



School-based Action Research



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Reflective teachers through action research

The profile of action research used to solve 'live' problems in primary and secondary education has been growing considerably in recent years. Action research can be considered a bridge between theory and practice and can support the life-long learning aspect of the teacher's professional development by addressing topics that are relevant to practising teachers (West, 2011).

Literature highlights that the dissemination of action research by teachers for teachers could be undermined or that it is difficult to find a specific locus for it. Consequently, it is possible that the entirely valid practitioner research is simply not widely transmitted (Saha, 2009).

- West, C. (2011). Action research as a professional development activity. *Arts education policy review*, 112(2), 89-94.
- Saha, L. J. (2009). The dissemination of knowledge about research on teachers, to the teachers. In *International Handbook of Research on Teachers and Teaching* (pp. 71-79). Springer, Boston, MA.



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This repository sub-group seeks to foster Action Research submissions that identify classroom challenges, scope their provenance in the literature and provide evidence-based solutions. We, therefore welcome contributions that serve to support these aims and to help colleagues to engage in effective and rewarding teaching practices. These may include but are not limited to:

- Presenting the findings of practitioner enquiry projects such as dissertations;
- Providing synopses/abstracts of successful pedagogical approaches;
- Video presentations of the intervention accompanied by visual aids.

We would recommend, as a complement to the above files, the addition of a:

- ‘Lightning talk’: three-minute mp3 files to describe the intervention thus allowing others to replicate it
- Our key aim is knowledge-exchange to support informed decisions in educational development not necessarily based only on academic papers and journals, but also on detailed and high-quality materials which merge scholarship and praxis such as the examples above.



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