Symposium

Paths to Teacher Professional Development: Teacher Identity Development and Research Literacy
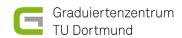
Preliminary Program

Date: 07 March 2023 – 9:00 to 12:45

Place: Technical University Dortmund – IBZ Emil-Figge-Str.59

Time	Event
9:00	**Welcome and Introduction**
	Raúl García, Researcher, Dortmunder Competence Center for Teacher Education and Education Research (DoKoLL)
9:15	**Keynote:** *Understanding the Complexities of Teachers' Professional Identity Development and Change*
	Professor Joanna Garner Room: IBZ - Main Hall
10:15	Coffee Break

10:45 - 12:15	**Workshop 1**	**Workshop 2**	**Workshop 3**
	Dilemmas, Insights, and Decisions: Understanding and Designing Your Own and Others' Professional Growth	*Using OASIS as a Resource at Research-practice Interfaces*	*Exploring Diverse Designs of Teacher Research: Definitions, Processes, Impacts, and Insights*
	Professor Joanna Garner (Old Dominion University - USA)	Professor Emma Marsden (University of York – UK) *Especially for language teachers, including foreign language teachers and teachers of German as a Second Language (DaZ)	Professor Kenan Dikilitaş (University of Stavanger – Norway)

12:20 – 12:50	**Final Words, Light Lunch and Networking** – Room: IBZ - Main Hall

Abstracts

Main Lecture - Understanding the Complexities of Teachers' Professional Identity Development and Change
Dr. Joanna Garner (Old Dominion University - USA)

Being a successful educator requires a resilient, adaptable professional identity for continuously negotiating changes in one's lived contexts. In this keynote address, I will introduce a complex dynamic systems informed model of identity development and change - the Dynamic Systems Model of Role Identity (DSMRI) - that explains how teachers can develop such an identity while considering the complex, contextual nature of teaching. I will provide examples of how the DSMRI can be used by teachers, teacher educators, and researchers to understand and support professional identity development, resilience, and well-being.

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Workshop 1 - Dilemmas, Insights, and Decisions: Understanding and Designing Your Own and Others' Professional Growth –
Dr. Joanna Garner (Old Dominion University - USA)

In this workshop, participants will use the Dynamic Systems Model of Role Identity (DSMRI) as a framework for examining their own professional trajectory as an educator. Using a combination of individual reflection, small group exercises, and whole group discussion, participants will generate a personalized map of their current and future professional identity and growth pathways that reflect their current and anticipated teacher role in particular social and cultural contexts. Participants will also learn principles for applying the DSMRI in design-based and action research with a view to assuming agency in their own and their students' learning, motivation, development, and academic success.

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Workshop 2 - Using OASIS as a resource at research-practice interfaces
Dr. Emma Marsden (University of York – UK)

Open Accessible Summaries in Language Studies (OASIS; oasis-database.org) is a free database that provides one-page, non-technical summaries of published language-related research. The database makes research findings accessible to all, improving interfaces between research and practice.

In the first half of this workshop, I will describe the rationales and growth of the database and lay out some of the unique characteristics of good summaries that helps broker between researchers and educators. Examples will be given of how OASIS summaries have been used in teacher professional development events with school teachers of French, German, and Spanish in England. I will discuss the teachers' views about the summaries and their attitudes to research in general, before and after their professional development.

In the second half of the workshop, we will then read and discuss a subset of the summaries that are relevant to the theme of "teacher identity". Participants will also be supported in considering ways in which OASIS summaries might be used in their own contexts, and how they might go about facilitating this.
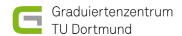
Note: This workshop is especially suited for language teachers and teacher educators, including working in foreign languages and German as a Second Language (DaZ)

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Workshop 3 - _Exploring Diverse Designs of Teacher Research: Definitions, Processes, Impacts, and Insights_
Dr. Kenan Dikilitaş (University of Stavanger – Norway)

In teacher education, research is a powerful tool that can provide resources that can transform teaching and learning practices. However, the concept of teacher research in education is often underestimated. To address that, I will introduce a variety of teacher research designs that teachers can adopt. The participants will have the opportunity to engage in reflection, discussion, and collaboration with their colleagues, developing a broad range of perspectives on research skills and the process of inquiry

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Graduiertenzentrum TU Dortmund

DoKoLL
Dortmunder Kompetenzzentrum für Lehrerbildung und Lehr-/Lernforschung

ReaLiTea
Research Literacy of Teachers

Co-funded by the European Union

The Speakers

Dr. Joanna Garner (Old Dominion University - USA)

Dr. Garner is a professor at Old Dominion University (USA) and the Executive Director of The Center for Educational Partnerships. Dr. Garner is a leading voice in the application of complexity theory to educational and psychological phenomena and co-authored the Dynamic Systems Model of Role Identity (DSMRI), an integrative metatheoretical model that captures the interrelations among learning, motivation, and identity formation. Dr. Garner has authored multiple publications in peer-reviewed journals and edited volumes including *Developmental Psychology*, the *Journal of Educational Psychology*, *Teachers and Teaching Theory and Practice*, *Professional Development in Education*, *Science Education*, among others. Her research has been funded by the National Science Foundation, the United States Education Department, the Office of Naval Research, the Department of Defense Education Activity, the Virginia Department of Education, and the Lemelson Foundation, totaling more than US$14 million in research expenditures. Professor Garner holds a PhD in Educational Psychology, and Master's and Bachelor's degrees in Psychology.

Dr. Emma Marsden (University of York – UK)

Having taught French, Spanish, and English as foreign languages — in schools in England and Chile at the start of her career, Emma Marsden is currently professor of second language education in the Department of Education at the University of York. With her colleagues and students, Emma has produced approximately 70 publications in the areas of language learning and teaching and open scholarship. She directs the open research repositories iris-database.org and oasis-database.org, and from 2015 to 2022, was Associate and then Journal Editor of Language Learning. Between 2018-2023 she directed the government's Department for Education's National Centre for Excellence for Language Pedagogy, now known as 'Language-Driven Pedagogy' (https://ldpedagogy.org/).

Dr. Kenan Dikilitaş (University of Stavanger – Norway)

Kenan Dikilitaş is professor of University Pedagogy at University of Stavanger in Norway. His recent research interests include teacher education and professional development with emphasis on action research and bilingual teaching, and he has published related articles (in TESOL Quarterly, Linguistics and Education, System, EJTE, AJTE, EAR, ILLT, and Reflective Practice) and (edited) books by WILEY Blackwell, Springer, Palgrave, and Routledge (in preparation). He has been involved in international projects across the EU regarding teacher education. In his current position, he supports a peer-mentoring program designed for promoting teacher criticality over own teaching and learning practices.