



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

*Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives*



ECAD6050

PWY ydw i'n ei addysgu?

WHO am I teaching?

**Methodoleg Digwyddiad
Critigol Tripp**

**Tripp's Critical Incident
methodology**



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

I wonder....

This lesson



What is Tripp's critical incident methodology

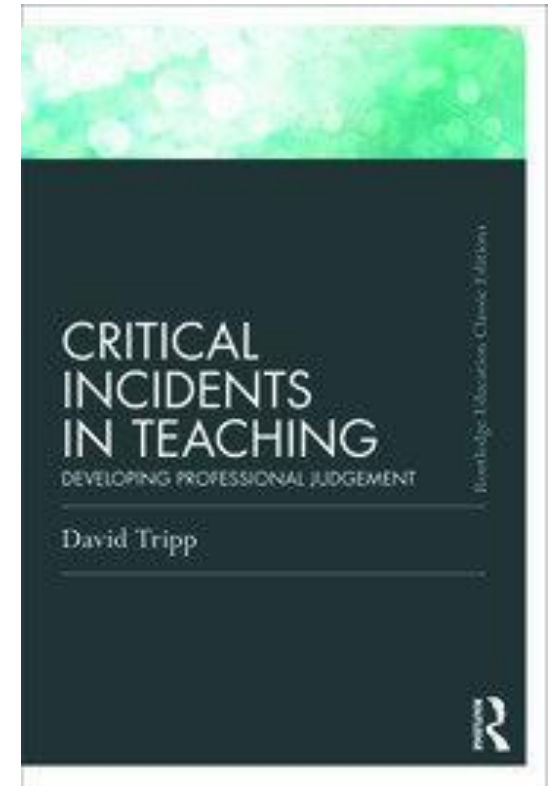
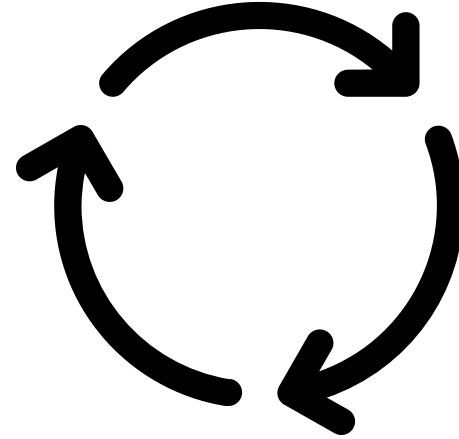


Why might we use it



How will it work in relation to the assignment

Tripp's methodology



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

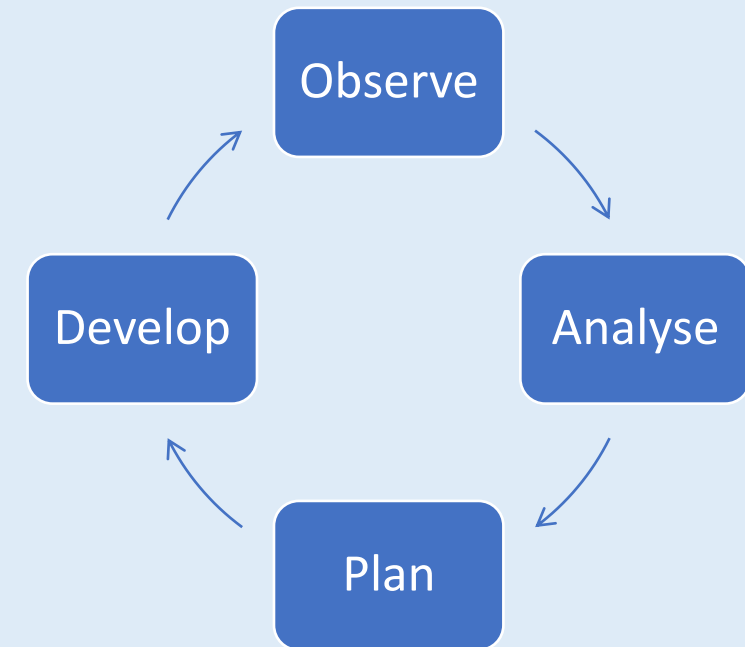
incidents appear to be ‘typical’ rather than ‘critical’ at first sight, but are rendered critical through analysis

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.

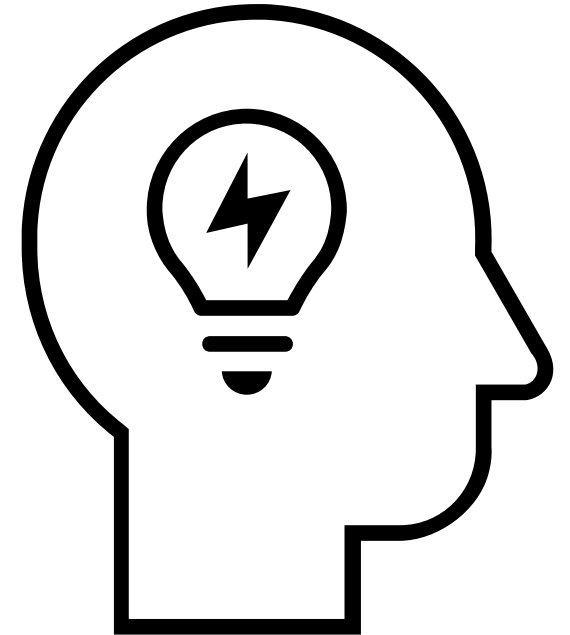


The questions when observing for CI's

- **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



tripp critical incident



Search everything



ADVANCED SEARCH

All items

that contain my query words

anywhere in the record

BACK TO RESULTS LIST

Showing list of versions

Active filters

List of Versions

Remember all filters

Reset filters

Tweak my results

Expand My Results

Sort by Date-newest

Availability

Held by library

Full Text Online

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

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



Newspapers search

These search results do not include newspapers. View results from our entire collection of newspapers, or search specifically within Featured newspapers.

Results Per Page

10

25

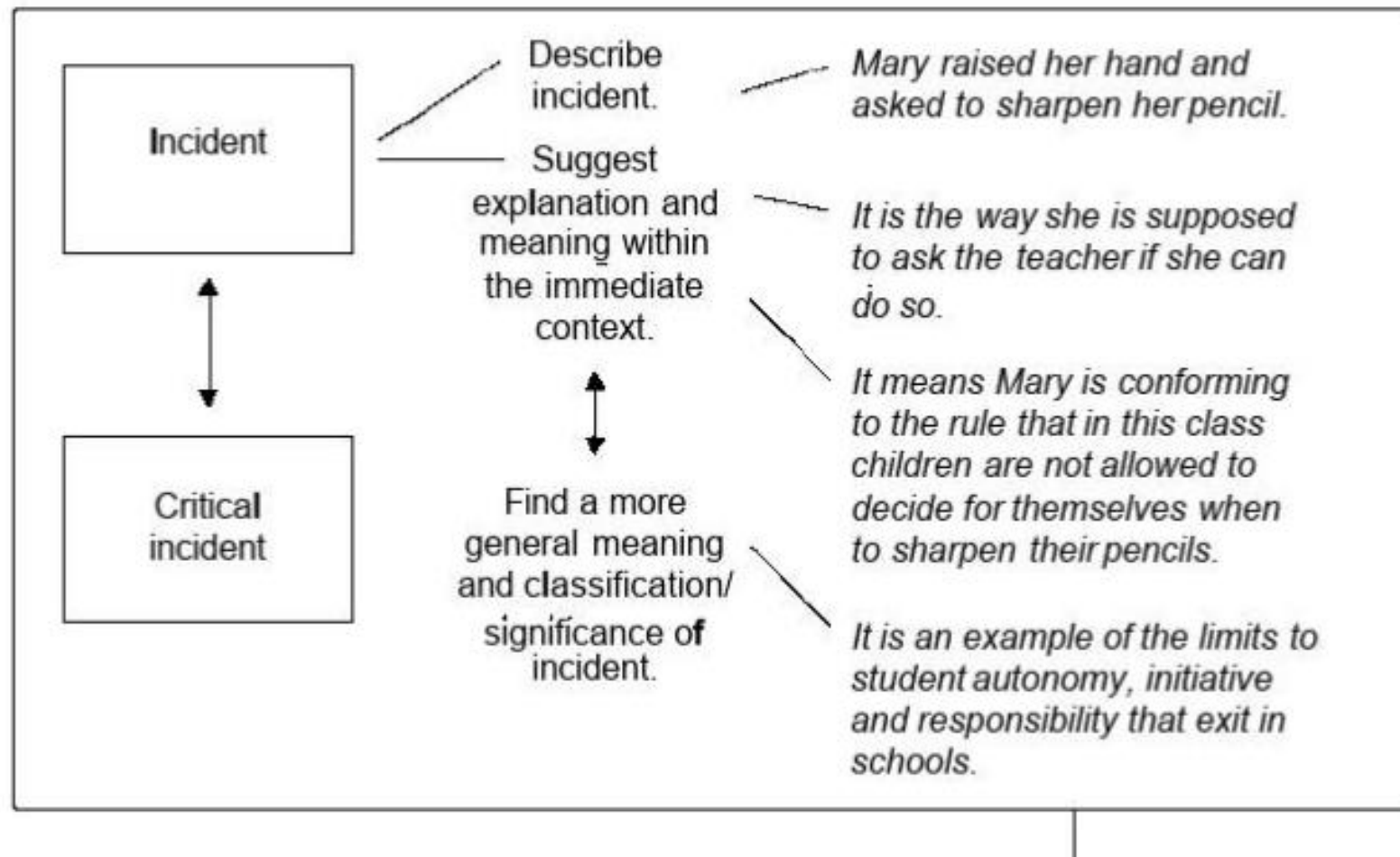
50

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)



(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



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ECAD6050

Critical Incident: Immersive Room

Session Aims and Overview

To view footage from a classroom setting and identify a critical incident

To view the footage within the immersive room.

To make observational notes

Tripp's Critical Incident Methodology

Makes use of a critical incident to inform direction for engagement with literature and informing next steps

Critical through analysis, not explosive

Allows engagement with literature that is close to practice



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The questions when observing for CI's

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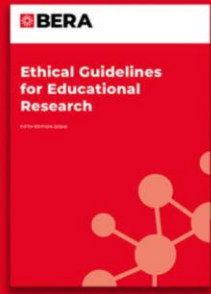
Notes – any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit? - the more you can refer to the better here)

Ethics and BERA

Resources for research

Ethical Guidelines for Educational Research,
fifth edition (2024)

10 Apr 2024



[Ethical Guidelines for Educational
Research, fifth edition \(2024\) |
BERA](#)

The biggest area of consideration here is one of
anonymity

What do we mean by anonymity?

How could we breach it?

What measures could we take to ensure
anonymity



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Observation research can be divided into two broad groups...

Participant Observation

Qualitative Data
collection methods

Structured Observation

Quantitative Data
collection methods

Participant Observation

Observer gains firsthand knowledge by being in or around the social setting being investigated. *Zikmund (2000)*

Requires a highly trained observer to increase validity and reliability.

McCuen (1996)

'Not merely observing what is happening but also feeling it'

Gil and Johnson (2002)



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Other considerations:

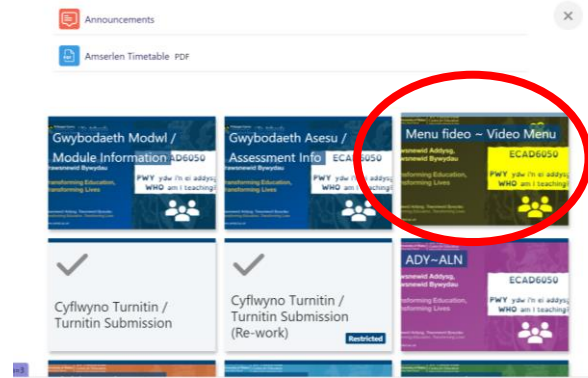
- * What other areas should you consider about your observations and how you conduct yourselves?
- * These observations are “snapshots” and can only give a narrow picture
- * We are privileged observers, not inspectors

Critical incidents aren't particularly negative incidents

Your ability to be critical in your selection and evaluation of these incidents is key

These links are for your confidential viewing purposes ONLY and must not be shared with anyone else.

The videos have been filmed using 360° technology to allow you to pan, tilt and zoom around the classroom.





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www.uwtsd.ac.uk

References

- British Educational Research Association. (2024). *Ethical guidelines for educational research*. 4th edn. Available at: [Ethical Guidelines for Educational Research, fifth edition \(2024\) | BERA](#) (Accessed: 17 August 2024).
- Kennedy, M. (2006). Knowledge and Vision in Teaching. *Journal of Teacher Education*, 57 (3): p.205
- Tripp, D. (2011). *Critical Incidents in Teaching (Classic Edition): Developing professional judgement (1st ed.)*. UK, Routledge.