



ERASMUS+



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Protocol nr.145

Name of the protocol: Facing the wall

Sources: The CFR of Linpilcare

Purpose of the protocol:

Discuss about different perspectives on evidence informed teaching and learning.

Materials:

A3 sheets with the texts (hanging on the walls spread around the room)

Time:

17 minutes

Roles:

Facilitator and participants

Process:

1. Instruction to the group:
You see 6 texts on the wall in this room,
read them (5 min)
2. Choose the one which triggers you the most by grouping around the text.
3. Search a partner who did also choose your text
Shake hands
Discuss your opinion about it (5 min in total, 2,5 min each person)
4. Find a partner with another Text
5. Shake hands
Tell the content of your text to the other and share your opinion (2,5 min)
Let the other react (1 min)
6. Change turns (3,5 min)

Debrief:

Debrief the process with the whole group

Teachers are continuously faced with questions about the adequacy of their teaching. However, finding out *systematically* what works in one's professional practice is generally not regarded as a part of the teaching job description, let alone reading abstract scientific publications about teaching strategies and the like. Moreover, working as a teacher also means struggling with different tasks fighting over priority.

Both evidence-based and evidence-informed teaching differ from notions that refute the value of research findings for improving educational practice. They could, for instance, exclusively emphasize a teacher's intuitions (i.e. his/her teaching expertise, originating from teaching experience or talent) as a decisive factor of teaching quality.

Working from an evidence-informed teaching stance, it is crucial to establish what is considered evidence. When talking of evidence in daily life, we mostly refer to facts collected as a result of research efforts, and that, when combined, direct or guide us in answering a question.

In the field of education as well as in other disciplines, research is a concept that is often reserved exclusively for *academic* (or *scientific*) research: a type of research conducted by scientists, whose job it is to add to the academic body of knowledge in a certain field. They do this primarily by publishing their work and findings in peer-reviewed academic journals, that are available to other academics, but mostly not to practitioners, e.g. teachers.

From an evidence-informed teaching stance, teachers' knowledge of research findings is of course important, but certainly not sufficient to improve daily teaching practice. Teachers need to reflect on this information, decide to what extent it seems promising in the context of their own particular practice, redesign this practice, implement this redesign, and monitor and evaluate their experiences.

Experience with practitioner inquiry teaches us that one of the major challenges is to merge inquiry with other teacher activities. A general characteristic of teaching is that time for contemplation is very limited. Because of this, teachers mostly have to rely on their routine knowledge and intuition when making decisions in and for their professional practices