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Action Research

Heather Stefanski

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OER Review: An OER – is an Open Educational Resource that allows a faculty member to deliver a course without expense to students. Please refer to the Library Guide to find OER Resources: <https://bit.ly/oersources> By adopting an OER, you could have your course identified as ZTC- Zero Textbook Cost.

Faculty Member Name: **Heather Stefanski**
Department: **Teaching and Educational Leadership**

What OER Book are you reviewing (Title): **Action Research**
Location/ Link where it can be found:
<https://kstatelibraries.pressbooks.pub/gradactionresearch/>

Does the author have appropriate authority of standing to release a book? (Professor associated with a university etc..) **Yes. There are four authors: J. Spencer Clark (Associate Professor of Curriculum Studies at Kansas State University), Suzanne Porath (Professor at Kansas State University), Julie Thiele (Assistant Professor at Kansas State University), Morgan M. Jobe (coordinator in the College of Education at Kansas State).**

For what course are you reviewing this book: **MLED 3013 Research Foundations**

What is this course's average enrollment:
Fall
Spring **10-15**
Summer

What are the current resources used for this class and how much does it generally cost?
Dana, N. F. & Yendol-Hopper, D. (2020). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry* (4th ed.). Corwin.

\$37.00

What are your course objectives for this course? (copy and paste)

- 1. Apply the methods and processes of inquiry to the investigation of specific research projects.**
- 2. Locate and include new ideas and understandings in research reports.**
- 3. Evaluate and interpret multiple perspectives related to a research project.**
- 4. Report of research findings completed accurately, objectively, and conclusively.**
- 5. Communicate effectively through technical report writing.**
- 6. Identify and/or explain aspects of a professional learning community.**
- 7. Demonstrate collaborative efforts to examine and/or improve student learning.**
- 8. Analyze and assess the role of appropriate educational research as a resource and a process for improving teaching and learning for students in the middle grades.**

Which chapters or sections align to each course objective.

Course Objective	Section or Chapter that addresses it.
Apply the methods and processes of inquiry to the investigation of specific research projects.	Chp.2 Action Research as a process for Professional Learning and Leadership
Locate and include new ideas and understandings in research reports.	Chp. 3 Planning your Research: Reviewing the Literature and Developing Questions.
Evaluate and interpret multiple perspectives related to a research project.	Chp. 3 Planning your Research: Reviewing the Literature and Developing Questions.
Report of research findings completed accurately, objectively, and conclusively.	Chp. 7 Let it be Known! Sharing your Results
Communicate effectively through technical report writing.	Chp. 7 Let it be Known! Sharing your Results
Demonstrate collaborative efforts to examine and/or improve student learning.	Chp. 7 Let it be Known! Sharing your Results
Analyze and assess the role of appropriate educational research as a resource and a process for improving teaching and learning for students in the middle grades.	Chp.2 Action Research as a process for Professional Learning and Leadership

Which Course objectives are not covered in the book.

Course Objective
Identify and/or explain aspects of a professional learning community.

If you were to use this book, what would be your plan to find material to meet the uncovered objectives? (One option is to find another OER to meet it. Multiple Open Educational Resources can be used for a course)

I supplement with articles and podcasts on PLCs and Action research. We also use NSRF protocols to run PLC meetings during the research process.

Are there additional materials available (power points, test questions etc..)

There is a reference list. There are checklists embedded in the text. There are some links to examples.

Is the author contact information available to contact if there are more materials?

No, but there is a link to a journal where one of the authors is a lead editor.

What are the strengths of this book? (Think: writing style, citations, currency, diagrams etc..)

The book is concise and easy to read. It is relevant to classroom practices. There are essential questions at the beginning of each chapter, examples, and checklists.

What are the weaknesses of this book?

It is very text-heavy with limited images.

To be able to use this book – what will you have to supplement?

I would only need to supplement the PLC information, which I do anyway.

Compared to your previous purchased book – is the effort required to use this OER worth it _ why or why not?

Yes. I actually don't think there would be any effort. It is very similar to what I've used in terms of content but it is much more concise and practical. These chapters do not require a lot of heavy mental lifting for student comprehension but the chapters do promote thinking about how the students can apply the information.

If you were to use this book, would you also use a homework system? If yes, which one would you use (LibreTexts and Lumen learning are some examples)

I already use Blackboard to post assignments that relate to the concepts and their field placements.

Please submit the completed review to: oer@atu.edu