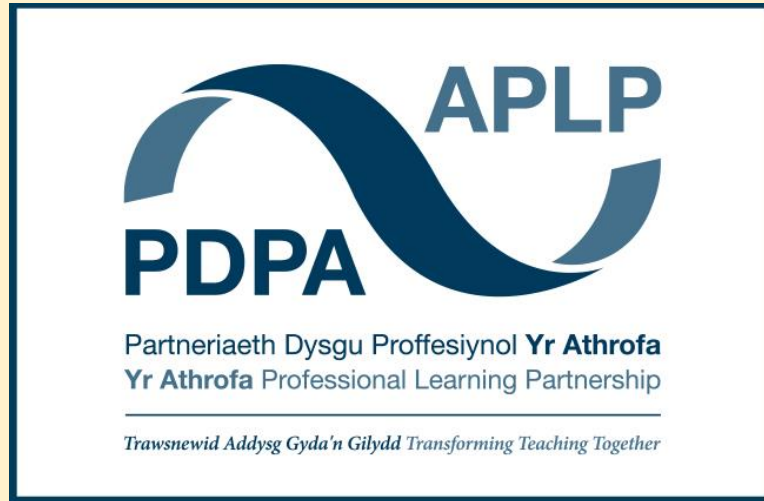




ECAD6007

Critical Incident: Immersive Room

Session Aims and Overview

To view footage from a classroom setting and identify a critical incident

To view the footage within the immersive room.

To complete the STEER booklet



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Tripp's Critical Incident Methodology

Makes use of a critical incident to inform direction for engagement with literature and informing next steps

Critical through analysis, not explosive

Allows engagement with literature that is close to practice



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The Steer

Helps to guide you through the experience and contains:

- An outline of the purpose of this session
- The method for recording your critical incidents
- An example of some critical incidents from last year
- The professional standards



The questions when observing for CI's

Where and when – context of the incident

What happened – a detailed description (the more detail the better to refer to in your later work)

Areas of possible exploration – what you think could be "under the hood" in these incidents

Notes – any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit? - the more you can refer to the better here)

Ethics and BERA



The biggest area of consideration here is one of anonymity

What do we mean by anonymity?

How could we breach it?

What measures could we take to ensure anonymity



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Observation research can be divided into two broad groups...

Participant Observation

Qualitative Data
collection methods

Structured Observation

Quantitative Data
collection methods



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Participant Observation

Observer gains firsthand knowledge by being in or around the social setting being investigated. *Zikmund (2000)*

Requires a highly trained observer to increase validity and reliability.
McCuen (1996)

'Not merely observing what is happening but also feeling it'
Gil and Johnson (2002)

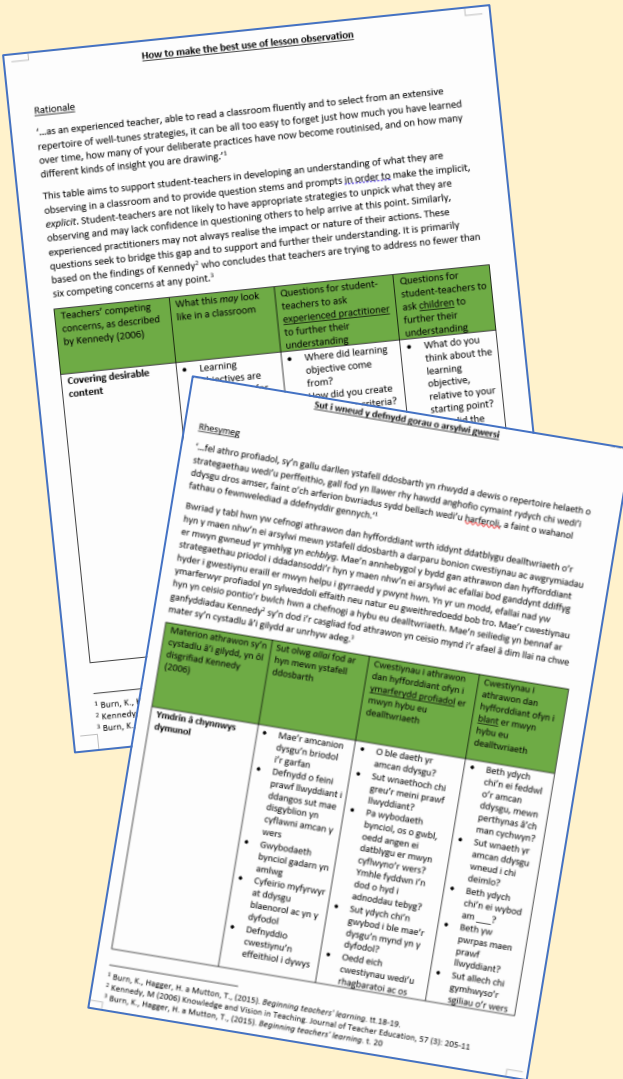
Other considerations:

- *What other areas should you consider about your observations and how you conduct yourselves?
- * These observations are “snapshots” and can only give a narrow picture
- * We are privileged observers, not inspectors

Kennedy's Six Competing Concerns

This table aims to support student-teachers in developing an understanding of what they are observing in a classroom and to provide question stems and prompts in order to make the implicit, explicit.

We can refer to this sheet when making our observations to see whether they hold relevance to the critical incident.



Critical incidents aren't particularly negative incidents

Your ability to be critical in your selection and evaluation of these incidents is key

These links are for your confidential viewing purposes ONLY and must not be shared with anyone else.

The videos have been filmed using 360° technology to allow you to pan, tilt and zoom around the classroom.

EM Primary School St Thomas 8K - <https://youtu.be/m9ZkxEvzbn0>

WM Primary School Lon Las 8K Class 1 – <https://youtu.be/QRtVqJq20Ao>

WM Primary School Lon Las 5.6K Class 2 – https://youtu.be/PE2fAAgT-_s

WM Primary School Lon Las 5.6K Class 3 – <https://youtu.be/EEdKvXqQGf0>

WM Secondary School Llanhari 5.6K - <https://youtu.be/M4DXcp7F7zg>

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- Tripp, D. (2011). *Critical Incidents in Teaching (Classic Edition): Developing professional judgement (1st ed.)*. UK, Routledge.