

ECAD7004: Researching the Learning: what, how and why am I teaching?

Session 2



Feedback from Task 1

Yr Athrofa Research Dispositions



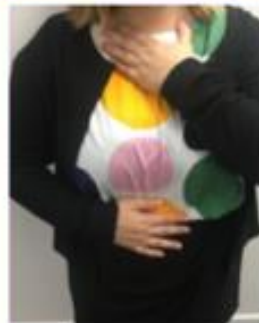
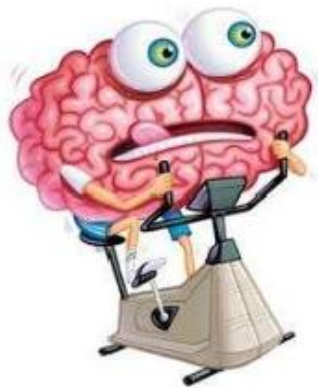
What might these mean? Can you give examples?

Being sceptical

To understand empirical evidence in a contested terrain:

- ▶ Being aware of the political, economic and social drivers for, and implications of, 'evidence'.

Brain Gym Exercises



Brain Buttons

Place one hand across your belly button and rub your brain buttons with the other hand. Now move your eyes left and right.



Cross Crawl

As you walk or march on the spot, touch your right knee with your left hand, then touch your left knee with your right hand.



Hook Ups

Cross your legs. Extend your arms, cross them over at your wrists, link up fingers and bring your hands upwards to your chest. Close your eyes, hold, and focus on your breathing.



Air Drawing

Pointing with both fingers, draw in the air, making sure right and left fingers are in symmetry with each other.



Unlocking Ears

Place your hands at the top of both your ears. Gently unroll your ears from the top to the bottom.



Figure Eights

Point your finger and draw huge figure eights sideways in the air. Make sure you cross over both sides of your body and take turns with both hands.



AUDITORY

Auditory learners make up **30%** of the population.

If you're an auditory learner information comes in best through your ears, from speeches, presentations or audio books. You have a knack for foreign languages and benefit from study groups.



VISUAL

Visual learners make up **65%** of the population.

They tend to be neat and tidy, excellent spellers and quick to read charts. Visual learners also tend to be the fastest talkers.



KINESTHETIC

Kinesthetic make up just **5%** of the population.

They are primarily male and love anything hands-on. These learners are often skilled athletes or musicians and are drawn to construction projects, science experiments and field trips.

I Am a Visual Learner

I remember things when there are pictures or diagrams to look at.
I like to draw while I'm thinking.
When learning a new skill, I need to see someone show it to me first.
When the adverts are on TV, I watch them.
If I am on a long journey I read a book.
I like to read stories.
I am good at remembering faces.
I like it when the teacher draws pictures.
I usually get told to stop drawing on my books or paper.
I doodle when I'm thinking about something.
I would choose to watch TV.
I like to look out of the classroom window.
I would like a job where I am drawing or designing something.



I Am an Auditory Learner

I can talk about my ideas.
I hum or sing to myself.
When learning a new skill, I remember things better if someone shows me.
When the adverts are on TV, I sing along to them.
On a long journey, I like to listen to music or people talking.
I remember names.
I like it when the teacher explains things.
I get told to stop talking in class.
I sometimes use unusual words.
I would choose to listen to music.
I can often hear things going on outside the classroom.
I would like a job where I'm acting like being a film star.

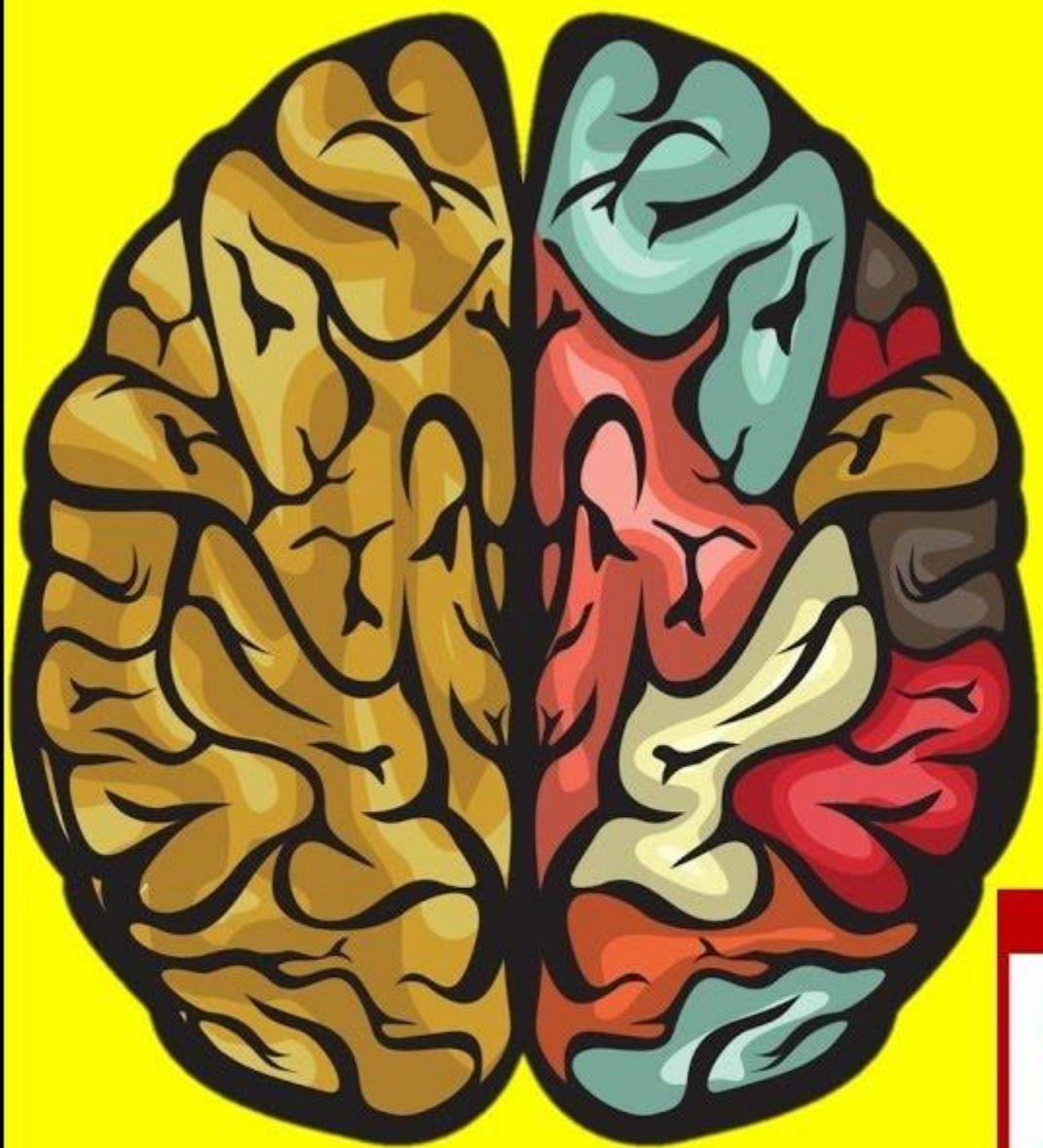


I Am a Kinesthetic Learner

I learn best in lessons where we move around.
When learning a new skill, I like to get on with trying it.
When the adverts are on TV, I go and do something else.
On a long journey, I like it when we stop for a walk around.
I like to get on with it.
I like to try out new skills.
I like to get on with it.
I like to sit still and stop fidgeting.
I like to move when I'm talking.
I would choose to go outside and play.
I lose concentration if I have to sit still for too long.
I would like a job where I fix things.



ink saving Eco



Are You

LEFT-BRAINED

Or

RIGHT-BRAINED?

Being ethical

- ▶ To understand the ethical base of inquiry in a complicated workplace:
- ▶ Knowing ethical principles of research:
- ▶ Understand positionality within research;
- ▶ Recognising own beliefs and assumptions about the world

Being part of an inquiring profession

To contribute to a community of inquiring practitioners:

- ▶ Knowing whether, when and how to share outcomes of classroom inquiry;
- ▶ Pro-actively contributing to a range of audiences;
- ▶ Actively engaging with the inquiry and findings of others.

Being a skilled researcher

- ▶ To understand the principles of social science research, and to know the **different kinds of methods** that are used and why...
- ▶ To understand how to construct an argument based on evidence and warrant in educational research...
- ▶ To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning...
- ▶ To understand how to apply empirical evidence in their classrooms and **evaluate its effectiveness**...

The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

What are the features of a
SKILLED RESEARCHER?

Module Organisation

Date	Content
15/10 x2	Introduction / Inquiring profession
09/12 x3	Lesson Study
10/12 x2	Ethics
11/12 x2	Observation
12/12 x2	Interviewing
13/12	PTE1 School visit
16/12 x3	Reflecting / Data / Ethics Form
17/12 x2	Ethics & Submit Ethics Form
03/02	Research Day 1
04/02	Research Day 2
19 & 20/02	Writing days
21/02; 23.59	Submission

In preparation...

By the end of the PTE1 placement, consider **general** areas of your practice on which you may wish to undertake further research. The area that you choose should be linked to one of the following pedagogical principles (Donaldson, 2015):

- ▶ Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.
- ▶ Good teaching and learning means employing a blend of approaches including direct teaching.
- ▶ Good teaching and learning means employing assessment for learning principles.
- ▶ Good teaching and learning encourages collaboration.
- ▶ Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
- ▶ Good teaching and learning ranges within and across Areas of Learning and Experience.

