

Action Research

Simply Explained

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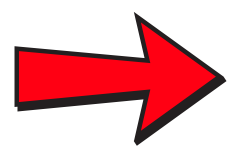


Prepared by Med Kharbach, PhD
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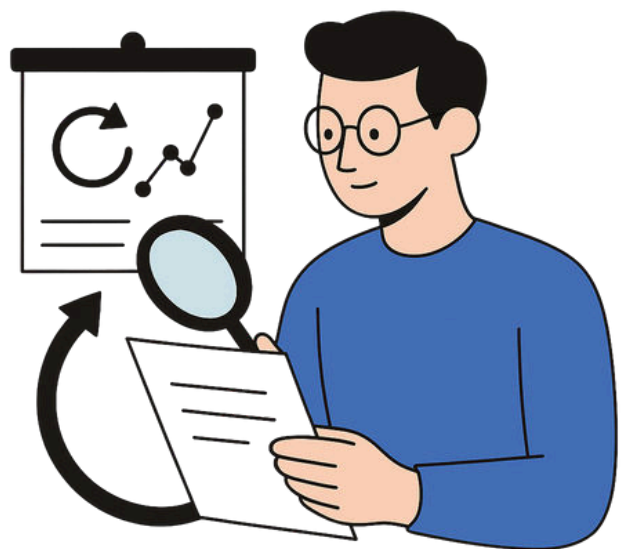
What is Action Research?

According to Tomal (2003), action research is:

"is conducted by people who want to do something to improve their own situation...Action researchers undertake a study because they want to know whether they can do something in a better way." (p. 7)



Action research is a practitioner-driven, reflective process where individuals or groups investigate shared problems in their own context with the aim of improving practice through informed action.



Why Undertake Action Research?

- ★ Enhances reflective teaching and critical self-evaluation
- ★ Bridges the gap between theory and classroom practice
- ★ Empowers teachers as practitioner-researchers
- ★ Addresses real-world issues through context-driven inquiry
- ★ Supports school improvement and student outcomes
- ★ Promotes professional development and collaboration
- ★ Builds confidence and fosters innovation in teaching

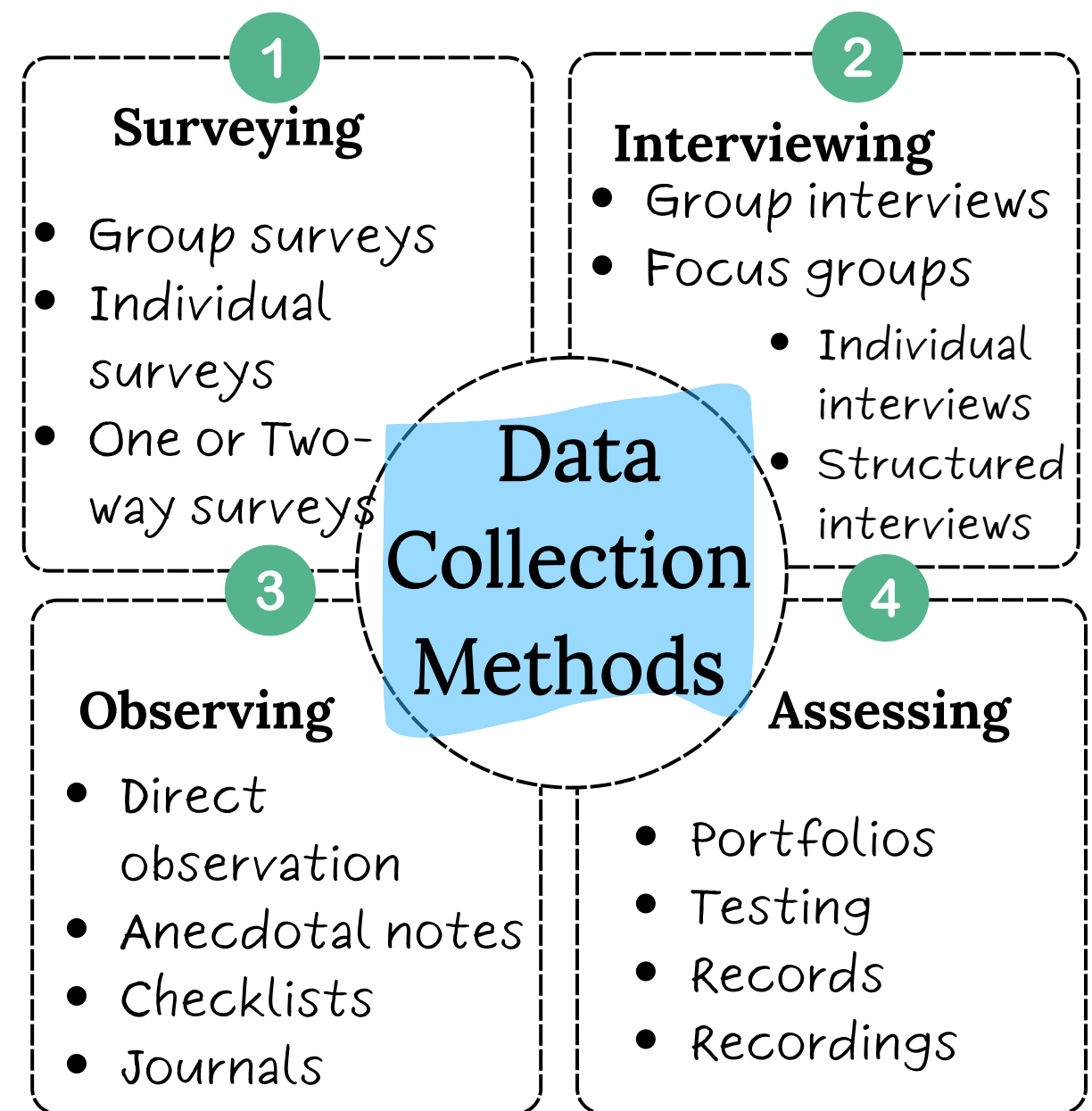
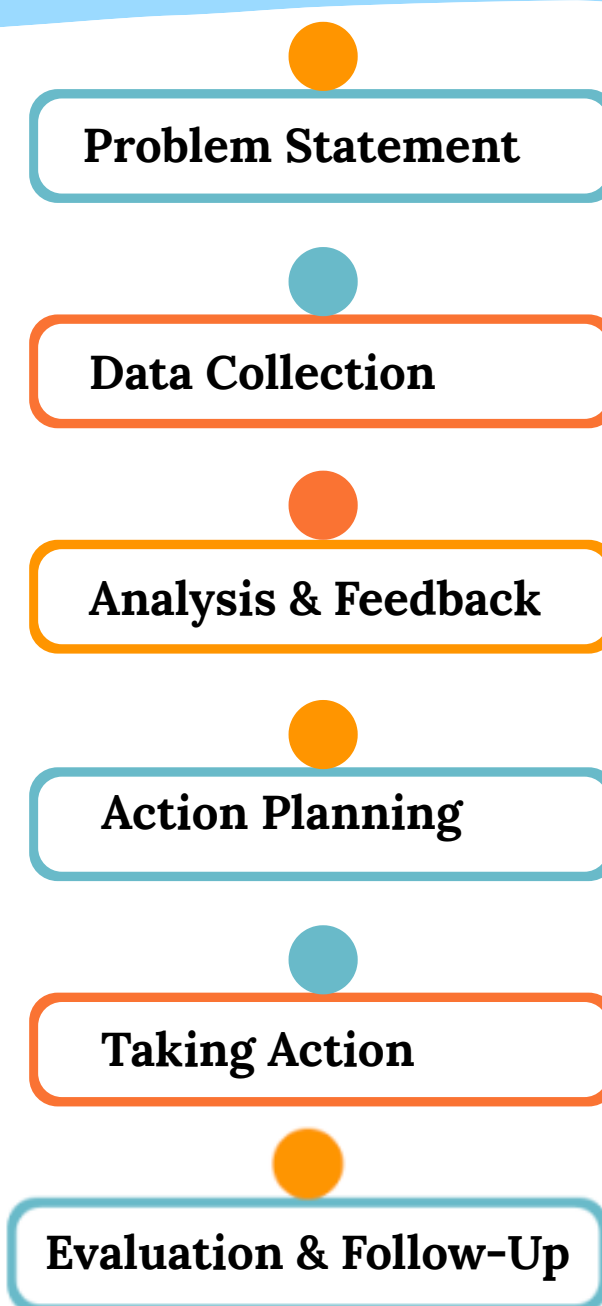
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Characteristics of Action Research?

- ★ Conducted by practitioners, not outside researchers
- ★ Aims to solve real-world problems, not just build theory
- ★ Involves a cycle of research, reflection, and action
- ★ Context-specific, not focused on broad generalization
- ★ Encourages collaboration and participation
- ★ Practical in nature and grounded in day-to-day practice
- ★ Empowers educators as agents of change in their settings

Action Research Model



Key Readings



What is Action Research?

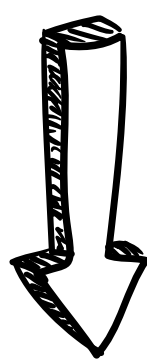
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action research is:

"is conducted by people who want to do something to improve their own situation...Action researchers undertake a study because they want to know whether they can do something in a better way." (p. 7)

2

Adelman (1993), citing Kurt Lewin and Wright Mills, define action research as "Action research gives credence to the development of powers of reflective thought, discussion, decision and action by ordinary people participating in collective research on "private troubles" (Wright Mills, 1959) that they have in common" (p. 8)



Action research is a practitioner-driven, reflective process where individuals or groups investigate shared problems in their own context with the aim of improving practice through informed action.

Characteristics of Action Research?

Here are some of the features that characterize action research:

- ★ • Conducted by practitioners, not outside researchers
- ★ • Aims to solve real-world problems, not just build theory
- ★ • Involves a cycle of research, reflection, and action
- ★ • Context-specific, not focused on broad generalization
- ★ • Encourages collaboration and participation
- ★ • Practical in nature and grounded in day-to-day practice
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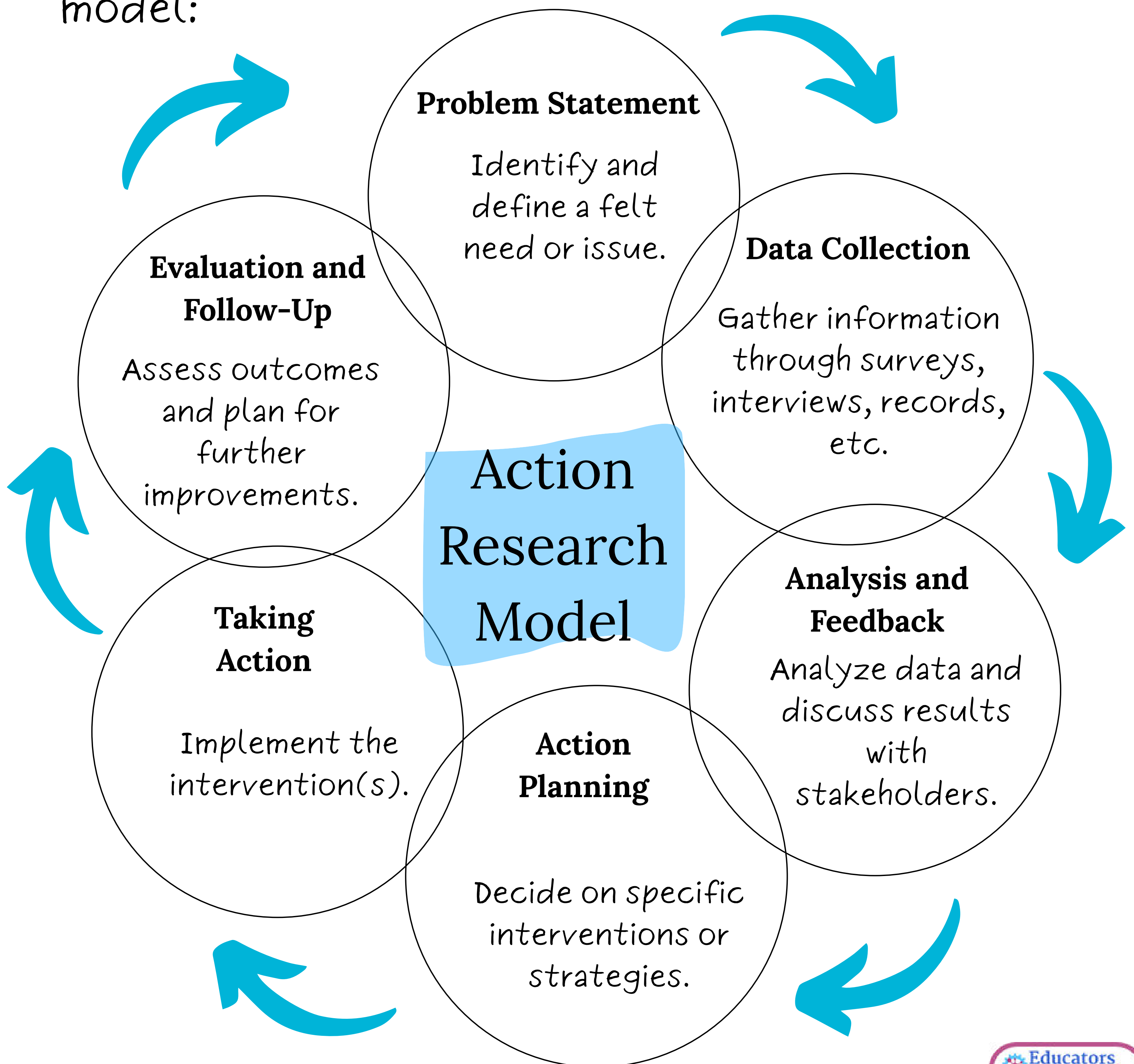
Why Undertake Action Research?

Here are some of the reasons why action research is important:

- ★ • Enhances reflective teaching and critical self-evaluation
- ★ • Bridges the gap between theory and classroom practice
- ★ • Empowers teachers as practitioner-researchers
- ★ • Addresses real-world issues through context-driven inquiry
- ★ • Supports school improvement and student outcomes
- ★ • Promotes professional development and collaboration
- ★ • Builds confidence and fosters innovation in teaching

Action Research Model

Drawing on the work of Kurt Lewin, Tomal (2003) proposed the following cyclical action research model:



1

Surveying

- Group surveys
- Individual surveys
- One or Two-way surveys

2

Interviewing

- Group interviews
- Focus groups
- Individual interviews
- Structured interviews

3

Observing

- Direct observation
- Anecdotal notes
- Checklists
- Journals

4

Assessing

- Portfolios
- Testing
- Records
- Recordings

Data Collection Methods

Ethical Considerations in Action Research

1

Informed Consent

Participants must voluntarily agree to take part, with full understanding of the purpose and process.

2

Confidentiality

Protect the identity and privacy of all participants.

3

Non-Maleficence

Avoid any physical, emotional, or psychological harm.

4

Transparency

Be honest about goals, methods, and potential outcomes.

5

Voluntary Participation

Ensure participants can withdraw at any time without consequences.

6

Respect for Persons

Treat all individuals with dignity and fairness.

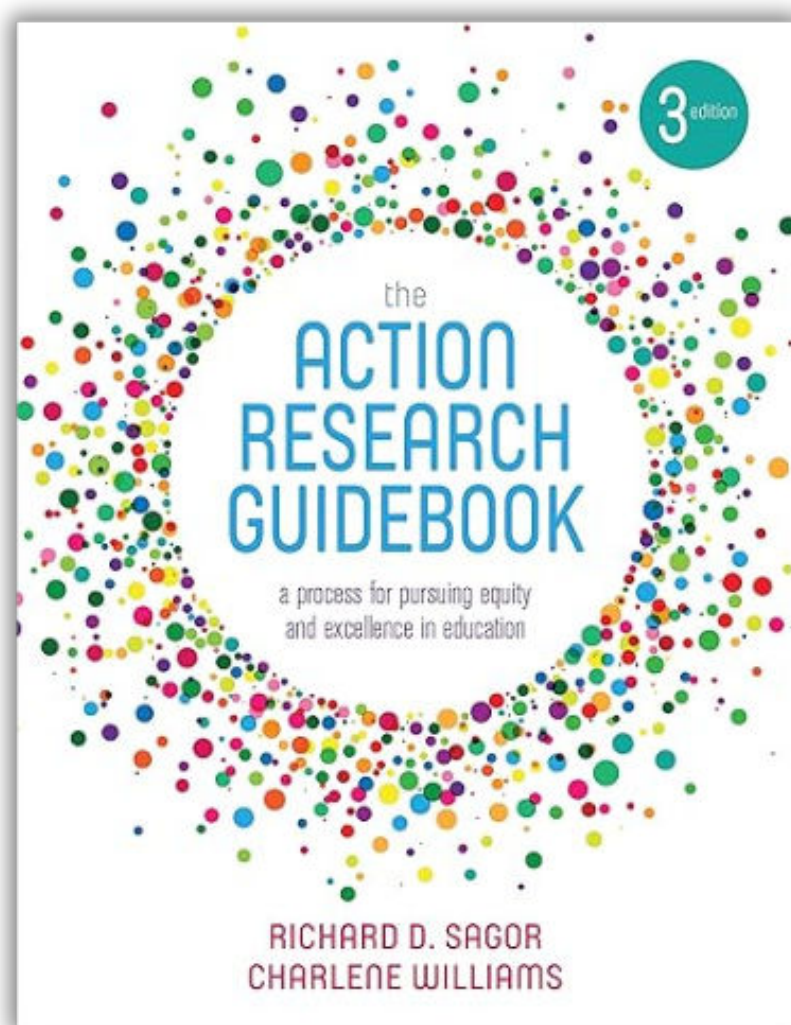
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Approval

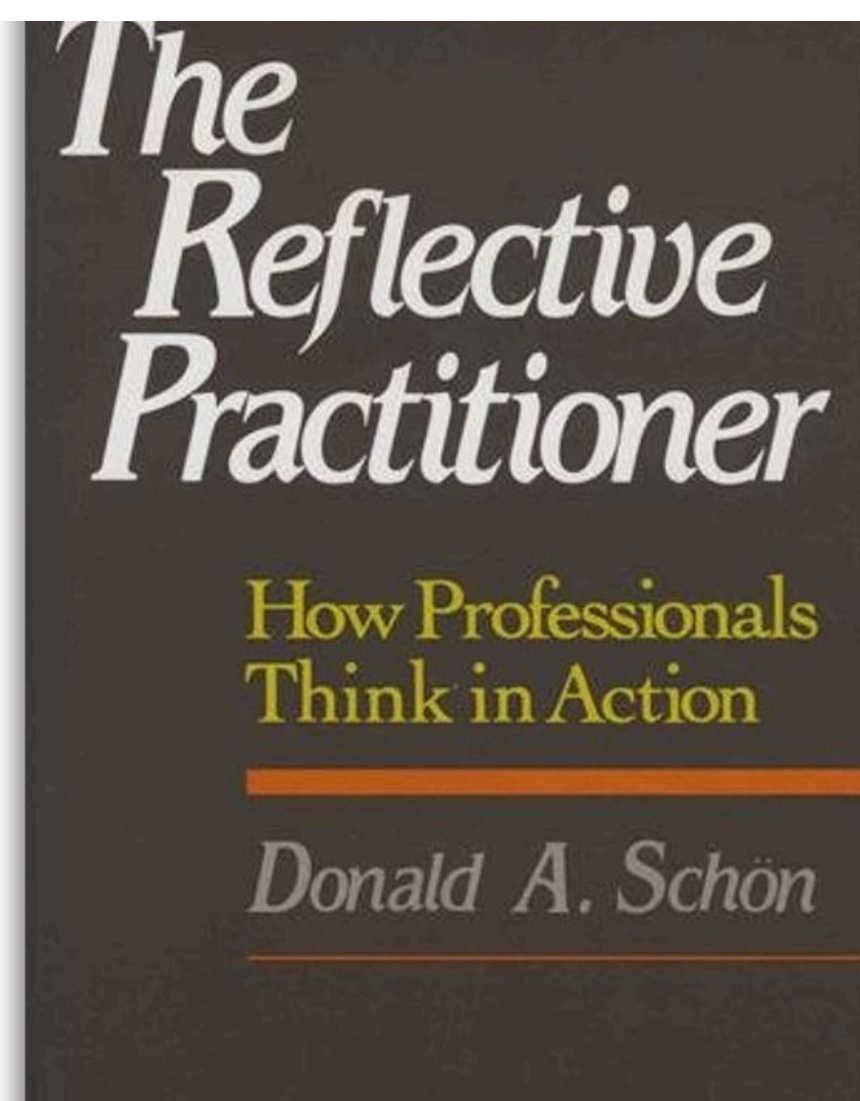
Obtain necessary permissions or ethics board approval, especially in institutional settings.

Key Readings

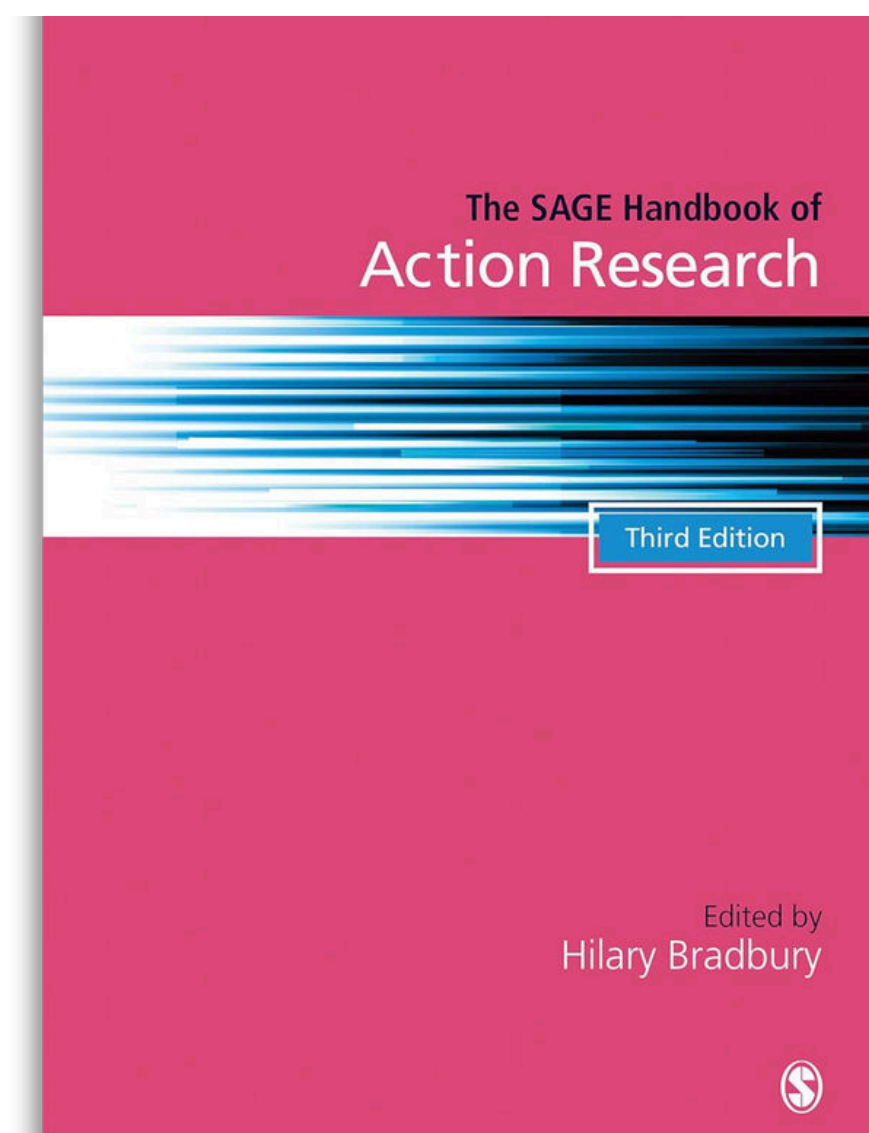
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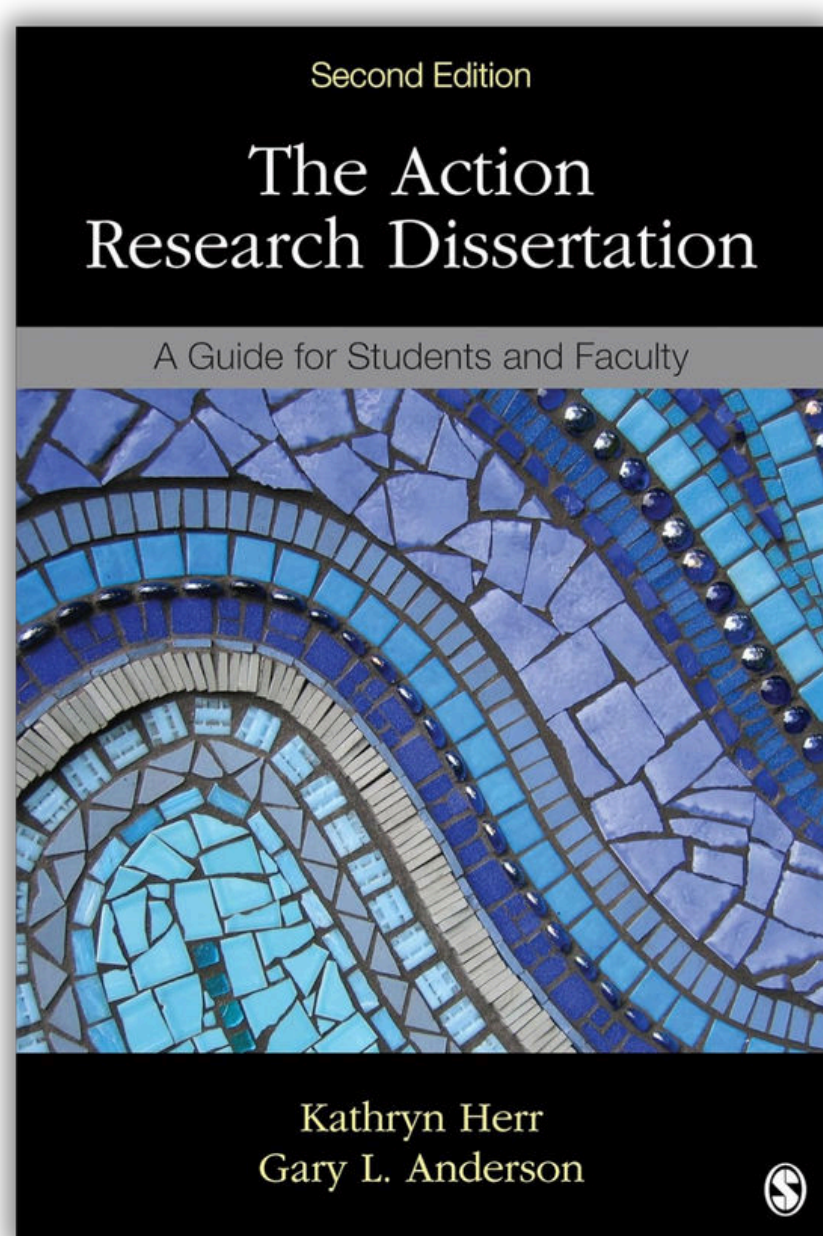
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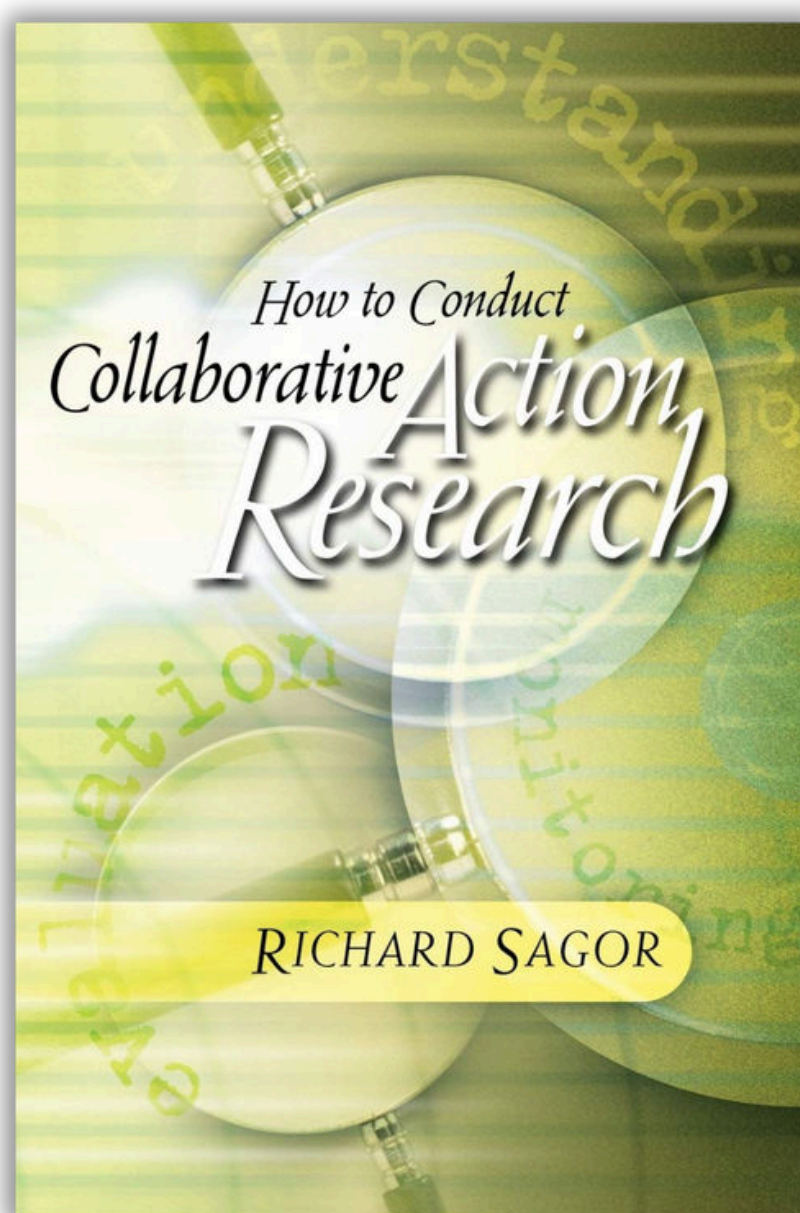
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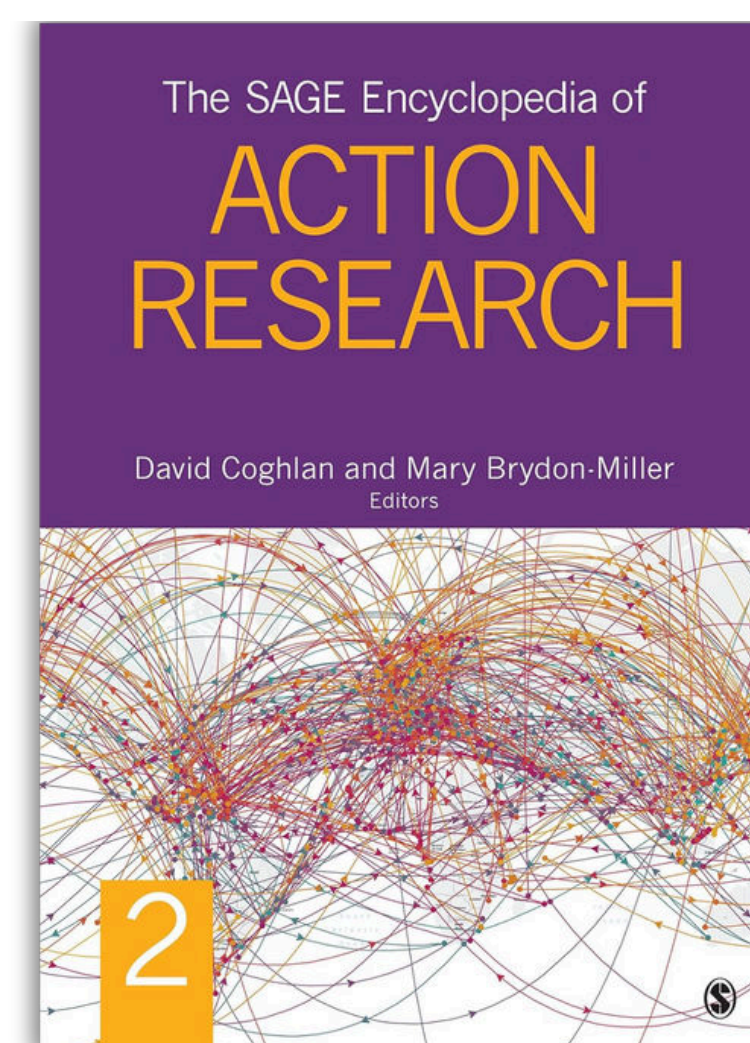
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About the author



Med Kharbach, PhD, is the editor of www.educatorstechnology.com. A seasoned educator with over 13 years of classroom experience, Med earned his doctorate in Educational Studies from Mount Saint Vincent University in Halifax, Canada. His scholarly work includes numerous publications in prestigious peer-reviewed journals, alongside co-authoring several impactful book chapters. Med's latest work is a book titled [ChaGPT for Teachers: Mastering the Skill of Crafting Effective Prompts](#). Currently, Med's research is passionately focused on exploring the integration and implications of AI in education. Med is currently working on a book on the use of AI in academic research.

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