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Thematic area: Strategies and Practice as a Means for Professional Development of Teachers – Reflective Teaching Practice

Abstract

Improving teachers' practices is the strategy considered to have the highest potential to improve students' learning (European Commission, 2018). However, teachers' understanding of own practices is often intuitive and implicit, and teachers seldom explain own practice unless explicitly challenged to do so (Tomlinson et al., 2010). Teachers need experiences – own or others' – as basis for their development work, and this needs to take place in their own working environment, through *authentic professional learning* (Webster-Wright, 2009). The current paper presents findings from a *Lesson Study inspired research* (Elliott, 2019) into teaching in so-called Newton-rooms - learning arenas with state-of-the art learning resources for STEM education. Video observation is employed to capture teachers' practices and pupils' group work, and excerpts from the videos are used for *stimulated recall interviews* (Calderhead, 1981) with the teachers to stimulate their reflection about own practice. Findings show how teachers reflect on own teaching and pupils' interactions, and how they subsequently adapt their own teaching, the activities and learning resources in use, to better facilitate pupils' learning.

References

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