

Elizabeth H. Naylor  
Assignment #1  
Reflection on Experience as Novice Action Researcher  
CCT 693  
Monday, Feb. 12, 2007

### Introduction: A Revelation

Last Monday after class I picked my husband up from the T and on the way home tried to explain what we have been doing in CCT 693. My explanation began as more of a complaining session as I felt frustrated by what appeared to be extensive and useless conversation about in-class food and water. I would go so far as to say I felt angry and annoyed at the whole exercise we had been participating in and couldn't wait for class to "really" begin. My husband quietly listened to my ranting with occasional acknowledgement and supportive grunt. I was sure I could sense him wondering why we are spending money on a degree that is requiring me to discuss snack foods and bottled water.

Then it happened. I began to explain how the exercise was actually a mini version of what the entire semester would entail. Before I knew it I was spouting out phrases like "Inquiry to Illuminate the Background", and "Constituency Building", and "Reflection and Dialogue Epicycles". The words flew from my mouth faster than I could control and I looked at my husband only to find an expression of surprise that I have become quite used to. This is the expression that says "my wife has lost her mind but she is pregnant so I'm going to keep my mouth shut!" "Oh my" I said, "It appears that this frustrating and seemingly useless exercise has actually taught me something?!" My husband laughed, "It would appear that it has".

## Categories of Reflective Practice

In retrospect it appears to me that PT has lead us through the basics of Action Research by being aware of the ten categories that Schmuck sets forth in Chapter one. “Maturing educators are primarily concerned with continuous improvement in achieving results or in reaching valued outcomes” (Schmuck, 8). In the case of our first two classes PT has been our ‘Mature Educator’ and has without a doubt had outcomes in mind as he has led us in class. Below I have listed Schmuck’s ten categories along with a brief explanation for how I feel the category has been used in our mini action research regarding snacks in class.

1. Set clear goals – At the start of both classes PT clearly stated the goals for the class both verbally as well as in writing in the syllabus.
2. Assess the situation – This has been done through discussion as well as through the critical incident questionnaire. We were given the opportunity to be heard individually by PT as well as heard by the group through the reading of all of the comments compiled together.
3. Create action strategies – It is my understanding that these action strategies come from PT’s planning of each class. We also created action strategies in small groups for dealing with the food/refreshment issue.
4. Implement action plans – PT has implemented his lesson plans. We are also in the process of implement a food/refreshment action plan for class on 2/12.
5. Monitor one’s own actions – As a small group Jane and Scott and I will be striving to monitor our own actions in regard to organizing and providing food/refreshment to our class.
6. Assess others’ reactions – After class on 2/12 we, as a small group, will be assessing the reaction by our classmates and PT to our implementation
7. Evaluate what others have learned - PT has certainly been evaluating what we have been doing in class. We, as a small group, will try to evaluate and understand the reactions of our classmates to the food/refreshment issue in class on 2/12. It will be important to understand any and all criticism and suggestion in order to make changes for class on 2/26.

8. Confront oneself with the results – It will be important and necessary to look within ourselves and within our small group to insure that our next steps are appropriate.
9. Reflect on what to do next – In this category we will create an action plan based on what we have learned through the process thus far.
10. Set new goals – Our new action plan will require new goals hereby beginning the process again to insure the best outcome.

## Conclusion

During the remainder of the semester I look forward to designing an action research plan with particular meaning to me. Although I was uncertain of the point or goal of our exercise in the last two classes it is clear to me that I have already learned a great deal through our discussions and readings and handouts. The steps taken in action research are clear and understandable even as they appear to recycle repeatedly. I think it will be interesting to see how the remainder of Schmucks categories play out in this food/refreshment issue as well as within my own action research.