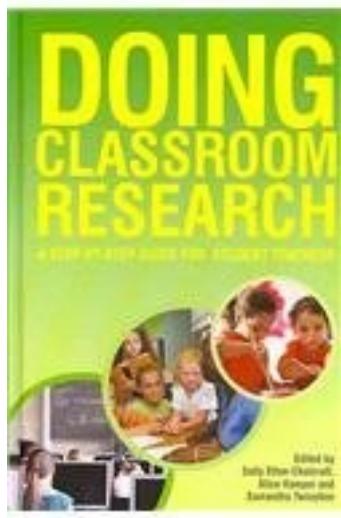


# Doing Classroom Research



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Recently there has been a national move for Initial Teacher Education (ITE) programmes to support students working at master's level in some of their courses, yet there is little literature to support the students or their tutors/supervisors in the specific area of research. This step by step guide has been designed to meet the needs of all teacher training students involved in any classroom-based research at Level 6 or M-level. The book contains three sections that mirror the progression from novice researcher to practitioner researcher. The introductory overview includes a discussion of different types of research and the role of the teacher/researcher. Section one introduces the purpose of school-based research and contains case studies and advice from experienced teacher researchers who have 'been there, done that' to make the most of both the professional course and their research. It also offers guidance on study skills and how to carry out a literature review. The important issue of research ethics is investigated with guidance offered to both students and tutors. Issues of reliability and validity are also taken up in this first section. Section two broadens the

focus further by offering the opportunity to consider how teaching impacts on children's and students' learning and a range of methods of data collection and analysis are discussed. The researcher is encouraged to develop their pedagogy further by considering how a more creative and innovative approach to teaching can be critically evaluated through research. The advantages of collaboration and triangulation will be introduced. Section three offers support for sharing research with a wider audience in a range of ways. It also discusses how further developing skills in educational research is an opportunity for continued professional development. The conclusion suggests the notion of the teacher researcher as being part of the professional identity of a teacher.

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