

# Learning Noticing

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# *Learning Outcome:*

To develop pre-service teacher's  
ability to notice own teaching.



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# Write down what you notice on VBLC

Topic: Increase mass of plant

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# Noticing Abilities (van Es & Sherin, 2002)

1. To identify noteworthy events of teaching and learning (“call-outs”).
2. To use evidence from the video to support call-outs.
3. To interpret the events noticed in the video.
4. To provide suggestions for how teachers may deal with similar pedagogical challenges in the future.

~~×~~ Descriptive

~~×~~ Evaluative



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# Write down what you notice on VBLC

Topic: New plant parts in Photosynthesis

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# References

- van Es, E. A., & Sherin, M. G. (2002). Learning to notice: Scaffolding new teachers' interpretations of classroom interactions. *Journal of Technology and Teacher Education*, 10(4), 571-596.



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# My noticing

- It seemed that student did not understand the concept of noticing.  
✓ "Call-out"
- They asked the steps of noticing and made incomplete noticing about Video 2.  
✓ "Evidence to support call-out"
- My explanation is not clear and well structured.  
✓ "Interpretation"
- Reteach with more examples to illustrate the concept.  
✓ "Possible solutions"



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# Exercise noticing (van Es & Sherin, 2002)

## Call-out: Student Engagement

Evidence to support call-out

Although several students volunteer answers to the initial question, many were reluctant to vote (a technique I employed to increase their engagement!) and relatively few took part in the first phase of the discussion. On the videotape, students are inactive, sometimes even leaning over or to the side in relaxed poses.

Interpretation

As discussed above, I believe a major part of this disengagement may have been due to the timing of the lesson—they were tired after a long day—and the relatively high-level, abstract nature of the question presented. In the future, I would probably want to present this lesson earlier in a more

Potential solutions

concrete setting to alleviate these problems. Alternatively, I could employ group techniques to increase participation—for example, by having small discussion groups write their answers on whiteboards or on paper before sharing them with the class. (QL-winter)



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# Key points

- Noticing involves identifying what is important in a teaching situation.
- Noticing involves making connections between specific events and broader principles of teaching and learning.
- Noticing involves using what one knows about the context to reason about a situation.



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# Peer Feedback on Louis's Noticing



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# 4 aspects of classroom events

- Pedagogy
- Student thinking
- Teacher's roles
- Discourse



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# Pedagogy? Student thinking?

## Teacher's roles? Discourse? (van Es & Sherin, 2002)

### Pedagogy

The lesson, however, broke down in several ways. The discussion was so lively that most of the students failed to do what I instructed them to do which was to plan their strategy and put something down on their notebook paper for me to grade. I saw a classroom full of wonderful thinkers so I also forgot about that written assignment. Also, I wanted to use what I call a “speaking ball” so that only one person who held the ball would speak. I was not strong enough about enforcing this rule. There was discussion all over the place, yet there was just one ball. I see this as both failure and success. The failure is due to the fact you cannot understand the words because so many students are talking and the success is due to the level of engagement. I felt I needed to continually repeat what the students were saying because many of the students could not hear what was being said. (ET-



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# Pedagogy? Student thinking?

## Teacher's roles? Discourse? (van Es & Sherin, 2002)

### Teacher's Roles

### Discourse

Next, I see myself acting as a moderator by rephrasing students responses so that the whole class could be aware of the current state of the conversation. This happens when I say, “Ok, Don said if we drop the tube in there we can figure out if they’re the same thing by whether they stayed in the oil or stayed in the water. Oliver, tell him if he is right?” By defining and focussing the results of the experiment, I hope to increase the level of communication between myself and my students. (KM-winter)



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# Pedagogy? Student thinking?

## Teacher's roles? Discourse? (van Es & Sherin, 2002)

### Student thinking

Next, I observe a student making a hypothesis, not about where the tubes might float in the cylinder, but how, if any, the additional weight of the vial could affect the final outcome. Martin starts questioning the fact that there are tubes being used in the experiment when he says, “Because the glass and that rubber thing on top, all that might change the...density of the stuff inside.” I believe the student has analyzed a possible scenario in his mind and in doing so, is trying to eliminate an outside variable which is the container.



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# Notice the four aspects in Video 3 on VBLC

Using a historical approach for the idea of increasing mass

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# Pedagogy? Student thinking? Teacher's roles? Discourse? (van Es & Sherin, 2002)

- Pedagogy
  - ✓ She questioned, explained, calculated...
- Student thinking
  - ✓ Student said no (mass not from soil) > thinking what?
- Teacher's roles
  - ✓ Moderator? Lecturer? Facilitator?
- Discourse?
  - ✓ Limited in the short episode



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