BUUSFL MINDSHARE

SHARING IDEAS
SHAPING PRACTICE

TEACHER RESEARCH

SUSTAINABILITY, TEACHER EMPOWERMENT, AND PRACTICAL EFFECTS ON TEACHING QUALITY

One Step Forward to Teacher Research

Dear Colleagues,

We are excited to launch this academic year by highlighting a new step forward at BUUSFL—the integration of teacher research through our Experiential Teaching Project (ETP). By engaging in small-scale classroom inquiries, we not only strengthen our teaching practices but also contribute to a culture of reflection, collaboration, and sustainable growth.

Together, we will continue to empower one another, enrich our professional development, and ensure that our learners benefit from evidence-based, innovative approaches.

Last year's CPDU evaluation showed strong interest in teacher research. As one colleague noted, "it is valuable but diving in can feel overwhelming without guidance". With the Experiential Teaching Project (ETP), CPDU is ready to support colleagues in starting this new chapter of professional growth.

🌟 Best Practice Spotlight

Two Best Practice Examples from BUUSFL

Designing a Lesson Plan About Teaching French Grammar as a Foreign Language from a Social Constructivist Approach

This article by Dilek Soylu Baştuğ and **Jonathan Broutin** (instructor in our French program) presents a social constructivist model for teaching French grammar. Using A2-level materials on the Present Conditional, the lesson sequence emphasizes learner collaboration, reflection, and creativity. The study shows how constructivist approaches make grammar learning more meaningful and engaging.

🔗 **Read the article**

The Effectiveness of AI-Generated Corrective Feedback

Fatma Gürman Kahraman(English Program, BUUSFL) explored how B1+ learners respond to AI feedback on writing. Students found it helpful for grammar and vocabulary due to its speed and accessibility, but noted limits—AI often lacks explanations and can be overwhelming with corrections. The study highlights that AI can support, but not replace, teacher guidance, and that critical thinking is key to using it effectively.

🔗 **Read the study**

🛠️ CPD Toolkit for Teacher Research

📘 **A Teacher's Guide to Classroom Research**
🔍 **Why is it important?**
 This booklet is a practical guide for teachers who want to conduct research in their classrooms and for schools aiming to improve their practices.

✨ **What's inside?**
- Ways to enhance your teaching
- Methods to test educational theories
- Planning and evaluating school-wide developments
- Steps for starting research projects
- Collecting and analyzing data
- Reporting findings and linking them to teaching and learning

🎯 **The aim**
 To empower teachers, strengthen their professional judgment, and ultimately improve classroom practice and student outcomes.

📖 **Reference**
 Hopkins, D. (2014). A teacher's guide to classroom research. McGraw-Hill Education (UK).

🔗 **Read the booklet here**

✏️ **Twelve Tips for Doing Teacher Research**
Practical advice on quality, feasibility, relevance, and collaboration in classroom research.

🔗 **Read here**

📚 **Cambridge University Press: Teacher Research Program**
Step-by-step guidance plus real teacher research projects to help you design, run, and reflect on classroom research.

Learn more on Cambridge ELT Blog

British Council guide on action research

This article introduces teachers to the idea of action research, explains why it matters, shows the general steps, and gives hints about where research questions might come from and what evidence one could collect.

The Benefits of Action Research

Quick Read

Article: Learning to conduct teacher research: exploring the development of mediated understandings

🔍 **How to conduct teacher research?**
 Brock, C. H., Helman, L., & Patchen, C. B. (2005). Learning to conduct teacher research: exploring the development of mediated understandings. Teachers and Teaching, 11(1), 73–94.

BEST PRACTICE EXAMPLES AND TIPS FROM LITERATURE

Learning to Conduct Teacher Research: Exploring the Development of Mediated Understandings

This article follows a teacher, Dot, as she learns to conduct classroom research in a university seminar. It highlights how peers and instructors supported her understanding of data analysis and theoretical frameworks, with implications for designing future teacher research courses.

🔗 **Read the article**

📊 Using Research Evidence

This page provides tools and resources to help educators access, critique, and apply research evidence in practice, both within and outside of schools.

🔗 **Explore resources**

📖 Mentoring Teachers to Research Their Classrooms: A Practical Handbook – Dr. Richard Smith

A practical handbook offering step-by-step guidance for mentoring teachers in classroom research.

🔗 Download the handbook (British Council)

Teacher-Research: From First Steps to Mentoring – Webinar with Dr. Richard Smith

In this webinar, Dr. Smith shares insights into the process of teacher research and the role of mentoring, drawing on experiences from Latin America and South Asia. A great resource for teachers seeking professional development tools.

🔗 **Watch on** ▶ YouTube
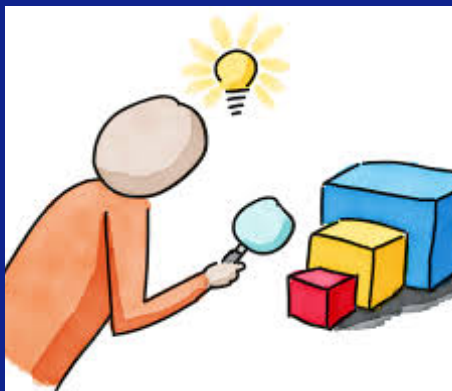
Kompetenzentwicklung durch Forschendes Lernen?

Überlegungen zur Funktion von Studienprojekten im Fach Geschichte anhand empirischer Befunde
Der Beitrag untersucht, ob Studienprojekte im Praxissemester zur Förderung narrativer und hermeneutischer Kompetenzen von Geschichtslehramtsstudierenden beitragen können. Ergebnisse eines Bielefelder Forschungsprojekts (seit 2016) zeigen kaum signifikante Fortschritte – teils sogar Rückschritte – und legen nahe, dass Studienprojekte in ihrer aktuellen Form keine nachhaltige Kompetenzentwicklung garantieren.

🔗 **Artikel lesen (Deutsch)**
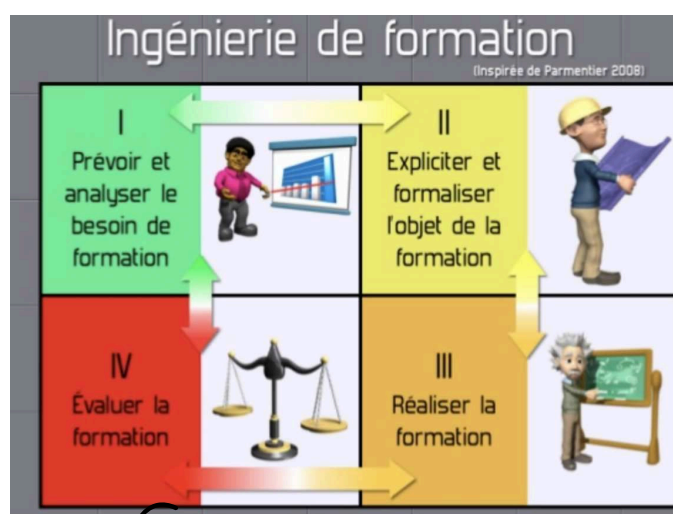
La Recherche D'ingénierie Didactique En Collaboration

💡 Éléments de contextualisation d'un dispositif émergent
Cet article de Sandrine Aeby Daghé et Glaís Sales Cordeiro analyse l'émergence de la Recherche d'Ingénierie Didactique en Collaboration (RIDCo) dans l'enseignement du français à Genève. Issu d'un projet quadriennal (2014–2018), il montre comment chercheur·es, enseignant·es et directions d'école ont co-développé des outils conceptuels et didactiques pour soutenir la compréhension en lecture d'albums de littérature de jeunesse.

🔗 **Lire l'article (Français)**

"Teaching is the one profession that creates all other professions"
– Monthly Motivation
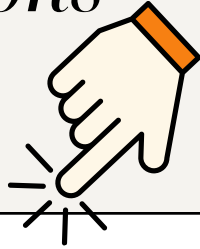
October
10/2025

ULUDAĞ UNIVERSITY'S EVENTS

☑ *Öfke Kontrolü ve Kriz Yönetimi*
by Asst. Prof. Didem Acar

Sunday	Wedneday	Tuesday	Wednesday	Thursday	Friday	Saturday
31			1 CPDU Newsletter on Teacher Research	2	3	4
5	6	7	21 Start taking care of your own well being and check on it answering TEACHER WELL-BEING REFLECTION QUESTIONS	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25