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

[link]

While waiting, make sure you’ve read Mauro’s story, which we’ll refer to in the webinar:
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]
My students are not motivated.

I analyse the results and make conclusions: Some of my students became more motivated!

I plan and design an action plan.

I teach English through online videos (Youtube channel).

I continue with my action plan but I add additional actions.

I ask my students their perceptions.
I ask a colleague to observe my class.
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

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

1. Plan [a change]
2. Act [implement the change]
3. Observe [evaluate the effects – with evidence]
4. Reflect [interpret what occurred]
I analyse the results and make conclusions: My students would like speaking more in class.

I ask my students their perceptions. I ask a colleague to observe my class.

I plan ways to collect evidence about this issue.

I plan and design an action plan.

I reflect on the results.

I ask my students their perceptions. I ask a colleague to observe my class.

I teach more conversational classes.

I analyse the results and make conclusions: My students are more engaged but need more practice.
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
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?
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.
<table>
<thead>
<tr>
<th>Exploring my perceptions</th>
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</thead>
<tbody>
<tr>
<td>E.g.</td>
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<tr>
<td>What do I mean by ________________?</td>
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<tr>
<td>What do I think / feel about ________________?</td>
</tr>
<tr>
<td>Why do I think ________________ happens?</td>
</tr>
<tr>
<td>What do I want to see happening instead of ________________?</td>
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</tbody>
</table>
Exploring others’ perceptions

E.g.

What do my students think / feel about _____________?
What do my colleagues think of _________________?
<table>
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<th>Exploring behaviour</th>
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<td>E.g.</td>
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<td>When/How often does ________________ happen?</td>
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<tr>
<td>What do I do / say when ________________ occurs?</td>
</tr>
<tr>
<td>What do my students do / say when ________________ occurs?</td>
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</table>
Let’s help Sonia explore her issue further.

Sonia Magali Arteaga Sarmiento

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?...
What ‘smaller’, exploratory questions can she ask?

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?
Use the chat box to suggest questions for Sonia.

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?

Sonia Magali Arteaga Sarmiento
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?
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<td>When…. ?</td>
<td>What happens if I</td>
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<td>Who…. ?</td>
<td>....?</td>
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<td>How…. ?</td>
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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:

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<td>11. Pictures of your class</td>
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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?

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How did we collect evidence today?

Exploring your own perceptions
1. Your own written reflections and/or notes
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Exploring others’ perceptions
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Your questions – and possible evidence

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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)

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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?
3) When will I start?
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
TELCP (Teaching English in Large Classes) Network

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

1. Accessing internet sources. For example, see bit.ly/telcnet-home

2. Asking teachers directly. For example, see the examples on the website for week 3; classroombasedresearch.weebly.com/week-3
From where can we find the solutions?

- from past,
- from teachers from other schools,
- from experienced teachers,
- from experienced teacher assistants.

The steps how we have arrived at our solutions:
- discussed among the group,
- took suggestions from others,
- took suggestions from the teacher,
- compiled the solutions together.

Solutions:
- Engage the different classes with activities, e.g., if one class is engaged with reading, classes 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
Activity 1 - Your exploratory questions, and intended evidence
Activity 2 - Ethical considerations
Activity 3 (optional) - Gather ideas from other teachers