



A Guide to Practitioner Research in International Education

Shanna Saubert, PhD &
Christopher Ziguas, PhD

Practitioner Research For Educators

Viviane Robinson, Mei Kuin Lai



Practitioner Research For Educators:

Practitioner Research for Educators Viviane Robinson, Mei Kuin Lai, 2005-09-20 Appropriate for novice and experienced educators alike this indispensable book explains how practitioner research can be used to solve instructional problems and improve student achievement **Practitioner Research for Teachers** Diana Burton, Steve Bartlett, 2005 The authors show how being able to conduct and understand research is vital for the professional development of teachers

Studying Your Own School Gary L. Anderson, Kathryn Herr, Ann Sigrid Nihlen, 2007-03-06 Extensively revised this new edition provides the theoretical underpinnings of practitioner action research as well as the how to information necessary for classroom application **Practitioner Research in Teacher Education** Issa M. Saleh, 2011 Over the past decade there

has been increased interest in teachers investigation of their own practice in their classrooms Practitioner research is not a new concept in education and many teachers have attempted to enact and study their own practices with the view of improving teaching effectiveness However the findings of many of these studies are often not treated seriously by education scholars and policymakers and not disseminated to others In fact the research process is perceived more as a professional development exercise for teachers to improve upon their own practices Despite these criticisms there is growing support for getting teachers to study their practices in the context of their own classrooms This book has the potential of generating knowledge that not only informs and shapes teachers practices and professional development but also makes the stakeholders aware of critical education issues Distinct from action research practitioner research provides the platform for teachers to try out ideas in practice as a means of improvement and of increasing knowledge about curriculum teaching and learning and the ways of transforming them *Practitioner Research in Early Childhood* Linda Newman, Christine

Woodrow, 2015-09-01 This comprehensive publication rightly establishes early childhood as a critical phase in the education of young people and makes the case for developing our insights regarding early childhood education ECE practices through the eyes of practitioner inquiry in the context of collaborative partnerships It achieves its goal through a series of insightful case studies that not only illuminate the text as stories from the field but also contribute to our understanding regarding ECE learning and pedagogy Susan Groundwater Smith Honorary Professor Faculty of Education and Social Work University of Sydney Bringing together theory and practice this book draws on the projects and experiences of senior and new researchers implementing various forms of practitioner research Chapter discussions are informed by international literature to provide insightful reflections on research processes and the contribution of practitioner research in changing practice The diversity of perspectives across the chapters provides an excellent resource for those undertaking research within early childhood contexts Features include the contribution of practitioner research to curriculum and social change professional development and strengthening learning communities how practitioners can be supported in documenting and articulating their work the relationships between the research community and field of practice through practitioner research projects contemporary

problems and issues that frame the practices of early childhood educators case studies from Australia South Africa Sweden and Chile A diverse range of case studies that use a range of internationally recognised research methods are presented The book offers guidance support and inspiration to practitioners on how to research their implementation of meaningful and sustainable changes in early childhood contexts A Guide to Practitioner Research in Education Ian Menter,Dely Elliot,Moirra Hulme,Jon Lewin,Kevin Lowden,2011-03-11 This book is a guide to research methods for practitioner research Written in friendly and accessible language it includes numerous practical examples based on the authors own experiences in the field to support readers The authors provide information and guidance on developing research skills such as gathering and analysing information and data reporting findings and research design They offer critical perspectives to help users reflect on research approaches and to scrutinise key issues in devising research questions This book is for undergraduate and postgraduate students teachers and practitioners in practitioner research development and leadership programmes The team of authors are all within the School of Education at the University of Glasgow and have significant experience of working with practitioner researchers in education **Inquiry as Stance** Marilyn Cochran-Smith,Susan L. Lytle,2009-04-27 In this long awaited sequel to Inside Outside Teacher Research and Knowledge two leaders in the field of practitioner research offer a radically different view of the relationship of knowledge and practice and of the role of practitioners in educational change In their new book the authors put forward the notion of inquiry as stance as a challenge to the current arrangements and outcomes of schools and other educational contexts They call for practitioner researchers in local settings across the United States and across the world to ally their work with others as part of larger social and intellectual movements for social change and social justice **Action Research in Education** Vivienne Baumfield,Elaine Hall,Kate Wall,2012-12-27 This exciting new edition of a popular text is an important resource for any education professional interested in investigating learning and teaching Building on the success of Action Research in the Classroom the authors have revised updated and extended this book to include examples from further and higher education Practitioner Research Myint Swe Khine,Issa M. Saleh,2011 Practitioner research is not a new concept in education and many teachers had attempted to enact and study their own practices with the view of improving teaching effectiveness Over the past decade there has been increased interests in teachers investigation of own practice in their classrooms However the findings of many of these studies are often not treated seriously by education scholars and policymakers and not widely disseminated to others This book identifies pertinent issues related to practitioner research and describes recent attempts in theorising teacher research outlining research agenda promoting the culture of teacher led research building capacity developing models and examining current thinking about practitioner research **Practitioner Research in College-Based Education** Shohel, M. Mahruf C.,Mortby, Alex,2024-08-29 Scholars and educators worldwide are grappling with the challenge of translating innovative research findings into tangible improvements within their classrooms The chasm between

theory and practice hinders the progress of education and leaves a wealth of untapped potential The need for a process or approach to bridge these elements is urgent Practitioner Research in College Based Education serves as this much needed resource for scholars seeking to overcome this enduring challenge This innovative book offers a roadmap for academic scholars providing insights into practitioner led research across the global landscape of college based education This book is more than a collection of theoretical frameworks it is a solution oriented guide that illuminates the intricacies of research practices methodologies and their real world applications within the context of academic institutions

Conducting Practitioner Research in Physical Education and Youth Sport Ashley Casey,Tim Fletcher,Lee Schaefer,Doug Gleddie,2017-11-22 There is now a widespread expectation that teachers and coaches should be reflective practitioners an expectation written into national standards of education in many countries This innovative book introduces the methods by which teachers and coaches can conduct research into their own professional practice and therefore become more effective reflective practitioners improving their students learning as a result As the only book on practitioner research that focuses specifically on the unique challenges of working in a physical education or youth sport environment it uses real life case studies and applied practical examples to guide the reader through the research process step by step Examining the what why and how of four key research methods in particular action research narrative enquiry autoethnography and self study it provides an expert analysis of the strengths and limitations of each method and demonstrates how conducting reflective research can produce tangible results in improving both teaching and learning This is an invaluable resource for all those interested in enhancing their professional development as students practitioners or researchers of physical education and youth sport

The BERA Guide to Practitioner Research Kate Mawson,Claire Haresnape Tyson,Thomas Perry,Joyce I-Hui Chen,2025-12-02 The BERA Guide to Practitioner Research is a companion guide for those who see themselves as practitioner researchers or those who are interested in becoming practitioner researchers within educational settings

Practitioner Research and Professional Development in Education Anne Campbell,Olwen McNamara,Peter Gilroy,2003-12-30 Drawing directly on the work of teachers and other professional trainers concerned with programmes for continuing professional development this book promotes action research for practitioners so as to develop qualities of critical appraisal and analysis of practice appropriate to professional contexts The authors suggest activities and give support for teaching and evaluation of teaching by using actual examples of teacher research into professional issues They also aim to encourage teachers narrative writing and autobiographical approaches to researching their professional lives There is a specific focus on processes of professional development which connects with current needs demands and challenges of the modernized profession This book will support those involved in appraisal activity performance management and threshold application This book is for schoolteachers and others involved with professional training across all age phases and for those who support teachers professional development university tutors consultants and senior staff in LEAs It is also suitable for

police and nurse trainers further education tutors and advisory teachers **A Guide to Practitioner Research in Education** Ian Menter, Dely L. Elliot, Moira Hulme, Jon Lewin, Kevin Lowden, 2011 This text is a guide to research methods for practitioner research Written in friendly and accessible language it includes numerous practical examples based on the authors own experiences in the field to support readers *Using Educational Research to Inform Practice* Lorraine Foreman-Peck, Christopher Winch, 2010-06-24 This book gives practical guidance on how educational research can inform professional practice Written in a clear and accessible style it details the way in which evidence based knowledge can be used to develop teaching and learning bringing together a range of resources for all levels of reader but specifically designed to aid the progressive practitioner researcher The authors draw on their experience of empirical work in education to provide thoroughly up to date reference material including illustrative case studies practical guidelines and exercises and definitions of educational and research terms The case studies and critical literature surveys have been chosen to demonstrate the use and mis use of research evidence in thinking about a range of important topics in further and higher education such as learning styles deep and surface learning dyslexia in higher education the assessment of group work teaching critical thinking problem based learning and dissertation marking Drawing on their philosophical backgrounds the authors also address the much conceptual confusions which have led to scepticism regarding the wisdom or even the possibility of using research evidence to inform teaching Other guidance includes relating practitioner knowledge to educational research ethical and practical issues on research within the institution evaluating the strengths and limitations of research evidence researching ideas through the examination of case studies practitioner research and contributions to the knowledge base Using Educational Research to Inform Practice provides the necessary understanding for conducting research thinking about its value and applying research evidence to practice in universities and colleges and therefore will be essential reading for those resource managers who are responsible for providing courses and support in higher education institutions In addition this book is particularly aimed at further and higher lecturers undertaking professional development courses and experienced and senior staff who wish to use research to improve management practices **Practitioner Research in Education** David Middlewood, Marianne Coleman, Jacky Lumby, 1999 This is a very simple but notable piece of work they have done a service to education in providing evidence and there is remarkably little elsewhere that continuous professional development does pay off in terms of a better education for pupils in schools School Leadership and Management Much debate currently concerns the value of education research how is it perceived by practitioners and students How useful and relevant is it Who best carries it out Can it be free from political influence While practitioner research is widely advocated little is known about its effect on individuals teams and the institution In Practitioner Research in Education the au
International Handbook of Self-Study of Teaching and Teacher Education Practices J. John Loughran, Mary Lynn Hamilton, Vicki Kubler LaBoskey, Tom L. Russell, 2007-07-03 The International Handbook on Self study of Teaching and

Teacher Education Practices is of interest to teacher educators teacher researchers and practitioner researchers This volume offers an encyclopaedic review of the field of self study examines in detail self study in a range of teaching and teacher education contexts outlines a full understanding of the nature and development of self study explores the development of a professional knowledge base for teaching through self study purposefully represents self study through research and practice illustrates examples of self study in teaching and teacher education *Educational Psychology* Richard D.

Parsons, Stephanie Lewis Hinson, Deborah Sardo-Brown, 2001 While covering the basic concepts of psychological theory as it applies to education child development human learning and behavior classroom management and assessment this text is written from the point of view that teaching is both an art and a science It is the first text to offer a practitioner researcher model of teaching in which both pre service and in service teachers learn to integrate observational skills and hypothesis testing into their classroom teaching as a way of constantly checking research and theory against demonstrated results Based on the practice of Action Research it challenges students to become critical thinkers both as immediate consumers of teacher training courses and later as classroom teachers **Exploring Self Toward Expanding Teaching, Teacher Education and Practitioner Research** Oren Ergas, Jason K Ritter, 2020-10-29

Against the backdrop of a pull toward external standards and accountability this collection of chapters re grounds us in the importance of bringing the self to the foreground of the discourse of teaching teacher education and practitioner research Showcasing the work of an international group of scholars whose research and teaching in higher education institutions focuses on working with teachers at the intersection of their professional and personal identities this book explores diverse practices such as self study and mindfulness that examine evoke and invoke the self The authors articulate a range of important questions What do we mean when we speak of self in the domain of teaching and its research and practice Why is it important for teachers to explore themselves in an age of high stakes testing and performativity Developing explorations of self hat stem from a variety of epistemologies spanning Western and East Asian philosophical schools of thought this book delves into a rich journey toward the deep ancient and ever present question of who we are opening up various theoretical and practical methods for advancing the endeavors of teaching and teaching research **Studying Your Own School** Gary L. Anderson, Kathryn Herr, Ann Sigrid Nihlen, 1994-10-11

This is a very helpful American based account of the way that educational research can be and often is usefully done in school by teachers Times Educational Supplement The authors have produced a useful resource well written in an accessible style This is a challenging and informative book from which experienced reflective practitioners could learn a great deal Evaluation and Research in Education The aim of this book is to aid educators understand and undertake qualitative research in their own schools in order to improve educational practice The authors provide summaries of case studies which guide readers through each step of the entire research process and include advice on how to modify these methods to meet the practical constraints and opportunities of the individual school

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