Teachers’ professional vision in the classroom: expertise differences in retrospective reporting

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Abstract

Classroom management is a challenge for many beginning teachers, yet crucial for pupils’ learning. Important for effective classroom management is that teachers notice relevant events during teaching and interpret them correctly. This is often referred to as teachers’ professional vision. Previous studies, that investigated how teachers perceive other teachers’ lessons, showed that preservice and experienced teachers differ largely in their professional vision with respect to classroom management. However, little is known about teachers’ professional vision with respect to their own classroom management and how this relates to their level of teaching expertise. The present mixed-method study investigates how preservice teachers (n=20) differ in their interpretations of classroom management events noticed during teaching compared to beginning (n=20) and experienced teachers (n=20). Participants wear eye tracking glasses while teaching their class. They are instructed to provide a non-verbal signal when they experience an event important for classroom management during teaching. Afterwards, they report on front-view videos of these events during retrospective interviews. The verbal data will be analysed based on a validated coding scheme (Wolff et al., 2015) to define qualitative differences in interpretations between expertise levels. Quantitative analysis will be conducted to define statistical effects. Findings from this study will contribute to better understanding the development of teachers’ classroom management skills and the role of professional vision herein. During the round table challenges will be discussed regarding (1) the procedure used to capture thoughts teachers have during teaching (online thoughts) with stimulated recall interviews after the lesson (offline approach) and (2) the analysis of scene choices of teachers.
References