

Classroom-based Research for Professional Development EVO 2020

HOME

EVO2020



We started EVO2017 on 9th January 2017 and ended on 13th February 2017. There were also some final presentations by participants in April 2017.

This January–February 2017 **EVO Project**, led by a **team of ten volunteer teacher educators and supported by several teacher associations**, provided a hands-on introduction to inquiry-based teacher development, especially (though not exclusively) for teachers working in difficult circumstances (large classes, low-resource classrooms, etc.). The five-week workshop took participants through different stages of teacher-research, engaging them in practical activities to gradually build

their confidence in teacher-research. There are further details below

Registration started on 1st January 2017, with participants first going to our 'While-waiting warm-up page'. Participation was absolutely free.

The first weekly online live event of the EVO project was on 9th January 2017 at 15:00 GMT. Richard Smith, Paula Rebolledo and Amol Padwad provided an overview of the EVO and guidance for the first week. This was held in our Adobe Connect room generously loaned to us by IATEFL Research SIG. There were then further weekly sessions, usually on Saturdays or Fridays at 15:00 GMT, for five weeks. A recording was made available after each session.

There was input each week, and associated activities, and participants were encouraged to interact with others and with moderators via social media. Our syllabus was as follows:

Preparatory - 'While-waiting warm-up'

Before starting Week 1 activities, participants got to know the moderators via their short self-introductions on video or other media, introduced themselves, filled out a questionnaire to officially 'register' for the EVO, and browsed some of the readings and videos about teacher-research which were made available.

Week 1 (Jan 9–14, 2017) Introduction and first steps together

A webinar provided an introduction to the project overall, and participants were invited to introduce their classroom and teaching situation to the group via Google+. The focus of activities during this week was on sharing recent successful teaching experiences relating to participants' own contexts. The emphasis was on confidence-building and relationship-building via recognition of participants themselves and their colleagues as experts in their own classrooms. Videos of other teachers sharing their experiences in a workshop in Nepal were also shared and discussed.

Week 2 (Jan 15–21, 2017) Identifying a focus of research, and research questions

Participants were helped to identify a main research focus and develop this into a clear research question or questions. They received feedback from mentors and other course participants. We also considered how colleagues (including fellow EVO participants) can be consulted to begin to find answers.

Week 3 (Jan 22-27, 2017) Practical tools for exploratory research

We considered the value of exploring before attempting to bring about a change. This entails stepping back from the situation, and considering different sources of information and appropriate data collection tools. Participants identified main features of various types of data collection tools, determined the best type for their own questions and planned to use it. During these steps in the process, participants gained feedback from moderators.

Week 4 (Jan 28-Feb 3, 2017) Analyzing and interpreting evidence

This week we discussed basic data analysis procedures. Participants learned about several ways to analyze data and decide which analysis procedure(s) would be best for their own study.

Week 5 (Feb 4-13, 2017) How you can share your research

We discussed how research findings can be shared with others, with a focus on innovative, creative and teacher-friendly means of sharing.

Finally (Feb 13, 2017) Round-up

In this final live session at the end of Week 5 (on February 13th), some participants shared their research. We reflected on the EVO and discussed future possibilities. Finally, teachers were encouraged to join specific networks (the 'Teachers Research!' Facebook group, the Teaching English in Large Classes network (TELCnet) and IATEFL Research SIG) for further development in this area. They were also invited to stay in touch and report back about their research on an ongoing basis.

Posters and presentations – **Participants' reports of their teacher-research** arising from the EVO have been placed on the Outcomes page within this website. This includes recordings of presentations given in webinars on 13 February and 15 April.

