CIEPSS Handbook of Research Protocols: Volume 1

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Introduction
This handbook is written to explain the data collection and management protocols that have been designed for use in the Curriculum Implementation in Early Primary Schooling in Singapore (CIEPSS) project for. The handbook is intended for use by all members of the CIEPSS research team. The information in this handbook is also easily adaptable to other research projects which use similar research instruments.

Specifically, this volume delineates protocols for data collection and management of the case study component (CSC) and the classroom observation component (COC) of the CIEPSS project. Volume 2 details the protocols for data analysis and reporting the research.

General Information
Remember that you are a visitor in the school location and the ongoing, fruitful, partnership between the school and CRPP is dependent on courteous and professional conduct at all times. Researchers who establish and maintain a good impression will make their (and our) work much easier. Similarly a bad impression will impact on this and other research projects, and make subsequent research partnerships more difficult to establish.

You are representing CRPP as well as this research project. In all our contacts with research partners, interested bodies, and the community at large, it is expected that we exhibit professionalism and expertise. Some things to keep in mind:

1. **Be informative** - Make sure you are confident in your knowledge of what we are doing **and why**. Please refer to the project explanation documents (Appendix A for an explanation of the project as a whole; Appendix B for an explanation specific to the COC). If you are not sure of some information, do not hesitate to say that you want to check first with the project PI. Then, be sure that you do check on the information and get back to the school, teacher, or parent with the appropriate information. Take copies of the one-page description of the project with you. These may be distributed freely in schools.

2. **Be identifiable** - Ensure that you always have your name card and/or name tag with you.

3. **Be respectful** - The people you work and interact with are professionals and experts in their field—treat them as such. When you visit schools, remember that they are your hosts and it is a privilege for the research team to be allowed into their schools.

4. **Be courteous** - Treat everyone you meet with the utmost courtesy. Be punctual and follow through on your commitments. Listen actively to stakeholder concerns and be sensitive to their needs. It may be necessary to modify plans at short notice and it is important that changes in scheduling are dealt with positively and with concern to minimize problems and disruption to the school.
5. **Minimize disruption** - Data collection will interfere with planned activities and add work to people who are already very busy. Be aware of this and try to minimize interference.

6. **Look smart** - Dress professionally (business casual) when interacting with stakeholders or representing CRPP to the general public. When working in classrooms it is best to dress to blend in with other colleagues within the school. You only have one chance to make a good first impression.

7. **Be organized** – Take the directions and contact details of the school with you, as well as the data collection schedule. Always have pen and paper handy.

8. **Be discreet** - Do not discuss the data with anyone outside the project. This includes not telling school participants which other schools are involved or sharing any information about participants with anyone outside of the research team.

Any research is an imposition, to a greater or lesser extent. The research participants are giving their time and expertise voluntarily and with generosity of spirit. It is vital that researchers treat all research participants with the same generosity of spirit and enhance the reputation of researchers and research from CRPP.
FAQs

1. **What is the purpose of the study?**
   The purpose of this study is to investigate the implementation of recent policy initiatives in P1 and P2 classrooms in Singapore schools.

2. **What is CRPP?**
   The Centre for Research in Pedagogy and Practice is a research centre established by NIE and funded by MOE to study, prototype and innovate a strong futures-oriented agenda in Singapore schools. It provides an opportunity for researchers, teachers and administrators to work together to develop and implement new ideas in the schools to better educate students for the challenges in the decades ahead.

3. **Why are you collecting this data?**
   In this case, we are interested in how teachers and schools are interpreting and implementing the policies that MOE has initiated in P1 and P2 classrooms. The data we collect will be analysed as part of a much larger data set, drawn from a range of schools.

4. **Will the performance of teachers be evaluated?**
   There is no evaluation of teaching, of teachers, or of schools in this study. In addition, no individuals will be identified in any published data or recordings. No data on individuals will be reported to the principal or MOE. All personal details will remain confidential to the research team.
Section A: Data Collection in Schools

Interviews – An Overview

The slides which follow have been taken from workshops prepared and presented by Dr Madonna Stinson as part of the training program provided to research assistants within CRPP.

Slide 1

A beginner’s guide to interviewing

Madonna Stinson
Curriculum, Teaching and Learning AG
For
CRPP, 17 June, 2009

Slide 2

- A skill
- Responsive listening
- Maintain the conversation rather than interrupting the participant’s flow of thought
- Rephrase or ask for clarification
- Include probes/prepared questions dealing with unanswered issues at the end (or make a time for a follow-up interview)
<table>
<thead>
<tr>
<th>Technique</th>
<th>Characteristics</th>
<th>Commonly used in:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structured/fixed response</td>
<td>✓ restricts talk to pre-determined questions &amp; answers</td>
<td>Complement to quantitative data; face-to-face surveys.</td>
</tr>
<tr>
<td>Semistructured</td>
<td>✓ pre-determined questions with some latitude in interviewer response ✓ pre-prepared probes ✓ ad hoc follow through questions</td>
<td>Ethnography; grounded theory; or as a 'stand-alone' method.</td>
</tr>
<tr>
<td>Unstructured/informal/open-ended</td>
<td>✓ a few general questions/issues are offered ✓ interviewee is free to direct the talk</td>
<td>Ethnography; grounded theory; discourse analysis; narrative inquiry; life history; case study</td>
</tr>
<tr>
<td>Focus group</td>
<td>✓ dialogue-based ✓ 6-8 participants/questions ✓ facilitator stimulates dialogue</td>
<td>Across methods; Informal groups in ethnography</td>
</tr>
</tbody>
</table>

- Individuals brought together by the researcher to focus on one particular topic
- Size of group – 6 to 10 participants
- Representative or diverse membership
- Help in quickly gaining an understanding of the research domain (scope, issues, attitudes)
- Facilitator vital to quality of data

**Focus group discussions**
An interview

<table>
<thead>
<tr>
<th>Is</th>
<th>Is not</th>
</tr>
</thead>
<tbody>
<tr>
<td>A time to listen</td>
<td>A time to tell your own story</td>
</tr>
<tr>
<td>Interactive/dialogic</td>
<td>Scripted</td>
</tr>
<tr>
<td>Based in trust, respect &amp; empathy</td>
<td>Antagonistic</td>
</tr>
<tr>
<td>Purposeful</td>
<td>Gossipy</td>
</tr>
<tr>
<td>Interesting</td>
<td>Boring</td>
</tr>
</tbody>
</table>

Researcher requirements

- Rapport
- Discretion
- Ability to deal with challenging contexts: conflict, misunderstanding, coercion
- Acknowledgement of feelings, preconceptions, subjectivity
As a face-to-face researcher, often I was forced to keep a conversation going by talking about something the informants introduced not because I personally or professionally agreed, but because this way I could collect information relevant to my study. For example, I am in total disagreement with my participant’s view of civil servants. Nevertheless, I have not mentioned anything about my opinions to Jim because I fear that this might make him unwilling to further cooperate with me.


- Be prepared
- Have spare batteries/recorders
- Set up early or ensure you have easy access to equipment
- Dress appropriately
- Follow designated research protocols

Be aware of the need to:
- Quiet, comfortable and private setting.
- Switch off mobile phones, TV etc. to avoid ambient noise and digital interference.
- Inform participant of interview procedures e.g. time.
- Avoid questions that can be answered by yes, no, or a single word.
- Allow for silences ... don’t give up too easily.

**At the interview**

- Preparing
- Recording
- Contextual information
- Storing & backing up
- Transcribing
- Member-checking
- Analysis
1. Prepare interview questions (theory-based; research context base)
2. Interview/s undertaken
3. Analysis for broad similarities
4. Common or frequent answers located and gathered (disconfirming?)
5. Prevalence implies accuracy
6. Analyst constructs generalized, idealized versions of the accounts.


---

- Be prepared (equipment, questions, theoretical framework).
- Start with some small talk to establish rapport.
- Work on the ‘trust’ relationship.
- Help the participant/s speak. Your job is to listen and probe if necessary.
- Be careful about your language choices.

Managing an interview from inside
Question to make clear rather than to challenge.

- Talk me through the experience.
- Would you explain that?
- What did you say then?
- What were you thinking at the time?
- How do you feel about ....?
- Can you give me an example?
- I’m not sure what you mean by ...?

Probing questions


Useful texts – practice based.
Protocols for CSC: Individual Interviews

Before you leave campus please ensure:

1. You have **2 working** recorders, with spare batteries and extension microphones if necessary.
2. The data from previous recording sessions has been cleared from the recorder.

At the interview location:

1. Find/use a suitable interview location (no ambient noise or likelihood of interruptions).
2. **Turn off your handphone!!** Incoming calls and messages may interfere with the recording so putting it on silent is not sufficient. Ask participant to turn off handphone as well.
3. Record in your field journal the required interview details such as date, time, interviewer, interviewees (and position/subjects taught if a teacher or admin staff), location, purpose and type of interview.

When you begin the recording:

1. Turn on the recorder.

   [Every interview] My name is _______________. Today is ________________, the time is ____________ and I am interviewing ________________ for the CIEPSS project.

   [First interview] Thank you for your willingness to be interviewed for this research project. Before we start may I check that you have signed the consent/assent to participate in an interview? (If yes, proceed – if NOT, abandon the interview). I would like to assure you that this interview will be confidential and the recording and transcripts will be available only to the researchers on our team. If there is anything that you don’t want...
me to record, just let me know and I will turn off the recorder. We will use this interview for data analysis and part of the interview may be used in the research report or other publications but, under no circumstances, will your name be used, nor will you be identifiable in any way.

Is it alright to start the interview now?

2. Begin questions/discussion etc. Establish the context of the interview.

3. Follow the guidelines for the particular interviewing technique that you are using.

**When you finish the recording:**

1. Thank you for your time today. Interview concluded at __________. We will provide a transcript for you to check as soon as possible.

**After the interview:**

1. Load up the recordings onto computer.
2. Remove batteries from recorder and store/sign back in.
3. Save according to project file paths. See Section B, this manual.
4. Back up your data to the team external hard drive (EHD)
5. Record your own fieldnotes/reflections. Save according to the path file names for the project and back up on EHD.
6. Begin transcription. Save according to project file paths as you work. Save the full version when complete.
7. Once transcription is completed, send to interviewee for member-checking.
8. Save amended interview transcript according to project path file names. Back up to EHD.
Protocols for CSC: Sample Interview Questions

For TEACHERS:

- What is the focus of curriculum change in this school? Can you describe what this means for you?
- How do you feel about the new initiatives that are being implemented?
- Who decides what teaching strategies/content in your classroom?
- Where do you find help in understanding and implementing new curriculum ideas?
- Since ... (refer to qn 1) has been started, can you talk about a lesson that you think worked well?
- How do you know when the students are really engaged?
- Can you talk about the ways in which you think children learn best?

Possible probing questions:

On Tuesday, you were doing... Was that something you were encouraged to do?; Can you give me an example of that? What do you mean by ...?; Can you talk me through ...?)

[Constant final question : Is there anything else you would like to tell me? Or is there a question you hoped I would ask?]

Further questions

- What were some of your thoughts about ... before it was implemented? Have these views changed? If so, how? If not, why not?
- How would you describe ...to somebody outside the school?
- What changes have you noticed in your classroom since you began to work with ...?
- Can you share times when you have received assistance from colleagues or elsewhere in helping you with this ...?
- What are some of the strategies/approaches that you now use in relation to ...?
- What are some of the positive student outcomes you have seen (anticipate) as a result of ...?
- What techniques/tasks to help you identify and monitor student learning? (assessment)
- Can you describe any challenges you have faced in implementing ...?
- Have you got any concerns for the future of ...?
- What support are you getting? What further support would you like?
- Is this ... for every child?
- Is there a question or something you hoped I would ask you about and I didn’t? What else would you like to share with me, or emphasize again, about the focus in this school?

For PRINCIPAL/VICE PRINCIPAL/CO-ORDINATOR

- What is the focus of curriculum (change?) in this school?
- How would you describe the essence of this change?
- How do you feel about implementing the new initiatives from ________?
- Can you please talk about the procedures you have in place to build confidence in your staff in implementing the new initiatives?
- Can you describe the processes for developing teaching plans and practices at this school?
- Where do you get the guidelines for new initiatives?
- Where can you find advice/information about PD for your staff in relation to ____________?
- What PD have you found to be very useful for your staff?
- How will you know if an initiative has been successful/is worth pursuing?
- Where would you like to see the changes heading from here?
- What challenges can you identify for ________?
- What strengths/weaknesses do you think ________ has?
• How do you identify progress with regard to __________?
• Who do you report [your concerns] to with regard to? Can you talk me through that process?
• Is there a question or something you hoped I would ask you about and I didn’t? What else would you like to share with me, or emphasize again, about the experiences in this school?

For HOD

• How do you feel about implementing new initiatives in your school?
• What would you say is the ‘push’ or focus of curriculum/pedagogical change here?
• Who/where do you expect to find help or guidance in implementing new initiatives?
• How will you be monitoring the progress of the new initiatives?
• How will you encourage and help your staff in implementing the initiatives?
• What information and/or PD have you been able to provide to help staff understand the changes?
• What processes are in place to listen to the teachers’ suggestions for plans and practices in carrying out the initiatives?
• Is there a question or something you hoped I would ask you about and I didn’t? What else would you like to share with me, or emphasize again, about your experiences in managing changes in your department?
Protocols for CSC: Focus Group Interviews

Before you leave campus please ensure:

1. You have 2 working recorders, with spare batteries and extension microphones if necessary.
2. The data from previous recording sessions has been cleared from the recorder.

At the interview location:

1. Find/use a suitable interview location (no ambient noise or likelihood of interruptions, ample space for the number of people to be interviewed, Map out the physical locations of the recorders, participants, and extended microphones).
2. Turn off your handphone!! Incoming calls and messages may interfere with the recording so putting it on silent is not sufficient. Ask participants to switch off their handphones, too.
3. Record in your field journal the required interview details such as date, time, interviewer, interviewees (and position/subjects taught if a teacher or admin staff), location, purpose and type of interview.

When you begin the recording:

1. Turn on the recorder: [Every interview] My name is _______________. Today is _______________, the time is ____________ and I am interviewing ______________ for the CIEPSS project.

   [First interview] Thank you for your willingness to be interviewed for this research project. Before we start may I check that all of you have signed the consent/assent to participate in an interview? (If yes, proceed – if NOT, abandon the interview). I would like to assure you that this interview will be confidential and the recording and transcripts will be available only to the researchers on our team. If there is anything that you don’t want me to record,
let me know and I will turn off the recorder. We will use this interview for data analysis and part of the interview may be used in the research report or other publications but, under no circumstances, will your names be used, nor will you be able to be identified in any way. Is it alright to start the interview now?

2. Begin questions/discussion etc. Establish the context of the interview.

3. Follow the guidelines for the particular interviewing technique that you are using.

**When you finish the recording:**

1. Thank you for your time today. Interview concluded at __________. We will provide a transcript for you to check as soon as possible.

**After the interview:**

1. Load up the recordings onto computer.

2. Remove batteries from recorder and store/sign back in.

3. Save according to project file paths, see Section B, this manual.

4. Back up on EHD.

5. Record your own fieldnotes/ reflections, save and back up.

6. Begin transcription (save according to project file paths as you work).

7. Once transcription is completed, send to interviewee for member-checking.

8. Save amended interview transcript and back up.
Protocols for CSC: Sample Focus Group Questions

For PARENTS

- What are your hopes and expectations for your children’s education? (specifically for P1/P2 children)
- How would you like a typical day to be for your child in P1/P2?
- How has the school informed you about your children’s learning in P1/P2? Did you attend any workshops or information evenings? Newsletters?
- Have you heard or read about the new ideas the Ministry of Education has for P1 and P2? How do you feel about the new initiatives that are being implemented?
- How do you help your child prepare for assessment in P1/P2?
- How do you think your child will adapt moving from the P2 classrooms into P3? (assessment, learning experiences, class size etc)
- Do you have any concerns with teaching and learning in P1/P2?
- Is there a question or something you hoped I would ask you about and I didn’t? What else would you like to share with me, or emphasize again, about your child’s school learning experiences?
Protocols for CSC: Individual Drawing and Telling Sessions

Before you leave campus please ensure:

1. You have an audiorecorder, with spare batteries and extension cords if necessary as well as a video recorder and tripod. Please test the recorders to ensure that they are in working order.

2. The data from previous recording sessions has been cleared from the recorder.

3. Ensure that the student interviewees have signed the consent form for the project.

4. You should also have up to 3 pieces of A3 paper for each child to be interviewed (in case they want to start again), and additional coloured pencils and felt pen markers (in case children do not have these).

At the interview location:

1. Find/use a suitable interview location (no ambient noise or likelihood of interruptions, appropriate furniture that is comfortable for the students to carry out the drawing activity).

2. Set up the video recorder on the tripod at an angle that captures the students’ act of drawing.

3. Turn off your handphone.

4. Record in your field journal the required interview details such as date, time, interviewer, student grade level, location, purpose and type of interview.

When you begin the recording:

1. Turn on the recorder: [Every interview] : My name is ________________. Today is ________________, the time is ________________.
and I am interviewing ______________ for the CIEPSS project.

2. [First interview] Thank you for coming to talk to me. I am going to video record us while we are talking and you are drawing. This is the camera that will record us. (Show the student how it is done.)

3. At any time, if you feel that you don’t want to be recorded, just let me know and I will turn off the video recorder.

Is it alright to start now?

Establish the context of the drawing-telling by using the following script:

I would like you to use your imagination and make a drawing and to talk to me as you draw. Let me tell you a bit of a story first.

There is a teacher I know who has the idea to build a new school near your house. She wants to ask children for advice on what would be good to have in a school and what things would be good to help children learn. She feels that you can help her make this new school because you are in Primary Two. What things can you draw and tell me about the school and Primary Two classes – what should they be like? She might be interested in the kinds of places/spaces that should be in the school and classroom, what the teachers should be like and what kinds of activities that the children should do to learn.

Do you think that you could draw some ideas about some of these things? OK, good. You can take as much time as you like. And it would be good if you could talk to me as you draw so I can understand as much as I can.

NB: Watch and listen. Ask open-ended questions and give prompts when it seems appropriate. Follow guidelines for the role of the interlocutor (see Wright, 2008 and 2010.

Thanks so much ________ for doing this lovely drawing and talking to me about it. I’m sure the teacher will be very interested in your ideas.
May I keep this drawing please? [If the child seems reluctant, ask if you can photograph, scan or colour photocopy it.]

When you finish the recording:

1. Thank you for your time today. Interview concluded at __________.

After the interview:

1. Load up the recordings onto computer.
2. Scan image/s produced by child during drawing/telling.
3. Save according to project file paths. See Section B, this manual.
4. Remove batteries from recorder and store/sign back in.
5. Back up to EHD
6. Write up your own field notes/reflections. Save and back up.
7. Begin transcription. Save according to project file paths as you work.
8. Save the final copy and back up.

References


Explanatory notes

In addition to the individual Drawing and Telling, as described in the previous section, we also conduct whole-class Drawing and Telling sessions. You will take over the class lesson for the whole class drawing and telling. Student will be given the same set of instructions as the individual Drawing and Telling sessions. The students then proceed to draw. Immediately after they will be asked to participate in focus group ‘interviews’ you in groups of 3 or 4.

Before you leave campus please ensure:

1. You have an audio recorder, with spare batteries and extension microphones if necessary. You will also need a video recorder with a tripod. Please test the recorder functions to ensure that they are in working order.

2. The data from previous recording sessions has been cleared from the recorder.

3. The student interviewees have signed the assent form for the project.

4. You should also have up to 3 pieces of A3 paper for each child (in case they want to start again), and additional coloured pencils and felt pen markers (in case children do not have these).

In class:

1. Establish the context of the drawing and telling session using this script:

   Hello, class. Your parents and teacher have told you that one part of the research we are doing is to find out more about what the kids in
your class think about school. I believe it might be more fun and give me more information if you were to draw your ideas and to talk about them. Would you like to do a drawing? Would that be fun? Good, OK.

I would like you to use your imagination and make a drawing and to talk to me as you draw. Let me tell you a bit of a story first.

There is a teacher I know who has the idea to build a new school near your house. She wants to ask children for advice on what would be good to have in a school and what things would be good to help children learn. She feels that you can help her make this new school because you are in Primary Two. What things can you draw and tell me about the school and Primary Two classes – what should they be like? She might be interested in the kinds of places/spaces that should be in the school and classroom, what the teachers should be like and what kinds of activities that the children should do to learn.

Do you think that you could draw some ideas about some of these things? OK, good. You can take as much time as you like.

When you have finished, we will talk to each other about our drawings in small groups. When you have finished your drawing, please raise your hand. When there are a few who have finished, I will call you together to talk to me and each other about what you have drawn. Some of you may need to wait until I am able to talk to you as a small group. While you are waiting, you may take another piece of paper and do another drawing or quietly move to one of the learning corners/read quietly while waiting for your turn.

2. Give out the A3 drawing paper and felt pens to each of the students. Inform them that they may ask for extra paper if needed.

3. When 3 or 4 students have finished drawing, bring them to a suitable location and conduct the focus group discussion.
At the FGD location

When you begin the recording:

1. Turn on the recorder: [Every interview] : My name is _______________. Today is _______________, the time is ____________ and I am interviewing ______________ for the CIEPSS project.
2. [First interview] Thank you for coming to talk to me. I am going to audio record us while we are talking and you are drawing. At any time, if you feel that you don’t want to be recorded, just let me know and I will turn off the audio recorder. Is it alright to start now?

Thanks so much ______ for doing this lovely drawing and talking to me about it. I’m sure the teacher will be very interested in your ideas.

May I keep this drawing please? [If the child seems reluctant, ask if you can photograph, scan or colour photocopy it].

When you finish the recording:

Thank you for your time today. Interview concluded at ____________.

After the interview:

1. Load up the recordings onto computer.
2. Scan image/s produced by child during drawing/telling and save.
3. Save according to project file paths. See Section B, this manual.
4. Remove batteries from recorder and store/sign back in.
5. Back up all files to EHD.
6. Write up your own field notes/reflections. Save to your laptop and back up to EHD.
7. Begin transcription. Save according to project file paths as you work. When complete, back up to EHD.
Introduction

The main priority of the “walking interview” is to gather a general picture of the classroom, lesson, and students you are going to observe for coding. This can be an informal interview or a casual chat with the teacher before the lesson or on the way to the lesson. It will be brief, approximately 3 to 5 minutes. If it is impossible to conduct the interview before the lesson, it can be done at the end of the lesson.

Before you leave campus please ensure:

1. The researcher must be trained to conduct the walking interview.
2. You have the audio recorder in a clear packet with a lanyard to ‘hang’ around the teacher’s neck, an external, clip-on mic (clipped to the lanyard), and extra batteries. The audio recorder should be set to show the correct date.
3. The teacher has signed the consent form for the project.

During the interview:

1. **Turn off your handphone!!** Incoming calls and messages may interfere with the recording so putting it on silent is not sufficient.
2. Introduce yourself and then ask the teacher if you can get some brief information about the class and lesson you are going to observe.
3. Record the interview if possible. If NOT, write quick notes after the lesson. (Since the walking interview is conducted immediately before the observed lesson, notes can only be prepared after the lesson observation. These should be done the same day, as soon as is possible, so details will not be forgotten.)
4. Turn on the recorder.
   My name is _______________. Today is _______________, the time is ____________ and I am interviewing ______________ for the CIEPSS project. Before we start may I check that you have signed
the consent/assent to participate in an interview? (If yes, proceed – if not, abandon the interview). I would like to ask you a few questions related to the lesson I will see. Is that OK? Initiate the informal/ casual conversation focusing on the following four basic questions:

A. What is this lesson about? OR What will you be working on today?

B. How does this fit with the lessons you have been doing? (Is it part of a larger unit? Or a stand-alone lesson? Have you been teaching this topic in previous lessons?)

C. Is there anything else I should know about this lesson before we start?

D. Is there anything else you would like me to know about the students in this class?

**When you finish the recording:**

1. Thank you for your time today. Interview concluded at __________.

**After the interview:**

1. As the interview is conducted before the lesson, the teacher **keeps** the audio recorder and files are downloaded after the lesson.
2. Go on to the lesson observation and coding, if the interview is done before the lesson. If the interview is done after the lesson, go on to the instructions for file saving and back up.
3. After the lesson, transcribe the walking interview (see Appendix C and sample below), file with the appropriate file name, and back up to EHD.
Protocols for COC: Transcript Format for Walking Interviews

CIEPSS COC Walking Interview

- School identifier:
- Subject:
- Level:
- Date:
- Teacher identifier:
- Audio Filename:

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RA</td>
<td>My name is ______________. Today is ______________, the time is ______________ and I am interviewing ______________ for the CIEPSS project. Thank you for your willingness to be interviewed for this research project. Before we start may I check that you have signed the consent/assent to participate in an interview?</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>Yes.</td>
</tr>
<tr>
<td>3</td>
<td>RA</td>
<td>I would like to ask you a few questions related to the lesson I will see. Is that OK?</td>
</tr>
</tbody>
</table>

Transcribed and translated by ______________.
Introduction

A subset of all observed teachers (approx. 1/3) will participate in post observation interviews. The main priority of the post observation interview with video viewing is to gain additional insights into the lessons and to the teachers’ beliefs. These interviews will be scheduled at a mutually convenient time, ideally within one week of the observation. Each interview will last 90-120 minutes because they will entail watching the recorded lesson with the teacher.

Before you leave campus please ensure:

1. You have 2 working recorders, with spare batteries and extension microphones if necessary.

2. The data from previous recording sessions has been cleared from the recorders.

3. Prepare the video recording of the lesson of the teacher you are going to interview with and a video player.

4. The teacher has signed the consent form for the interview. Take a hard copy with you in case the teacher does not have one ready.

At the interview location:

1. Find/use a suitable interview location (little ambient noise or likelihood of interruptions).

2. Turn off your handphone – silent mode can still interfere with the concentration of participations so handphones should be switched off. Ask the teacher to turn off his/her handphone as well in order to avoid disruptions.

3. Note interview details:
• Date
• Time
• Interviewer
• Interviewee
• Grade level
• Subject
• School

When you begin the recording:

1. “Hang” the audio recorder on the teach. Hang the 2nd recorder on yourself. Make sure the recorder and clip on mic are turned on.

2. Turn on the recorder.

   My name is _______________. Today is _______________, the time is ____________ and I am interviewing ______________ for the CIEPSS project.

   Thank you for your willingness to do the post observation interview for this research project. Before we start may I check that you have signed the consent to participate in this interview? (If yes, ask the teacher to give you the consent form and proceed – if NOT, provide the consent form and ask the teacher if he/she is willing to sign now. If not, abandon the interview). I would like to assure you that this interview will be confidential and the recording and transcripts will be available only to the researchers on our team and to you. If there is anything that you don’t want me to record, just let me know and I will turn off the recorder. We will use this interview for data analysis and part of the interview may be used in the research report or other publications but, under no circumstances, will your name be used, nor will you be able to be identified in any way.

   Is it alright to start the interview now?

3. Explain that the interview will be led by the teacher while watching the video rather than by you.
Say something like:

We are going to watch a video of the lesson I observed. I want to understand the lesson better so I’d like you to watch with me and tell me about it. You can comment on what you see and what you were thinking. This will help me have a better understanding of the lesson.

You should stop and start the video whenever you want – whenever you want to comment about something, just go ahead.

4. Then hand over the remote to the participating teacher and ask him/her to watch the video recording and to comment on it freely. Ask the teacher to tell you what is happening, to describe the lesson, to give opinions or explanations, or any other comments. This can be a kind of running commentary of the lesson. The main question to address is “What is happening?”

You can say something like:

Please go ahead and describe the lesson to me, talk about what you see, tell me your opinions or ideas, explain anything you want to explain. The main thing is to help me understand what is happening and what you think.

Note the time stamp on the video and/or video events to identify the video episodes discussed.

5. Listen carefully to the teacher and do not interrupt him/her but ask for clarifications or elaborations where necessary.

6. React supportively but not judgmentally – even if you disagree with the teacher do not make any comments or expressions. Just listen to the teacher understandingly.

7. Give the teacher time to think rather than prompting continuously.
8. If the teacher does not comment spontaneously, at 10 minutes intervals you should ask the teacher to pause the video and prompt him/her by saying something like:

   a. Can you tell me what is happening?
   
   b. Can you tell me why you did some things we have seen in the video so far? What were the reasons, the purposes?
   
   c. What can you tell me about student learning so far in the lesson?
   
   Don’t offer your own opinions or comments. The goal is to elicit the teacher’s comments.

   Note the time stamp on the video and/or the events to identify the video episodes discussed.

9. Conduct the interview until the video viewing finishes.

10. At the end of video viewing ask, “What did you find out about student learning in this lesson?”

**When you finish the recording:**

1. Thank you for your time today. Interview concluded at __________. We will provide a transcript for you to check as soon as possible.

**After the interview:**

1. Save all materials (video and audio recordings, pictures of artefacts, excel coding sheets, etc.) with appropriate file names, following the project file paths. See Section B, this manual.

2. Back up all files on EHD

3. Remove batteries from recorder. Sign in equipment

4. Prepare reflective field notes as described in the section of this handbook, “Protocols for COC: Taking reflective field notes after post observation interviews.” Save the fieldnotes to your laptop and back up on EHD.
5. Begin transcription. Follow the format of the sample transcripts for the post observation interview, below, and the detailed information in Appendix C. Save your transcription as you work, using appropriate file names as described in Section B of this manual.

6. Save the completed transcript according to file names and back up on EHD.

7. Once transcription is completed, send a copy to the interviewee for checking.

8. When the teacher replies, amend the transcript as needed and save the amended interview transcript as the final version. Again back up on EHD.
Protocols for COC: Transcript Format for Post Observation Interview

CIEPSS COC Post observation Interview

- School identifier:
- Subject:
- Level:
- Date:
- Teacher identifier:
- Audio Filename :

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaker</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RA</td>
<td>My name is _______________. Today is _______________, the time is ____________ and I am interviewing ________________ for the CIEPSS project. Thank you for your willingness to be interviewed for this research project. Before we start may I check that you have signed the consent/assent to participate in an interview?</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>Yes.</td>
</tr>
<tr>
<td>3</td>
<td>RA</td>
<td>I would like to assure you that this interview will be confidential and the recording and transcripts will be available only to the researchers on our team. If there is anything that you don’t want me to record, just let me know and I will turn off the recorder. (etc.)</td>
</tr>
<tr>
<td>4</td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Translated and transcribed by ________________
Protocols for COC: Narrative Description

Introduction

The narrative description should be a brief statement about the lesson. The main purpose is to quickly summarize the key feature of the lesson and to highlight anything especially memorable about the lesson that might be worthy of further investigation. This is intended to be a way for the research team to track and revisit lesson features might be of interest but not evident in the classroom coding scheme, especially when the coding is amalgamated across lessons. However, these are NOT ‘catch all’ documents with extensive descriptions. Instead they are more of an aide memoire for lessons that might be worth revisiting for specific points of interest. Therefore, each narrative description includes some broad information to help the research team identify the lesson as well as some specific information to highlight anything that is particularly noteworthy.

Each narrative description (i.e. each lesson) should be only 1-2 paragraphs, 350 words maximum. Shorter descriptions are acceptable especially for those lessons which are easily covered by the coding scheme categories. When completing the narrative description, use the template in Appendix D.
Field notes – An Overview

Slide 1

A beginner’s guide to fieldnotes
Meadmore, SI (2009) CRPP, 30 June, 2009

Slide 2

Participant/observer continuum
Complete observer (‘fly on the wall’)  Complete participant (involved in action)
'Sponge' – Absorbs All

- Involves observing ordinary events in natural settings, not in contrived or researcher-created settings.
- Ordinary/everyday and unusual.
- The researcher attempts to see the setting from multiple points of view simultaneously.
- Insider with analytical distance.

Role of observer

Slide 3

Slide 4
**Researcher characteristics**
- Rapport (social skills)
- Discretion
- Challenging contexts: conflict, misunderstanding, coercion
- Feelings & empathy for the research participants
- See events holistically rather than as fragmentary moments
- Deals with stress, ambiguity, change, ethical dilemmas and ambiguity.

**In the field**
- Watch, listen and collect quality data
- Seize opportunities, play it by ear
- Defocus
- Gatekeepers
- Dress to blend (not camouflage)

**Soon after the field**
- Record data in retrievable form.
- Add details
- Add questions, connections to theory
Ely - researcher bias [subjectivities]

- I knew I was biased and had to learn how to observe, understand, and not make judgments. (Joanna Landau) [53]
- We will never be entirely free of our own preferred ways of viewing situations and our own biases. We can, however, be more self-aware. (Gail Levine) [54]

Notes - the 'bricks and mortar'

- Maps, diagrams, photographs, interviews, tape recordings, videos, memos, objects
- More time writing up than in the field
- Writing in detail requires self-discipline
- Extensive descriptive detail from memory
- Immediately after leaving the field
- Use pseudonyms
I’m watching the children! I’m watching the teacher! There are so many things going on at the same time! My head is spinning! What should I write in my log? What should I leave out? And to top it all it’s just impossible. The minute I put my head down to write, I’m disconnected from what’s happening. And if I tune in to what I hear, I may lose an important thought. They didn’t tell me that this would be so apparently chaotic and so unnerving. If I’m the instrument, I need to be sent to the repair shop. (Belen Matias)

- Useful and reliable notes regarding the details of life in the research context.
- Should be written as soon as possible (immediately is best) after leaving the fieldsite.
- Not to be mediated by discussion.
- Each record begins on a new page.
- Observations of ‘null’ data.
My analytical brain got in my way. I kept trying to explain why something was the way it was, as opposed to simply describing what was going on. Not only did I want to psychoanalyze the family I was studying, I wanted to play the therapist. Role conflict was definitely a problem. As a researcher I was required to observe and record what was going on, yet I constantly battled the impulse to play counselor, helper, and teacher. I not only wanted to tell the woman in my study how to fix her hair, I wanted to jump in and fix her life.


---

**Log/notes**

- Don’t write for an audience.
- Don’t edit within the log.
- Write what you see, hear and feel, not **about** what you see, hear and feel.
- Sketch for details.

---

**Log/journal/written up**

- Put date and file details in header
- Page numbers
- Line numbers
- Detail, detail, detail.
- Include diagrams to remind of location & visuals.

---

**Two sets of records**
Instead of write

- They asked if they had to use PowerPoint for the assignment. Mr. L seemed annoyed. "Of course," he said. "That is what you have been learning to do." The group of girls in the back groaned. ML pulled a face and started to doodle on the task sheet. "Class!", said Mr. L. "This is an important assignment. You must ..."

Instead of write

- Ms T arrived exactly on time and just stood at the door. Though she said nothing the students lined up quickly and quietly. J and YM were giggling about something in J's handphone. A look from Ms T stopped that. The students entered in an orderly fashion and went straight to their seats. J sits far away from YM. Ms T said, "Open your books at p. 38 and read ..."
As time passes – analysis

- Review notes every 2 to 3 weeks
- Add comments
- Write reflective memos

Analysis + theory

- Transcribe according to format required by your project.
- The analysis process – aligns with theorised models.

Include:

- Date, time, number in sequence, and place of observation
- Specific facts, numbers, details of what happens, timing
- Sensory impressions: sounds, textures, smells, tastes, sights
- Personal responses
- Specific words or phrases
- Questions for future investigation
- Page numbers
Files were named according to the log date, which was set out to read chronologically down the computer screen menu: 950104 meant the year 1995, month 01, day 04. The header also included this coded date, along with page numbers. The lines were numbered 1-50 down the left hand side. Entries and individual passages can now be referred to by a coded number sequence: thus 950104/2/12-16 refers to an idea in lines 12-16 on page 2 of the log entry dated 4 January 1995.

Massey, 1995, p. 3.

Useful readings

Protocols for CSC: Taking Field Notes During Class Observation

Before you leave campus please ensure:

1. You have your field journal and pen for taking the field notes.
2. The students and teachers have signed the consent form for the project.

In the classroom:

1. At the start of each block of observation time, note the following details:
   a. Date (dd/mm/yy)
   b. Time in and Time out
   c. Class, location(e.g. classroom, Music Room, Hall, etc), teacher code, subject
   d. Sketch the classroom (arrangement of desks, student seating positions etc.). This has to be done every time there is a change in the room arrangement.
2. Turn off your handphone and keep it off for the period of observation and following jotting of notes.

Throughout the period of observation, take mental note of as much as you can. (Brief jottings may offer an aide memoire but only VERY limited writing should take place in the classroom. These jottings serve as triggers for writing of detailed field notes at the end of the day). Note events happening in the classroom: the time, sensory impressions, personal responses, specific words, phrases, summaries of informal conversations with teachers/students etc. If it is essential to write in some detail, leave the room briefly, write what you need and return.
At the end of the day, upon exiting the field site:

1. Write up field jottings on that day as soon as possible to prevent memory erosion.

2. Save according to project file paths. See Section B, this manual.

3. Back up all files to the EHD.

4. Write detailed notes discursively, no later than one week after leaving the field. Use both your journal and the field jottings as a guide.

5. Save and back up these files.

**Elements of a complete field note:**

- Detailed descriptions: These should be as detailed as possible.
- Observer comments: Ideas that occur to you as you are writing the full field notes. Keep these separate from the actual field notes narrative by encapsulating these in square brackets clearly labeled OC (e.g. [OC…]). Later in analysis you may wish to use PN (Personal Notes), MN (Methodological Notes), and TN (Theoretical Notes).

6. Save according to project file paths. See Section B, this manual.

7. Back up to EHD.

**NB.** When you are operating for long periods in the field (e.g. one week blocks) it may be possible to write the DAILY detailed field at the end of each day. The full, more fluent, set of field notes can be written the following week. However, if this is the timing followed, you should keep the following week free of other events and use it as a comprehensive writing period.
CIEPSS CSC Fieldnotes

Date:   School:             Researcher:
Class:   Teacher:           Subject:

Time In:

Time Out:

Sketch of classroom

<table>
<thead>
<tr>
<th>Time</th>
<th>Events</th>
<th>Observer comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>0740</td>
<td>Start of discussion on ....</td>
<td>Teacher fronted</td>
</tr>
</tbody>
</table>
Classroom Observation – An Overview

Introduction

Classroom observations are different for the CSC and the COC. The CSC relies on observation which is intensive and extensive; therefore, field notes are crucial to data collection and analysis (see previous section). The COC, on the other hand, relies on a pre-determined coding scheme with limited field notes and support from audio and video recordings.

Before you leave campus please ensure:

1. That you have a roller bag (if used) and necessary equipment. Check that you have all of the equipment in the checklist and that everything is fully charged. A detailed checklist is included in the COC coding manual.

2. The teachers, students and parents have signed the consent form for the project.

During the observation:

1. Turn off your handphone!! Incoming calls and messages may interfere with the recording so putting it on silent is not sufficient.

2. Follow the specific protocols for the COC or CSC, whichever is relevant.

When you finish the observation, address the teacher:

1. Thank you for letting me observe your lesson today. If you have any further comments or questions, please do let me know or contact Dr. _____ (as appropriate)

2. Provide your contact details and the contact details for the relevant PI.
**After the observation:**

1. Scan materials as necessary.

2. Save all materials with appropriate file names, following the project file paths. See Section B, this manual.

3. Back up all files to EHD.

4. Remove batteries from recorders (video and audio). Sign in equipment.

5. Complete any fieldnotes, coding sheets, etc. as needed. Save and back up to the EHD.

6. Begin transcription of the lesson as needed, following the protocols given in this manual. Only a subset of observed lessons will be transcribed for COC. Check the COC duty roster to verify which lessons to transcribe.

7. Save and back up all transcription.
Protocols for COC: Sample Lesson Transcript Format*

CIEPSS COC Classroom Lesson Transcripts

- School identifier:
- Subject:
- Level:
- Date:
- Teacher identifier:
- Coder:
- Audio Filename:

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Discourse</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Teacher</td>
<td>You are going to do something with your group now... Ok, for your writing exercise, usually, you have to write a sentence for a picture, correct? Ok, now this time, it is slightly different from what you have been doing, ok? You have to write 3 sentences for a picture instead of 1. Ok? So this is what you are going to do with your group now. You are going to form a group of 3. Once you are ready, I'm going to give you this piece of paper. There are 2 pictures given to you. Ok. Look through the picture, 3 sentences which means, each group how many people are there?</td>
<td></td>
</tr>
<tr>
<td>2 Class</td>
<td>Three.</td>
<td></td>
</tr>
<tr>
<td>3 Teacher</td>
<td>That means one group... each pupil will give....</td>
<td></td>
</tr>
<tr>
<td>4 A student</td>
<td>One sentence.</td>
<td></td>
</tr>
</tbody>
</table>

Translated and transcribed by __________________________

*These protocols may be revised at a later date based on the needs of the classroom discourse analysis for the COC.
Protocols for COC: Lesson Observation & Coding

Introduction

The main priorities of classroom coding are 1) to video and audio record the lesson, 2) to collect the artefacts used during the lesson, and 3) to code the lesson according to the coding scheme in real time to the extent possible.

Before you leave campus:

1. The researcher must be trained to use the coding instrument and all equipment before fieldwork begins. The researcher must thoroughly understand the coding scheme.

2. Please check the “Data Collection Checklist”, in the CIEPSS Coding Scheme Manual (p.1), before you go out to schools for observations.

3. Check out a roller bag and necessary equipment. Check that you have all of the equipments in the checklist and fully charge the electronic items before packing.

4. The teachers, students, and parents have signed the consent form for the project.

In the classroom:

Read and follow the detailed procedure in the Coding Scheme Manual (Silver, Pak & Kogut, 2010) which includes the following four major instructions:

1. Set up the video recorder on a tripod at the back of the room. Let it run and record for the entire lesson.

2. “Hang” one audio recorder on the teacher. It should be turned on and recording when you place it on the teacher. Let it run and record for the entire lesson.
3. Code the lesson according to the Coding Scheme Manual while using the coding instrument (excel coding sheet). Refer to the coding manual frequently.

4. Take note of artefacts used during the lesson (i.e. materials used by the students and teacher; students’ work). Either collect a copy of materials used or snap a photo using the digital camera so there will be a record of artefacts.

**After the classroom coding, back at the office:**

1. Load up the recordings onto the computer.

2. Save all materials (video and audio recordings, pictures of artefacts, excel coding sheets, etc.) with appropriate file names, following the project file paths. See Section B, this manual. Back up on EHD.

3. Remove batteries from recorder. Sign in equipment.

4. Prepare field notes as described in the field note section of this handbook. Save your field notes to your laptop and back up on the EHD.

5. Watch the video at least once and confirm your coding of the lesson.*

6. Save the revised coding.

7. Back up all files.

*At least 20% of the files will be checked with either the subject specialist Co-PI or the RA coding team to check coding reliability. Procedures for reliability checks are given separately.
Protocols for COC: Taking Field Notes during Lesson Observation Coding

Introduction

As the priority task during the lesson is real-time coding, it is difficult and unnecessarily to make notes of every single thing that is happening inside of the classroom. However, there are two required points for COC field notes: a class map and notes of any unusual events during the lesson (e.g. a fire drill, a student becomes ill). You may be able to make some additional notes. If so, these are also part of your field notes.

Before you leave campus please ensure:

1. You have all necessary equipment for classroom observations.

In the classroom:

1. At the beginning of the lesson or whenever you have time, draw a class map which minimally includes:
   • the configuration of the classroom, the placement of equipment and people in the room, and any distinctive features of the classroom, e.g.
2. Each PP sheet in the coding instrument includes a space for observer notes, column A-F, # 38 – 50. You can use this space to write your initial field notes if you wish. Minimally the field notes should include:

   - notes about anything unexpected that happens during the lesson (e.g. fire drill, problems with instructional equipment that requires the teacher to call a technician, etc.),
   - questions/comments that are of interest and might be worth investigating further in the video/audio files or through interviews with the teacher or students.

3. Use the digital camera to snap pictures of necessary information that might be out of focus in the video, e.g., information written on the board or the projector. Do NOT snap pictures of an entire ppt presentation as these are the property of the teacher or the school. If a copy of the ppt is absolutely essential for understanding and coding the lesson, discuss with the COC PI.

**At the end of the day, upon exit of field site:**

1. Finish by drawing the class map.

2. In order to prevent memory erosion, write up any additional observations as soon as possible after the lesson.

3. Copy all notes from the coding instrument (excel sheets) and any other observational notes into one MS Word document, formatted to follow the fieldnote protocols.

4. Scan the class map.

5. Save the class map and field notes with appropriate file name, following the project file paths. See Section B, this manual.

Protocols for COC: Taking Reflective Field Notes after Post Observation Interviews

Before you leave campus please ensure:

1. You have your field journal or paper for taking field notes.
2. The teachers have signed the consent form for the interview.

After the interview:

1. After each post observation interview, prepare reflective field notes addressing the following questions:
   a. What was the most interesting point of the interview?
   b. In what ways did the teacher’s comments match your understanding of the lesson?
   c. In what ways did the teacher’s comments disagree with or confront your understanding of the lesson?
   d. What surprised you about the teacher’s comments? In what ways did the teacher’s comments suggest that you might need to change your lesson coding?
   e. What aspects of the interview caused you to re-think your interpretation of the lesson as presented in the classroom coding?
2. Do NOT change your coding of the lesson based on the interview. However, if you feel the interview presents a strong case for changing your coding, schedule a meeting with the subject specialist Co-PI and the COC Lead PI to view the lesson video and discuss.

At the end of the day, upon exit of field site:

1. Write up complete field notes as soon as possible to prevent memory erosion.
2. Save according to project file paths. See Section B, this manual.
   Back up to EHD.
The social-emotional checklists are given to the teachers to complete for each student in the class within the period of observation. The checklist aims to find out the teachers’ perceptions of students’ social-emotional traits through observable behaviours of the students in the classroom.
### Sample Social-Emotional Checklist

Name of student: ____________________________
Date: ____________________________

<table>
<thead>
<tr>
<th>Social Aspects</th>
<th>Almost Always</th>
<th>Often</th>
<th>Sometimes</th>
<th>Almost Never</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Volunteers help or support to teachers and peers.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Obeys rules in the classroom.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Participates co-operatively in group activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Asserts own rights and needs appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Takes turns fairly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Shows interest in others; exchanges information with and requests information from others appropriately.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Makes relevant contributions to ongoing activities.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Uses appropriate strategies to solve interpersonal difficulties.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Has many friends in class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Emotional Aspects</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Can remain engaged with a chosen activity.</td>
<td></td>
</tr>
<tr>
<td>b. Interested in new ideas.</td>
<td></td>
</tr>
<tr>
<td>c. Requires little help or physical contact with teachers.</td>
<td></td>
</tr>
<tr>
<td>d. Expresses feelings appropriately to peers.</td>
<td></td>
</tr>
<tr>
<td>e. Actively looks for solutions when faced with a problem.</td>
<td></td>
</tr>
<tr>
<td>f. When faced with failure, he/she does not give up easily.</td>
<td></td>
</tr>
<tr>
<td>g. Reacts to difficult situations positively; does not cry and throw tantrums.</td>
<td></td>
</tr>
</tbody>
</table>

Teacher’s signature: ____________________________
Section B: Data Storage and Management

File Paths

All electronic files are saved with file names following CIEPSS conventions. These include the project identifier (CIEPSS), the project component – case study component (CSC) or classroom observation component (COC), type of data (filed notes, interview, etc.), school and teacher identifiers (anonymised), grade level and date. For example

CIEPSS_CSC_COFJ_[sch code]_[level]_date
(Case study component, classroom observation field jottings)

CIEPSS_COC_S1CC1_English_P1_SP_04.08.09
(classroom observation component, school 1, classroom coding 1)

Details are shown in the ‘Overview of Data Records’, below.

Transcripts and Fieldnotes

1. Include file information in the header, right aligned. This enables files to be easily located from hard copies.

2. Include line numbering. Restart the line numbering on each page.

3. Include page numbers in the footer, right-aligned.

4. Include initials of transcriber in the footer, left-aligned.

5. Save file according to designated file paths. See Section B, this manual. Back up to EHD.

6. Back up the files in SharePoint, in external hard drives and burn a copy of all files to DVD at the end of each month.

Artefacts

1. Whenever possible, scan artefacts. This should be done at least once in two weeks to avoid a backlog of material.
2. Save the scanned according to designated file paths. See Section B, this manual.

3. Load to SharePoint according to the designated folders.
   a. CSC photos are not saved to SharePoint. Instead a back up copy is saved only on the CSC team external hard drive.

4. Back up the files in SharePoint, in external hard drives and burn a copy of all files to DVD at the end of each month.

5. The artefact database must also be loaded to SharePoint and backup on external hard drives.

**Video and Audio Files**

1. All video and audio file must be saved with appropriate file names.

2. When loading video and audio data to SharePoint be sure to use the space for video and audio data. This is important for storage space (these large files are stored separately). It is also important for maintaining anonymity and data security: the storage space for video and audio data cannot be accessed off campus.
   a. Audiofiles for CSC are not stored on SharePoint but instead are maintained on the CSC team external hard drive.

3. Back up the files in SharePoint, in external hard drives and burn a copy of all files to DVD at the end of each month.

**Database**

1. Maintain a database of all data: separate databases can be maintained for CSC and COC. The database must include the following:
   a. Identifying details of data: date, school, subject, participant (teacher, HOD, etc.), researcher initials
   b. Type of data (e.g., audio, video, fieldnotes, artefacts)
c. A column to indicate whether data have been loaded to SharePoint (yes/no)

d. A column to indicate when data were backed up (date and research initials)

A column to indicate when data were backed up to DVD (date and initials)

Access, Longevity, Security

Three goals of data management are that all team members have access when needed in order to complete their work efficiently. We must also be concerned with longevity – storing data and consistently backing up so that it can be used when needed throughout the project and possibly for subsequent analyses. These needs must be addressed with an equal concern for security of the data – that the data cannot be inadvertently destroyed or damaged, and that the rights of all members of the research team as well as all participants are taken into account.

With due concern for these three goals, that team can share data via an OER sponsored project management site such as SharePoint or ParaDoc but usually would not use other websites, servers or storage facilities without the approval of the project PI.

All data should be consistently downloaded after data collection – usually within 24 hours. All data should be backed up to the team’s external hard drives (with each EHD clearly designated and labelled for specific purposes or team members). Data backup should be done at least once each week, and more frequently during heavy data collection periods when loss of one or two days of data would be quite ‘costly’ to the project. Copies of data can be burned to DVDs once/month so that the project PI has a readily available copy and an additional back up is available.
### Overview of Data Records for CSC

<table>
<thead>
<tr>
<th>Data Set</th>
<th>No. of Items</th>
<th>Description</th>
<th>Storage</th>
<th>File Paths</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Jottings</td>
<td>1 x day/ Once per term</td>
<td>Time/day</td>
<td>FJ Notebook</td>
<td></td>
</tr>
<tr>
<td>Field Memo</td>
<td>1xday/ Once per term</td>
<td>Expansion of FJ</td>
<td>SharePoint Ext drive</td>
<td>CSC_COFM_date_[RA code]</td>
</tr>
<tr>
<td>Field Notes</td>
<td>1xday/ Once per term</td>
<td>Expansion of FM</td>
<td>SharePoint Ext drive</td>
<td>CSC_COFN_date_[RA code]</td>
</tr>
<tr>
<td>Interview Student (FG)</td>
<td>1xterm</td>
<td>FGD -6 (rep sample, same each time)</td>
<td>Audio</td>
<td>CSC_FGDST_date_[RA code]</td>
</tr>
<tr>
<td>Student (II)</td>
<td>1xyear</td>
<td>Drawing and telling- 4 students</td>
<td>Audio/Vid</td>
<td>CSC_D&amp;Ta_date_[RA code]</td>
</tr>
<tr>
<td>Teacher</td>
<td>1xterm</td>
<td>Individual Interview</td>
<td>Audio</td>
<td>CSC_IIT_date_[RA code]</td>
</tr>
<tr>
<td>Parents</td>
<td>1xyear</td>
<td>FGD – 8 to 10 (rep sample, same each time)</td>
<td>Audio</td>
<td>CSC_FGDP_date_[RA code]</td>
</tr>
<tr>
<td>Principal</td>
<td>1xsem</td>
<td>Individual Interview</td>
<td>Audio</td>
<td>CSC_IIPR_date_[RA code]</td>
</tr>
<tr>
<td>HOD</td>
<td>1xsem</td>
<td>Individual Interview</td>
<td>Audio</td>
<td>CSC_IIHODsubj_date_[RA code]</td>
</tr>
<tr>
<td>Artefacts Planning (SOW, worksheets, assessment tasks and rubrics) Support materials for</td>
<td></td>
<td></td>
<td></td>
<td>CSC_ARTSOW[subj code]_[RA code]</td>
</tr>
<tr>
<td>Photografhs</td>
<td>Students</td>
<td>Teacher</td>
<td>Once per class</td>
<td>CSC_PHSTa_date_[RA code]</td>
</tr>
<tr>
<td>-------------</td>
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<td>---------</td>
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<td>--------------------------</td>
</tr>
</tbody>
</table>

**KEY:**

1. COFN – Classroom Observation Field Notes
2. FGD – Focus Group Discussion (FGDST – Focus Group Discussion Student, FGDP – Focus Group Discussion Parent)
3. II – Individual Interview (IISTa – Individual Interview Student a, where ‘a’ is a code for a particular student)
4. ART – Artefacts (ARTSOW – Artefacts Scheme of work, ARTWS – Artefacts Worksheet, ARTASS – Artefacts Assignment, ARTRUB – Artefacts Rubrics)
5. PH – Photographs (PHSTa – Photographs Student a, where ‘a’ is a code for a particular student, PHT – Photographs Teacher)
6. ND – Narrative Description (COC)
Overview of Data Management and RA Duties Specific to COC

The COC relies on both a schedule of classroom observations (‘School Contact Database’) and an ‘RA duty roster’ to show details of when/how data is collected and subsequently managed. Both are maintained as Excel files.

The School Contact Database includes information on schools contacted, meetings held with school administrators and teachers to explain the project, dates for observations and interviews and any other notes pertinent to scheduling of data collection. It is not shown in this handbook to maintain anonymity of the participating schools.

The ‘RA duty roster’ tracks the data from the point of observation/recording. For the print version, shown below, the cells are displayed on several pages; the electronic version is displayed in a linear format so that information can be filled in cell by cell moving from left to right. Note that this is a draft version: the RA duty roster is a constantly changing document with regular updates on different types of duties to be done.

NB: There are many resources available for project management including specialised management software such as ParaDoc®, Microsoft® Office Project or others available open source (e.g. Task Juggler). Mind mapping software such as MindManager® can also be used for project management. Excel was used to track RA duties by the COC in this project because it was already familiar to the RAs and the project was relatively short-term (with RA positions lasting 6-10 months).
<table>
<thead>
<tr>
<th>School Information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Pseud.</td>
<td>Subject</td>
</tr>
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<td>---</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Data collection details</th>
<th>Artefacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obs</td>
<td>WI</td>
</tr>
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<td>---</td>
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<td></td>
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<tr>
<td>Coding</td>
<td>1st Coder</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Coding (cont’d)

<table>
<thead>
<tr>
<th>% Agr</th>
<th>Final Coding Complete</th>
<th>Final Coding SharePoint</th>
<th>Final Coding Back-up</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Transcription &amp; Translation</td>
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</tr>
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<td>---</td>
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</tr>
<tr>
<td>Transcript WI</td>
<td>Transcript WI SharePoint</td>
<td>Transcript WI Back-up</td>
<td>Transcript Point</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Transcription &amp; Translation (cont'd)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Translation Point</td>
<td>Translation Point SharePoint</td>
<td>Translation Point Back-up</td>
<td>Transcript Lesson</td>
</tr>
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</tbody>
</table>
Appendix A: Summary of CIEPSS Project

Project Purpose

Given a national curriculum but encouragement for more independent, child-needs based implementation, this study examines the different ways that teachers, schools, clusters, and zone work with the new policies. The study does not have an evaluative component. Instead, we seek to understand how implementation is being enacted—from the perspective of teachers, schools, clusters, and zones—what problems there might be for those involved, what further assistance they need as they move forward, what processes are involved.

Findings from the study will inform policy-makers and future policies on ways in which policy is implemented. This is particularly important given current initiatives for “bottom-up” planning and implementation in the Singapore educational landscape. Participation in the study and findings from the study will inform schools, teachers and students, about curriculum-policy links and about their roles as ‘policy actors’.

Research Objectives

1. To identify and document the system of variables within curriculum implementation of P1 and P2 policies in Singapore. (By this we mean that we hope to understand what the different variables are and how they influence decisions about curriculum implementation.)
2. To inform a practical theory of implementation and innovation in the Singapore context. (By this we mean that we hope to develop a practice, useful theory or model of the processes involved so that there can be better understanding about how implementation occurs and of any possible problems for those attempting to implement the policies.)
3. To investigate the impact of the current policy initiatives (e.g. SEED) on student outcomes. (By this we mean that we hope to investigate the connection between the new policies and student outcomes over the long term. This will be a small part of the initial study undertaken in 2009).

Research Design (School Participation Requirements)

Our research draws on the work of Michael Fullan (2007, p. 87), who points out the importance of the vertical dynamics of policy implementation through “district, community, Principal, and teachers.” Following Fullan and based on prior comments from teachers and school administrators about useful cooperation within Zones, the study is designed to focus on one (1) Zone. Within that zone, we seek to work with

- 2 schools for intensive study.

A researcher will spend one week per term within a P2 classroom in 2009 and the first half of 2010. This will be followed up with one week per term in a P1 classroom in 2010. The total time commitment for the school is 8 weeks over the 18 months of the study. This will allow the researchers to build sustained relationships with the teachers and students involved as they collect detailed data about the full range of student-teacher interactions.
within the school setting. This leads to a deep understanding of the particular contextual conditions that impact on curriculum and policy at school level. During the time in school, the researcher will observe the class throughout the entire school day and consult with teachers and school personnel.

- 10 additional schools for classroom observations in all five core curriculum areas (Chinese, English, Malay, Mathematics, Tamil). Single lessons in all five areas at both grade levels (P1 and P2) will be recorded. There will be a total of 10 individual lessons scheduled per school in 2009. Lessons will be audio and video recorded. Approximately 1/3 of participating teachers in the classroom observation strand will be invited to contribute to an interview involving viewing the video recording of their lesson providing their own comments about the lesson. This is to facilitate understanding of the lesson from the teacher’s point of view.

Because of the nature and cost of data collection and analysis, we can work with only one Zone in this study.

All participation in this research is voluntary.

**Benefit to Participation (‘Take Aways’)**

Teachers and schools involved in this study can be considered as “research active.” The team of experienced researchers will model exemplary practice and participate in research conversations within the school. The two schools involved in the intensive case study component will receive a report detailing their processes of curriculum implementation. Suggestions and recommendations will be offered. Administrators and teachers within these schools will have access to a detailed analysis of specific, local contextual conditions that impact on curriculum design and implementation decision-making within their school, and be able to plan strategically and effectively for the management of ensuing initiatives.

The teachers of the ten schools who participate in the videoing of their lessons will receive a digital copy to use as they see fit (e.g. to contribute to their portfolio of reflective practice and ongoing professional development). Copies of the recorded materials will not be provided to the schools as these are not intended for evaluative purposes: They are the property of the research team and the participating teachers. However a general report on the findings of the project will be provided to all schools and follow-up discussions or workshops can be arranged as desired by the schools.

**Project PIs and Contact Information**

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rita.silver@nie.edu.sg; h/p: 9187-6015

Susan Wright, ECSE/CRPP, National Institute of Education, Singapore  
susan.wright@nie.edu.sg; h/p: 9674-4305
References


Appendix B: Brief Information for COC Participating Schools

REQUEST FOR PARTICIPANTS – CLASSROOM OBSERVATION

This information is intended to introduce you to an MOE/CRPP/NIE sponsored research project, Curriculum Implementation in Early Primary Schooling in Singapore (CIEPSS). Information is given about Stage 1 of the project which is being undertaken in 2009. This study is **descriptive** and **non-evaluative**. We are not interested in evaluating curriculum implementation in schools or by teachers; we are also not interested in evaluating classroom teaching or student outcomes. Instead, we are interested in gaining an on-the-group snapshot of what is happening in classroom lessons.

**Purpose of the study:** A research team from the Centre for Research in Pedagogy and Practice, National Institute of Education is conducting a funded research project on the implementation processes of curriculum initiatives in P1 and P2 years. In particular we are seeking to understand how schools (and teachers) are coping with the many educational policy initiatives at this point in time. The research project as a whole includes observation, interviews, use of videos and artefact collection from a range of P1 and P2 classrooms in primary schools.

**Responsibilities of participating teachers:** You are being asked to participate in only one part of the study – classroom lesson observation. For this part of the project, the research team will observe lessons in all 5 of the Core Curriculum areas (English, Chinese, Malay, Tamil, Maths) at P1 and P2 at your school.

1) Each teacher/class will be observed for **only one lesson**.

2) Just prior to the lesson we will ask a few quick questions to help us set the context for the lesson (e.g. is this the first lesson on this topic or are you continuing a topic from previous lessons?). This “mini-interview” will take 3-5 minutes before class.

3) During the lesson we will audio and video record by placing a stationary camera at the back of the room and letting it run throughout the lesson. We will not be moving about the room or doing any close-up shots. We will also audio-record the lesson, placing small digital recorders around the room and giving one to the teacher. Since lessons tend to pass very quickly, with many things happening in a short time, we need a recording of what transpires.

4) We ask that you explain the consent form to your students in the way that you deem best, and ask them to show their agreement for the recording by ticking off their names on the class list. This should be done prior to the observation (1 week or several days before would be best).
**Selection of lessons:** For this study, the teacher can suggest a time and day for the observation to take place. We are looking for any lesson that you consider to be a ‘typical, normal’ lesson. It does not matter what topic you are addressing, what teaching strategies you are using, etc. However, we suggest that each lesson be at least two periods long as it is difficult to record effectively in only one period. We suggest that you propose an observation day/time that is convenient for you. We need to collect all data in Aug – Sept 2009 and prefer to schedule the lessons as soon as possible because of concerns about scheduling conflicts later in the term.

**Take-aways for participating teachers:** All participating teachers will receive a copy of the recordings from their own lessons. These recordings are to be used as you see fit for your own personal and professional development. Possibilities you might want to consider are:

- Action research
- Use in course work if you are taking courses
- Inclusion in an teaching portfolio
- Personal/professional reflection

Because participation is anonymous (for the school, the individual teachers, and the students), we have made an agreement with CRPP and your school that you do not have share these materials with anyone. Use of these materials is completely at your own discretion.

**Responsibilities of the school:** The school has agreed to participate in the study by asking for teacher volunteers, disseminating and collecting the consent forms (to teacher, students and parents), and helping to schedule the observations.

**Responsibilities of the research team:** A trained research team will come in for the observations. We will set up all of the equipment prior to the lesson at a time that is mutually agreed. We will return copies of the recorded material to the teacher within two weeks of the recording. During the observation, we will disrupt the lesson as little as possible though we realize that lower primary children are likely to be excited by the recording and by having an additional adult in the class.

**Additional Notes:** We will be asking a subset of teachers (about 1/3 of all participating teachers) to participate in a longer interview at some time after the observation. This ‘post observation interview’ will involve watching the videotaped lesson together and discussing it. This part of the project is completely voluntary and no decisions will be made about interviews until after the observations have been done.

We hope you will agree to participate in this study by allowing us to come and observe/record your lesson! Overall, we need to observe 100-120 lesson but we will have only one lesson observation per teacher.
If you have any questions about the study or about your own involvement, please feel free to contact me.

Rita Elaine Silver

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Centre for Research in Pedagogy and Practice
National Institute of Education
Nanyang Technological University
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fax: 6316 4787 or 6896 9845
rita.silver@nie.edu.sg
Appendix C: COC Detailed Transcription Protocols

Transcription protocols for the COC lessons have been adapted from the study, ‘The impact of negotiation for meaning on reading comprehension’ (OER 29/08 RS). The transcriptions conventions, as described below are quite simple. These are the protocols for the initial, basic transcripts of classroom lessons. These will be refined and adapted depending on the needs of the later discourse analysis.

The key issue for transcription is **accuracy**. Be as accurate as possible in your transcription – if a student says “What he is?” write “What he is?” not “What is he?” You do not need to worry about trying to catch idiosyncratic pronunciation (‘Dis’ instead of ‘this’ or ‘k’ instead of ‘ok’). For all lessons, there will be one transcript showing all of the classroom talk that you can catch from the audio recorders in the room. In other words, you will listen to all of the audiofiles available for the lesson and combine what you hear to make only 1 lesson transcript (not one transcript for each audiofile).

You should be able to catch everything the teacher says with reasonable accuracy and completeness. Student speech will be more difficult but you should transcribe as much student speech as you can from the audio recordings. If understanding the contents of the video and audio is crucial to the lesson, do transcribe it. For example, when a video is played and the video takes on the role of the ‘textbook’ or the teacher (replaces the teacher talk), it should be transcribed. However, if the video or audio seems to be supplementary (e.g., the teacher plays a song and then the children sing it), you would NOT need to transcribe the video/audio. Think about whether another person could read the transcript and understand it with/without the transcript of video/audio to help you in your decision making.

Transcripts will cover the entire lesson, from beginning to end. The procedures described here focus on the lesson transcript. However, these basic protocols also apply to transcription of walking interviews and post observation interviews.

Throughout, be sure to use **pseudonyms** for the school, the teacher and for any students who are named. If other schools are mentioned, invent pseudonyms unless the teacher is making a general statement that is public knowledge.

Procedures for transcription are:

- Use MS Word for transcription, with minimal formatting and limited comments/notes. (See below.)
- Transcribe the teacher audiofile to create the initial draft.
- Transcribe class audiofiles into the initial draft. Include as much of the student talk as possible!
- Go through the audiofiles at least 3 times; you will probably need to go over the whole transcript 5-8 times to get a complete, accurate transcript.
• For ALL transcripts be as accurate and detailed as possible. Transcribe exactly what is said. In other words, if the teacher says “You say what?” transcribe “You say what?” do not change it to “What did you say?”

• A subset of transcripts (approx 20%) will be verified by a second transcriber. Assuming those are sufficiently accurate, the other files will not be verified.

• All files will be proofread for formatting problems that might interfere with annotation. (Proofreading will take place after verification and/or translation.)

**FORMATTING**

In MS Word, choose Times New Roman, 12 pt, double space for English transcripts. All text should be aligned left. For Malay, Tamil and Chinese choose a font that is approximately the same size as Times New Roman, 12 pt and use the same font for all transcripts.

Page margins should be ‘normal’: 2.54 cm top, bottom, and sides. Page orientations should be ‘portrait’ unless there is a special reasons to use ‘landscape’. As a general rule, you should not need to use page breaks, section breaks or extra <return> in the transcript. The format should be quite simple throughout.

Include a footer with your initials aligned left and the page number aligned right (in MS Word in the Insert menu, insert blank footer).

On the first page of the transcript, at the top, include the following information

- School identifier:
- Subject:
- Level:
- Date of observation:
- Teacher identifier:
- Audio Filename:

Create a three-column table as follows, no borders highlighting or shading.

<table>
<thead>
<tr>
<th>Turn cm</th>
<th>Speaking cm</th>
<th>Discourse cm</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.46 cm</td>
<td>2.86 cm</td>
<td>11.87</td>
</tr>
</tbody>
</table>
Example

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaking</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RA</td>
<td>My name is _______________. Today is _______________, the time is _______________ and I am interviewing ______________ for the CIEPSS project. Thank you for your willingness to be interviewed for this research project. Before we start may I check that you have signed the consent/assent to participate in an interview?</td>
</tr>
<tr>
<td>2</td>
<td>Teacher</td>
<td>Yes.</td>
</tr>
<tr>
<td>3</td>
<td>RA</td>
<td>I would like to ask you a few questions related to the lesson I will see. Is that OK?</td>
</tr>
</tbody>
</table>

Headings at the top of the column should be in bold, and the header row should repeat on each page. (In MS Word, select the top row, left click, and select ‘Table Properties’. Go to the ‘Row’ tab and click ‘Repeat as Header row at the top of each page’.)

All turns should have a turn number. You do not have to mark individual line numbers.

We will use a common set of abbreviations as in the Abbreviations Table.

In keeping with the principle of anonymity, when a real name is used during the class, do not transcribe real names. Instead, use the abbreviations.

Comments about the way of speaking (e.g. surprised, quickly, loudly), other events in the classroom (e.g., noisy, grass cutter going outside) can be indicated in the transcript in parenthesis.

Example

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaking</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CBX</td>
<td>Heh I have that story at home! (surprised)</td>
</tr>
</tbody>
</table>

Indicate short pauses with a full stop. Each full stop indicates approximately 5 seconds but you do not need to count or check with a timer! Rough estimates are fine; do not try to ‘count’ the pauses. If there is a whole class pause (after the teacher tells the class to do something, for example), it might be better to put (pause) or (long pause).

Indicate overlapping speech with [ ].

X indicates one word that is unclear. Use multiple Xs for multiple words and (unclear) if you are not even sure of how many words.
# Abbreviations Table

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLT</td>
<td>Class teacher</td>
</tr>
<tr>
<td>RST</td>
<td>research assistant</td>
</tr>
<tr>
<td>CLS</td>
<td>class (all)</td>
</tr>
<tr>
<td>CHP</td>
<td>Children, plural (but not the whole class)</td>
</tr>
<tr>
<td>C_initials_ (can be created randomly)</td>
<td>Identifies a specific student when the child’s name is used or you can distinguish the child</td>
</tr>
<tr>
<td>CIN</td>
<td>Child, individual if no child name is used and you cannot distinguish the child from others</td>
</tr>
<tr>
<td>UNK</td>
<td>Unknown (to be used only if you cannot identify whether it is the teacher, a student, or someone else)</td>
</tr>
<tr>
<td>ClassName</td>
<td>When the class name is spoken</td>
</tr>
<tr>
<td>VID</td>
<td>Video – when a video is used in class and segments of the video are included in the transcript</td>
</tr>
<tr>
<td>AUD</td>
<td>Audio – when an audio recording is used in class and segments of the video are included in the transcript</td>
</tr>
</tbody>
</table>

Use a ? to indicate questions and rising intonation. For example:

**Turn** | **Speaking** | **Discourse**
--- | --- | ---
1 | CLT | Are you ready? |
2 | CIN | Now? |

Interruptions, loud talk, laughter, movement in the classroom, non-English speech, emphatic speech, angry tones, or any other information can be indicated in parenthesis ( ). Do not use any other sort of formatting or special characters (e.g. no curly brackets, hyphens, dashes, slashes).

**Example**

**Turn** | **Speaking** | **Discourse**
--- | --- | ---
1 | CLT | This one. (pause) This one? This one? This one? This one? This one? (Teacher is repeating many times; maybe to different individuals.) |
(long pause)

On Monday or Tuesday you all need to hand back the carnival ticket or money. (Dictation starts again) Places to the reader spinning and trading

Trading?

Yes. I repeat the last paragraph again. During the dance comma X and on the ground full stop the dancers then stepped and jumped over this traffic post comma spinning and trading places to the rhythm of the music.

To facilitate transcript reading, follow these conventions for speech and discourse. For transcripts in MT, adapt the representations as needed. If necessary provide an explanation at the first use in each transcript in parenthesis.

Slow enunciation:
s-l-o-w-l-y

Loud speech: all caps
Ice CREAM

Elongated speech:
Ice creeeem

Incomplete or cut off speech
Be/ or bey (word not completed)

Some standard spellings:
Hor
Orh
Wah
Huh
Urm
Yah/yeh
Lah
Leh
Lor
Aiyoh
Yoh
Oh
Uh

Special note for Group Transcripts

If group work is done in the lesson, consult with the Project PI on whether or not to attempt to transcribe the student speech of a group. This will depend on feasibility – if speech is audible, if the group has been adequately recorded, etc. If a group transcript is done, try to identify the group
participants using abbreviations as in the table. Using ‘Speaking’ column to indicate both the speaker and who is spoken to

**Example**

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaking</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C01 GRP</td>
<td>Yellow? Yellow? Yellow one?</td>
</tr>
<tr>
<td>2</td>
<td>C03 GRP</td>
<td>Yes!</td>
</tr>
</tbody>
</table>

If you can tell from the audiofile that C01 is as talking to C03 rather than to the group at large, it would be helpful to identify this as well.

**Example**

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaking</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C01 C03</td>
<td>Are you writing?</td>
</tr>
<tr>
<td>2</td>
<td>C03 C01</td>
<td>No, you write!</td>
</tr>
</tbody>
</table>

It is possible that there will be more than one on-going conversation in a group. In these cases, transcripts quickly become complex. Because CIEPSS is not intended to focus on student classroom talk or group work, we will decide on transcription of extended group work and overlapping conversations during group work on a case by case basis. Consult with a project PI.

**Comments and Turns**

In general, it is not necessary to put each comment on a new line – this generates unnecessary ‘turns’ in the transcript. However, in a few cases it does make sense to put a new comment on a new line as below, Turn 2.

<table>
<thead>
<tr>
<th>Turn</th>
<th>Speaking</th>
<th>Discourse</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T</td>
<td>Begin on your work!</td>
</tr>
<tr>
<td>2</td>
<td>CLS</td>
<td>(Student think of a sentence, using the word ‘chortle’. About 2 minutes)</td>
</tr>
<tr>
<td>3</td>
<td>CIN</td>
<td>Cher XX</td>
</tr>
<tr>
<td>4</td>
<td>T</td>
<td>Yes, you must do it yourself (while students are working)</td>
</tr>
</tbody>
</table>

**Final Steps**

At the end of the transcript, as the last line, put “Transcribed by __your name__.” If the transcript is also translated, put “Transcribed and translated by __your name__.”
Spell check your document, accepting any odd spellings you have used to try to capture class speech. You can use either US or UK spelling.

Check for any use of double spaces; change to single space for uniform formatting.

Ensure that all turns are numbered.

Post a copy to SharePoint and back up a copy on the EHD. Mark that the transcript is done in the COC Duty roster. For transcripts that need transcription, be sure to let the project PI know so a due date for translation can be set.

ETHICS

- All materials are considered to be the property of CRPP and must be returned at the end of the work assignment.
- Materials cannot be used for any other purpose or shared with others outside of the project without the explicit permission of the project PI in writing.
- Anonymity of the participants should be maintained at all times, therefore all final versions of the transcripts should have only T, C, or initials. If the teacher or children use each others’ names in class, transcribe with initials only. Likewise when the children use the teacher’s name, transcribe as T.

Transcript Editing & Proofreading

Here is a list of items to facilitate your editing and proofreading of transcripts for the CIEPSS COC.

1. Check that the transcript fits the formatting protocols:
   a. Does the first page, top include the following:
      
      CIEPSS COC Lesson Transcript or CIEPSS COC Walking Interview (as appropriate) at the top, centered, in size 12 font?
      
      Followed by:
      
      • School identifier:
      • Subject:
      • Level:
      • Date of observation:
      • Teacher identifier:
      • Audio Filename:

   b. Check that the footer is correct: initials of transcribers aligned left and the page number aligned right in the footer (which should appear on every page).

   c. In MS Word, go to Page Layout, click margins and check that ‘normal’ margins have been used (2.54 cm top, bottom, and sides).
d. In MS Word, go to Home and check that the font is Times New Roman 12 pt throughout.

e. Click the paragraph menu and check that text is double-spaced throughout.

f. Visually check that all text is aligned left.

g. Is each transcript in a 3-column table?
   - Are turn numbers included for each turn?
   - Is the speaker identified for each turn?
   - Does the header repeat on each page?
   - Are the column widths correct?
     Select a column in the table, then right click, select ‘Table Properties’, select the Column tab and check the column width. Use the ‘next column’ button to check the width of each column: 1.46 cm, 2.86 cm, 11.87 cm
   - Is the text in the table aligned left at the top?
     Visually check for left alignment.
     To check that text is at the top of each cell, select the table, right click, select ‘Table Properties’, select the Cell tab, and click ‘Top’
   - No borders

h. Does the transcript have identification at the end (last page) as follows:
   At the end of the transcript, as the last line, put “Transcribed by __your name __.” If the transcript is also translated, put “Transcribed and translated by __your name __.”

2. Check that correct abbreviations are used following the transcription protocols and that other abbreviations are not used.

3. Check that all names have been anonymised or are acceptable as is (e.g. a name read out during a story would be left as is, a name of a student in class would be anonymised).

4. Spell check the document again. In MS word, go to the review menu and click ‘Spelling & Grammar’, then click ‘Options’ (bottom left of the popup window) and then click ‘Recheck document’. This will recheck all spelling – even spelling that has been previously accepted.

5. Do a search (CTRL + F) for square brackets and visually check that both parts of overlapping speech are marked with [ ].

6. Do a find and replace for uses of two or more <space> together. Replace with one space. (This will help with the alignment of the text.)

7. Read over the document – check for places that don’t make sense, for any comments that are not in ( ) or anything that appears to be classroom talk that IS in ( ).
Appendix D: COC Narrative Description Template

This ___________________ lesson at ___________________ _____________________.

Subject grade level school pseudonym
on ___________________ focused on ___________________ _____________________.

Date theme/topic/skill

Brief statement (2-6 sentences) about what the class did during the lesson. This would usually refer to the PPs and activities. The purpose of this statement is to help us identify the lesson in light of other lessons with similar/different PPs and activities. Since the coding scheme provides detailed information on PP and activity, only a few sentences are necessary here.

Brief (8-10 sentences) about any typical/atypical features of the lesson. This is the crucial part of the narrative description – these sentences should capture whatever makes the lesson ‘stand out’ in your mind. They should briefly describe features of the lesson that you believe are important but not captured in the coding scheme.

Narrative Description , Example 1

This English lesson at S2, P1 level on the 12th of August, 2009 focused on “verbs”, action words.

This lesson included two different types of PPs: it started with ‘Whole class teacher fronted’, followed by ‘Large group work (6+)’, and back to ‘Whole class teacher fronted’. ‘Whole class teacher fronted’ involved
7 different activities and they are 1) classroom management, 2) joint work, 3) Choral reading, 4) T questioning, 5) instructions, 6) reporting, and 7) T exposition. ‘Large group work’ included only one activity, decision-making.

I think this lesson is an atypical English lesson although it includes activities with a big book that are sort of “required” according to STELLAR. This lesson starts with the typical features of English lesson, having joint work, T questioning, and choral reading activities with a big book before the lesson goes into the today’s theme/focus which seems to be routine. Many English lessons often include one or more than one non-teacher fronted PP (i.e. group/pair work or individual private) and this lesson also included one large group work (6+). However, this lesson somehow stands out that the teacher actively encourages students to use their body to demonstrate the “action words”. Thus, unlike other lessons the student-produced work in this lesson was often “physical display” rather than the typical “short oral responses”. Also, as a consequence, the students seem to be actively engaged in the activity as well as having a lot of fun.

**Narrative Description, Example 2**

This mathematics lesson at primary 1, S1, on 4th August, 09 focused on numerical calculations. The class started with an activity which requires students to role play as a teddy bear and friends having a birthday party. Numerical calculations were used when students had to do hands-on counting of items like presents and cookies. There were plenty of explanations coming from the teacher during the activity itself. Students then got into their groups of 5 to work on a worksheet which required the students to fill in blanks. Format of the questions on the worksheet look largely similar to what was taught during the role play. The teacher went through the answers later on as a class, with students having to read out what they wrote on the worksheet in front of the class. Finally, the teacher made use of a website where multiplications questions were found. As questions appeared on the screen, one student was required to stand up and answer the question.

This lesson looks interesting due to the numerous materials used throughout the class. This included the many types of manipulative used during role play, worksheets for group work and internet during the later part of the lesson. During most parts of the lesson, students had to participate actively in the lesson, as compared to merely sitting on the floor and listening to the teacher’s explanation of the syllabus.