

# EAST ZONE LEARNING SYMPOSIUM 2014

## Teacher as Researcher: Redesigning a Quality Education for the 21st Century

28 March 2014

2.30pm to 5.25pm, Temasek Junior College

The East Zone Learning Symposium provides opportunities for teachers to share their research findings from their teaching experiences, innovative pedagogies and good practices to enhance teaching and learning in our schools. Their learning points could be from projects done using tools such as action research, lesson study or learning circle.

Registration is now **Closed**. For more details or enquiry, please email to Mdm Sangeetha, Centre Administrator at [moe\\_researchez@moe.edu.sg](mailto:moe_researchez@moe.edu.sg)

### Programme

1.30 to 2.30 pm : Registration

2.30 to 2.50 pm : Welcome & Presentation of certificates

2.50 to 3.40pm : Keynote address by Dr Trivina Kang (Senior Lecturer Policy and Leadership) NIE

3.40 to 4.10pm : Tea Break

4.10 to 4.45pm : Concurrent Breakout Sessions I

4.50 to 5.25pm : Concurrent Breakout Sessions II

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### Keynote Address: Dr Trivina Kang Lu-Ming (Senior Lecturer Policy & Leadership, NIE)

#### Research in Practice: What Can We Do Better?

*Terms like 'Action Research', 'Teacher Research', and 'Professional Learning Communities' are commonly heard in Singapore schools today. The TLLM Ignite Program and its training of Research Activists and projects mounted by NIE's Office of Educational Research (OER), Centre of Pedagogical and Practice (CRPP) and Learning Sciences Lab (LSL) have no doubt energized the educational research environment in recent years. However, despite such research vibrancy in the system, many teacher researchers still wrestle with "old" questions such as how to collect, interpret and use project data. Others find themselves answering different research questions in exactly the same ways; as if questions do not matter for research design. This presentation will use local and international research projects as platforms to share exemplars of how teachers can break this research "ceiling" and discover new avenues of understanding student outcomes. This is juxtaposed against how research is currently done in Singapore schools and frames a larger discussion about how qualitative and/or complementary research methods can be a powerful lens to better understand phenomenon in school. Indeed, if teachers seek to generate knowledge and improve practice, it is imperative that inquiry is not just a seasoned series of procedural steps but rather a "stance" (Cochran-Smith & Lytle, 2009) that anchors their research endeavour.*

## Concurrent Sessions

[Synopsis- concurrent session-I](#)

[Synopsis- concurrent session-II](#)

Each participant chooses two concurrent sessions, one from each of concurrent session I and II. Duration of each concurrent session is 35 min. Sessions marked with \* are repeat sessions.