

Action research WALK AND TALK

A reflection activity

Friedrich Nietzsche advised not to "believe any thought that is not born outdoors and in free movement"¹.

The **aim** of the city walk is for the participants to examine the topic of the seminar from a different perspective. During the walk they will discuss **controversial statements** on the topic. The aim is not to find a solution but rather to question or strengthen **one's own position**.

The participants receive in **small groups** (3-4 persons) an envelope with statements and are asked to discuss some of them during the walk (**30-40 minutes**).

After the walk a **discussion round** can be started **or** the interesting ideas can be pinned on **cards** on a pin board so that they can still be accessed during the breaks.

1. Ask each participant to work with 2-3 partners.
2. Give each group an envelope with 2 – 4 topics from the list, to talk about.
3. Tell the participants to take a walk outside and discuss the questions with their partners.
The walk should last 20 – 30 minutes.
4. When inside again the groups take some time to share something they have learned from their partners or found interesting in the discussion. This can be done either in plenary or as a quick-write on a post-it put on the wall or a poster.

¹ Nietzsche, Friedrich Wilhelm: Ecce homo, 1908

Possible statements for discussion during the walk

“If you ask three people to define action research, you may find yourself with three different responses.”²

Action research is a kind of creative disruption.³

“Impacting on one person, a small group or a single institution is seen as insignificant”.⁴

“Action research is not about learning why we do certain things, but rather how we can do things better. It is about how we can change our instruction to impact students.”⁵

Isn't external evaluation better than personal perspectives on work in the classroom?

Is it necessary to publish action research?

Solutions for problems in the classroom can always be found in theoretical writings.

Perceptions and development are action research aims. Perhaps only young teachers should bother with action research.

Why should we bother with action research?

Action research is not real/good research because the results of action research cannot be generalised. They are always context-dependent and therefore not relevant.

Nowadays schools are obliged to take on tasks that were formerly seen as family matters. Is this not a reason why all teachers should reflect upon their teaching?

Diagnostic competence has become one of the key teaching competences. This can only be achieved through action research.

² Ferrance, E. (2000). Action Research. Themes in Education. Northeast and Islands Regional Educational Laboratory at Brown University. USA

³ Tina Cook (2015) Harnessing the power and impact of creative disruption, Educational Action Research, 23:4, 461-463, DOI: 10.1080/09650792.2015.1099977

⁴ Pat Thomson (2015) Action research with/against impact, Educational Action Research, 23:3, 309-311, DOI: 10.1080/09650792.2015.1062235

⁵ Ferrance, E. (2000). Action Research. Themes in Education. Northeast and Islands Regional Educational Laboratory at Brown University. USA