

An online event in the International Festival of Teacher-research in ELT 2021

Featuring poster presentations and Q&A with mentors of teacher-research from around the world

Mentoring teacher-research

– in a time of Covid-19

November 27, 2021. 2:00 P.M. to 5:30 P.M.

Supplorted by the University of Warwick and the UK Economic and Social Research Council (grant number ES/T502054/1)

Watch video of the event by clicking here. Best viewed together with posters – click on titles below.

14:00-14:30 (GMT)

Opening remarks

Asli Sağlam & Richard Smith

An overview of the 2021 Mentoring Teacher-Research Support initiative

Richard Smith
Professor, University of Warwick

From May 2021 onwards, around 50 educators from countries ranging from Peru to Cameroon to Nepal and Japan have met together on a monthly basis to discuss issues arising from their ongoing mentoring of teachers to engage in practitioner research. In this talk, I provide background to the initiative, highlight some important aspects of teacher-research mentoring, and introduce the work of today's speakers.

14:30- 15:50 (GMT)

Peer-mentoring in Online Teacher Education

Ravinarayan Chakrakodi
Professor, Regional Institute of English South India, Bengaluru

The presentation will showcase experiences of mentoring teachers in an in-service teacher education programme, contrasting how it was done face-to-face and in an online mode using a peer-mentoring model.

E-Mentoring Teacher-Researchers: Opportunities and Challenges

Revathi Viswanathan
Freelance ELT Consultant, India

E-mentoring offers scope for using technology with advantages both to the mentor and the teacher-researchers. This presentation will highlight a mentor's use of technological tools to assist teachers in their action research. It will also throw light on the challenges faced during the e-mentoring process.

Mentoring to Develop a Research Culture in Our Classrooms

A. Neela Madhavi
High School Teacher, Little Flower Institutions, Nalgonda, India

The need to develop a research culture among teachers is the topic of this presentation. As the world is evolving, so are our children and their mindsets, and, in proportion, classrooms and the way we teach and handle situations. The Covid-19 pandemic has been an experience that is entirely varied. Irrespective of the conditions, at all times, teachers need to ensure that a healthy learning environment is sustained. This necessitates teachers to evolve into researchers and be prepared to handle situations as well as take up Exploratory Action Research and find solutions in their own classrooms, given the fact that no two schools are the same.

Co-Mentoring Teacher Researchers Online to Explore, Experience and Experiment

Vinayadhar Raju
Teacher and Teacher Trainer, ZPHS Jangapally / General Secretary of ELTA Telangana, India

Covid-19 has created an opportunity to use technology in the classroom. Most teachers have started exploring educational technologies during Covid-19. Within ELTA [English Language Teachers Association] Telangana, we have used this opportunity to mentor teachers to take up classroom based Action Research, using this as an opportunity to establish a community of practice.

How We Developed Our Mentoring Skills through EMAR Maharashtra

Manjusha Sagrolikar
Asst. Teacher, S.B.B.A.K. Secondary/Higher Secondary School, Hingoli, India
&
Jayashree Jangle
Senior Secondary teacher, N.G.Acharya & D.K.Marathe College of Arts, Science and Commerce, Chembur, Mumbai, India

The aim of our project is motivate teacher researchers to mentor their teacher friends for AR [Action Research] and EAR [Exploratory Action Research]. For a couple of years we have been working with 25 primary, secondary and higher secondary teachers in the EMAR [Enhancing Mentoring for Action Research] Maharashtra scheme. Our projects have made us aware of the variety of problems faced by teachers in the different areas of Maharashtra. This project made our team think unconventionally and act immediately. Being mentors, we learnt to keep ourselves alert and agile while exploration work was under process.

Co-mentoring: A SWOT Analysis

Vanita Chopra
Training Consultant, British Council India
&
Ana Garcia Stone
Teacher Educator

Using SWOT (Strengths, Weaknesses, Opportunities, Threats) as a framework, we share our experience of co-mentoring a group of eight teachers in India, with the aim of sharing what we have learned and providing pointers for others who are considering co-mentoring. Our presentation will also highlight how this opportunity of collaboration led to varied professional gains.

15:50-16:00 (GMT)

Break

16:00-17:20 (GMT)

Time for Exploring, Sharing, Providing feedback and Growing Professionally: the ESPG space

Sidney Martin
Teacher of English, Escola Oficial d'Idiomes de Tarragona (EOI), Spain

The goal of the presentation is to share my experience regarding the creation of a space where teachers can explore, share ideas/findings, provide each other with feedback and grow professionally. Such a space in our case led to a greater group cohesion, among other aspects. Come and see!

Reinforcing Teacher Research

Jimmy Riojas
Professor, UNE State University & Maria Mother Pedagogical Public Institute, Peru

This presentation focuses on how, as a mentor, I have been able to support teachers in their research during the COVID-19 lockdown. I noticed that the teachers lack skills in data analysis, gathering data, and sustaining teacher research. On the other hand, it has been the first year in which I have been in mentoring, so I also discuss my own uncertainties in the field.

Mentoring Teacher Research: Developing Research Practices in a Teacher Education College in Israel

Nahla Nassar
Lecturer, The Academic Arab College for Education in Israel, Haifa

Teacher research contributes to the professional development of teachers and enhances their classroom practices (Smith, 2020). The aim of this presentation is to share the experience and practice of mentoring teacher research in a higher education institution in Israel during the time of Covid-19. This includes topic selection, data collection and analysis and presentation of the data.

Mentoring through Challenges

Mayamin Altae
Lecturer, Qatar University

Iraq has gone through war after war in recent years. Due to these wars, Iraqi teachers have lacked any kind of teacher training. Mentoring action research has opened doors for teachers to voice their daily struggles in their classrooms.

Mentoring E.A.R. in Higher Education EASP courses

Rubén Mazzei
Professor, University of Buenos Aires, Argentina
&
Mariana Serra
Licentiate in English, Instituto Superior de Formación Docente y Técnica N° 125, Province of Buenos Aires, Argentina

Mentoring Exploratory Action Research (E.A.R.) in Higher Education poses challenges because of the scholarly nature of this level. As mentor and co-mentor, we share the findings of our mentoring scheme for two teams of teachers in online platforms in the EASP and academic literacies course at the University of Buenos Aires. We also describe the synergy between our roles and how it has impacted on our mentees´ research process.

Our Teacher Research Enhancement Mentoring (TREM) Experience within the Turkish Context

Seden Eraldemir Tuyan
Senior Lecturer, Cağ University, Turkey
&
Mariana Serra
Licentiate in English, Instituto Superior de Formación Docente y Técnica N° 125, Province of Buenos Aires, Argentina

The Enhancement Mentoring approach to mentoring teacher-research (Smith et al., 2021) was developed as a means of focusing on achievements arising from teachers' experiences. In our presentation we share the findings of an enhancement mentoring experience with Turkish EFL teachers as well as with a Turkish teacher trainer. Our mentees extended their successes by utilizing their capable pedagogic responses to their current teaching situations, accomplished during the COVID-19 crisis

17: 20-17:30 (GMT)

Final Words

Asli Sağlam & Richard Smith