

Action Research in Education: Learning Through Practitioner Enquiry (IInd Edition)

by Vivienne Baumfield, Elaine Hall and Kate Wall

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The book under review "Action Research in Education" is a professional book to find out more about the process of enquiry in the professional practice of teachers. The price of the book (₹ 2400 soft bind) is slightly higher for a reader to purchase. The IInd edition of the book contains wider range of real life case studies and composite examples drawn from teaching practice. In today's scenario it is evident that research by practitioner is an essential activity and it is increasing day by day for improvement in their practical life. The book gives advices to make research more fruitful and sophisticated. Every chapter of this book contains separate bibliography, which would help new researcher to go through the further references. Index given at the end of the book is very helpful for quick search of the desired concept.

The first chapter of the book 'Understanding practitioner enquiry' discusses the whole idea about enquiry or what can practitioner learn across different contexts of enquiry. A case study is also illustrated for better understanding of the concept of Action Research. Importance of enquiry in the process of Action Research is defined. The authors have tried to establish linkages between reflection enquiry and Action research through a graphical representation. A model of dynamics of practitioner research has also shown through a figure.

In chapter two of the book 'Ways of being a practitioner enquirer: beliefs, ethics and practice' describes the importance of examining the fundamental ideas of Action Research and assumptions that forms a teacher and shapes the enquiry. Ethics in research is been given utmost importance in the chapter. It is focused that quality of enquiry is important but it will be much higher if there is more stout and ethical awareness in it. Ethics in respect for the person, knowledge, democratic value, quality of educational research, academic freedom and all these are described through different case studies. The way the results need to be reported is explained by the authors.

In chapter three 'How to do a practitioner enquiry: finding and refining a question'. The chapter focuses on how can the best question be made up or how can a good enquiry question can be made up. It also focuses on checking out how valid and rigorous question is to be designed by the practitioner with respect to what others have done to ensure a realistic question.

The next chapter entitled 'How to do a practitioner enquiry: deciding on an approach and complementary methods' guides the process of finding an approach that matches question and would be able to generate evidence and how it could be collected and what best answers the researchers question. This chapter also focuses on how collected data are able to convince skeptical colleague with manageability and evidence. A quote of a teacher is also given in the chapter, who has done Action research and how they convince their skeptical colleague from data collected. Hence the chapter focuses on type of data collection techniques and how to make data appear more authentic. Visual data triangulation across evidence source and on mixed method model, its analysis and process are illustrated clearly.

The chapter five 'Taking account of learners' perspectives in your Enquiry' explore the different evident sources that can be used to investigate learners' in some way as a part of our enquiry. It helps to know the different methods that are used and the issues and considerations that are important when researching learners' perspectives. It helps in enquiring the questions viz. how can we change the way, we look at what is happening in our context, and what might our learners have to tell us? How can we incorporate a range of voices in our enquiry?

Chapter six entitled 'Exploring your own and your colleagues' professional knowledge' talks about what do teachers know about their areas of knowledge and practice? What they want to know about their practice. The chapter describes two broad types of investigations teacher might undertake depending upon their initial approach on Action Research is focused or exploratory i.e. what's going on....? And what happened if...? The various tools for exploring what's happening viz. Diaries, research logs, Audio/Video taping, and observation etc. The authors had given the examples of primary, secondary and higher education level.

Chapter seven named 'Engaging with the views of families and the wider community' is very important because it focuses

the assessment of data beyond the four walls of the school. It suggests how to collect data from parents other family members and community. It also describes how to organise and validate this data for Action Research.

Chapter eight 'Making sense of it, making connections and bringing it together' focuses on how to make sense of the data collected by the researcher, establishing linkages between various investigations and how to approach for analysis.

Chapter nine 'Sharing your findings, finding new questions' is the concluding chapter of the book which talks for who needs to know about your enquiry and how can you share your findings it explains very explicitly the method for sharing practitioners enquiry.

Overall the book is very helpful for the practitioner to understand the concept and process of Action Research in Education. Also the teachers will be able to conduct small research studies using Action Research methods. This book is for anyone who wants to find out more about the process of undertaking an enquiry into their professional practice at any stage in their career.

RAJENDRA PAL

Associate Professor

Division of Educational Research

NCERT, New Delhi 110016

and

SAKSHI GUPTA

Junior Project Fellow

Division of Educational Research

NCERT, New Delhi 110016