

**Title:** Research and Development the Model of Research Network for Developing Classroom Action Research Skills of the In-service Teachers

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### **Abstract**

The research aimed to develop the model of research networking for developing the in-service teachers' skills of classroom action research. To implement and evaluation the quality of the developed research networking model. The research method was based on the action research approach and quasi experimental research. The purposive sampling subjects who redesigned the process of research networking were: five researchers, three mentors and 3 teacher researchers of the former research and development program on classroom action research of in-service teachers by research networking of Suan Sunandha Rajabhat University conducted at second semester in 2009. The draft of research networking model was academic validated by three experts. The subjects of study to implement and evaluate its quality concerns were 36 in-service teachers of basic educational level schools located in Bangkok and suburban areas. The mention in-service teachers were qualified by their experience in classroom action research that the ones who took action as sub networking mentor should have got at least 3 times of conducting research in formal form, and the ones who took action as teacher researchers should have only one or none experience in research conduction. Two types of research instruments were quality instruments used for designing the model of research networking, consisting of the quality work performance procedure and the handbook of quality work procedure of research networking process. And the second type was data collecting instruments of the research results: multiple-choice testing of fundamental knowledge of action research, questionnaires of subjects' perception on approval of research networking model and research forum activities.

Findings of the model implementation indicated the model of research networking comprised with two kinds of structured networks. The central network which members were the project researchers, and 6 sub networks, each was consisted of 3-6 members who were the samples of study teaching the same core subjects of Science study, Social study, Thai

language, Mathematics, Foreign language, and Health study. The sub networks were independently managed their own activities involved contacts and encouraging reciprocal information exchange, voluntary collaboration and cooperated the central network who were taken action as supervising and following up their performance of research networking and research conducting. The connection was with blogs, electronic mail, telephone and attending face-to-face meeting for studying their cooperative working. The work performance procedures of research networking on the duty of the central network were (1) the announcement of research networking establishing (2) instruction the fundamental knowledge of classroom action (3) follow up and supervise the sub networks' performance and (4) conclusion and reflection both the performance of research networking process and classroom action research. The sub networks' duty were (1) face-to-face meeting, dialoguing to enhance inclusive thinking to improve the members' knowledge and skills of action research and (2) conducting their classroom action research and writing research report in the formal form. And the cooperated activity of central network and sub network was the research forum for disseminating the research output and outcomes, exchanging knowledge in the community of practices. The redesigned model was academic validated by 3 experts which the index of item-objective congruence (IOC) was at 0.67-1.00.

The results of the model implementing revealed the subjects had got high positive perception on approval of the research networking model: structured network, process networking, and especially collaboration and cooperated climate of the networking members, however some were at average perception on approval: the difference of working experience, and the supported connection with blogs. The posttest achievement which currently assessed after finishing the research project was statistical significantly higher than the pretest at 0.01. All subjects could complete their research projects which 63.33 % of them were evaluated at good level of quality criteria. Nevertheless, there were some accepted at middle level: the reflection of research conduction, appropriate instructional innovation, reasonable research design, and correctly research usefulness mentioning. The administration and activities concerned the research forum was strongly satisfied the subjects.

**Key words** : process of research networking, in-service teacher cooperation, in-service teacher training program, classroom action research, professional development