

## Toward a Scholarship of Teaching and Learning Classroom Action Research at AUC

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*“Instructors use data readily available from their classes to answer practical questions about teaching and learning in their classrooms” (G. Mettetal, 2003)*

Recognizing the success of recent pedagogical innovations, and in keeping with our mission to support and promote excellence in teaching, the Center for Learning and Teaching has launched a new “Classroom Action Research” (CAR) Program. Through this program, instructors, supported by CLT staff, can use data collected from their classrooms to assess the effect of certain pedagogies/practices on the learning process. This could (but does not have to) include the effect of a particular technology on teaching/learning.

Classroom Action Research is not new. Early proponents of CAR, Angelo and Cross (1993), see it as very different from traditional educational research by being less formal and less controlled. It is also carried out by the instructor rather than educational experts. The methodology of CAR is simple and can be easily implemented.

Classroom Action Research can be summarized as follows (G. Mettetal, 2003):

1. **Identifying a question or a problem:** this question should preferably be related to student learning (may entail a new teaching strategy, new teaching materials or technology or a new assessment method).
2. **Reviewing the literature (optional)**
3. **Planning a research strategy:** decide what is going to be measured and how it will be measured
4. **Collecting the data:** this data could be quantitative such as test scores, or qualitative such as class survey or discussion. An excellent source would be Classroom Assessment Techniques.
5. **Analyzing the data:** look for patterns or trends that have resulted from your innovation or teaching strategy.
6. **Taking action based on results:** adopting or changing strategy, tool, and practice.
7. **Sharing your findings:** Publish/present your results to JoSoTL (Journal of the Scholarship of Learning and teaching), ERIC, NLI, or at a conference/seminar.

Faculty members joining the Program will receive the full support of CLT’s staff and Student Technology Assistants during the planning, implementation and data analysis phases of the project.

We are happy to report that already **six of our faculty members** (representing the three schools) **have taken up our invitation to engage in CAR** and are working closely with CLT. We hope more of you will join. We invite you to contact us to discuss this program further.

**Sources:**

- Mettetal, G. (2003), Improving Teaching through Classroom Action Research. Found at: <http://academic.udayton.edu/FacDev/Newsletters/EssaysforTeachingExcellence/PODvol14/tevol14n7.html>
- Angelo, T. and Cross, P. (1993), Classroom Assessment Techniques, A Handbook for College Teachers, 2nd Ed. Jossey-Bass Inc, Publishers.

*Share with us your experiences by contributing to the New Chalk Talk series, or by simply sending comments/suggestions to [aellozy@aucegypt.edu](mailto:aellozy@aucegypt.edu)*