



**Higher Education Forum: Teachers as Action
Researchers Community Workshop**

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Action Research Visualization

based on Keifer-Boyd, K. (forthcoming). Critical action research activism: Social structure and human agency. In M. L. Buffington & S. Wilson McKay (Eds.), *Practice Theory: Seeing the Power of Teacher Researchers*. Reston, VA: The National Art Education Association. email: kk-b@psu.edu

observing

acting

Data Collection: Interviews, Observations, Journals, Student Work

Reflect on Power Relations, e.g., hierarchical, consensual, transformative

Theory informs all aspects of the cycles of observing, reflecting, planning, and acting.

Theory that informs needs to be developed and articulate by all those involved and impacted by the action research.

Coding, Sorting, and Pattern-Seeking

planning

reflecting

Locating and Reviewing Literature

Building Credibility and Validity

Develop a Problem Statement
-work with others to brainstorm reflective questions
-expose what goes unnoticed
-look for what is absent
-critique prevalent cultural stories

Presenting and Publishing Action Research

Layered Data Analysis:
Assemble, Disassemble, Reassemble

Researcher Role (clarify positionality)
Participant Researcher: fully involved in activity and critically reflects.
Participant Observer: records and reflects on observations and interactions; role is natural to situation

Colleagues (in planning); visiting artists (speakers for students); ABR writings (for students)

Where can you find support for that change?

Provocateur (primary role), support, resource, "connector", archaeologist

What is your role?

Students' experiences of art making, students experiences with research, conceptions of how artmaking occurs, students' identities, conceptions of what art teachers "do", conceptions of what an art practice "is"

What is at stake?

Art ed classroom, various locations determined by students (ID of provocative places for art-based investigation)

Where (does this take place)?

Pre-service art teachers' conceptions of what art teaching "is" and "can be". Discrepancies between faculty/programmatic goals and students' actual planning that occurs in student teaching.

What metaphor conveys your teacher identity, and what is a concern?

Develop an intervention to challenge assumptions about art making, reflect on experiences, and consider implications for teaching.

What is the action?

Art education students, me (teacher)

Who is involved?

Students' "long apprenticeships" receiving teaching in particular ways; cultural conceptions of art making and teaching; misunderstandings of ABR; relative lack of depth in art making experiences, students' comfort with well-defined making practices (discomfort with emergent structures)

What are the obstacles?

EXAMPLE BY Beth Thomas

Where can you find support for that change?

What is your role?

What is at stake?

Where (does this take place)?

What metaphor conveys your teacher identity, and what is a concern?

What is the action?

Who is involved?

What are the obstacles?

Teachers as Action Researchers // Resources

Contact art education action researchers: Juan Carlos Castro (juancarlos.castro@concordia.ca), Karen Keifer-Boyd (kk-b@psu.edu), Linda Kieling (KIELINGL@wiwv.k12.or.us), Beth Thomas (thomasbanne@gmail.com)

Today, there are many texts on conducting action research in education and an increasing number of art education action research published studies. Inspiration may come from reading the Action Research Journal.

Gamwell, P. (2005). Intermediate students' experiences with an arts-based unit: An action research. *Canadian Journal of Education*, 28(3), 359-383.

Holly, M. L., Arhar, J. M., & Kasten, W. C. (2009). Action research for teachers: Traveling the yellow brick road. Boston: Allyn & Bacon/Pearson.

Rogers, D., Bolick, C. M., Anderson, A., Gordon, E., Manfra, M. M., & Yow, J. (2007). "It's about the kids": Transforming teacher- student relationships through action research. Washington, DC: Heldref Publications.

To learn how to develop research questions about your teaching practice see what Nancy Fichtman Dana and Diana Yendol-Hoppey (2009) refer to as the eight passions (especially chapter 2 of their book). Try the series of exercises developed by Dana and Yendol-Hoppey (2009), and read examples in their chapter 3 on why it is so important to collaborate in teacher inquiry in "schools that are often structured in ways that promote teacher isolation" (p. 65).

Dana, N. F., & Yendol-Hoppey, D. (2009). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (2nd ed.). Thousand Oaks, CA: Corwin Press.

Also, Dick (2005) is a helpful online resource on the process of action research.

Dick, B. (2005). Making process accessible: Robust processes for learning, change and action research. DLitt thesis, International Management Centres Association. Retrieved from <http://www.uq.net.au/~zzbdick/dlitt/>

See also Young (2003) regarding ethics and responsibility to social structure and subjectivity.

Young, I. M. (2003). Lived body versus gender: Reflections on social structure and subjectivity. In R. N. Fiore & H. L. Nelson (Eds.), *Recognition, responsibility, and rights: Feminist ethics and social theory* (pp. 3-18). New York: Rowman & Littlefield Publishers.

For real-life ethical encounters art educator researchers have experienced see Brydon-Miller and Greenwood (2006), and Eikeland (2006).

Brydon-Miller, M., & Greenwood, D. (2006). A re-examination of the relationship between action research and human subjects review processes. *Action Research*, 4(1), 117-28.

Eikeland, O. (2006). Condescending ethics and action research. *Action Research*, 4(1), 37-47.

Schoen (2007) provides guidelines for "framing critical questions and collecting relevant data" (p. 214).

Schoen, S. (2007). Action research: A developmental model of professional socialization. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 80(5), 211-216.

- Plan one new action, rather than too many changes, too quickly.
- Prioritize goals, in part, from what data can be collected to see if the goal is met.
- Student reflective textual and visual blogs and journals expected at each class session are helpful to gain insight into change.
- Be realistic in planning time after teaching to write about the teaching day, for gradual implementation of a plan, and for further documentation and reflection during the process of implementation.

Layer 1: Code to Disassemble and Reassemble.

Code—and maintain an interpretive key for the codes created—everything (metaphors, phrases, and actions) that relates to the research question and theoretical lens. Look for patterns, relationships, permutations, uncertainties, and variations.

Layer 2: Inquiry Probe.

Write about the patterns in dialogue with the research question. Discovery through writing is part of qualitative data analysis processes. Refer to the data collected to support discoveries.

Layer 3: Reflexivity and Action.

Interpretation is built and supported by theory and data. Use the research question to focus explanations, introduction, conclusion, transitions, and the action plan. Enact the plan and work through the layers again with new data from the action. Reflexivity involves continuously questioning analyses of data.

Layer 4: Theorize Themes.

Reveal and support decisions throughout the research process to include how you came to know, value, and interpret the data collected based on your research question.