UNIT 2 : Action Research in Education

Unit Objectives

At the end of the unit, the students must have:

1. familiarized with what an action research is as trademark of a reflective teacher;

2. underscored the importance of doing an action research;

3. used concepts and processes of an action research;

4. identified models of Action Research
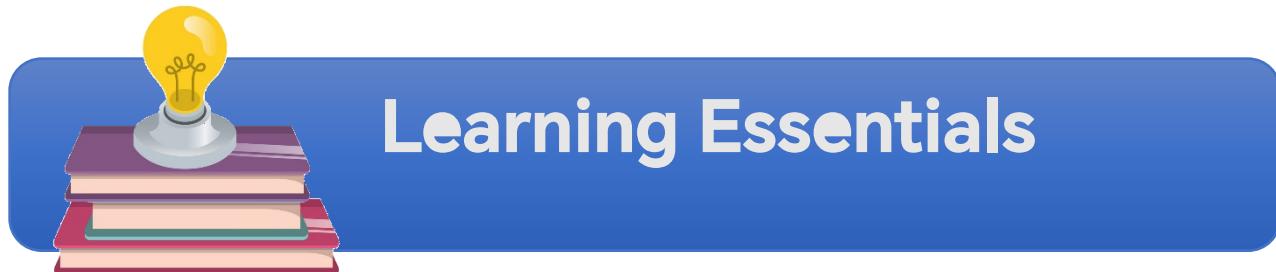
Topics

1. Embedding Action Research for Reflective Teaching.

2. Understanding Action Research Concepts, Processes and Models

      a. AR of DepEd 2016

b. McNiff and Whitehead (2006)

c. Nelson (2014)

Learning Essentials

Please read the FS 2 book of Lucas, et al on pages 10 t0 28 Learning Episode 2 and 3.

Participate & Assist

Perhaps your RT has already done an Action Research. Now is the opportunity for you to participate and assist in ways that you are capable of doing.

Here is what you will do:

1. Make a List of Completed Action Research Title by Teachers in the field.

✓ Make on-line research of the different Completed Action Research Titles conducted by teachers

✓ Enter the list in the matrix below

✓ Submit your five (5) Titles of Completed Research Studies to your RT as reference

INVENTORY of SAMPLE ACTION RESEARCH CONDUCTED BY TEACHERS

List of Completed Action Research Titles	Author/Authors
1 Reading Difficulties of Grade one pupils in Macatoc Elementary School	Kamille Kaye Q. Tamor
2 Project BASA (Building and Advancing Reading Ability)	Jackie Lou Testado, Jett Heinrich Hernandez, & Marilyn Fortunado
3 Increasing Reading Comprehension Through Fluency-Based Interventions	Veda S. Neumann & Dorothy K. Ross
4 Project Kara-Basa (Karaoke-Basa): A Reading Program	(Teacher-proponent)
5 Enhancing Student Performance in Mathematics through the CRA Approach	(Local research proponent)

2. Based on your activity on Making a List of Completed AR, find out what you have noticed aby answering the following questions

QUESTIONS	MY ANSWERS
1. What have you noticed about the action research titles? Do Action Research (AR) titles imply problems to be solved? Yes or No. If yes, identify the problems from the title you have given	1. Identified problem to be solved in title #1: <u>Yes. Action research titles are inherently problem-oriented because they identify a specific gap in learner performance or a challenge in teaching practice that requires an intervention.</u> 2. Identified problem to be solved in title #2: <u>Low reading comprehension levels caused by a lack of reading fluency among elementary learners.</u> 3. Identified problem to be solved in title

	Learners may be able to read words but demonstrate poor comprehension because their reading speed and accuracy (fluency) are insufficient to process meaning. 4. Identified problem to be solved in title #4: Low learners engagement and motivation in traditional reading lessons, necessitating a more interactive and entertaining (karaoke-style) approach to practice oral reading. 5. Identified problem to be solved in title #5: Low mathematical achievement due to a lack of conceptual understanding, which this research addresses by moving learners from Concrete to Representational to Abstract thinking.
2. What interpretation about AR can you make out of your answer in Q#1? 3. Write the title and your interpretation of the study from the title	Title of AR: Reading Difficulties of Grade one pupils in Macatoc Elementary School From the title, I think, the study … Is about the grade 1 learners in Macatoc Elementary school who has a Reading Difficulties
4. What do you think did the author/s do with the identified problem as presented in their	I think the author/s I think the author/s conducted a systematic inquiry to identify the root causes of the the

titles?	problem. They likely developed and implemented targeted interventions, monitored the progress of the learners, and reflected on the results to improve the outcomes of it.

3. Understanding fully the concept and the process of AR, you will be able to learn and provide the needed assistance to your RT in doing AR.

NOTICE:

1. What concepts have been emphasized in the task and infographics? Give at least four.

Identification of a Problem which is to recognize a specific challenge in the classroom.

Contextualization to focus on research on a specific group and location.

Data-Driven Intervention is using the research findings to create a plan of action.

The AR Cycle is the continuous process of planning, acting, observing, and reflecting to improve educational practice.

What are the common elements in the 3 models of AR that was presented?

The 3 common elements in the 3 models of AR are the Cyclical/Spiral Nature, Reflection, and Action/Intervention.

Analyze

1. Choose the AR sample abstract that you submitted. Analyze the components vis-s vis **only one** model out of the 3 presented.

MODEL A: McNiff & Whitehead, 2006	
Title & Author of the AR:	
Key Components	Entry from your Sample AR
OBSERVE	Grade 1 learners at Macatoc Elementary School are experiencing significant reading difficulties, which hinders their foundational literacy skills and academic progress.
REFLECT	Based on the observation, there is a critical need to investigate why these specific learners are struggling and to determine which instructional gaps are contributing to their slow reading development.
PLAN	Develop a targeted intervention program, such as a localized remedial reading curriculum or "Project READ," specifically designed for the phonetic and word-recognition needs of Grade 1 pupils.
ACT	Execute the planned reading intervention over a set period, utilizing daily remedial sessions and tracking student improvement through pre- and post-tests.

MODEL B: Nelson, 2014	
Title & Author of the AR:	
Key Components	Entry from your Sample AR
OBSERVE	63 Grade 1 pupils were assessed; findings showed a high percentage of non-readers and frustration-level readers due to poor phonemic awareness.
REFLECT	Data suggests that the primary barriers are difficulty in

	rhyming, recognizing sounds, and syllabication. Teachers and parents both agree these gaps are critical.
PLAN	Create a "Reading Buddy" system or "Pull-Out Approach" where struggling readers get specialized attention during lunch breaks or dedicated hours.
ACT	Implement the "APAD" (Read Aloud a Paragraph Every Day) and use "Word Walls" to build student vocabulary and mastery of basic sight words.

MODEL C: DepEd Model , 2017	
Title & Author of the AR:	
Key Components	**Entry from your Sample AR**
I. Context & Rationale	Low literacy levels in Macatoc ES impact student performance in other subjects; 56% of Grade 1 pupils are currently non-readers.
II. Action Research Question	1. What is the level of reading comprehension? 2. What are the causes of these reading difficulties? 3. How can teacher-led interventions help?
III. Proposed Innovation, Intervention Strategy	Implementation of Project READ (Reading Exercises to Achieve Development) and the use of a "Reading Passport" to track student progress.
IV. Action Research Methods a. participants b. Data gathering Methods c. Data Analysis Plan	Participants: 63 Grade 1 pupils. Data Gathering: Pre-tests (Phil-IRI) and descriptive-correlational analysis.
V. Action Research Work Plan	A timeline of 4–8 weeks for the intervention, starting with phoneme awareness and moving toward full sentence comprehension.
VI. Cost Estimate	Total Estimated Budget: ₱2,500.00 Printing & Supplies: ₱1,500 (Reproducing reading modules, flashcards, and Phil-IRI assessment tools). Communication/Incentives: ₱500 (Communication with parents/load for coordination). Miscellaneous: ₱500 (Materials for localized "Big Books" or reading rewards).

VII. Plan for Dissemination & Utilization	Sharing results during School Learning Action Cell (SLAC) sessions and incorporating the reading program into the school's Yearly Improvement Plan.
VIII. References	DepEd Order No. 16, s. 2017: Research Management Guidelines. Phil-IRI Manual (2018): Philippine Informal Reading Inventory Revised Comprehensive Guidelines. McNiff, J., & Whitehead, J. (2006): All You Need to Know About Action Research.

What have you understood about the concept of AR and how will these be utilized in your practice?

I have understood that Action Research is a disciplined, systematic inquiry conducted by teachers to solve specific classroom problems. I will utilize these concepts in my future teaching career through Early Detection, Evidence-based Teaching, Resource Management, Professional Collaboration and Continuous Growth.

Reflect

Based on the previous readings and the activities that you have that you have done,

1. What significant readings you have learned about AR?

I have learned that Action Research is not just a theoretical exercise but a practical, cyclical process designed for classroom improvement.

2. Have you realized that there is a need to be an action researcher as a future teacher? Yes or No? If yes, complete the sentence below
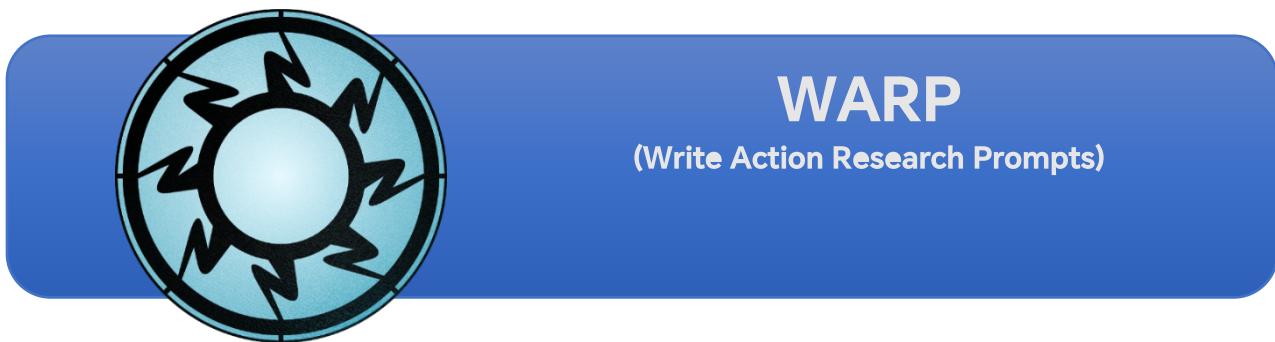
I realized that being an action researcher is essential because it transforms me from a passive instructor into an agent of change. By systematically identifying problems—like the reading difficulties in Macatoc—and implementing data-driven interventions, I can ensure that my teaching strategies actually meet the unique needs of my learners. It allows me to bridge the gap between educational theory and classroom reality through continuous reflection and professional growth.

3. As a future researcher, is conducting an AR worth doing? WHY?

Yes, it is worth doing because it provides empirical evidence of what works in a specific classroom. It empowers teachers to become experts in their own context

and provides a roadmap for improving learner outcomes based on actual data rather than guesswork.

It helps teachers tailor lessons to the specific difficulties of their learners, It encourages a "lifelong learner" mindset through constant reflection, and lastly, Sharing results through dissemination plans helps the entire teaching staff improve together.

WARP
(Write Action Research Prompts)

1. Observe.

Remembering my classroom observations in FS 1, I noticed that there are many questions that I raised in my mind. These include:

a. Why do some Grade 1 learners struggle to recognize basic letter sounds despite constant repetition during regular class hours?

b. Why do some of them can read the word but can't understand what's the meaning of it.

c. Why also some of them cannot read the word but can understand or comprehend the meaning of it.

2. Reflect.

Thinking deeply about those problems, perhaps something has been done to solve the problem or answer the question, like

a. Teachers may have grouped learners based on their specific literacy levels

rather than using a "one-size-fits-all" approach. This allows for more targeted interventions, such as phonetic drills for those struggling with sounds and vocabulary building for those struggling with meaning.

b. To address the lack of retention in letter sounds, teachers might have used the Orton-Gillingham approach, which involves sight, hearing, and touch (e.g., tracing letters in sand while saying the sound) to reinforce learning.

c. For learners who can read but not understand, teachers may have shifted focus toward oral language development and "Think-Alouds" to model how to extract meaning from text.

3. Plan.

Now, That I am in FS 2, I plan to make a plan for my solution to problem (choose from abc) because

To improve the phonemic awareness and reading comprehension of Grade 1 learners through targeted, scaffolded activities. I will focus on reading stories aloud and asking "Wh-" questions to build their mental models of stories before they even try to decode the words themselves.

4. Act.

My action will come later, given enough time in FS 2 or during my Teaching Internship.

Your artifacts will be a full-blown completed AR

References:

Lucas, Ma. Rita D.,Borabo, Milagros L., Bilbao, Purita P., and Corpuz, Brenda B. (2021)
Field Study 2: Participation and Teaching Assistantship, Lorimar Publishing House Inc. Quezon City, Metro Manila