

Linking research and educational practice: Examples from The Netherlands

Linda Keuvelaar: Teacher feedback during active learning

Anje Ros: Research in schools

Example 1: micro level

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Linda Keuvelaar – van den Bergh



Fontys University of Applied Sciences

Teacher Feedback during Active Learning: The Development and Evaluation of a Professional Development Programme

Linda Keuvelaar - van den Bergh



Teacher Feedback during Active Learning:

The Development and Evaluation of a Professional Development Programme

Powerful
tool!?

Difficult!

Focus: **Feedback**

Context: **Active Learning**

Goal: **Professional development**

Concept
clarity?
Guidelines?

Effects are
disappointing



Research questions

How can primary school teachers learn to give optimal feedback to their students during active learning?

Behaviour?

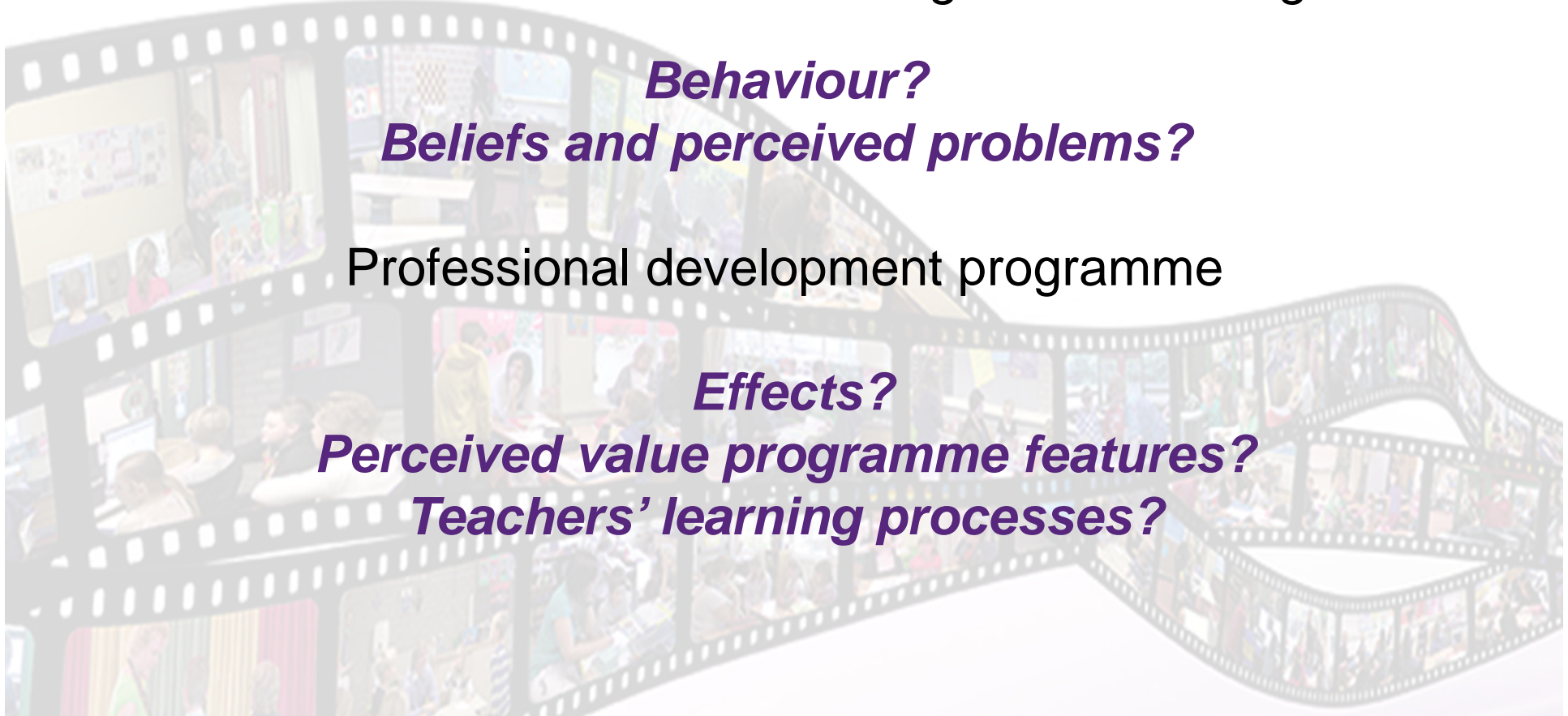
Beliefs and perceived problems?

Professional development programme

Effects?

Perceived value programme features?

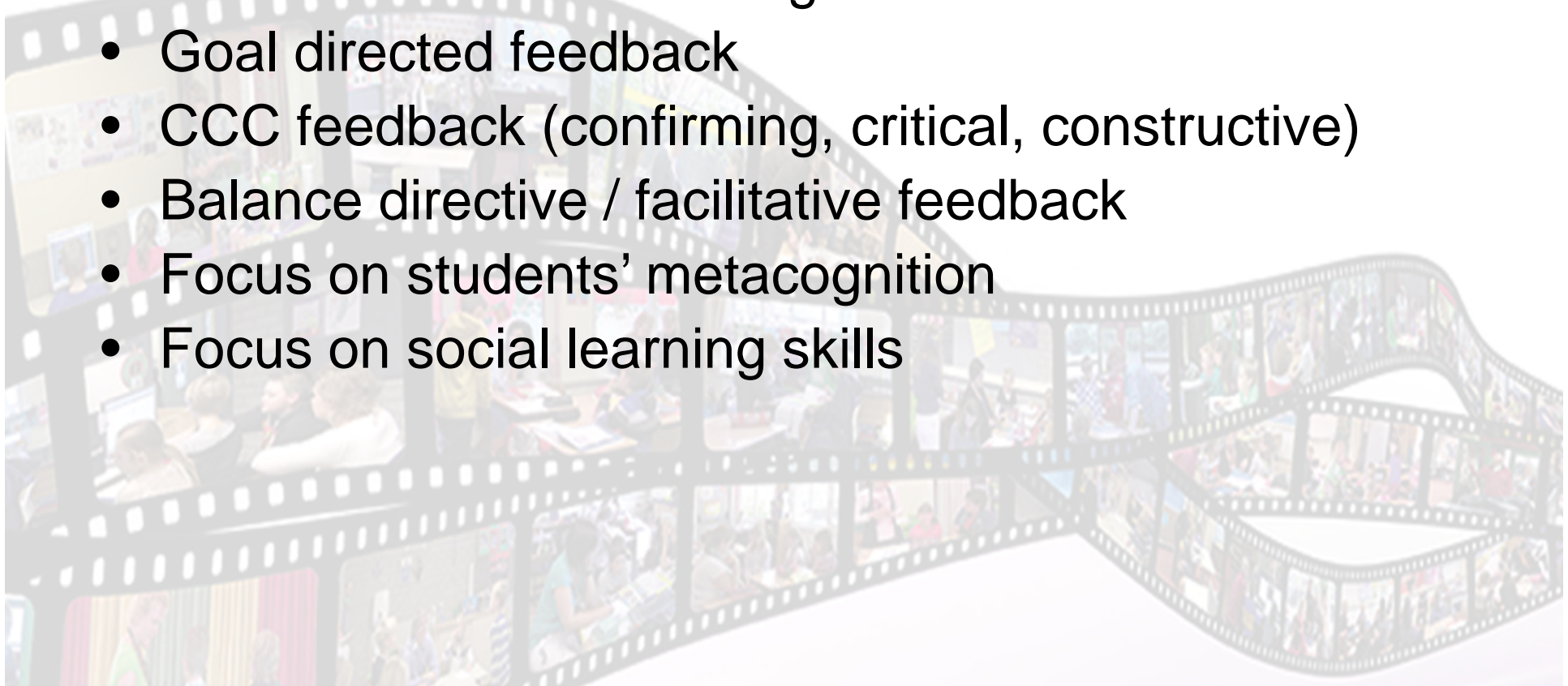
Teachers' learning processes?



Goals of the PDP

Practice ↔ Literature ↔ PDP

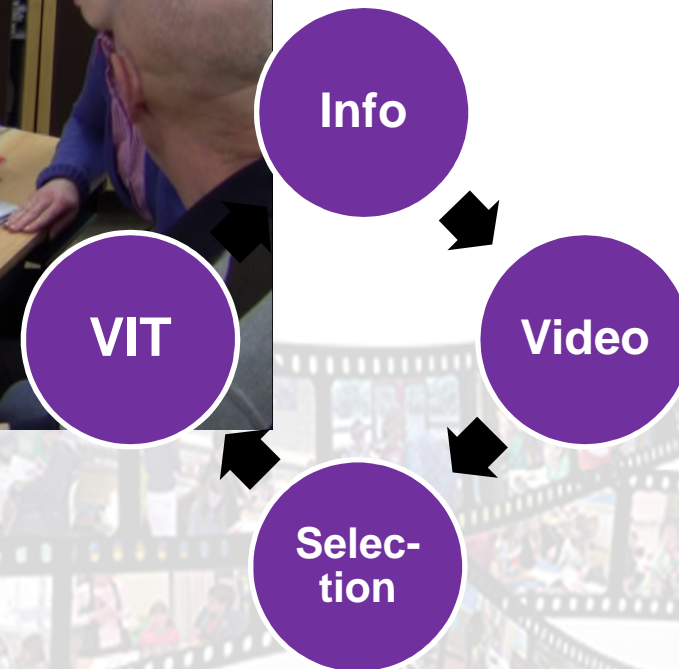
- Efficient classroom management
- Goal directed feedback
- CCC feedback (confirming, critical, constructive)
- Balance directive / facilitative feedback
- Focus on students' metacognition
- Focus on social learning skills



PDP in practice



4 cycles of activities



Effects of the PDP

Did it work?

- Yes!
- > Beliefs changed
 - > Perceived problems changed
 - and / or
 - > Behaviour improved

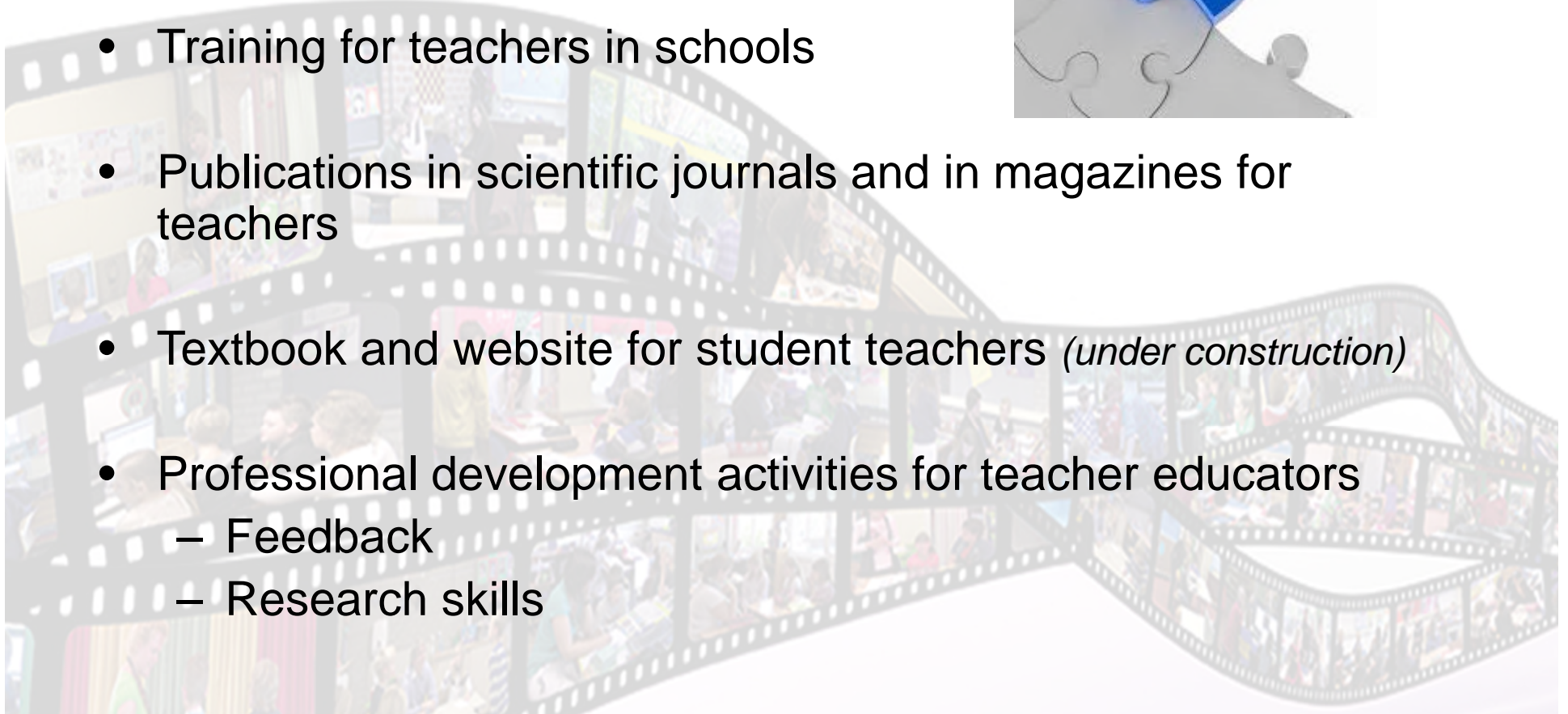
However... not all goals have been reached

Why did this PDP work?

- > Practice as the starting point
- > VIT = reflecting and learning with colleagues
- > Video examples

Linking research and educational practice

- Teacher education curriculum
- Training for teachers in schools
- Publications in scientific journals and in magazines for teachers
- Textbook and website for student teachers (*under construction*)
- Professional development activities for teacher educators
 - Feedback
 - Research skills



Example 2: meso level

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Anje Ros: Research in schools



Fontys University of Applied Sciences

Research in schools

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Aims:

- Cooperation between teacher education – schools
- Schools carry out research in their own practice

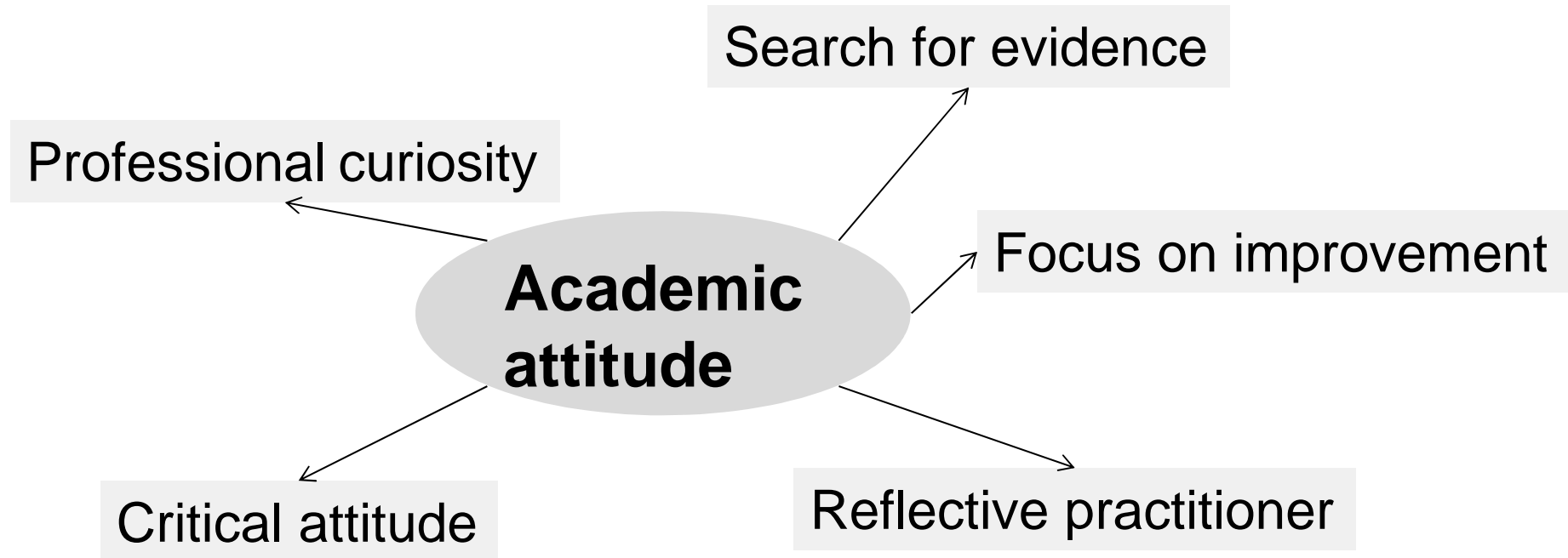


- Schools make evidence-informed decisions
- Teachers develop an 'academic' attitude



Academic attitude

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Research team on each school (± 10 schools):

- Student teacher (final stage: research paper)
- Several teachers
- School leader
- Research teacher



Research cyclus



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- Analysis of a problem teachers experience
- What is already known?
- What is our practice? (opinions, behaviour)
- What/how can we improve?

Examples

- How can we improve student performance for reading?
- How can we use i-pads to enhance learning processes?
- How can we motivate students?

Organisation

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- Cooperation between School Boards, schools, Institute for Teacher Education
- Boards select schools
- Research embedded in schools (research culture, HRM)
- Impact on other schools (cooperation, presentations)
- Government funds project (for certain period)



Positive experiences

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Schools are enthusiastic:

- ‘we think in another way, we think more like researchers’,
- ‘if we have a problem, we now automatically ask the question: what is already known about this subject?’
- Boards and schools want to go on after the funding will stop

Problems:

Research is time-consuming and difficult



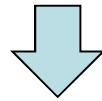
Education in research skills



Conclusion

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Research in school projects are rather successful



Changing culture in schools (4-6 years)

Schools become more research minded

Closing the gap between science - practice





Thanks for listening

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