



The Enquiring Teacher

19/02/18

Work plan - Monday

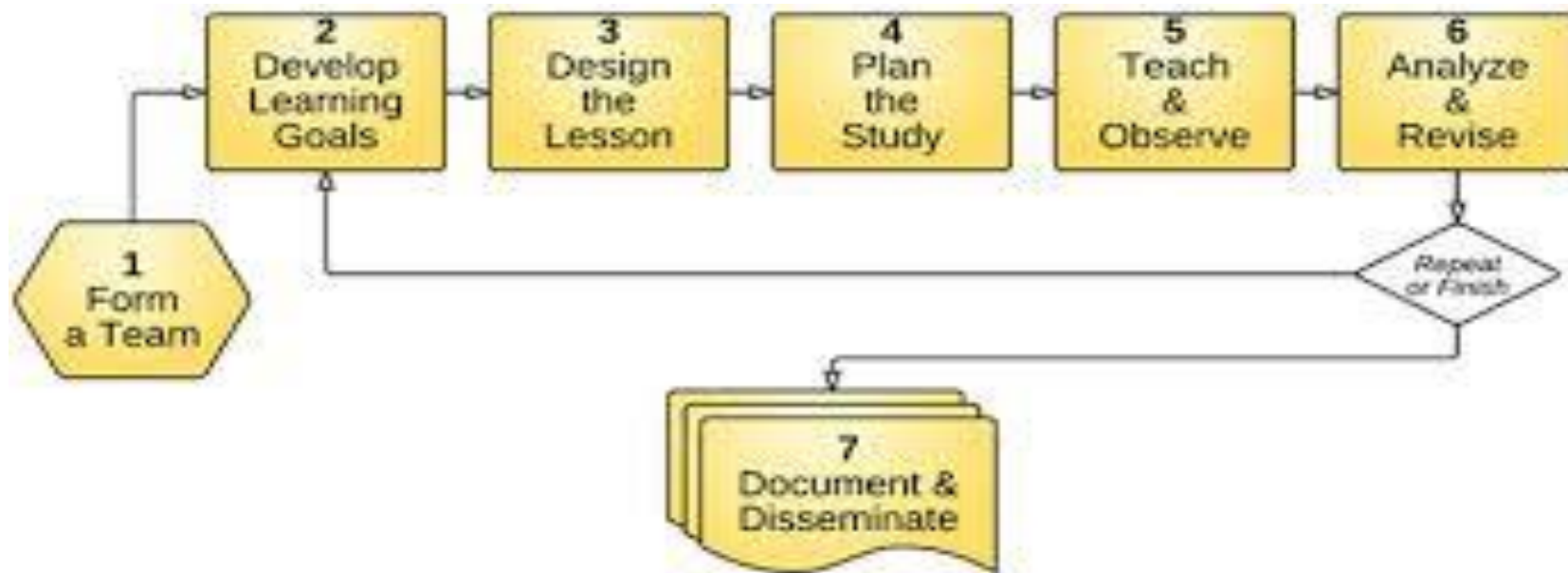
10-1

- ▶ Finalise research questions
- ▶ Consider observation

2-4

- ▶ Ethics part I





Forming your question

How can we improve.....through.....in a FP/KS2 classroom?



e.g. pupil response time



e.g. use of lollypop sticks





Collecting data from a variety of
sources

Methods for collecting data

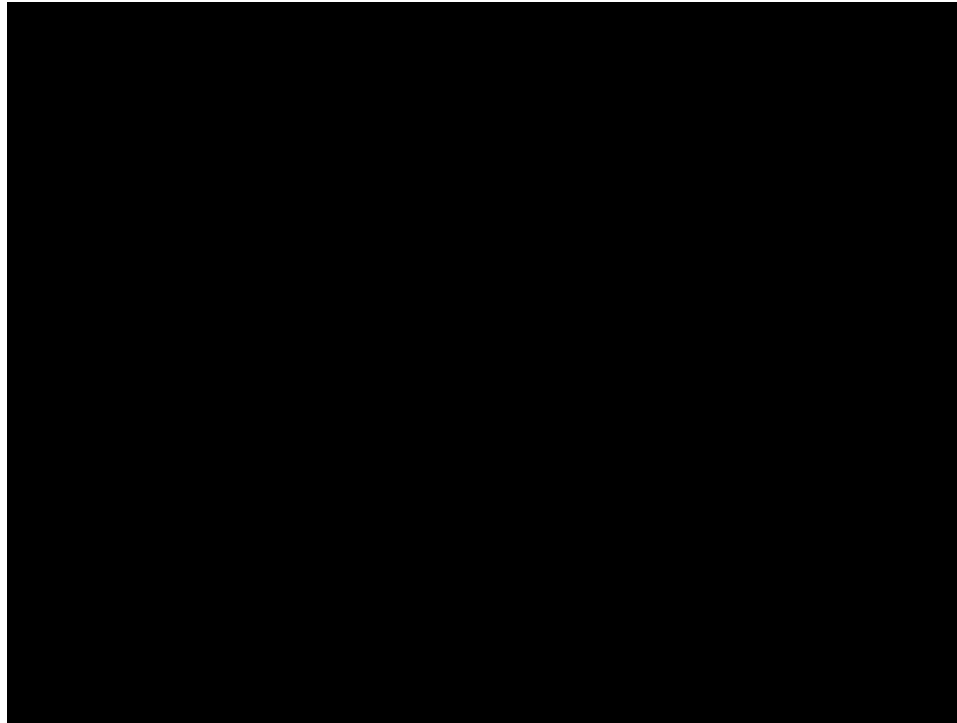
- ▶ Observation – non-participant
- ▶ Pupil voice – focus group interview
- ▶ Field notes / Reflection



The average time teachers give between asking a question and taking an answer is

Check out the clip below.

<https://www.youtube.com/watch?v=uhiCFdWeQfA>



0.9 of a second!!!



Research Evidence: Can observers spot good teaching?

- ▶ A number of research studies have looked at the reliability of classroom observation ratings;
E.g. in the USA, the 'Measures of Effective Teaching Project'.
- ▶ Despite this, using Ofsted's categories, if a lesson is judged 'Outstanding' by one observer, the probability that a second observer would give a different judgement is between 51% and 78%.



How can the research evidence be so out of line with our intuition?

- ▶ Observation produces a strong emotional response
- ▶ Learning is invisible
- ▶ Accepted 'good practice' may be more fashionable than effective
- ▶ We assume that if you can do it you can spot it
- ▶ We don't believe observation can miss so much



Non verbal communication?

IT'S WHAT YOU **DON'T SAY** THAT COUNTS!



LEARN TO **READ** AND **INFLUENCE** PEOPLE THROUGH
NONVERBAL COMMUNICATION.

Observation schedules

- ▶ Positives and negatives???



Leuven Scale

<https://www.youtube.com/watch?v=WwUCufOeOdE>



Observation schedules

- ▶ You need to work with your partner to create an observation schedule that will give you the data that you need to answer your research question.
- ▶ Include space/boxes for notes to be written about 3 children.
- ▶ You may want to include a 'general comments' box on the bottom.



19/02/18 - afternoon

- ▶ Considering ethics
- ▶ Beginning the Ethics Form



Your ethical approval form **MUST** be submitted before you begin any research.



Ethics Form

Your research needs to take into consideration two documents:

1. BERA (2011) - Ethical Guidelines for Educational Research
2. UWTSD Research Ethics & Integrity Code of Practice

Task:

With your partner, read these documents.

Discuss similarities and differences.



Work plan

Tuesday

- ▶ 10-12 – tutors will be available by appointment for support with your ethics form. You should use this time to **begin** completing Sections A-H.
- ▶ 12-1 – MLT
- ▶ 2-4 Ethics Part 2
- ▶ Sections I-K





Ethics Form

- ▶ **Confidentiality / Anonymity**
 - ▶ these are not the same!
- ▶ Confidentiality: *not disclosing information from a participant in any way that might identify that individual or allow them to be traced.*
- ▶ Anonymity: *the researcher or other person cannot identify the participant from the information provided*



Ethics Form

- ▶ Which can you offer in FULL confidence?
 - ▶ never promise what you cannot offer
- ▶ Adult participants must be fully (and accurately) informed
- ▶ Children must not be misled and should be informed as fully as appropriate



Ethics Form

- ▶ You need to consider:
 - ▶ Consent (informed consent)
 - ▶ Assent
 - ▶ UNCRC 12: children should have a say in matters that affect them
- ▶ Who needs to give consent?
- ▶ How will you ask for it?
- ▶ Right to withdraw



Ethics Form

The three focus children chosen to take part in the focus group also need to understand their right:

- ▶ to refuse to participate without adverse consequences;
- ▶ not to answer specific questions without having to give a reason;
- ▶ to withdraw from the research at any point without adverse consequences.



Work plan – Wednesday-Friday

You will need to use the next 3 days to work on:

- *Completing your Ethics Form (individual)
- *Completing an Observation Schedule (pair)
- *Writing an explanatory statement to read out to pupils
- *Preparing a sheet that allows you to record on paper pupil assent

