

5

TIMING TEACHER TALK

A FORMATIVE TEACHING OBSERVATION TOOL



This resource is for you if you want to:

- ✓ Obtain some objective feedback on your teaching
- √ Respond to student voice
- ✓ Identify what professional development would be appropriate to enhance your teaching
- Consider the differences in student outcomes that changes to your teaching result in
- ✓ Produce evidence to capture critical reflective teaching practice

he eight-step process presented in this resource is designed to capture and measure Teacher Talk Time (TTT) and Student Talk Time (STT) by observing teacher delivery approaches and student engagement activities during a teaching session.



Measuring Teacher Talk Time and Student Talk Time

STEP 1	An observer conducts a formative classroom observation using the TTT-STT 10 Minute Interval Chart. The observation ends with a 5-minute session to capture student feedback on what the teacher does to support their learning and what else could benefit them.							
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STEP 2	Classroom observation notes are analysed using the TTT-STT 10 Minute Interval Chart and Teacher Classroom Roles Model. Student feedback from the end of the session is transcribed.							
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STEP 3	 The observer and the teacher meet to: Analyse student engagement – 'hot spots' of active student contributions to teacher questioning and/or other classroom behaviours exhibited by students. Analyse TTT to STT ratio – discuss student feedback. Discuss specific principles and strategies for adult learning pedagogy in relation to teacher roles and underlying philosophies. 							
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STEP 4	The teacher develops an action plan to respond to student feedback and observer's recommendations to enhance teaching delivery and student learning. It is recommended that the teacher shares their planned actions with their students and explains that the purpose of these changes is to enhance their learning.							
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STEP 5	Formative observations are repeated after the action plan is implemented, with specific focus on the changes. The observer provides immediate oral feedback focusing on teacher delivery. Student feedback is re-captured (5 minutes at end of session, without the teacher present), specific to the actions taken.							
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STEP 6	Classroom observation notes are analysed using the TTT-STT 10 Minute Interval Chart and Teacher Classroom Roles Model. Student feedback is transcribed.							
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STEP 7	The observer meets again with the teacher to discuss the same points as Step 3 and to compare data for both formative observations.							
STEP 8	The teacher completes their own evaluation to contribute to the action plan as part of ongoing professional critical reflection.							

TTT-STT 10 Minute Interval Chart

Teacher						
Total minutes du	uration					STT
Time (10 minute intervals)	Class sile	TTT (minutes)	STT (minutes)	Individuals responding to large group instruction	Teacher 1-1 reinforcing student learning	Small grou work activi engagemen

C	(: :			
Comments	(specific obser	vations)		
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NB: Sketching the classroom desk arrangement can also provide a visual cue to collate behaviours of individual students. These may include (but are not limited to) focused or unfocused attention, on-task or social chat, hidden use of phones and frequency of responses to questioning.

Teacher Classroom Roles Model

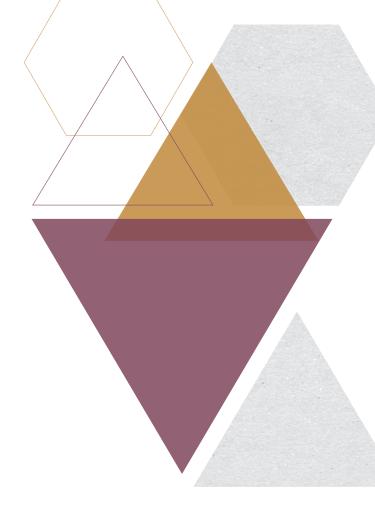
This model emphasises communication in the classroom, pair and group activities and student involvement in the learning process. What is most important is that activities and interaction patterns are varied. The over-use of TTT is often the product of the under-use of communicative techniques in the classroom. Excessive TTT limits the amount of STT. Student under-involvement can lead to

loss of concentration, boredom and reduced learning. The amount of time spent in teacher-dominated talk mode will depend on factors such as how much the students know, the stage of the lesson, the time of day and what is being taught. A useful guideline is a limit of 30% of a lesson, and no more than 10 minutes at one time.

				TTT% : STT%						
			Teacher's Role	100 : 0	80 : 20	60 : 40	50 : 50	20 : 80	0 : 100	
onal	onal Director	Teacher-centred	Transmitter	Presents their knowledge / expertise Students passive						
Traditional Teacher as Director	Teacher as [Controller		Controls learning outcomes, activities and environment					
sive	sive	pa.	Organiser			Plans engaging activities, demonstrates, allows students to initiate				
Progressive / Mediator	/ Mediator		Participant				Allows independence; may participate as an equal partner in the learning			
ormative	ormative Teacher as Facilitator / Mediator	Student-centred	Facilitator					Prompts deeper learning, acts as a resource for experience, perspective and extended knowledge		
Transfor			Observer						Reflects on student engagement, skills, limitations and guides extension	

Formula for analysis of in-class observation

STT (individual or group) as a percentage of total lesson time:



About this resource

This work was supported through the Ako Aotearoa National Project Fund 2012. This resource is one of eight developed as a result of the study by Honeyfield et al (2016). Research Report: Professional Development Decision-making to Support Under-25 Student Success. These resources, the research report and a literature review can be downloaded at www.akoaotearoa.ac.nz/projects/professional-development-improve-outcomes-under-25-learners. The resources are also available for purchase at www.shop.akoaotearoa.ac.nz.

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