

Changing Classrooms (Action Research)

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Teachers Develop Teachers Research

Why was it felt to be a good title?

**What statements are being made by
adopting this 'banner'?**



Teachers and Researchers



- van Lier (1989), arguing for more extensive use of ethnographic approaches as a form of teacher empowerment
- gap between teachers and researchers of the “teacher as researcher” (e.g. Allwright & Bailey, 1991; van Lier, 1988)
- teacher-initiated action (Nunan, 1989) a way to encourage teachers to adopt a research orientation to their own classroom
- Bridging the gulf (TDTR Edge and Richards 1993, Field 1997, Head 1998)



TDTR as international



- Started as a UK based idea (Aston University) but became increasingly 'international'
- Aston, Cambridge in the UK
- Israel, Belgium, Turkey and then Chile



Key role for action research?

AR responds to perceived local needs and investigates issues of practical importance using appropriate data collection procedures. AR uses these investigations to change, modify and improve practices.



Kemmis and McTaggart (1988)

‘self-reflective spiral or loop’

- <http://images.google.co.uk/images?hl=en&q=the+action+research+spiral&gbv=2>



Related forms?



- Action learning
- Reflective practice
- Exploratory practice
- Action science
- Practitioner research
- Participatory research
- Collaborative/cooperative enquiry



Teachers as victims of conventional science



- Freeman (1998: 14) says that “teachers are the victims of conventional ideas of science”, in that they may believe that “systematic [scientific/experimental] procedure... holds the key to being a researcher”.



From experiment to investigation



- focus on objectivity, control and the search for universal truths.
- empirical investigation underpinned by notions of objectivity, reliability, generality
- *control, operational definition, replication and hypothesis testing*
- cause and effect relationships



From experiment to investigation



- Teachers Develop Teachers Research 5th International Conference (Ankara, Turkey)
- pulling together two seemingly different but overlapping areas of interest: research and teacher development.
- TDTR conferences have enabled researchers to relate their work to the area of teacher development and teachers to develop insights into their own work and their profession as a whole.



Relating research and action



- the dual aspect of action and research
- participants in a process of planned intervention
- concrete strategies, processes or activities are developed within the research context
- Research is situated and bottom up.

