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Individual teacher learning in a context of collaboration in teams

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Ann, digital log number 1

My first learning experience started off during our first team meeting. Just before the meeting I had marked a test of one of my classes who had got really low grades. [...] Something had to change in that class. My first thought was: the students don't learn, they underestimate the subject matter. [...] My goal was to control students' homework very strictly in future and to confront them with the fact that they did not study well since I could point out in their textbooks and assignments exactly where they could have found the correct answers to the test questions. [...] During the meeting I realized that it would be worthwhile to examine first why students caught on to the subject matter so badly, because it is a rather quick conclusion to say that they just do not work hard enough. [...] In this meeting, colleagues often mentioned motivation and positive feedback as the key to activate students' learning. I realized that this was the problem in my own teaching practice. I formed the idea to control homework but mainly to compliment students in order to improve the atmosphere and work climate. So far, I do not have new grades to prove that this approach is working, but the atmosphere has improved and I notice that students are indeed more motivated when they receive a compliment. Actually, I knew this for years, but the consultation with colleagues has opened my eyes and stimulated me to use this knowledge in my teaching practice.

Iris, digital log number 3

I went to Eric in his class as I had a question. It was so much fun that I decided to stay (just by coincidence, I had a free hour). [...] The students had to individually show Eric what they had done for the drawing teacher. When a student had not done the work, it was immediately agreed that it had to be done by the next class. This was done with a joke, but thereafter order and clarity and he wants immediate explanation from the students. The students who did do the work were asked to explain what the assignment entailed and how they interpreted it. The rest of the class watches and discusses as well. [...] Good atmosphere, involvement, and clarity. I left the classroom with the idea that I should have attention for every student, good or bad but in a positive manner, because then you can do almost anything. My learning experience is that you can confront students with their failures and also compliment them with their product as long as you do that with humor and clarity. And the students learn from each other: how things should be done and what is expected of them.

Jeff, digital log number 6

Three weeks ago, we were in an Education Group meeting to prepare the first study afternoon. [...] One of my colleagues introduced the concept 'visible learning' that requires a high level of action for both the teacher and the students during a lesson. [...] In a short enumeration of possible teaching methods for 'visible learning,' my colleague mentioned the 'half-time conversation'. The teacher asks small groups of students to briefly talk with him or her about what has been done during the past few lessons. The students can learn from each other in such a manner and are, of course, forced to put aspects of the subject matter into words. [...] In the two weeks following this preparatory meeting, I used the half-time conversations in four lessons and they really worked! Of course, you have to ask the right questions. [...] A pleasant side effect is that you can pay more personal attention to the students in a serious environment.

Susan, digital log number 1

This year I wasn't very pleased with my own method of controlling students' homework. I want students to do their homework as asked, but I don't want to use punishment exercises. I would rather motivate them to do their homework in a different manner. In the second term of this school year, I started off with a different method. I got the idea by visiting schools in France and observing a teacher at one school. This teacher pulled out a number out of a bag at the start of each lesson and asked the student whose number on the student list corresponded to this number, to write his or her homework on the blackboard. [...] I don't control students' homework anymore, but I let chance decide which student has to write down his or her answer to a homework assignment on the blackboard. [...] Students think it is important to have their homework in order when it

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Publications

Scientific publications

Meirink, J.A., Meijer, P.C., & Verloop, N. (2007). A closer look at teachers' individual learning in collaborative settings. *Teachers and Teaching: Theory and Practice*, 13, 145-164.

Lunenberg, M., Loughran, J., Schildkamp, K., Beishuizen, J., Meirink, J., & Zwart, R. (in press). Self-study in a community of learning researchers; What can we do to support teachers/teacher educators to benefit from our research? *European Educational Research Journal*.

Manuscripts submitted for publication

Meirink, J.A., Meijer, P.C., Verloop, N., & Bergen, T.C.M. (resubmitted to Teaching and Teacher Education). Understanding teacher learning: The relations of teacher activities to changed beliefs about teaching and learning.

Meirink, J.A., Meijer, P.C., Verloop, N., & Bergen, T.C.M. (submitted). How do experienced teachers learn in the workplace? Changes in teacher preferences for learning activities related to teacher learning experiences.

Meirink, J.A., Imants, J., Meijer, P.C., & Verloop, N. (submitted). Teacher learning and collaboration in interdisciplinary teams.

Other publications

Meirink, J., & Zwart, R. (Eds.) (2006). Conferentieverslag – Annual meeting of the American Educational Research Association, April 2006, San Francisco, USA. *Pedagogische Studiën*, 83, 469-479.

Honingh, M., Meirink, J. & Meijer, P. (2005). Teachers' emotions in a context of reforms. [Book review: van Veen, K. (2003). *Teachers' emotions in a context of reforms*. Unpublished doctoral dissertation, Radboud University Nijmegen, the Netherlands.] *Pedagogische Studiën*, 82, 190-192.

Papers

- Meirink, J.A., Imants, J., Meijer, P.C., & Verloop, N. (2007, April). Learning apart together: Individual teacher learning in a context of collaborative teams. Paper presented in a symposium conducted at the annual meeting of the American Educational Research Association (AERA), Chicago, USA.
- Meirink, J.A., Meijer, P.C., Verloop, N., & Bergen, T.C.M. (2006, May). *Leren van docenten in en door samenwerking nader onderzocht*. [A closer look at teacher learning in collaboration]. Paper presented in a symposium conducted at the Onderwijs Research Dagen (ORD), Amsterdam, The Netherlands.
- Meirink, J.A. (2005, June). *Leren in vakoverstijgende projectgroepen?* [Learning in interdisciplinary projectgroups?] Paper presented in a symposium conducted at the Onderwijs Research Dagen (ORD), Gent, Belgium.
- Meirink, J.A. (2005, May). *Tracing learning and learning activities in collaborative groups of teachers*. Paper presented at the ICO Summerschool, Nicosia, Cyprus.
- Meirink, J.A., Meijer, P., Verloop, N. & Bergen, T. (2004, June). *Samenwerking tussen ervaren docenten in projectgroepen: Groepsprocessen, interdependentie en leeractiviteiten*. [Teacher collaboration in projectgroups: Group processes, interdependence, and learning activities]. Paper presented in a symposium conducted at the Onderwijs Research Dagen (ORD), Utrecht, The Netherlands.

Poster presentation

- Meirink, J.A. (2004, April). *Teacher collaboration: Measuring shared conceptions about learning and teaching*. Poster presented at the VOR Learning and Instruction symposium 'Collaboration: From individual to collective thinking?', Utrecht, The Netherlands.

Curriculum Vitae

Jacobiene Meirink was born in Leiden, the Netherlands on October 26th 1980. She attended secondary education at the Andreas College in Katwijk aan Zee, where she graduated in 1998. From 1998 to 2002 she studied Education and Child Studies at Leiden University, and specialized in Educational Studies and Learning Problems and Impairments. Her master's thesis focused on the development and evaluation of an orientation course for final year pupils who have an interest in studying Education and Child Studies at Leiden University. While developing the course she examined how assignments can be optimized for students with different learning styles.

In 2003, Jacobiene started as a PhD student at ICLON, Leiden University Graduate School of Teaching. Her PhD research project "Individual teacher learning in a context of collaboration in teams" was part of a concerted research program "Teacher learning in the workplace" which aimed at examining teacher learning in different learning environments. In this research program she closely worked together with two other PhD students and a postdoctoral researcher. She followed master classes and courses on *teaching and teacher education*, *qualitative analysis*, and on *constructing tests and questionnaires* and presented her research at both national (ORD) and international conferences (AERA). Furthermore, she was member of the board of the special interest group Learning and Instruction of the Netherlands Educational Research Association.

Currently, Jacobiene works at a new national teacher learning centre at ICLON, Leiden University Graduate School of Teaching which aims at structurally collecting current knowledge and expertise on teacher learning and training and making this knowledge accessible for schools and teacher education institutes.

Dankwoord

In dit proefschrift staan de leerervaringen van ervaren docenten in het voorgezet onderwijs centraal. Ik heb geprobeerd mijn eigen leerervaringen gedurende mijn aio-tijd te analyseren en te beschrijven op eenzelfde wijze als ik dat voor de leerervaringen van docenten heb gedaan, m.a.w. door configuraties te maken van leeractiviteiten en leeropbrengsten. Uit de onderstaande drie leerervaringen blijkt dat ik de docenten die aan mijn onderzoek hebben deelgenomen, mijn collega's, vrienden en familie veel dank verschuldigd ben. Zonder hun hulp en steun was dit proefschrift niet tot stand gekomen!

Leerervaring 1

Observeren, interviewen en mailen met docenten



Nogmaals observeren, interviewen en mailen met docenten



Realiseren dat docenten gek van me worden



Stug volhouden; het is tenslotte voor een goed doel



Leeropbrengst: Trots en blij gevoel over de inzet van de docenten voor mijn onderzoek

DOCENTEN BEDANKT!

Leerervaring 2

Brainstormen met collega's over mijn onderzoek (tijdens onderzoeksgroep of de vele koffiepauzes en borrels)



Reflecteren op eigen onderzoek



Bewust worden van sterke en zwakke punten in het onderzoek



Experimenteren met ideeën van collega's voor de opzet en analyses van het onderzoek en voor te schrijven artikelen



Leeropbrengst: Tevreden gevoel over onderzoek en bevestiging van eerder idee dat collega's heel belangrijk zijn tijdens een promotietraject

COLLEGA'S BEDANKT!

Leerervaring 3

Frustratie of blijdschap voelen over voortgang van onderzoek



Gevoelens uiten bij familie en vrienden tijdens koffie, borrels en etentjes



Luisteren naar hun opbeurende woorden of samen vieren van een tussentijds succes



Leeropbrengst: Nieuwe energie voor afronden promotieonderzoek

FAMILIE & VRIENDEN BEDANKT!

PhD dissertation series

- Hoeflaak, A. (1994). *Decoderen en interpreteren: een onderzoek naar het gebruik van strategieën bij het beluisteren van Franse nieuwsteksten.*
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