



Direct Observation for the Development of Equitable Teaching Strategies



Problematic and context

The education system in French-speaking Belgium

For the students:



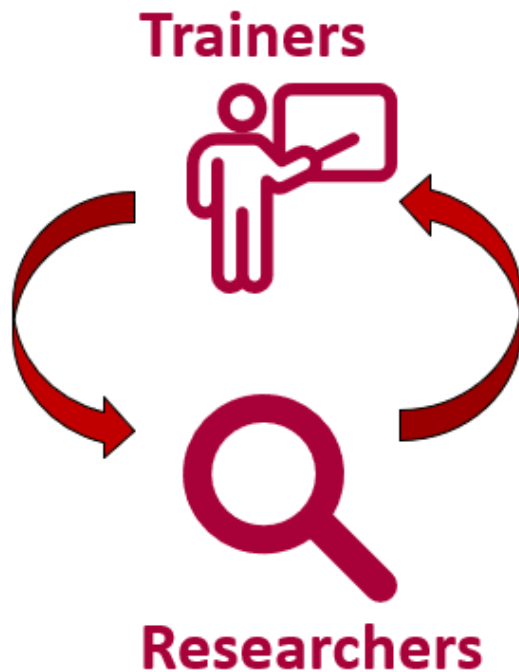
- **Teaching quite ineffective** (low results compared to other OECD countries and other Belgian communities)
- **Teaching quite discriminatory** (large difference in terms of performance between students from low income backgrounds and students from high income backgrounds) (2015 PISA results from Quittre et al., 2017 ; Danhier & Jacobs, 2015)



For the teachers: around 35% of the teachers leave their job in the first five years (Delvaux, Desmarez, Dupriez, Lothaire & Veinstein, 2013)

→ These issues also exist in other education systems.

Problematic and context



- **Teacher training = a major societal challenge**
- Our team = responsible for the training for teachers in upper secondary education (equivalent to high school) = very short training (300 hours after or during a Master's degree)
- Work led with a “double hat” (trainer and researcher)

Problematic and context

At university

In schools



- ✓ Future teachers have difficulties to objectively describe their practices, even when they are faced with the video recording of their practices.
- ✓ Future teachers do not justify much their practices. When they do: personal reasons which are not satisfying from the point of view of trainers.

Derobertmeasure (2012)

Problematic and context

At university

In schools



Faced with these challenges, this paper presents the development of an innovative tool with a dual objective:

- **Training:** to provide each future teacher observed during micro-teaching activities and internships with the most objective information possible on their practices (to help them improve and reflect on their practices)
- **Research:** to produce scientific knowledge on the actual practices of future teachers.

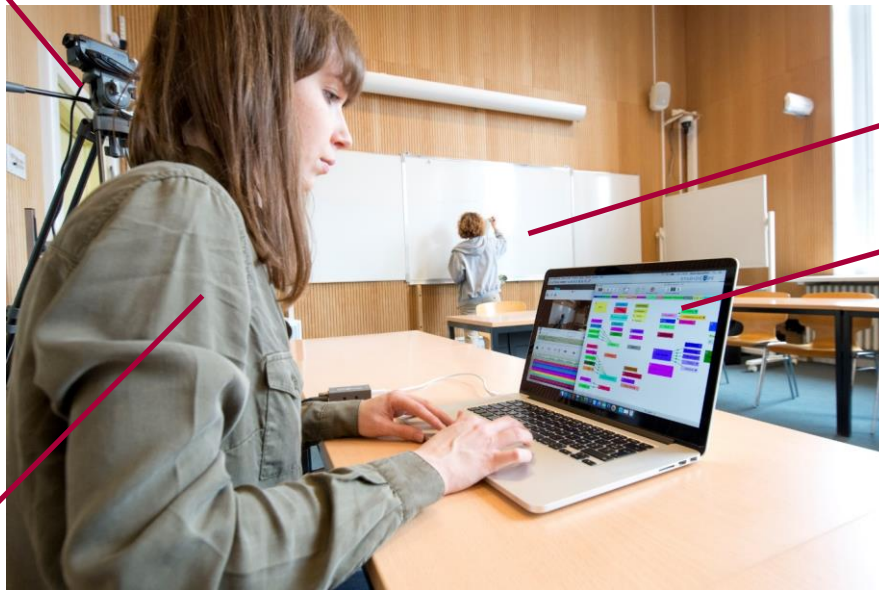
Mirror of teaching practices

« at university and in schools »



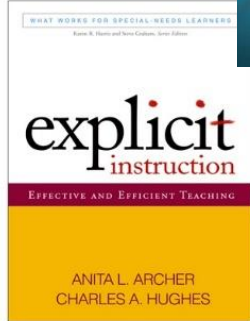
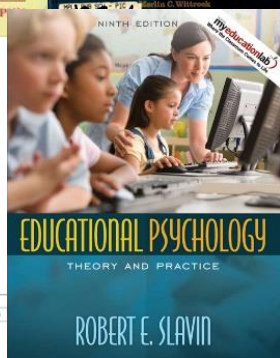
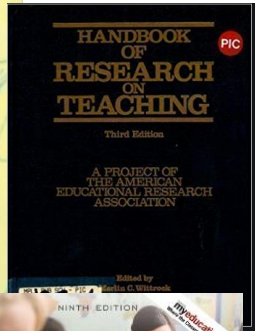
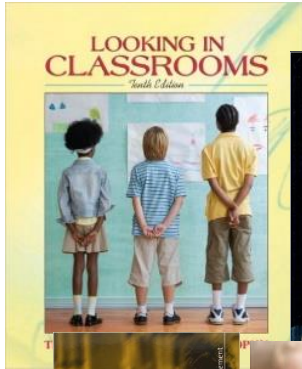
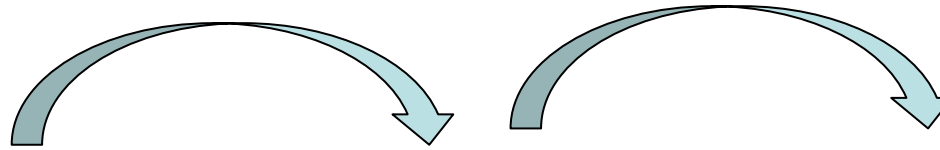
Camera

Pre-service
teacher



Observation tool inserted
in an observation software

Researcher-
Trainer



Groupes de catégories	Catégories (fonctions)	Groupe de modalités	Modalités	
Fonctions des interventions verbales de l'enseignant	Gestion de l'espace / temps	/	/	
	Gestion de la participation	/	/	
	Gestion de la discipline	/	/	
	Interventions sociales	/	/	
	Autre gestion	/	/	
	Présentation d'un élément lié au contenu	Type d'élément présenté (sous-fonction)	Objectif / plan / activité	Consignes
			Instruction générale	Aspects importants
			Exemples	
	Objectivation	Type d'objectivation (sous-fonction)	Objectivation stéréotypée de la compréhension	Objectivation spécifique de la compréhension
Objectivation du contenu			Objectivation de l'opinion / de l'expérience	

			personnelle / professionnelle / des représentations / Objectivation de la métacognition
Feedback	Type de feedback (sous-fonction)	Feedback stéréotypé	Feedback spécifique
		Feedback sollicitant une correction / une amélioration / un développement	Feedback de contrôle
		Feedback sollicitant une évaluation mutuelle entre élèves	Feedback sur le sol
		Autre feedback	
Etayage	/	/	/
Silence	/	/	/
Autre fonction	/	/	/
Inaudible	/	/	/
Non observé	/	/	/





Results of the observation
synchronized with the video +
possibility of rewatching video clips

SportsCode File Edit Windows Rows Capture Analysis Output Help

Grille version 2.2 modèle nov 19

Mode édition Bouton Enter Effacer Remettre à zéro Liens au dessous

UDIOC CODE

Capture d'écran 2015-0...21.07.23

Capture d'écran 2015-0...21.07.37

Lancer le Film Trouver Base de données Matrice Noter Nouvelle Ligne Nouvelle ligne + Organisateur Transcription Labels

00:03:27.16

Track	Label	Start Time	End Time
1	Silence	00:03:27.16	00:03:30.00
2	Obj / plan / activite	00:03:30.00	00:03:35.00
3	Consignes	00:03:35.00	00:03:40.00
4	Espace / temps	00:03:40.00	00:03:45.00
5	Autre Gestion	00:03:45.00	00:03:50.00
6	Discipline	00:03:50.00	00:03:55.00
7	Social (2)	00:03:55.00	00:04:00.00
8	Instruction générale	00:04:00.00	00:04:05.00
9	Aspects importants	00:04:05.00	00:04:10.00
10	Exemples	00:04:10.00	00:04:15.00
11	Q° stéréotypée	00:04:15.00	00:04:20.00
12	Q° autre	00:04:20.00	00:04:25.00
13	Q° spécifique	00:04:25.00	00:04:30.00
14	Q° opinion / expé	00:04:30.00	00:04:35.00
15	Gestion Participation (2)	00:04:35.00	00:04:40.00
16	FB	00:04:40.00	00:04:45.00
17	Etayage	00:04:45.00	00:04:50.00
18	Gestion Participation	00:04:50.00	00:04:55.00
19	Désigné vol	00:04:55.00	00:05:00.00
20	Désigné non vol	00:05:00.00	00:05:05.00
21	Non désigné	00:05:05.00	00:05:10.00
22	Poursuite_échange	00:05:10.00	00:05:15.00
23	Es_parlent	00:05:15.00	00:05:20.00
24	Es_q°	00:05:20.00	00:05:25.00

Préférences

The screenshot displays the SportsCode software interface. At the top left, a video window shows a teacher in a classroom. The main area features a hierarchical tree of coding categories such as 'Instruction générale', 'Obj. stéréotypée', 'Espace / temps', and 'Participation'. Below this is a multi-track timeline with 24 tracks, each corresponding to a coding category, showing the duration of each event in a video. The interface includes a menu bar (File, Edit, Windows, Rows, Capture, Analysis, Output, Help) and a toolbar with various analysis tools.

Live work in the field (micro-teaching room and secondary school classrooms), without Internet connection (with camera + computer), for each future teacher

1. The observation tool developed

- 5 categories to observe teaching practices linked to classroom management
- 4 categories to observe teaching practices linked to the management of the learning process (+ 17 subcategories to observe these practices in detail)
- 7 categories to observe students' verbal interventions (+ 6 subcategories to observe which students are designated by the teacher)

Complete tool available here: <https://theses.hal.science/tel-02929814>

In this presentation: focus on some categories of this tool:

- How the teacher checks students' understanding
- How the teacher designates students



Classroom management

Managing space/time

Managing participation

Managing behaviors

Social interventions

Managing the logistics

Learning management

Presenting the content

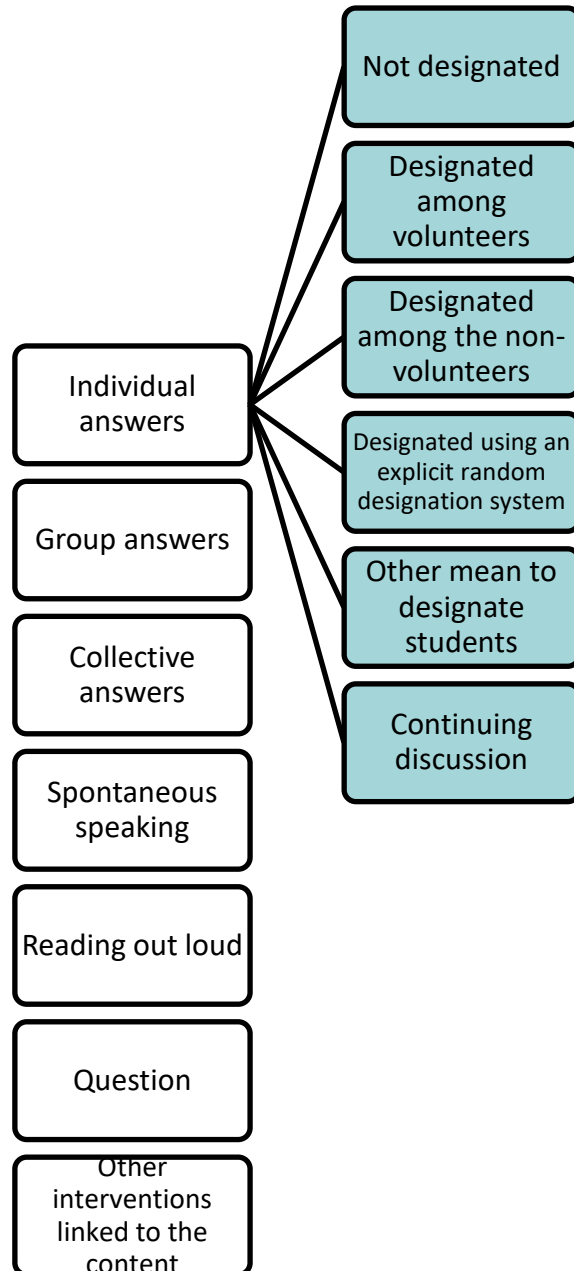
Checking the understanding

Giving feedback

Giving scaffolding

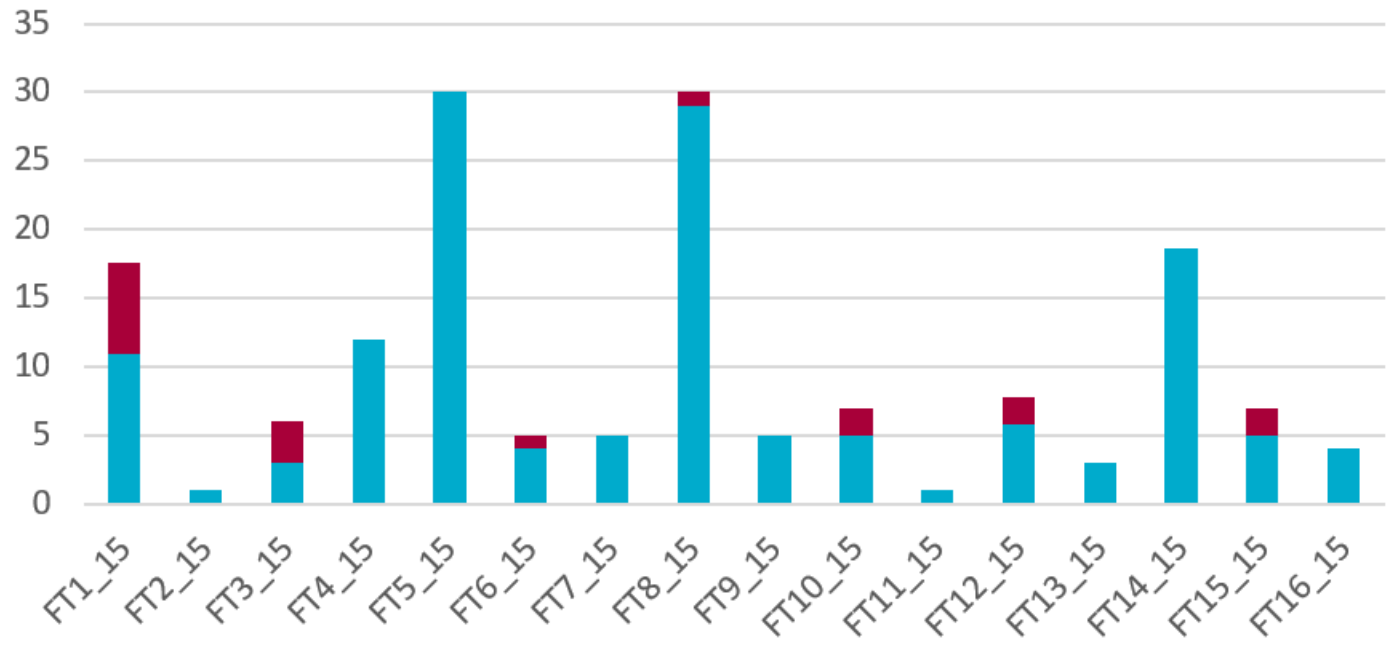
In a stereotypical way

In a specific way

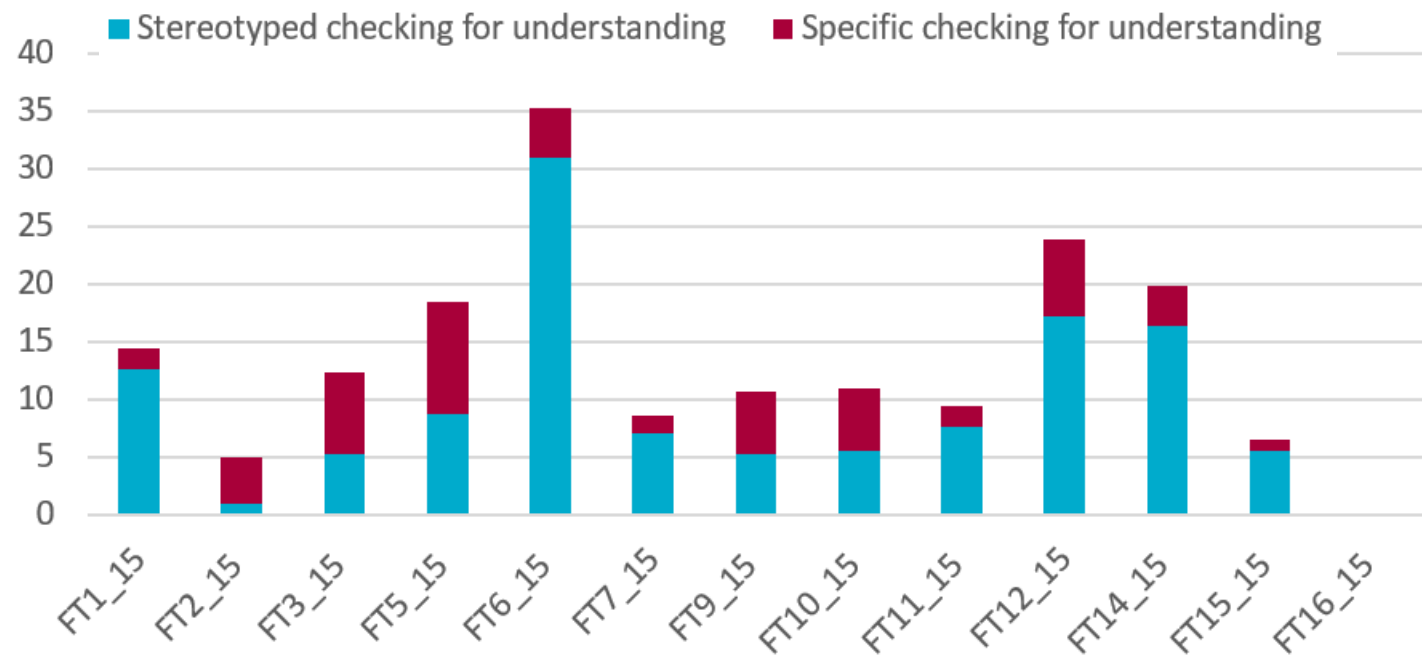


Part of the tool which allows the trainer to know how the teacher handles the students' participation and which students are designated by the teacher

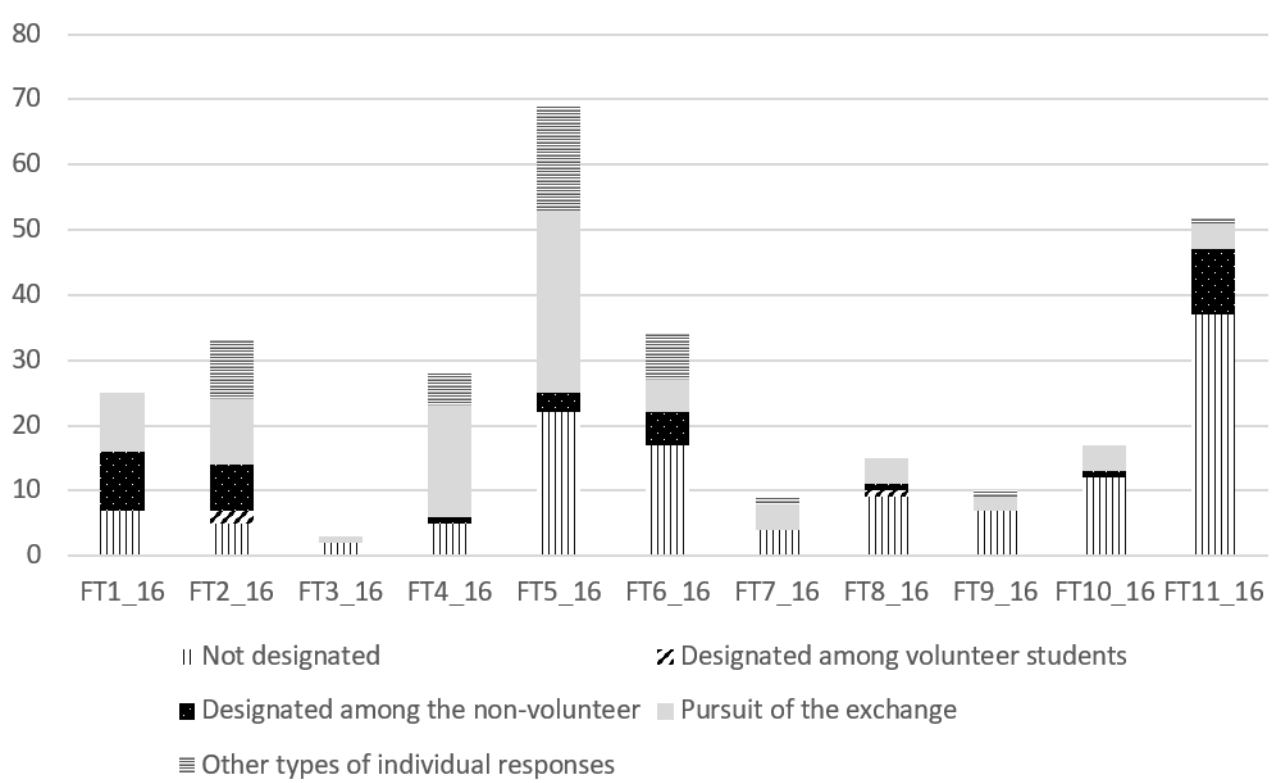
Micro-teaching 2015-2016



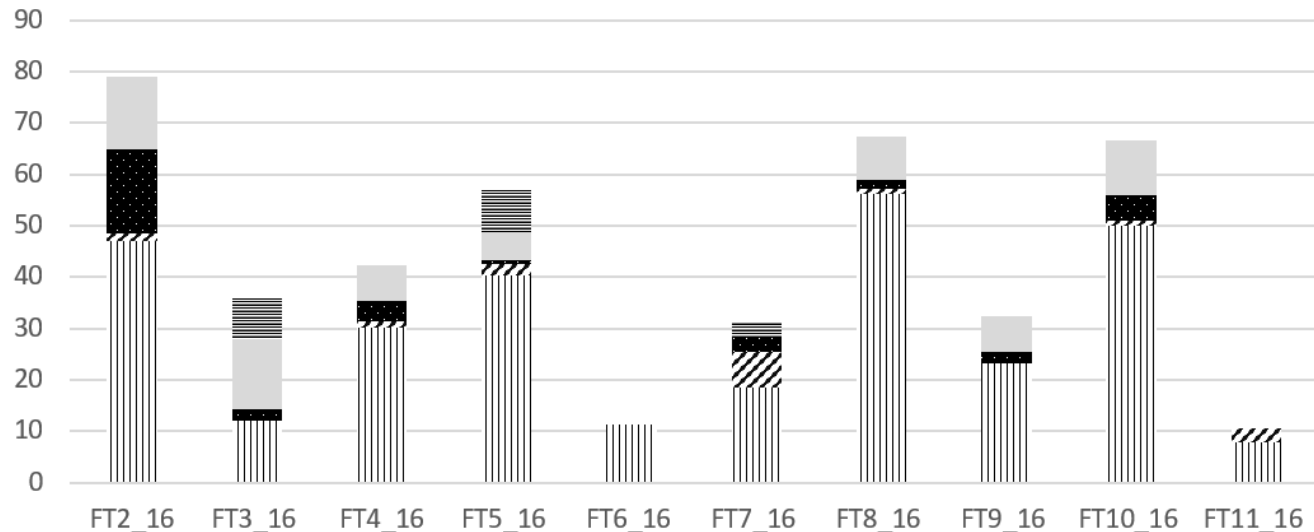
Internship 2015-2016



Micro-teaching 2016-2017



Internship 2016-2017





◆ Non désigné
30

◆ Désigné parmi volontaires
0

◆ Désigné parmi non_volontaires
3

◆ Désigné au hasard
0

◆ Poursuite de l'échange
9

◆ Autre désignation
0

*« I find it interesting because we do not realize it when we are teaching. I know that it is important to designate students, I try to do it, but I **was not aware** of the difference between students « who are not designated by the teachers » [30 occurrences] and students « designated by the teacher » [3 occurrences]» (future teacher 9_16)*

Conclusion

- Observation tool aimed at helping (pre-service) teachers to reflect on their practices and at producing scientific knowledge
- The results indicate that the most equitable teaching strategies (specific checking for understanding and explicit random designation) are poorly mobilized by future teachers.
- It is therefore important to reinforce their training so that they develop "vital teaching skills" to ensure their well-being and professional integration, limit the number of dropouts from the profession (Cohen et al., 2020) and promote learning for as many students as possible.
- It is important to avoid that, in the absence of a training on important teaching practices, some develop these « on the job » (Cohen et al., 2020), or even do not develop them at all... and that students are put in a difficult position

Last version of « Mirror of teaching practices »

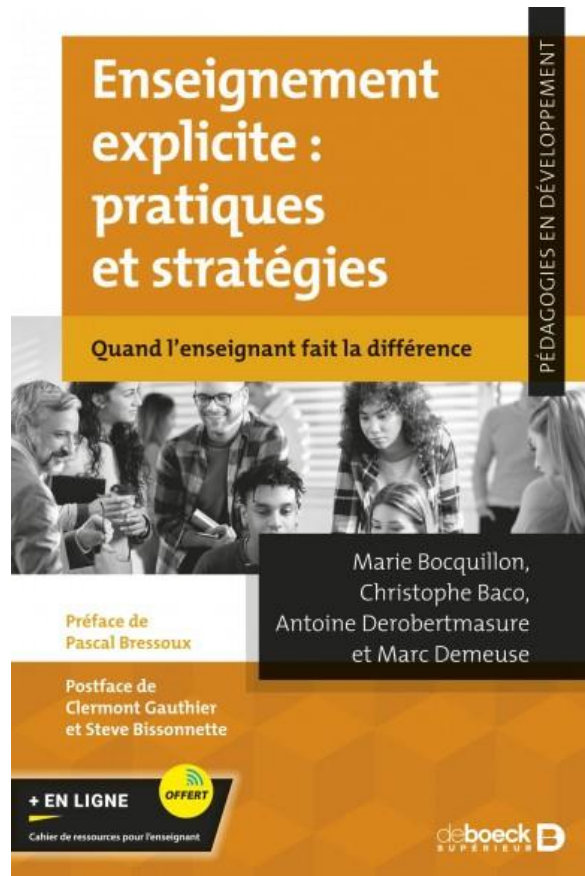


Tableau 26. Module d'observation « Réponses des élèves liées au contenu » de la grille « Miroir des Gestes Professionnels »

Réponse fournie par un élève ou un groupe non désigné	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Réponse fournie par un élève ou un groupe désigné parmi les volontaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Réponse fournie par un élève ou un groupe désigné parmi les non-volontaires	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Réponse fournie par un élève ou un groupe désigné via un système de désignation aléatoire explicite	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Réponse fournie par un élève ou un groupe qui a fait l'objet d'un autre type de désignation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Réponse fournie par les élèves de manière collective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Poursuite de l'échange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indéterminé	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Description :																	
Prise de recul :																	
Pistes d'amélioration :																	

Grille d'observation issue de Bocquillon, M., Baco, C., Derobertmasure, A., & Demeuse, M. (2024). Enseignement explicite : pratiques et stratégies. Quand l'enseignant fait la différence. Copyright © De Boeck Supérieur, 2024. Tous droits réservés.

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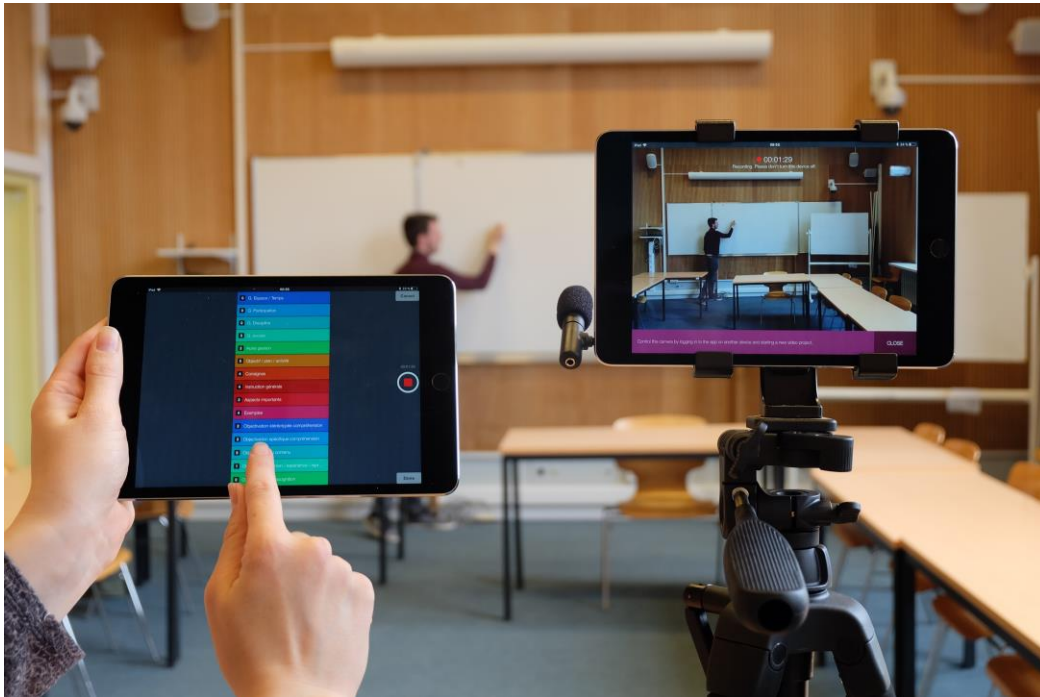
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Current research and questions



Can the tool be used in other contexts and for comparative studies ?

Can the tool be used by several actors (researchers, trainers, (future) teachers) ?

Thank you for listening!

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