

 **A Self-Study Research Guidepost:**
Self-Study Research Project Planner

Inquire with critical friends throughout entire process.

Table 2.1 Self-Study Research Project Planner

	Research Component	Description of Research Component	Suggested Timeline
BEFORE ENACTMENT	<ul style="list-style-type: none"> • DESIGN • PROTECT 	<i>Introduction, Research Question, Conceptual Framework</i>	
1	Author your research question.	A thoughtful, personal, and manageable inquiry situated in your context to improve your practice and to impact learning for yourself and others.	Weeks 1–2
2	Establish your critical friend team.	Peer support and review of your research process including analysis with multiple perspectives, addressing interpretations of findings, and working toward trustworthiness and validation of your findings.	Week 1 and ongoing through study
3	Observe your classroom.	Observations of your teaching, classroom, and students’ learning that give you pause and suggest an area worthy of study and research.	Week 1 and ongoing through study
4	Articulate rationale and proposal.	A clear articulation of what you are asking, what you are trying to do, and with whom, how, and why.	Weeks 2–4
5	Frame your question within literature.	A comprehensive review of the literature related to your topic with relevance to your research design and usefulness to extending knowledge of the field; identification of common topics to design conceptual framework; an integrated mapping of the theories and phenomena that frame and shape your study and are informed by the literature reviewed.	Weeks 2–4 and ongoing through study
6	Align your question with self-study method.	Research procedures and techniques useful in providing data specific to your study’s purpose (e.g., developmental portfolio, personal history self-study method, living educational theory, collective self-study method, arts-based self-study method, memory work self-study method).	Weeks 3–4

(Continued)

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7	Plan purposeful pedagogies.	An inquiry and plan that is purposeful and manageable; includes maintaining a project timeline; involves taking an ethical approach throughout your project assessing the ethics of your pedagogical strategies on participants; assess the ethics of your pedagogical strategies, data collecting, and data reporting.	Weeks 3–4
DURING ENACTMENT	<ul style="list-style-type: none"> • ORGANIZE • COLLECT • ANALYZE • ASSESS RESEARCH QUALITY 	<i>Method and Validation</i>	
8	Describe your context.	A detailed description of the research context including the immediate and broader environment (e.g., school community, school, and your classroom).	Weeks 2–3
9	Describe your participants.	A detailed description of the research participants with demographic information.	Weeks 2–3
10	Describe your data sources generated from your pedagogical strategies.	A detailed description of the multiple data sources you collect to help you understand the underlying problem and to assess the impact of your research; includes detail about your planned pedagogical strategies.	Weeks 4–8
11	Explain your data analysis and interpretation to critical friends for validation.	A detailed and transparent data trail describing the analysis process in specific detail used to make meaning of your data and formulate preliminary and concluding interpretations; requires alignment of analysis and interpretation with research question and theoretical framework; presented to critical friends for dialogue, critique, and validation.	Weeks 7–9
AFTER ENACTMENT	<ul style="list-style-type: none"> • WRITE • PRESENT 	<i>Findings, Discussion, and Implications</i>	
12	Write your findings	Research report drafts reviewed by critical friends and finalized into a formal polished final report; includes relevance of findings to national professional standards (e.g., in the United States: INTASC)	Weeks 8–10

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		http://www.ccsso.org/content/pdfs/corestrd.pdf ; National Board for Professional Teaching Standards, http://www.nbpts.org/ ; and professional standards such as those available from http://www.naeyc.org/ , http://nsta.org/ , http://www.ncss.org/ , http://nctm.org/ , and http://www.ncte.org/).	Weeks 8–10
13	Write your discussion: Impact on Students.	A discussion and explanation of what the findings or results mean and the impact on students within the context of the study.	Weeks 9–10
	Write your discussion: Impact on Teacher Researcher.	A discussion of the impact of research on your understanding and reframing of teaching; includes a self-assessment of how the self-study methodological components were addressed.	Weeks 9–10
	Write your discussion: Impact on Education Field.	A discussion and explanation of what the findings or results mean for the broader field and possible areas for further study.	Weeks 9–10
14	Write limitations.	Include the limitations that you and your critical friends identified in your dialogic validity activity.	Weeks 9–10
15	Include references.	Include all citations in text.	Week 10
16	Insert appendixes.	Include data that will help the reader better understand your research but perhaps is not needed within the body of your report.	Week 11
17	Write an abstract.	A single, articulate, concise paragraph of no more than 150 words that describes project purpose, context, method, key findings, and significance; note that the abstract is placed at the beginning of your report, yet it cannot be fully written until the end of your project when you have findings.	Weeks 9–12
18	Present and share your research.	An opportunity for you to make your research public through presentation to a larger audience for critique and appraisal.	Week 12 and beyond