SESJE REFERATOWE / PAPER SESSIONS

Nurturing Teachers Professional Learning Through Stimulated Reflections in a Norwegian Context

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The concept of professional learning for educators has long been a focus of research, yet sufficient attention has not been directed towards determining how this can be effectively achieved. Professional learning can be described as crucial for teachers as it invites them to reflect on, expand and refine their professional practice, stay updated regarding educational methods, technologies, and research within their field and strengthen their commitment to continued development. Professional development activities also provide teachers with opportunities to reflect on their practice, share experiences with colleagues, and adapt their teaching to meet the needs of their students. This paper places the responsibility and focus of professional learning on teachers and their needs. The process originates from critical self-analysis of professional practice, and alterations may happen as beliefs and assumptions regarding the teaching evolve.

This paper explores how video-stimulated recall interviews (VSRIs) can support teacher professional learning by facilitating reflective practices. Based on data from a Newton project, this study examines how two STEM teachers collaborated to design and refine a lesson on fractions, using video as a central tool for reflection. The teachers participated in VSRIs to observe their classroom practices, initially experiencing discomfort but gradually shifting to more critical reflections about their teaching. This process led to increased awareness of their instructional methods, as well as insights into student engagement and learning processes.

The paper emphasizes the importance of authentic settings for professional learning, highlighting how VSRIs helped teachers move beyond surface-level observations to more critical reflections of their pedagogical beliefs and practices. Key factors that contributed to the success of this approach were according to the participating teacher's active engagement, structured facilitation, and collaborative discussions, which together nurtured a culture of continuous improvement. By focusing on stimulated reflection embedded in everyday teaching contexts,

this study demonstrates the potential of video as a powerful tool for sustainable professional learning. The findings contribute to the broader discourse on professional development, advocating for approaches that are contextually embedded, collaborative, and centered on teachers' own learning needs.