

ECAD4010 Professional and Pedagogic Studies:

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

Session 2:

Developing a critical and skeptical stance in relation to pedagogy

Session Aims



- To be aware of some political, economic and social drivers for, and implications of, 'evidence'
- To begin to develop a sceptical approach to information

Yr Athrofa Research Dispositions

Being sceptical

- 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



Define the following terms. How might they impact on educational research:

- Bias
- Stereotype
- Assumption
- Belief

Evidence for teacher bias

Robert Rosenthal defined the **Pygmalion effect** as “the phenomenon whereby one person's expectation for another person's behavior comes to serve as a self-fulfilling prophecy” (American Psychologist, Nov. 2003: 839)

Watch the YouTube clip

To what extent might reliance on misleading research impact on the teacher and pupil in the classroom?

How might teacher bias be minimized?

Professor Robert Rosenthal



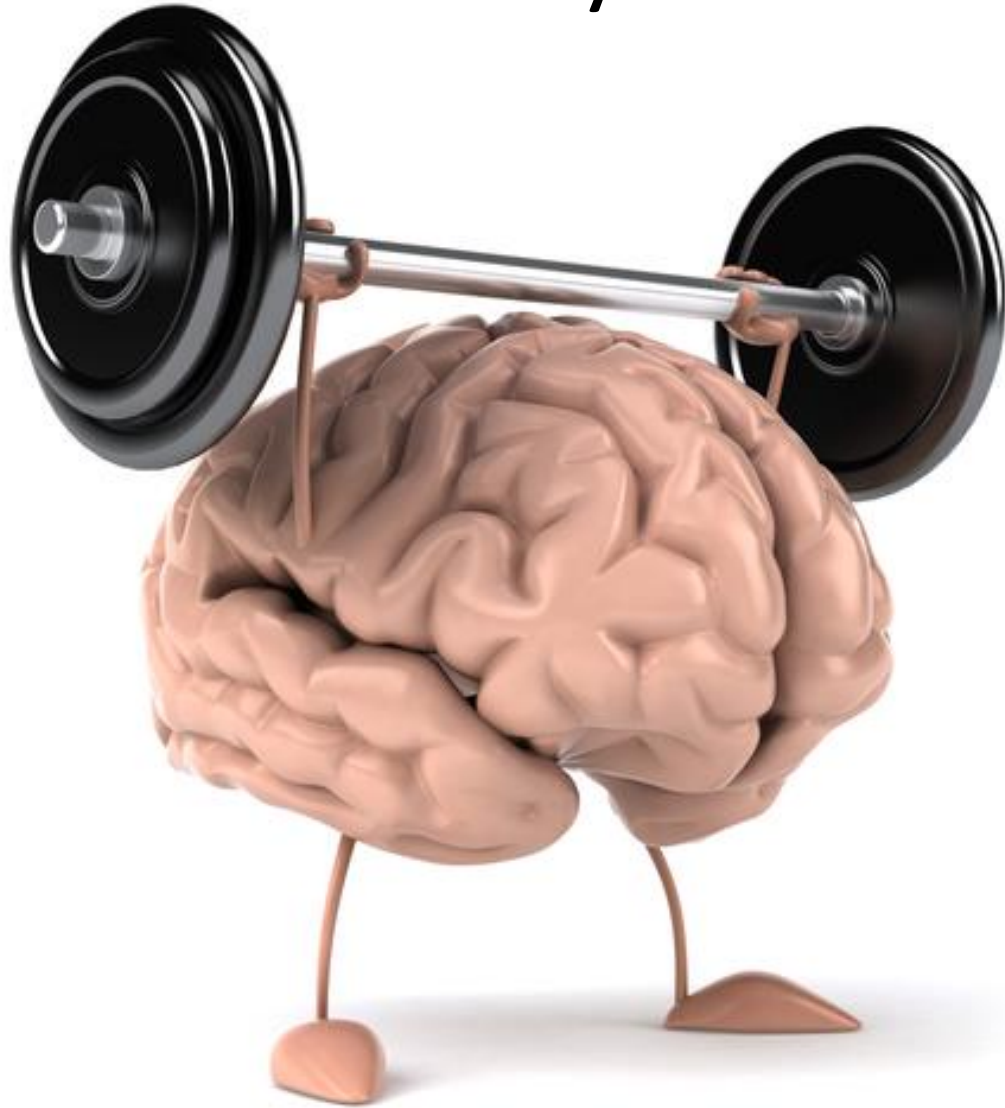
Eliminating teacher bias in research...

How can you be sure that what you are reading is based on data as opposed to just opinion?

- Read research from credible sources (eg: refereed journals; major research projects);
- When it is stated that “Research shows that...”, look for a credible source;
- Look for evidence to support claims and take a critical stance to it;
- Does the research acknowledge its own limitations?
- When the source has a vested interest (eg: selling you a package), be particularly skeptical;
- Look for counter arguments, don't just cherry pick supporting evidence;



Brain Gym – based on reliable evidence?



Watch the BBC newsnight clip and consider the following:

- What are the benefits, as expressed by the teachers and pupils in the first part of the film, of brain gym?
- What is the idea of the brain gym based on?

Learning Styles Overview



Visual

Learn through seeing

- See the teacher
- Sit in front of classroom
- Think in pictures
- Learn best from visual displays



Auditory

Learn through listening

- Verbal lessons
- Discussions
- Listening to others
- Interprets meaning by listening
- May read aloud



Kinesthetic

Learn through moving, doing & touching

- Hands on approach
- Hard time sitting still
- Rather demonstrate than explain
- Prefers group work

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VISUAL



AURAL (AUDIO)



READ/WRITE



KINESTHETIC

The VARK Questionnaire for Younger People



You have a problem with your knee. Would you prefer that the doctor:

- ☐ showed you a diagram of what was wrong.
- ☐ gave you an article or brochure that explained knee injuries.
- ☐ demonstrated what was wrong using a model of a knee.
- ☐ described to you what was wrong.

A new movie has arrived in town. What would most influence your decision to go (or not go)?

- ☐ you read what others say about it online or in a magazine.
- ☐ you see a preview of it.
- ☐ hear friends talking about it.
- ☐ it is similar to others you have liked.

You are about to buy a new digital camera or mobile phone. Other than price, what would most influence your decision?

- ☐ it is the latest design and looks good.
- ☐ trying it.
- ☐ reading the details about its features.
- ☐ the salesperson telling me about it.

The VARK Questionnaire for Younger People



A website has a video showing how to make a special graph. There is a person speaking, some lists and words describing what to do and some diagrams. You would learn most from:

- ☐ listening.
- ☐ reading the words.
- ☐ watching the actions.
- ☐ seeing the diagrams.

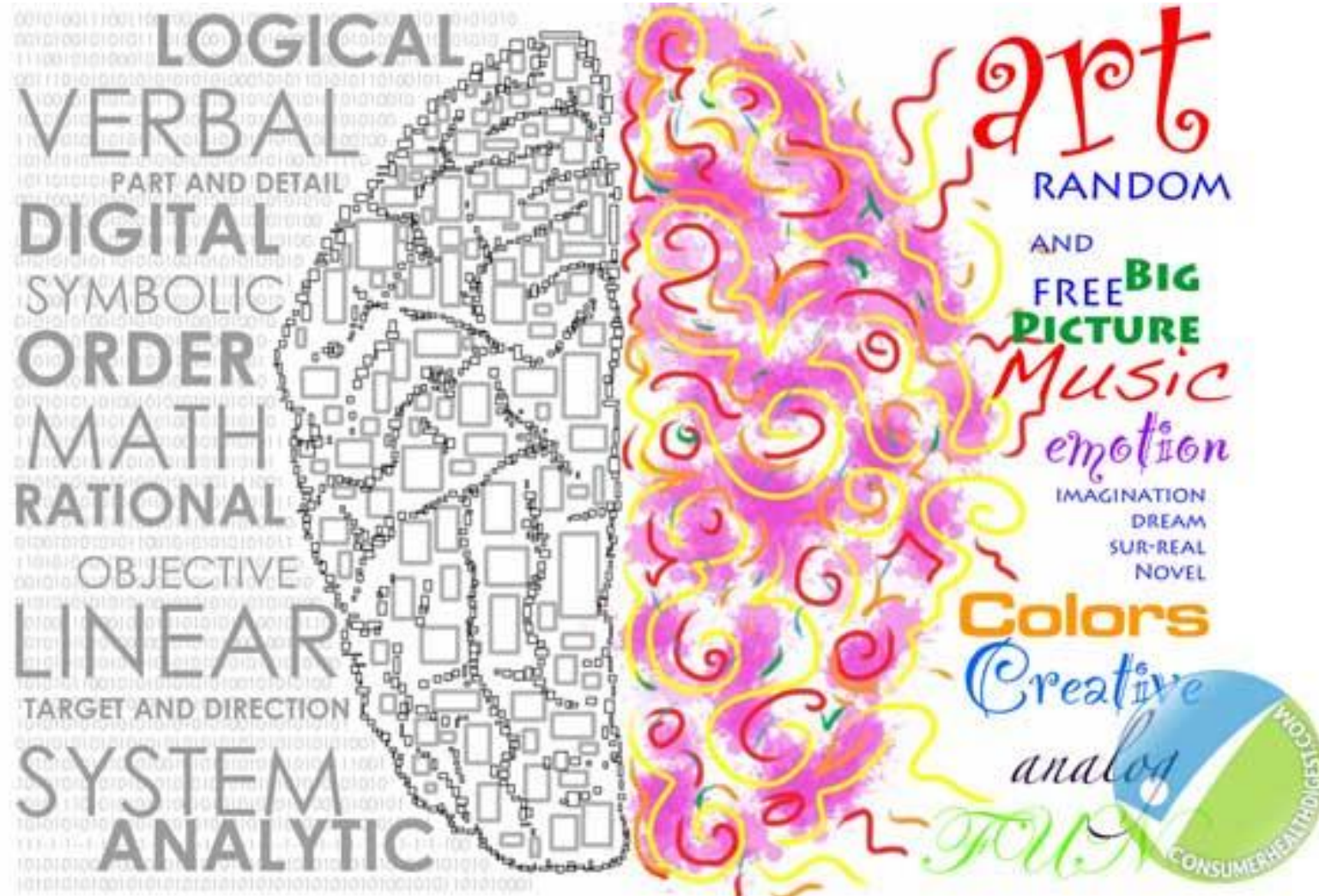
You want some feedback about an event, competition or test. You would like to have feedback:

- ☐ from somebody who discussed it with me.
- ☐ that used examples of what I have done
- ☐ that used graphs showing what I achieved.
- ☐ that used a written description or table of my results.

You are about to hook up your parent's new computer. You would:

- ☐ unpack the box and start putting the pieces together.
- ☐ phone, text or email a friend and ask how to do it.
- ☐ read the instructions that came with it.
- ☐ follow the diagrams that show how it is done.

Are you left or right brained?





But...
There is no
scientific evidence.



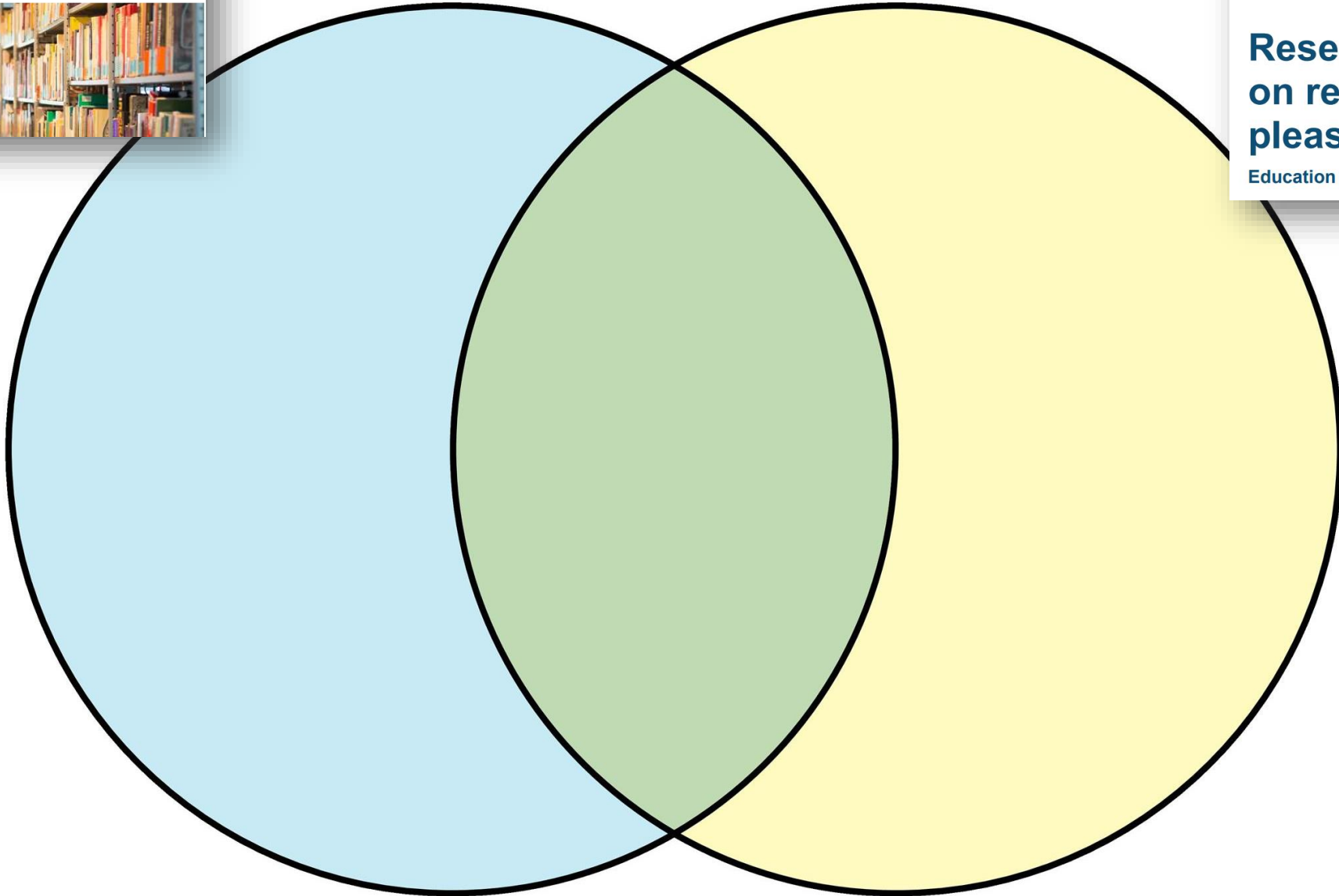
Secret Teacher: we're not reading - so why do we assume children will?

English teachers at my school don't have time to read whole books, and are told to rely on extracts in class. This is no way to inspire a love of literature



Research evidence on reading for pleasure

Education standards research team



Directed Task 2

You are delivering an informal presentation in schools about what you learned in sessions 1 and 2. Submit **100 words** to the Blog on the Moodle page **critically** outlining the main points you would include in the presentation.



