

EXPERIMENTATION & INVESTIGATION ON KEY TEACHING ACTIONS

(Practical Action Research)



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Books written by Baigalmaa Ch about action research

Abstract: Teaching and learning are complex relationship. For the last 10 years we (at Mongolian National University of Education) have been interested in conducting action research to improve our teaching learning methodologies; and implementing the results of our teaching activity in content and; teaching strategies. Also, we have studied its implementation by teachers in Mongolian secondary school. . As a result of our decade of research, we have found that teachers know that 1. Teaching is impossible without action research investigation and; 2. They now have general knowledge about information on action research and its importance. However we have found that teachers still usually conduct traditional research using questionnaire, observations, and literature review methods to initiate conclusions without taking further action. Our investigations also found that teachers have lack of depth of knowledge, understanding and attitude for how to conduct the action research cycle; and that action research is conducted without any theoretical baseline nor a scientifically based system. Therefore we have found that the teachers do not focus on respond deeply to 'What is action to be taken?'. MNUE Academician Jadambaa wrote "Quantum theory of Action Research" book in 2016; the third chapter of his book reveals 'Action Studies' concept and its theoretical background clearly. I continue to use the content of this chapter in my teaching by using his concept "Action" to support future excellence in using action research in Mongolia.

- Process – broad and rich content, and continuous for certain duration
- Activities – A set of actions and teaching consists of two activities as curricular and extracurricular activities.
- Action – Unit action and physical, mental and language action
- Operation - Unit movement, motion

Aim: To improve the process of acquiring the ability to plan extracurricular activities of students

Goals: 1. Experimenting possibilities of improving the ability of planning of students

2. Determining/Revealing model strategies of acquiring the ability of planning

No	Action to do	Results
1	Improving content of the seminar "Strategies of planning extracurricular activities"	Improved seminar content
2	Organizing seminars on basis of active participation of students (by individuals, in pairs and in groups, in a whole class)	Improved student participation
3	Experiment 1: Planning after they heard about a presentation on extracurricular activities planning	Planning not meeting requirements
4	Experiment 2: Developing structure, scheme and tables of planning of extracurricular activities and planning according to them	Improved planning quality
5	Experiment 3: Planning after formulating content of planning structure in questions	Improved content of planning structure
6	Sharing planning with peers to improve	Improved planning without mistakes

First stage of experiment in 2015

- Put more questions about planning to improve awareness of planning
- Active students imitate planning of other people
- Students were late to submit their independent works on time
- Most students did planning that did not meet the requirements
- The planning structure was not fully described



We reflected about why the ability of students' planning is not good enough when they were taught the strategies of planning extracurricular activities in the seminar. The presentation information they heard is not enough to learn to do planning. We decided that we need to systematize the information students would hear and we need to help them to create their knowledge. Then we organized the seminar focusing on students' participation and assigned them to design a scheme a model table "Planning structure of extracurricular activities".

A Model Table for Planning of Extracurricular Activities

Topic:	Framework:	Rationale:	Principle:
Title given to the activity	Interests of students and demand of the society and other stakeholders	Necessary demands of organizing the work	Norms, rules and regulations to be followed during the activity
Aim: Expected outcome for students organizing the activity Goal: Midterm expected outcome for students organizing the activity Content: The nature of the activity to be organized and activities, actions and work to be done by the participants Strategies and Activity types: The activity type will be chosen considering the features of participants and the activity. For example: Interviews, debates, visits, community volunteer works, competitions and contests etc. Management styles of students are group works, pair works, and a whole class work etc. Stages and Time: Planning time will be set considering the activity content, strategies and types and management of students. Activity Guideline: A guideline will be designed for students and other participants. In this, the topic, aim, content, condition, strategy, type, stage, time and assessment will be clearly stated. The work materials: The number and amount of materials for each participant will be specifically planned. Assessment: A rule and methods of assessing the performance and results of the activity organized will be designed.			

Second stage of experiment in 2016

Strengths	Weaknesses
Planning was completely done considering the structure.	The content for each structure of planning is not accurately determined.
The relationship between each structure of planning is tried to make.	The assessment of planning is not stated.

What were the strengths for the previous experiment? Students did not understand about the planning structure in the previous experiment but this time they have good awareness that the structure need to be followed for planning. As well, students

need to understand about what should be included for each structure element. We thought about how to get students understand about it and what ways are appropriate to work with them. Then we decided that if questions are formulated for each planning structure, the answers will be clear and the content will be accurate.

A Model Table for Planning of Extracurricular Activities

/formulated by questions/

No	Planning structure	Content for each structure
1	Planning introduction	A. What will you do? What activities will you organize?
	A. Topic	What topic will you give to the activities you will organize?
	B. Framework	B. How does the activity help to provide social needs?
	B. Rationale	B. Why is it necessary for students to do the activity?
	F. Principle	F. What are norms, rules and regulation that will be followed by participants?
2	Aim	What outcome will you reach by implementing the activity?
3	Goal	What midterm outcome will we reach by implementing the activity?
		What understanding, thinking and beliefs will students/pupils have?
		What abilities and strategies will students study?
		What attitude and behavior will students develop?
		What features of socialization will students develop?
4	Content	What will you observe, reflect about, study and implement?
		What will participants do?
5	Method and Type	How will you observe, reflect about, study and implement?
		(group work, competition, debate, interview, project work etc)
		What methods and types will you use to organize participants? (group work, pair work and class work etc)
6	Time and stages	How many stages will the activity have? How much time will be allotted to implement each stage?
7	Guideline	How will you carry out the following as aim, content, condition, method, type and assessment for the activity?
8	Materials	What learning materials, handouts, equipment and other resources will participants use? How many pieces and how much amount will they need?
9	Assessment	How and what rule will you use to assess the activity performance?

Third stage of experiment in 2017

After students were given an independent work on planning design, the following was observed.

<https://www.youtube.com/watch?v=CqeD4oHitSk&feature=youtu.be>

Strengths	Weaknesses
The content of each structure elements was accurately described when students followed the planning structure.	Who will assess the activity performance?
	When will the activity performance be assessed?
	How will the activity performance be assessed?

CONCLUSION

When students are doing the assignment of "Planning of extracurricular activities", we identified that learners need to be aware of the action when they do new action that they have not done before.

In order to help students to acquire the ability of planning action, teachers are recommended to work with students using the strategies as analyzing and processing information, guiding them by asking questions and discussing the performance and results to improve.

In addition, we observed that it was effective to design a scheme and a model table for students to acquire the ability of planning action. The most effective action was that students designed reflective questions in order to describe the content for each elements of the planning structure. In other words, the action was guided by 'Reflective questions'.

Students become knowledgeable by performing productive physical, mental and language actions while working with information. And they apply their knowledge in practice. As a result of these actions, students develop their competencies.

Teachers need to involve students in actions to experience and solve problems. In this case, they will have more chances to comprehend what we teach. It is recommended that teachers need to support students to take part in an action to create something and work and work again to improve what they did before. Then students can be able to learn strategies to do planning.