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Developing spaces for teacher learning. My research project

In my presentation I will describe a Facebook project and an attempt for participatory action research with and for the teachers. My research questions are: what are the needs of teachers in the context of recent local and global challenges; how teachers collaborate in an online environment; how is a teachers' community built and transformed into an empowering space.

The research has been conducted since October, 2015 in a themed teachers' group - assessment for learning. It is a virtual ethnography (Hine, 2008; Jemielniak, 2013a, 2013b) with a recommendation of a further collaborative action research done side by side with and for the teachers (Erickson, 2006; Erickson, Christman, 1996). A few hundred posts and numerous comments were analysed and categorized to define the needs. Also, a group interview and questionnaires were used. Pictures and other visual material and files uploaded into the group were analysed.

As a result, I will describe the teachers' need to learn, collaborate and act in the context of recent local and global challenges. I will show how collaboration, dialogue and confrontation or creating communities and communities of practice (Wenger, 1998) is important for the teachers and better student learning.

I will present the group's successes and challenges to build the community to transform and to develop a better dialogue through social learning and collaboration. I will also argue that it is crucial in the neoliberal and conflict torn world for teachers to be involved (Červinková, 2012) in building local transformative spaces for students and other teachers in order to promote critical thinking and global awareness and become empowered. Thus, it is obvious that adult learning and development creates solidarities and/or communities.

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