

Evidence-based reflection and teacher development

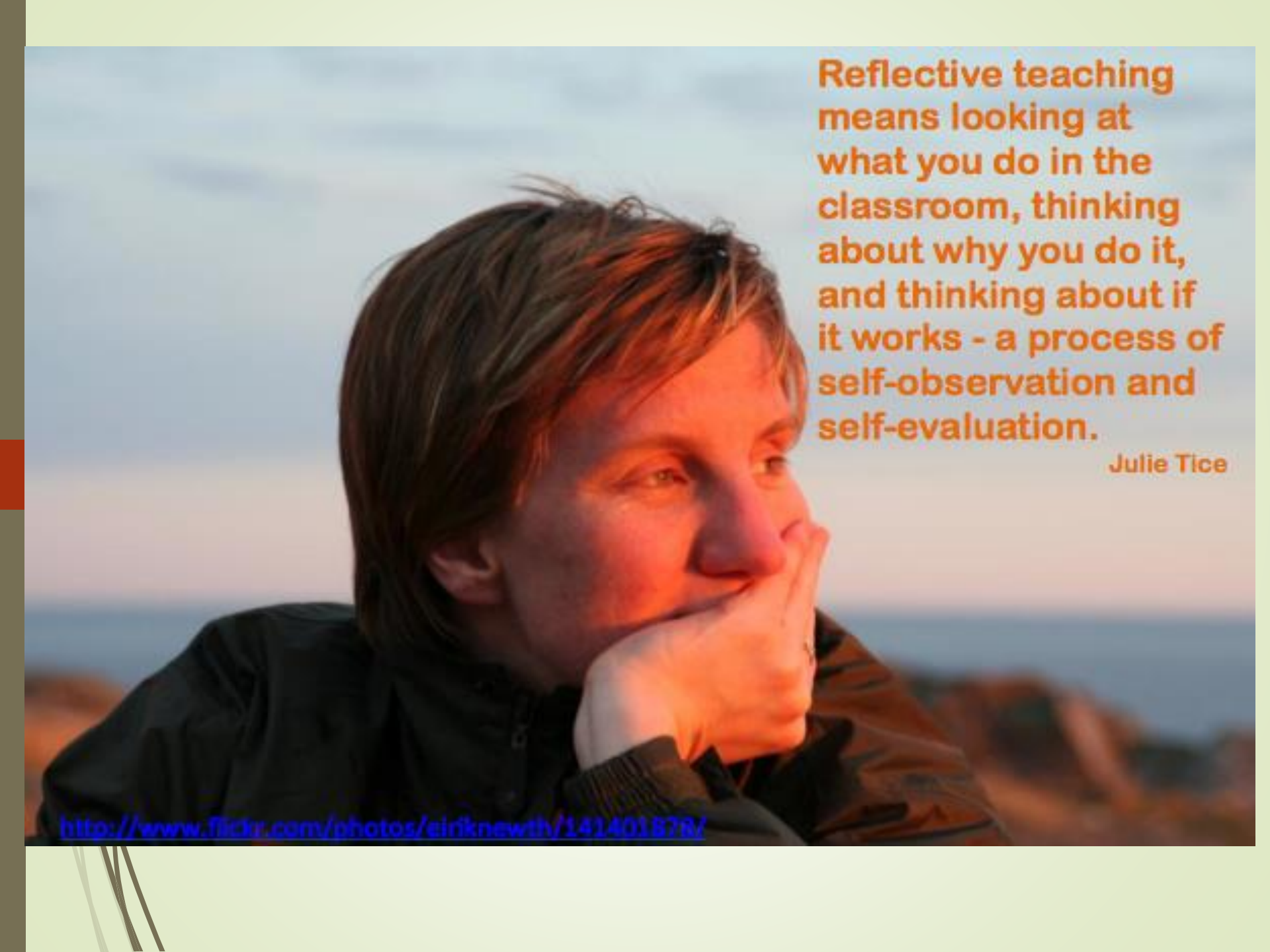


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Reflective Practice: criticisms

- RP has achieved a status of orthodoxy....
- BUT with little data-led description of its value, processes and impact.
- RP is described in elusive, general, and vague ways.
- There is a lack of concrete, data-led and linguistic detail of RP
- There is a heavy dependence on written forms rather than dialogic ones.
- RP has not, in most cases, been operationalized in systematic ways.



Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation.

Julie Tice

<http://www.flickr.com/photos/eiriknewth/141401878/>





Dominance of written forms of reflection

- assessment and evaluation may distort the kind of reflection that individuals do.
- focus of attention becomes the actual writing itself (proforma, checklist, self-evaluation form)
- can result in inauthentic reflection (Roberts 1998) and even 'faking it' (Hobbs 2007)
- may be counter-productive; can easily become 'mechanical' and 'recipe-following' (Boud, 2010: 27).



British Council ELTRA

Focus: the use of technology-enhanced learning in a CPD (continuing professional development) context.

Aim: to help teachers collect evidence to reflect using an app: SETTVEO



Aims

To improve RP by using data as evidence and giving teachers something to reflect *on* and something to reflect *with*.

To help teachers develop their classroom interactional competence (CIC: Walsh, 2013) by reflecting on their practice.

Classroom interactional competence (CIC)

‘Teachers’ and learners’ ability to use interaction as a tool for mediating and assisting learning’.
(Walsh, 2013: 132)



Features of CIC

1. Pedagogic goals and language use are convergent.
2. CIC uses interactive strategies which facilitate co-constructed meaning.
3. CIC creates 'space for learning' through (e.g.) extended wait-time, reduced teacher echo, planning time for 'rehearsal', student initiations & clarifications.
4. CIC involves *shaping* learner output: paraphrasing, scaffolding, re-iterating, appropriating.
5. Importance of multimodal features.

SETT: Self Evaluation of Teacher Talk



The SETT Framework



(A) Modes

Classroom modes

An L2 classroom micro-context which has clearly defined pedagogic goals and distinctive interactional features determined largely by a teacher's use of language.

(Walsh, 2006)

SETT: Classroom modes

- ✓ *Skills and systems mode* (main focus is on particular language items or vocabulary)
- ✓ *Managerial mode* (main focus is on setting up an activity)
- ✓ *Classroom context mode* (main focus is on eliciting feelings, attitudes, etc.)
- ✓ *Materials mode* (main focus is on the use of text, tape or other materials)

The SETT Framework

(B) Interactional Features
(Interactures)



Interactures

Scaffolding

Direct repair

Content feedback

Extended wait-time

Referential questions

Seeking clarification

Extended learner turn

Teacher echo

Teacher interruptions

Extended teacher turn

Turn completion

Display questions

Form-focused feedback



VEO: Video Enhanced Observation

<https://www.veo-group.com>



British Council ELTRA

Aim:

Using the SETTVEO app to help teachers collect evidence to reflect and improve their CIC.

SETTVEO



REFERENTIAL
QUESTION



CONTENT
FEEDBACK



SEEK
CLARIFICATION



EXTENDED
WAIT-TIME



Timeline By Category

Notes Remove

DISPLAY
QUESTION

00:02:40
Seek Clarification

Notes Remove



FORM FOCUS
FEEDBACK

00:03:23
Content Feedback

Notes Remove



DIRECT REPAIR

00:04:52
Extended Wait-time

Notes Remove



TEACHER ECHO

00:06:08
Extended Wait-time

Notes Remove

00:06:19
Direct Repair

Notes Remove

Clear tags



MANAGERIAL



MATERIALS



SKILLS & SYSTEMS



CLASSROOM CONTEXT

Research Questions

- How do VEO and SETT networks promote evidence-based reflection?
- To what extent are teachers able to improve their Classroom Interactional Competence through the use of SETTVEO?
- What evidence is there that the process of using SETTVEO results in more dialogic, engaged learning environments?

Context

- ▶ Four countries (Spain, Turkey, Thailand, Chile), 5 participating teachers in each context.
- ▶ Our aim: to build an online community where teachers will have an opportunity to share (a) video-recordings of teaching; (b) reflections on those recordings.
- ▶ Three phase research project.



Phase 1

A short, video-recorded lesson segment of each teacher

A short reflective commentary on that segment by each teacher

An online interview with the research team



Phase 2

- ▶ Teachers each make 4 'snapshot' recordings of their teaching. Each recording is then reviewed and evaluated using SETTVEO.
- ▶ The recordings and reflective commentaries are uploaded to the website.
- ▶ Comments and input from the project team are also included during this phase.



Phase 3

- Evaluation: online focus groups and individual interviews looking at developing CIC
- Comparing contexts: changes in classroom practice and interactional features were studied by comparing data both longitudinally and from one context to another.

OUTPUTS

1. A corpus of teacher reflection in 4 distinct yet inter-related contexts.
2. A methodology for characterising and developing reflection.
3. Teacher development: using video (without transcription) for professional development.
4. Free use of SETTVEO for life of project.



Some findings

Using metalanguage

I asked mostly **display questions** to help them do brainstorming about the topics and to make most of the students be able to speak about the topics.

At the beginning I needed to ask some **referential questions** (00.20) to refer to the exercises we did in our former lessons. [...] Firstly, I used **content feedback** to emphasize how they would find relevant supporting ideas for the topics we discussed, how they would agree/disagree with each other, how they would organize their ideas and list them.

Secondly, I mostly preferred **form-focused feedback** because they were in need of hearing correct forms and learning how to make correct sentences.

(Teacher A).

Tagging

Looking at the tagging session report, I observed that the **teacher echo** was excessive to my standards. It made me realize that I should put an effort to reduce it, because I found it annoying to watch myself saying so many “oks”, “alrights”. The amount of **display questions** on the report was high at 40%, compared to the **referential questions at 15%**. The amount of **content feedback and seeking clarification** were quite similar at approximately 15%. The lowest rate was **form focused feedback** with only about 3%. Although I was a bit disappointed at myself for making the tagging session a bit long because of the wait times for the reading and watching the videos, the **extended wait time** was quite low in the report, with only 5%. (Teacher C).



Feedback is where the action is

I felt happy even when I heard a simple one-to-two-word utterances from my students.

After watching the video, I saw that I did not provide much feedback; still I could see that some of my reactions could be considered as content feedback.

(Teacher G).

The power of metaphor

I aimed to develop students' thinking and speaking skills, get a wide participation and ask them display questions in order to let them talk spontaneously. In this regard, I visualized my classroom as **a ship on a flowing river** in which we are talking about our ideas, experiences, dreams and learning from each other; me as a **captain** of the ship having more responsibility in the same journey; and my students as a **squad** whose members are unique with different backgrounds, but they follow the same **route** to reach their **destination**. (Teacher B)

Another water metaphor

The main challenge for me, as a teacher, was to activate and inspire my students to speak or at least to provide responses to my questions during the discussion. Therefore, I can use the following metaphors:

- *Dead Batteries*: for my students
- A *Far-fetched Marathon*: for my lesson
- A *Poor Swimmer*: for myself

(Teacher D)

Practicalities

It was difficult to contact them as 1) out of 5 teachers, 4 have left the university and 2) Xmas, summer, other jobs, etc. I believe the main problem we had is that during data collection, they were soooo overwhelmed with teaching that it was impossible for them to do anything else really. That is the problem when teachers work without a contract...they teach in different places to make ends meet. Very common here...I think it's similar to 0 hr contract system in the UK. I was thinking that maybe we should include in the report that this is an issue regarding critical CALL in terms of the challenges we face in contexts where teachers are not given proper time for professional development. Perhaps the British Council would find this info useful for their actions regarding teacher education.

(Co-ordinator A, Sara).

Self evaluation

I had an opportunity to reflect on my teaching as a teacher having sixteen years' experience considering my classroom video as a part of SETTVEO Project. During this period, I found a chance to make a self-observation which enabled me to be deeply aware of my classroom dynamics, students' attitudes and feelings during the class and as a matter of course my strengths and weaknesses. (Teacher B)

Concluding remarks

- ▶ The power of video in teacher education cannot be under-estimated (c.f. Mann 2018).
- ▶ Future projects include 'I-CITE' and another SETTVEO study focusing on HK context: longitudinal studies.
- ▶ We need more research on dialogic reflection to see how it gets done.
- ▶ CIC as a potential construct for changes in policy.
- ▶ Embedding interactional competence and reflection in initial teacher education by teaching CIC and RP.