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# Activity Analysis in Teacher Education: A Case Study of Classroom Query, Representation and Data-Driven Choice Making

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**Abstract – One of the growing interests in teacher education lies in how and what teachers learn across time and space in the complex ecologies and technologies of today's society. Teacher research has been implemented in teacher education programs as a powerful, exploratory tool for teacher candidates to inquire about educational problems and to improve their knowledge of teaching practice. This article presents insights gained from review of 18 action research projects completed by classroom teachers enrolled in a graduate reading methods course. To better understand what teachers learned through the action research process and how their self-study impacted teaching and learning in their classrooms, qualitative research methods were used to analyze the teachers' projects. The data revealed action research impacted literacy instruction, teachers struggled with how to make their literacy instruction explicit, projects focused on specific literacy topics, teachers used a range of resources for their selected intervention and shared information with each other and with colleagues in their respective contexts.**

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## INTRODUCTION

Teaching and learning are pliant practices that happen in the mind boggling ecologies of singular, social, cultural, and political settings and in the collaborations of neighborhood and worldwide connections. Accordingly, instructor quality and the assessment of viable teaching are subordinate upon scholar conclusions; increases showed by an extensive variety of people who carry different encounters and in addition other social variables found in classrooms. A later standard change in the center of instructive examination and the part of teachers and educator educators (Cochran-Smith & Lytle, 1999; Darling-Hammond, 2006) may address the test of how to suitably measure instructor execution. It is conceivable that teachers themselves, through their problematization of the teaching and learning process inside the connections where they work, and through their own particular exploration could be utilized to nearly look at their part as change operators and leaders (Alsop, Dipppo, & Zandvliet, 2007), especially when supporting the proficiency necessities of battling book lovers. From this point of view, exhaustive assessment of teaching and learning can incorporate a nearby take a gander at educator quality by examining teachers' examination of their own practices and reflections about how their choice making effects scholar conclusions.

These studies toward oneself finished by teachers develop current written works about arranged learning

and the settings in which practices happen (Lewison, Leland, & Harste, 2008), and in addition including to the writing successful systems since they furnish a thick portrayal (Geertz, 1973) of classroom practices. Developing proof indicates that educator quality and teachers' capability to think about their instructional practice discriminatingly influences scholars' learning conclusions (Darling-Hammond, 2006). This article portrays how applicants in a graduate education system problematized teaching and learning in their classrooms through the utilization of movement exploration. In spite of the fact that we speculated that the activity examination methodology might encourage a chance for teachers to self-survey their practice and settle on convenient instructional choices dependent upon scholar conclusions, as instructor educators, we were likewise inquisitive about how the in-administration educator applicants in our system conceptualized teaching and learning in their classrooms. We needed to know, (1) how did the activity exploration procedure sway ability direction in the classroom?; (2) to what degree did the instructor applicants' movement examination activities encourage K-12 understudies' learning and education improvement?; and (3) to what degree were hopefuls fit to problematize and discover answers for teaching and learning issues in their classroom?.

## APPEARANCE IN TEACHER RESEARCH

Reflection is a noteworthy part of study toward oneself and activity exploration (Mills, 2003) as it is a capable approach to think about the self in examination and practice and to unpack the precise self in teaching practice. Reflective practice in instructor instruction permits educator educators to investigate how teachers take in by incorporating "I" in an epistemology of reflective practice (Whitehead, 2000). Reflective instructional method helps teachers nearly look at current practice and point changes as instructor pioneers (Reason & Reason, 2007). As it were, study toward oneself methods examining one's own particular practice in its straightforward term, yet its definition changes consistent with part, practice, and reason (Smaras & Freese, 2006)—a process that fits qualitative analysis which utilizes story, expressive methodologies to information accumulation and examination.

While participating in study toward oneself, teachers look at and problematize their own particular teaching by thinking about their practice (Schon, 1983). Fairbanks and Lagrone (2006) analyzed the courses in which the teachers developed information through the talk of an educator examination aggregation and found that teachers' learning and teaching is converted through the discussion about hypothesis and practice to help their exploration endeavors. Swinglehurst, Russell, and Greenhalgh (2008) attest that "movement examination is turning into a famous methodology to considering complex social circumstances, for example, those found in instructive settings, where the center is on concurrent [inquiry] into work on (producing information) and activity to enhance circumstances (e.g. planning new curricula or learning exercises)" (p. 385). Through this self-steered request, the instructor will (1) "ask crucial inquiries, assemble information and essential data, and examine and decipher the data to answer their inquiries" (McVicker, 2008/2009, p. 22); and (2) participate in basic and reflective thoroughly considering self-guided (Elder & Paul, 2007) investigation to self-assess current practice.

The wave of premium in instructor investigate in the United States (Anderson, Herr, & Nihlem, 1994; Hahs-Vaugh & Yanowitz, 2009) is grounded in the inclusion of teachers in exploration and their examination of learning and teaching instead of on the information transformed and transmitted by school researchers and strategy creators (Cochran-Smith & Lytle, 1999). The previous sees teachers as "expert knowers" about their scholars and classrooms and proposes that teachers are "guaranteeing researchers" on instructive practice. This viewpoint permits much productive examinations on reasonableness and epistemological tests of instructor exploration (Cochran-Smith & Lytle, 1999). Besides, this lens sees teachers as equipped for producing learning significant to improve learning and teaching, in light of the cautious and discriminating examination of their own professional practice.

## METHODS

We gathered and examined hopefuls' last reports and reflections in addition to the student work and conclusions gathered all around the activity examination venture. Our objective when surveying the competitors' activity examination undertakings was to utilize their reports to better comprehend what applicants took in through the movement exploration venture and how this study toward oneself convention affected teaching and learning, and students' proficiency results in K-12 settings. We used qualitative exploration systems and attempted to dissect the information impartially. To guarantee legitimacy throughout our request, we worked autonomously to survey the hopefuls' ventures, then met eye to eye to work collectively and intelligently as a 'study toward oneself group' (Kitchen & Parker, 2009). Throughout these vis-à-vis talks we investigated the task sheet, rubrics, and the hopefuls' work to figure out the degree to which applicants met course necessities and if the scores gained for movement exploration undertaking was a fitting marker of learning results for the course.

While analyzing the activity exploration ventures, we looked over the different examples utilizing the technique for consistent examination and recursive dissection (Glaser & Strauss, 1967) to distinguish designs between and around the sources (Taylor & Bogdan, 1984). In the first place, we examined the substance (Henn, Weinstein, & Foard, 2006) of the teachers' undertakings to distinguish how teachers settled on choices about particular instructional practices. At that point these practices were concentrated and distinguished as classifications, which we used to gathering account components of the teachers' reports, and samples of online exchanges were utilized to further record the discoveries that rose up out of our information dissection. These components incorporated such zones as arranging, material determination, evaluation convention, examination of student work. At that point we recursively explored all teachers' reports in a cyclical way to distinguish if these classifications developed as patterns over the undertakings. Through this process the accompanying topics emerged:

- candidates reported the action research project impacted their literacy instruction
- candidates struggled with how to make their literacy instruction explicit
- candidates focused on specific literacy topics for the action research projects
- candidates identified and used a range of resources for their selected intervention
- candidates shared information with each other and with colleagues in their respective contexts

## **PROBLEMATIZING TEACHING AND UNDERSTANDING**

Online exchange was utilized to construct a neighborhood of learning while applicants chipped away at their movement examination projects. Unstructured online discourses specifically permitted teachers to unreservedly impart their information. In both areas of the course, competitors helped one another refine their exploration subjects. Applicants posted and expounded on inferences offered throughout face-to-face class sessions. Promptly in the course applicants were solicited to post the beginning draft from their exploration address as well as the "issue" in their classroom that they needed to address. Our audit of their online discourse posts indicate, the hopefuls utilized online discussions to help one another refine the particular issue or issue, recognize potential assets, distinguish cases of information sources that might be practical, and plan a researchable inquiry.

The applicants' online and vis-à-vis dialogs about the undertaking centered generally on usage of the methodology and information accumulation. Kim communicated worry about how to "accomplish this and instruct in the meantime," and didn't perceive how she could discover approaches to incorporate new methods to address the issue without ceasing in the educational program. Others imparted Kim's worry about "what to search for" when analyzing the information.

Teacher knowledge is shared inside and outside the course and their respective classrooms. Candidates reported that they shared their findings with colleagues in their school during:

- grade level meetings
- academic support and intervention meetings
- Individual Education Plan (IEP) meetings
- in-service workshops where they presented to colleagues
- one-to-one discussions with school administrators such as the principal and vice principal.

One second grade teacher, Rebecca who sought to implement explicit spelling instruction into her repertoire said: "I have shared my results and findings with my literacy coach and she is interested in working with me to share my findings and recommendations with my grade level co-workers."

## **CONCLUSIONS**

One approach to expand educator quality is to guarantee that teachers consider their practice to gain from and enhance it through proceeding reflections and connections (Schon, 1983). In spite of the fact that there is the potential for inclination, educator researchers can utilize deliberate routines to lead movement investigate in their own particular classrooms. We establish that the activity exploration procedure furnished our competitors with a true chance to apply procedures presented in the perusing technique course and consider their practice, and a model which they used to examine a wonder happening in the characteristic environment of their classroom. Plants (2003) proposes that activity exploration is a methodology through which data is assembled with the objective of picking up knowledge, improving reflective practice, and effecting positive progressions. The reflective practices of instructor examination are multilayered since the educator takes part in study toward oneself and analysis to inspect his or her practice, then that educator's report is imparted to a more extensive gathering of people for further investigation through collective reflection.

As Zeichner (2007) made clear, study toward oneself examination can better brief the singular included in the study, and also educator instruction neighborhood in general. The study toward oneself model is an indispensable some piece of instructor examination on the grounds that it helps teachers nearly analyze their practices, especially through utilization of exploration techniques like movement exploration. Besides, the study toward oneself examination methodology gives more understanding into the profits of this methodology to instructor educators who show exploration courses and who work with in-administration teachers to better their teaching practice.

In this occurrence, utilizing the movement exploration projects as a feature of a self study procedure helped our applicants advance an improved comprehension of their own teaching. Our applicants were equipped to gather formal and casual evaluations on top of educator perceptions, and nearly look at these information and student conclusions according to particular mediations. Moreover, when imparted to associates in their schools, the conclusions of their movement examination seems to have had more extensive effect on teaching and learning that goes past their distinct classrooms.

Future research around there can bird tail instructor educators' movement examination and toward oneself study while hopefuls take part in their study toward oneself in their K-12 classrooms. Despite the fact that we didn't aim to take part in study toward oneself examination at the onset, we now see the profit of participating in our own particular study toward oneself or movement research. Participating in self-study can have noteworthy profits on teachers

and instructor educators who need to increase bits of knowledge about practice through the educator examination process (e.g. Fairbanks & Lagrone, 2006; Mohr et al., 2004). Our audit of the competitors' movement exploration task highlighted regions that we can enhance in our project in particular making express associations between teaching and learning so when teachers participate in their own particular activity research they are more able to distinguish these associations. We likewise saw territories where we can build our applicants' familiarity with assets and proficiency based systems that can emphatically affect student conclusions in classrooms.

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