Self-Observation Task for Learner Contributions – David Petrie

Aims:
- To assess the quantity and quality of learner contributions to the class
- To attempt to discover who the quieter learners are and why this might be.

Procedure:

PRE-CLASS:
- Before the class, make sure you have a copy of **Handout #01 – tally sheet.** If your class has more than 18 learners, you'll need another copy of it.

- Write the names of the learners in the column on the left.

IN-CLASS:
- During the class, simply keep a tally (see image on the right) of the number of interactions each learner has and of the number of quality contributions that each learner makes to the class.

DEFINITION OF TERMS:
- An interaction is here used to mean any interaction, in any language, for any reason (either social or as part of a classroom activity).
- A quality contribution means anything that is relevant to the on-going theme and aims of the lesson or course. Wrong answers count as quality contributions, gossip doesn't.
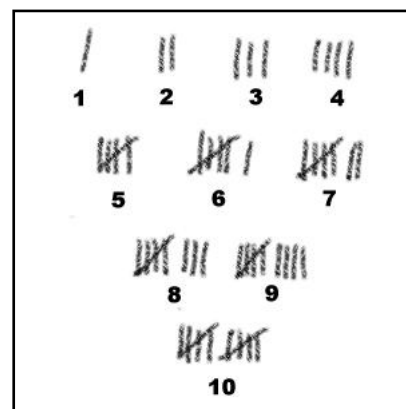
NOTE:
- It is highly unlikely that you'll be in a position to record every single interaction and contribution, unless you arrange for a colleague or DOS to observe you and conduct this task on your behalf. (Which would be great if you can!) So don't even try! The point behind this is not to gather empirically valid data, it is to try and take a snapshot of what's going on in the classroom and to give you some evidence on which to reflect on the class and the lesson.

POST CLASS:
- Use the tally that you collected to assign each learner a score out of ten. Again, there doesn't need to be a direct mathematical correlation, but you can use the tallies to inform your allocation of the Interaction and Contribution scores.
- Now plot the learner scores onto the chart given on **Handout #02 – results chart**.
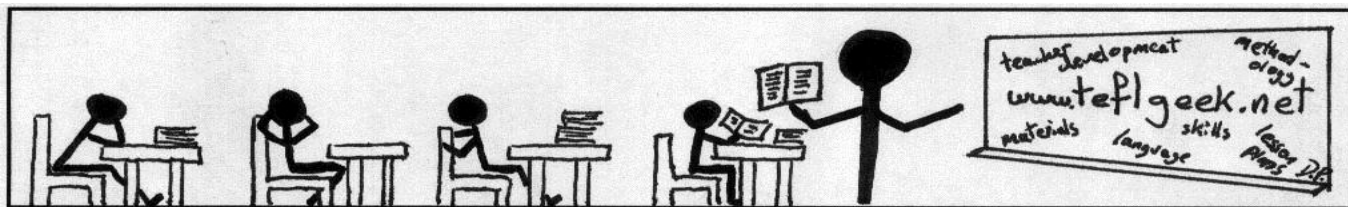
INTERPRETATION OF RESULTS:
- Obviously, you know your learners best and you'll be able to ascertain whether the results do throw up any interesting observations or not.
- I would suggest that you might want to talk to any learners who tend more towards the higher interaction scores, as this may suggest they aren't as engaged in the lessons as they might be – it might be worth finding out whether or not this is the case.
- Equally, any learners who appear in the lowest diamond should probably be chatted to to find out how and if they are coping with the classes and the materials.
- Remember though, that a quiet learner doesn't always mean a weak learner or a dissatisfied learner – they might just be quiet people.
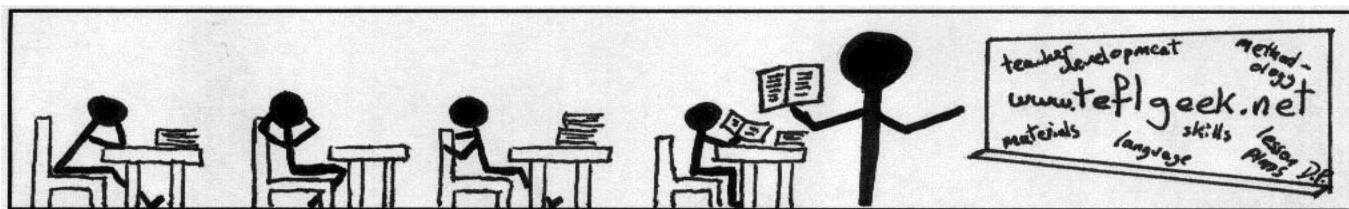
Handout #01 – tally sheet.

NAME:	INTERACTION:	CONTRIBUTION:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		

Handout #02 – results chart