

Elliott's Extended Criteria for Evaluating Action Research

1. It focuses on a problem that is of practical concern to the teachers involved.
2. It involves a gathering of data from the different points of view of the teacher, an observer, and students (triangulation).
3. It enables teachers to call their existing stock of professional knowledge (tacit theories) into question, and to test it against evidence gathered in their practical situation.
4. It extends teachers' understanding of their situation in a way that opens up new possibilities for action.
5. It is a deliberative and self-reflexive process in which the teacher calls into question both her teaching strategies (means) and the aims (ends) to which they are directed, and then modifies each by reflecting on the other.
6. It is a rigorous conversational process in which the teacher opens up her practice to the rational scrutiny of students and peers, 'in-voices' their views of the action situation, and in the process demonstrates a disposition to subordinate her own prejudices to the search for an overlapping and un-coerced consensus.
7. It is a process in which the teacher displays: integrity in the pursuit of her educational aims and values; curiosity about other people's interpretations of the action situation; objectivity and honesty about her own motives and reasons for action; and open-mindedness towards the views of others and respect for their freedom of thought and action.
8. It enlarges the teacher's sphere of personal agency in the practical situation through the realization of her educational aims in a sustainable form.
9. It enables a teacher to generate a description of the complexities of the case in sufficient detail to be of universal significance to other teachers.
10. It exemplifies a democratic process in which teachers submit their actions and reasons for actions to the rational scrutiny of their professional peers, and demonstrate a willingness to modify their actions in the light of an emerging consensus about their educational significance.
11. It fosters the development of experimental teaching across the learning network in a sustainable form.
12. It enables teachers to discern common features across a range and variety of teaching situations that are practically relevant for educational action.
13. It enables teachers collectively to construct knowledge about how to realize their educational aims and values in particular concrete situations.
14. It enables teachers to develop shared understandings of their educational aims and values by deliberating together on the actions they take to give them practical expression in their teaching.
15. It makes a significant contribution to the development of a tradition of understandings – a theory – about how to bring about worthwhile educational change across contexts of teaching and learning, and thereby extend the knowledge-base of the teaching profession.
16. It enables teachers systematically to present a body of shared understandings and insights in a publicly accessible form for other teachers to test in their contexts of practice.