

Geography ITE written lesson observation feedback

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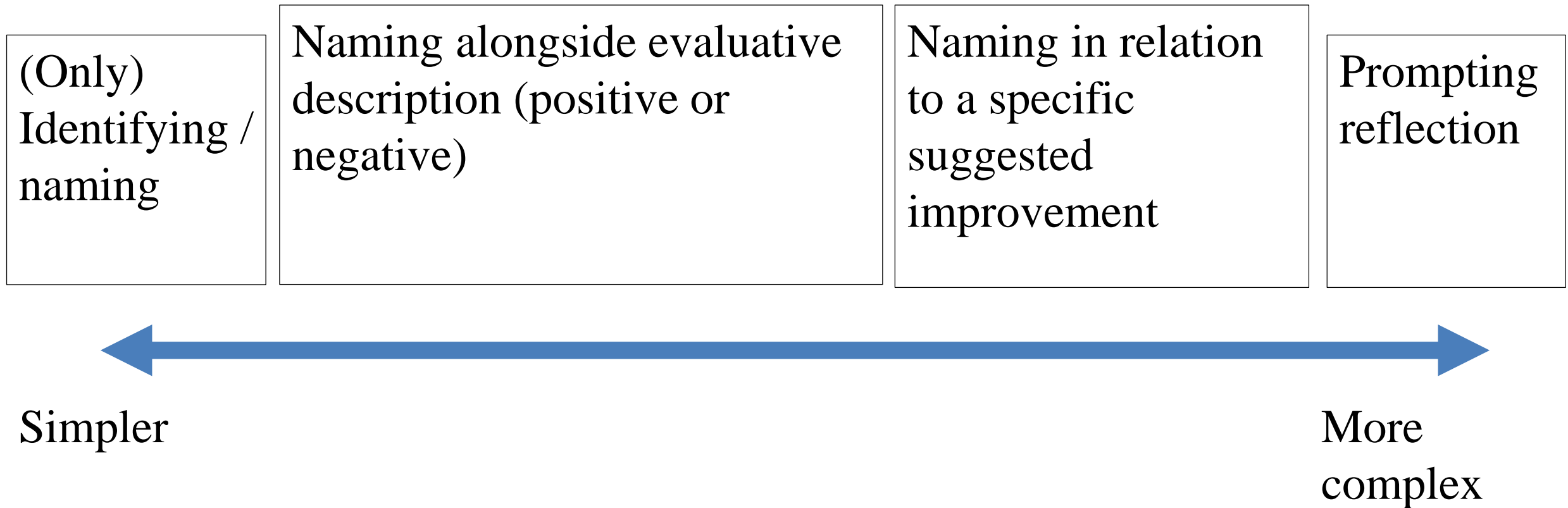
@Steve_Puttick

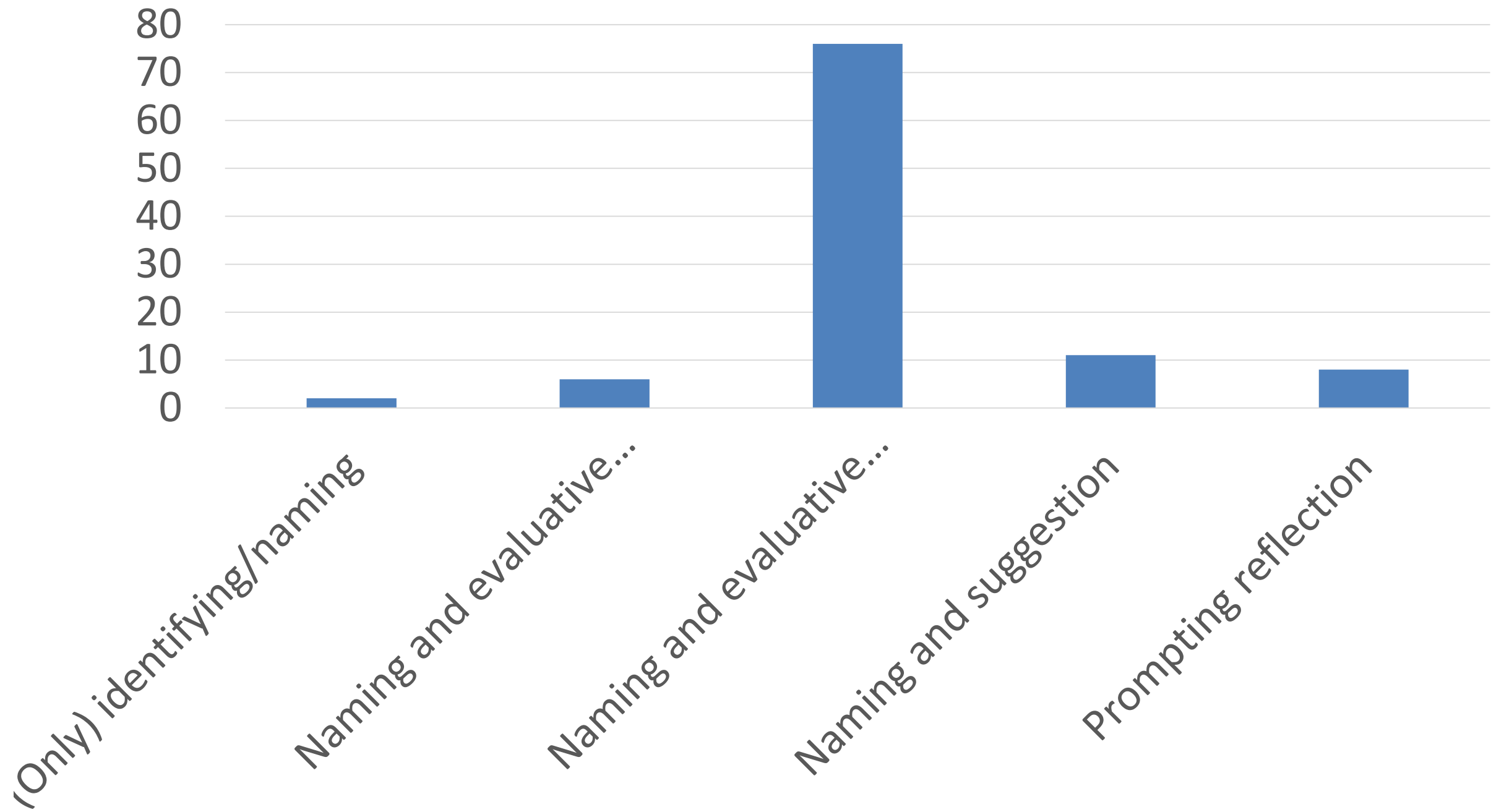
...in post-observation discussion...my experience has been that **geographical knowledge has rarely, if ever, figured in such discussion.** It has been marginalised by the exigencies of everyday practice and the imperatives of policy. (Firth, 2011, p. 312)

Research questions:

1. In what ways is geography / geographical knowledge discussed in written lesson observation feedback given to beginning geography teachers?
2. In what ways does research feature in the written lesson observation feedback given to beginning geography teachers?

1. In what ways is geography / geographical knowledge discussed in written lesson observation feedback given to beginning geography teachers?





(Only) identifying / naming

‘This lesson was a series of three consecutive lessons about tsunamis...’

‘Pupils making their own corrections (in red) to self-assess answers to Indian states.’

Naming alongside evaluative description (negative)

‘The lesson was focused around student led learning. Instructions were given about each task but no actual subject content was discussed unless it was in one to one conversations with students.’

‘Keep making sure that pupils are all clear about the meanings of terms (e.g. economic / social / environmental) - some seemed slightly unsure what these meant beyond economic = money.’

Naming alongside evaluative description (positive)

‘Peer assessment for the brownfield / greenfield was a useful activity to help pupils take responsibility for their own work.’

‘Well structured 'risky' lesson which ensured that students learnt about Palm oil in the rainforest.’

‘Some good links were made with the work they had done on physical geographies of the regions (e.g. Tibetan plateau).’

‘Great, focused atmosphere - the Velcro population pyramid engaged students well.’

Naming in relation to a suggested improvement

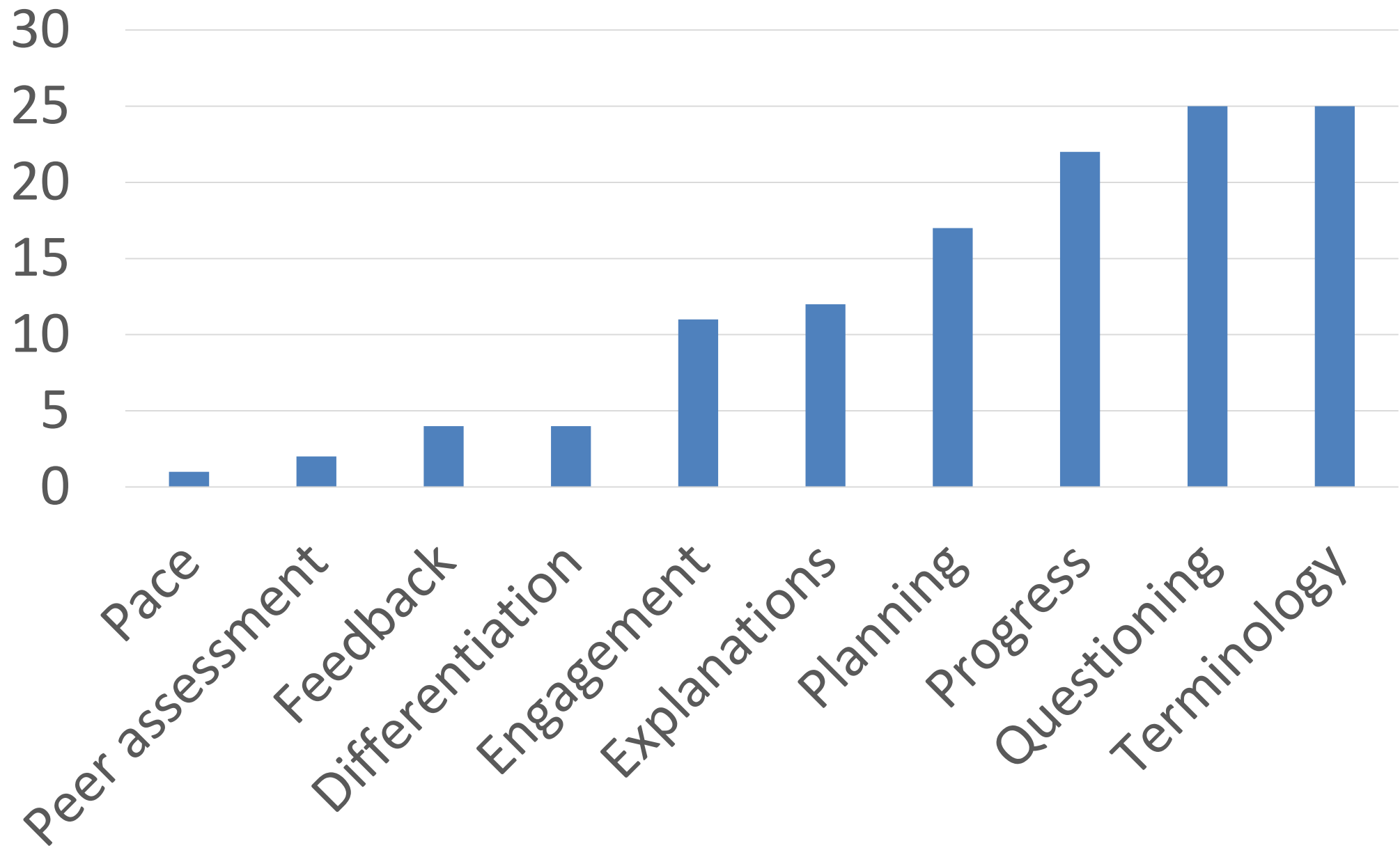
‘Differentiation could be further developed, particularly to scaffold those with weaker prior attainment. (E.g. help with the four countries to list on the table & extending by adding a blank column; increase challenge in the lesson objectives, and make opportunities to extend their thinking by reducing time spent for simpler tasks and using this time for further questioning).’

‘Students’ locational knowledge seemed to cause some to slow down / find it harder to engage in earlier aspects of the lesson - this prior knowledge could have been recapped / quickly revised at the start to help all students to be able to engage well with the subsequent analysis of the map that relied on this locational knowledge.’

Prompting reflection

‘Definition of ‘model’ as something very good that you want to copy: is this the most useful definition in the context of model villages? Maybe gives the impression that these kinds of villages are a ‘good’ model to copy, rather than being representations of what these kinds of places are ‘normally’ like?’

‘When the terms were written at the beginning, you defined three on the board (urban, decline, rural), but not the other two - was there a reason for this? First two also underlined, but third not - again, was this to emphasise certain aspects?’



RQ 2: In what ways does research feature in written lesson observation feedback given to beginning geography teachers?





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The curious case of climate change: Testing a theoretical model of epistemic beliefs, epistemic emotions, and complex learning



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If 'the ability to **bring together research and practice** is arguably the mark of a professional' (BERA-RSA, 2014b, p. 23), how might written lesson observation feedback contribute to this?

A suggestion...

More geography education research on **explanations; terminology; and progress** might be particularly useful. Please?! 

To what extent do mentors have control over this process to make their written feedback deeper, more reflective (and, possibly, less certain)?

How can ITE partnerships support beginning teachers to engage with critical questions about geographical knowledge through lesson observation feedback?