

4 Pedagogic Study

Feedback in higher education using concurrent verbal protocols and a retrospective conversation

A PGCLT Pedagogic Study

by John Paul Riordan

4.1 Aims

Traditional professional development for university lecturers includes a mentor observing a teaching session, followed by a discussion and written feedback (Bell, 2001). The aims of this study are to use and evaluate an alternative approach, where short video clips selected by a mentor from a three hour Level 5 ‘Diversity and Participation’ lecture were taken as prompts for an interview between a lecturer (me) and this colleague. The interview involved both lecturer and mentor producing ‘verbal protocols’ (VP) in turns for about 30 minutes, and then a ‘retrospective conversation’ (RC) took place for a further 30 minutes (see section 4 below). This new approach, developed for this pedagogic study, was adapted from a research method by Taylor and Dionne (2000) called ‘concurrent verbal protocols and retrospective debriefing’ which I used in my thesis (Riordan, 2013). In that work I explored conceptual change pedagogy, inviting experienced science teachers to watch and explain elements of their practice. I take this pedagogic study as an opportunity to turn the tables on myself and examine my own teaching in higher education (HE), whilst also exploring the potential for ‘combined VP and RC’ as a method for giving feedback to colleagues in HE.

4.2 Review of literature

Guidelines for peer observation from the HEA (Higher Education Academy) were followed in this study. Peer observation of teaching is rare according to Centra (1993) and is

often used for appraisal (Magin, 1998). This may account for some of the reluctance colleagues may feel for engaging with peer observation in HE according to Bell (2001), who notes the mounting evidence for the value for professional development of peer observation (for example Blackwell and McLean; 1996; Morss and Donaghy, 1998).

Verbal protocols involve a participant watching, and commenting on, short video clips of teaching (Van Someren, Bamard and Sandberg, 1994). VPs have been used before by Pressley (2000) and Phang (2009) to explore thinking in complicated contexts.

The complementary use of CVP [combined verbal protocols] and RD [retrospective debriefing] data has the potential to access [a broad] range of strategy knowledge, generating a more comprehensive account of problem-solving strategy knowledge than either method used alone. Despite apparent advantages, the complementary use of CVP and RD data is uncommon in the research literature. (Taylor and Dionne, 2000, p.413).

This present study adapts the research method proposed by Taylor and Dionne (2000) in two ways. Firstly I take the roles of both lecturer and researcher, where the original research method involved a researcher exploring the activities of others. Secondly retrospective debriefing, where a participant is interviewed by a researcher, has been modified for this present study into a 'retrospective conversation' (RC) between lecturer and mentor.

4.3 Research design

Using the way Crotty (1998, p. 5) describes research design, I will look briefly at why and in what ways this study reflects an interpretivist theoretical perspective and is underpinned by a constructionist epistemology. Then I will outline the methodology (action research) before discussing the research methods in section 4 below. In this work the distinction between qualitative and quantitative research is seen to arise at the level of research methods (an approach recommended by Crotty, 1998, p. 15).

Interpretivism is often associated with the work of Max Weber who understood the social sciences to be concerned with understanding (*Verstehen*). Though some (for example

Dilthey, 1976, p. 104) have sought to suggest the social sciences seek understanding, whilst the natural sciences pursue explanation (*Erklären*), Weber wished to explain as well as understand (Weber, 1897, p. 228). This present study is interpretivist in that it attempts to understand and explain what occurred during the lecture and the two interviews which followed (VP and RC).

[Interpretivism] looks for culturally derived and historically situated interpretations of the social life-world. (Crotty, 1998, p.66)

Does knowledge of lecturing in HE help or hinder this task of understanding and explaining complicated andragogy? The interpretivist theoretical perspectives of symbolic interactionism and of phenomenology respond in opposing ways to this question. Symbolic interactionism explores the inherited meaning-system which is culture. Phenomenology reacts cautiously to culture and calls researchers to lay aside, as best they can, prevalent understandings so that new meanings may be revealed (Lewis and Staehler, 2010, p. 14). An assumption behind this present study is that some understanding of the meaning participants ascribe to incidents in these data is necessary, in order to explain what a lecturer does whilst teaching. Hence the theoretical perspective (the philosophical stance underlying the methodology) is symbolic interactionism. Assumptions behind symbolic interactionism are:

That human beings act toward things on the basis of the meanings that these things have for them

That the meaning of such things is derived from, and arises out of, the social interaction that one has with one's fellows

That these meanings are handled in, and modified through, an interpretive process used by the person in dealing with the things encountered

(Adapted from Blumer, 1969, p.2)

The theoretical perspective of symbolic interactionism can be seen in the research methods used which encourage each participant to express their interpretation and to explain how they

understand incidents on the video during the VP interview and to interact with each other during the RC (section 4).

The peculiarity consists in the fact that human beings interpret or 'define' each other's actions instead of merely reacting to each other's actions. Their 'response' is not made directly to the actions of one another but instead is based on the meaning which they attach to such actions. (Blumer, 1969, p.19)

As the theoretical perspective is a way of looking at, and making sense of, the world, it inevitably involves knowledge. The epistemology behind this theoretical perspective is social constructionism (Gergen, 2009). Epistemology encompasses:

[The] nature of knowledge, its possibility, scope, and general basis.
(Hamlyn, 1995, p.242)

I see meaning in this study as coming into existence in and out of an engagement between participants within this educational context. This engagement influences the methodology used (see below), the research methods selected (section 4) and the theoretical perspective described above. The epistemology behind this study is therefore constructivist. But as the word constructivism is used in such a wide variety of ways, it is necessary to consider how it influences this work.

Constructivism refers to a family of theories that share the assertion that human knowledge and experience entail the (pro)active participation of the individual. (Mahoney, 1988, p.2)

'Constructivism', according to Ernest (1996), can refer to an epistemology, an ontology, a methodology or a pedagogy. I refer to constructivism as an epistemology in this study. The main types of constructivism (according to Raskin, 2002) are personal construct psychology (also known as constructive alternativism) (Kelly, 1955), radical constructivism (von Glasersfeld, 1995) and social constructionism (Gergen, 1985). Constructivism explores the cognitive basis of language, whereas constructionism examines language and social interchange. I am interested in understanding what occurred during the lecture as represented in the clips the mentor selected for the VP interview, and what happened during the VP and

RC interviews. Therefore social constructionism underpins this work. The constructivist and interpretivist approach adopted here could have led to either a qualitative, quantitative or mixed methods study. This study will concentrate on qualitative data, but it would be perfectly possible to analyse the video of the lecture, VP and/or RC interviews using quantitative methods (for example see Riordan, 2013, p. 155 'strategic profiles').

Action research, though traditionally linked with critical theory according to Crotty (1998, p. 12), is here associated with an interpretivist theoretical perspective in order to explore my own pedagogy in collaboration with a colleague. Action research is:

a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities. (Reason and Bradbury, 2001, p. 1)

This methodology is used to reflect together on my own practice, and to explore how feedback could be made more democratic and useful.

4.4 Research methods

The lecture was video recorded by me and then this was passed to the mentor, who was given verbal and written instructions (see appendix A). The lecture was recorded using a professional video camera, whereas two 'flip cams' (one as a back-up) were used for the VP and RC interviews. Video clips were then selected by the mentor as they watched the video of the original lecture using any criteria they wished. The mentor was asked to make notes about their reasons for selecting clips, but not to give these to me until the RC interview was finished, and these are shown in appendix B. I did not want to see these interpretations at that stage as I did not want the understandings of the mentor to influence how I would interpret the clip they had selected. The mentor then sent me table 2 from appendix A (which contains the timings of the 10 video clips) which I used to prepare a PowerPoint presentation which

included all of these clips (this presentation is included on a DVD attached at the end of this study). Hence a gap of at least a day or two between the lecture and the VP/RC interviews is necessary to give time for the lecturer (or mentor) to prepare the video clips.

The VP interview lasted 30 minutes and allowed reasoning to be explored as a participant explained how they ‘solved’, or would solve, some of the issues which arose during the lecture. In addition the mentor, in their VPs, could describe in detail how they interpreted what had occurred, and what they thought about the interpretation the lecturer had just given. Each participant, beginning with the lecturer and then followed by the mentor, ‘thought aloud’ as they watched each video clip taking it in turns. In the original research method by Taylor and Dionne (2000) only one participant does a verbal protocol and the retrospective debriefing involves one participant interviewing the other, which may be compared to the present study where both participants interview each other. Both lecturer and mentor were free to pause the clip at any point (by clicking the laptop screen) and to play clips as many times as they wished. Participants were asked not to enter into discussion during the VP interview, but to leave this for the RC which follows. This allowed both participants as much time as they needed to explore their own interpretations of the clips. Each of us simply said when we were finished. Immediately after the VP interview, the lecturer and mentor interviewed each other for a further 30 minutes in what I termed ‘retrospective conversation’ (RC). Participants were free to pick up on any points which had emerged during the VP interview or to take the conversation in any way they wished. For this pedagogic study both VP and RC interviews were recorded on video to help the analysis.

It would not have been possible within a small scale study like this to show all three hours of video to participants and record and analyse their verbal protocols on all this material. Only 18 minutes and 51 seconds of lecture video were selected by the mentor and shown to the two participants in total. Even if it had been possible to show lecturer and

mentor the entire lecture video, this would not have been necessary as I had obviously been present, and the mentor had watched the entire lecture on video in order to select the clips. Furthermore choosing ten clips brought focus to the two interviews and allowed the fine detail of what occurred during the lecture to be examined.

4.5 Findings

4.5.1 How might a lecturer wishing to use the research method described in this study extract findings useful for their personal professional development?

The answer to this question could be anything from a simple approach to complicated forms of data analysis. For example experiencing the VP and RC interviews and noting targets at the end may well be valuable in itself given the detailed engagement by participants with the original lecture video and with each other implicit in the research methods. In contrast I spent the last four years using grounded theory methods (Birks and Mills, 2011, p.9), generally acknowledged by grounded theorists as “painstaking” (Glaser, 1978, p. 16), to analyse almost fifteen hours of video data including teaching sessions, and verbal protocols and retrospective debriefing interviews (Riordan, 2013). These procedures could be used to explore both the lecture and VP/RC videos, but would take a considerable amount of time. For the present study I chose to video record the VP and RC interview, and then watch it back whilst noting down anything I found useful for developing my teaching. This choice was partly for pragmatic reasons in such a small scale study, but also to demonstrate for a reader the sorts of findings which can emerge from this research method without much work.

4.5.2 In what ways did this present study help my professional development?

This section presents a short selection of professional development ideas which emerged using this approach during this study, which I found useful. Reflections on the experience of using these research methods to give feedback follow, before a few final points are made.

Practical suggestions

There were a number of simple practical suggestions and comments which I found useful. It may help to delay my own participation in assessment activities so as not to influence the student responses (00:03:55). The on-line timer I used was not always visible for students and sometimes ignored when it rang (00:28:45). We discuss the level of challenge of one activity (known as ‘cognitive matching’ in the literature (Kyriacou, 2009, p.29).

My body language was discussed several times

“A wonderful plasticity of expression [AB and JR laugh].”
(00:48:05)

“I think being interested in Makaton is having an effect on the way I use my hands.” (JP 00:09:21)

I noted that at one point I put my arm across my stomach whilst listening to a student during the lecture, which I interpreted as a slightly defensive posture (00:06:51). The mentor picked up on this later, but described it as a way of encouraging participation from students:

“If you ask a question just sit there and stroke your chin [AB imitated JR’s posture with arm across stomach and hand on lip] and look quizzical. It gives the impression you don’t know the answers.”
(AB 00:13:41)

In my thesis I describe this technique as the use of deception, where this word is defined as:

a distortion of perceived reality (Whaley, 1982, p. 182)

I noted some nervous movements of my hand on the VP video (00:16:38). Students were at times a little loud, and techniques for quietening the group were discussed (00:12:07).

The balance between exploring some issues in depth while covering the full breadth of the subject emerged several times (00:11:31, 00:53:40, and 00:57:09). Pace of some activities could improve (00:29:21). My tendency to be “a little bit too fussy” (AB 00:51:46)

may be the result of some professional anxiety (00:55:07), the context of being a new lecturer, personality (00:57:50), stress (00:59:20) and the need to recover from writing up my thesis (00:58:35).

I commented on dealing with a late arrival in 00:15:34, and am conscious that I was responding, at least to some extent, to a comment made earlier by AB about dealing with late arrivals which had stung slightly. Occasions of bruised pride are perhaps inevitable when experienced teachers discuss their pedagogy. The idea of differences in our pedagogies as regards the management of student movement emerged (AB 00:40:41).

AB suggested using a video clip from a company which cares for people with learning difficulties, and which illustrates a particularly patronising view of disability (known as the 'welfare model'), which can help discussions about the risks of learned helplessness (AB 00:38:37). Next I turn to issue about the research method itself which were discussed.

The process

Overall I found the whole process of VP and RC interviews very affirming and my mentor took many opportunities during the verbal protocols and subsequent discussion to point out things which had gone well (for example 00:03:33, 00:09:58, 00:10:29) and to note a nice rapport which had built between the students and myself (for example 00:12:53). A theme which my mentor developed was a certain playfulness in my relations with the students (see for example 00:13:26, 00:18:11, 00:20:05).

I was dissatisfied with my own practice a few times and spoke about this in the two interviews. For example talking over students once an activity had started:

“I'm not managing that well.” (JP 00:19:07)

We discussed how I handled a poignant moment when interviewing the visitor (00:30:55):

“It felt very strained there. You as a researcher coming out. For me the whole body language [of the visitor] is saying 'move on, move on, move on.' ” (AB 00:33:18)

I did not interpret this event in the same way at the time, and noted in watching the VP video that I am very still. Body language during the VP interview does represent significant communication. I was aware when watching one mentor VP, that I did not agree with the comment and was keeping very still. Perhaps lack of movement can also be significant communication in some contexts. Not having the option to engage in discussion during the verbal protocols was quite challenging for both of us:

“I find this business of both trying to do VPs really quite challenging, but I think interesting. ... Trying to have shared ownership.” (JP 00:51:23)

We discussed interpretation negotiation during the RC interview (00:47:15)

I asked the mentor during the RC interview (1:01:12) to speak about the VP/RC process and have incorporated those comments into these findings. AB commented that:

“This has been a really good process for me.” (AB 00:45:38)

“All the points I wanted to bring out are emerging, but what is interesting is you’ve drawn out other points.” (AB 00:46:04)

“Certainly a really interesting process. It really made me stop and think about what I’m actually saying. ... Wanting to discuss, but no, this is not my time to talk.” (AB 01:05:43)

Some aspects could be improved:

“What this process doesn’t allow us to do (because it creates a narrative, but very much in a bubble [AB cups his hands, perhaps to represent the bubble]), is to look at overarching themes.” (AB 00:49:54)

AB went on later to offer a solution to this problem which I agree could really help:

“I think that it is quite artificial ... I heard the rapport with the students, but I didn’t see it. I think what would have been more useful is if I had been sat in the session with a stopwatch taking notes on the time, with you recording it on the video. And then I’d gone and done the clips and then we’d go through the process like that. ... I know observer becoming part of the dynamic and [problems] in terms of logistics, but a more useful process.” (AB 01:01:12).

Practical aspects of the research methods were discussed. For example:

“I had to trim. I chose originally 20 odd clips.” AB (00:49:26)

A maximum length of clips might have helped AB (01:05:29). AB (the mentor) noted how his initial selection of clips had been “90% criticism” (00:44:44) and how he adjusted this when making his final selection of clips.

Other points

Many elements of the grounded theory which emerged during my PhD study of conceptual change pedagogy (Riordan, 2013) were also discussed during the VP and RC interviews. For example ‘redirection’ of conversations (00:06:02, 00:23:28), conditioning (00:21:44), use of timing (00:23:41), strategic friction (00:24:33), grouping (00:25:18) indirect communication (00:17:45 and 00:26:10) and logistics (00:28:25). I note at one point that:

“This is the sort of thing I do with kids, but it would be interesting to talk with trainee teachers about this.” (JP 00:26:10)

There were times that I was discussing my own pedagogy with the group during the lecture:

“Because this is ITE [Initial Teacher Education] [I’m] beginning to unpack why I’m doing something and sort of discuss [...] the pedagogy.” (JP 00:07:18)

“Reviewing an activity as another type of learning activity.” (JP 00:09:44)

The fact that I was just about to submit my thesis when this VP/RC interview took place has undoubtedly influenced my interpretations, but it is possible that the grounded theory which emerged during my research might be of use in understanding this andragogy. There is obviously not space to explore this here.

In using this alternative approach to HE feedback it was important to me to make the whole process feasible for busy colleagues. I have analysed briefly the video of the VP and RC interviews here in order to illustrate how this process might be of use to others, but I am

conscious that even this depth of analysis will not be possible given the time constraints on lecturers in HE.

4.5.3 What difference could this action research study make?

There is a spectrum from revolutionary research (Kuhn, 1962) to studies which change nothing, where the latter is worthless and the former rare. Academics position the intended criticality of their work using a methodology. This present study had the modest aim of offering an alternative way of giving feedback in HE, such that the fine scale interpretations of lecture video data by both observer and subject are taken into account. This reflects the democratic principles underpinning Action Research (AR) and the interpretivist theoretical perspective described earlier in section 3. Interpretivist studies are sometimes criticised, particularly by those whose work takes a critical inquiry perspective (Crotty, 1998, p. 112), for representing an uncritical observation of aspects of society which are far from satisfactory. I do recognise that the world of education faces greater challenges than a slight tendency to objectivist mentor feedback. Some might argue that Action Research must be underpinned by critical theory to be worthy of the name (Kemmis, 2008, p. 121). Here I have used Weber's interpretivism where the focus is on understanding and explaining complicated social phenomena where the 'action' is personal pedagogical development and the introduction of an alternative method for feedback in HE. This study offers a small and practical suggestion, which does not overburden either participant, which may well be of use to colleagues who wish to develop their teaching. In that the roots of interpretivism in North American pragmatism may perhaps be observed.

4.5.4 What lessons can be learnt from problems which occurred during this present study?

This work may be seen as 'scoping the field' for this research method. The most important change in the research method, for the mentor to be present at the original lecture

(if possible), was discussed above. A minor problem occurred with the batteries on the video cameras running out during the VP/RC interviews. Clearly charged batteries, and at least one video camera with a mains power lead, would be advisable. There were a few technical hitches with the way the videos played in PowerPoint on the laptop, and the motion sensor controlling the light in the room meant the illumination cut out regularly.

4.6 Conclusions

Any feedback by a mentor, inspector, manager, etc. is underpinned by epistemological assumptions. For example the manufacture of a product like a Mars bar is undoubtedly complicated, and a factory inspector would consider the safety of the product, cost of production in comparison to sale price, rate of manufacture, potential market, working conditions etc. An objectivist epistemology may be appropriate as the feelings and thoughts about Mars bars of the manufacturer are probably of fairly minor significance (and Mars bars have no opinions as far as we know). In contrast feedback to trainee psychiatrists which did not investigate the subjective experience of both doctor and patient would clearly be inadequate. Hence feedback may be seen against an epistemological continuum from the highly objective to the deeply subjective. This study proposed a constructivist epistemology (see section 3) which traced a middle way between these extremes. I argued that traditional feedback by mentors in HE is perhaps more objectivist than the proposed method of combined VP and RC, but that this method may be more appropriate when observing the complicated social context of learners and their lecturer (and even more so when the learners are themselves trainee teachers as was the case in this study). At the other end of the spectrum, feedback which only listened to the subjective experience of lecturers would be indulgent. Many of the tactical and strategic ways experienced teachers use teaching and learning techniques can be observed and understood by a mentor without talking with the teacher, but not all (Riordan, 2013).

As regards next steps, mentor and lecturer could switch roles and use this same process. Repeating the research methods (with the modifications suggested in section 5) using a new lecture may be useful. It may be interesting to explore whether the subjective experience of a teacher during mentoring become more significant with the length of service, so doing both traditional and VP/RC feedback with a colleague very experienced in HE, and evaluating the process again might be of value.

Acknowledgements

I am really grateful to Andy Bloor for all his support and help with this study.

4.7 Appendices

Appendix A: Instructions for the mentor

Concurrent Verbal Protocols and Retrospective Conversation Method

(adapted from Taylor and Dionne, 2000)

John-Paul Riordan

john-paul.riordan@canterbury.ac.uk

Instructions for the **mentor**:

1. Please watch the whole video and identify up to ten passages which illustrate points you wish to make as feedback to the lecturer.
2. Using the counter on the video, please write the start and end time for each clip in table 2 on page 2 of this document (which is for you to keep) and in table 3 on page 3 (which should be given to the lecturer).
3. In table 2 write down any comments you like which will help you remember why you chose the clip when you meet with the lecturer. Please only give these notes to the lecturer when the retrospective conversation is finished (see step 6 below).

4. Please arrange to meet the lecturer for the interview which should last about one hour in total.
5. You and the lecturer will watch each clip together which can be paused whenever you or the lecturer wish. First the lecturer will 'think aloud' about what they see. Then you will do the same. Please do not discuss these verbal protocols at this stage. It is important to leave that to the next stage below.
6. When you have finished watching most or all of the clips (which should take about 30 minutes), you and the lecturer will have a conversation about what has been said (called a retrospective discussion) which might typically last a further 30 minutes.

Many thanks for doing this.

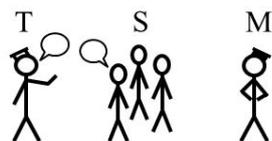
Clip:	Start time:	End time:	Comments:
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Table 1: Pro forma for notes by the mentor whilst watching the video of the lecture

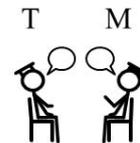
Clip:	Start time:	End time:
1	00:02:34	00:03:00
2	00:07:35	00:07:58
3	00:11:33	00:12:50
4	00:22:19	00:26:26
5	00:26:38	00:26:48
6	01:01:06	01:09:24
7	01:20:00	01:20:24
8	02:31:34	02:34:47
9	02:48:25	02:48:35
10	02:50:15	01:50:38

Table 2: Timings of video clips given by mentor to lecturer

Traditional method:



1.



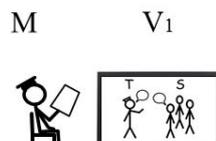
2.

Key:
T = Teacher
M = Mentor
S = Students
V = Video

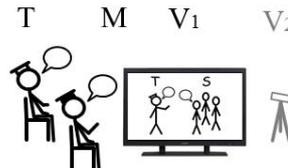
Concurrent Verbal Protocols and Retrospective Conversation method *:



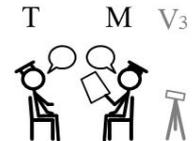
1.



2.



3.



4.

* (cf. Taylor and Dionne, 2000)

Figure 1: An illustration comparing traditional lecture feedback and CVP/RC

Appendix B: Notes by the mentor made whilst selecting the video clips

- 23:00: Why do you hide the stop-watch?
- 26:08 - doesn't seem to work either!
- 26:46 - 38:48: Could you have gone through the roles?
- 31:33 - Could you have challenged/explored this. Yes: but Proff. is someone who has extensive education - their role.
- 36:55 - What happened & really not a good idea - don't do that.
- 41:24 - 42:00 - 44:00 - Bring out subtleties, but could you have said something about poor use of the most expensive resources.
- 44:20 - Good use of humour
- 47:00 - Time got away from you here.
- 47:38
- 56:52 - What's the initials all about?
- 58:16 - What do you mean 25%?
- 56:00 - Lot of stack. start hts.
- 01:01:06 - 01:01:12 - not
- 01:01:12 - 01:01:20 - One use of humour.
- 1:02:00 - 1:03:00 - K. Strident views by some
- 01:06:52 - 01:07:24 - Mid sentence. Could you have drawn out the word 'help': doesn't mean 'do'.
- 01:07:24 - 01:07:30 - Beeper - key reserves well, but this is intrusive.
- 01:13:24 - 01:15:05
- 01:14:58 - 01:15:03 - her name ...!
- 01:20:00 - 01:20:24 - No need to labour that.
- 02:21:14 - 02:21:55 - You bring out some very candid responses.
- 02:23:00 - Patients at bath to Lambury.
- 02:28:00 - Good use of Simmels.

- 04:37-05:02 - Ok with video. (A)
- 08:27 - 11:38 - 14:03 - Good facial expressions (A) Good reframing (but first time)
- 2:44 - 2:54 - You injure your own ears on them - could you have given them the chance than given you own + ill-hold.
- 2:34 - 03:00
- 07:35 - 07:58 - 07:40 - Lovely to affirm their creativity.
- 10:42 - Plan: not a plan but
- 11:38 - 12:34 - 50 - Great you get them to prepare the Dr. ~~take~~ take those from towards the end though.
- 17:52 - You did give them 5 min good. Also, you have a very over rapport with the gp. (A)
- 19:54 - 20:00 - v. offering of their views.
- 20:48:54 - As above.
- 22:19 - 22:25 - lost app. + model B4C.
- 02:31:34 - 02:34:47 - : Could you have mentioned learnt helplessness here? Could you also have explored abuse in intimate care it can be appropriate? An idea/welfare model touched on but not explored - any detail
- 07:41:30 - Are we indeed!
- 02:48:30-31 - Chief figure.
- 02:49:00 - 02:57:00 - Phase role play got lost
- 02:50:38 - 01:50:38 - Psychologists - for men psychiatrists
- 02:57:34 - 02:52:02 - May it's needed

4.8 Bibliography (PS)

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