Review 3: Presentation
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SED 600
April 11, 2007
The presentations given by former students eased some of my thoughts in regards my action research. They displayed the results of their hard work and made it a very feasible idea. Although their topics were different the presentations were organized in the same manner. The presenters demonstrated their knowledge of several topics related with their action research. They provided plenty of ideas from previous studies showing the validity of their study. The presentations showed the audience that they were knowledgeable about their research from different views. They presented the research done before and during the action research and connected how it relates to their own study. This allowed for the provided data to be clear and easily understood.

Instead of just listing the authors used, I liked how one presentation simply presented the topics. As an audience member, I liked how the presenter stated who his sources were by their ideas, rather than giving me a reference list. This was a more confident way in showing that he knew his topic. One of the concerns I have with my action research is giving enough information to the audience. What is too much information versus what is too little information? Schuster’s research did not quite provide sufficient information, but did Lyle provide too much? Between the two presentations, I liked how Lyle did give the information. He addresses the factor of not knowing who his audience will be.

Both presentations offered their data to their audience. I liked how Schuster provided pictures of the actual handouts. It helped me understand his research better. For presentation effectiveness, when show a whole picture, I need to display it so that my audience can fully appreciate it by being able to read the details of the pictures. He countered the hard to see picture on his presentation with handouts. It would have been nice to have a zoomed in view of his data so that we can truly understand his methods during his research. Lyle’s data was easier to understand. His graphs were clear and straight to the point. The way he organized his information helped because he did not just show graph after graph. There was a break in between graphs were he broke down what the graphs show in relation to his research.

When I present my data, I need to make sure that I do not offer too much data at once where my audience can get lost in the information. I need to break it down so that it’s not too heavy and upfront. I do not want to just show a graph for the sake of showing it, I need to be able to read my data and know what’s important enough to share with the audience.
Schuster and Lyle both summarized their presentations at the end, right before they offered their implications to the future. This part of the presentation reminds me the importance of an action research. I want to be able to study an idea and topic that can be easily applied and useful for my classroom and hopefully for someone else. The look into future research also demonstrates their full knowledge of their topic. The presenters took the process of action research and brought it to a close by bringing it to the beginning, with another question.

To make their research more applicable in the classroom, both presenters shared their ideas for improvement. One advice that rings in my thoughts is to obtain enough data. Both felt that if they could do it longer, they could see more with their data and provide clearer conclusions.

Bottom line, the presentations showed the purpose of an action research. What do I want to study? What is applicable in my classroom? Both presentations were different in nature, but it shows how their topics related in their classroom, more importantly how useful it is in their classroom. They were not just ideas but they were meaningful in their classroom. They had their shares of pros and cons. After seeing the presentations, it makes my action research not such a daunting task. Action research is for my own classroom. What can I do to improve student success? What can I implement in and out of my classroom?