

Thursday 4 June

3:20pm - 4:00pm

Room: Block Y, Room Y302

Presentation Title: Teacher perspective shifts on learner autonomy: An analysis

Presenter / Co-presenters:	Peter Collins, Research Institute of Educational Development, Tokai University Hiroko Suzuki, Research Institute of Educational Development, Tokai University
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Theme:	Autonomy and teacher education
Presentation Type:	Paper presentation

Abstract

The degree to which learning is autonomous hinges, in part, on whether teachers value and nurture independent learning (Little, 1991). The Research Institute of Educational Development (RIED) conducts Teacher Development programs for in-service teachers. The presenters will introduce how the programs are designed to help shift teacher perspectives on both learning and student autonomy (Suzuki and Collins, 2007).

The program seeks to cultivate reflective practitioners (Schön, 1984) able to adopt both teacher and learner stances. Participants explore the teacher perspective through lesson design and materials creation, reflecting on student learning and making future class activities more meaningful. Additionally, as situated learners (Lave and Wenger, 1991), participants develop student empathy by collaborating in various performance projects.

The challenge for the participants is to integrate teacher and learner viewpoints into a cohesive whole. RIED's challenge is to determine whether the participants emerge from the program having done so. The presenters will offer data in the form of portfolio materials and reflective surveys, and analyze how successful participants have been in their efforts to integrate the two perspectives. Results of the analysis will suggest directions for future TD programs to take in empowering participants to promote autonomy in their own classes.

References:

- Lave, J. & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, United Kingdom: Cambridge University Press.
- Little, D. (1991). *Learner autonomy I: Definitions, issues and problems*. Dublin: Authentik.
- Schön, D. (1983). *The reflective practitioner: How professionals think in action*. New York, Basic Books.
- Suzuki, H. & Collins, P. (2007). The Teacher Development in English Program: Facilitating teachers' own learning. In Poedjosoedarmo, G. (Ed.), *Teacher education in language teaching* (pp. 283 – 309). Singapore: SEAMEO Regional Language Centre.

Biodata

Peter Collins has lived and worked in Japan since 1995. He is currently a member of Tokai University's Research Institute of Educational Development (RIED), which advises and supports both Japanese and native English-speaking high school English teachers. His research interests include learner and teacher autonomy, collegiality, team-teaching, and project-based learning. Additionally, Peter teaches Discussion and Presentation as well as Academic Writing at the university level. He has also been a member of writing teams of Ministry-approved junior and senior high school English textbooks.

Hiroko Suzuki received her Master's degrees in Education and Psychology from Indiana University of Pennsylvania in 1981 and is currently a Professor at the Research Institute of Educational Development (RIED). As one of the organizers of RIED's faculty development program, she provides training courses for English teachers at Tokai-affiliated schools around Japan. She has also been involved in the development of various school materials, including ministry-approved junior and senior high school English textbooks and their CALL materials.