Classroom-based Research   Electronic Village Online (EVO) 2021

EVO 2021
20th Anniversary

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Asli Lidice Gokturk Saglam (Turkey)   Rubén Mazzei (Argentina)   Mariana Serra (Argentina)

Teachers interested in doing exploratory action research with support from committed voluntary mentors

Join us! LINK: https://canvas.instructure.com/enroll/8ADGCK

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January 11th to February 14th 2021
Registrations January 3rd to January 10th 2021

f https://www.facebook.com/groups/evo2017classroomresearch

Classroom-based Research   Electronic Village Online (EVO) 2021

Teacher development and the role of research
14/01/2021
Mark Wyatt

What are the benefits (and challenges) of teacher research?
23/01/2021
Emily Edwards

Transforming teaching through research activities: Tools for exploring practice
30/01/2021
Kenan Dikilitas

How does doing and sharing research change who you are, and what you do?
03/02/ 2021
Gary Barkhuizen

How do I analyse my data? Some suggestions for qualitative and quantitative analysis
04/02/2021
Anne Burns

Teachers research! Innovative, international sharing and mentoring
13/02/2021
Richard Smith

Mark Wyatt

Teacher development and the role of research

The last teacher research conference I went to…

A publication that resulted…

Educational Action Research

Routledge
Taylor & Francis Group

English language teachers collaborating in practitioner research and loving it

Cemile Buğra & Mark Wyatt

Teacher development and the role of research...

- **Firstly, what is a 'teacher'?**

Teacher development and the role of research...

- **Please brainstorm to describe the kind of teacher you would like to be...**
- Kind... well-informed... a listener...

Teacher development…

- *Now thinking about teacher **development**…*
- **What kinds of things have you done to develop yourselves professionally in the last year?**
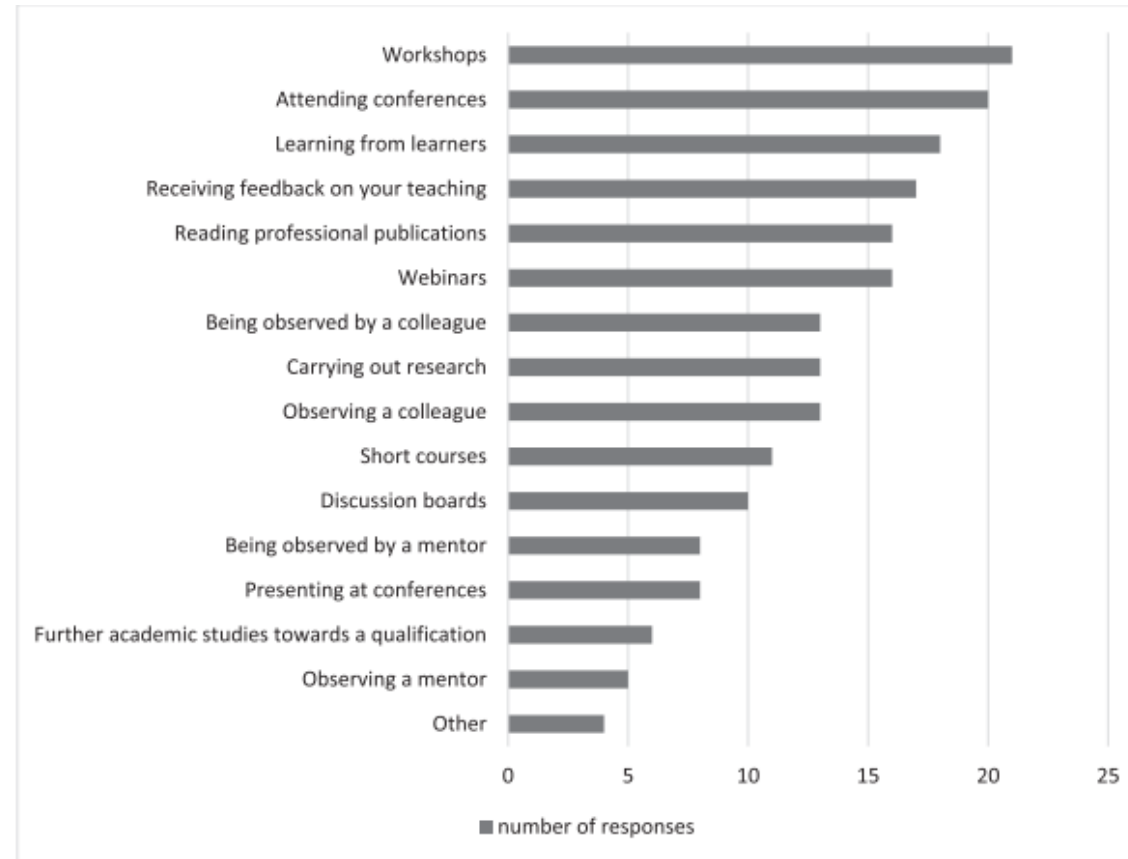
Some examples from Wyatt & Ončevska Ager (2017):

FIGURE 1
Forms of CPD reportedly
experienced in the last year

Top-down teacher education and *bottom-up* teacher development

- ***Top-down* teacher education**

- *From the outside*

- *Formal input on knowledge/skills*

- *Conducted by a teacher educator*

- *Can involve the sharing of new ideas to apply in the classroom*

- *Teachers positioned as consumers…*

(Based on Borg, 2015; Mann, 2005)

- ***bottom-up* teacher development**

- *From the inside*

- *Self-directed, personal, value-driven, often collaborative*

- *Independent but supported by organizations*

- *a continuing process*

- *Can be integrated within top-down models interactively*

Teacher development…

- *So thinking about the kinds of things you have done to develop yourselves professionally in the last year…*
- **Could you place them on a cline?**
- Top-down_____ Bottom-up

Teacher development...

- *Thinking about the kinds of things you have done to develop yourselves professionally in the last year...*
- **Which kinds of activities were...?**
- **a) most beneficial**
- **b) least beneficial**
- **Why?**

Research

- *Complete my sentence, please!*
- As anyone who has watched Hollywood movies knows, researchers and scientists are usually...

Research

- Complete my sentence, please!
- As anyone who has watched Hollywood movies knows, researchers and scientists are usually…

Research

- However, of course we know differently ☺

- Engagement had been sparked originally by the mentor (Seden Eraldemir Tuyan) introducing 'quite innovative idea for [their] institution' (OI). According to Olha, 'she told [them] that 'as you are a practitioner teacher, as you are an English instructor, that's quite enough to start some kind of research''. The teachers had found these words 'very encouraging [as they had been used to hearing that] only the academicians can do some kind of serious research, not English teachers' (OI). (Buğra & Wyatt, 2020, p.8).

Teacher Development and the Role of Research

- Complete these sentences, please!
- Teacher Research is…
- Practitioner Research is…
- Classroom Research is…

Justifying use of the term 'practitioner research'…

- "I suggest Practitioner as an alternative to Teacher Research, as it allows the inclusion of learners working with teachers and other practitioners, such as educational psychologists, supervisors, coordinators, head teachers… this creates space for interdisciplinary reflection and investigation" (Ines Miller, cited in Wyatt, Burns & Hanks, 2016, p. 7).

Forms of Teacher/Practitioner Research

- Reflective Practice
- Exploratory Practice
- Exploratory Action Research
- Action Research

- **What do they have in common and how do they differ?**

Forms of Teacher/Practitioner Research

- **What do they have in common and how do they differ?**
- Reflective Practice
- Exploratory Practice
- Exploratory Action Research
- Action Research
- **Hanks (2017) argues they all:**
- include elements of reflection, focus on classrooms and pedagogical practices, aim to empower practitioners… but "each does what is says it does on the tin" (Judith Hanks, cited in Wyatt, Burns & Hanks, 2016, p.

Reflective Practice

- "Consciously and systematically reflecting on teaching experiences" (Farrell, 2007, p. 9)

Action Research

- Action research is a dynamic process involving planning, action, observation and reflection put in place to explore or investigate a social situation (Burns, 2010)

Action Research

- It starts with teachers "perceiving a critical gap or dilemma between current practice and their more ideal view of practice. The gap or dilemma may relate to something they have been puzzled, uncertain or dissatisfied with for a while, a 'burning question' or issue they have always wanted to experiment with, a change they would like to see happening in themselves or their learners, or a desire to make a difference in the way things are generally organized in their classrooms or schools" (Burns, 2010, para. 4).

Exploratory Practice

- "a form of practitioner research in which learners as well as teachers are encouraged to investigate their own learning/teaching practices, while concurrently practising the target language" (Hanks, 2017, p. 2).

Exploratory practice is based on the following key principles:

1. Put quality of life first

2. Work for understanding

3. Involve everyone

4. Bring people together

5. Work in a spirit of mutual development

6. Make it a continuous enterprise

7. Draw on existing curricular practices to minimize the burden and maximize sustainability

(Allwright & Hanks, 2009, 149-154)

Exploratory Action Research

- Exploratory Action Research is a way to explore, understand and improve practice, combining exploratory research with action research (Smith & Rebolledo, 2018)

- The teacher first plans to explore, explores, and then analyses and reflects.

- The teacher then plans to change, acts, observes and reflects. And then... (p. 27)

What are the benefits of teacher/practitioner research?

- ???

What are the benefits of teacher/practitioner research?

- "if a teacher is motivated to teach, there is a good chance [the] students will be motivated to learn" (Dörnyei and Ushioda, 2011, p. 158)

What are the benefits of teacher/practitioner research?

- "the teachers who know that they learn with their students are the ones we like most" (Lucas Lombardi, a 12-year old Brazilian student, cited in Allwright and Hanks, 2009, p. 4).

What are the benefits of teacher/practitioner research?

- Engaging in research "has achieved far more than improvements in my teaching, my students' learning, and the materials and syllabus used in my context. It has been a catalyst…" (Emily Edwards, in Burns and Edwards, 2014, p. 79)

What are the challenges of conducting teacher/practitioner research?

- ???

And how to overcome the challenges?

- ???

And how to overcome the challenges?

- Set yourself goals... break tasks down...
- Talk to a peer / mentor / collaborator...
- Remember the benefits
- Keep believing... persist
- Do share what you learn
- Reward yourself

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Questions?