

# **THE WORK OF TEACHER EDUCATION**

## **Research Instruments**

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## **INSTRUMENTS**

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## 1. Telephone Interview Schedule

The main purpose of this interview is to gain a sense of the work biography of the individual as a teacher and teacher educator. We want to elicit a fluent, honest narrative so it may help if we are not too formal and over-structured in our approach. We can be conversational but sparingly so – just enough to keep the flow. We should encourage development of the unexpected but also ensure that we cover key parts of the story, as suggested below.

### 1 Present role: What is your present role and job title?

Current responsibilities  
How long in this job / in teacher education  
Main tasks / most time spent on  
(ask about research and scholarship, if not mentioned)

### 2 Prior experience: What did you do before coming in to HE?

Teaching / other  
Sector / subject  
Length of time  
Own educational biography - school attended / enjoy school?  
Decision to become a teacher – when, why?

### 3 Reasons for coming in to HE: What brought you in to HE /TEd?

Reasons / Circumstances

### 4 Perceived differences between teaching and TEd in HE:

What struck you as different about this job as compared to e.g. teaching in schools?  
(nature of the teaching task, the work environment, relationships with colleagues)

First experience/s  
Early impressions  
Expectations – met or not (Induction into the job? Professional development?)

### 5 Changes in the work of Teacher Educators: How has your work changed over the years in TEd? (if in year 1 or 2, may not apply?)

Changes in time spent on different things  
Changes in context, circumstances, expectations  
Relationships within HE, with schools, Local Authorities etc.

### 6 Futures: Where do you see yourself going from here - plans, expectations?

What changes do you see ahead?  
In your HEI / HEIs in general /  
In your own work in TEd / in TEd in general

### 7 Feelings about your work and story

How do you feel about working as a teacher educator?  
...and finally, has telling your story helped you in any way?

## 2. Work-shadowing/observation protocol

- The key here is to observe participants at work, focusing on the artefacts/tools they use and in what context. At the back of our minds the question might be: what are they working on and why? Looking at the tools and artefacts they are using might give us some insight into this question.
- Wherever possible, take photographs of artefacts and tools, either in use or separately. It may be necessary to ask permission for some photography and so 'after the fact' photos or artefacts may be our only option. Our ethical clearance does not permit photography of people under the age of 18 or vulnerable adults.
- When possible (so as not to disrupt the activities) and appropriate, ask about what they are doing during the day (e.g. what sort of priority has it, is it fulfilling and if so how?)
- Ask about working spaces (e.g. personal offices, teaching rooms etc)
- Ask about social spaces and facilities (staff room, team rooms, catering facilities etc)
- Ask about resources available (including colleagues, ICT facilities and resources, practical work facilities and equipment)
- Ask about their perceptions of how their work fits in to the work of the institution as a whole.

### **Formal questions**

#### *1. In relation to their ITE role*

- What do you spend the bulk of your time on?
- Do you have a sense of comparison with academic work in other disciplines in your institution or with academic work in other parts of your department?

#### *2. In relation to the use of artefacts:*

- What is the origin of this artefact? (where did it come from, e.g. self-produced, borrowed from a colleague or a published source etc)
- What are you using this artefact for? (e.g. in relation to research and/or ITE work)
- Why do you use this artefact in particular for this activity? (e.g. why was it chosen, what advantages for your work does it have, what disadvantages etc)
- Does anyone else use this artefact? (Why? Why not?)

#### *3. In relation to doing research and scholarship:*

- What are your main research interests and why is this?
- Can you describe the sorts of research activities/tasks you regularly carry out *or would like to carry out*?
- What helps/hinders you in carrying out your own research work?

- If your institution could do one thing to improve your capacity to engage in research and scholarly activity what would it be?

4. *In relation to research-informed ITE work:*

- How does research inform what you do in your ITE work?
- Can you give examples of when research has informed what you do in your ITE work?
- What is the nature of the research you draw upon? (e.g. own, published research)
- Is your engagement with published research direct or in-direct:
  - (i.e. read original academic article/work)
  - (i.e. professional literature based upon published research, other?)

5. *How well did your previous employment experiences prepare you for ITE work?*

### 3. Work diary proforma

Activity Characteristics (if applicable)  
 tick one      tick one

**WöTE WORK DIARY (Portrait format)**

Day and Date: \_\_\_\_\_  
 Pseudonym : \_\_\_\_\_

**Activity Log: Fill in Every Hour**

		Personal Priority	Professional Priority	Departmental Priority	Professionally Fulfilling	Personally Fulfilling	Unremarkable		
Before 7am									
7.00									
8.00									
9.00									
10.00									
11.00									
12.00									
13.00									
14.00									
15.00									
16.00									
17.00									
18.00									
19.00									
20.00									
After 8pm									

#### **4. Details of WOTE blogs**

A blog was set up for each participant. At the introductory meetings, participants were shown how to access and contribute to the blogs. The access point to the blogs and further information can be found at: <http://workofteachereducation.org/>

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