

Resources of Action Research

Carr, W. and Kemmis, S. (1986)

Becoming critical: Education, knowledge and action research.

Lewes: Falmer.

Provides a theoretical basis for action research by comparison to other educational research paradigms. This book is only recommended for those who want a thorough theoretical background to action research as it is certainly not light reading.

Deakin University (1988)

The action research reader.

Geelong: Deakin University.

A useful collection of readings from a variety of sources. The first part has several perspectives on the history of and background to action research. The remainder consists of descriptions of and findings from action research projects in schools.

Kemmis, S. and McTaggart, R. (Eds.) (1988)

The action research planner.

Geelong: Deakin University Press

A fairly short book which aims to give sufficient advice to enable an action research project to be started and carried out. The advice is helpful and the book reasonably practical, but some will be put off by the sociological jargon.

McKernan, J. (1991)

Curriculum action research.

London: Kogan Page.

The book begins with a highly readable discussion of the background and theory of action research. The main part consists of descriptions, discussion and examples of numerous observational techniques for action research. The final part consists of an analysis and discussion of important issues for educational action research. The book relates to school teachers and the examples are of school classrooms, nevertheless, lecturers in higher education who wish to be involved in action research should still find it very valuable.

Stenhouse, L. (1975)

An introduction to curriculum research and development.

London: Heinemann.

A readable theoretical background to action research by the recent reviver of its use in the educational arena.

Professional development in higher education: A theoretical framework for action research.

London: Kogan Page.

Zuber-Skerritt, O. (1992)

Action research in higher education: Examples and reflections.

London: Kogan Page.

The first of these two books develops a theoretical model for professional development in higher education by synthesising a number of existing theories of teaching and learning. The second book

shows how action research can be used in practice in higher education, but there are only two chapters of examples.

Ideas on Educational Change

Gibbs, G., Habeshaw, S. and Habeshaw, T. (1988)

53 interesting things to do in your lectures.

Bristol: Technical and Educational Services.

Gibbs, G., Habeshaw, S. and Habeshaw, T. (1988)

53 interesting ways to assess your students.

Bristol: Technical and Educational Services.

Gibbs, G., Habeshaw, S. and Habeshaw, T. (1989)

53 interesting ways to appraise your teaching.

Bristol: Technical and Educational Services.

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1988)

53 interesting things to do in your seminars and tutorials.

Bristol: Technical and Educational Services.

Each of these four books contains 53 short (usually three or four pages) suggestions for improving teaching. The series is therefore a great help with ideas for action and changes which might affect your concern. There are at least 11 other books in the series, besides those listed above.

Ramsden, P. (Ed.) (1988)

Improving learning: New perspectives.

London: Kogan Page.

Promotes the idea that learning should focus upon changing students' conceptions of key phenomena in the subject area. This book has many examples of investigations of student conceptions and misconceptions, in several disciplines, in schools and universities.