

ACTION RESEARCH

GETTING STARTED

1.



- FIND YOUR RESEARCH TOPIC

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

2.



- 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

I WANT TO EXPLORE...

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

I WANT TO EXPLORE...

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

I WANT TO EXPLORE...

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

Narrowing the Focus

- 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?

- 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 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?

- 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?

NOWPlay Research Questions

1 What learning did interns demonstrate about storytelling and themselves as storytellers?

2 What did interns learn about the use of storytelling to teach Indigenous Language?

1 What do students show about their learning of plant names and uses as Indigenous medicines?

2 What do students show about their understanding of Indigenous perspectives on consensus-making and human relationships with mother earth?

1 How do children contribute and what language/nonverbal communication do they use to collaboratively create stories in story workshop?

1 How do students use knowledge of text, graphic text, and cultural stories to create graphic text?

2 How do students connect to who they are as they tell stories from their culture?