

## Teacher's diary

# The diary as a support for the research process

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### Why?

- It is a familiar activity.
- It provides complementary comments on the process of gaining data through other methods used for your action research (e.g. pre-requisite for carrying out an interview).
- It offers a continuity of thoughts concerning the quality of your action research.
- It is a written form of reflection.

### How? Types of notes

- *Descriptive passages:* Observations of actions and events, reconstruction of dialogues, gestures, emphasis, facial expressions, descriptions of classroom space, behaviour of observer ... → Importance of details, focus on the specific rather than the general and on observation rather than judgment
- *Interpreting passages:* Interpretations, feelings, intuitions (hypotheses), considerations of problems, speculations, ideas, explanations of observations, awareness of own preconceptions and prejudices, personal theories...
- *Theoretical notes:* Explanations of terminology (e.g. 'reading strategies'), linking observations and information (from subject literature), generating ideas for observations, linking reading to own experiences, formulating a new hypothesis ...

### Source:

Altrichter, H., & Posch, P. (1998). *Lehrer erforschen ihren Unterricht: eine Einführung in die Methoden der Aktionsforschung*. 3. Auflage. Verlag Julius Klinkhardt. Bad Heilbrunn.