

F25.11: Early Childhood Pre-Service Teachers Engaging in Action Research through

Overview

Engaging in action research is essential for teachers to improve their practice in the classroom as they grow and develop as teachers. Teachers who engage in action research tend to perform better than teachers who do not (Sagon & Williams, 2017). Teachers who engage in inquiry-based practices to explore their teaching stay in the field longer (Zaslow et al., 2010). Due to the course requirements for teacher certification in both content and teaching pedagogy, research is often left out of programs of study for undergraduate students. In the early childhood special education blended program, understanding how to conceptualize and conduct research is critical for teachers working with children with varying abilities. This study will analyze data collected from ESE 420 in the spring of 2024. Students were assigned one content area from the options of science, technology, engineering, math, art, or social studies for their action research project. Data sources include pre-service teachers' lesson plans, audio of their teaching of the lesson plans in their practicum placements, artifacts discussed in their small groups, as well as their final poster presentations. The I2S student will assist me in analyzing the data collected through this qualitative case study.

What the student will DO and LEARN

The student will get the opportunity to learn about qualitative data analysis. They will also have the opportunity to present this work with me at upcoming conferences, and possibly be a publishing author if they are interested. The student will also gain a deeper understanding of action research and learn about engaging in action research as a future teacher. The student will help code transcription data, and other artifacts to draw conclusions about pre-service teachers experiences engaging in action research.

Additional benefits

The student will also gain a deeper understanding of action research and learn about engaging in action research as a future teacher.

Additional qualifications

N/A

Time commitment

6 hrs/week for 30 weeks