

**F-06: "Research is not scary as I thought, but helps me in my teaching":  
teacher as a researcher**

Sunethra Karunaratne

*(Science Education Unit, University of Peradeniya)*

This study presents how a teacher has changed her style of teaching science after the intervention of a researcher. Research was undertaken as a part of "Teacher as a Researcher" research project of the Department of Educational Research of the National Institute of Education, for about 9 months to provide opportunities for teachers to improve quality of teaching by undertaking action research. The teacher maintained a record of her teaching science to Year-11 students in the form of a diary and field notes. The teacher was guided by the researcher by observing science lessons and having discussions and debriefing sessions with the teacher. These discussions helped the teacher to reflect what she had done in the classroom, and to change her style of teaching, emphasizing to get prior knowledge and interests of students, to involve students in group work and allowing them to participate in classroom activities to do science and, assigning responsibilities to them.

It was found that students liked to do science and to undertake responsibilities. This engagement had helped the students in learning science. Reflective teaching helped the teacher to keep students active, to manage teaching time effectively and, to envision teaching as an enjoyable activity. Research suggests the importance of training teachers in doing action research to improve quality of their own teaching.