

‘I still haven't found what
I'm looking for’

Triangulation for interpreting data



In-service teacher supervision



In-service teacher supervision

- Affective issues
 - Anxiety
- Reflection during feedback
 - Balance of dialogic and authoritative discourse



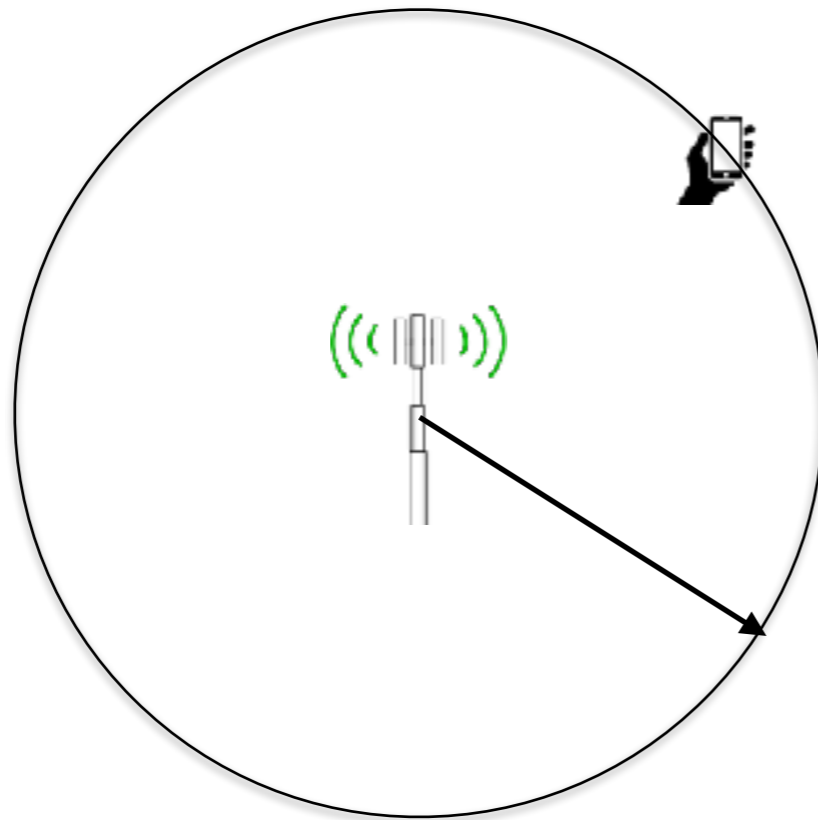
The study

- 4 schools, 2 cities
- Teachers: 38 questionnaires
- Supervisors: 2 interviews

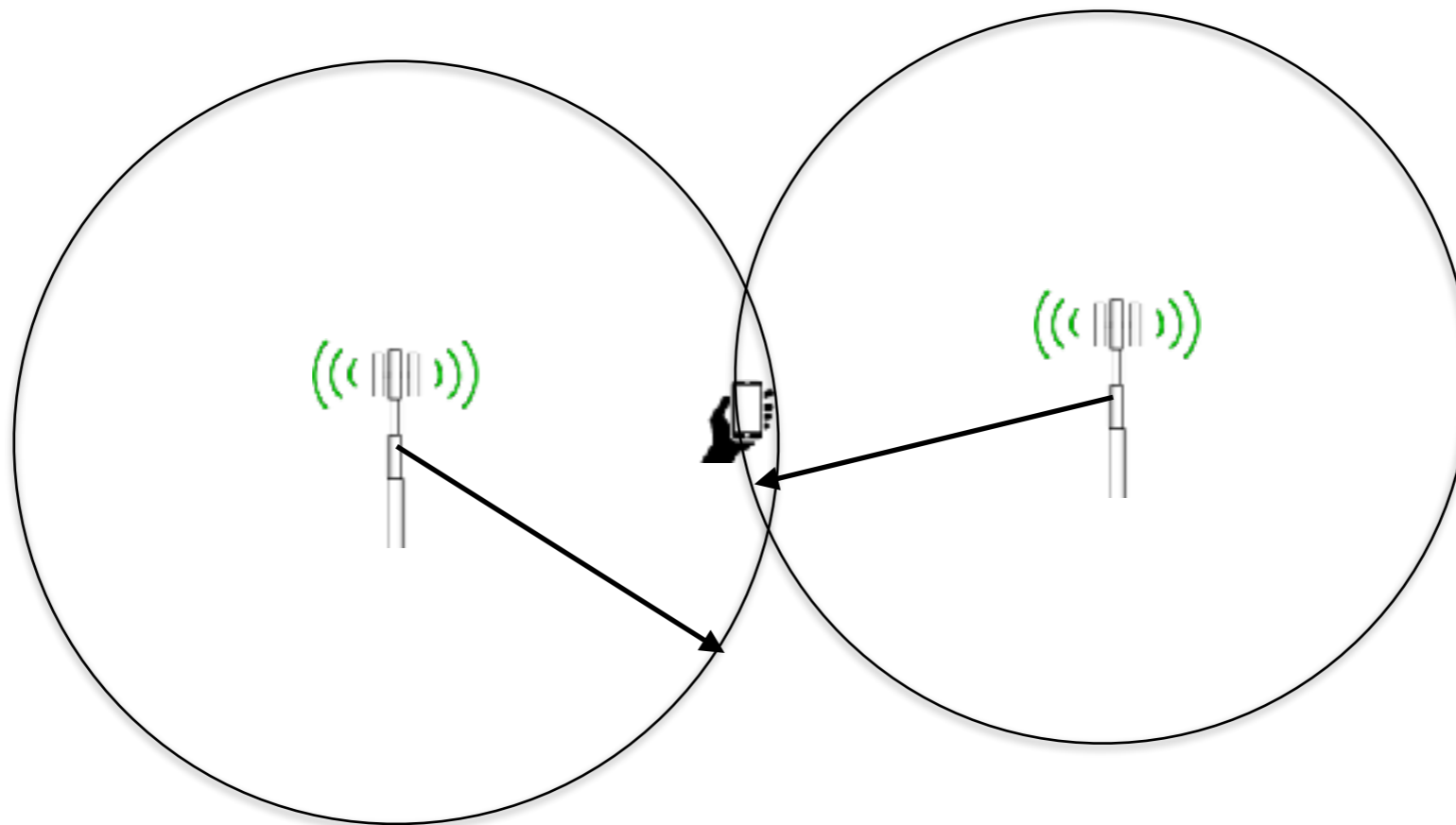


What is triangulation?

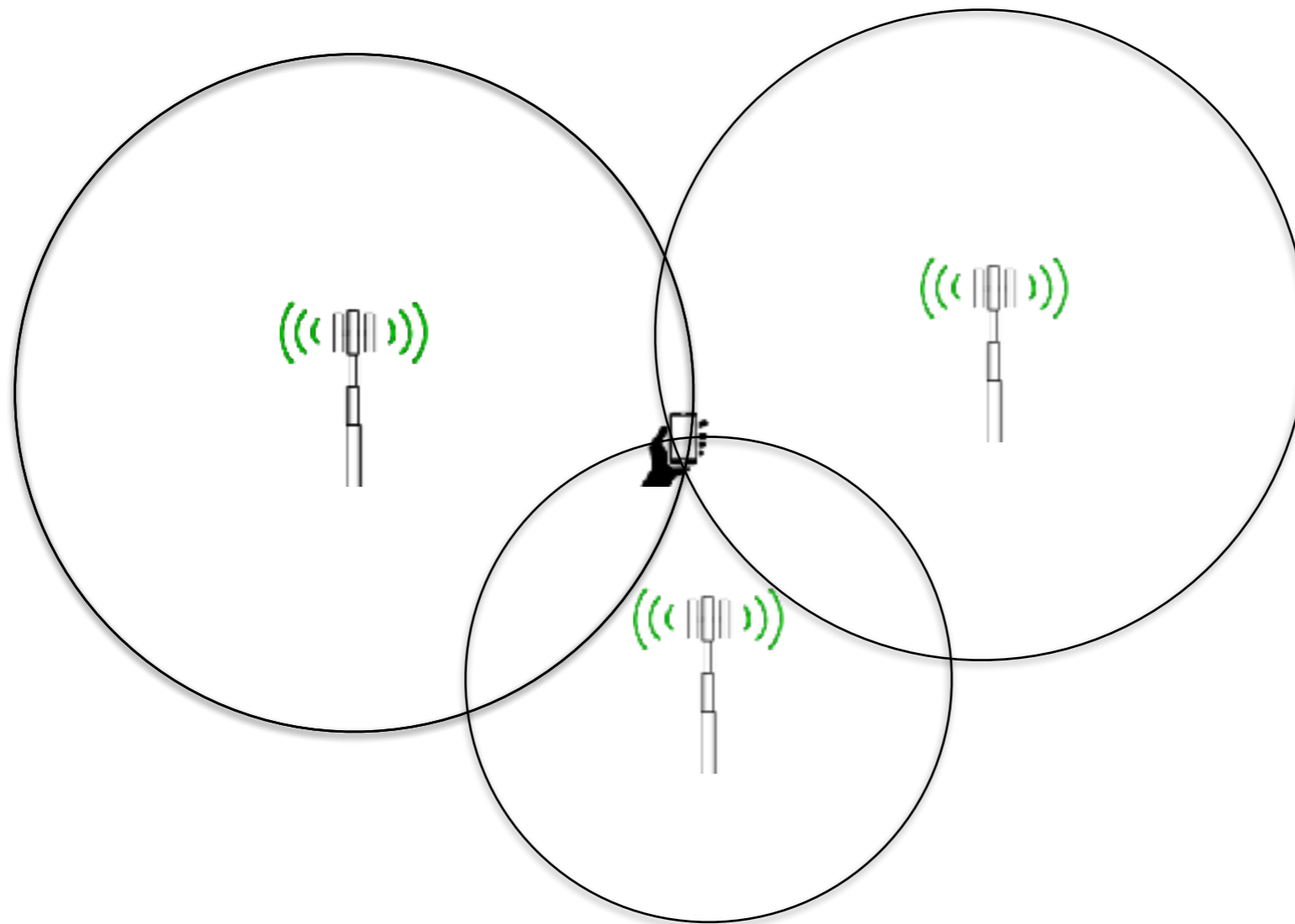
Triangulation



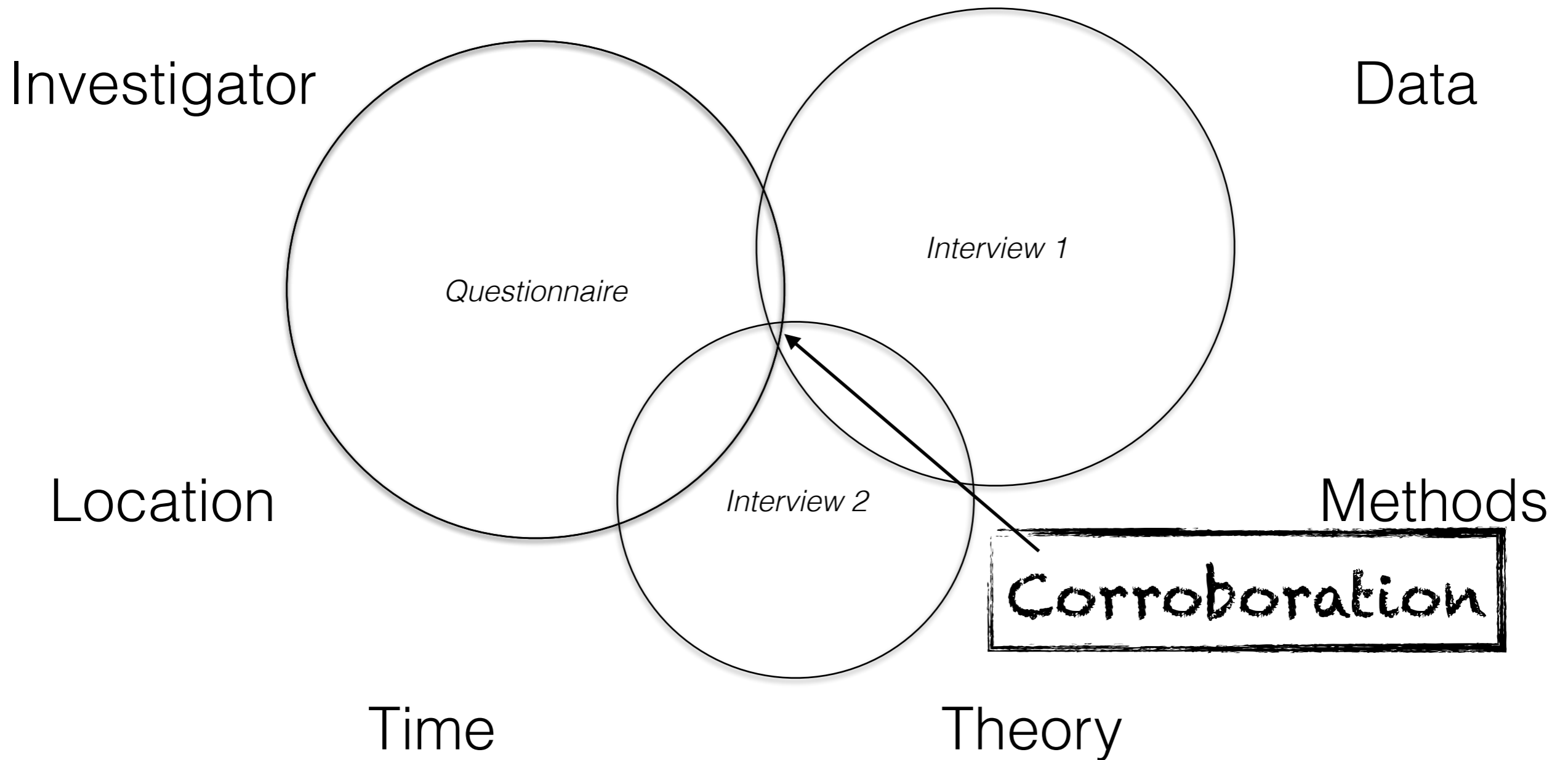
Triangulation



Triangulation



Triangulation in research



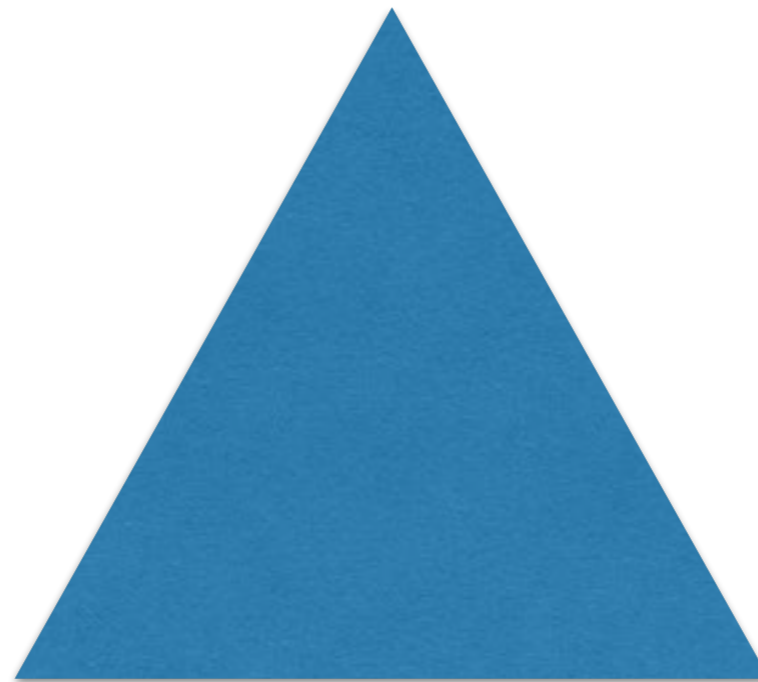
Triangulation

- accuracy
- internal validity
- objectivity
- dependability



Data triangulation

Supervisor Interviews



Dichotomous questions

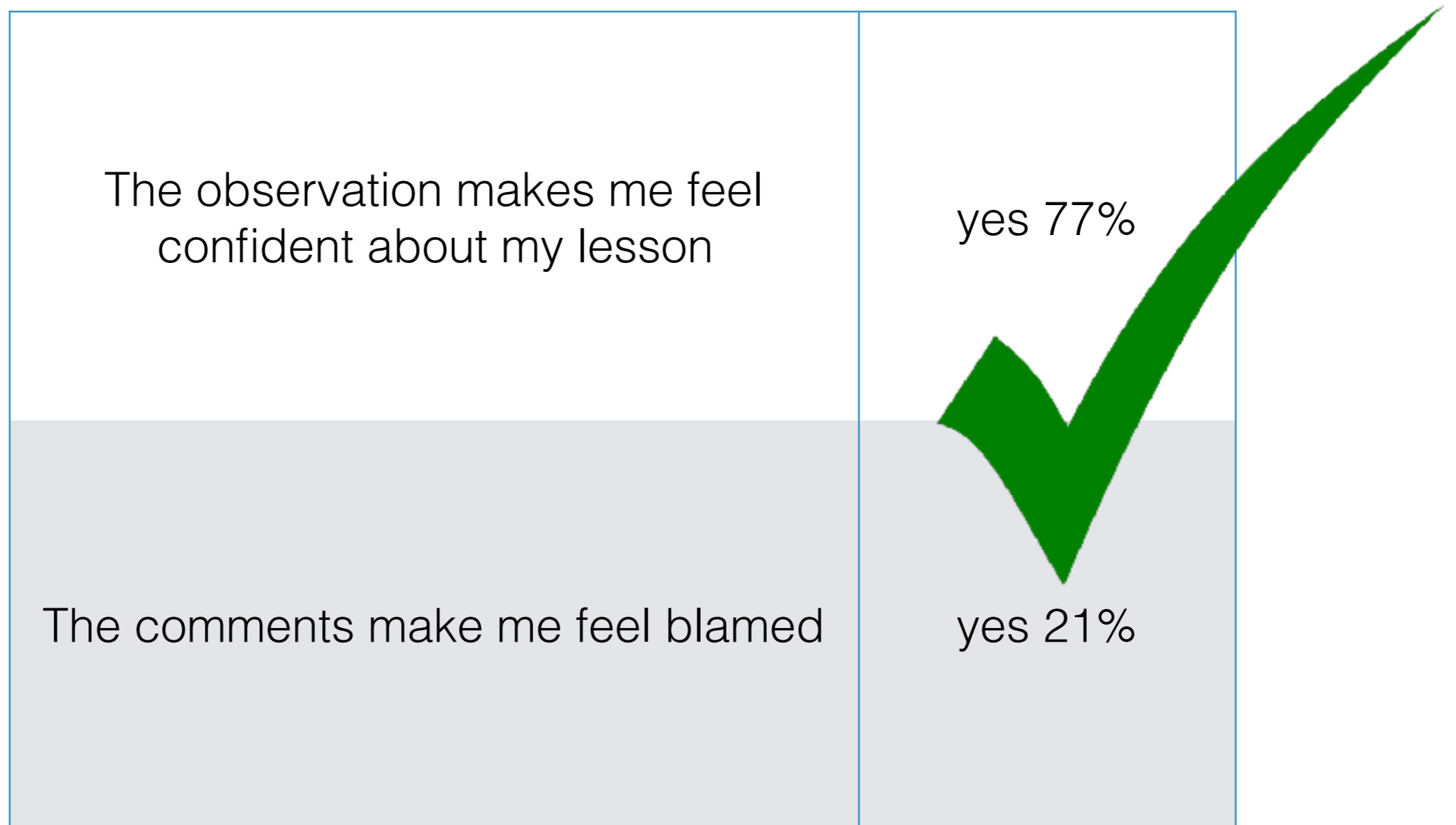
Multiple-choice questions

Internal reliability

Internal reliability check

The observation makes me feel confident about my lesson	yes 77%
The comments make me feel blamed	yes 21%

Corroboration



Mixed messages: affect

When I'm observed I feel...	...normal 61% ...confident 42%
How do you feel about being observed?	a) I like it 45% b) I don't mind 58%
What do you do when you are observed?	d) prepare very carefully 61%
How often would you like to be observed?	b) less often 71%

Mixed messages: reflection

What is the purpose of the feedback?	c) To tell me what my weaknesses are 100%
My observer wants me to give my own ideas.	yes 71%
I am encouraged to self-assess.	yes 84%

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Supervisor Interviews:

...we tell them what we recommend so they're happy

...teachers tend to have not many ideas so they don't participate

Triangulation for corroboration

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Purposes of Triangulation

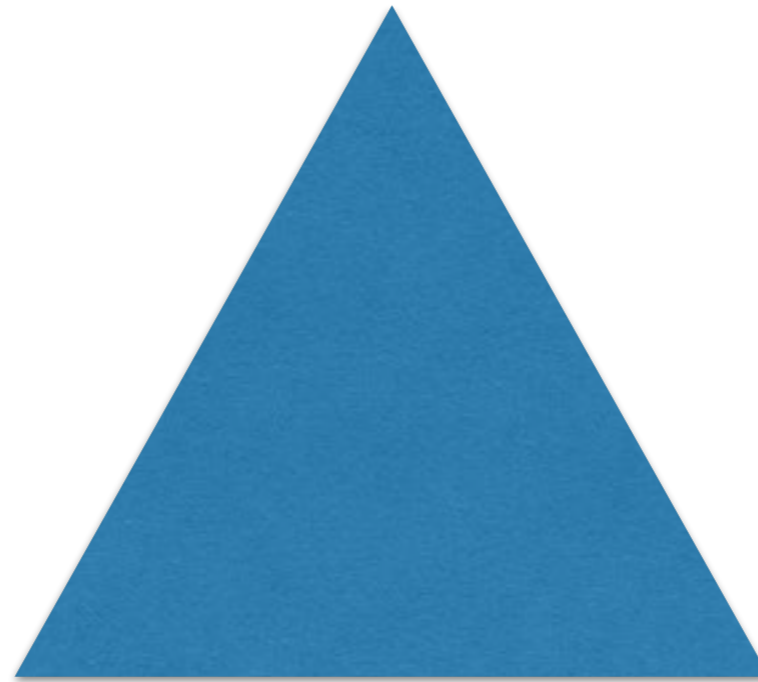
Corroboration	To identify the most valid result
Development	One finding can inform the collection or analysis of further data
Elaboration	To identify different perspectives
Initiation	Contradictions in findings serve to revise underlying assumptions
Validation	To identify the most valid data source

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Triangulation for development

Supervisor Interviews



Teacher questionnaires

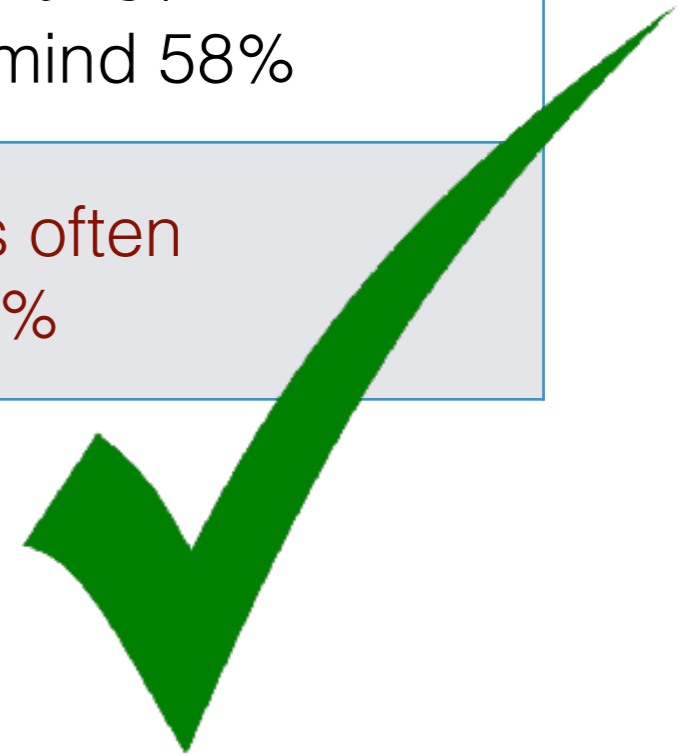
Teacher interviews

When I'm observed I feel...	...normal 61% ...confident 42%
What do you do when you are observed?	d) prepare very carefully 61%



And when the head teacher comes to my class sometimes I feel a little bit nervous for three or four minutes and then I am confident for my lesson

How do you feel about being observed?	a) I like it 45% b) I don't mind 58%
How often would you like to be observed?	b) less often 71%



*when the head teacher comes to the class often,
I think it's something wrong in the class.*

Reflection



TEACHER

“The observer wants me to give me own ideas”

“There is some reflection too, of course, yes some, if, especially if they don't give... sometimes they don't give us much power. We want to make our teaching effective but especially if the students don't do their homework, okay.”

SUPERVISOR

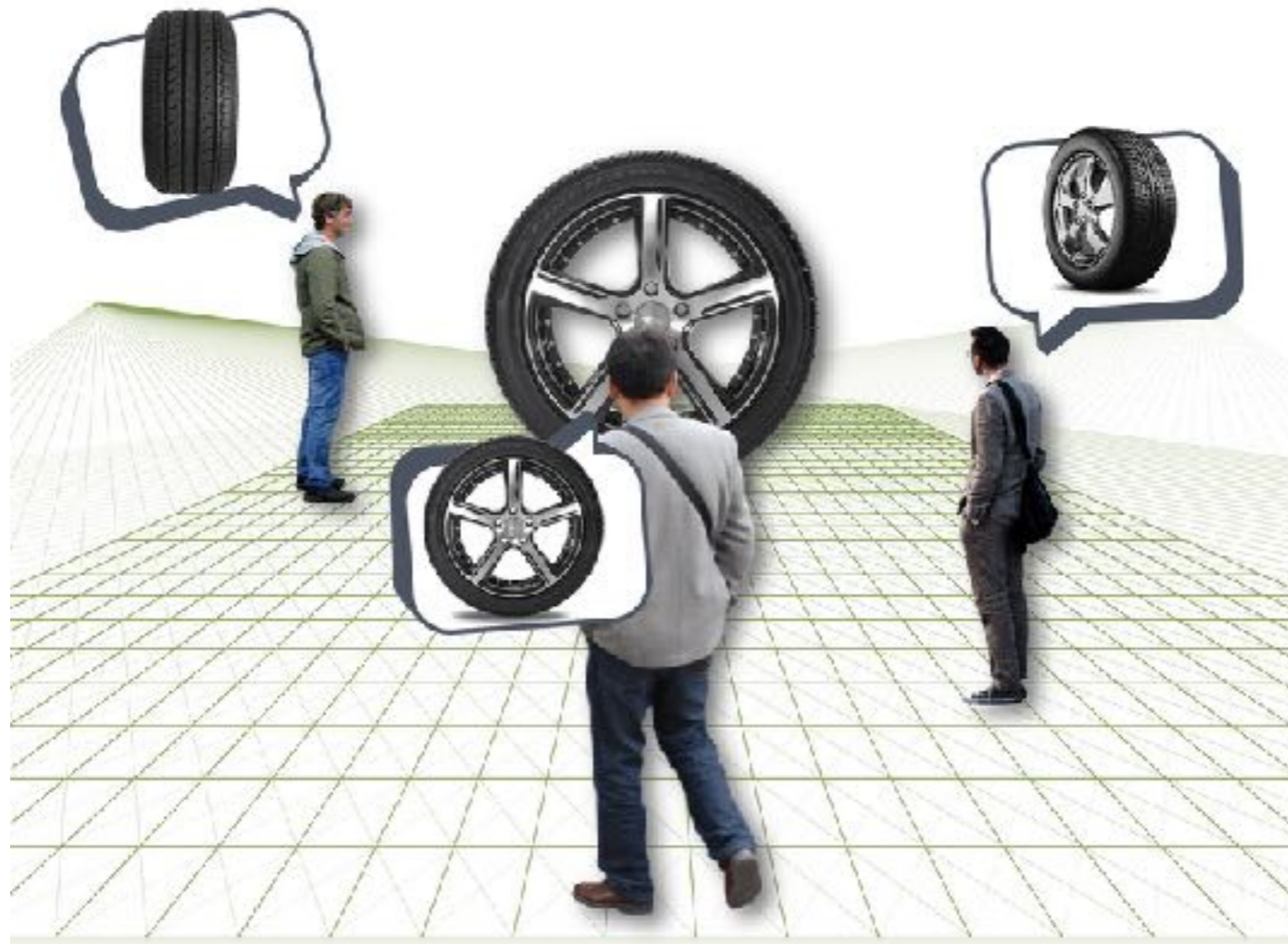
“We tell them what we recommend”



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Triangulation for Elaboration



Multiple possible perspectives

Triangulation for Elaboration

“The observer wants me to share my opinion”



TEACHER

The observation is about me and my lesson

“We work for the benefit. If the student number decreases, so our benefits decrease”

SUPERVISOR

The observation is about the objectives of the school



Triangulation for Elaboration



- A multitude of perspectives
- Contradictions may be informative

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Triangulation for initiation

Sharing opinions

TEACHER

teacher reflection

Reframing based on experience

SCHÖN

Identifying the correct way

SUPERVISOR

What is reflection?

Initiation: reviewing the theory

But we want to make our teaching effective. ... So we meet and solve the problem and make it better

they meet and solve the problem he said 'okay um let's make it better, what kind of thing is better'

But when we have a problem so we come to talk together ... and find a solution

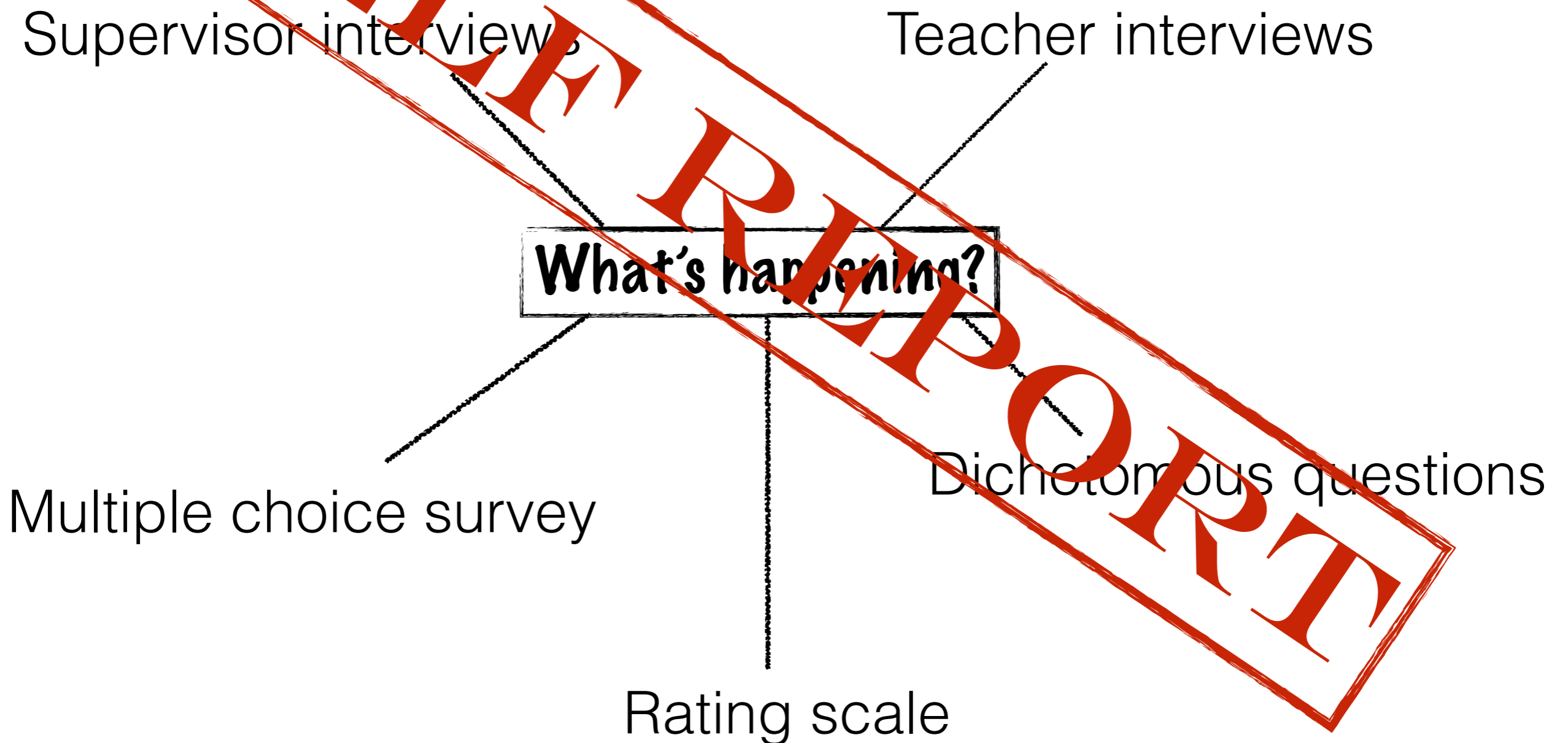
...we saw what the teacher needs so we talk together and then we help them

Reflection = problem solving

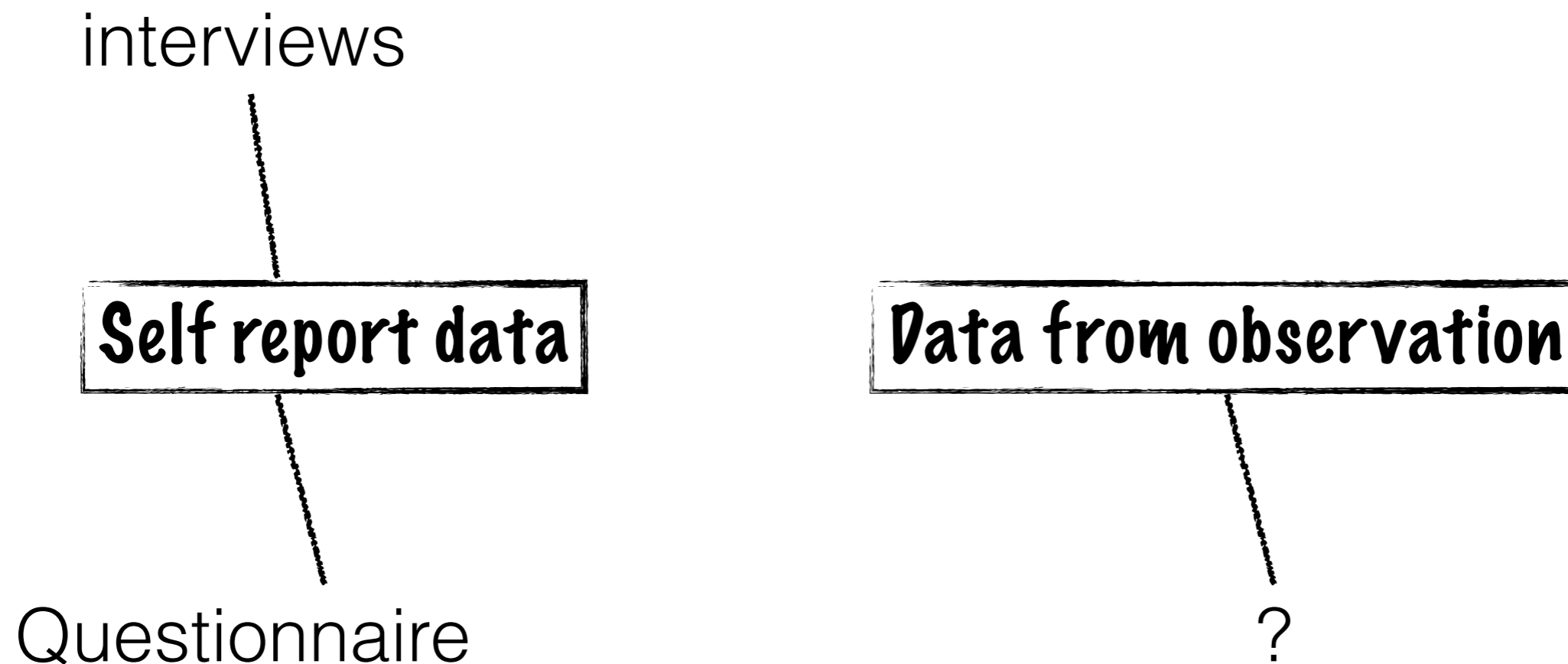
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Triangulation for validation



Triangulation for validation



Triangulation

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