



Tripp's Critical Incident methodology ECAD6007

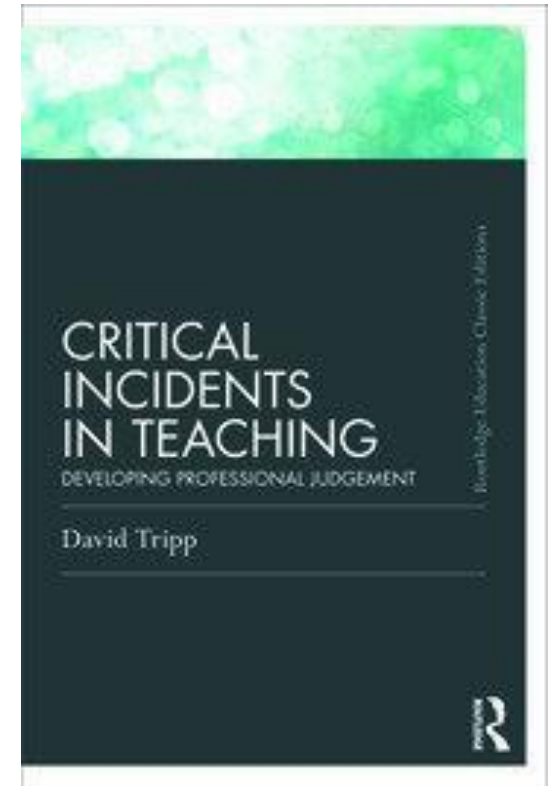
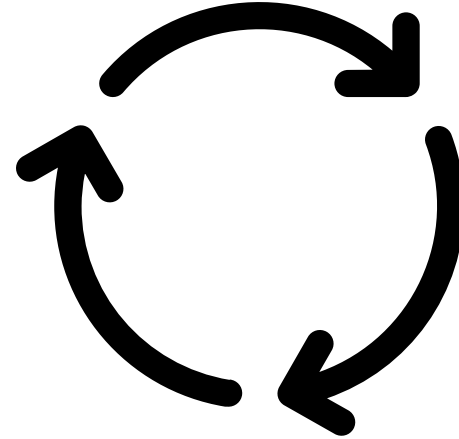




Hummm... that's
interesting....

I wonder....

Tripp's methodology



This lesson



What is Tripp's critical incident methodology



Why might we use it



How will it work in relation to the assignment

	Introduction		
30 mins	LE – FF003	DS	Library – Directed Task
30 mins	Library – Directed Task	LE – FF003	DS
30 mins	DS -	Library – Directed Task	LE – FF003
	Plenary		

So, what is a critical incident

- “... a critical incident is an interpretation of the significance of an event. To take something as a critical incident is a value judgment we make, and the basis of that judgment is a significance we attach to the meaning of the incident”

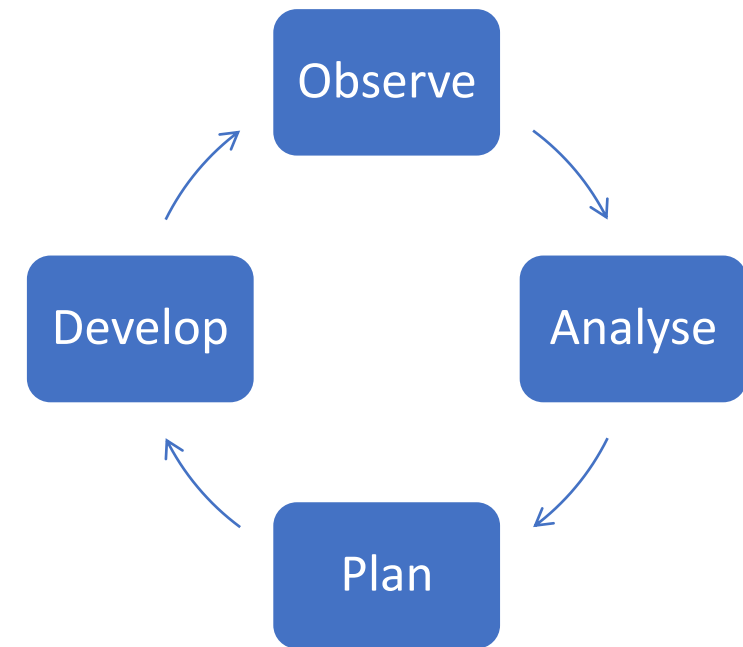
Tripp, 1993

incidents appear to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis

So how does it work?

Stage 1: to describe the incident (i.e. the “what” aspect): This is the description phase. In this phase, a specific phenomenon or an issue is observed and documented.

Stage 2: to explain its meaning (i.e. the “why” aspect): In this phase, the issue is explained by the teacher in terms of its meaning or value. It is also interpreted in terms of the role it plays.



The questions when observing for CI's

OBSERVATION / FIELD NOTES

Record 1

Date and time, V&M group: _____

Where and When: Context of the observation – subject/ADL, general classroom context _____

What happened: a detailed description of the critical incident/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? what avenues of research could you consider? _____

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) _____

- 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)

Your way in...

- Something you're already curious about, and looking for observational evidence in relation to
- Something you spot having started with an open mind

DIRECTED TASK

Examples from Tripp (2012)

(See the next two slides)

Picking a topic that you're interested in OR that relates to one of the incidents in Tripp (2012), find at least one paper-based resource that would be helpful in your literature review

tripp critical incident



Search everything



ADVANCED SEARCH

All items

that contain my query words

anywhere in the record

BACK TO RESULTS LIST

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Availability

Held by library

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Resource Type

Books (2)

Newspapers search

Subject

Classroom Management (2)

Critical Incident File (1)

Teaching Methodology (1)

Classroom Management Great Britain (1)



0 selected

1-2 of 2 Results



Save query



Personalize



1



BOOK

Critical incidents in teaching : developing professional judgement

David Tripp.

Classic ed.; 2012; Routledge

COURSE

Available at Y Fforwm Main Collection (371.102 TRI) Map it

Online access



2



BOOK

Critical Incidents in teaching : developing professional judgement

David Tripp.

1993; Routledge

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understand them, particularly their instructions and the tasks they set. It is only by recording and closely examining students' misunderstandings, that teachers can use them as growth points for all concerned. The professional critical incident file is a good way to do that. As an example, the following is a typical early entry of that kind:

Incident 37: Ben's problem

Day 6. Today I discovered something quite alarming. Ben, the bright spark in the class, could not work out a fairly straightforward problem in a maths test: 'There were 18 chairs to be shared amongst 9 boys. How many did they have each?' He had several attempts at the answer but each time he became more confused himself. I think it was a blow to his ego because he rarely makes a mistake. It was compounded by the fact that he knew other children were having no trouble with the question. I think the reason he had trouble with it was that he couldn't picture the problem as a real situation. More exposure to this type of thing will probably help.

Although this teacher is on a useful track in her concern with the student and the problem, she does not yet appear to know quite how to develop that concern in

Consider any of
the following:

1&2

5

6

7

9

11

12

19

23

34

37

▼ Critical Incidents in Teaching (Classic Edition) : Developing Professional Judgement



by David Tripp

PUBLISHER
Taylor & Francis Group

DATE
2011-10-24

More...

Search within book



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Critical Incidents in Teaching Developing professional judgement

Copyright

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Preface

List of figures

Index of critical incidents

Afterthought

► Introduction: teaching and research

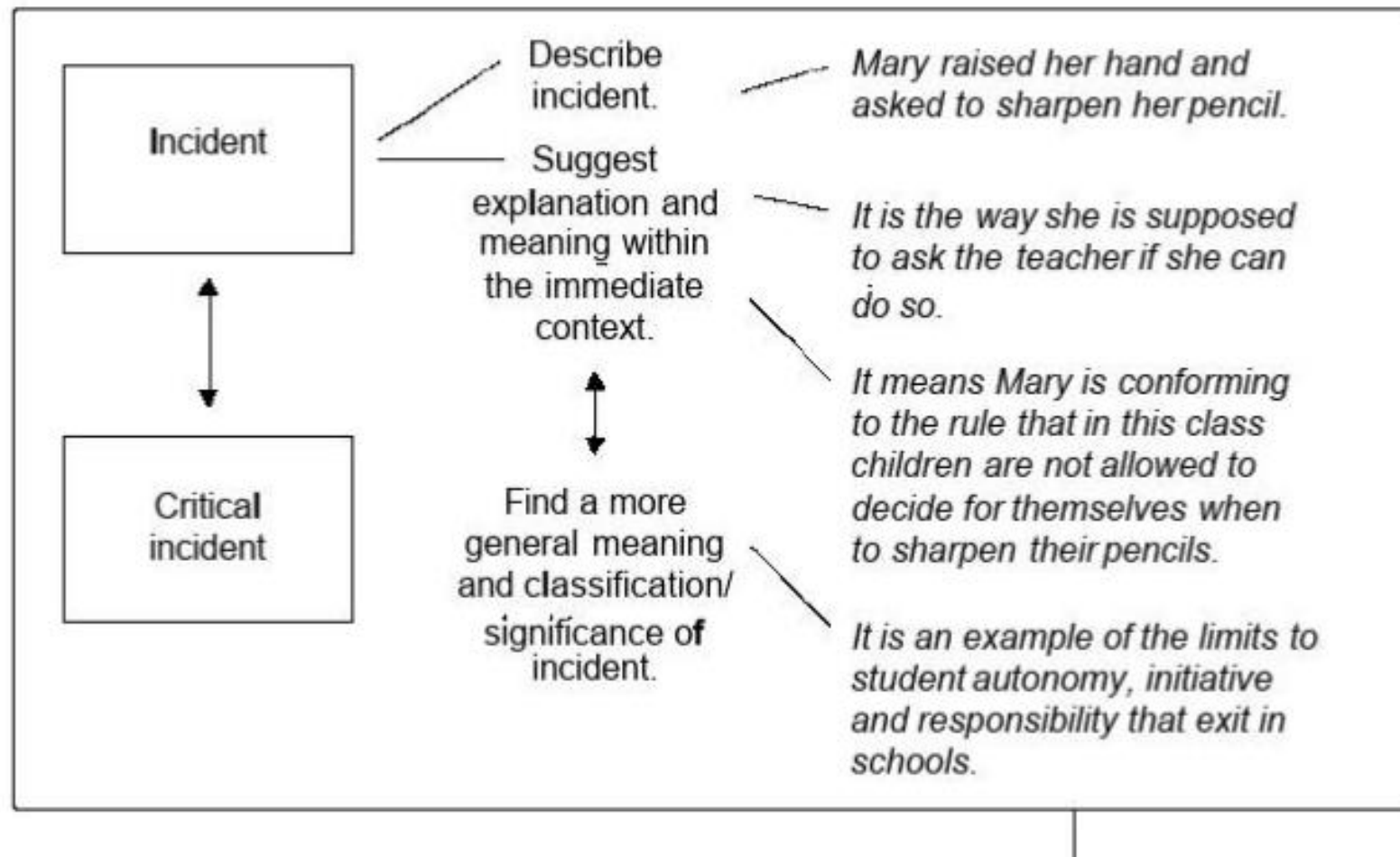
► Chapter 1 Problematic and practice

► Chapter 2 Interpretation: creating critical incidents

	Introduction		
30 mins	LE – FF003	DS	Library – Directed Task
30 mins	Library – Directed Task	LE – FF003	DS
30 mins	DS -	Library – Directed Task	LE – FF003
	Plenary		

Incident 8: Permission

Mary raised her right hand. After about a minute her teacher noticed, and asked her what she wanted. Mary asked if she could sharpen her pencil.



(Tripp, 2011. pp.25-26)

Critical incidents aren't always negative



As we said, CI's allow us to focus in our reflective practice, just like when things go wrong, we can reflect on when things go well to help inform our teaching practice



Remember these critical incidents could be considered quite mundane until we begin to analyse them!



CI's can be between lessons or even in external areas

So why Tripp?

Activity

- Take a minute and reflect on a classroom you have been in, at any time in your life
- List ANY aspects that could be explored to understand classroom practice and develop – try to think beyond just the teaching
- Think about things like:
 - How did people enter the room?
 - What was the dynamic?
 - What happened when the teacher asked a question ?
 - What happened in group work?

feedback

- When you consider it, there is A LOT that goes on in a classroom
- Pedagogy and classroom dynamics provide a vast array of experiences in which we can reflect and inform our practice

Plenary

What might the benefits to new teachers be of using this 'Critical Incident' approach to support observation?

How confident are you using this approach for observation?

What challenges might you face?

1. The field of educational research is VAST! Using classroom based experiences and then digging deeper allows us as practitioners to delve into research in a focused way that can have impact on our teaching	2. It can create a greater level of self-awareness: When teachers analyze critical incidents they encounter in their classes, they become more aware of what they are doing. As a result, they can notice a gap between what they are doing and what they are supposed to do.	3. It can prompt an evaluation of established routines and procedures: There may be some techniques or strategies of teaching preferred by a teacher or in an institution which have become the established routines. It means they are the procedures taken for granted. But when a teacher analyses critical incidents, s/he can evaluate such routinized techniques on the basis of how his/her students are responding to those techniques.
4. It can encourage teachers to pose critical questions about teaching: Once teachers start analysing critical incidents occurring in their classes, they develop the habit of looking at everything critically. They become careful about whether something they are going to adopt will really work or not. In other words, they ask themselves questions from each and every aspect.	5. It can help bring beliefs to the level of awareness: Teachers hold several different types of beliefs about different dimensions of teaching. And the beliefs they hold about learners, learning, teaching, etc. have an influence on the way they teach. When teachers analyse critical incidents, they become aware of their beliefs and can also change them, if necessary.	6. It can create opportunities for action research: An action research is a classroom research that a teacher conducts to solve some practical and real problems in his/her classes. After analyzing the critical incidents, teachers can focus their attention on some particular problems and can carry out action research to solve those problems.
7. It can help build a community of critical practitioners: Teachers can share the critical incidents they encounter with their colleagues. As a result, they develop the sense of collegiality. And other teachers who analyze the incidents also begin to see teaching in a critical way.	8. It can provide a resource for teachers: When teachers keep a record of critical incidents of their classes, this compilation can be used as a resource by both new teachers and experienced teachers	