

The Inventory of Reflective Thinking via Action Research (IRTAR)*

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| Planning | | |
| Problem | 0 | Describes the problem without considering its possible reasons. |
| Statement | 1 | Describes the problem giving a single cause and effect reason (e.g. They misbehave because they hate school). |
| | 2 | Describes the problem considering possible multiple reasons. |
| | 3 | Describes the problem considering multiple reasons including larger societal, ethical or cultural reasons. |
| Plan of Action | 0 | Decides to take an action at a procedural level without further consideration of the action its reasons/rationale. |
| | 1 | Decides to investigate multiple actions without giving a rationale for any. |
| | 2 | Decides to investigate multiple actions giving a single reason or rationale for each action. |
| | 3 | Decides to investigate multiple actions giving multiple reasons or rationales for each relating them to other theories/readings. |
| Acting | 0 | Gives no report of procedures followed and how the teacher actually conducted the plan. (e.g. I followed the plan). |
| | 1 | Describes the actions the teacher took giving specific examples of how the plan was carried out. |
| | 2 | Describes the actions showing an awareness of the inadequacies, complexities and limitations of his work. |
| | 3 | Describes the actions showing awareness of the possible negative and positive consequences of them. (Punishing students might keep them quiet but it may not make them learn.) |
| Reviewing | 0 | Showing satisfaction/dissatisfaction with action(s) taken without giving reasons/or giving simple reason(s) and proposing no further actions. |
| | 1 | Showing satisfaction/dissatisfaction with action(s) taken giving reasons, drawing conclusions and proposing further action(s). |
| | 2 | Showing satisfaction with actions giving reasons but expressing awareness of limitations of action and proposing further action. |
| | 3 | Showing satisfaction/dissatisfaction with actions giving reasons and showing awareness of ones' own beliefs and the possible limitations relating them to other societal, cultural or ethical issues and proposing further actions or visions. |

*El-Dib, Marvat (2007). Levels of reflection in action research. An overview and an assessment tool. *Teaching and Teacher Education*, 23(1) 24-35.