

Teacher Research for Professional Development

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Overall Argument

1. Professional development is vital

2. Global activity is significant

3. Impact is modest

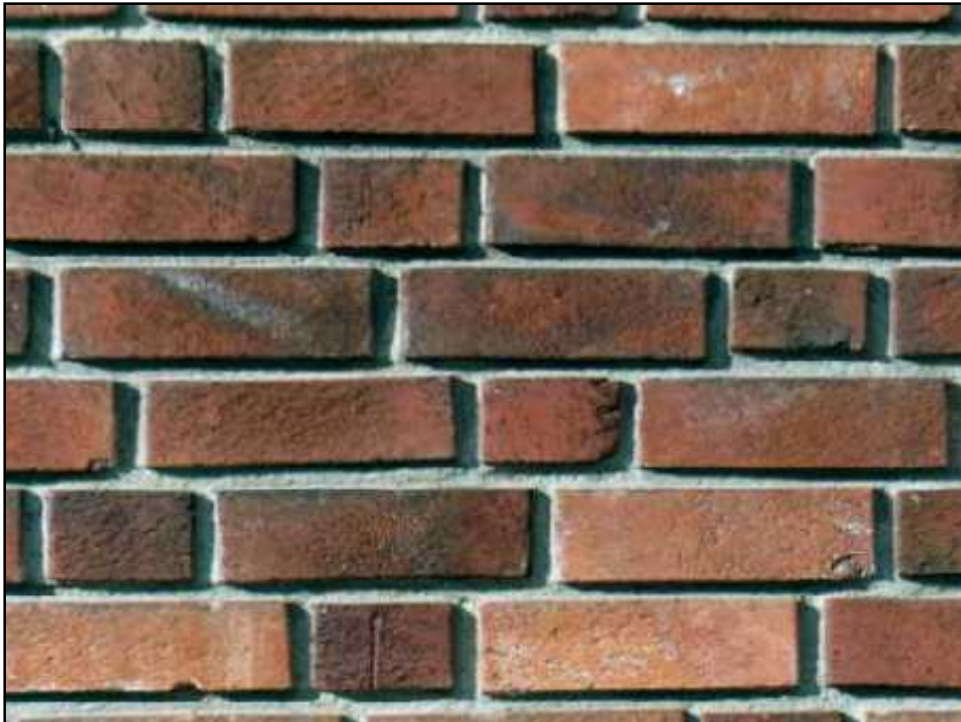
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The literature on professional development is filled with descriptions of past failures ... and reviews of modern professional development programs are often just as pessimistic.

- (Guskey 2000: 3)

I participated in two in-service training programmes. I think they are useless for my teaching... (Each course) lasted only one week ... with all the teachers sitting in one large classroom and listening to the lecturers talking about theories. Their theories sounded profound but most of the audience did not understand them. (Li, 2015).

A Paradox



Training Model

Externally defined

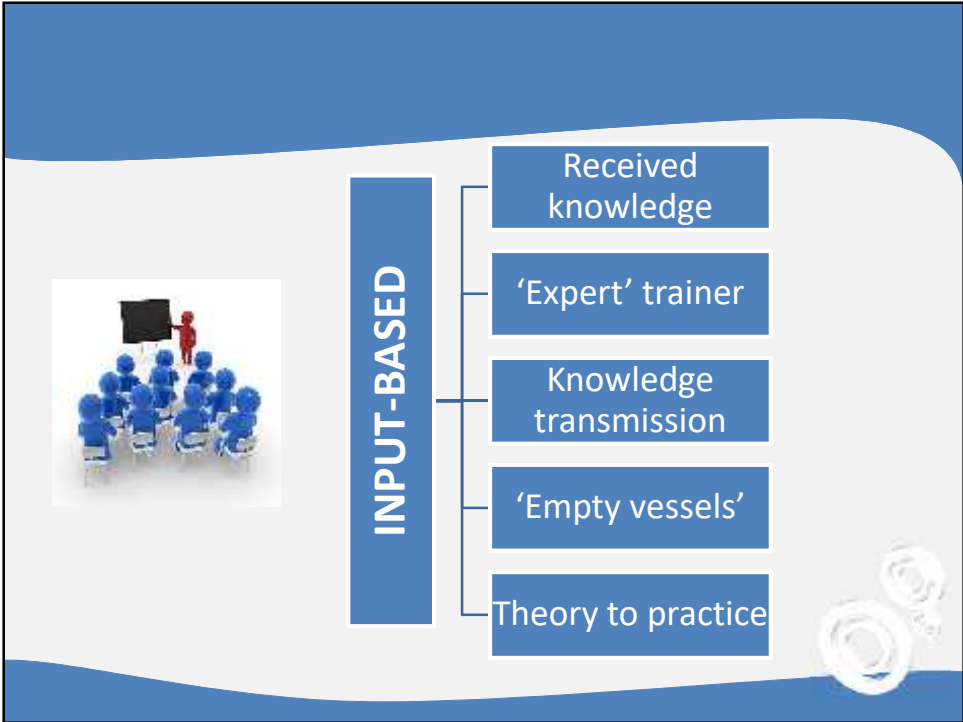
Input-based

Short-term

Disconnected from practice

the need to know
something new is
identified by someone
external to the group of
teachers ...

- (Muijs et al. 2014: 247)



Workshops

... workshops have an abysmal track record for changing teacher practice and student achievement. (Yoon et al., 2007).



Short-Term

- One-off workshops ('hit and run')
- Event vs. process
- PD time correlates with impact



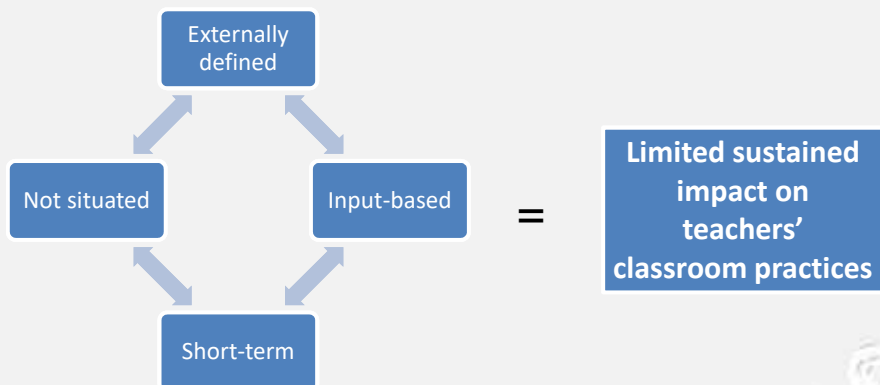
Disconnected

TEACHING

PROFESSIONAL
DEVELOPMENT



Training Model



Constructivist Model

Participant-centred

Ongoing

Situated

Social

Inquiry-based

Ongoing & Situated CPD

... the need to shift
professional development
from one-time workshops
... to more on-going and
job-embedded professional
learning.

- (Loucks-Horsley et al. 2010: 11)

Job-embedded learning is the ticket to supporting teachers as they engage in the complexities of their work.

- (Zepeda 2015: 3)

CPD as a Social Activity



CPD as a Social Activity

teachers can only learn
professionally in
sustained and meaningful
ways when they are able
to do so together.

- (Johnston 2008:241)



**Inquiry-
based**



Encourages teachers
to study their work
via evidence-based
strategies



Most teacher educators
would argue that
reflection is an essential
tool in professional
development.

- (Burton 2009:300)

Metaphors for Teachers



robot



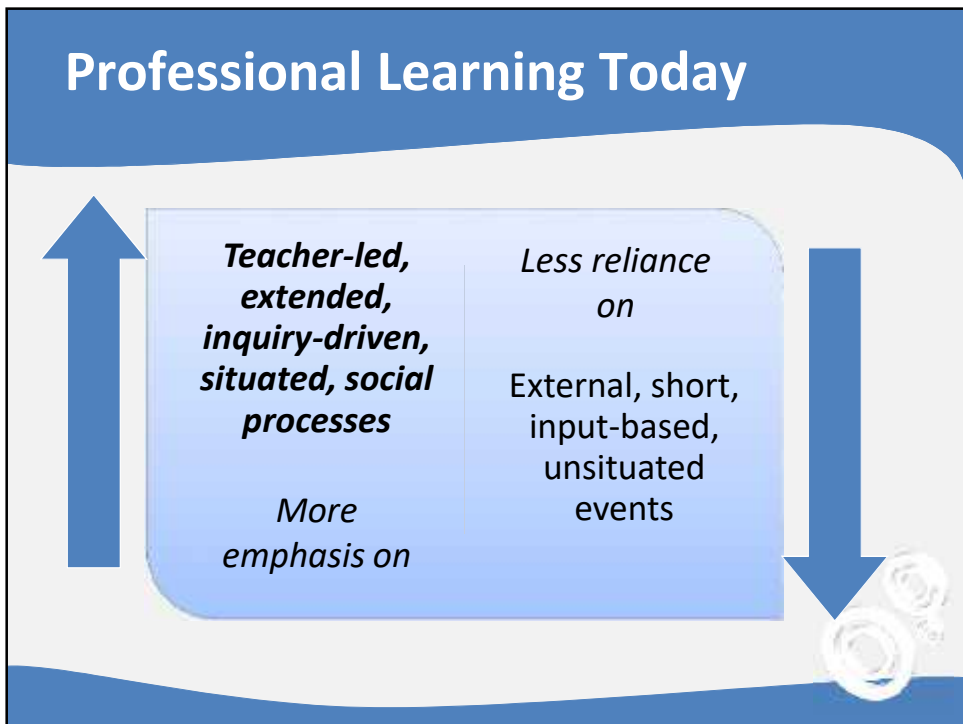
craftsperson



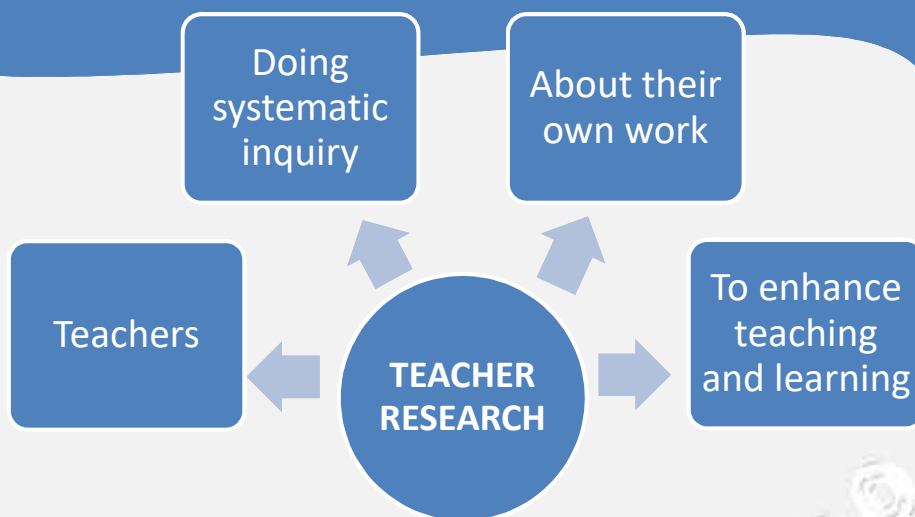
applied
scientist

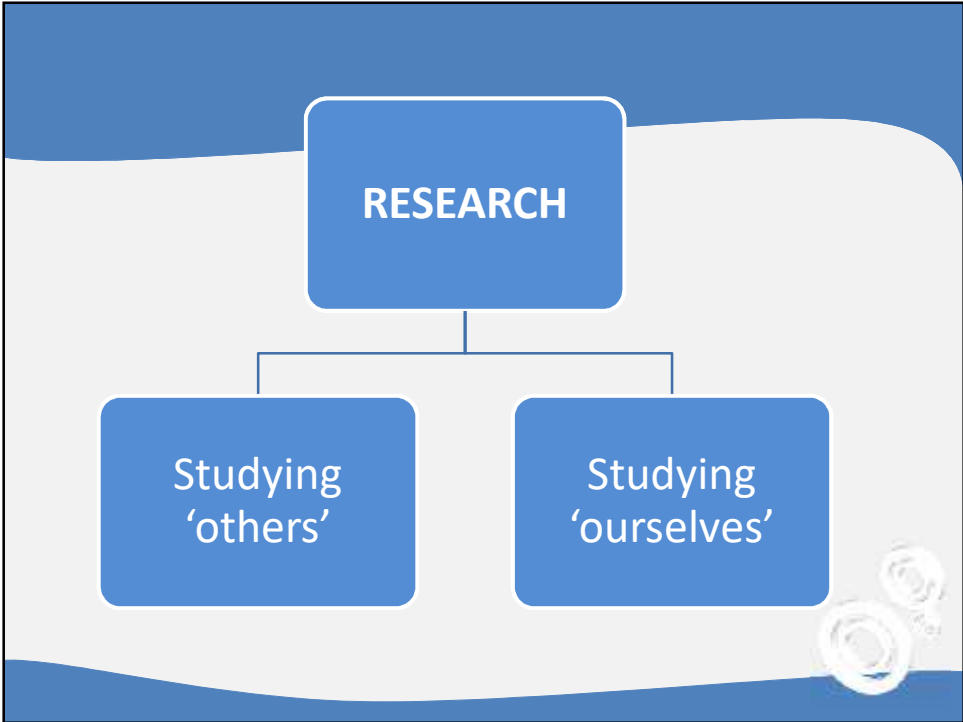


reflective
practitioner

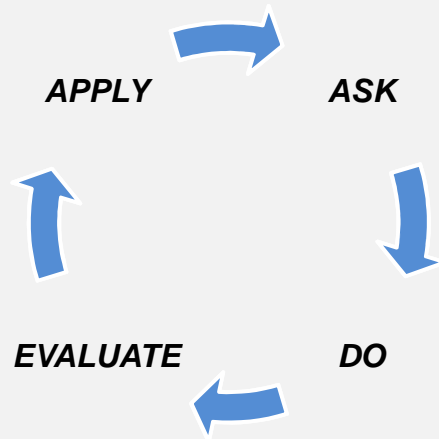


21st Century Professional Learning





Teacher Research Cycle



Andy's Project

What are my students' attitudes to traditional and online homework?

What kinds of feedback on their written work do my students find most beneficial?

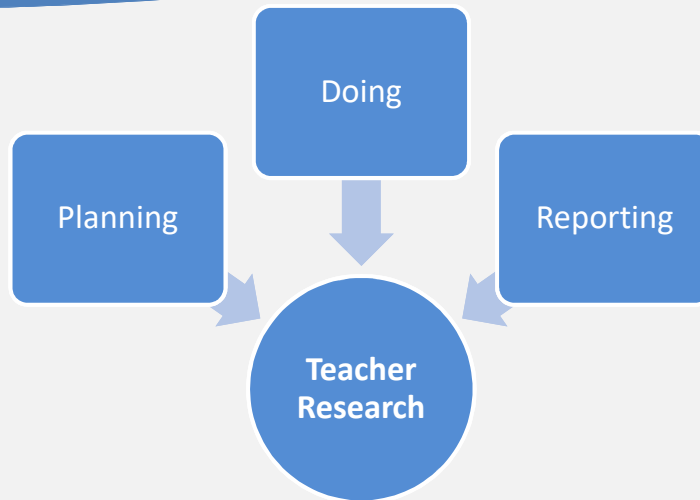


Studying Written Feedback

- How do I currently give feedback?
- How effective do students find it?
- What alternatives exist?
- How effective do students find these?



Stages in Teacher Research



A Good Quality Topic

- Practical
- Focused
- Relevant
- Impactful

Research Questions

- Clear
- Specific
- Researchable/answerable
- Worth the effort



Collecting Data

) Observation) Interviews
) Notes) Class discussions
) Recordings) Questionnaires
) Drawings) Diaries/journals
) Photographs) Classroom Documents
) Student work	Test scores



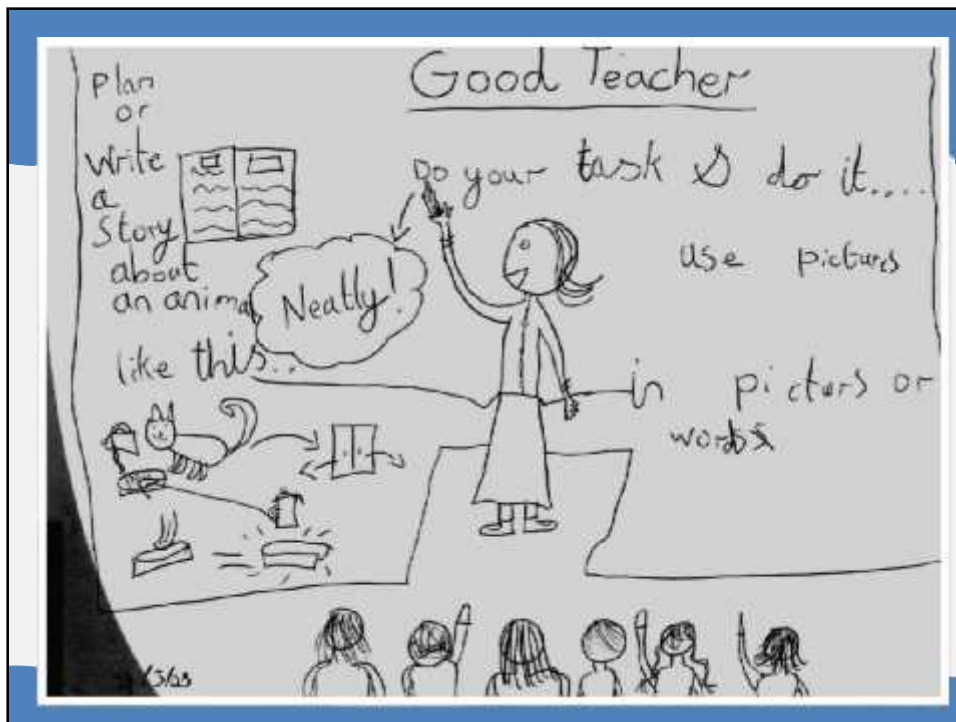
1 How do you feel when your teacher reads a story aloud?



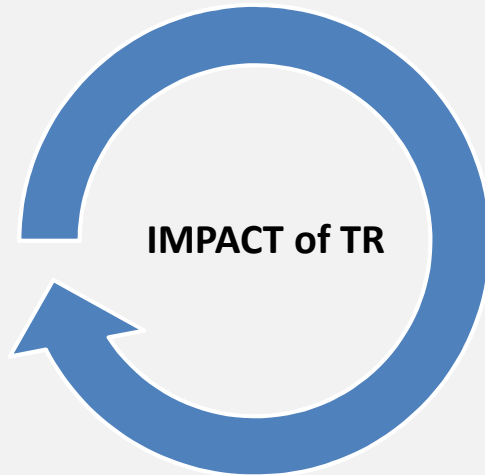
2 How do you feel when someone gives you a book for a present?



(Hopkins 2002: 119)



Benefits



- Confidence
- Motivation
- Criticality
- Understanding
- Autonomy



Benefits

You can feel you are making a difference with AR; It is not about researching purely for personal gain, but is focused on practical application.



Benefits

I would recommend it as it has certainly shaken up my view of how I learn from my experiences in the classroom and what I base my understandings of my teaching on.



Criticisms

... there is still too little of it ... I am still to meet a teacher who has been voluntarily involved in an action research project
(Dörnyei 2007: 191)



International Activity



The Cambridge University Press

Teacher Research Programme



International Activity

ENGLISHUK

ABOUT US SERVICES AGENTS MEMBERS CONTACT



Training from Cambridge & Cambridge English Language Assessment to help you in your professional development of teachers. Together we run the Action Research Award Scheme

ACTION RESEARCH AWARD SCHEME

Training

Training days

Quizzes

English UK and Cambridge English Language Assessment believe strongly in supporting professional development of teachers. Together we run the Action Research Award Scheme which awards at English UK qualified centres.



Criticisms

Researching is a particular skill ...
Some of us took years to gain that
skill. Asking teachers to be
researchers? They are not. (Hattie
2015)

Not Just Results

not in generating clear-cut results, but in
providing the kinds of professional
reinvigoration and attitudinal realignment
that will stay with teachers long after
the formal conclusion of any particular ...
scheme. (Borg 2016: 4)

What Teachers Say

We have been teaching the same way we taught ten years ago but now we have an urge to experiment with new ideas in our teaching. (Pakistan)



Teacher Research: Recap

- ✓ Theoretically sound
- ✓ International activity
- ✓ Documented benefits
- ✓ Criticisms



12 Tips

HANDOUT



12 Tips

RIGOUR

5

16

18



Rigour

A basic level of (not necessarily 'scientific') rigour must apply to the collection and analysis of data if teacher research is to generate findings we can have confidence in. (Borg 2013: 20)

12 Tips

FEASIBILITY

1

8

12

12 Tips

RELEVANCE

3

11

15



12 Tips

COLLABORATION

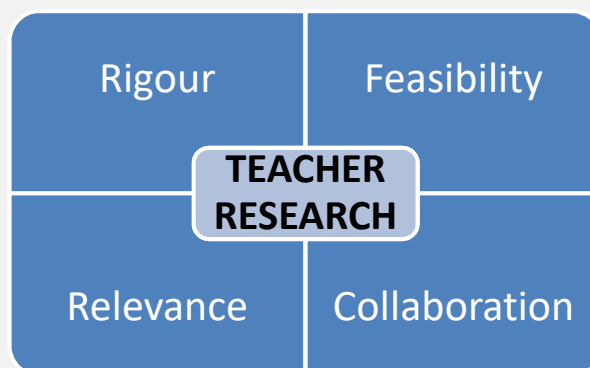
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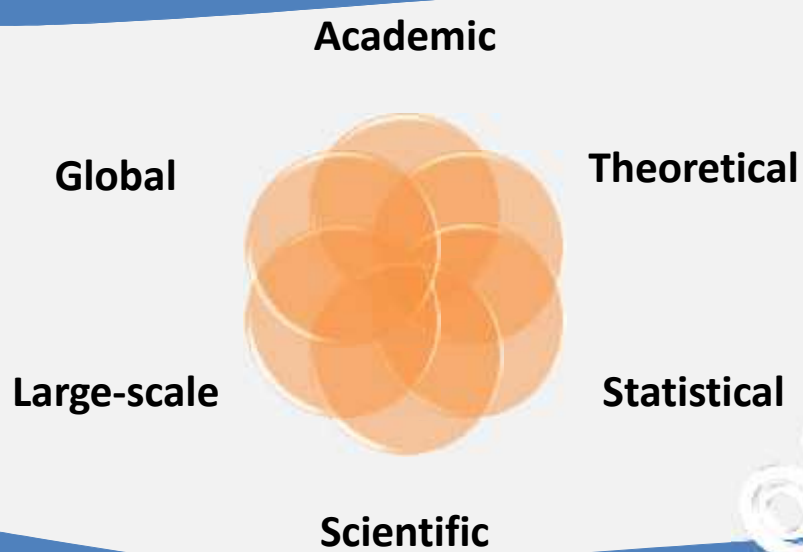


... teachers can only learn professionally in sustained and meaningful ways when they are able to do so together (Johnston 2009: 241)

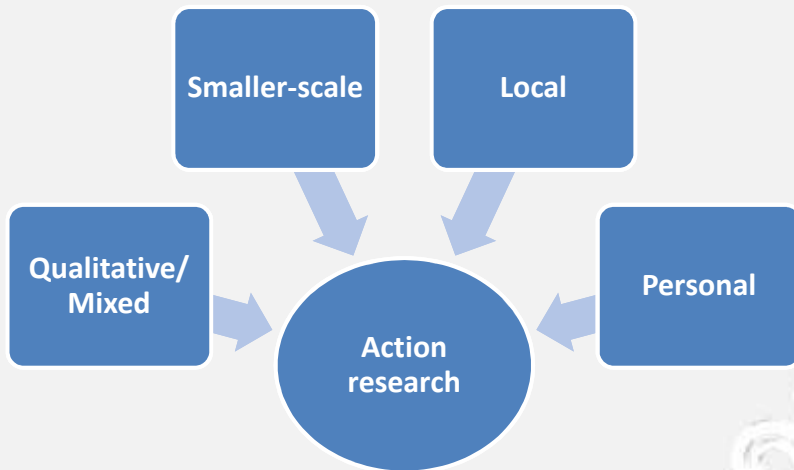


... teacher research is an eminently practical way of being a professional (Borg 2013: 217)

Conventional Research



Publishing Teacher Research



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