

The Enquiring Teacher

ECPP7001

Session 4



The background of the slide features abstract, overlapping geometric shapes in various shades of blue, ranging from light to dark, creating a modern and dynamic visual effect.

Collecting data from a
variety of sources

Methods for collecting data in a classroom context

- ▶ Learning walk
- ▶ Observation
- ▶ Tracking
- ▶ Pupil voice (this will be covered on Wednesday)
- ▶ Field notes (this will be covered on Friday)

Observation

► John Dewey said:

‘Observation alone is not enough. We have to understand the significance of what we see, hear, and touch. This significance consists of the consequences that will result when what is seen is acted upon’ (1938:68).

Observation

You could focus on:

- ▶ the purposes of communicating e.g. to instruct, persuade, encourage, transmit information;
- ▶ possible barriers to effective communication e.g. linguistic, environmental, physical and how these are addressed;
- ▶ non-verbal means of communication e.g. facial expressions, movement of teacher and pupils.

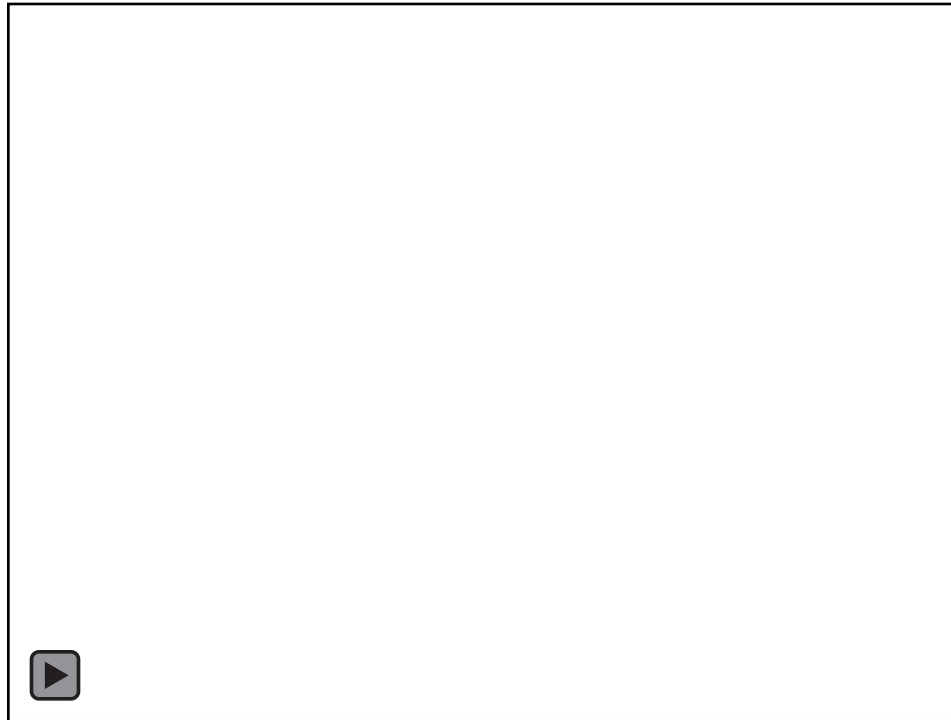
Observation (contd.)

- ▶ how speaking and listening skills are promoted
- ▶ explanations
- ▶ communication between pupils
- ▶ Review of previous learning
- ▶ Questioning skills, e.g. types of questions, pupil responses, wait time

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!!!

Non verbal communication?

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



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



Figure 9.3 'Personal distance' between teacher and child. The meaning of the approach depends on the teacher's words and expression. Many children saw this teacher as helpful



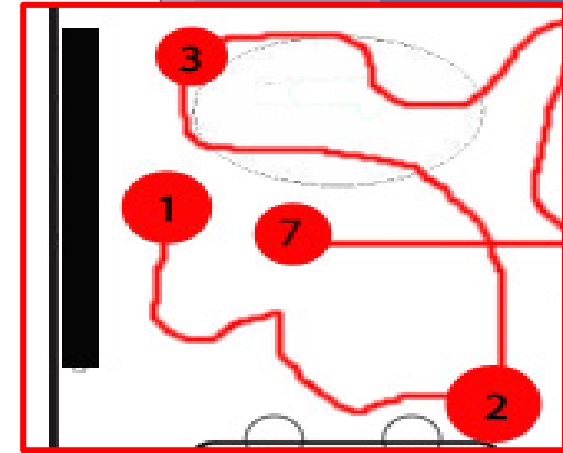
Figure 9.4 Kneeling, a sign of a teacher who is closely involved with the children. Almost all children saw this teacher as helpful; a few saw him as friendly



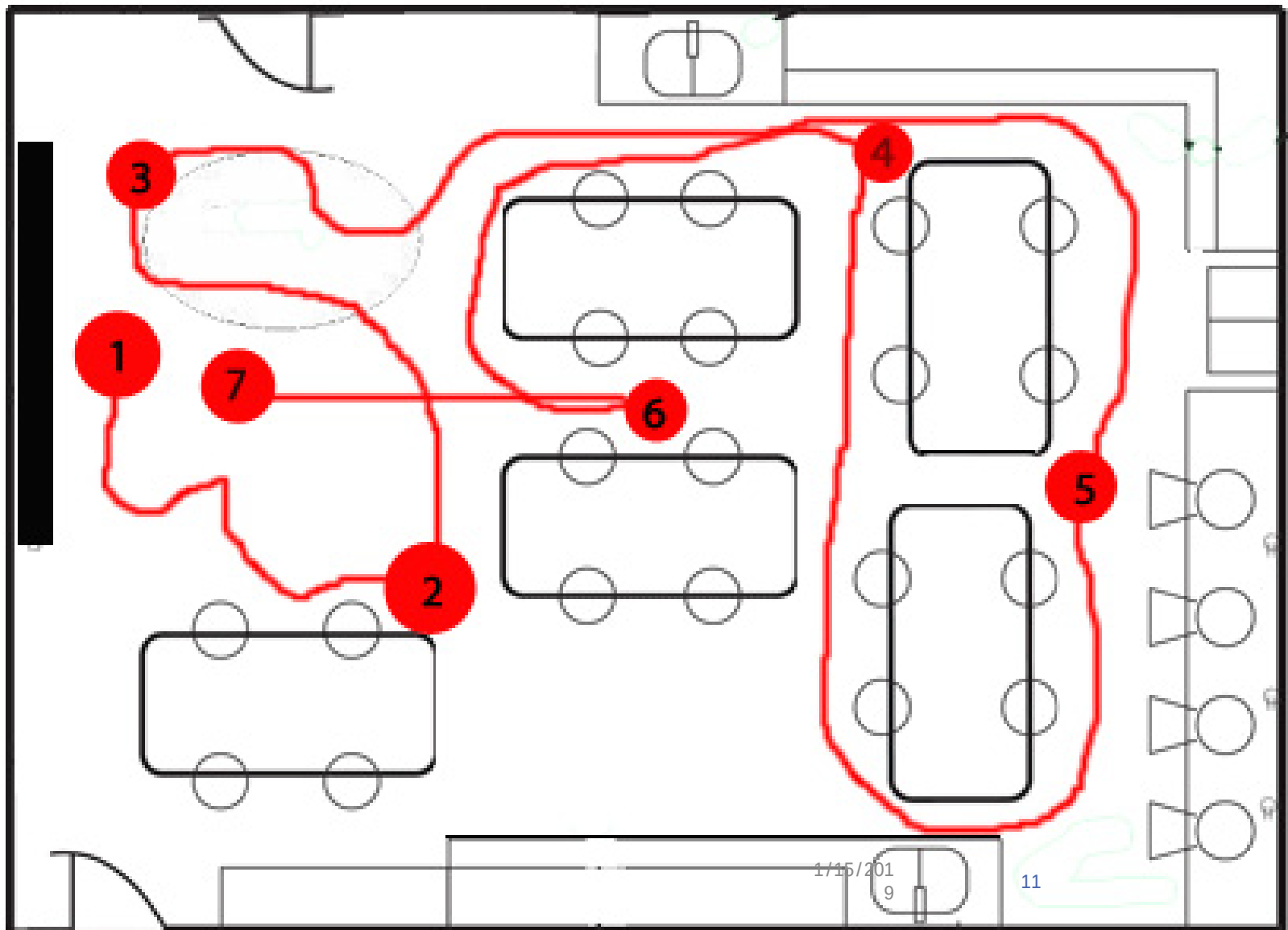
Teacher Tracking

Number the teacher's initial location as number one and draw a circle around the number. Draw a continuous line from there to the next stop and label it as number two with a circle around it and so on.

- ▶ The teacher movement technique is a tracking record of where a teacher positions himself or herself and where the teacher moves throughout the lesson.



Teacher Tracking

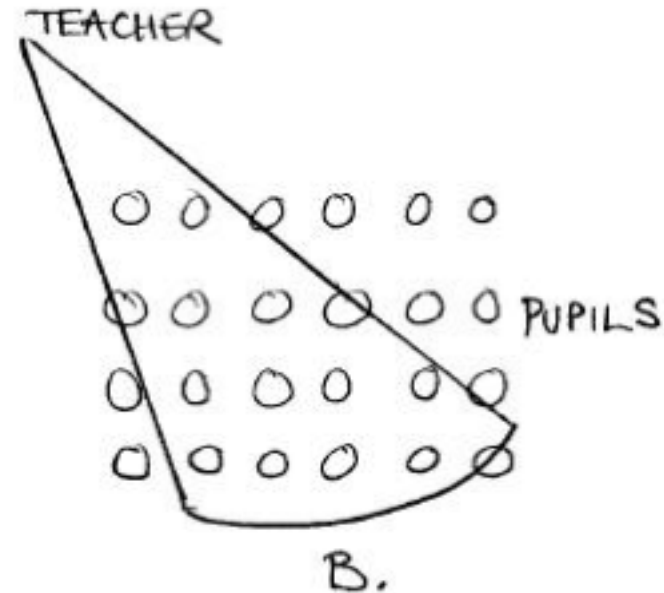
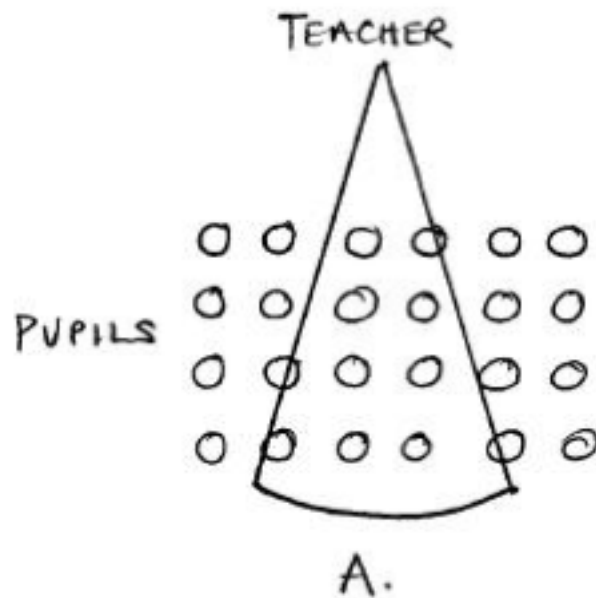


How could you develop your tracking charts further?

- ▶ Position
- ▶ Level
- ▶ Projection
- ▶ Spread of interaction
- ▶ Time spent in an area
- ▶ Sitting
- ▶ Ideas?

Positioning

- ▶ This is a simple classroom management technique that helps in the distribution of questions around the class.



Things to consider during observation

- ▶ Observation produces a strong emotional response
- ▶ Learning is invisible
- ▶ Making links that don't exist
- ▶ We assume that if you can do it you can spot it
- ▶ Inattentional blindness

Observation within lesson study...

- ▶ <https://www.youtube.com/watch?v=Vv0HJ-ftOAU&t=67s>

- the application of research results to cases or situations beyond those examined in the study

Generalisation

- the degree to which an assessment tool produces stable and consistent results.

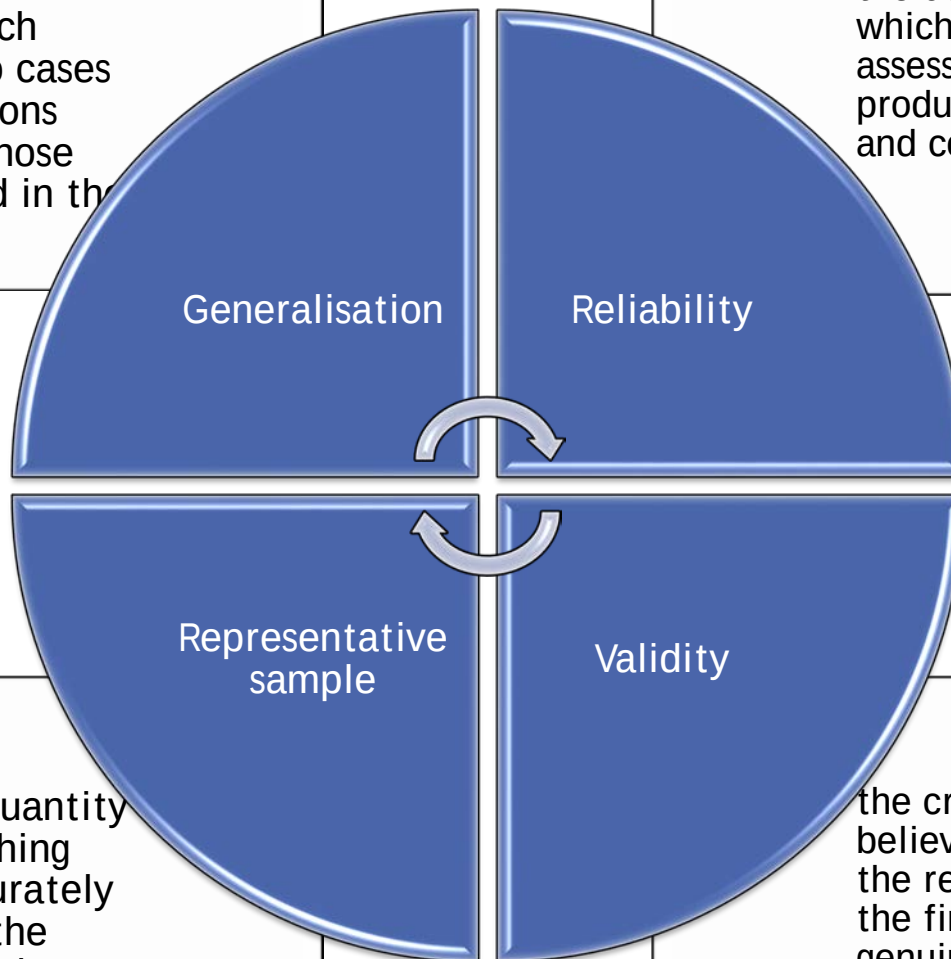
Reliability

- a small quantity of something that accurately reflects the larger entity

Representative sample

- the credibility or believability of the research. Are the findings genuine?

Validity



Is observation...

- ▶ Reliable?
- ▶ Valid?
- ▶ To what extent does your observation enable you to demonstrate a representative sample?
- ▶ Can you generalise your results?

Observation schedules

- ▶ Compare and contrast
- ▶ Positives and negatives?

Leuven Scale

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

Task

You need to:

- ▶ Prepare an observation schedule that fits your needs.

Consider:

- ▶ What you need the observer to observe in order to answer your research question;
- ▶ How the observer might best make these observations;
- ▶ The observation schedule structure that enables the observer to note their observations;
- ▶ Whether or not you need some kind of scale to follow;
- ▶ The number of boxes that would be reasonable for the observer to fill.

