

Annotated Bibliography for Action Research

Calhoun, E. F.(1994). "How to Use Action Research in the Self-Renewing School." Alexandria: ASCD. (120 pages). ISBN 0-87120-229-8: \$6.95. Telephone: (703) 549-9110; Fax: (703) 549-3891

This book provides a practical guidance for conducting school-wide action research to improve student learning. It reviews the who, what, why, when, where and how of conducting action research in the self-renewing school.

Calhoun presents a simple five-step process of collective study in action, after which the cycle begins all over again. She defines action research as "Learning to inquire together, to generate knowledge and action simultaneously."

Cross, K. P. & Steadman, M. H. (1996). "Classroom Research- Implementing the Scholarship of Teaching." San Francisco: Jossey-Bass Publishers. (233 pages) ISBN 0-7879-0288-8 Telephone: (415) 433-1740; Fax: (800) 605-2665.

This book is about classroom research. It details a collaborative process for investigating teaching and learning issues. This process engages teachers in problem-based discussions, integrates their teaching experience with recent research and theory on learning, and gives examples of classroom assessment and classroom research projects that can be carried out in any classroom. It provides a pathway into "the scholarship of teaching."

The text is also designed to be used by college faculty members engaged in the scholarship of teaching, and graduate students planning to teach and work in higher education. It uses classroom research case method approach to illustrate ways to think about a variety of common learning issues and introduce teachers to the purpose and methods of classroom assessment and classroom research for improving classrooms.

Holcomb, E. L.(1998). "Getting Excited About Data: How to Combine People, Passion and Proof." Thousand Oaks: Corwin Press, Inc. (122 pages). ISBN 0-8039-6738-1. E-mail: order@corwinpress.com

This book is written for all the teachers, school administrators, staff developers, and advocates of public education who want to be proactive and responsive to the communities they serve- but don't know where to start or how to start and may even be afraid to start. The book outlines a process for producing concrete evidence of works in schools that make a difference. It stresses the importance of enlisting broad stakeholder involvement and focuses attention on strategically aligning all elements of the organization around the essential mission of maximizing student success. It offers a variety of staff development activities to create active engagement with data and interaction with peers that will build collaboration with a sense of collective responsibility for student learning.

Sagor, R.(1992). "How to Conduct Collaborative Action Research." Alexandria: ASCD. (77 pages). ISBN 0-87120-201-8: ASCD member price: \$6.95; nonmember price: \$8.95.

Telephone: 1-800-933-2723 or (703) 549-9110. Fax: (703) 299-8631. Web Site: <http://www.ascd.org> E-mail: member@ascd.org

This practical book discusses the importance and need for teachers to engage in collaborative action research to improve the teaching/learning process and make meaningful contributions to the knowledge base of the teaching profession. According to Sagor, "until teachers become more involved in generating the knowledge that informs their practice, they will remain cast as subordinate workers rather than dynamic professionals."

The book defines Collaborative Action Research and describes in detail, a Five-Step process.

Sagor encourages teams of educators with common interests to work together. This community of professionals can be a way to renew commitment to thoughtful teaching and solve the problem of professional isolation that teachers frequently experience

Schmuck, R. A.(1997). "Practical Action Research for Change." Arlington Heights: IL.IRI/Skylight Training and Publishing, Inc. (147pages) ISBN 1-57517-041-8. Telephone: 1-800-348-4474 or 847-290-6600; Fax: 847-290-6609

This user-friendly book is a helpful guide and an invaluable source of practical ideas for teachers, administrators, curriculum specialists, counselors, psychologists, parents and students who wish to engage in the professional inquiry of reflective practice. It integrates modes of reflection, research methods, and problem-solving skills.

Schmuck provides a look at the continual process of intense reflection, informed inquiry and planned improvement and the rationale to justify the role of action research within the arena of academic research. He also defines and distinguishes between proactive and responsive action research and delineates the phases of each. He gives several examples of teachers carrying out each and also gives practical tips for data collection, for individual and group reflection, and for effectively implementing action research.