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This study was undertaken as a part of "Teacher as a Researcher" research project of the Dept of Educational Research, NIE. Five teachers worked in 5 different schools. Each teacher was guided by a researcher and studied a specific problem pertaining to his own classroom. Research was carried out for a period of about 9 months. Researchers guided practitioners (teachers) by visiting them and conducting discussion sessions at workshops.

This study was carried out in the author's classroom, by maintaining a record of teaching science to Year-11 students in the form of a diary and field notes. By reflecting the notes in the diary, the author made an attempt to change the style of teaching. Emphasis was given to students' interests, prior knowledge and participation of students in teaching. Reflective teaching helped the author to involve students in activities, to manage teaching time effectively, and to envision teaching as an enjoyable activity.

The author found 10 key points in improving the quality of teaching learning process: keeping records of what happened in the classroom, understanding students through observations, use of prior knowledge, appreciating students' responses, keeping students active, letting students ask questions, assigning responsibilities, writing lesson notes imagining the classroom situation, keeping records of students' participation and building up trust and understanding between teacher and students. Research suggests the importance of training teachers in doing action research to improve their teaching.

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