

THE ROLE OF ACTION RESEARCH IN EMPOWERING TEACHERS TO CHANGE THEIR PRACTICE

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Universities need to work with teachers to dispel the belief that research is disconnected from practice and teachers must be open to the benefits of action inquiry. This study examined the process and impact of conducting action research on teachers' perceptions of practice and professionalism. Twelve teachers enrolled in a master's level course on action research participated in the study. Field notes, interviews, and a review of email correspondence and course assignments comprised the data sources for the study. Data analysis utilized the consensual qualitative research framework. Teachers reported increased confidence, empowerment, better use of data to inform practice, and a transition toward student-centered reflection. Implications for teacher education and professional development, along with directions for future research were included.