

## Self-Initiated Project Action Plan

Initial planning on 11/10/21

Adjustment of action plan 22/11/21

Text in green are the actions that I have carried out

Date / Week	Course Structure	My SIP Plan 11/10/21	My To-Dos 11/10/21	My Sip Plan 22/11/21	My To-Dos 22/11/21
27.09.21 Workshop 1	<p>1. Scoping workshop (methods, question writing and goal setting).</p> <p>Read: SiP Unit Brief</p> <p><i>McNiff, J. (1995) Action Research for Professional Development.</i></p> <p>One of: Alvesson (2012); Converse &amp; Presser (2011); Eliis and Bochner (2006); Jones et al</p> <p>(2010); Irving et al (2012); Tjora (2006). Handout: Quotes &amp; references on refining your research question Draft research question</p> <p>Bring: Draft Research Question</p>	<p>Workflow page</p> <p>Clarify research question</p> <p>Research method</p>			

04.10.21					
11.10.21 Group Tutorial 1	<p>Group tutorials - ethics sign-off and action plans</p> <p>Read:</p> <p>Cohen, L., Manion, L., &amp; Morrison, K. (2012) 'Chapter 12: Sampling' in <i>Research Methods in Education</i>. Routledge: London</p> <p><a href="#">BERA (2018) Ethical Guidelines for Educational Research</a></p> <p>Bring: Completed Ethics form Action Plan</p>	<p><b>Preparation</b></p> <p>SIP proposal</p> <p>Action plan</p> <p>Understanding of autoethnography as research method</p> <p>Ethics form</p> <p>Collect relevant literature and sources</p> <p>Broad understanding of the field: pedagogy of kindness and care</p>	<p>Complete SIP proposal</p> <p>Speak to academic friend about autoethnography as RM</p> <p>Further understanding on autoethnography, how it works and things to be aware of</p>		
18.10.21		<p>Collect relevant literature and sources</p> <p>Broad understanding of the field: pedagogy of kindness and care</p>	<p>Write post on the choice of my research method</p> <p>Miro Brainstorm update on sources</p> <p>Gain overview of the field</p>		

			Start journaling practice		
25.10.21 Workshop 2	<p>Literature workshop (tools testing, recruitment &amp; sampling troubleshooting) Read: Thompson, P. (2021) <i>Patter blog</i>. Available at: <a href="https://patthomson.net/category/literature-review/">https://patthomson.net/category/literature-review/</a></p> <p>Cook, T. (2009) 'The purpose of mess in action research: building rigour through a messy turn', <i>Educational Action Research</i>, 17(2), pp. 277-291.</p> <p>Bring: Your research tools (e.g. activities, questionnaires, interview/focus group plans)</p>	<p><b>Corner stones of kindness for my teaching</b></p> <p>Plan, how do I implement kindness in my teaching?</p> <p>Questionnaire for self-reflection Definition of points / questions for self-reflection</p> <p>Self-observation in teaching, record through</p> <ul style="list-style-type: none"> <li>- video/audio</li> <li>- Journaling before and after teaching</li> </ul> <p>30.10. GBS self-recording</p>	<p>Actions that I can put in place in my own teaching (informally)</p> <p>Questions that are relevant for my reflexive journaling (core themes emerged)</p>		
01.11.21		<p><b>Research cycle</b></p> <p>01.11 CSM E.F.D. self-recording</p>			

08.11.21 Group Tutorial 2	Group tutorials - progress and feedback  Bring: Work in progress	Reflection and adjustments to RM or questionnaire	Evaluate my actions vs my intentions (informally)  Adjust action plan		
15.11.21		Continue self-reflection GBS/JKS/CSM	Apply changes in my teaching  Self-observation and reflection		
	<b>Wednesday 17 Nov (2-4pm): FHEA application briefing session</b>  Attend to learn about how to apply for Fellowship of the Higher Education Academy once you have completed the PgCert.	<b>Summarise</b> the findings			

22.11.21 Workshop 3	Analysis workshop (trying different modes of analysis)  Read: <i>Either</i> Kara, H. (2015) 'Chapter 6: Analysing data' in <i>Creative Research Methods in the Social Sciences: A practical guide</i> . Bristol: Policy Press.  Or	Practical planning:  Structure/corner stones for compassionate teaching session	Summarise findings	<b>Summary of informal Research Cycle</b>	WF update from session  Taking stock of findings so far  Corner stones of compassionate teaching structure
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	<p>Gray, C. and Malins, J. (2004) 'Chapter 5: Interpreting the map: methods of evaluation and analysis' in <i>Visualizing Research: A guide to the research process in art and design</i>. Farnham: Ashgate.</p> <p>Bring: Samples of textual data (fictional conversation, focus group transcript) Any data you have collected</p>				<p>Reflection session Charlotte</p> <p>Journaling</p> <p>SIP Progress Call, Arianne</p>
29.11.21		Feedback on version 1		<b>Prep presentation</b>	<p>Put together core findings so far in presentation</p> <p>Reflection session Charlotte</p> <p>Journaling</p> <p>SIP Progress Call, Arianne</p>
06.12.21 Group Tutorial 3	<p>Group tutorials – presentation preparation</p> <p>Bring: Prepared presentation</p>	Adjustment		<b>Test Presentation</b>	Structure of compassionate teaching in a Lesson plan for online course

					<p>Reflection session Charlotte</p> <p>Journaling</p> <p>SIP Progress Call, Arianne</p>
13.12.21				Implementing feedback	<p>Adjustment of plan for teaching session</p> <p>Prepare course material</p> <p>Further reading on literature</p> <p>Reflection session Charlotte</p> <p>Journaling</p> <p>SIP Progress Call, Arianne</p>
20.12.21	CSM Short course 20-23/12 Test structure			<b>Testing findings in Teaching structure</b>	<p>Testing the corner stones of compassion in the online course</p> <p>Reflection session Charlotte</p>

	<b>24<sup>th</sup> – 27<sup>th</sup> Christmas Holidays</b>				Journaling SIP Progress Call, Arianne
27.12.21				<b>Summarise findings</b>	Review recordings from teaching session  Further reading on literature  Summarising Journaling  SIP Progress Call, Arianne
03.01.22				<b>Presentation</b>  <b>Update on WF/Blog</b>	Putting together findings in the presentation  SIP Progress Call, Arianne  Update Blog and WF
10.01.22 Presentati on	<b>Summative Assessment (presentation day): w/c 10 January 2022</b>	Hand in			

24.01.21	<b>Adjusted Assessment: w/c 24 January 2022</b>				