

Observation and Analysis of Actual Teaching Practices

Bocquillon, Marie
PhD Student

Dehon, Arnaud
Assistant

UMONS
Université de Mons

INSTITUT
D'ADMINISTRATION
SCOLAIRE

Faculté
de Psychologie
et des Sciences
de l'Éducation

Background Information

Belgium

3 education systems → case of the French Community of Belgium

FÉDÉRATION
WALLONIE-BRUXELLES

Decree (2000;2001) → 13 skills to be developed in the initial training program (compulsory education)

Professional skills

Reflective knowledge about those skills

Teacher identity

Upper secondary teaching (grade 10 → 12)
Consecutive training model
University degree (at least 5*60 ECTS)
300 h after a master or during a teaching master degree
60 h of internship

Socio-cultural studies

Educational studies, including the development of a scientific approach and research attitude

Socio-affective and relational studies

Know-how

September 40h January 60h May

Practice
15 ECTS
100h

Microteaching

Videotape feedback

Lesson preparation

Report

Internship

Videotape feedback

Internship

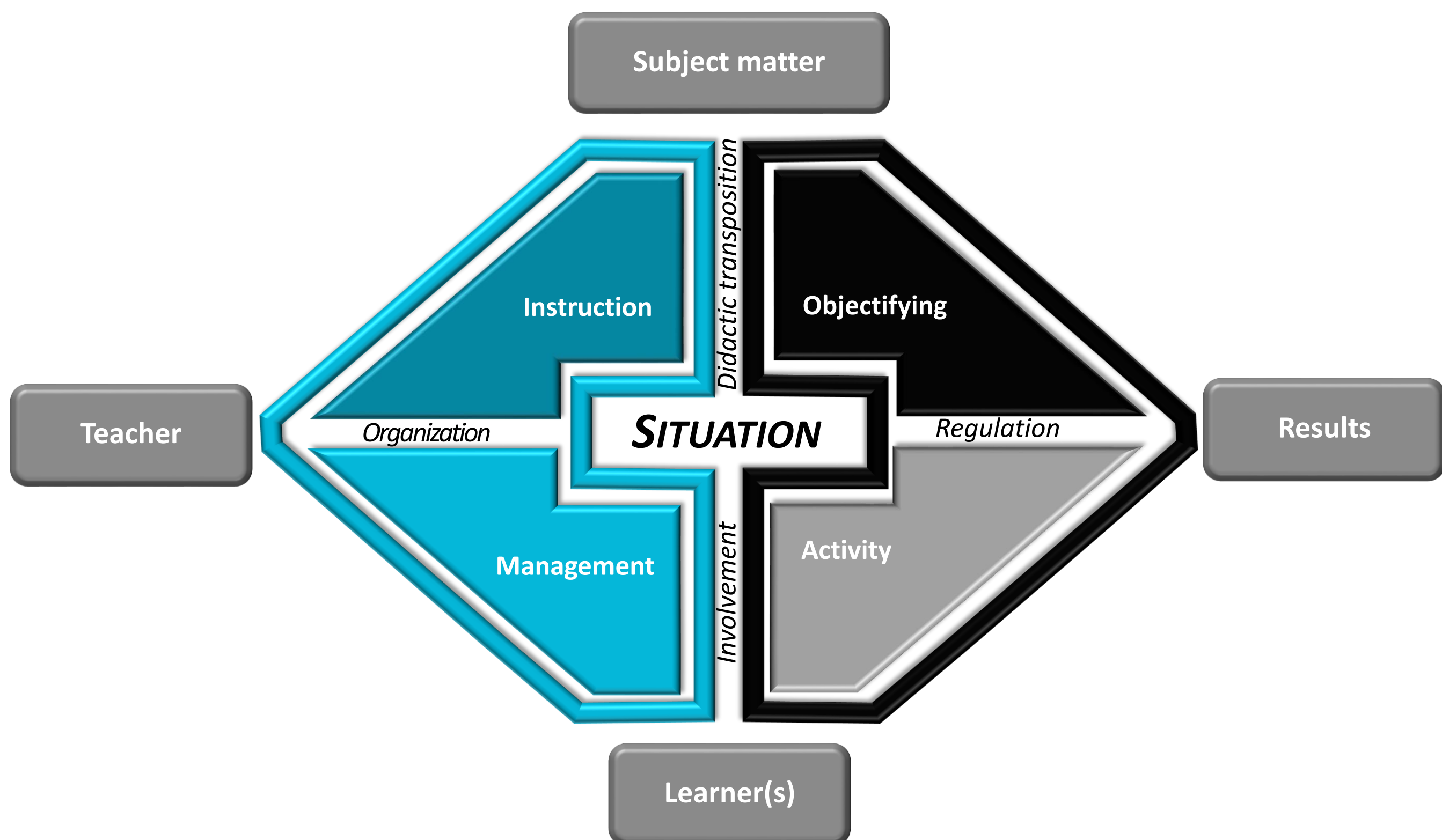
Internship
Report

Does the training model train effective teachers?

Theory - Method

Curricular aspects

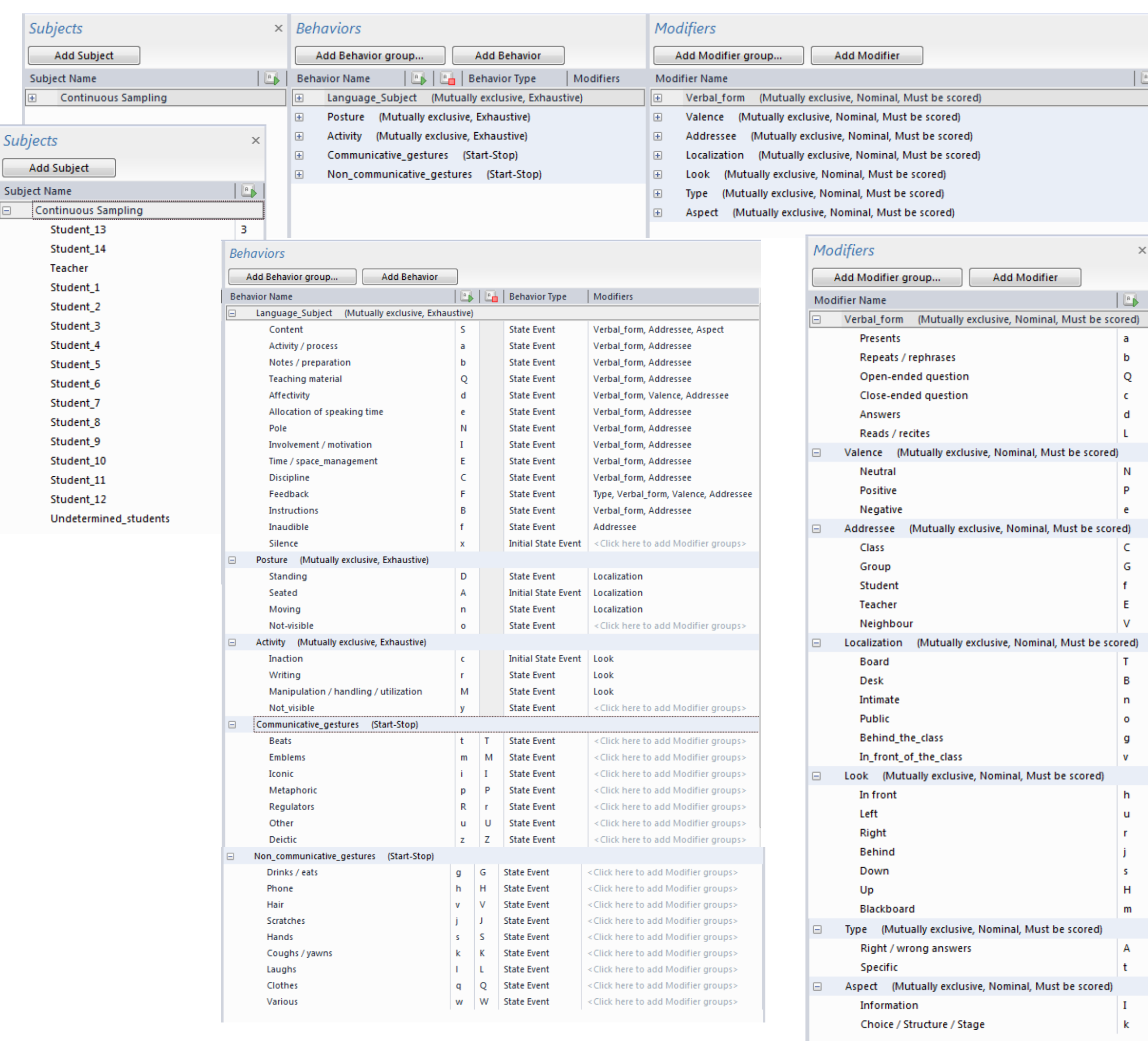
Teaching process



Psychological aspects

Learning Process

The Observer® XT



Results

Instruction

Speaking time				Silence	
36,77 % (f = 190)				63,23 % (f = 149)	
Content				Feedback	Other
24,87 % (f = 41)				4,23 % (f = 66)	7,67 % (f = 83)
Presents	Questions	Answers	Repeats / rephrases		
20,79 % (f = 21)	2,29 % (f = 12)	1,62 % (f = 7)	0,27 % (f = 1)		



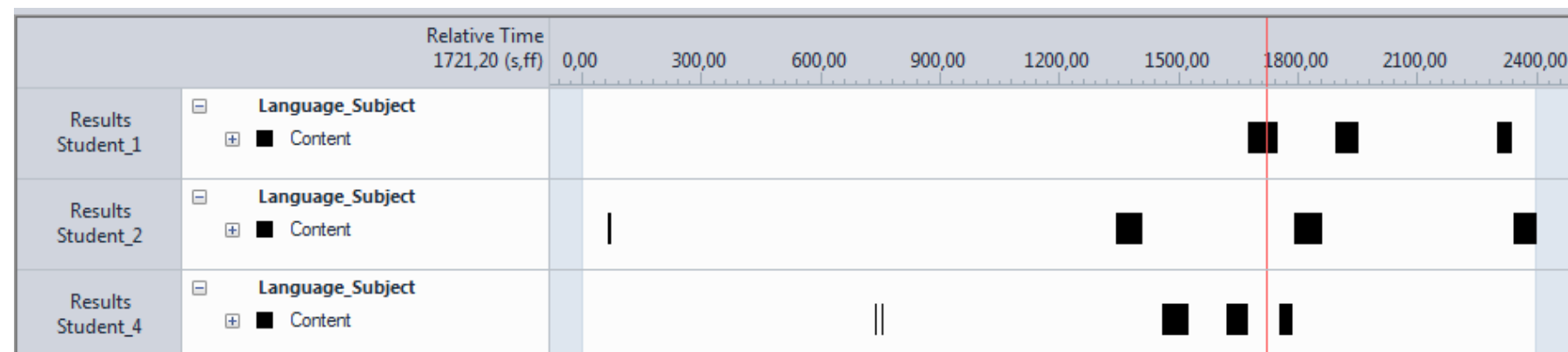
Management



Communicative gestures	Look
Beats : 22,62 % (f = 17)	Down : 45,9 % (f = 70)
Regulators : 16,09 % (f = 24)	In front : 22,38 % (f = 45)
Emblems : 0,1 % (f = 1)	Left : 15,76 % (f = 25)
	Blackboard : 7 % (f = 3)
	Right : 5,66 % (f = 9)
	Behind : 1,88 % (f = 11)
	Not visible : 1,42 % (f = 5)

Objectifying

Subjects	Silence	Speaking time (related to the content)
Student 1	86,67 %	13,33 % (7,13 %)
Student 2	86,72 %	13,28 % (8,44 %)
Student 3	91,01 %	8,99 % (0 %)
Student 4	92,83 %	7,17 % (6,94 %)
Student 5	98,95 %	1,05 % (1,01 %)
Student 6	99,23 %	0,77 % (0 %)
Student 7	99,05 %	0,95 % (0 %)
Student 8	98,55 %	1,45 % (0 %)
Student 9	97,43 %	2,57 % (0 %)
Student 10	100 %	0 % (0 %)
Student 11	97,85 %	2,15 % (1,94 %)
Student 12	96,65 %	3,35 % (0 %)
Student 13	98,36 %	1,64 % (0 %)
Student 14	98,14 %	1,86 % (1,86 %)
Undetermined students	94,26 %	5,74 % (4,56 %)



Conclusion

- Future teachers reproduce the teaching model they met at University, i.e. frontal teaching → activities that develop the critical look
- To adapt the grid to reduce the coding time and provide quick and relevant feedback → sampling method, inter-coders agreement procedures and sequential analysis