



EDUCATIONAL AND PSYCHOLOGICAL ASSESSMENT IN
TEACHING PRACTICE – PSYCHOLOGICAL PART

Contact

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- **E-mail:** In message subject please specify the code of the course (e.g. SZ6646 Educational and Psychological Assessment in Teaching Practice)
- MS TEAMS
- **Office hours** (online via TEAMS):
 - mainly Fridays (by prior e-mail agreement)
 - other weekdays too 😊 (by prior e-mail agreement)

Literature

Educational testing and measurement : classroom application and practice

Tom Kubiszyn

(library)

- Standards for educational and psychological testing *(library)*
- The SAGE international handbook of educational evaluation

Katherine E. Ryan - J. Bradley Cousins *(library)*

- Educational evaluation, assessment, and monitoring : a systemic approach

Scheerens, Glas a Thomas *(library & elportal)*



Lecture lead by a psychologist - schedule

24. 11. - 16:00–18:50

Topics that will be introduced:

- The use of diagnostics and its goals
- **Observation**
- **Diagnostic interview**
- **Case history**
- **Self-diagnostics in teacher's work**
- **Counseling system in Czech education**



Studying during the course of semester

- Lectures
- Interactive syllabus
- Home assignment
- Individual consultations



😊 VOLUNTARY 😊

- **observation sheet + observation of a child / 2 child observations**
 - Deadline: **December 15** (send to a lecturer via e-mail)
 - It is possible to ask lecturer for an advice or supervision
- **diagnostic interview**
 - Deadline: **December 15** (send to a lecturer via e-mail)
 - It is possible to ask lecturer for an advice or supervision



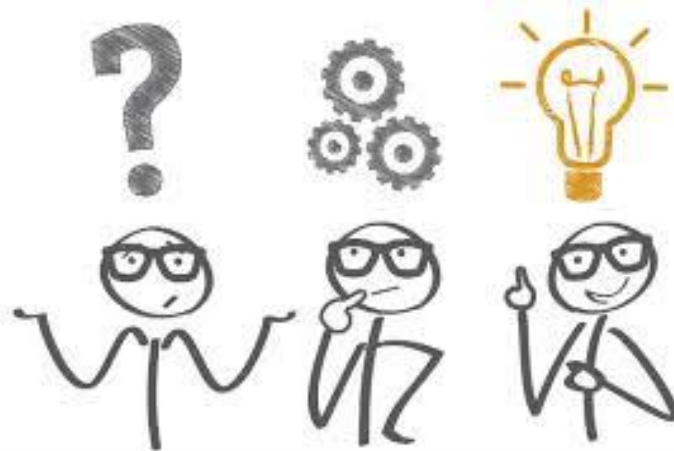
DIAGNOSTICS (ASSESSMENT)



What is assessment?

Process of collecting information for the purpose of making decisions

(solve a problem, collect information about student, etc...)



ASSESSMENT PROCESS

- 1) set a clear goal
- 2) select appropriate assessment tools
- 3) administer tools in a right way
- 4) interpret results appropriately
- 5) Make a conclusion



1) set a clear goal (that we want to attain and measure)

„Students will learn about the WWII“

Better

Students in this semester will learn:

- dates & names of most important battles
- causes of WWII
- differing perspectives – german/ czech
- daily experiences of soldiers



SMART GOALS

15 years old student with **school phobia** refusing to go to school for 9 months. Student has also extreme social phobia (as a consequence of social clumsiness and bullying), developing agoraphobia, significantly impaired daily routine, moderate depression.

„I will start attending school again.“

- **At the end of hospitalization:**
 - I will be able to visit school 5-times a week eventhough I will have some fears and anxiety
 - I will be able to use assertive techniques in communication with other people
 - I will understand the background, causes and triggers of my problems
 - I will be able to use calming techniques in times I am anxious
 - I will repair my daily routine and make a timetable that I will follow

2) select appropriate assessment tool

How to measure the capacity for logic, understanding, self-awareness, learning, emotional knowledge, reasoning, planning, creativity, critical thinking and problem solving?

IQ TEST

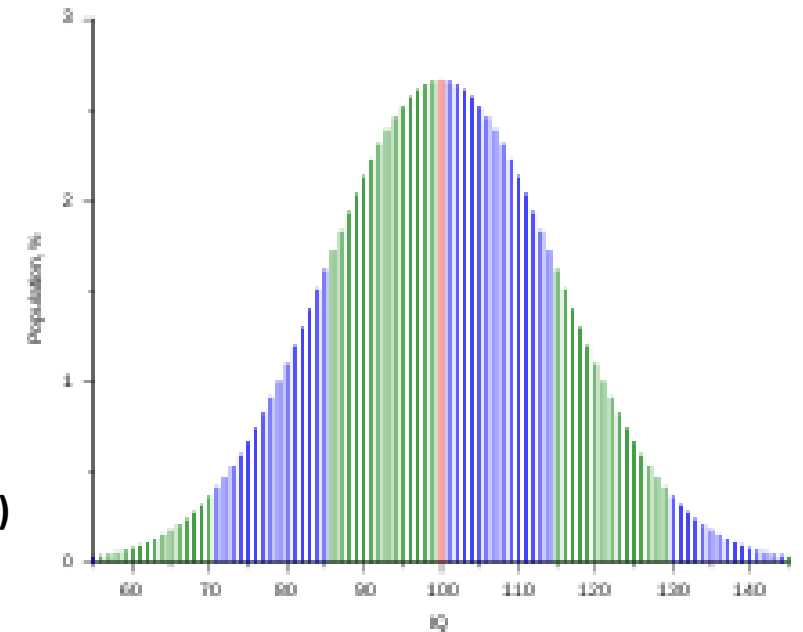
But...how about exceptional cases?

- severe psychosocial deprivation
- different cultural and language background

OBSERVATION IN REAL LIFE

adaptive skills

- conceptual (language skills, school trivium, memory)
- social (empathy, social reasoning, communication, ability to establish relationships)
- practical (self-sufficiency, work responsibilities, money management, task organization)



3) administer tools in a right way

- enough time
- appropriate conditions
(anxious child in front of the blackboard)
- appropriate aids
- according to standardization



4) Interpret results appropriately

- intuition XXX standards (subjectivity xxx objectivity)
- set the criteria
- standardized tests



5) make a conclusion

(adjust instruction, enhance motivation, communicate the results)

- think carefully
- based on theory
- put in the context of a child
- prepare evidence based intervention



Why do we test (assess/ diagnose) ?

- help in decision making
- to adapt learning process
- to help the person who is assessed

XXX

SENSATION SEEKING



What can be tested (assessed/ diagnosed) ?

- knowledge
- differences between students
- reasons for differences between students
- strengths and weaknesses of the student
- effectivity of teaching
- attitude toward education
- behavior and it's reasons



Rigorous assessment vs. personal judgement

Personal judgement – flaws :

- good and bad days
- biases
- outside pressures
- faulty perceptions



What is his diagnosis?

Tom is 8 yrs old, during the lecture he can not sit still, sometimes he is daydreaming, he forgets things, has trouble focusing. When teacher ask question he does not raise his hand, he simply shout answer out loud. He is also interrupting girls in front of him. When he is warned by teacher he acts emotionally very instable and impulsive. His self-confidence is very instable.

ADHD

What is the diagnosis?

Johnny is 9 years old, during the lecture, he walks around the class, when teacher tells him to sit down, he can sit maximally for five minutes. He is very hyperactive, talk very fast, he makes impression his thoughts are running. During the break he touches girl's bottoms and „breasts“ and laughing loudly. His mom says he has so much energy that he can sleep only four hours and he is still full of energy. He also has problems with focusing on what is taught.

BIPOLAR DISORDER (MANIC EPISODE)

MISINTERPRETATION

Tom is 8 yrs old, during the lecture he can not sit still, sometimes he is daydreaming, he forgets things, has trouble focusing. When teacher ask question he does not raise his hand, he simply shout answer out loud. He is also interrupting girls in front of him. When he is warned by teacher he acts emotionally very instable and impulsive. His self-confidence is very instable.

Johny is 9 years old, during the lecture, he walks around the class, when teacher tells him to sit down, he can sit maximally for five minutes. He is very hyperactive, talk very fast, he makes impression his **thoughts are running (RACING THOUGHTS)**. During the break he **touches girl's bottoms and „breasts“** and laughs loudly (**SEXUAL DESINHIBITION**). His mom says he has so much energy that he can **sleep only four hours (DECREASE NEED FOR SLEEP)** and he is still full of energy. He also has problems with focusing on what is taught

Counseling in Czech education system



Psychological professions and education

- School psychologist
- Counseling psychologist
- Clinical psychologist
- Therapist
- Other professions:
 - Child psychiatrist
 - Pediatrician
 - Social worker



School psychologist

Psychology programme graduate

SPECIALIZATION:

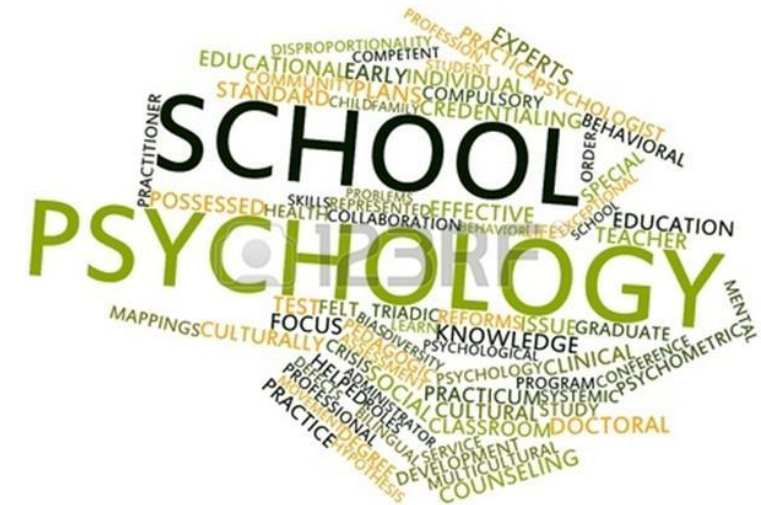
prevention of school, learning and educational difficulties

JOB DESCRIPTION:

counseling, school diagnostics, caring for pupils with special needs, working with school counseling facilities

OTHER

- Key role in mental difficulties detection
- working with classroom



Counseling psychologist

Psychology programme graduate



SPECIALIZATION:

prevention of school, learning and educational difficulties

JOB DESCRIPTION:

consultancy in the field of school, educational and professional counseling, in these areas also performs the appropriate psychological diagnostics

OTHER

Work in school counseling system, diagnostic institutes, educational care centers or special pedagogical centers.

Clinical psychologist

Psychology programme graduate

5 yrs attestation – adult clinical psychologist

2 extra yrs attestation – child clinical psychologist



- **ATTESTATION MEANS:** *5yrs of practice in hospital + supervision, courses, exams*

SPECIALIZATION:

Mental health and mental disorders

Child psychiatrist

Medicine programme graduate

- 5 yrs attestation – adult psychiatrist
- 2 yrs attestation – child psychiatrist

(180 doctors / 86 older than 65)

SPECIALIZATION:

Mental health and mental disorders

JOB DESCRIPTION:

psychiatric examination (physical examination, interview with child and parent, questionnaires and other psychodiagnostic methods)

MEDICATION PRESCRIPTION



Social worker

- Divorce/ parent disagreement
- Mediation of contact with the other parent
- Insufficient care of parents and other persons responsible for upbringing
- Child abuse and neglect syndrome (CAN syndrome)
- Substitute family care
- Control of institutional education and other extra-family care
- Social investigation in the family



A Social Worker protects the children

Social curator

- Crime and delinquency caused by children and adolescents
- Socio-pathological phenomena in the school environment - truancy, inappropriate behavior, aggression, bullying and cyberbullying
- Problematic behavior of the child in the family - disrespect of parents, aggression towards parents, escapes from home, wanderings
- Control of institutional education, social investigation
- Substance abuse
- Prostitution
- Other specific forms of problematic behavior



Organizations cooperating with schools

- Educational care centre
- Special educational centre
- Child protection authority (OSPOD)



Educational care centre

- psychological examination and counseling of **preschool children with educational problems**
- assessment of the level of **school maturity** and recommendations for improving the school readiness of children before entering the 1st grade
- orientational and comprehensive examination of school maturity, assessment of the suitability of postponement of school attendance
- diagnosis of **educational and learning difficulties and recommendations for appropriate methods to help students**
- assessment of **learning potential**
- individual **consultation with parents**
- individual **consultations with teachers**



Special educational centre

- **counseling** in the field of education of **pupils with disabilities** and provision of methodological support to the school

Clients:

- pupils with disabilities integrated in schools and school facilities
- pupils with disabilities and pupils with disabilities in schools, classes, departments or study groups with adapted educational programs
- pupils with disabilities in special primary schools and children with profound mental disabilities.

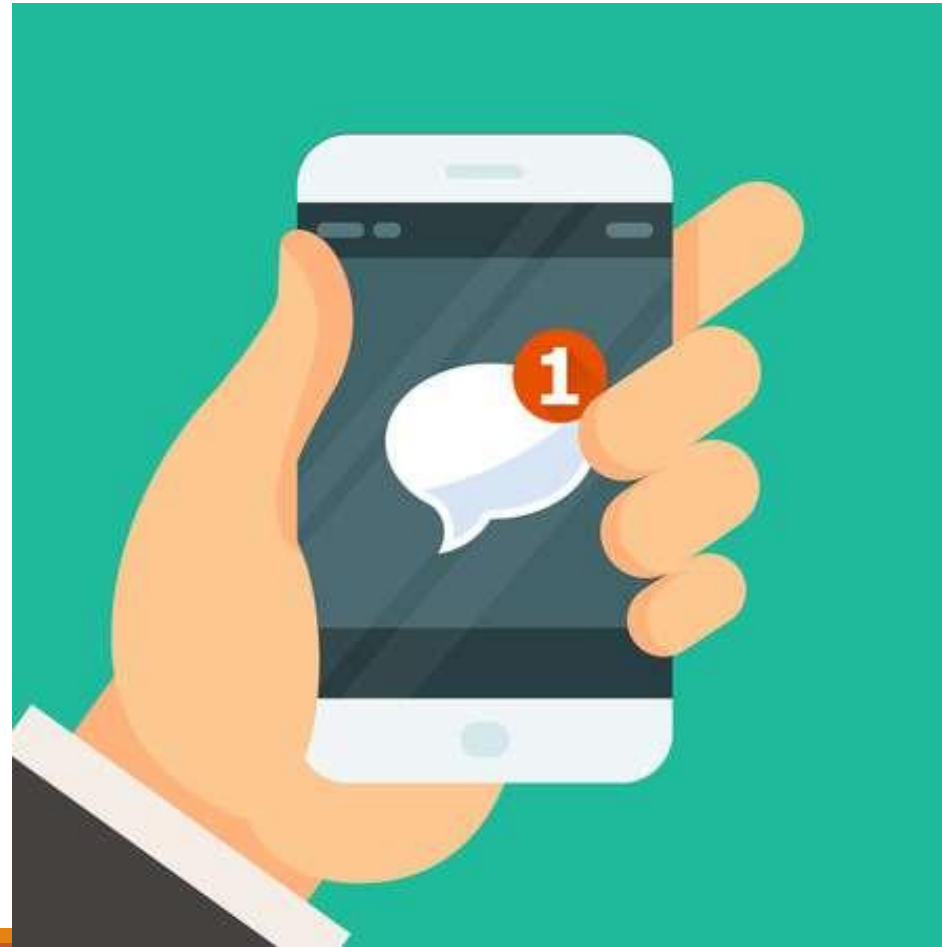


POSSIBILITIES OF COOPERATION BETWEEN SCHOOL AND COUNSELING SYSTEM

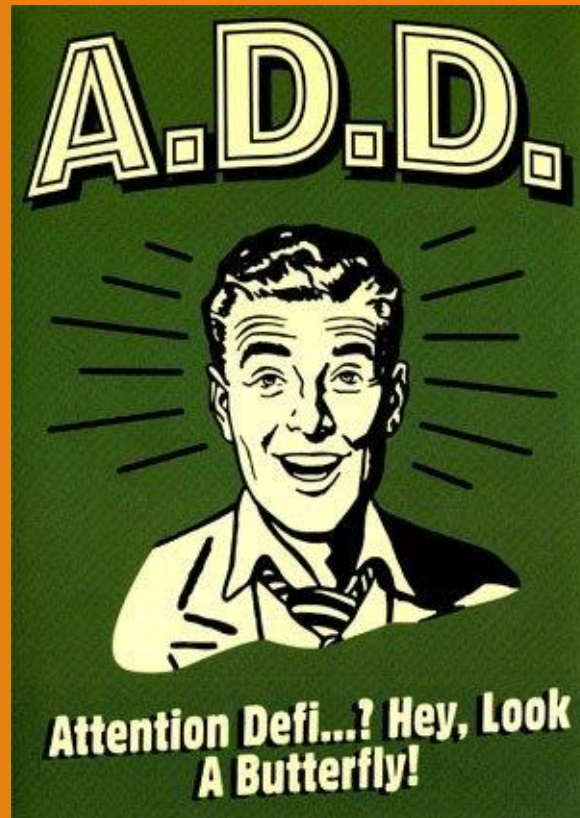
Providing information



Requesting of information



ADHD + diagnostics



ADHD

➤ Inattention

- Fails to give attention to details
- Difficulty sustaining attention
- Does not seem to listen

➤ Hyperactivity

- Aquirms in seat
- Leaves seat

➤ Impulsivity

- Blurs out answer before question
- Got into fights
- Interrupts, intrudes others
- **Boredom** (unable to play, or engage in activities appropriately or quietly)



ADHD

Important to distinguish from other difficulties:

- Beginning before 7 years of age
- Symptoms persistence (min. 6 months)
- Occurs in at least two different environments

Important to bear in mind that:

- The manifestations are variable - depending on the maturation of the brain
- Not related to the child's intelligence (although as a result it is associated with impaired school performance)

6 -10 %

What could be confused with ADHD

- Psychosocial deprivation
- Bipolar-affective disorder
- Anxiety
- Depression

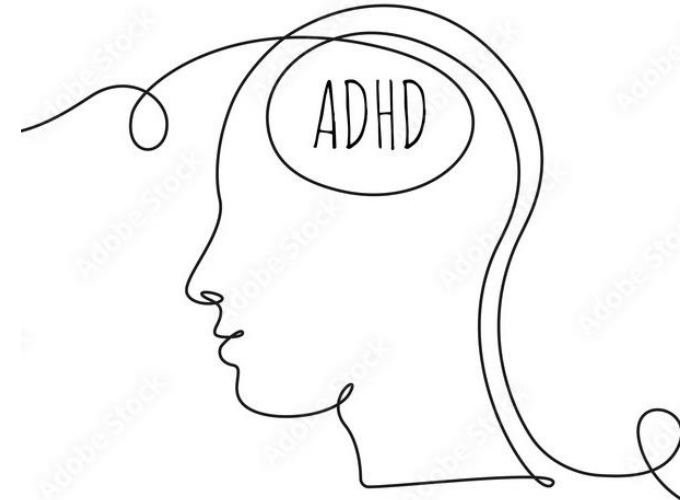
+ none of the children with ADHD is the same

How the diagnostic process could look like?

- Collecting anamnestic data
- Observation
- Diagnostic interview

Administer specific tests:

- IQ
- Cognitive functions
 - Attention
 - Memory
 - Executive functions



Collecting anamnestic data

„Anamnesis = 50 % of the diagnosis“

- WHO?
 - Parent
 - Teacher
- HOW?
 - Standardized questionnaire
 - Interview
 - Data from observation

Diagnostic interview



Intelligence tests

WISC III - Wechsler Intelligence Scale for Children

IDS – Intelligence and Development Scale

SON-R

WJIE – IV

Stanford-Binet's Test

(Raven's Progressive Matrices)

Tests of cognition

- Trail making test
- Numbers in square test
- Auditory Verbal Learning Test
- Rey-Osterrieth Complex Figure Test

CASE HISTORY AND CONCEPTUALIZATION



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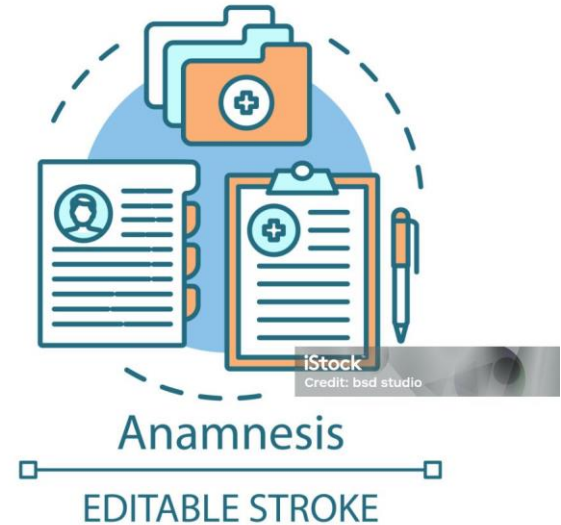


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Why to make a case history?

- Helps us to put behavior into context
(Goes beyond observable behavior – to the roots)
- Facilitate understanding of a child
- Helps in diagnostic and intervention process



How to make a case history and conceptualization?

FORM

- Mind map
- Inventory (full text)

SOURCES

- Parents
- Colleagues
- Other professionals
- Child
- Diagnostic tools

IMPORTANT

We constantly work with hypotheses = case history needs constant revision



Case History

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Knowing = understanding

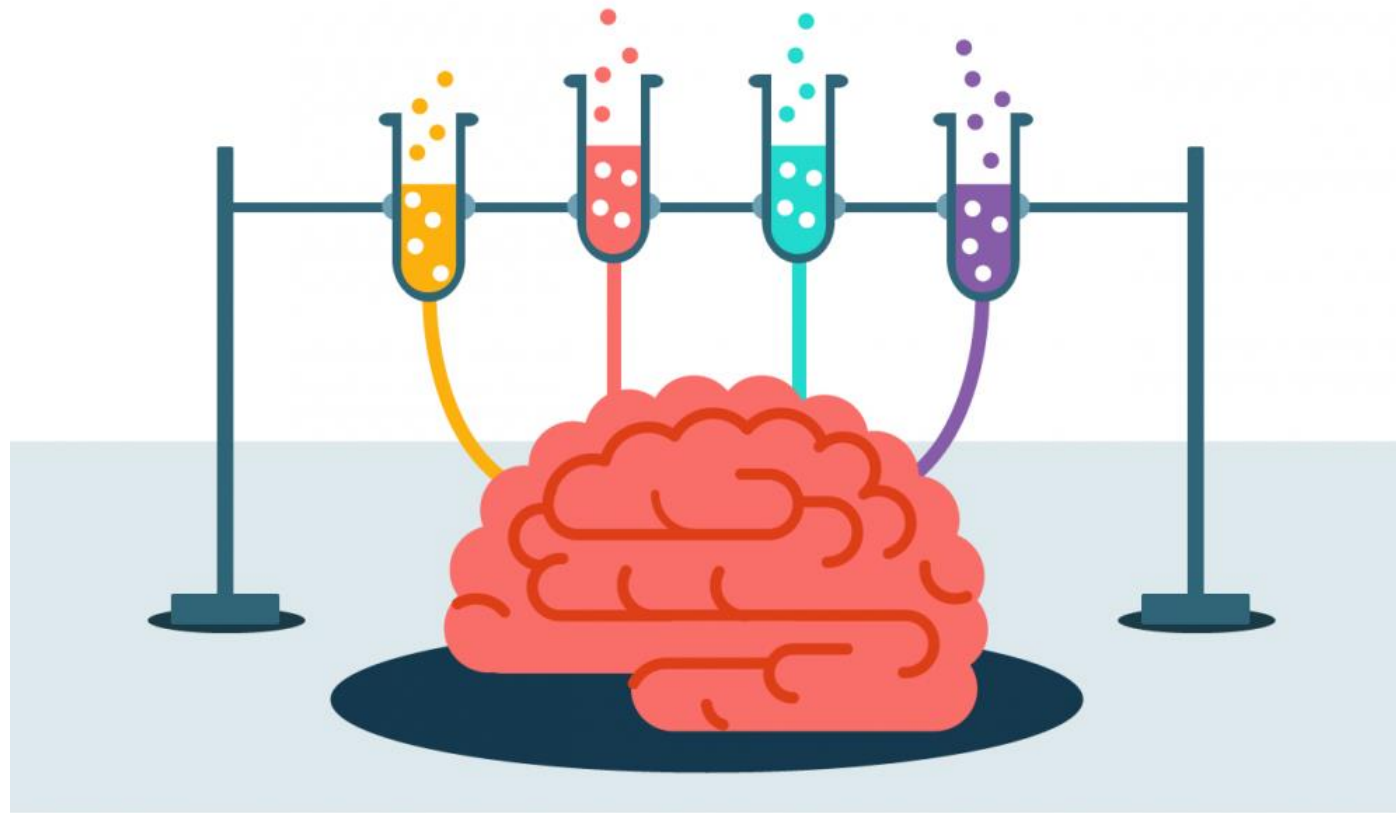


Understanding = influencing in a right way

POSSIBLE CONTENT

- personality traits
- attitude towards school and education
- work & involvement in lessons
- Classmates relationships
- relationships with teachers
- behavior problems
- Strengths + school achievements
- possible causes of school failure
- family environment
- Parent-school communication
- Leisure time and hobbies
- Specific Learning Disabilities
- Health impairment or disability
- classification in other subjects

A little brain teaser



Personality traits

purposefulness

ambition

diligence

perseverance

patience

care

dexterity

tolerance

adaptability

responsibility

laziness

intolerance

dominance

enviousness

impulsive

aggressiveness

incredulity

influenzability

blame

self-control

(good / low)

self-confidence

(adequate / high / low)

Attitude towards school and education

interest

responsibility

activity

differences in subjects

the need to encourage
learning

negativism

failure to fulfill obligations

excuses

truancy

Lack of interest towards
education

denial of duties

forgetting aids

avoidance of liability

Work & involvement in lessons

active / passive / none

independent

special motivation is needed

Needs teacher's help

Needs direct management

needs for rigorous control

avoidance of work

cooperates with the teacher

cooperates with classmates

does not cooperate

concentrated / inattentive

(occasionally / frequently / permanently)

effort / any effort

Playing during lesson

Disturbing lesson

(occasionally / continuously)

Classmates relationships

friendly

Tolerant/intolerant

apathetic

trusting / distrustful

Helpful

Frequent conflicts

(verbal / physical)

contradictory relationships

cooperates / does not cooperate

Position in the collective

leader / inferior

social isolation

have / does not have a friend

loner

popular / unpopular

a target of bully

subordinate

Easily influenced

Relationships with teachers

respect / does not respect authority

ignores authority

respects / does not respect instructions

indifference

fear

Intolerance

aggressiveness

negative attitude

trustful / distrustful

varies considerably between individuals

submissiveness

manipulation

Behavior problems

attention problems

hyperactivity

disturbing in the lesson

showing off

attracts attention

lying

frauds

thefts

threats

bullying

truancy

running away

infantile behavior

verbal aggression

physical aggression

problems in social relations

mental problems

Possible causes of school failure

reduced intellect

insufficient effort

attention deficits

frequent absence

lack of interest in education

problems in relationships with classmates

family support is missing

Family environment

Family

Complete – original

complete

incomplete

Foster care / adoptive
care

Institutional care

Family environment

stimulating

indifferent

emotionally positive

emotionally negative

alternately

stable background

Educational approaches

complete freedom

adequacy

stringency

penalties

abuse

disunity

inconsistency

protective

Parent-school communication

Contact

none

only class meetings

frequent

occasional

on request

parents are initiative

Relationship & cooperation

friendly

good cooperation

very problematic

contradictory

negative

Leisure time and hobbies

music

reading

movies

TV / DVD

PC games

Internet

PC technology

PC technology

handcrafting

art work

nature

Bunch/gang/crew

sport

Other...



DIAGNOSTIC INTERVIEW (DI)

Why is **DI** so important?

Diagnostic interview is the **most common, most natural** and probably the **first** way of gaining information relevant for educational and teaching process...

DI

=

one of the most difficult diagnostic processes

EVENTHOUGH IT LOOKS EASY AND NATURAL....

- very different from casual conversation

- Focused purpose
- Clearly defined roles (teacher & student)

- no predefined scheme

- requires skills, experience, knowledge

GOALS:

- obtain information relevant for diagnostic process and educational planning
- establish contact with a child, deepen the student-teacher relationship



Teacher's behavior during an interview

MAIN PURPOSE: CREATE A SAFE ENVIRONMENT

- no judging or forgiving – simply accepting

~~„It is alright that you hit him, just continue please...“~~

(I am saying this because I need the whole story, not because I really agree that it is alright)

- acting:

- Tactful and considerate

~~„Do not worry you can talk about being bullied in front of the classroom. I am here so the bad boys can not hurt you.“~~

- Patient

~~„Come on, I really know it is hard for you to talk about being bullied but we only have a break for it....“~~

- acting:

- Flexibly

„I commonly do not take students to my office, but the problem you are talking about deserves it.“

- Inventive

„I see it is hard for you to talk about it, lets play with some toys...“

- NO cunning tone
- NO artificial adaptation to the language of child

What we do not need for the process of education, or for the intervention we do not have to ask....

Non-verbal component of the interview

ACTIONS SPEAK LOUDER THAN WORDS...

Vitally important

Helps to interpret inner world of the child (especially in smaller kids)



I am
fine....



I am
fine....



I am
fine....

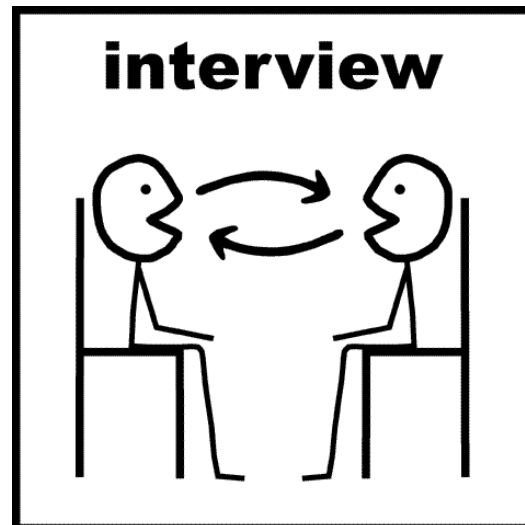
Types of **DI**

- **SMALL TALK**

Not in textbooks, but very valuable in everyday practice

- **FOCUSED**

- **ESSAY**



What can interview tell us?

information about the inner world that observation could not provide:

- opinions
- attitudes
- wishes
- concerns
- developmental stage (moral, cognitive, etc.)

Deeper insight into the case of the child

Context of an interview



In a diagnostic interview it is not important only what we say....

but also how we say it....

how we act before an interview....

How we act during the interview.....

and how we act after the interview....

Techniques of conducting an interview



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1) questioning technique

Open-ended questions; try to avoid WHY questions; more valuable are HOW questions

Direct questions

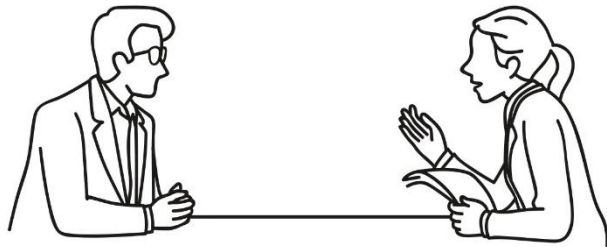
Indirect questions

Projective questions

2) simple acceptance

Nodding (example – phone call)

Techniques of conducting an interview



3) capture and clarification

„I am not very good in PE.“

„Are you rather a studying type?“

4) paraphrasing

„I suck at math, I am totally hopeless.“

„You think, you are not very good at math.“

5) interpretation

„I have three F in math.“

„ You have problems in math.“

Techniques



- Magical techniques
- Sorcerer with a magical wand
- Miracle question
- Transformation of a child into an animal

What is the difference between those questions?

Do you have any good friends in your classroom?

Which friends from your classroom would you take with you if you would have to stay at a deserted island?

What is the difference?



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What this question can tell us?

What would you like to do for living when you grow up?

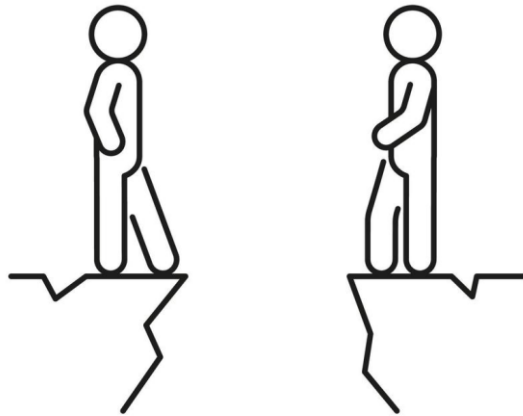


Interviewing children via essays



Problems in DI

- Child refuse to talk
- Child manipulates the truth / lies
- Not enough time
- Revealing a serious topic



Reasons for lying....

- FEAR (from punishment, detaching from community)
- BENEFIT (to gain advantage)
- ATTRACT ATTENTION
- COURTESY
- COMPASSION
- TACTICAL REASONS (influencing things that are going to happen)
- SHAME
- Missing knowledge, infatility
- FORGET THE FACT, GO WRONG (make a mistake)



VOLUNTARY HOMEWORK DIAGNOSTIC INTERVIEW



Diagnostic interview - template

- Introduction
- Aim of an interview
- Consideration of ethical and respondent's safety aspects
- Observation
- Transcription of an interview
- Discussion & conclusion
- Resources



Diagnostic interview - template

- **Introduction**

- (approx. 1/2 page)
- Introduction of the child, circumstances of the interview

- **Aim of an interview**

(the aim of an interview should be to: get more thorough knowledge of the child, to adapt learning process, to help child overcome its problems, to find out how to strengthen the positive behavior,....during determining your aim, BE AS SPECIFIC AS POSSIBLE)

- (approx ½ page)

- **Consideration of ethical and respondent's safety aspects**

- (max ½ page)
- How did you describe the purpose of the interview to the child & parents, how did you inform the child & parents about audiorecording, did you anonymize the respondent, what will you do with audiorecording, etc....

- **Observation**

- (approx. ½ page)
- A record of the child's observation during the interview

Diagnostic interview - template

- **Transcription of an interview**

- Transcription of your and respondent's reply

- **Discussion & conclusion**

- Your thoughts and conclusion from the interview that you put in the context of the child and your previous information about him
- (approx 1-2 pages)

- **Resources**

- List of the resources you used for preparation for the interview



Transcription

EDITABLE STROKE

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Possible focus of DI

- **Getting to know child in general**

- Information about family, hobbies, free-time activities, home preparation, temperament, preschool age, school in general,....

- **Focus on a specific problem**

- Solve problems in some subject (source of the problems, attitude of the student, learning style and habits, home preparation, role of parents, relationship with the teacher, things student tried to overcome the problems, etc...)
- Hobbies and activities (what does student do in free time, how this is useful for him at school, general development, what he wants to do in future,....)
- Future profession...

The topic you choose depends on you, the only condition is that it must have the aim specified on slide above

Diagnostic interview - recommended process

Study the topic of DI - find out the respondent – discuss the purpose of DI, if student would agree – discuss his needs – agree on topic of DI – prepare questions – meet in proper conditions – conduct an interview – transcript DI – write the seminar work



OBSERVATION

BRIEF DEFINITION

“You see, but you do not observe.”

- *Sherlock Holmes*-



“Where observation is concerned, chance favors only the prepared mind.”

- *Louis Pasteur*-

An assessment technique whereby one observes student in his natural environments.

The **systematic** process of recording the behavioral patterns of people, objects, and occurrences as they are witnessed.

MORE DETAILED DEFINITION

Observation is a systematic data collection approach. Researchers use all of their senses to examine people in natural settings or naturally occurring situations.

Observation in a class settings often involves:

- prolonged engagement in a class or social situation
- clearly expressed, self-conscious notations of how observing is done
- methodical and tactical improvisation in order to develop a full understanding of the class
- Conveying attention in ways that is in some sense 'standardized'
- recording one's observations

BASIC CHARACTERISTICS OF A GOOD OBSERVATION



Good observation is:

- Systematic
- Specific
- Objective
- Recorded immediately
- Verifiable

6 differences between ordinary teaching and observation during teaching

- 1) Purpose:** Teacher simply does the activities, observing teacher observes te purpose of activities
- 2) Explicit awareness:** Teacher normally filters out much of what goes on in an activity, but not as an observing teacher
- 3) Wide-angle lens:** Observing teacher takes in a much broader spectrum of information
- 4) Insider/outsider experience:** Teacher not only does the activity but also observes what people around him are doing too, so he can be „insider“ and „outsider“ at the same time.
- 5) Introspection:** Teacher normally takes most of an experience for granted. As an observer he recflects the experience and his inner processes.
- 6) Record keeping:** Oberving teacher takes records of his observation.

Why to use observation in teaching process?

Observation:

- allows more detailed evidence on what actually happens in classrooms
- provides one indicator of teaching quality (teaching has more impact on pupil outcomes than any other aspect of schooling)
- can be significant predictor of attainment



Advantages of observation

Observation:

- Is natural activity
- need no extra instruments
- Easy to complete (saves time)
- helps to make working hypotheses
- Is the most direct measure of behavior
- Is focused on real life data (spontaneous behavior)
- helps with in-depth understanding of a student
- Is useful for individuals as well as groups and classroom environment
- Important part of any good assessment
- Gives you proper ground for your decisions
- Can be very flexible (teacher can change observational approach as needed)



Disadvantages of observation

➤ Observation

- Is limited only to behavior (cannot be used to study cognitive or affective variables)
- Is less reliable than quantitative and experimental techniques (but often more valid)
- Requires training (can be less accurate)
- Can not be used on every activity
- can be done only in short periods

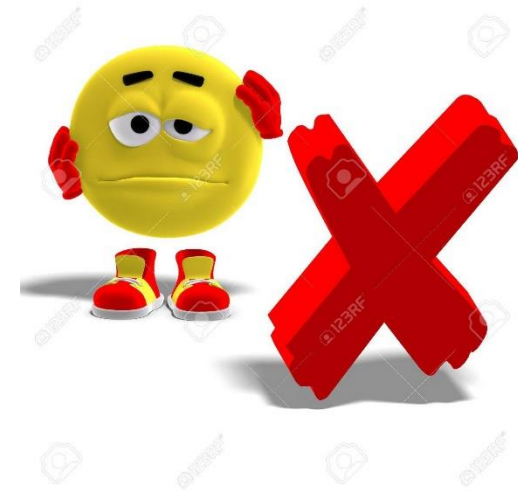
Other disadvantages

➤ No control over the situation

- behavior does not have to occur
- behavior could be overlooked
- can not map internal motivation
- complete answer to any problem can not be obtained by observation alone

➤ Subjectivity + observer biases

- Interpretation of data can be a problem (e.g.: overinterpretation)
- misattribution
- Hawthorne effect, Pygmalion effect (*see slides below*)



Types of observation

- NONSYSTEMATIC x SYSTEMATIC
- PARTICIPANT x NON-PARTICIPANT
- DIRECT x INDIRECT
- OVERT x COVERT



NONSYSTEMATIC x SYSTEMATIC

SYNONYMS: UNSTRUCTURED (NATURALISTIC) x STRUCTURED

NON-SYSTEMATIC

Simply watching and noting significant behavior, characteristics and personal interactions

Often „always“ precedes structured observation

SYSTEMATIC

Observing one or more precisely defined behaviors. Measuring behavior in certain way



PARTICIPANT x NON-PARTICIPANT

PARTICIPANT

- variant of unstructured observation
- observer is part of the group

Typical observation during the teaching process

NON-PARTICIPANT

- can be variant of either structured or unstructured observation
- observer is not involved in behavior
- **Strengths:** Data can be collected in precise and systematic way
- **Weaknesses:** some relevant behaviors may be hidden, understanding of behavior observed may also be limited

DIRECT x INDIRECT

DIRECT

- Observation of an event when it takes place
- Flexible observation that allows observer to see and record subtle aspects of events and behavior as they occur
- Observer is also free to shift places, change the focus of observation, etc.

INDIRECT

- Does not involve physical presence of observer (recording done by mechanical devices)
- Also can be focused on observing the effects or results of the behavior rather than the behavior itself (e.g. Archives, physical traces). Example can be: Wear and tear of a book indicates how often it has been read.

COVERT X OVERT

SYNONYMS: DISLOCED X UNDISCLOSED

DISGUISED X UNDISGUISED

Covert

= real identity and/or purpose are kept concealed from the group

Overt

= true identity and/or purpose are revealed



Planning – first step of observation

- Observer should carefully examine the relevance of observation to the data needed
- Decide the observation content : specific conditions, events and activities that have to be observed to require data
- For each variable chosen the operational definition should be specified
- Before the observation observer must specify:
 - Subjects to be observed
 - Timing and mode of observation
 - Recording procedure
 - Recording instruments

Recording the observation- examples of some procedures

1) Event sampling

The observer decides in advance what type of behaviour (events) he is interested in and records all occurrences. All the other types of behaviour are ignored.

2) Time sampling

The observer decides in advance that observation will take place only during specified time periods (e.g. 5 minutes every hour, 1 hour per day) and records the occurrence of the specified behaviour during that period only.

3) Instantaneous (target time) sampling

The observer decides in advance the pre-selected moments when observation will take place and records what is happening at that instant. Everything happening before or after is ignored

Guidelines for Note-taking

Don't rely on memory alone. If complete field notes not feasible, use jotted notes and then write field notes. Take notes in stages. Record everything possible

Observational techniques

Event sampling – systematic observation

How many times did the specific behavior/event occurred (how many times did student stop doing his work; raises his hand)

TALLY SHEET

- + useful to record occasional behaviors
- events may be missed if there is lot happening at once
(you can use assistant of teacher)

Event Frequency Data Sheet

Student: _____ Date: _____

Behavior: _____

(Use tally marks to note number of occurrences)

Time Period	Behavior
8:00 - 8:30	
8:30 - 9:00	
9:00 - 9:30	
9:30 - 10:00	
10:00 - 10:30	
10:30 - 11:00	
11:00 - 11:30	
11:30 - 12:00	
12:00 - 12:30	
12:30 - 1:00	
1:00 - 1:30	
1:30 - 2:00	
2:00 - 2:30	

Observational techniques

Time INTERVALS

record behavior every 30 seconds

+ reduces number of observation in time period

- observed behavior may not be representative



Recording the observation –examples of notes

- **Observation guides**

Printed forms that provides space for observations. They are particularly useful when several observers are involved or when you wish to obtain comparable information from several sites. The more structured the guide the easier it will be to tally the results

- **Recording sheets and checklists**

Record observations in YES/NO option (present/not present) or on a rating scale to indicate the extent or quality of something. Checklists are used when there are specific observable items, actions or attributes to be observed.

- **Schedule**

The data requirements are identified by analyzing the core of the problem, the objectives of observation, the investigative questions, hypothesis and the operational definition of concepts and out of the data requirements, items of data to be collected through observation are identified. A schedule is then constructed, covering those items of data.

- **Field observation log**

This may take a form of diary or cards. Each item of observation is recorded under appropriate subheading.

- **Jotted Notes**

Are used for unobtrusive observation. To record main observations, snippets of conversation, etc. Written by hand. As soon as possible after observation ends, detailed field notes are written, using jotted notes and memory as a guide.

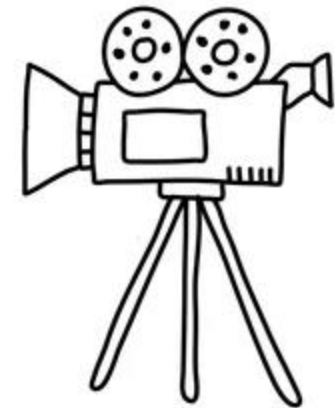
Observation X inference

Observation

- Using your senses to describe what it is you are looking at.

Inference

- Assuming something is true based on observations made.
- Conclusions or deductions based on observations.
- The process of drawing a conclusion from given evidence.



shutterstock.com · 2284500641

**In observation process record observations *NOT* inferences.
Inferences may be used when writing the conclusion in your observation report.**

Little practice

What is observation and what is inference ?



1. There is a representation of a face on one side of the coin.
2. The Latin word "Dei" means "God."
3. The coin was made by deeply religious people.
4. The date 1722 is printed on one side of the coin.
5. The coin was made in 1722.
6. The face on the coin is a representation of the nation's president.

Little practice

What is observation and what is inference ?



Answers:

1. Observation
2. Inference
3. Inference
4. Observation
5. Inference
6. Inference



This image contains a picture and a word. Do you see both of them?

Inspiration from:
<https://www.kyrene.org/cms/lib2/AZ01001083/Centricity/Domain/1992/observation%20notes.pdf>

Biases and faults of observation



OBSERVATION – COMMON MISTAKES

- wrong terminology
 - Depression X frustration
- Wrong interpretation
 - „The student was not replying to my questions, **he was in opposition.**“ X „The student was not replying to my questions, **he was paralyzed by anxiety.**“
- Overinterpretation
 - „The student does not look me in the eyes, he is not communicating with other students and he is good at technical subjects, **he has autism spectrum disorder**“
- Making theories instead of hypotheses
 - „Snapshot x whole movie“
- Forgetting about our biases
 - Stereotypes, halo effect, pygmalion effect, etc.
- Forgetting that observation is also about us, not only about students

OVERINTERPRETATION

CRYING

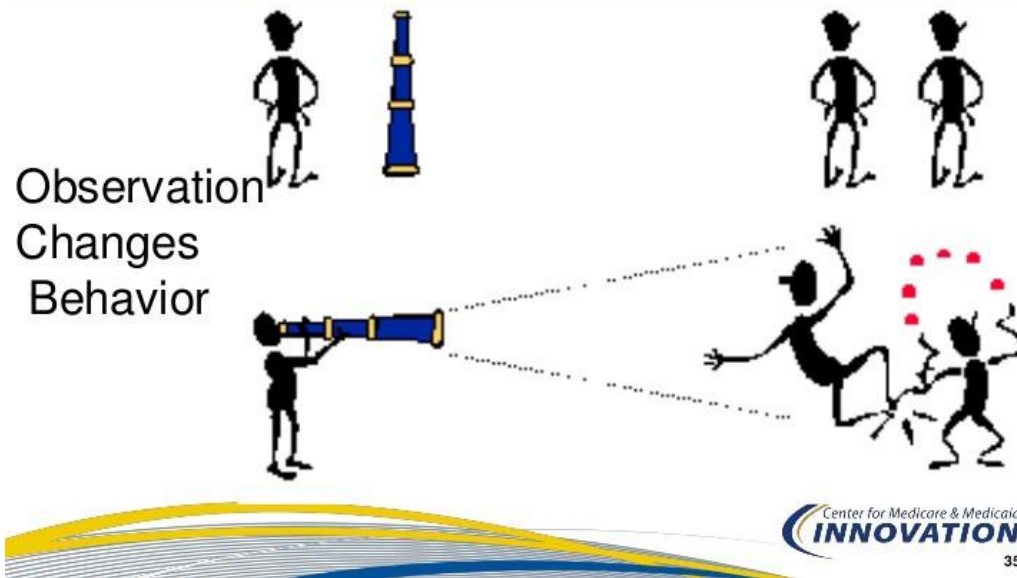


PLAY HIDE AND
SEEK

Sitting in the corner, hands covering his
eyes

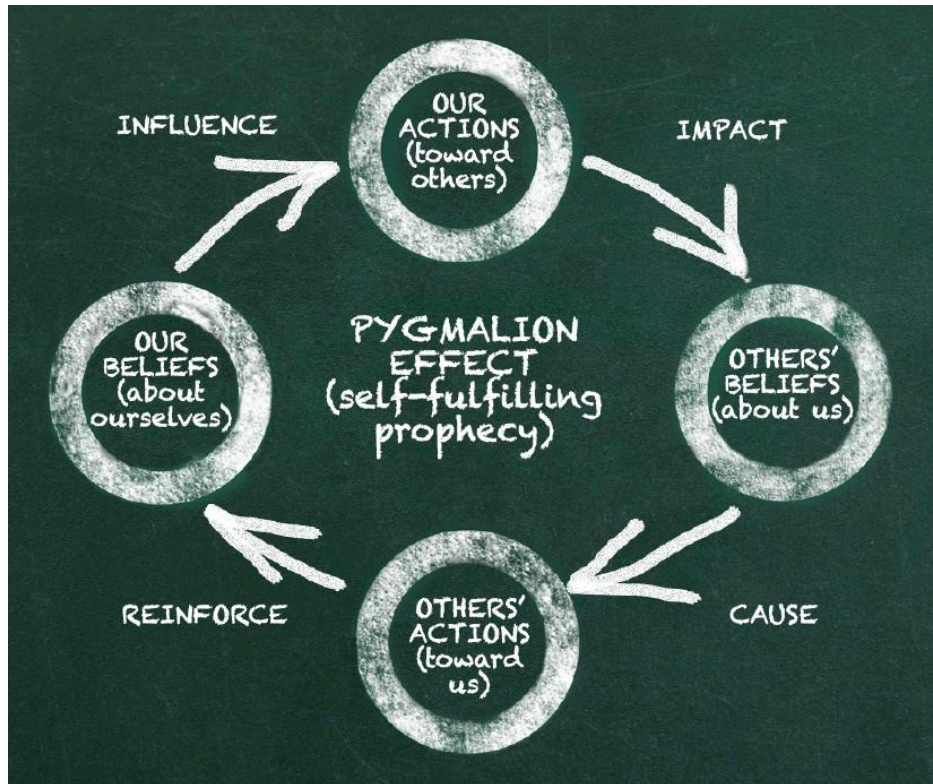
HAWTHORNE EFFECT

The Hawthorne Effect: Observation Changes Behavior



<https://www.youtube.com/watch?v=o4XX90lqT6E>

Pygmalion effect



My teacher says,
I'll pass.

Pygmalion Effect:
People are
influenced by the
expectations built
upon them.



Buzzle.com

<https://www.youtube.com/watch?v=4aN5TbGW5JA&t=64s>

Golem effect



I always knew you were going to fail.



Last but not least...a little bit of theory

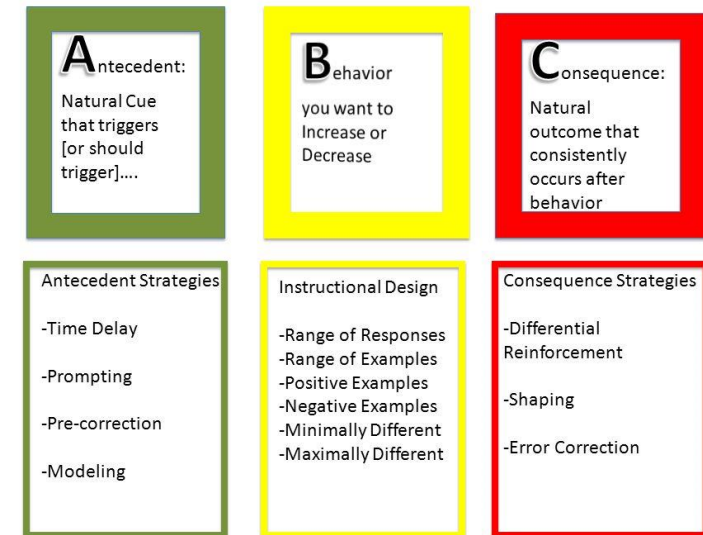
A – B – C

Allows insight into cause and effect by detailing what occurred before a behavior took place the behavior itself and consequences or events that occurred after behavior

A – Antecedent

B – Behavior

C - Consequence



Ecological assessment

Why child can get the diagnoses of conduct disorder only if it occurs at two or more different environments?

e.g.: Child is really kind and good-natured at school, gets good grades, but at home she attacks her mother, refuse to do chores, talk in bloody words, etc.

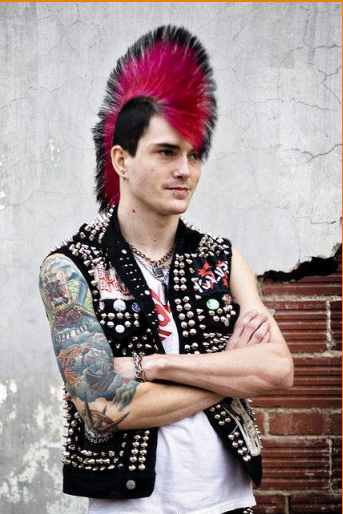
Imagine different school environments:

Classroom, playground, music class, lunch

VIDEO IS MUCH MORE THAN A PHOTO

HOMEWORK – part A

NONSYSTEMATIC OBSERVATION OF A CHILD



Voluntary homework specification

Subject:

A) child in real life (age 6 – 15)

if not possible

B) peer in real life

if not possible

C) child from a video that can be shared with teacher

Homework A specification

Observation – template

- **Introduction**

- (approx. 3 lines) Introduction of the child, circumstances of the observation

- **Aim of an observation**

- (approx 3 lines) Describe the goal of your observation

- **Observation**

- (approx. ½ page)
- A record of the child's observation during the interview

- **Discussion & conclusion from the observation**

- (approx. ½ page) what are your working hypotheses from observation, what can be done better next time

What can you observe to make working hypotheses about a child ?

BODY APPEARANCE

BEHAVIOR DURING INTERACTION

SPEECH AND LANGUAGE

COGNITIVE FUNCTIONS

EMOTIONAL BEHAVIOR

SOCIAL BEHAVIOR

WORKING BEHAVIOR

BODY APPEARANCE

- body constitution (height, weight)
- Physiognomy
- Face expression
- Haircut
- Style of clothing
- Way of holding the body
- Way of moving



BEHAVIOR DURING INTERACTION

Mimics (face expressions and their changes, adequacy)

Gestures

Speed of reactions

Psychomotoric pace

SPEECH AND LANGUAGE

Speed

length of sentences

slang

speech defects

intonation and melody

active vocabulary

pasive vocabulary

Voice timbre



Cognitive functions

Attention

Memory

Executive functioning

Visuomotoric coordination

Psychomotorics

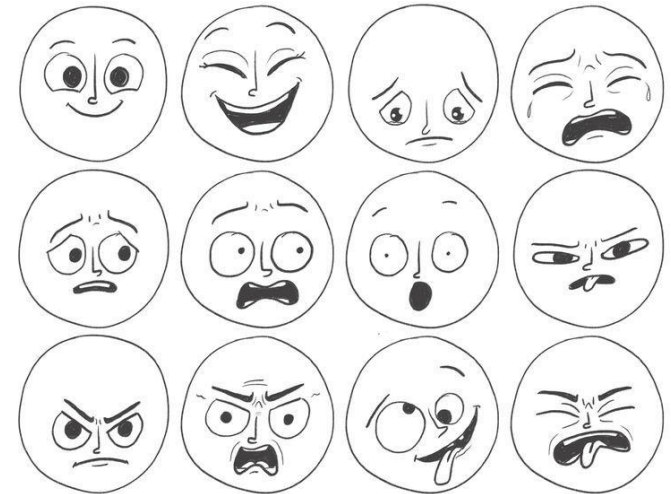
vnímání

EMOTIONAL BEHAVIOR

Mood (happy, sad, angry, anxious, embarrassed)

Tension

Changes in mood



SOCIAL BEHAVIOR

Reciprocity (asking questions back, empathy, reacting on a communication partner)

Activity

Acting toward authorities

Acceptance/ ignorance of authority, respecting of instruction, fear, indifference, intolerance, aggressivity, negativism, faith, significant differences between various teachers, an effort to please

Behavior towards peers

friendly, conflicts, aggressivity, tolerance, indifference, credulity, helping, contradiction

Position in group: - leading/subordinate, isolation, loner, popularity, submissivity

WORKING BEHAVIOR

Amount of activity

Working motivation

Interest

Cooperation

Need of encouragement/ control

Independence

Activity/pasivity

Focus/attention

negativism



HOMework – part B

OBSERVATION SHEET

Choose a specific problem from your practice and invent an observation sheet (tracking list)

Event Frequency Data Sheet

Student: _____ Dates: _____

Behavior: _____

(Use tally marks to note number of occurrences)

Time Period	Behavior
8:00 - 8:30	
8:30 - 9:00	
9:00 - 9:30	
9:30 - 10:00	
10:00 - 10:30	
10:30 - 11:00	
11:00 - 11:30	
11:30 - 12:00	
12:00 - 12:30	
12:30 - 1:00	
1:00 - 1:30	
1:30 - 2:00	
2:00 - 2:30	

Duration Recording Form

Student: _____ Observer: _____

Setting: _____ School: _____

Target Behavior: _____

Definition: _____

Date	Time Begin	Total Duration
	Time End	Average Duration
Date	Time Begin	Total Duration
	Time End	Average Duration
Date	Time Begin	Total Duration
	Time End	Average Duration
Date	Time Begin	Total Duration
	Time End	Average Duration
Date	Time Begin	Total Duration
	Time End	Average Duration

Homework B specification

Process of observation:

Create an observation sheet and try to use it on a subject, than write a short conclusion about your experience (approx. ½ page)

Subject:

A) child in real life (age 6 – 15)

if not possible

B) peer in real life

if not possible

C) child from a video that can be shared with teacher

Self-diagnostics in teacher's work (reflective teaching)



Teacher competencies definition

Teacher competence is a set of knowledge received during a teacher's education together with skills that are based on that knowledge and developed through practice and reflection and teacher's personal qualities.

Teacher competence could also be referred to as essential **teaching skills, knowledge, decision making, action.**

To harvest these competencies it is quite useful to **REFLECT** the process of teaching – to be

A REFLECTIVE TEACHER

REFLECTIVE TEACHING

definition

„Teachers and student teachers **collect data** about teaching, **examine** their attitudes, beliefs, assumptions, and teaching practices, and use the information obtained as a basis for critical reflection about teaching.“

„A **recognition, examination, and reflection** over the implications of ones beliefs, experiences, attitudes, knowledge, and values as well as the opportunities and constraints provided by the social conditions in which the teacher works.“



REFLECTION AS ONE OF THE KEY COMPETENCIES

Reflection strenghtens professional development (improves quality of teaching)

Bellow are some reasons for teacher development:

- **to acquire** new knowledge and skills (*learning new teaching techniques, learning to use new equipment etc.*)
- **to keep up** with changes (*in teaching approaches, in governmental regulations or policies etc.*)
- **to increase** teacher's **prestige** which can lead to an increase in income and to becoming more competitive in next job search
- **inspiration** and **“empowerment”** - “working out teacher's way forward, based on understanding
- **feeling in control** over professional development can help teacher stay enthusiastic about work
- to help **to fight** negativity in teaching environment

Source: CHRISTODOULOU, Iva. Sebereflexe učitele [online]. Brno, 2010 [cit. 2021-10-01]. Available from: <https://is.muni.cz/th/ai88e/>. Master's thesis. Masaryk University, Faculty of Education. Thesis supervisor Alena DOBROVOLNÁ.

The process of self-reflection (according to Švec, 2005)

1. Descriptive phase

(What happened? What was my reaction?)

2. Informative phase

(What exactly was the situation about? In what context did the situation develop? What class was it?)

3. Contrastive phase

(Why did the situation happen? Who caused it?)

4. Phase of situation solving reconstruction

(How could I proceed now when I know about the situation? What approaches are available? What do I need for their practical realization?)

Possibilities of self-reflection and self-development

➤ **Writing a journal**

- Making a written record of your experiences, feelings, thoughts, observations etc.
- By rethinking, and interpreting the content of journal teacher can gain powerful insights into his work, students behavior, motivation etc.

➤ **Self-observation**

- Systematic observation, evaluation, and management of ones own behavior in order to achieve a better understanding and control over the behavior.
- Through analysis of recording teacher can become more aware of his/her “current knowledge, skills and attitudes
- Possibilities of self-observation:
 - Lesson report: e.g. List that enables teacher to write down his recollections of the main features of a lesson
 - Audio and video recordings: enables to record lesson in a great detail

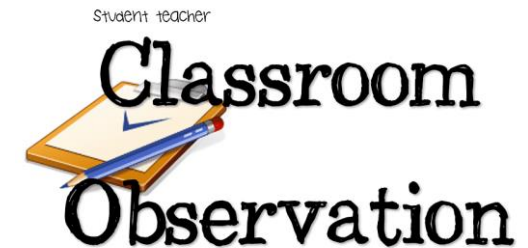
Possibilities of self-reflection and self-development

➤ Observation

- Attending somebody else's class and observing different features of teaching (provides a range of experiences and processes useful for future professional growth)

➤ Action research

- Teacher concentrates on one particular problem right in his/her classroom, inquires about it in a systematic way, draws a conclusion based on collected data and develops a strategy for improvement.
- Benefits: the teacher himself chooses the issue of the research within his classroom and its outcomes will again be applied there, on his students



Possibilities of self-reflection and self-development

➤ Teaching portfolios

- A professional portfolio is an evolving collection of carefully selected or composed professional thoughts, goals, and experiences that are threaded with reflection and self-assessment.

➤ Surveys and questionnaires

- Sets of written questions focusing on a particular topic or area, seeking responses to closed or ranked questions or open-ended personal opinions, judgements and beliefs.

Source: CHRISTODOULOU, Iva. Sebereflexe učitele [online]. Brno, 2010 [cit. 2021-10-01]. Available from: <https://is.muni.cz/th/ai88e/>. Master's thesis. Masaryk University, Faculty of Education. Thesis supervisor Alena DOBROVOLNÁ.



10 WAYS TO BE A MORE REFLECTIVE TEACHER

1. Record yourself teaching
2. Share that video with your PLN
3. Invite colleagues to observe your class
4. Ask the students for feedback
5. Ask yourself daily, "How did it go and how do you know?"
6. Keep a minimalist blog or journal
7. Be honest with--but not critical of--yourself
8. Surround yourself with enthusiasm
9. Look for what's working
10. Diversify your metrics

How to use data from observation?

like mr. Jensen.....

https://www.youtube.com/watch?v=4p5286T_kn0