

**ACTION RESEARCH AS A STRATEGY FOR REVIEWING PEDAGOGICAL PRACTICE IN THE INITIAL EDUCATION OF BASIC EDUCATION TEACHERS**

***A PESQUISA-AÇÃO COMO ESTRATÉGIA DE REVISÃO DA PRÁTICA PEDAGÓGICA NA FORMAÇÃO INICIAL DE PROFESSORES DA EDUCAÇÃO BÁSICA***

***LA INVESTIGACIÓN ACCIÓN COMO ESTRATEGIA DE REVISIÓN DE LA PRÁCTICA PEDAGÓGICA EN LA FORMACIÓN INICIAL DE PROFESORES DE EDUCACIÓN BÁSICA***

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**ABSTRACT:** The aim of this paper was to describe the theoretical foundations towards an approach of application of the research action reflection in the teaching practice (2003-2004) by the students of pedagogy in Basic Education of a Private University of Santiago. The theoretical bases studied were those of Argyris and Schön (1996) with the theory of action, Elliot (1998) with action research and Tonucci (1999) research in the classroom, among other authors. The initial methodology was documentary research and then applied as an approach to action research in the school context. The result was a satisfactory process of training in students and teachers in practice supported by educational research, with planning, action and reflection in the search for change from the school.

**KEYWORDS:** Action research. Teacher education. Critically-reflective teacher.

**RESUMO:** O objetivo desta pesquisa foi descrever os fundamentos teóricos para uma abordagem da aplicação da pesquisa-reflexão-ação no ensino durante as práticas educacionais (2003-2004) por alunos de pedagogia da Educação Básica de uma Universidade Privada de Santiago. As bases teóricas estudadas foram as de Argyris e Schön (1996) com a teoria da ação, Elliot (1998) com a pesquisa-ação e Tonucci (1999) com a pesquisa em sala de aula, entre outros autores. A metodologia inicial foi a pesquisa documental e posteriormente aplicada como abordagem à pesquisa-ação em contexto escolar. O resultado foi um processo de formação satisfatório para alunos e professores em exercício, amparado na pesquisa educacional, com planejamento, ação e reflexão na busca pela mudança da escola.

**PALAVRAS-CHAVE:** Pesquisa-ação. Formação docente. Docente crítico-reflexivo.

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**RESUMEN:** *El objetivo de esta investigación fue describir los fundamentos teóricos hacia una aproximación de aplicación de la investigación acción reflexión en el hacer docente durante las prácticas educacionales (2003-2004) por los estudiantes de pedagogía en Educación Básica de una Universidad Privada de Santiago. Las bases teóricas estudiadas fueron las de Argyris y Schön (1996) con la teoría de la acción, Elliot (1998) con investigación acción y Tonucci (1999) investigación en el aula, entre otros autores. La metodología inicial fue la investigación documental y luego aplicada como una aproximación a la investigación acción en el contexto escolar. El resultado fue un proceso satisfactorio de formación en los estudiantes y docentes en ejercicio apoyado en la investigación educativa, con una planificación, acción y reflexión en la búsqueda del cambio desde la escuela.*

**PALABRAS CLAVES:** *Investigación Acción. Formación Docente. Docente crítico reflexivo.*

## Introduction

Rapid social and technological changes require the construction of new images of social practice in general and of companies in particular. It is believed that the research carried out by the entities of these institutions can constitute one of the tools of change and improvement of organizational quality. In the educational field, any teaching professional linked to the world of institutions is called to play a fundamental role as a researcher of his own practice, in order to improve his training, his performance in the classroom, school and community in the search for an organizational change for a sociocultural transformation.

This research presents some of the theoretical foundations with an approach to the application of action research in the preparation of teachers during the educational practices of teachers of Pedagogy of Basic Education that was developed in the Basic Schools of the Metropolitan Region of Chile.

In the work is defended: This research should be the central collaborative axis of organizations. The role of participants, trainees and professors of university institutions as strategic alliances can be considered as pedagogical promoters' researchers on the practice of school improvement. This research should be conducted from and to organizations. The research makes sense in the environment of school problems. Research to and from school is an excellent tool to improve the quality of organizations.

## Development

Research as a human activity is the most transcendental function of society. It is necessary to know the facts, causes, relationships and consequences throughout the process phase, this must be done with full awareness of all its elements and factors for efficacy to be

achieved. The research should arouse curiosity, reflection, questioning, doubt, fundamental bases of all genuine research.

From there, the research will be educational if it allows the participants involved to develop new forms of understanding and if they train them to undertake their own paths of autonomous and shared reflection on the meaning of the practice and the possibilities of improving it. In the educational context it can be considered as an encounter between people, it is an ethical activity that requires continuous reflection and questioning, because it cannot be reduced to a technical activity, due to the depth of the process, in its teacher-student community participate, in which the teacher acts with everything that is as a subject, that is, his behavior is framed in his beliefs, attitudes, customs and the environment.

Likewise, the student receives information and processes it according to his experiences, customs and environment, so that the learning process is an uncertain, unique, changeable, complex situation and presents a conflict of values both in the definition of goals and in the selection of means. The teacher has to intervene in a complex community school environment, in a living and changing psychosocial-spiritual scenario, defined by the simultaneous interaction of multiple factors (social, economic, cultural, political, among others) and conditions.

Success consists in the ability to deal with complexity and solve practical problems, which more than problems are problematic situations. This involves a process of reflection in action or a reflexive conversation with the concrete problematic situation that will allow to create new realities, correct and invent. It is about acting intelligently and creatively or putting into action the ideas that he considers pertinent after his reflection on conflicts. Reflection in action, (which is carried out while acting) reflection on action (post-action analysis) and even reflection on reflection in action (themes to deeper questions) reflection itself is the best instrument for meaningful learning and genuine professional development and to start the path to change.

When the teacher investigates about his action, he becomes a researcher in the classroom in his school and community. It no longer depends on techniques, routine, recipes, rules or curricular prescriptions imposed from outside by "expert" programs and texts. It depends fundamentally on his own discoveries, on the theory that he is elaborating in his pedagogical work permanently reflected. The teacher builds his own theory, applies it and sees his own positive or negative result, reflects, corrects and rebuilds again. The genuine researcher seeks to understand phenomena and processes, and not the accumulation of data, assumes the dialectical method of research-reflection-action, in which from experience he submits it to

questions and reformulations. Therefore, it can be said that the main function of educational research is to raise awareness, to make everyone aware of problems.

A rigorous research activity in teaching and learning, sharpens reflection, directs attention to important aspects, clarifies problems, stimulates debate and exchange of opinions, thus deepening the understanding of flexibility and adaptation, aiming to increase the capacity in problem solving. Every research involves the incessant search for truth, the unveiling of the apparent, the precision, the rigor and objectivity in knowledge, exploration, creativity, imagination, constant doubt, critical attitude; in the permanent formulation of why, seek explanations for all things, self-discipline, perseverance and methodical work in an environment that promotes: curiosity, search, experimentation and natural forms of learning.

Therefore, it is urgent that the teacher can stimulate in the students the curiosity to know, ask, explore, verify, experiment, improve, learn out of desire, not out of fear or obligation. Encourage them with the healthy habit of doubting, teaching them to build, formulate, and freely express their questions. help them reason, understand, argue, defend their point of view, accept and respect different positions from seeing "the thing" from different angles. Mechanical memorization should be fought in favor of meaningful learning, based on understanding, reasoning, explanation and description of the facts.

Create the need for comprehensive, critical reading and systematic writing. Develop the taste and the ability to observe sharpening the senses by carefully recording what is observed. Privilege learning methods that allow learning to learn by doing, checking and experimenting. Stimulate the student: be demanding with yourself, do not give up, try until you get it, be sure with what he says and does. It can be ensured that only the teacher able to live himself the experience of authentic research, will be able to promote and ensure a correct research work in the students. The adult who wants to infect children with research attitudes such as the need to: discuss, deepen, find solutions, seek new paths, put into practice processed knowledge, should be an adult who lives (in his personal life) these attitudes (TONUCCI, 1999) that are an epistemological part of his practice (permanent and simultaneous reflection of his educational action) whose dynamics of the process allows to know reality and learn from the new, because there are no pre-established formulas.

It is necessary that the teacher has training on the types of research, although the most adjusted to reality and the learning process in the classroom and in school is that of action research, together with reflection on their practice.

## **Educational Research**

This is a systematic and self-critical inquiry, based on stable curiosity and the desire to understand a problematic situation. It is an everyday task, a tool and a hobby, its usefulness affects the minds of the men or beings involved. Educational research generates a transformation in teaching, because it seeks teamwork, cooperative work, community with systematic sequence and permanent changes in the process, with the objective of achieving the context of the social reality of the actors.

The research and evaluation of the curriculum and learning that takes place in school and in their classrooms is shaped through a paradigm. This paradigm is inclined to the transformative action of changing education and having an educational process that agrees with the social fact, thus finding the perspective necessary to achieve more clearly the goal to be achieved, this form is research for and in the classroom.

In the educational research, it is developed from the evaluation process that initiates the diagnosis, and which present the following characteristics: The human actions of parents and students are analyzed community social situations experienced by the teachers of the school. It is related to the everyday problems that are faced in everyday life in order to find a solution to the problem. Education needs attention, which solves the problems of improvisation and ease that teachers use to transmit the content in the most comfortable and routine way, thus having the starting point necessary for the beginning of a new way of educating through research as a fundamental tool of teachers, giving them the function and duty to be researchers and share this knowledge and implement an innovative method that gives better results in classroom (GONZÁLEZ, 2005)

## **Classroom Research**

Different didactic proposals have appeared in recent years to find a viable solution that gives hope to the country's educational system. It offers the opportunity to apply research as an appropriate strategy for the construction of their own knowledge, promoting their concepts, attitudes and interests with a mechanism that generates motivation in students, as they are the main characters and those most interested in achieving the ideal, relevant and necessary learning.

This proposal offers the teacher who approaches research as a task that solves their concerns with planning, strategies and educational practices, emerging from being a subject that is carried by every day and passive to be completely active that manages education

cooperatively together with the community and students, with the collective purpose of having a much better educational system. Otherwise, the proposal is based on daily and habitual knowledge in problem solving that leads the student to scientific knowledge and a broader perception of certain content.

With this proposal, scientific research focuses as the method to solve everyday school problems and that both the teacher and the students deal with this procedure, to achieve the common goal of all actors or involved who will always be to achieve changes in the pedagogical practice of the school system. Research for teachers to start AI from the classroom.

### **Classroom research strategies**

According to Tonucci (1999), the research stems from the need for a change in the current problems in the educational system from the classroom, the solution focuses on the use of the same knowledge of the curriculum previously used in plans and programs, but in a new and creative way, taking it as a method and strategy to perform the work of educating.

The author tries to explain that it is sought at all times that knowledge emerges to solve everyday problems that at any time are available to the student and in no way require solutions to problems that they do not understand and that are not relevant to him, nor is it sought that students are full of theoretical content to be subjected to a regime of questions and answers that only test the ability to rot students, without absorbing meaningful learning.

The teacher can create many ways to induce students in their classroom to investigate without following an established recipe that is the same for everyone, using instruments or tools such as:

- Books, newspapers and magazines.
- Inquiries into the matter to be investigated from home and community.
- Interviews with clear and precise objectives.
- Photos, slides, albums.
- Collection of search-related items.
- Internet, among others.

It is necessary that the teacher deposition himself to the function of investigating with his students in the pedagogical action, taking them into account in the decision of the theme to investigate and have as a starting point their interests, indicate to the children only the objective

purpose to achieve and that they themselves are creators of a procedure that helps their learning and that far from being a reliable and scientific research, it is a work that helps to discover new aspects of the reality of its context and inspires these children to continue researching and that is the beginning of an educational change in the classroom, using the PPA as a research strategy.

The teacher should guide and mediate in his work for the children for permanent investigation and delimit it to avoid the dispersion of the central theme, guiding at all times the activities that should create and propose, but not decide, which will be done by the students themselves. Some strategies and methods can be appointed to apply classroom research, it is essential to be placed at a certain educational level and with students of a certain age, as strategies have a level of demand and difficulty and must be adapted to the ages of students.

In pedagogical projects in the classroom (PPA), all these characteristics are treated because it is based on cooperative learning and research immersed as a strategy or as a transversal axis.

## **Results and conclusions**

An example of action research in schools as centers for the application of professional practices. The research focused on the reflection of the action of the research methodology, developed in phases and moments, which were developed in two schools.

After systematized the theoretical bases of several bibliographic sources and applied the method of reflection of the research action with the team of trainees promoting the schools as centers for the application of the professional practices of basic education teachers.

Research and reflection in teaching action represent a new form of practice, which leads to rethinking the role of teaching professionals, a profound change in their work and in the process of human formation and development.

Action research requires researchers to work as a team and commit to making innovations, and believe in the possibility of bringing changes from a positive and democratic perspective from the classroom to the school and the community.

It is emerging to stimulate students the curiosity to know, ask, explore, check, experiment, improve, learn by desire, not by pressure or obligation as tasks to be fulfilled. The healthy habit of doubting should be encouraged, teaching them to build, formulate and express with spontaneity, freedom in their questions, helping them to reason, understand, argue, defend their point of view, accept and respect diversity and different positions, to see from different



angles. Avoid mechanical memorization in favor of meaningful constructive learning, based on understanding, reasoning, explanation, and description.

It is necessary that before starting any research process in the school or classroom, students are clear that the intention is not to solve the problem, but to look for a didactic mechanism that addresses their concerns and interests about a particular problem or content. To solve it, a purely methodological procedure is required that not all students have the maturity to understand.

The objective of research in teaching is to leave and for the student with methods, techniques and strategies, where to participate, decide and be characters, promoting being and making to know and coexist. Teachers are responsible for doing in classrooms, this can be considered an educational research laboratory, teachers are the ones who should check day by day the different educational theories and build their own, through observation they must discover the potentialities of the student, the environment, the school and the community.

Teachers generally express that they do not have time available for research, without considering that inside the classroom is a natural action and has the most precious tools, such as the experiences of students in the execution of pedagogical projects in the classroom, among other activities that are developed daily in the school context to develop the school project integrated into the community. Students in the process of training must develop research skills from the study center and exercise it in the application center, thus being able to resolve any cognitive, procedural or athenatic conflict in their work as a future teacher.

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