

Abstract Submitted
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Project-oriented form of teacher professional development for pre-service and in-service physics teachers VALENTIN VOROSHILOV, Boston university — Questions such as “How to determine the professionalism of a teacher?”, and “What forms of a teacher professional development are the most efficient?” have been a subject of vast research. The question of a particular interest is how to ensure that after attending a professional development workshop a teacher will bring into his or her practice new knowledge presented at the workshop. This poster presents a description of a professional designing: what it is and why it is an important competency every educator should have. Professional designing helps to ignite and maintain a process of transformative development of an individual or an institutional educational practice. The presentation is based on the practical and research work conducted in Russia (Perm Region) by the author (as a member of a research and consulting team). The theoretical foundation of the research can be found in publications of a prominent member of a so-called Moscow Methodological Circle/Group G.P. Shchedrovitsky (1964, 1966, 1971, 1977, 1981), and his colleagues, such as N.G. Alekseev (1992) and followers such as A.P. Zinchenko (2014). There is evidence that project-oriented form of teacher professional development significantly increases the probability of the new knowledge being applied by a participant in the future teaching practice.

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