

IMPACT OF COLLABORATIVE REFLECTION ON TEACHER DEVELOPMENT

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Abstract

This paper reports on a qualitative study about the effect of reflection on teacher development and growth. It is part of a larger research project, the goal of which was to improve reading instruction in science classes. In this part of the project, eleven ESL and Science teachers in two preparatory schools received training in strategic reading instruction. Lesson study was the methodology used to accomplish the goal of helping teachers become better at modeling and teaching strategic reading. Each week, they were given a professional development session focused on some aspect of reading instruction, then, collaboratively planned a lesson that one member of the team would teach the following week and that all members would observe. In the next training session, they were given the opportunity to collaboratively reflect on, evaluate and critique the lesson. These conversations, paired with the classroom observations of the lesson teachers who were critiquing, revealed what they did and did not understand from the professional development and what was and was not incorporated into practice. The sessions were recorded, transcribed, coded, and entered into frequency charts. This presentation will focus on the qualitative analysis of the sessions, the meaning making of the interactions of the participants and what these interactions revealed about their learning and teaching of the targeted outcomes. A better understanding of the nature of collaborative reflection can inform theory about its role in teacher development, and help teachers and teacher educators use reflection to improve the effectiveness of professional development.

Keywords: Collaborative Reflection , Lesson Study ,Strategic reading, Teacher Training.
