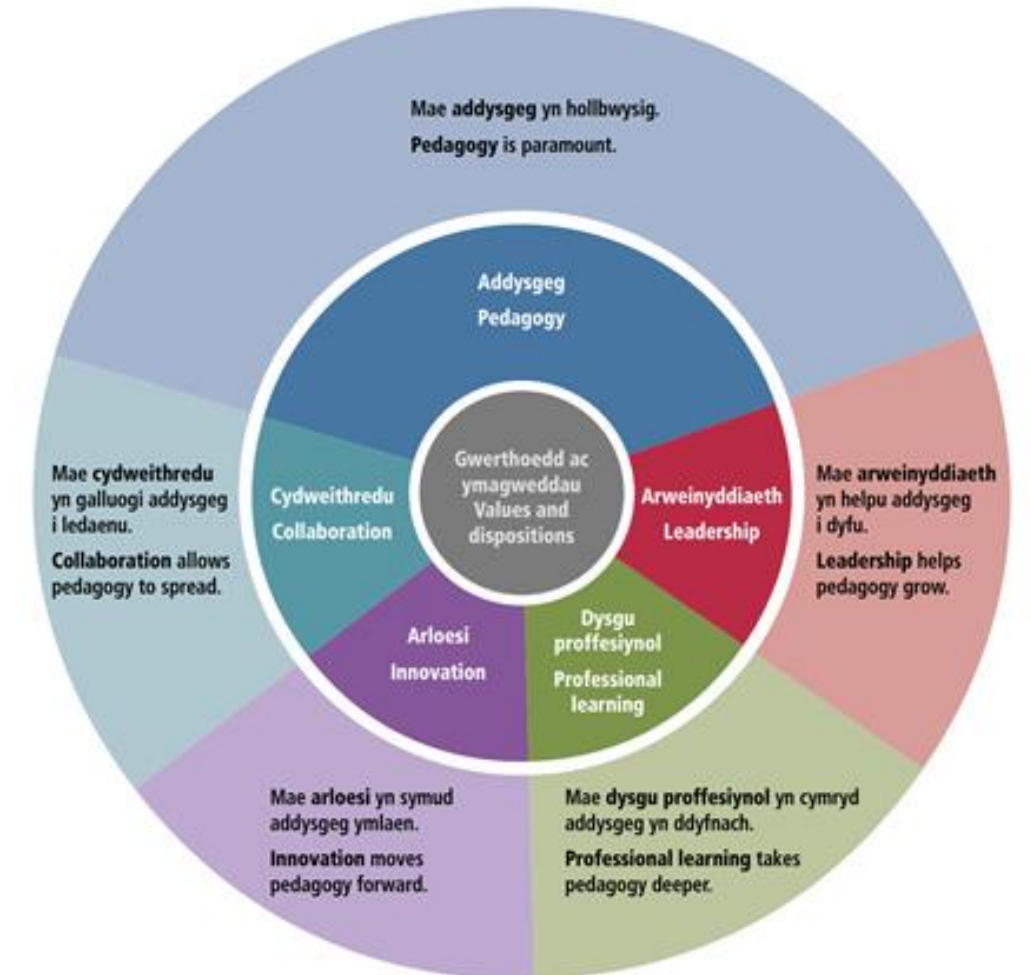


Setting the context

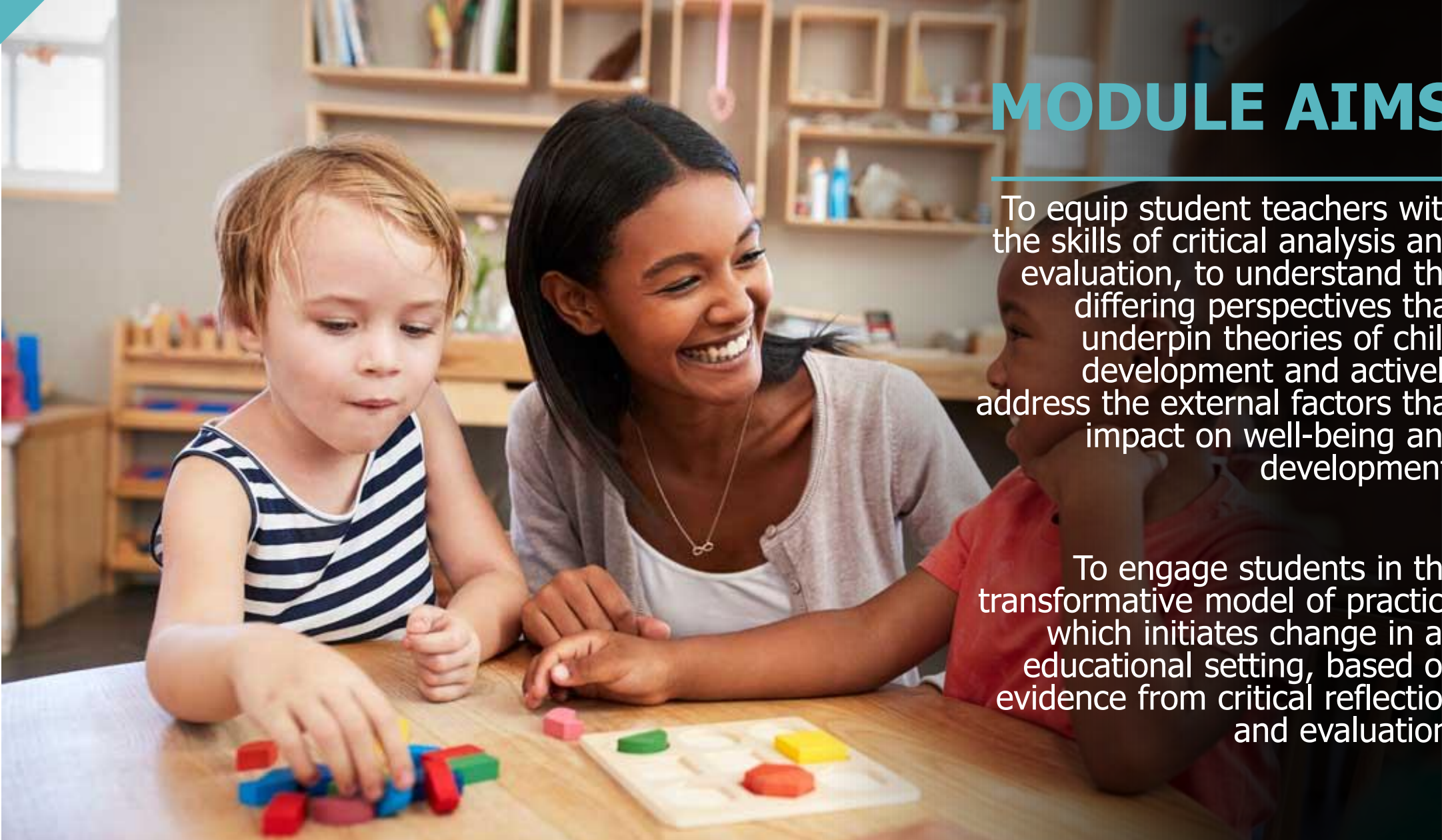


Professional standards for school practitioners in Wales



ECAD6007
**The Learner: who
am I teaching?**
**Case Study & Critical
Incident Methodology**

SIÂN BROOKS, ELAINE
SHARPLING & IWAN ELLIS-
WILLIAMS

A photograph of a woman with dark hair, smiling warmly at two young children. The children, a boy and a girl, are sitting at a wooden table. The boy is on the left, wearing a striped shirt, and the girl is on the right, wearing a red shirt. They are playing with colorful geometric blocks on the table. In the background, there are wooden shelves filled with various toys and books, suggesting a classroom or playroom environment.

MODULE AIMS

To equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.

To engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.

MODULE LEARNING OUTCOMES

Upon the successful completion of this module, you should be able to demonstrate the ability to:

evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice.

present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping.

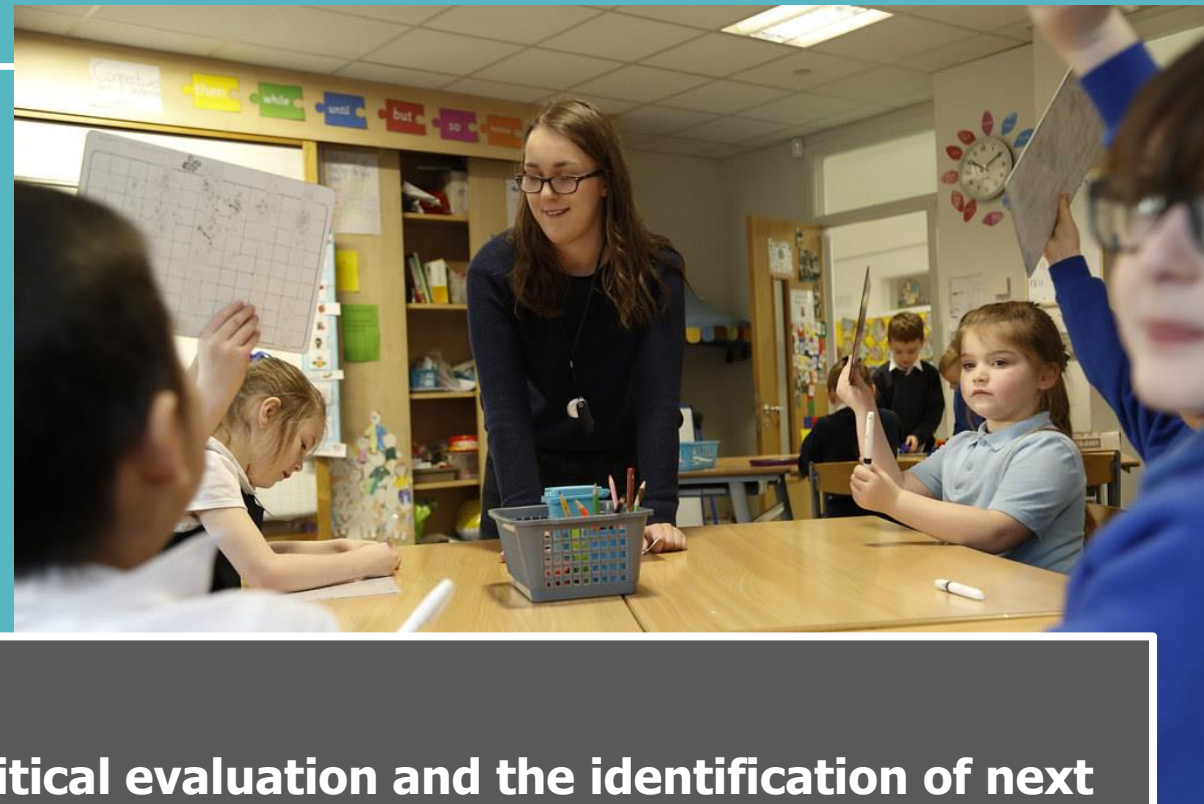
critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

ECAD6007 Assignment

- How will this session contribute to the assignment?

Session objectives:

- Understand features of a case study and critical incident.
- Prepare for Bridging Observations and Assignment.



A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words).

Submission: 29/10/19 (deadline 23:59)

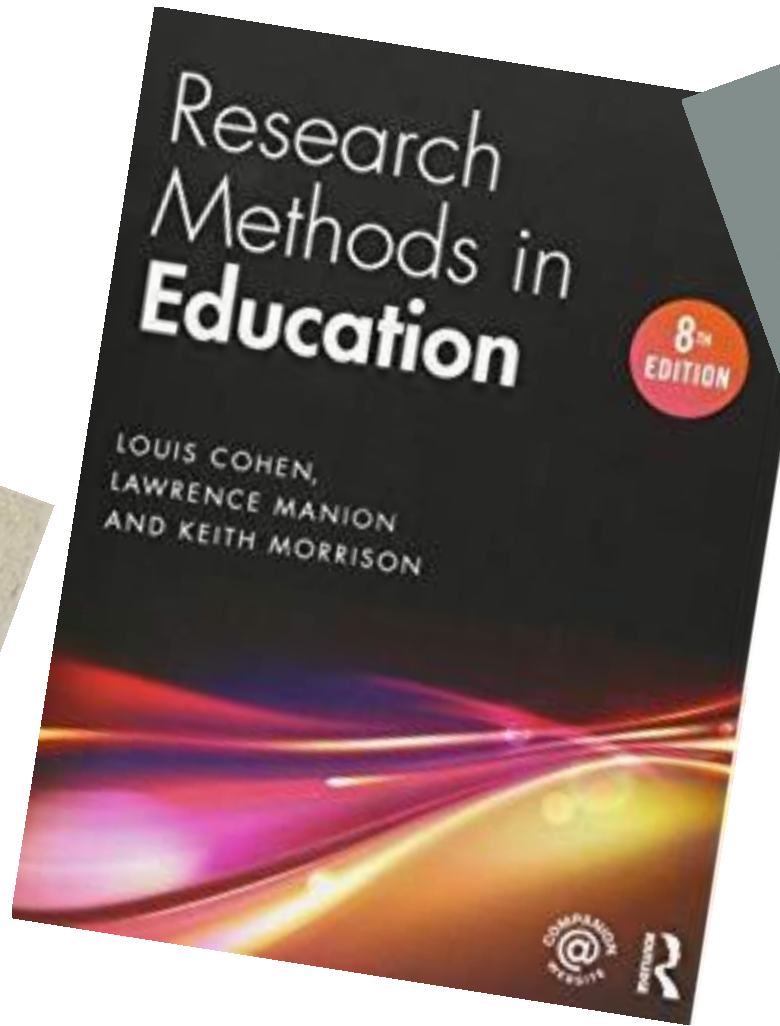
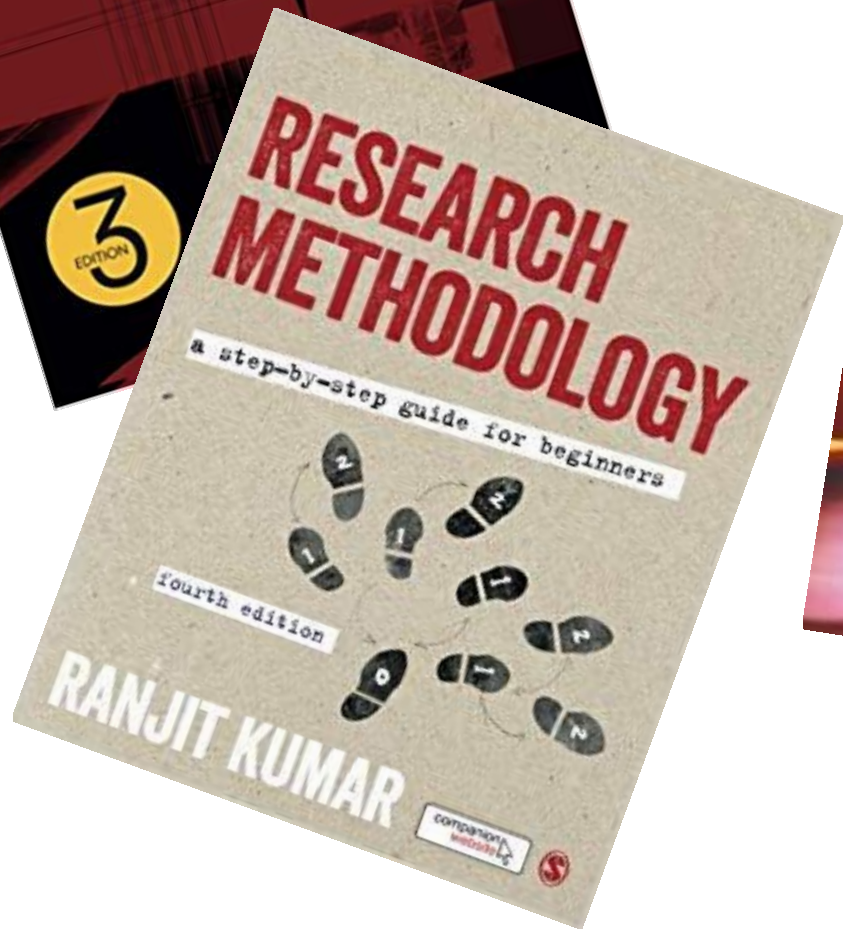
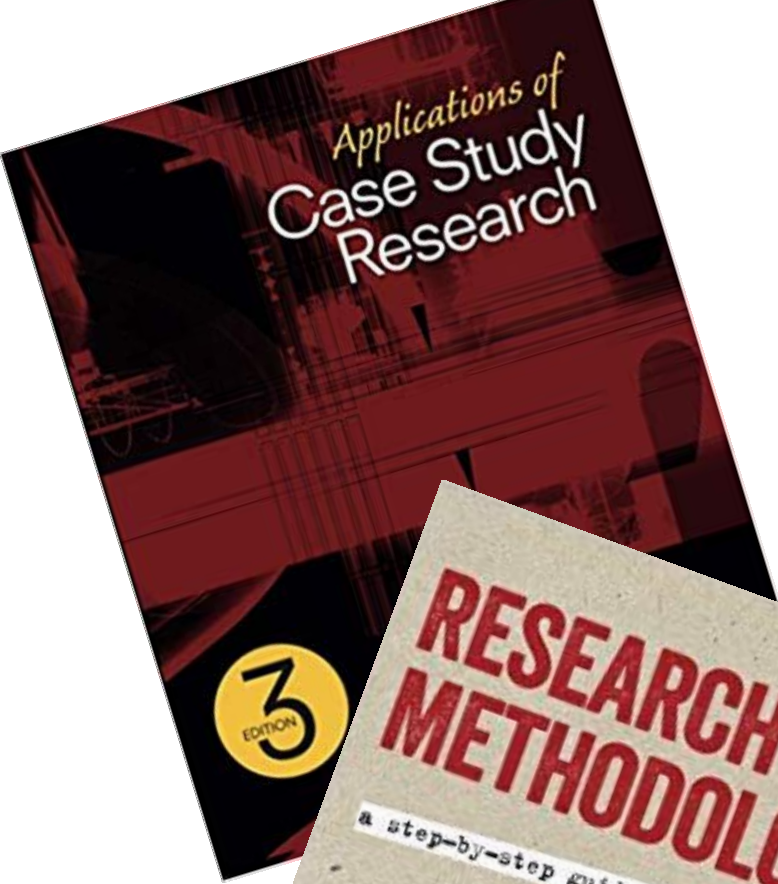
ACTIVATING PRIOR KNOWLEDGE

APK

What does **critical** mean in the context of the assignment?

What could affect a pupils' ability to learn in a lesson?

What are the main Theories of Learning?



Where to start?



Why Research?

- “Research is not only a set of skills, but also a way of thinking. Within this framework of thinking, you usually question what you observe, make an attempt to further explore, understand and explain your observations, and draw conclusions and inferences to enhance your practice skills and their knowledge base.”
- KUMAR (2014: 2)

**Question
what you
observe**



**Further
explore**



**Understand
& explain**



**Draw
conclusions**



**Enhance
practice**



A research study...

(Kumar, 2014)



...is undertaken
within a
philosophical
framework;

...uses
procedures,
methods and
techniques
tested for
reliability and
validity;

...is designed to
be unbiased and
objective.

Research methodology

- “Too often methods of data collection are confused with methodology, and methodology is confused with design”
- COHEN ET AL. (2018: 285)

What is the difference in meaning of these 3 terms?

Case study

A case could be an episode, an event, an individual, a group, a community, a town....but is considered to be one entity.

“ A single instance of a bounded system.”

(Creswell, 1994:12)

The case becomes “the basis of a thorough, holistic and in-depth exploration of the aspect(s) that you want to find out about” (Kumar, 2014: 155).



Advantages & Disadvantages of a Case Study

- ✓ Provides an in-depth investigation
- ✓ Allows more detail.
- ✓ Can show real people in real-life situations
- ✓ Shows abstract ideas in practical ways.
- ✓ Are “illustrative and illuminating” (Wellington, 2015:174)
- ✓ Emphasis on reality.
- ✓ Easy to understand

- ✗ Difficult to define what a ‘case’ is.
- ✗ Difficult to generalise the findings
- ✗ Difficult to cross-check.
- ✗ May be biased.

Can you define
observer
bias?

Critical Incident

Critical = involving the objective analysis and evaluation of an issue in order to form a judgement.

“Incidents tend to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis” (Tripp, 2012:25)

“It is the **unremarkable and everyday events** that make up our routine professional lives that are often the best indicators of the patterns and values that underpin our practice. (Tripp, 2012:40)

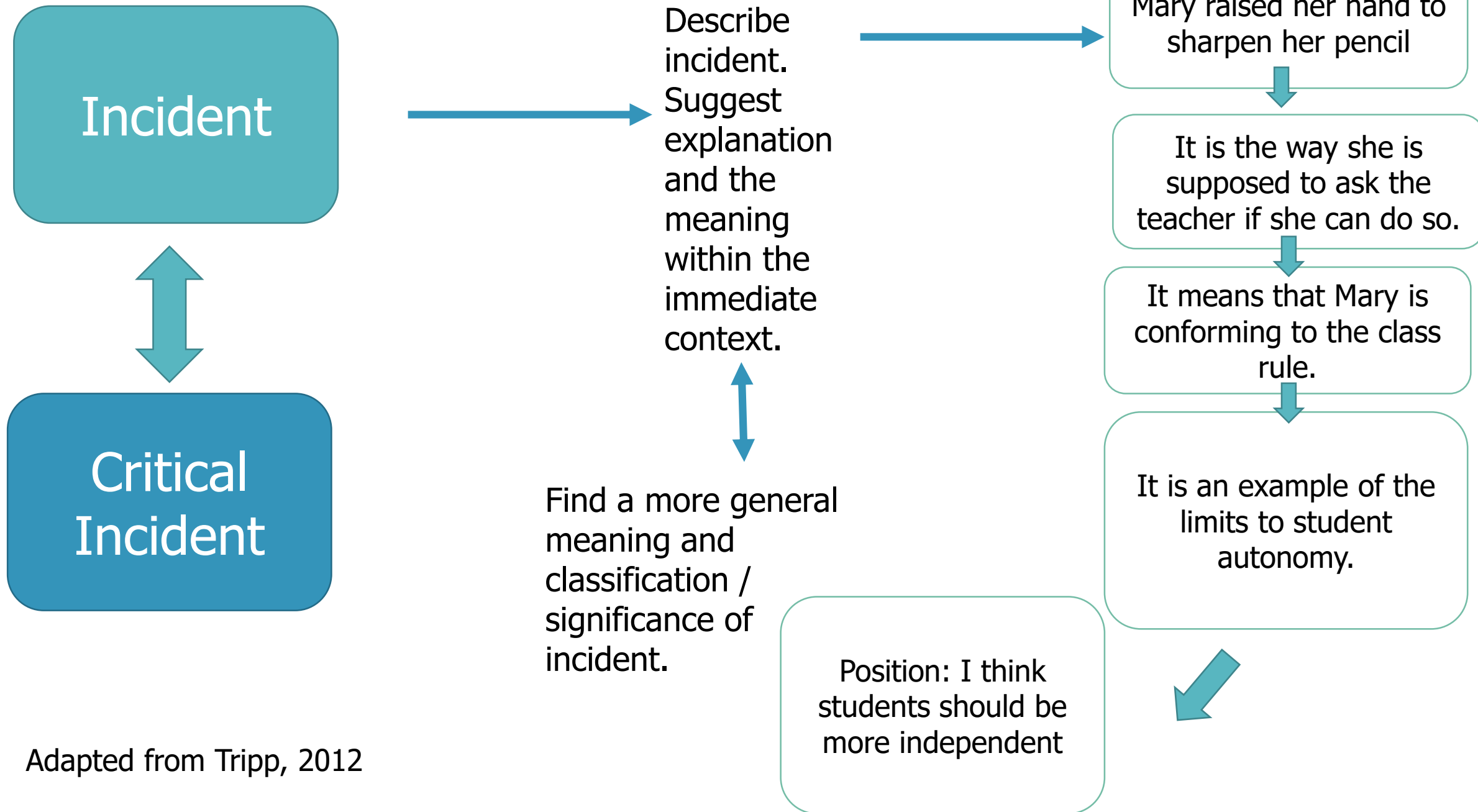


Features of a Critical Incident

- ❖ Mostly straightforward and not dramatic.
- ❖ Could be considered trivial
- ❖ Occurs in routine professional practice
- ❖ Has a more general meaning.
- ❖ Can be seen in a wider context.
- ❖ It is our analysis which makes an incident critical.
- ❖ Could be typical or atypical.

"In analysing events to create critical incidents, we are usually trying to confirm (verify) something we already suspected (hypothesized), but analysis can also reveal something entirely new".

Tripp (2012: 43)



Adapted from Tripp, 2012

What am I looking for in this observation?

ADAPTED FROM

Fletcher-Wood (2016:
125)

- **Classroom culture:** Are the students focused on learning?
- **Objectives:** Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?
- **Direction:** Are the students clear about what they are doing and how to do it well?



BRIDGING ECAD6007-C Observations

- **Access and challenge:** Are all students able to engage in the lesson? Are all students challenged?
- **Assessment:** How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?
- **Specifics:** Are there particular telling moments and examples which it would be helpful to discuss?

Observation / Field Notes

- Adopt a neutral tone and be 'tentative' and respectful in your language.
- For every lesson, there may be a number of critical incidents you identify. Choose one of these for the focus of your ARC.
- Submit 4 Observation sheets

4 Sheets

Prifysgol Cymru
Yr Athrofa
Addysg a'r Dyniaeth
Education and Humanities

OBSERVATION / FIELD NOTES

Date: _____

Lesson details: _____

☒ Classroom culture
(Are the students focused on learning?)

Objectives
(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Direction
(Are the students clear about what they are doing and how to do it well?)

Access and challenge
(Are all students able to engage in the lesson? Are all students challenged?)

Assessment
How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Specifics / Critical Incidents
Are there particular telling moments and examples which it would be helpful to discuss?

Classroom observation



<https://www.youtube.com/watch?v=GTbcMj7O2DI>

GROUP DISCUSSIONS

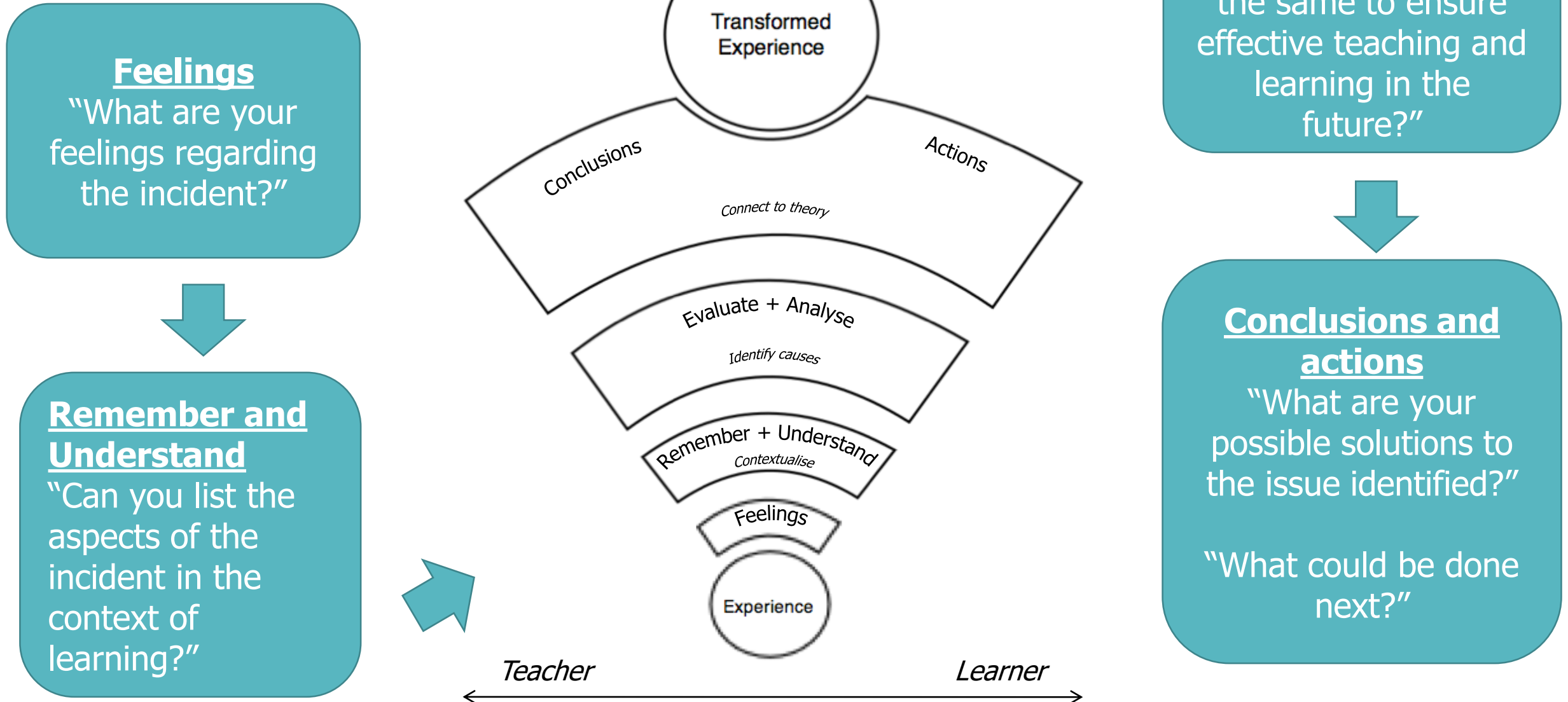
- Can you identify any **“unremarkable and everyday events”** or **“particular telling moments and examples”** in the clip?
- How might these incidents be developed into a more in-depth analysis?



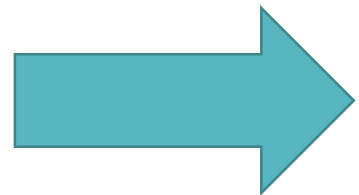
Reflective Practice

- “Reflection is important in enabling teachers to critically question their assumptions and deepen their awareness. By being proactive in seeking opportunities to develop, a teacher will remain open to the idea that all teaching is an opportunity to learn”.

Assisted Reflective Conclusions Model (ARC)



4 Critical Incident Reflection sheets



Use question prompts

Prifysgol Cymru
Y Ddodod Dewi Sant
University of Wales
Trinity Saint David

ARC Question Structures

The question starters listed below have been created as examples. The list is not intended to be exhaustive, only initial prompts for the user to gain the vocabulary required for effective reflection.

Feelings
What are your feelings (initial/reflective) regarding the experience?

Remembering
Can you list...
...the aspects of the lesson that went well?
...the elements of the learning experience that were disappointing?
...any factors that influenced the learning/ experience?
...benefits of the plenary/ main teach out/ introduction?

What happened...
...during the main body of the lesson?
...when learners encountered difficulties?
...during times of transition?

How did...

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date:
Disgrifiad critigol (Pffocnol/Critical Incident (Hwng):

	Proffidi/ Experience
Teimladau/ Feelings Beth (re) ddaeth ati wrth ystyried yr awgrym? "What are your feelings regarding the experience?"	
Cofio a Deall/ Remember and Understand Ddwyddiadau (re) ddaeth ati wrth ystyried yr awgrym? "Can you list the aspects of the learning experience that were..."	
Hi ddaeth ati wrth ystyried yr awgrym? "What were the elements of the learning experience that were..."	
Gwerthio a ddiwyddio/ Evaluate and analyse Beth (re) ddaeth ati wrth ystyried yr awgrym? "What did you learn the same to ensure effective teaching and learning in the future?"	
Beth (re) ddaeth ati wrth ystyried yr awgrym? "What was the cause of the most important disappointing element?"	



Assignment ECAD6007-C

- "A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident".
- **Word count: 4,000 words for written assignment with 1,000 word equivalence for lesson observations and reflections.**

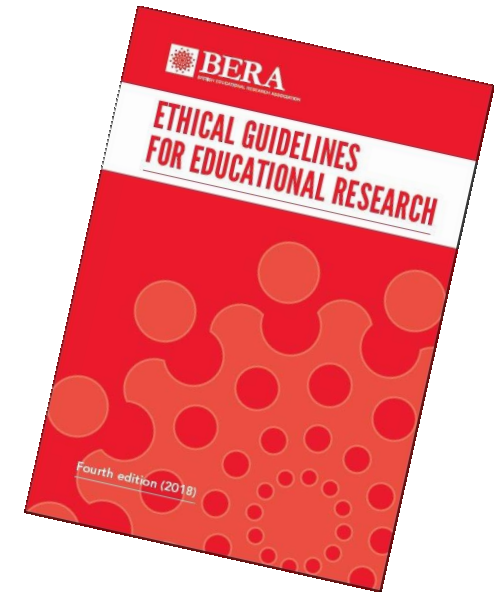
1. INTRODUCTION

(approximately 250 words)

- In the introduction you should show that you understand the title of the assignment and set out what you intend to discuss. Outline the use of critical incidents in the context of reflective practice in teaching.

2. OBSERVATION

- School & Class context
- **(approximately 250 words)**
- Give important contextual information such as the type of school and age group/s involved. Please note that you should ensure the name of your PTE school is not included within the written assignment. Refer to BERA (2018) guidelines for anonymity explicitly here.



3.METHODOLOGY

- **(approximately 500 words)**
- In this section, you will need to demonstrate that you understand different observation models. Give a rationale for the method you have used. You will also need to demonstrate knowledge of critical incident / case study methodology, showing the strengths but also weaknesses of this approach. It is important that you demonstrate evidence of reading here.



4. FOUR PURPOSES



- Critical incident linked to Donaldson's Four Purposes
- **(approximately 500 words)**
- In this section, you will need to describe the critical incident but make sure that you link it to at least one of the Four Purposes. This will allow there to be criticality as opposed to pure description.

5. LITERATURE REVIEW

- **(approximately 1,500 words)**
- By focusing on a critical incident, you will have identified a number of areas for potential research. Choose 2-3 of these areas. The purpose of reviewing literature is to provide context for the assignment. A good literature review identifies and synthesises key points.

6. REFLECTION / EVALUATION & NEXT STEPS

- **(approximately 700 words)**
- Reflect and evaluate on your focus of the critical incident and identify next steps. When you present suggestions, be tentative in your language. This means that you can suggest but not criticise as this conflicts with ethical practice. Discuss the role of critical reflection and the use of reflection models to structure reflections. You will also need to demonstrate how this approach will inform your own professional and personal development.

7. CONCLUSION

- **(approximately 300 words)**
- In this section, provide an assessment and summary of the approach you have taken. It is important that you link your approach to the role of the reflective practitioner in Wales and the new Professional Standards for Teaching and Leadership.

8. APPENDICES

- **(equivalence to 1,000 words)**
- Include your annotated lesson observation sheets and your four Critical Incident reflection sheets. It is considered good practice to cross-reference so that you refer to your numbered appendices in the body of the assignment.

My observation is based upon the behaviours of a 7-year-old boy, during the introduction and carousel activities of a morning lesson. I shall refer to the child in this assignment as 'Child X' in order to keep confidentiality and I informed all the pupils that I would be observing them during this lesson. I decided not to inform Child

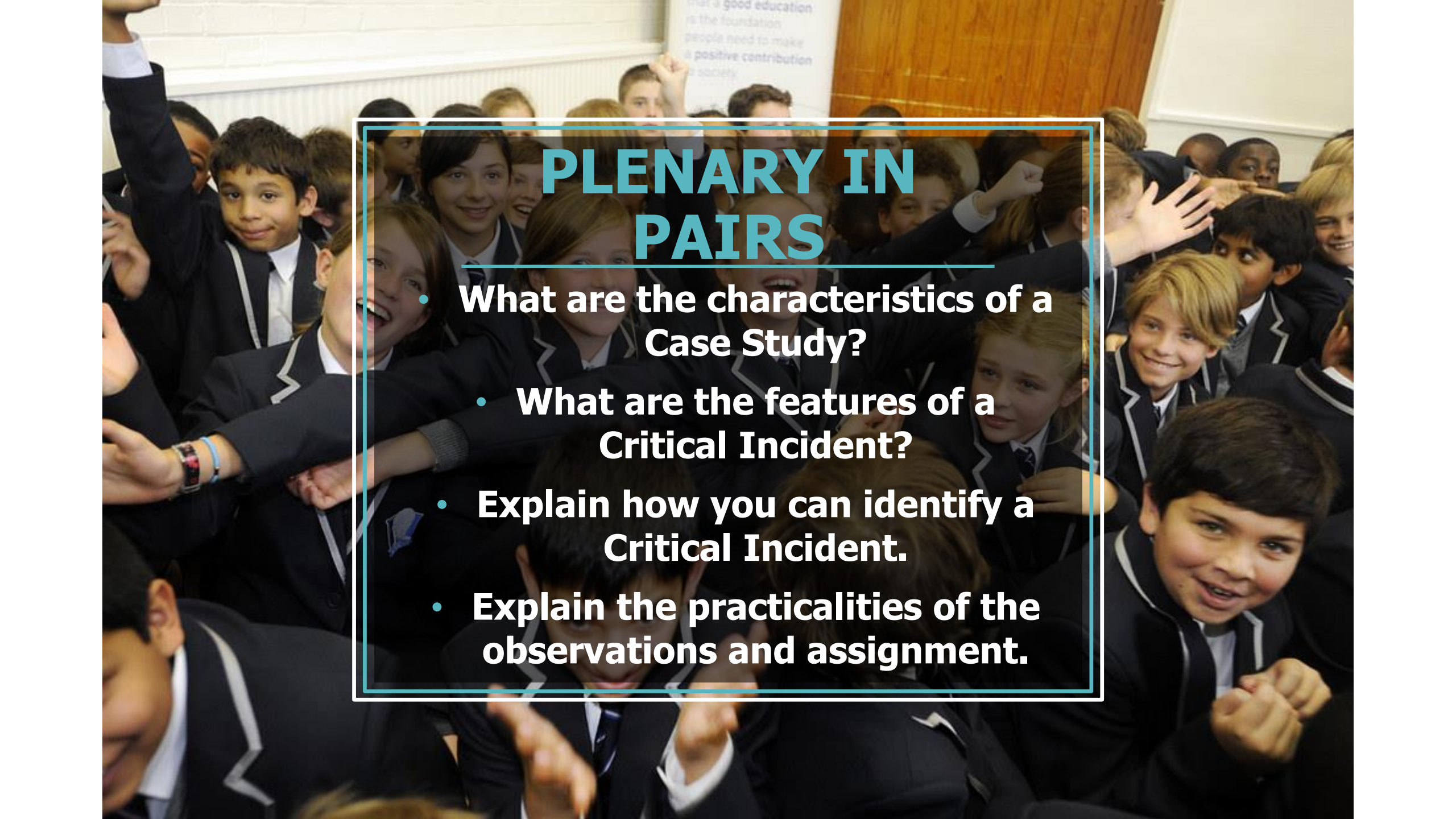
Example of Critical Incident

x that I would be focusing on him specifically, as this had the potential impact of influencing his behaviours and I aimed to seek a true representation of his behaviour. I decided to complete a written record during the observation, writing down notes on the goings on in the classroom at the time of the event gave me a more detailed account, however I do recognise that one of the issues with writing notes whilst observing is that I might have missed some behaviours due to looking away from child x on times.

THEMES IN THIS MODULE

Theories of Learning
Well-being, rights and voices
Physical literacy
ALN
Emotional literacy and mental
health
Behaviour
Team around the learner
Observing the learner
Professional dialogue



A large group of diverse school children in uniforms are cheering with their arms raised. In the background, a sign on the wall reads: "that a good education is the foundation people need to make a positive contribution to society".

PLENARY IN PAIRS

- **What are the characteristics of a Case Study?**
 - **What are the features of a Critical Incident?**
- **Explain how you can identify a Critical Incident.**
- **Explain the practicalities of the observations and assignment.**

REFERENCES

Arthur, J. et al.(2012) Research Methods and Methodologies in Education London: SAGE.

Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. London: Routledge.

Fletcher-Wood, H. (2016) Ticked off. Carmarthen: Crown House Publishing Ltd.

Kumar, R. (2014) Research Methodology. London: SAGE.

Tripp, D. (2012) *Critical incidents in teaching : developing professional judgement*. London : Routledge.

<https://impact.chartered.college/article/what-is-reflective-practice/>

<https://hwb.gov.wales/professional-development>

