

# **Empowering teachers in the action research: A teacher agency case study in Taiwan and Japan**

**Group member :**

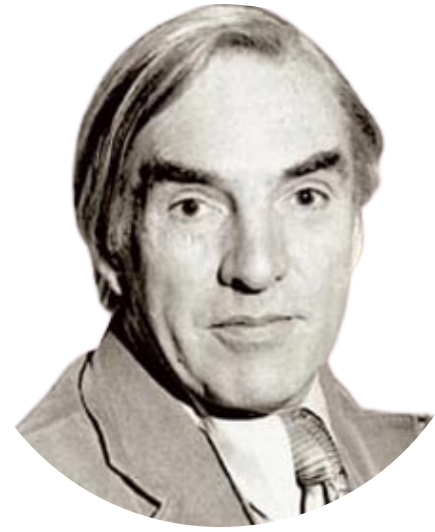
**Lo, Shu-Ting**

**Chang, Ya-Ni**

**Tao, Hui-Chin**

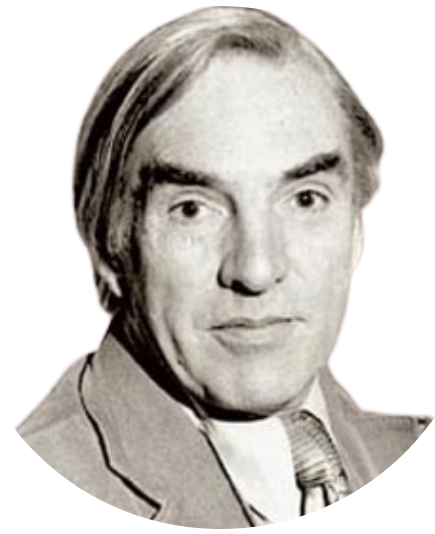


# Introduction

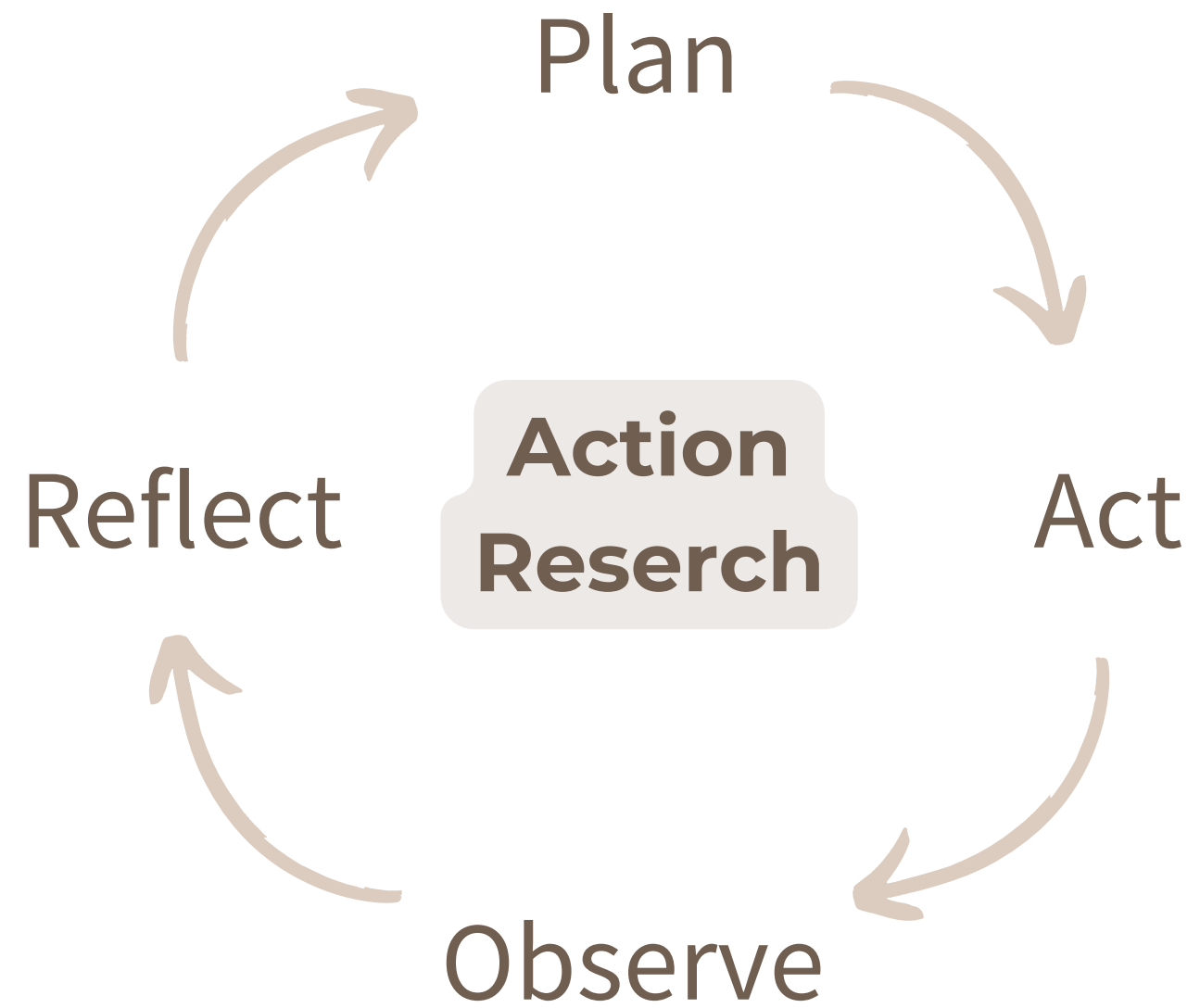


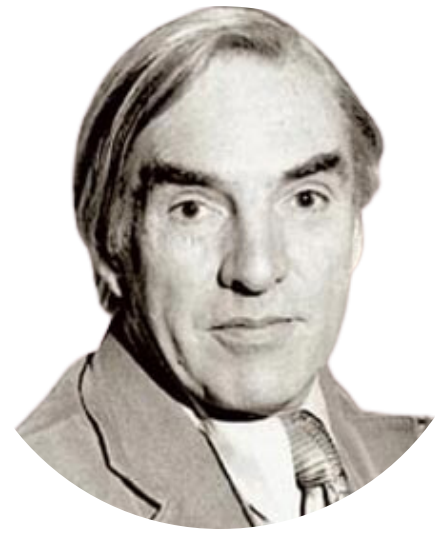
Stenhouse (1975) advocated for "teachers as researchers".



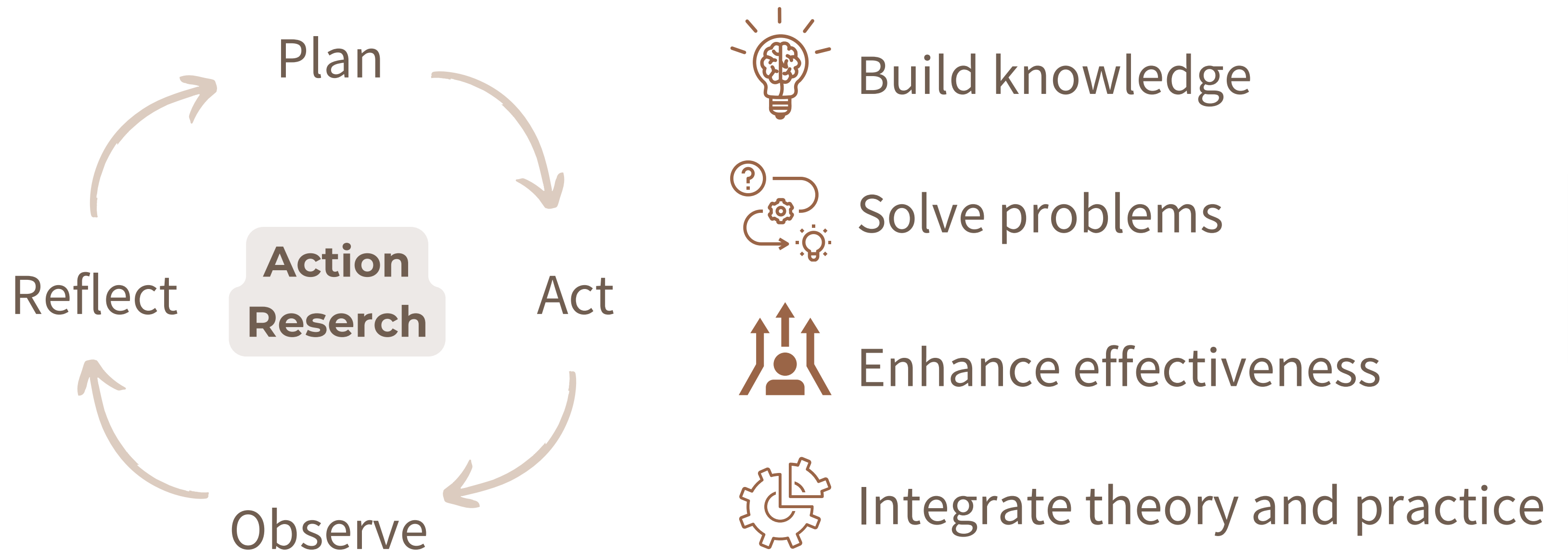


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Many studies focus on



theoretical discussions



current situation

Many studies focus on



theoretical discussions



current situation

Most research



individual action research



lacking systematic support



This study focuses on

- support received
- challenges faced
- benefits gained



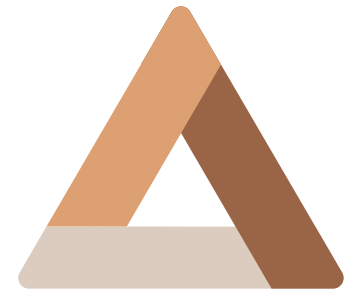
This study focuses on

- support received
- challenges faced
- benefits gained

It aims to provide practical and critical reflective assistance to current educational action research efforts.



# Methodology

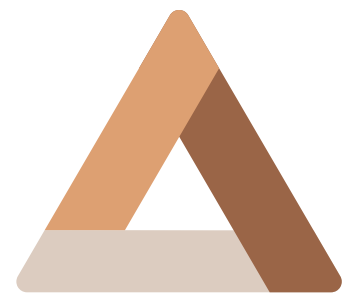


# Semi-structured interview

**Qualitative  
research**

**Open-ended questions**  
**X**  
**Closed-ended questions**

**Flexibility**



# Interviewee basic information survey



- Years of teaching experience
- Main subject(s) taught
- Number of action research projects participated in

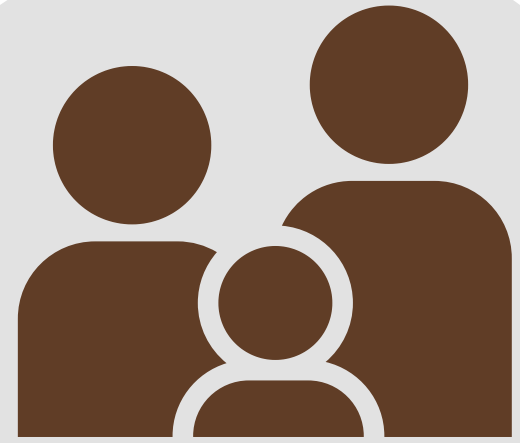
# Interviewee Roster

Serial number	Identity	Number of Participation in AR	Years of teaching
A01	Elementary School Teacher	4~5 times	22 years
A02	Elementary School Teacher Mathematics Tutor	more than 20 times	21 years
A03	Elementary School Teacher Mathematics Tutor	more than 10 times	33 years
B01	Elementary School Teacher Principal, Director	Once a month	32 years
B02	Elementary School Teacher	Once a month	1 year

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# Results

# **Received supports in Taiwan**



**Parents**



**Central**

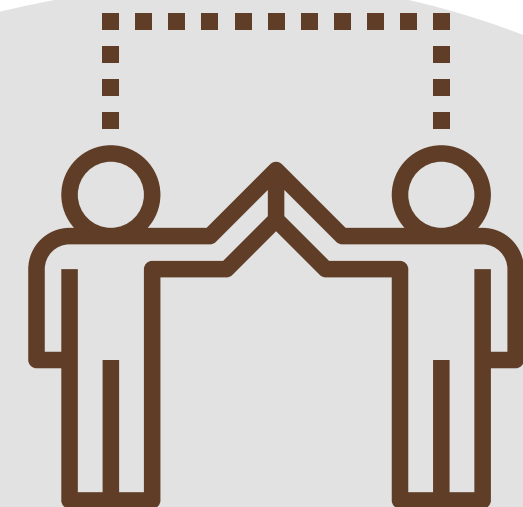


**Principal**

**Received supports  
in Taiwan**



**Professors**



**Colleagues**

# Received Supports in Japan

# Received Supports in Japan



**Professionals**



**School  
Leaders**

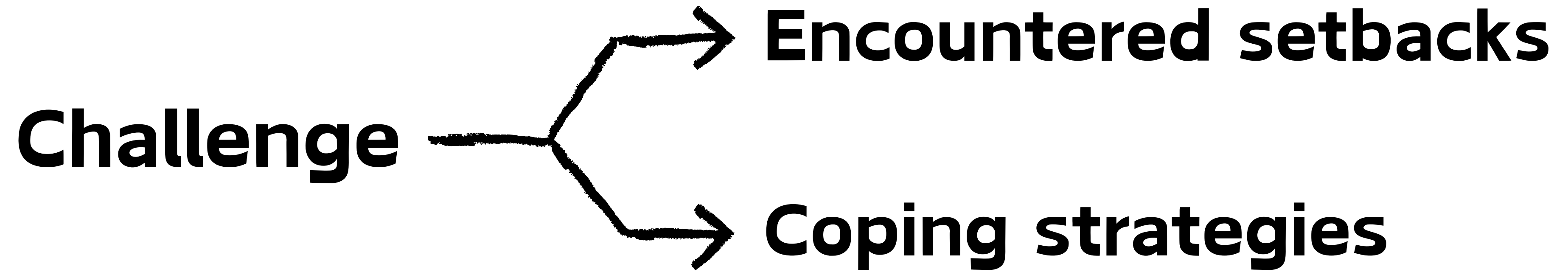


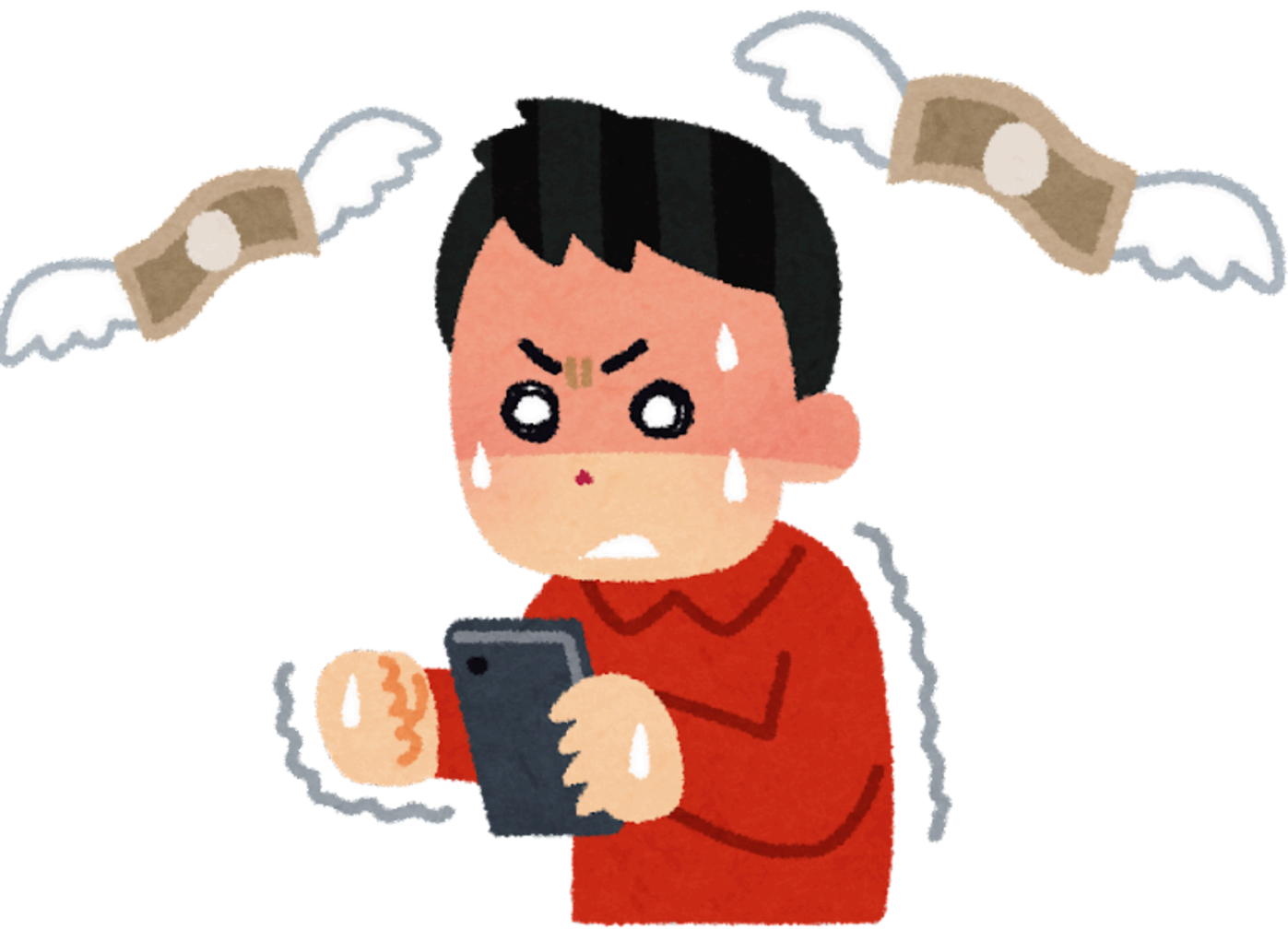
**Colleagues**



# Received Supports Discussion

- **Both** have **professionals supports**.
- **Taiwan** principals are key person to **implementation**.
- **Japan** has a more **mature system**.
- **Japan** has a **stronger sense of community**.





**Inadequate resources**

**Encountered setbacks in Taiwan**

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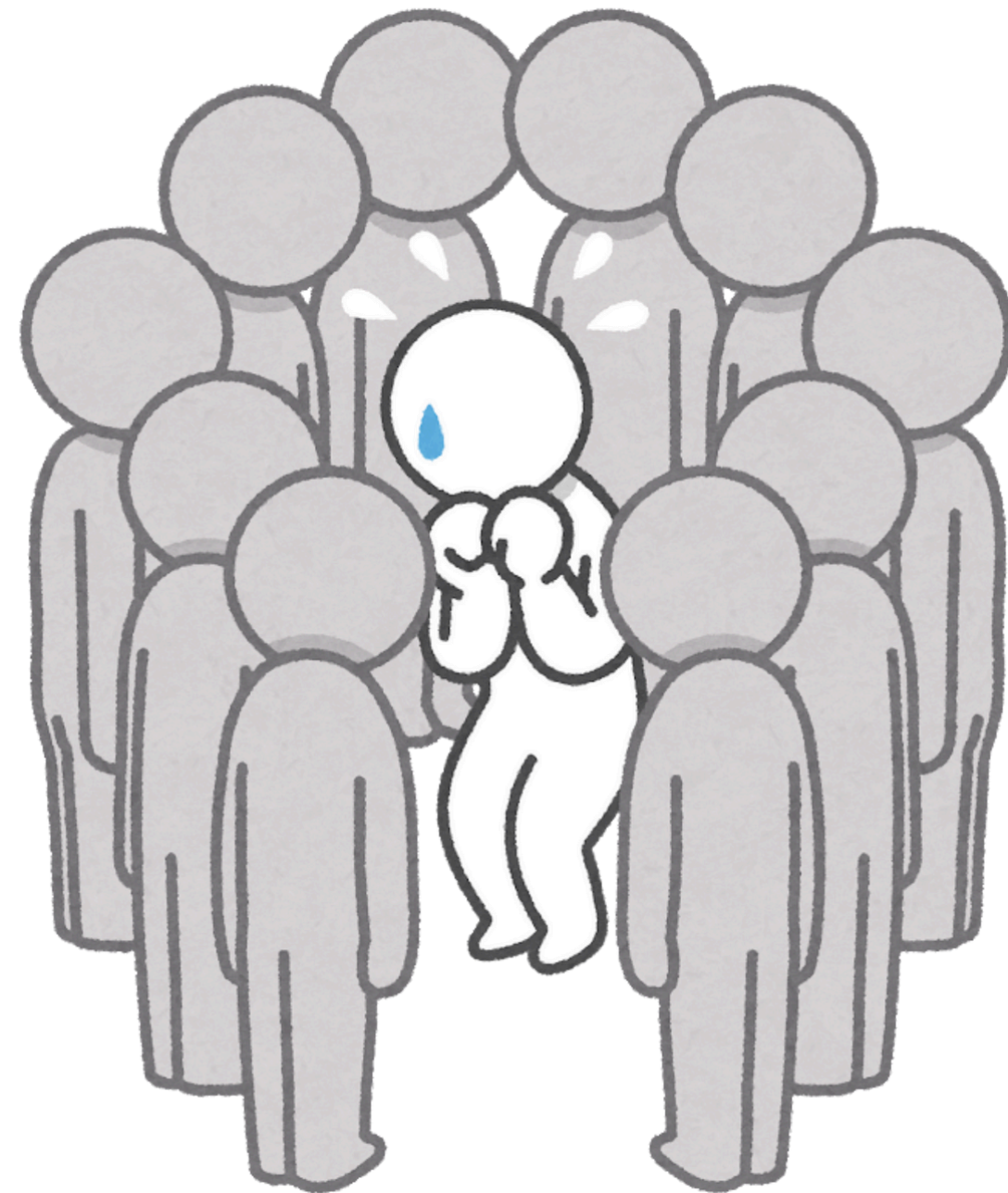
**Inadequate resources**

# **Encountered setbacks in Taiwan**

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# Encountered setbacks in Japan

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**Peer  
pressure**



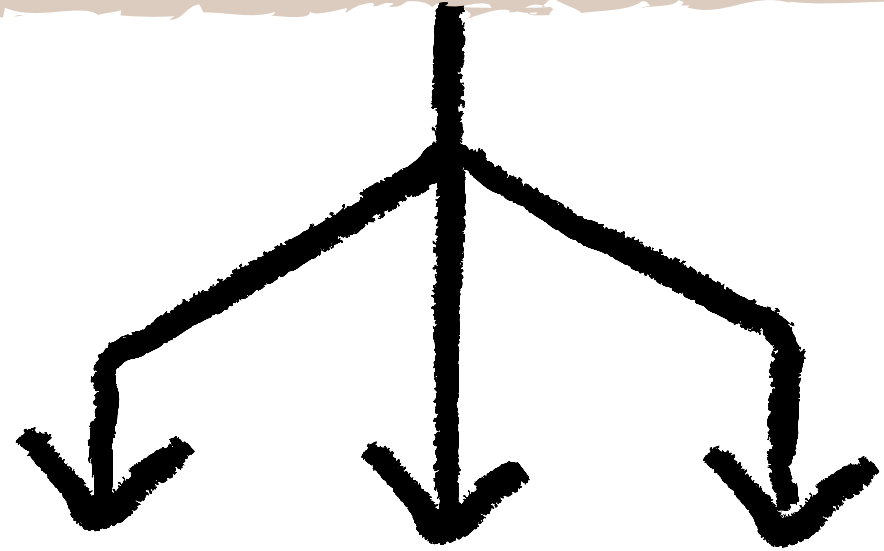
**Self-doubt**

**Encountered setbacks  
in both country**

**Conflict with personal perspectives**



**Encountered setbacks**



**Inadequate experiences**

**Culture**

**Psychological maladjustment**

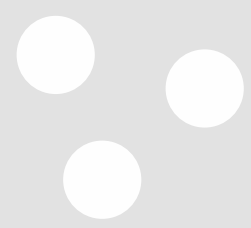


**Be willing to lend a helping hand to partners.**

**Coping strategies**



**Real-time review**





# Encounter setbacks Discussion

- **Both** have problems of **self-doubt** and **conflict with personal perspectives.**
- **Japanese** teacher has a **impact of culture.**

**Benefits**



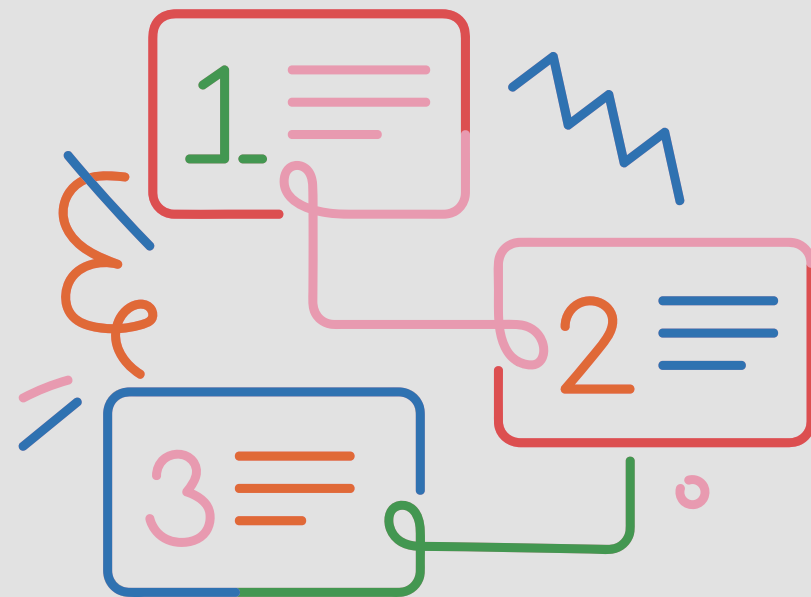
**Mindset shift**

**Positive attitude**

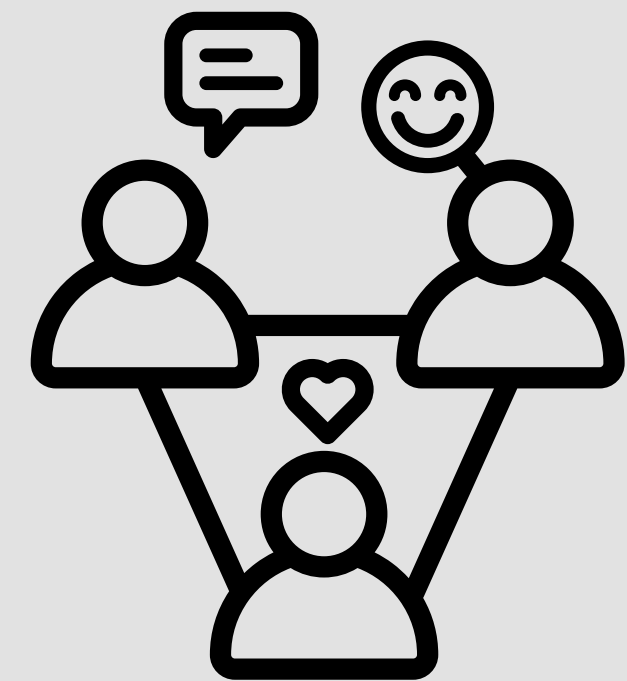


**Mindset shift**

**Valuing the process**

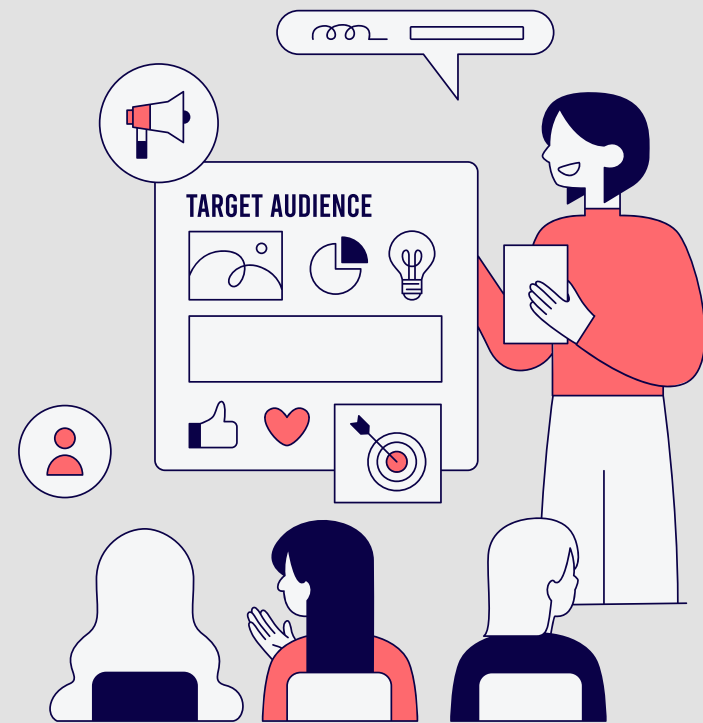


**Connection with life**

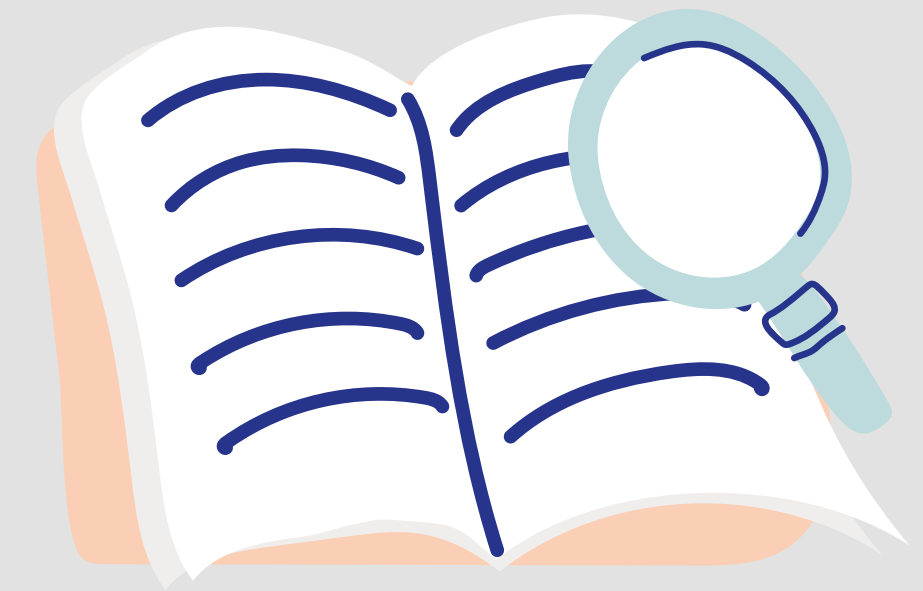


**Impact on teaching**

**Student feedback**



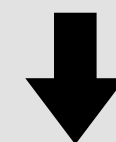
**New curriculum**



**Impact on teaching**

**Restructuring the teaching model**

**"Traditional teaching"**



**"Innovative teaching"**



# Benefits Discussion

## Taiwan

- **Significant mindset shift: from unfamiliarity to understanding and acceptance**

## Japan

- **Mindset shift less pronounced: early exposure to action research**



# Benefits Discussion

## Taiwan

- **Actively explored and innovate teaching strategies**

## Japan

- **Relied on collective decision-making within the team**

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**Thank you for listening !**

**ありがとうございます。**

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