

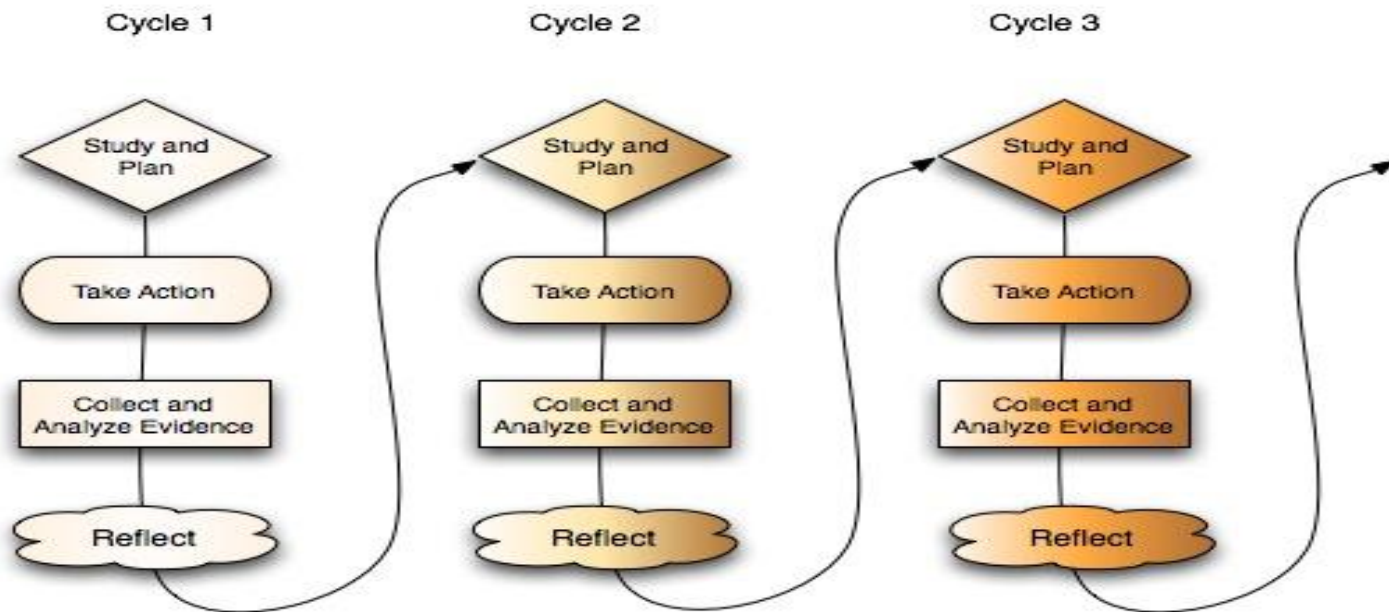
Teacher Action Research for GNH

1. A process of deep inquiry into teacher's own practices to bring about desired change, aligned with GNH values.
2. Working with colleagues to propose actions/interventions to create GNH schools and communities.
3. Systematic, reflective study of one's actions and their effects in the school community (as reflected in the research question).
4. A way of learning from one's practice by working through a series of reflective stages that develops "adaptive" expertise.



Teacher Action Research for GNH

5. An iterative, cyclical process of reflecting on practice, taking an action, reflecting, and taking further action guided by research questions. Greater understanding from each cycle points the way to improved actions (Riel 2010). (http://www.youtube.com/watch?v=Qg83f72_6Gw)

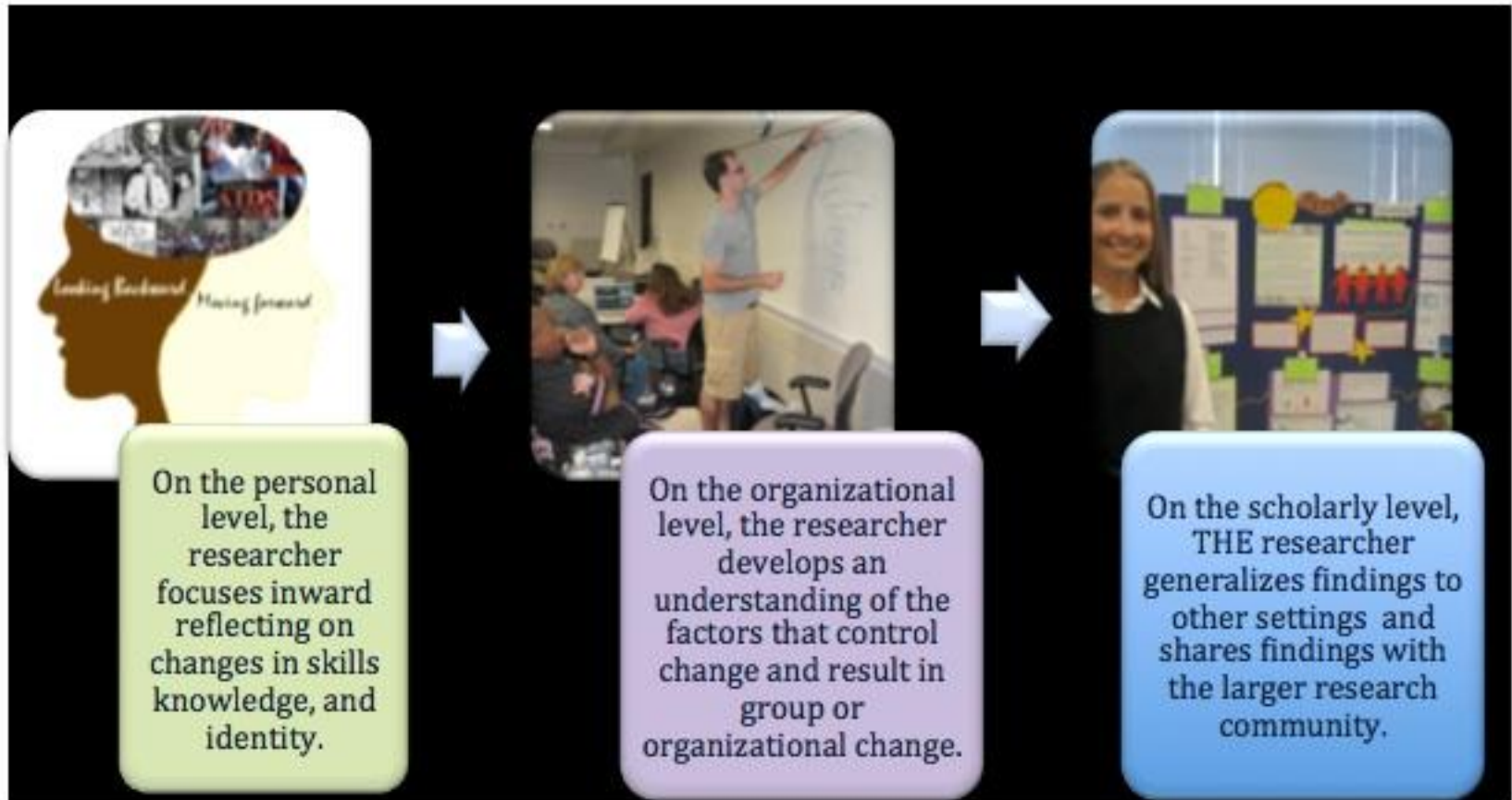


Progressive Problem Solving with Action Research



Three Outcomes of Action Research: Personal , Organisational , Scholarly

(Riel & Lepori (2011))



Evaluation of Action Research

What for you have been the strengths and weaknesses of action research as an approach for:

- 1. Teacher professional development**
- 2. School transformation to promote GNH**



Action Research Report

1. INTRODUCTION:

The significance of the problem you are addressing. What change are you trying to bring about and how it is related to promoting GNH.

2. THE CONTEXT:

a. Describe the school/Community context

b. Literature review

What previous work informs your understanding of the problem? What theories or predictions about outcomes come from past studies? How is what you plan to do similar or different from what others have tried?



Action Research Report

3. THE RESEARCH:

a. Research question:

Overarching question and sub-questions that guide the research

b. Report of each cycle of research and related questions:

The questions set out both the action and expected reactions/outcomes.

c. Evidence used to evaluate the action

d. Evaluation of outcomes of action

e. Reflection:

Looking back on your action what thoughts come to mind?

f. Final reflection:

Making connections between the past, present and future. What are the implications of the research? What comes next? Recommendations?

g. References



Main Distinctions between Participatory Teacher Action Research (PTAR) and Conventional Research (CR)

Indicators	PTAR	CR
1. What is the research for?	Action/School Change	Describing/Understanding with perhaps action later
2. Research for whom?	Local teachers	Institutional, professional, personal interests
3. Whose knowledge counts?	Local teachers	Experts
4. What is the basis of selection of problem?	Local priorities	Funding priorities, institutional agendas, professional interests, choice of methodology
5. Methodology chosen for?	Empowerment, mutual learning	Disciplinary conventions, objectivity & truth



Main Distinctions between Participatory Teacher Action Research (PTAR) and Conventional Research (CR)

Who takes part in the research process?

	PTAR	CR
1. Problem identification	Local teachers	Researcher
2. Data collection	Local teachers	Researcher
3. Interpretation	Local concepts & frameworks	Disciplinary concepts & frameworks
4. Analysis	Local teachers	Researcher
5. Presentation of findings	Locally accessible & useful	By the researcher to other academics or funding bodies



Main Distinctions between Participatory Teacher Action Research (PTAR) and Conventional Research (CR)

Who takes part in the research process?

	PTAR	CR
6. Action on findings	Integral to the process	Separate. May not happen
7. Who takes action?	Local people with or without external people	External agencies
8. Who owns the results?	School community & the researcher	Researcher
9. What is emphasized?	Process	Outcomes

This is based on Participatory Research by Mandakini Pant: http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_08.pdf



Videos on AR & References

Videos:

1. Action Research in the Classroom (Part 1,10mins) <http://www.youtube.com/watch?v=MDVH0u4tUWo>
2. Action Research in the Classroom (Part 2, 10 mins) <http://www.youtube.com/watch?v=ZZHvpgU7pc8>

This presentation is based on:

Pant , M. Participatory Research :

http://www.unesco.org/education/aladin/paldin/pdf/course01/unit_08.pdf

Riel, M. (2010). Understanding Action Research, Center For Collaborative Action Research. Pepperdine University. Accessed 18/2/12.

<http://cadres.pepperdine.edu/ccar/define.html>.

Riel, M. & Lepori, K. (2011). *A Meta-Analysis of the Outcomes of Action Research*. Paper presented at the American Educational Research Association conference, April 2011, New Orleans.

