

Evidence-based pedagogical practice: A compilation of action research studies

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Call for Papers

Evidence-based pedagogical practice offers a way to conceptualise the decision-making processes involved in improving learning and teaching, based on concrete evidence from either scientific literature, or data collected through various methods, notably action research (Elliott, 2004). This book foregrounds action research, as it is an emerging method that seeks to involve communities and to enable educators to reflect on and adapt their own practice (McNiff, 2017). The key features of action research are the use of theory to stimulate inquiry and the assimilation of research findings into pedagogical practice (Colucci-Gray et al., 2013). Thus, it is an important example of evidence-based pedagogical practice.

The Malaysia Action Research Network (MARNet) and Centre for Research in International and Comparative Education (CRICE), Universiti Malaya invites teachers, educators, lecturers and practitioners who are MARNet members to contribute to this book proposal. "Evidence-based pedagogical practice: A compilation of action research studies" seeks to unpack key learning theories, provide research evidence, and examine the practical implications of pedagogical practices. It aims to offer empirical evidence and practical examples to enable practitioners to structure effective pedagogical approaches to teaching and learning.

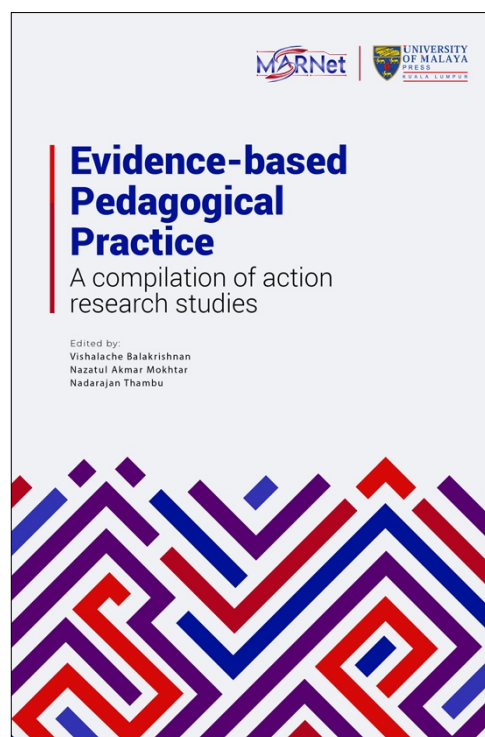
A total of 30 manuscripts will be accepted, reviewed and edited. The manuscripts can be written either in English or Bahasa Melayu, and the use of first-person, narrative language is highly encouraged. If interested, an abstract should be submitted to research@marnet.my by 28 February 2022, and the full manuscript of up to 2,500 words should be received by 30 April 2022. The following format offers a guide to how to structure the manuscript. Should you have any questions, please email research@marnet.my and you will be assisted.

Abstract

A 200-word statement and summary of a piece of action research, comprising all of its phases, including reconnaissance, planning, action and observing, and reflecting (Kemmis & McTaggart, 1988).

Introduction

A 200-word introduction about "yourself" and the particular context in which the study was conducted.



Reconnaissance

A 400-word description of any concerns and issues related to your pedagogical practices, why these issues concerned you, and the consequences if you failed to address them.

Planning

A 400-word narration about your plans to overcome the identified concerns and issues, based on a particular theory, model or framework from the literature.

Acting and observing

A 400-word detailed explanation of how you implemented an intervention as part of your practice, including evidence in the form of pictures or artefacts.

Reflecting

A 400-word reflection on what you have learned from the intervention you have implemented, whether or not it solved your concern or issue, and what you will do in the future to improve it.

Conclusion

A 200-word concluding statement that summarises your action research study and how the study has impacted your pedagogical practices.

References

Insert in-text references and provide a reference list that follow the APA 7th Edition referencing style, including DOI links. A minimum of 10 references should be cited in the main text and included in the reference list at the end of the paper.

References

- Colucci-Gray, L., Das, S., Gray, D., Robson, D., & Spratt, J. (2013). Evidence-based practice and teacher action-research: A reflection on the nature and direction of 'change'. *British Educational Research Journal*, 39(1), 126-147. <https://doi.org/10.1080/01411926.2011.615389>
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- Kemmis, S., & McTaggart, R. (1988). *The Action Research Planner* (3rd ed). Deakin University Press.
- McNiff, J. (2017). *Action Research: All You Need to Know*. Routledge.