

ECAD4019 Professional and Pedagogic Studies:

Researching the Learning: what, how and why am I teaching?

Session 7:
Observation Schedules

Yr Athrofa Research Dispositions

Being skeptical

- Understand **empirical evidence** in contested fields
- Being aware of political, economic and social drivers for 'evidence'

Being ethical

- Knowing and using ethical principles of research
- Understanding **positionality**

Being a skilled researcher

- Understanding **qualitative** and **quantitative** methods
- Be able to construct an argument based on evidence
- Employing **critical reading** skills

Being part of an inquiring profession

- Proactively contributing to a range of audiences
- Actively engaging with the inquiry and findings of others

Session Aims



- To critically appraise sample observation schedules
- To create own observation schedule, which is fit for purpose

Your Research Question?



The Leuven Scale for Well-being (in learning)

It's time for an honest observation of your students

Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



Extremely low

The child clearly shows signs of **discomfort** such as crying or screaming. They may look **dejected**, **sad**, **frightened** or **angry**. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.



Low

The posture, facial expression and actions indicate that the child does **not** feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is **not** expressed the whole time.



Moderate

The child has a **neutral** posture. Facial expression and posture show little or **no** **emotion**. There are no signs indicating sadness or pleasure, comfort or discomfort.



High

The child shows obvious signs of **satisfaction** (as listed under level 5). However, these signals are not constantly present with the same intensity.



Extremely High

The child looks happy and **cheerful**, smiles, cries out with **pleasure**. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may:

- talk to him/herself,
- play with sounds,
- hum, sing.

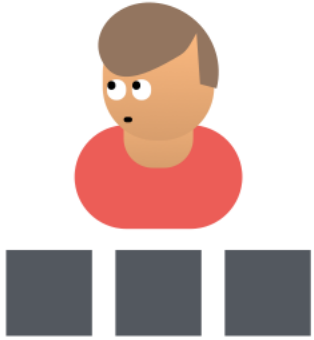
The child appears relaxed. The child expresses **self-confidence** and **self-assurance**.

The Leuven Scale for Involvement (in learning)

It's time for an honest observation of your students

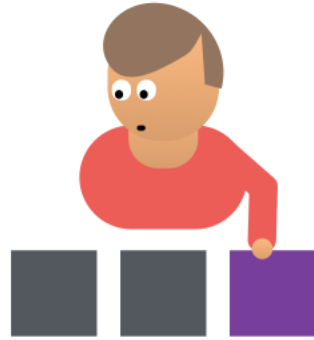
Based on: <http://www.plymouth.gov.uk/documents-ldtoolkit/leuven.pdf>

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of **flow**.



Extremely low

Activity is simple, **repetitive** and passive. The child seems **absent** and displays no energy. They may stare into space or look around to see what others are doing.



Low

Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be **moments of non-activity** when they will stare into space, or be distracted by what is going on around.



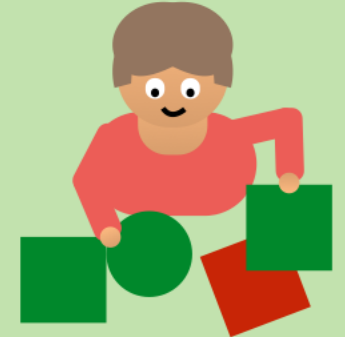
Moderate

Mainly continuous activity. The child is **busy** with the activity but at a fairly **routine** level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and **can be easily distracted**.



High

Continuous activity with **intense moments**. The child's activity has intense moments and at all times they seem involved. They are **not easily distracted**.



Extremely High

The child shows **continuous and intense activity** revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.



Remembering the content from our previous session, look at the sample observation schedules provided on the next few slides. Make a note of any strengths and weaknesses of the schedules.



A whiteboard with a silver frame and black corner mounts is mounted on a brown wooden wall. The whiteboard is divided into two columns by a vertical line. The top of each column has a blue header with white text. The left column is labeled 'Strengths' and the right column is labeled 'Weaknesses'. The main body of each column is light blue. At the bottom of the whiteboard, there is a grey eraser on the left and a red marker on the right.

Strengths	Weaknesses

Weaknesses

Example 2:



The Leuven Scales Group Two Minute Observation Sheet

Date: 27/01/2020

Time: 9am

Area of Learning
LLC
What is being observed? Engagement
What is the child doing? Traverse

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense.

Pupils:	<i>Listening</i> 2 Minutes	<i>Talking</i> 4 Minutes	<i>Listening</i> 6 Minutes	<i>Talking</i> 8 Minutes	10 Minutes
<i>JE</i> Child A	5	5	5	5	5
<i>IL</i> Child B	5	5	5	5	4
<i>LE</i> Child C	4	4	3	2	1

Example 3:



Appendix A Blank Observation Notes Form

Observation Notes

Date:

Lesson details:

Classroom environment:
(Focusing on the general engagement of the whole class).

Student 1

Leuven Scale of Involvement score:

Leuven Scale of Well-being score:

Other comments:

Student 2

Leuven Scale of Involvement score:

Leuven Scale of Well-being score:

Other comments:

Student 3

Leuven Scale of Involvement score:

Leuven Scale of Well-being score:

Other comments:

Example 4:



Observation sheet and key template

Checklist Observer:

Time Scale:

Content:

	Pupil A	Pupil B	Pupil C
Start of the task	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
	4-	4-	4-
During the task	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
	4-	4-	4-
End of the task	1-	1-	1-
	2-	2-	2-
	3-	3-	3-
	4-	4-	4-
Overall Behaviour (through mode)			

Additional Comments	Pupil A	Pupil B	Pupil C

Example 5:

Research Lesson 1. Teacher: [redacted] Observer: [redacted]

Lesson Context: Telling the time to o'clock, quarter past, half past and quarter to. 25min introduction using two questioning strategies (hands up and mini whiteboards). 15min core activity (drawings hands on blank clock faces to convey an understanding of time). 10min plenary (self-assessing work and marking questions as a class).



INVOLVEMENT LEVELS WITHOUT USE OF MINI WHITEBOARDS															
	CHILD 1					CHILD 2					CHILD 3				
Overall Score as observed (1-5)	5 – Extremely high The child is continuously engaged in the activity and completely absorbed in it.					4 – High There are clear signs of involvement, but these are not always present to their full extent.					3 – Moderate The child is busy the whole time, but without real concentration.				
Score as observed every minute (1-5)	5	5	5	5	5	5	5	4	3	3	5	5	2	2	3
	4	5	5	5	4	4	4	4	5	4	3	3	2	1	1
Additional comments	- Child raised hand for all teacher introduction questions. - Child was eager to participate in hands up questioning activity. - Child maintained a very high work ethic throughout the activity. - Child responded very swiftly to behaviour management and classroom transitions.					- Child raised hand for some of the teacher introduction questions. - Child was slow to write the learning objective during mini plenary before use of mini whiteboards. - Child was eager to participate and was not distracted by peers. - Child responded very swiftly to behaviour management and classroom transitions.					- Child was initially very eager to respond to hands up questioning and answered the teacher's first question. - Child was very slow to write the learning objective during mini plenary before use of mini whiteboards. - Child responded well to questioning when directly asked but was otherwise quite easily distracted. - Child became disengaged after altercation with another nearby pupil.				

Example 6:



A - I believe that role-play & rehearsal damages his engagement, but questioning & other tasks raises it

Q. Does role-play increase levels of pupil engagement within a KS3 classroom?

Name of Observer: [redacted] Date: 4/2/20.

Context: Y7 DEAMA. - silent, am-patient observation. - Role-play - all 3 case pupils are 'directors'

Rate from 1-5*	Child A	Child B	Child C
The Leuven Scale™ for well-being and involvement, introduction	4	2	2
What is Mythology?	3	2	2
Involvement in, and attitude towards the starter task	3	2	2
Link the photos - what's the story?	3	2	2
Engagement in questioning - how much effort is put into their answers during/post starter?	5	4	2
Involvement in, and attitude towards the main role-play activity - rehearsal	2	4	4
Engagement in questioning - how much effort is put into their answers during/post role play?	2	4	4
Including Performance	3	4	3
The Leuven Scale™ for well-being and involvement, ending	3	4	3
Plenary - Questioning	3	4	3

*1 - Extremely Low; 2 - Low; 3 - Moderate; 4 - High; 5 - Extremely High

Key aspects of observed lesson:

Introduction: pupils enter the room in their usual manner. The first row of the observation sheet is completed during this phase using the Leuven Scale for well-being and involvement, this scale should be adapted for KS3 students.

Starter task: This task is any, usual, NON-role-play activity. Pupils attitudes during this task are to be observed in this phase and the second row is to be completed.

Questioning 1: Post-starter task activity, checking what pupils have learnt in their starter task. 3 case pupils will be picked on for questioning as well as other students.

Role-play task: This task is a role-play activity, during which there is a clear learning objective. The role-play activity will not teach the same content as the starter activity, but content which naturally follows. Pupils' involvement and engagement in the role-play activity is to be observed and the fourth row is to be completed during this task.

Questioning 2: Post-role-play task activity, checking what pupils have learnt during the role-play task. 3 case pupils again will be picked on for questioning (with an attempt for it not to be obvious), as well as other students.

Ending: The final phase of the lesson is to be completed in the usual manner. The final row of the observation sheet is to be completed during this phase, again using the Leuven Scale.

Handwritten notes:

- A - Don't seem to be engaged
- B - OK - good
- C - Attempting to lead but being over-ruled by stronger more engaged members
- A's behavior improved when I, silent obs, was close to him. Instant behavior increase.
- obviously bored when being obs. can hear.
- B did raise hand for first time in the lesson, but was not chosen to answer.
- Visibly enjoying role-play over any other task.
- all disengaged, but a passive & unresponsive.
- (B) is disengaged & talkative during role-play, but then picks up during questioning.
- Referring to class, not to 'leaflet', 'other engaged'.

Example 7:





Date: 4/2/20

Observer: [REDACTED]

Focus Question: When working in mixed ability groups do higher attaining pupils dominate while lower attaining pupils participate less?

Lesson Context:

Business Studies - Designing a business including marketing mix

Student Level of Involvement (adapted from the Leuven Scale)

		A	B	C
1. Extremely low:	No concentration: an absent, passive attitude			
	No goal-orientated activity, aimless actions, not producing anything		X	
	No sign of interest		X	
2. Low	Limited concentration		X	
	Is easily distracted		X	
	Actions only leads to limited results		X	
3. Moderate	Routine actions: is not absorbed in the activity			X
	Limited motivation, no real dedication, does not feel challenged			
	Does not use capabilities to full extent			
4. High	Is engaged in the activity			X
	Most of the time there is real concentration but with brief moments of distraction	X		XX
	Is motivated and challenged	X		X
5. Extremely High:	Is absolutely focused	X		X
	Is highly motivated and consistently on task	X		X
	Shows precision, attention to detail and works to full capabilities	XX		X

Additional Comments

a. Totally on task, actively contributing to group work

b. Mostly distracted with moments of being on task. Only contribute verbally.

c. Mostly on task despite rest of group not participating. Being distracted by group members. Main contributor

Example 8:



Observation Schedule

Research Question: Do pupils in KS2 display greater involvement in a task when placed into mixed ability groups?

Name of observer: XXX

Date: 03.02.20

Time: 10.50am

Section A

Context

Year Group: Year 5

Lesson: ~~Mathematics~~ – Problem Solving

Objectives: To work collaboratively to solve a problem

Success Criteria:

Ability of pupil X: Low

Y: Moderate

Z: High

Number of pupils in group: 6

Section B

Level of involvement:

	Extremely low			low			moderate			high			Extremely high		
Phase	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Pupil X															
Pupil Y															
Pupil Z															

Section C

Pupil observed participation and interactions:

Did the Pupil...?	X					Y					Z				
Scale	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support others in the group															
Lead discussion															
Dominate discussion															
Value others input															
Communicate ideas clearly															

Linkert Scale: 1 = Always, 2 = Often, 3 = Sometimes, 4 = Rarely, 5 = never

Section D

Additional observations:

Pupil X: Lost engagement during the opening- maybe lacks understanding – didn't give any ideas – no input – arguing over seats – waiting for help from others

Pupil Y: Eager to answer questions

Pupil Z: Eager to answer questions – taken over – listening to others that are helping – Worked independently to work out all the factors – worked hard placing chairs and worked out the perimeter independently and enthusiastically.

General: MA had to intervene as the group was struggling to begin. Group was off task quite a lot.

Some things you may have considered...

- How can you best design an observation schedule to address the focus on your research?
- Using the Leuven Scale, how frequently would you record a score for each child within your sample?
- Is it important to have space to record additional observations? Why? What types of issues would you be focusing on?



Directed Task 7

Create your own
observation schedule





