

Questions / expectations of participants in 'Teachers Research!' at the beginning of the day

- How can teachers do research in their context?
 - How to help them to do research based on their needs and context?
 - What training/ educating programmes have been carried out in this area that we can use their findings?
 - Can we develop the culture of teacher research?
 - What are the basic required skills for teachers to do their research?
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Whatever else it may mean for the individual teachers (and the individual learners) the whole process of research needs to be fun – hard work, engaging and giving a sense that it helps everyone better enjoy their lives together in the classroom. Make it a chore and it's not worth doing at all.

What is the relationship between academic research (such as PhD research) and teacher research done in classrooms? Can one do research in one's class without any research training?

- a) What is the difference between reflective teaching and action research other than that AR is systematic?
 - b) Can one have an area of research selected by himself at PhD level in AR & justify it without issues?
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Can it be as small or big in size? Or must it have a certain amount of participants?

- Why is exploratory practice difficult to explain to people who have never engaged in it?
 - Why do teachers sometimes resist to work with learners to investigate/ research issues?
 - Why do some t's think they need to learn about theory before starting to research?
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How can teacher research be more widely accepted in the academy?
E.g. teachers being encouraged rather than discouraged to do a PhD using action research approaches.

- How can researchers involve and engage teachers to a greater extent in (classroom) research?

- What benefits can researchers “offer” participants / teachers who become involved in research?
 - How to resolve/ deal with tensions in being a researcher – a teacher-researcher teacher?
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- How can I start research of my own practice as EFL university teacher?
 - What approaches are available for action research for ELT?
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How to deal with time constraints when carrying out teacher research?

Is it possible to keep up with all the teachers’ responsibilities and do research at the same time?

How can we engage more teachers to do teachers research?

- 1) I’m a teacher of English and a teacher trainer within a university setting. My problem is lack of skills in research, an insufficient grasp of research methodology. I’m struggling with it myself, but I’m supposed to incorporate them into my methods of teaching course. What can I rely on as a reliable source?
 - 2) How to overcome practising, in-service teacher trainees’ suspicious and negative attitude to research? For most of them, research is something they have to pretend to do.
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- 1) Process-product studies 'describe classroom processes and relate them to documented learning outcomes' (Allwright and Bailey, *Focus on the language classroom*, 1991). How have process-product studies develop over the last twenty or so years?
 - 2) Should studying transcriptions of classroom discourse form a larger part of teacher training courses?
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- 1) I'm not a teacher anymore myself. Is action research still possible? Can I 'use' another teacher's learners? Can I 'support' a teacher and do the research part? But this wouldn't be action research any more... In short: How can you avoid doing research from an outsider's perspective if you don't have your own classes?
 - 2) Teacher research: How to choose the sample? Simply use data from those who agreed?
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- I'd like to receive feedback on our plan to cultivate a culture of research amongst ELT teachers working in the private EFL industry in Malta.
 - I expect to network with researchers from a variety of countries and to share and learn from best practice.
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I want to see what teachers are doing in terms of research all over the world. I want to go into research and develop a career in that field.

These are the questions I'll be raising on Thursday:

- 1) What counts as 'research'?
 - 2) Who gets to say what counts?
 - 3) Why?
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Why is teacher research still so looked down on by academics?

I am looking forward to knowing more about:

- 1) Different ways to conduct teacher research.
- 2) Ways to improve as a researcher.
- 3) Innovative research ideas.

This event might be an eye-opener for me. I want to know about the new avenues of research; especially how a teacher can improve by researching.

- Where is the best place to publish my research findings to get the widest audience?
 - How stringent do my research methods need to be for the results to be accepted as 'academic' research?
 - From whom can I get feedback on my research ideas/ write-ups, who can help me publish in international publications?
 - Is it possible to become a big name in ELT by doing 'only' teacher research?
 - How can teachers ensure that they're not repeating research that's already been done but that they're not aware of?
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I work in teacher education. My students are required to write a Master's thesis based on research they've undertaken. They have little time to devote to the project, and as their methodological advisor, I'm constantly asking myself:

- What theoretical frameworks are most relevant for classroom-based research?
 - What are the effective research methodologies that are efficient – not exhausting time consuming and apt to produce "good" results?
 - Particularly evaluative data – how to analyse it, interpret it.
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What I want from the teachers research session:

I wanted the experience of the community of inquiry, to encourage me through connecting with others. I teach research with a focus on AR in an MA TESOL so it's helpful to gain perspective on what I have

been doing. I may be at a career cross-road and need the larger perspective than my local situation to help me evaluate the changes in my professional identity.

How can I keep the momentum of the action research project going now that the English Australia Action Research 2013 programme has finished? I mean really long-term. What's next??

Without the support of a programme such as English Australia Action Research, how can an individual teacher researcher get published? Who does one approach?

What do I do with resistant colleagues who won't help or support me in implementing changes or sharing my findings?

How to:

- Make the question under research narrow-focused and precise.
 - Collect data from students.
 - Process the data.
 - Involve other teachers in doing research and making their findings public.
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How can I inspire my trainee and novice teachers to become interested in AR?

How good does my understanding and application of statistics have to be?

How time-consuming is AR? How big a chunk does it take out of a teacher's already busy week?

Would my topic for AR be useful? (Using Cuisenaire Rods with Australia Aborigines)

Can our students see the point of teacher research?

Does teacher research make us better practitioners?

Is teacher research an endless process?

What impact does teacher research have on management and other staff members?

Where is the happy balance between reading and research to be found in teacher research?

To encourage others to engage in research at my institution, in what ways is it possible to limit the amount of extra time and works involved in teacher research and still get results.

How to help teachers to overcome pressure of time to encourage them to engage w/ research in order to understand better their classroom practice and professional content.

How can we encourage teachers to do research?

Is it always necessary to have real data for research?

How can teachers look at their teaching experience and use it for research?

How to help teachers get away from 'academic' (especially quantitative) paradigms of research, i.e. how to help teachers see 'research' as a way of exploring/ thinking about their own work.

How to convince ministries of education that this sort of exploring by teachers is more useful than academic research (in some countries teachers have to do 'academic' research for promotion purposes).

Question for Anne:

In your view, what is the difference between AR and EP? Why do teachers group both types of teacher research under one umbrella term?

- 1) How teachers can develop action research in the classroom?
 - 2) What is the main different between action research and exploratory practice?
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How widely is teacher research encouraged by DOSs [Directors of Studies] worldwide at the moment?

Is there a danger that the openness of teacher research will be hijacked to be more formalised and subject to black/ white/ right/ wrong attitudes? Re the process.

What funding is available for projects worldwide?

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- Ideas on how teachers dealt with different problems.
 - Ways in which action research could be used (other than the way I used it).
 - Methodological concerns: instruments?
 - Teachers and researchers: possible collaboration? (Differences in their discourse).

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- What is action research?
 - How does it differ from exploratory practice?
 - How does teachers in other countries deal with different problems they may face?

I've come to the Research PCE to learn what research is about and to possibly discover ways for professional development and for doing research in future. It would also be nice to meet new people within the same SIG and to start building my CPD network.

- 1) The research I do at my university with my teachers is not stringently controlled for bias. Can we still publish papers on what we've done?
 - 2) Which journals are interesting for teacher researchers to publish in?
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How would you define the difference between reflective practice in terms of one's own development in teaching practices and approach and 'teacher research'? Is there a difference?

How does teacher research contribute to professional development?

Is it really worth the time and effort that could be used otherwise (e.g. lesson planning, developing materials, etc.?)

- What may be the real chances we can have to encourage teachers to be interested in doing research considering the overwhelming amount of work they have to do every day?
 - How do you think we can incorporate teacher research in teaching or educating policies?
 - How can we ask teachers to do research if often they are constrained by the curriculum? Or even by the school's headmasters?
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- 1) Is teacher research an academic research?
- 2) Does it have the same standards as an academic research, or is it a 'pseudo-research' as some people claim?

3) What would be the best way for a teacher to share his/ her research with others?

To what extent do action research, practitioner research and exploratory practice overlap?

What are the most important qualities teachers need in order to become researchers and how can these be developed?

How does one effectively step out of the group to research it effectively/ objectively?

A question about data collection materials used in teacher research...

How does data collection work in teacher research? Do teachers create their own data collection materials, where/ how do they gain access to existing data collection materials (questionnaires, observation schedules, stimuli, etc.)?

(I can point the group to a public database: IRIS)

David O'Reilly

How to get institutions to encourage and support teacher research?

How to ensure that TR is of benefit to the 'participants' (learners) as well as to the teacher?

If TR/ AR is being conducted as part of an academic accreditation (PhD/ MA), how to ensure rigour in data sets and defend more subjective interpretation of results?

How to do quantitative research?

How to prepare your research for publication?

I'm interested in three areas that I think impact on the use and diffusion of teacher research:

- Objectivity – how/ why teacher define this quality in relation to knowledge-creation.
 - Generalizability – often seen as an obstacle to diffusion.
 - Genre/ representation – of new knowledge created through the process.
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How can teacher research support teachers in their 'diagnostic' competence? (not testing and assessment)

How can teacher research be implemented into teacher education, especially into their practical training? Question of resources (ECTS points)

How do you stop a teacher-research learning situation becoming teacher orientated?

How do you take the very first step?

How can you encourage/ motivate co-workers to participate in collaborative teacher research?

Are there any large teacher research programmes that are looking for more researchers to join, where it would be possible also to do a PhD within that programme?

Are there any European research programmes similar to Hattie's meta-studies?
