

Evaluation of Education System with Action Research

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Abstract

This paper aims to inform, that the evaluation of the education system at all levels of education can be done with action research, more precisely with classroom action research. The author already experienced in classroom action research for various levels of education, both secondary education, higher education and even, in undergraduate and postgraduate programs. The author had experience in conducting research with classroom action research in the beginning undergraduate level since the end of the Twentieth Century. It Began by evaluating student learning outcomes in the four skills of German language learning, and since then until the twenty-first century, several studies related to author's lectures in strata one and two, as well as a variety of requests from school teachers in secondary education has been done. The results are an increase of in the level of learning for the system under study, and Because of continuing education each other the author concluded that the way of classroom action research study went from micro to macro scale. This mean classroom action research can also be used to evaluate the education system.

Keywords: evaluation, classroom action research, enhance, study result, education

INTRODUCTION

Educational evaluation should be done by every manager in the education system, because the evaluation is the process of conducting a value judgment about the activities, performance, process, or other procedures that lead to a decision. In this case is the evaluation of learning outcomes. Assessment is commonly used as evaluation. While the assessment is the process of obtaining information that can be used in the evaluation. Assessment requires measurement method, which is defined as the provision of figures to a certain result or characteristic possessed by the rules of a particular object or a particular formula. In general, the measurement is done through exams and or surveys.

The purpose of this exams ranged from selection, placement, success, to remedial, and every test has a specific characteristics. For teachers, this test is to measure the success of learning in the classroom. In the class, exams might be formative or summative. Formative exams is to determine the development of learners, for example, with quizzes, UTS (midterms), whereas summative test is to determine the overall outcome of learning, namely the UAS (final exams). While the area of language mastery was measured with four language skills, ie, speaking, listening, reading, writing, also grammar and vocabulary.

To perform the measurement and evaluation, this paper will use action research that is applied in various levels of education. Action research is used according to John Elliot, 1981 (quoted by Altrichter & Posch, 2007:13) "*Aktionsforschung ist die systematische Untersuchung beruflicher Situationen, die von Lehrern und Lehrerinnen selber durchgeführt wird, in der Absicht, diese zu verbessern*" (action research is a systematic study on teacher performance, conducted by teachers themselves in order to improve performance). Means that in order to evaluate the education system one should use action research. The performance of education management and learning outcomes of learners can be improved with action research. This paper is related to problems in education evaluation system that can be assisted by applying action research.

DISCUSSION

As has been stated, that the evaluation of education needs to be done, in addition to maintaining the quality of education constancy, also improving the quality of education at all educational levels. Assessment is used as a process of acquiring information that is based on a measurement for evaluation. Thus the need to process the collection and use of information by the teacher through a number of evidence to make decisions about the learner's achievement of competencies. It means that the purpose of classroom assessment is to assess the ability of the individual through the bill and certain tasks, meant to help and encourage learners to learn, and to help and encourage teachers to teach better, also determine the learning strategies, institutional accountability, and improve the quality of education.

Education Action Research Paper Examples

**Robert Coe, Michael Waring, Larry V
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Action Research in Education Sara Efrat Efron, Ruth Ravid, 2019-11-18 Acclaimed as a text and professional development tool this user friendly resource has now been revised and updated and offers expanded coverage of collaborative action research CAR and participatory action research PAR Preservice and inservice educators get crucial step by step guidance for conducting classroom and school based studies to improve their instructional practices Organized to mirror the full cycle of action research the book provides balanced coverage of qualitative quantitative and mixed methods approaches Vivid vignettes and examples illustrate research approaches for a range of teaching and learning situations school subjects and age groups PreK 12 Readers learn how research approaches are driven by the research question as well as how to develop data collection strategies design and or evaluate assessment tools interpret analyze report and implement study results and design a new cycle of research that builds on the previous one New to This Edition In depth descriptions of CAR and PAR which enable groups of teachers to work together to solve problems in a classroom or school plus examples of both throughout the book Expanded or new discussions with examples of such topics as how research approaches and methods are driven by the research question how to assess different types of reliability and validity the differences between analysis and interpretation and how to use sequential cycles of research for continuous improvement and professional development Fully updated references and resources Pedagogical Features Both individual and group exercises and activities in every chapter New and updated checklists and guidelines that enable busy educators to self assess the progress and quality of their studies Sample templates to assist in development of research instruments Example boxes illustrating the components of an action research report Summary tables highlighting key aspects of different research strategies Chapter summaries now shorter for ease of use and suggestions for further reading

[Action Research](#) Geoffrey E. Mills, 2013-01-18 Note This is the bound book only and does not include access to the Enhanced Pearson eText To order the Enhanced Pearson eText packaged with a bound book use ISBN 0133387445 Born of the author s own experience working with teachers and principals *Action Research 5 e* provides a research based step by step outline of how to do action research The author guides teachers and administrators through the action research process via numerous concrete illustrations positioning it as a fundamental component of teaching The Enhanced Pearson eText features embedded video From reviews of the book Mills writing style is informative direct and personalized and his expertise as a researcher is evident throughout the textbook He fully understands the uniqueness of teacher centered research The language and the illustration cater to the classroom research contexts and it is easy to understand and apply Adel Al Bataineh Illinois State University The book emphasizes the importance of reflection and creating an action plan Examples of action research papers are included There are study sites videos slides and other supplemental materials available for the students to consult for ancillary learning The writing style is clear interesting and engaging Throughout the text Mills offers the reader a research scenario that helps to position him or

her around the theme of the chapter and context of the research phase This helps to alleviate some of the anxiety students of action research may experience as they begin each aspect of the action research process Beverly Melenyzer California University of Pennsylvania The survey examples SurveyMonkey and direct observation examples are very good as well as the informal interview making records and data collection techniques The section on re aligning the focus and action research plan is very good I find my students doing this as they are doing their literature review and understanding that they need to narrow the scope of their research I like the example of doing AR in Ch 6 I like the inclusion of the data analysis sample interview and other models of how to analyze data The key strengths of the project are the authentic examples of AR Mary Frances Agnello Texas Tech University Features Balanced coverage of data collection and analysis techniques for qualitative quantitative and mixed methods Chapter 4 Data Collection Techniques covers collection techniques for the most frequently used qualitative and quantitative data including observations interviews teacher made tests and standardized test data Chapter 6 Data Analysis and Interpretation guides students through data analysis and provides techniques coding guidelines and examples for analyzing both quantitative and qualitative data Inclusion throughout the text of digital research tools that can be used by action researchers through each phase of the action research process A focus on producing critical consumers of action research Chapter 9 Evaluating Action Research helps students learn to read and critique studies completed by others Included in Chapter 9 is an article from an action research journal that is analyzed using the new criteria for evaluating action research Appendix A Action Research in Action contains an extended example and evaluation of an action research case study Expanded coverage of the ethics of conducting research in your own classroom Chapter 2 Ethics includes discussion of ethical guidelines and provides guidance for seeking and obtaining Institutional Review Board IRB approval Improve mastery and retention with the Enhanced Pearson eText The Enhanced Pearson eText provides a rich interactive learning environment designed to improve student mastery of content The Enhanced Pearson eText is Engaging The new interactive multimedia learning features were developed by the authors and other subject matter experts to deepen and enrich the learning experience Convenient Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad and Android tablet Affordable The Enhanced Pearson eText may be purchased stand alone or with a loose leaf version of the text for 40 65% less than a print bound book The Enhanced eText features are only available in the Pearson eText format They are not available in third party eTexts or downloads The Pearson eText App is available on Google Play and in the App Store It requires Android OS 3 1 4 a 7 or 10 tablet or iPad iOS 5 0 or later

Action Research Craig A. Mertler, 2011-01-11 Written for pre and in service educators this Third Edition of Craig A Mertler's *Action Research Improving Schools and Empowering Educators* introduces the process of conducting one's own classroom or school based action research in conjunction with everyday instructional practices and activities The text provides educators with the knowledge and skills necessary to design research studies conduct research and communicate

findings to relevant stakeholders and interested parties *A Short Guide to Action Research* Andrew Paul Johnson, 2008 This user friendly text provides students with everything a pre service or in service teacher needs to know to conduct an action research project in a clear step by step presentation *A Short Guide in Action Research Third Edition* guides the learner through both qualitative and quantitative techniques in educational research methods and then describes all phases of the process including selecting a topic collecting analyzing and reporting data reviewing the literature and presenting the report Data collection techniques reflecting popular authentic assessments and real life examples enliven concepts throughout the text *The SAGE Handbook of Educational Action Research* Susan E Noffke, Bridget Somekh, 2009-05-07 This handbook presents and critiques predominant and emergent traditions of Educational Action Research internationally Now a prominent methodology Educational Action Research is well suited to exploring developing and sustaining change processes both in classrooms and whole organisations such as schools Departments of Education and many segments of universities The handbook contains theoretical and practical based chapters by highly respected scholars whose work has been seminal in building knowledge and expertise in the field It also contains chapters exemplifying the work of prominent practitioner and community groups working outside universities The Editors provide an introduction and conclusion as well as an opening chapter which charts the historical development of action research and provides an analysis of its underlying theories The handbook is organized into four sections each beginning with a short introduction Action research methodology diversity of rationales and practices Professional Knowledge production staff development and the status of educators Personal Self awareness development and identity Political Popular knowledge difference and frameworks for change This is a key resource for scholars and graduate students at doctors and masters levels as well as school leaders and administrators Susan Noffke is Associate Professor of Curriculum Instruction at the University of Illinois Urbana Champaign and co editor with R B Stevenson of *Educational Action Research Teachers College Press 1995* She taught at the primary school level for a decade and has led masters and doctoral level courses in action research for the past 20 years She continues to work with many collaborative projects with schools and school districts Bridget Somekh is Professor of Educational Research at Manchester Metropolitan University UK She is a founder editor of the *Educational Action Research* journal and has been a co ordinator of the Collaborative Action Research Network CARN for many years She is co editor of *Research Methods in the Social Sciences SAGE 2005* and author of *Action Research a Methodology for Change and Development Open University Press 2006* *The SAGE Handbook of Educational Action Research* Bridget Somekh, 2009-05-19 There has been a huge growth of interest in action research in educational settings over the past 20 years across the Americas Europe Australia and Africa this Handbook provides a scholarly reference text that will inform the development of the field *History of Multicultural Education: Teachers and teacher education* Carl A. Grant, Thandeka K. Chapman, 2008 This benchmark 6 volume set documents analyzes and critiques a comprehensive body of research on the history of multicultural education in the U S The volumes reflect the

tenets of multicultural education its history its present and individuals whose work has contributed significantly to equity and social justice for all citizens By collecting and providing a framework for key publications spanning the last 30 40 years this set provides a means of understanding and visualizing the development implementation and interpretation of multicultural education in American society The volumes do not promote any one scholar s or group s vision of multicultural education but include conflicting ideals that inform multiple interpretations Each volume contains archival documents organized around a specific theme Conceptual Frameworks and Curricular Content Foundations and Stratifications Instruction and Assessment Policy and Governance Students and Student Achievement Teachers and Teacher Education The historical time line within each volume illustrates the progression of research and theory on its theme and encourages readers to reflect on the changes in language and thinking concerning educational scholarship in that area

You and Your Action Research Project Jean McNiff, Pamela Lomax, 2004-06-01 This book gives practical guidance on doing an action research project Written for practitioners across professions who are studying on award bearing courses this book is packed full of useful advice and takes the reader through the various stages of a project including Starting your action research project Monitoring and documenting the action Techniques for dealing with the data Making claims to knowledge and validating them Making your research public creating your living theory The book s practical approach will appeal to practitioners and will encourage them to try out new strategies for improving their work It will also be essential reading for those resource managers in schools colleges and higher education institutions who are responsible for providing courses and support This second edition of a best selling book has been thoroughly updated and improved by a number of features being more accessible dealing with current debates in literature and demonstrating the power of action research for individual practices

Becoming a Teacher through Action Research Donna Kalmbach Phillips, Kevin Carr, 2014-01-03 Becoming a Teacher through Action Research Third Edition skillfully interweaves the stories of pre service teaching with the process of action research This engaging text focuses specifically on the needs of pre service teachers by providing assistance for all stages of the research experience including guidance on how to select an area of focus design a culturally proficient study collect and interpret data and communicate findings With an updated introduction and two new chapters this revised edition fully develops a convincing response to the framing question of the book Why pre service teacher action research The new edition continues to focus on elements of trustworthy pre service teacher action research and provides a more robust overview of research methodology Using additional activities charts and examples this book offers support during the steps of writing a critical question data collection data analysis and the use of analytic memos New Features in the Third Edition include New chapters on ongoing data analysis and final data interpretation which include practice scenarios and examples to give readers a deeper understanding of doing the work of action research processes An expanded chapter on action research methodology which includes scaffolds for making methodological decisions additional practice scenarios and a revised action research

design template New end of chapter Content and Process Questions to encourage deeper understanding New examples throughout expanded additional glossary terms enhanced literature review guidance and updated templates to support action research projects An updated companion website with downloadable templates and additional instructor resources A revised interior text design to increase the accessibility of the text This one of a kind guide continues to offer invaluable support for teacher education students during a critical phase of their professional and personal lives

Improving Schools Through Action Research Cher Hendricks, 2006 This compact clear and user friendly text provides everything a pre service or in service teacher needs to know to follow the research cycle and conduct an action research project This text emphasizes reflective processes used in planning and conducting action research studies data analysis techniques quantitative and qualitative and displaying and explaining results It provides specific information needed to complete each step of the action research cycle with chapter activities that help the student reader conduct projects focused on school improvement Each activity includes a research paper component that helps students create a research paper as they complete the activities in each chapter This text has more emphasis on reflective and reflexive activities than other text and is geared toward adults professionals who will use these activities to conduct action research for educational change and school improvement

Research Methods and Methodologies in Education James Arthur, Michael Waring, Robert Coe, Larry V Hedges, 2012-03-19 This work will be of immense value to those who are undertaking a significant post graduate research study in Education The array of impressive contributors writes in an accessible and clear manner and brings the attention of the reader to both technical and conceptual terms This book certainly will be an addition to my own reference library Susan Groundwater Smith Faculty of Education and Social Work University of Sydney This straightforward and jargon free book will provide students with the theoretical understandings practical knowledge and skills they need to carry out independent research The international contributors identify key research methodologies data collection tools and analysis methods and focus on the direct comparisons between them Each chapter sets out the strengths and weaknesses of a key research method by identifying specific research designs presenting a series of relevant data collection tools highlighting which analytical methods which can be used The chapters cover the full range of methods and methodologies including internet research mixed methods research and the various modes of ethnographic research Additional online materials are also available including links to useful journal articles enabling further reading and exploration of each chapter This is a key book for M level students and other postgraduates within Education and Educational Research Methods courses James Arthur is Head of School and Professor of Education and Civic Engagement at the University of Birmingham UK Michael J Waring is a Senior Lecturer in the School of Sport Exercise and Human Sciences at Loughborough University UK Robert Coe is Professor in the School of Education and Director of the Centre for Evaluation and Monitoring CEM Durham University UK Larry V Hedges PhD is Board of Trustees Professor of Statistics and Social Policy at the Institute for Policy Research Northwestern University

US Teachers Investigate Their Work Allan Feldman, Herbert Altrichter, Peter Posch, Bridget Somekh, 2018-04-26 Now in its third edition *Teachers Investigate Their Work* introduces both the theoretical concepts and the practical methods necessary for readers wishing to develop their action research Drawing from studies carried out by teachers and other professionals as well as from the authors own international practical experience the book provides detail on multiple educational contexts from primary education to university training and beyond It contains over 50 practical methods and strategies to put into action and explores key areas such as the purpose roots and varieties of action research collaborating with a critical friend research participants or your peers choosing a data collection method observing and documenting situations making sense of your data action research for professional development This key text also provides crucial tools such as a simple quick start nine step guide a toolbox for producing written reports a criteria for guiding the quality of action research A concise yet thorough introduction to action research *Teachers Investigate Their Work* is an essential practical and easily accessible handbook for teachers senior staff and researchers who want to engage in innovation and improve their practice

Research Methods and Methodologies in Education Robert Coe, Michael Waring, Larry V Hedges, James Arthur, 2017-03-20 Best selling all encompassing textbook for research methods in education

Action Research S. Michael Putman, Tracy Rock, 2016-12-29 *Action Research Using Strategic Inquiry to Improve Teaching and Learning* helps educators use research to guide decision making and determine the effectiveness of various instructional strategies The book leads the reader through the action research process using a model of self regulation which focuses on task definition goal setting and planning enacting research and adaption Written specifically for educators who may not feel prepared to measure the impact of interventions on student learning outcomes the book provides very practical and useful tools containing specific examples that are relevant to teachers everyday reality The text also reinforces how action research can improve the teaching and learning process by reinforcing or changing perceptions about the use of informal data including anecdotal notes or observations in the research process

Improving Schools Through Action Research Cher Hendricks, 2013 Cher Hendricks *Action Research for School Improvement A Reflective Practice Approach Third Edition* is a brief accessible and practical text that prepares educators to conduct their own action research projects The third edition provides the information needed to complete each step of the action research cycle Chapter activities include a research paper component that helps readers create a research paper as they complete the activities Additional activities have been added in this edition to help educators navigate through each step of the action research process from choosing a topic and generating research questions through data analysis and reporting results and conclusions Other features of the book include detailed strategies for 1 reviewing and synthesizing the literature and writing a literature review 2 collecting triangulating and analyzing quantitative and qualitative data including how to graphically display results 3 drawing conclusions from results and 4 writing in APA 6th edition style Numerous Internet resources including links to action research networks professional organizations and

journals are provided Throughout the text the book incorporates numerous pedagogical devices such as Exercises and Cases to help readers practically explore topics Examples are provided throughout the book to document the ways teachers principals counselors administrators and support staff can improve their practice through action research Among the changes and additions to the third edition the text now presents a sharper focus on reflection in the action research cycle including new reflection activities in every chapter The book also places a greater emphasis on working with a critical friend or colleague throughout the action research process and incorporates updated and new online and professional resources as well as a more detailed explanation of how to analyze and interpret qualitative data and instructions on formatting the research paper using the latest APA Guidelines

Using Action Research to Improve Instruction John E. Henning, Jody M. Stone, James L. Kelly, 2009-02 This comprehensive easy to understand book provides a guide to action research methods grounded in sources of data Its highly interactive format enables readers to more quickly design and carry out successful action research in the classroom

Action Research for New Teachers Colin Forster, Rachel Eperjesi, 2017-03-25 Action research is a popular part of many teacher training courses but understanding how to do it well isn't always straightforward *Action Research for New Teachers* breaks the process down into small steps giving you concise jargon free guidance on all the issues and key considerations that you will need to tackle It focuses on being evidence based encouraging you to produce evidence rich research projects that are methodologically sound and stand up to scrutiny This book takes you through the initial stages of planning and research design engages with the complexities of data collection and gives you advice on analyzing your data and writing up your research project

Engaging in Action Research Jim Parsons, Kurtis Hewson, Lorna Adrian, Nicole Day, 2013-09-03 You don't need a tweed jacket to be a researcher in thousands of schools across North America practising teachers conduct studies on best practices alternative approaches and effective learning strategies Classroom teachers have experiences and opportunities unavailable to researchers in a university setting and action research site based teacher conducted research can have a valuable impact on the educational community Yet many teachers don't see their work as real research and many other teachers have great ideas for research projects but don't know where to begin For these teachers *Engaging in Action Research* demystifies the world of educational research and provides support guidance and encouragement From creating a research plan to reporting findings this book provides step by step instructions to help teachers conduct research projects in the classroom using strategies that work Get ready to investigate analyze and share

Action Research for Improving Educational Practice Valsa Koshy, 2009-10-29 Which topics are right for Action Research in an education context How do you go about planning a project collecting and analysing your data What's the best way to present your research findings to parents colleagues or funding bodies Whether you are a busy teacher doing research in your classroom an undergraduate starting your research project or a Masters level or education doctorate student writing up your dissertation this step by step guide takes you through every stage involved in carrying out

Action Research In this brand new edition you will find additional guidance on philosophical underpinnings of Action Research the challenges of being an insider researcher searching and analysing literature from the internet children s participation and children s rights in action research projects in educational settings validity and authenticity in action research a new chapter on writing for publication an action research planning sheet This book draws on Valsa Koshy s extensive experience of supervising researchers at all levels and includes examples of Action Research carried out by practitioners across a range of topics and age groups Case studies include UK and international examples allowing you to reflect on multiple perspectives of Action Research in education Those new to Action Research and those looking for a straightforward explanation of the methods involved will find this book invaluable Valsa Koshy is Professor of Education and Director of a Research and Development Centre at Brunel University

Action Research Craig A. Mertler, 2009 Action Research Second Edition introduces practicing teachers to the process of conducting classroom based action research The book s practicality stems from its focus on research methods and procedures that teachers can use with their everyday instructional practices and classroom activities Detailed practical information is included for teachers as they design and conduct applied classroom based research projects Features and Benefits Action Research Portraits 3 portraits in each chapter These portraits show how teachers and other educators can actually conduct action research in order to address their own specific local level problems Lists of online resources updated The comprehensive lists are comprised of Web sites that readers can pursue for additional related information Discussion of rigor in action research new This discussion communicates to the reader how to maintain the high level of rigor and validity in action research Writing Up Action Research Special sections titled Writing Up Action Research are included in Chapters 3 through 8 These sections provide annotated excerpts from published or otherwise disseminated action research reports highlighting specific concepts presented in each particular chapter

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