

Sub theme:

Observation and feedback methods and techniques

Reflective Journey of mentoring Exploratory Action Research by Lok Bahadur Khatri

Abstract

In 'Reflective Journey of mentoring Exploratory Action Research', Lok Bahadur Khatri explores how classroom based research, commonly perceived as action research in Nepal, is a mandatory task to be carried out to complete Teacher's Professional Development training.

As teachers complete their action research, they need to submit a report. Teachers who are receiving British Council Connecting Classroom through Global Learning training carry out and share action plans. Likewise, some teachers are also carrying out classroom based researches under the technical assistance of British Council Action Research Mentoring Scheme (BC-ARMS). In research contexts, mentoring includes any support for the individual to develop and maintain their research profile and activities. In Nepalese context, face to face trainings seem to be effective. Action research, which is mandatory task, is assigned to be carried out while teaching in school and supposed to be completed in eight weeks. But, there is rare mentoring support because of which action researches are not completed or copy-paste reports are submitted. This paper will mainly reflect the presenter's reflective journey of becoming a mentor while mentoring ten teachers carrying out their exploratory action researches, who completed their action researches, in Surkhet under BC-ARMS project.

This paper will also embed the reflective experience of the presenter as a roster trainer at Human Resource Development Center (HRDC), Karnali Province assigning action research tasks to trainee teachers. The whole paper will focus on his experience of mentoring teachers along with being mentored himself. The process and positive impact of close observation and feedback with mentoring and research output will be analysed and explained in this paper.