IMPACT OF LEARNER-CENTERED FACILITATION ON TEACHERS PROFESSIONAL DEVELOPMENT DURING A LS
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Presentation Outline

- Conceptual framework & Research question
- General information on data collection methods
- Preliminary results
- Conclusions and perspectives
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- Literature on the impact of LS facilitation on teachers is scarce:
  - Amador & Weiland (2015)
  - Amador et al. (2018)
  - Cady et al. (2008)
  - Carlson et al (2007)
  - Lewis & Hurt (2011)
  - Lewis (2016)
  - Khokhotva (2018)
  - Mynott (2018, 2018a)
  - Takahashi & Yoshida (2005)
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Research question:

- Pupils learn through learner-centered, inquiry-based opportunities
- Can teachers also learn through inquiry-based situations?
- Facilitator provides learner-centered questions
Examples of Learner-centered facilitation questions:

- You have a learning outcome, it is a disciplinary one. Do you have any other outcomes? If you don’t, think about it, no need to answer now.
- What are you expecting to see with the tasks you plan?
- What were the modalities of the diagnostic assessment you gave the class? What was your aim, what sort of data were you planning on getting?
- How are you going to anticipate, assess and tackle pupils’ learning needs and impediments?
- What do you want to observe during the research lesson?
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Research question:

- Pupils learn through learner-centered, inquiry-based opportunities
- Can teachers also learn through inquiry-based situations?
- Facilitator provides learner-centered questions
- Impact of learner-centered facilitation on teachers professional development during a LS

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Conceptual framework:

- Self determination
- Guided autonomy

- Desimone (2009) => conceptual framework for studying the effects of professional development.
- Miles et al. (2014) => data analysis
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General information:

- 6 mathematics and natural science teachers
- 2 facilitators
  - Pedagogic
  - Subject Didactic (teaching methods)
- 2 Knots (Knowledgeable others)
  - Overview of the entire process, research
  - Lesson, final debriefing
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Data Collection:

- 1 LS Cycle
- 9 Meetings (6 months)
- 1 Lesson
- 1 Debriefing

- Survey (initial & final)
  - => cross-check with meeting recordings

- Qualitative analysis: according to Miles et al (2014)
Preliminary Results: questionnaire

Q1: What is your definition of LS?
- design a 'good' lesson, think for yourself and learn a lot about the subject discussed
- reflection on a teaching sequence, take into account as many parameters as possible

Q2: What is your definition of LS?
- a study of student learning
- preparation of a lesson, identification of learning objectives, definition of student learning steps

Q1: Expectations from Facilitators
- coaching, guiding
- refocusing on the fundamentals of teaching (assessment, differentiation, obj.) that can be lost sight of in the heat of the moment

Q2: Expectations from Facilitators
- I don’t know how to say it, it oriented my thoughts ‘in the shower’,... But I think that this time of reflection is the most important
- Allow the group to question itself and take into account the students, find some confidence in students’ abilities
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Preliminary Results: questionnaire

- **Initial Questionnaire**
  
  - Due to prior LS experience it was expected that 50% of the teachers would have had a clear idea of the LS process and the role of facilitators during LS (actual results - 0% in both cases)
  
  - Results show that teachers expect reflection, guidance, advice and analysis from the facilitator
  
  - Teachers show an attitude equivalent to what they assume in all in-service training (i.e. passivity to the process, they expect to be given knowledge, showed a lack of autonomy of thought)

- **Final Questionnaire**
  
  - Teachers are more closely analysing the role of facilitators (i.e. facilitators are a support, not a director)
  
  - Teachers analyse more closely the effects of the LS on their "gaps" (i.e. more independent thought)
  
  - Teachers analyse more closely the effects of the LS on their professional practices (i.e. thinking more of pupil needs)
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Conclusions:

- During an LS cycle facilitated through learner-centered questions, teachers improve:
  - Their metacognition
  - Their reflective practice
  - Their focus on student needs
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Conclusions:

- Next cycle 2019-2020
  - Re-plan a learner-centered facilitation with a new group
  - Improve and complete data collection
  1. Adding DASTT-C and TSC
     2. Morago & Grigioni-Baur (Wals 2017)
     3. Hoznour & Grigioni Baur *LS as a tool for developing reflective thinking in science pre-service teachers*, Wals 2019
  2. Adding a case survey on preconceptions about lesson planning
  3. If necessary adding a demonstration lesson (Grigioni Baur & Morago, Wals 2017)