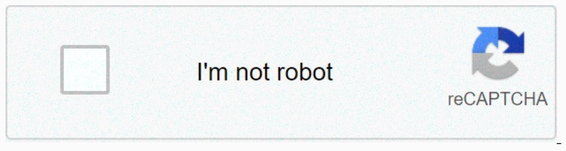
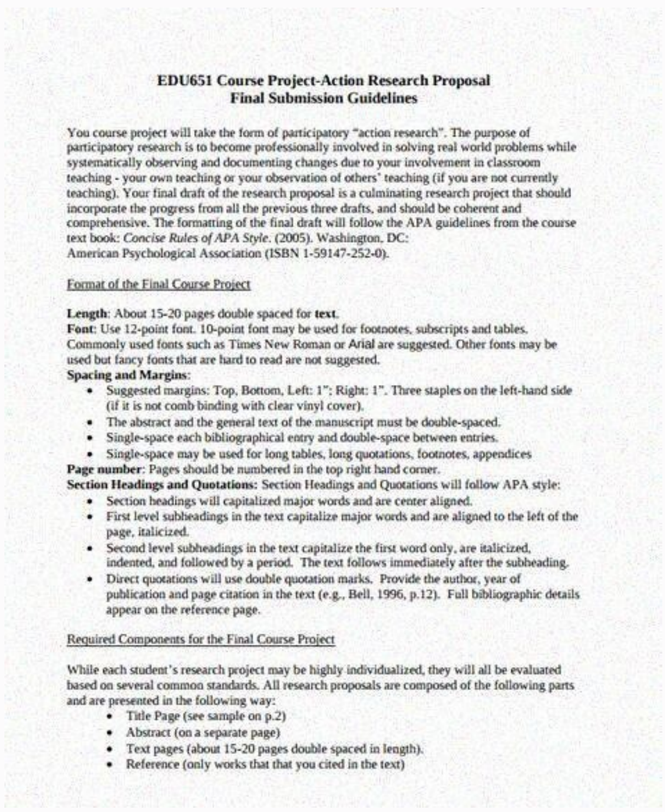



I am not robot!

**What is an action research proposal in education.  Action for schools.**



**EDU651 Course Project-Action Research Proposal**
**Final Submission Guidelines**

You course project will take the form of participatory "action research". The purpose of participatory research is to become professionally involved in solving real world problems while systematically observing and documenting changes due to your involvement in classroom teaching - your own teaching or your observation of others' teaching (if you are not currently teaching). Your final draft of the research proposal is a culminating research project that should incorporate the progress from all the previous three drafts, and should be coherent and comprehensive. The formatting of the final draft will follow the APA guidelines from the course text book: *Concise Rules of APA Style*. (2005). Washington, DC: American Psychological Association (ISBN 1-59147-252-0).

Format of the Final Course Project

**Length**: About 15-20 pages double spaced for **text**.
**Font**: Use 12-point font. 10-point font may be used for footnotes, subscripts and tables. Commonly used fonts such as Times New Roman or Arial are suggested. Other fonts may be used but fancy fonts that are hard to read are not suggested.
**Spacing and Margins**:

- Suggested margins: Top, Bottom, Left: 1"; Right: 1". Three staples on the left-hand side (if it is not comb binding with clear vinyl cover).
- The abstract and the general text of the manuscript must be double-spaced.
- Single-space each bibliographical entry and double-space between entries.
- Single-space may be used for long tables, long quotations, footnotes, appendices

**Page number**: Pages should be numbered in the top right hand corner.
**Section Headings and Quotations:** Section Headings and Quotations will follow APA style:

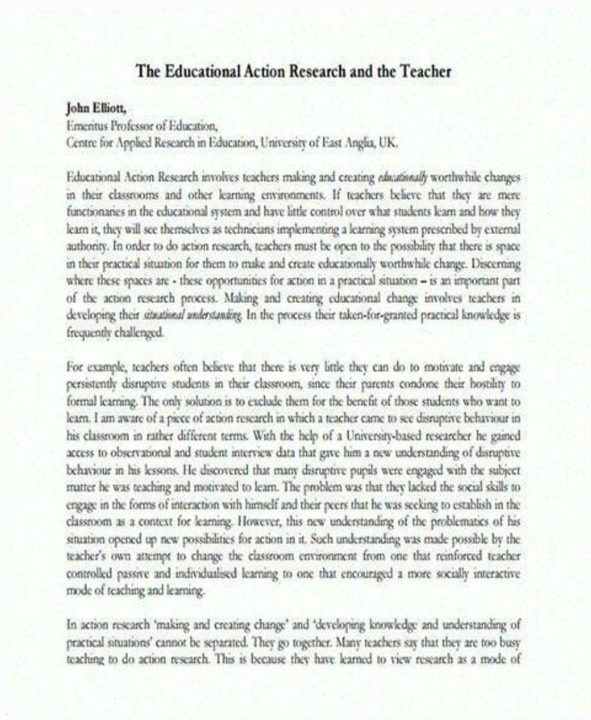
- Section headings will capitalized major words and are center aligned.
- First level subheadings in the text capitalize major words and are aligned to the left of the page, italicized.
- Second level subheadings in the text capitalize the first word only, are italicized, indented, and followed by a period. The text follows immediately after the subheading.
- Direct quotations will use double quotation marks. Provide the author, year of publication and page citation in the text (e.g., Bell, 1996, p.12). Full bibliographic details appear on the reference page.

Required Components for the Final Course Project

While each student's research project may be highly individualized, they will all be evaluated based on several common standards. All research proposals are composed of the following parts and are presented in the following way:

- Title Page (see sample on p.2)
- Abstract (on a separate page)
- Text pages (about 15-20 pages double spaced in length).
- Reference (only works that that you cited in the text)

****Maintain Focus**: Clarify what you're investigating and avoid researching multiple aspects simultaneously. 2. **Identify a Clear Research Question**: Start with "How does..." or "How do I/we...?" questions that emphasize your role as an actor-researcher. To facilitate an action plan without disrupting teaching, consider the following: 1. **Plan Your Project**: Develop a project plan that aligns with your educational context and practice. 2. **Prioritize Clarity**: Clearly define what you're researching to avoid wasting time on irrelevant aspects. When responding to unexpected events during data collection, remember that: 1.**



**The Educational Action Research and the Teacher**

**John Elliott,**
Emeritus Professor of Education,
Centre for Applied Research in Education, University of East Anglia, UK.

Educational Action Research involves teachers making and creating *educationally* worthwhile changes in their classrooms and other learning environments. If teachers believe that they are mere functionaries in the educational system and have little control over what students learn and how they learn it, they will see themselves as technicians implementing a learning system prescribed by external authority. In order to do action research, teachers must be open to the possibility that there is space in their practical situation for them to make and create educationally worthwhile change. Discerning where these spaces are - these opportunities for action in a practical situation – is an important part of the action research process. Making and creating educational change involves teachers in developing their *situational understanding*. In the process their taken-for-granted practical knowledge is frequently challenged.

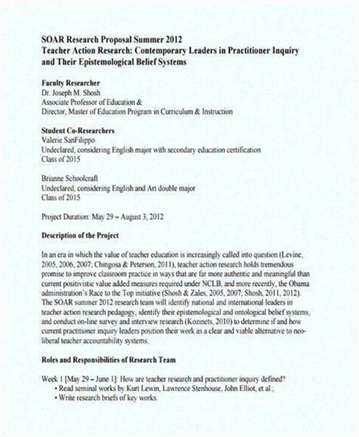
For example, teachers often believe that there is very little they can do to motivate and engage persistently disruptive students in their classroom, since their parents condone their hostility to formal learning. The only solution is to exclude them for the benefit of those students who want to learn. I am aware of a piece of action research in which a teacher came to see disruptive behaviour in his classroom in rather different terms. With the help of a University-based researcher he gained access to observational and student interview data that gave him a new understanding of disruptive behaviour in his lessons. He discovered that many disruptive pupils were engaged with the subject matter he was teaching and motivated to learn. The problem was that they lacked the social skills to engage in the forms of interaction with himself and their peers that he was seeking to establish in the classroom as a context for learning. However, this new understanding of the problematics of his situation opened up new possibilities for action in it. Such understanding was made possible by the teacher's own attempt to change the classroom environment from one that reinforced teacher controlled passive and individualised learning to one that encouraged a more socially interactive mode of teaching and learning.

In action research 'making and creating change' and 'developing knowledge and understanding of practical situations' cannot be separated. They go together. Many teachers say that they are too busy teaching to do action research. This is because they have learned to view research as a mode of

**Education act gibraltar.  Action4schools gibraltar.  Action research proposal examples.**

To take action in your educational context, consider the following: Firstly, maintain focus on one specific aspect of your topic, as researching multiple areas simultaneously can lead to disorientation. Identify a clear research question that begins with "How does..." or "How do I/we...?" and emphasizes your role as an actor-researcher. When

undertaking an action research project, be aware of the following considerations: 1. **Maintain Focus**: Clarify what you're investigating and avoid researching multiple aspects simultaneously. 2. **Identify a Clear Research Question**: Start with "How does..." or "How do I/we...?" questions that emphasize your role as an actor-researcher. To facilitate an action plan without disrupting teaching, consider the following: 1. **Plan Your Project**: Develop a project plan that aligns with your educational context and practice. 2. **Prioritize Clarity**: Clearly define what you're researching to avoid wasting time on irrelevant aspects. When responding to unexpected events during data collection, remember that: 1. **Be Flexible**: Be prepared to adapt your plan in response to unplanned events. 2. **Stay Focused**: Maintain focus on your research question and adjust your approach accordingly. Ultimately, an action research project is a practical endeavor shaped by your educational context and practice. Stay focused, prioritize clarity, and be flexible – these considerations will guide you as you begin planning your project. These questions often rely on quantitative answers or yes/no responses, which limits analysis. For instance, asking how many students achieved a certain grade after reviewing material three times is too narrow. Similarly, questions that consider multiple variables, like how room temperature affects student productivity, may not yield valuable insights for daily practice. Research questions can also evolve as the process unfolds. Considering the example of improving student punctuation through acting out sentences, the question might shift from focusing on individual to small-group activities. By engaging in research and asking questions, educators open themselves up to new possibilities and develop a deeper understanding of their context.
Understanding One's Capabilities It is crucial to have a realistic understanding of what can be researched within one's specific educational context. For instance, addressing broader systemic issues may not be feasible initially but could become possible over time. Rather than attempting to research these structures across an entire school or district, educators might focus on providing more meaningful feedback to students and parents about their progress in the course. Identifying and Addressing Structural Issues Action research can identify and address structural issues within one's own educational context, focusing outcomes on the classroom rather than the broader school or district. By doing so, educators gain a deeper understanding of these modifications and can share their work with others to enable them to understand and address similar issues in their contexts. Throughout this process, educators might determine that standards-based grading is more effective than traditional grades and then share their research outcomes at an in-service presentation, prompting many colleagues to adopt a similar approach. As individuals, we have the power to transform our own lives while connecting with like-minded practitioners who work together towards positive change. Planning thoughtfully means having a direction in mind, but being open to adjusting course as needed. In education research, this might involve refining your criteria and questioning approach as you go along. To navigate potential changes in your research focus, consider developing criteria for evaluating the effectiveness of your process. This could include questions like whether your research is encouraging depth of analysis beyond typical daily reflections.
It's also essential to think about data collection methods and how they allow for nuance among participants or variables.



**SOAR Research Proposal Summer 2012**
**Teacher Action Research: Contemporary Leaders in Practitioner Inquiry and Their Epistemological Belief Systems**

**Faculty Researcher**
Dr. Joseph M. Shosh
Associate Professor of Education &
Director, Master of Education Program in Curriculum & Instruction

**Student Co-Researchers**
Valerie SanFilippo
Undeclared, considering English major with secondary education certification
Class of 2015

Brianne Schoolcraft
Undeclared, considering English and Art double major
Class of 2015

Project Duration: May 29 – August 3, 2012

**Description of the Project**

In an era in which the value of teacher education is increasingly called into question (Levine, 2005, 2006, 2007; Chingosa & Peterson, 2011), teacher action research holds tremendous promise to improve classroom practice in ways that are far more authentic and meaningful than current positivistic value added measures required under NCLB, and more recently, the Obama administration's Race to the Top initiative (Shosh & Zales, 2005, 2007; Shosh, 2011, 2012). The SOAR summer 2012 research team will identify national and international leaders in teacher action research pedagogy, identify their epistemological and ontological belief systems, and conduct on-line survey and interview research (Kozinets, 2010) to determine if and how current practitioner inquiry leaders position their work as a clear and viable alternative to neo-liberal teacher accountability systems.

**Roles and Responsibilities of Research Team**

Week 1 [May 29 – June 1]: How are teacher research and practitioner inquiry defined?
- Read seminal works by Kurt Lewin, Lawrence Stenhouse, John Elliot, et al.;
- Write research briefs of key works

**Maintain Focus**: Clarify what you're investigating and avoid researching multiple aspects simultaneously. 2. **Identify a Clear Research Question**: Start with "How does..." or "How do I/we...?" questions that emphasize your role as an actor-researcher. To facilitate an action plan without disrupting teaching, consider the following: 1. **Plan Your Project**: Develop a project plan that aligns with your educational context and practice. 2. **Prioritize Clarity**: Clearly define what you're researching to avoid wasting time on irrelevant aspects. When responding to unexpected events during data collection, remember that: 1. **Be Flexible**: Be prepared to adapt your plan in response to unplanned events. 2. **Stay Focused**: Maintain focus on your research question and adjust your approach accordingly.
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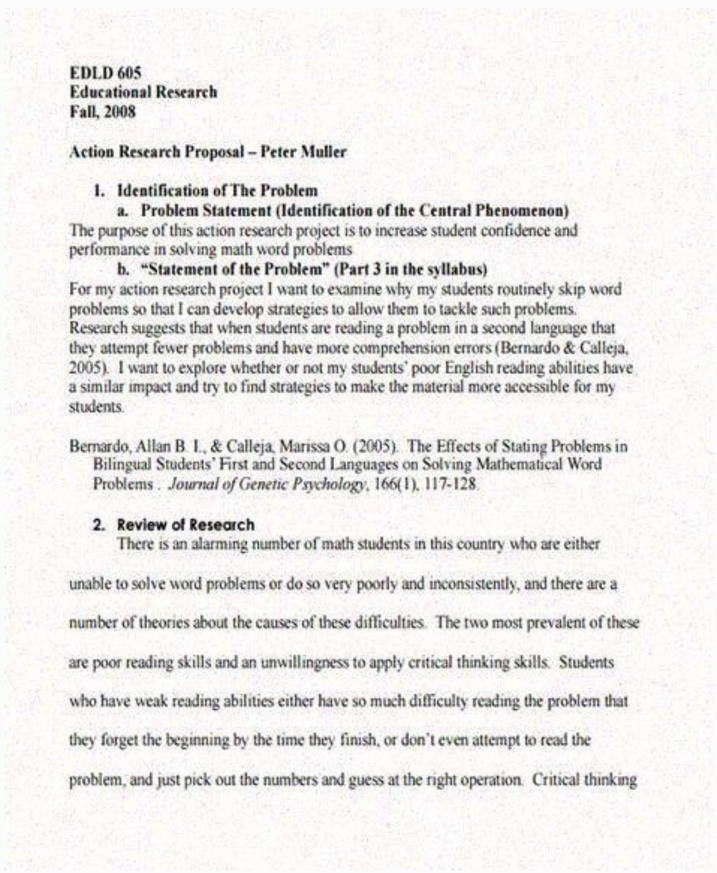
These collaborators may help with data collection, instrument development, or analysis. Your learning can have a positive impact on others' education as well. To increase transparency, invite observers to visit your classroom and provide feedback. This approach shows respect for multiple perspectives and helps validate your findings. You can also engage critical friends or validators who share similar logic in your research process and conclusions. Their input will be valuable when sharing your results, and it will give you confidence moving forward. Moreover, your initial research may inspire others to conduct their own studies, either individually or collaboratively as a team or school. When conducting action research, prioritize ethical practices by being aware of your positionality, its relation to your context, and potential power dynamics. Ensure that participants are not coerced into harmful practices. For instance, when implementing an intervention, be cautious not to impair the learning of one group while potentially benefiting another. When exploring new approaches for intervention, teachers should consider potential harm to students and ensure ethical considerations are met. If working with a university researcher, Institutional Review Boards (IRBs) will handle ethics. Otherwise, check district policies before starting. Key aspects of ethically informed research include: • Confirm awareness of the study and negotiate access • Promise confidentiality and uphold it • Ensure participants' rights to withdraw • Secure data Educational researchers emphasize that research isn't about finding solutions but creating new questions. This open-ended approach encourages continuous reflection on practice, as seen in action research. However, when educators conduct research in their classrooms, they must navigate ethical dilemmas. Schools conducting internal research bypass outside controls and shift power from experts to the researcher-educators. Ethics become multifaceted when teaching and research occur simultaneously.



**EDLD 605**
**Educational Research**
**Fall, 2008**

**Action Research Proposal – Peter Muller**

1. **Identification of The Problem**
   a. **Problem Statement (Identification of the Central Phenomenon)**

The purpose of this action research project is to increase student confidence and performance in solving math word problems

   b. **"Statement of the Problem" (Part 3 in the syllabus)**

For my action research project I want to examine why my students routinely skip word problems so that I can develop strategies to allow them to tackle such problems. Research suggests that when students are reading a problem in a second language that they attempt fewer problems and have more comprehension errors (Bernardo & Calleja, 2005). I want to explore whether or not my students' poor English reading abilities have a similar impact and try to find strategies to make the material more accessible for my students.

Bernardo, Allan B. I., & Calleja, Marissa O. (2005). The Effects of Stating Problems in Bilingual Students' First and Second Languages on Solving Mathematical Word Problems . *Journal of Genetic Psychology*, 166(1), 117-128.

2. **Review of Research**

There is an alarming number of math students in this country who are either unable to solve word problems or do so very poorly and inconsistently, and there are a number of theories about the causes of these difficulties. The two most prevalent of these are poor reading skills and an unwillingness to apply critical thinking skills. Students who have weak reading abilities either have so much difficulty reading the problem that they forget the beginning by the time they finish, or don't even attempt to read the problem, and just pick out the numbers and guess at the right operation. Critical thinking

Education act gibraltar. Action4schools gibraltar. Action research proposal examples.

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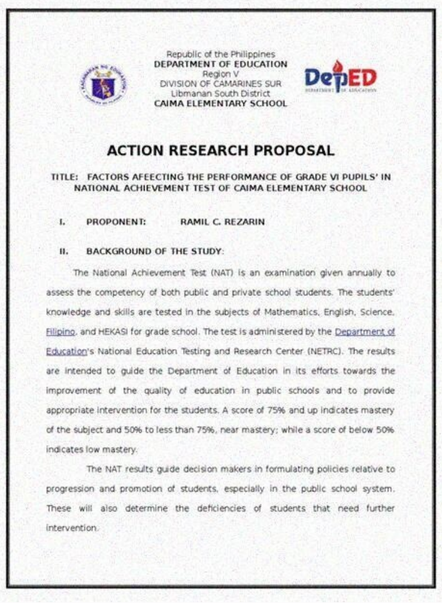

Republic of the Philippines
**DEPARTMENT OF EDUCATION**
Region V
DIVISION OF CAMARINES SUR
Libmanan South District
**CAIMA ELEMENTARY SCHOOL**

## ACTION RESEARCH PROPOSAL

**TITLE: FACTORS AFEECTING THE PERFORMANCE OF GRADE VI PUPILS' IN NATIONAL ACHIEVEMENT TEST OF CAIMA ELEMENTARY SCHOOL**

**I. PROPONENT:** **RAMIL C. REZARIN**

**II. BACKGROUND OF THE STUDY:**

The National Achievement Test (NAT) is an examination given annually to assess the competency of both public and private school students. The students' knowledge and skills are tested in the subjects of Mathematics, English, Science, Filipino, and HEKASI for grade school. The test is administered by the Department of Education's National Education Testing and Research Center (NETRC). The results are intended to guide the Department of Education in its efforts towards the improvement of the quality of education in public schools and to provide appropriate intervention for the students. A score of 75% and up indicates mastery of the subject and 50% to less than 75%, near mastery; while a score of below 50% indicates low mastery.

The NAT results guide decision makers in formulating policies relative to progression and promotion of students, especially in the public school system. These will also determine the deficiencies of students that need further intervention.

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This will help you avoid overwhelming data analysis tasks and ensure participants have enough time to develop the data you collect. Rather than viewing timelines as deadlines, think of them as providing space for data to emerge from participants. Be flexible in your approach, and don't be afraid to adjust your timeline as needed. Finally, involve others in your research process by engaging with colleagues and opening up your classroom to discuss issues that impact your entire educational context. As you embark on your educational research, consider inviting diverse individuals in your setting, including colleagues and administrators. These collaborators may help with data collection, instrument development, or analysis. Your learning can have a positive impact on others' education as well. To increase transparency, invite observers to visit your classroom and provide feedback. This approach shows respect for multiple perspectives and helps validate your findings. You can also engage critical friends or validators who share similar logic in your research process and conclusions. Their input will be valuable when sharing your results, and it will give you confidence moving forward. Moreover, your initial research may inspire others to conduct their own studies, either individually or collaboratively as a team or school. When conducting action research, prioritize ethical practices by being aware of your positionality, its relation to your context, and potential power dynamics. Ensure that participants are not coerced into harmful practices. For instance, when implementing an intervention, be cautious not to impair the learning of one group while potentially benefiting another.

When exploring new approaches for intervention, teachers should consider potential harm to students and ensure ethical considerations are met. If working with a university researcher, Institutional Review Boards (IRBs) will handle ethics. Otherwise, check district policies before starting. Key aspects of ethically informed research include: • Confirm awareness of the study and negotiate access • Promise confidentiality and uphold it • Ensure participants' rights to withdraw • Secure data Educational researchers emphasize that research isn't about finding solutions but creating new questions. This open-ended approach encourages continuous reflection on practice, as seen in action research. However, when educators conduct research in their classrooms, they must navigate ethical dilemmas. Schools conducting internal research bypass outside controls and shift power from experts to the researcher-educators. Ethics become multifaceted when teaching and research occur simultaneously. The educator-researcher's subjective perspective is acknowledged, unlike traditional research paradigms. The educator's role in research is intricately linked to their work, requiring them to remain immersed in the study site throughout the process. As researchers-in-practice, they must navigate ethical dilemmas inherent in working with others, including obtaining informed consent, protecting participants from harm, and ensuring confidentiality. This necessitates a deep understanding of ethical issues unique to educational contexts. While some educators may require guidance on research ethics, it's crucial for them to demonstrate a commitment to grappling with these complexities. As an example, consider the case of Jesse James, a notorious outlaw who was perceived as a hero by some. His story raises questions about how we categorize people as "good" or "bad." This curiosity highlights the need to critically examine our assumptions and provide justifications for our actions. Similarly, in the field of action research, educators must critically evaluate their own thinking and justify their methods. As you move forward with your research, it's essential to design a plan that prioritizes respect, justice, and beneficence to minimize harm to participants. This requires careful consideration of ethical implications throughout the data collection process. Some key challenges when conducting action research come from personal experiences and insights gained through supervising educator-researchers in various settings. While engaging in action research can be a fulfilling experience, it's crucial to approach it with careful planning, flexibility, and ongoing reflection. Although action research doesn't follow a predetermined sequence of steps, being aware of the progression outlined in Chapter 2 is helpful. This sequence can serve as a checklist for considering practical aspects before starting your project. As you begin, consider these questions: * Have you identified a topic to study? * What's the specific context for the study (personal or collaborative)? * Have you read sufficient relevant literature? * Have you developed your research question(s)? * Have you assessed the necessary resources? Take note of: a working title, background, aims, and desired outcomes. Although action research models often suggest a pre-defined order, they also allow refinement based on experiences and reflections. Changes may be needed in response to evaluation and reflection on project progression. For example, adjustments might be required due to student responses, observations, or colleague feedback. Action research planning sheet (Figure 4.1) provides guidance incorporating these considerations. The left column offers a simplified version, while the right column provides more specific advice. As we embark on a new project, it's crucial to align with like-minded individuals to ensure a successful outcome. To begin, create a list of potential collaborators and record your initial thoughts about the topic. Develop a working title that concisely conveys your research question or area of study. Jot down what you already know and don't know about the subject. This process may require multiple attempts. Next, select a focused title that clearly communicates your intentions. Record any existing knowledge on the topic, including relevant readings and literature. A conceptual map can be helpful in visualizing the research landscape. Identify all stakeholders involved, including colleagues, children, parents, and external evaluators. Construct a realistic timeline and outline ethical procedures required. For literature search, think about which databases will be most useful for your inquiry. Consider publications related to relevant fields of study. Will primary sources or secondary sources be more effective in supporting your research?

Determine the data needed and justify why each piece is crucial. Outline possible outcomes of your research, including benefits and knowledge generated that can be shared with others.

Action research stands out due to its unique combination of theoretical significance and practical importance. Unlike traditional research, action research emphasizes the insider's perspective and focuses on addressing a current issue.

This approach might involve less representative sampling, looser procedures, and presenting raw data or statistically insignificant results. When writing an action research report, the process typically involves breaking down into steps. It begins with identifying a question or observing a current problem. Next, you narrow down the area of focus and develop an action plan to investigate your question. This includes gathering data and evidence to support your solution. Common data collection methods include observation, recording audio or video, distributing surveys, conducting interviews, and taking field notes. After analyzing the collected data, you reflect on the entire process of action research. This might lead to refining your solution based on increased evidence, adjusting future steps, or recognizing the need for further modifications. Action research is a cyclical process where reflection affects changes in practice, potentially leading to new questions and actions. The essential steps of action research are: identifying the problem, devising an action plan, implementing the plan, and observing and reflecting upon the process. These steps can be summarized into five structural elements: 1. Describe the context: Provide background information on where your action research takes place. 2. State your research focus: Explain your research questions, the problem you're investigating, and your goals. 3. Detail the method(s) used: Outline the procedures used to collect data, types of data presented, and justification for chosen strategies. 4. Highlight research findings: Analyze and reflect upon your practice based on collected data. 5. Reflect on the process: Discuss how your findings affect changes in your practice, potentially leading to new questions or actions.

Your action research report should include these elements, which do not have to be written in a particular order.

As you conclude your action research, you'll come to understand whether the initial problem has been resolved or not, and what further research needs to be done.

You may also consider the implications of your findings on future practice. This could include discussing how your research will impact your work moving forward or exploring new research plans inspired by this report. In terms of structure, your paper will likely follow a similar format to traditional research papers. However, you may choose to write in the first person and use a narrative style when documenting your research process, rather than adhering strictly to an academic writing style. It's essential to strike a balance between personal reflection and objectivity in your report. As Johnson (2002) notes, while it's valuable to record your thoughts and observations throughout the process, an action research report should not be overly subjective. Avoid using highly charged language, emotional buzzwords, or value judgments that could undermine the credibility of your report. In addition to providing sufficient details to allow others to learn from and build upon your work, you'll also want to ensure that your report is clear and engaging for readers. Finally, consider why writing an action research report is important in the first place – it allows practitioners like yourself to reflect on their own practice, make informed claims about how research can inform action, and document innovative ideas as they emerge. A scholar at Hong Kong Baptist University earned a PhD in neurolinguistics following the completion of her undergraduate degrees in psychology and linguistics. With this expertise, she aims to bridge the gap between neuroscientific discoveries and educational practices by integrating research findings into classroom teaching methods.