

# TEACHER AS RESEARCHER: ENHANCING THE PROFESSIONAL TEACHING PRACTICES



# Doing Teacher Research

**Simon Borg**



## **Doing Teacher Research:**

Doing Teacher Research Donald Freeman,1998 Doing Teacher Research is one volume of the authoritative 13 title TeacherSource series The author examines the issue from three distinct perspectives Teachers Voices which are authentic accounts of teacher s experiences Frameworks which are comprehensive discussions of theoretical issues and Investigations which are inquiry based activities

**Doing Teacher-Research** Wolff-Michael Roth,2007-01-01 There are many teachers who think about doing research in their own classes and schools but who are perplexed by what appears to be involved This book is intended for these perplexed practitioners to provide them with an easily understandable narrative about the concrete praxis of doing research in their classrooms or in those of their teacher peers teaching next door or in the same school The fundamental idea underlying this book is to provide an easily accessible but nevertheless intellectually honest text that allows teachers to increase their agency with respect to better understanding their praxis and the events in their classrooms by means of research The author draws on his experience of doing teacher research while being a high school teacher and department head Roth uses six concrete research studies that he has conducted alone or with peers to describe the salient parts of any teacher researcher investigation including what topic to study issues of ethics and permissions from students school and parents how and what sources to collect how to structure resources how to construct data from the materials how to derive claims and how to write a report research study Roth chose the case based approach because cases provide the details necessary for understanding why and how he as teacher researcher has made certain decisions and what he would do differently today Using this case based approach he allows readers to tie methods choices to situations that they likely are familiar with

**Teachers Doing Research** Gail E. Burnaford,Joseph Fischer,David Hobson,2000-11 Describes the process of doing teacher action research and provides examples from teachers themselves Textbook for pre service and in service teacher education courses Includes suggested activities sections

**International Perspectives on Teacher Research** S. Borg,H. Sanchez,2015-03-04 Teacher research is recognized in ELT and education more generally as a powerful transformative strategy for teacher development and school improvement This volume provides original insights into this issue by focusing on the processes involved in becoming and being a teacher researcher

*Early Childhood Teacher Research* Kathryn Castle,2020-10-12 In this fully revised and updated second edition Early Childhood Teacher Research addresses the questions and concerns that pre and in service teachers of young children frequently have when engaging in teacher research Accessible and interactive this book explores the important issues every early childhood teacher should know guiding readers from conceptualization generating research questions identifying data sources gathering and analyzing data interpreting and sharing results to taking action This second edition features thoroughly updated references standards and resources as well as all new sections on teacher advocacy social media and devices data collection and planned versus unplanned research Each chapter features Teacher Researcher Notebook prompts for the reader to record ideas for research

questions and to develop a plan for doing research From the Field vignettes providing rich examples of real world early childhood teacher researchers and their perspectives on doing teacher research Reflection prompts inviting readers to pause and think deeply about relating content to their own situations Reflections can be recorded in the Teacher Researcher Notebook Explorations of additional content websites resources interviews and activities      **Teacher Research** Deborah Roberts, Claire Bove, 2007 If you're a science teacher this collection will show you paths that others have found to deepen their understanding of the philosophy and practice of teacher research If you're a science teacher educator it will give you examples about the many ways in service teachers can conduct inquiry Either way Teacher Research provides a memorable passage into learning and growing      **Professional Development through Teacher Research** Darío Luis Banegas, Emily Edwards, Luis S. Villacañas de Castro, 2022-03-16 Little is known about how language teacher educators become and also develop professionally as teachers of teachers One avenue for teacher education professional development is that of teacher research whereby teacher educators can not only improve their practices in their immediate context but also help develop transformative pedagogies in wider contexts by sharing their research This volume aims to understand how language teacher educators around the world continue developing professionally by examining their own teaching practices It seeks to understand the professional gains teacher educators see in conducting research with their own students future teachers to promote knowledge democratisation by including teacher educators from under represented contexts such as Latin America and Africa to examine language teacher educators motivations to write for publication and to reduce the gap between educational research and educational practice in BA and MA programmes in language teaching      [Teacher Research in Language Teaching](#) Simon Borg, 2013-03-28 Based on original research this book explores the fundamental relationship between research and practice in English language teaching Teacher Research in Language Teaching uses empirical evidence taken from an international survey of over 1 700 teachers and educational managers over a period of six years It examines their views of research whether they read ELT research and whether they do their own research The author goes on to explore the process which teachers go through in learning to do research and the research cultures within teaching institutions The book concludes with a review of the key findings to emerge from the research and a discussion of strategies through which language teacher research engagement can be promoted more productively      **Doing Action Research in English Language Teaching** Anne Burns, 2009-12-04 This hands on practical guide for ESL EFL teachers and teacher educators outlines for those who are new to doing action research what it is and how it works Straightforward and reader friendly it introduces the concepts and offers a step by step guide to going through an action research process including illustrations drawn widely from international contexts Each chapter includes a variety of pedagogical activities Bringing the how to and the what together this is the perfect text for BATESOL and MATESOL courses in which action research is the focus or a required component      **Teacher Research for Better Schools** Marian M. Mohr, 2004 This book is about a group

of experienced K 12 teachers who took teacher research to another level Their story is not only about teacher working together to improve their own teaching but also about how their research reverberated throughout their school system and influenced how their schools were run      Reflections on Language Teacher Identity Research Gary Barkhuizen,2016-11-10

Reflections on Language Teacher Identity Research is the first book to present understandings of language teacher identity LTI from a broad range of research fields Drawing on their personal research experience 41 contributors locate LTI within their area of expertise by considering their conceptual understanding of LTI and the methodological approaches used to investigate it The chapters are narrative in nature and take the form of guided reflections within a common chapter structure with authors embedding their discussions within biographical accounts of their professional lives and research work Authors weave discussions of LTI into their own research biographies employing a personal reflective style This book also looks to future directions in LTI research with suggestions for research topics and methodological approaches This is an ideal resource for students and researchers interested in language teacher identity as well as language teaching and research more generally      Inside/outside Marilyn Cochran-Smith,Susan Landy Lytle,1993-06-15 Provides a thoughtful conceptual frame work for reading and understanding teacher research exploring its history potential and relationship to university based research In the second half the voices of teacher researchers contrast engage and combine as contributors explore the meaning and significance of their approaches and findings These authors enter into the national conversation about school reform teacher professionalism multicultural curriculum and pedagogy and language and literacy education      **Handbook of Early Childhood Teacher Education** Leslie J. Couse,Susan L. Recchia,2015-07-24 This handbook synthesizes both contemporary research and best practices in early childhood teacher education a unique segment of teacher education defined by its focus on child development the role of the family and support for all learners The first volume of its kind the Handbook of Early Childhood Teacher Education provides comprehensive coverage on key topics in the field including the history of early childhood teacher education programs models for preparing early childhood educators pedagogical approaches to supporting diverse learners and contemporary influences on this quickly expanding area of study Appropriate for early childhood teacher educators as well as both pre and in service teachers working with children from birth through 8 this handbook articulates the unique features of early childhood teacher education highlighting the strengths and limitations of current practice as based in empirical research It concludes by charting future directions for research with an aim to improve the preparation of early childhood educators      Teacher Action Research Gerald J. Pine,2008-10-31 This is a wonderful book with deep insight into the relationship between teachers action and result of student learning It discusses from different angles impact of action research on student learning in the classroom Writing samples provided at the back are wonderful examples Kejing Liu Shawnee State University Teacher Action Research Building Knowledge Democracies focuses on helping schools build knowledge democracies through a process of action research in which teachers students and

parents collaborate in conducting participatory and caring inquiry in the classroom school and community Author Gerald J Pine examines historical origins the rationale for practice based research related theoretical and philosophical perspectives and action research as a paradigm rather than a method Key Features Discusses how to build a school research culture through collaborative teacher research Delineates the role of the professional development school as a venue for constructing a knowledge democracy Focuses on how teacher action research can empower the active and ongoing inclusion of nontraditional voices those of students and parents in the research process Includes chapters addressing the concrete practices of observation reflection dialogue writing and the conduct of action research as well as examples of teacher action research studies

**Qualitative Research Topics in Language Teacher Education** Gary Barkhuizen, 2019-06-26 Student and novice researchers may have a general idea for a topic they would like to research but have a difficult time settling on a more specific topic and its associated research questions Addressing this problem this book features contributions from over thirty diverse and experienced research supervisors mentors and principal investigators in the field of language teacher education The chapters are autobiographic in nature with each contributing author reflecting on relevant current and innovative research topics through the lens of their own professional life and research work Offering explicit research topics and strategies for each area of expertise this book will serve as a useful reference for the seasoned qualitative or narrative researcher and a helpful guide for new researchers and teacher researchers narrowing down their own research topics

*The Cambridge Guide to Research in Language Teaching and Learning* Intrinsic eBook James Dean Brown, Christine Coombe, 2015-10-08 A comprehensive overview of research methods in second language teaching and learning from experts in the field The Cambridge Guide to Research in Language Teaching and Learning covers 36 core areas of second language research organised into four main sections Primary Considerations Getting Ready Doing the Research Research Contexts Presenting in depth but easy to understand theoretical overviews along with practical advice the volume is aimed at students of research including pre service and in service language teachers who are interested in research methods as well as those studying research methods in Bachelor MA or PhD graduate programs around the world

Developing Language Teacher Autonomy through Action Research Kenan Dikilitaş, Carol Griffiths, 2017-03-27 This book advances the theory of action research analyzing how it can be used to develop autonomy among language teachers Although acknowledging that the research process is not always linear the authors proceed according to a clear progression which teachers can adapt to their needs They provide examples narratives questions and tasks and give multiple ideas for establishing research questions choosing appropriate methodologies adapting to existing contexts and collecting data They also suggest possible instruments and give clear instructions for carrying out the most common kinds of statistical procedures and ideas for presenting discussing and writing up research findings In spite of its practical bias the book is theoretically and ethically rigorous and contains an extensive glossary for quick and easy reference It will appeal to trainee teachers in service teachers wanting to

expand their own professional horizons or working for a higher qualification and is an invaluable reference for teacher educators and scholars      *Understanding Research in Early Childhood Education* Jennifer J. Mueller, Nancy File, 2016-07-01

*Understanding Research in Early Childhood Education* Quantitative and Qualitative Methods prepares readers to be informed consumers of early childhood research Rather than following the traditional format of covering quantitative and qualitative methods separately this innovative textbook offers side by side coverage and comparison about the assumptions questions purposes and methods for each offering unique perspectives for understanding young children and early care and education programs *Understanding Research in Early Childhood Education* is broadly based across the major research paradigms and numerous examples are offered throughout the text Through the use of this book students will be able to more knowledgeably read evaluate and use empirical literature These skills are becoming more important as early childhood educators are increasingly expected to use evidence based research in practice and to participate in collecting and analyzing data to inform their teaching      **A Handbook for Teacher Research** Colin Lankshear, Michele Knobel, 2004-04-16 This informative book helped me to understand research in general and to bring focus and clarity to my current research project The text answers questions and provides guidance and support in a manner that is user friendly and easy to comprehend After reading this book I feel empowered as a teacher researcher and would unhesitatingly recommend it to other teacher researchers graduate students and educators Francesca Crowther teacher and doctoral student Nova Scotia Canada This book provides a comprehensive and detailed approach to teacher research as systematic methodical and informed practice It identifies five requirements for all kinds of research and provides clear and accessible guidelines for teachers to use in conducting their own classroom based studies Features A clear definition of teacher research which insists on more than stories and anecdotal retrospectives Innovative organisational structure based on the collection and analysis of spoken written and observed data with strong emphasis on the design of research projects Easy to use and widely applicable tools and techniques for collecting and analysing data in qualitative research Informed by the authors own wide ranging experiences *A Handbook of Teacher Research* provides everything the teacher researcher needs in order to conduct good quality practitioner research It is ideal for upper level undergraduate Education programmes and for postgraduate research as well as for teacher researchers who conceive and drive their own independent studies      **Gender, Feminism, and Queer Theory in the Self-Study of Teacher Education Practices** Monica Taylor, Lesley Coia, 2014-08-07 This edited volume gives explicit attention to the influence of gender feminism and queer theory in self study of teacher education practices It builds on the self study community s interest in social justice that has mostly been focused on race ethnicity gender disability and power as well as broad conceptions that include multiculturalism and ways of knowing This is the time to examine gender both because our community is growing and because of the reconceptualization of issues of gender feminism and queer theory in teacher education This collection of papers provides a space for members of the self study field

from founders to welcomed new members along with the general community of teacher educators to problematize these issues through a variety of theoretical lenses As always with self study the impetus of the research is on the improvement of individual practice Readers will find innovative approaches and insights into their own work as teacher educators



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## **Table of Contents Doing Teacher Research**

1. Understanding the eBook Doing Teacher Research
  - The Rise of Digital Reading Doing Teacher Research
  - Advantages of eBooks Over Traditional Books
2. Identifying Doing Teacher Research
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Doing Teacher Research
  - User-Friendly Interface
4. Exploring eBook Recommendations from Doing Teacher Research
  - Personalized Recommendations

- Doing Teacher Research User Reviews and Ratings
- Doing Teacher Research and Bestseller Lists
- 5. Accessing Doing Teacher Research Free and Paid eBooks
  - Doing Teacher Research Public Domain eBooks
  - Doing Teacher Research eBook Subscription Services
  - Doing Teacher Research Budget-Friendly Options
- 6. Navigating Doing Teacher Research eBook Formats
  - ePub, PDF, MOBI, and More
  - Doing Teacher Research Compatibility with Devices
  - Doing Teacher Research Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Doing Teacher Research
  - Highlighting and Note-Taking Doing Teacher Research
  - Interactive Elements Doing Teacher Research
- 8. Staying Engaged with Doing Teacher Research
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Doing Teacher Research
- 9. Balancing eBooks and Physical Books Doing Teacher Research
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Doing Teacher Research
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Doing Teacher Research
  - Setting Reading Goals Doing Teacher Research
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Doing Teacher Research
  - Fact-Checking eBook Content of Doing Teacher Research

- Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
- 14. Embracing eBook Trends
  - Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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