# **ACTION RESEARCH**

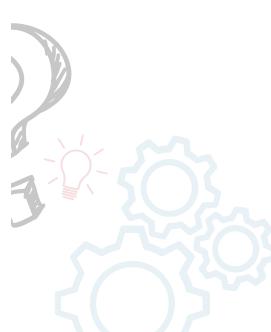






- FIND YOUR RESEARCH
- TOPIC

Identify a general interest by reflecting on classroom interactions and problems relevant to you and your students.





- NARROW DOWN YOUR
- TOPIC TO A SPECIFIC RESEARCH QUESTION(S)

The following prompts may be helpful...

What (e.g., teaching strategy) do you want to:

- learn?
- try?
- change?
- improve?

What do you or your students seem to be struggling with?

What results would you like to see from your action research?

3.



- WRITE YOUR RESEARCH
- QUESTIONS

Your question might start with...

How do students show their learning when they engage in \_\_\_\_\_ (the new teaching approach)?

Your question should be interesting and exciting to you, beneficial to your students, and narrow enough to be doable, considering your available time and resources.

## NARROWING THE ACTION RESEARCH QUESTION

### SOME EXAMPLES

#### General Topics

#### Narrowing the Focus

#### NOWPlay Research Questions

#### I WANT TO EXPLORE...

the role of storytelling to teach Indigenous Language and Culture, and how to support ECE students in incorporating this tool.

- What kinds of stories and storytelling do I want to see from ECE students?
- How will I know if a particular method of guiding ECE students is effective?
- Do I want ECE students to focus more on teaching Indigenous Language, Indigenous Culture, or both?
- What learning did interns demonstrate about storytelling and themselves as storytellers?
- What did interns learn about the use of storytelling to teach Indigenous Language?

#### I WANT TO EXPLORE...

how an Indigenous
Worldview of culture and
language supports
students to identify their
place in community (all
creation).

- Is there an aspect of Indigenous Worldview I want to focus on?
- Who can guide my students' and my learning about Indigenous Worldviews?
- How do I integrate Indigenous knowledge of local plants as medicines with the science curriculum content?
- What activities would help students to understand Indigenous Worldviews and relationships?
- What do students show about their learning of plant names and uses as Indigenous medicines?
- What do students show about their understanding of Indigenous perspectives on consensusmaking and human relationships with mother earth?

#### I WANT TO EXPLORE...

students' use of story elements in French, as well as in their collaboration, when engaged in story workshop.

- What skills do I want students to demonstrate through their storytelling?
- What loose parts should I provide to invite the highest level of student engagement?
- How do I support students' communication and language learning?
- How can I encourage collaboration between students?
- How do children contribute and what language/nonverbal communication do they use to collaboratively create stories in story workshop?

## SOMETHING I WOULD LIKE TO CHANGE IS...

students' interest in reading and writing.

#### I WOULD LIKE STUDENTS TO ...

come to know who they are, and to develop a connection to their community and to Elders, a sense of wonder, and confidence in themselves.

- What kind of storytelling medium would students find interesting?
- What literacy skills and understandings do I want the activity to foster in students?
- How can I support students in making connections between their lives and the teachings and stories from our community's Indigenous Elders?
- How do I encourage students to create stories that reflect meanings they make from the Elders' stories and teachings?
- How do students use knowledge of text, graphic text, and cultural stories to create graphic text?
- How do students connect to who they are as they tell stories from their culture?

Northern Oral Language and Writing Through Play (NOWPlay)