

Elements of Action Research in Peer-Tutoring

Priel Cohananim

Ben-Gurion University of the Negev, Beer-Sheva, Israel

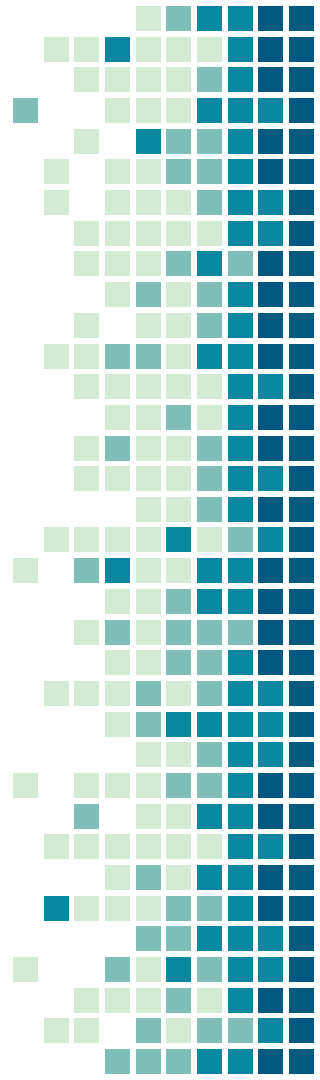
SPTK 2017

Acknowledgments

Special thanks to Dr. Orit Rabkin from the Department of Foreign Literatures and Linguistics in Ben-Gurion University for her continuous support and faith in me and my work.

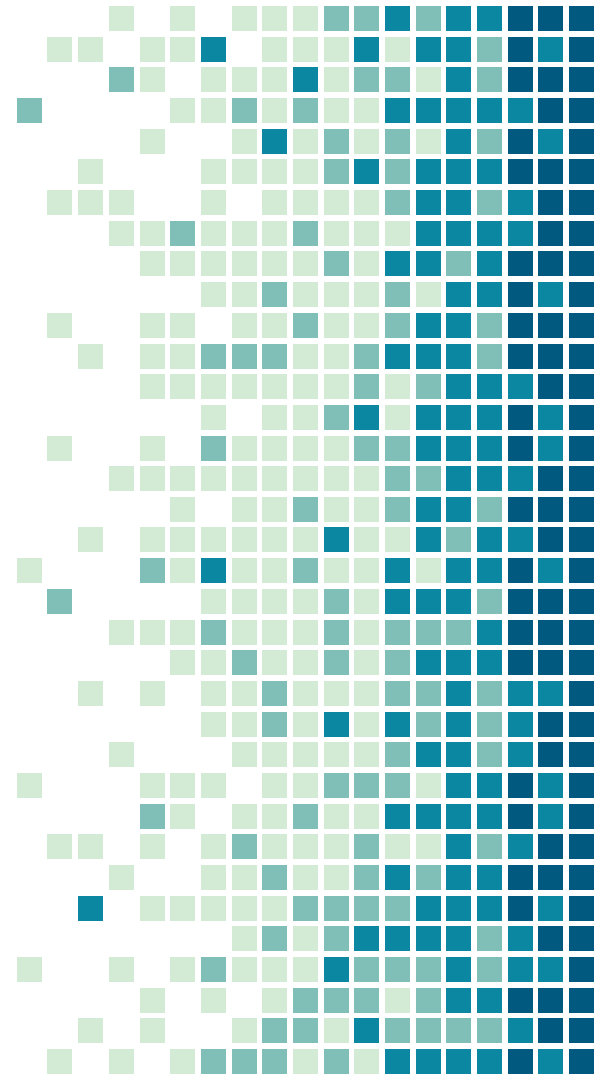
The University of Cologne for housing this event and for allowing me to take part.

Presentation template by [SlidesCarnival](#).



1. THE CHALLENGE

Bridging cultural gaps and differences in communication



Meet... Me!

- Jewish
- Bisexual
- Pop and Rock music
- Geek



אופק צילומי אויר - OFEK Image Credit:

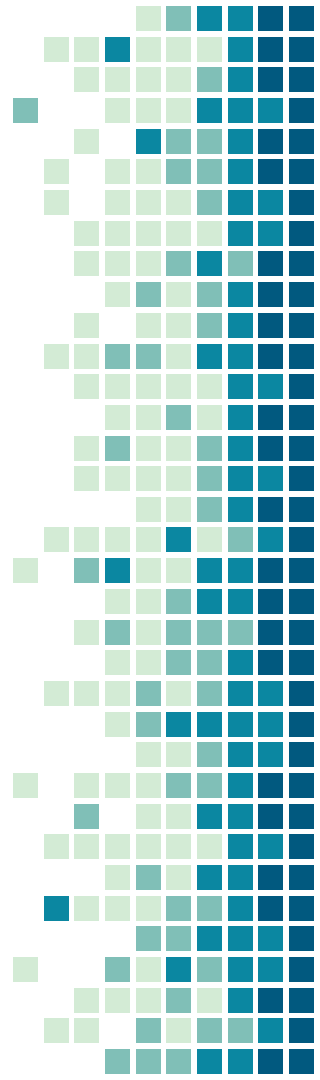
Meet My Students

- Muslim
- Women
- 18-21 years old
- Religious



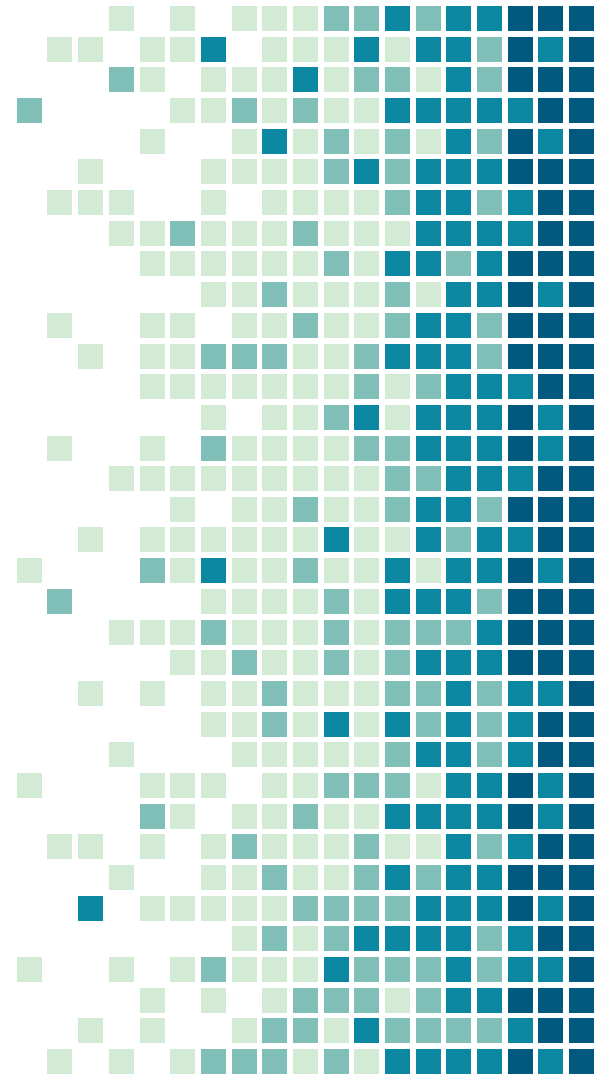
The Challenges

1. Cultural gaps
 - Religious beliefs
 - Popular culture
2. Difficulties of language and communication
 - English as a 3rd or 4th language
 - No other common language



2. ACTION RESEARCH: THE THEORY

Definition, stages, nature



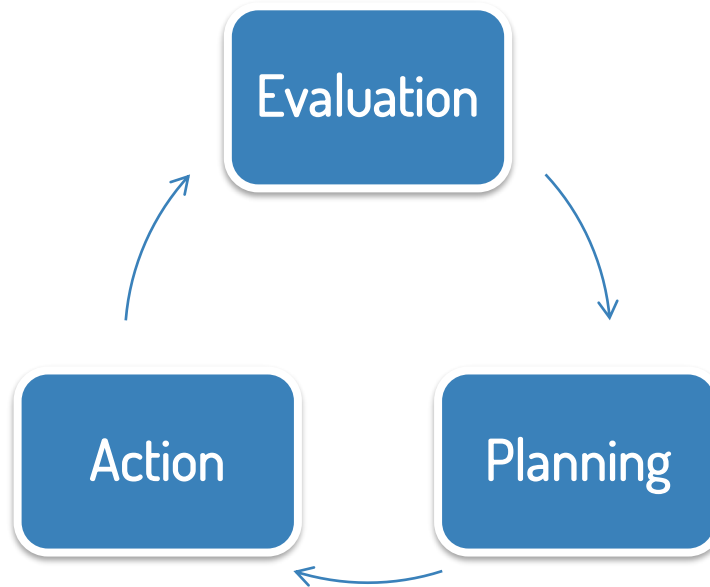
“ Action research [is] a comparative research on the conditions and effects of various forms of social action, and research leading to social action”

(Lewin 35)

Action research is simply a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own practices, their understanding of these practices, and the situations in which the practices are carried out”

(Carr and Kemmis 162)

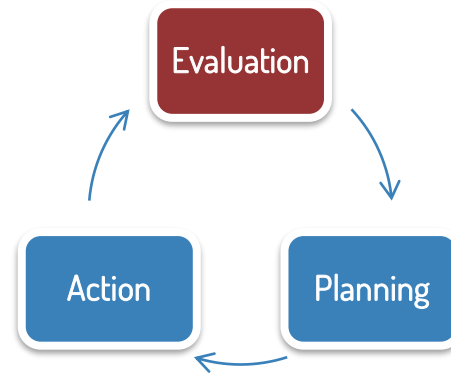
The Stages of Action Research



The Stages of Action Research: Evaluation

A diagnosis of main issues, problems and challenges in a social setting.

- Study the situation
- Learn more about the student's world



The Stages of Action Research: Evaluation

Keep a clear record of meetings with students:

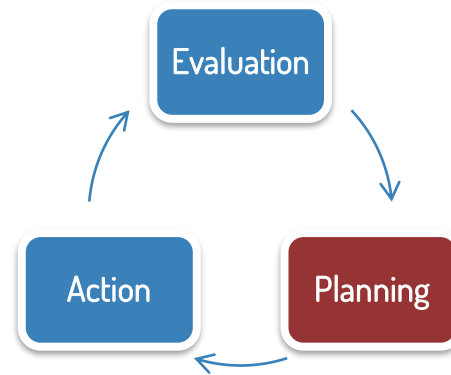
- Document significant sentences or occurrences in these meetings.
- Students' motivation, attitudes to learning.
- Similarities between you and them.



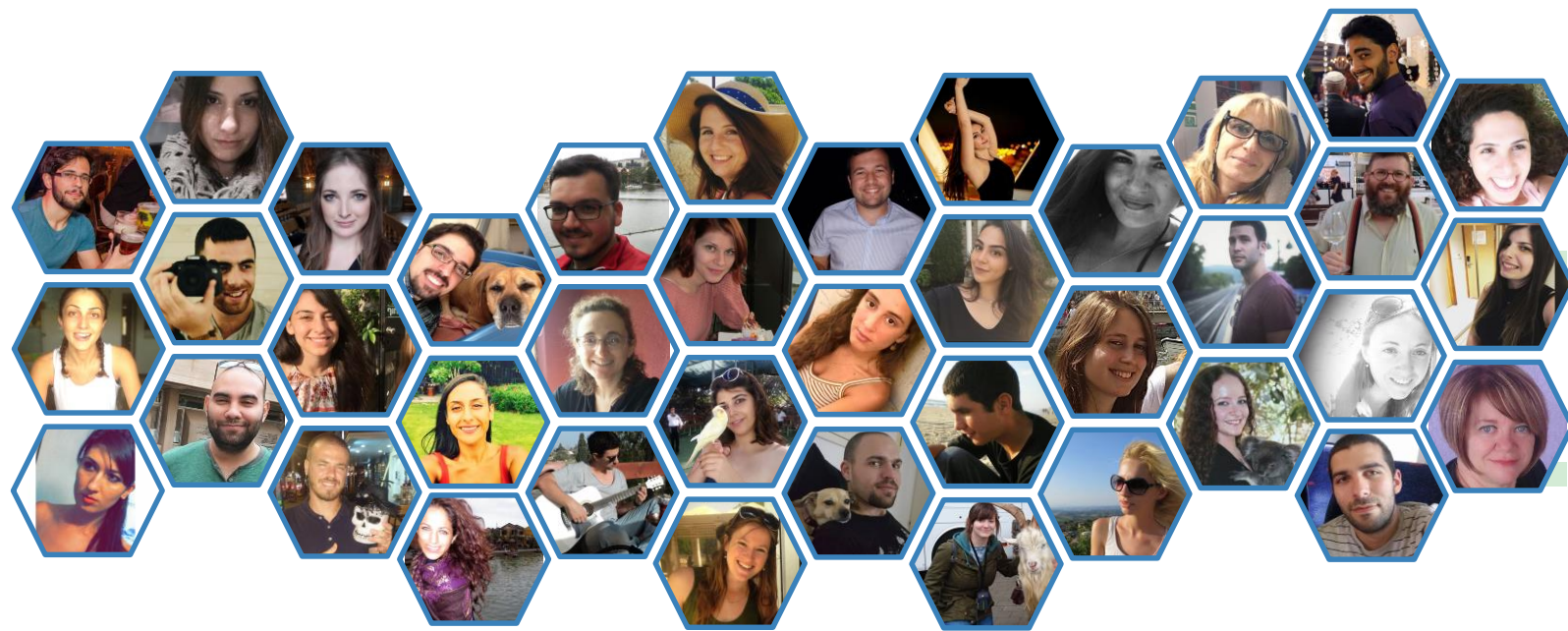
The Stages of Action Research: Planning

A focused course of action most suited for the situation by relying on:

- The researcher's observations
- An established body of research



Peer Dialogue



The Stages of Action Research: Planning

Tiebur: Introduction to Prose Fiction, Semester 8, Session 2 (02/03/2017)

1. Rounds – the importance of office hours – are they important? Why? How many have gone to office hours? Why are you not scheduling more meetings with me? With the rest of the TAs?
2. Teaching Survey – please leave comments, they are extremely significant for me (I want to grow as a person, as a teacher and also help you better).
3. Paragraph structure – give Haneen's paragraphs as an example of a good utilization of the sandwich structure, as well as a good ration of analysis and description within the paragraph.
4. Phrasing can make a difference – shifting the focus from the reader to the paper can make a huge difference in the way your paper is understood by someone else. Give example from Aram's paper.

"A Rose for Emily" / William Faulkner (p.299-306)

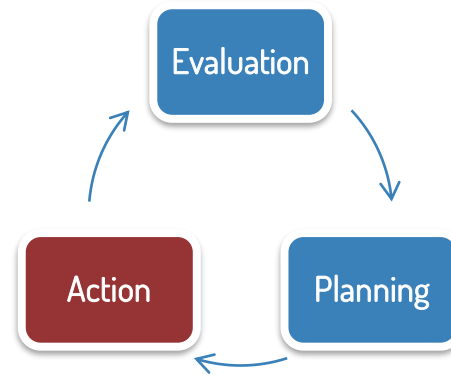
- a. Chronology (tabula, quote) – write the plot on the board? Yael has already done it in her class – perhaps ask if necessary?
 - b. Narration (localization, narrative gaps, type of narration) – what is the significance of the narrative gaps? Why is it significant that the text begins with the death? How does it affect the text?
 - c. Structural elements (setting, introduction, closure).
 - d. What else did you like? What didn't you like?
 - e. Description vs. Analysis.
 - i. Choose a section from the text.
 - ii. Write a short description of that section.
 - iii. Explain the significance of this section to the themes of the text. What is the function of it in your section in regards to themes? What is it represented in the section?
 - f. Possible themes to explore: tradition vs. change, death, life, gender, gossip, loyalty.
6. For next time: bring the examples from my papers that I handed back. Work on them a little more. Also – read and bring Charlotte Perkins Gilman's "Yellow Wallpaper" (which is freakin' awesome!)

1. Rounds – the importance of office hours – are they important? Why? How many have gone to office hours? Why are you not scheduling more meetings with me? With the rest of the TAs?
2. Teaching Survey – please leave comments, they are extremely significant for me (I want to grow as a person, as a teacher and also help you better).
3. Paragraph structure – give Haneen's paragraphs as an example of a good utilization of the sandwich structure, as well as a good ration of analysis and description within the paragraph.
4. Phrasing can make a difference – shifting the focus from the reader to the paper can make a huge difference in the way your paper is understood by someone else. Give example from Aram's paper.

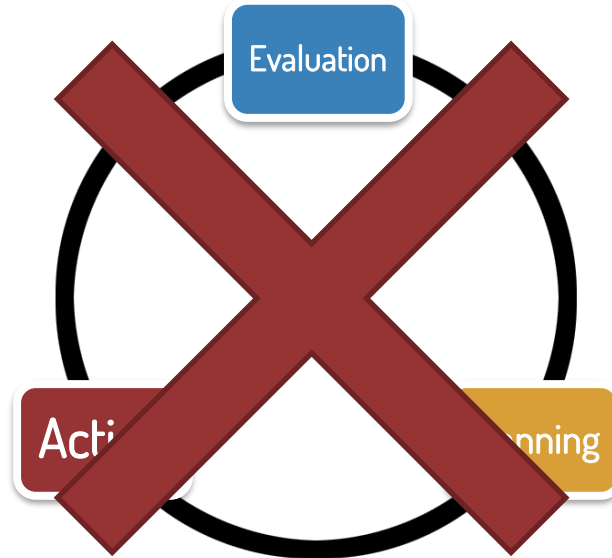
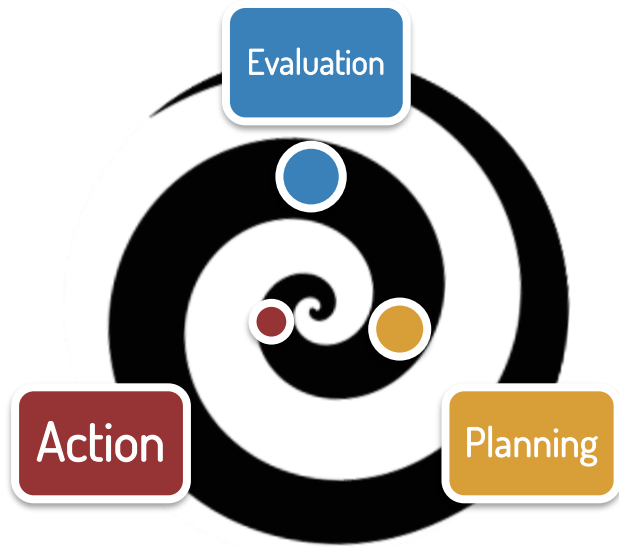


The Stages of Action Research: Action

- Implementing the researcher's work plan, as devised in the Planning stage.
- Recording effects and students' reactions.



The Spiral Nature of Action Research



3. ACTION RESEARCH: IMPLEMENTATION

Individual and Group settings





Individual Settings

Evaluation in Individual Settings: Diana

Keeping record of the following details:

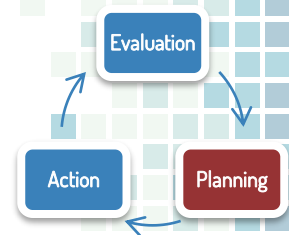
- Frustrated with not passing 70.
- Never asks for help from her professors.
- Felt comfortable enough to ask for my help.
- Feels stupid; believes she will never get a better grade.



Carol Dweck's Implicit Theories of Intelligence

Can intelligence and abilities change?

- Entity Theory: No, these are fixed traits that one is born with.
- Incremental Theory: Yes, intelligence and abilities can be improved and mastered through effort and hard work.



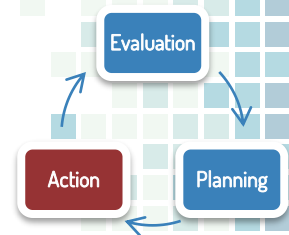
Planning in Individual Settings: Diana

- Never refer to acquiring skills as “easy.”
- Share my struggles again; focus on effort and time spent to improve my skills (cultivate incremental theory).
- Consulting with Diana’s professor: she assured me that she will invite Diana to her office hours.
- Work with Diana on a check-list of basic elements in good academic writing.



Action in Individual Settings: Diana

- Telling her of my struggles while emphasizing effort and hard work – gave her motivation to keep trying.
- Went to the professor's office hours after the latter invited her.
- Check-list worked.
- By the end of the semester, she achieved her goal: 89!





Group Settings

Evaluation in Group Settings

- My Challenges:
 - Cultural gaps – sexuality and gender.
 - English as 3rd or 4th language; only common language.
- Other Issues:
 - Problem giving an example that everyone knows and relates to.



Evaluation in Group Settings

Record information in weekly reports.

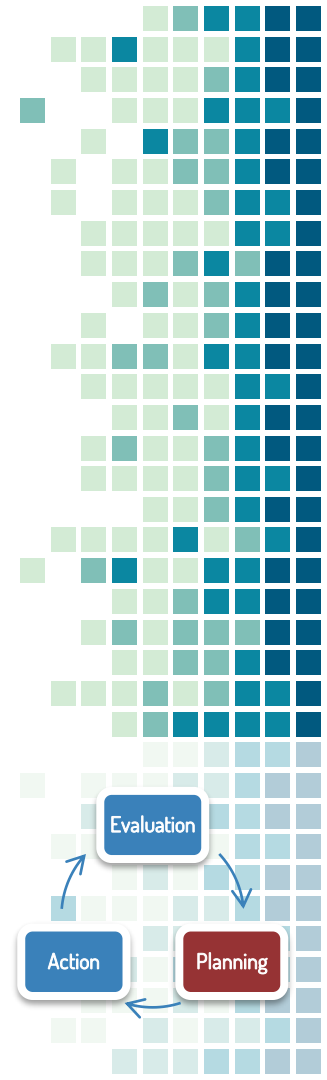
מס'	שם הסטודנט/ית	תאריך: 22/06/17 משעה: 10:00 עד שעה: 12:00 סמך ב-1/2 את היעדים	הערות הסטודנט/ית יש לציין את המעבד הלימודי של כל סטודנט, מידת הבנת החומר, השתתפות פעילה בשיעור, הנעה בזמן עם החומר המדורש לשיעורים, אם נעזרת בזמן מיוחד אישיות נא לציין את היותה/והיותו
1.	אלאח חבשי	V	הגיעה בזמן ועם החומר המדורש. לקחה בחינה חלק פעיל בדיונים בשיעור ותרמה רבות לשיח הקבוצתי.
2.	אראם חמודה	V	הגיעה בזמן ועם החומר המדורש. השתתפה יותר מאשר בשבוע שעבר. דמנה שהיא מותחבת יותר לשיעורים בהם השתתפה מולח ומעמיק יותר, ומציגה פחות. אקח למעמית לבי בתכנון הפרויקט.
3.	סמא קשקוש	V	הגיעה לתגבור בזמן ועם החומר המדורש, היותה יחסית בשקט אלא אם שאלתי אותה שאלות באופן אישי.
4.	חנין ג'לאד	V	הגיעה בזמן ועם החומר המדורש. השתתפה רבות בשיעור, העלתה רעיונות ותרמה לשיח. מאלצה לצאת באמצע השיעור בשל מנישה עם המורה, עדכנה אותי מראש על כך.
5.	סלימאן אבו-שארב	V	הגיע בזמן ועם החומר המדורש. כריזם והיה מסביר פעיל בשיעור והשתתף רבות בדיונים הקבוצתיים. למעמית מאבד מעט ריכוז בגלל המעמית המיוחד.
6.	אסיל אלעמאיקה		לא הגיעה לתגבור השבוע.
7.	אימאן סלימאן		לא הגיעה לתגבור השבוע.
8.	בדיון אגבאריה		לא הגיעה לתגבור השבוע.
9.	סארה אלנבארי	V	הגיעה בזמן ועם החומר המדורש. לא לקחה חלק פעיל במיוחד בדיונים בביח.
10.	עלא אלסורי	V	הגיעה באחיד, אך עם החומר המדורש. לקחה חלק פעיל בדיונים בביח.
11.	רושן אלבודר	V	הגיעה בזמן ועם החומר המדורש. היותה שקטה ביחס לסטודנטיות הפעילות האחרות, אך עדיין לקחה חלק בשיתוביות.
12.	אימאן מחאוגה		לא הגיעה לתגבור השבוע.
	רשא אבו-עביד	V	הגיעה בזמן ועם החומר המדורש. לקחה חלק מסביר



Planning in Group Settings

Planning in group settings (example case):

- Confidence issues regarding speaking in class – Starting class with a round of introduction.
- Cultural gaps regarding sexuality and gender – relying on essays on the subject, I've decided to come out to my students and to use that as an opportunity to discuss these issues (Herek & Glunt 239).
- Consider examples that could work for all students – Disney's "Beauty and the Beast" and "Pokémon."



Action in Group Settings

- Start every lesson with a round of introductions/discussion.
- Sharing my sexuality with students – proved effective.
- Using “Pokémon” as an example – ineffective, possibly due to its immature nature.
- Using “Beauty and the Beast” as an example – very effective, we kept referring back to this example throughout the year.



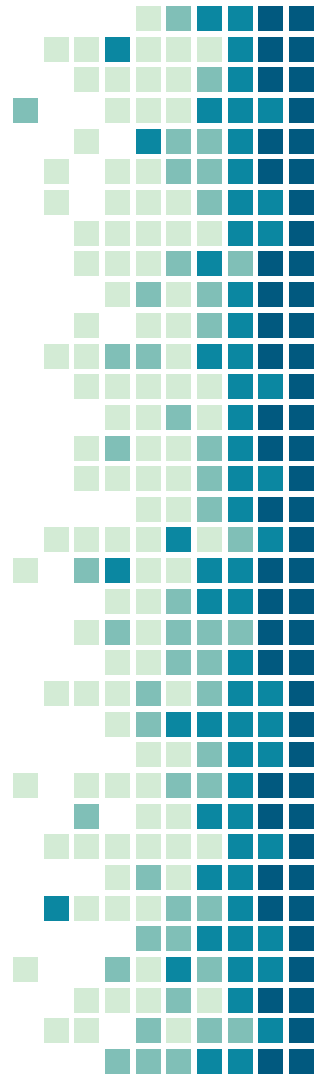
4. ACTION RESEARCH: THE RESEARCHER

The significance of self-reflection



The Significance of Self-Reflection

- Class does not identify a gay relationship as a valid interpretation of a poem – I decide to share my sexuality with them.
- Diana has difficulties improving her grades – I share stories of my past struggles with her.
- Diana attributes her failures to her overall intelligence – I think back to my studies in the Department of Education.
- Class has difficulty speaking in English – I think about the one subject I feel comfortable talking about in a foreign language (me!)





You can find me at:
cohanimp@post.bgu.ac.il