บทความวิจัย

วิวัฒนาการของวิจัยเชิงปฏิบัติการและประเภทของการวิจัยเชิงปฏิบัติการ

อิสมาแอ ราโอบ [*]

บทคัดย่อ

การศึกษาครั้งนี้ได้เริ่มจากการทบทวนเกี่ยวกับความสำคัญและประเภทของการวิจัย บทความชิ้นนี้ถูกรวบรวมเนื้อหาเกี่ยวกับวิวัฒนาการของวิจัยเชิงปฏิบัติการและประเภทของการวิจัยเชิงปฏิบัติการขั้นตอนในการทำวิจัยเชิงปฏิบัติมีด้วยกัน 4 ขั้นตอน คือ การวางแผน การเก็บรวบรวมข้อมูล การวิเคราะห์ข้อมูล และสะท้อนผลที่ได้จากการศึกษา ซึ่งกระบวนการดังกล่าวนี้จะต้องสอดคลอดกับทฤษฎีของวิจัยเชิงปฏิบัติ เพื่อประยุกต์ใช้ตามเกณฑ์คุณภาพของการตีพิมพ์บทความในวารสาร

คำสำคัญ: วิจัยเชิงปฏิบัติการ, เกณฑ์คุณภาพ

---

[*]นักศึกษาระดับปริญญาเอก สาขาวิชาสถิติและการวิจัย วิทยาลัยการศึกษา มหาวิทยาลัยชัยน์, มาเลเซีย

RESEARCH

Action Research (AR): Preparation to Quality Criteria

Ismail Raob [*]

Abstract

This study started with educational research in terms of categories research and showed the importance of action research. The article is reviewed of the evolution in action research and types of action research. Moreover, the iterative action research procedures described in four steps: plan, collect data, analyze, and reflect, and relate their classroom practice to theory that were integrated into quality criteria for action research journal.

Keywords: Action research, Quality Criteria

[*]Ph.D. Candidate, statistics and research methodology, school educational studies, Universiti Sains Malaysia.

Introduction

Educational research is broadly conceived as the investigation of problems or questions concerned with the improvement of education (Gay, Milis, & Airassian, 2009). Besides, educational research is the formal, systematic application of the scientific method to the study of educational problems. All research studies fall into one of two categories: basic research and applied research. Basic research aims to explain, predict, and describe fundamental bases of behavior and applied research can be subdivided into evaluation research, research and development (R&D), and action research (Pathak, 2008). Action research methodology is an authentic research process that is regularly viewed as an instrument for helping teachers to understand and react to situations in their classrooms (Deemer, 2009).

Moreover, Action research (AR) is a form of self-reflective enquiry undertaken by participants in educational situations in order to improve the rationality and justice of their own educational practices, their understanding of these practices and the situations in which the practices are carried out (Kemmis, 1988). AR is a useful tool. It allows educators to systematically and empirically address topics and issues that affect teaching and learning in the classroom (Weaver-Hightower, 2010: 335–356). While, AR process is natural for some teachers. The teachers are always exploring and testing new strategies by observing and collecting information related to the success of instructional and organizational strategies (Wang, Odell, Klecka, Spalding, & Lin, 2010: 395–402). Others need to be conscience of action research techniques while developing classroom strategies and planning activities. Whereas, AR provides a structured process for implementing data collection and analysis. It provides the information necessary for an educator to know whether or not their intervention had the anticipated results. Furthermore, this article has reviewed of the action research procedures and the quality criteria to publish a journal. The findings would greatly help teachers would be useful as a guideline for the planning and the management of doing research and to prepare the requirement of a good publishing journal.

Evolution of action research

The origins of action research lay in the work of social psychologist (Kemmis & McTaggart, 1988) who developed and applied it over a number of years in a series of community experiments. Zeichner (2001) has provided us with an overview of how AR developed as a research tradition. The work of Kurt Lewin (1946), who researched into social issues, is often described as a major landmark in the development of AR as a methodology. Lewin's work was followed by that of Stephen Corey and others in the USA, who applied this methodology for researching into educational issues.

In Britain, according to Hopkins (2002), the origins of AR can be traced back to the Schools Council's Humanities Curriculum Project (1967–72) with its emphasis on an experimental curriculum and the reconceptualization of curriculum development. Following on this project, Elliot and Adelman (1976: 139–150) AR in their teaching project, examining classroom practice.

More recent developments in England and Wales support the important role of AR as reflected in the number of small research grants which have been made available by the Teacher Training Agency and the

Department for Education and Skills (DfES) in the past decade. Readers may also be interested to note that the Collaborative Action Research Network (CARN) provides a forum for those interested in AR as a methodology as well as the existence of an international journal, Educational Action Research (Zeichner, 2001).

In Thailand, AR originated with an attempt to improve the teaching profession (Nunnoi, 1997). There was a need to change and improve both the teaching and learning processes. As teachers used research as a tool to improve their effectiveness in the classroom, AR simultaneously helped teachers become more professional.

Types of Action Research

The two main types of action research are critical action research (CAR) and practical action research (PAR).

Critical Action Research

In CAR, the foal is liberating individuals through knowledge gathering; for reason, it is also known as emancipator action research (Milner, 2009: 118–131). CAR is so named because it is based on a body of critical theory, not because this type of AR is critical, as in "faultfinding" or "important" although it may certainly be both (Lampert, 2009: 21–34). The value of CAR that all educational research not only should be socially responsive but also should exhibit the following characteristics. Although this critical theory–based has been challenged for lack of practical feasibility, it is nonetheless important to consider it provides a helpful heuristic, or problem–solving approach, for teachers who are committed to investigate through AR the taken of granted relationships and practices in their professional lives (Kersting, Givvin, Sotelo, & Stigler, 2009: 172–181)

Practical Action Research

As compared to CAR, PAR emphasizes more of a how to approach to the processes of AR ad has a less philosophical bent (Zhao, 2010: 422–431). An underlying assumption is that, to some degree, individual teachers or teams of teachers are autonomous and can determine the nature of the investigation to be undertaken. Other assumptions are that teacher researchers are committed to continued professional development and school improvement and that teachers want to reflect on their practices systematically (Croninger & Valli, 2009: 100–108). Finally PAR perspective assumes that as decision maker, teacher researchers will choose their own areas of focus, determine their data collection techniques, analyze and interpret the data, and develop action plans based in their findings (Walshaw & Anthony, 2008).

Action Research Procedures

Panticand Wubbel (2010) explained AR can be described in four steps: plan, collect data, analyze, and reflect. Carefully thinking through each step of the process fosters a disposition for thoroughness, a heightened awareness of the thinking skills associated with action research, and an increased flexibility and control over your thought processes. These steps will serve as a basis for approaching each type of data collection described in this study.

1 Plan: Like teaching, planning is the first phase of the action research process. When planning a lesson, teachers establish learning goals, create an assessment plan, and design their instructional activities. When planning an action research study, teachers should decide on the goals and purposes of the study, decide on a research question to guide the study, select the research participants, and determine the method of data collection. Lacking a plan, you are likely to find yourself sifting aimlessly through piles of data without any clear purpose (Omare & Iyamu, 2006: 505–510). Such an approach will most likely result in superficial findings. As you work through the book, you will be asked to develop plans for several different types of research. For some forms of data, it is helpful to know how the data is analyzed before trying to develop a plan. For these forms of data, the analysis will be presented before you are asked to create a plan (Hendricks, 2006)

2 Collect data: During the data collection phase, actions are taken to carry out your action research project. These actions include implementing new teaching strategies and collecting data on them. Data collection could include administering tests, observing students, and conducting surveys and interviews (Peters & Gray, 2007).

3 Analyze: During the analysis phase, teachers carefully examine and analyze their data. The analysis could include observations of student interactions, the analysis of student work, the analysis of surveys and interviews, the analysis of pre–and post–tests, or the analysis of standardized achievement tests. Analysis during action research consists of a two–step process (Connor, Greene, & Anderson, 2006). First, action researchers should construct an objective description of student performance. This description should be thorough, detailed, objective, and as free from judgments or inferences as possible. The more detached and objective the description, the better it lends itself to analysis and interpretation. Second, to multiply their observations action researchers should examine their data from different perspectives (Brien, 2001). Expanding your observations by shifting perspectives provides a wider basis for making interpretations in the next phase of your action research project. This can be accomplished by making comparisons and contrasts, by integrating different observations in different ways, and by viewing the data through different conceptual lenses (Wongwanich, 1999).

4 Reflect: The reflection phase consists of a three–step process. The first step is interpreting and explaining your observations. When interpreting your data, it is useful to generate as many plausible explanations as possible Teachers will find having a variety of explanations is helpful in the second step of the reflection process, which is developing new teaching strategies. Most new teaching strategies come from one of the following four sources: your past experience, data from your study, techniques shared by other teachers, or the educational literature. The third step of the reflection process is to justify your new teaching strategies by supporting them with data, best practice, educational research, or educational theory. Justification is critical because the thinking processes associated with developing a new strategy are often based on inspiration or intuitive thinking. Justification requires a more carefully reasoned rationale based on an analytical approach that links data, literature, and past experience. Throughout the book, you will be asked to engage in this three–step process of reflection when analyzing sample data (Jain, Spalding, Odell, Klecka, & Lin, 2009; Grudy, 1995: 3–15).

Quality Criteria for Action Research Journal

In combination, the following seven criteria, often called 'choicepoints' for quality, represent the elements of an action research project/ paper that in the AR (Bradbury, 2010: 93-109).

1. Articulation of objectives

The extent to which the authors explicitly address the objectives they believe relevant to their work and the choices they have made in meeting those.

2. Partnership and participation

The extent to and means by which the paper reflects or enacts participative values and concern for the relational component of research. By the extent of participation we are referring to a continuum from consultation with stakeholders to stakeholders as full co-researchers.

3. Contribution to action research theory/practice

The extent to which the paper builds on (creates explicit links with) or contributes to a wider body of practice knowledge and or theory, that contributes to the action research literature.

4. Methods and Process

The extent to which the action research process and related methods are articulated and clarified.

5. Action ability

The extent to which the paper provides new ideas that guide action in response to need.

6. Reflexivity

The extent to which self location as a change agent is acknowledged by the authors.

7. Significance

The extent to which the insights in the manuscript are significant in content and process. By significant it means having meaning and relevance beyond their immediate context in support of the flourishing of persons, communities, and the wider ecology.

Conclusion

AR can be improved teaching and will help teachers discover what works best in classroom situation. It is a powerful integration on teaching that provides a s solid basis for instructional decisions. AR's easily mastered techniques provide insights into teaching that result in continual improvement.

In conclusion this paper has presented an overview of action research as a methodological approach to solving social problems. The principles and procedures of this type of research were described along with the evolution of the practice. Moreover, this article has reviewed the criteria which can help to ensure the quality, integrity, rigour and relevance of qualitative research. It has argued that qualitative researchers should selectively embrace criteria which are responsive both to their qualitative ideals and the specific research in hand. The ever-growing pool of research criteria offers competing ways of evaluating research, although there is also a strong measure of consensus and overlap between these.

Suggestion for future researchers on this paper as suggested earlier in this section. However, it is not complete to make recommendations about all literature reviews. It can be thought that much more use of the meta–analysis researches will contribute to science because, it is a literature method which can review and combine or compare related individual studies. And should be specific the areas of educational research because, it can be eased to summary the action research.

Acknowledgements

References

Adelman, C., Jenkins, D. and Kemmis, S. 1976. 'Rethinking Case Study: Notes from the Second Cambridge Conference', **Cambridge Journal of Education**, 6, 3.

Bradbury, H. 2010. 'What is good action research? Why the resurgent interest?', **Action Research** 8(1).

Croninger, R. G., & Valli, L. 2009. "Where Is the Action?" Challenges to Studying the Teaching of Reading in Elementary Classrooms. **Educational Researcher**, *38*(2).

Grudy, S. 1995. **Action research as profession development. Murdoch University: Innovative Links Project**.

Hendricks, C. 2006. **Improving schools through action research: A comprehensive guide for educators**. New York: Pearson.

Hopkins, D. 2002. **A Teacher's Guide to Classroom Research**. Buckingham: Open University Press.

Jian, W., Spalding, E., Odell, S. J., Klecka, C. L., & Lin, E. (2009). Bold Ideas for Improving Teacher Education and Teaching: What We See, Hear, and Think. **Journal of Teacher Education**, *61*(1–2).

Kemmis, S. & McTaggart, R. 1988. **The action research planner**. Deakin University Press. Victoria.

Kersting, N. B., Givvin, K. B., Sotelo, F. L., & Stigler, J. W. 2009. Teachers' Analyses of Classroom Video Predict Student Learning of Mathematics: Further Explorations of a Novel Measure of Teacher Knowledge. **Journal of Teacher Education**, *61*(1–2).

Kurt Lewin, "Action Research and Minority Problems," **Journal of Social**, *Issues* 2 (1946).

Lampert, M. 2009. Learning Teaching in, from, and for Practice: What Do We Mean? **Journal of Teacher Education**, *61*(1–2).

Milner, H. R. 2009. What Does Teacher Education Have to Do With Teaching? Implications for Diversity Studies. **Journal of Teacher Education**, *61*(1–2).

Nunnoi, P. 1997. **A develoment of the factors used for classroom action research evaluation**. M. Ed. Thesis, Graduate school. Chulalongkorn University.

O'Connor, K., Greene, C., & Anderson, P. (2006, 7 April). **Action research: A tool for improving teacher quality and classroom practice**. Paper presented at the American Educational Research Association Annual Meeting, San Francisco, CA.

O'Brien, R. 2001. **An Overview of the Methodological Approach of Action Research**. Online: http://www.web.net/~robrien/papers/arfinal.html#_Toc26184660 10 July 2011.

Omare, C. Otote; Iyamu, Ede O. S. 2006. "Assessment of the Affective Evaluation Competencies of Social Studies Teachers in Secondary Schools in Western Nigeria" **College Student Journal**, Vol.40 No.3 .

Peters, J., & Gray, A. 2007. Teaching and learning in a model–based action research course. **Action Research**, *5*(3).

Walshaw, M., & Anthony, G. 2008. The Teacher's Role in Classroom Discourse: A Review of Recent Research Into Mathematics Classrooms. **Review of Educational Research**, *78*(3).

Wang, J., Odell, S. J., Klecka, C. L., Spalding, E., & Lin, E. (2010). Understanding Teacher Education Reform. **Journal of Teacher Education**, *61*(5).

Weaver–Hightower, M. B. 2010. Using action research to challenge stereotypes: A case study of boys' education work in Australia. **Action Research**, *8*(3).

Wongwanich, S. 1999. **Conceptual in classroom action research**. Bangkok: Chulalongkorn University Press.

Zeichner, K. 2001. 'Educational Action Research', in P. Reason and H. Bradbury (eds.), **Handbook of Action Research: Participative Enquiry and Practice**. London: Sage.

Zhao, Y. 2010. Preparing Globally Competent Teachers: A New Imperative for Teacher Education. **Journal of Teacher Education**, *61*(5).