Research consists of planned, continuous, and systematic procedures for reflecting on professional practice and for trying out alternative practices to improve outcomes.” (Richard A. Schmuck, 1997)

## SOME COMMON CHARACTERISTICS OF ACTION RESEARCH

There are a number of characteristics which distinguish Action Research from other forms of research.

These include: collaboration between researcher and practitioner; solution of practical problems, change in practice; theory development and publicising the results of the inquiry (Holter & Schwartz-Barcott, 1993; Zuber-Skerritt, 1992, p.14).

## ACTION RESEARCH IS A CYCLE THAT ENABLES GROWTH

According to the North Central Regional Educational Laboratory,

"Action research is inquiry or research in the context of focused efforts to improve the quality of an organization and its performance. It typically is designed and conducted by practitioners who analyze the data to improve their own practice. Action research can be done by individuals or by teams of colleagues. The team approach is called collaborative inquiry."

## YOU MAY ALREADY BE DOING ACTION RESEARCH

The characteristics of AR are neatly summarized in the CRASP model developed by Zuber-Skerritt.

**Action research is:**

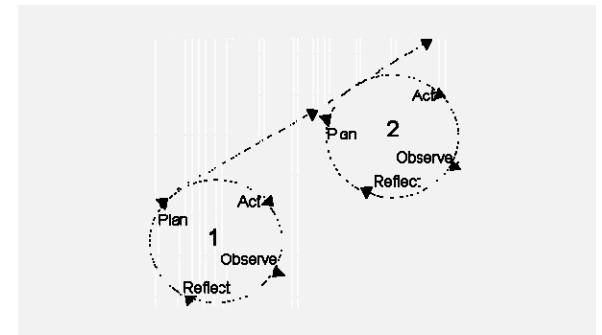
1. Critical collaborative enquiry.
2. Reflective practitioners.
3. Accountable and making the results of their enquiry public.
4. Self-evaluating their practice and engaged in collaboration.
5. Participative problem-solving and continuing professional development (Zuber-Skerritt 1992, p.15).



## THE STEPS OF ACTION RESEARCH

The Action Research Spiral (after Zuber-Skerritt, 1995, p.13)

1. Develop a **plan** of critically informed action to improve current practice. The plan must be flexible to allow adaptation for unforeseen effects or constraints.
2. The group members **act** to implement the plan which must be deliberate and controlled.
3. This action is **observed** to collect evidence which allows thorough evaluation. The observation must be planned and a journal may be used for recording purposes.
4. **Reflection** of the action recorded during observation is usually aided by discussion among the group members. Group reflection can lead to further planning of critically informed action, thereby continuing the cycle.



(Kemmis & McTaggart, 1988, pp.10-14; Zuber-Skerritt, 1992, p.16).