

PROPOSALS, PRODUCTS, AND PRESENTATIONS FOR ACTION RESEARCH

Described here are directions and tips for (a) proposals, (b) products, and (c) presentations.

Proposal

To be recognized by a school or district as a legitimate form of professional development, each action research project should be accompanied by a proposal and a product or presentation of some sort. A proposal would ensure the project is germane to the needs and mission of the school and meets appropriate academic standards. This proposal be approved by administration prior to beginning an action research project. The previous module contained forms for specific action research projects (problem solving and pedagogical strategies). Figure 1 below is a more global research proposal form for use with a variety of action research projects. For the annotated bibliography, the school or district should determine the number and type of academic sources that need to be included. I would suggest a minimum of three sources for smaller projects and 10 to 15 sources for larger projects. The plans for sharing here would be a description of product or performance used to disseminate the results and conclusions.

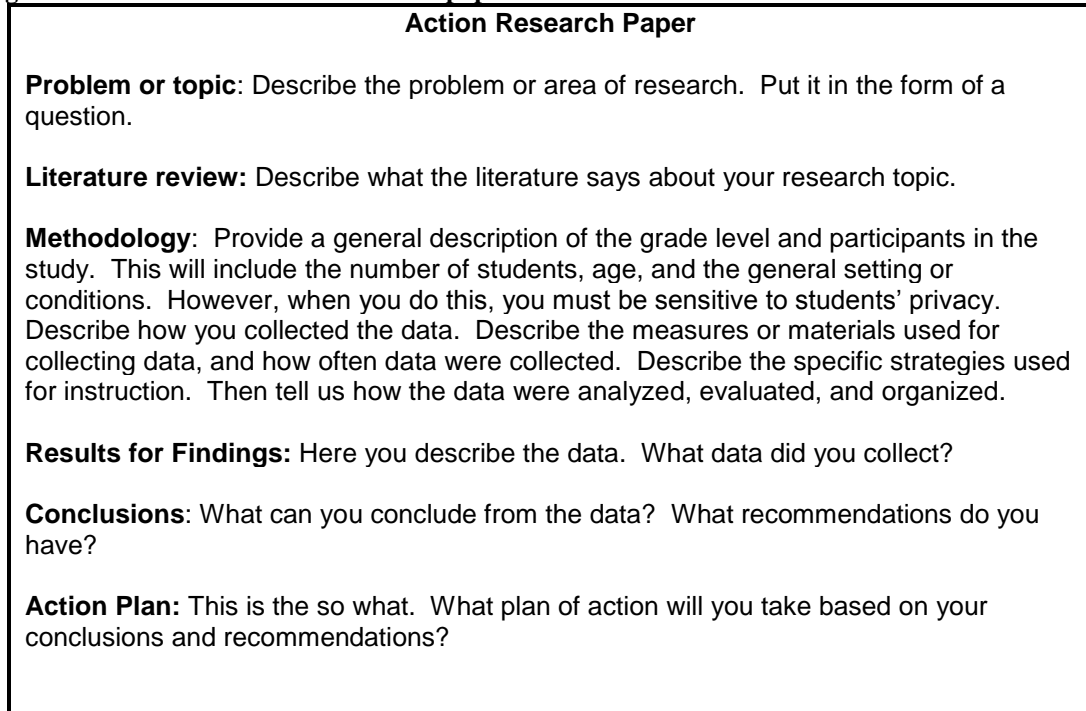
Figure 1. Action research proposal.

| | |
|---|-------|
| Teacher: | Date: |
| Teaching assignment: | |
| 1. Action research question or problem: | |
| 2. Annotated bibliography: | |
| 3. Methodology: | |
| 4. Estimated completion date: | |
| 5. Plans for sharing the results and conclusions: | |

Product

The product created from an action research project is usually a scholarly paper or report in some form. Research papers or reports should contain the elements in Figure 2. These papers could be disseminated within the district or community or sent to state organizations and cooperative educational agencies. Scholarly articles based on action research projects could also be sent to the Education Resources Information Center (ERIC) or an academic journal for consideration for publication. As well, if a school or district is committed to teacher professional development and action research could publish its own academic journal of teacher research. This would serve to disseminate the findings of individual teachers, get these ideas into the hands of all the teachers in the district, and raise the general intellectual and academic climate of the district.

Figure 2. Elements of an action research paper.



Presentation

Presentations can also be used to share the results of action research projects. These should contain of the elements in Figure 9 in some form. Described below are three types of presentations.

1. Professional conferences. Action research projects could be presented at regional, state, and national educational conferences.

2. School or district workshops or presentations. Action research could be presented at faculty meetings or at specific times or days set aside for professional development within a school or district. Instead of spending money to hire an “expert” to come in and talk with teachers, districts could empower teachers to develop the expertise and share with their colleagues.

3. Website or online presentation. Finally, there are a variety of ways to make professional presentations available online. These online should be professionally done using PowerPoints or Prezi. Here you would include much of the same information as an in-person presentation, but it would be tailor for an online audience (Johnson, 2017). Online presentations could also include descriptions, demonstrations, and modeling of new pedagogical strategies being examine. Here you could video record yourself implementing the new strategy in your classroom and provide accompanying instruction.