

Teacher Learning from Professional Learning Communities

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of this potential. We thus suggest theoretical frameworks for teacher learning should acknowledge pedagogical emotions as important objects for collaborative explorations. It should also consider the emotional rules that governs teacher PD discourse and, specifically, how they constrain exploration of negative emotions towards students.

PROMOTING LEARNING FOR ALL STUDENTS BY RECONCEPTUALIZING STRATEGIES FOR FORMATIVE USE OF ASSESSMENTS

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The aim of this paper is to contribute to educational research and practice through construction of a conceptual framework for strategies for formative use of assessments that support and promote social justice. Social justice can be defined as, the conscious and reflexive blend of content and process intended to enhance equity across multiple social identity groups, foster critical perspectives, and promote social action (Carlisle et al., 2006). The proposed framework outlines how social justice can be integrated with practices of formatively assessing in the classroom. It is intended to support researchers and educators in integrating components of social justice into their formative assessment practices. While social justice efforts in K-12 education must look at multiple factors and initiatives at the school, district, state, and national level, this paper tackles one aspect of a much needed systemic approach to reform in education: the potential of integrating social justice in classroom based assessments that are used to inform learning and teaching, i.e., assessments for formative use.

S4b Paper session: Teacher learning in the context of professional collaboration

Chair: Jasmiina Leskinen, University of Helsinki

TEACHER LEARNING FROM PROFESSIONAL LEARNING COMMUNITIES: A CASE ANALYSIS OF INTERACTION PATTERNS

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Teacher Professional Learning Communities (PLCs) have the potential to boost teacher professional development. However, the effectiveness of a PLC largely depends on

what happens within the PLC, that is, the interactions that take place when teachers get together to discuss their teaching. The current study examined the interaction patterns of four cases of PLCs, where teachers had contrasting self-reported learning gains. Results showed that interaction in the low-gains PLC was, even more so than the other PLCs, focused on information and opinions. High-gains PLCs' interactions were much more characterized by open and involved communication. Conversation in a PLC where teachers gained more knowledge was mainly focused on questions and answers, with teachers informing each other, whereas interaction in a PLC where change in beliefs occurred was for a large part based on sharing and elaborating upon opinions. Implications of these findings for the role of the facilitator are discussed.

A MULTIMODAL ANALYSIS OF TEACHER FACEWORK IN VIDEO-BASED COLLABORATIVE LEARNING

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Teachers' professional development (PD) can benefit from discussions of classroom videos. However, such discussions might expose teachers to face threat and impede collaborative learning. Studies of teacher collaborative learning have focused predominantly on verbal interaction. Similarly, face threat and facework, which are critical for teacher video-based learning, have been examined through the verbal mode alone. Accumulating research suggests that multimodal analysis, which also considers embodied interaction, reveals meanings that are not accessible when analyzing verbal interaction alone. In this study, we thus examine how multimodal analysis of both verbal and embodied interactions can broaden and deepen our understanding of facework during teacher video-based collaborative learning. In our featured case study, a science teachers' PD group discussed a video-recorded science lesson in which a teacher had tried to integrate language literacy. Through linguistic ethnographic multimodal microanalysis, we identified two major ways in which embodied interaction plays a role in face management: (a) Embodied interaction can function as facework, by mitigating face-threatening verbal moves or by reinforcing face-saving verbal moves. and (b) Embodied interaction can undermine facework, by revealing a face-threat concealed or suppressed by face-saving verbal moves. Given the critical role of facework in video-based discussions, multimodal analysis emerges as key to understanding the related challenges. This study offers a first step in this context. From a practical point of view, the findings of this study can help support and facilitate teacher collaborative learning.