Fostering Teacher Educators’ Professional Development on Practice-Based Research Through Communities of Inquiry

T. Martijn Willemse, Fer Boei, Marieke Pillen

Abstract

Practice-based research and supervising students’ research has become an important task for higher vocational institutes, including the teacher education departments. However, conducting practice-based research is not always common practice for a great number of teacher educators. Therefore, professional development activities are undertaken to support teacher educators in their new role as a researcher. This paper reports on one of those activities: a community of inquiry in which teacher educators conducted a collaborative research on a shared topic derived from their practices, in order to examine teacher educators’ professional development and to identify key characteristics for setting up such a community. All participants reported developments in practice-based research skills and knowledge, and developments regarding supervising students’ research. In addition, they reported on developments in their beliefs regarding research and on the topic under research. They also reported the impact of the community on other parts of their profession. Commitment, time, teacher educators as experienced researchers and completing the research stages are identified as key characteristics.

Keywords
Teacher educators Professional development Practice-based research Community of inquiry

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<td><strong>Utilizing Science Philosophy Statements to Facilitate K-3 Teacher Candidates’ Development of Inquiry-based Science Practice</strong></td>
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