

Studying Exemplary Teachers

Field Instruments

Project Team:

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Mr Wong Tim Yee (project research assistant),
Dr Lam Bick Har (project principal supervisor)

Participating Field Researchers (Subject Expertise)

Prof Lim Cher Ping/Chirp (English Language)

Dr Chan Kam Wing Paul, Dr Zhang Yuefeng (English Language & Chinese Language)

Dr Eric Cheng Chi Keung (Maths)

Mr Jimmy Cheung (Liberal Studies & Languages)

Mr Wong Tim Yee (Project Research Assistant)

Dr Lam Bick Har (Pedagogical Practices/All Subjects)

Use of the Field Instruments Booklet

This Field Instrument Booklet contains a full set of field instruments for one-time observation, including Observation Schedule, Interview Schedule and Reflective Journal Writing.

Researcher will first make use of the Observation Schedule (p.2-p.8) to take note on the observed lesson, and make use of the data recorded in the observation schedule to chair the simulated recall interview with the sample teacher, with reference to the Interview Schedule. After each observation & interview, the researcher will complete the Reflective Record.

The full booklet should be return to the Research Assistant, as soon as it is completed. The research assistant will coordinate with the researchers in collecting them. A copy of the used field instrument booklet will be prepared and send back to the researcher for record purpose.

Sharing sessions and group meetings will be organized to follow up preliminary issues and ideas to fine-tune the research process during the field study period. It may take various forms such as email, myied network or face-to-face meeting.

The data will be send through MyIED (our e-platform) as far as possible.

Confidentiality and Copyright

This booklet contains research instruments and data of the TDG project entitled “Developing a Framework of Procedural Knowledge Development for Classroom Teaching and Proposing its Application to Teacher Education” (Aug 2011-31 May 2012).

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Field Study Schedule

Sub/Class ^{1&2} <u>Venue</u>	Teacher	Topic of the lesson
Eng/1E <u>MMLC</u>	E	Phonics
		Reading
		Subject Pronouns
Chi/3D <u>304</u>	C	課文《潮流望後鏡》
		課文《潮流望後鏡》
		說明技巧
Maths/3E <u>305</u>	M	面積與體積(三)
		圓錐(體積及面積)
		圓錐(體積及表面面積)
		圓錐與扇形
LS/2D <u>204</u>	LS	性別定型
		性別定型
		性別定型
<p>^{1&2}Class E is the elite class, the other classes are mixed ability. Number of students in class: 1E(29), 2D(37), 3D(36), 3E(39)</p> <p>³ BH will participate in all sessions, and also the project research assistant. ⁴Please reserve 20 more minutes on the basis of time shown for possible extension of interview</p>		

Classroom Observation Schedule (7-pages/p.2 to p.8)

Purposes of Observation:

- gain understanding on how teachers think in making a specific action or decision in classroom situations, the possible strategies and skills when they enact teaching in classroom
- explore the domains of the knowledge which are applied in the enacted practice of teaching, based on which a framework of teachers' knowledge base in teaching are developed
- understand the sample's teaching philosophy or beliefs or his/her preferred pedagogies or methods of teaching

Basic Information	
Name of School: Kwai Chung Methodist College	
Name of Observer (Please circle): * <input type="checkbox"/> Prof Lim Cher Ping(Chirp)/ <input type="checkbox"/> Dr Chan Kam Wing/ <input type="checkbox"/> Dr Cheng Chi Keung/ <input type="checkbox"/> Dr Ellen Zhang/ <input type="checkbox"/> Mr Wong Tim Yee/ <input type="checkbox"/> Dr Lam Bick Har	
Date/Time:	
Teacher's Name:	
Form/Class: * <input type="checkbox"/> 1E / <input type="checkbox"/> 2D / <input type="checkbox"/> 3D / <input type="checkbox"/> 3E	Subject Taught:

*Please put a ✓ at the appropriate box



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A. Observation Notes Taking *(Please use additional sheets if needed):*

Classroom Events that you wish to confirm, looking for more info, and wish to discuss and have comments

Time (events)	The Event(s)	Your comment(s) or Questions to be follow up in the interviews	Notes for reference



B. Researcher's Reflective Record (1 page)

Purpose: this helps individual researchers to consolidate about the overview of the teachers and their understanding about the “procedural knowledge” (what knowledge domains they make use in that particular class, and what is the specific strategies you learn from the teacher in handling classroom teaching)

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Remarks
(i) Do you think the sample has strong subject disciplinary knowledge?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(ii) Do you think the sample handle the classroom well?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(iii) Do you think the sample's teaching is “learner-centred”?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(iv) Do you think the sample concerns about diversities in classroom teaching?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(v) Do you think the teachers are reflective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(vi) Do you think the teachers are effective?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
(vii) a. What knowledge domains/skills the teachers used and adopted in the lesson? Please tick in the <input type="checkbox"/> b. Please comment on his/her performance of each checked specific knowledge domain: Please rate by putting 1, 2 or 3 in the bracket next to the box, 3 indicates impressive and 1 indicates not favorable. *PCK refers to “the special amalgam of content and pedagogy” (Shulman, 1987), specifies in “blending of content and pedagogy into understanding of how particular topics, problems, or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction.	<p>Subject knowledge<input type="checkbox"/>() curriculum knowledge<input type="checkbox"/>() assessment knowledge<input type="checkbox"/>()</p> <p>knowledge about learners<input type="checkbox"/>() knowledge of educational context<input type="checkbox"/>() *pedagogical content knowledge(PCK)<input type="checkbox"/>() reflective capacity<input type="checkbox"/>()</p> <p>others (please state): _____</p> <p>_____</p>				



Interview Schedule (1 page)

Clarifying the main point(s) of the Lesson

- ✧ Ask teachers to make comment on his/her **objectives** and **intention** for the lesson

Philosophy/Personal Beliefs about Teaching

- ✧ Identify any particular **considerations** on the planning and preparation to check on their principles or philosophy of teaching behind (questions such as):
 - What are your key concerns in your teaching plan?
 - What are the rationales or principles that guide your planning and teaching a lesson?
 - What do you think are the aims of teaching (the subject and in general)?

Checking Teacher's Knowledge and Thinking

- ✧ Based on researcher's own observation record, what are the critical situations that:
 - ✓ you think you shared the sample's idea, let the teacher confirm it
 - ✓ you think you would like more information about the theories the sample applied
 - ✓ you think you want more explanation as you may not understand or you may not agree about the way the sample handle the situation(s)

Reflective Capacity

- ✧ Reflect on the lesson as a whole in the light of the original objectives
- ✧ What are the **strengths** and **weaknesses** of the lesson you just delivered?
- ✧ Ask if any **changes the teacher** would be implemented in future classes on the same topic

Ask **generic questions** that probe sample to explain their beliefs (e.g.):

- ✓ Do you think interaction is the key elements in teaching?
- ✓ Do you think the diversities of learners are a key issue in planning the lesson?
- ✓ Do you think the subject matter is important to your planning in teaching?
- ✓ Do you think teaching method/teaching activity is important? and you usually spend a lot of time in developing strategies for teaching?

C. Overall Reflection (2 pages)

(preferably this is to handle after each session and make an overall view in the last observation) (2 pages/p.10 to p.11)

In terms of teacher knowledge/skills, what do you think is/are the key aspect(s) you found from the sample you observed?

What comments you have for the sample in terms of her/his teaching philosophy? (agreed/impressive/disagreed and why)

Do you want to have more understanding on the sample you observed, in what aspects and why?

Other comments (most impressive aspects about the sample in his/her teaching: