



An On-line Journal
for Teacher Research

Booklist and Online Sites

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Books on Research in General

Booth, W. C., Colomb, G. G., & Williams, J. M. (2003). *The craft of research*. Chicago, IL: The University of Chicago Press.

List Price: \$15.00

A general, not teacher-research specific, resource on how to do research. Shows how to select a topic/creating a research agenda/ the essentials of argument/how to outline the final report. Offers lots of visuals, such as ways to represent data in charts and diagram of how to “think” about research problems. Practical and reader friendly. Filled with “Quick Tips.” Part 1 provides an orientation to the research process and begins the discussion of what motivates researchers and their readers. Part 2 focuses on finding a topic, planning the project, and locating appropriate sources. Part 3 explains the art of making an argument and supporting it. Part 4 covers drafting and revising, and offers new information on the visual representation of data. Part 5 concludes the book with an updated discussion of the ethics of research, as well as an expanded bibliography that includes many electronic sources.

Glesne, C. (2005). *Becoming qualitative researchers: An introduction*. New York: Longman.

List Price: \$62.00

Offering a comprehensive overview of qualitative research in a user-friendly format, this book provides an excellent harmony between qualitative theory and the practicalities of actually conducting qualitative research. Exercises offer beginning students the opportunity to explore issues inherent in conducting qualitative inquiry as well as to practice and refine the skills of qualitative researchers. A wealth of examples.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: SAGE.

List Price: \$60.25

A practical sourcebook for researchers who make use of qualitative data, presenting the current state of the craft in the design, testing, and use of qualitative analysis methods. Strong emphasis is placed on data displays--matrices and networks--that go beyond ordinary narrative text. Each method of data display and analysis is described and illustrated in detail, with practical suggestions to users for adaptation and use. This revised and updated edition (1st ed., 1984) adds a wide range of new techniques, ideas, and references, and reflects the growth of computer use in qualitative analysis.

Research in Education

Cochran-Smith, M., & Lytle, S. L. (1993). *Inside/outside: Teacher research and knowledge*. New York: Teachers College Press.

List Price: \$22.95

Pt. I Concepts and Contexts for Teacher Research

- 1 Research on Teaching and Teacher Research: The Issues That Divide
- 2 Learning From Teacher Research: A Working Typology
- 3 Teacher Research: A Way of Knowing
- 4 Learning From Teaching: Inquiry Across the Life Span
- 5 Communities for Teacher Research: Fringe or Forefront?

Pt. II Teachers on Teaching, Learning, and Schooling

- 6 Journals for Collaboration, Curriculum, and Assessment
- 7 Oral Inquiries
- 8 Classroom and School Studies
Lessons From the Road: What I Learned Through Teacher Research
Parents and Teachers as Co-Investigators
- 9 Essays
How My Question Keeps Evolving
Rethinking Power

Dana, N. F., & Yendol-Silva, D. (2003). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks, CA: Corwin Press.

List Price: \$27.95

This how-to guide to classroom inquiry takes educators through the process of classroom research step by step and answers questions on developing the research plan, collecting and analyzing data, and writing and publishing results. Teachers, teacher trainers, teacher educators, and professional development schools will find the book useful.

Donoahue, Z., Van Tassell, L., & Patterson, L. (Eds.) (1996). *Research in the Classroom, Vol. 1*. International Reading Association.

List Price: \$13.00

This book offers examples of reflective teacher researchers in action. Classroom teachers at all stages of professional development, from novice to experienced teacher researchers, will find the observations of these authors especially helpful. *Research in the Classroom* expands our collective understanding of how we use oral and written language to learn, and it will inspire everyone interested in teacher research to continue using the classroom as a laboratory for further exploration.

Duckworth, E. & The Experienced Teachers Group. (1997). *Teacher to teacher: Learning from each other*. New York: Teachers College Press.

List Price: Search used books; not available as new book.

A striking presentation of teachers' thinking about central current issues, this book enriches our understanding of what it means to be a teacher. Thirteen teachers talk to one another about their students and share stories about themselves--their triumphs and challenges.

Hatch, T., Ahmed, D., Lieberman, A., Faigenbaum, D., White, D., & Mace, D. (Eds.). (2005). *Going public with our teaching*. New York: Teachers College Press.

List Price: \$25.00

This seminal collection brings together rich examples of classroom inquiry to address key problems of practice. Responding to the growing importance of displaying the powerful work of teachers who study their practice, this unique ensemble combines a variety of classic and new pieces. The teacher reflections are organized according to the following sections: The Culture of Schools and Classrooms; The Content of the Curriculum; Issues of Equity,

Race, and Culture; Negotiating the Dilemmas of Teaching.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass Publishers.

List Price: \$32.00

An invaluable resource. Provides the step-by-step direction needed to translate qualitative concepts into practice. A practical resource that offers the information and guidance needed to manage all phases of the qualitative and case study research process.

Contents

Part One: the Design of Qualitative Research

1. What is Qualitative Research?
2. Case Studies as Qualitative Research
3. Designing the Study and Selecting a Sample

Part Two: Collecting Qualitative Data

4. Conducting Effective Interviews
5. Being a Careful Observer
6. Mining Data from Documents
7. Collecting Data in Case Studies

Part Three: Analyzing and Reporting Qualitative Data

- 8.. Analytic Techniques and Data Management
9. Levels of Analysis
10. Dealing with Validity, Reliability and Ethics
11. Writing Reports and Case Studies

Meyers, E., & Rust, F. O. (2003). *Taking action with teacher research*. New York: Heinemann.

List Price: \$19.50

Contents

How We Do Action Research, F. Rust & E. Meyers

Our Unfinished Story: Rising to the Challenge of New High Standards, M. Wayne

The Early Literacy Club: Building Excellence Through Collaboration, J. Fung

The Mother Tongue: The Role of Parent-Teacher Communication in Helping Students Reach New Standards, L. Goldstone

Time and Choice - A Winning Combination, C. Tureski

Outcomes of Reduced Class Size in High School Math Classrooms, N. Warikoo

The Empire State Strikes Back: Portfolio Culture in the Regents Era, J. Price

Bringing the Voice of Teachers into Education Policy, E. Meyers & F. Rust

Powers, B. (1996). *Taking note: Improving your observational notetaking*. New York: Stenhouse.

List Price: \$15.00

Develop a data-gathering mindset that seems to be a first step in moving towards a TAR model. Totally practical, every chapter in *Taking Note* is packed with ideas and techniques you can use to become a cogent, skillful, and accurate notetaker:

- The Tools of the Trade: Don't get buried in scraps of paper. There are all kinds of inexpensive stationery items that are just right for the job so you start off organized and stay organized.
- When to Write: All about time-finding it, controlling it, and saving some for yourself.
- What to Write: You don't have to write down everything you observe. These hints will help you tell what's important and what's not.
- Bringing It All Together: These case studies show you how two teachers

developed their notetaking skills in very different settings.

- From Step-by-Step to a Dance: Try these ideas to set up and finance an inservice program to build a network of expert notetakers.

Schultz, K. (2003). *Listening: A framework for teaching across difference*. New York: Teachers College Press.

List Price: \$25.00

Contents

- Locating Listening at the Center of Teaching
- Listening to Know Particular Students
- Listening to Classrooms: Rhythm and Balance
- Listening to the Social, Cultural, and Community Contexts of Students' Lives
- Listening for Silence and Acts of Silencing
- Listening to Learn to Teach

Thomas, R. M. (2005). *Teachers doing research: An introductory guidebook*. New York: Allyn & Bacon.

List Price: \$33.00

The back cover reads: The purpose of this brief text is to prepare teachers to be efficient classroom researchers and to deduce useful answers to educational questions. The book performs that task by describing typical steps in the conduct of research on classroom topics, with each step accompanied by specific examples of what the step entails in the study of a wide variety of questions about life in elementary and secondary schools.

Action Research in Education

Action research is defined as “research, usually informal, designed for direct application to behavior or to a situation, as research by teachers in their classrooms” (from *The*

literacy dictionary: The vocabulary of reading and writing by Harris and Hodges). Action research is typically conducted by “insiders,” is geared toward improving practice and the practitioner, and is self-critical (self-study).

Holly, M. L., Arhar, J., & Kasten, W. (2005). *Action research for teachers: Traveling the Yellow Brick Road*. Upper Saddle River, NJ: Pearson.

List Price: \$40.00

Provides a solid framework for problem solving in collaborative contexts. The authors of this book detail how action research is a powerful method for documenting, developing, and evaluating the curriculum. Using the analogy of the Wizard of Oz and its characters, this text is expressly written for literacy teachers and identifies all of the elements that make action research a valuable self-assessment tool for teachers.

Hubbard, R. S., & Power, B. M. (1999). *Living the questions: A guide for teacher-researchers*. Portland, ME: Stenhouse.

List Price: \$28.50

Teacher research is more than a way of thinking: it involves specific procedures and practices that lead to positive changes in teaching and learning. This text presents the methods of teacher research for novice and veteran teacher-researchers. It includes

- research strategies illustrated in hands-on workshops;
- sample projects from twenty-eight contributing teachers in grades K-college;
- guidelines for setting up schoolwide inquiry groups;
- practical strategies for managing time and resources in research projects;
- innovative ideas for enlisting students and colleagues as co-researchers;

- ethical considerations in teacher research projects;
- advice from veteran teacher-researchers on building regional and national support networks;
- suggestions for getting research published; and
- internet resources for teacher-researchers.

Mills, G. E. (2003). *Action research: A guide for the teacher researcher*. Upper Saddle River, NJ: Merrill Prentice Hall.

List Price: \$37.33

A step-by-step guide and companion website that will guide beginning and experienced action researchers. Includes a chapter on online action research resources including all key web addresses and screen captures. Provides a comprehensive coverage of qualitative data collection techniques applied to teacher research. Includes chapter vignettes and a chapter-length case study to illustrate the action research process.

Contents

- Ch. 1 Understanding Action Research
- Ch. 2 Deciding on an Area of Focus
- Ch. 3 Data Collection Techniques
- Ch. 4 Data Collection Considerations: Validity, Reliability, Generalizability, Ethics
- Ch. 5 Data Analysis and Interpretation
- Ch. 6 Action Planning for Educational Change
- Ch. 7 Sharing, Critiquing, and Celebrating Action Research
- Ch. 8 On-Line Action Research Resources
- Ch. 9 Action Research in Action: A Case Study of Curtis Elementary

Sagor, R. (2005). *The action research guidebook: A four-step process for educators and school teams*. Thousand Oaks, CA: Corwin Press.

List Price: \$34.95

Turn your school into a learning community using action research. Each chapter prepares you to take the next step:

- Finding and refining your focus
- Articulating and drawing a theory in action
- Determining the research questions
- Building and analyzing a data-collection plan
- Turning findings into action plans
- Reporting and sharing action research

Sagor, R. (2000). *Guiding school improvement with action research*. Alexandria, VA: ASCD.

List Price: \$24.95

Presents a seven-step process for improving teaching and learning in classrooms at all grade levels. Using practical examples, and featuring research tools, and easy-to-follow "implementation strategies," Sagor guides the readers through the process from start to finish, describing how action research can enhance a teacher's professional standing and efficacy while succeeding in settings characterized by an increasingly diverse student population.

Online Resources and Teacher-Research-Specific Journals

IRA's Teacher as Researcher Subcommittee and Teacher Research Special Interest Group listserv

TRG@reading.org

This listserv is intended to be a format for IRA teacher researchers to discuss, share, and generally support each other. To post on the listserv, simply type the address into your

email address. Your message will be distributed to all members. If you have any questions about the listserv, contact Cindy Lassonde at lassonc@oneonta.edu.

Action Research Electronic Reader

<http://www.scu.edu.au/schools/gcm/ar/arr/arrow/rintro.html>

Action research is a tool to change society and generate knowledge, which at its best is emancipating and empowering. The documents in the Action Research Electronic Reader are original contributions brought together with the purpose of supporting and informing students, researchers and change agents in the field. They are grouped under two headings, Discussion and Research Reports, though in the nature of action research, boundaries are not distinct.

Action Research International

<http://www.scu.edu.au/schools/gcm/ar/ari/arihome.html>

Action research international is a refereed on-line journal of action research. It has a distinguished international editorial panel and is sponsored by the Southern Cross Institute of Action Research. The journal consists of an electronic discussion list to which papers can be submitted for comment and a further list that carries the papers on to acceptance. You may submit papers, or you may join the journal as a subscriber.

Center for Action Research in Professional Practice

<http://www.bath.ac.uk/carpp/>

Links to numerous related websites on action research. A wealth of information.

Networks

<http://journals.library.wisc.edu/networks>

This journal aims to provide a forum for teachers' voices, a place where teachers working in classrooms, from pre-school to university, can share their experiences and learn from each other. Join us as we embark on this exciting new venture. In each issue, you will find feature-length articles, as well as short reports of work-in-progress, book reviews, and discussions on current issues in teacher research. We welcome submissions on a wide variety of topics related to classroom research including curriculum, methodology, ethics, collaboration, and community.

Participatory Action Research Network (PARnet)

<http://www.parnet.org/>

PARnet aims to create a self-monitored, community-managed knowledge base and gateway to action research resources, connecting practitioners and scholars with each other, the literature, and other educational opportunities. A premier resource for the international action research community, this site includes a bibliographic database, links to academic programs and community projects, a calendar of events, and announcements of PAR activities across the world.