

Appendix 1: Overview of Research Design/Data Gathering Tools

Table 1.1 (below) provides an overview of the tools I used in my study. Included in this overview is an identification of the data source, type and number of participants, the date the data was collected, the time allocated for the completion of each task, and a rationale for collecting specific data. The data sources described in the table represent the data which has been analysed. Roundtable sessions in particular provided data for multiple interpretations of the reflective discourse which was viewed through a variety of lenses.

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Table 1.1 Overview of research design/data gathering tools

| Data Source | Participants | Number of participants | Date | Time allocated for completion of task | Why? |
|------------------------------------|------------------------|--|---------------|---------------------------------------|---|
| Audio-taping of roundtable session | Roundtable 1 | 24 | July 2002 | Approximately one hour | To provide data which could be accessed retrospectively and in multiple ways |
| | Roundtable 11 | 12 | August 2003 | Approximately one hour | |
| | Roundtable 12 | 12 | August 2003 | Approximately one hour | |
| Multiple perceptions task | Task 1 (Roundtable 11) | 2 Third year pre-service teachers Teacher educator (3 in total) | November 2003 | One hour | The multiple perceptions task was developed as a means of further understanding critical incidents/interactions/events from multiple perspectives |
| | Task 2 (Roundtable 15) | 2 Third year pre-service teachers; teacher educator (3 in total) | December 2004 | One hour | |

(continued)

Table 1.1 (continued)

| Data Source | Participants | Number of participants | Date | Time allocated for completion of task | Why? |
|---|--|--------------------------------------|---|---|--|
| Pre-service teacher written reflections | Pre-service teachers following roundtable sessions | Each member from each cohort | Following each roundtable session throughout the semester (average number of 6 responses per pre-service teacher) | 10–15 minutes per week | Reflection, summarisation of key points of discussion; to extrapolate the learning |
| Teacher educator journal | Teacher educator | 1 (self) | Ongoing throughout each semester From 2002–2004 | Time spent on task varied according to need, average two hours/week | Reflect on teaching and learning; implementation of program; identify ‘key moments’ in teaching and learning |
| Teacher educator field notes | Roundtable 2 Roundtable 13 Roundtable 15 | Teacher educator for each roundtable | | One hour One hour One hour | Data collection about key events, interactions and incidents Retrospective reflection |

Appendix 2: Transcription of Roundtable Data

The transcription, organisation and analysis of roundtable data were undertaken as a four stage process. Following the audio-taping of a roundtable session, the initial stage was the transcribing and organisation of the data. For example:

- Teacher Educator: So you rely on these people to get things started (discussion).
A starter, a middle person and a non-contributor.
- Emma: ... I verbalise it ... like I have a verbal concept map and ... like that's
how I put out all my concepts and as I'm saying them and I catch
them back sort [of] thing and ...
- Ken: You could start talking,
- Mike: You could use the yellow cards
- Sal: You could listen – you have your say
- Excerpt 4.1: Stage One – Transcript Excerpt from Roundtable 11, August 2003

Included during this initial stage were notes written in brackets which highlighted an issue or added meaning or contextual information of the conversation that were apparent in listening to the audio-tapes and which helped to add meaning to the written text. These notes in brackets also refer to the emphasis in terms of the dialogue; the mood, facial expressions; tone, in terms of agitation, defensiveness; agreement which was noted by pre-service teachers nodding; my interpretation of the level of emotion displayed in representing that dialogue.

The second stage involved a form of tabulation whereby the transcript was then allocated a reference and a line number. An example of this follows in Table 2.1.

Table 2.1 Stage Two: Excerpt from Roundtable Eleven, August 2003

| Roundtable | Participant | Transcript of dialogue |
|------------|-------------|--|
| R11.033 | Robyn | Okay now I'll ask you a question about my role. Now I know this is fairly new to you people you're saying you don't have anything like this in other units, how do you see my role; how do you see me? |
| R11.034 | Sam | Annoying. Only because you are too sensitive to it on the flip side – well I reckon (Gasp, laughter) |
| R11.035 | Robyn | No tell me 'cause I need to know |
| R11.036 | Sam | Well (Laughter) |
| R11.037 | Jen | Would I do that?! |

Table 2.2 Categorisation and coding, excerpt, Roundtable Eleven, 2003

| Category 1 – nature of the role of the teacher educator | Category 2 – roundtable reflection as problem identification and problem solving | Category 3 – the learning environment | Category 4 – learning and learning styles |
|---|--|---------------------------------------|---|
| RTE-P-prompter | PS-Problem identification | LE-F-feedback | LS-V-voice |
| RTE-F-facilitator | | LE-T-teaching | LS-VD-dominant |
| RTE-Q-questioner | PS-COM-Commonality of experiences | LE-S-support | LS-S-silent |
| RTE-G-guide | | | LS-ALT-alternative perspectives |
| RTE-EXP-explicit connections | | | |
| RTE-RE-reassurance | | | |
| RTE-SUP-support | | | |
| RTE-SYN-synthesiser | | | |
| RTE-MFL-maintain flow of discussion | | | |

Table 2.3 Coded excerpt from Roundtable Eleven, 2003

| | | | | |
|---------|------|---|--|--------------------|
| R11.017 | Tony | I think it plays to peoples' strengths and you know some people aren't very verbal, they're not very talkative, that's fine and other people are, and that still helps the learning | Learning styles Silence Verbal Affirming-positive | LS LS-S LS-V |
|---------|------|---|--|--------------------|

Stage Three involved coding whereby the transcript was coded and categorised. For example, the excerpt (Table 2.2) illustrates the organisation of the transcribed data related to Roundtable Eleven. Analysis of the transcribed data provided the key categories which were evident in the data collected from Roundtable Eleven, August 2003. The data was read and coded and over all of the entries the following categories emerged: Problem Identification and Problem Solving; the Learning Environment; Learning and Learning Styles; and, the Nature of the role of the Teacher Educator.

An example of how this coding and categorisation appears in textual data follows in Table 2.3.

The excerpt above refers to Roundtable Eleven, line seventeen of the transcript; the statement; and the coding: Learning styles (LS); Learning Styles-Silence (LS-S); and Learning Styles-Voice (LS-V).

Stage Four involved the categorical analysis where each transcript was read to identify “relationships between data items” (Lankshear & Knobel, 2004, p. 271) which then were refined to a number of categories. The four categories which were identified were: (1) nature of the role of the teacher educator; (2) roundtable reflection as problem identification and problem-solving; (3) the learning environment; and (4) learning and learning styles.

Appendix 3: Organisation and Analysis of the Critical Incident Questionnaire Data

The critical incident written responses were collated and read and the frequency of instances related to each category was tallied for each question. Table 3.1 is an example of the categorising and the tallying of the responses for question one: “At what moment in the class(es) this week did you feel most engaged with what was happening?”

In the excerpt below, and in response to question one of the Critical Incident Questionnaire, four key categories were evident and these emerged from a tallying of the responses provided by the pre-service teachers. The four categories related to roundtable sessions, the information session, general positive statements and tutorial presentations conducted by pre-service teachers. The number of instances was tallied and the percentage of the total instances was calculated. Included in the presentation of the data is an illustrative pre-service teacher response for each category.

Table 3.1 Sample Analysis of Question 1: “At what moment in the class(es) this week did you feel most engaged with what was happening?”

| Categories | Number of instances | Percentage of total instances | Illustrative example |
|------------------------------------|---------------------|-------------------------------|--|
| Roundtable session | 23 | 51 | During the roundtable because you feel more involved and you also have the opportunity to influence what is discussed |
| Information session activity | 11 | 24 | When we were asked (at the information session) to complete reflective questions ... this required me to really analyse how I think and what I think when doing maths |
| Not a moment, general positive yes | 3 | 7 | Most of the time because I find it interesting to learn how to teach maths; how children learn and the different ideas and strategies that will be valuable for my effective teaching future |
| Tutorial presentations | 8 | 18 | Actually presenting assessment tutorial presentation to the class; talking and discovering myself made clear in my mind the gaps in my own knowledge and that I have to plan for it – I thought it would just happen |
| Total number of instances | 45 | 100 | |

Appendix 4: Pre-service Teachers' Reflections on Assumptions

Table 4.1 Categories: Pre-service teachers' reflections on assumptions, Week Twelve, 2004

| Categories | Number of mentions | Percentage of total number of mentions | Illustrative example |
|---------------------------|--------------------|--|--|
| Affective dimension | 12 | 32 | Learning maths is boring for students |
| Content | 5 | 13.5 | Maths lessons should be fun and engaging Multiplication is a very important part of maths content |
| Related to real-life | 9 | 24 | Many technical aspects of mathematics have very little purpose in everyday life |
| Individual learning needs | 6 | 16 | The teaching must cater for all students in the classroom |
| Statements | 5 | 13.5 | Parents must be supportive of their students' Learning You either have it with maths or you don't |
| Total | 37 | 99 | |

Appendix 5: Data Organisation: “Exploring Silence/Dominant Voices”

Table 5.1 Teacher educator questions exploring silence/dominant voices: Roundtables Eleven and Twelve

| Teacher Educator Questions | R11 | R12 | Example question | Illustrative response |
|---|-----|-----|--|---|
| Total Teacher Educator Questions | 14 | 5 | So do you learn from listening and participating in a group? (R11.009) | Well the opportunity is there whether we want to do that or not is a different view (R11.010) |
| Questions exploring the non-verbal/silent (Number of instances) | 7 | 10 | What does silence in a group like this mean? (R12.047) | It can mean you are waiting for someone to jump in (R12.048) |
| Questions exploring voice/dominance (Number of instances) | 9 | 4 | What happens in a group when Sophie [dominant voice] talks? (R11.022) | ... stimulates conversation and discussion and if everybody sat here and just didn't talk and offer their opinion, we'd all be sitting here staring at each other (R11.023) |

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