

**ACTION RESEARCH:
USING THE NATURE OF EVIDENCE AS METHODOLOGICAL MAP**

A. Evidence 1 – About my students' learning/behaviour

- Students' work
- Students' approach to work, learning, including their conception
- Students' view of my practice that impact their learning/behaviour (positively and negatively).
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B. Evidence 2 – About my classroom practice

- How have I planned and approached my practice and the work I gave to students?
- What did I actually do (my actual classroom practice as opposed to my imagined classroom practice)?
- What shaped what I do? – Assumptions, beliefs, values (about students and their learning/behaviour, about what my course is all about, about what teaching is all about, about my roles etc.)

C. How is A connected to B?

D. What do I want to change in A (what aspect of student learning/behaviour do I want to change)? Why?

E. What should I change in B (what aspect of my practice should I change) to change what I want to change in A?

F. Evidence 3 – Planning to change B to change A

G. Evidence 4 – Implementing F – (a) what did I do (my changed practice)?

(b) Is it according to F?

(c) What did the students do in respect of the change in their learning/behaviour that I wanted to change?

H. Evidence 5 – Reflections

- What was the impact of my changed practice on the aspect of student learning/learning I wanted to change?
- Does it address D? Have what I sought to change in student learning/behaviour changed? What changed? What didn't? Why?
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I. What's next?