

Instructions:

Answer the following questions. Upload your answers to the platform created in MyGuru.

Question 1

According to the article, what characterizes a "Teacher Researcher," and why are they considered ideal researchers?

A Teacher Researcher is characterized as a teacher who actively engages in reflection and inquiry to improve their instructional practice, their students' learning experience, and the overall classroom environment. The article states that teacher researchers

- 1) Reflect on problems that arise in everyday classroom situations
- 2) Conduct research that is active, relevant, and practical
- 3) Apply research findings directly in the classroom because they are "insiders" who understand the context deeply
- 4) Teachers are considered ideal researchers because they work directly within the learning environment. They face classroom challenges daily, understand students' needs intimately, and can immediately apply solutions and evaluate their effectiveness.

Question 2

What is the primary aim of action research when undertaken by teachers in an educational setting?

The primary aim of action research is **to solve specific classroom problems**, improve teaching practices, and enhance student learning through a systematic cycle of planning, acting, observing, and reflecting. The article explains that action research:

- 1) Helps teachers reform practice
- 2) Targets real classroom issues
- 3) Leads to improvements in instruction and student achievement
- 4) Provides practical, immediate solutions
- 5) Supports teachers' professional development

Question 3

Outline the four basic steps involved in conducting action research as identified by Burns (2002/2010), which is based on the Kemmis and McTaggart model. Briefly describe what each step entails.

According to Burns (2002:14–15; 2010:8), there are **four steps**:

1. Planning

- Identify a **problem** in the classroom.
- Develop **research questions**.
- Decide on an **action plan** to address the problem.
- Select **data collection tools** (questionnaires, interviews, observations, etc.).

2. Action

- Implement the planned intervention **over a period of time**.
- Carry out the strategies designed to solve the problem.
- Ensure appropriate methods and tools are used to collect data.

3. Observation

- Systematically observe the **effects of the action** on students and the learning environment.
- Document behaviors, reactions, and any emerging patterns.
- Collect and organize data for analysis.

4. Reflection

- Evaluate the outcomes of the intervention.
- Interpret what the data means.
- Think about how the findings can inform future teaching or generate new research questions.
- Decide whether further cycles are needed.

Question 4

Identify and elaborate on at **three** significant benefits that teachers can gain from engaging in action research, as discussed in the article.

1. Improved Professional Knowledge and Practice

Teachers develop **deeper understanding** of their classrooms, learners, and teaching processes. Action research enhances pedagogical skills and results in better-informed instructional decisions. (Kincheloe, 2003)

2. Increased Professionalism and Self-Confidence

Teachers gain confidence from taking responsibility for solving classroom problems through systematic inquiry. Studies showed increased **professionalism** and a stronger sense of self-efficacy among teachers who practiced action research. (Valica & Rohn, 2015)

3. Ability to Identify and Address Classroom Issues Scientifically

Action research helps teachers pinpoint issues such as student learning difficulties, classroom anxieties, discrimination, or stereotypical views—leading to more equitable and effective classroom practices. (Magos, 2007)

Question 5

The article suggests that "researcher teacher is the only person who can make a connection between theory and action through action research." Explain why teachers, acting as "insiders," are particularly effective in applying research findings to practice.

A teacher's position as an "insider" places them in a uniquely powerful role when it comes to connecting theory with practice, especially through action research. As the article explains, researchers outside the classroom often struggle to apply their findings to real teaching contexts. They may produce valuable theoretical insights, but translating those ideas into a living, breathing classroom environment requires an intimate understanding of daily teaching realities something only the teacher possesses. The teacher-researcher, by contrast, works at the center of the learning process, directly encountering student needs, classroom dynamics, and the subtle challenges that shape everyday instruction. This proximity allows teachers to identify problems that may be invisible to outside observers and to interpret theoretical ideas through the lens of their own classroom experiences.

This is because teachers operate within authentic school settings, they are able to test research-informed strategies immediately and adjust them based on direct observation. Theory becomes meaningful when it is tried against the grain of real interactions, and teachers can intervene, evaluate, and refine their approach in continuous cycles. The article emphasizes that this capacity to apply findings "in the required and appropriate place" is one of the most valuable features of teacher research. Rather than relying on abstract assumptions, teachers use concrete evidence drawn from their own students. This makes their interpretations more accurate and their actions more responsive to actual learning conditions.

Furthermore, teachers benefit from a form of ongoing, critical reflection that blends their professional judgment with the structured process of action research. Their insider status ensures that the research remains relevant: they are not studying a detached phenomenon but rather their own practice. As a result, teachers are not only consumers of theory but active contributors, shaping and reshaping educational knowledge based on lived experience. Through this interplay between theory and action, teachers become powerful agents of change in their classrooms, able to bridge the gap that frequently exists between academic research and real-world teaching.