SECTION A (60 marks)

INSTRUCTIONS:
Answer ALL the questions.

1. All action research models share in common a basic four-step process. State the FOUR (4) steps in the order that they should appear. (4 marks)

2. In action research, one way to collect data is through observation. How is action research observation different from the usual student classroom behaviour observation? (4 marks)

3. Explain briefly THREE (3) differences between structured and semi-structured interviews. (6 marks)

4. Describe THREE (3) disadvantages of using questionnaires as a means of obtaining data for an action research. (6 marks)

5. Identify and explain any TWO (2) roles a researcher can play in any research observation. (6 marks)

6. Describe briefly THREE (3) disadvantages of face-to-face interview as a technique for action research data collection. (6 marks)

7. Explain briefly the FIVE (5) steps for analyzing and synthesizing your action research data. (10 marks)

8. Briefly describe the terms below in the context of action research. Provide a suitable example.
(a) structured observation
(b) triangulation
(c) trustworthiness
(d) letter of consent
(e) closed items
(f) data interpretation (18 marks)
SECTION B (40 marks)

INSTRUCTIONS:
Answer BOTH questions.

1 Below are extracts from a journal entry made by a novice researcher describing how she and her colleagues were handling their action research activities. Read the extracts and answer the questions.

| Our action research team decided that we would collect data by observing teachers in their classrooms and interviewing teachers and children. When we presented our project to the school, the principal had a bit of a shock as Johari failed to write in advance to let him know that we were coming. As valuable time was lost, we decided that it was too late to change our schedule and went to the school as we originally planned. Luckily, the principal understood our predicament and began to accept our presence. Except the afternoon supervisor, the rest of the teaching staff seemed uncooperative. However, the principal assured that this would not be a problem as he would persuade the teachers to allow us to observe them in their classrooms and they’d usually listen to him anyway. |

| ... Interviews with the teachers were revealing. Many of the teachers knew very little about Multiple Intelligences and they continued to use their “old and proven” curriculum despite having been sent for trainings and workshops. In fact many were unhappy with the new approach and decided not to try them. Actually we are not sure whether they did not try them at all or only some teachers tried a few times. Rokiah thought that she heard one or two teachers said they only tried a few times. But Chong, Johari and I thought we heard all teachers said they did not try them at all. We decided to go with what the majority thought they heard. Besides this seemed to support our hypotheses that teachers were reluctant to try out new ideas in their teaching. |

| We seriously believed that the teachers’ reluctance was unwise as they were not sticking to the curriculum guidelines. We felt that it was important to let the principal know what was going on. Chong thought we should not reveal the teachers’ names, but we decided in the end to let the principal know who these people are so that they could be sent for retraining. |

Discuss how the researchers in the above situation have violated the professional integrity and interests of their research participants and then suggest what they should have done instead.

(20 marks)
2 You are teaching a mixed ability group of students in a primary or secondary school. Develop an action research study to address problems related to mixed ability grouping. Your discussion should include the following elements of action research design:

(a) Your imagined solution
(b) Your data collection methods
(c) Your data analysis methods
(d) How you will verify that your judgements are trustworthy and credible
(e) How your actions will lead to improvement

(20 marks)

END OF EXAM PAPER