

Budding Researchers - MFL Teachers' Enquiries Into Their Classrooms

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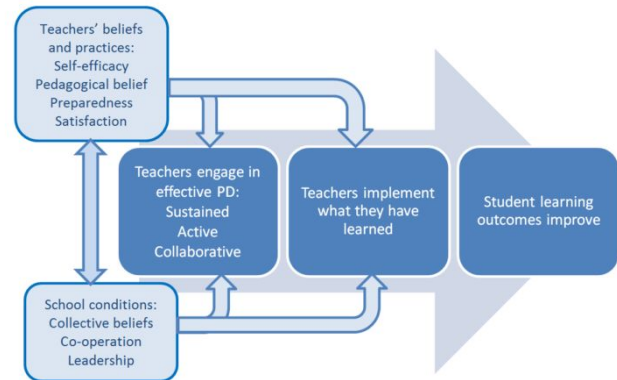
CPD for teachers - What does research say?

Extensive research proved that one-shot models of CPD do not lead to expected teacher learning and higher student achievement (OECD 2005; Conway 2009; Musset 2010; Banks & Smyth 2010; Opfer 2016).

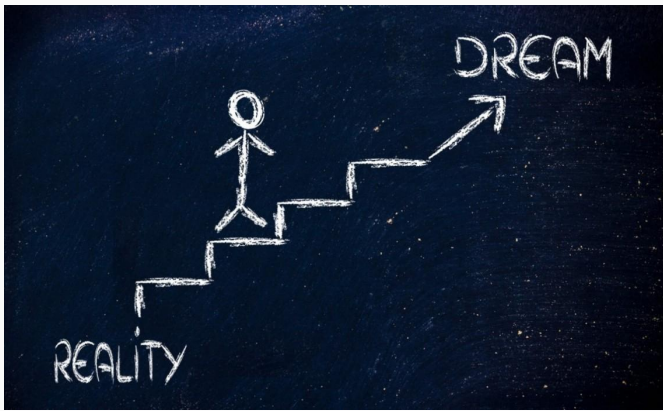
Traditional attempts of professional teacher learning 'do not help teachers bring new knowledge to bear on practice or generate new knowledge in practice' (Feiman-Nemser 2001, p.1041).

Teachers as active agents

CPD needs clearly articulated priorities;
Ongoing school-based support;
Deal with subject matter (incl. Instructional strategies, classroom management);
Give teachers opportunity to observe, experience, try new teaching methods.
(OECD 2005, Teachers Matter)



Full conceptual model of teacher professional development impact, Opfer 2016, p.11



My research questions

How feasible is CPD that is sustainable, active and collaborative in the Irish setting?

What support do teachers need in order to do this form of CPD?

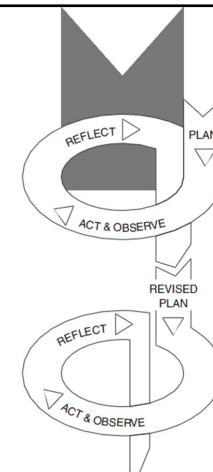
What are challenges, but also successes?

Action Research

Being introduced to PME students

Cosán by Teaching Council implements Action Research (Reflection, Research)

Definition of Action Research: 'the study of a social situation with a view to improving the quality of action within it' (Elliott 1991, p.69).



How can this look in reality?

French teacher, Marie, teaching in rural, mixed school in Co. Limerick

How can the Flipped Classroom help my students to become more independent learners?

Questionnaires

Two questionnaires during the school year

3/20/2014

Mr. Chris Elliott,
I need to provide students a good learning environment where your French language is flourishing and you are enjoying the class. To do so, I need your input and honest answers to the following survey which will be the Flipped Classroom. The results go to class, Edmodo and Edmodo.
Please be as honest as possible and extend your answers as much as possible. I will publish your answers to the class anonymously.

Student Perceptions of the Flipped Classroom - 5th year 2013/2014

1. Rate each item on the scale provided to indicate your agreement.

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Social Media is an important part of my learning.					
Video lessons are more engaging than traditional classroom instruction.					
I would not recommend video lessons to a friend.					
I would rather watch a traditional teacher led lesson than a video lesson/Flipped lesson.					
I like watching the video lessons.					
I regularly watch the video lessons.					
I review for exams, re-watching the video lessons.					
I feel that watching the video lessons has helped me to improve my French.					
I am more motivated to learn French with the video lessons.					
I am more motivated to learn French with Edmodo.					
I regularly check Edmodo for new content.					
Edmodo gives me greater opportunities to communicate with other students.					
grading assignments, tests or lesson reflect.					
Edmodo is efficient to learn new vocabulary.					
Edmodo is regularly to recall the vocab.					

you, what are the advantages of the video lessons?

ok from writing

Reflective Writing

Blog with possibility for me to comment

27 October 2015

Hello blog/Annelie , I have not talked to you for a long time, because I could not remember my password... sad.. But I did not stop thinking about teaching!

A rapid update:

I still flip my classes every now and again: I have not created any new videos (too much time consuming) but instead research good websites, text books etc.. that explain the grammar rule, or present vocab, the way I think the students will understand.

But in any case, I now always send the students to read and understand a grammar rule before I introduce it in class, I think that for less able students it gives them a chance to digest the rule instead of being presented with it and immediately be assessed on it in a short exercises

My third year and my 6th year are the most receptive to Flip classroom, weak students especially in 3rd year... why????

Observation

On using the Flipped Classroom method

- Seeing who uses Edmodo and how often online
- "The recap took 10 minutes. It would have taken me a full class to teach, if not two classes." (Marie)
- Seeing changes in students (shyer students speaking up; students being more engaged after watching the video)

Oral Feedback

From Students

AE1: During this year, your research question was to use the flipped classroom to improve their learning, to improve the grades, to make them more happy in the classroom. Would you say your enquiry was successful?

M1: Yes.

AE2: Now at the end. And how do you know?

M2: How do I know? Because they told me. [laughing] That's the first thing.

Conclusion

Using questionnaires, observations, getting feedback, writing reflectively and, at the end of the school year, test results made the teacher come to the conclusion that her enquiry with the Flipped Classroom was successful.

I do think that out of thirteen children I had, I had fourteen but one wasn't really in the classroom, so I had thirteen. Maybe two of them didn't really engage in the flipped classroom. So eleven did engage, okay? At the end of the year I did a grammar exam. So only grammar. And I should have brought it with me but I didn't but I can send that to you by email. Grammar and most of them were in flipped classroom. So I said to revise your grammar we can do it together, we fill in the sheet together and you have to go on flipped classroom to go again and teach yourself and they successfully passed the exam. And then the idea was to use that grammar that they learned into the written exam which happened two weeks after and I could see - not all the time - but some structures we used. So that's why I think it was successful.

Unanticipated research findings

Reflection: Faking it or hating it? (Hobbs 2007)

Student Voice (Campbell & Groundwater-Smith 2007)

small t - instead of big T for theory (Korthagen et.al. 2001)

Scaffolding (Warford 2011; Hagen & Park 2016)

Storytelling (Haworth 1999; Moon 2004; Savvidou 2010; Thompson Long 2014; Biesta 2017)

Active Listening (Brinkmann 2007; McNaughton & Vostal 2010)

Democratic Collaboration (Zeichner 2010; Wenger-Trayner et al. 2014; Olin et al. 2016)

Further findings

Practice-oriented approach (Schön 1995; Hoban & Erickson 2004; Cain 2015; Bakx et al. 2016) → Action, less research

Caring about students (Martin 2006; Elliott et al. 2011; McCarthy 2011; Larsen-Freeman 2012; Augustyniak 2016)

Levels of engagement (Benitt 2015; Rebolledo et al. 2016; Shosh & McAteer 2016)

Wishes for the future

Time for teachers to enquire, collaborate, reflect.

Less outcome-oriented practice, more process-oriented practice.

Lessen the boundary between research and practice.

Book recommendation

