Introduction to the Action Research Papers

Each of the author/researchers featured in *BTAR* were graduate teacher education students in our action research classes. They were enrolled in an intense, three-semester, 11-month program that began in June and graduated the first of May. In this program, students begin exploring action research topics during summer term, prior to meeting their mentor teachers or the students they will teach in the fall. Fall term, the author/researchers designed their action research projects with the assistance of their mentor teachers; most of them began data collection in December and continued this process while teaching fulltime through the first of March. After this time, they moved to another grade level to complete their student teaching. They completed data analysis, synthesis and deconstruction and wrote their papers while completing this second round of fulltime student teaching.

Our students have produced many fine action research papers over the years. Deciding which AR papers to include in this publication was difficult. In the end, we chose these papers primarily for the variety of subjects and grades they represent. We also chose these papers for their authenticity. The papers demonstrate the messy journey of negotiating the role of “student teacher-researcher.” They represent courage and lived experiences that cannot always be captured in words alone. Perhaps that is why all of these student teacher/researchers found transformative meaning in the action research process.