ACTION RESEARCH PACKAGE (ARP)

FOR TEACHER EDUCATORS
LTD PROGRAM
January 2013

Prepared by the Center for International Education
University of Massachusetts – Amherst
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INTRODUCTION TO ACTION RESEARCH THEORY OF ACTION

What is Action Research (AR)?

Action research is a methodology that I will use to:

• Identify,
• Problematize,
• Take action,
• Collect data, and
• Reflect upon...

A coherent context-based problem of practice

What are the Goals of AR?

<table>
<thead>
<tr>
<th>ACTION RESEARCH WILL HELP ME TO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Reflect on and assess my practice (teaching or enhancement)</td>
</tr>
<tr>
<td>2) Explore and test new ideas, methods, materials, etc.</td>
</tr>
<tr>
<td>3) Assess the effectiveness of the new approaches that I try out</td>
</tr>
<tr>
<td>4) Collaborate, share feedback with colleagues, and make decisions about next steps</td>
</tr>
</tbody>
</table>

*** IN SUM, ADDRESS CONTEXT-BASED PROBLEMS OF PRACTICE***
**Who will participate in the AR process?**

The individuals involved in the AR process are part of my context. The researchers could be:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>I can conduct my own AR projects that are based on my own classroom experiences.</td>
<td>I can team up with my colleagues to conduct AR projects that are based on an overarching question that we may have.</td>
<td>I can also be part of a school-wide AR project that addresses school concerns.</td>
</tr>
<tr>
<td>The researcher is myself.</td>
<td>The researchers are my colleagues and me.</td>
<td>The researchers are many at the school level.</td>
</tr>
<tr>
<td>The research participants could be my students or also myself (what I do in the classroom).</td>
<td>The research participants can be all of our students, a specific sub-set of students, teaching realities, etc.</td>
<td>The research participants can be a variety of different subjects.</td>
</tr>
</tbody>
</table>

**Where will I conduct my AR projects?**

I can conduct my AR projects in the following places:

<table>
<thead>
<tr>
<th>The classroom / teacher enhancement group</th>
<th>In other classrooms with my peers</th>
<th>The school</th>
<th>In my context (anywhere that relates to my problems of practice)</th>
</tr>
</thead>
</table>
CONDUCTING ACTION RESEARCH

How will I conduct my AR projects?

I will use the “Action Research Inquiry Cycle” to conduct my action research projects. This cycle is based on the different phases of inquiry presented below:

**FIGURE 1: ACTION RESEARCH INQUIRY CYCLE**

The pages below explain each stage of the AR Inquiry cycle:
This is where I will **map out the problem that I want to investigate**. I will first identify context specific issues, deriving from either content or pedagogy that I experience.

Then I will articulate **the learning goal for my students** which will indicate how I will know if the problem is being addressed successfully. Both the problem and the learning goals that I posit must be simple, concise, meaningful, and measureable.

I will **develop concrete strategies to approach this problem and map out how I will implement this new practice**.

I will also articulate **the type of data that I will need to collect**. Multiple sources of data are necessary in order to better understand the problem of practice as well as steps taken to address the problem. There are many different ways to collect data: Interviews; Journals; Field Notes; Photos; Memos; Videos; Observations; Self-assessment; Focus groups; Lesson plans; Samples of students’ work; Individual files; Questionnaires; Tests; Report cards. The data selected need to be appropriate for answering the problem being researched.

**The data collection process must have a concrete plan.** How will the data be collected? Who will collect the data? How will the data be organized? How long will it take to collect the data? Are there data that already exist that I can draw from?
Thus, as I implement new approaches or strategies to address the problem, I gather data to be able to document, reflect, interpret, and revise the strategies in an on-going inquiry cycle.

This is where I will read and re-read my data. When I am taking part in the data submersion process, I will locate major themes, patterns, insights. I may want to circle recurring words, highlight different themes, etc. This will help me begin to note what I am learning from the data, especially in terms of gauging how my new strategy is attaining the learning goals that I set out.

The portfolio of Professional Practice (PoPP) is a repository for all my data. It allows me to collect and then reflect on the data.

In my portfolio (which will be explained in detail in the PoPP Guide), I reflect and write down what I learned about my new strategy as well as my teaching. This cyclical process of learning does not happen in a silo; I will also collaborate with other colleagues (teachers / teacher educators) in Learning Circles in order to support one another and learn from one another.

I explain what I will do the same and what I will do differently in my classroom as a result of this AR project. As a result of the action research project, I will identify additional questions raised by the data and plan for additional improvements, revisions, and next steps.
What tool can I use to guide the AR Inquiry process? (AR Tool)

**ACTION RESEARCH TOOL (ART)**

The ART is a resource for teacher educators and teachers to use when planning, conducting and reflecting on their own action research projects. Action researchers can use this step-by-step tool as a guide.

**STEP 1: PROBLEM**

*Identify a problem in my teaching practice. What is not working? What are students not learning?*

Describe the problem in detail here. What do I know already? What evidence do I have?

*Given this problem of practice, what do I want my students to learn?*

Describe the learning goals for my students here:
STEP 2: PLAN OF ACTION

What specific instructional strategies will I use to facilitate this learning? (Pedagogical content knowledge)

Write my strategies here (I can also attach a lesson plan):

How will I gather data to see if my strategies work? That is, how will I know what students learn? (Data collection tools)

Write my data collection tools, process, and plan here (for example, tests, COG, student work, etc.):
<table>
<thead>
<tr>
<th>STEP 3 : DATA COLLECTION / ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACH MY LESSON</td>
</tr>
<tr>
<td>COLLECT DATA IN ACTION</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>STEP 4 : ASSESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did my students learn? How do I know?</td>
</tr>
</tbody>
</table>

Document the process. What evidence do I have?

How does their learning match my goals and objectives?
### STEP 5: EVALUATE

*What did I learn about my teaching? What does this mean to my instructional practice?*

Write my evaluation of the strategy for addressing the problem here (using data examples):

---

*What changes might I want to make? Why?*

Write my ideas for modifying the strategies and taking action here (revise lesson plan):

### STEP 6: FUTURE ACTION

- *Teach the new lesson.*
- *Collect more data.*
- *Share with my learning circle.*
STEP 1: PROBLEM

Identify a problem in my teaching practice. What is not working? What are students not learning?

Describe the problem in detail here. What do I know already? What evidence do I have?

Given this problem of practice, what do I want my students to learn?

Describe the learning goals for my students here:

Please follow these checklist steps:

☐ In this section, I need to indicate in detail a problem in my classroom. For example:
  - A situation where students are not learning because they are easily distracted or do not pay attention during instruction of new math content.

☐ Along with this problem, I need to demonstrate how I know that this is a problem. I will indicate the evidence and the concrete proof. For example:
  - My students are struggling to pay attention during the presentation of new math content. I could indicate when, where, and how my students get easily distracted as well as who usually loses attention the quickest.

Please follow the checklist step:

☐ I need to explain what I want to change. This means creating concrete learning goals that I can measure. These goals cannot be general. For example, in the case of my students becoming distracted easily, one of my learning goals could be:
  - By introducing student-centered approaches during the instruction of new math content, students will be actively engaged and will immediately practice and try out new concepts.
## STEP 2: PLAN OF ACTION

What specific instructional strategies will I use to facilitate this learning?  
(Pedagogical content knowledge)

Write my strategies here (I can also attach a lesson plan):

How will I gather data to see if my strategies work?  That is, how will I know what students learn?  (Data collection tools)

Write my data collection tools, process, and plan here (for example, tests, COG, student work, etc.):

---

Please follow the checklist step:

- I need to think of some concrete teaching techniques that will help me attain the learning goals and hopefully address my problem of practice. For example, my goal refers to using “student-centered” approaches that will help students stay focused and attentive. For example, some of the teaching techniques that I could use are:
  - Think – Pair – Share (students turn and talk to partners to answer questions)
  - Pair Work (to try out a new math concept during instruction)
  - Group-Work Games (students assess one another at the end of my instruction)

Please follow the checklist steps:

- I need to identify “how” I will assess and evaluate the extent to which I accomplish the learning goals for my students. First, I need to explain the tools I will use to collect data. For example, for my learning goal to foster greater student interest/attention:
  - Tools: 1) A colleague conducts classroom observation using the COG with a focus on student engagement during my lesson; 2) Self-Evaluation of my instruction.

- I also need to identify the process/plan of how and when I will collect data. For example, using the recurring case from above:
  - Process/Plan: My colleague will fill in the COG every 5 minutes as well as jot notes based on what students are doing. At the end of my lesson, my colleague and I will sit down and share our observations and reflections of the instruction.
STEP 3: DATA COLLECTION / ACTION

TEACH MY LESSON
COLLECT DATA IN ACTION

Please follow the checklist step:

☐ Before I teach my lesson, I want to make sure that the tools and the plan/process are prepared in advance so that I will be able to collect data. If my tools are not ready, then I will not be able to collect rigorous data that are reliable. For example:

- Tools: 1) I have contacted a colleague and she is willing to conduct the classroom observation based on the learning goals that I have explained to her. I have obtained the COG. 2) I have also created a quick self-evaluation observation sheet for myself (Successes vs. Needed Improvements) that I will be able to quickly fill out after the lesson.
- Process/Plan: My colleague and I have agreed on a time to teach the lesson / collect the data. I will jot down my auto-evaluation observations immediately after the lesson. Following the lesson and auto-evaluation, my colleague and I have agreed on a time to conduct the feedback session. During this session, I will review the learning goal. First I will indicate my own observations followed by my colleague giving me specific examples of how I attained my goal and what improvements are needed.

☐ In my lesson plan, I want to be as prescriptive and prepared as possible when trying out new techniques. Clear instructions will not only help serve as a guide for me, they will also help students become more familiar with new teaching and learning techniques. Trying out new techniques will take practice. The more prepared I am in the beginning, the more I will be able to feel confident about trying a new teaching strategy. For example:

- To prepare the activity “Think-Pair-Share”, in my lesson plan I will draft a list of content related questions. I will also write instructions for “Think-Pair-Share” so that I can give them to my students and help them learn new learning strategies;
- To prepare the activity “Pair Work”, in my lesson plan, I will draft a clear set of instructions for my students to follow when they will work together to try out a new math concept with a partner. I will also circulate throughout the room during pair work in order to help keep students are track as well as give other activities to students who quickly grasp the new learning and content techniques;
- At the end of the lesson, I will use “Group Work” as a formative assessment tool. I will create clear and detailed instructions for students to work in groups of 3. Each student will create a math problem based on the new technique and then they will present their problem in the small groups. Group members will have to resolve the problem. I will circulate to help guide students.
STEP 4 : ASSESS

What did my students learn? How do I know?

Document the process. What evidence do I have?

How does their learning match my goals and objectives?

Please follow the checklist steps:

☐ I need to look through the data and get a sense of what happened during my lesson. I want to know what my students did and learned. For example:

- In my lesson that introduced student-centered activities, my students quickly picked up the “Think-Pair-Share” activity while “Pair Work” and “Group Work” seemed like a challenge for them, though they did not get as distracted as before.

☐ I need to indicate how I know this. For example:

- I know this from the observation notes that both my colleague and I created, from the data.

Please follow the checklist step:

☐ I clearly lay out the specific data that I have which respond to the findings that I noted above. For example:

- According to my colleague’s observations, my students quickly turned and talked to partners during my questions during the instruction. During this activity, they stayed on task and were engaged speaking together to solve answer the questions...

Please follow the checklist step:

☐ I make a direct link between my data findings with my overarching goal: “By introducing student-centered approaches during the instruction of new math content, students will be actively engaged and will immediately practice and try out new concepts”. For example:

- Certain engaging activities helped focus distracted students while other activities (Pair Work & Group Work) need more practice and were unclear to some students, therefore distracting them, but in a different way.
STEP 5: ASSESS / EVALUATE

What did I learn about my teaching? What does this mean to my instructional practice?

Write my evaluation of the strategy for addressing the problem here (using data examples):

What changes might I want to make? Why?

Write my ideas for modifying the strategies and taking action here (revise lesson plan):

STEP 6: FUTURE ACTION

TEACH THE NEW LESSON.
COLLECT MORE DATA.
SHARE WITH MY LEARNING CIRCLE.

Please follow the checklist step:

☐ I need to write an assessment of what I learned during this process, based on data and my learning goal. For example:

- I learned that introducing new techniques is possible to help engage my students. For example, the “Think-Pair-Share” activity for answering questions that encouraged all students to participate was not only effective to engage students, but it was a simple technique to quickly introduce. However, “Pair Work” and “Group Work” will take some more practice. During “Pair Work,” one student primarily took control, which did not foster engagement and learning for the other student. “Group Work” was a bit chaotic where students didn’t seem to be used to this technique. I also need to make sure that I can set ground rules for how students should engage together.

Please follow the checklist step:

☐ Instead of instantly concluding that new techniques didn’t work and will not work, I will hypothesize how I can make changes next time to promote these strategies that will ultimately help students. For example:

- In “Pair Work”, I will make the activity more structured, where Student A and Student B have clear roles. This will help so that both students are actively participating instead of 1 student taking over the whole activity.
- In “Group Work”, I will also make the activity more structured, where students will have both roles and a concrete sequence of steps to follow. They will then switch roles after following the steps. This will ensure that each student gets a chance to present their problem as well as solve math problems created by their peers.
What are learning circles?

**Learning Circles (LC):** The learning circle is a space where participants come together (either face-to-face or virtually) and create a reflective and respectful community of practice to accomplish concrete goals and tasks guided by the principles of:

- **Collaboration, reflection, critical feedback, and support**
- **Experimentation with problems of practice and critique proposed solutions**
- **Problem solving together in order to improve practice**
- **Sharing knowledge, skills, expertise, experiences**
- **Uncovering uncertainties**
- **Learning as a social process where LC members engage in dialogue**
Why should I participate in the Learning Circle?

<table>
<thead>
<tr>
<th>Rational for participating in LCs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ LCs are the environment for translating my theoretical concepts into practical application;</td>
</tr>
<tr>
<td>✓ LCs are collaborative settings where I can learn about, discuss, reflect upon, and try out ideas from my action research projects;</td>
</tr>
<tr>
<td>✓ LCs provide the continuous enhancement that takes time and is ongoing, which in turn is effective for my own professional development;</td>
</tr>
<tr>
<td>✓ LCs meet frequently enough to build productive and trusting professional relationships with new and current colleagues;</td>
</tr>
<tr>
<td>✓ LCs have been proven to help teachers sustain and appropriate new content and teaching techniques.</td>
</tr>
</tbody>
</table>

Where will LCs take place?

LC members come together both formally (during workshop sessions) and informally (during observations, meetings, or impromptu meet-ups).
**Who will participate in LCs?**

LCs are usually made up of three types of members:

<table>
<thead>
<tr>
<th>PARTICIPANTS</th>
<th>FACILITATORS</th>
<th>GUESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>These are members who serve as critical friends and who regularly participate in the LCs.</td>
<td>The facilitator during large group LCs can either be an external facilitator or a Teacher Educator. However, during intersession activities (between workshops), the facilitator is usually a Participant.</td>
<td>LC participants can invite guests into the LC to help provide expertise on content, instructional techniques, etc. These individuals serve as human resources that help the LC participants reflect and troubleshoot issues that they have. They also provide helpful insights to potential solutions and best practices.</td>
</tr>
</tbody>
</table>
PARTICIPANT ROLES

The following points are intended to help make the most of my LC experience and to suggest ways in which I can help the group:

- **Listen carefully to others.** Try to understand the concerns and values that underlie their views.

- **Maintain an open mind.** You don't score points by rigidly sticking to your early statements. Feel free to explore ideas that you have rejected or not considered in the past.

- **Strive to understand the position of those who disagree with you.** Your own knowledge is not complete until you understand other participants' points of view and why they feel the way they do.

- **Help keep the discussion on track.** Make sure your remarks are relevant.

- **Speak your mind freely, but don't monopolize the discussion.** Make sure you are giving others the chance to speak.

- **Address your remarks to the group members rather than the facilitator.** Feel free to address your remarks to a particular participant, especially one who has not been heard from or who you think may have special insight. Don't hesitate to question other participants to learn more about their ideas.

- **Communicate your needs to the facilitator.** The facilitator is responsible for guiding the discussion, summarizing key ideas, and soliciting clarification of unclear points, but he/she may need advice on when this is necessary. Chances are, you are not alone when you don't understand what someone has said.

- **Value your own experience and opinions.** Don't feel pressured to speak, but realize that failing to speak means robbing the group of your wisdom.

- **Engage in friendly disagreement.** Differences can invigorate the group, especially when it is relatively homogeneous on the surface. Don't hesitate to challenge ideas you disagree with, and don't take it personally if someone challenges your ideas.
FACILITATOR ROLES

- Implement a system that encourages every person to participate in discussions and activities. Provide a structure for participation.
- Come to the workshops/training well prepared. Have all the materials and handouts you will need.
- Make yourself approachable to participants by greeting them, learning their names, having informal conversations with them.
- Make the workshop environment a safe space. Set standards or norms about respect among everyone – facilitator and participants alike.
- Provide clear instructions and be ready to repeat them before and during activities.
- Reflect before, during, and after about what’s working and what’s not. Model reflective practice.
- Be early to set up for the workshop and deal with unexpected issues – technology, materials, tables, lighting.
- Stay neutral. Let the participants carry the discussion, not you. Save your opinion for later or never.
- Be inclusive and recognize different learning styles. Try to have a variety of learning materials: handouts, powerpoints, videos, activities. Some people learn by seeing, doing, hearing, feeling, or drawing. Respect these different styles.
- Be culturally and politically sensitive. Use examples that are appropriate for the content and consistent with participants’ cultural beliefs.
- Stay on topic, but allow for a discussion to continue longer than you had planned, within reason.
- Be flexible.
- Learn participants’ names, and call them those names.
- Try to read the faces of the participants so you know when they are losing interest.
- Consider how all participants, including those with physical disabilities, can participate in the activities you have planned.
- Take breaks.
- Share personal experiences that are relevant to the content.
- Be competent and confident in the material you have prepared.
- Be enthusiastic about what you know.
- Allow some time after each workshop for participants to ask you questions individually. Some people would rather speak with you more privately, rather than in the larger group.
- Respect the professional experiences that participants bring with them.
- Be sure to observe “wait time” – giving participants time to gather their thoughts in response to a question or in soliciting them ask you questions.
- Offer positive feedback and encouragement to participants.
**How & When will I participate in LCs?**

Participants will take part in three different types of LCs:

<table>
<thead>
<tr>
<th>WORKSHOP STYLE LC</th>
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<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>Multii-Day Workshops (Dates to be determined)</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>~4 Workshops (2 days per workshop)</td>
</tr>
<tr>
<td><strong>Facilitator:</strong></td>
<td>External Facilitators</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Teacher Educators (Arabic, English, Math, Science &amp; Technology)</td>
</tr>
<tr>
<td><strong>Activities &amp; Tools:</strong></td>
<td>Teacher Educators choose a problem of practice to investigate through AR. They share their experiences and collaborate with colleagues by using the new tools introduced to them (ART, PoPP, COG, ect.):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FACE-TO-FACE MEETING LEARNING CIRCLES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>2 Meetings in between Teacher Educator workshops</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>~6 intersession activities</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Teacher Educators (Arabic, English, Math, Science &amp; Technology) in groups of 4-7 Critical Friends</td>
</tr>
<tr>
<td><strong>Activities &amp; Tools:</strong></td>
<td>Teacher Educators meet with a group of critical friends and choose a problem of practice to investigate through AR. They share their experiences and collaborate with colleagues by using the ART.</td>
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<thead>
<tr>
<th>VIRTUAL LEARNING CIRCLES</th>
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<tbody>
<tr>
<td><strong>Date:</strong></td>
<td>1-2 Virtual AR activities between Teacher Educator workshops</td>
</tr>
<tr>
<td><strong>Duration:</strong></td>
<td>~6 total intersession activities</td>
</tr>
<tr>
<td><strong>Participants:</strong></td>
<td>Teacher Educators (Arabic, English, Math, Science &amp; Technology) in groups of 4-7 Critical Friends</td>
</tr>
<tr>
<td><strong>Activities &amp; Tools:</strong></td>
<td>Teacher Educators meet online with a group of critical friends and choose a problem of practice to investigate through AR. They share their experiences and collaborate with colleagues by using the TEEP Wiki to record the AR process.</td>
</tr>
</tbody>
</table>
## TEMPLATE FOR FACE-TO-FACE LEARNING CIRCLE MEETING

Facilitators can design their LC session based on the following LC template

### LC FACE-TO-FACE TEMPLATE

**Objectives:** By the end of the LC, participants will be able to:
- 
- 
- 

**Time:**

**Preparation (Materials / Actions):**
- 
- 
- 

### STEPS:

#### Welcome, Objectives, Agenda (20 minutes)
- Welcome LC participants
- Introduce yourself
- Ask participants to introduce themselves
- Make sure that all logistics are clearly identified: where the bathrooms are, when the session will end, the breaks and meals, and other “housekeeping” information
- **Post the newsprint: LC Objectives**

```
<table>
<thead>
<tr>
<th>LC OBJECTIVES</th>
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- **Post the newsprint: LC Agenda**

```
<table>
<thead>
<tr>
<th>LC AGENDA</th>
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<td>•</td>
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**Reflection (Ordered Sharing)**

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To reflect on one’s practice (problem of practice, successful practice, etc.)</th>
</tr>
</thead>
</table>
| Possible Reflection Activities: | -Sharing  
-Reflecting  
-Brainstorming  
-Troubleshooting |

*(You can use the ART – PROBLEM Section to help brainstorm)*

**Learning (Reflective Study)**

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To understand and discover new concepts and core ideas</th>
</tr>
</thead>
</table>
| Possible Learning Activities: | -Pair Work  
-Group Work  
-Jigsaws  
-Relating content to one’s context  
-Experiential learning activities  
-Demonstrations  
-Simulations |

**Planning (Commitment to Action Research / AR)**

<table>
<thead>
<tr>
<th>Planning Goal:</th>
<th>Create an action plan for trying out new techniques or solutions to the problem of practice as well as how to collect and analyze data from this activity</th>
</tr>
</thead>
</table>
| Possible Planning Activities: | -AR tool brainstorming  
-Fill out the AR tool |

*(Use the ART – PLAN Section to help brainstorm)*

**Consolidation & Action**

<table>
<thead>
<tr>
<th>Goal:</th>
<th>To learn by doing: Go back to context and try out the new technique / solution to problem of practice</th>
</tr>
</thead>
</table>
| Activity: | -Consolidate learning and experiences from the LC session  
-Action  
-Collect Data |

*Note to Facilitator:*

1) Articulate the reflection goal  
2) Plan out concrete reflection activities which help participants reflect upon a problem of practice, successes, and experiences...

1) Articulate the learning goal  
2) Plan out a concrete learning activity that help participants experience the learning goal. There should be ample time to reflect upon the learning activity.

1) Articulate the planning goal in line with the LC theme  
2) Create an active planning activity with participants filling out the PLAN section and sharing their work.

1) Identify what participants got out of the LC session  
2) Articulate the timeline for Action and the next LC
**ACTION & COLLECT DATA**

<table>
<thead>
<tr>
<th>Regrouping</th>
<th>(xx minutes)</th>
</tr>
</thead>
</table>

*RECONVENE LC AFTER THE ACTION & DATA COLLECTION PERIOD*

**Goal:** To share experiences from the problem of practice “Action” stage of the AR process

**Possible Regrouping Activities:**
- Present the Assess / Evaluation Components of the ART
- Allow participants to create themes and codes from their data with a partner
- Report on “next steps”
- Troubleshooting and collaborative problem-solving

*(Use the ART – ASSESS / EVALUATE / FUTURE ACTION Sections)*

**Note to Facilitator:**
1) Determine a clear goal for the regrouping activity
2) Articulate and provide clear instructions on how participants will go about assessing, evaluation, sharing themes from their data
Virtual Intersession Format

Preliminary steps (to be completed later via the Wiki):

- Participants are placed into a group of “critical friends” (4-7 participants)
- Critical friends access an online “meeting houses”
- In each house there is a room (for example: virtual session 1)
- Within the room, the critical friends use the art stages and they must post each stage and get feedback from their colleagues. They can post portfolio documents, questions, concerns, successes, etc.
- For each new virtual session/AR project there is a new room and participants will work through the ART together.
REFERENCES


