

Table 2.1 Examples of classroom-based research

Research aim		Intervention	
Research aim	Understanding	Dissatisfaction with practice	Groupwork
Stimulus	Develop new awareness	Modern languages	
Topic area	History teaching	Motivation	
Emerging questions	Elaborate the working conceptual apparatus around moral vs. historical debate, in order to strengthen the analytic power of the definitions/goals history teachers work with. What concerns in my own practice am I seeking to address and illuminate? Justify and define focus on pupil experience?	Why are some pupils disengaged with school work? What prevents students from working? What is work-avoidant behaviour?	Can A-level chemistry teaching be less didactic?
Working title	A critical analysis of commonality and divergence across moral reasoning and causal reasoning, drawing upon a study of four Year 9 pupils' experience of constructing causal explanations of the Holocaust	A case study of Year 9 examining pupils' self-perceptions towards learning in a science classroom	Does the use of active teaching approaches to encourage independent learning increase students' understanding in Year 12 chemistry lessons?
Research questions	What forms did pupils' reasoning (oral and written) take? How might those forms be classified? What counts as 'reasoning' for me as a history teacher? How adequate is the existing conceptual apparatus for framing these pupils' reasoning experiences?	How does the use of different modes of differentiation impact on individual learning? What are the key features of an effective differentiated approach? What are the pupils' perceptions of the differentiated teaching approach?	<ol style="list-style-type: none"> As far as the pupils themselves are concerned, are lessons dominated by symmetrical dialogue more effective at developing their understanding than lessons without such a bias? Does a topic taught through symmetrical dialogue result in enhanced test performances, compared to a topic taught without such a bias?