

Characteristics of AR

	Characteristic of AR	Characteristic of 'academic' research
Motivation of the study	A problem or issue in the researchers' practice	A theoretical question deriving from the literature
Role of the literature	One source for suggesting possible things to test out during the research - to be consulted <i>after</i> the research aim has been clarified	Supporting a comprehensive review that informs a coherent conceptual framework motivating the research questions
Nature of research question(s)	How can we improve this? How can we solve this problem?	How can we develop theory to understand this better? How can we test this existing theory?
The researchers	Practitioners working in the context where the study was carried out	External researchers who enter the research context in order to carry out the research
Role of context (e.g. institution; classroom etc)	Source of research concerns; target for changes informed by research	Selected as one suitable place to explore research questions and 'stand for' other similar contexts
The design	An emerging design with an iterative nature: outcomes at each stage informing the direction of the next	(Most often) a research design planned at the outset to provide the data needed for the study
Data is collected until	There is enough evidence to decide what to do next	There is sufficient evidence to develop a formal case that research questions have been satisfactorily addressed
The outcome	An improvement in the situation being researched, or a better understanding of the context to inform practice there	A development of theory, and/or a potential abstract generalisations, to inform other similar contexts
Knowledge developed	Personal knowledge - situated knowledge that can be applied as knowledge in action	Public knowledge - a formal representation of knowledge claims presented in abstract, theoretical terms
Report	Optional (in principle)	Necessary for contributing to public knowledge