

Teaching as learning: teacher autonomy in developing quality of teaching

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Seminar with

Dr. Richard Pountney

Sheffield Institute of Education,
Sheffield Hallam University

Tuesday 12 April 2016 | N313 | 4.30pm

Teaching as learning: teacher autonomy in developing quality of teaching

In this talk I will outline a highly specified form of classroom action research in the UK known as lesson study that focuses on the development of teacher practice knowledge. Lesson Study involves groups of teachers collaboratively planning, teaching, observing, and analysing learning and teaching in 'research lessons'. Over a cycle of research lessons teachers may innovate or refine a pedagogical approach that will improve student's learning and which can be shared with others. I will then describe how one platform, IRIS, provides teachers with a personal space to reflect on, analyse, and share teaching and learning videos. I will illustrate this with a small scale case study of trainee teachers using the system on practicum to make sense of their own practice. Finally, I will draw on a realist methodology to examine how teachers are using semantic codes to interpret, map and share their teaching and how this offers a means by which quality of teaching can be explored.

Richard is a Principal Lecturer in Education. He specialises in the design of the curriculum in higher education and professional development in learning and teaching. His research examines curriculum development in HE and he is particularly interested in curriculum innovation in relation to the use of technology. He was awarded a teaching fellowship in 2006 in recognition of his contribution to learning and teaching in the university.

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