

TEACHER AS RESEARCHER: ENHANCING THE PROFESSIONAL TEACHING PRACTICES



Doing Teacher Research

Geoffrey E. Mills



Doing Teacher Research:

Doing Teacher Research Donald Freeman, 1998 *Doing Teacher Research* is one volume of the authoritative 13 title TeacherSource series The author examines the issue from three distinct perspectives Teachers Voices which are authentic accounts of teacher s experiences Frameworks which are comprehensive discussions of theoretical issues and Investigations which are inquiry based activities

Doing Teacher-Research Wolff-Michael Roth, 2007-01-01 There are many teachers who think about doing research in their own classes and schools but who are perplexed by what appears to be involved This book is intended for these perplexed practitioners to provide them with an easily understandable narrative about the concrete praxis of doing research in their classrooms or in those of their teacher peers teaching next door or in the same school The fundamental idea underlying this book is to provide an easily accessible but nevertheless intellectually honest text that allows teachers to increase their agency with respect to better understanding their praxis and the events in their classrooms by means of research The author draws on his experience of doing teacher research while being a high school teacher and department head Roth uses six concrete research studies that he has conducted alone or with peers to describe the salient parts of any teacher researcher investigation including what topic to study issues of ethics and permissions from students school and parents how and what sources to collect how to structure resources how to construct data from the materials how to derive claims and how to write a report research study Roth chose the case based approach because cases provide the details necessary for understanding why and how he as teacher researcher has made certain decisions and what he would do differently today Using this case based approach he allows readers to tie methods choices to situations that they likely are familiar with

Teachers Doing Research Gail E. Burnaford, Joseph Fischer, David Hobson, 2000-11 Describes the process of doing teacher action research and provides examples from teachers themselves Textbook for pre service and in service teacher education courses Includes suggested activities sections

Early Childhood Teacher Research Kathryn Castle, 2020-10-12 In this fully revised and updated second edition *Early Childhood Teacher Research* addresses the questions and concerns that pre and in service teachers of young children frequently have when engaging in teacher research Accessible and interactive this book explores the important issues every early childhood teacher should know guiding readers from conceptualization generating research questions identifying data sources gathering and analyzing data interpreting and sharing results to taking action This second edition features thoroughly updated references standards and resources as well as all new sections on teacher advocacy social media and devices data collection and planned versus unplanned research Each chapter features Teacher Researcher Notebook prompts for the reader to record ideas for research questions and to develop a plan for doing research From the Field vignettes providing rich examples of real world early childhood teacher researchers and their perspectives on doing teacher research Reflection prompts inviting readers to pause and think deeply about relating content to their own situations Reflections can be recorded in the Teacher Researcher

Notebook Explorations of additional content websites resources interviews and activities **Teachers Doing Research**

Gail E. Burnaford, Joseph Fischer, David Hobson, 1996 Teachers are often reluctant to change their practices in response to each new staff development workshop that appears on the horizon What then compels a teacher to explore teaching and learning in his or her own classroom and then implement change that affects the life of that classroom What is the nature of the collaborative process that can engender teacher research leading to subsequent change How can educational leaders facilitate this process These are central questions addressed in Teachers Doing Research The process and application of developing implementing and evaluating teacher action research in collaborative group settings is explored A practical approach to doing teacher research including descriptive analysis of initiating the inquiry gathering data analyzing results and evaluating the project is set within the larger context of qualitative research and draws on the research and literature of teacher as researcher coupled with that on staff development in school and university settings In this text chapters providing the conceptual framework and process descriptions are interwoven with nine teacher researchers narratives of their classroom research in a variety of grade levels and school contexts concrete connections are made to curriculum development approaches and instructional decision making the important role that students may play in classroom inquiry is recognized with numerous examples given of how young people can be co researchers to enhance their own learning and Practical Possibilities sections provide activities questions and writing opportunities designed to contribute to teachers professional development **Being a Teacher | Researcher**

Konstantinos Alexakos, 2015-12-01 Using a sociocultural approach to critical action research this book is a primer in doing reflexive authentic inquiry research in teaching and learning for educators as teacher researchers Rather than the artificial dichotomy between theory and practice the roles of teacher and researcher are instead seen in a dialectic relationship indicated by the symbol in teacher researcher in which each informs and mediates the other in the process of revising and generating new knowledge that is of benefit to those being researched In addition to providing a theoretical foundation for authentic inquiry Being a Teacher Researcher provides a detailed framework with ideas and strategies that interested educators can apply in exploring teaching and learning in both formal and informal settings It provides concrete examples of how to use authentic inquiry as a basis for collaborating with others to improve the quality of teaching and learning while cogenerating new theory and associated practices that bridge what has been described as a theory practice divide Included in this book are how to plan and carry out authentic inquiry studies choosing appropriate methodologies methods of data collection and analysis negotiating research with human participants using authenticity criteria and characteristics and addressing challenges and conflicts for teacher researchers As a primer this book serves the needs of many different populations including prospective and practicing teachers teacher educators beginning researchers and seasoned researchers who are making changes to what and how they research

Inside/outside Marilyn Cochran-Smith, Susan Landy Lytle, 1993-06-15 Provides a thoughtful conceptual frame work for

reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education

Action Research Geoffrey E. Mills, 2007 Known for its practical step by step guidance for teachers on how to do research in classrooms Born of the author's own experience working with teachers and principals this book provides a step by step outline of how to do action research backed by the most extensive theory and research coverage on the market today The author guides future educators through the action research process via numerous concrete illustrations and a wealth of on line resources positioning it as a fundamental component of teaching alongside curriculum development assessment and classroom management Key changes in the revision include a new chapter on ethics Chapter 5 expanded discussion of literature review expanded discussion of data collection techniques using quantitative data collection techniques expanded coverage of data analysis and interpretation techniques and expanded coverage of descriptive statistics in Appendix B Accessible comprehensive scholastically sound this is a hands on guide for anyone who aspires to be an exceptional educator

FEATURES NEW Expanded coverage of Ethics Includes a new chapter devoted to ethics Chapter 5 NEW Revised and increased discussion of quantitative data techniques Found throughout Chapter 3 NEW Expanded discussion on the use of style manuals e g APA Manual of Style Readers can find this important applicable information in the newly added Chapter 8 NEW Increased discussion of descriptive statistics and action research Includes other ways to calculate standard deviation not just by using SPSS Appendix B NEW Rearranged order of chapters pertaining to the writing of and sharing of action research Presents a clearer path to understanding Now in the new edition readers will learn about Writing Up Action Research Chapter 8 before the Sharing Critiquing and Celebrating Action Research Chapter 9 Coverage of how to visually display qualitative data in appendix Provides basic usable tools for presenting and interpreting qualitative data Explanation of the four step action research process Accompanied by various models and discussion of each step's impact on results Guides step by step through conducting action research identifying focus area collecting data analyzing interpreting data and action planning Explanation of the 3 E's of data collection Experiencing enquiring and examining Ensures teachers understand the crucial importance of thorough data collection to the success of any research Case study of Curtis Elementary School Presented in Appendix I follows the text's action research process as it happens in an example school

Doing Teacher Research in English L Borg S., Action Research Geoffrey Mills, Robert Butroyd, 2014 Action Research provides support for teachers lecturers and trainees going through the action research process It is written in a clear and accessible style and is suitable for those studying for academic qualifications or researching for professional development offering practical and academically sound guidance

A Handbook for Teacher Research Colin Lankshear, Michele

Knobel,2004-04-16 This informative book helped me to understand research in general and to bring focus and clarity to my current research project The text answers questions and provides guidance and support in a manner that is user friendly and easy to comprehend After reading this book I feel empowered as a teacher researcher and would unhesitatingly recommend it to other teacher researchers graduate students and educators Francesca Crowther teacher and doctoral student Nova Scotia Canada This book provides a comprehensive and detailed approach to teacher research as systematic methodical and informed practice It identifies five requirements for all kinds of research and provides clear and accessible guidelines for teachers to use in conducting their own classroom based studies Features A clear definition of teacher research which insists on more than stories and anecdotal retrospectives Innovative organisational structure based on the collection and analysis of spoken written and observed data with strong emphasis on the design of research projects Easy to use and widely applicable tools and techniques for collecting and analysing data in qualitative research Informed by the authors own wide ranging experiences A Handbook of Teacher Research provides everything the teacher researcher needs in order to conduct good quality practitioner research It is ideal for upper level undergraduate Education programmes and for postgraduate research as well as for teacher researchers who conceive and drive their own independent studies *Doing Action Research in English Language Teaching* Anne Burns,2009-12-04 This hands on practical guide for ESL EFL teachers and teacher educators outlines for those who are new to doing action research what it is and how it works Straightforward and reader friendly it introduces the concepts and offers a step by step guide to going through an action research process including illustrations drawn widely from international contexts Specifically the text addresses action research and how it differs from other forms of research the steps involved in developing an action research project ways of developing a research focus methods of data collection approaches to data analysis making sense of action research for further classroom action Each chapter includes a variety of pedagogical activities Pre Reading questions ask readers to consider what they already know about the topic Reflection Points invite readers to think about discuss what they have read action points ask readers to carry out action research tasks based on what they have read Classroom Voices illustrate aspects of action research from teachers internationally Summary Points provide a synopsis of the main points in the chapter Bringing the how to and the what together *Doing Action Research in English Language Teaching* is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component *Being a Teacher* Konstantinos Alexakos,2015 Using a sociocultural approach to critical action research this book is a primer in doing reflexive authentic inquiry research in teaching and learning for educators as teacher researchers Rather than the artificial dichotomy between theory and practice the roles of teacher and researcher are instead seen in a dialectic relationship indicated by the symbol in teacher researcher in which each informs and mediates the other in the process of revising and generating new knowledge that is of benefit to those being researched In addition to providing a theoretical foundation for authentic inquiry *Being a Teacher Researcher*

provides a detailed framework with ideas and strategies that interested educators can apply in exploring teaching and learning in both formal and informal settings It provides concrete examples of how to use authentic inquiry as a basis for collaborating with others to improve the quality of teaching and learning while cogenerating new theory and associated practices that bridge what has been described as a theory practice divide Included in this book are how to plan and carry out authentic inquiry studies choosing appropriate methodologies methods of data collection and analysis negotiating research with human participants using authenticity criteria and characteristics and addressing challenges and conflicts for teacher researchers As a primer this book serves the needs of many different populations including prospective and practicing teachers teacher educators beginning researchers and seasoned researchers who are making changes to what and how they research

What Successful Teachers Do Neal A. Glasgow, Cathy D. Hicks, 2009-01-08 I cannot imagine any teacher who wants to be the best possible teacher not loving this book Renee Peoples Teacher Math Coach West Elementary School Bryson City NC This an exciting way for new teachers to really target the important strategies that successful teachers use as well as for veteran teachers to confirm the things that they are already doing right Mary Ann Hartwick Coordinator LESD ASU Litchfield Elementary School District Verrado MS Avoid common classroom mistakes and develop your skills as an educator Written for novice and seasoned professionals alike this updated edition of a powerful bestseller provides research based best practices and practical applications that promote strong instruction and classroom management The authors translate the latest research into 101 effective strategies for new and veteran K 12 teachers Updated throughout and with an entirely new chapter on supporting reading and literacy this edition presents the strategies in a user friendly format The Strategy a concise statement of an instructional strategy What the Research Says a brief discussion of the research to provide readers with a deeper understanding of the principles involved Classroom Application how each strategy can be used in instructional settings Precautions and Possible Pitfalls caveats to help teachers avoid common problems Sources a reference list for further reading What Successful Teachers Do is a valuable resource for strengthening teachers professional development and improving student performance

A Teacher'S Guide To Classroom Research Hopkins, David, 2014-10-01 A Teacher s Guide to Classroom Research is a great one stop guide for student or qualified teachers looking to undertake classroom research

What Successful Science Teachers Do Neal A. Glasgow, Michele Cheyne, Randy K. Yerrick, 2010-09-20 This easy to use guide features 75 research based strategies for teachers of students in Grades K 12 Engage your students creativity and build their science literacy

What Successful Teachers Do Neal A. Glasgow, Cathy D. Hicks, 2003 No matter where you are in your teaching career this book will take you places you have been will be and wish to be I have found some strategies that I can t wait to try Stephen Sroka Adjunct Assistant Professor School of Medicine Case Western Reserve University This book serves as resource for novice and veteran teachers who wish to develop expand polish and or reinvigorate the instructional skills that define them as educators The authors survey and distill

the relevant research in education psychology and sociology and then focus on how that research addresses individual teaching and learning problems typically faced by classroom teachers curriculum and methods classroom organization and time management student assessment student behaviour technology diversity special needs and collaborative work with colleagues students and parents Each chapter is structured in a user friendly format that includes the Teaching Strategy A simple crisp and concise statement of the strategy what the Research Says A brief discussion of the research that validates the strategy and explains its underlying principle s classroom Application A description of how the strategy can be used in instructional settings precautions and Possible Pitfalls Tips that help teachers ensure smooth implementation of the strategy and avoid common difficulties before they occur sources Citations to the original research to facilitate follow up and further research as needed This book is invaluable to student teachers beginning teachers mentor teachers co operating teachers and veteran teachers who need easy access to the best research based instructional strategies for quality classroom practice

Teacher as Researcher Smita Guha,2021 Teacher as Researcher Becoming Familiar with Educational Research to Connect Theory to Practice is written for teachers involved in research on improving classroom instruction and helping students in their learning process This is a complete guide for in service teachers doing research in their classroom or for pre service teachers as a guest teacher in a classroom The purpose of this book is to offer a set of research tools for teachers to follow through the inquiry process and provide effective solutions to significant problems in their classroom The book s structure will help teachers to target the problem in their own classroom inquire about different strategies that may provide solutions and then finally examine the effective solution to the problem The clarity and brevity of this book will help teachers conduct an action research study in a classroom or learn to do a case study with their student s in order to help students in their learning process Designed for busy teachers this book is simple to follow throughout the research process *Doing Classroom Research: A Step-By-Step Guide For Student Teachers* Elton-Chalcraft, Sally,Hansen, Alice,Twiselton, Samantha,2008-08-01 This step by step guide has been designed to meet the needs of all teacher training students involved in any classroom based research at Level 6 or M level It contains three sections that mirror the progression from novice researcher to practitioner researcher Action Research Geoff E. Mills,2009-12-31 Born of the author s own experience working with teachers and principals Action Research Fourth Edition provides a research based step by step outline of how to do action research The author guides teachers and administrators through the action research process via numerous concrete illustrations positioning it as a fundamental component of teaching Action Research helps to develop teachers and administrators with professional attitudes who embrace action progress and reform Features Balanced coverage of quantitative data collection and analysis techniques Chapter 4 Data Collection Techniques covers collection techniques for the most frequently used qualitative and quantitative data including observations interviews teacher made tests and standardized test data Chapter 6 Data Analysis and Interpretation guides students through data analysis and provides

techniques coding guidelines and examples for analyzing both quantitative and qualitative data Additional coverage of mixed methods research has been added throughout the book A focus on producing critical consumers of action research A new chapter Evaluating Action Research Chapter 9 helps students become critical consumers of research Included in Chapter 9 is an article from an action research journal that is analyzed using the new criteria for evaluating action research Appendix A Action Research in Action contains an extended example and evaluation of an action research case study An expanded coverage of ethics Chapter 2 Ethics provides an expanded discussion of ethical guidelines and provides guidance for seeking and obtaining Institutional Review Board IRB approval Integration to the MyEducationLab for Action Research website The fourth edition of Action Research includes margin note integration with MyEducationLab for Action Research a dynamic online learning environment that provides students with the opportunity to build a better understanding of action research through engagement with real products from the research process A user friendly format Chapter objectives give students targets to shoot for as they read and study Key Concept boxes provide students with an efficient review of important vocabulary and theory Research in Action checklists provide students with guidelines to use in each stage of the action research process

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