

Teachers as Researchers: Interplay between Teacher Research Practice and Professional Growth

Date: 17 May 2025 (Saturday)

Time: 14:30-17:00

Venue: E33-2036, Faculty of Education

Language: English

Registration: Online Registration (<https://go.um.edu.mo/f3ey4uyw> or )

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Speaker:

Prof. Ah Chee MOK, received her Bachelor of Science and Master of Education from The University of Hong Kong and Ph.D. Degree from King's College London. She is currently a Senior Lecturer in Department of Curriculum and Instruction, the Chinese University of Hong Kong. Prof. Mok formerly served in Faculty of Education, The University of Hong Kong as Associate Professor, former Associate Dean (2010-2021), Head of Division of Science, Mathematics and Computing (2009-2010), Programme Director of Master of Education Programme (2005-2007), Course Coordinator for M.Ed. (Mathematics Education Specialism) (1999-2024). She was awarded Diamond Jubilee International Visiting Fellowships, University of Southampton (2013). Prof. Mok's interest includes mathematics teachers' professional development, comparative studies in mathematics education, classroom research, pedagogical content knowledge, etc. She is currently Editor-in-chief, International Journal of Harmony and Humanity and Associate Editor, Frontiers in Education (STEM Education Section).

Abstract:

“Teachers as researchers” has been started as a movement in the 90's in the mathematics education community (Huillet, 2020). Research projects carried out by teachers in their workplace has gained much attention gradually for the nature of practical inquiry or action while suggesting innovation and possibilities for changes in practice. Thus, teachers' research experience becomes a pertinent part of teachers' professional growth. In the talk, the author will draw upon the results from 2 teacher research projects taken place in Hong Kong. Mok and Park (2022) studies teachers' collective growth of pedagogical content knowledge via school-based lesson study. Tsui and Mok (2024) studied online blended learning during the COVID-19 pandemic from the social-ecological approach. Via these two research projects, the author will discuss the interplay between teacher research practice and professional growth.