

# Studying novice and experienced teachers' visual perception and interpretations of classroom situations

## Citation for published version (APA):

Wolff, C., Van den Bogert, N., Van Bruggen, J., Jarodzka, H., Jochems, W., & Boshuizen, E. (2012). *Studying novice and experienced teachers' visual perception and interpretations of classroom situations*. Poster session presented at Open University Research Day, Heerlen, Netherlands.

## Document status and date:

Published: 01/10/2012

## Document Version:

Peer reviewed version

## Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
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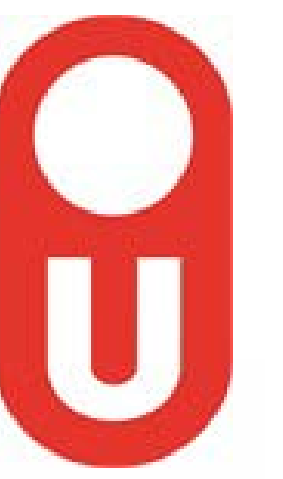
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# Studying novice and experienced teachers' visual perception and interpretations of classroom situations

A collaboration between

CELSTEC  
celstec.org



ESoE  
Eindhoven School of Education

Van den Bogert, Wolff, Van Bruggen, Jarodzka, Jochems & Boshuizen

## 1. Theoretical background

- Experienced teachers have a high degree of *withitness* (Kounin, 1970)
- Novice teachers fail to notice and respond to the early stages of disorderly classroom events (Sabers, Cushing & Berliner, 1991)
- Therefore, novice teachers intervene with drastic measures disturbing their own teaching in the process
- Hence, early detection and identification of relevant classroom events is vital and a prerequisite for effective teaching (Berliner, 2001; Feldon, 2007)

## 2. Research aims

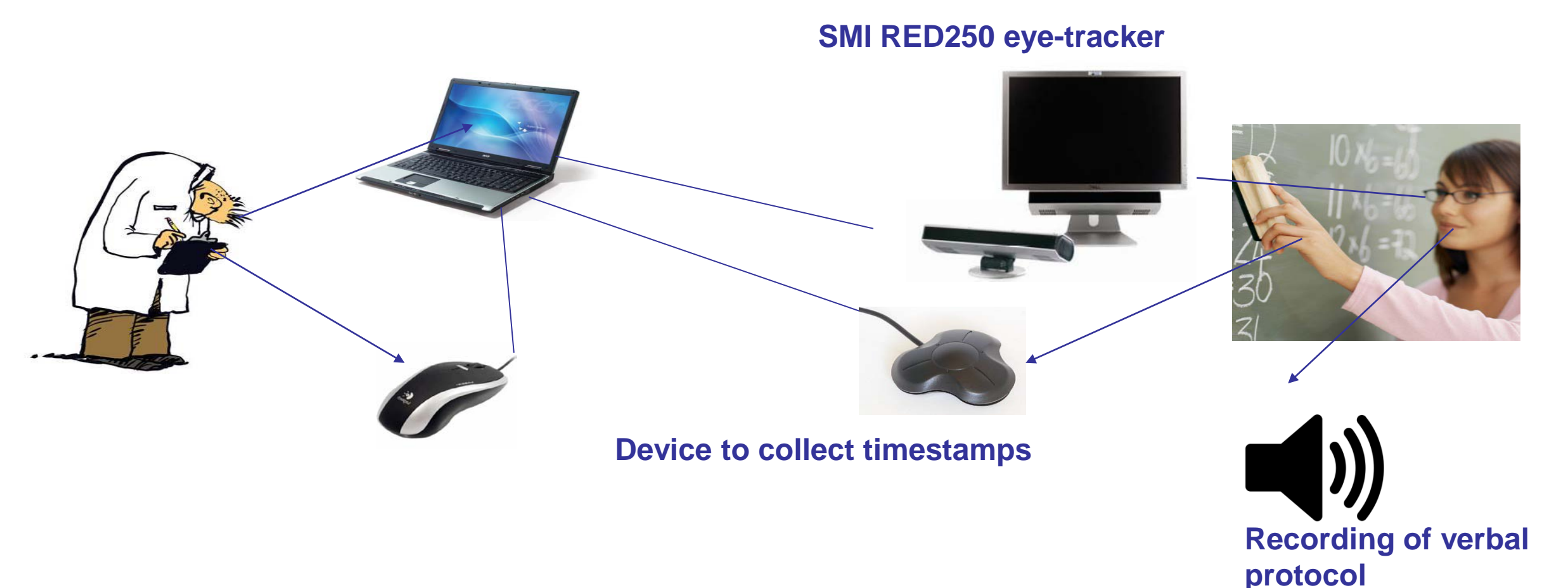
Investigate differences between novice and experienced teachers'...

- ...detection and identification of relevant classroom events
- ...visual perception of classrooms
- ...verbal interpretations of classroom events

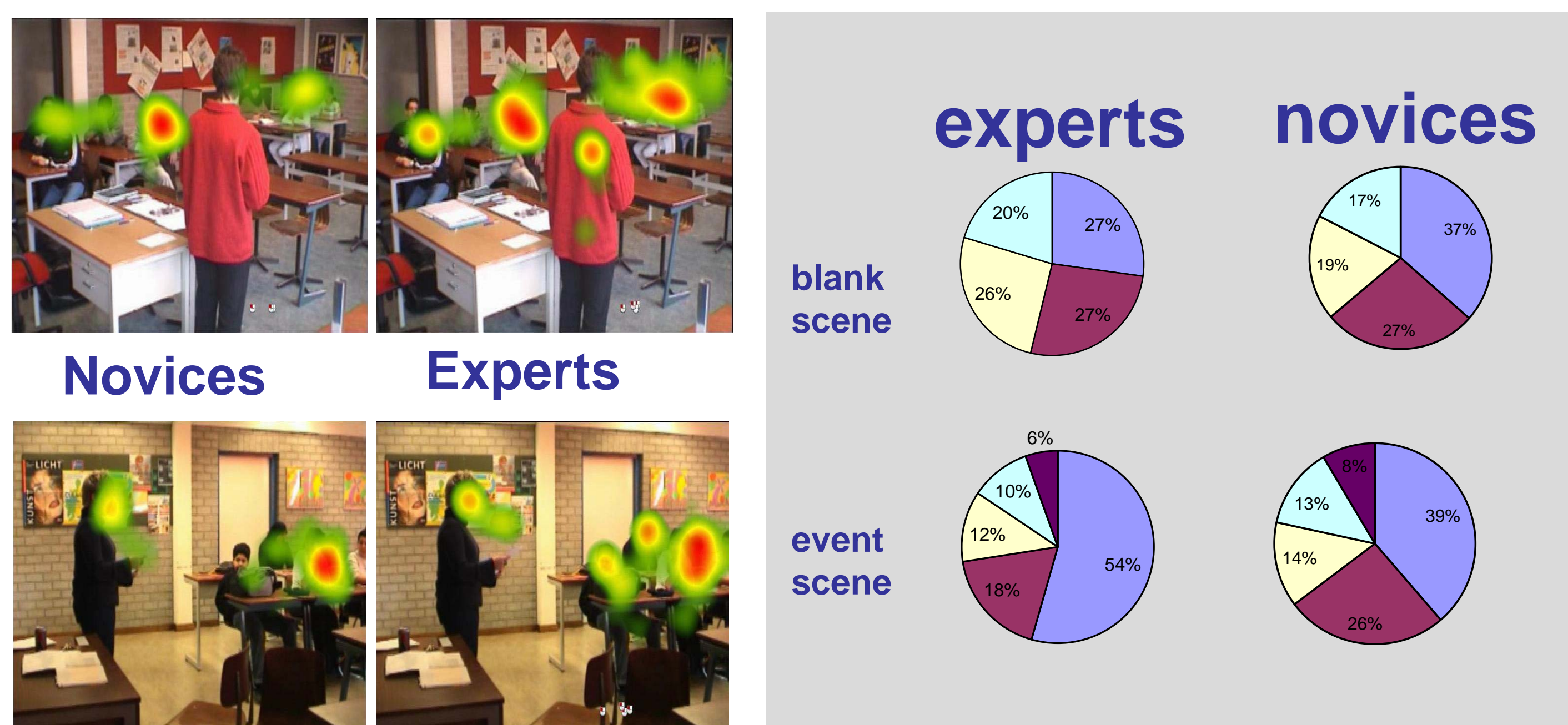
## 3. Design



## 4. Setup of apparatus



## 6. Results teachers' visual perception



Scene	Mean fixation duration (s) Ratio expert/ novice	Mean fixation count Ratio expert/ novice
blank scene	0.88	1.06
event scene	0.80	1.56

## 6. Results teachers' interpretations

### Aggregated Cognitive Processing

- Experts considered multiple multiple points of views whereas novices mainly considered only one point of view
- Experts offered more integrated perspectives on classroom management events than novices
- Experts expressed events with temporal continuity more frequently than novices
- The interpretations and descriptions of events from experts were more open-ended and self-certain than those of novices

### Descriptions & Interpretations

- Experts made significantly more predictions for classroom management
- Experts had marginally more explanation/reasoning statements & aural descriptions

### Significant Expertise-based Effects

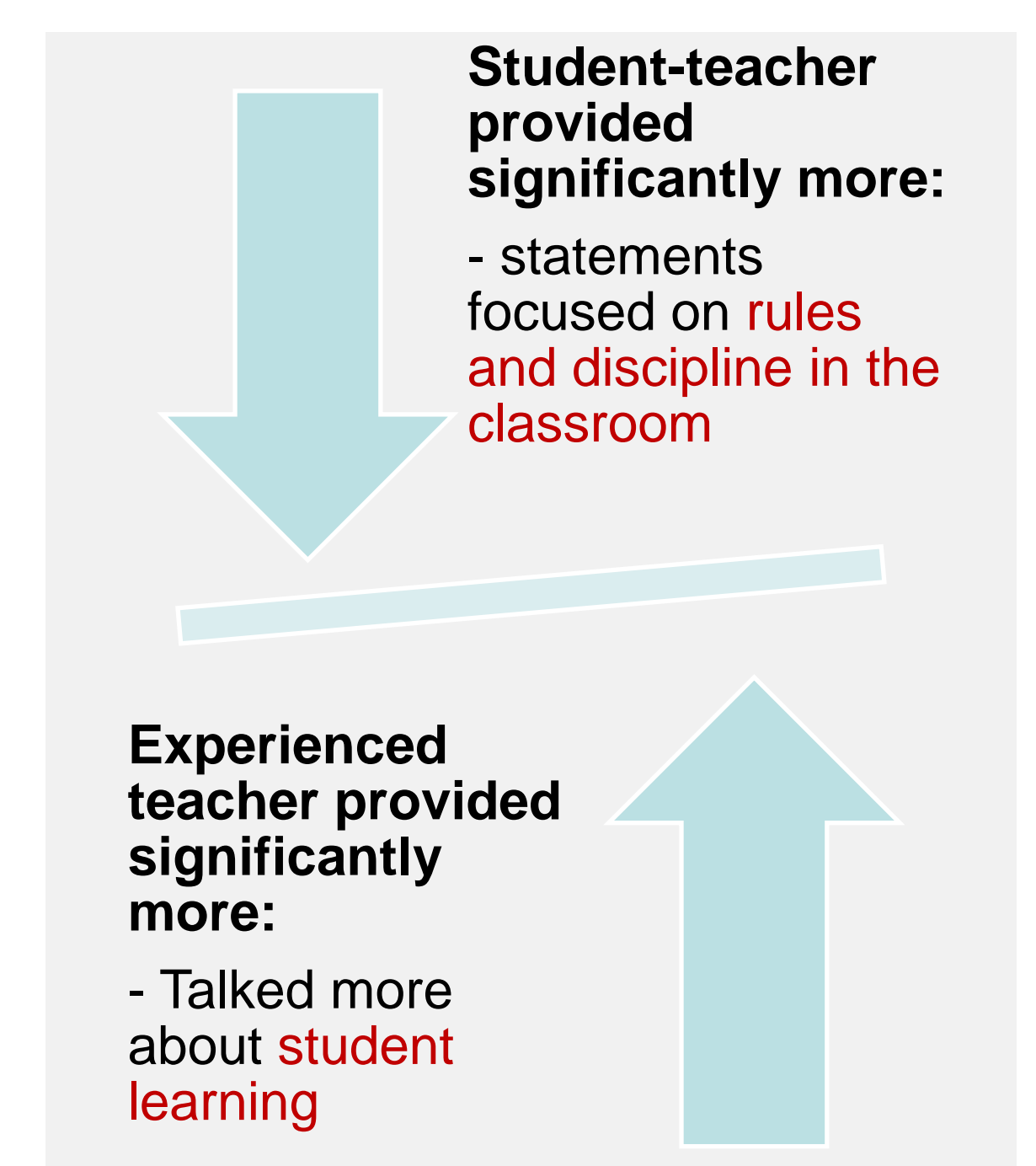
### Thematic Focus of Statements

- Experts focused more on student learning, the teachers role and influence on classroom management, and provided more contextualized commentary
- Novices focused more on classroom discipline and rules

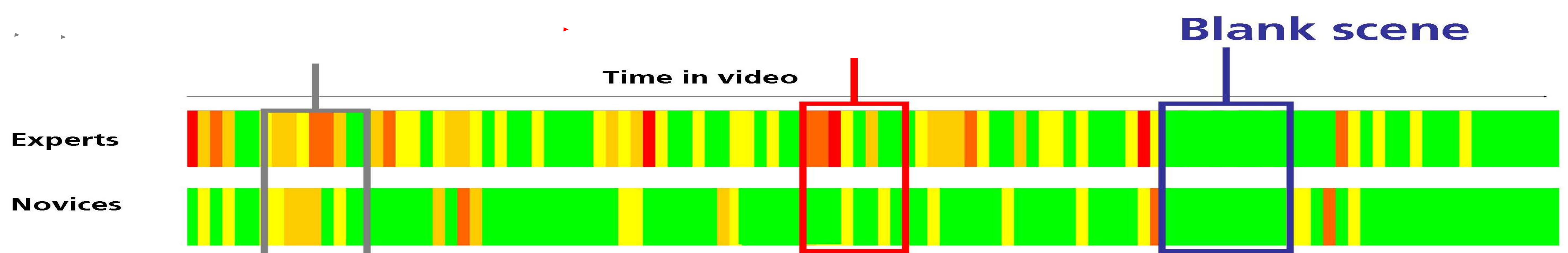
### Timescale Expressed

- Experts provided significantly more retrospective statements and marginally more prospective statements
- Novices referred almost exclusively to contemporaneous events

Type I: Descriptions & Interpretations	Type II: Focal Themes	Type III: Timescale	Type IV: Aggregated Cognitive Processing
Prediction – classroom mgmt.	Student learning	Retrospection	Viewpoint: single/multiple
Description-audial	Teacher: role and influence	Prospection	Perspective: integrated/ non-integrated
Explanation/ Reasoning	Type of event/situation		Certainty: open-ended/ dead-end
	Contextualized suggestion/comment		Temporality: continuity/ non-continuity
	Discipline/Rules		
	No code applicable		



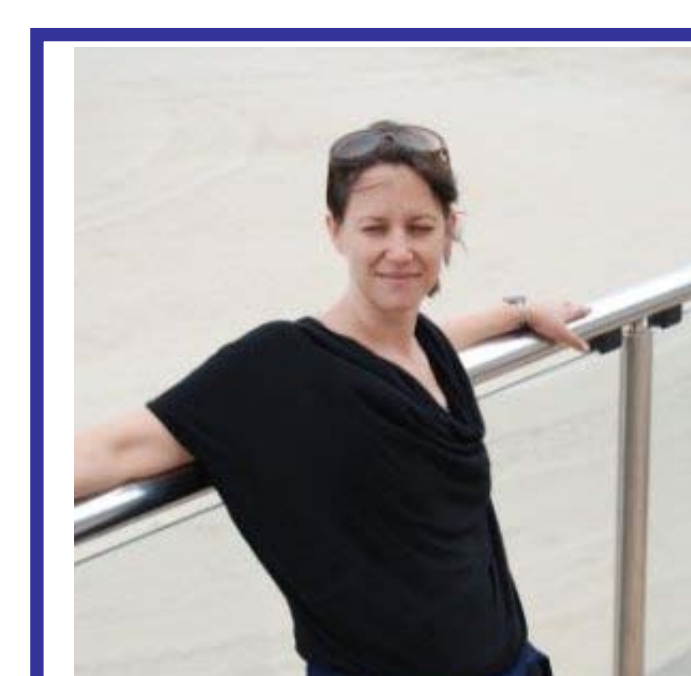
## 5. Selection of scenes for eye-tracking analysis based on timestamp clusters



### Contact:

T: +31644810179

E: niekvdbogert@gmail.com



### Contact:

T: +316xxxxxx

E: Charlotte.Wolff@ou.nl

