

Title of Session: Action Research

Moderator: Diane Painter

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Room: Action Research Group

BJB2 smiles and waves hi to Sue

SusanR: hi Bj

SusanR . o O (familiarizing myself on action research)

BJB2 nods. Diane gives good explanations

DianeDP joined the room.

DianeDP: Hello Susan- welcome to AR

SusanR: Hi Dianne

DianeDP: You might want to go to actions in the top right of the chat screen, choose large text and then choose to detach the screen

TimL joined the room.

SusanR: just browsing your featured items

TimL: Hello

TimL: is this the action research room?

BJB2: hi, Tim!

TimL: hello

DianeDP: Hi Tim- you may want to choose large text and detach the chat screen from the actions option at the top of the screen. Yes, this is AR

BJB2: yes, the AR discussion will start in a couple more minutes

TimL: great

DianeDP: Before we begin, you might want to read the Whiteboard to get familiar with what action researchers do.

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Whiteboard:

What do action-researchers do?

Ask questions and examine their underlying assumptions about teaching and learning.

Develop research questions based on their own curiosity about teaching and learning in their classrooms.

Learn to observe, reflect, and analyze their teaching and student learning.

Discuss with colleagues relationships among theory, practice, and research.

Systematically collect data and research methodology with fellow teacher researchers.

Analyze and interpret their data and research methodology with the support of colleagues and fellow teacher researchers.

Share their findings with students, colleagues, and members of the educational community.

Write about their research.

So, how is this the same or different from traditional educational research?

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TimL: ok

TimL: I am currently involved in action research for a graduate class with my students, so I'm looking forward to our conversation

DianeDP: Welcome everyone to the monthly AR group chat. Tim has just posted why he is here. How about you, Susan?

SusanR: to increase my familiarity ... I facilitate the K to 3+ Great Resources chats here at TI

DianeDP: I am an assistant professor of education at Shenandoah U. I have been involved in teacher research since the 1980's when I was a teacher in Fairfax, VA

DianeDP: So it seems that Susan is familiar with TI. Are you new to TI, Tim?

TimL: I joined a few weeks ago, and this is my first group meeting

TimL: I am an 8th grade US social studies teacher and am in the final semester of my

masters in educational technology

BJB2: congrats, Tim!

TimL: For my final class, in ed tech research, I am conducting action research

TimL: thank you

TimL: This is also my first time with action research in a graduate school class, so in that sense I am also new

DianeDP: Terrific. Since you are in a grad program that requires AR and your work is education and interests are in ed tech, tell us what you know about AR thus far

DianeDP: Susan, are you familiar with AR?

TimL: well, we have discussed quantitative vs qualitative research

TimL: and also general ethics in our research

DianeDP: so you have discussed methodology and the types of data researchers collect?

TimL: not in great depth

TimL: though we have read scholarly articles that involved qualitative, quantitative, and a hybrid of the two

DianeDP: Educators who engage in teacher research do so because they have a puzzlement related to their teaching and students' learning. What puzzlements do you have?

SusanR: It is an informal, qualitative, interpretive, reflective and experimental methodology that requires all the participants to be collaborative researchers.

TimL: my question concerns using wiki's in the classroom as a collaborative tool

DianeDP: Yes, Susan- I would also add it is a systematic inquiry usually focusing on teaching and learning- but not always.

CindyAM joined the room.

TimL: In essence, I want to see if a unit I teach, involving a class wiki (a website that allows for users to edit), will enable my students and I to meet the ISTE technology standards

DianeDP: Another thing, the researchers develop their questions based on their own

curiosity and do so to inform their own practice

DianeDP: Hello Cindy

CindyAM: Hi Diane

SusanR . o O (Research which is orientated towards bringing about change)

DianeDP: So, in what ways do students meet ISTE tech standards when collaboratively working together to create a class wiki?

TimL: yes...although I should be more clear with what the wiki will be used for

DianeDP: Yes, change or in some cases, generate understandings about what is happening- that in turn, may require change

DianeDP: Tim- what do you have in mind for that wiki?

TimL: essentially, I am having them create in groups of 5, an encyclopedia article on a person or event in US history

TimL: however, that article the group of 5 creates, will be edited by 4 more groups of 5 in the subsequent 4 periods I teach throughout the day

SusanR listens

TimL: so, in the end, one article or essay will have been worked on collaboratively by about 25 students

TimL: although, at any one time, there will be just one group of 5 working on it. I am modeling wikipedia

DianeDP: I did a similar study once when I had students work in partner groups to research the solar system and create hyperstudio stacks to report on their learnings. I was looking at the kinds of collaborative skills, reading, writing, and creative design skills they developed, as well as how they met the VA tech standards.

TimL: and hoping my students will edit and review the changes that the other groups in different periods of the day made

TimL: excellent

TimL: What I'm hoping is, that it will help them become critical thinkers because they will have to challenge the writing and findings of their fellow students who collaborated on the same article

DianeDP: I would say that your project could also look at how students engage in the writing process- revising in particular- for content as well as how the message is delivered

TimL: that is a good idea

TimL: so when you did your research on the solar system, how did you tell if they met the VA tech standards?

DianeDP: This is exciting- especially the part about looking at critical thinking. So Cindy and Susan- what do you think about Tim's study?

CindyAM: I think it sounds very interesting. I missed the initial part as came in late. My school is working on writing this year and Tim you study would fit right in with my collaborative library research

SusanR: interesting

CindyAM: How old are ur students?

BJB2 hopes that everyone will give their permission for me to include this dialogue in the November newsletter?

DianeDP: Tim- I kept a checklist of observed behaviors matched with tech standards- with room for specific comments and examples of how each was met by each student. We did this study around 2000 and it was published in ISTE's Leading and Learning Journal- look for the main author (the teacher) Patrick McInerney

TimL: they are in 8th grade. I teach in a fairly homogenous, upper middle class suburban school

DianeDP: BJB- I am fine with this

CindyAM: @BJB - yes, I'm ok with that

SusanR: Are you using a rubric?

BJB2: Thanks!

TimL: BJB I am fine with this

TimL: I spoke to my graduate professor about this, and she recommended a rubric

TimL: I plan on creating one, though I have never seen what one looks like for action research

TimL: I assume I will break down the ISTE standards and check off if I think they are met, with examples

DianeDP: I could help you with that, but perhaps via email

TimL: I would appreciate that

DianeDP: Yes, the criteria should be specified so you will know when students demonstrate it when you see it happening

TimL: in that sense, is it quantitative?

DianeDP: You can get a "score" to use that way

CindyAM: Tim, is your research required to be quantitative? Mine is qualitative.

TimL: no, it can be either or

DianeDP: Ah, Cindy- what is your project?

SusanR: I am curious! How old are the students?

TimL: or even an hybrid

TimL: mine are 8th grade

SusanR: Don't reinvent the wheel. I found some great rubrics by googling "action research rubric"

CindyAM: I'm only on a draft proposal stage and I have 2 questions to work on but I will be involved in some sort of research involving how ICT enables learning thru multiple intelligences or something about what ICT social skills/competencies are required for a systemic approach to media education in Canada

DianeDP: Rubrics can be used to evaluate the final wiki product. I would think you will also want to create a checklist for observable behaviors, as well as conduct some structured interviews of students to determine what they think they are doing and learning as they go through the wiki creation process

DianeDP: What is ICT, Cindy?

CindyAM: information and communication technology (computer technology) not sure if that is the exact language I will use yet though

CindyAM: its just faster to type :)

DianeDP: Susan- yes, you can find some good rubrics that way- but be careful. You want to structure your rubrics to match your research questions.

SusanR nods ..just a good starting point

DianeDP: Ah, thought so- figured it had to do with technology

DianeDP: Here is a suggestion for you- think of a major guiding research question such as, "In what ways do students develop technology competency skills when contributing to a group wiki on a famous person?"

DianeDP: Then think of sub-questions that relate to the main, guiding question.

DianeDP: For each question then, think of the data sources you can collect that will address each question.

TimL: That's very helpful. I have had trouble with the wording of the question. Currently, it is "Can a wiki serve as a valuable role in meeting the 6 ISTE standards and performance indicators for students". But I found mine to be too much of a "yes" or "no" question, and a bit broad concerning wikis

DianeDP: Cindy and Tim- what might your main resource questions be?

TimL: I am not familiar with a "main resource question", is that different from the main guiding question?

DianeDP: Begin with several phrases to see which one works best. What happens when? In what ways?

MichaelJ joined the room.

CindyAM: I used "how" questions and I'm still fighting with language too, Tim

DianeDP: No, guiding question is the main resource question, I would think.

BJB2 waves hi to Michael. Excellent discussion on action research taking place!

DianeDP: Hi, Michael. Cindy and Tim are working out some main guiding questions for their action research projects. What brings you to our discussion?

CindyAM: My resource question (draft) is How does ICT (computer technology) enable learning thru multiple intelligences? And it is certainly open to editing!

CindyAM: Hi Michael!

TimL: Cindy, is ICT a set of standards, or are you looking at specific technologies?

CindyAM: no, specific technologies

MichaelJ: I'm a newbie 35 years as a print project manager...and 7 as an educator... I'll just listen for a bit

DianeDP: we have been talking about how action research are designed for practitioners to focus on their teaching and learning

DianeDP: Both Cindy and Tim are looking at how their students are meeting tech standards- Tim, in particular will be having students work in collaborative groups to research information about famous people and create wikis

DianeDP: How are you doing with your questions, Tim and Cindy?

CindyAM: my question is posted after your hello to Michael

TimL: I am changing it from being a 'yes' or 'no' question as it previously was. I would like to incorporate the "in what ways" opening that you suggested

DianeDP: Ah, I see Cindy's question: How does ICT enable learning thru multiple intelligences?

CindyAM: that's it

DianeDP: are you looking at the ways computers can tap into the multiple intelligences (ie. preferred ways students like to learn and express what they know and can do)?

TimL: "in what ways do students meet the 6 ISTE performance indicators when contributing to a group wiki article on influential people/events?" My rubric/checklist would address the 6 ISTE standards

JeffC joined the room.

CindyAM: Yes, yes, yes, :)

CindyAM: Hi Jeff

JeffC waves

SusanR: Hi Jeff

TimL: Hi Jeff

DianeDP: Here is a different way to phrase your question: In what ways do computers enable students to use their multiple intelligences in preferred ways of learning?

CindyAM: Oh, yes, I like that. Easier to find the sub-questions from that.

TimL: Cindy, do you have specific computer programs in mind yet?

DianeDP: Tim- I think you are on a roll.

JeffC: how about the Net? unlimited resources... but you need student access and scholastic support to make it happen.

DianeDP: Yes, Cindy, you can now focus on those sub-questions and as you do, think of data sources that will help you find the answers to those questions.

CindyAM: Yes, Inspiration, VoiceThread, Blogmeister and glogster

CindyAM: Thx Diane, Tim, I made a huge web for my draft with the question, my professional theoretical orientations, the how I was going to do the project and the who was going to back up my research (ie research articles/authors

DianeDP: Michael- can you tell us what research interests you have?

DianeDP: Now you are thinking, Cindy. I am going to look up some of those technologies- gracious, what is VoiceThread?

MichaelJ: I'm focused on how new technologies in print can leverage the powers of social media,

DianeDP: In what ways do new technologies in print leverage the powers of social media? How is that for a question?

CindyAM: Michael that is a very interesting question!

DianeDP: Cindy- I didn't mean to imply you were not thinking- because you are! I meant to type "now your cooking!"

MichaelJ: The hypothesis is that using digital versioned print can save teacher time .

DianeDP: Can you give us an example of digital versioned print?

CindyAM: I got your intended message, Diane! :)

MichaelJ: 30 paperback books of students' writings at practical cost with a minimum of extra time invested.

DianeDP: It is hard typing messages- won't it be nice to have voice to print with this? Michael, that would save us time, don't you think?

MichaelJ: the notion is to collect the writing on a wiki or a blog..

CindyAM: we could use elluminate or wiziq - Jeff you've used wiziq right?

MichaelJ: then going to layout can be automatic these days

DianeDP: Ah, that is fascinating, Michael

DianeDP: Are you all ISTE members, too?

SusanR: you could collaborate with <http://www.tokbox.com/>

MichaelJ: not me..just a retired printer/educator

CindyAM: me either, standards from US don't apply here although I look at them anyway

TimL: Cindy, you seem to have a solid knowledge of available collaboration tools

MichaelJ: there is another Print use case if folks would like to hear it..

DianeDP: sure

CindyAM: yeah, well knowledge is one thing and getting to actually use them is another! I have no class I'm a teacher-librarian right now in a school similar to yours but with little tech support from its teaching staff

CindyAM: Michael, I would love to hear more

MichaelJ: all the tech that I'm about is available on the open web

MichaelJ: The technology is QR codes...

CindyAM: Yes, me too. codes, you program?

MichaelJ: It's a symbol printed on paper that can be read by a smart phone or PC camera

BJB2: . o O (like a upc code?)

DianeDP: when I did my action research I was a tech resource teacher and collaborated with gen ed teachers. Look for The Use of an Interactive Whiteboard This is an action research study conducted by Diane Painter and others at Deer Park ES

DianeDP: You will find it in Featured Items in this AR room

MichaelJ: to BJB - yes like a UPC code, but camera readable , no need for a scanner

CindyAM: sounds good Diane, I have to collaborate (steal) someone's class for my project

MichaelJ: the cool thing about a QR in print, is that just clicking on it with a PC camera or phone will take you to anywhere on the web...

DianeDP: Here is something else to keep in mind- students as researchers, too. When I did my study on cyber safety and ethical uses of computers, my students loved helping me collect data.

BJB2: before this discussion ends, a suggestion that you join this group. By joining the group you are subscribed to the discussion board and have access to all the members of the group between real time discussions...

CindyAM: Michael is this QR code like a search engine but on paper and allows you to follow a link?

BJB2: and the next AR discussion will be on November 9

BJB2 . o O (and another year bites the dust! yeesh)

MichaelJ: @ Cindy sort of. It takes your computer or phone to a link.

MichaelJ: I think the real power is when it takes you to a video

SusanR: iphones are supposed to read those codes

MichaelJ: Susan, yep + nokia et all are installing readers in their next releases

TimL: Diane, what do you mean by having students help collect data?

DianeDP: That will do it! Nov 9 then for the next chat

CindyAM: thx for the "student help collecting data" Diane, I forgot about that!

BJB2: if you would like to join this group find the green i in the welcome note on the web window, click on the green i. At the top of the group ID page is Join this Group

BJB2 hugs Diane. Thanks for another fab discussion! Thanks for your input, everyone. This is Tapped In at its best :-)

TimL: thanks bjb

SusanR: you may want to look at this link

SusanR : <http://edorigami.wikispaces.com/Gardners+Multiple+Intelligences+and+ICT>

DianeDP: Students helped me interview their parents about cyber safety issues such as how they use parental controls at home, etc. It was fascinating!

TimL: thanks Diane, and everyone else! this was helpful

DianeDP: Best wishes- let me know if you want help with a rubric. I can be reached at dpainter@su.edu

CindyAM: Good luck with the project Tim

TimL: you too Cindy!

CindyAM: Thanks for the link, Susan

SusanR : best of luck with your research

DianeDP: Best of luck to everyone. Productive evening!