

# CLASSROOM-BASED RESEARCH FOR PROFESSIONAL DEVELOPMENT

Networking - TELC (Teaching) x (34) Champion Teachers Pro x Chilean Champion Teachers - x

championteachers.weebly.com

# Chilean Champion Teachers

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A two-day workshop in January 2013 launched the British Council Chile 'Champion Teachers - Action Research Project',

Here are [Photos](#) from this two-day workshop for Chilean secondary school teachers, further information in Spanish, and a [video](#) about the project in English.

This first iteration of the project ended in January 2014 with another two-day workshop in Santiago. Congratulations to all participating Champion Teachers! [View a photo](#)

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[Click here to find out more about the Champion Teachers project](#)

# Signs of success

[this has been your task this week (week 1):]

Describe a recent successful experience in your classroom. What did you see, hear and feel?

How do you know it was successful? What did you see, hear and feel that told you it was successful?

- I saw \_\_\_\_\_
- I heard \_\_\_\_\_
- I felt \_\_\_\_\_

These were *signs* of success – important and valuable but...

***Evidence* of success could help you understand / repeat / convince others about the success even better**

*Signs* sometimes only provide a partial view of situations. They can:

- ignore the perception of students
- give information only about one aspect of the situation
- mask other aspects of a situation that cannot be easily 'seen' or heard'
- make us overlook information which can be useful to get new understandings

·Evidence': *n.* 'Information indicating whether a belief or proposition is true or valid; information used to establish facts'  
(*Concise Oxford Dictionary*)

# Example

[Teresa's story [read by Paula during the webinar]]

Research begins with real *questions* ‘(research questions’)

What was Teresa’s research question? (what did she want to find out?) Write your answers in the chat box

How did she feel at the end of the research, and why?

# Another example

“From this exploration, the first finding was very surprising for me. Before the [...] research I thought they didn’t want me to speak English in class.

[But in their answers to my questionnaire] a little more than a half of them said they wanted a class in English. It was a total change of my point of view.”

(Daniel Santana)

Research begins with research *questions*

What do you think Daniel's overall concern was?  
And what about his overall research question?  
Write your answers in the chat box

# Your main task this week

Write about a problem or area you are wondering about in your teaching, and write down your research question(s) in the Google+ Community under [‘What are your problems, and research questions?’](#)

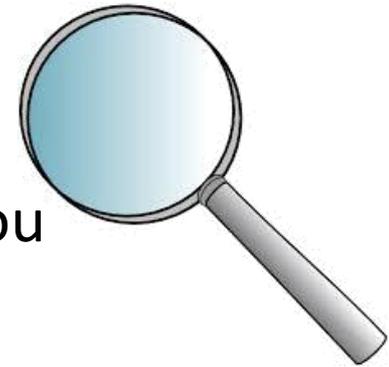
[go to the website first - <http://classroombasedresearch.weebly.com/week-2.html> - for further explanation]

# Exploring success further ...

- What evidence is there that what I did was successful?
- Was it successful from *students'* points of view, too? How do I know? Was it a good experience for *all* of them? How do I know?
- What were the reasons for it being successful?
- How can I reproduce, or build on that success?

These could be your research questions ...

# Starting-points for teacher-research



- Something that worked in your classroom and you would like to explore further. -- *Working*
- Something that you are unsure about in relation to your student's learning and/or your teaching. -- *Unsure*
- Something that is not working and you would like to improve. – *Not working*

In the next example, is the starting-point something that is *working* or *not working*, or something the teacher is *unsure* about?

ANDREA ROBLES

### Wrapping Up Class

The end is as important as the beginning of the story!



## My research...

*Wrapping up classes, the end is as important as the beginning of the class!*

- My Context...
  - I have 44 hours per week
  - I have 40 – 42 students per class

# Step 1

- .... The last part of the class... Am I doing it right?
- I decided to find out the answer...
  1. What is a wrapping up?
  2. What are the characteristics of a wrapping up?
  3. How do my students react in that part of the class?

# Step 2

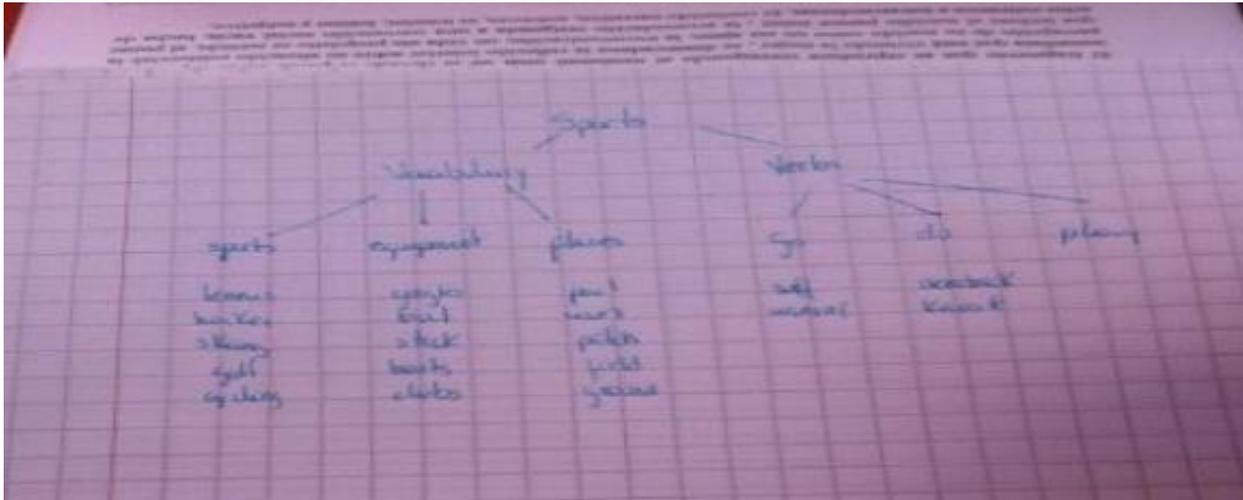
- I asked some colleagues about wrapping up.
- I surfed the web for answers.
- I asked a colleague to observe my class.
- I made a parallel of what I was doing and my ideal wrapping up.

# WHAT DID I FIND OUT?

- My colleagues and me had the same thoughts about wrapping up 😊
- The article on the web also confirmed my ideas 😊
- There was a huge difference between I what I was doing and what I thought it was right.
- Every time I repeated the same question at the end of the class and my students packed their things to leave 😞
- I had to do something about it

# Step 3

- I decided to try a different activity and see what happened.

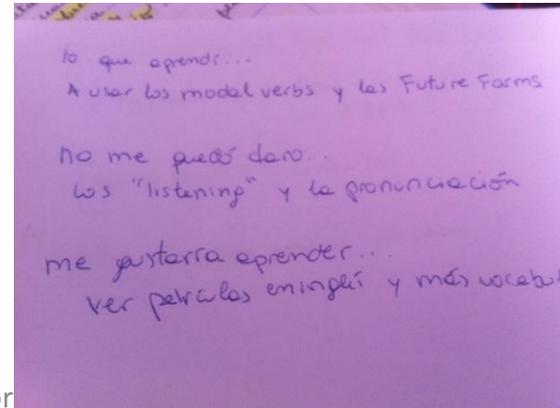


## Step 4

- Come back to step 2... 😊
- I asked a colleague to observe my class again.

# Step 5

- Think and plan different activities as wrapping up.

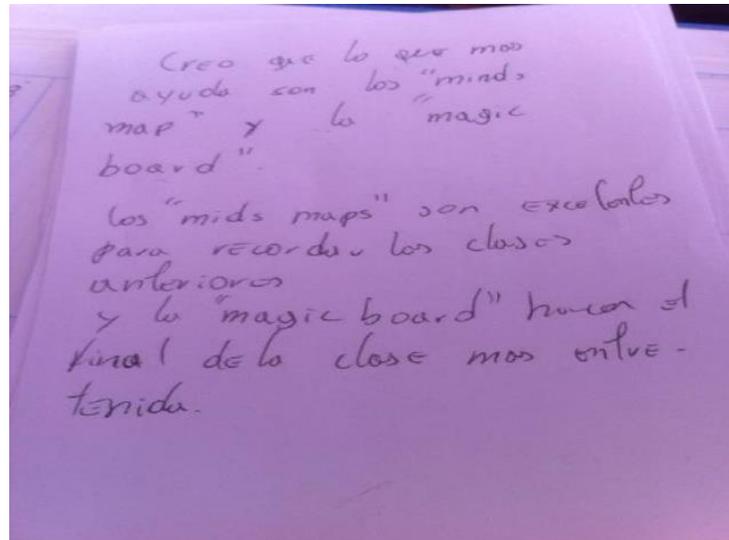


# Step 6

- Come back to step 2 😊

# Step 7

- Asked my students about the activities!



# Step 8

- Video – written report 😊

# MY REFLECTIONS!

- Discovering is more important than solving a problem.-
- Teaching is learning!
- Teachers are powerful.
- Research helps you to know why you are doing something and not just acting because of a feeling.
- Research is not only for experts... teachers have much more things to say because we are the ones who are inside the classroom.
- Accept that we make mistakes or maybe we do not do thing in the best way...

## Wrapping up classes

Andrea Robles

*"The end is as important as the beginning of the class"*



Audio-recording of oral presentation:



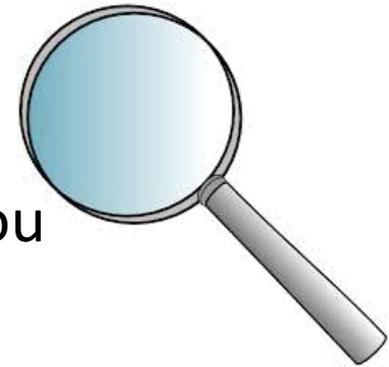
The written report can be viewed as pdf below with most browsers:

My name is Andrea Robles, I am a teacher from Iquique and I'll share with you my action research project called "Wrapping up Classes" The end is as important as the beginning of the class.

I work in Academia Iquique School, it is one of the best subsidized schools in Iquique, and it is a huge school with more than one thousand and seven hundred students. Here we receive students who have a high performance in many subjects

[You can hear and read Andrea's story here](#)

# Starting-points for teacher-research



- Something that worked in your classroom and you would like to explore further. -- *Working*
- Something that you are unsure about in relation to your student's learning and/or your teaching. -- *Unsure*
- Something that is not working and you would like to improve. – *Not working*

In Andrea's case, was the starting-point something that was *working* or *not working*, or something she was *unsure* about?

# Your main task this week

Write about a problem or area you are wondering about in your teaching, and write down your research question(s) in the Google+ Community under [‘What are your problems, and research questions?’](#)

[go to the website first - <http://classroombasedresearch.weebly.com/week-2.html> - for further explanation]

# From problem/uncertainty to questions

Think about a current challenge / problem in your teaching. And/or think about things you are unsure about and which are concerning you.

What do you see, hear and feel? What makes you concerned?

What evidence do you have?

What do you still need to know?

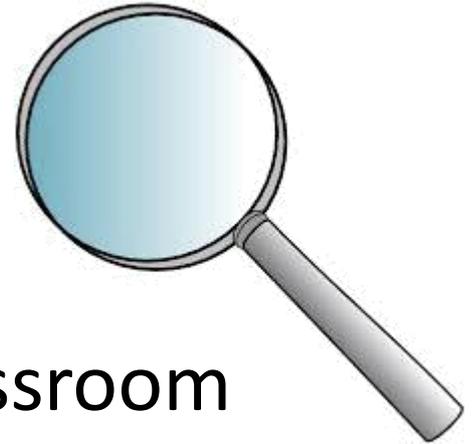
What are your questions?

# Helping one another

In response to others' stories and questions you can

- *advise* – tell a speaker what they 'should' do
- *clarify* – ask a speaker what they mean by something or how they know something
- *probe* – asking a speaker to explain more about particular aspects of the situation
- *invite* – ask a speaker to say more about the situation or about how the situation could be changed

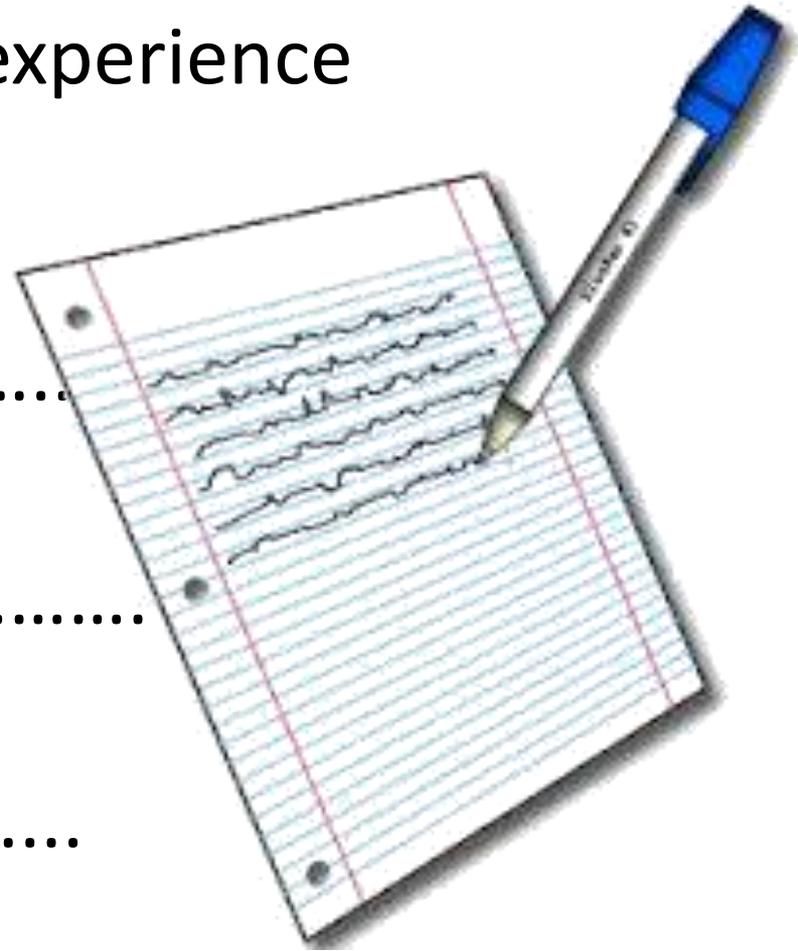
# What to research?



- Something that worked in your classroom and you would like to explore further.
- Something that didn't work and you would like to improve.
- Something that you are unsure about your students' learning and/or your teaching.

Paula will share a classroom experience

1. I am/was pleased when I .....
2. I am/was unsure about .....
3. I am/was unhappy about .....



Is her starting-point something that seems to be *working*, something she is *unsure* about, or something that is *not working*?

What does Richard ask Paula?

Does he ... tell / clarify / probe / invite?

What other questions could he ask?

# Questioning task

- In my classes.....



**A**

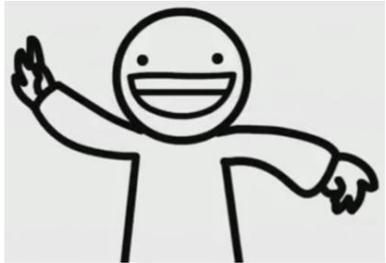
- I am unsure about.....
- My colleagues / I am happy about ....
- My colleagues / I am unhappy about...

**B**

- What do you mean by X?
- How do you know that Y occurs?
- Have you asked your learners/colleagues about X / Y etc.?

What could Paula's research questions be?

# If I have too many concerns, then M U S E:

				
	MANAGEABLE	URGENT	SIGNIFICANT	ENGAGING
1				
2				
3				



# Choosing one area of concern

Based on MUSE, choose one area



What is the overall question you  
want to answer?

What are 'smaller' questions that  
you will help you towards that  
overall answer?

# Exploratory questions

- **Exploring importance and meaning**
  - What do you mean by X?
  - Which aspect of X?
  - What is X?
  - Why X?
  - When does X happen?
- **Exploring perceptions**
  - What do you/your learners say when X occurs?
  - Do your learners share your view about X?
- **Exploring behaviour**
  - What do you/your learners do/say when X occurs?
  - Do you/your students react in the same way?





*'My research journey started with a feeling, just a feeling that something wasn't right. Going from that feeling to asking why, and finding out what works is the key.'*

- Before the next Live Session (on January 21st) please read one or two stories from the following book:

## Champion Teachers: stories of exploratory action research

Edited by Paula Rebolledo, Richard Smith and Deborah Bullock



[You can link on this link to go to the book](#)

Everybody, read this one [chapter 2] , as we'll refer to it next time ....

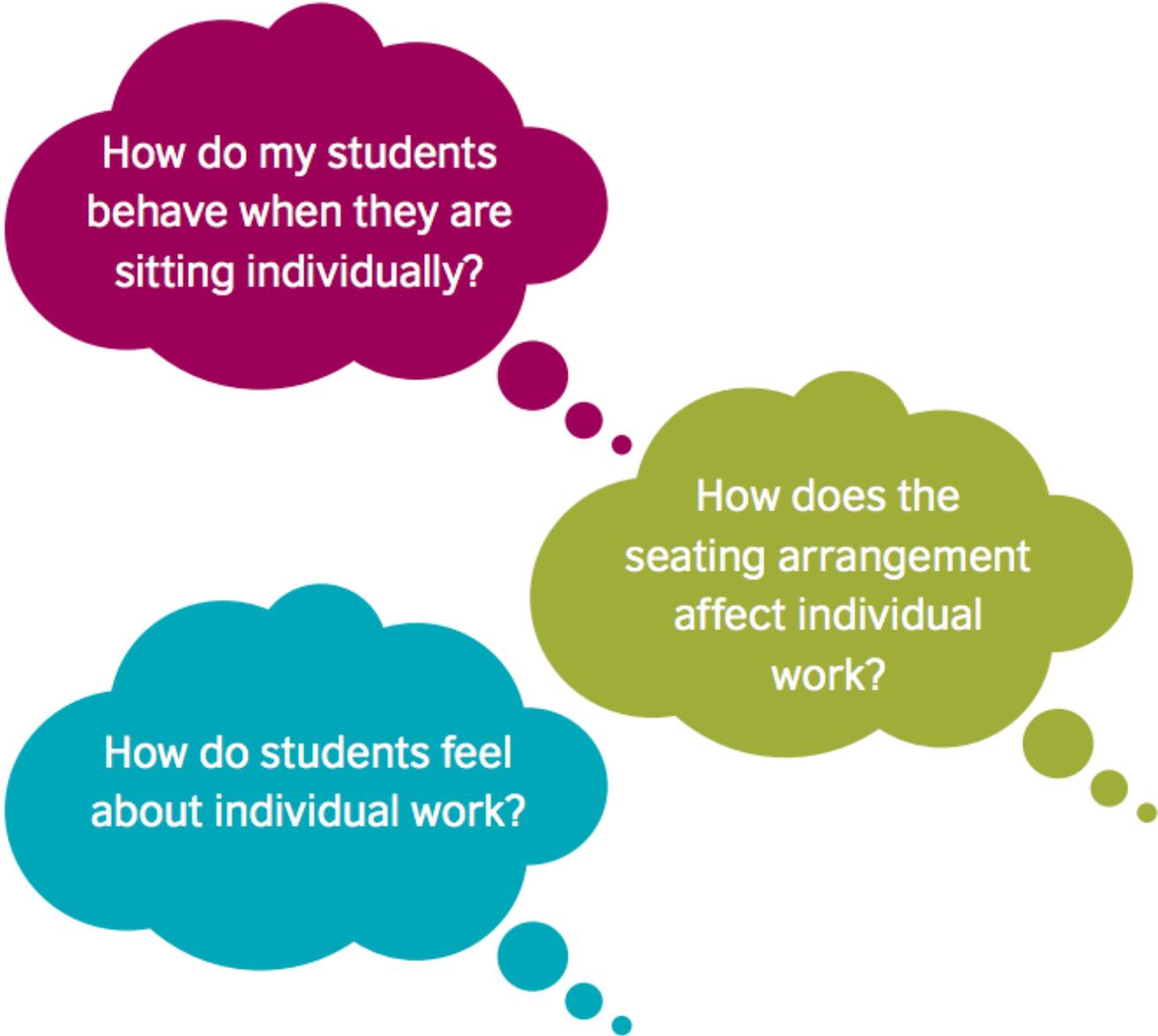
# Seating arrangements and groupings

Mauro Sáez Mejías  
Valparaíso, Chile



# Seating arrangements and groupings (Mauro Sáez)





How do my students  
behave when they are  
sitting individually?

How does the  
seating arrangement  
affect individual  
work?

How do students feel  
about individual work?

# Seating arrangements and groupings (Mauro Sáez)

1. What kind of evidence does he get?
2. What are his findings?
3. What does he change?
4. What happens?
5. How does he benefit from the experience?



Now, do you have any questions?

Reminder of your main activity this week:

**Write about a problem or area you are wondering about in your teaching, and write down your research question(s) in the Google+ Community under [‘What are your problems, and research questions?’](#)**

Go to the week 2 web-page and follow instructions there

<http://classroombasedresearch.weebly.com/week-2.html>