

## Classroom-based research



for professional development

The Week 3 webinar on 'Practical tools for exploratory research' will begin at 1500 GMT.

[classroombasedresearch.weebly.com/week-3](http://classroombasedresearch.weebly.com/week-3)

While waiting, make sure you've read [Mauro's story](#), which we'll refer to in the webinar:

Classroom-based research



for professional development

# Practical tools for exploratory research

# Today's plan

1. Exploratory research and action research
2. Making research questions more exploratory
3. Kinds of evidence, and tools for gathering evidence
4. Gathering ideas from colleagues

# Action research

What do you know about action research?



Please share your ideas in the chat box.

# 1. Action research and exploratory research

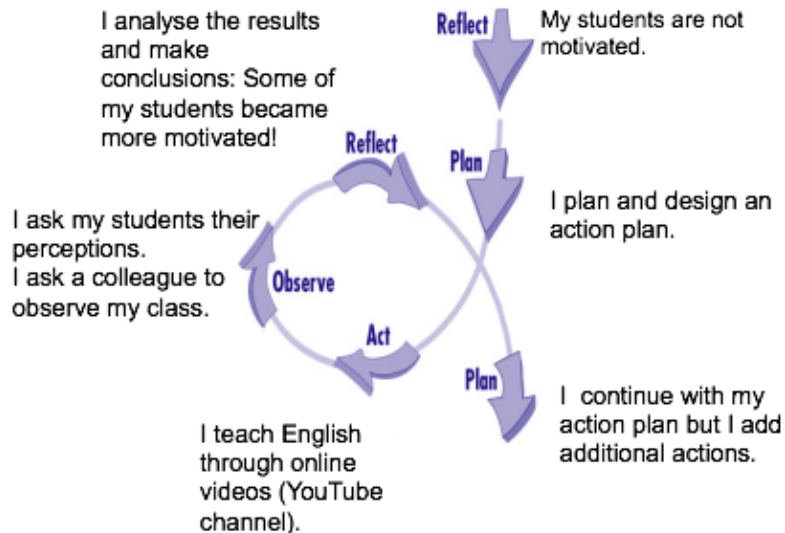
# *Action* research

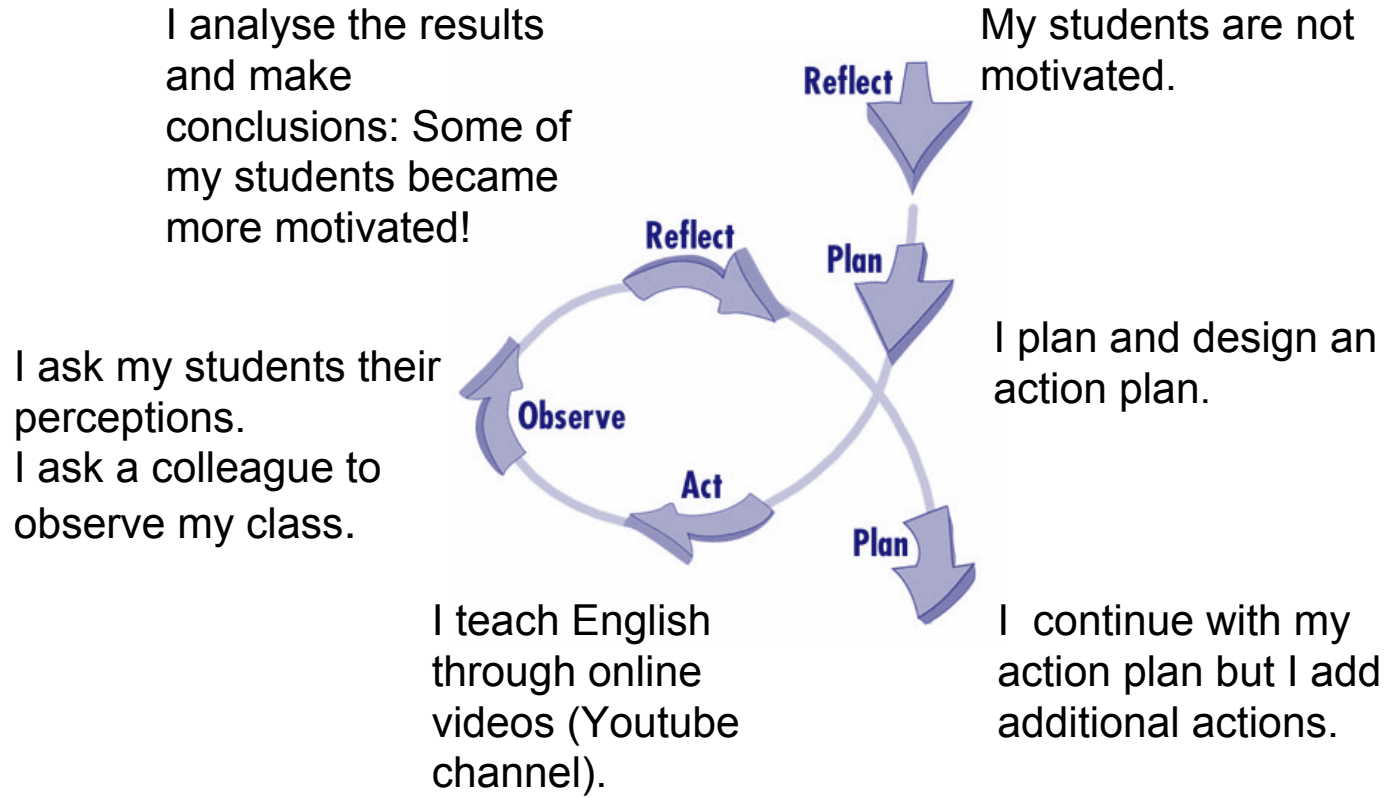
1. **Plan** [a change]

2. **Act** [implement the change]

3. **Observe** [evaluate the effects – with evidence]

4. **Reflect** [interpret what occurred]





# Why explore (not just reflect) before planning a new action?

- \* Need to *understand* an issue to act appropriately (clarify, probe, view reasons) before embarking on possibly inappropriate action
- \* Need for a '*base-line*' – to compare 'after' the action with 'before'
- \* Avoid burden: exploring can be *integrated with your everyday teaching*
- \* Sometimes exploring *can itself change* the situation, or change your attitude towards it



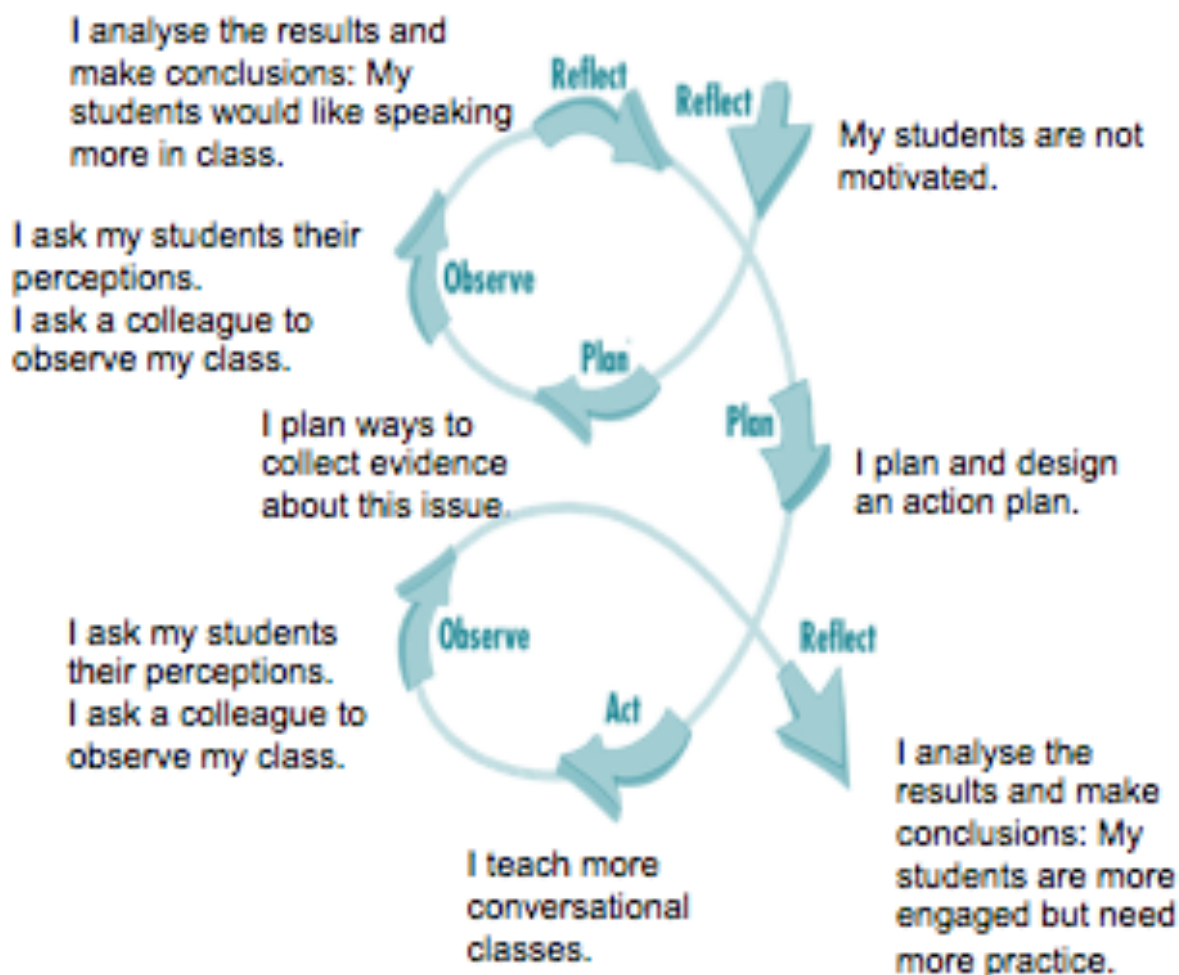
# Exploratory research

- A) Plan to explore an issue -- Questions
- B) Explore [gather evidence] -- Evidence
- C) Evaluate [with evidence] -- Evaluation

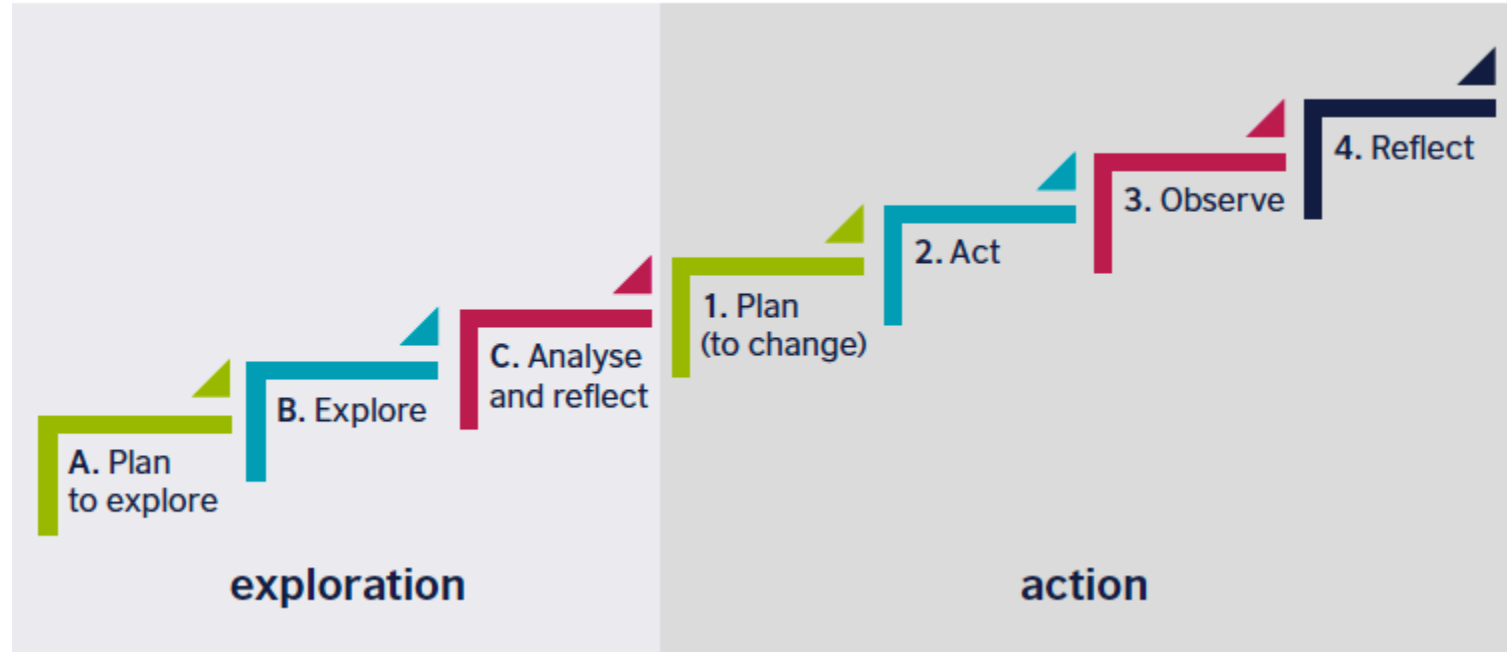
# *Exploratory* action research

- |                                      |               |
|--------------------------------------|---------------|
| <b>A) Plan to explore</b> [an issue] | -- Questions  |
| <b>B) Explore</b> [gather evidence]  | -- Evidence   |
| <b>C) Evaluate</b> [with evidence]   | -- Evaluation |

- 1. Plan** [a change]
- 2. Act** [implement the change]
- 3. Observe** [evaluate the effects – with evidence]
- 4. Reflect** [interpret what occurred]



# Exploratory action research



# Remember Andrea?

1

## Wrapping up classes

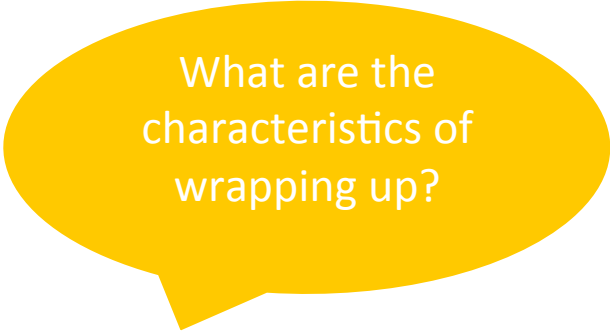
Andrea Robles López  
Iquique, Chile



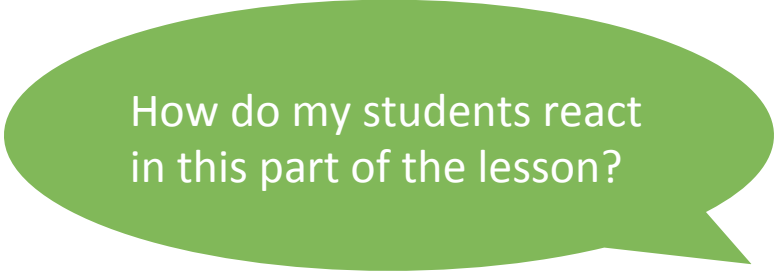
# Andrea's questions



What is wrapping up?



What are the characteristics of wrapping up?



How do my students react in this part of the lesson?

## Champion Teachers: stories of exploratory action research

Edited by Paula Rebolledo, Richard Smith and Deborah Bullock



# Seating arrangements and groupings

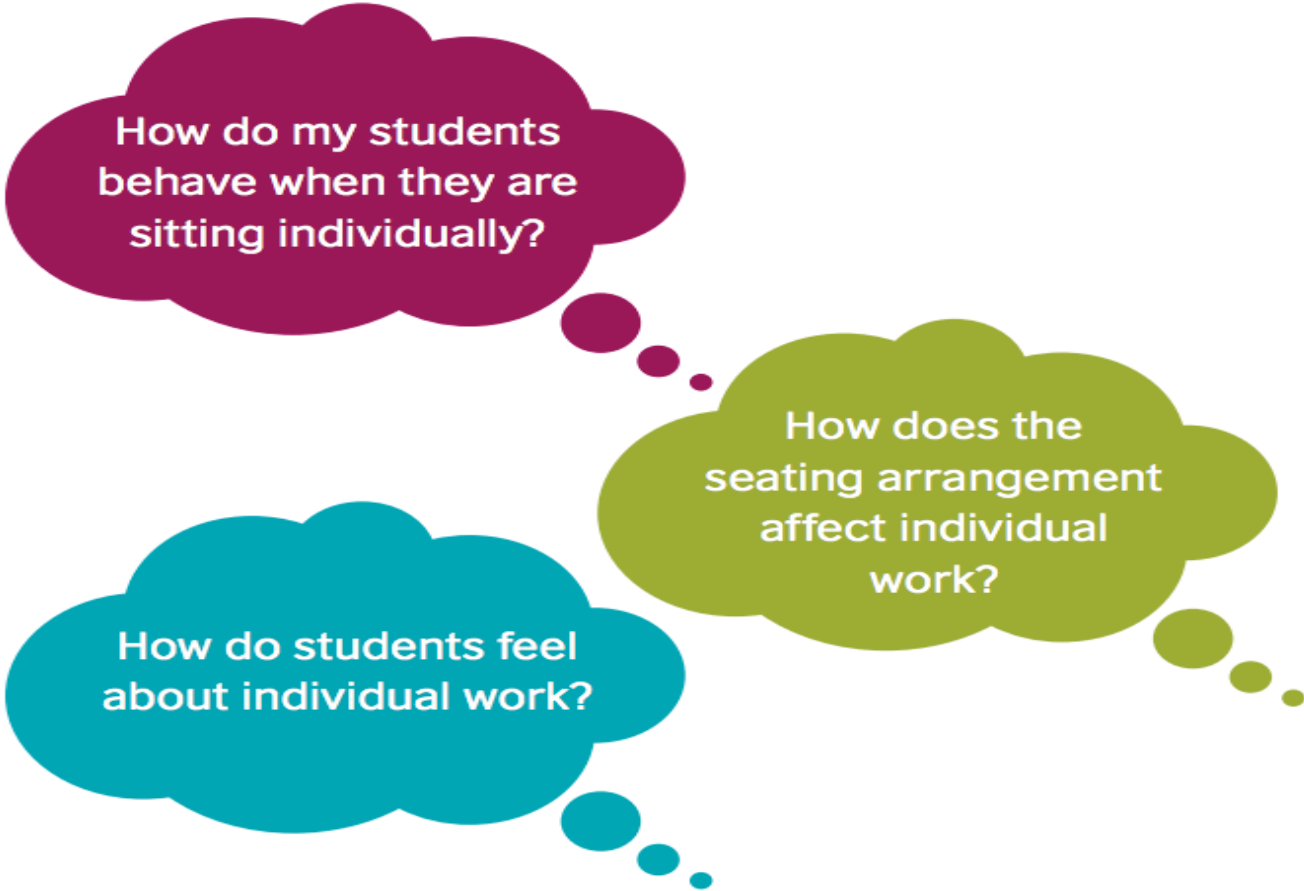
Mauro Sáez Mejías  
Valparaíso, Chile





# Seating arrangements and groupings (Mauro Sáez)





How do my students  
behave when they are  
sitting individually?

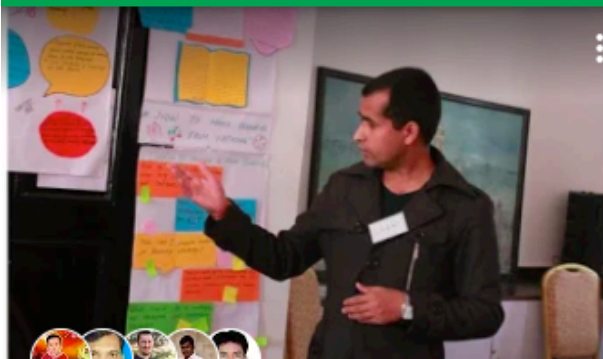
How does the  
seating arrangement  
affect individual  
work?

How do students feel  
about individual work?

# Exploring



## 2. Making research questions more exploratory



211 members - Private

## Classroom-based Research EVO 2018

MEMBER



Search Community



Sonia Magali Arteaga Sarmiento

1d

One problem I am wondering about is how to improve my students' writing skill. They don't do very well on it, so the research question I can come up with are: Does the writing skill improve with feedback? What type of feedback can I use: immediate or delayed feedback? What type of feedback is using symbols to correct writing? Would the use of symbols to correct writing help my students enhance their writing skill?

[SHOW ALL 5 COMMENTS](#)

Mariana Serra: Dear +[Sonia Magali Arteaga Sarmiento](#), thanks for sharing your issue with us. Very interesting...

Sonia Magali Arteaga Sarmiento: +[Brenda E. Paz](#) What I mean is that they have a lot of problems with accuracy or...

Andrea Lypka: Sonia, how do you plan to incorporate feedback in your class to facilitate writing development?...



Add a comment...

+1

4

# This week's main task

On the website (<http://classroombasedresearch.weebly.com/week-3>) for week 3

**'5. What will I explore, what evidence will I gather, and when?'**

Based on your overall concern / problem as expressed last week:

**1) What are my exploratory research questions?**

2) What evidence will I gather, and how?

3) When will I start?

What are the 'smaller', exploratory questions that will help you towards an overall answer?

# One example

Topic:  
My students only  
speak English to me  
but not to each  
other.

## Exploring my perceptions

In what parts of the class do I think students speak to me?

Why do I think it's important for them to speak to one another in English?

## Exploring others' perceptions

What do my students think about this?

## Exploring behaviour

In pair work, which students do and don't speak in English?

In pair work, when do they start speaking in English?



## Exploring my perceptions

E.g.

What do I mean by \_\_\_\_\_?

What do I think / feel about \_\_\_\_\_?

Why do I think \_\_\_\_\_ happens?

What do I want to see happening instead  
of \_\_\_\_\_?

## Exploring others' perceptions

E.g.

What do my students think / feel about \_\_\_\_\_?

What do my colleagues think of \_\_\_\_\_?

## Exploring behaviour


E.g.


When/How often does \_\_\_\_\_ happen?

What do I do / say when \_\_\_\_\_ occurs?

What do my students do / say when \_\_\_\_\_ occurs?

Let's help Sonia explore her issue further.

 Search Google+

 **Sonia Magali Arteaga Sarmiento** 1d


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**Andrea Lypka:** Sonia, how do you plan to incorporate feedback in your class to facilitate writing development?...

 Add a comment...

+1 4

What 'smaller',  
exploratory  
questions can she  
ask?



Sonia Magali Arteaga Sarmiento

1d

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### Exploring my perceptions

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Use the chat box to suggest questions for Sonia.

<b>Exploratory questions</b>	<b>AR question</b>
<p>When.... ?</p> <p>Who.... ?</p> <p>How.... ?</p> <p>Why....?</p>	<p>What happens if I ....?</p>

# This week's main task

On the website (<http://classroombasedresearch.weebly.com/week-3>) for week 3

**'5. What will I explore, what evidence will I gather, and when?'**

Based on your overall concern / problem as expressed last week:

1) What are my exploratory research questions?

**2) What evidence will I gather, and how?**

3) When will I start?



Answering your exploratory  
questions

# Poll

Have you ever  
collected  
information from  
your students?



Look at this list of different kinds of evidence you can collect:

1. Your own written reflections and/or notes	2. Other people's written ideas on the topic
3. Notes from informal conversations with colleagues	4. Reflective writing by students
5. Notes or recordings of focus group discussions	6. Notes or recordings of interviews / chats with individuals
7. Responses to a questionnaire	8. Lesson plans and materials
9. Lesson recordings	10. A critical friend's notes about your lesson
11. Pictures of your class	12. Students' performance on tasks (written or recorded)

Which ones have you used?

### Exploring your own perceptions

1. Your own written reflections and/or notes
2. Other's people's written ideas on the topic
3. Notes from informal conversations with colleagues

### Exploring others' perceptions

4. Reflective writing by students
5. Notes or recordings of focus group discussions
6. Notes or recordings of interviews/chats with individuals
7. Responses to a questionnaire

### Exploring behaviour (including performance)

8. Lessons plans and materials
9. Lesson recordings
10. A critical friend's notes about your lesson
11. Pictures of your class
12. Students' work / students' performance on tasks (written or recorded)

# What kinds of evidence did Mauro collect?



1. Your own written reflections and/or notes	2. Other people's written ideas on the topic
3. Notes from informal conversations with colleagues	4. Reflective writing by students
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# How did we collect evidence today?

## Exploring your own perceptions

1. Your own written reflections and/or notes
2. Other's people's written ideas on the topic
3. Notes from informal conversations with colleagues

## Exploring others' perceptions

4. Reflective writing by students
5. Notes or recordings of focus group discussions
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8. Lessons plans and materials
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# Your questions – and possible evidence

1. Your own written reflections and/or notes	2. Other people's written ideas on the topic
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1. What are the weaknesses of my classes that make my students reluctant to come in my classes throughout the year?

2. Are students facing some general problems in all course teacher's classes that demotivate them to attend classes? (Shanta Biswas)

1. Your own written reflections and/or notes	2. Other people's written ideas on the topic
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-Did the [successful] activity cater to everybody in the classroom?

-[How do I know] that everyone in the group was involved and not only the outgoing ones? (Siham Bouzourene)

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1.Which parts of learner assignments can be identified as samples of 'unacademic' writing?  
2.Can learners themselves identify and classify samples of 'unacademic' writing? (Padmini Boruah)

1. Your own written reflections and/or notes	2. Other people's written ideas on the topic
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What do students think of the homework that I give, and what do they think about how I can make it more effective? (Tamara Philip)

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# This week's main task

On the website (<http://classroombasedresearch.weebly.com/week-3.html>)  
for week 3

## **'5. What will I explore, what evidence will I gather, and when?'**

Based on your overall concern / problem as expressed last week:

- 1) What are my exploratory research questions?
- 2) What evidence will I gather, and how?
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# Also, consider ethical aspects

## **Activity 2: Ethical issues**

Answer these three questions about your planned research in our Google+ Community **[6. Ethical considerations]**

- 1) Whose permission or consent do you need?
- 2) Who will be affected by the research?
- 3) Who should be told about the research when it's completed?

## 4. Gathering ideas from colleagues

‘How can I ...?’:

Apart from exploring the situation more deeply, you can find answers by asking other colleagues

RQ: ‘What practical answers can other teachers suggest for my ‘How can I ...?’ question?’

# ‘How can I ...?’: Gathering ideas from other teachers

You can do this by (1) accessing internet sources; (2) asking teachers directly

# ‘How can I ...?’: Gathering ideas from other teachers

1. **Accessing internet sources.** For example, see [bit.ly/telcnet-home](http://bit.ly/telcnet-home)



# TELC (Teaching English in Large Classes) Network

[HOME](#)[WHO WE ARE](#)[PRESENTATIONS](#)[PUBLICATIONS](#)[PARTICIPATE](#)[CONTACT US](#)[QUESTIONNAIRE](#)

## TELC Home

### **Network rationale**

Large class size is a challenge faced by many teachers and learners around the world and is a particular issue in many 'developing' countries where teacher recruitment has not kept pace with rapid increases in school enrolments. Investigations of large class size and other challenges involved in teaching in 'difficult circumstances' constitute the focus of our concern as a research network.

**[bit.ly/telcnet-home](http://bit.ly/telcnet-home)**

# ‘How can I ...?’: Gathering ideas from other teachers

1. Accessing internet sources. For example, see [bit.ly/telcnet-home](http://bit.ly/telcnet-home)

2. Asking teachers directly. For example, see the examples on the website for week 3; [classroombasedresearch.weebly.com/week-3](http://classroombasedresearch.weebly.com/week-3)

- Is it a task / a lesson?
6. How do we manage the period of 45 minutes?
7. How do we manage the period of 45 minutes?
8. How do we manage the period of 45 minutes?

From where can we find the solutions?

- 1. From peers.
- 2. Teachers from other schools.
- 3. Experienced teachers.
- 4. Experienced resource persons.

The steps how we have found our solutions:

- Discussed among the group.
- Took suggestions from other teachers.
- Took suggestions from the resource persons.
- We compiled the solutions together.

### Solutions:

- Engage the different classes with different activities.  
eg. If one class is engaged with reading, another class will be busy with some other activities.
- For grammar classes, we can club the classes together and engage them in the same activity.

## Activity 3: 'How can I ...?' – Gathering practical answers from other teachers

### (optional)

If you are not teaching at the moment (and are therefore unable to do research with students), you could:

interview colleagues - or gain ideas for your practice from colleagues in our Google+ or Facebook groups

You could post your question asking for help / advice ('How can I ...?') from other participants either in Google+ under '**7. Requests for help**' or as a new discussion topic in [our Facebook group](#) or in the [TELCnet Facebook group](#).

E.g. try to get ideas which relate to your topic from up to 5 colleagues and be prepared to summarize the ideas in week 5.

# Summing-up

1. Exploratory research and action research
2. Making research questions more exploratory
3. Kinds of evidence, and tools for gathering evidence
4. Gathering ideas from colleagues

Reminder of main tasks, on website:

[classroombasedresearch.weebly.com/week-3](http://classroombasedresearch.weebly.com/week-3)

Activity 1 - Your exploratory questions, and intended evidence

Activity 2 - Ethical considerations

Activity 3 (optional) - Gather ideas from other teachers