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ROLE OF ASSIST-ME LOCAL WORKING GROUP'S SEMINARS ON TEACHERS' PROFESSIONAL KNOWLEDGE GROWTH

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Abstract:

The presentation addresses the ways teachers' professional knowledge and practices are influenced when they cooperate in a series of local working group seminars (LWG) with researchers and teacher educators aiming to develop formative assessment practices in science classroom.

Formative assessment is conceived as a means for spurring students' learning.

The teaching context created by ASSIST-ME LWG is described according to the set of instruments that is available for the teachers (teaching material, database, education and training) and the social environment within the school (school organization, teacher team culture, shared repertoire of actions). Teacher activity is viewed as consisting of knowledge and skills (Grangeat, & Hudson, 2015).

The sample consists of experienced science teachers in a lower secondary school set in a socially deprived sector in France. They are involved in ASSIST-ME LWG.

To identify the effects of the teaching contexts on teachers' activity two elements are considered: professional knowledge reported by the teachers and skills observed in the classroom. To describe teachers' professional knowledge, each school team is interviewed at the end of each year about their perception of the seminars' effects. To identify teachers' skills, each year the same lesson is videotaped. Each teacher is interviewed about the video.

This series of data, one per year, provide interesting insights on the effects of the teaching contexts on teachers' knowledge.

Results concur with other research demonstrating that the interest of the series of seminars is based on long term cooperation, focusing on very specific pedagogical issues and involving teachers in an inquiry process.

Reference:

Grangeat, M., & Hudson, B. (2015). A New Model for Understanding the Growth of Science Teacher Professional Knowledge. In M. Grangeat, *Understanding Science Teachers' Professional Knowledge Growth* (p. 205-228). Rotterdam: Sense Publishers.