

SP - (16360) - COLLABORATIVE GROUPS & TEACHER PROFESSIONAL DEVELOPMENT: CONTRIBUTIONS FROM AN EXPERIENCE IN BRAZIL

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Short Abstract

In this article, we present the results of collaborative action research, which aimed at fostering the professional development of a group of science teachers, based on critical reflection on teaching practices and approximation with the research carried out in the field of Science Education. The actions of the group were guided by discussions of articles related to teaching and reflection on their teaching practices, based on the production and video recording of didactic sequences using the reflective cycle proposed by Smyth (1989). The data sources for the research were the teachers' textual productions, the field diary, and the focus group carried out at the end of the process. Content Analysis was used to identify evidences of the reflection and collaboration process. The data indicated that the process provided a movement of reflection and change concerning the role of the teacher from a transmitter to a mediator of the learning process; the approach to research in the education area, both from the perspective of critical "consumption" of its results and from the perspective of producers of knowledge, considering that teachers were simultaneously constituted as actors and authors of their practices, sharing them both with the community of teachers and with researchers. The collaboration among members was built throughout the process so that we identified all through the group's trajectory the progressive development of the forms of collaboration described by Little (1990), marked by growing levels of interdependence among teachers: i) storytelling and scanning for ideas, ii) aid and assistance, iii) sharing and iv) joint work.