

Research (PRAXIS² x PubVAL²) + Practice (OBS² x XP²) = Professional Development²



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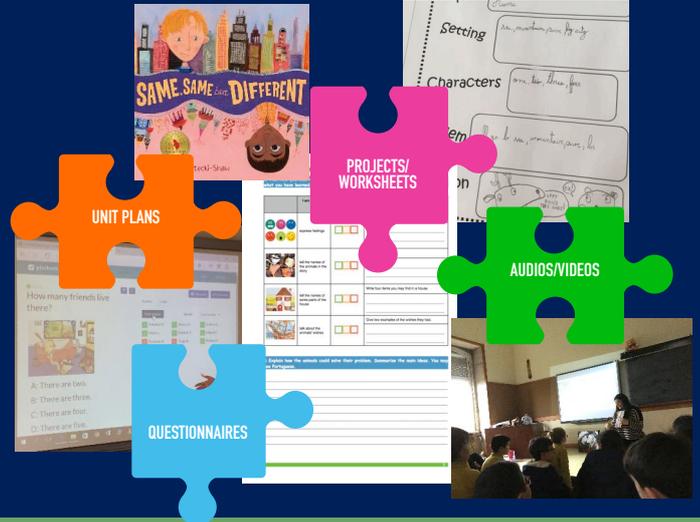
Introduction

The MA in Teaching of English at Primary School includes two curricular units related to the practice: 'Action Research in Practicum' and 'Supervised Practicum'. On the one hand, we will describe how these are organised. On the other hand, we will focus on the analysis of a questionnaire about the link between action research and the practice development itself (Kasula, 2015). We have asked our students to fill in the following questionnaire at Google Docs: <https://goo.gl/forms/OEJdSPBfuB702HFf2>. 20 student teachers filled in the questionnaire.

C. Relativamente à componente de investigação na minha prática educativa supervisionada,*			
	Sim	Não	Não aplicável
redigi o meu relatório final de estágio nos prazos estipulados	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apliquei o estudo pré-concebido na unidade curricular de "Investigação na prática profissional"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
maquiei o tema de investigação previamente selecionado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
defini os instrumentos de recolha de dados mais adequados para o meu estudo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apliquei os instrumentos de recolha de dados mais adequados para o meu estudo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
apresentei o meu estudo em seminários, congressos ou conferências de especialidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
redigi um ou mais artigos para revistas de especialidade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
recolhi dados durante a minha prática	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
redefini instrumentos de recolha de	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Reports Main Data Collection Tools

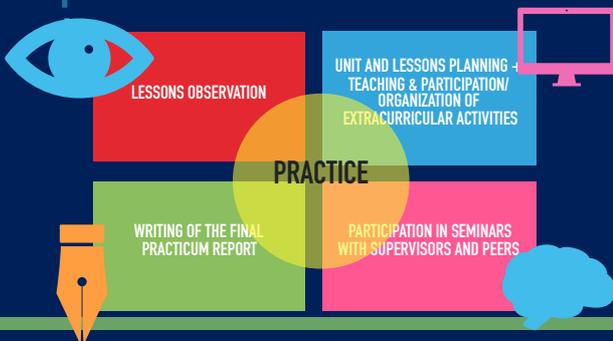


Action Research in Practicum

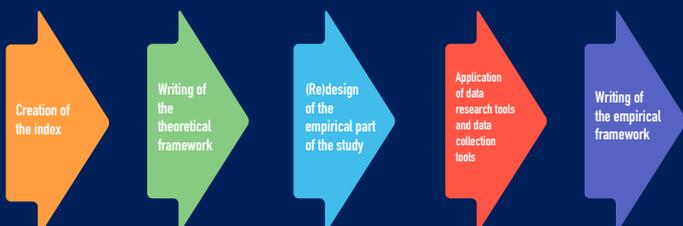
This curricular unit includes the following activities:



This curricular unit includes the following activities:



Reports Writing Process

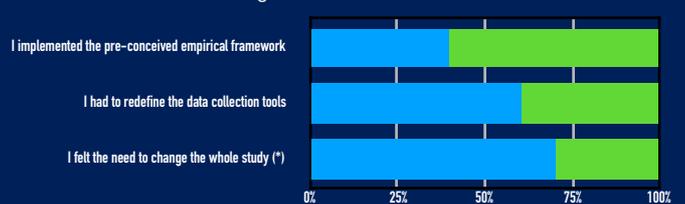


Reports Examples (Already Publicly Defended)

- 'Curricular English and Collaborative Work in Primary Education'
- 'Special Needs Education or Forgotten Needs in Education? - the inclusion of a child with Trissomy 21 in the Primary English Classroom'
- 'Playing with Gamified Activities and Emotions in the Primary English Classroom'
- 'The Intercultural Skill into Practice: a Key Competence of the English Teacher in the Primary School'
- 'Reflective Pathway within a CLIL Approach in the Primary English Classroom'
- 'The Relevance of Writing in the Primary English Classroom'
- 'Partnerships among Family, School and Community in the Primary English Teaching'
- 'The UBUNTUfication in a 21st Century Transformative Primary English Classroom'

Research vs Action Main Issues

Students voiced the following:



- In the beginning students tend to concentrate on their lessons content and do not value the integration of research into their practices;
- Empirical framework prior to the Practicum worked as a helper;
- Students tend to take too much time writing their reports;
- They figure out the importance of proper data collection tools at the end of their practice;
- Students who have publicly presented their topics or findings appear to have a better performance in relation to their final written work;
- Students who change their teaching contexts in general need to rethink their research topics/aims.
- One of the students mentioned "a good theory only becomes real in good practice" (Roldão, 2016) in one of her comments.

(*) Changes weren't however implemented

References

Kasula, A. (2015). Conducting Action Research in a Practicum: A Student Teacher's Perspective. *The Catesol Journal*, 27 (2). Available at <https://files.eric.ed.gov/fulltext/EJ1111627.pdf>.
 Roldão, M.C. (2016) Formação de professores e desenvolvimento profissional Teacher education and professional development. *Revista Educação*, 22(2):191-202.