



ACTION RESEARCH

A LEARNING TOOL THAT ENGAGES COMPLEXITY

DEFINE RESEARCH QUESTION: **WHAT?**

Does the introduction of specific micro-teaching methods enhance student learning and assessment?

THE SETTING: **WHO & WHERE?**

Target group: 18 adult Postgraduate Diploma in Adult & Community Education students at NUIM, 2008/9.

METHODOLOGY: **HOW?**

A 2-step 'Action Research' initiative within a 20 min teaching practicum.

TRIAL 1



DVD recording of student teaching presentations for self assessment.

TRIAL 2



Peer written feedback on student teaching presentations for self-assessment

OUTCOME 1

Using 'Action Research' researchers identified following behaviours:

- » Over-emphasis on the physical presence
- » Over-emphasis on issues of confidence
- » Minimal comment on the effectiveness of presentation for self learning
- » Minimal comment on pedagogical methodology.

OUTCOME 2

Using 'Action Research' researchers identified following behaviours:

- » Positive written feedback did instil confidence & encouragement.
- » Respondents noted that peer feedback was positively biased & lacked detail.

RECOMMENDATIONS / ACTIONS

- » Schedule self-reflection in recorded teaching practicums to enhance student learning.
- » Provide instruction on feedback skills to students.
- » Give direction on how to complete written feedback forms to extract deeper levels of reflection.
- » Schedule time within a learning module to enable facilitated group reflection.
- » Incorporate a range of assessment methods including peer and self assessment.
- » Video and written feedback offers the opportunity for shorter teaching practicum sessions (*Five to eight minutes each*).

