



2014-1-BE02-KA201-000432



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Through the looking glass

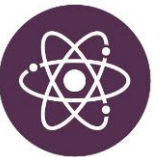
Teaching practice from an evidence-informed stance

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Program

- Introduction
- Activity I: Who are you?
- Part I: Evidence informed teaching
- Activity II: Teachers' talk
- Part II: Linking the 3 pillars



Introduction

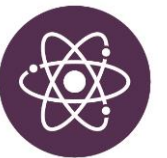
Who are we?

- Rutger van de Sande: *professor of science and mathematics education at Fontys University of Applied Sciences in the Netherlands.*
- Willem Maurits: *lecturer / researcher at Fontys University of Applied Sciences, the institute for teacher education for secondary science, The Netherlands*



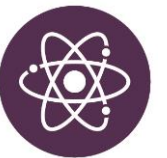
Activity I: Who are you?

- Introduce yourself to your table group by answering the following questions:
 - Who are you?
 - Where are you from?
 - How is your work related to education?
 - What do you do to professionalise yourself? (and how often)



Activity I

- First: write the answers down by yourself
- Then:
 - Introduce yourself to the group
 - Share your professionalisation activities
 - Discuss in your group: **how** your professionalisation activities are carried out in practice and **how effective** you think they are to become better in your work?



Evidence informed teaching

Ideas are
based on
scientific
evidence

Ideas are not
based on
scientific
evidence

What characterizes
this activity most
accurate?

Evidence informed teaching

Ideas are based on scientific evidence

Ideas are not based on scientific evidence

I adopt them the way they are presented to me

I think about how promising I think they are for my practice

What do you do with the new ideas you gained from this activity?

What characterizes this activity most accurately?

Evidence informed teaching

What characterizes this activity most accurately?

Ideas are based on scientific evidence

Ideas are not based on scientific evidence

evidence-based activities	evidence-informed activities
outsider notions-based activities	intuitions-based activities

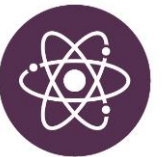
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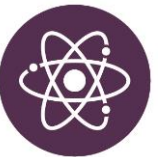
Activity I (continued)

- First: place the activities you discussed in the scheme on the worksheet.
- Then:
 - Write all activities of the group on the large worksheet.
 - Reflect as a group on what you have written on the large worksheet.



Activity II : Teachers' talk

- Read the transcript of the conversation between teachers during lunch break
- Mark sentences that indicate different perspectives on the value of scientific research for teaching practice
- Share in your group: one of your marked sentences



Evidence informed teaching

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evidence-based activities	evidence-informed activities
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I adopt them the way they are presented to me

I think about how promising I think they are for my practice

What do you do with the new ideas you gained from this activity?

Linking the 3 pillars

- Academic research



Linking the 3 pillars

- Academic research
- Practitioner inquiry



Research?

Comparing academic research and practitioner inquiry

(based on tables from Fichtman Dana & Yendol-Hoppey, 2014; Bolhuis & Kools, 2012)

	Academic research	Practitioner inquiry
Goal	Expand academic knowledge in a certain field	Provide insight into teaching in an effort to make change
Conducted by	Scientists	Practitioners
Conducted in	Controlled settings (labs) or in vivo (in schools)	A specific educational practice
Impact on the academic community	Broad on the academic community	Very limited
Impact on educational practice	Very limited	Profound on the practice at hand
Scope of findings	Generalizable; valid for and transferable to different contexts	Limited to specific practice at hand.
Involvement of practitioners	Source of data and/or actor in implementation of intervention	As researcher or as critical friend

Linking the 3 pillars

- Academic research
- Practitioner inquiry
- Professional learning communities





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Fokke and Sukke know what science is all about



"Very impressive, colleague... But does it also work in theory?"





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Thanks for your attention
and happy learning!

