

The Classroom Interaction Teacher Reflection Tool (CITReT) for Teacher Professional Development



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Overview

- Ideas from the literature underlying the research question
- Procedures
 - Tool (CITReT)
 - Our focus: Use of the Tool
- Data and findings
- Implications



Student Talk For Knowledge Work



*“Talking about content ideas and concepts helps both with the **reproduction and the transformation of knowledge**... two ends of the continuum along which we need to move (**with the help of the teacher**) as we make sense of new concepts. ”*

- Prof Maureen Boyd, University at Buffalo, NY



Teacher Talk to support Student Talk



“How students think... and consequently what they can learn depends a lot on how their teachers respond to their students’ responses.”

*- Prof Martin Nystrand,
University of Wisconsin-Madison*



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Teacher Understanding of Talk



*“Teachers of content subjects like science and maths have been aware of the need to **understand classroom communication** for some time.”*

- Prof Steve Walsh, Newcastle University



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Developing Teacher Understanding



Reflective practice,

- Reflect on data of classroom talk
- Use appropriate tools for reflection
- Dialogue about reflections with a fellow professional

- Prof Steve Mann, Warwick University



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The Research Question

In what ways does the use of a reflection tool impact teachers' understanding of classroom talk?

Sub-question 1:

Do teachers **describe** their own talk? If so, in what ways?

Sub-question 2:

Do teachers **explain** their own talk? If so, in what ways?

Sub-question 3:

Do teachers **critically evaluate** their own talk? If so, in what ways?



Procedure



Reflection Tool- The Classroom Interaction Teacher Reflection Tool (CITReT)

Four modes of talk for knowledge work in the classroom

Managerial (M)	Knowledge Transmission / Reproduction (KTR)	Facilitation of Knowledge Appropriation (KA)	Facilitation of Knowledge Transformation (KTf)
Teacher conveys information related to lesson management	Teacher transmits content knowledge and evaluates learners' understanding of transmitted knowledge	Teacher elicits, extends and synthesizes learners' contributions to converge upon specific content knowledge	Teacher elicits and extends learners' contributions such that learners synthesize ideas and put knowledge to work in other contexts or forms.



Mode, purposes and features

Knowledge Transmission & Reproduction

Purpose of talk	Student talk for...	Passive reproduction of content knowledge
	Teacher talk for...	Transmission and evaluation of knowledge
Talk features	Example of teacher talk	Asks questions with specific answers in mind
	Example of student talk	Provides short answers without elaboration

Mode, purpose and features

Facilitation of Knowledge Appropriation

Purpose of talk	Student talk for...	Guided production and acquisition of content knowledge
	Teacher talk for...	Eliciting and guiding knowledge production
Talk features	Example of teacher talk	Asks learners to provide justification for ideas
	Example of student talk	Makes suggestions or gives opinions

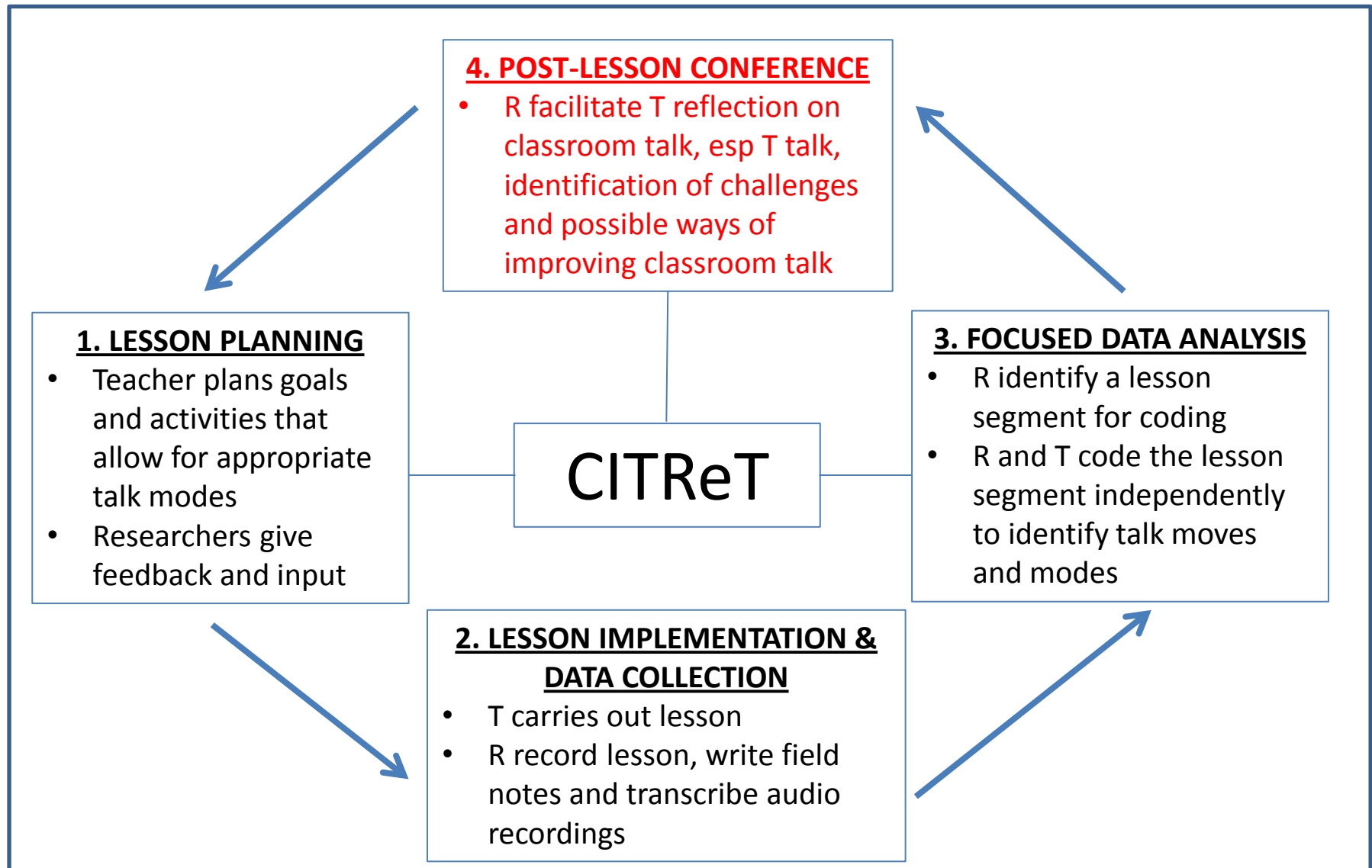
How would you describe the talk in each turn?

		(a)	(b)
T	Now the question is: I want to know why would you prefer the assumption method? Daniel?		
S1	Cos assumption method is faster.	Provides justification for views	Provides short answers without elaboration
T	What do you mean by faster?	Clarify further learners' viewpoints	Asks questions with specific answers in mind
S1	For assumption method, it's shorter than... guess and check because you only need four steps.		

Talk Features in a Lesson Segment

		Teacher Code	Student Code
T	Now the question is: I want to know why would you prefer the assumption method?	[T14] Asks learners to provide justification for viewpoints	
S1	Cos assumption method is faster.		[S5] Provides justification for viewpoints
T	What do you mean by faster?	[T10] Clarify further learners' viewpoints	
S1	For assumption method, it's shorter than... guess and check because you only need four steps.		[S6] Uses explanations related to content knowledge and skills

Use of the Reflection Tool



Sub-question 1: In what ways do teachers *describe* their own talk?



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Sub-question 2: In what ways do teachers *explain* their own talk?



Sub-question 3: In what ways do teachers *critically evaluate* their own talk?



The Math Teacher's Perspective

- Critically evaluate my interactional decisions
- A very detailed and specific reflective tool
- Suitable across subjects
- Impactful for learners



Implications



Scope for further work: Developing A Culture of Talk For Learning

Productive interactions require shared understanding among participants of the meanings and intentions of talk.

Students also need to understand how language and talk are used for learning in the classroom so that they can interact productively with their peers and teachers.



Scope for further work: Mentoring Teacher Reflective Practice on Talk For Learning

We need deliberate practice that challenges us to do things that we are not good at, that helps us stay open to feedback and critique by an experienced coach, that allows us to accelerate our learning and that is sustained.

Each teacher can be a mentor to your fellow teachers.

- Adapted excerpts from Mr Heng Swee Keat's speech at the MOE Work-plan Seminar, 2014



Q & A

