HOW CAN CLASSROOM-BASED RESEARCH HELP IN THE TEACHING LEARNING PROCESS

by:
Margie P. Diwa
Teacher III, San Ramon Elementary School

Many teachers are affected with the classroom challenges he or she gets from the everyday teaching-learning process. Teachers are very much concerned on finding ways to improve the achievement of the learners as well as the school as a whole. These challenges are brought about by different factors. From academics to discipline. In addition, there are many problems encountered by teachers during the pandemic times.

One remedy to identify and determine the solutions is through the conduct of a classroom-based action research. Classroom action research begins with an issue or questions on classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to require action to vary and improve. Teachers need to do it because both the teacher and the learners can be helped in deepening their understanding about teaching and learning. For teachers, they can develop more their teaching skills and knowledge.

Similarly, through the findings of this action research he or she can try out different approaches and ideas; as well as develop his or her reflective practice. For students, the findings may help them to improve their learning. To begin with, a teacher planning to conduct a classroom-based action research may first of all reflect on his or her primary classroom challenge. He or she can also ask or consult with the school heads and co-teachers the benefits they may get out of this study. There are other things to consider in planning to investigate a particular problem such as, the resources, materials to be used. In addition, the time to be spent in conducting this particular study and the methodologies that the teacher shall adopt. It is also helpful to carry out action research
with a colleague or group of colleagues. This gives you more data to reflect on, compare and discuss. It is important that the teachers must analyze well the data they have collected.

Finally, the researcher may share the results revealed by the study. This time, the teacher-researcher may have a reflection on the results of the investigation. Then the next step is to review the impact of the changes and analyze well how may the results help the teacher and his or her colleagues in their teaching.

References:

Classroom Action Research, British Council Retrieved from: teaching English.org.uk/article/classroom action research