



SIMPLIFIED

ACTION RESEARCH

An introduction to a simplified form of action research for the busy educator. Action research is a powerful tool to improve an individual's or a team's practice in any domain.

 tie.net

 [facebook/TIEsd](https://facebook.com/TIEsd)

 [@TIE_SD](https://twitter.com/TIE_SD)

 Version 1.0

REQUEST TRAINING

For additional help with action research, contact a TIE representative. We can provide training on ed tech, student-centered learning, and more for school districts.

GET CREDIT

You may be able to get credit for this work by participating in TIE's online courses & pathways. Go to the website listed above to sign up for graduate credit opportunities.

SHARE

This document is under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International license. We encourage you to share it with your peers!

Overview

Welcome to TIE's Simplified Action Research. This may be available as both a shareable PDF and through the TIE LMS. The shareable PDF is under a *CC BY-NC-ND* license. Any online course version may be completed as a part of different action research courses for graduate credit such as Action Research: Blended Learning or Action Research: Classroom Management if the documented workshop totals at least 15 hours. The PDF on its own may not be completed for credit. Consult with a TIE Learning Specialist beforehand for further information.

Contents

1. [Action Research Characteristics](#)
2. [Action Research Steps](#)
3. [Action Research Template](#)
4. [Bibliography & Appendix](#)

Outcomes & Success Criteria

This has two primary outcomes and several sub-outcomes or success criteria. Success criteria are small goals that should be able to be met by the end of their corresponding section. You can use them as self-assessments: if you feel that you have met the success criteria, move on; if you have not met the success criteria, review the section, explore any additional materials, and reach out for help.

- I can differentiate action research from other research methods.
 - I can identify how action research is practical.
 - I can identify how action research is local.
 - I can identify how action research is dynamic.
- I can implement the steps of action research.
 - I can identify a problem to study.
 - I can find and use relevant literature.
 - I can collect data.
 - I can analyze data.
 - I can act on the data.
 - I can share the results of action research.



Minimum Time Estimates

You can anticipate spending a minimum of time for each part of this document:

- Reading through the document - 15 minutes
- Completing all “try this!” activities - 2 hours
- Completing the two self-assessments - 4 hours
- Exploring all of the additional resources - 6 hours
- Conducting simplified action research with the template - 2 hours and 45 minutes
 - Selecting a problem - 10 minutes
 - Reviewing literature - 20 minutes
 - Collecting data - 30 minutes
 - Analyzing data - 30 minutes
 - Acting on the data - 1 hour
 - Reflecting & sharing - 15 minutes

Keep in mind that these are estimates of the minimum amount of time. Depending on the topic, more time may be necessary for conducting the simplified action research. Additionally, the simplified action research process may need to be spread out over multiple days in order to wait for data collection or to act on data. To complete everything in the list of time estimates above, you will need at least 15 hours.

Given all of that, *at least three hours* should be allocated to read through this document and complete a single, quick cycle of action research.



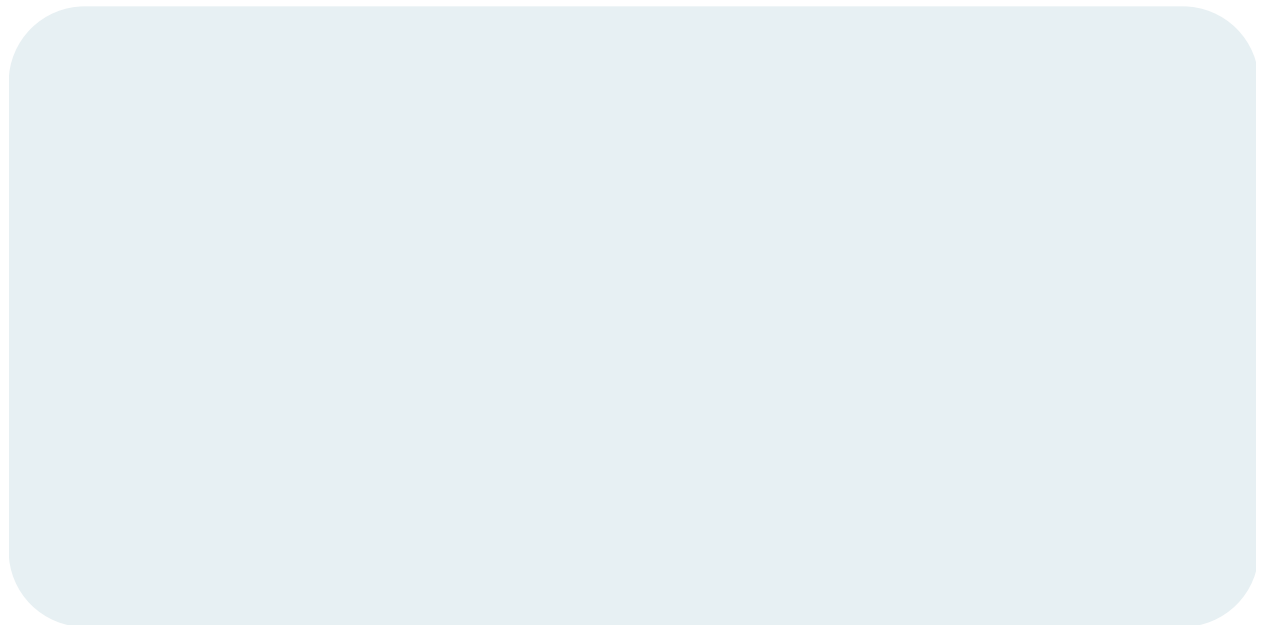
Action Research Characteristics

Outcome: I can differentiate action research from other research methods.

Action research is markedly different from other forms of research. Throughout this section, we will examine some of the key characteristics of action research that differentiate it from other research methods.

"Try this!" Activity

Start by writing down what you already know about research in general. What are the steps of "typical" research? What is the difference between qualitative and quantitative research? How can research be published? Who does research and when?



Additional Resources

Click on the hyperlinked text below to explore.

- [What is academic research? By FutureLearn](#)
- [How to Begin Basic Academic Research by Grace Irwin](#)
- [How Action Research Forms Student-Centered Classrooms \(ASCD\)](#)

Characteristic 1: Practical

Success Criteria: I can identify how action research is practical.

Action research is especially relevant to the lives of educators as it focuses on practical issues. Often, these are issues or problems that educators have already identified within their setting. As such, the result of action research is typically an increased understanding of or a solution to a specific school issue. The goal is not merely to add to the body of knowledge about a topic.

Some potential issues and topics are:

- An increase in the number of students coming back late from lunch.
- A group of students is frequently distracted on their iPads.
- A lack of engagement during an Elementary unit on the Chinese New Year.
- Students complaining about a lack of options.

As a result of this action research:

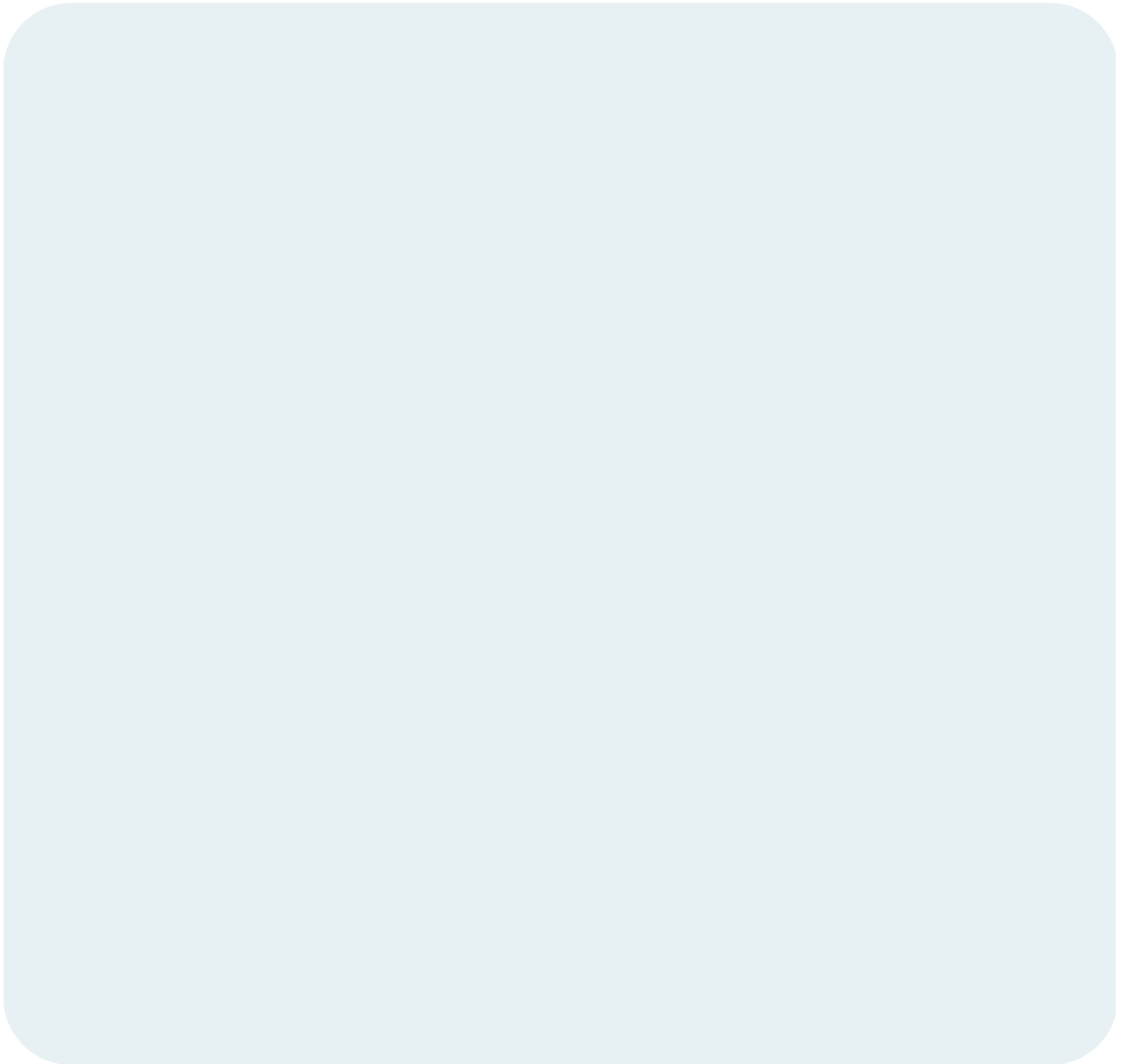
- The staff develop a system of text-based reminders for perpetually late students.
- A teacher finds a new way to introduce iPads that results in fewer distractions.
- An Elementary PLC starts to involve the local Chinese-American community in their unit.
- A teacher identifies ways to increase personalization for gifted students.

Action research is often quicker than other forms of research. As educators face an increase in responsibilities, it is important that action research is worth the time invested in it. A good rule of thumb is that action research should save educators as much or more time than the time invested: If five hours are used to plan, conduct, and share the action research, it should save educators at least five hours of work in the future.

In the iPad example above, the teacher took four hours to conduct the research, but the research will save her at least ten minutes a week on managing the behavior and writing discipline reports. Multiply this over the next couple of years of iPad usage, and the value of the research is clear. This becomes even more valuable when the research is shared with other educators.

"Try this!" Activity

Take a moment to reflect on how this is similar and different from other forms of research. Do this in the form of a quick sketch below.



Additional Resources

Click on the hyperlinked text below to explore.

- [Examples of Practical Action Research by the Center for Education Innovation, Hong Kong](#)
- [Background of Action Research by the Center for Educational Innovation, Hong Kong](#)

Characteristic 2: Local

Success Criteria: I can identify how action research is local.

Action research is often, but not always, focused on one's own practices. It can be conducted by a single teacher or a group of teachers. It can be conducted as part of a PLC or done informally. Action research may also call for more collaboration with participants and other stakeholders than other forms of research. The collaborative team may involve more or fewer groups depending on the situation. Typically, this collaborative team is limited to a local area.

The collaborative team may involve:

- Individual teachers
- PLC groups
- Students
- Parents/guardians
- Administrators
- Other staff
- Community stakeholders
- External organizations (such as TIE)

No matter the configuration, it will require a fair amount of reflection. So much so that action research is sometimes viewed as “a spiral of self-reflection” (Kemmis, 1994, p. 46). The action researcher is not simply an impartial observer. Instead, they are involved as a participant. They will intentionally try new practices, collect data, and interpret the results while studying their own self-development. This is why a category of action research is “participatory action research.” In this sense, action research is located in “one's own backyard.”



Because the action researcher is intimately involved in the research site and may collaborate with participants, researchers must address ethical concerns. Action researchers must commit to being open and transparent throughout. Students and others must be fully informed and able to opt-out if desired. Likewise, permission must be granted from other stakeholders depending on the situation and age of the participants.

Lastly, action research is shared locally and in an accessible format. Action research results are shared directly with stakeholders such as neighboring teachers, administrators, and parents. The results are not typically published in a peer-reviewed journal. Action research may be shared via email, writeup, or infographic. There are also situations where action research is shared through alternative methods such as plays, poems, a recitation, or music (Denzin, 2014).

The key is that it is shared in a way that makes it easy to use locally. It should not be a 70-page document in academic language buried away on a staff drive.

"Try this!" Activity

Once again, take a moment to reflect on how this is similar and different from other forms of research. Do this in the form of a few short phrases below.



Additional Resources

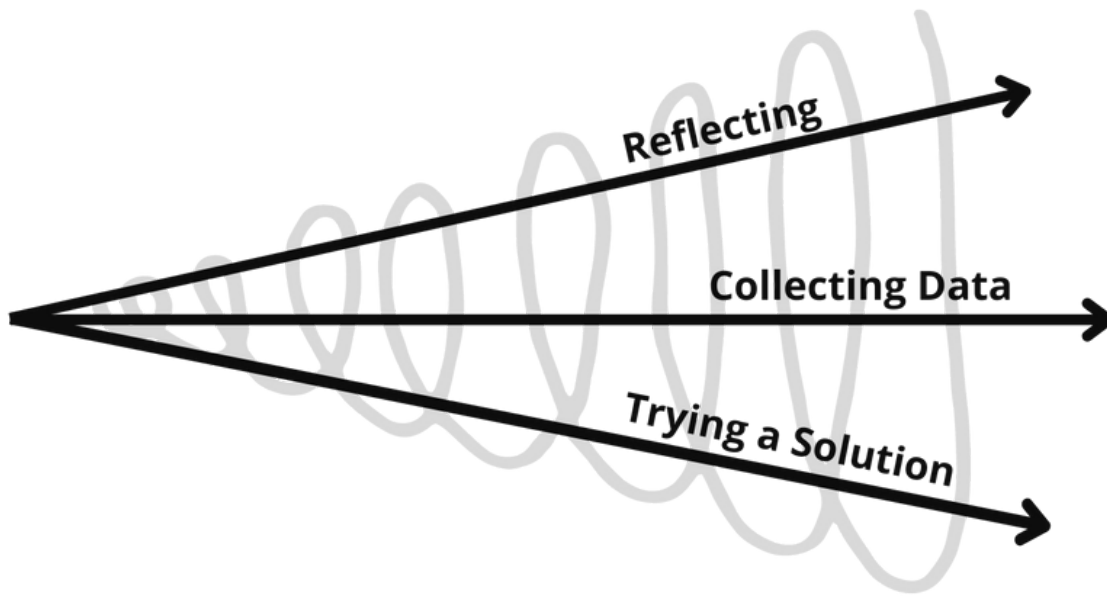
Click on the hyperlinked text below to explore.

- [Action Research: Three Approaches by Emily F. Calhoun in ASCD](#)
- [Let it Be Known! Sharing your Results by the Center for the Advancement of Digital Scholarship](#)
- [Sharing and Reflecting Sample from SAGE Publishing](#)

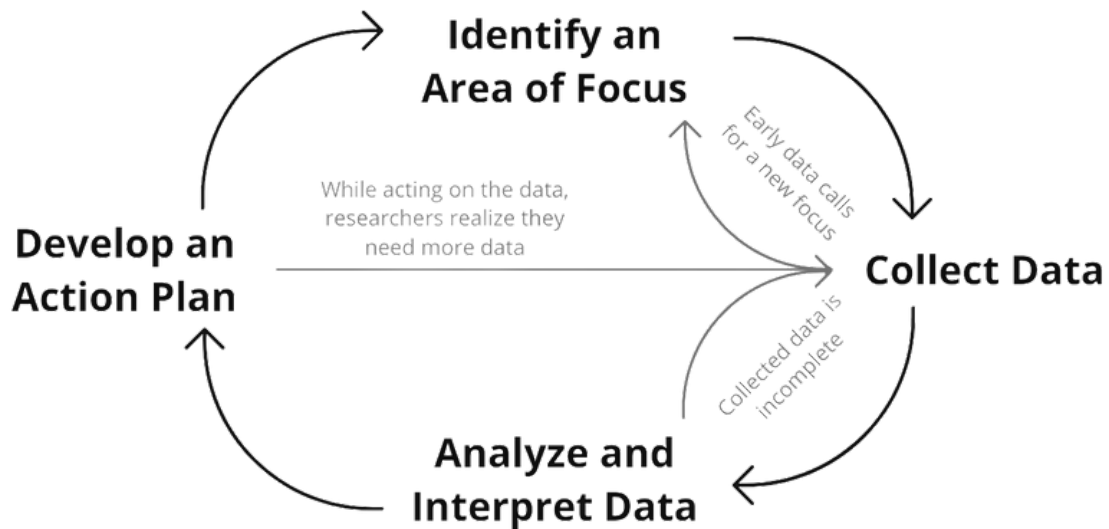
Characteristic 3: Dynamic

Success Criteria: I can identify how action research is dynamic.

While you may see action research listed out in a series of steps, this is typically not how it occurs in practice. Even here, we list out a series of steps in order. In practice, the action researcher may jump back and forth between steps as needed. It may be that reflection prompts further data collection and action. It may be that the problem is revealed to encompass multiple problems. One way to visualize this is to think of it as a “spiral” rather than a linear progression. However, even that may be too limiting in practice.



Certainly, there are plenty of models and flowcharts that prove useful in understanding action research. The model above is radically simplified, but it accurately reflects the cyclical progression from problem to solution. Another popular model is the Dialectic Action Research Spiral. This model does a good job of illustrating how there can be smaller cycles within the larger spiral:



"Try this!" Activity

Why do you think it is so hard to display how action research works in practice with a single graphic? Record your answer in the space below.

Additional Resources

Click on the hyperlinked text below to explore.

- [Action Research \(a cycle or a spiral?\) on Wikiversity](#)
- [Action Research Model by the National Institute of Justice](#)
- [Action Research \(3 Phases of Action Research by Kurt Lewin\) by Janse and Van Vilet on ToolsHero.](#)
- [Action Research: A Methodology for Organizational Change \(Elliott's Action Research Model\) by Pracht, Toelle, and Broaddus from the University of Florida](#)

Action Research Characteristics Self-Assessment

Before moving on, take this opportunity to assess yourself on the outcome and paired success criteria.

- I can differentiate action research from other research methods.
 - I can identify how action research is practical.
 - I can identify how action research is local.
 - I can identify how action research is dynamic.

You can do this by creating a Venn Diagram or other concept map to illustrate the similarities and differences between action research and other research methodologies. If you struggle with doing so, reread any corresponding sections, view the additional resources, and reach out for help.



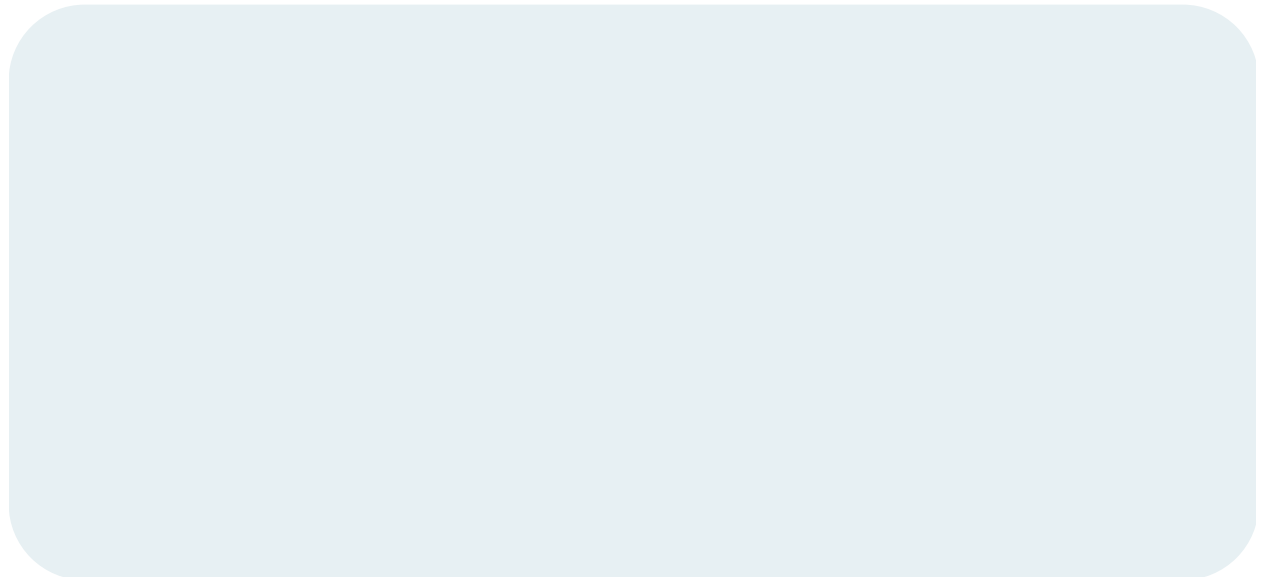
Action Research Steps

Outcome: I can implement the steps of action research.

While action research is dynamic, it is still beneficial to break it down into a series of steps initially. Keep in mind that you may need to return to past steps or “jump around” while conducting action research. These steps are merely a starting point. For our purposes, action research can be simplified into six steps: 1) select a problem, 2) review the literature, 3) collect data, 4) analyze the data, 5) act on the data, and 6) review and share your findings.

"Try this!" Activity

Start by considering how research may already play a role in your practice. Jot down your response to each of the following: 1) What does it mean to be a teacher-researcher? 2) How can you build research into your day-to-day work?



Additional Resources

Click on the hyperlinked text below to explore.

- [Embracing Teachers as Researchers \(ASCD\)](#)
- [Looking Within: Teachers Leading Their Own Learning \(ASCD\)](#)
- [Mission Possible: Getting Teachers into Action Research \(ASCD\)](#)
- [Embrace Action Research by the Creative Educator](#)

Step 1: Select a Problem

Success Criteria: I can identify a problem to study.

Action research begins with one of the following: a question, a problem, or defining an area of focus. It is often easiest to start with a problem that you have observed and frame it as a question. If students are drawing on the tables, you may begin with the following question(s): "How can I get them to stop drawing on the tables?" or "Why do students draw on the tables?"

If you are struggling with this, a template you can use is "I notice that _____. How can I improve _____?"

Rather than an observation/problem and a question, you can start by identifying an area to focus on. This may be more appropriate for the advanced educator who is passionate about a specific topic or trend. As identified by Mills in *Action Research*, you can use the following checklist to narrow down an area of focus:

Is your area of focus an issue that

___ Involves teaching and learning?

___ Is within your locus of control?

___ You feel passionate about?

___ You would like to change or improve? (2000, p. 27)



After selecting a topic through an observation/problem, a question, or an area of focus, you should start by reflecting on your own understanding and beliefs about the topic. The goal of this is to place the research in context and identify any biases.

- What educational theories currently inform your practice with this topic?
- What personal values and beliefs may impact your understanding of this topic?
- How does your work with the topic fit into the larger context of your community?
- What is the historical context that led to the current situation?

Finally, we encourage you to develop an early hypothesis about the question. In fact, this is a great opportunity to brainstorm a number of hypotheses with a peer. A large number of hypotheses may be more valuable than one high-quality hypothesis.

"Try this!" Activity

Select the starting point that you are least comfortable with (observation & question OR area of focus) and attempt to go through the steps listed above. What steps do you struggle with the most? Is there a way you could reframe the step to make it easier?

Additional Resources

Click on the hyperlinked text below to explore.

- [Action Research: Three Approaches by Emily F. Calhoun](#)
- [Action Research Part 1: Formulating an Action Research Question](#)
- [Action: Research: Deciding an Area of Focus](#)
- [Four Steps to Narrow Your Research Topic by U of G Library](#)
- [Brainstorm your Research Topic by SUNY Empire Librarian](#)

Step 2: Review Literature

Success Criteria: I can find and use relevant literature.

The literature review is an important part of all research methods. It involves exploring the current academic research on a topic. Typically, this means that you

1. Determine what information you need.
2. Locate sources of information.
3. Evaluate the sources.
4. Extract the information.

However, there is some debate about the importance of literature reviews in action research. Whether you dive in deep or do a cursory search, some degree of exploration is called for; it may simply help you better understand the problem or it may reveal potential solutions. As stated by Kemmis and Mc Taggart, “Can existing research throw any light on your situation, and help you see it more clearly?” (1988, p. 55).

To get started with research in education, you may want to consult:

- [The Education Resources Information Center \(ERIC\)](#)
- [Google Scholar](#)
- [Visible Learning MetaX](#)
- [The National Center for Education Statistics \(NCES\)](#)

While you are likely familiar with the basics of researching and evaluating sources, a few additional time-saving tips are below:

- **Start with meta-analyses, subject encyclopedias, and even white papers when possible.** Searching for your topic with a PDF file type can be a good way to find reports on the topic. Typing “distance learning .PDF” into a search engine will find PDFs on the topic.
- **Try “citation pearl searching.”** This is a technique where you look at the citations/references in articles that you have already found to find other articles. This is especially effective when you annotate and make note of commonly referenced sources on a topic.
- **Make the most of Boolean Operators.** These are terms that tell databases how to connect different phrases. Typing in “distance learning AND learning styles” is likely to result in more specific results than “distance learning” and a separate search for “learning styles.” Beyond AND, the two other Boolean operators you should make a note of are OR and NOT.

- **Nest your Boolean Operators.** Some locations will allow you to use parentheses to separate parts of your search. Just like in math, items in parentheses take priority. “Distance learning AND (learning styles OR multiple intelligences)” will likely lead to even better results.

"Try this!" Activity

Try searching for literature on a trending topic in education while timing yourself. How long does it take you to find useful information? Jot down a few ways that you could speed up the process for yourself. Is there a starting point that you find consistently useful?

Additional Resources

Click on the hyperlinked text below to explore.

- [Use Google Scholar for academic research: Google Scholar search tips & tricks](#)
- [How to research any topic | Insider tips for easy and fast research by Andy Stapleton](#)
- [The fastest way to do your literature review \[Do it in SECONDS\] by Andy Stapleton](#)
- [National Center for Education Statistics \(NCES\) demonstration](#)

Step 3: Collect Data

Success Criteria: I can collect data.

There are plenty of ways to collect data on a topic. Some will provide you with qualitative data (themes; descriptive) while others will provide you with quantitative data (numbers; countable). In action research, using a mix of both qualitative and quantitative data leads to a more complete understanding of the topic. You can and should gather qualitative and quantitative data in the same study. Using multiple data sets and methods together is called “triangulation.”

You can collect qualitative data through

- **Observation** - Observation is a familiar method for many educators. This encompasses watching a situation and taking notes on what is observed. These notes are called “field notes.”
 - **As an active participant observer** - Monitoring your own classroom while it is occurring. In this situation, you are actively participating in the research environment.
 - **As a privileged, active observer** - Monitoring your own class/students in another context when you are not directly responsible. This may mean observing your class in the library, during PE, or during an assembly.
 - **As a passive observer** - Monitoring another’s class/students as purely an observer. This can be hard to schedule, but it can be very beneficial to get a more objective view.
 - **Recordings** - By setting up a camera to record the classroom, select students, or your own teaching practices, you can review it at a later date and compile notes at your own pace.
- **Inquiry** - Any strategy where the teacher-researcher is asking questions to collect data. This can be in person or through asynchronous methods. Inquiry can include open-ended questions as well as methods such as Likert scales or semantic differentials.
 - **Informal ethnographic interview** - An unplanned conversation between the teacher-researcher and another party. This could be a follow-up discussion with a struggling student: “What are you struggling with?” and “What caused the problem?” This usually takes the form of the 5 Ws and H.
 - **Structured formal interview** - A planned conversation between the teacher-researcher and another party. Ideally, this is a mix of open-ended and “closed” questions. This can be conducted in person, over video conferencing software, or even over the phone.

- **Surveys** - A series of questions sent via email, Google form, or distributed on paper. Make sure that your survey questions directly relate to what information you want to collect. It is also beneficial to include “other comments” prompts in any survey. Make sure to test a survey with a small group before sending it out to a large number of people.
- **Artifacts** - This can encompass a broad range of things collected for study such as maps, meeting minutes, clippings, journals, student work, photographs, and more.
 - **Journals** - Daily journals by students, parents, teachers, and others can provide valuable insights into their experiences.
 - **Class work** - Portfolios of student work, clippings of essays, and other non-score-based findings.

For many of the qualitative procedures, you can also collect quantitative data at the same time. For example, you can collect quantitative data easily through surveys and assignment scores. Anything that results in a series of statistics can be used to collect quantitative data. Some common sources of quantitative data not already mentioned are

- Classroom attendance
- Dropout rates & graduation rates
- Standardized test scores

No matter what data you collect, try to do so in a way that fits into your current workflow. For example, consider adding survey questions to the end of a quiz that you are handing out, or take a few minutes to jot field notes while you are already monitoring the classroom.





"Try this!" Activity

Try brainstorming ways you can collect both qualitative and quantitative data at the same time. Is there a way that you could collect quantitative data during observations as well? Is there a way that you could use journals to collect quantitative data?

A large, light blue rounded rectangular area intended for brainstorming or writing notes.

Additional Resources

Click on the hyperlinked text below to explore.

- [*Collecting Data for Action Research by Margaret Riel*](#)
- [*Action Research II. Types of Data to Collect by Dr. Andy Johnson*](#)
- [*Common Qualitative and Quantitative Data Collection Tools by Evan Ortlieb*](#)

Step 4: Analyze Data

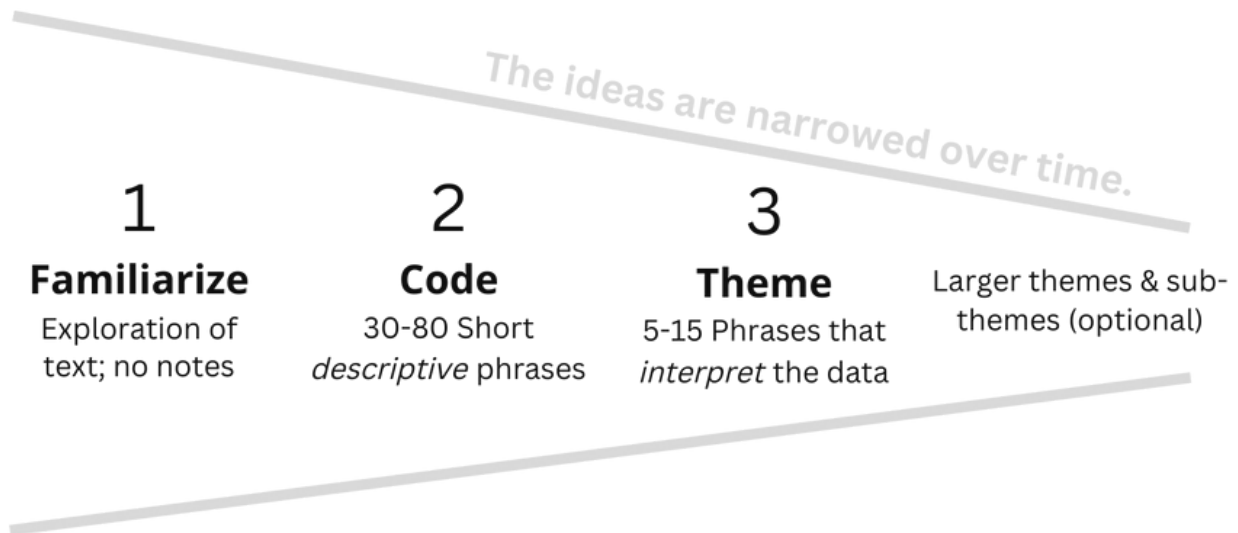
Success Criteria: I can analyze data.

Depending on how you collected the data and the type of data you collected, you will analyze it in a different way. For quantitative data through a tool like Google Forms, this may be largely automatically done for you. Most educators are familiar with analyzing quantitative data: checking assessment scores and looking for trends across graphs and charts is something done daily in data-heavy schools. A key part of this is exploring the relationship between various variables.

For analyzing qualitative data, you can use a process called “thematic analysis.” In some ways, this is like trying to trace a theme across a short story. You read, take notes, narrow down possible themes, and build up a case for each.

The steps of thematic analysis are below:

1. **Become familiar with the data** - Reread through your field notes, watch the recording, or scroll through survey responses. You are not taking notes in this stage; you are simply getting a general sense of the data.
2. **Code the data** - This is very similar to annotating a story. When you code the data, you highlight sections of text and write a “code” to describe each. You will likely have a unique code for most sections. A code might be “seems confused,” “bored with assignment,” or “future careers.”
3. **Combine codes into themes** - At this point, you will look across your codes for common themes; you will sort your codes into larger “themes.” For example, we might put “seems confused” and “bored with assignment” under the theme “behavior.” You should have roughly one theme for every 4-7 codes. After categorizing codes under themes, make sure to go back and double-check that your themes accurately capture the data. You may also want to rename themes at this stage. You may even want to categorize groups of your themes into larger themes and sub-themes.
4. **Justify each theme** - Write a short explanation of each theme. Additionally, take some of the notable pieces of data to display with each theme. This makes it easier for others to understand your findings later.



"Try this!" Activity

Try doing a thematic analysis with an email you have received. Try to code at least a handful of sentences and see if you can organize the codes under one or two themes. How long does the process take you? Did the process reveal anything that you didn't notice before?

Additional Resources

Click on the hyperlinked text below to explore.

- [Qualitative Coding Tutorial: How To Code Qualitative Data For Analysis \(4 Steps + Examples\)](#)
- [Qualitative coding and thematic analysis in Microsoft Word](#)
- [Action Research - Data Analysis 101 : Lesson 22 - Intro by European International University](#)

Step 5: Act on Data

Success Criteria: I can act on data.

Now that you have collected and analyzed data, it is time to act on it. In action research, you do this through an “action plan.” As articulated in *Guiding School Improvement with Action Research* by Richard Sagor, “Given what I now know, what do I want to do or what do I think I should do differently?” (2000, p. 140). The action plan is simply a plan of your answer to this question.

Ultimately, this action plan should be designed for your context rather than adapted from someone else. Your action should include at least

- A list of recommended actions.
- Reasoning for each action.
- A list of responsibilities (if done as a team).
 - who is responsible for each action.
 - who is responsible for monitoring/evaluating each action.
- A deadline for each step.

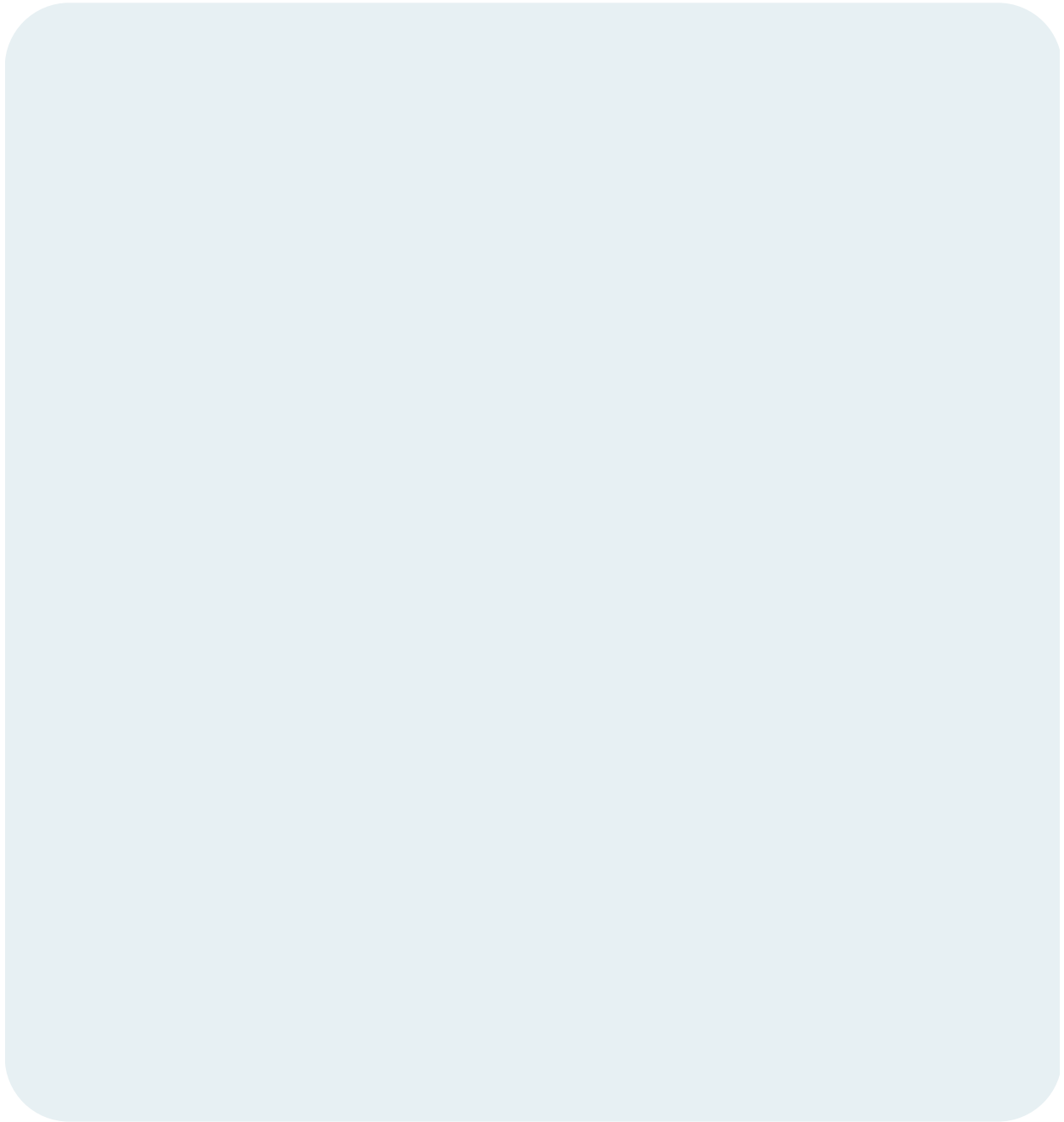
Throughout, make sure to take time to reflect on the plan either as a group or in a journal. While reflecting, you may find that you need to adjust the plan or try a different solution. You may even want to return back to data collection & analysis. That is perfectly okay; remember that action planning is dynamic.

If this action plan is done on a school-wide scale or in a large department, you will need a more detailed plan. Like any project, it needs to be carefully planned out in advance to be successful. When adjusting an action plan on a larger scale, take additional effort to communicate with your team.



"Try this!" Activity

Try outlining your own template for an action plan. Start with the items listed above and add any additional details that you feel are important to act on your findings.



Additional Resources

Click on the hyperlinked text below to explore.

- [Developing a Research Action Plan for Your Organization from Northwestern](#)

Step 6: Reflect & Share

Success Criteria: I can share the results of action research.

The final step of the action research process is sharing your findings from your data and action plan. While “traditional” research is often shared through peer-reviewed journals, action research is often shared through a more accessible medium with a far quicker turnaround time. To share your research, take time to consider your audience:

1. What is the most important bit of information for them?
2. How do they already access information?
3. How can you make the information easy to understand?
4. How can they save it / will they be able to access it again in the future?
5. What questions might they still have after reading your findings?

Some formats that you may want to consider for sharing your findings are

- Emails.
- Infographics.
- Presentations.
- YouTube videos.
- Performances/demonstrations.
- Posters.
- Online forums.
- Staff meetings/assemblies.

It is also good practice to share the results with any participants. If your school or district uses Professional Learning Communities, they can be a great platform to conduct and share action research.

You may also want to think about how you can share your findings with the larger community. TIE holds a yearly conference in South Dakota, and we would love to have you present your research at our conference. [Consider signing up to present at tie.net.](https://tie.net)



"Try this!" Activity

Take a moment to consider what format would work best for you. If you were to receive action research, what would you prefer?

Additional Resources

Click on the hyperlinked text below to explore.

- [Let it Be Known! Sharing your Results - Action Research by the Center for Advancement of Digital Scholarship](#)

Action Research Steps Self-Assessment

Before moving on, take this opportunity to assess yourself on the outcome and paired success criteria.

- I can implement the steps of action research.
 - I can identify a problem to study.
 - I can find and use relevant literature.
 - I can collect data.
 - I can analyze data.
 - I can act on the data.
 - I can share the results of action research.

You can do this by practicing each step with a small non-education-related topic in your personal life. For example, you could try figuring out how to improve the taste of your coffee:

1. I notice that my at-home coffee tastes not as good as coffee at a cafe. How can I improve the taste?
2. A cursory search indicates that water temperature may affect taste.
3. I ask my partner to evaluate three cups of coffee brewed with different temperatures of water.
4. I examine how they scored each and see if I notice a pattern.
5. Based on the patterns I find, I brew my morning coffee at the new temperature each morning for a week to see if it is better.
6. I share what I learn about brewing a better cup of coffee with my siblings via text message.

The goal is to learn each of the steps by heart. In addition to practicing the steps with a small personal topic, try creating a mnemonic to remember each step.



Action Research Template

Step 1: Select a Problem

Brainstorm potential topics for action research below.



Select one of the ideas and frame it with this prompt below:

"I notice that _____. How can I improve ____?"

I notice that...

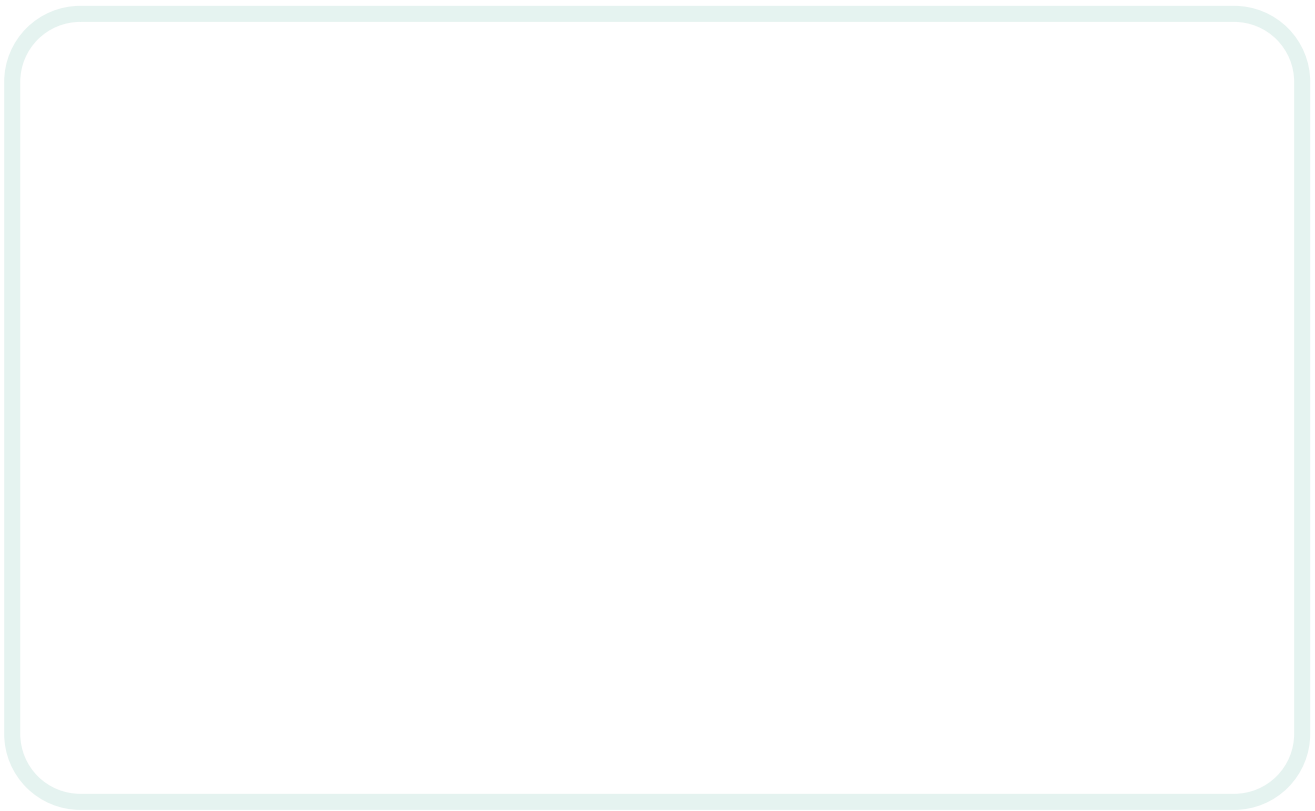
How can I improve...

Answer one or more of the prompts below to better understand the problem:

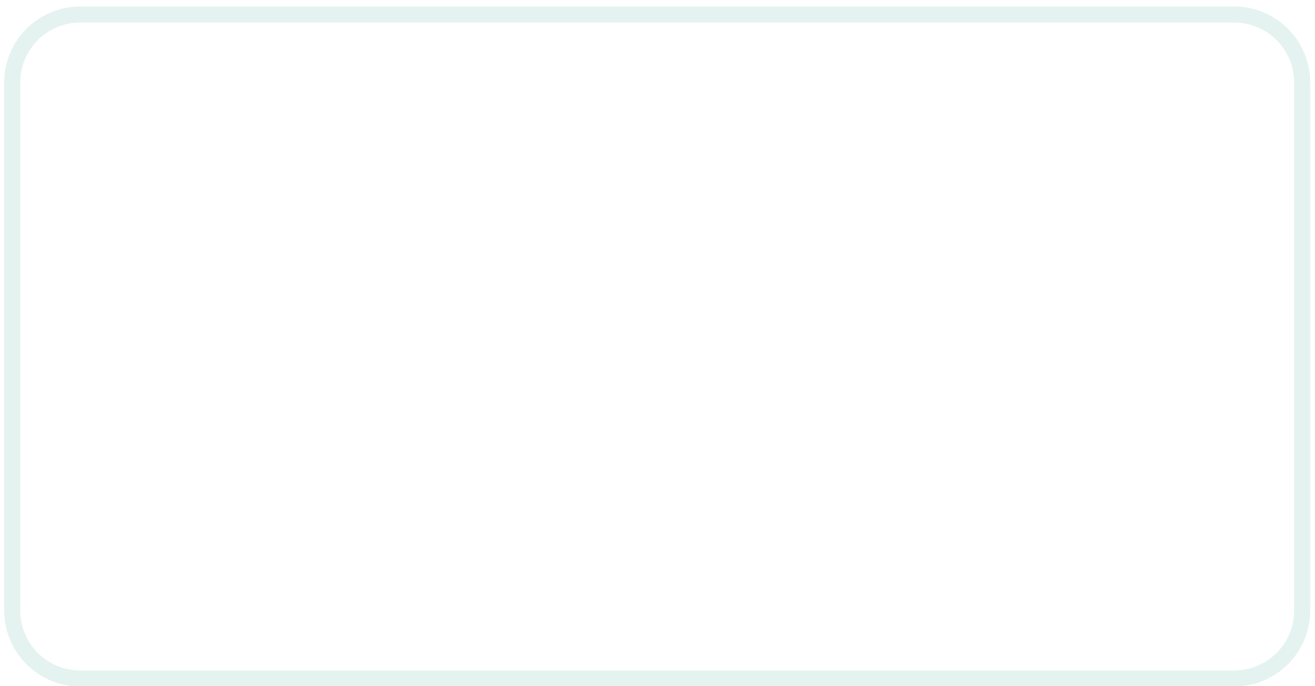
1. What education theories currently inform your practice with this topic?
2. What personal values and beliefs may impact your understanding of this topic?
3. How does your work with the topic fit into the larger context of your community?
4. What is the historical context that led to the current situation?

Step 2: Review the Literature

What information do you need?



Where could you find this information?

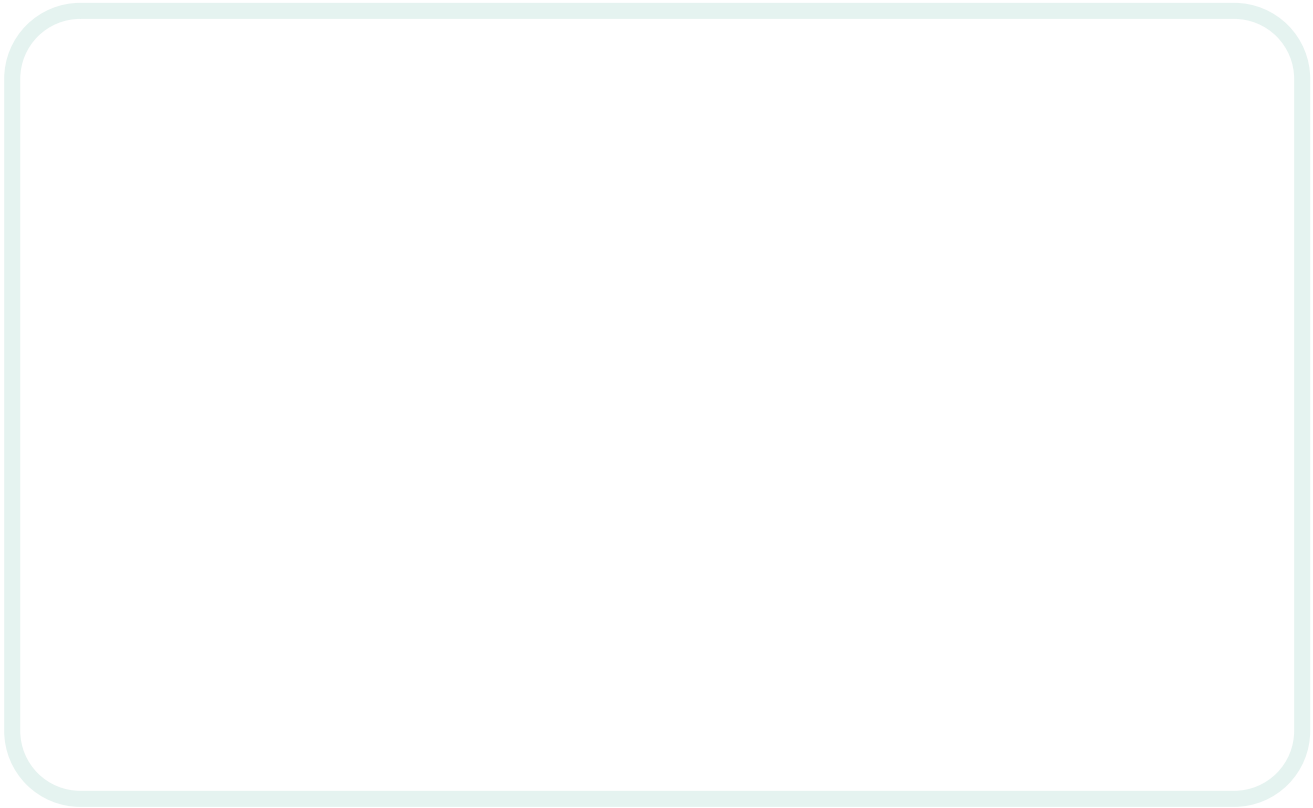


Try finding the information. If the sources are good, list the source in the left column and jot down relevant information in the right column.

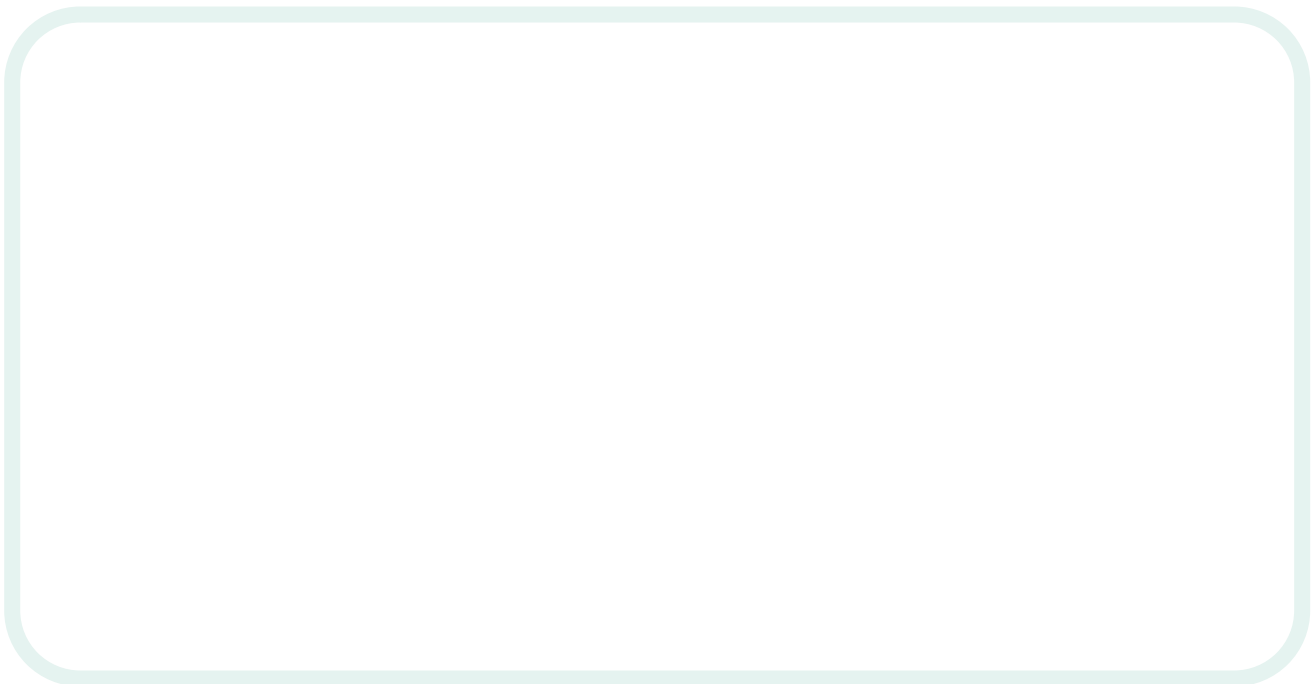
--	--

Step 3: Collect Data

What data do you need to collect to better understand the problem?



How will you collect this data (qualitative & quantitative)?

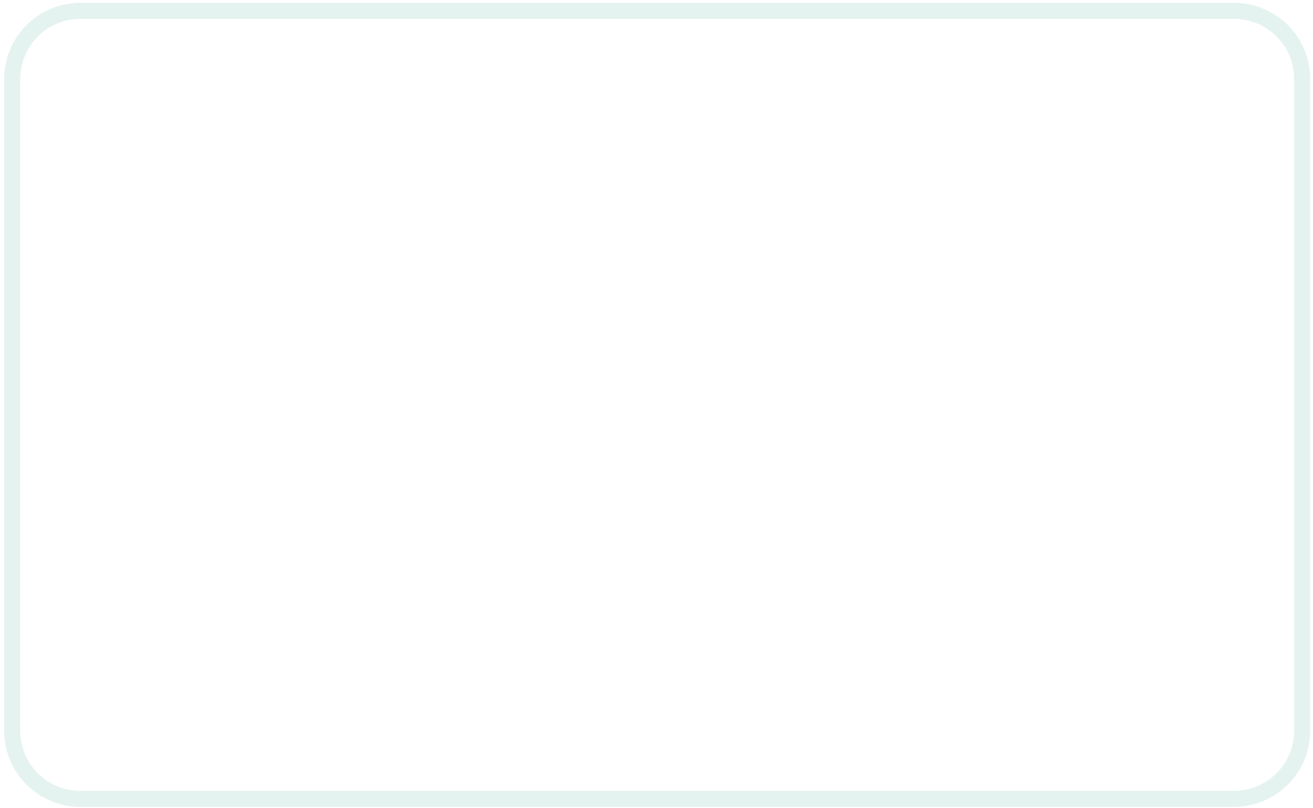


Record any data collected below. If recorded elsewhere, make a note of it below.

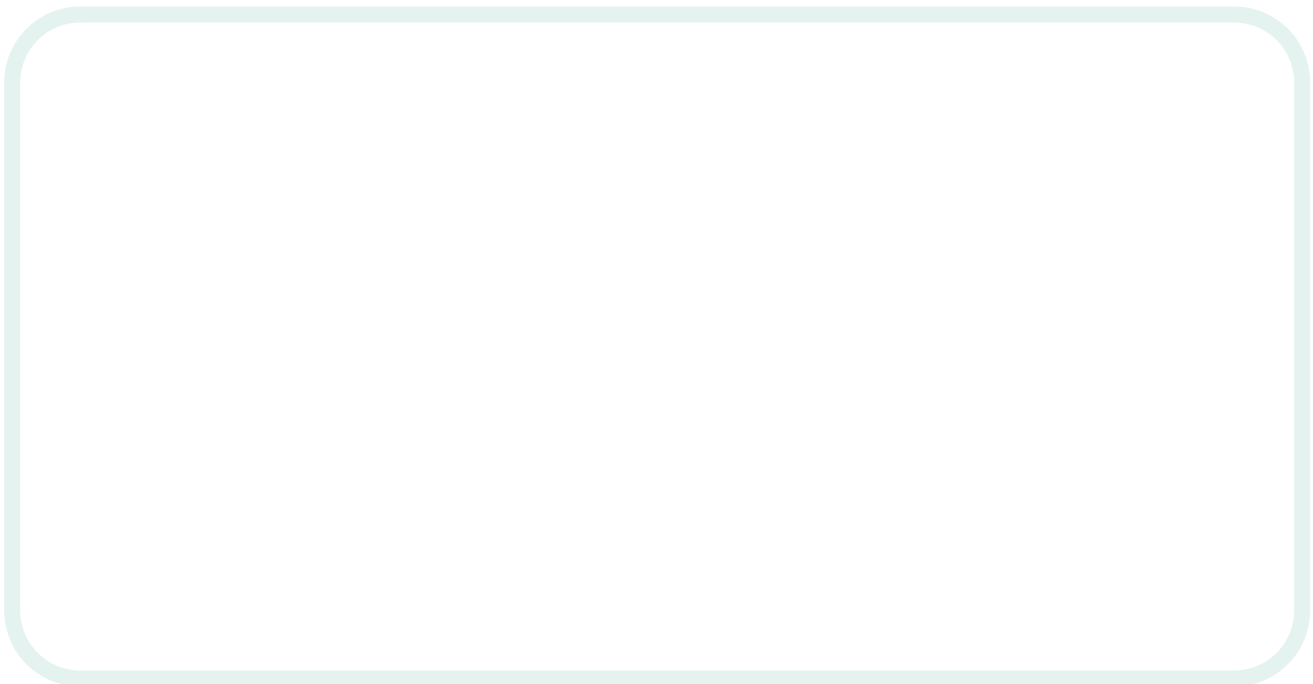
A large, empty rectangular box with rounded corners and a light blue border, intended for recording data.

Step 4: Analyze Data

Use the space below to analyze the data AND/OR annotate the space back in step 3.



What have you learned from the data?



Step 5: Act on Data

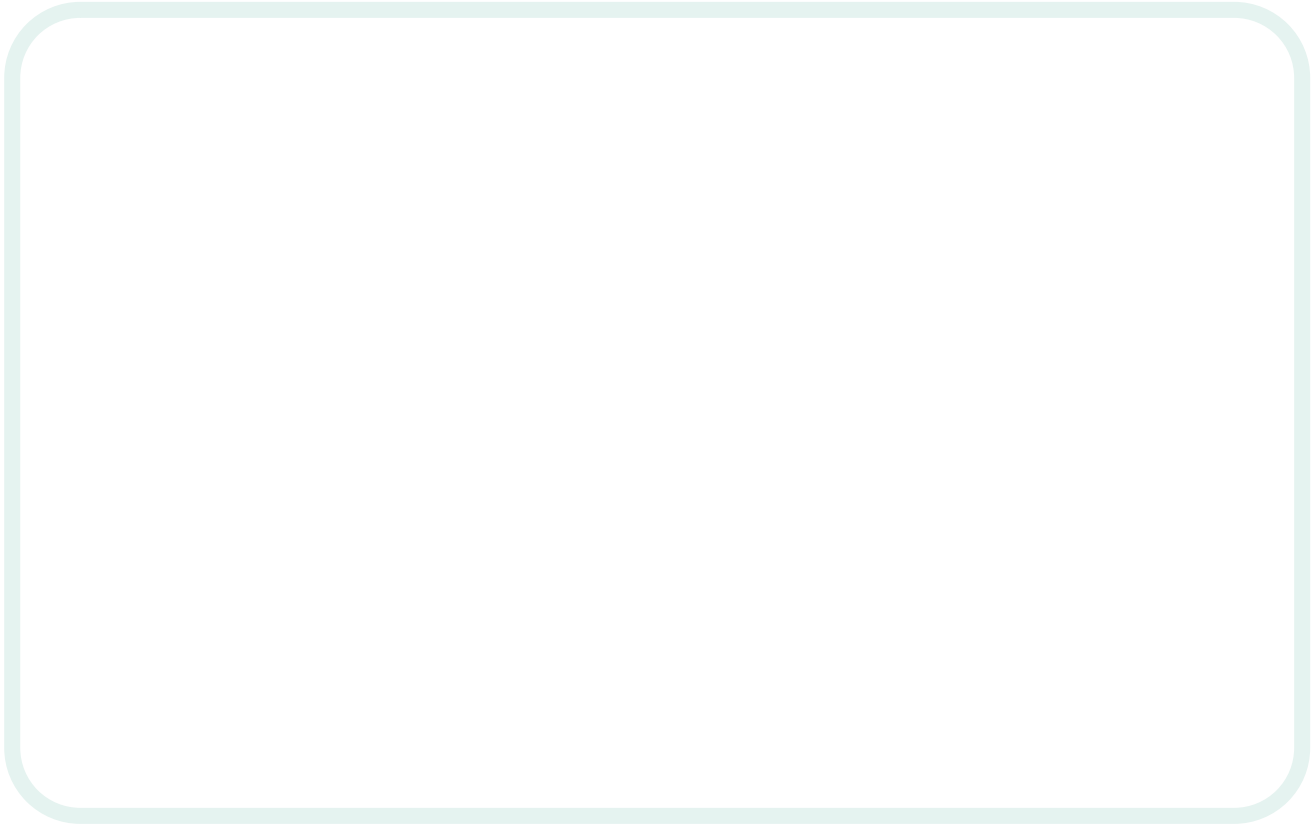
Use the space below to write an action plan. Your action plan should be framed with the phrase "based on what I have learned, I will now..." In addition to that, you should include at least

- a list of recommended actions
- reasoning for each action
- a list of responsibilities (if done as a team)
 - who is responsible for each action
 - who is responsible for monitoring & evaluating each action
- a deadline for each step

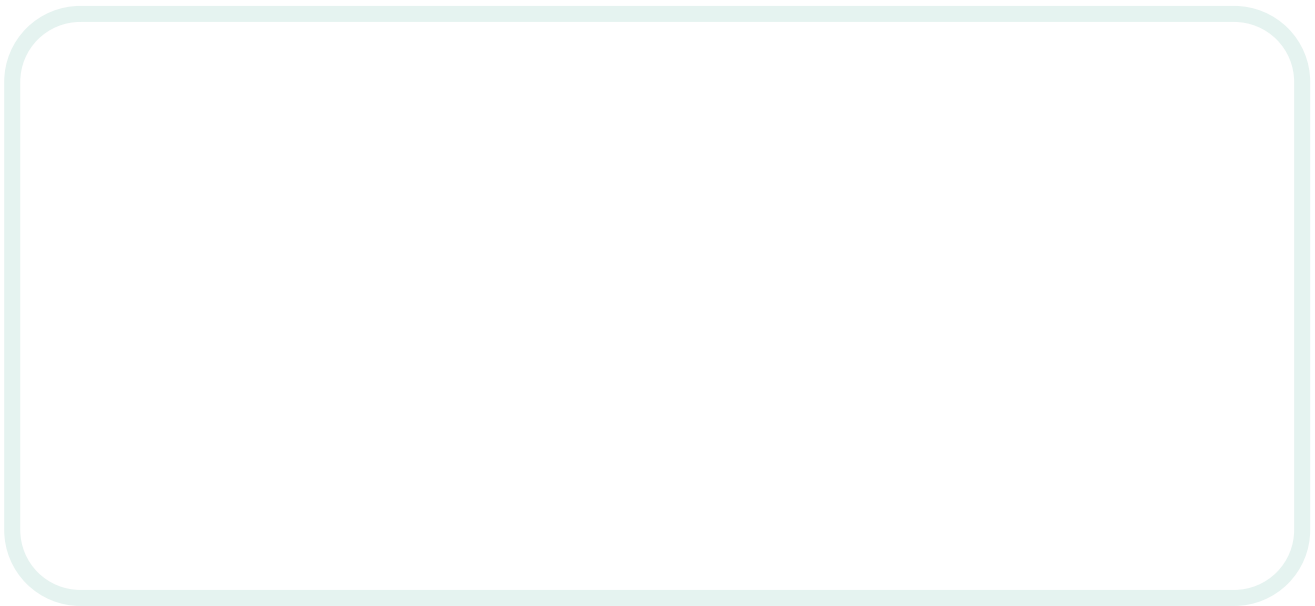
Based on what I have learned, I will now...

Step 6: Reflect & Share

Thinking back on the literature review, data collection & analysis, and implemented action plan, what have you learned?



What would be the best way to share this with your peers?



Use the space below to draft the "shareable."

A large, empty rectangular box with rounded corners and a light blue border, intended for drafting a 'shareable'.

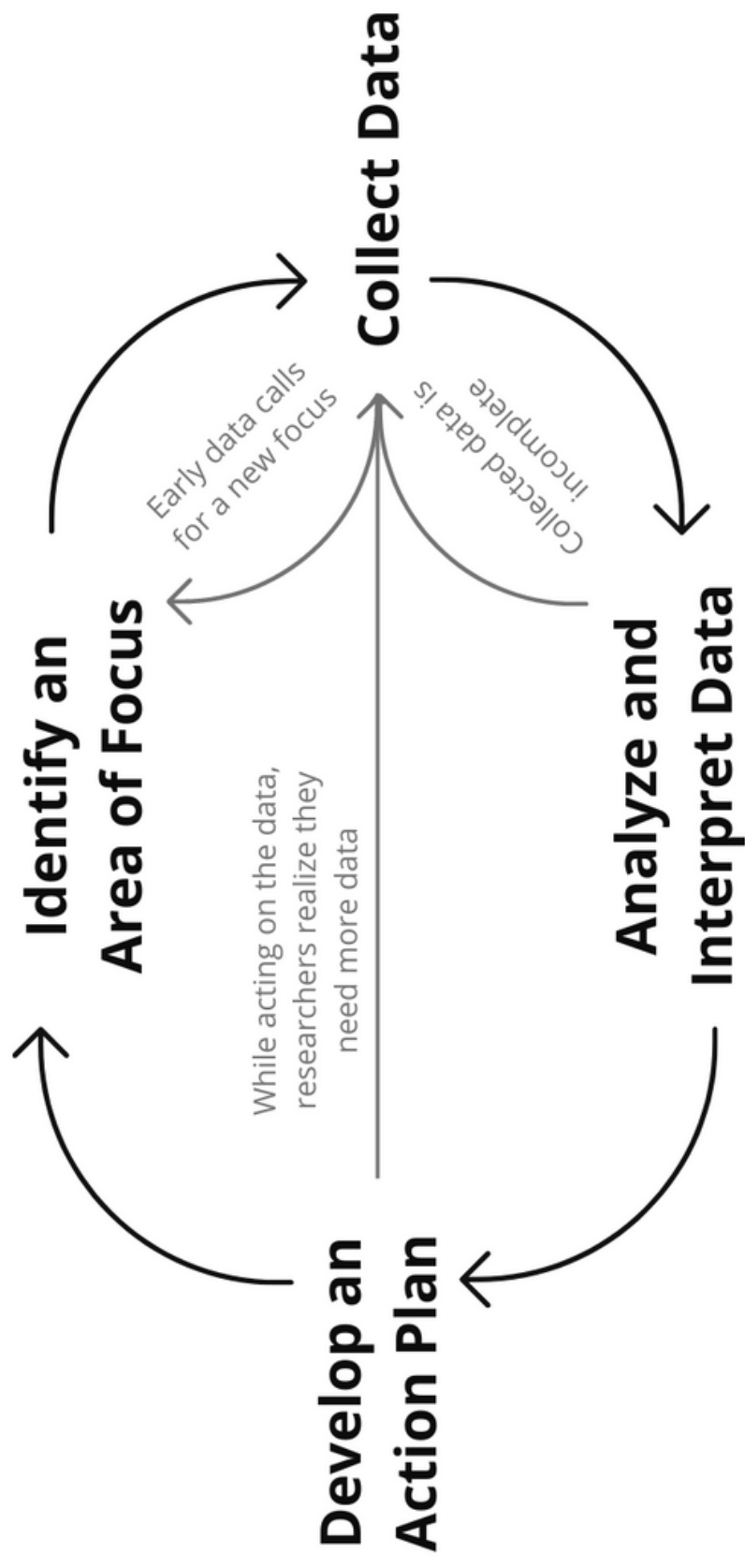
Bibliography & Appendix

Bibliography

- Creswell, J. W., & Guetterman, T. C. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research (6th ed.)*. Pearson.
- Denzin, N. (2014). *Interpretative autoethnography (2nd ed.)*. Thousand Oaks, CA: SAGE.
- Kemmis, S. (1994). *Action research*. In T. Husen & T. N. Postlethwaite (Eds.), *International encyclopedia of education (2nd ed., pp. 42–49)*. Oxford and New York: Pergamon and Elsevier Science.
- Kemmis, S., & McTaggart R. (Eds.). (1988). *The action research reader (3rd ed.)*. Geelong, Victoria, Australia: Deakin University Press.
- Mills, G. (2000). *Action Research: A Guide for the Teacher Researcher*. Upper Saddle River, New Jersey: Pearson Education.
- Sagor, R. (2000). *Guiding School Improvement With Action Research*. Association for Supervision and Curriculum Development.

Appendix

On the following page, an enlarged graphic of the action research process is displayed.



Version 1.0 created by Brady Licht on 11/4/22 at Technology & Innovation in Education (TIE) in Rapid City, South Dakota, USA. TIE is a division of Black Hills Special Services Cooperative. Contact TIE at tie.net

