



ACTION RESEARCH

SESSION 2.2

**GENERATING
TOPICS FOR
ACTION RESEARCH**



Objectives

At the end of the session, teachers should be able to:

- 1 Identify problems or issues encountered in the classroom;
- 2 Generate topics for Action Research through group and individual reflection; and
- 3 Examine problems or issues identified vis-a-vis the Basic Education Research Agenda (BERA) to ensure alignment between possible topic/s and the Agenda



Key Understandings

- 1 The first step in conducting an Action Research is to reflect on problems or issues in the classroom.
- 2 Topics for Action Research can be generated by prioritizing problems and issues encountered in the classroom.

Materials

- Laptop
- LCD projector
- Marking pens
- Scotch tape or masking tape
- Cutout of leaves (about 20 to 30)
- Poster with figure of a tree trunk with branches
- Pictures of four baskets representing the four themes of BERA (Teaching and Learning, Child Protection, Human Resource, and Development and Governance)
- Copies of worksheet 1: “My Focus (or Topic) for Action Research”; one for each participant
- Copies of the BERA (for Part C under Abstraction)



TIME ALLOTMENT

120 minutes/ 2 hours

References

Hendricks, Cher C. 2012. *Improving Schools through Action Research: A Reflective Practice Approach*. Boston, MA: Pearson Education Inc.

Department of Education. 2017. Research Management Guidelines. DepEd Order No. 16 s. 2017.

Department of Education. 2016. Adoption of the Basic Education Research Agenda. DepEd Order No. 39 s. 2016.

Department of Education. 2017. Supplemental Research Guides and Tools. DepEd Memorandum No. 144 s. 2017.

Introduction

Greet the participants by saying: “A pleasant day to all of you, our dear participants. I am _____, your LAC facilitator. How is everybody today? (Pause for a while and listen to the participants’ responses.) Now, I would like you to face the person next to you and ask ‘May problema ka ba?’ (Allow participants to exchange responses.) Now turn to the person on the other side, tap him or her and ask ‘Handa ka na ba? Usap tayo!’”

Do a quick recap by asking: “Does anyone here recall what was discussed the previous LAC session for Action Research? (Pause to listen to responses.) Well, that’s good. Now do you have an idea about what topic we will be discussing today? (Get at least 3 answers from the participants).”

Introduce today’s topic and objectives by saying: “For today’s session, our focus will be on generating topics for Action Research. At the end of this session, you are expected to be able to identify problems, issues, or concerns encountered in the classroom; generate topics for Action Research through reflection; examine problems or issues identified vis-a-vis the Basic Education Research Agenda (BERA) to ensure alignment between possible topic/s and the Agenda; and determine a focus or specific topic for Action Research.”



Activity (20 minutes)

Lead the conduct of the activity called “Problem Tree.” The following are the instructions.

- 1 Divide the participants into smaller groups (five members each, if possible).
- 2 Ask the participants to brainstorm with their groupmates some of the problems and issues that they face in their classrooms. Give them ample time for the sharing.
- 3 While the participants are engaged in group sharing, prepare the materials needed for processing the activity. Post the figure of a tree trunk with branches on the wall. Each branch should contain general categories of problems usually encountered in the classroom (e.g., student performance, student attitude, student behavior, classroom instruction, classroom management).
- 4 Distribute cutouts of leaves to the groups. Ask participants to write down the problems or issues they have encountered in their classrooms on the leaves. Allow them to write as many problems as they can (one problem for every leaf).
- 5 Ask the participants to paste the leaves with the problems they have identified under the branches that indicate the categories to which they belong to.

Analysis (15 minutes)

Lead the analysis of the results of the activity by asking the participants the following suggested guide questions.

- 1 What were the classroom problems or issues identified by your group?
- 2 What did you feel while sharing your problems or issues in the classroom with fellow teachers?
- 3 What insights or realizations do you now have after seeing the “Problem Tree”?

Abstraction (20 minutes)

Begin the discussion part of the learning session by asking:

What have you learned from our activity today? (Pause to listen to responses from the participants.) After enumerating some problems or issues in your classrooms through the Problem Tree, you may now have realized and appreciated the benefit and importance of reflection for us teachers.

Generating Research Topics through Reflection

Reflection requires going beyond merely thinking about experiences. It is expected that reflecting on problems and issues in your classrooms will lead to action on your part. Reflection-for-action is thinking about experiences and planning for future action (Hendricks 2006).

In conducting Action Research, the teacher initiates a process of solving a specific problem or issue in his or her practice. The process involves problem-solving implemented by practitioners, working independently or with others in teams, to address problems or issues and improve instruction and learning. Some of the questions that can guide you in your reflection are:

- What strategy can improve the performance of the learners?
- How should it be implemented?
- What measures will validate the effectiveness of the strategy?
- After implementation of the strategy, what outcomes or changes in student performance and/or behavior can I reasonably expect?

In generating topics for Action Research, you can focus on some specific least learned competencies such as adding fractions, writing effective sentences, and identifying different elements in the Periodic Table.

The Research Agenda

Proceed by saying: “Considering the problems or issues that you have identified and reflected upon, let us now see if we can align these with the Action Research themes identified in the Basic Education Research Agenda (BERA) of the Department of Education (DepEd). These themes were formulated to help teachers generate Action Research topics.”

The BERA is a document containing a list of priority education research areas to guide DepEd and its stakeholders in the conduct of research. In the case of teacher-researchers, selecting a research focus begins with asking “What education research themes are related to the problems or issues I have encountered?”

BERA Research Themes

NOTE TO THE FACILITATOR:

Distribute copies of the BERA themes and possible topics under each theme.

The following are the themes listed in the BERA.

- 1** *Teaching and Learning.* This research theme covers the actors, activities, and fundamental aspects of teaching and learning in various contexts.
- 2** *Child Protection.* This research theme focuses on incidents of child abuse such as bullying, teenage pregnancy, addictive behaviors, and child labor.
- 3** *Human Resource Development.* This research theme includes studies on the vast human capital involved in delivering basic education such as teaching and non-teaching personnel, hiring qualifications, career development, and employee welfare.
- 4** *Governance.* This research theme encompasses planning, finance, program management, transparency and accountability, and evaluation. It underscores DepEd’s commitment to ensure that its structure, systems, and processes contribute to the achievement of basic education outcomes.

Possible Topics under each Research Theme

- 1** Teaching and Learning
 - 1.1** Classroom assessment (e.g., formative and summative)
 - 1.2** Emerging good practices
 - 1.3** Teachers’ expertise in constructing various types of assessments

- 1.4** Availability of assessment tools and resources (e.g., materials, manpower, environment, portfolio assessments)
 - 1.5** Continuing professional development and support (e.g., coaching and mentoring, LAC)
 - 1.6** Medium of instruction
 - 1.7** ICT integration in teaching
 - 1.8** Strategies in teaching
 - 1.9** Classroom management
 - 1.10** Differentiated instruction
- 2** Child Protection
- 2.1** Bullying (physical, emotional, and cyber)
 - 2.2** Reproductive health education
 - 2.3** Child abuse (grave child rights violation, SHS work immersion context)
 - 2.4** Addiction (substance abuse, online gaming, social media)
 - 2.5** Media consumption (internet, TV and film, magazines, radio)
- 3** Human Resource Development
- 3.1** Teaching specialization
 - 3.2** Language proficiency (MTB-MLE)
 - 3.3** Academic skills
 - 3.4** Psychosocial skills
 - 3.5** ICT integration in teaching
 - 3.6** Interpersonal skills
 - 3.7** Teacher induction program
 - 3.8** Work performance of teachers
 - 3.9** Incentives
 - 3.10** Gender and development
- 4** Governance
- 4.1** Process/tools (typologies and classification, comprehensive DRRM)
 - 4.2** Water, Sanitation, and Hygiene Programs (WASH)
 - 4.3** Health and nutrition
 - 4.4** Data management
 - 4.5** Partnerships

Once a focus area has been selected and the researcher's perspectives and beliefs about that focus have been clarified, the next step is to generate a personally meaningful research question (or sets of questions) to guide the inquiry.



Application (45 minutes)

Begin the processing of what the participants have learned. Say: “Now that you are familiar with the Basic Education Research Agenda (BERA) and the themes and possible topics under each them, let us return to the ‘Problem Tree.’ Examine whether each topic is aligned with the BERA themes. Notice that I have put up pictures of four baskets. Each one represents a theme of the BERA. Now, I want you to get the topic you have placed on our ‘Problem Tree’ and put it on the appropriate basket representing the BERA theme to which it belongs to.”

Lead the conduct of the second application task by saying: “Now, let us start planning for our Action Research. The first thing that every Action Researcher has to do is to identify a topic for his/her study. For our next activity, I would like you to accomplish the worksheet ‘My Action Research Topic.’ This will facilitate the identification of a focus for your Action Research.”

NOTE TO THE FACILITATOR:

Distribute copies of the worksheet. Make sure that everyone has a copy. Give the participants ample time to accomplish the worksheet.

WORKSHEET 1. My Action Research Topic

MY ACTION RESEARCH TOPIC

Name: _____

Grade Level Assignment: _____ Subject Area: _____

Direction: Reflect on the following sentences then complete them.

- 1 One critical problem or issue in my classroom that affects the learning of my students is _____

- 2** What I want to learn about this problem or issue is _____

_____.
- 3** It is important for me to address the issue because _____

_____.
- 4** My study about this problem or issue will benefit _____

_____.
- 5** My co-teachers/other teachers have tried to address this issue through (state efforts done to solve the problem or similar problems based on their experiences and/or your readings) _____

_____.
- 6** I intend to solve this problem or issue by (describe your strategy or intervention) _____

_____.

Process the participants' answers to the worksheet by asking them the following suggested guide questions. Take note that this activity should not last more than five minutes.

- 1** How did you identify your Action Research topic?
- 2** What made it easy or difficult for you to think of a strategy or intervention to solve your classroom problem or issue?
- 3** How do you feel about conducting an Action Research on your topic to address the classroom problem or issue?

Conclude the activity by saying: “Now that you have identified a topic for your Action Research, begin to think of appropriate research question/s.”

Closing (5 minutes)

End the learning session by thanking the participants for their active participation. Also, remind them to bring a copy of their research question/s on the next LAC session on Action Research.

Prepared by:

MARIA LAARNI CARLA C. PARANIS

Senior Education Program Specialist

Meycauayan City Division Office

Department of Education- Region III

Division of Baybay City

Department of Education- Region VIII

ELVIN H. WENCESLAO

Senior Education Program Specialist

Ormoc City Division Office

Department of Education- Region VIII

Edited by:

FE' JOSEFA G. NAVA, PhD



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