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Kara Villalobos

Action Research Project Proposal

Research Proposal

I have been teaching math for nine years and love to do so. I have found over the years a lack of perseverance in many students. I tell my students that math is problem solving and life is a problem that we all must solve. We need math for everything and I want to help my students realize their own potential and perseverance.

Research Questions

How will I help my students realize their full potential no matter their skill level? How can I help them to understand that with perseverance they can be successful?

Subquestions

- **MIAA 320-** How will I develop meaningful discourse with my students? How will discourse and asking questions help them realize that, no matter what their skill level they can persevere and reach their full potential?
- **MIAA 330-** How will I analyze and develop the most effective assessment to better educate my students?
- **MIAA 340-** How will I alter and accommodate my teaching so that it is more accessible to all students?
- **MIAA 350-** How will I increase my mathematical knowledge and collaborate with my peers to develop a plan of implementation in our math course work?
- **MIAA 360/370-** How will I collaborate with my peers to develop an expansive math unit that will service all learners?

Data

- **MIAA 310-** Action Research Project will enable me to reflect on my mathematical teaching over different grade spans. I will be able to analyze lessons and student work and reflect on the effectiveness of my teaching and the engagement of mathematical discourse.
- **MIAA 320-** Mathematical Discourse will aid me in developing the essential questions that are thought provoking and aid in the engagement of mathematical discourse. This will help maintain the engagement of all students at all levels.
- **MIAA 330-** Mathematical Assessment will assist me in developing assessments that will help develop students' critical thinking skills. These assessments will be accessible to all students.
- **MIAA 340-** Equity in Mathematics is to make the needed adjustments to mathematical curriculum so that it is accessible to all learners' needs.

IMPROVING PUPILS' HANDWRITING (PENMANSHIP) IN A PRIMARY ESL CLASSROOM

Prepared by:
POMP TEL 2 SEMESTER 7
JANUARY 2011 INTAKE

1.0 INTRODUCTION

1.1 Background

The area of focus for our project is improving pupils' handwriting (penmanship). Without the solid foundation of writing skill the researcher feels the children will be struggle hard throughout their schooling and adult life. By learning the best writing strategies and how to best teach these strategies to the pupils, we hope to provide the solid foundation needed to succeed. Even though some of the pupils could write well, still we have a thought of a way to improve it.

1.2 Reflection of Past Experience

As the researcher of this research, we have found out that many of our pupils in Year 4 can write but not with a proper handwriting. We are hoping that by introducing some of the best strategies so that the pupils could write with a neat and proper handwriting. This is important in order for a child to be successful. We feel that incorporating the general strategies into teaching and learning will improve their writing competency. We are looking forward to working on this area of concern, and sharing our findings.

2.0 FOCUS OF INVESTIGATION

2.1 Research Issue

The general focus of the present study is on Improving Students' Handwriting that in Sekolah Kebangsaan Makab. In the classroom, some of the pupils' handwriting could not be read by the teachers even though they are quite good in presenting the ideas. Therefore, the teachers are having the difficulties to evaluate the pupils' work because of their poor handwriting. Sometimes, handwriting did affect the marks given by the teachers especially in writing essay. Papers with poorer penmanship are rated lower by teachers for composition quality.

The Educational Action Research and the Teacher

John Elliott,

Emeritus Professor of Education,
Centre for Applied Research in Education, University of East Anglia, UK.

Educational Action Research involves teachers making and creating *educationally* worthwhile changes in their classrooms and other learning environments. If teachers believe that they are mere functionaries in the educational system and have little control over what students learn and how they learn it, they will see themselves as technicians implementing a learning system prescribed by external authority. In order to do action research, teachers must be open to the possibility that there is space in their practical situation for them to make and create educationally worthwhile change. Discerning where these spaces are - these opportunities for action in a practical situation - is an important part of the action research process. Making and creating educational change involves teachers in developing their *situational understanding*. In the process their taken-for-granted practical knowledge is frequently challenged.

For example, teachers often believe that there is very little they can do to motivate and engage persistently disruptive students in their classroom, since their parents condone their hostility to formal learning. The only solution is to exclude them for the benefit of those students who want to learn. I am aware of a piece of action research in which a teacher came to see disruptive behaviour in his classroom in rather different terms. With the help of a University-based researcher he gained access to observational and student interview data that gave him a new understanding of disruptive behaviour in his lessons. He discovered that many disruptive pupils were engaged with the subject matter he was teaching and motivated to learn. The problem was that they lacked the social skills to engage in the forms of interaction with himself and their peers that he was seeking to establish in the classroom as a context for learning. However, this new understanding of the problematics of his situation opened up new possibilities for action in it. Such understanding was made possible by the teacher's own attempt to change the classroom environment from one that reinforced teacher controlled passive and individualised learning to one that encouraged a more socially interactive mode of teaching and learning.

In action research 'making and creating change' and 'developing knowledge and understanding of practical situations' cannot be separated. They go together. Many teachers say that they are too busy teaching to do action research. This is because they have learned to view research as a mode of

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