



Promoting the Development of Teachers' and Students' Metacognitive and Theory of Mind Skills

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Main Points

- 1. Literature review and tests development**
- 2. Teachers' training**
- 3. Analysis of teachers' diaries**

1. Literature review and test development

- Test development: based on the previous experience of the Greek-Cypriot team; time-consuming and over-lasting
- Rewarding experiences: It revealed the background and philosophical differences that should be respected through concessions for a mutually acceptable outcome
- Debate about the Tests' technique: self-referencing Vs Task performance testing: whether the aims of the project could better be achieved by self-reference tests or performance testing.

Self-reference tests Vs performance assessment

- **Self-referencing:** the technique of asking people to think about themselves, while they are completing the task.
- **Measurement/performance assessment:** Evaluation of the outcomes of the task completion.
- **The choice of tools depends on the research questions.** The value of the different techniques have been broadly discussed in the research literature and we shall discuss it again when we have the tests' analysis.

2. Teachers' training

- (4) main tasks:
 - Program design and development,
 - Specification of the content,
 - Short-term tele-meeting / communication on the philosophy, tools and procedures of Action Research,
 - Primary and secondary school-teachers' training.

Program's design and content

- The program design is based on the Action Research paradigm, with cycles of participants' development, leaving space for presentations, active participation, feedback, teaching application and feedback on teachers' experiences
- The content development was assigned to the Greek-Cypriot team. Teachers had the opportunity to attend **participatory** meetings, practice their understanding in their classrooms, to develop daily lessons, **to reflect on their teaching experiences, through retrospection and introspection by diary keeping**, and to come back **to get feedback** and discuss their experiences with their colleagues and mentors.

3. Analysis of teachers' diaries

- The qualitative (discourse analysis) and quantitative analysis (content analysis) of teachers' diaries will provide insights in their thoughts and attitudes during the seminar and their teaching.
- The analysis will also provide important information about the difficulties they face, their hesitations or/and what creates their positive and negative emotions.
- The functions of retrospection and introspection reflect barriers and practices during teaching that should be addressed for better results.

- The analysis of the Hungarian diaries' confirmed Dewey's statement
- As Dewey stated (1933), *“The function of reflective thought is to transfer a situation in which there is experienced obscurity, doubt, conflict, disturbance of some sort, into a situation that is clear, coherent, settled and harmonious”* (pp. 100–101).