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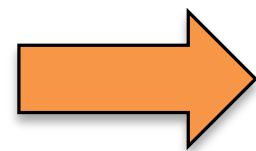
A CASE STUDY :

FROM PARTICIPANT TO FACILITATOR IN A LS PROCESS

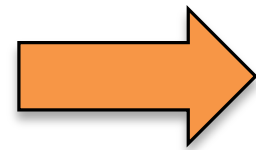
THE EVOLUTION OF A TEACHER

GENERAL CONTEXT

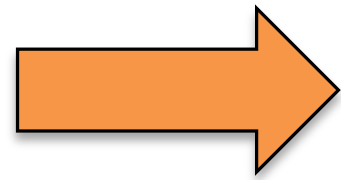
Since 2012, a new curriculum for primary schools around the city of Lausanne



New regional standards for natural sciences (science inquiry)



Consequent teacher training needs



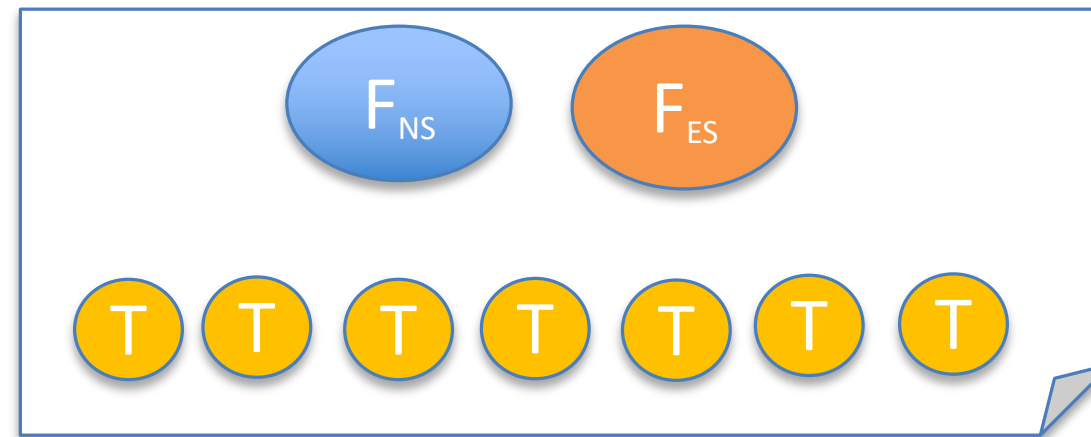
A LESSON STUDY PROJECT

- Led over 3 years (2015 - 2018)
- With primary school teachers

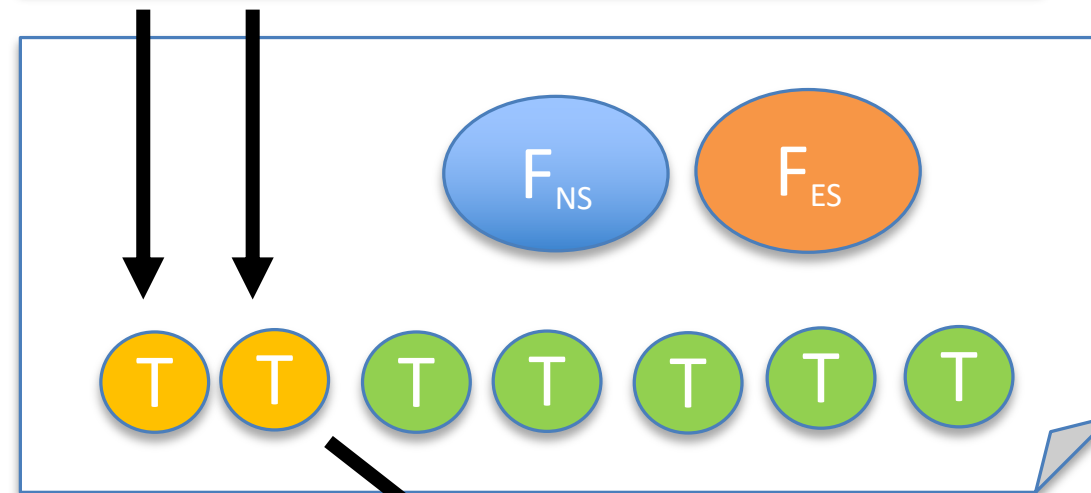


- Focused on the teaching of natural sciences

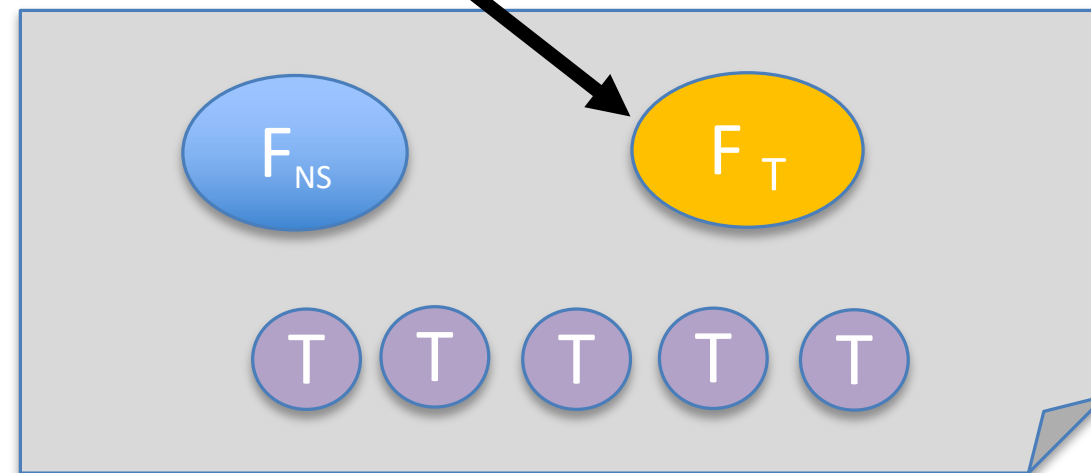
PART 1
2015-2016



PART 2
2016-2017



PART 3
2018



LESSON STUDY PROJECT

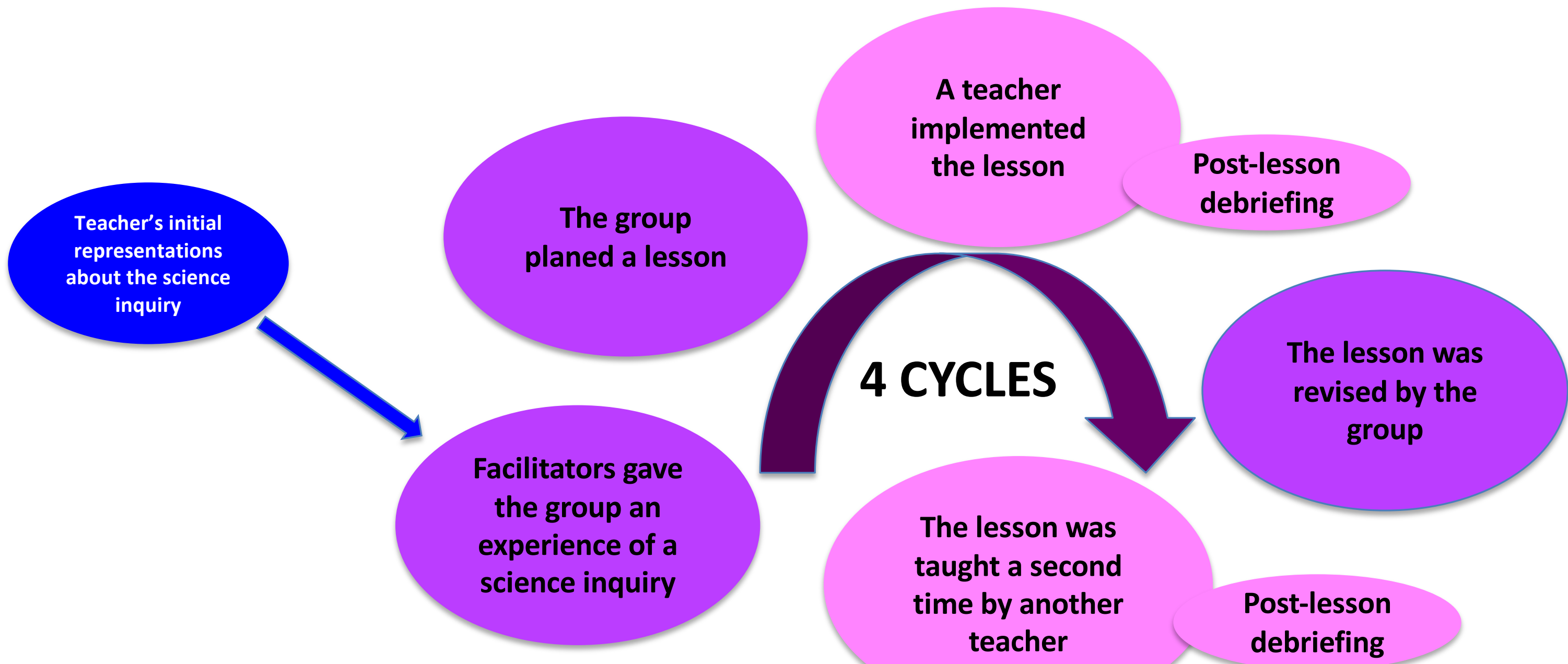
HOW DID WE STRUCTURE THE TRAINING ?



Working sessions



Research lessons



30 working sessions

$$14 + 8 + 8$$



4 Lesson plans
 To be shared with all the other teachers
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This contribution aims to explore two research questions :

- **How did T / F_T evolve all along the LS process ?**

It means to highlight both his professional development and his abilities to lead LS.

- **What perspectives could open the present case study in the training of new resource persons in primary schools ?**

DATA COLLECTION

All working sessions were filmed

Videos were fully transcribed

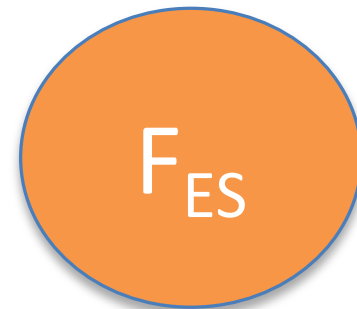
(Lesson planning sessions and post-lesson discussions)

Significant elements were analysed in a longitudinal way in order to highlight some potential evolutions



SOME PRELIMINARY FINDINGS ...

PART 1 - PART 2



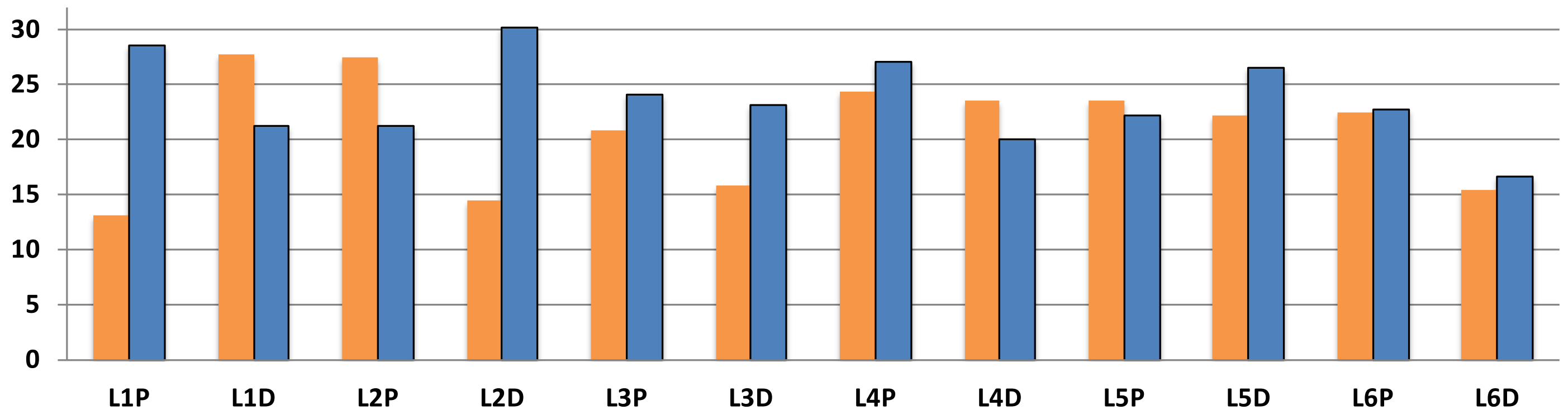
2 facilitators

PART 1 - PART 2

F_{NS} F_{ES}

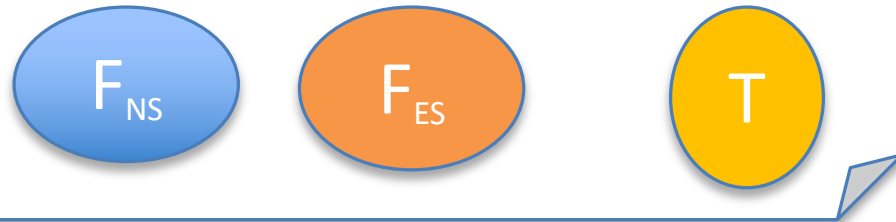
2 experts

- Speaking's distributions altogether equivalent between facilitators
- $\bar{X} = 23\%$ ➤ Contributions on scientific contents
- $\bar{X} = 21\%$ ➤ Transfer of knowledge in other disciplines
- **STRONG COLLABORATION = DOUBLE TRAINING**



Speaking's distribution for the two facilitators

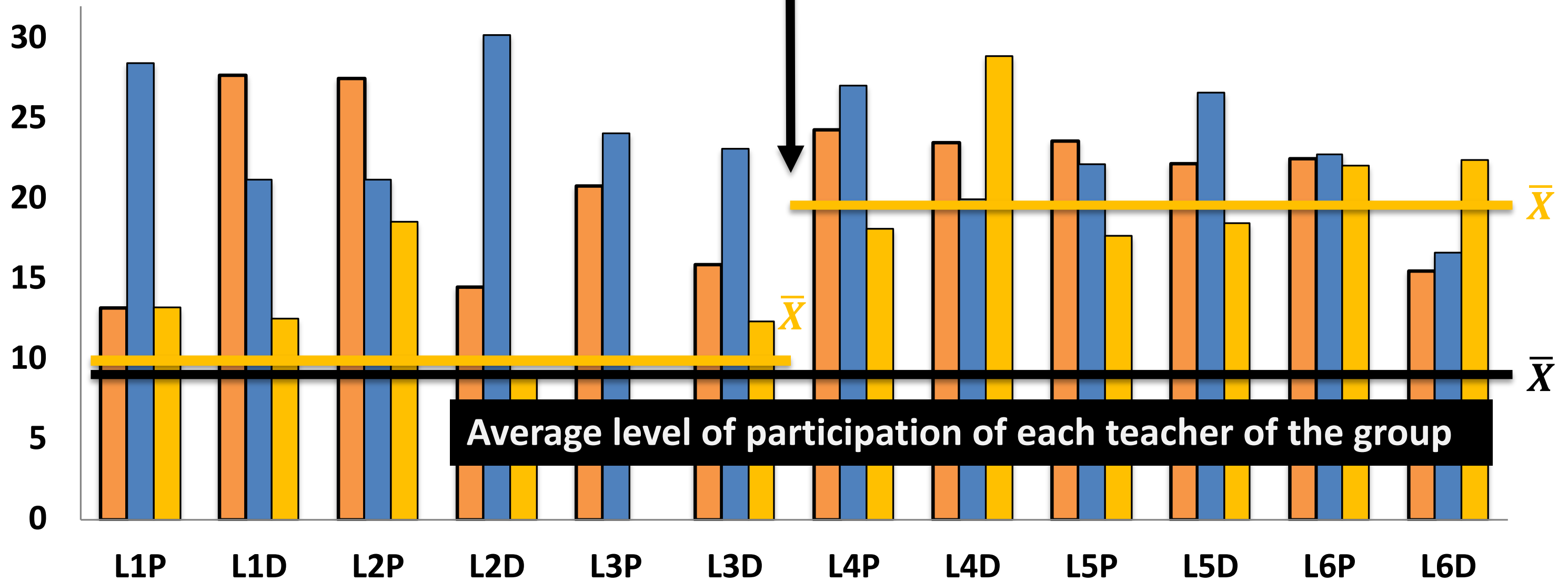
PART 1 - PART 2



T's level of participation ?



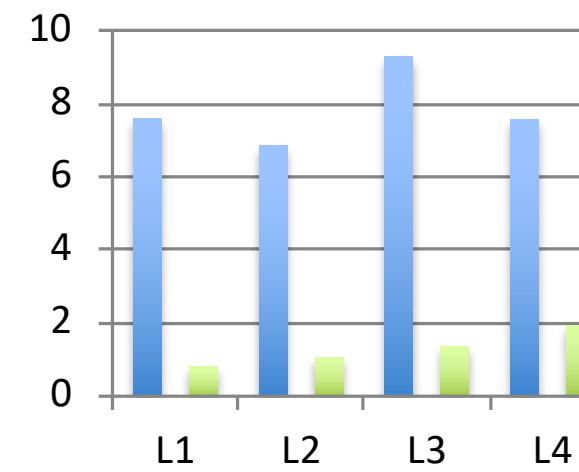
designated to play the research lesson 4



Average level of participation of each teacher of the group

WHAT TYPE OF INTERACTIONS DID WE OBSERVED WITHIN THE GROUP ?

Number of speakings per minute



PART 1

PART 1

Lessons' preparation :

- **More speakings but shorter**
- An important implication of the group
- A constructive collaboration

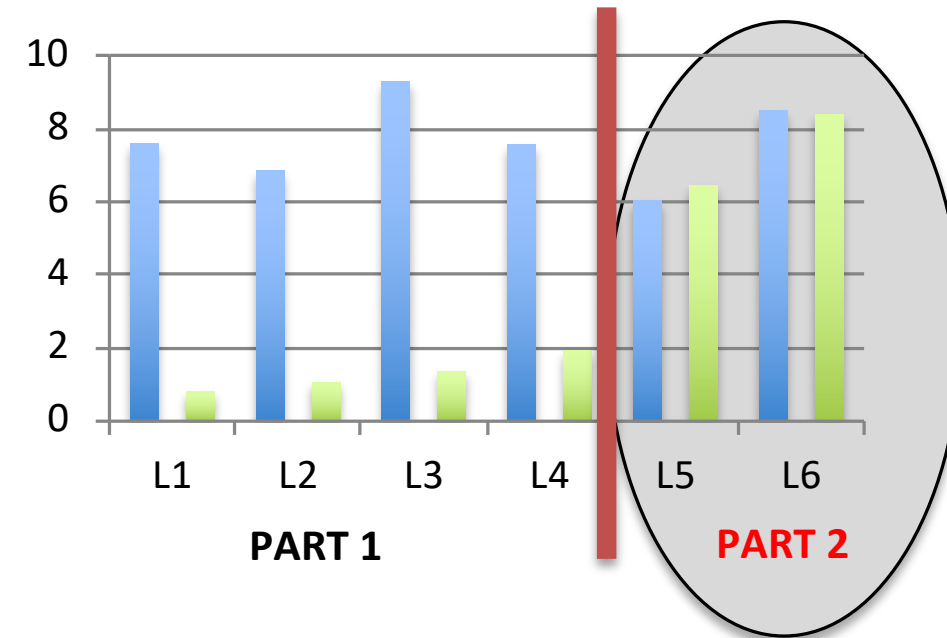
Post Lesson discussions :

- **Less speakings but longer**
- Teachers found a space of time to exchange their feelings, their observations

INTERACTIONS WITHIN THE GROUP

SIGNIFICANT CHANGES BETWEEN PART 1 AND 2

Number of speakings per minute



PART 1	PART 2
<p>Lessons' preparation :</p> <ul style="list-style-type: none"> - More speakings but shorter - An important implication of the group - A constructive collaboration 	<p>Similar interactions for the 2 types of sessions</p> <p>Improving the lesson's plan became the main priority for the teachers</p>
<p>Post Lessons' debriefing :</p> <ul style="list-style-type: none"> - Less speakings but longer - Teachers needed to share their observations with each-others 	<p>→ T</p> <ul style="list-style-type: none"> - has strongly influenced the debates - has accelerated the pace of the training

PART 1 - PART 2

F_{NS}

F_{ES}

T

INTERMEDIATE ASSESSMENT FOR

T

T

had no previous experience of the LS process

T

learnt throughout action

The fact that

T

had to play a research lesson seems to have largely stimulated her involvement in the training process (a possible lesson effect ?)

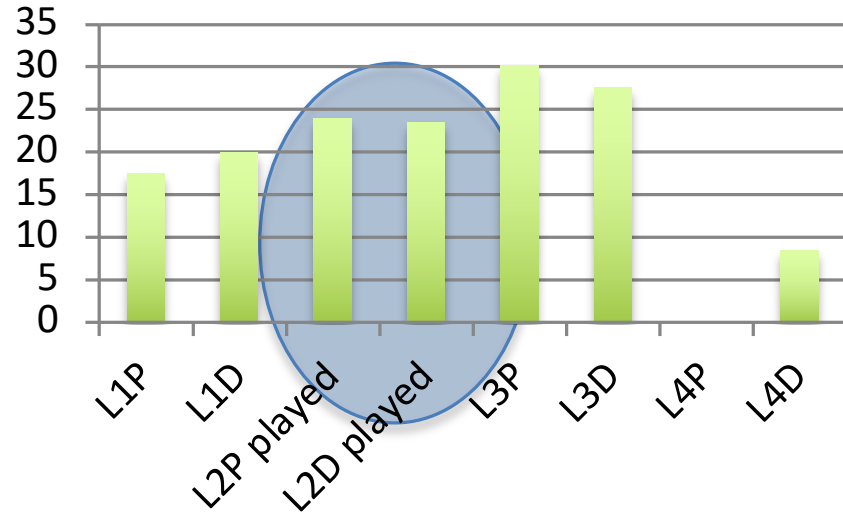
A LESSON EFFECT ?



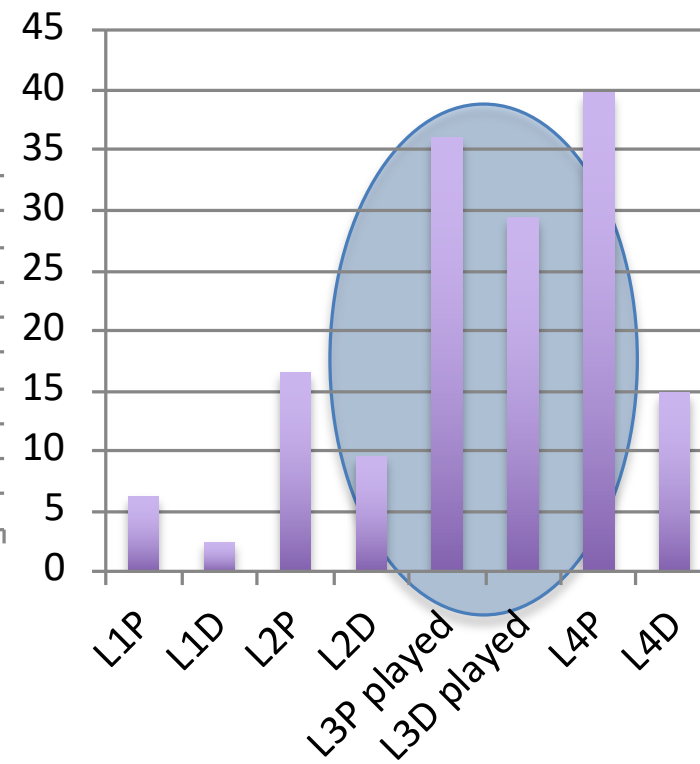
An increase in participation when the teacher is called upon to play a research lesson

PART 1 - PART 2

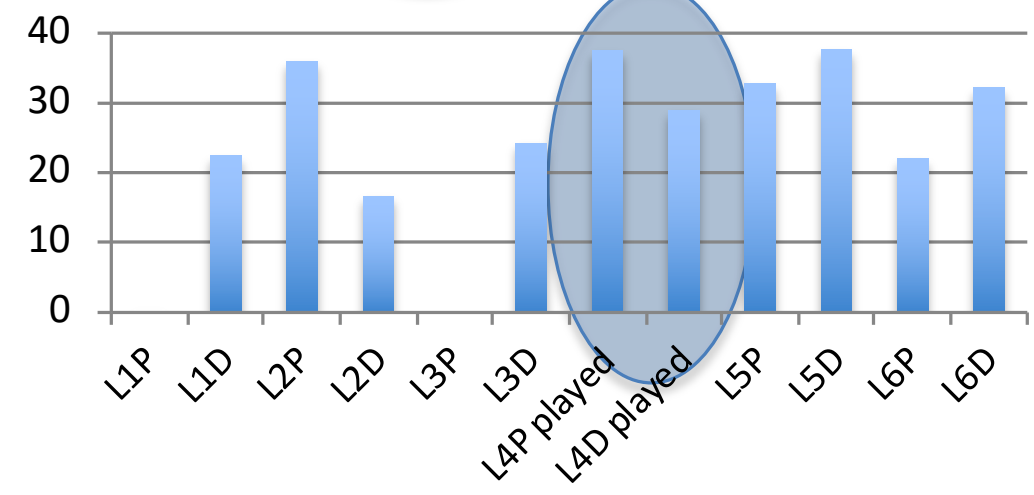
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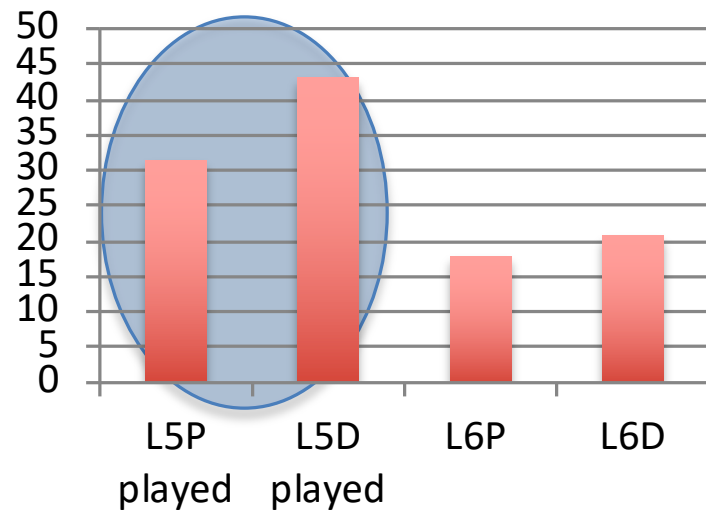
JU



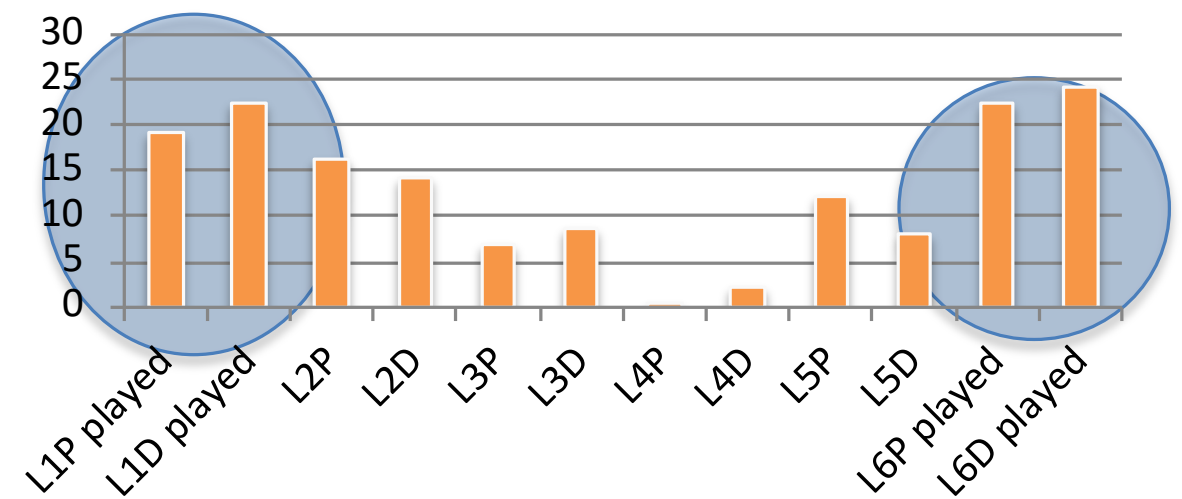
T



CH



FLO



Through parts 1 and 2   gained ...

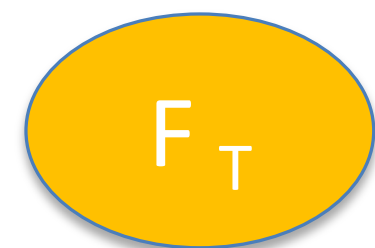
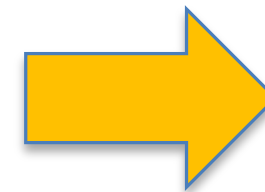
More confidence

A higher expertise in teaching natural sciences

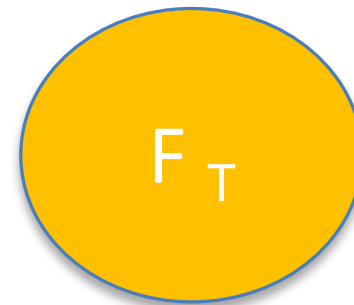
A better knowledge of the LS process

A leadership attitude within the group

PART 3



WHAT HAPPENED DURING PART 3 ?



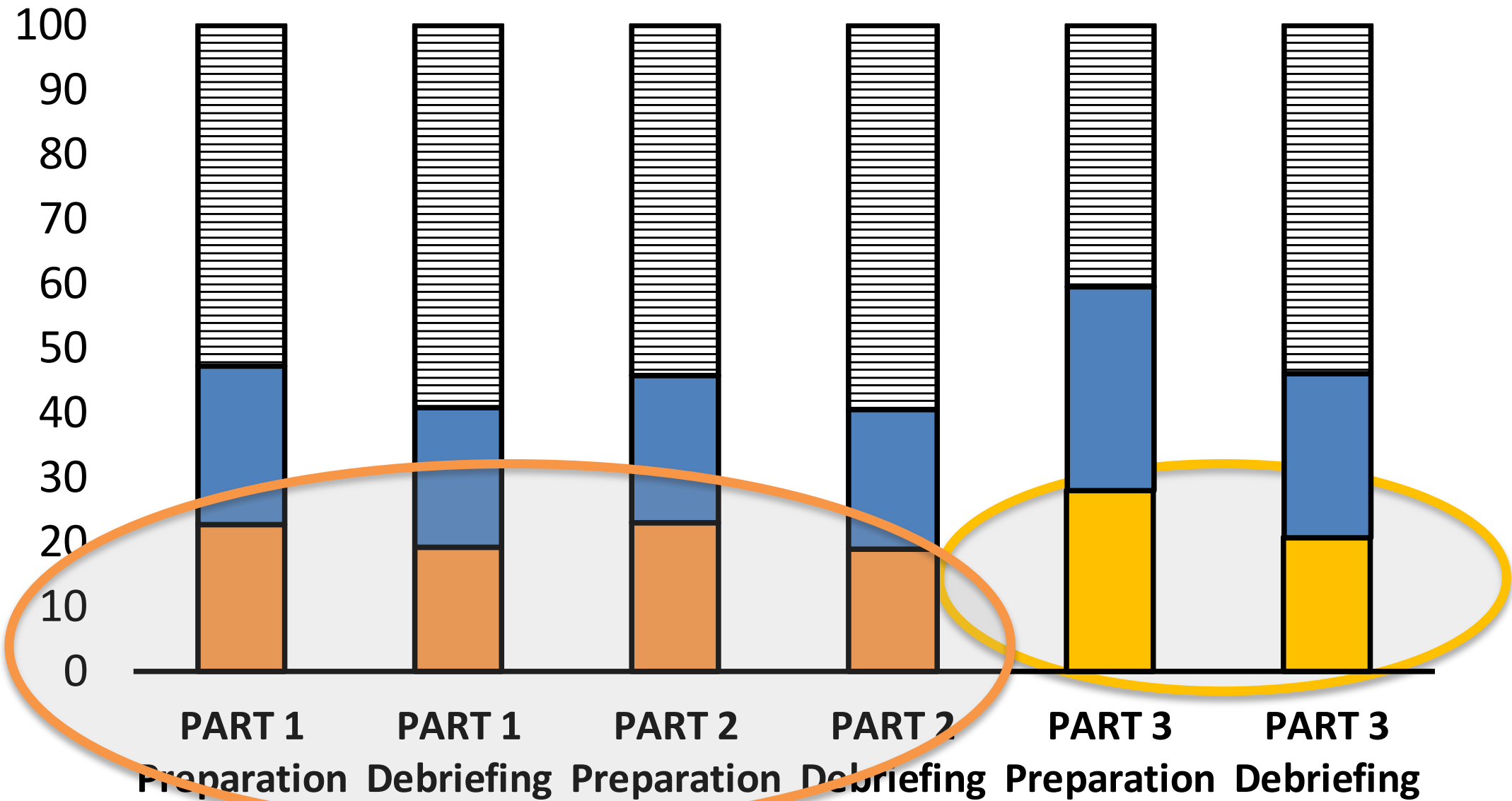
PART 3

F_{NS}

F_T

Level of participation of the different actors of the training

Speaking's distribution

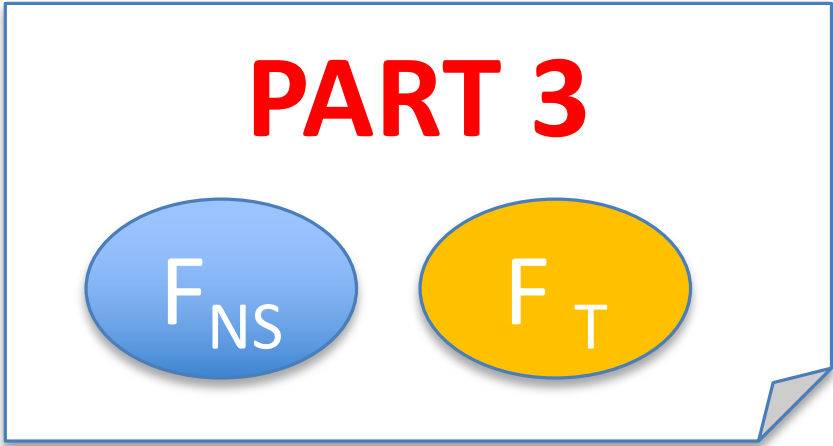


F_T

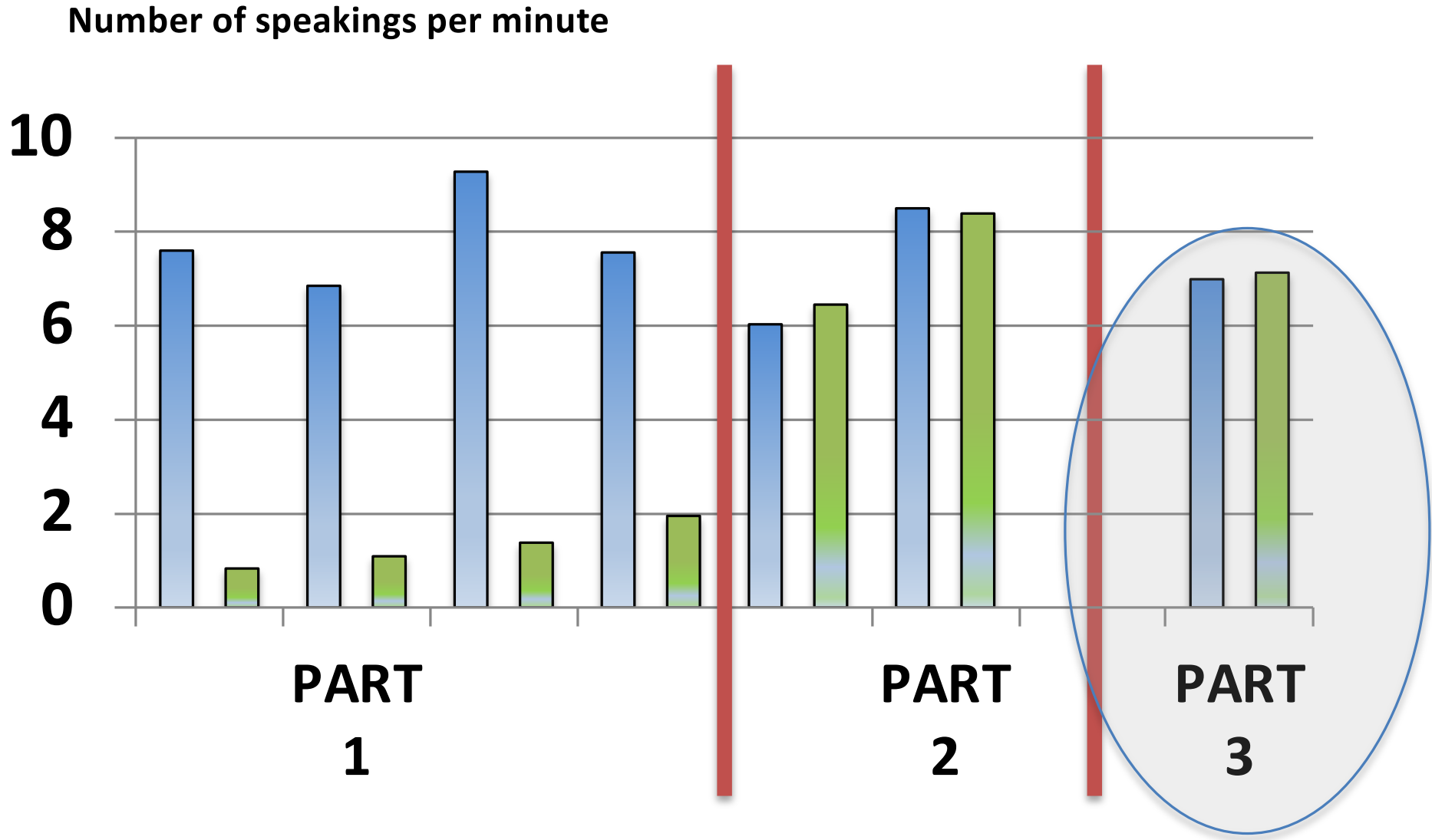
held a place equivalent to

F_{ES}

in conducting the LS process



**INTERACTIONS
WITHIN
THE WORKING GROUP ?**



Interactions remained similar as those observed during part 2 of the LS process

Continuously improving the research lesson remained the main priority for the group

PART 3



Expert



Teacher

HOW DID THE CONDUCT OF THE TRAINING WORK ?

Our collaboration has been built throughout the process

PARALLEL FORMATIVE MEDIATION

respecting the trainer's specialities



Scientific and didactic contributions



Practical contributions related to conducting an activity in the classroom

PART 3

F_{NS}

F_T

HOW DID THE CONDUCT OF THE TRAINING WORK ?

Our collaboration has been built throughout the process

PARALLEL FORMATIVE MEDIATION

respecting the trainer's specialities



CROSS-FORMATIVE MEDIATION

neglecting the trainer's specialities

F_{NS}

Scientific and didactic contributions

F_T

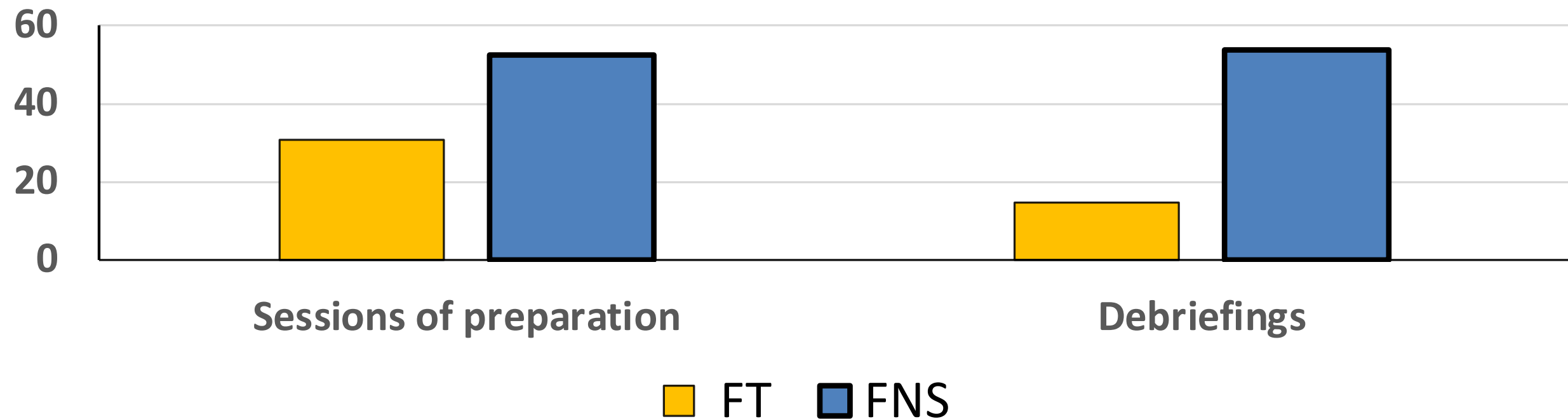
Practical contributions related to conducting an activity in the classroom

F_{NS}

F_T

As the training progresses, increasingly less distinct areas of expertise have been observed

Frequency of questions asked in speaking out



However



Interesting differences in the way the teacher training was conducted ...

F_{NS}

A more frequent questioning to get the teachers to think more deeply

F_T

Between the desire to bring personal experience to the discussions and the need to conduct the training as a facilitator

SOME CONCLUSIONS

PART 3

F_{NS}

F_T

FINAL ASSESSMENT FOR

T

As a facilitator, **T** found its place alongside an expert

T has been able to bring its field experience to add value to the LS process

 A close collaboration that has provided the teachers a high quality training

PERSPECTIVES ...

- **We conducted a LS process for a long time (3 years)**
- **This training allowed a very significant professional development for one of the teachers of the group**
- **This opens interesting perspectives for new resource persons within schools : *training new facilitators able to conduct a LS process without the massive intervention of expert trainers***
- **LS process can be an opening to improvements in the way we are conducting in-service training**

NEXT STEP ...

PART 4 : Implement a new LS-type training course in the same school

T

could conduct this training alone

F_{NS}

could be involved in the training from time to time
(only as « a knowledgeable other »)



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THANK YOU FOR YOUR ATTENTION

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