Minimizing Resistence to Feedback through Video Recorded Observations

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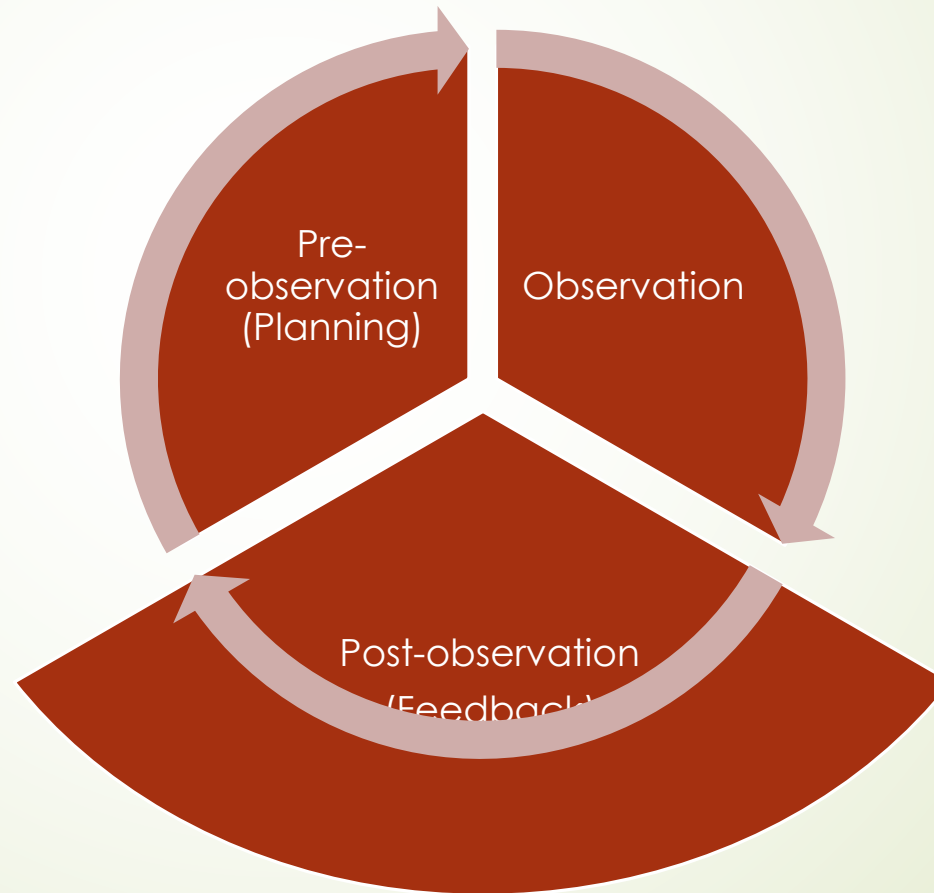
The classroom is **MY** territory !!!

The observation cycle

The observation cycle

Post-observation
«the feedback of an outsider»

- **Some «pros»**
- Getting an outsider perspective
- Identifying weaknesses and strengths
- An opportunity to discuss future actions
- Determining alternative ways
- Reconsidering beliefs about teaching
- Encouraging teacher's self-reflection

Post-observation
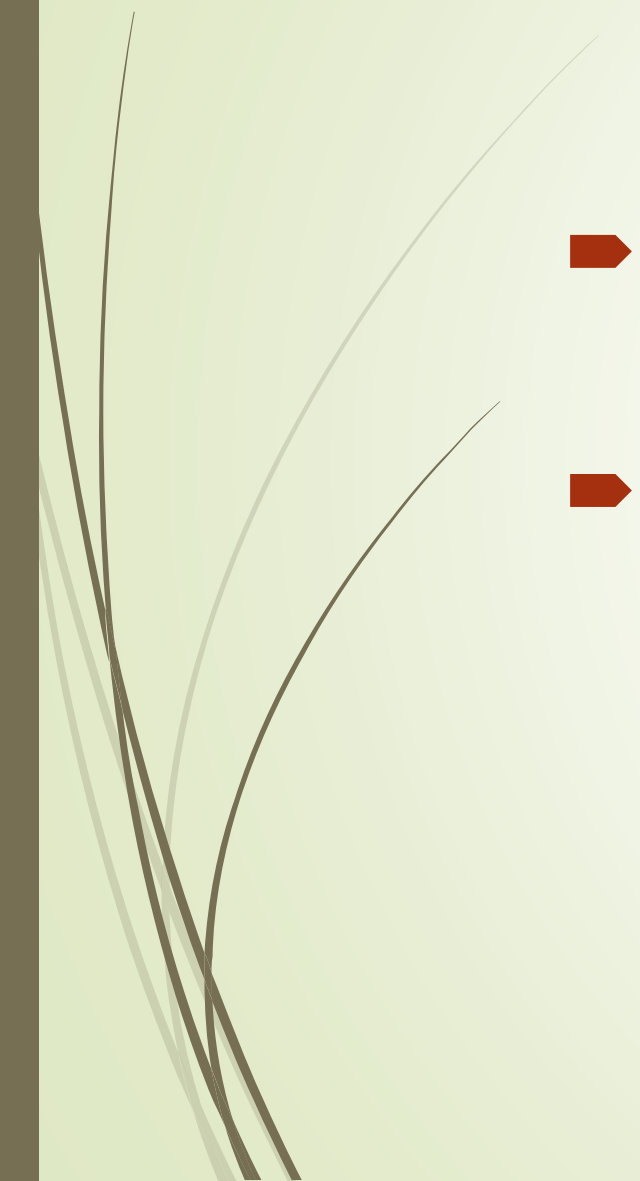# «the feedback of an outsider»

- **Some «cons»**
- "hidden" emotions in teachers about being open to criticism or feedback
- feelings of guilt (for not doing well enough)
- refering to denial by trying to justify action
- Lack of confidence in unveiling themselves
- Blocking teacher's self-reflection

Pro vs Con

- Encouraging teacher's self-reflection
  - VS
- Blocking teacher's self-reflection

Self reflection

- «…a reflective approach to teaching is one in which 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»   by Richards and Lockhart (1994)

Self reflection

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For «critical reflection to be **objective**, the data we collect has to be **objective**»

➡ «the way we explain events and experiences is largely a function of our placement to them. If I am to explain the behavior of my learners I am likely to be drawn towards internal attributions; that is, it is probable that I will explain them by reference to their personalities or motivations. The effect of self and other context-related variables are downplayed» Cockburn (2005)

➡**How objective can we be?**

Two major factors in self-reflection

Memory factor

- To what extent does our memory allow us to self-reflect?

Personality factor

- To what extent does our psychological barrier allow us to self-reflect?
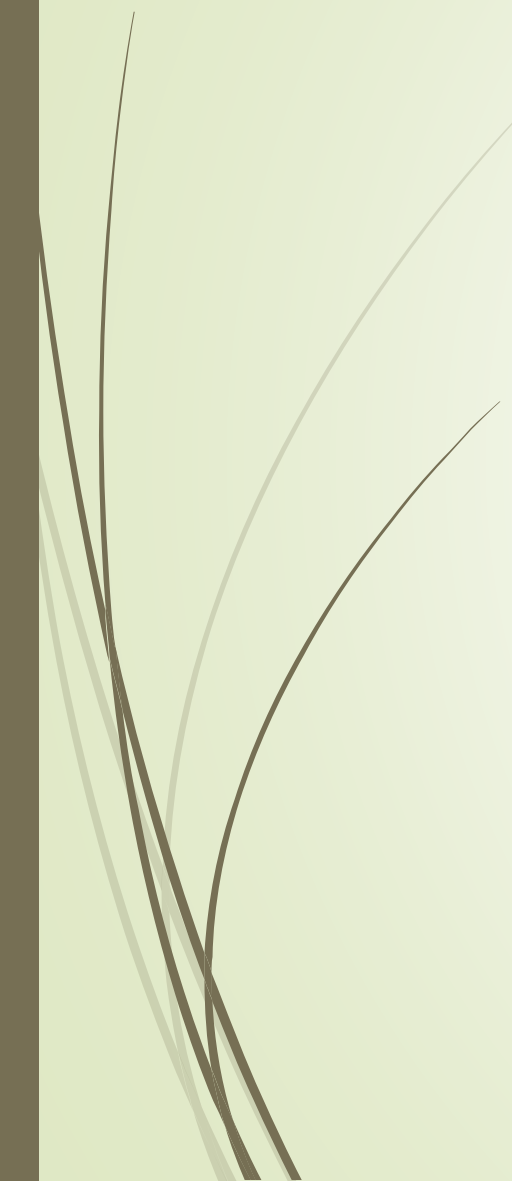
Memory Factor (during feedback)

- We remember the highlights of the lesson
- We remember the «down» moments of the lesson
- We remember our own behaviour
- We remember extreme students (too silent-too active)

- We remember only 20% of the entire lesson

Personality factor (during feedback)

- We tend to deny
- We tend to justy
- We tend to blame students
- We tend to blame facility
- We tend to critisize the material
- We tend to feel dissappointment
- We tend to block ourselves
- We tend to be too harsh on ourselves
- ……….

The purpose of this study is to offer an alternative to

- Minimize the effect of memory factors that hinder self-reflection

- Minimize the effect of psychological factors that block self reflection

- By offering teachers the chance to watch their own lessons first, before the feedback session, then ask for self-reflection.

Participants
enrolled in an 11-week CELTA course

		Gender	Nationality	Age	Experience
T-1	Referred to as AB	F	Turkish	27	3 years
T-2	Referred to as BC	F	Turkish	30	4 years
T-3	Referred to as CD	F	Moroccan	25	3 years
T-4	Referred to as DE	F	Turkish/ American	42	6 years
T-5	Referred to as EF	F	Turkish	33	9 years
T-6	Referred to as FG	F	Turkish	36	12 years

Data Collection Instrument-1 Self-reflection form

➡ **Self-reflection form**

1. Were you able to achieve your aims? If "yes", how do you know? If "no", why not.

2. What went well in your lesson? What evidence do you have to support your ideas?

3. If you were to do that lesson again, what changes would you make and why?

Procedure: Each trainee was asked to fill out this form once, before watching their video (pre-form), and then again, after watching their own lesson (post-form).

Analysis: A comparative content analysis was done between the pre-forms and post-forms.

Data Collection Instrument-2
Diary Entry

- Trainees were asked to write one paragraph about how they felt watching themselves teach.

- There were 3 entries for each trainee (a total of 18), which then were analyzed in terms of their content, by specifically focusing on highlighted emotions.

Data Collection Instrument-3
Focus Group

- All six candidates participated in the focus group discussions.

- The aim of the focus group discussions was to triangulate the data gathered from the open ended paragraph entries regarding participants' feelings about reflecting on their own teaching videos and,

- whether it had an effect on the feedback session conducted with the tutor.

Results

The Self-reflection Form

1- Were you able to achieve your aims? If "yes", how do you know? If "no", why not

Pre-form

- indication of full lesson objective achievement (18/15)

- indication of partial lesson achievement (18/3)

- Major reasons: time pressure, students' lack of participation

- indication of no lesson objective achievement (18/0)

Post-form

- indication of full lesson objective achievement (18/10) **-5**

- indication of partial lesson achievement (18/5) **+2**

- Major reasons: time pressure, lack of T. Motivation/encouragement, insufficient lesson planning, wrong time anticipation

- indication of no lesson objective achievement (18/3) **+3**

- Major reasons: insufficient lesson planning, wrong time anticipation, choice of wrong leson objective, wrong material choice

2- What went well in your lesson? What evidence do you have to support your ideas?

Pre-form

- Student engagement (18/17)
- Teacher feelings: relaxed, in control, nervous,..(18/13)
- Pair-work, group-work (18/15)
- Use of TTT/STT (18/9)
- Timing of the stages (18/12)
- Students' general reactions to the lesson (18/14)

Post-form

- Student engagement (18/7) **-10**
- Teacher feelings: relaxed, in control, nervous,..(18/13)
- Pair-work, group-work (18/14) **-1**
- Use of TTT/STT (18/2) **-7**
- Timing of the stages (18/9) **-3**
- Students' general reactions to the lesson (18/11) **-3**
- _____
- Use of body language (18/7)
- Monitoring (18/8)

3- If you were to do that lesson again, what changes would you make and why?

- **Pre-form**
- Choice of lead-in to the lesson (18/7)
- Change in the production part (18/13)
- Student seating (18/9)
- Time anticipation (18/8)
- Warn about the use of L1 (18/11)

- **Post-form**
- Choice of lead-in to the lesson (18/3) **-4**
- Change in the production part (18/17) **+4**
- Student seating (18/5) **-4**
- Time anticipation (18/8)
- Warn about the use of L1 (18/8) **-3**
- _____
- Change Instructions (18/12)
- Monitoring (18/7)
- Voice control (18/6)
- Avoid repetition (18/8) (e.g. Ok, yes?)
- Topic choice (18/4)

Results

Diary Entry

TP 2

- Weird (2)
- artificial (3)
- hatred about self (4)
- disappointment (3)
- shocked (2)
- entertaining (1)

TP 3

- Weird (1)
- artificial (0)
- hatred about self (1)
- disappointment (1)
- shocked (0)
- entertaining (4)
- **funny (2)**
- **serious (2)**
- **success & accomplishment (2)**

TP 4

- Weird (1)
- artificial (0)
- hatred about self (0)
- dissapiontment (1)
- shocked (0)
- entertaining (6)
- funny (4)
- serious (2)
- success & accomplishment(3)
- **rewarding (4)**
- **neutral (4)**

Results

Focus Group

Focus Group (n=6)

- «It is like watching somebody else» -**distancing oneself from the experience**

- «It is so much easier to anticipate what you would tell me in the feedback session» -**readiness for feedback**

- «I could see more than I could remember when thinking about the lesson and reflecting on it» -**objective data**

- «It is much easier to join the feedback session...being prepared» -**readiness for feedback**

- «Sometimes you (the tutor) say things that do not make any sense to me..either because I do not remember it or I do not see it the way you look at it. So I deny... or keep silent. Now I see.» -**less resistence to feedback**

- «It makes my self-reflection easier. I think I am talking about someone else. I feel less offended» - **distancing oneself from the experience**

- «At first, the whole process seemed to be quite artifical» -**indication of change**

Focus Group (n=6)

- «Before starting to watch the videos, I felt I had to self-reflect and talk about my lesson even though I wouldn't remember much. I did it because I had to…but about general things…just to make you happy. Now, I want to talk about specific things» **-memory factor**

- «I realized how unaware I am about my own lessons. It (watching the lesson) makes everything much more concrete. You cannot escape…it is there» -**-memory factor**

- «I feel I have the upper hand in the feedback session, because I already know what went wrong» -**readiness for feedback**

- «I used to blame students for so many things that went wrong, but I see that most of the time I was giving stupid instructions» **-less denial/shifting blame**

- «I really appreciate your patience» **???**

- «From time to time, I thought you were critisizing us even though we don't deserve it. Now, I critisize myself more than you do» -**objective data**

- «When I come to the feedback session, I am less stressed» -**readiness for feedback**

Minimizing Resistence to Feedback through Video Recorded Observations

- We resist things which are unknown to us…

- We resist things which we are afraid of…

- We resist things that make us feel offended, bad, guilty…

- Being prepared and knowing what will come minimizes resistence…

- It is too important to just rely on memory driven moments of a lesson ….

- Thank you for listening