

R1 - Ten examples of Action research questions for Expansive Education

Action research questions start from the premise that you are trying to improve your teaching in order to improve learner outcomes. They tend to breed more action research questions!

The best questions are very specific, often in the form of: **'If I do x, will y happen?'** Here are five examples:

1. If I stop answering my pupils' questions, will they become more resourceful?
2. If I provide maths games for parents to use at home, will their children's confidence in maths increase?
3. If I use a cultural and digital designer in residence will it also develop the learners' geography fieldwork skills?
4. If I develop curiosity strategies in the classroom will the children become more independent learners?
5. If I encourage Year 8 girls to identify with the great scientists and to explore the stories behind their scientific discoveries, will they develop a more positive attitude towards Science?

Sometimes, it takes a little bit of 're-working' of your original question to achieve a more specific version in which the actions and the research focus are clear. Here are five more examples that might benefit from some re-working, how would you make them more specific?

1. Can students identify links between Science subjects and Design Technology to improve their understanding and learning in both subject areas?
2. Why might boys' reading levels decline as they move through KS3?
3. If I were to raise the profile of written feedback by removing grades and implementing personalised independent learning tasks in my year 10 IGCSE lessons, will students become more autonomous learners who are able to write more accurately in Spanish and consequently achieve higher in the written tasks?
4. If I focus upon teaching students to be confident leaders, questioning what a good leader is and drive this forward with 'real life' practice, will this make them more effective communicators, improve their attitudes to the learning process and each other whilst developing a deeper understanding for the subject? By giving pupils these opportunities can these skills be spread to a wider context within their education, their makeup, other pupils in other subject areas and contextualise lifelong learning".
5. Can engagement with contemporary art practice affect pupils' perceptions about the role of Art in society?"