

# EDUC 890 Class 12

Chapter 13—Action Research Designs

Chapter 14—Conclusions, Interpretations, Implications

# Assignment #6

## Literature Review

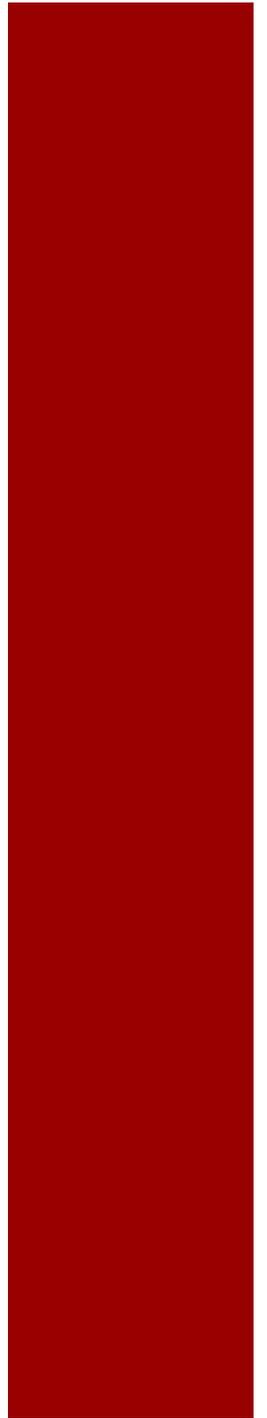
### study-by study review

- Describe 4-5 research articles in detail:
  - research purpose and/or questions,
  - research design,
  - data collection & analysis,
  - summary of results,
  - your comments
- 4-5 **\*research\*** articles described,
  - map,
  - intro,
  - transitions,
  - closing summary,
  - APA headings throughout,
  - references

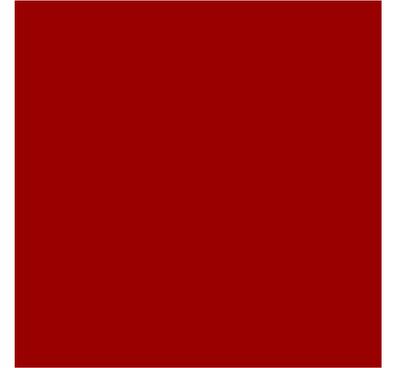
# Chapter 13

# **Action Research**

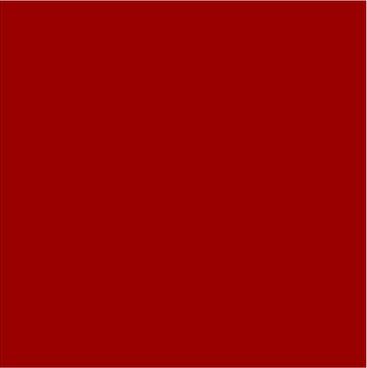
# **Designs**



# Action research is....



- A process for practitioners to...
  - Identify a practical problem
  - Figure out how to take action to solve the problem
  - Using research



# Group work

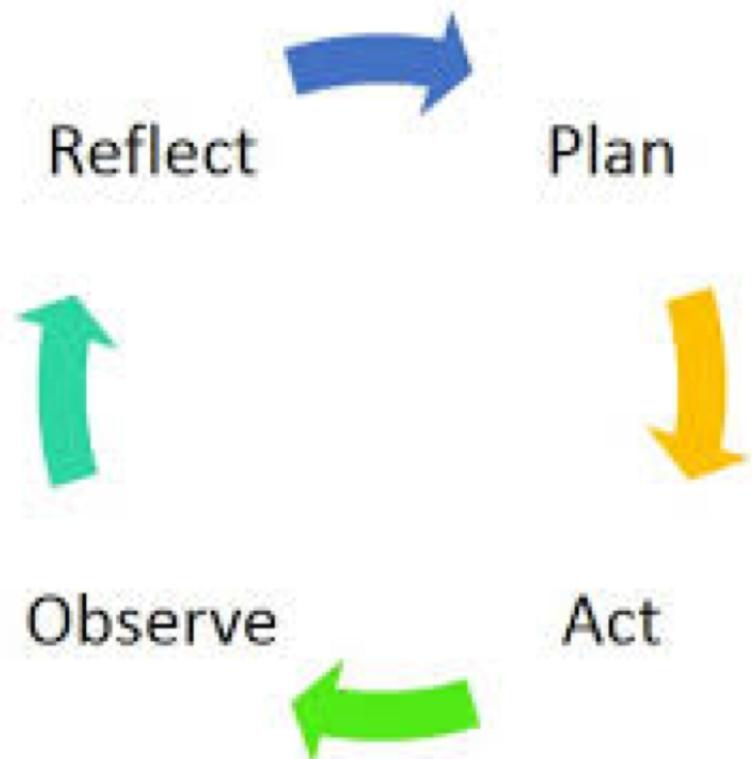
## *Practical problems*

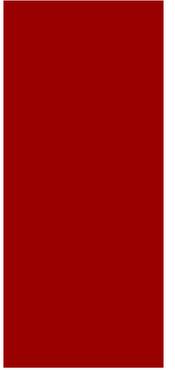
- In groups/pairs, generate a list of 2-3 problems you've experienced in your teaching practice that you would like to solve!



# Action research involves...

- A cyclical process of...
  - Reflecting
  - Collecting data
  - Taking action





## Practical Action Research

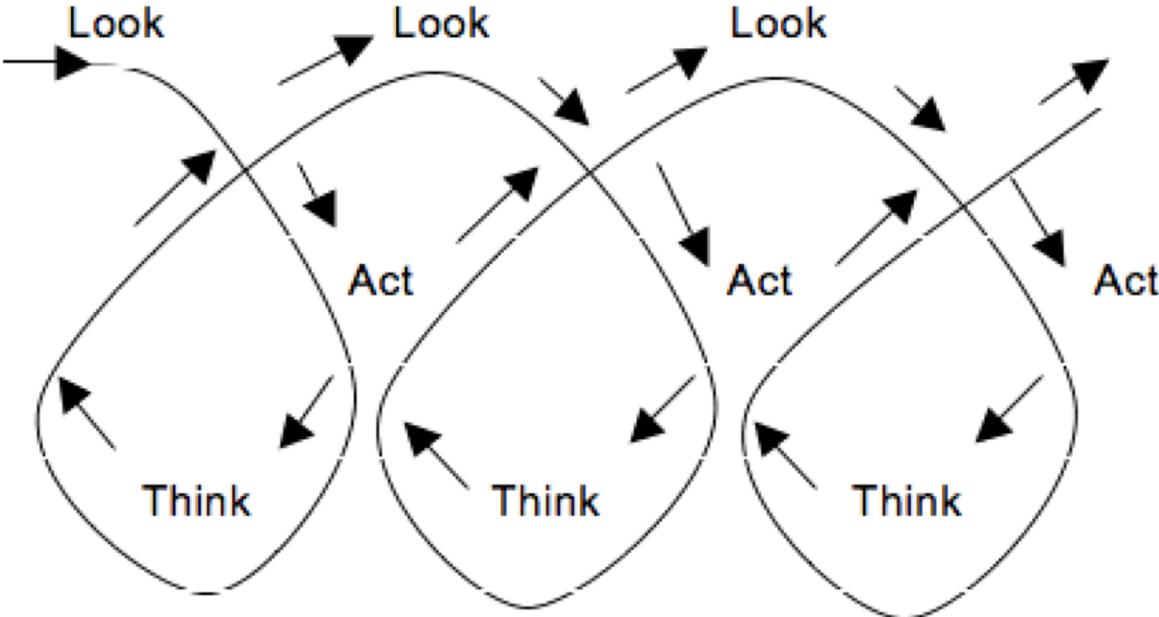
- **Impetus:** Problems in local practice
- Individual or team based inquiry
- Implementing a plan of action
- **Goal:** improved practice

## Participatory Action Research

- **Impetus:** Social issues that constrain lives
- Collaboration with the influenced people
- Making life-enhancing changes
- **Goal:** changes in the community



# What do you do?



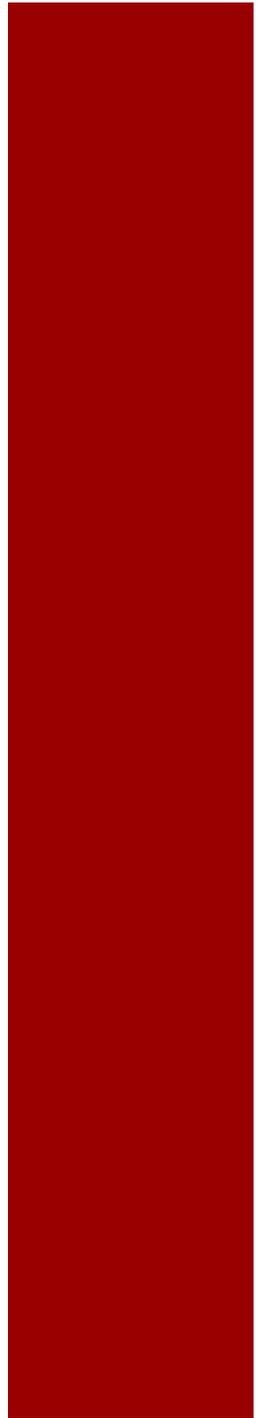
# Steps *in action research*



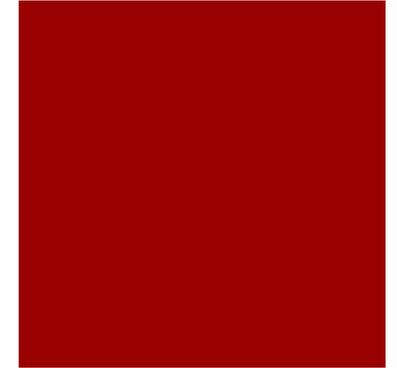
- 1 Determine if it's possible in your context
- 2 Identify the problem of practice
- 3 Locate resources to help you address problem (e.g., literature)
- 4 Identify data you need to examine
- 5 Implement data collection
- 6 Analyze data
- 7 Develop plan of action
- 8 Implement the plan
- 9 Reflect

# Chapter 14

## **Conclusions, Interpretations, Implications**

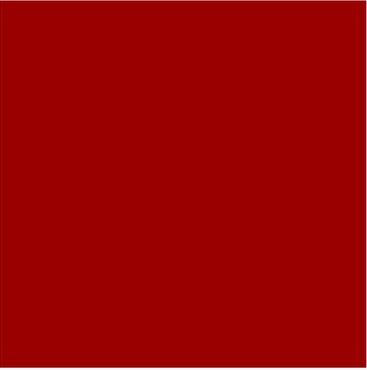


# Conclusion (discussion)section



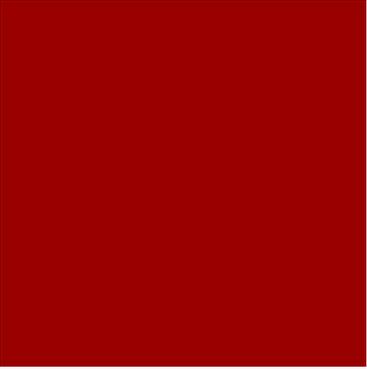
*Interpreting and making sense of the findings; explaining how results answer the research questions*

- Summary of results
- Relating results to literature
- Personal reflections about the meaning of the research
- Implications for practice
- Limitations of the study
- Future research needs
- Significance of study



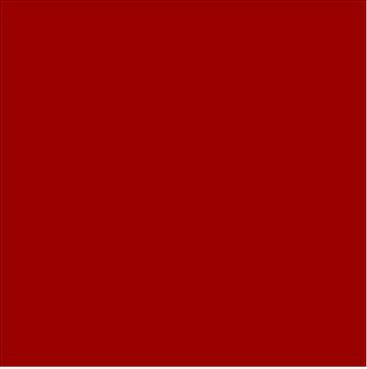
# Summary of results

- General, rather than specific info, e.g.:
  - *“Families of younger children report higher outcomes than those with older children”*
  - *This study identified five key strategies that teachers use to support student composing:*
    - *Managing the context*
    - *Managing the implementation of teaching strategies*
    - *Engaging*
    - *Providing tools*
    - *Guiding*



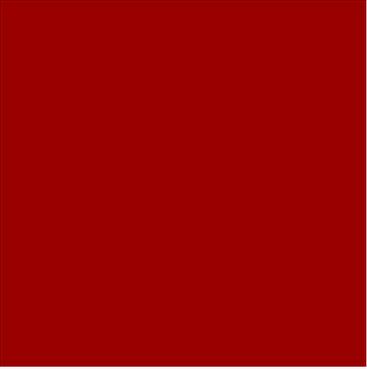
# Relating results to literature

- How the results are similar to, different from, or extend what existing studies or theories describe, e.g.:
  - *“Results from this study confirm findings of Powers (2002) that students’ lower participation in physical activity is a significant concern”*
  - *“Factors found to be significant were in line with the Social Ecological Model”*



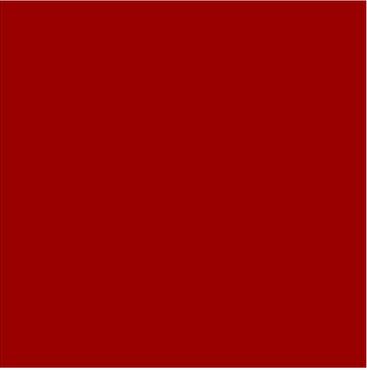
# Personal reflections

- How the results are similar to, different from, or extend what existing studies or theories describe, e.g.:
- *“Having learned conversations are more educational when I facilitate without participating, I teach less and listen more”*
- *“This research challenges the socially accepted idea that homeless youth are ‘lazy’ and cannot be ‘bothered’ to find a job”*



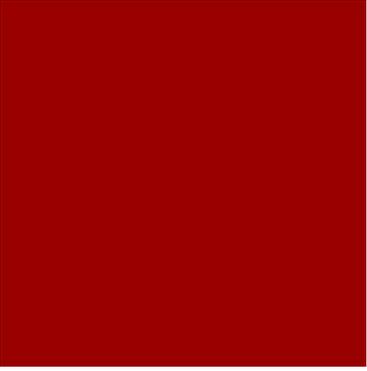
# Implications for practice

- Arguing for useful actions that individuals can take in response to the new knowledge developed, e.g.:
- *“Use group discussions with homeless youth to identify potential solutions to problems they are experiencing”*
- *“When taking notes from websites, students should be encouraged to copy and paste main ideas rather than entire paragraphs”*



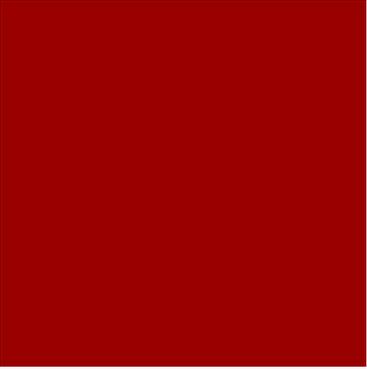
# Limitations of the study

- Identifying potential weaknesses of the study that may have affected results, e.g.:
  - *Quantitative...*
    - *Lack of random sample*
    - *Small sample size*
    - *Inadequate measures of variables*
    - *Confounding variables*
  - *Qualitative*
    - *Non-purposeful sampling*
    - *Lack of rich data, gaps in data*
    - *Difficulties in validating interpretations*



# Future research needs

- How future research might build on the study's findings or overcome limitations, e.g.:
  - *“This research identified a gap in accessibility of health care services. Research exploring where youth receive health information would be helpful.”*
  - *“Future research should attempt to replicate these findings using a randomly selected nation-wide sample.”*



# Significance of study

- Create the effect of leaving on a positive note—a wrap-up of what the study accomplished, e.g.:
- *“The findings from this research can be used to help create more effective social housing policies and care programs for adolescents who are homeless.”*

# Group work

## *Examine a conclusion section*

*See the discussion section of the quantitative bullying-intervention p. 111 and identify...*

- A summary of a major result
- A discussion relating a result to other literature
- An implication of the results for practice
- A limitation of the study
- A suggestion for future research
- A statement of the overall significance of the study



# Answers

- A summary of a major result
  - **in para 31–33, summaries of the major result for each of the study’s three hypotheses. E.g.,**
    - *Middle school students grossly overestimated the prevalence of bullying and support for it amongst peers*
    - *Variation in personal bullying attitudes and behaviours was highly correlated with variation of the perception of the peer norm*
  - *The intervention resulted in*
    - *significant reductions in misperceptions of the prevalence of bullying and peer support of bullying,*
    - *and simultaneous reductions in personal bullying behaviours and experiences of victimization.”*



# Answers

- A discussion relating a result to other literature
  - **In para 32, they compare a major result (personal attitudes and behaviors were associated with perceptions of peer norms) with other literature to show that the result is consistent with what has been found previously.**
- An implication of the results for practice
  - **paragraph 32: “interventions to reduce misperceptions can help reduced problem behaviors.”**



# Answers *continued*

- A limitation of the study
  - **para 34–36: lack of a control site, the reliance on self-report data, possibility that students changed their perceptions and behaviors from completing the survey**
- A suggestion for future research
  - **para 34, 35, and 37. multiple suggestions, e.g.: examine a wider range of school settings.**
- A statement of the overall significance of the study
  - **para 37: “To conclude, this research suggests that a social norms intervention may be a promising strategy to help reduce bullying.”**



# Homework

- None!



- (except the lit review)

