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Adolescent pupils' perceptions of teacher racism

Volume 2

by

Paul Naylor

A Doctoral Thesis

Submitted in partial fulfilment of the requirements
for the award of

the degree of Doctor of Philosophy of the Loughborough
University of Technology

March 1996

Date

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APPENDIX I Specification for the production of the role-plays

To: AD

From: PN

Date: 18.01.90

Specification for the Production of the Role-plays

At a recent meeting with my supervisor (LC) I expressed my concerns about producing a video and that I was unhappy about the possibility of imposing my own views of racism on the pupil role-players rather than let them tell it as they see it. LC said do not over direct production of video, let it be naturalistic, as the pupils want it to be, the dramas are to be unscripted. Hence, the developmental process of the video-making forms an important source of research data, thus there is a need to record all discussions about and all rehearsals of the extracts as well as the 'final' product. There are issues here of confidentiality and security of all recordings, of parental and colleague consent (and of keeping everybody quiet who knows what is going on). Because of the financial constraints that I am operating under, it seems that all but the 'final' recordings would have to be 'non-professional' productions.

LC and I agreed that 2 or 3 extracts were required each of a few minutes long, (3-5?). Each extract presenting different aspects of realistic, everyday, classroom life eg a teacher led question and answer session, sorting out some hassle between two or more pupils, distributing resources (unfairly), 'picking-on', 'ignoring', being 'too strict' or 'ill-tempered' with and 'showing-up' pupils in discriminatory ways, having 'pets' and 'pick-ons' etc.

Some criteria for the sorts of interactive behaviour teachers and pupils show one another are:

The whole range of verbal and nonverbal 'signals' to be 'given-off'.

Quality of signals to be represented across the entire range from blatant to very subtle/sophisticated racism.

Some parts of each of these cameos to present teacher-pupil interaction which is non-racist (but which might be construed as such. I am also interested in the 'errors' pupils make in their claims that teacher behaviour is racist.)

Some criteria for composition of 'class' are:

All major 'visible' ethnic groups (Sikh, Muslim, Afro-Caribbean, Chinese, Hindu) to be represented, if possible, as minorities in a sea of whites. Gender is also an important issue here which I have not thought through yet (see below) except to say that, as far as is

possible, the balance should be roughly even.

Some criteria for lessons being taught and type of classroom presented:

Nothing out-of-the-ordinary, ie the 'average' sort of lesson in terms of materials/resources used, topic (to be non-controversial in terms of racism, lesson plan, style of presentation etc.) Similarly, the classroom to be nothing special in terms of decor, display, furnishings etc ie not too stimulating nor too dull.

A major problem remains, who is going to act the role of the teacher? And a major issue I have not begun to think through yet, let alone resolve, is that of the teacher's gender.

APPENDIX II Letter requesting parental consent

School address,

Date.

Dear Parent,

Your child has kindly volunteered to take part in a research project being conducted at Loughborough University. However, before I can accept your child's offer, I should like your consent for him or her to be involved. The research is concerned with pupils' views of the relationships between teachers and themselves. It is specifically focused on pupils' ideas about the ways in which teachers can be racist in the classroom.

The part I should like your child to play in this research is as follows. With the help of Ms. Dimbleby (Head of Creative and Performing Arts), Ms. Johal (Humanities teacher) and myself, between 20 and 25 pupils are required to devise and act out 3 or 4 short classroom scenes which portray some aspects of teacher-pupil relationships. Although your child will be expected to draw on his or her classroom experiences, he or she will be instructed not to mention by name or in any other way in which Ms. Dimbleby, Ms. Johal or myself (or any other professional adult) can identify the teachers they have in mind.

It is intended that the pupils' discussions, their rehearsals and the finished product of these scenes will be recorded on video tape. This is so that they can later be analysed and shown to other pupils in the school. The titles and credits

will make it clear that the participants are role-players.

So that the videos can be produced, there will need to be a number of after-school meetings here at school (finishing at 4.30) during the rest of this term for the whole group of volunteer pupils. Details of these meetings will be given to all participating pupils.

Your child has been asked to keep the arrangements and details of this research confidential. This is simply because, as I have said, I hope to show the finished films to other pupils in the school, who have not been involved in their production, and obtain their views about the teacher-pupil relationships portrayed. If these pupils knew about the nature of the films beforehand the purposes of the research would be seriously undermined. Should you have any questions about the research, please do not hesitate to contact me here at school. If you are willing to give your consent please complete and return the attached slip to me.

Yours sincerely,

P.B. Naylor

I give my consent for my child to take part in Mr. Naylor's research project on pupil-teacher relationships.

Signed Date
(Parent/Guardian)

APPENDIX III Film Credits

Role-players

Hayley Allison	Vanessa Augustus
Nasar Aziz	Helen Barradell
Debbie Burchell	Richard Carberry
Simon Carty	Amanda Coyne
Wayne Daniels	Alison Dimbleby
Phillip Edmundson	Carl Hall
Paul Hammerton	Rebecca Hammerton
Choi Mun Ip	Andrew Miller
Caroline Redmile	Michaela Shortland
Laura Singh	Donna Spencer
Richard Watts	Janet Wright

Role-play devisers, writers and directors

'Catch'

Hayley Allison
Nasar Aziz

'Borrowing'

Vanessa Augustus
Richard Carberry
Laura Singh

'Going Steady'

Phillip Edmundson
Janet Wright

'Sums'

Paul Hammerton
Donna Spencer

Filming and video tape editing

Graham Forde

Production advisers

Alison Dimbleby
Graham Forde
Bal Johal

Produced by

Paul Naylor

APPENDIX IV

Storyboards for the classroom interaction extracts

Figure 1 Storyboard for Extract 1: Catch

Figure 2 Storyboard for Extract 2: Borrowing

Figure 3 Storyboard for Extract 3: Going Steady

Figure 4 Storyboard for Extract 4: Sums

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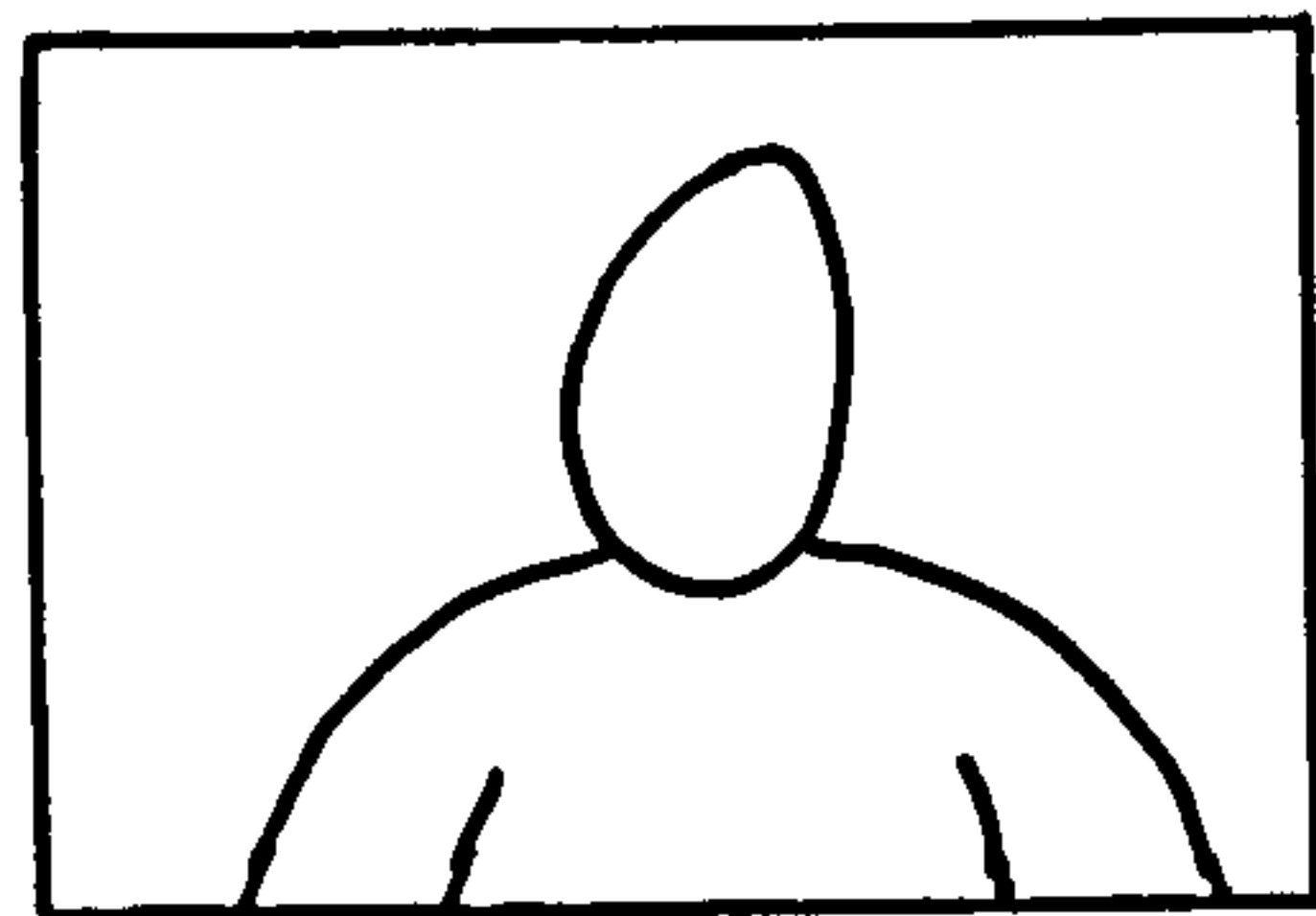
Throughout the storyboards, the following conventions (Cheshire, 1990, p.53) for describing the shots have been adopted:

- E.C.U. Extreme close-up
- C.U. Close-up
- M.C.U. Medium close-up
- M.S. Mid shot
- M.L.S. Medium long shot
- L.S. Long shot

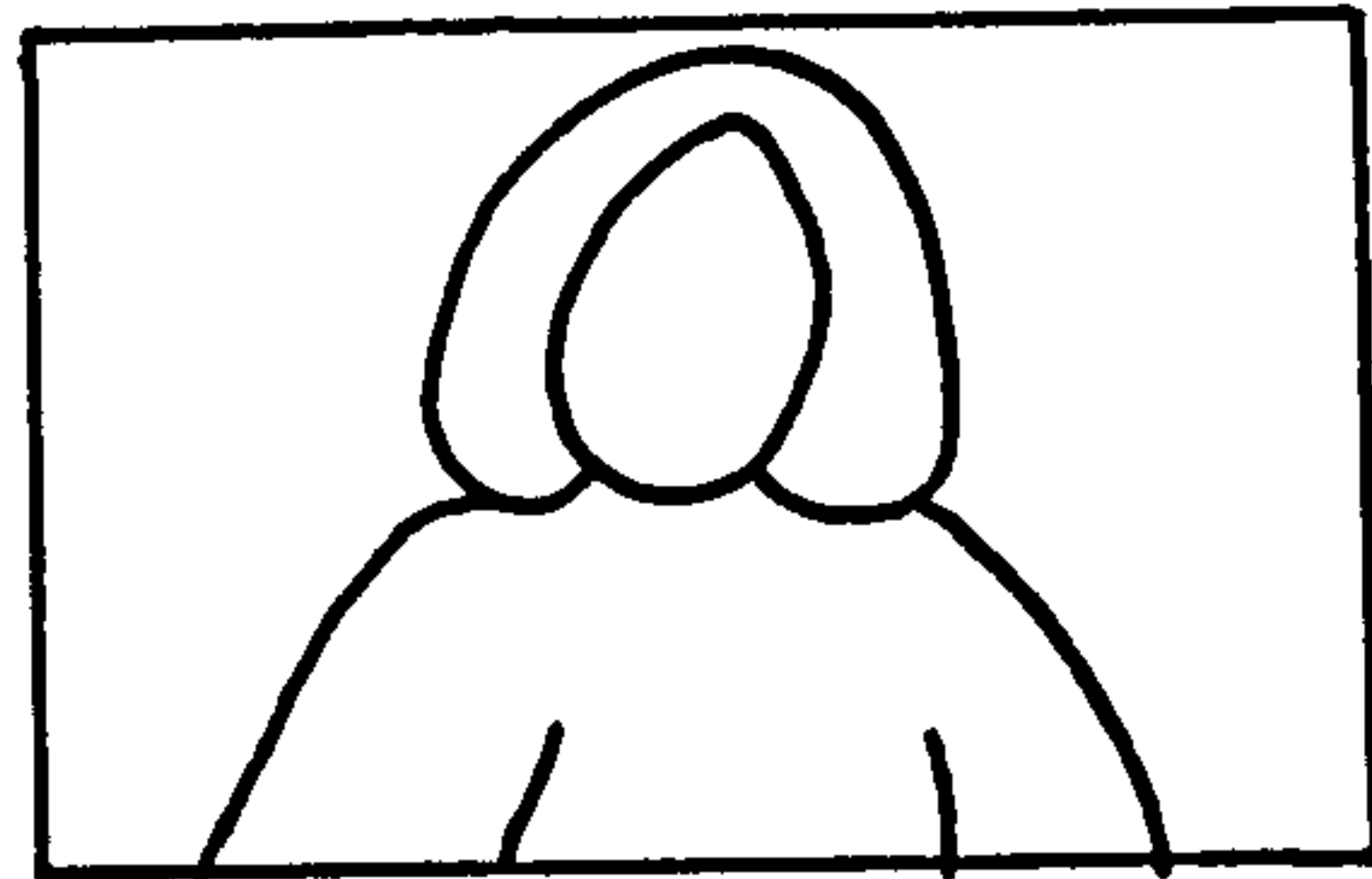
The following conventions (Edwards and Mercer, 1987, p.x) have been used in transcribing (only) the initial dialogue of each shot:

- [Simultaneous or interrupted speech
- Bold type** Emphatic speech
- ... Continued speech

Boy and girl role-players are distinguished thus:

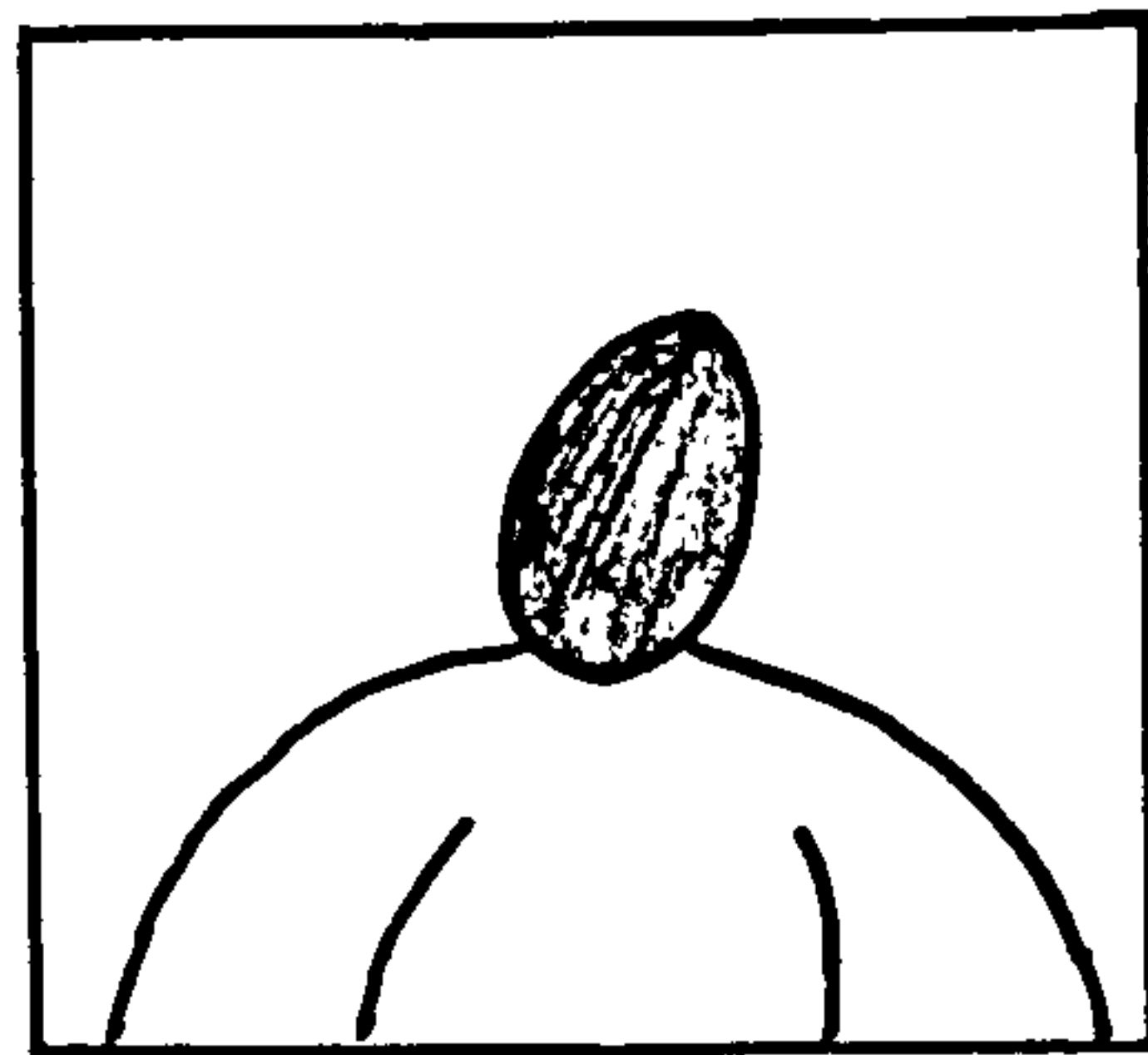


Boy

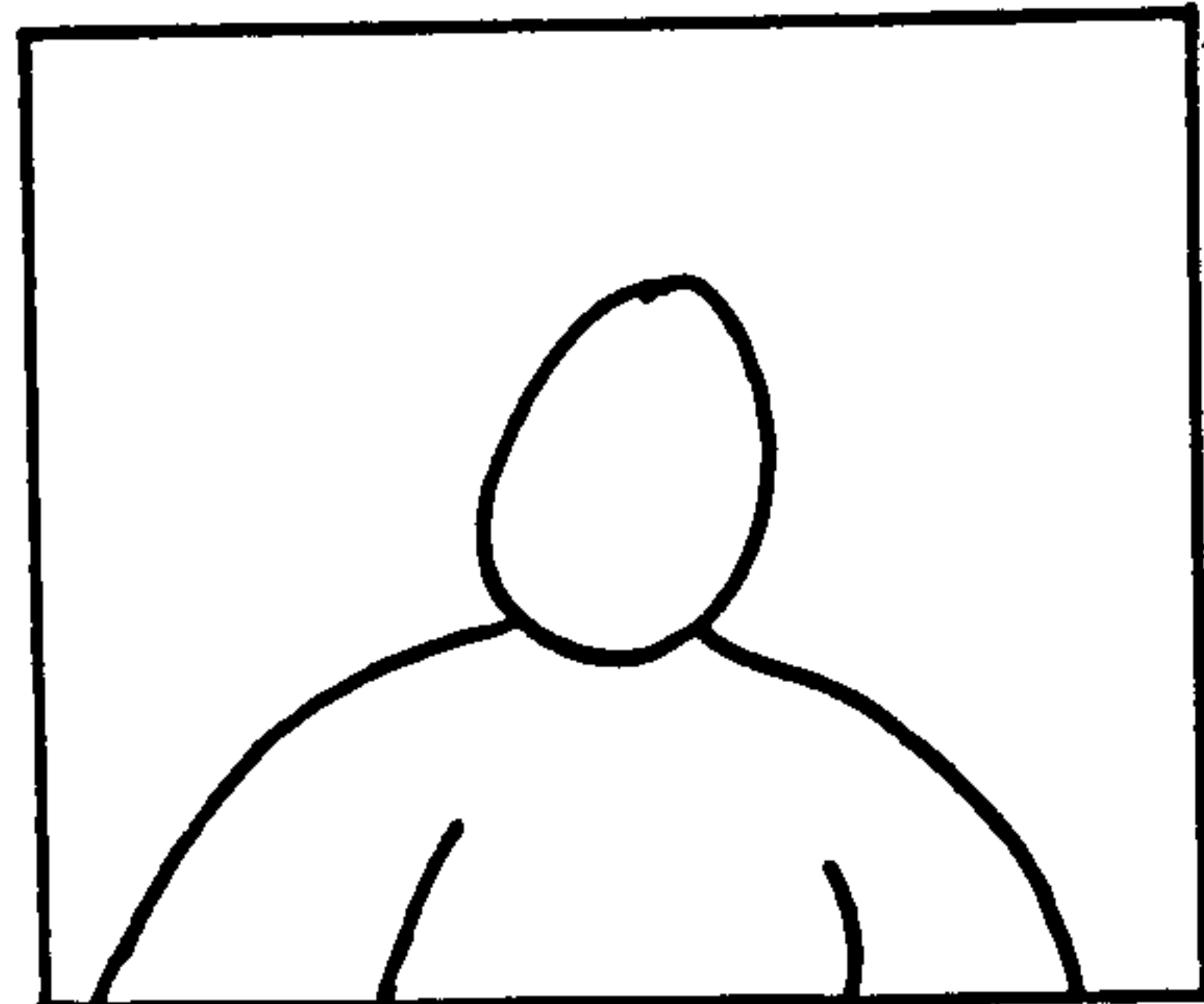


Girl

Role-players of visible ethnic minority group membership (VEMGM) and those of indigenous white group membership (IWGM) have been distinguished thus:



VEMGM



IWGM

Figure 1 Storyboard for Extract 1: Catch

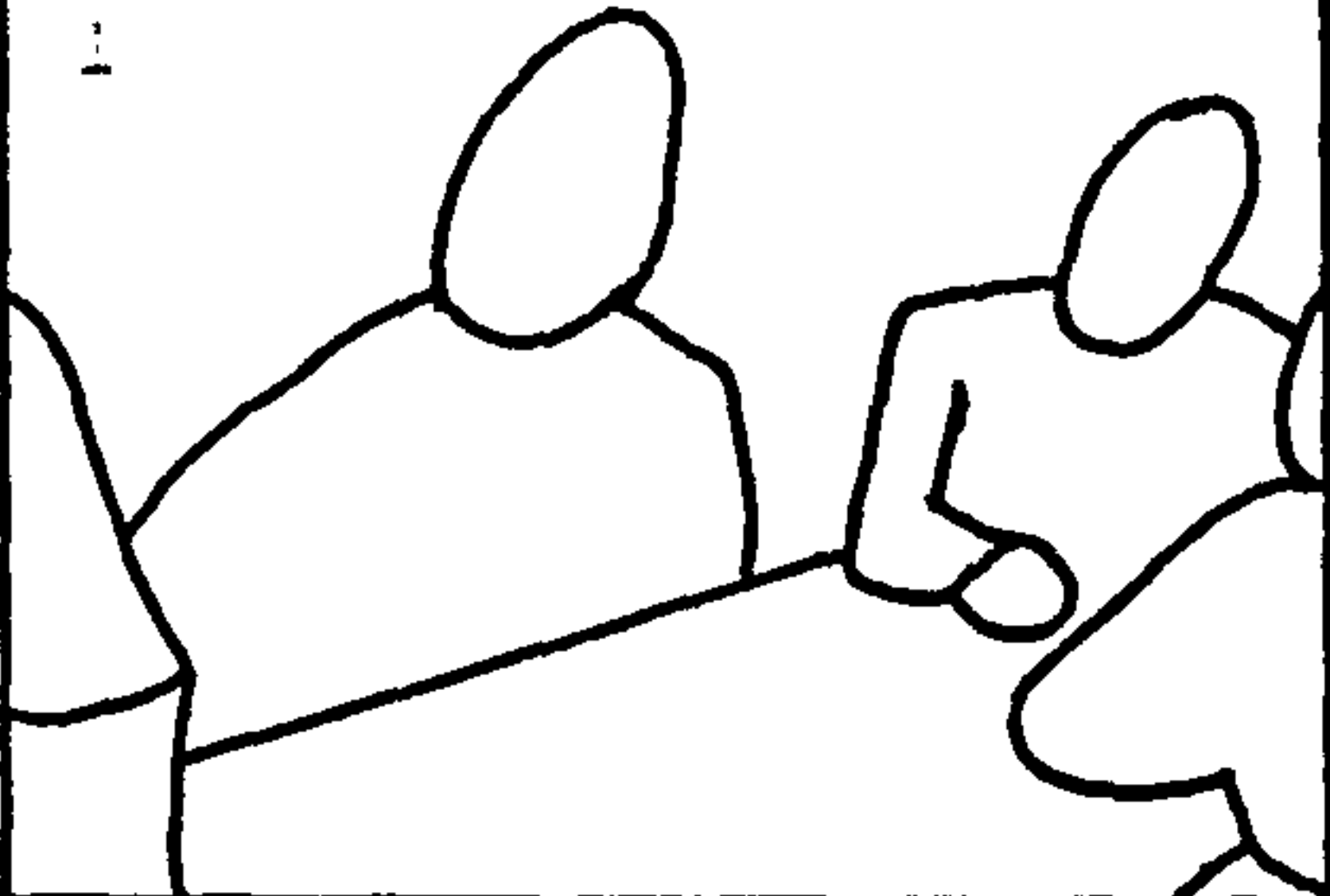
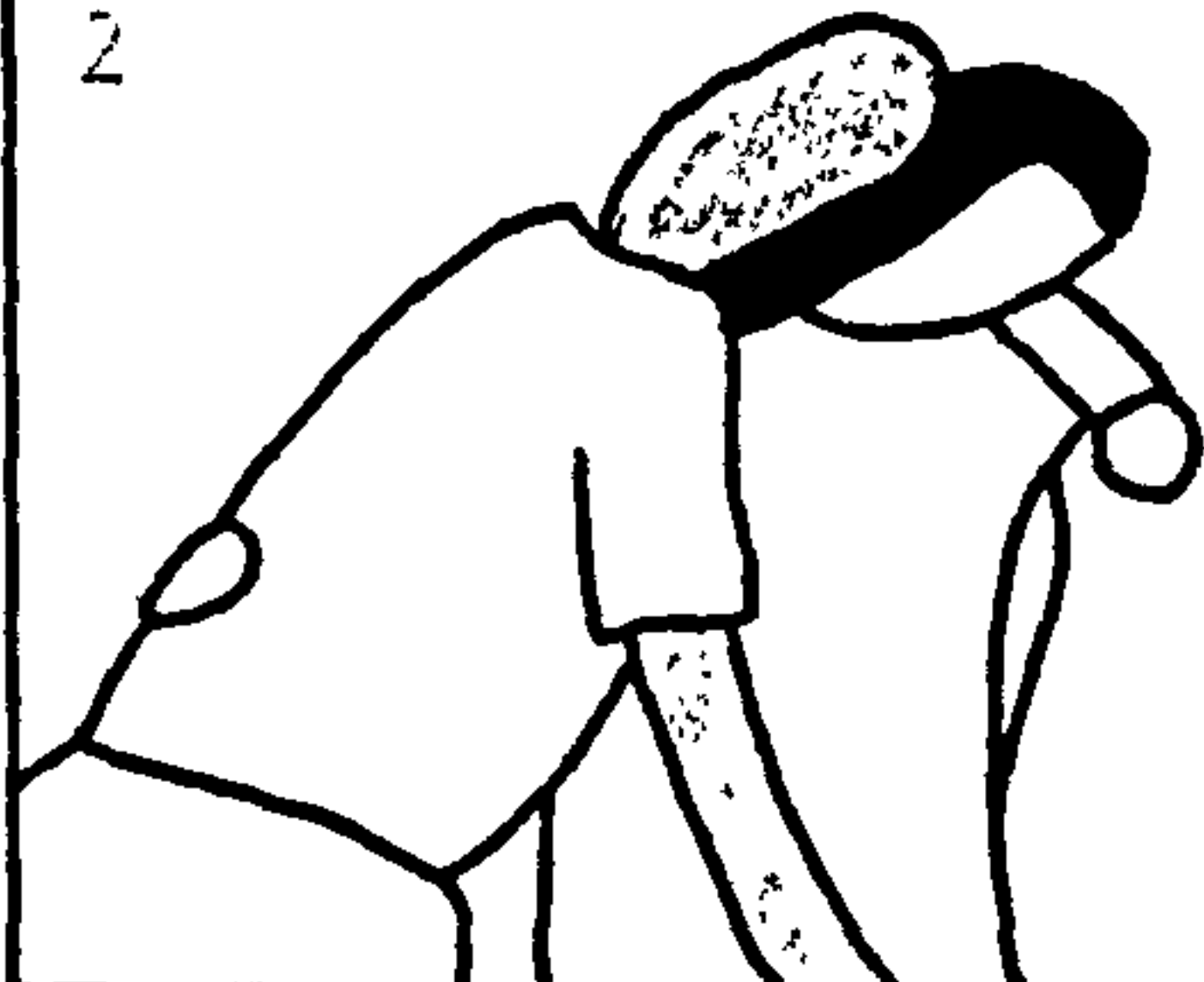


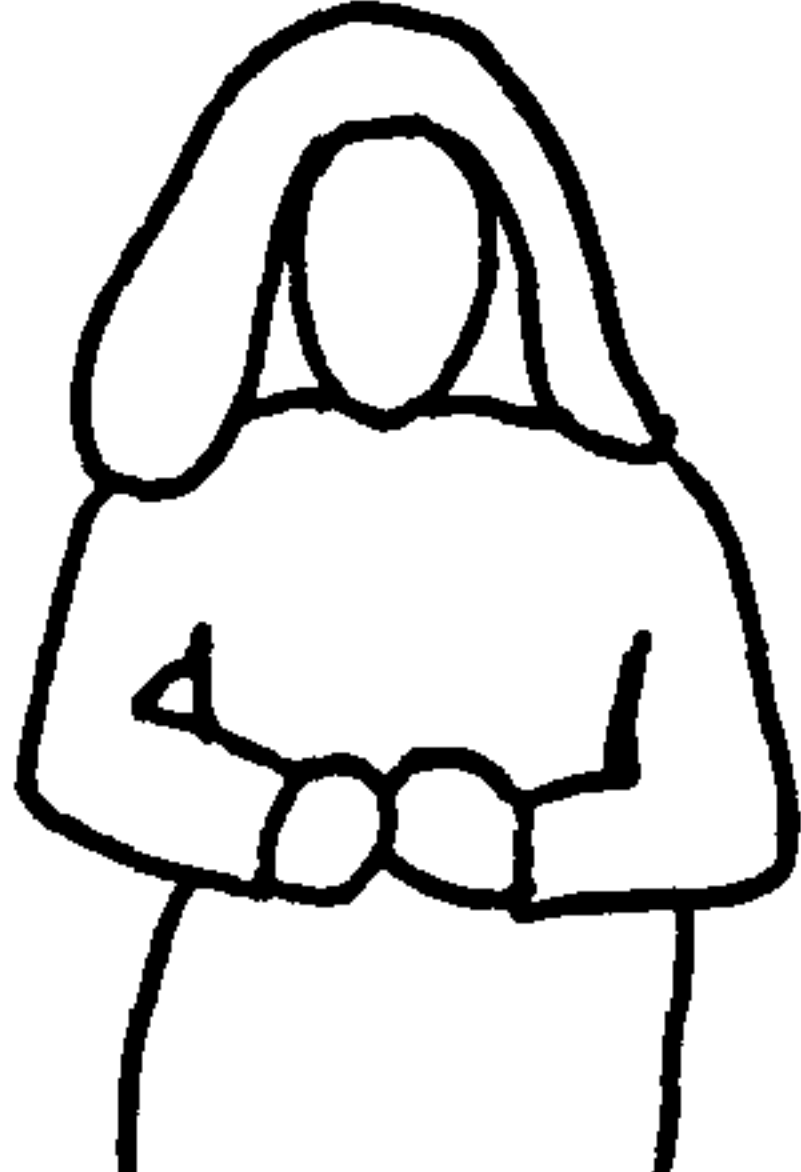
Scene	Start of dialogue	Notes
1 	General conversation amongst pupils before start of lesson	M.C.U. of 3 boys
2 	As above	M.C.U. of boy and girl
3 	As above	M.C.U. of boy
4 	As above	M.C.U. of boy and girl. Entrance of T.
5 	T: Sit down please.	M.C.U. pan to follow T.

Figure 1 (Continued)

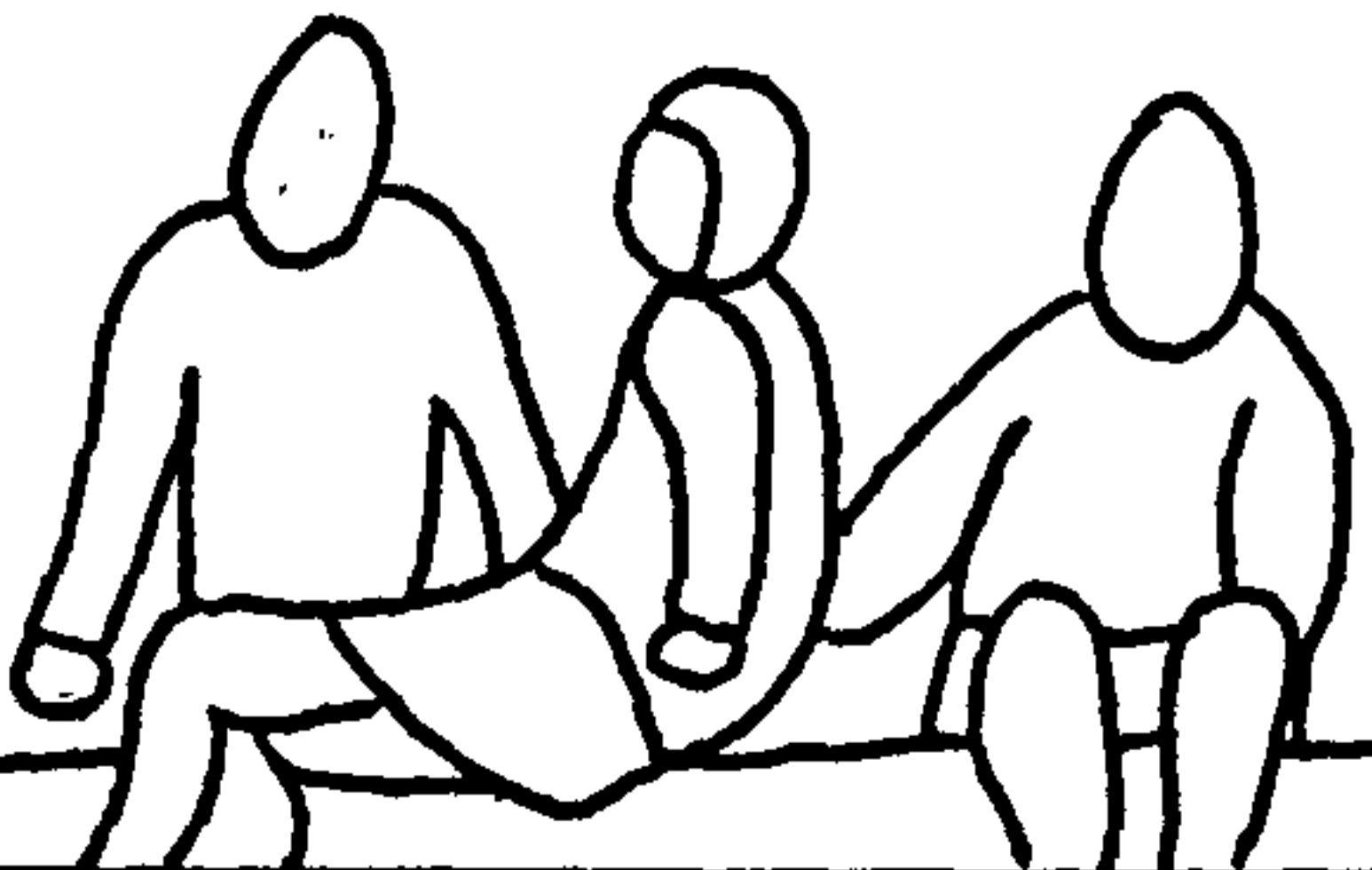
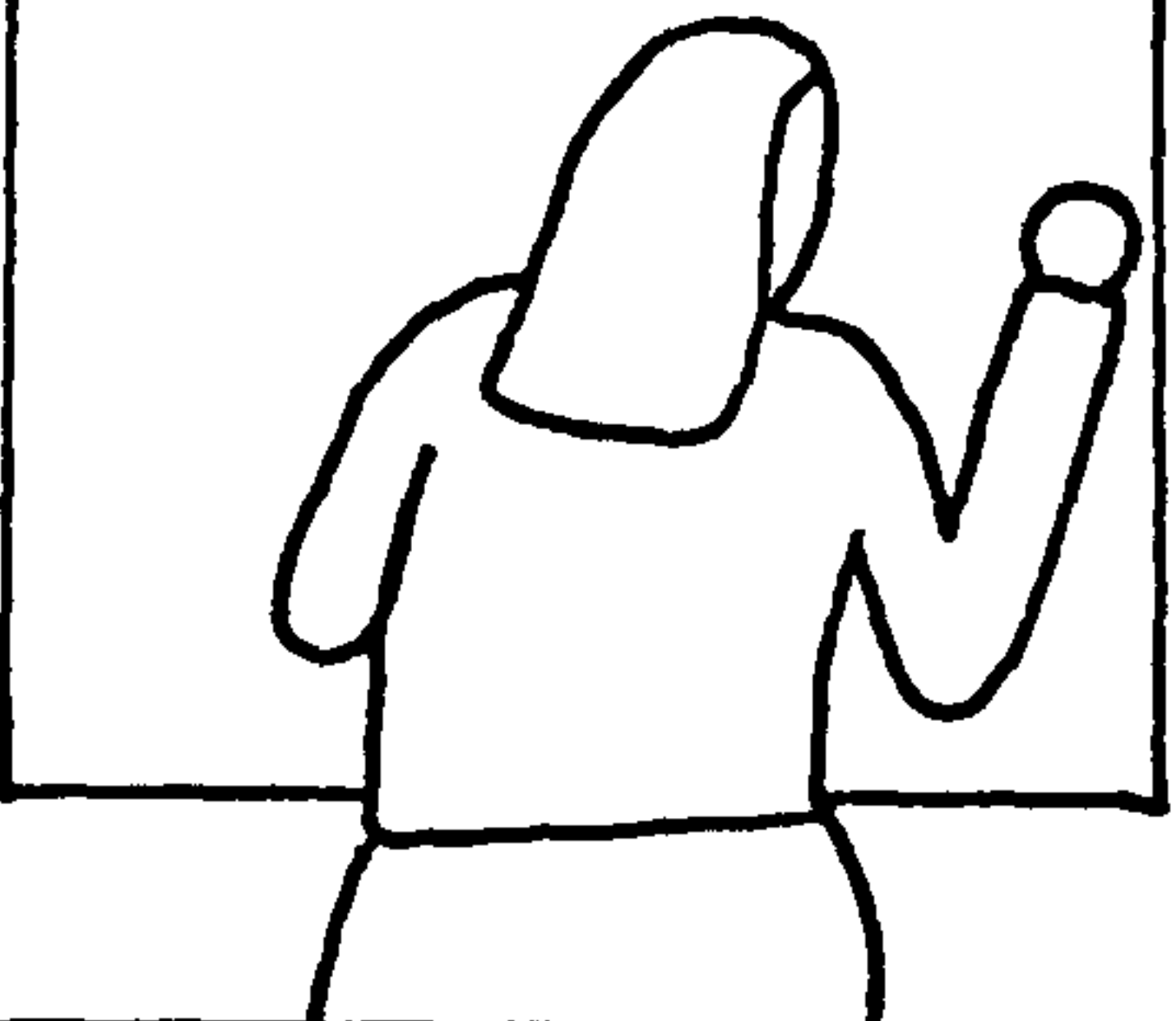
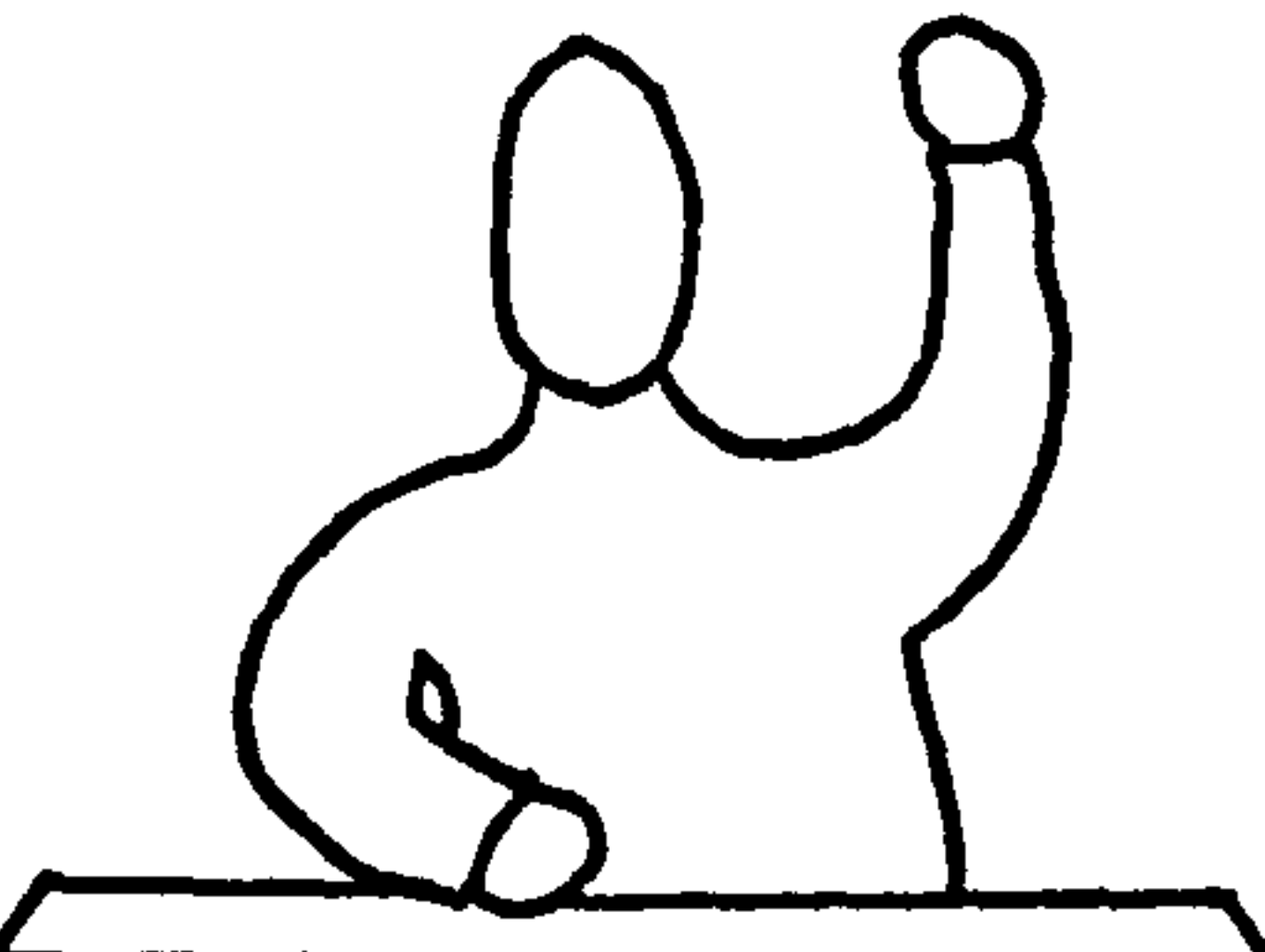
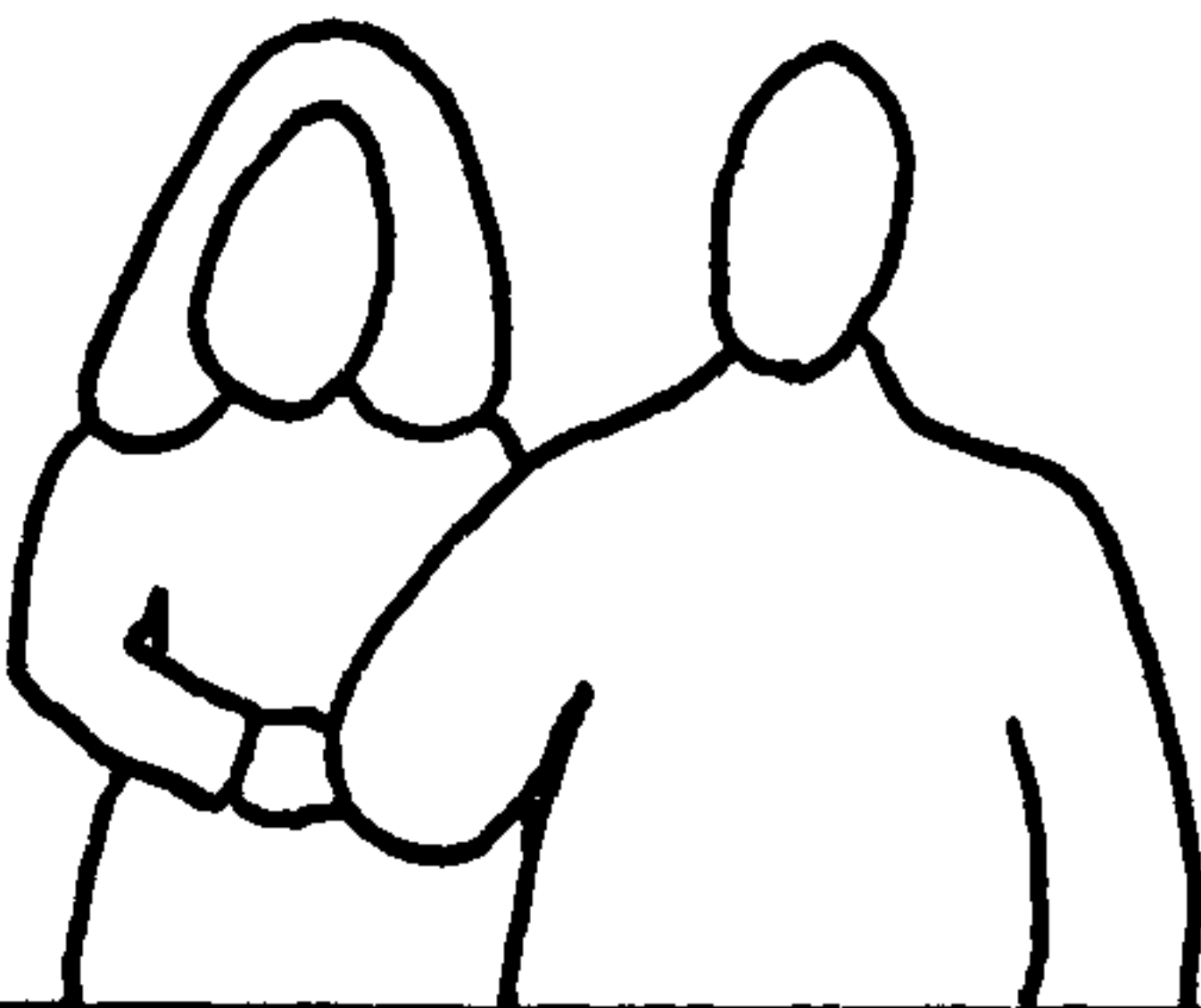

Scene	Start of dialogue	Notes
6 	T: You three over there ...	M.C.U. of three girls sitting on desk
7 	T: Thank you very much. My name is Miss Robinson ...	M.C.U. of T. at board
8 	T: What books are you using? ...	M.C.U. of boy with hand-up
9 	T: Are they a long way?	M.C.U. pan to follow boy leaving room
10 	T: Have you got something to be getting on with?	C.U. of T.

Figure 1 (Continued)

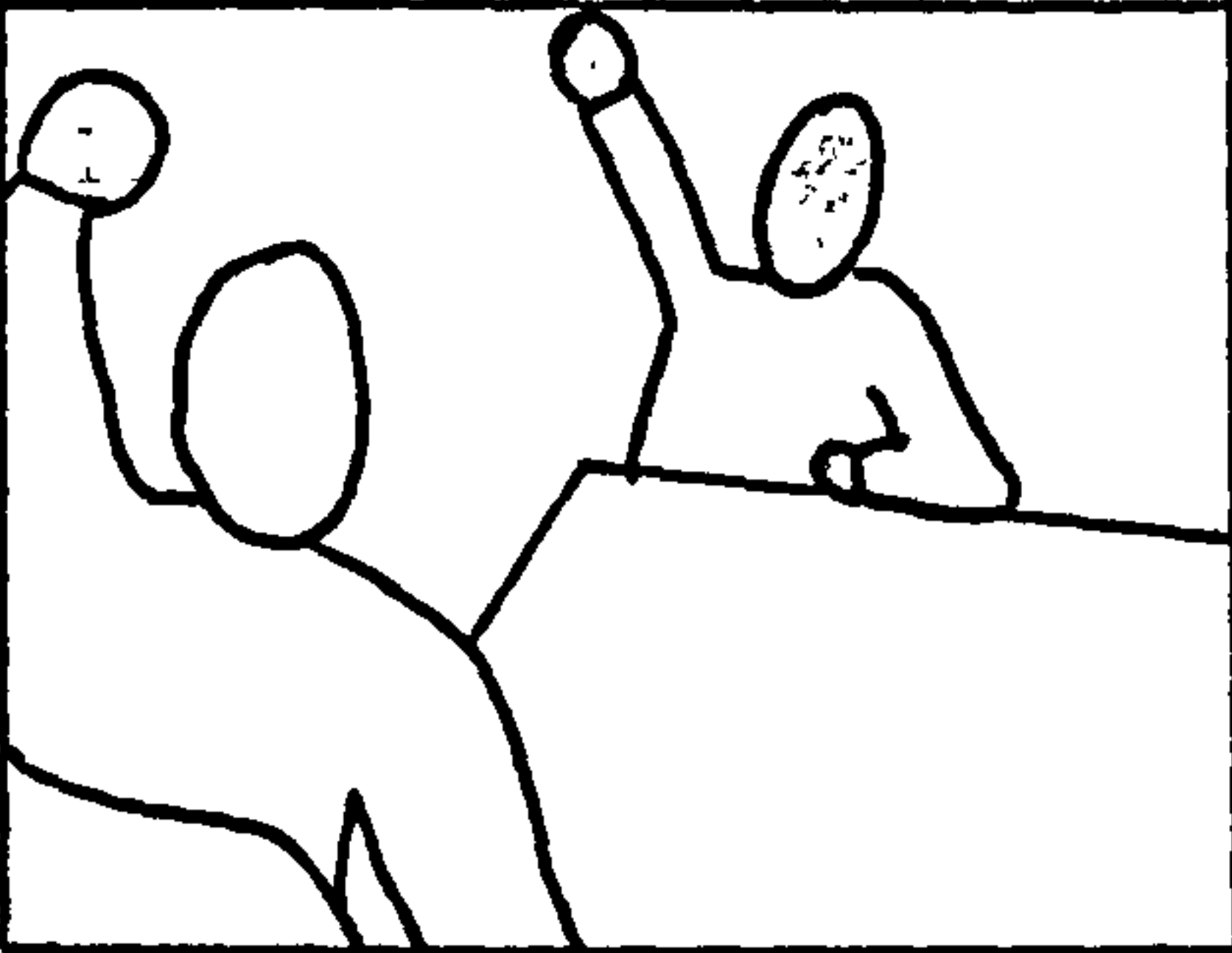
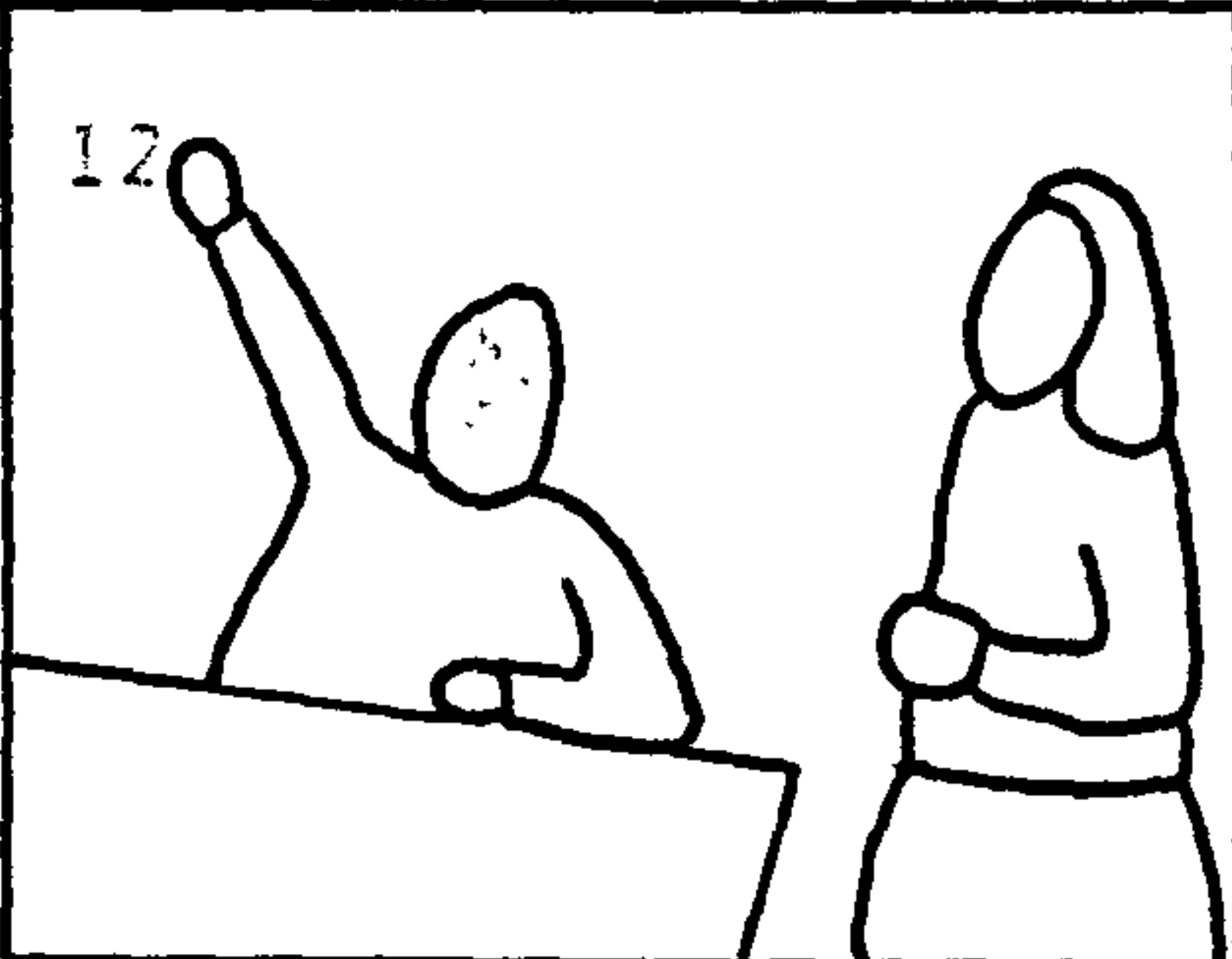
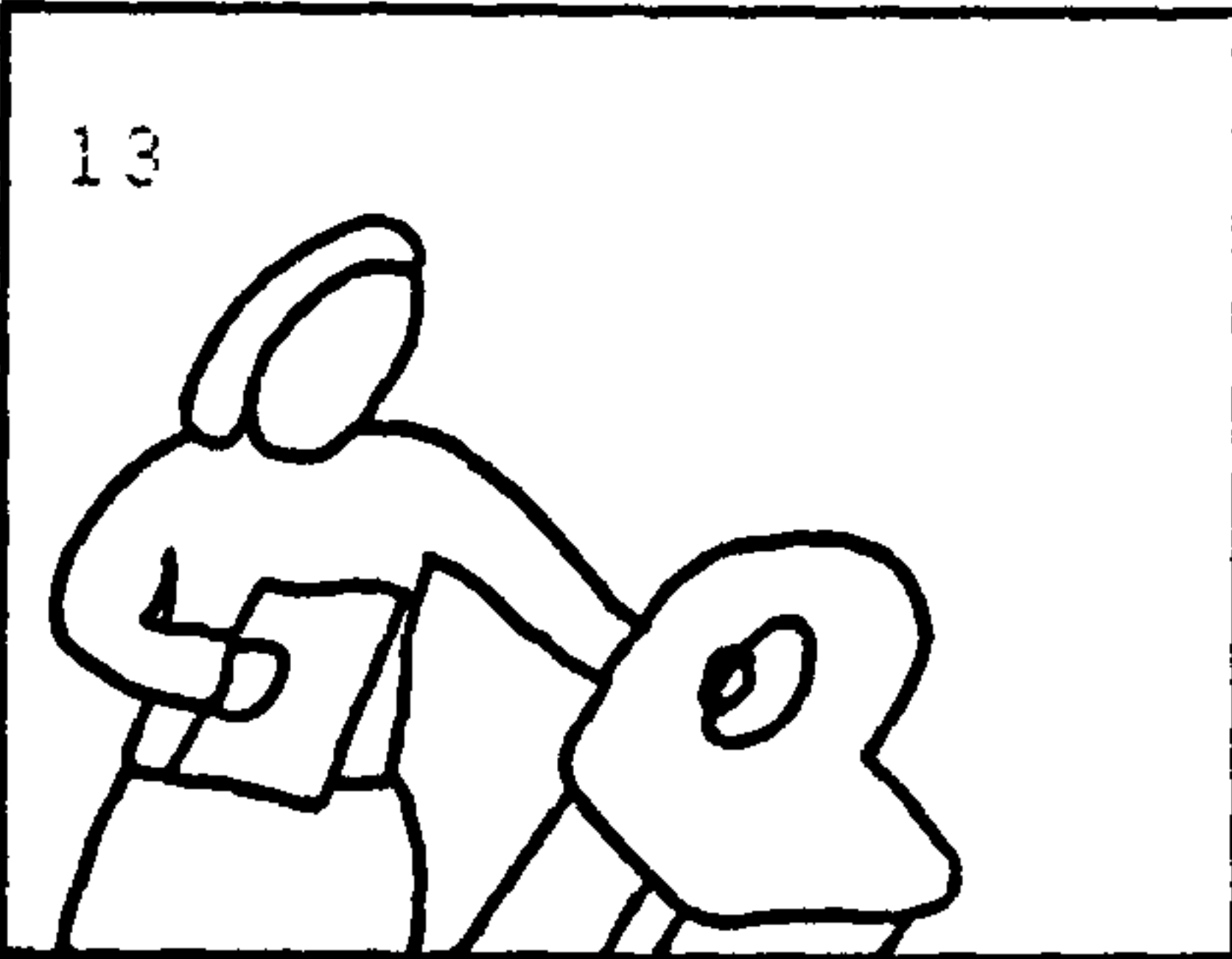
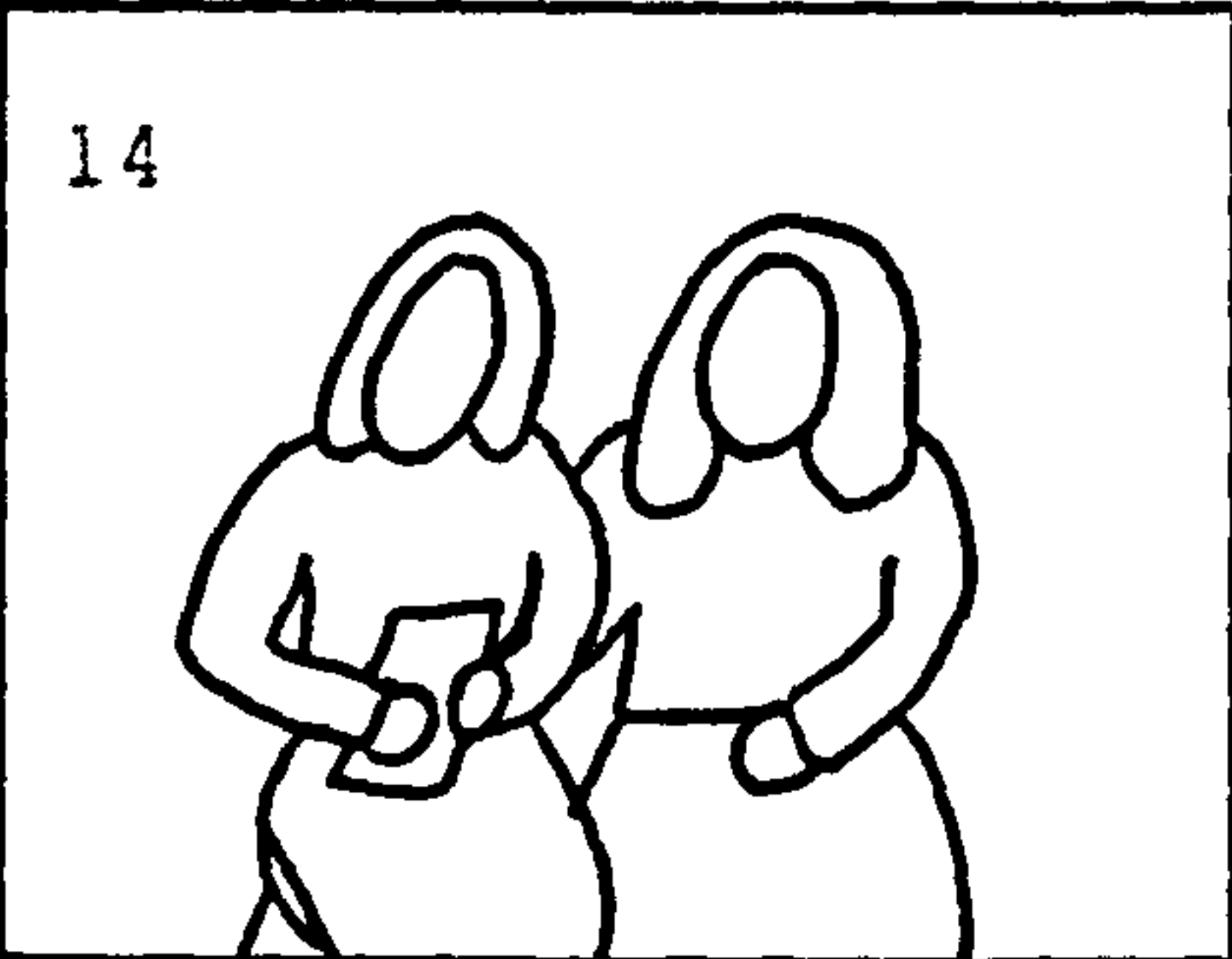
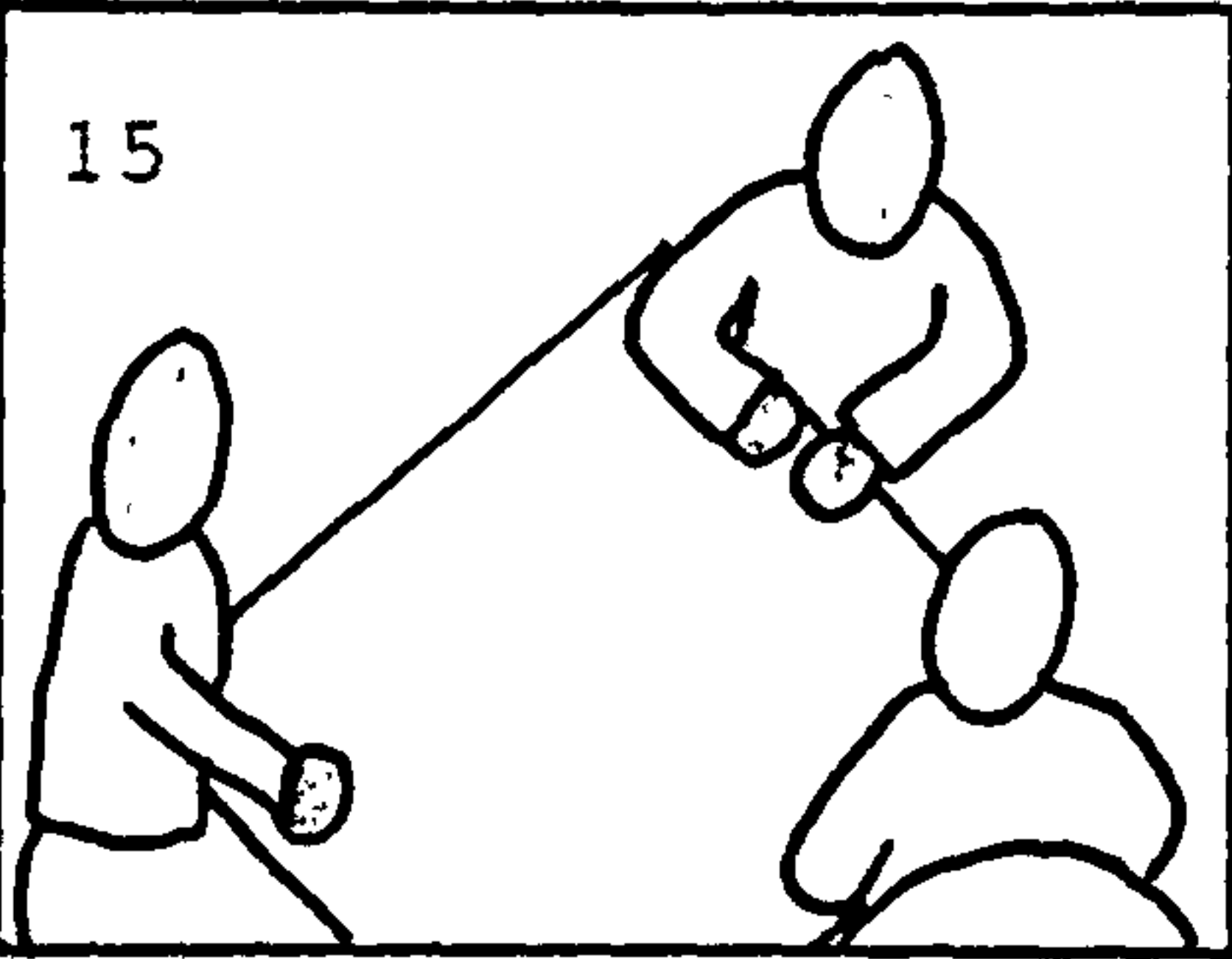
Scene	Start of dialogue	Notes
	T. Is there anyone who needs any help?	M.C.U. to frame two pupils who need help
	T. Just the two of you? ...	M.C.U. of boy and T.
	T. Bring your chair to the front ...	M.C.U. pan to follow girl across room
	General hub-bub of class settling to work	M.C.U. of girl and T. sitting together
		M.C.U. of three pupils shown to be working

Figure 1 (Continued)


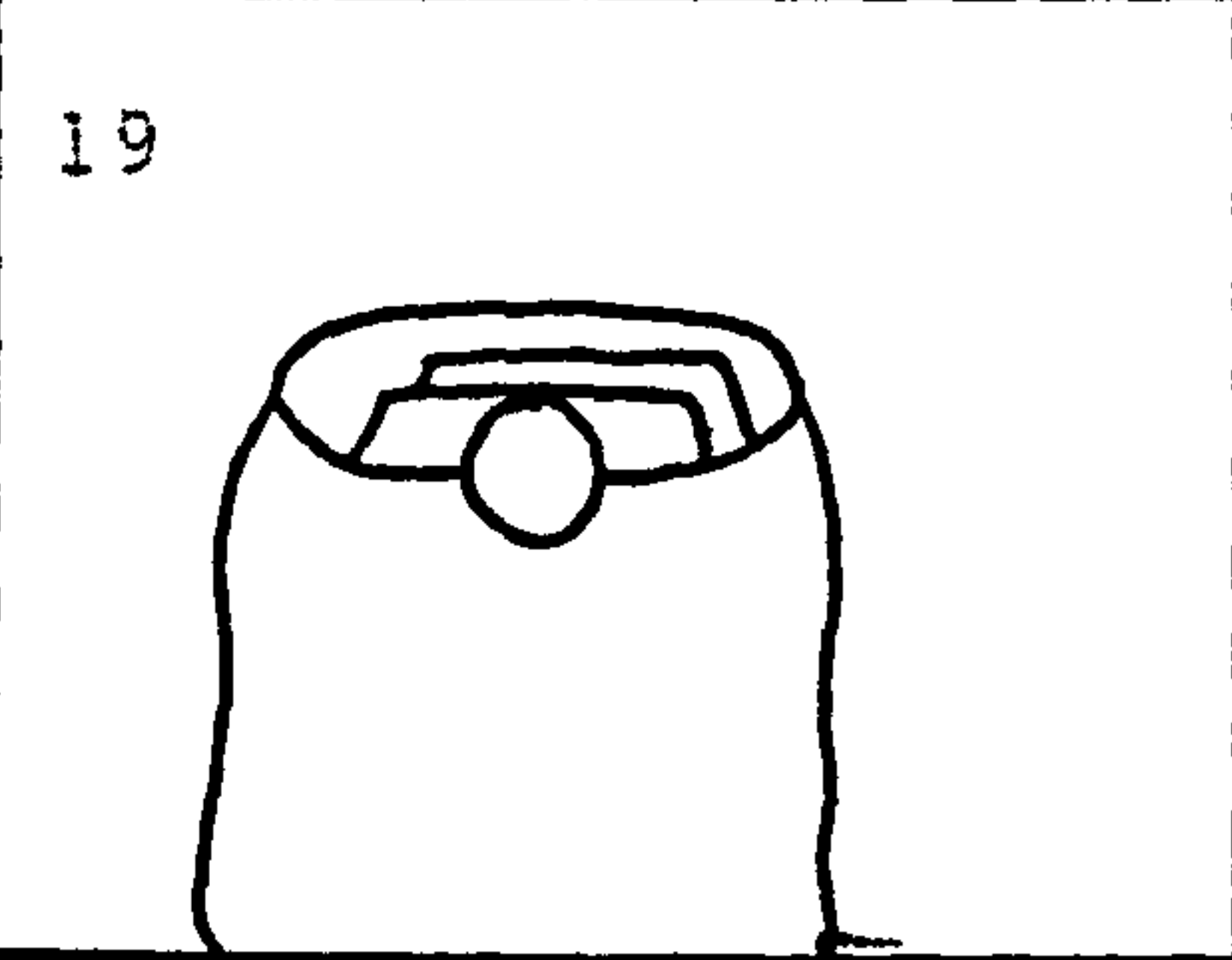
Scene	Start of dialogue	Notes
16 		M.C.U. of two boys working
17 		M.C.U. of T. and girl working
18 		M.C.U. of girl taking work out of her bag
19 		C.U. of bag and ball
20 		M.C.U. of ball rolling across floor

Figure 1 (Continued)


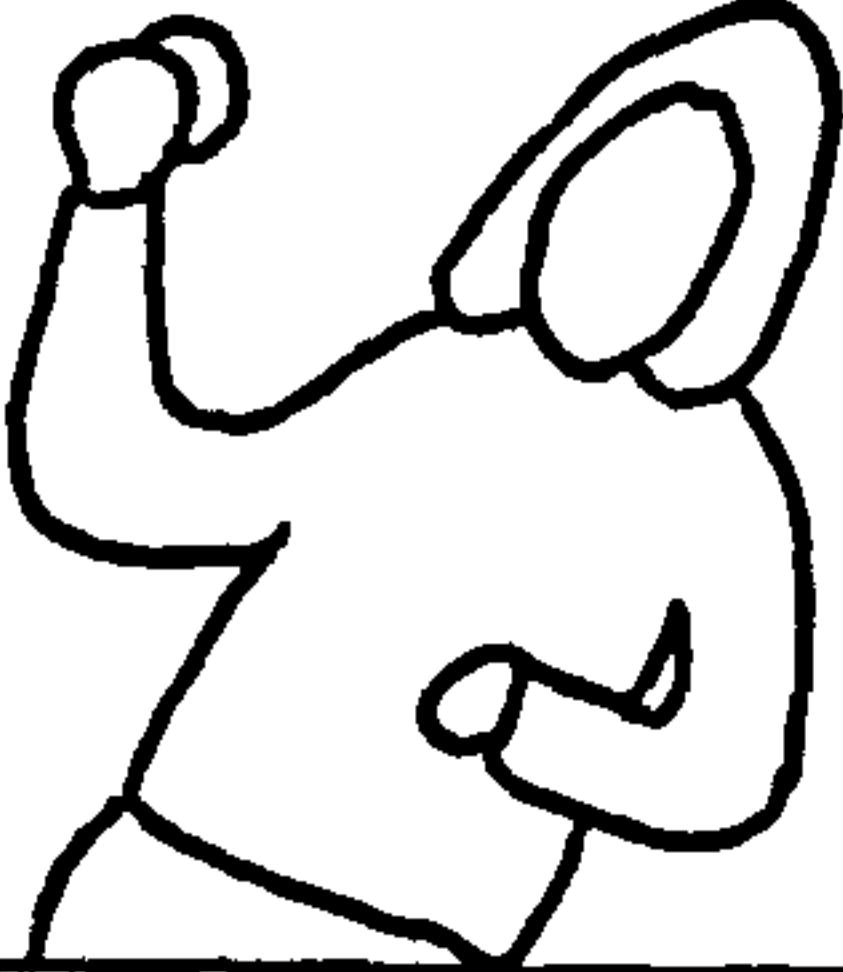


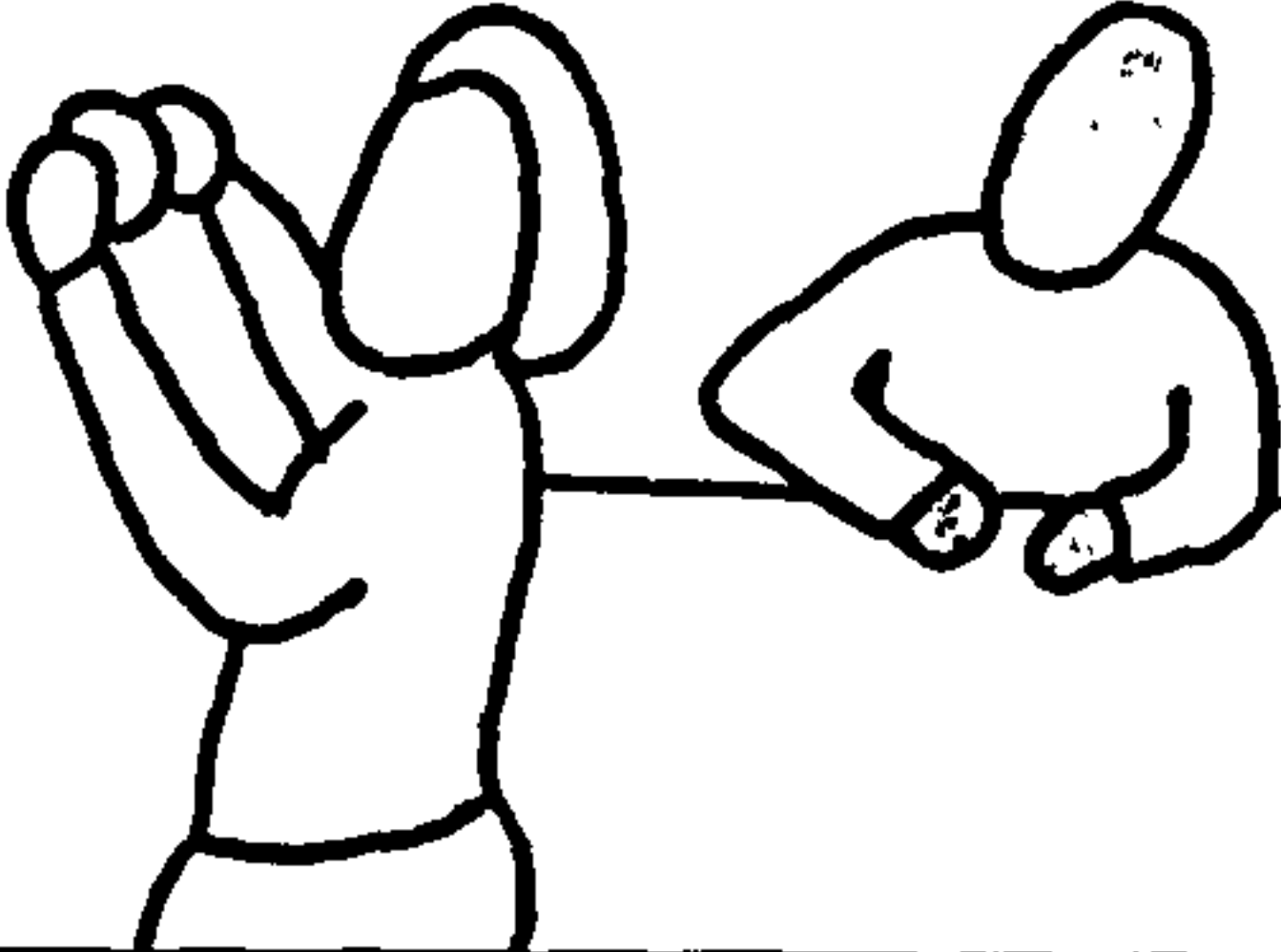
Scene	Start of dialogue	Notes
21 		M.C.U. of boy beckoning for ball
22 		M.C.U. of girl throwing ball
23 		M.C.U. of boy catching ball
24 		M.C.U. of boy beckoning for ball and of ball being thrown
25 	P. Miss! Miss! T. What is it now? ...	M.C.U. of girl catching ball

Figure 1 (Continued)

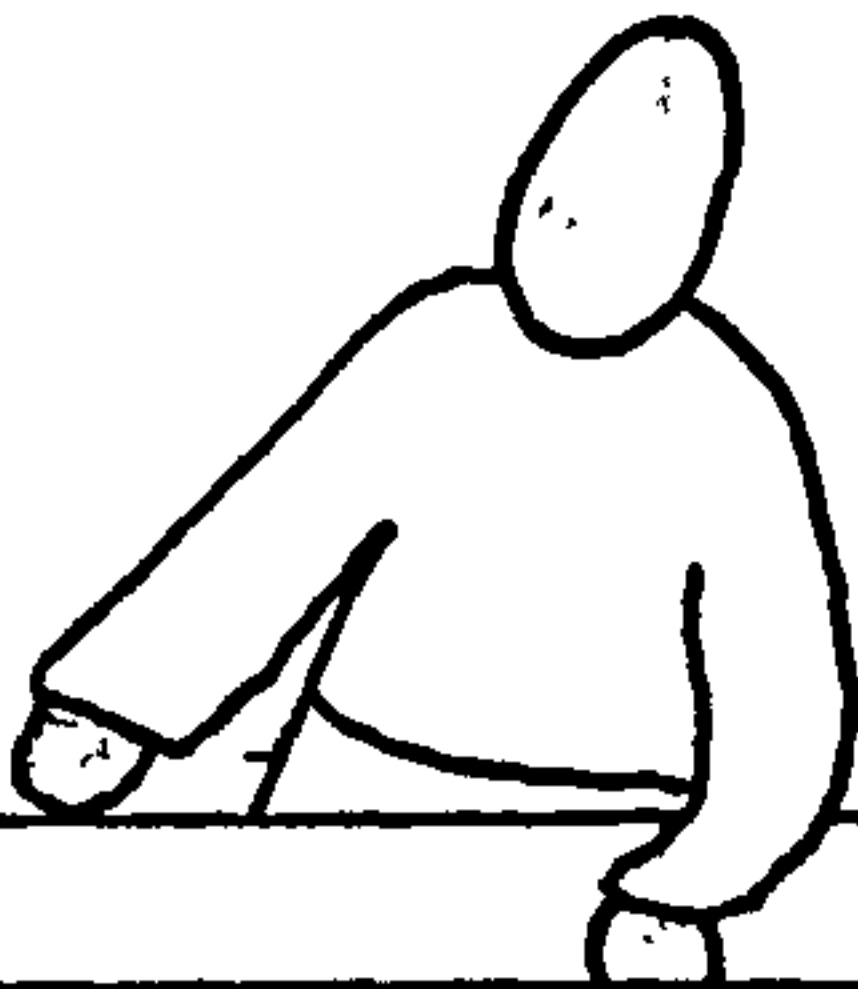
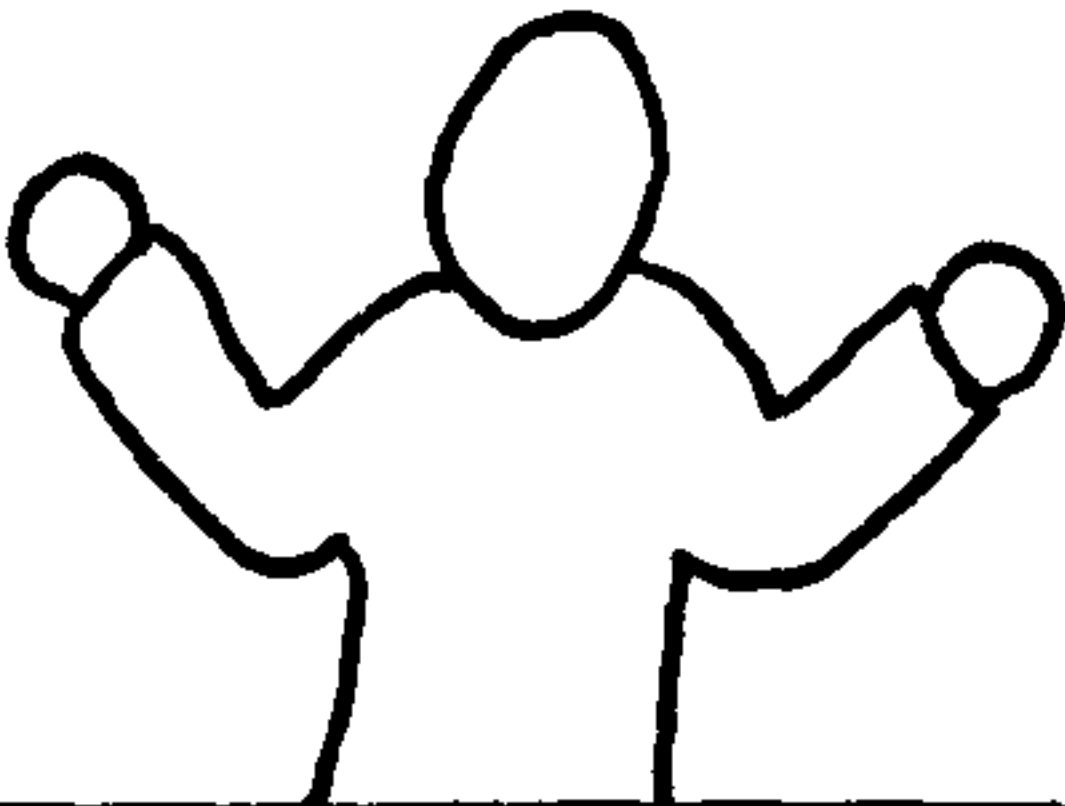

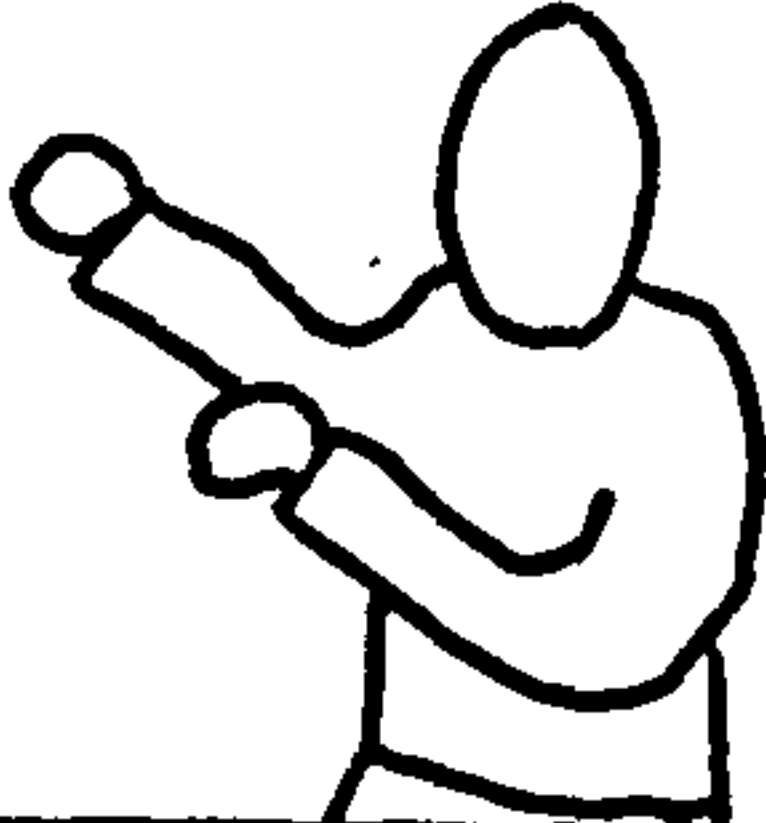
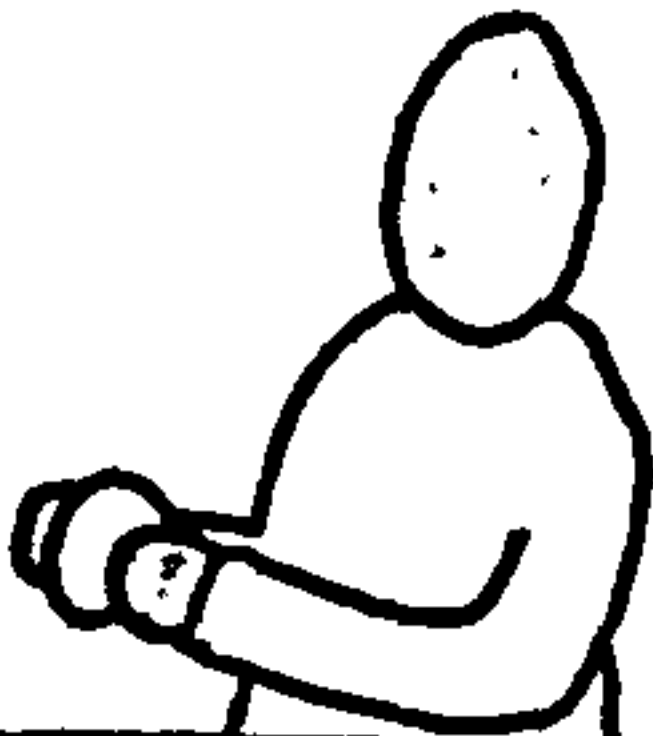
Scene	Start of dialogue	Notes
26 	P. Miss, she l T. I don't want ...	C.U. of boy interrupted by T. who accuses him of noise making
27 		M.C.U. of boy beckoning for ball to be thrown
28 		M.C.U. of boy catching and throwing ball
29 		M.C.U. of boy catching and throwing ball
30 		M.C.U. of boy catching ball

Figure 1 (Continued)

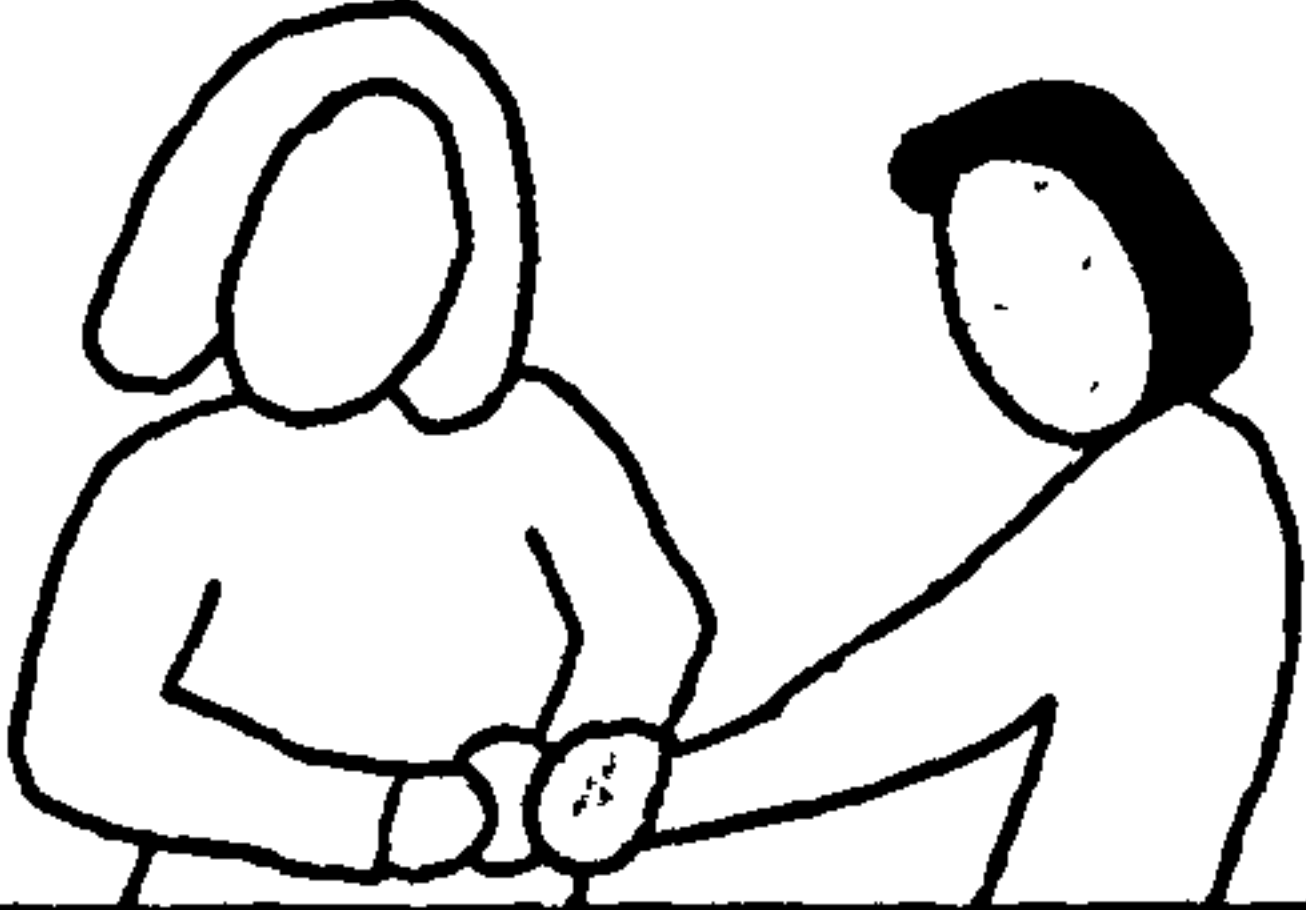

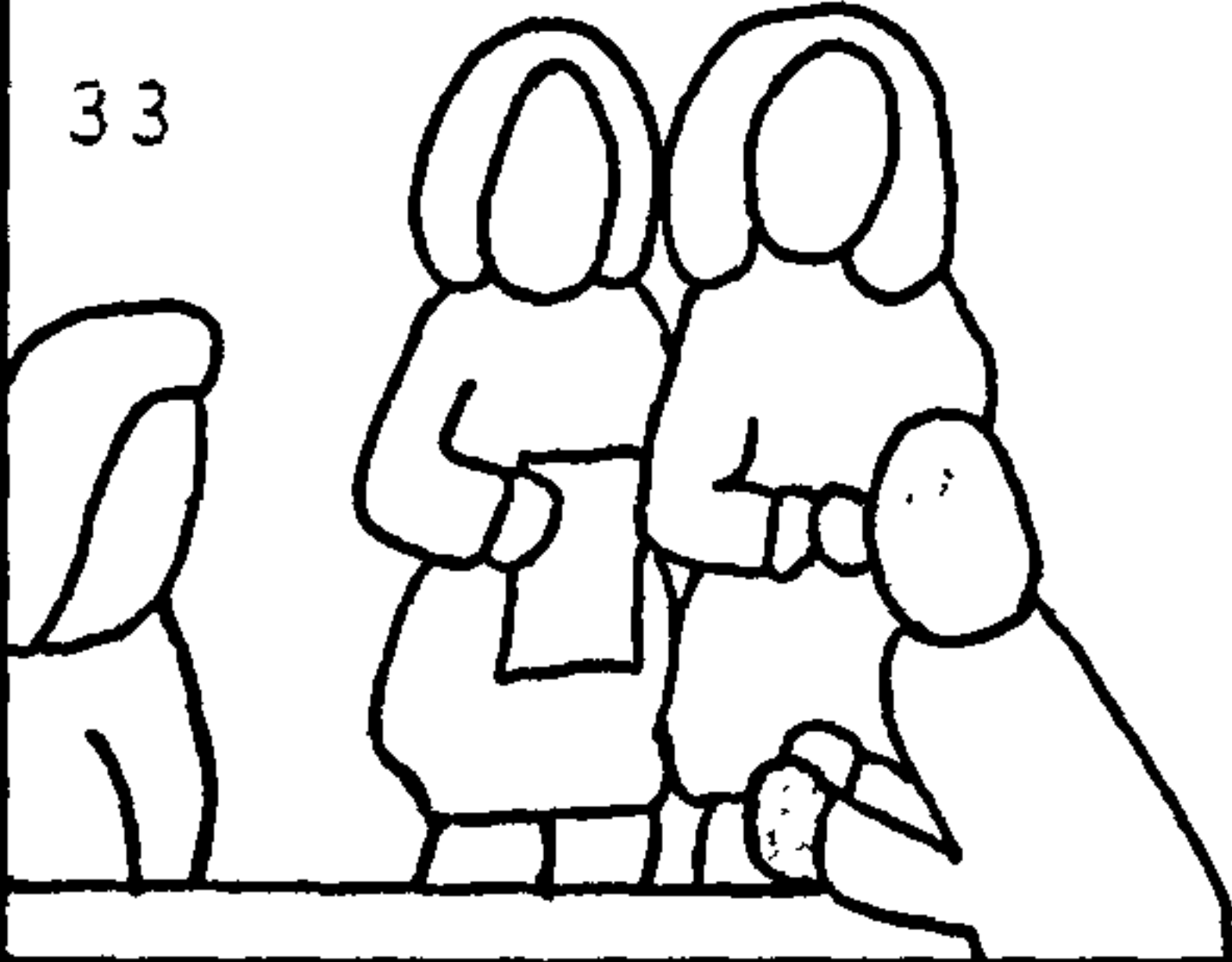
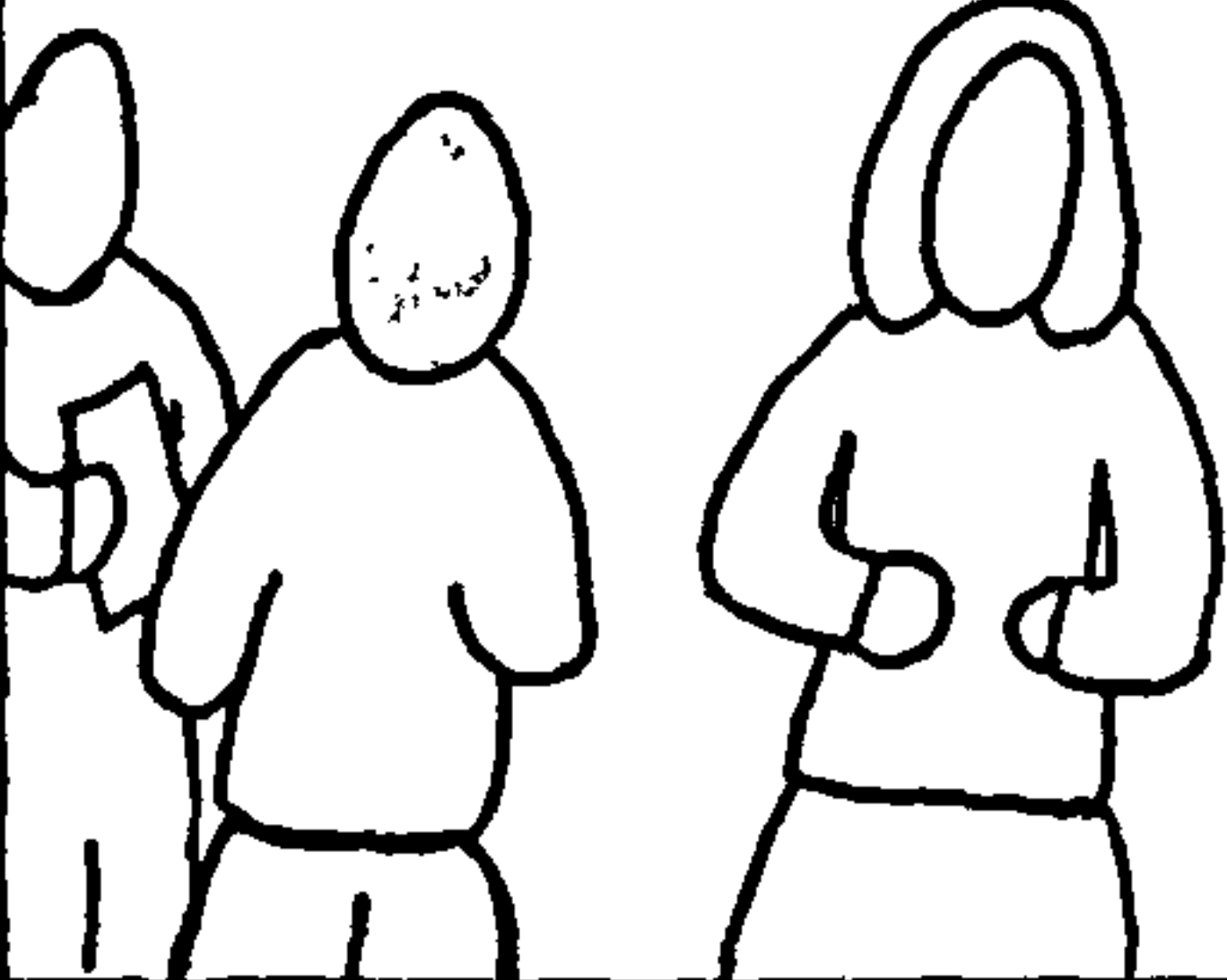
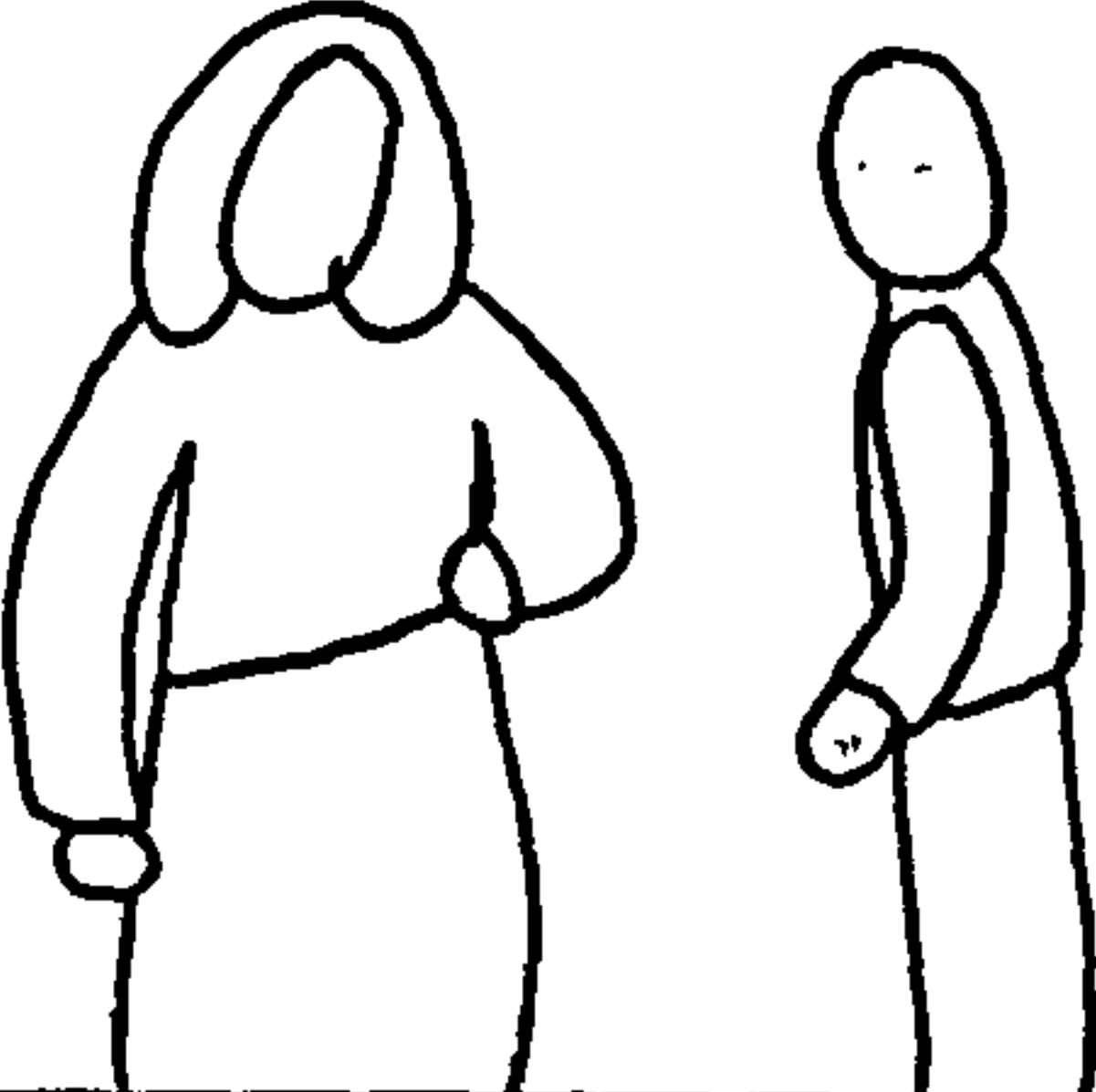
Scene	Start of dialogue	Notes
<div>31</div> 	<div>P. Get off!</div> <div>T. What's going on over there?</div> <div>...</div>	M.C.U. of girl trying to retrieve her ball
<div>32</div> 		C.U. of T.
<div>33</div> 		M.C.U. of ball thrown to girl who fails to catch it. Ball rolls across floor. Boy chases after it.
<div>34</div> 	<div>T. Get that ball ball picked up.</div> <div>How dare YOU throw that ball</div> <div>...</div>	M.C.U. of T.
<div>35</div> 	<div>T. Who does this ball belong to?</div> <div>...</div>	M.C.U. of T. and boy

Figure 1 (Continued)

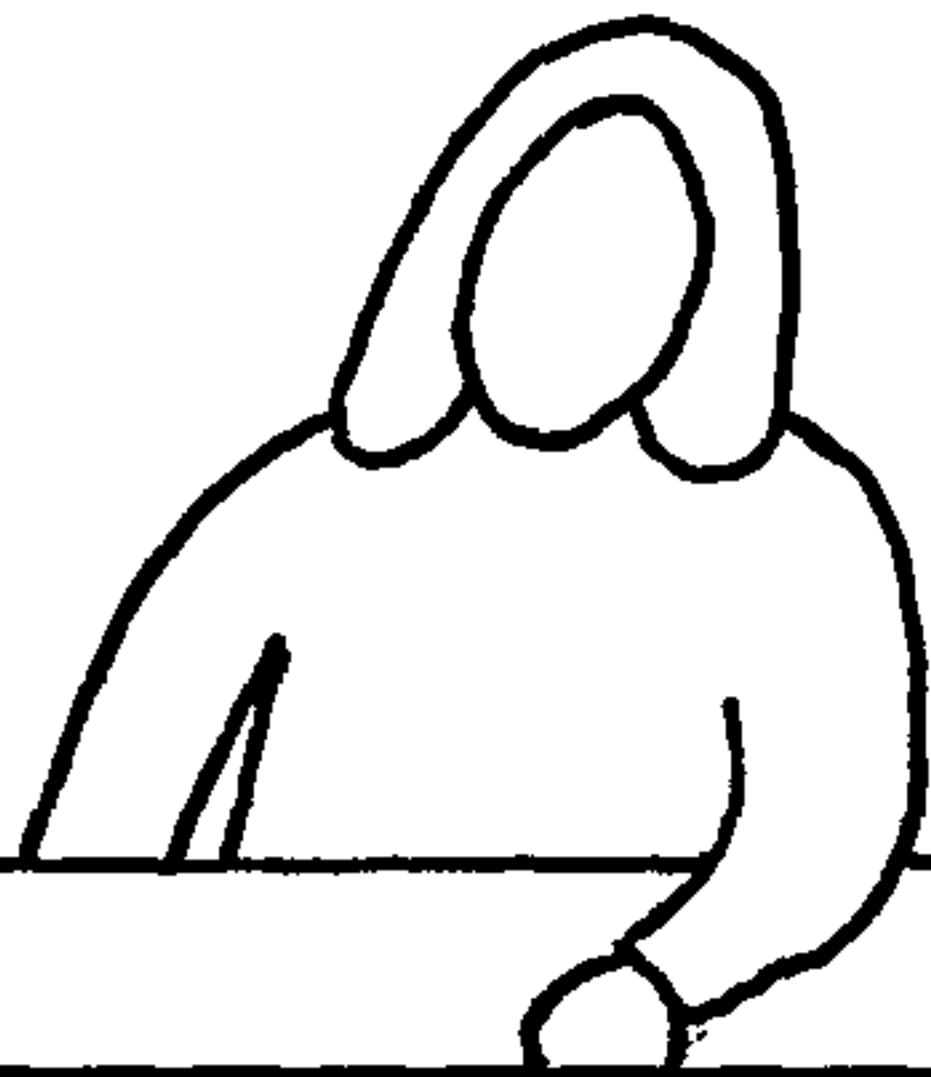
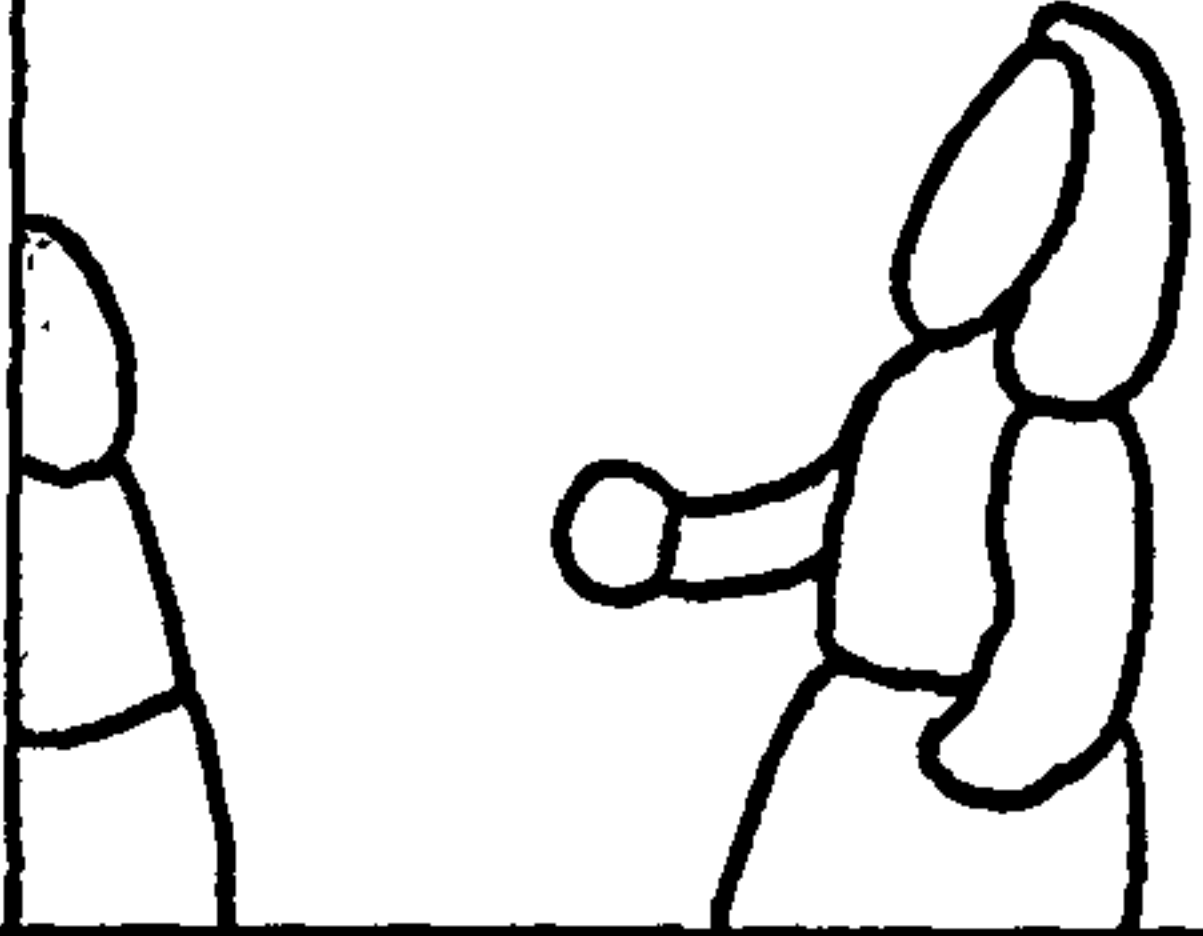
Scene		Start of dialogue	Notes
36		P. But Miss, it ...	M.C.U. of T. interrupting boy and making accusations
37		T. Stand outside the head's office ...	M.C.U. of boy leaving room

Figure 2 Storyboard for Extract 2: Borrowing



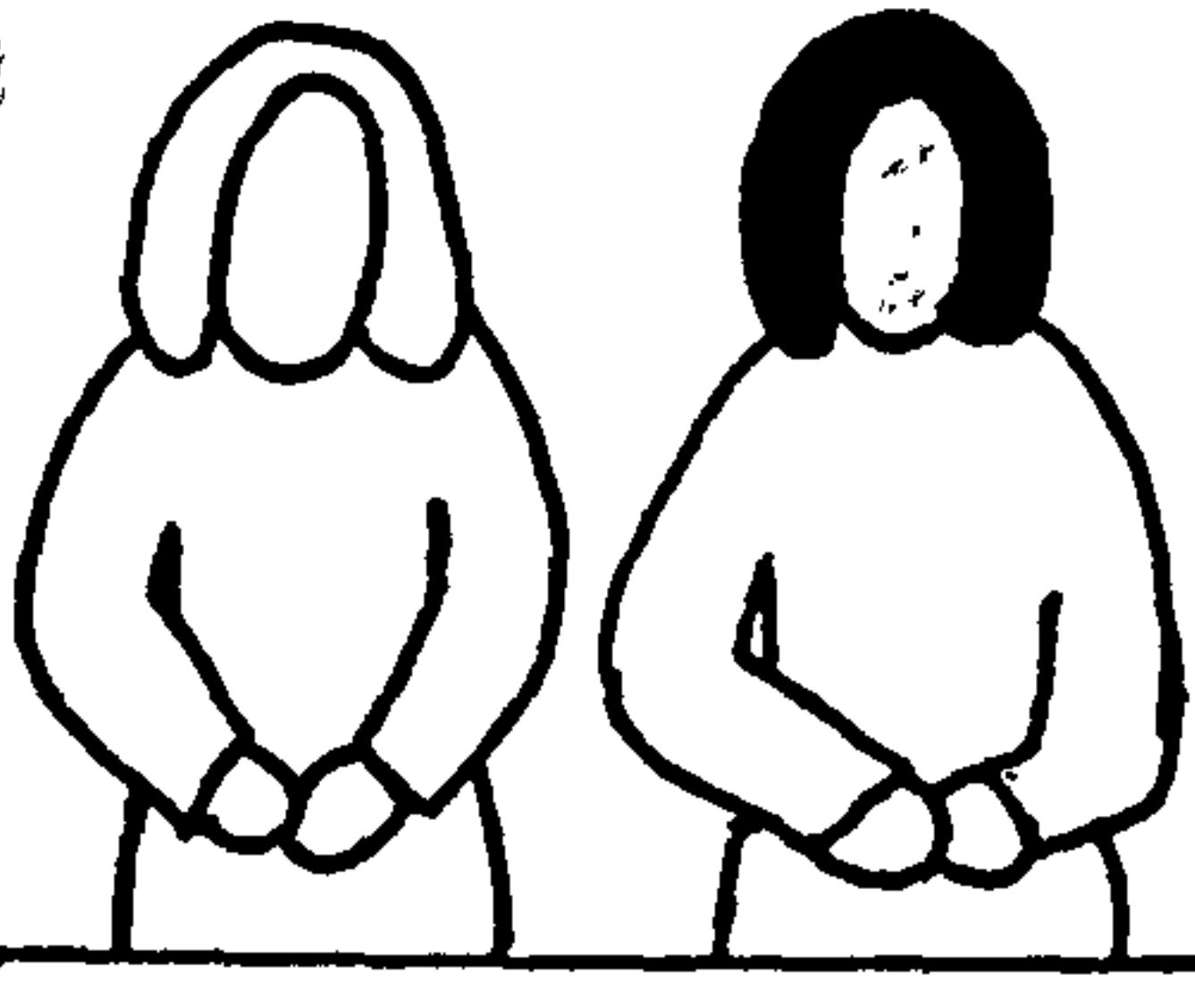
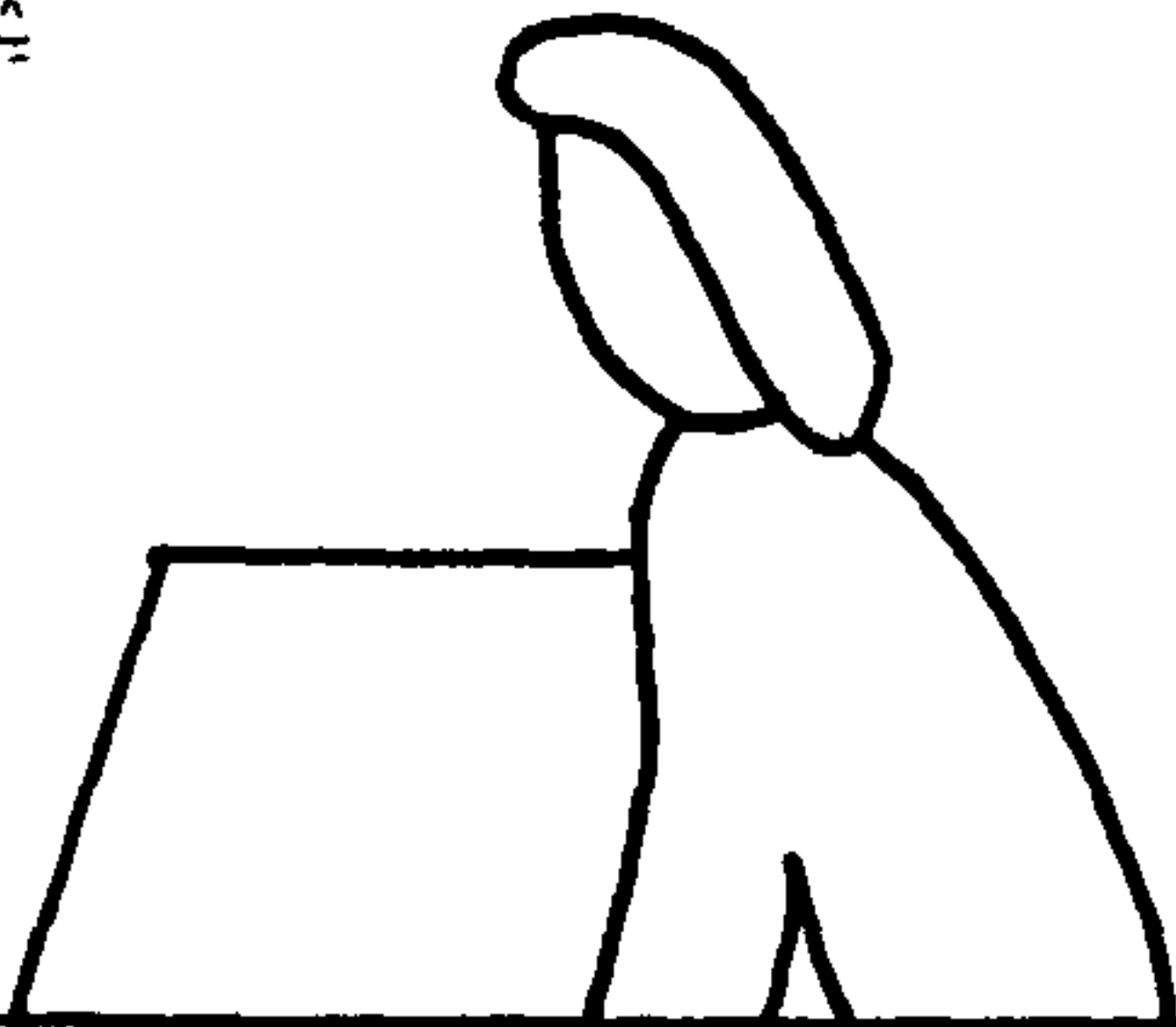
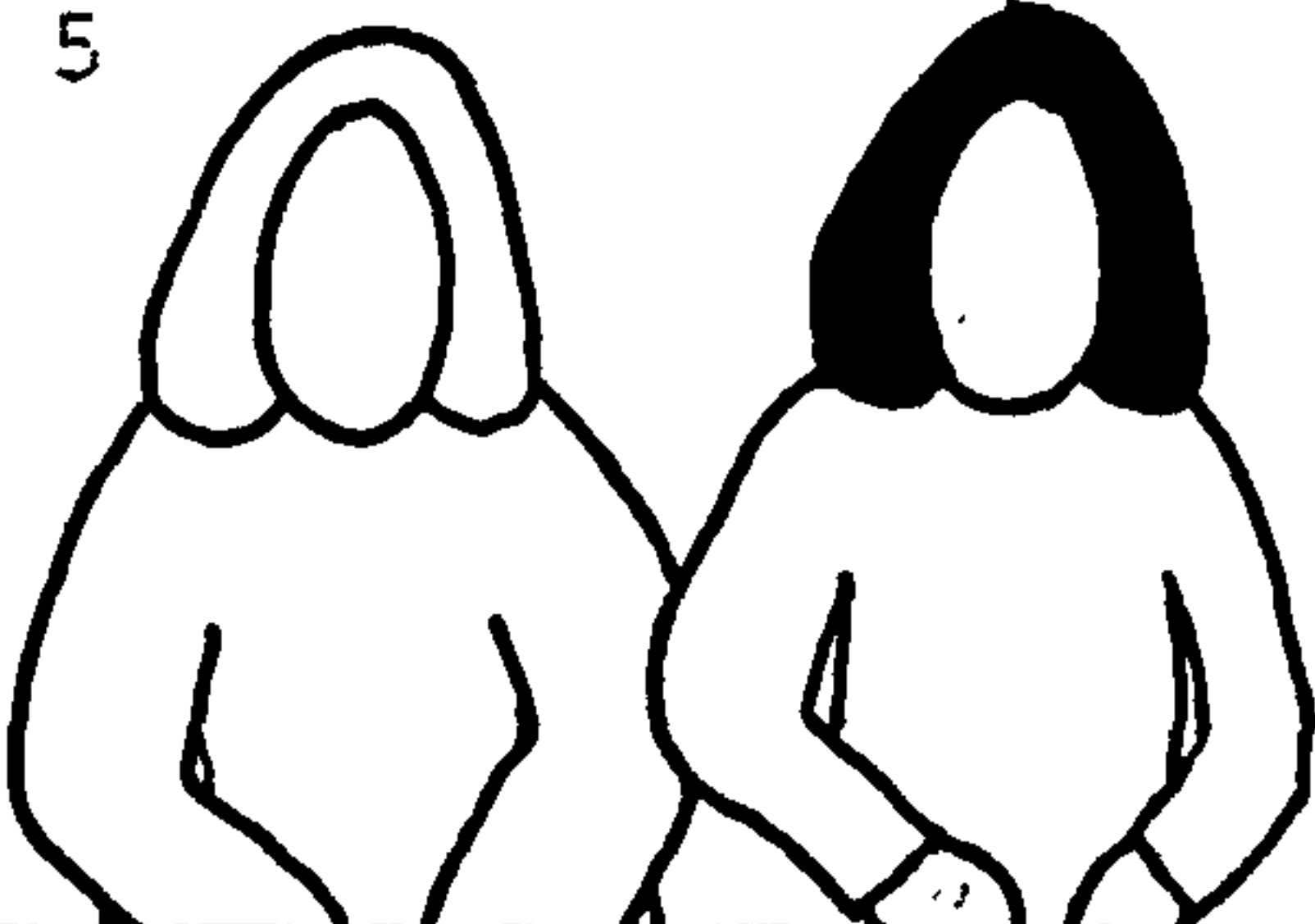
Scene		Start of dialogue	Notes
1		General conversation amongst pupils before start of lesson.	M.C.U. pan of classroom
2		As above.	M.C.U. of T. entering classroom
3		T: Bonjour, la classe.	M.C.U. of two girls
4		T: Is there something wrong, madam?	C.U. of T.
5		T: Sit down everybody. Not you Choi.	C.U. of two girls

Figure 2 (Continued)

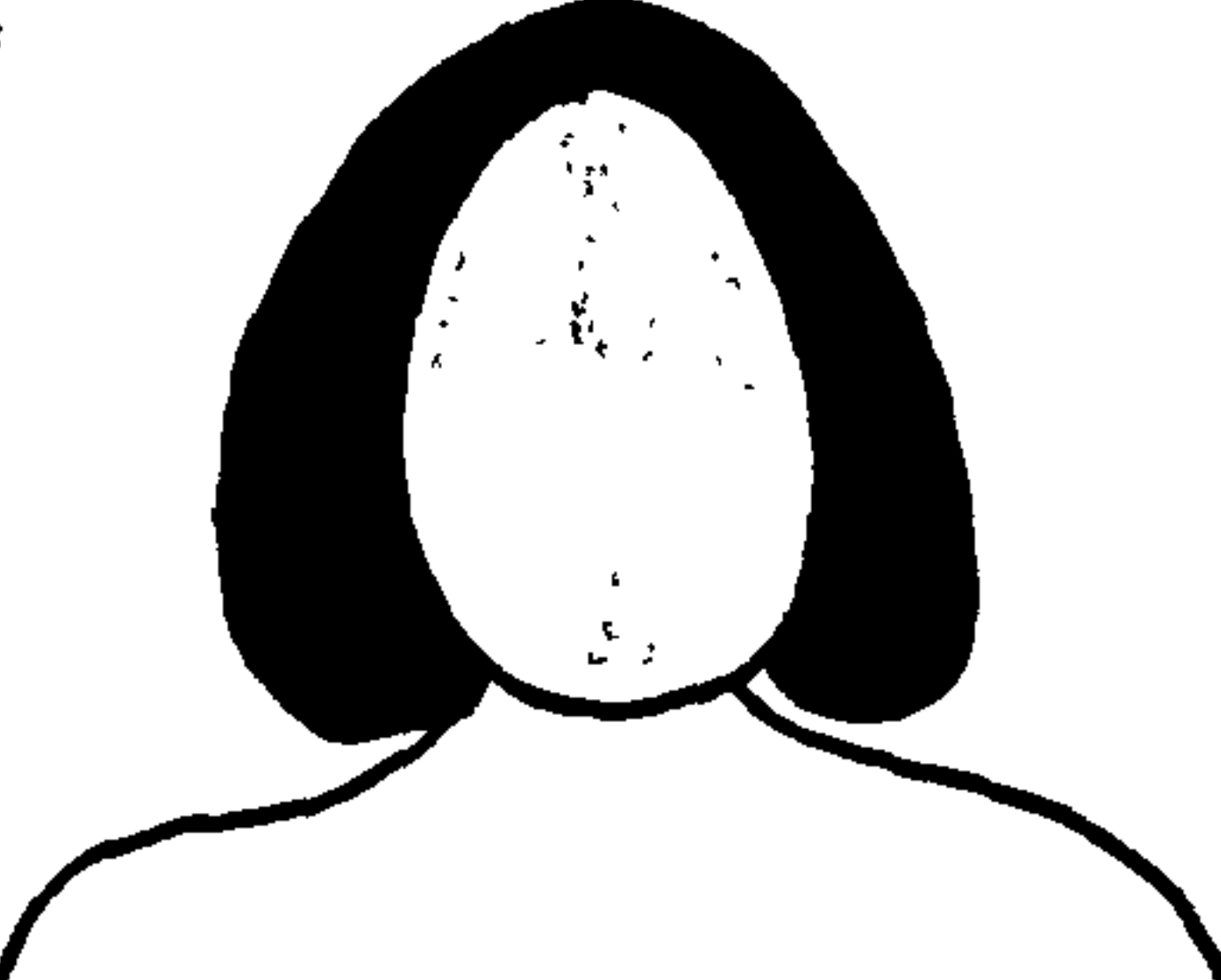
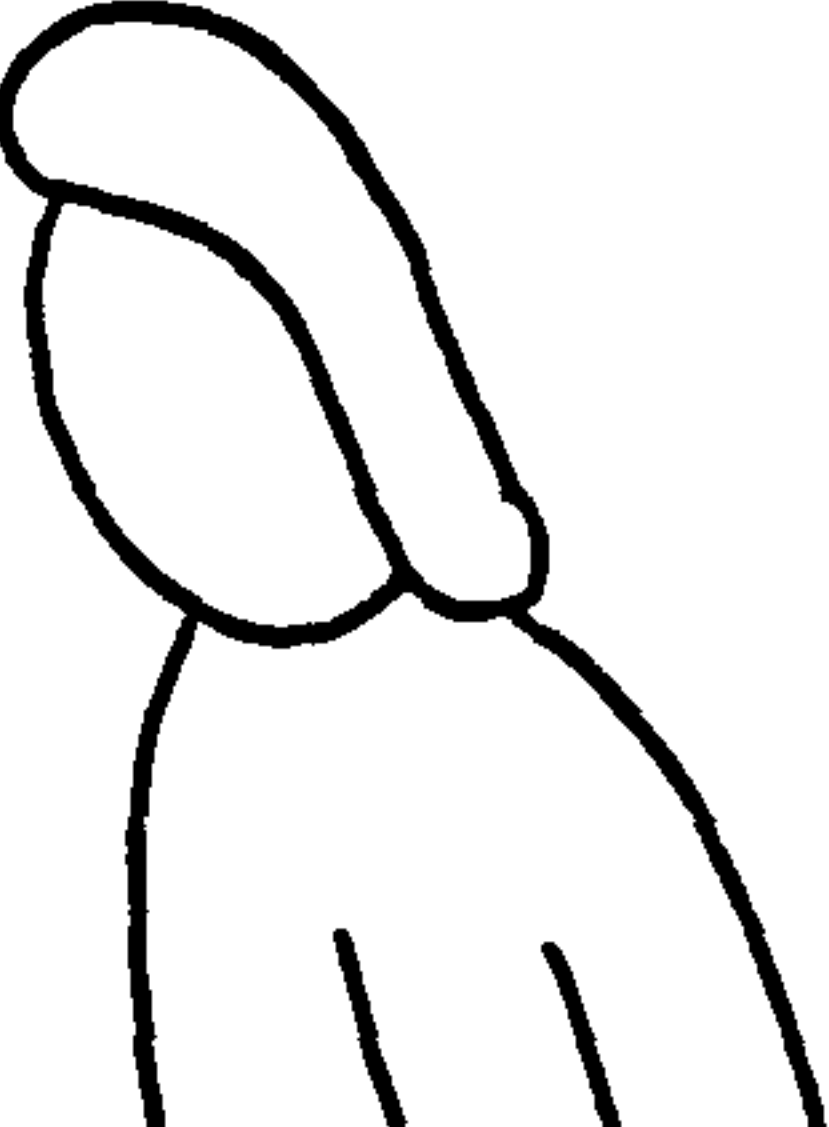
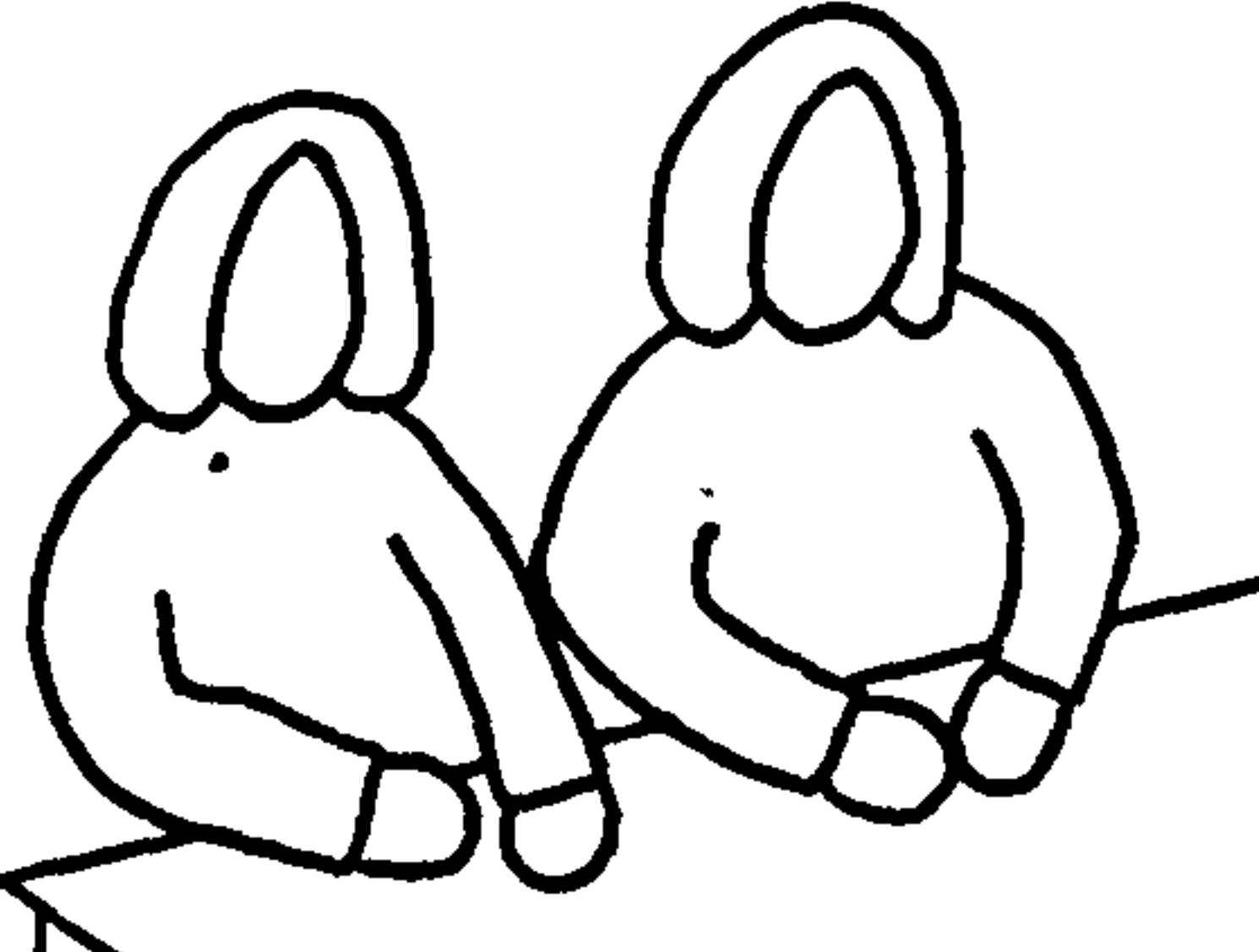

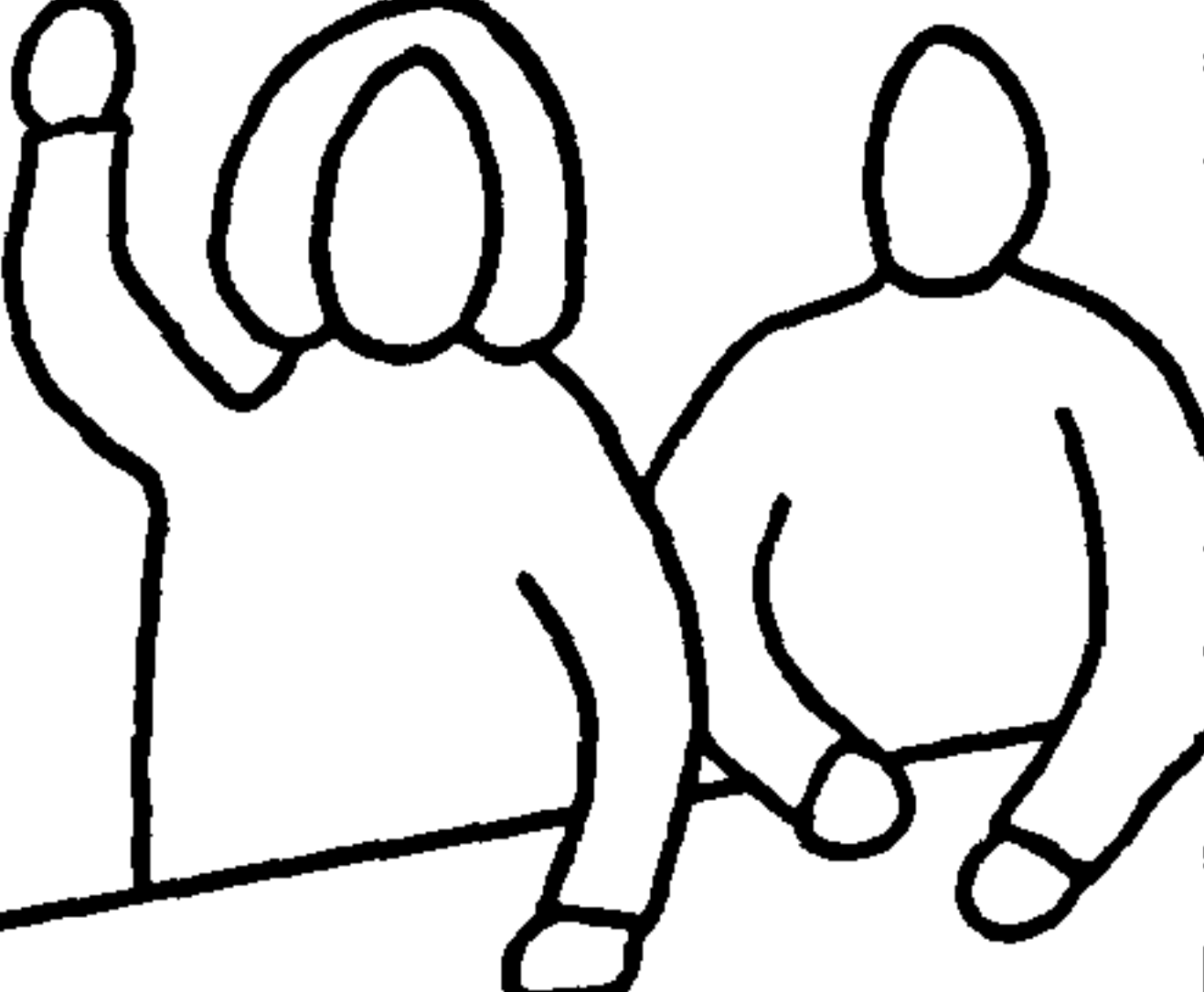
Scene	start of dialogue	Notes
6 	T: Now, when I walk into the classroom ...	E.C.U. of Choi
7 	T: Right, class ...	M.C.U. of T.
8 	T: That includes you Hayley ...	M.C.U. of boy and Hayley
9 	T: Debbie, would you give out the books please? ...	M.C.U. of T.
10 	T: Yes? P: Miss, I haven't got my exercise book.	M.C.U. of pupil with hand-up

Figure 3 (Continued)

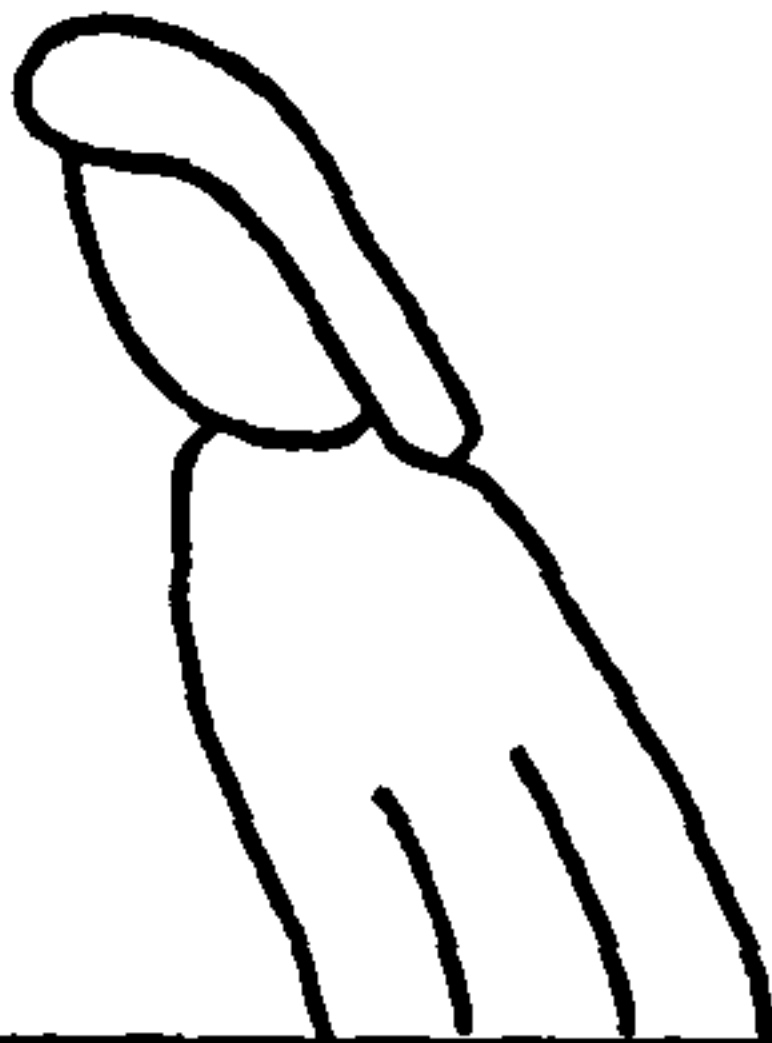
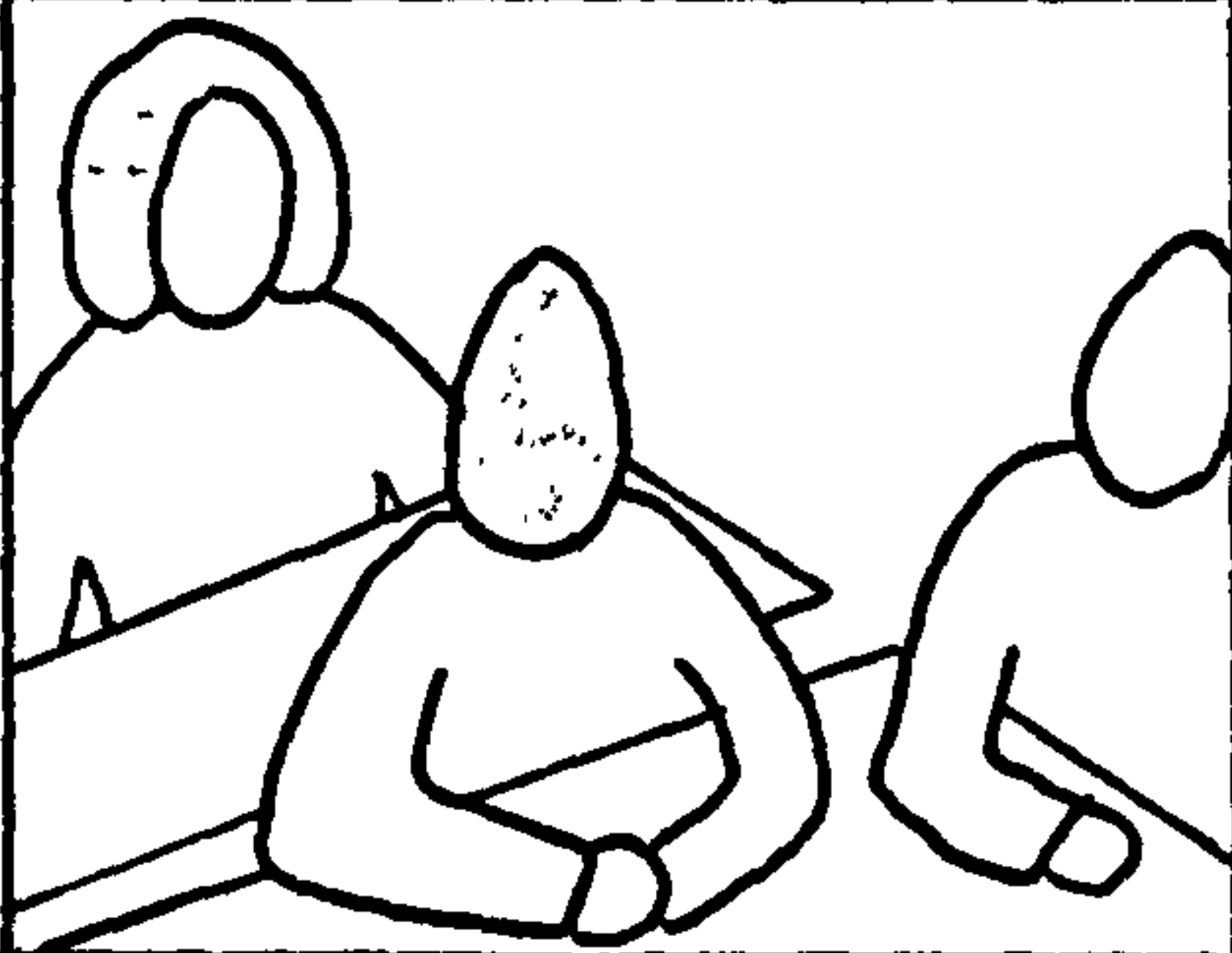
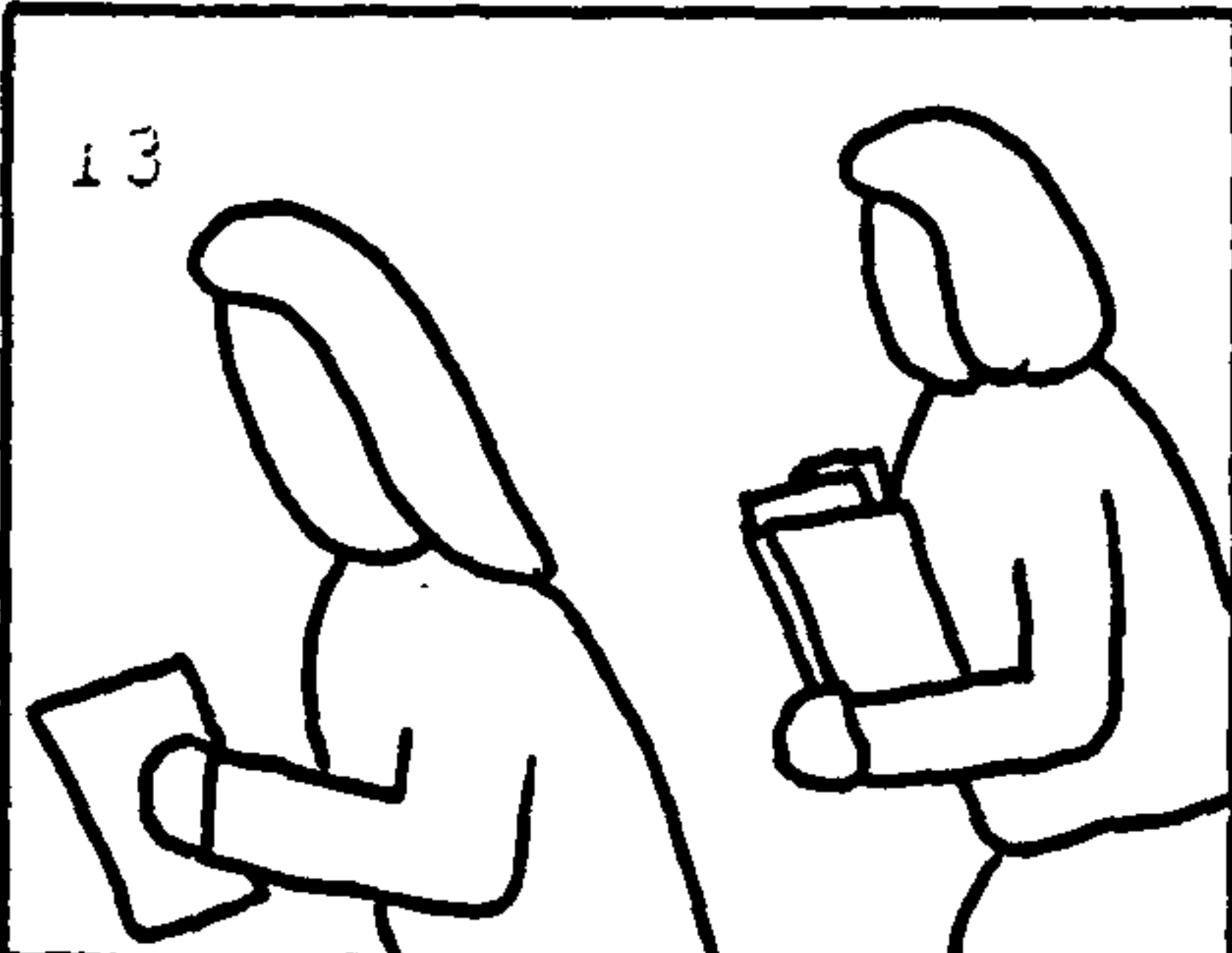


Scene	Start of dialogue	Notes
11 	T: Is there anybody else who has forgotten their exercise book? ...	M.C.U. of T.
	T: You as well Carl? ...	M.C.U. of Carl
13 		M.C.U. of Debbie giving out books and of teacher walking to give Carl a piece of paper
14 	T: Thank you very much ...	C.U. of T.
15 	Helen: Donna what do think you're doing? T: What's going on? Helen: Donna's writing all over my work.	C.U. of Donna scribbling on Helen's book

Figure 2 (Continued)

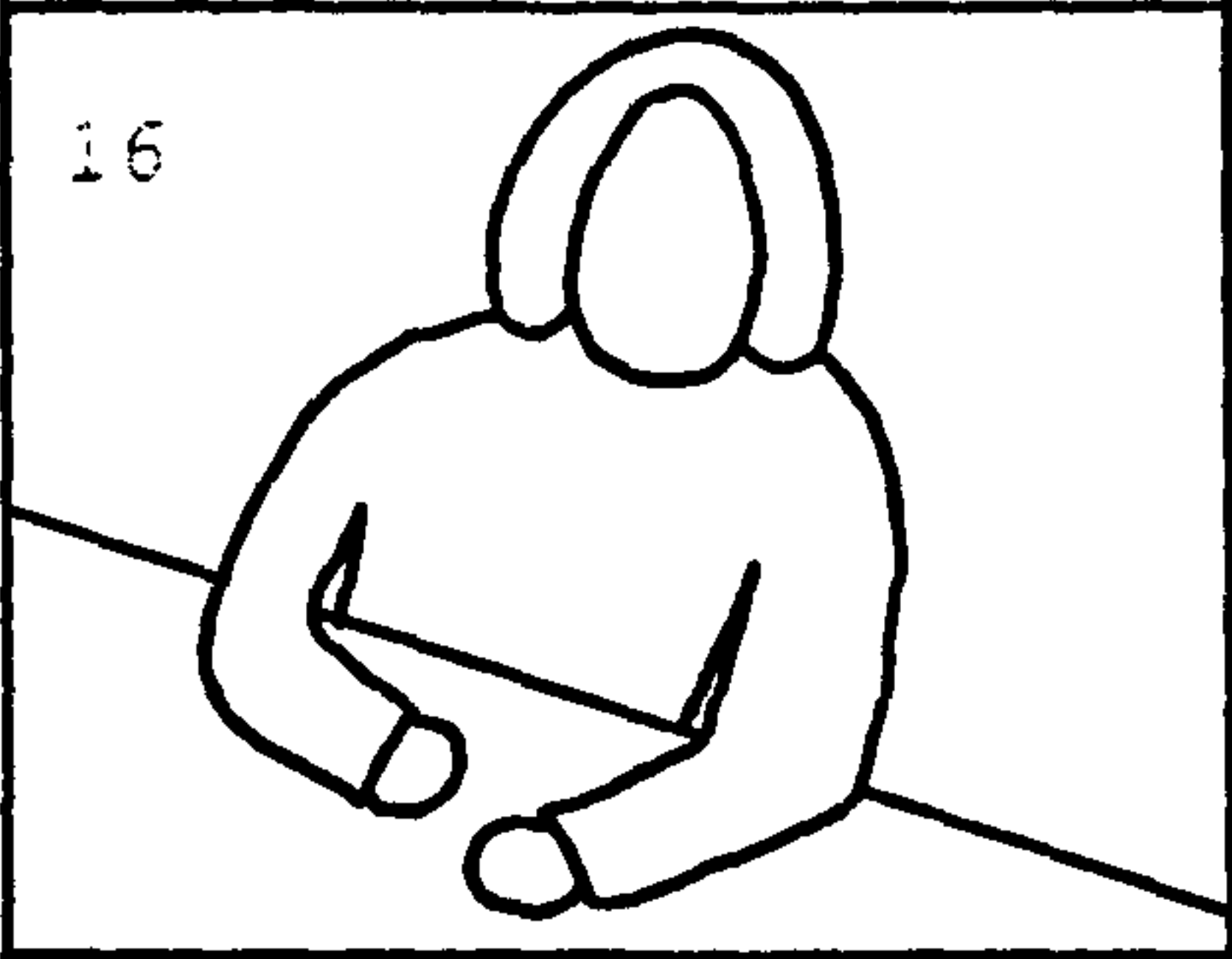
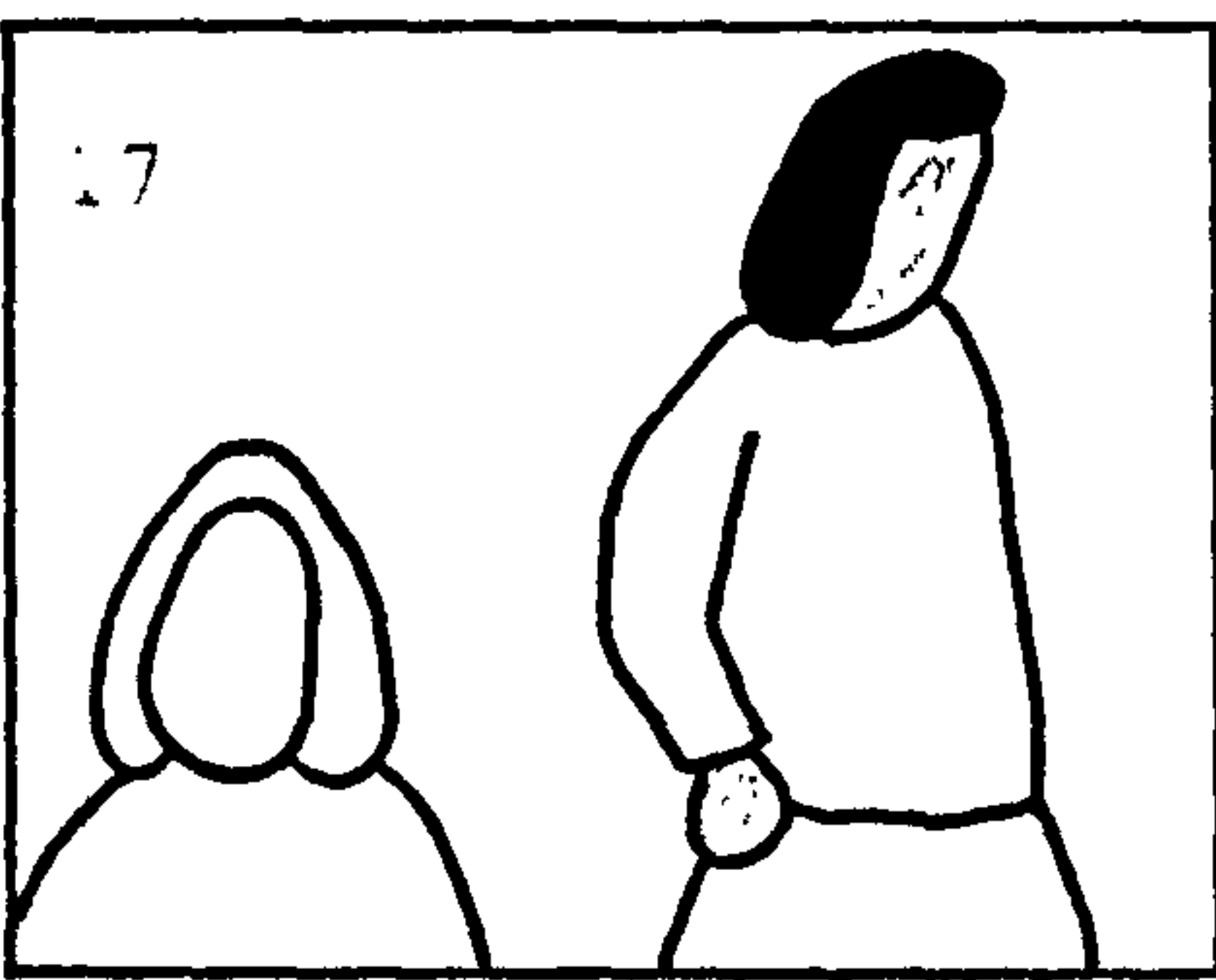
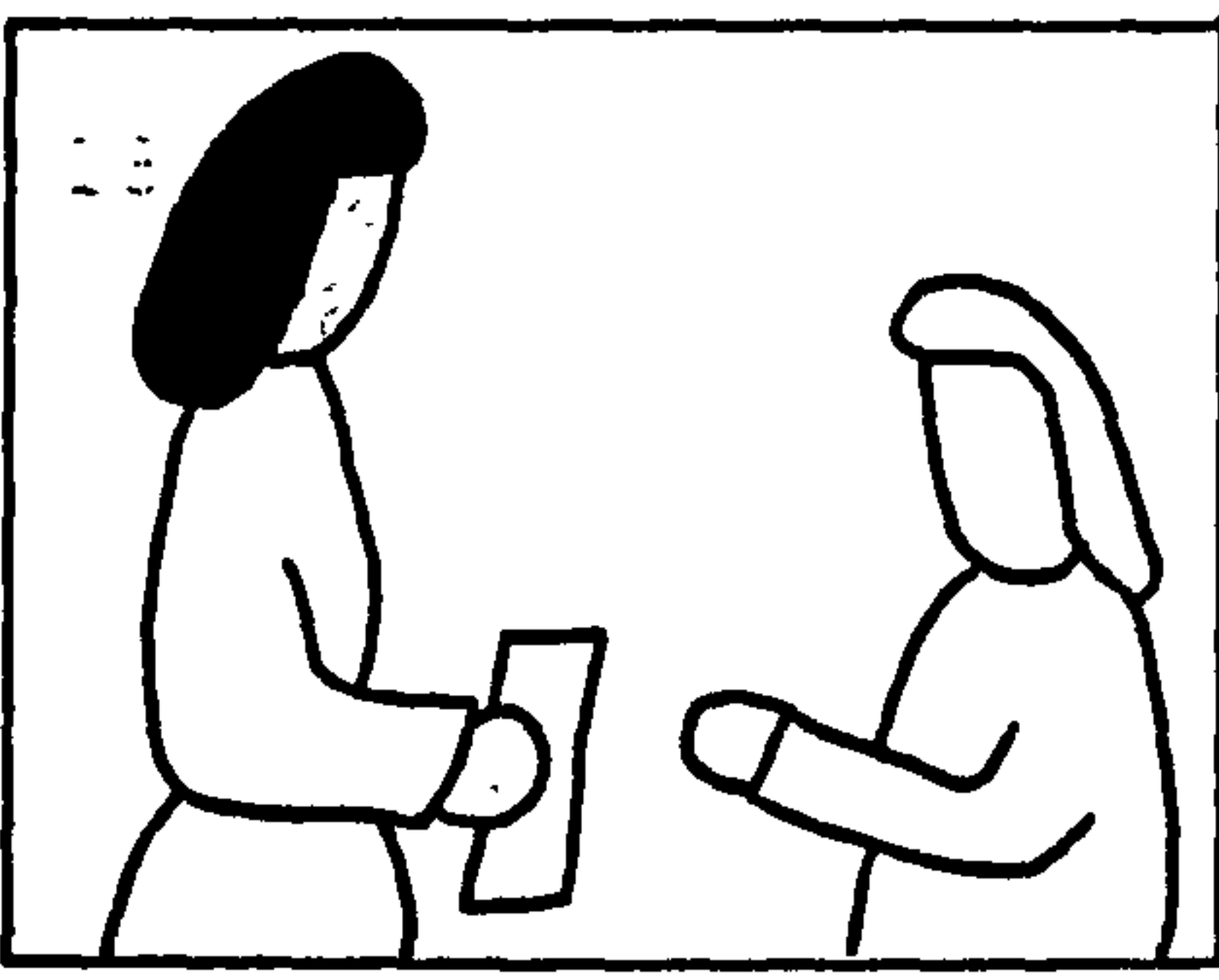
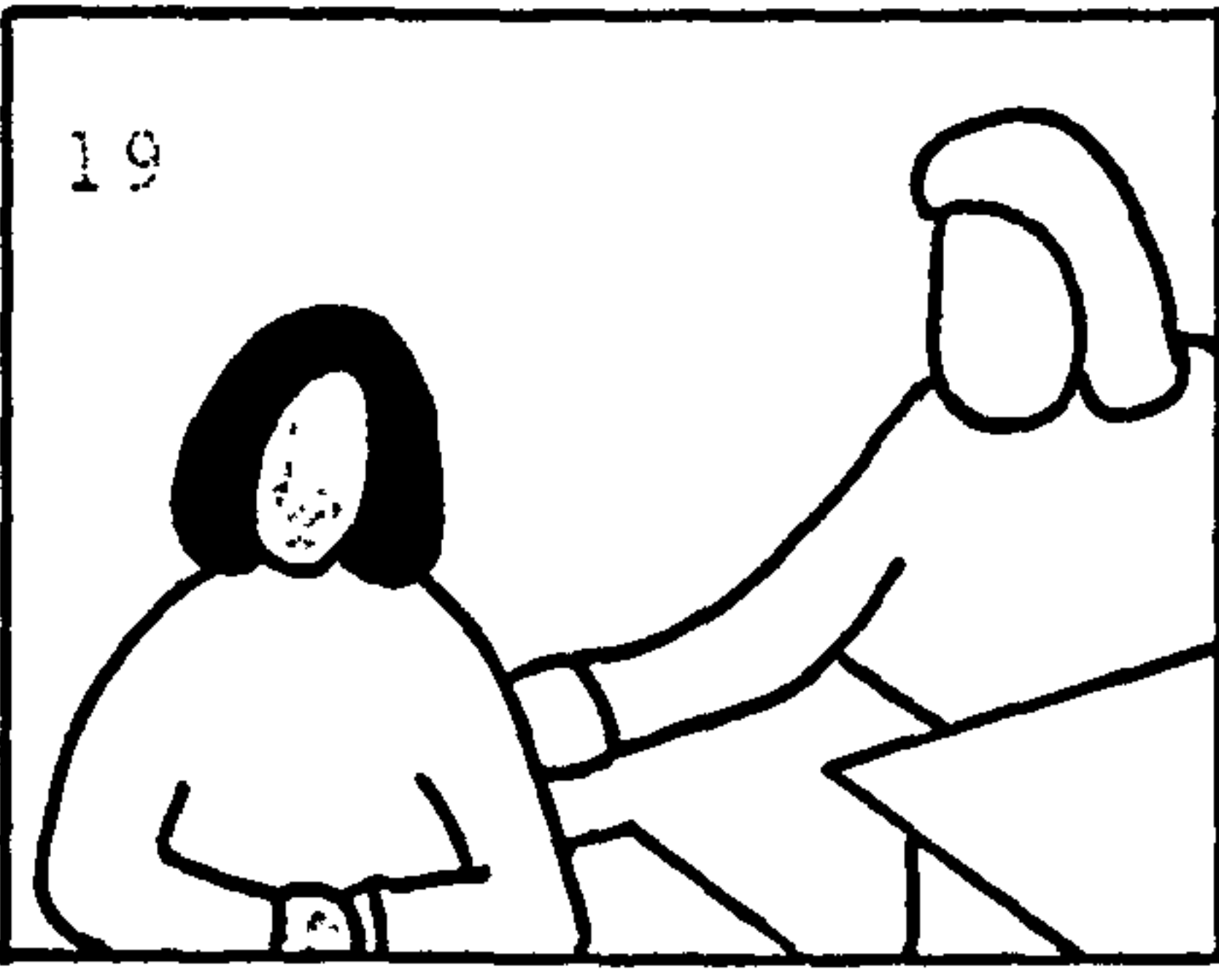
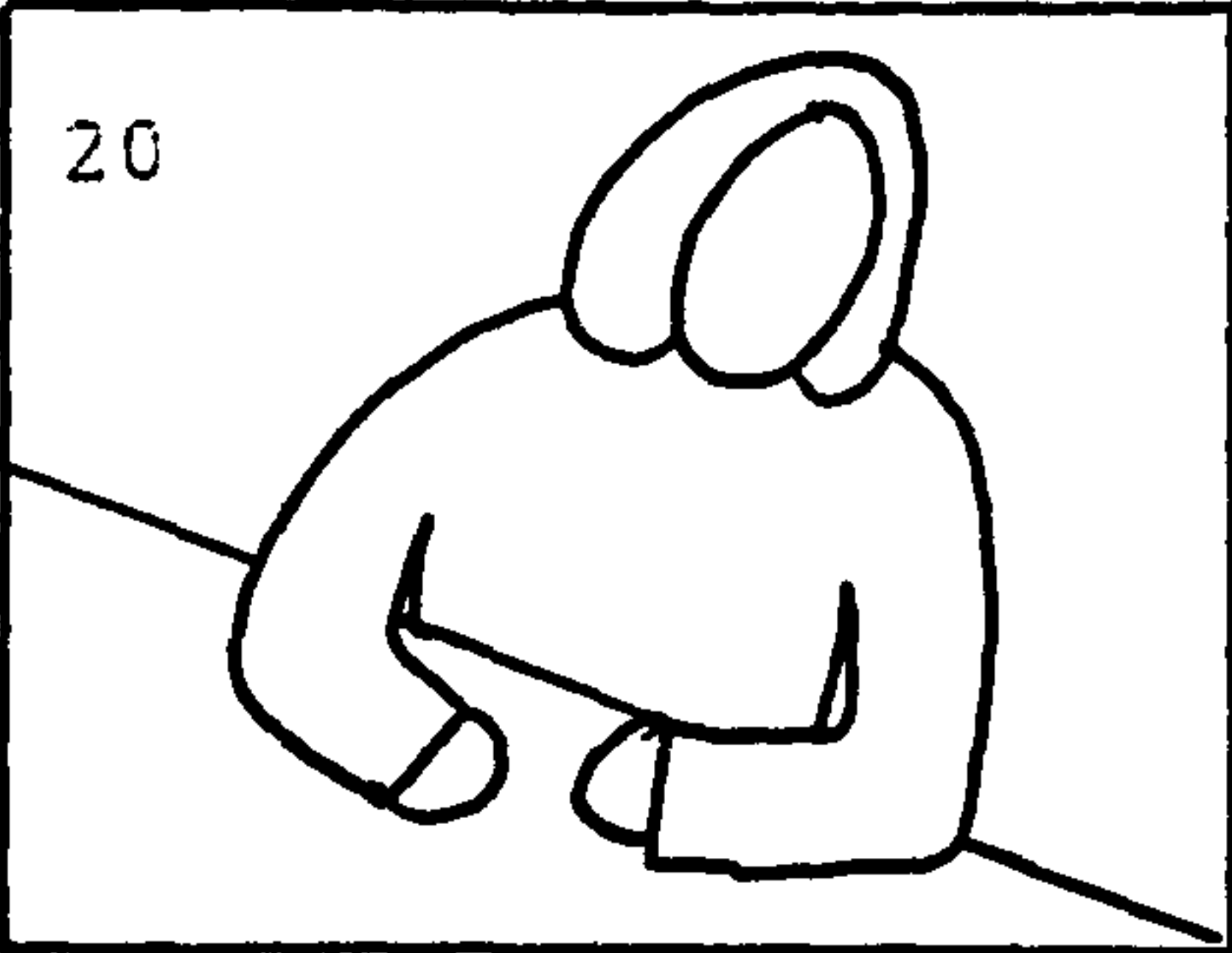
Scene	Start of dialogue	Notes
16 	T: Bring Helen's book ...	M.C.U. of T. at desk
17 		M.C.U. of Donna standing
18 	T: Let me have a look.	M.C.U. of Donna with T.
19 	Rebecca: Oi.	M.C.U. of Rebecca leaning across to speak to Choi
20 	T: Shussh	M.C.U. of T.

Figure 2 (Continued)

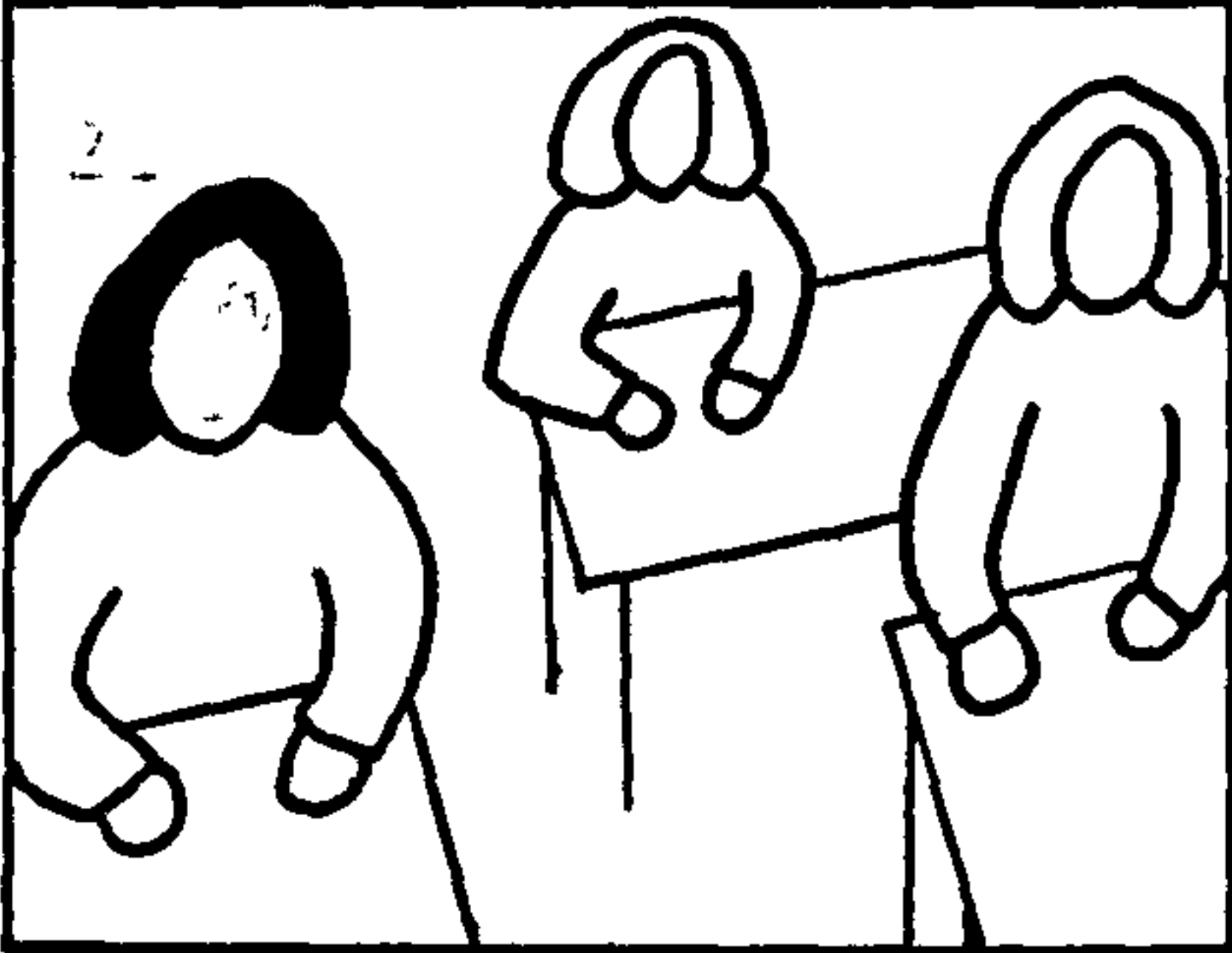
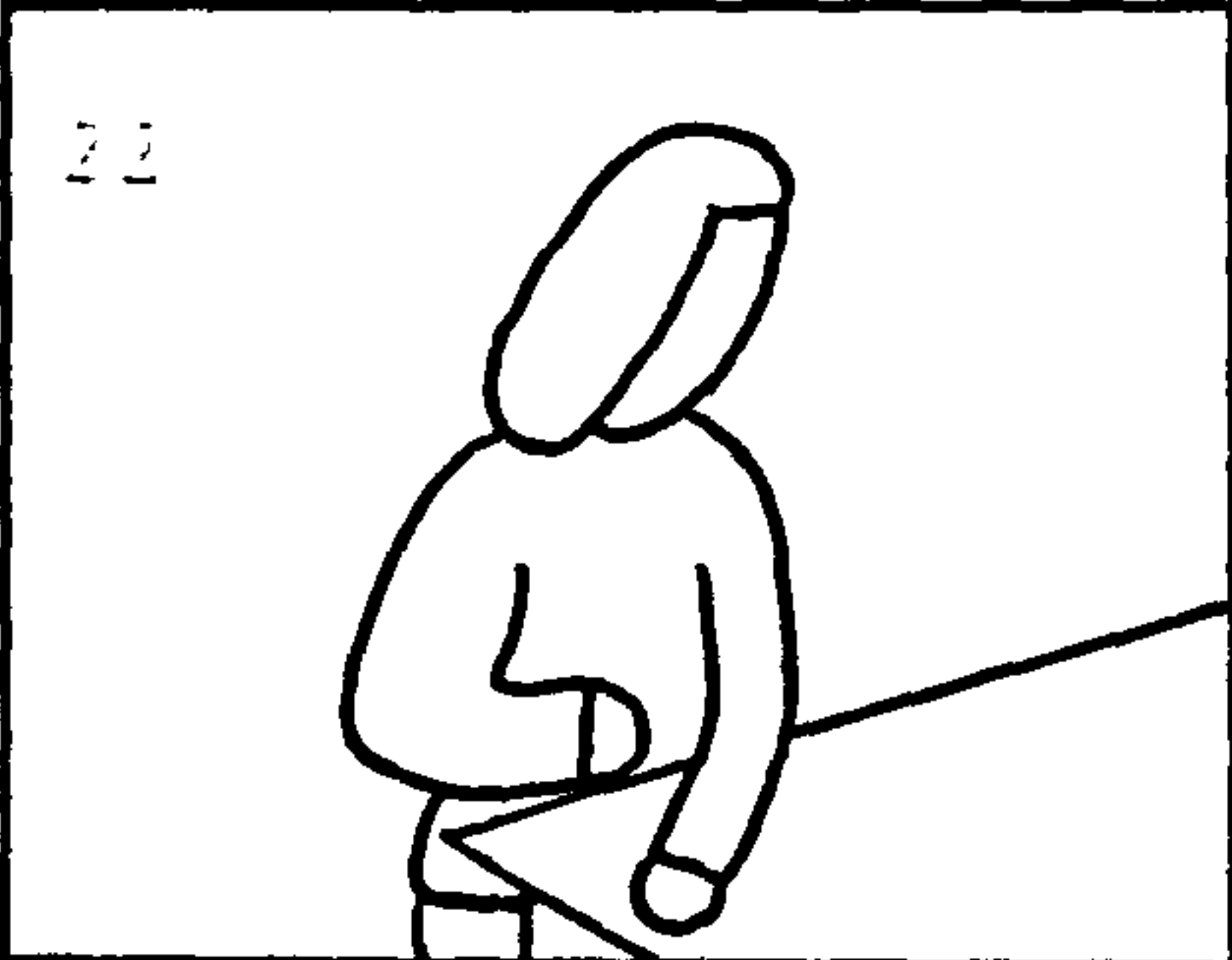
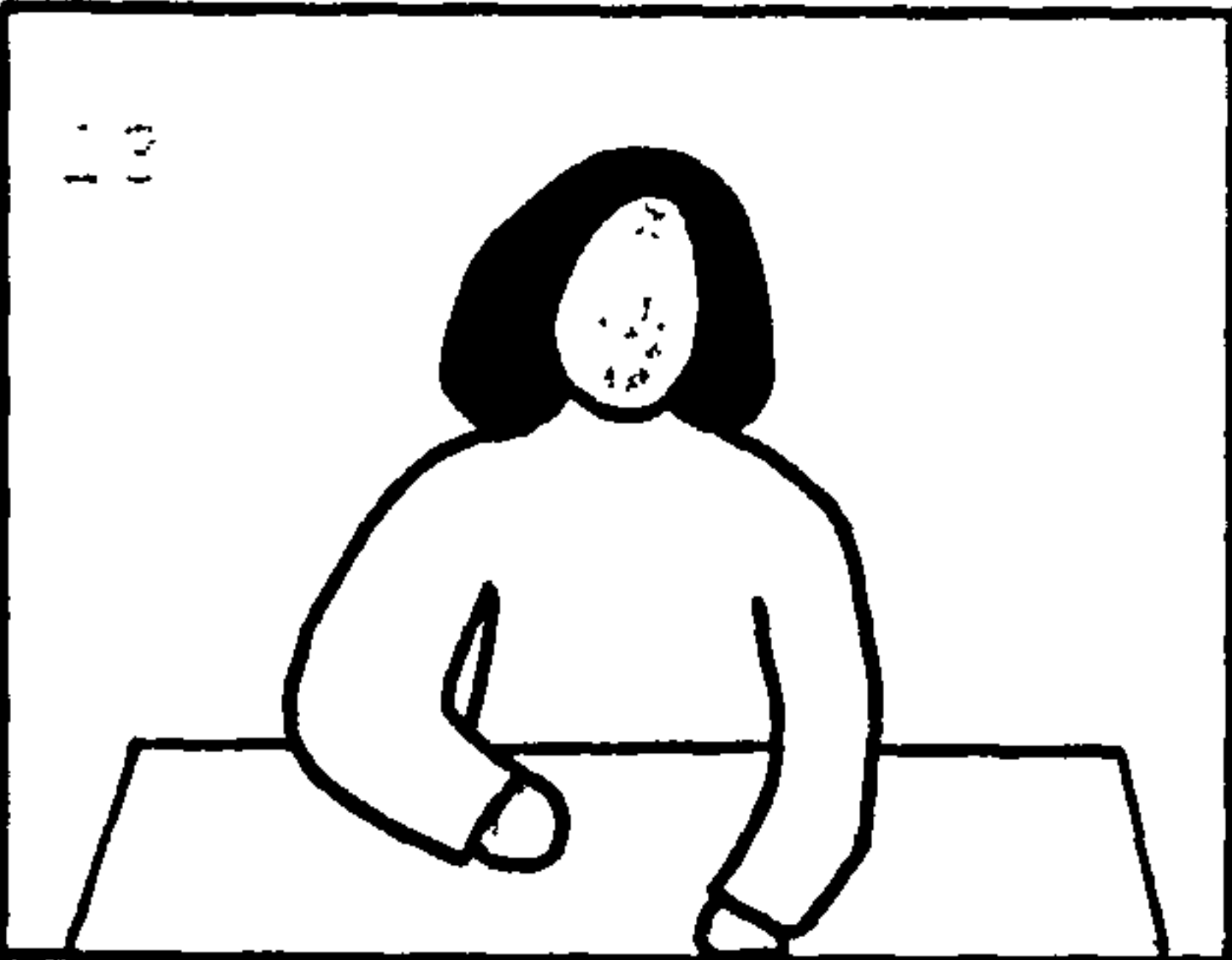
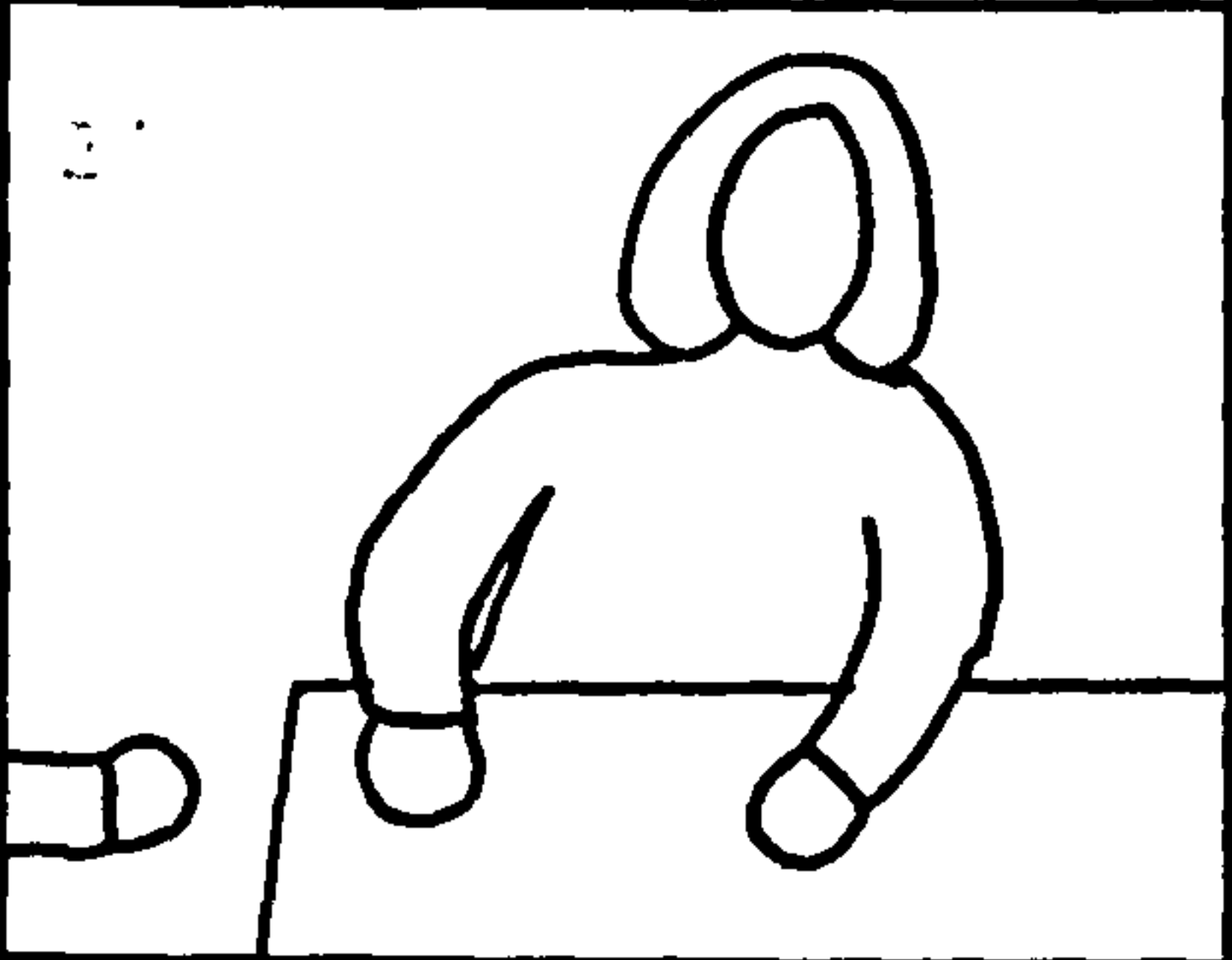
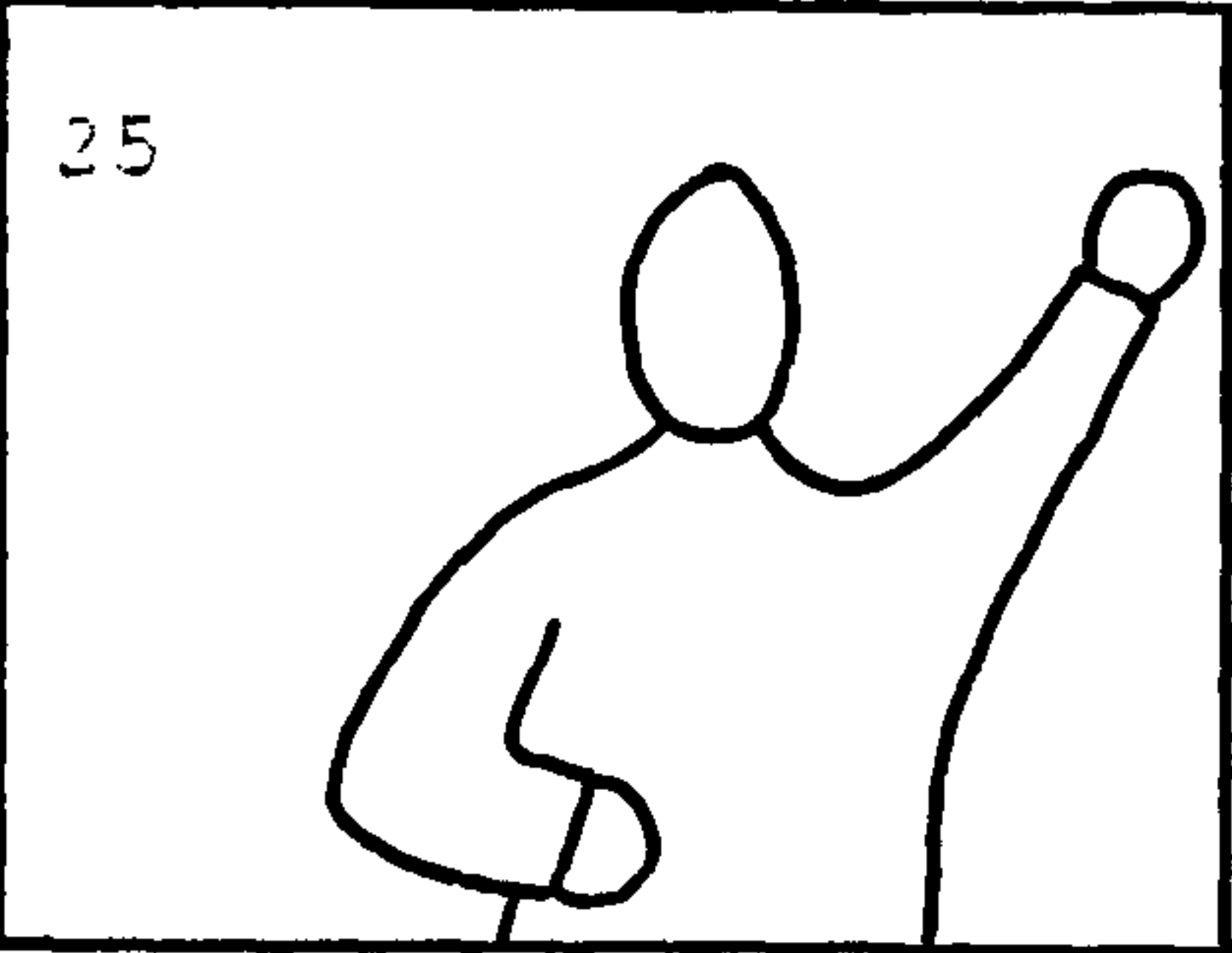
Scene	Start of dialogue	Notes
		C.U. of pupils returning to work
		C.U. of Rebecca about to speak to Choi
	Rebecca: Oi, Chink. Lend me a rubber. Choi: Shurrup Rebecca. T: Have you got a rubber? ...	C.U. of Choi
	T: Settle down quickly. ...	C.U. of Rebecca taking rubber
	T: Yes, what is it now Paul? ...	C.U. of Paul

Figure 2 (Continued)

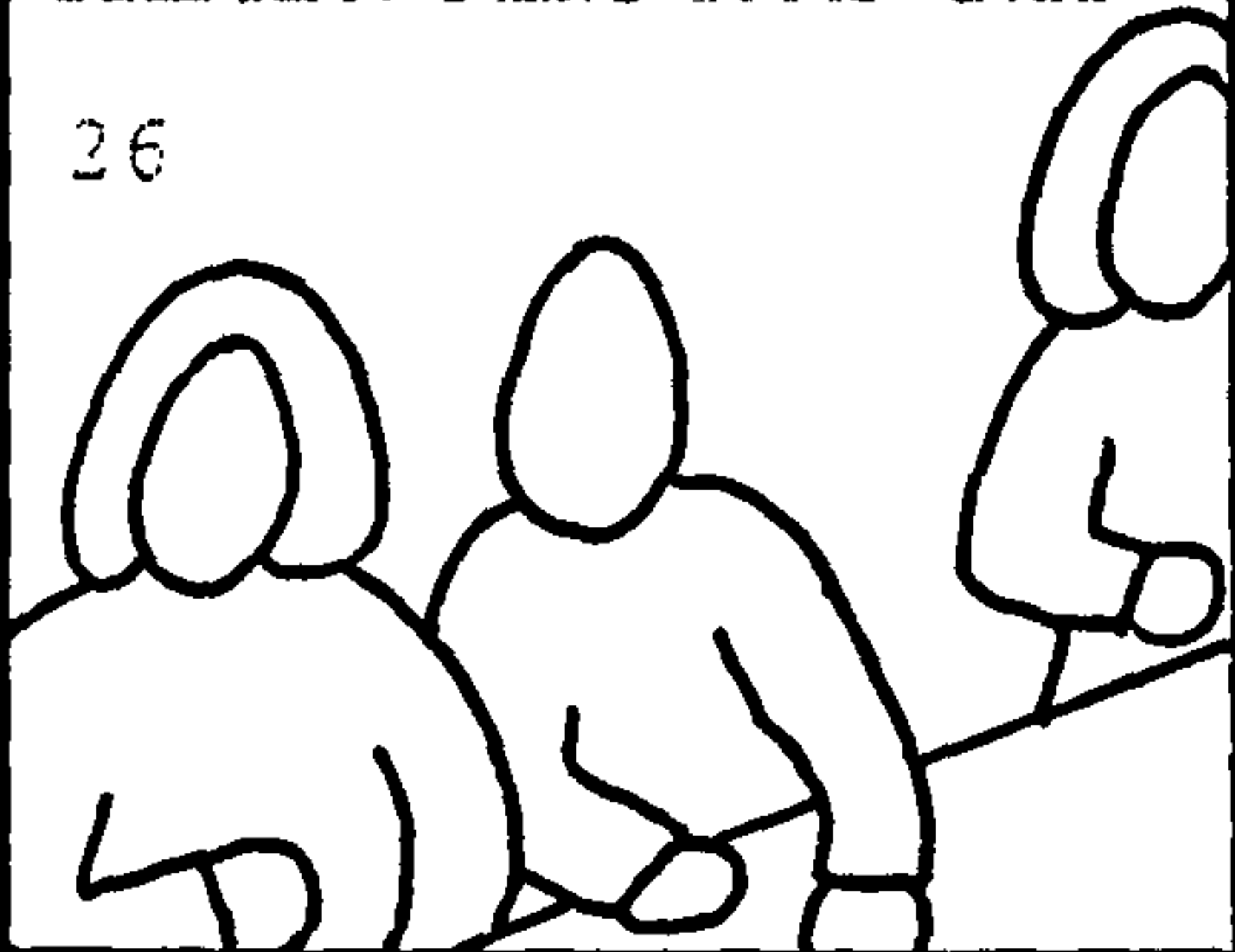
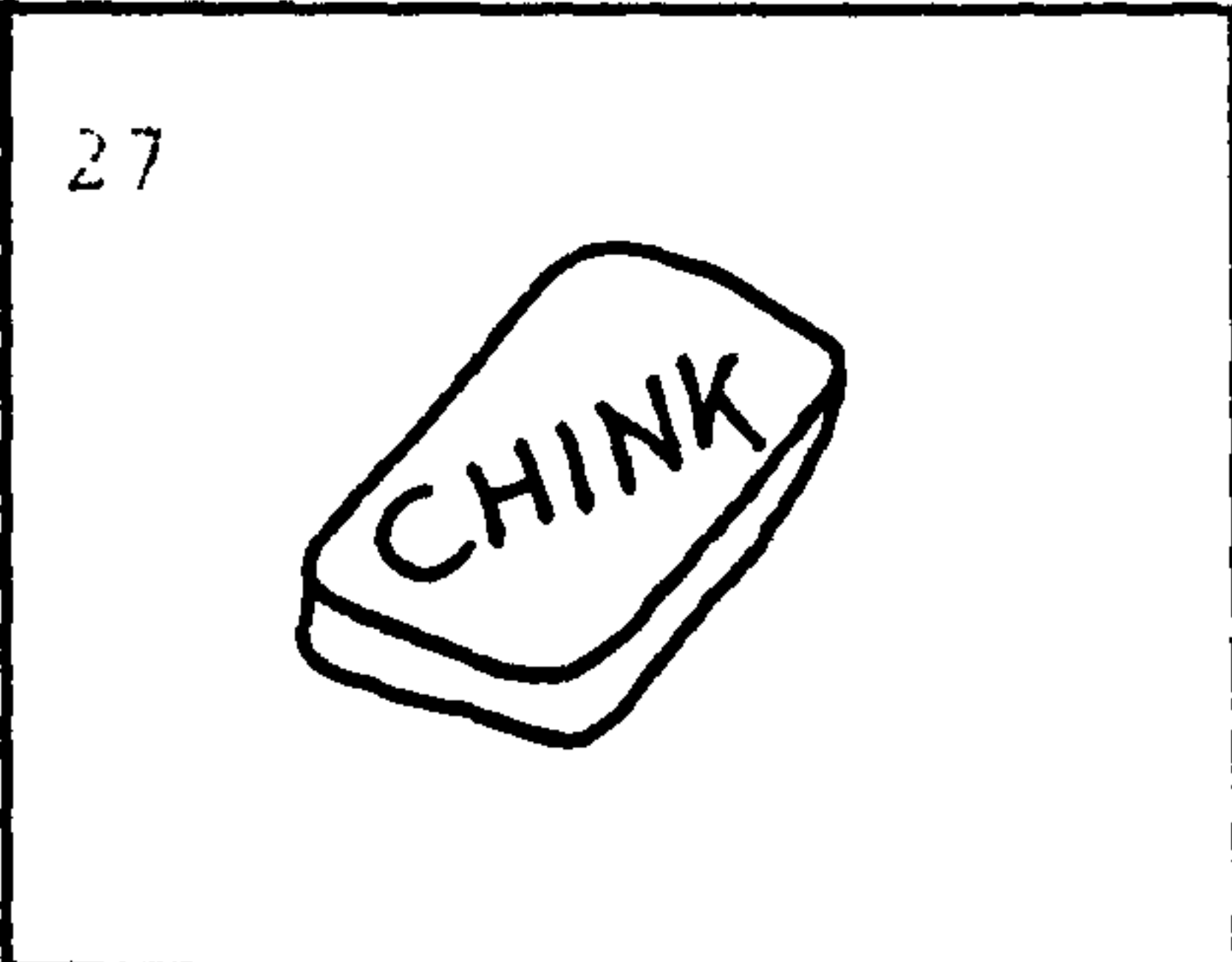


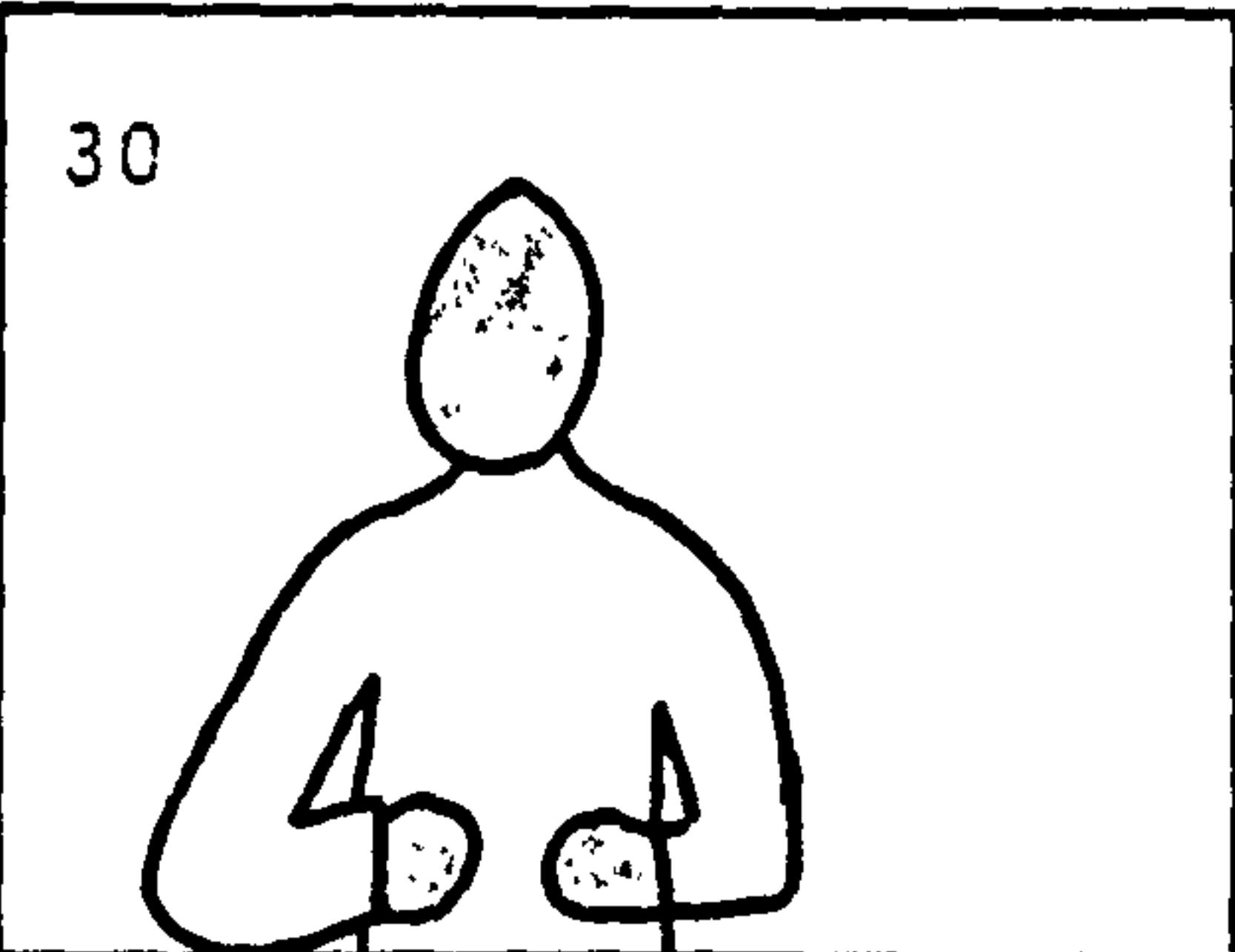
Scene	Start of dialogue	Notes
<div>26</div> 	<p>Paul: Miss, but you shouldn't write things like that.</p> <p>T: That's not the point, is it? ...</p>	M.C.U. of Rebecca, Paul and T.
<div>27</div> 		E.C.U. of rubber
<div>28</div> 	<p>T: Now just get on with your work Rebecca. ...</p>	M.C.U. of Choi
<div>29</div> 	<p>T: Right, class ...</p>	M.C.U. of T. at board
<div>30</div> 	<p>Carl: What did she write?</p> <p>T: Carl, be quiet ...</p>	C.U. of Carl

Figure 2 (Continued)

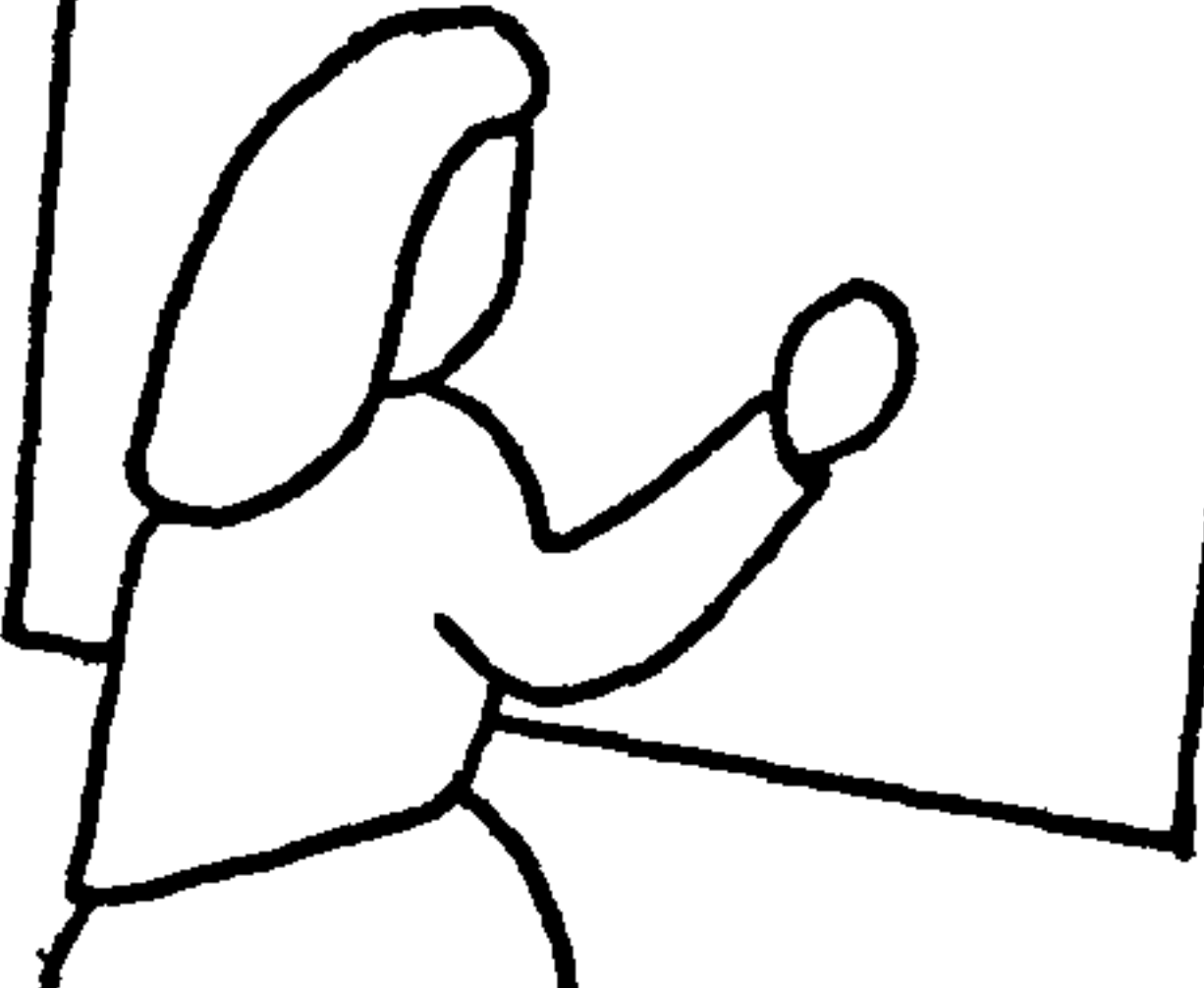
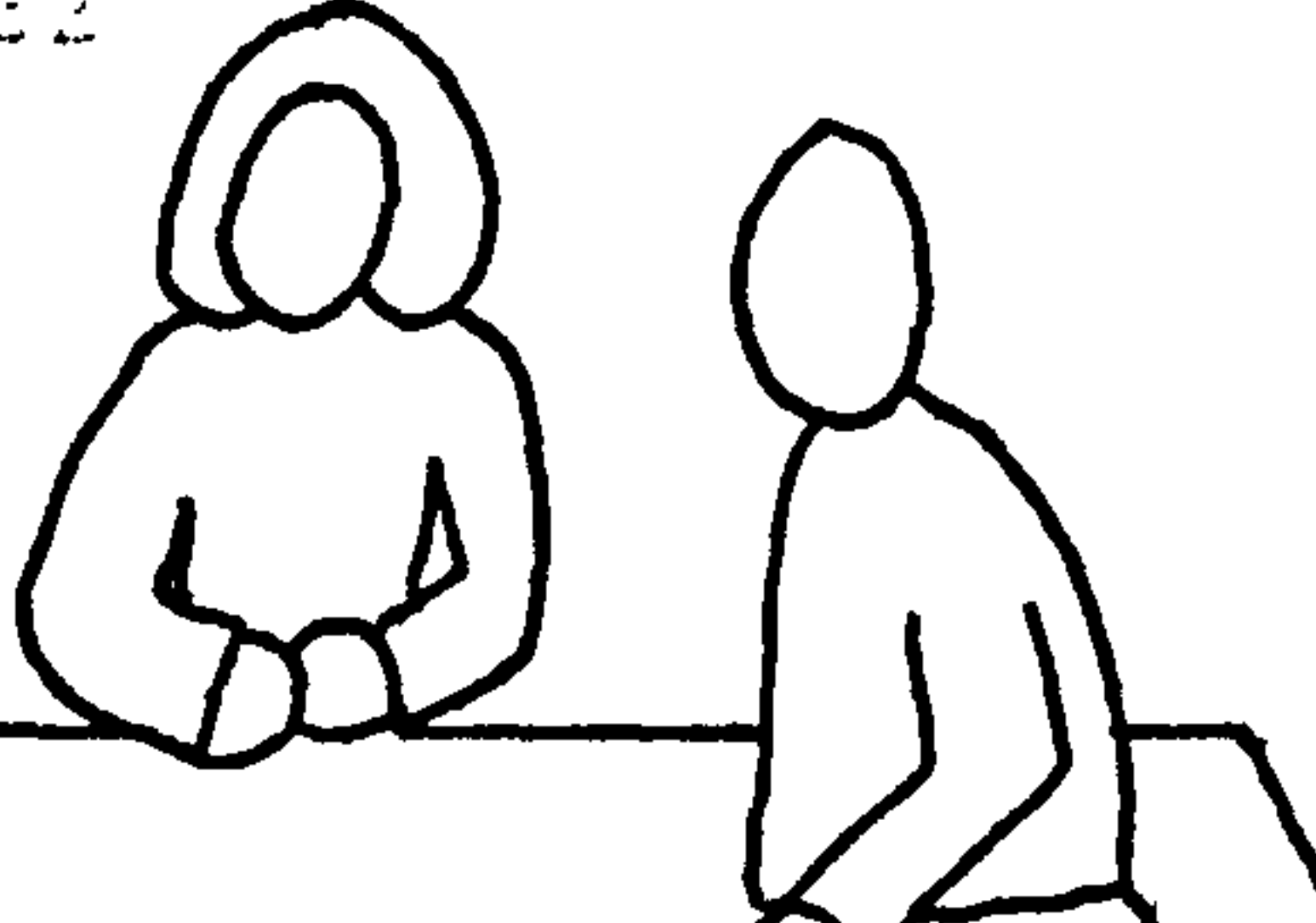

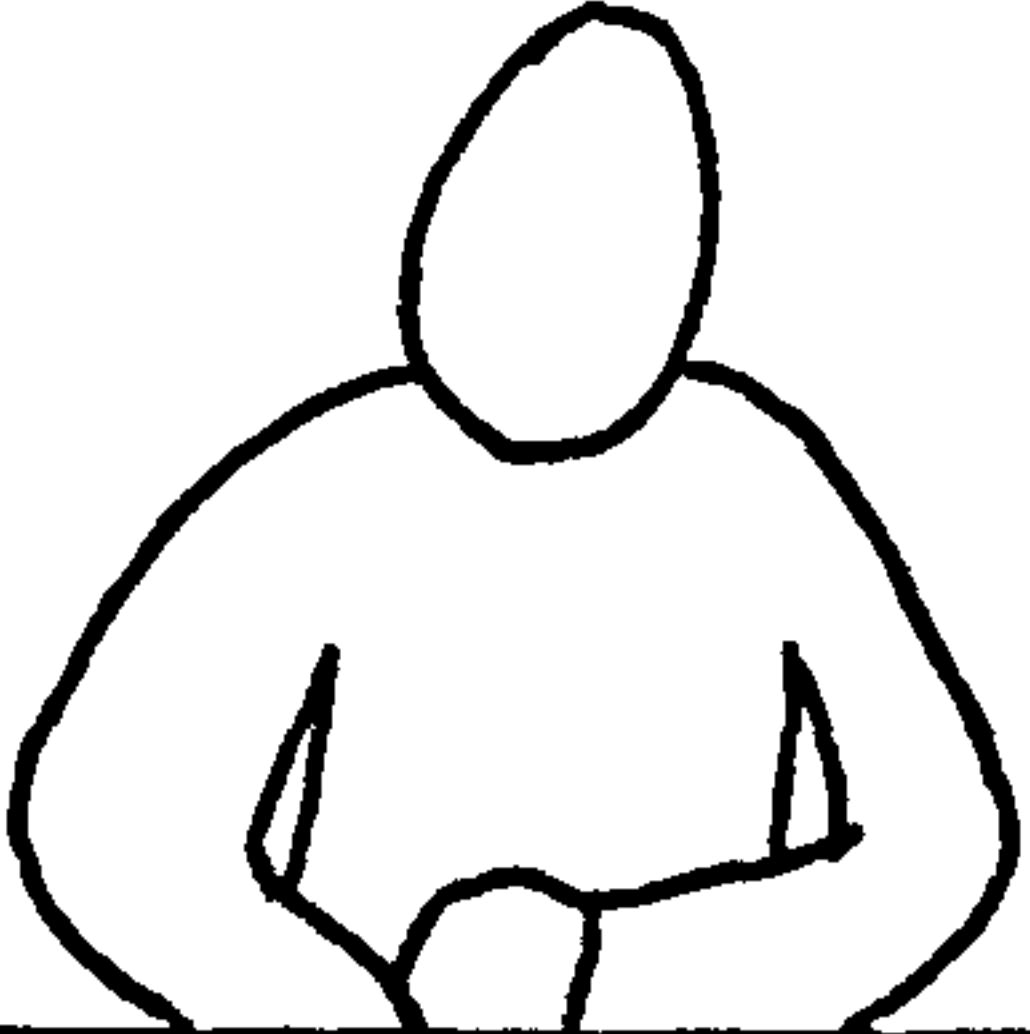
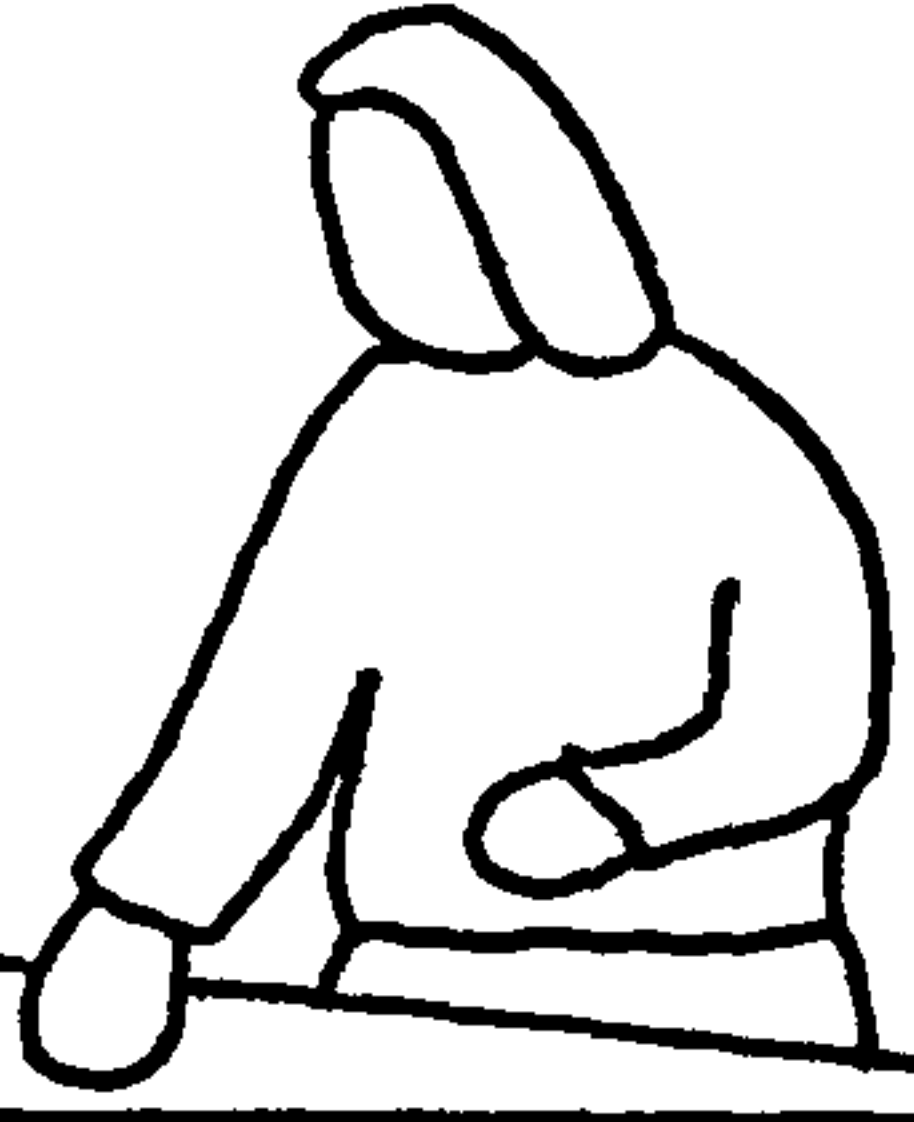
Scene	Start of dialogue	Notes
<div data-bbox="237 425 286 468">31</div> 	<p>Philip: But Miss! You shouldn't write things like that ...</p>	<p>M.C.U. of T. writing on board</p>
<div data-bbox="237 924 286 967">32</div> 	<p>Philip: What did you do that for Rebecca? Rebecca: Oh shurrup, Chinky-lover.</p>	<p>M.C.U. of Rebecca and Philip</p>
<div data-bbox="237 1432 286 1475">33</div> 	<p>Choi: Just leave it. Phil.</p>	<p>C.U. of Choi</p>
<div data-bbox="237 1940 286 1983">34</div> 	<p>T: I've got enough people interfering. ...</p>	<p>C.U. of Phil</p>
<div data-bbox="237 2439 286 2482">35</div> 	<p>Carl: Miss [T: NO, Carl ...</p>	<p>M.C.U. of T.</p>

Figure 2 (Continued)

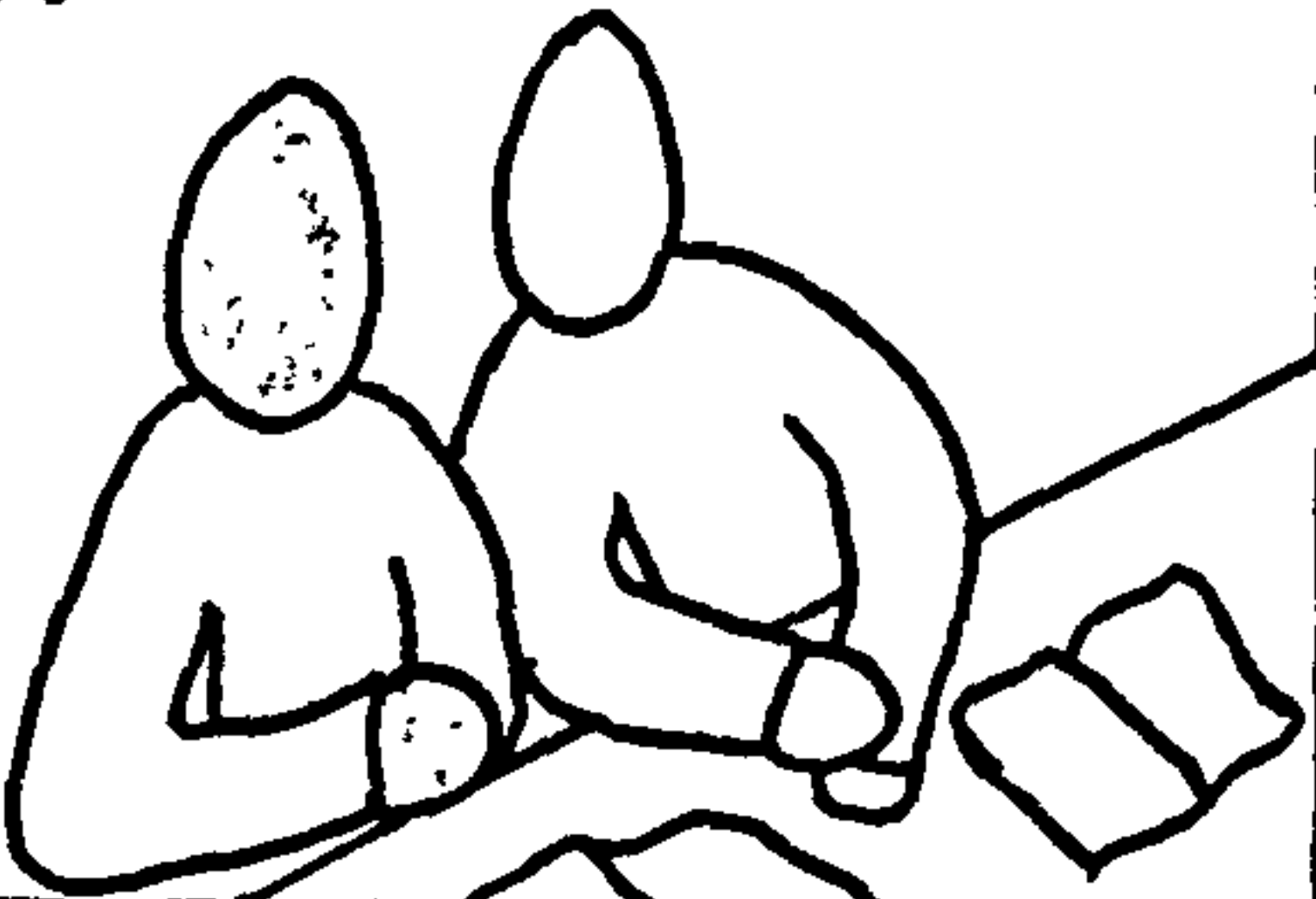
Scene	Start of dialogue	Notes
36 	Carl: Yes, but Miss, let me explain ...	C.U. of Carl

Figure 3 Storyboard for Extract 3: Going Steady

Scene	Start of dialogue	Notes
<div>1</div>  A simple line drawing of a person from the side, holding and reading a book.	T: Thanks, he said ...	M.C.U. of T. reading from a book
<div>2</div>  A line drawing showing a teacher at the front of a classroom, reading from a book to a group of four pupils sitting at desks.	T: Continues reading story.	M.C.U. of pupils
<div>3</div>  A line drawing showing a close-up of three girls sitting at a desk, looking towards the teacher.	T: As above.	M.C.U. of three girls
<div>4</div>  A line drawing of a person from the side, holding and reading a book.	T: No, not him ...	E.C.U. of T.
<div>5</div>  A line drawing showing a close-up of a person's head and shoulders, looking down.	Rebecca: Ugh.	C.U. of Rebecca

Figure 3 (Continued)


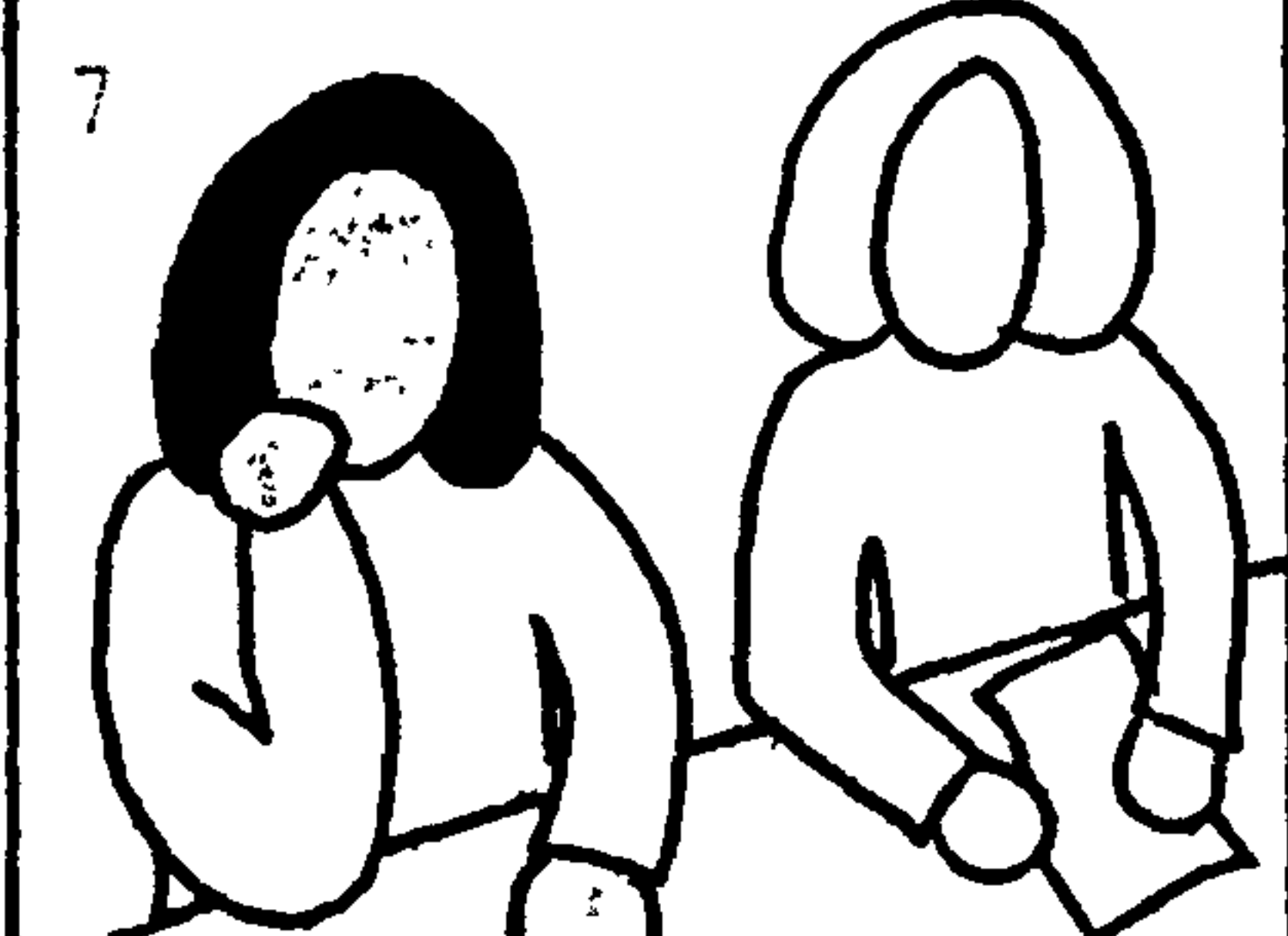
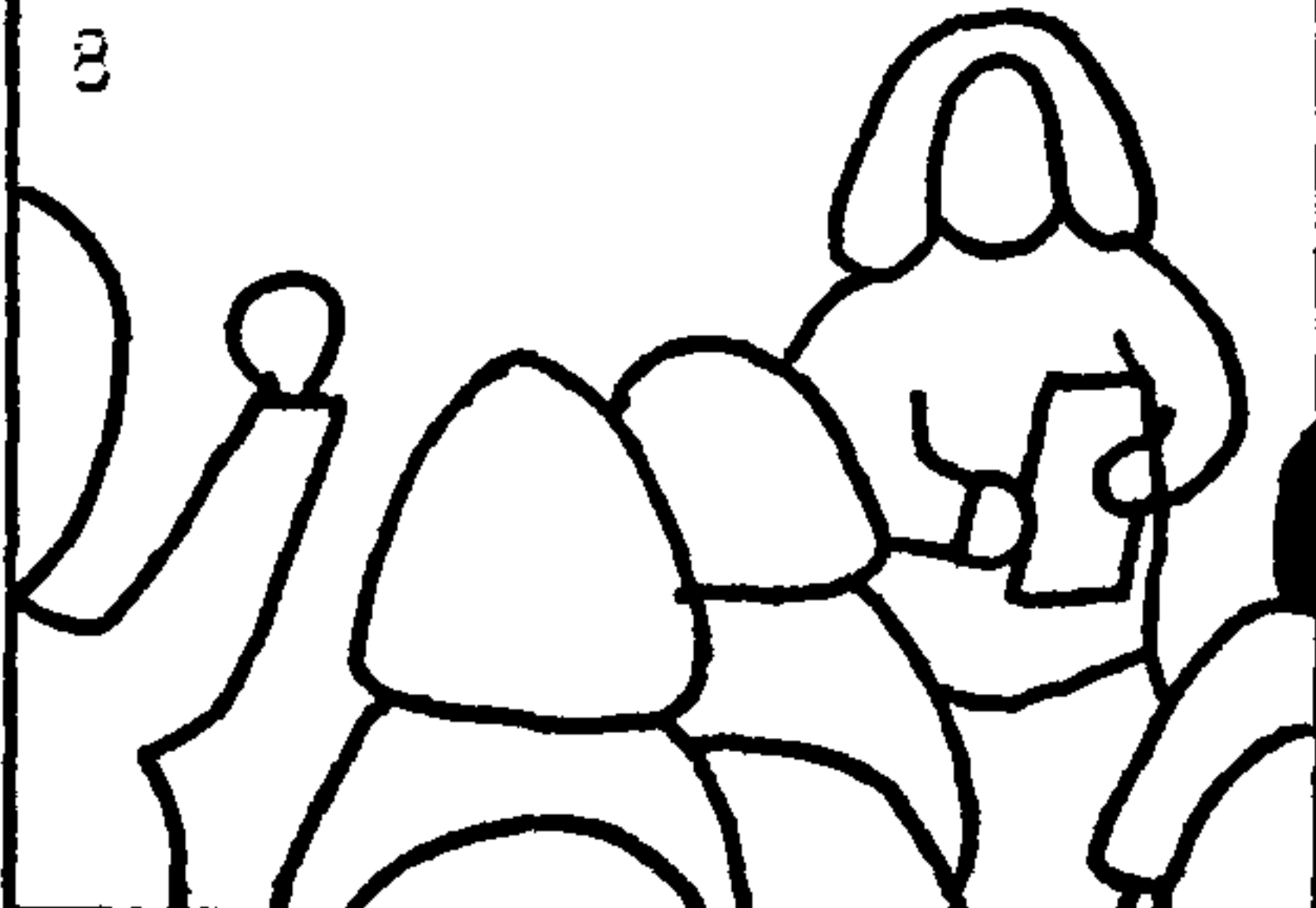
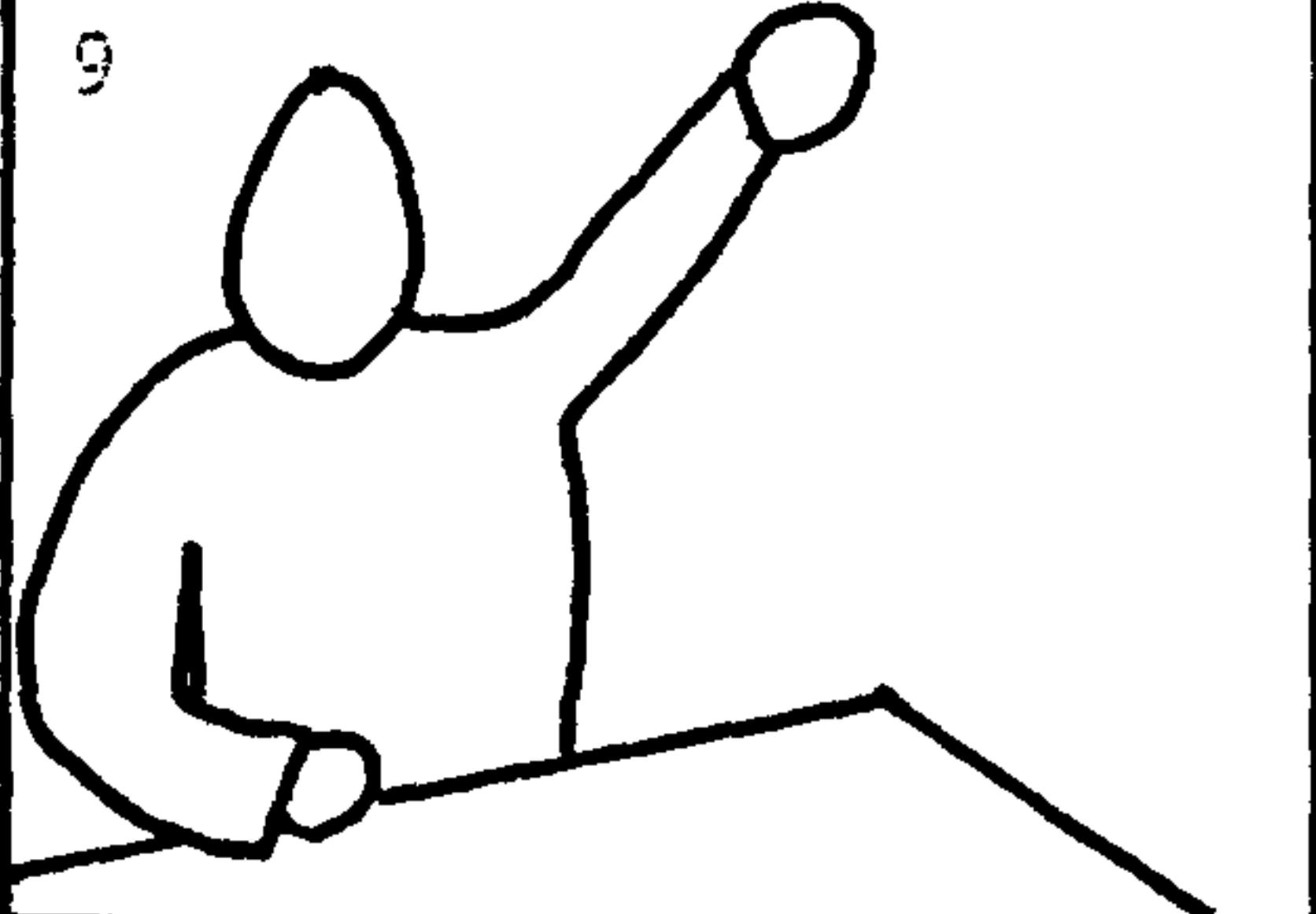
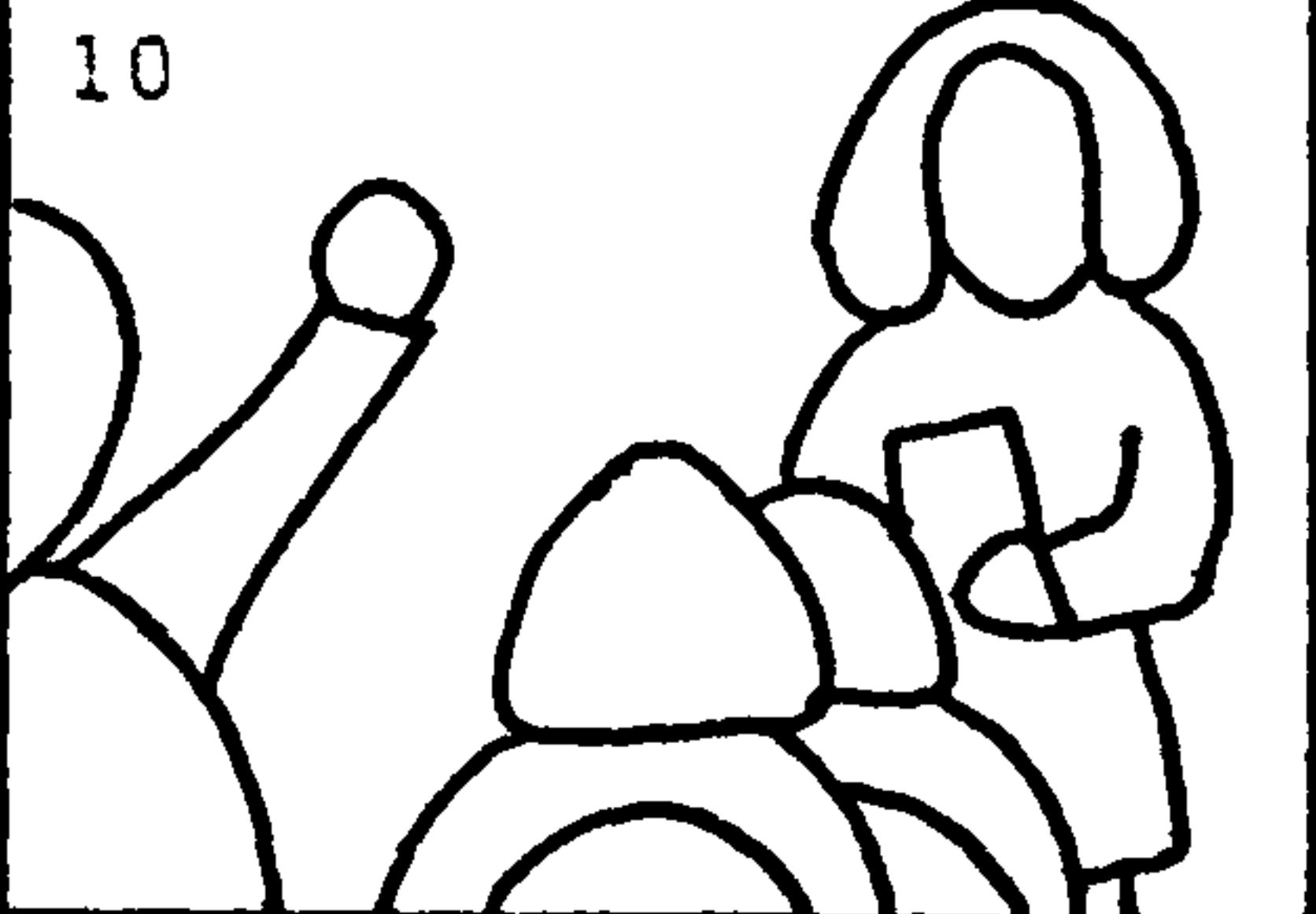
Scene	Start of dialogue	Notes
<div>6</div> 	T: Right, what I'd like you to do ...	M.C.U. of four girls facing T.
<div>7</div> 	T: Michaela, do you think that you could pay attention ...	M.C.U. of Laura and Michaela
<div>8</div> 	T: Right. So if you get your pens out ...	M.C.U. of T. from back of classroom with Richard with hand up
<div>9</div> 	T: Yes, Richard, what is it? ...	M.C.U. of Richard with hand up
<div>10</div> 	Richard: Could I work with Donna? ...	M.C.U. of T. and Richard

Figure 3 (Continued)

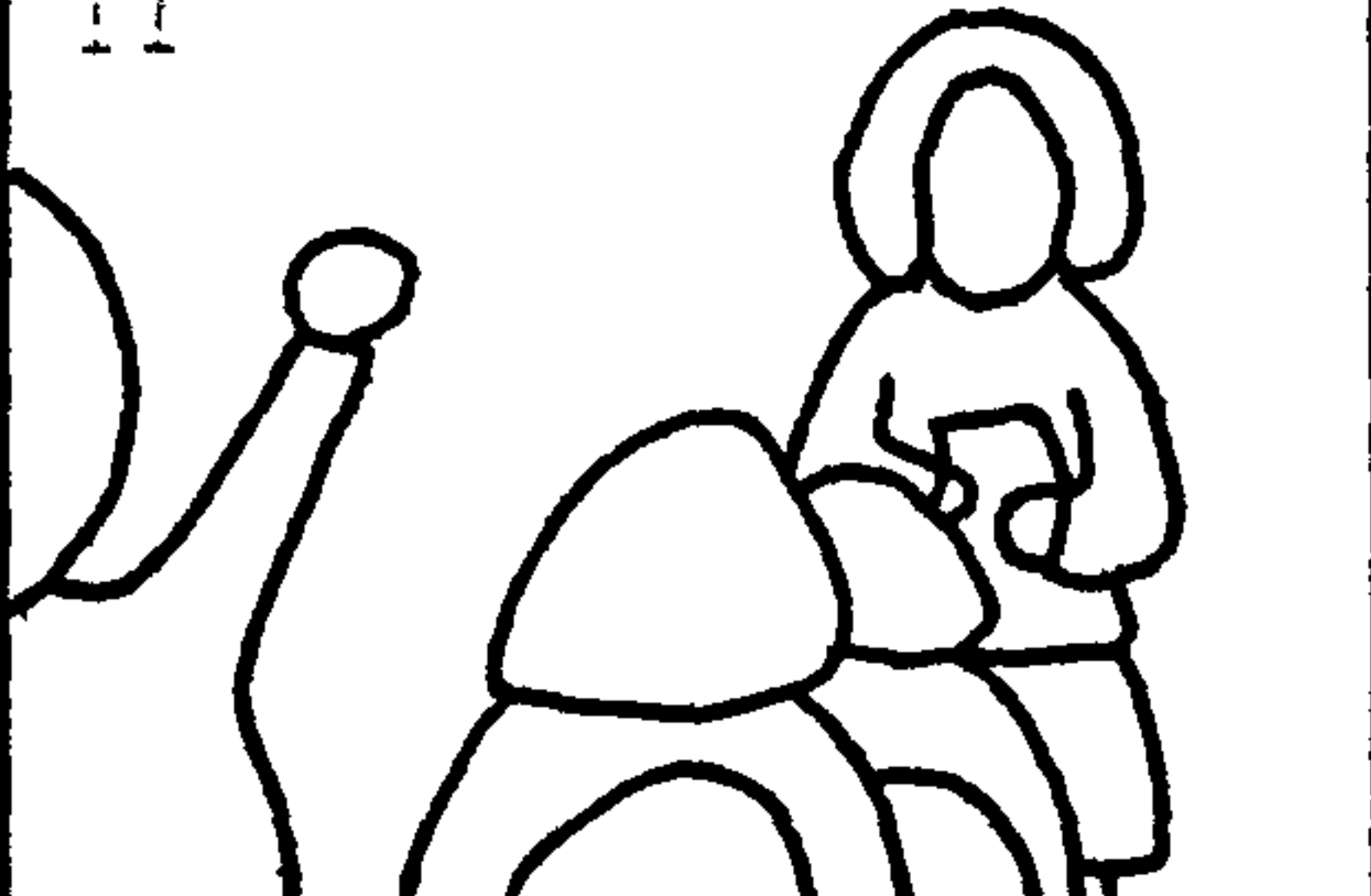
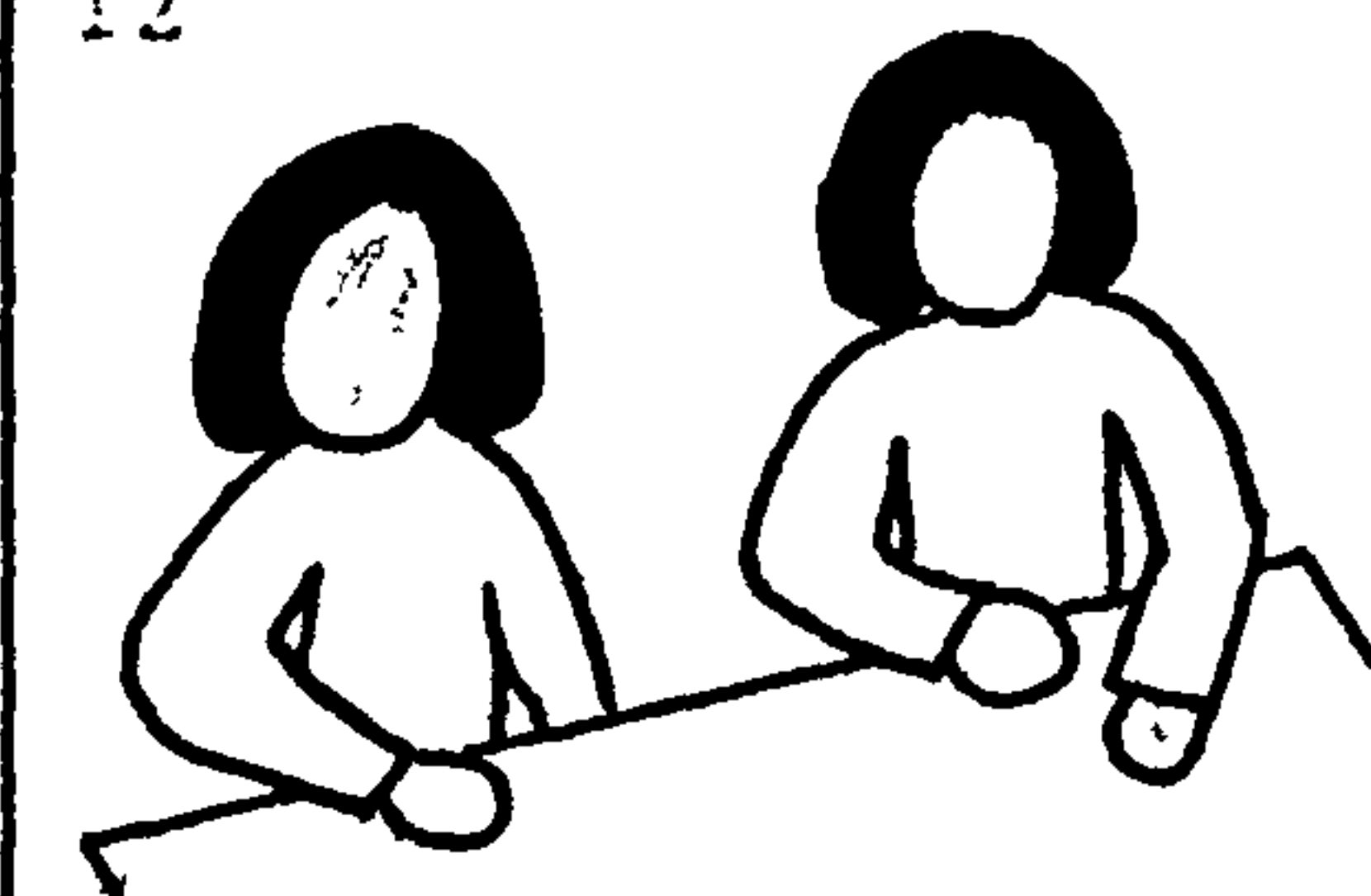
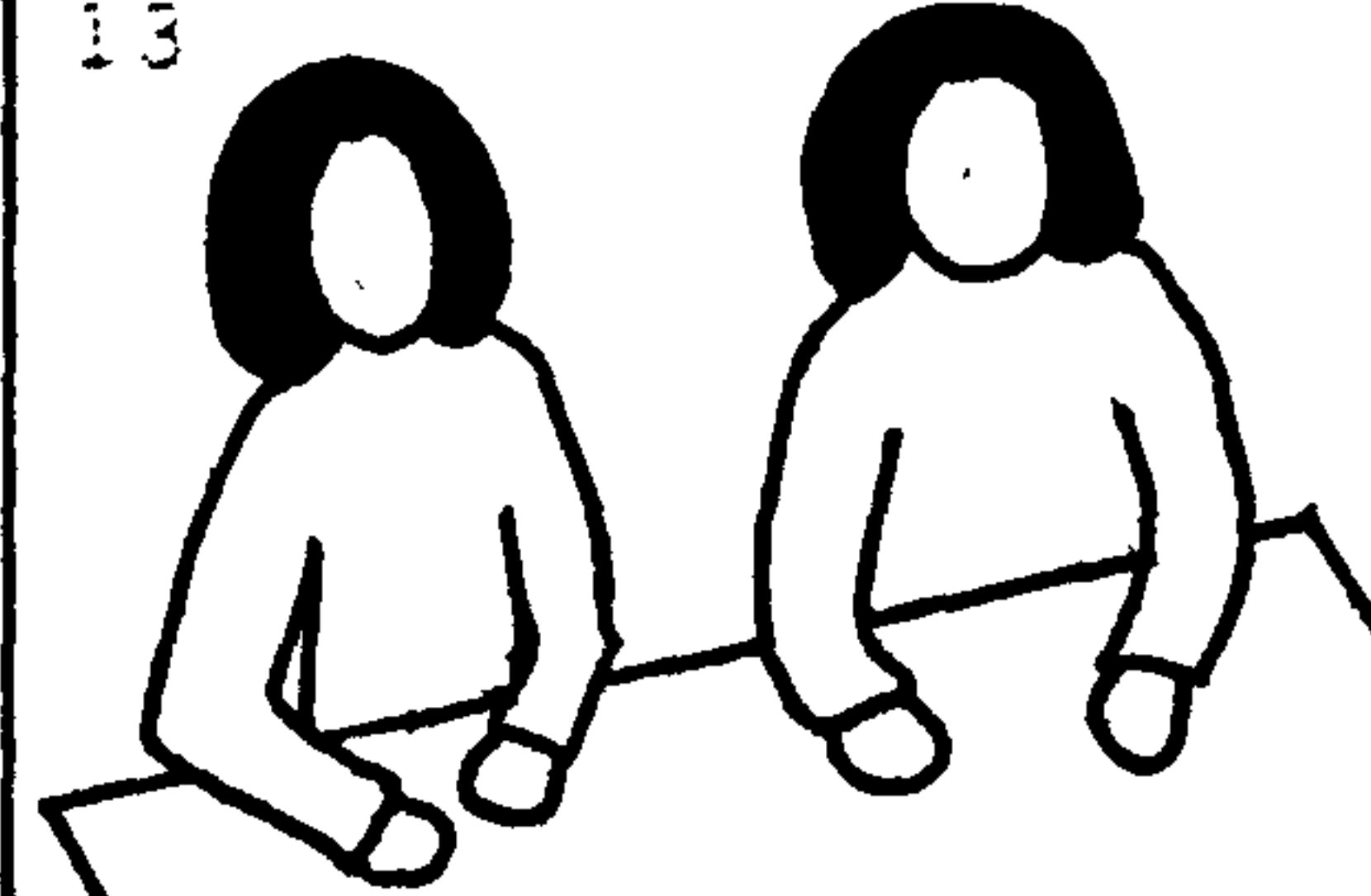
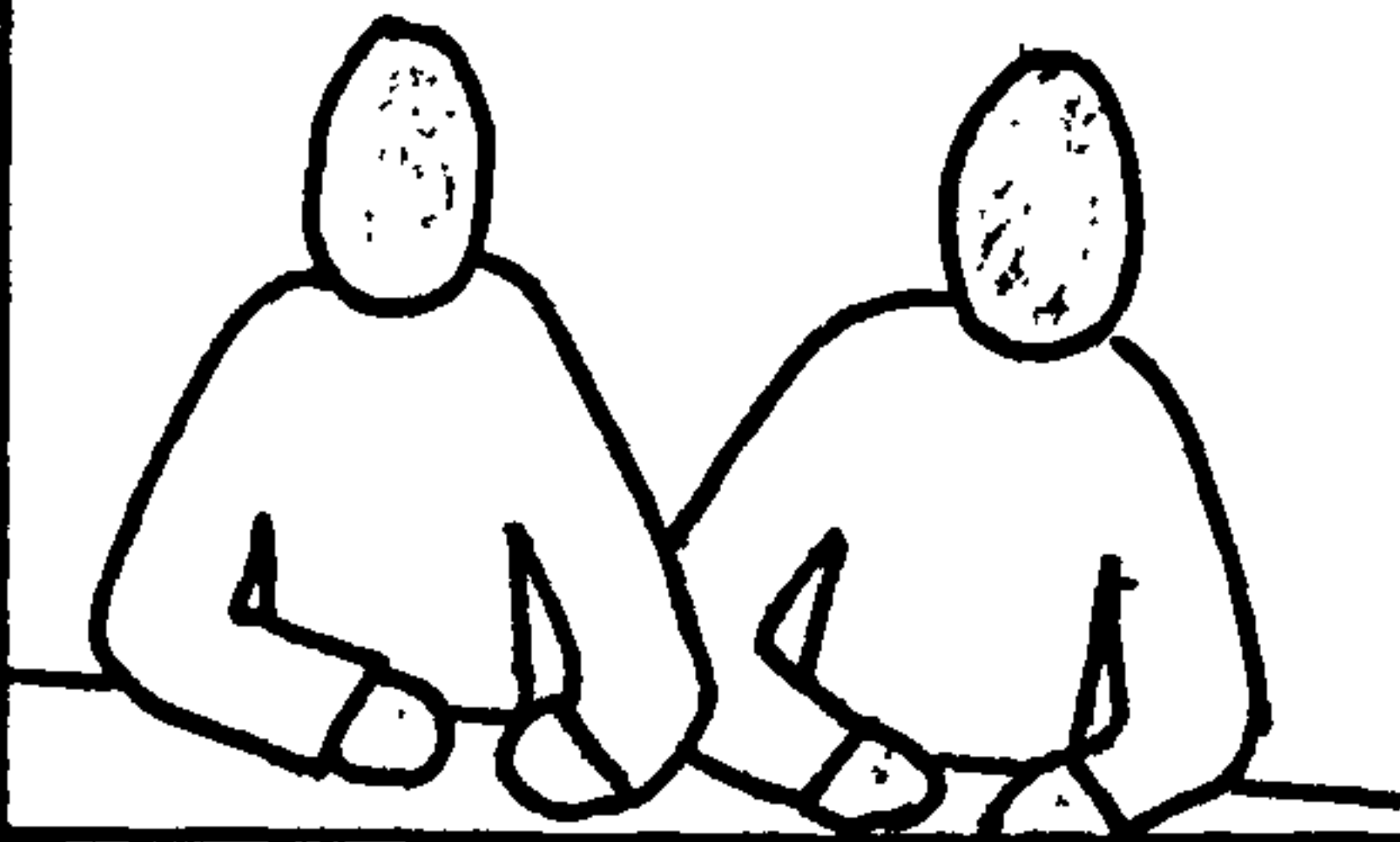
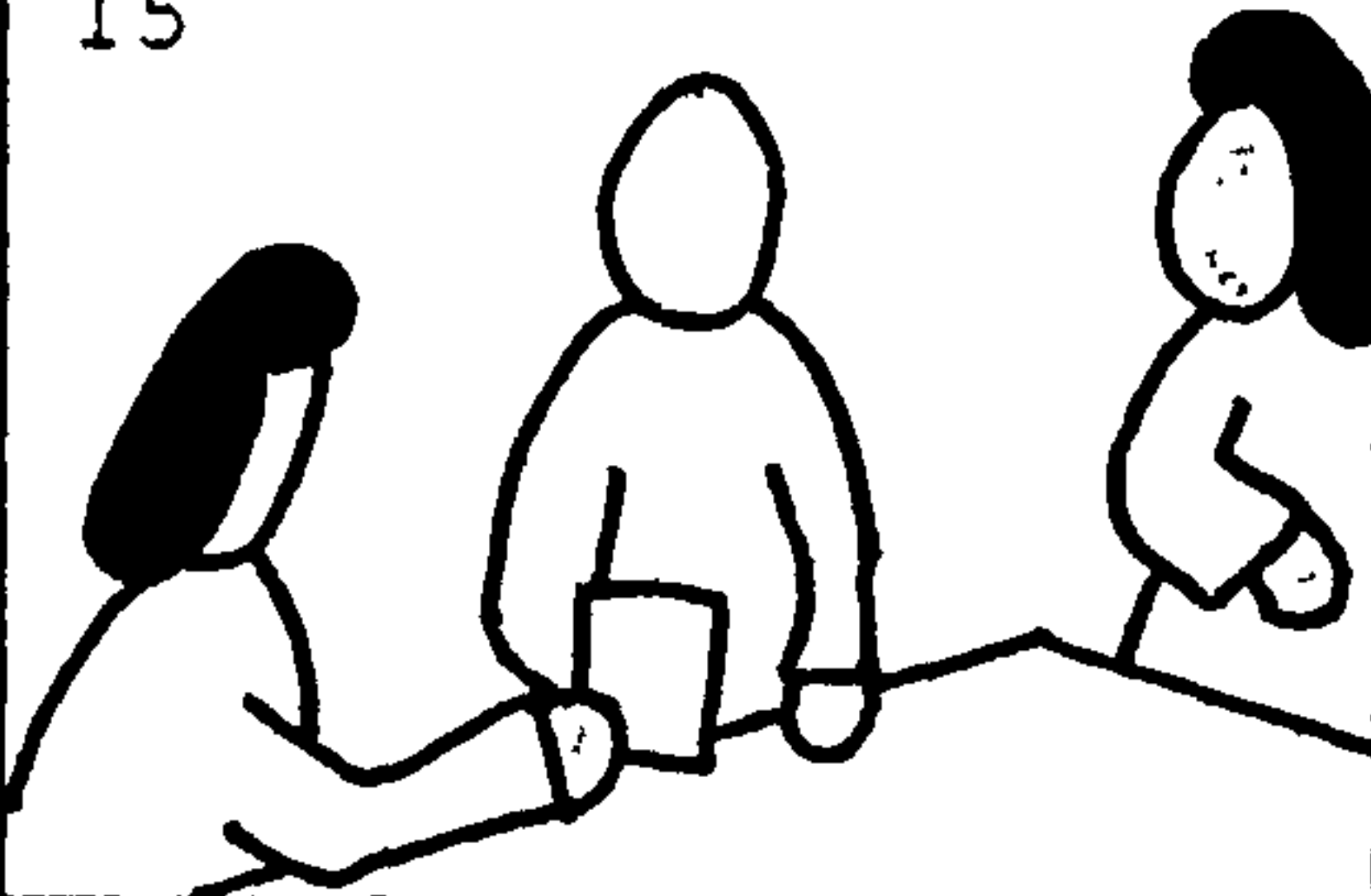
Scene	Start of dialogue	Notes
11 	T: Yes. OK then. ...	M.C.U. of T. and Richard
12 	T: Miss. Who'm I going to work with? ...	M.C.U. of Vanessa and Donna
13 	T: Don't be silly. Just swap places. Vanessa: Miss. I don't want to work with Paul.	M.C.U. of Vanessa and Donna
14 	T: Nasar. Go and work with Paul [Nasar: Why do I have to move?	M.C.U. of Nasar and Duane
15 	T: There's been enough confusion already ...	M.C.U. of Vanessa, Richard and Donna

Figure 3 (Continued)

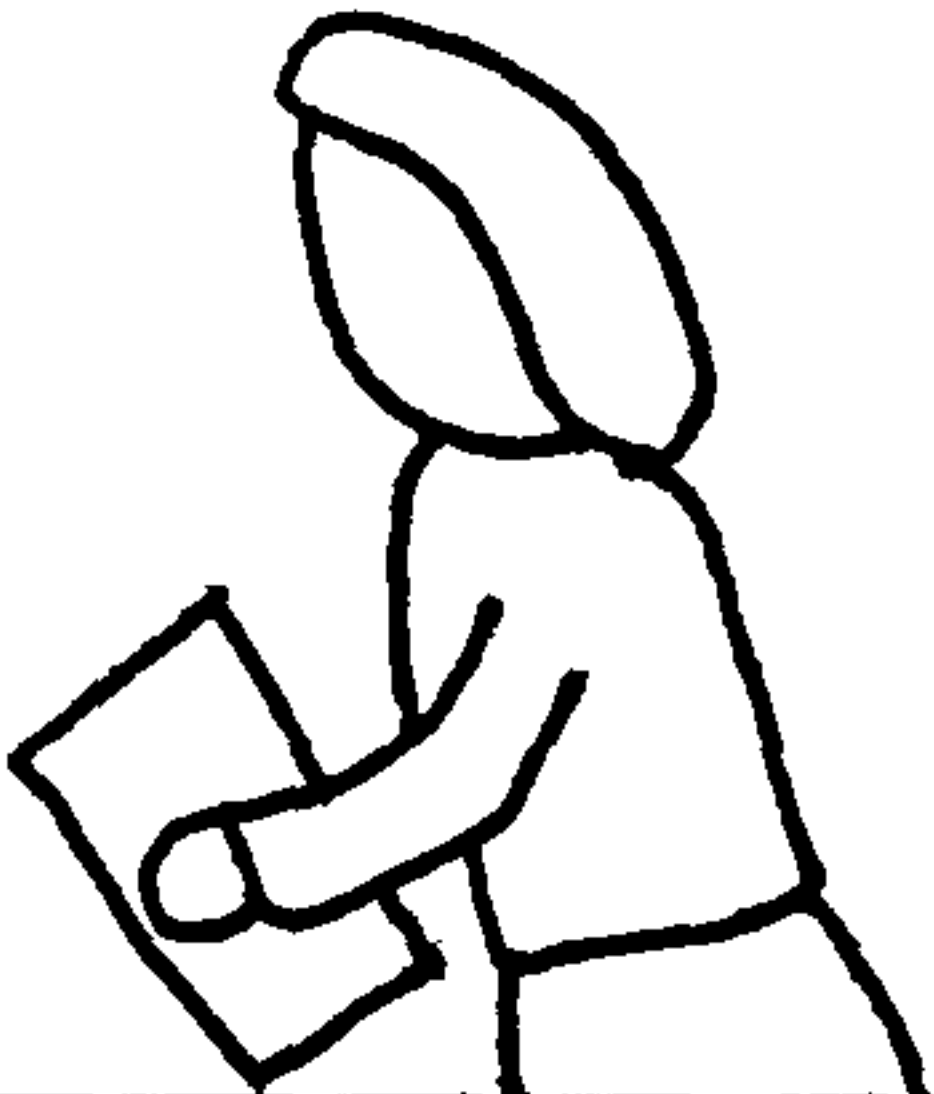
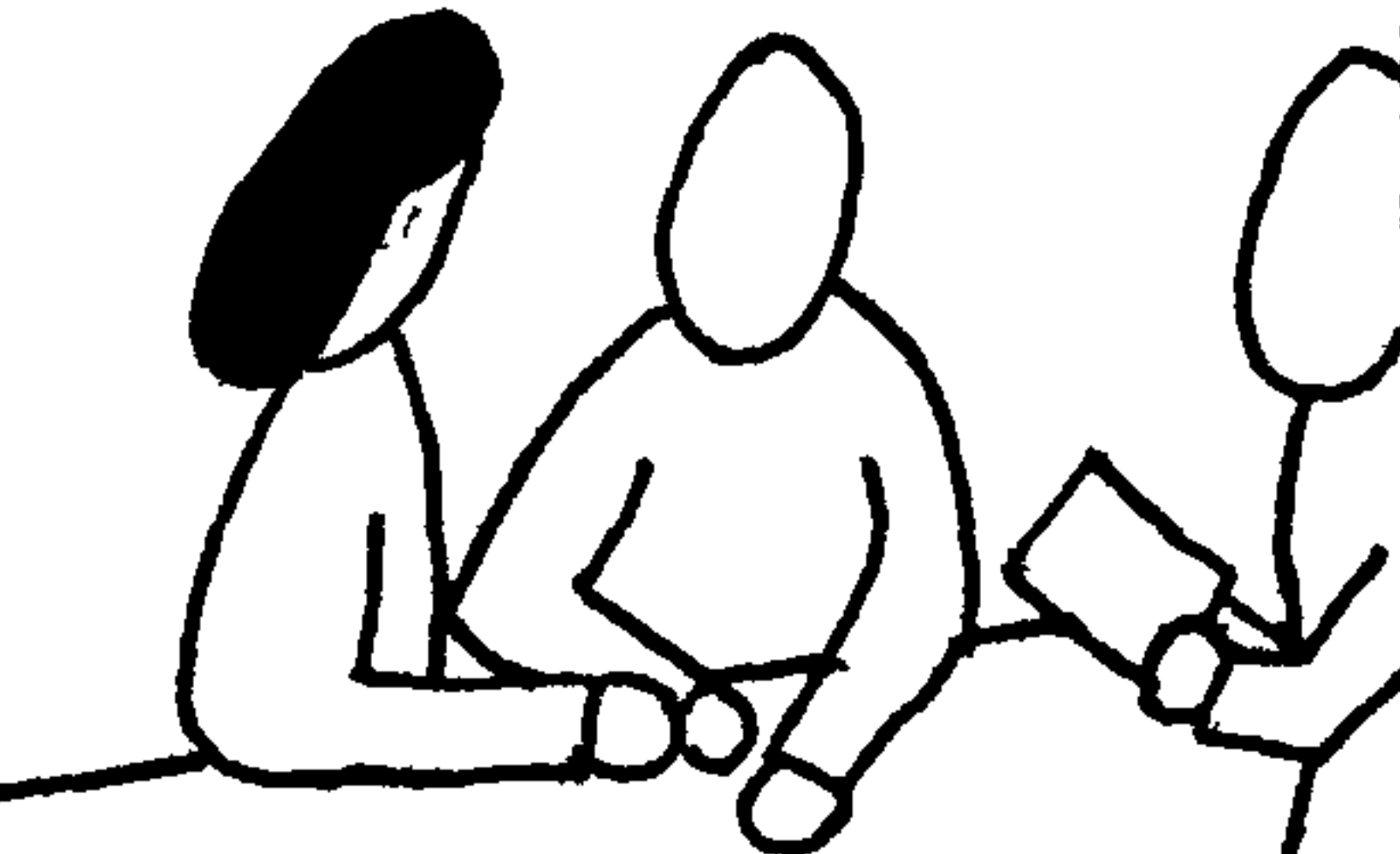
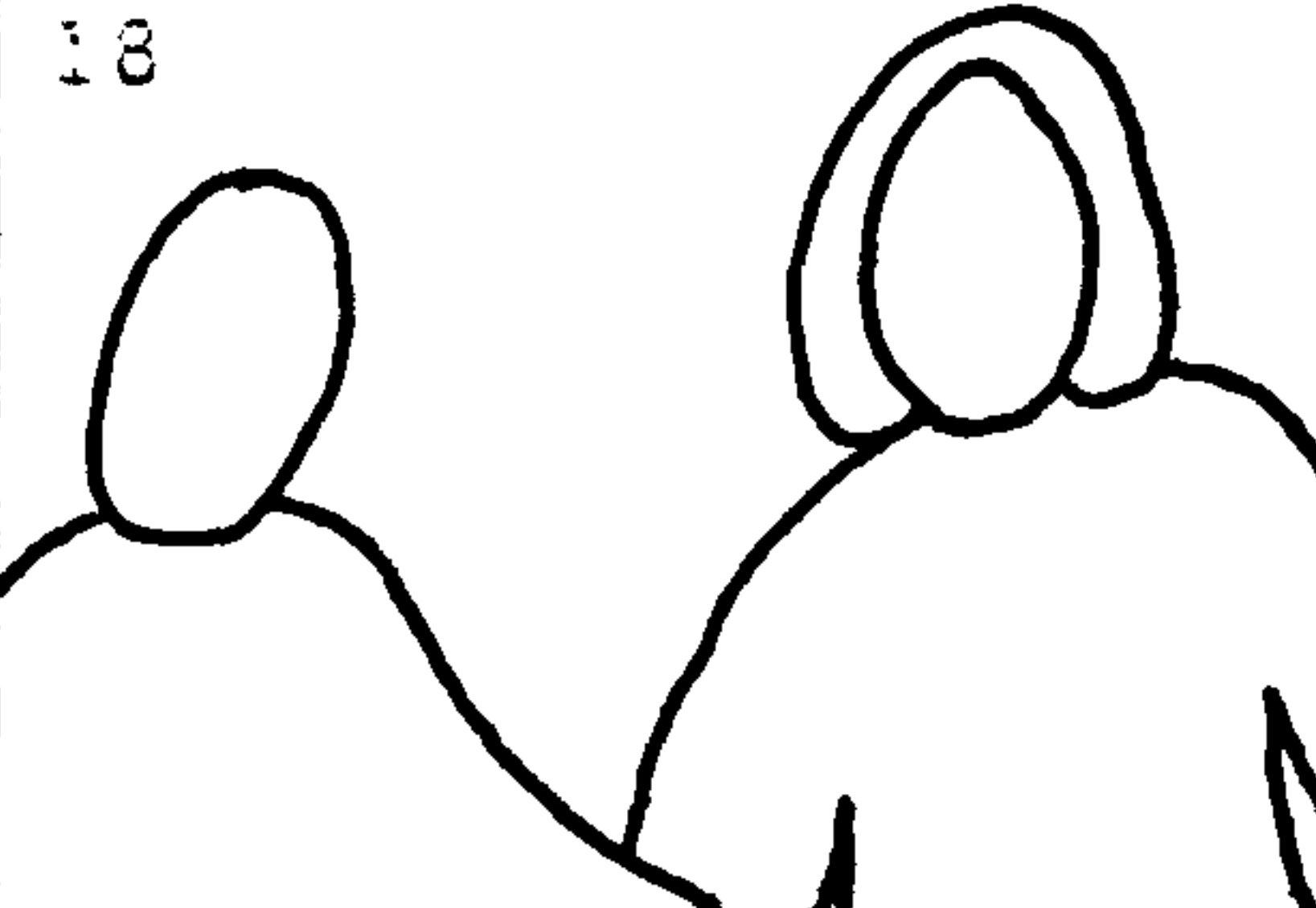
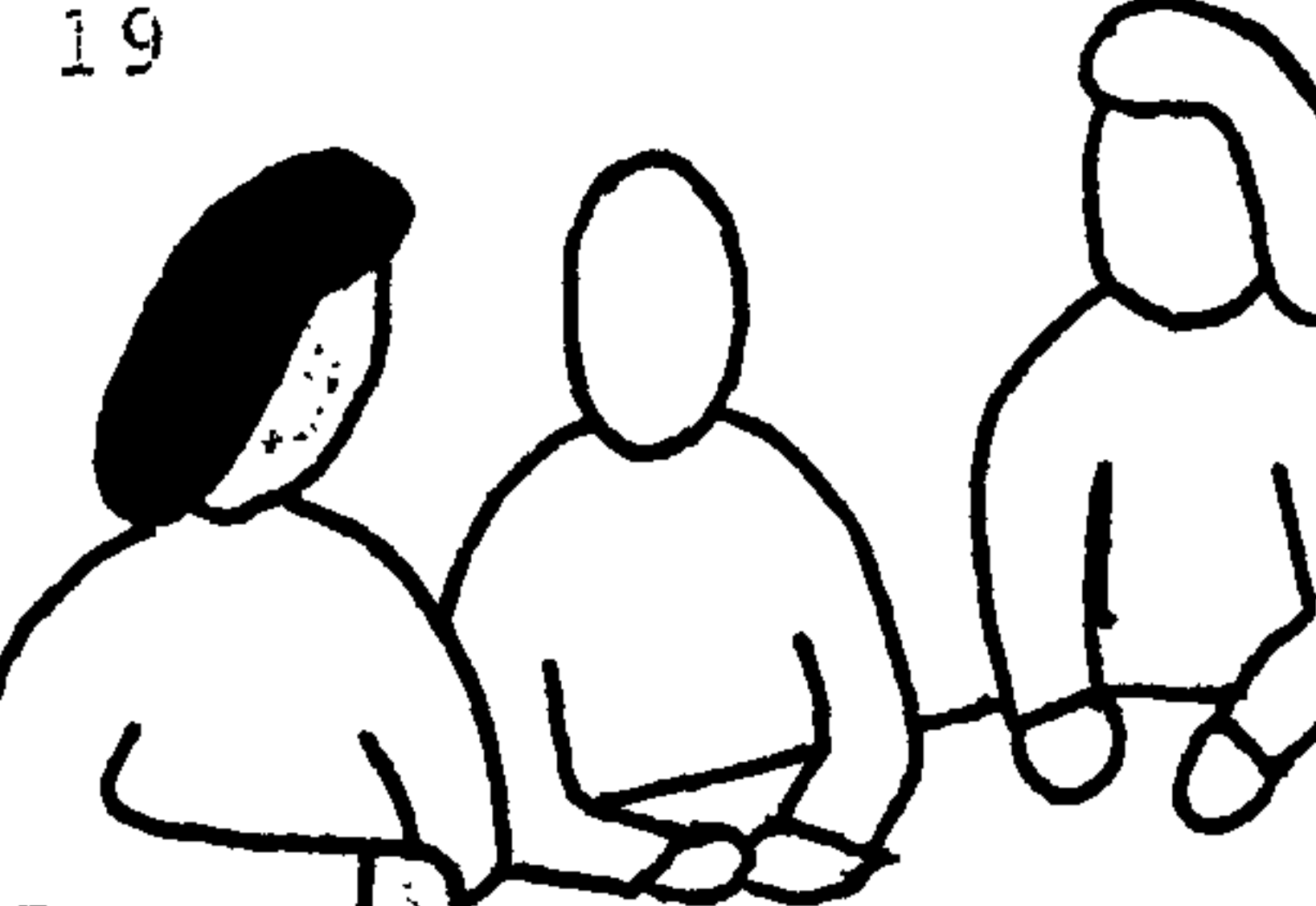
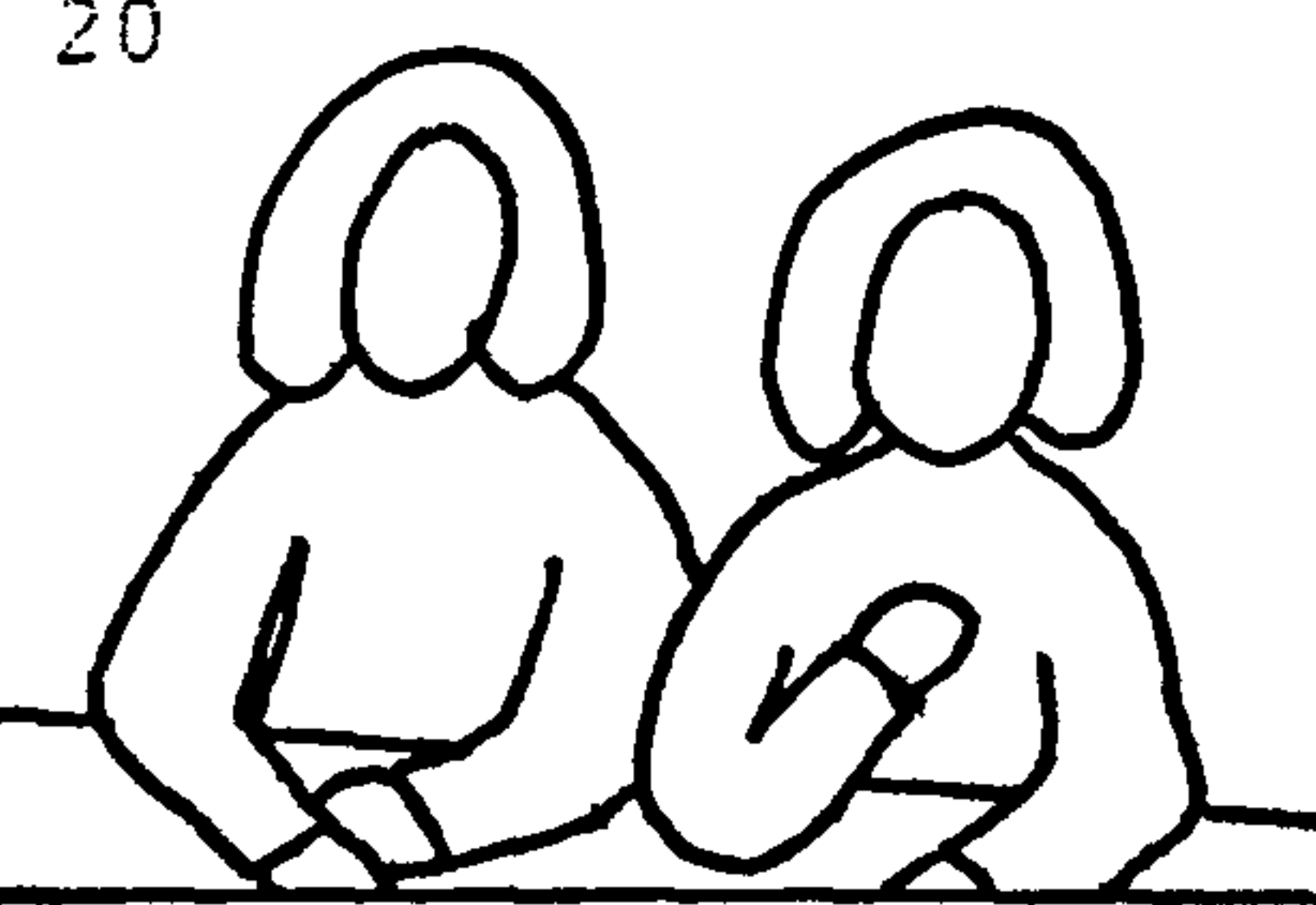
Scene	Start of dialogue	Notes
<p>16</p> 	<p>General hub-bub as class prepares to work.</p>	<p>M.C.U of T. giving out paper</p>
<p>17</p> 	<p>As above</p>	<p>M.C.U. of T. giving paper to Donna and Richard</p>
<p>18</p> 	<p>T: Richard, why did you have to cause all that fuss?</p>	<p>M.C.U. of T. and Richard</p>
<p>19</p> 	<p>Duane: He's going out wiv 'er.</p>	<p>M.C.U. of T., Donna and Richard</p>
<p>20</p> 	<p>Caroline: How could he go out with her? ...</p>	<p>M.C.U. of Hayley and Caroline</p>

Figure 3 (Continued)

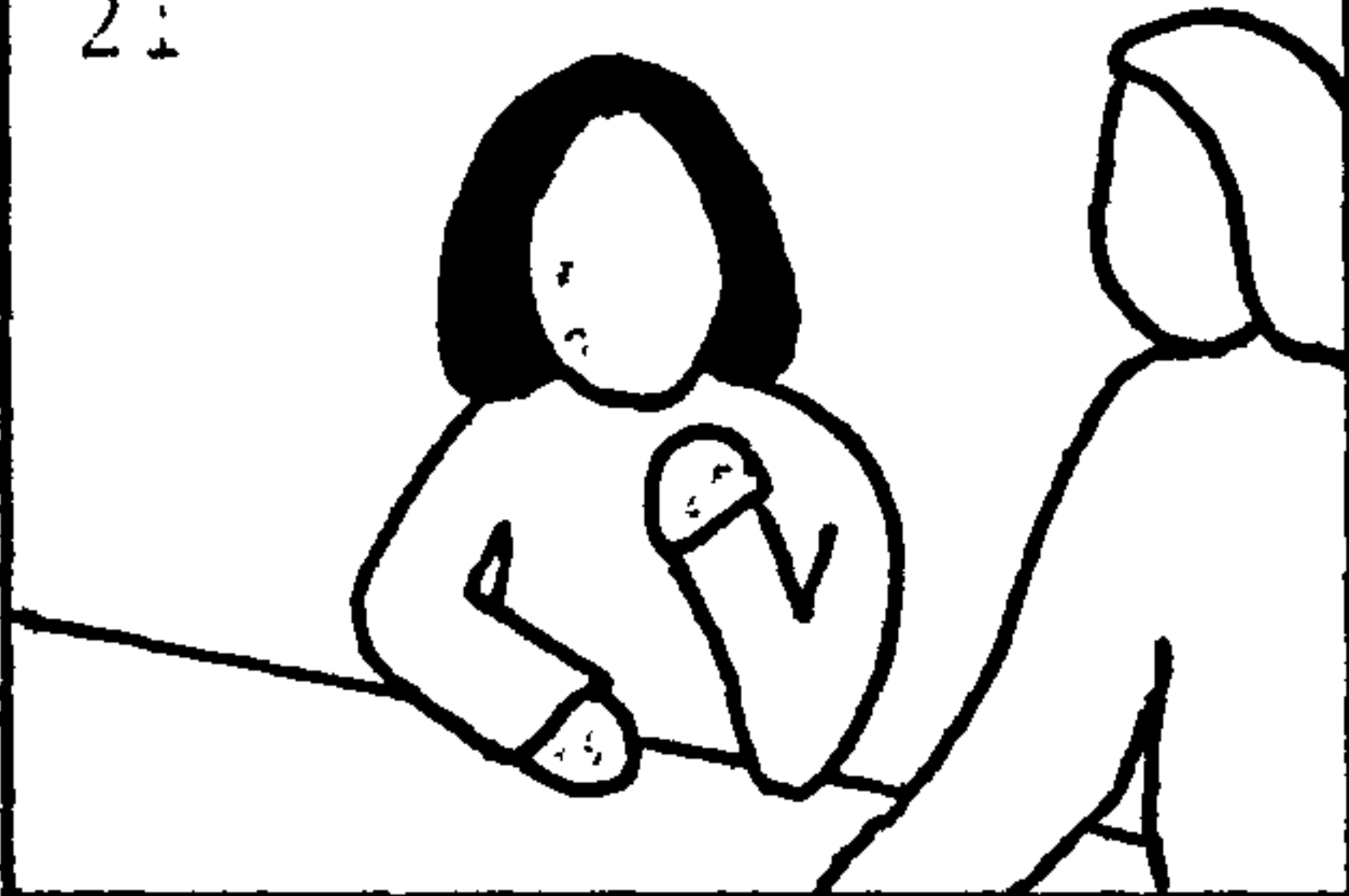

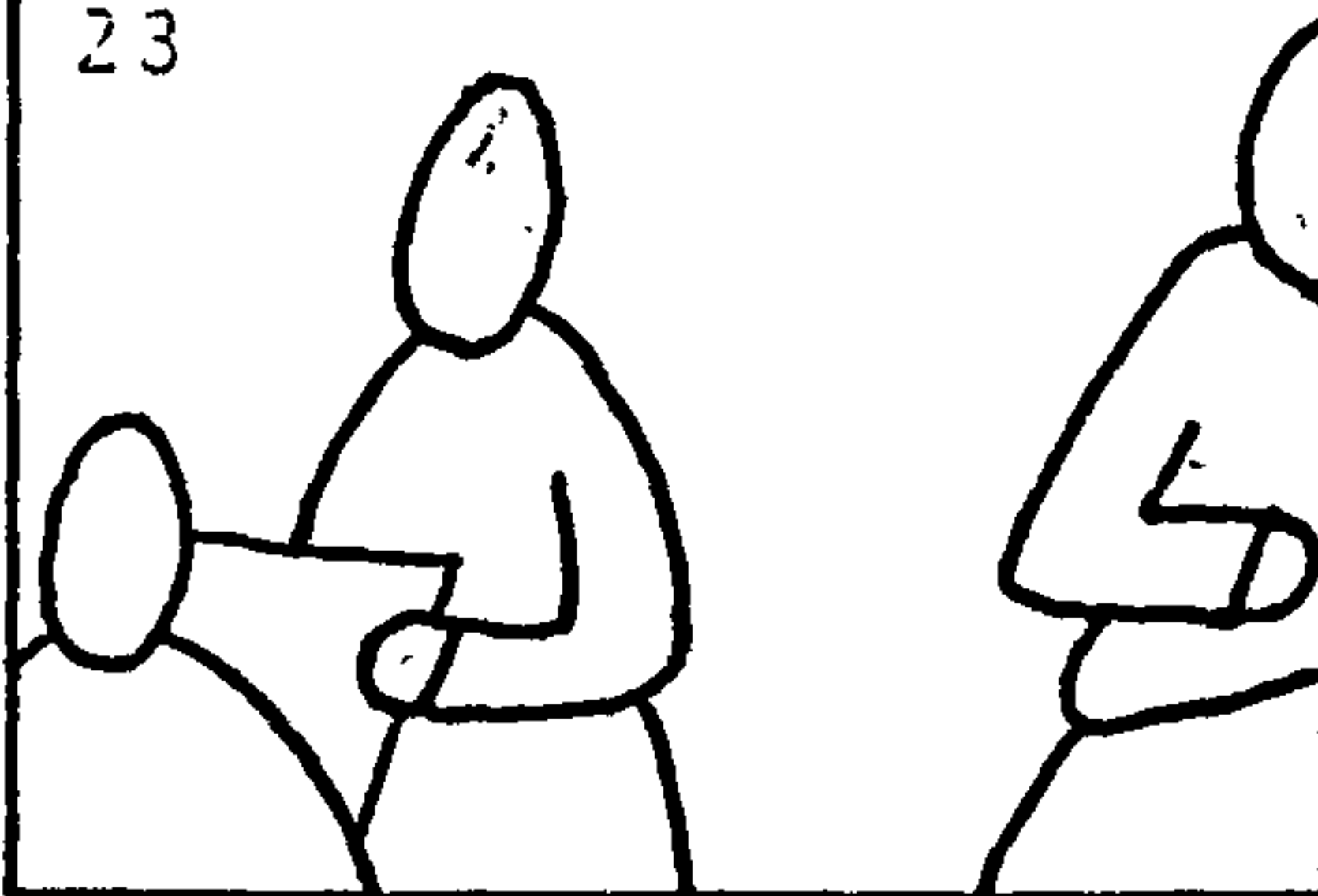
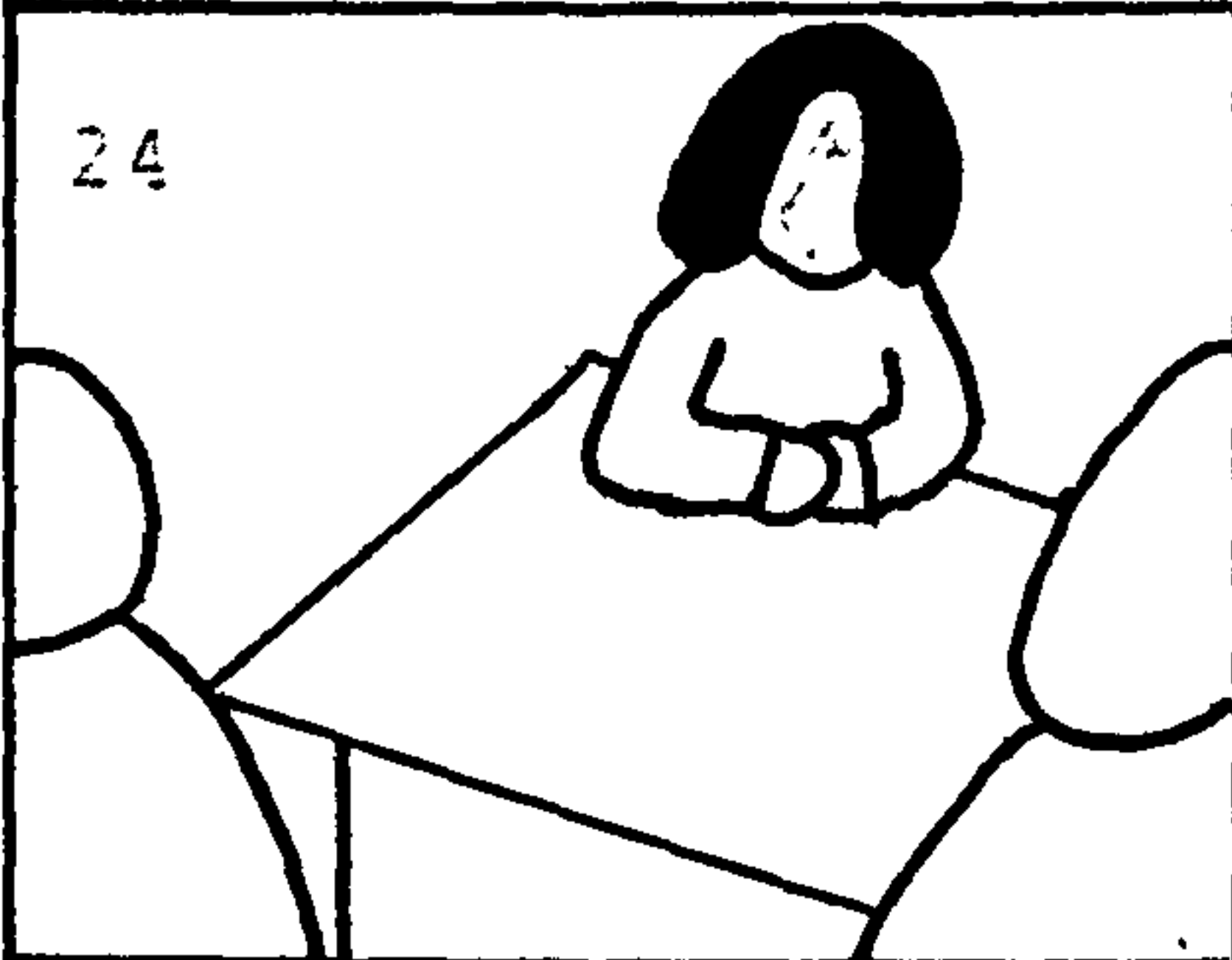
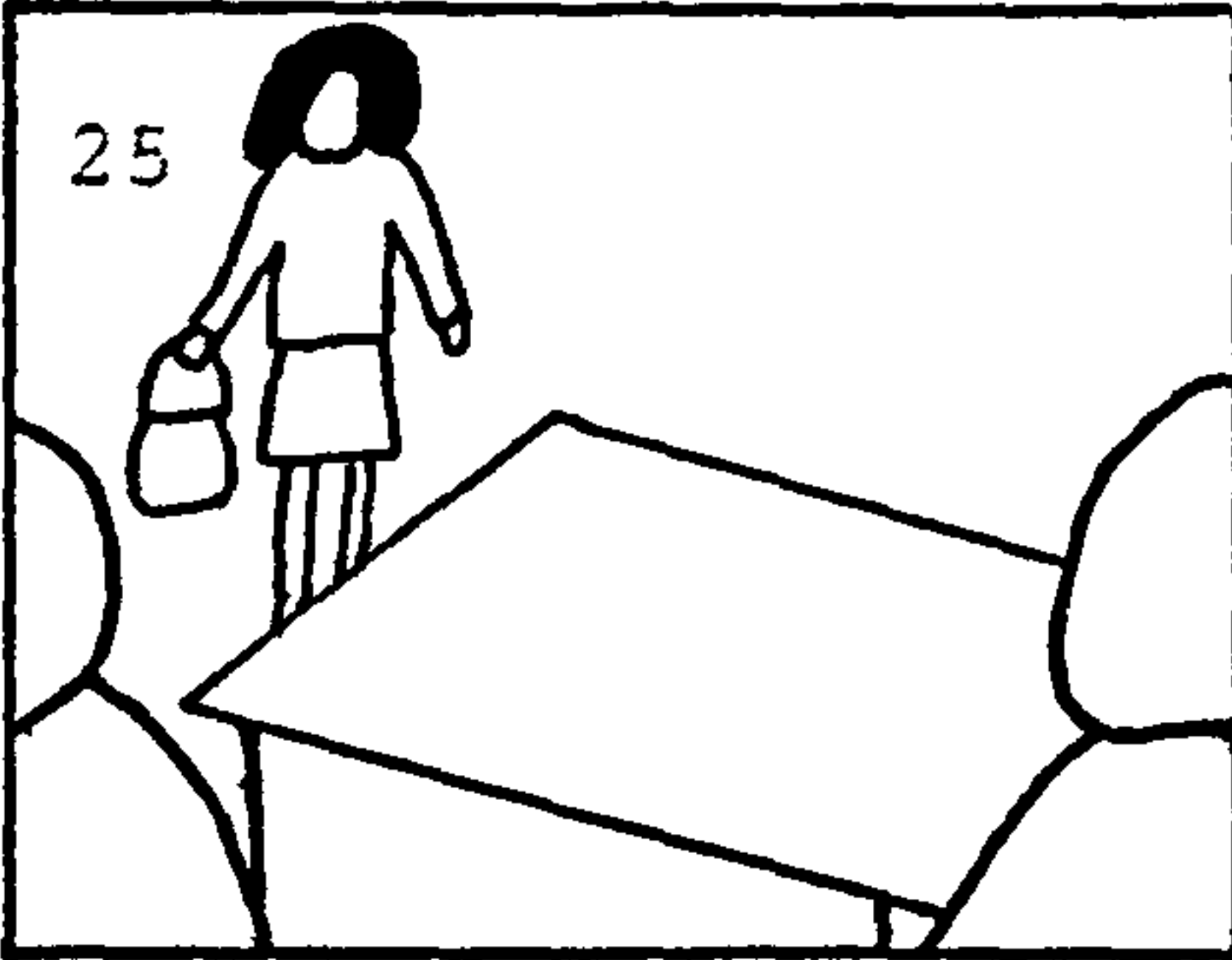
Scene	Start of dialogue	Notes
21 	T: Thank you. Be quiet. I can hear what you're saying ...	M.C.U. of T., and Donna
22 	T: Right. It's nearly breaktime. ...	M.C.U. of T. and class
23 	T: Just leave it there ...	M.C.U. of Carl and Simon collecting books
24 	T: Come and sit down. ...	M.C.U. of T. Donna and Richard
25 		M.C.U. of Donna collecting her bag

Figure 3 (Continued)

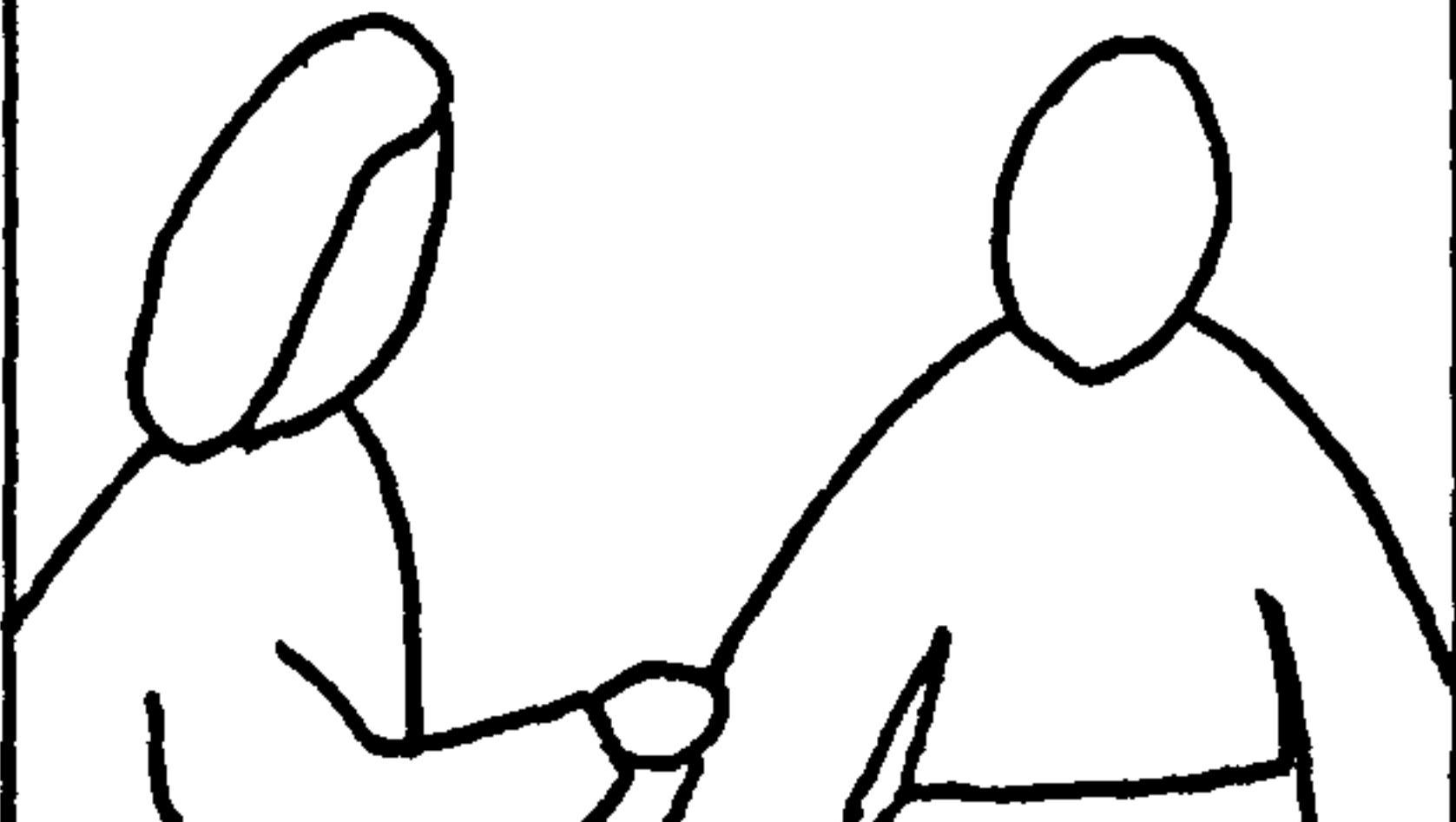
Scene	Start of dialogue	Notes
<p>26</p> 	<p>T: Richard. I know you're going to think it's none of my business ...</p>	<p>M.C.U. of T. and Richard</p>

Figure 4 Storyboard for Extract 4. Sumo

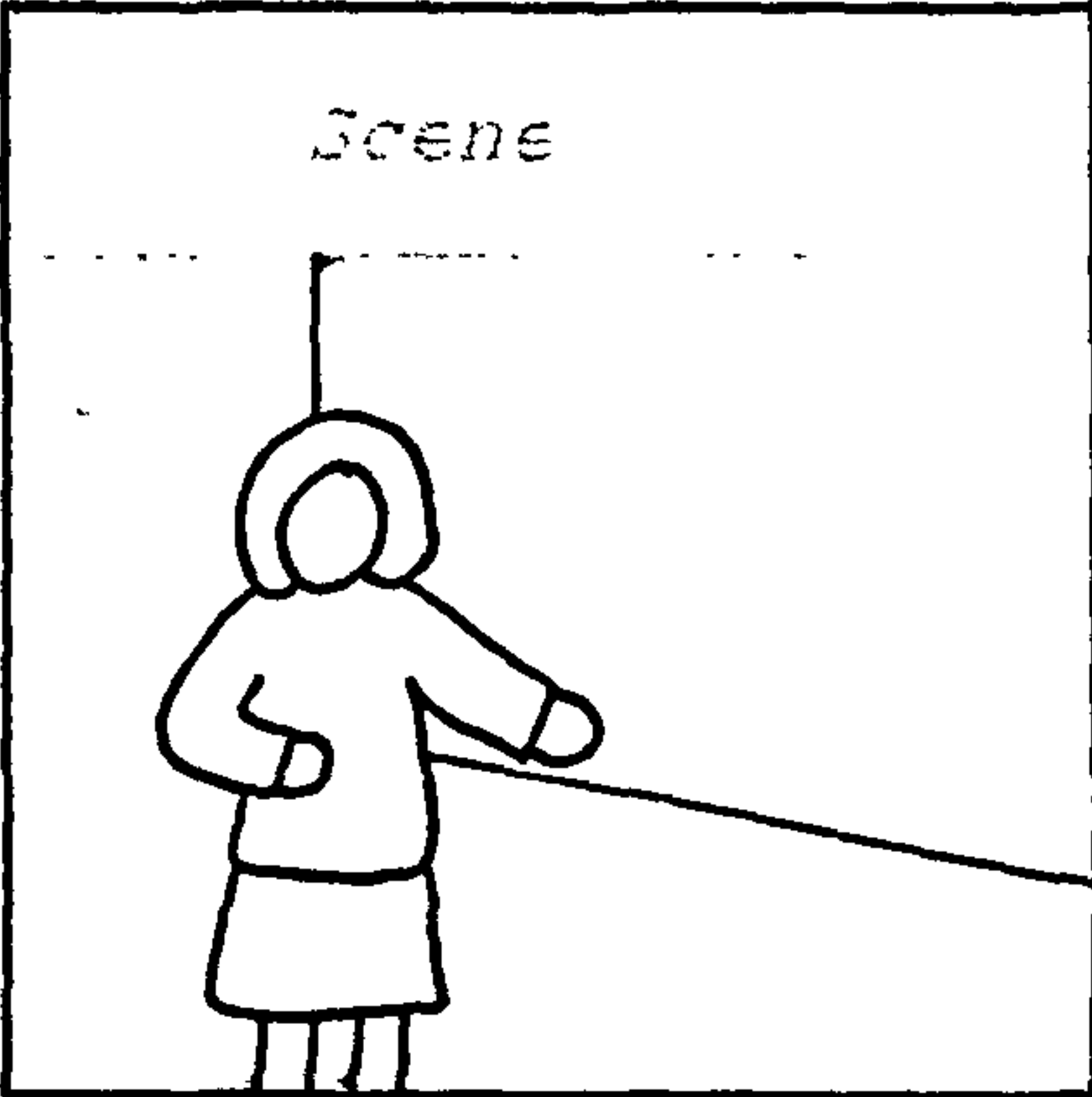
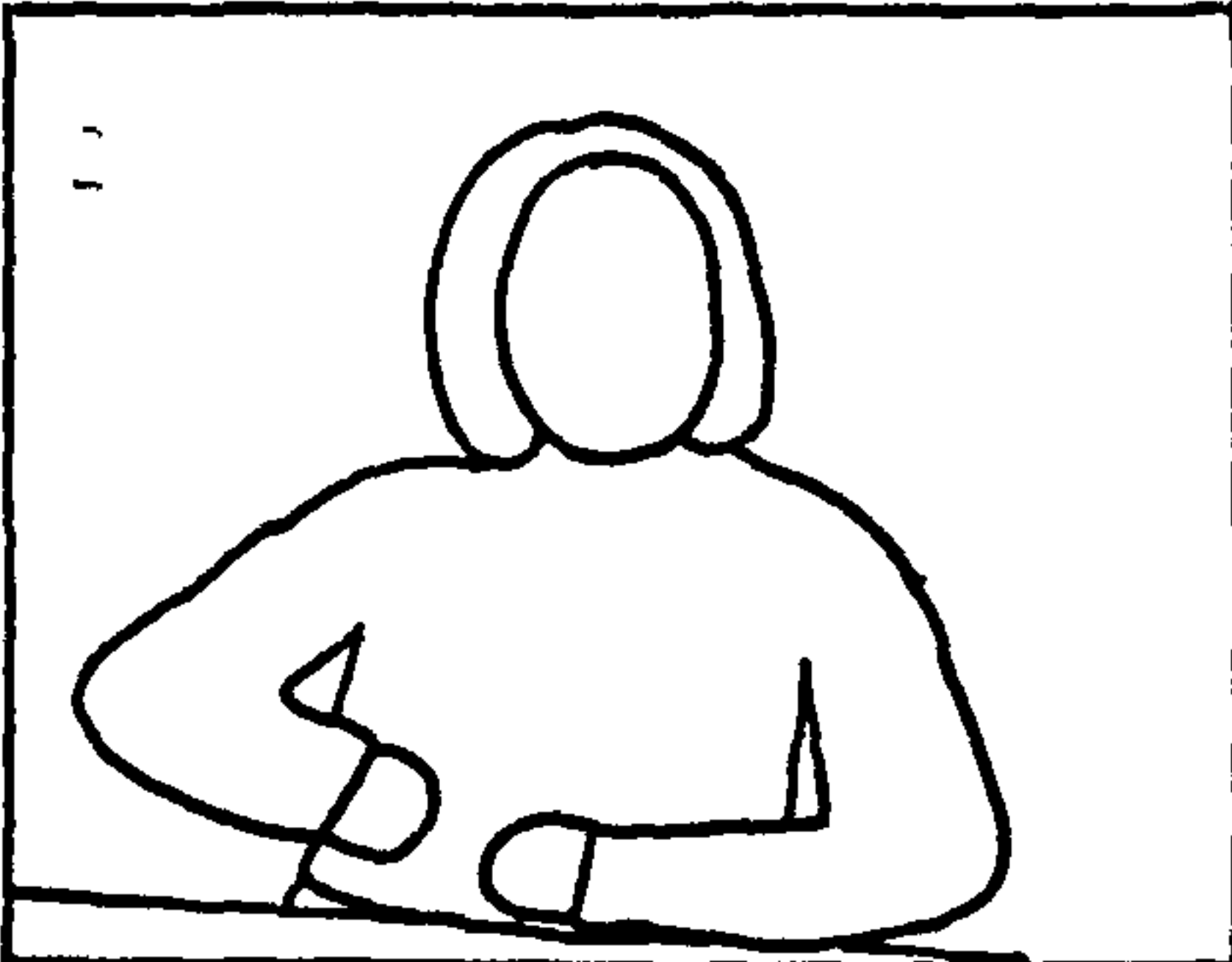
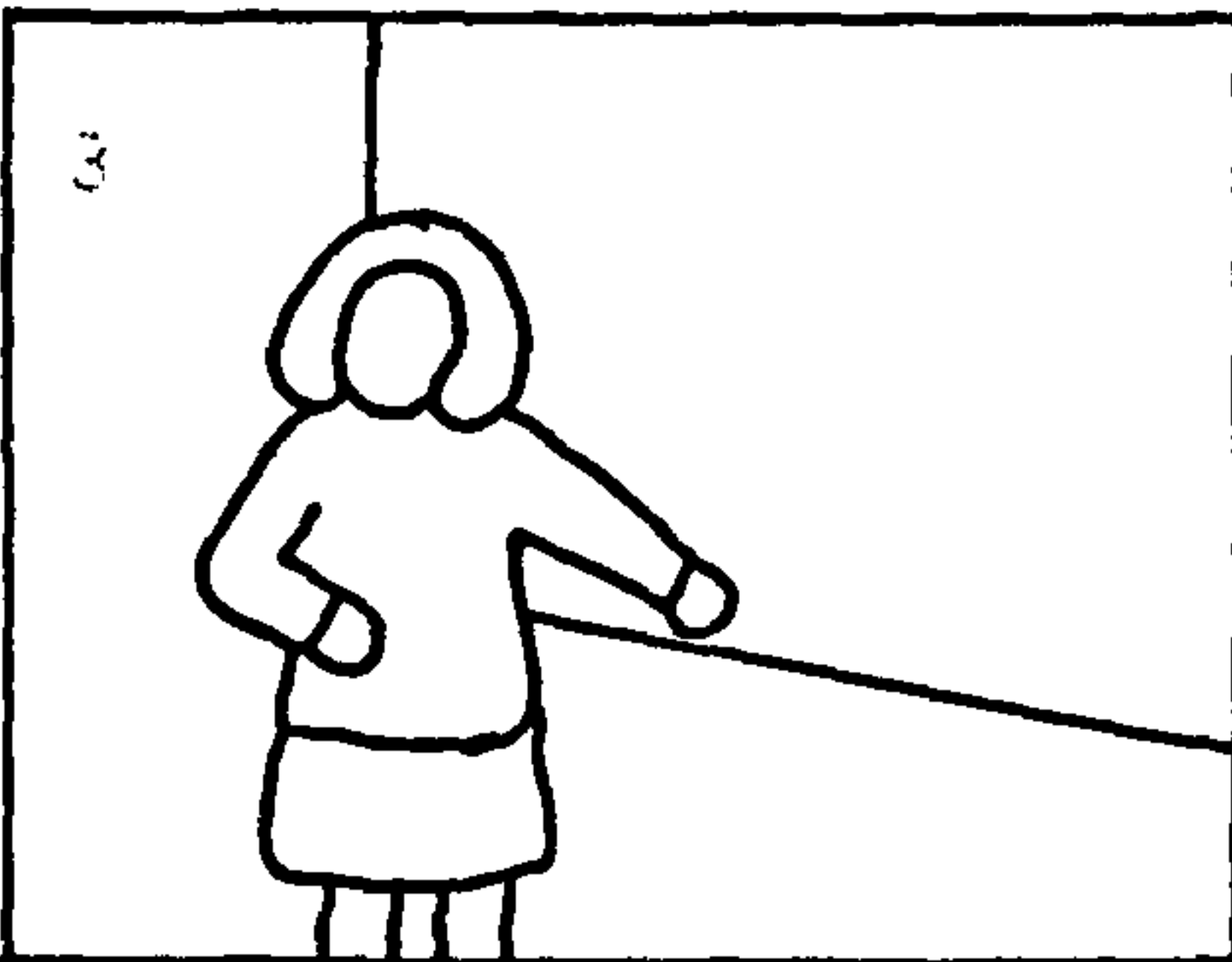
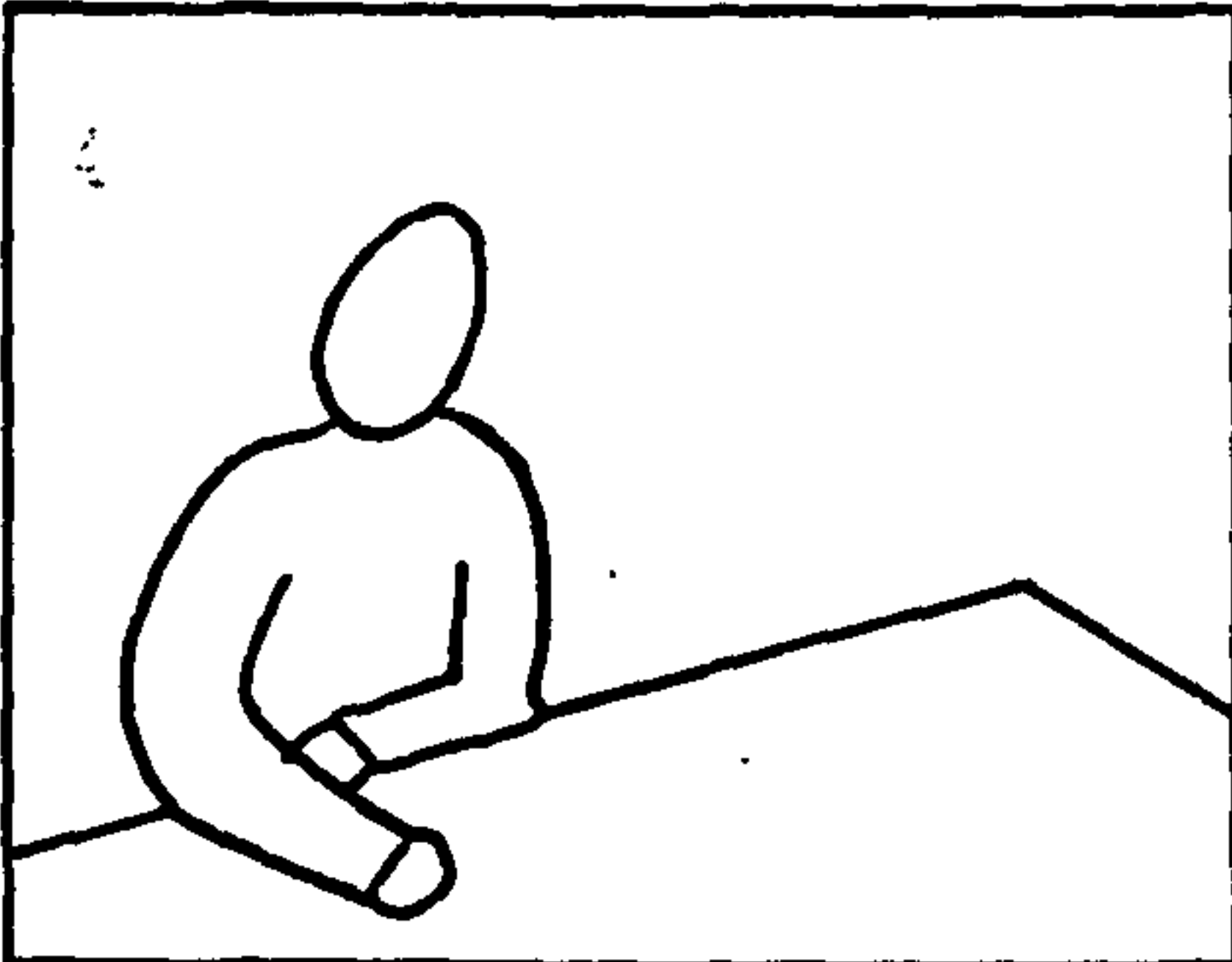
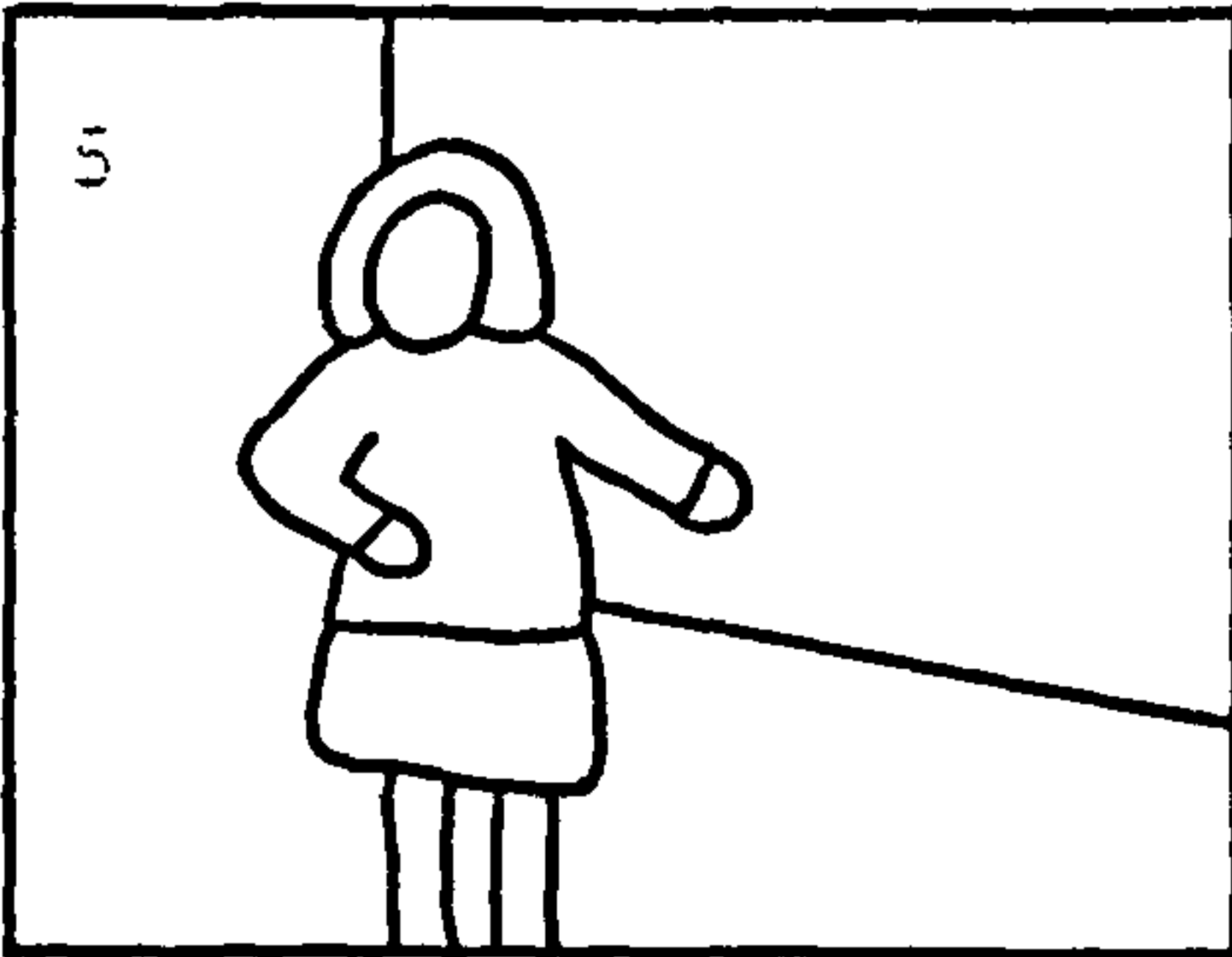
Scene	Start of dialogue	Notes
	T: Night. So you can all see ..	M.C.U. of T. at board
		C.U. of Caroline looking bored
	T: We now have to do what. Philip?	M.C.U. of T.
	Philip: Find the square root of 41.	M.C.U. of Philip
	T: Has anybody got a calculator	M.C.U. of T.

Figure 4 (Continued)

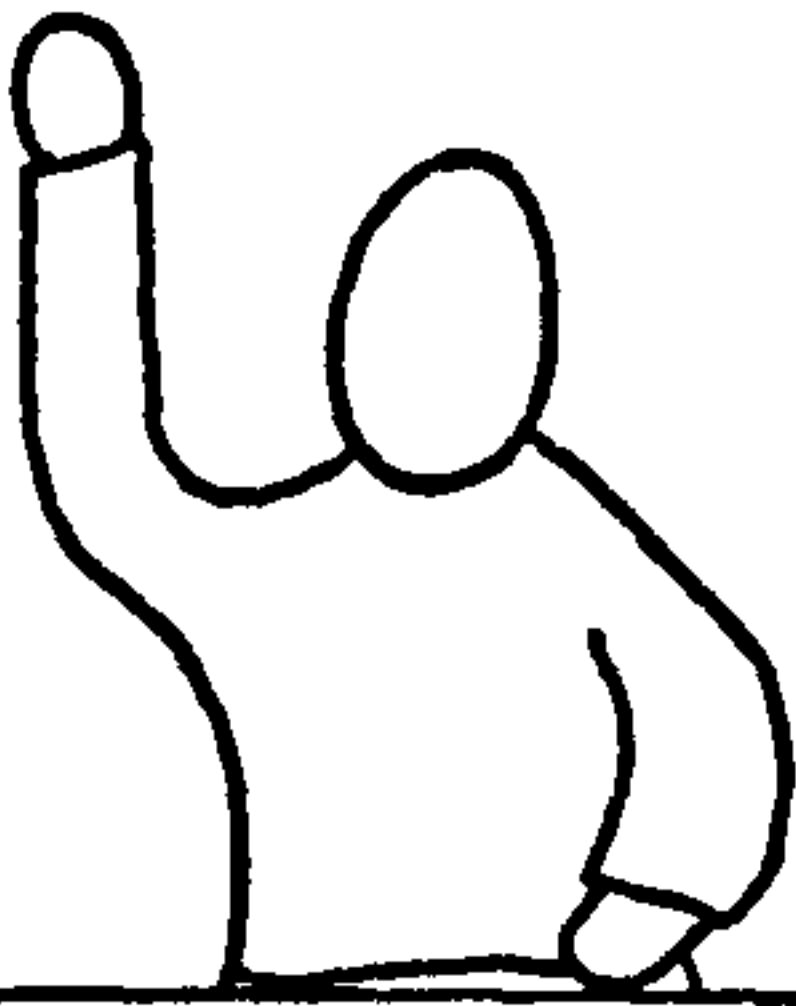
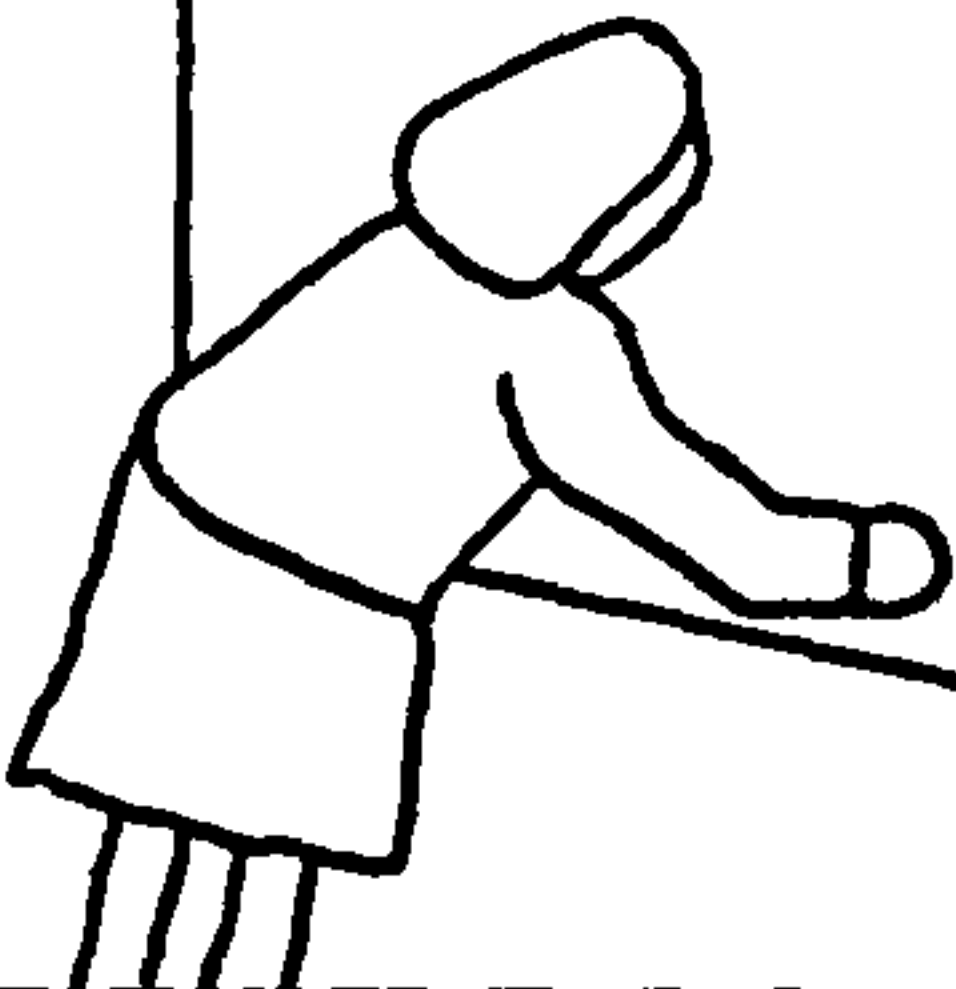
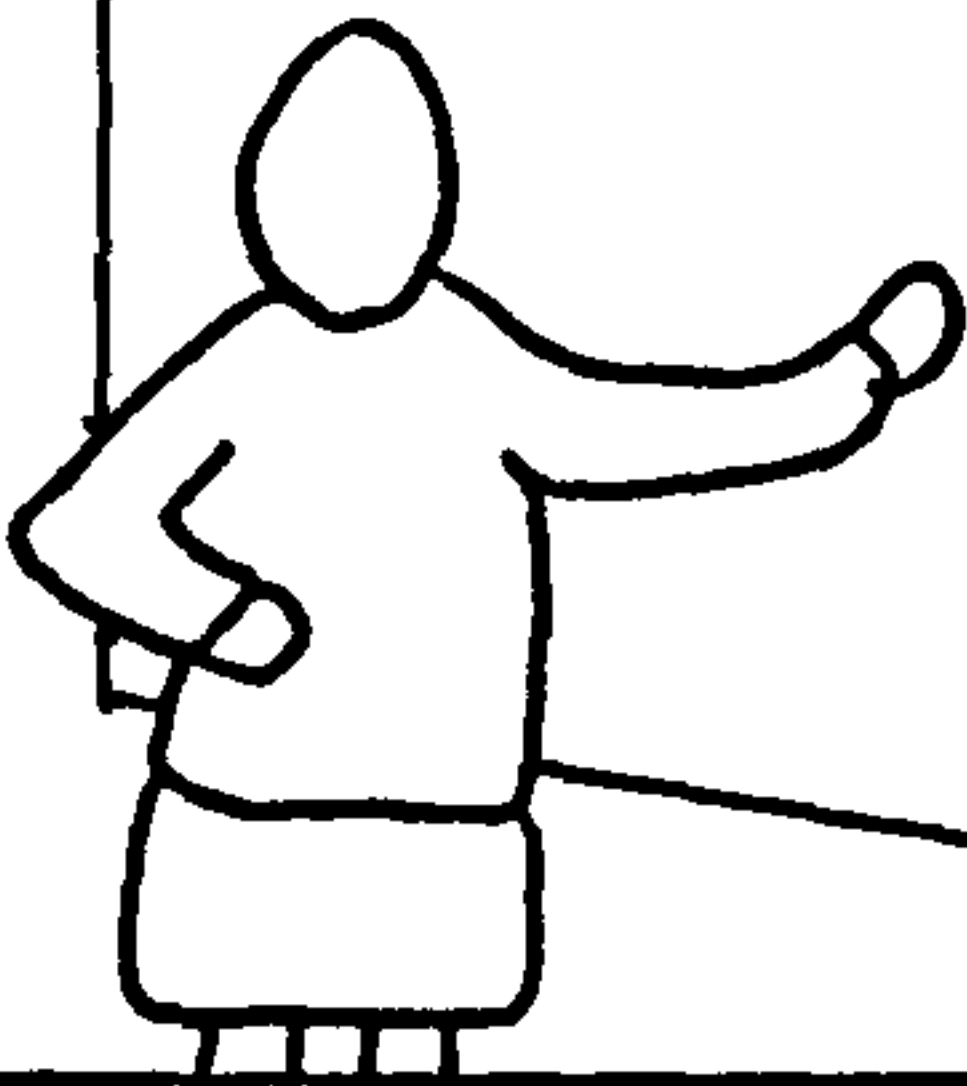
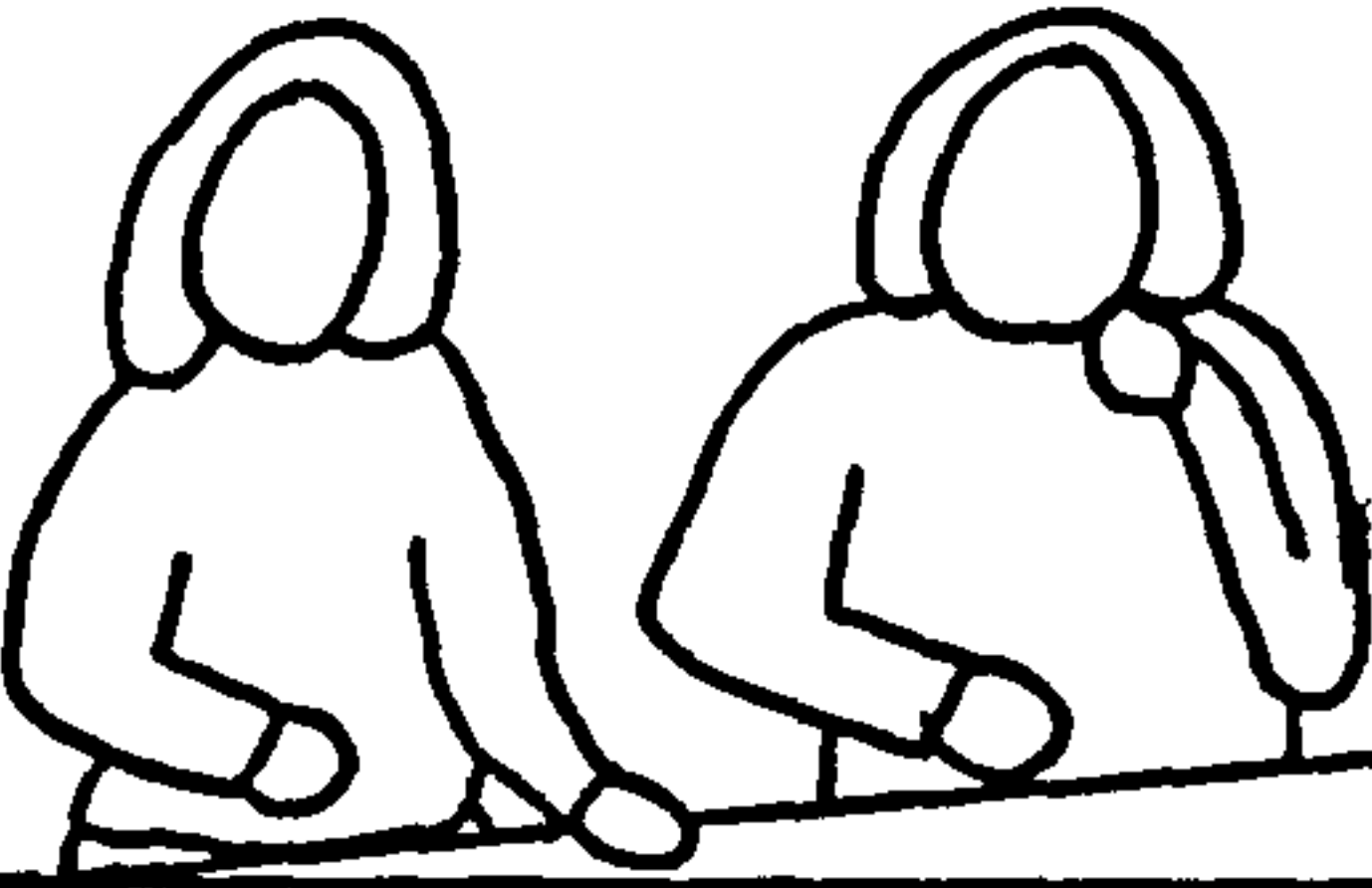
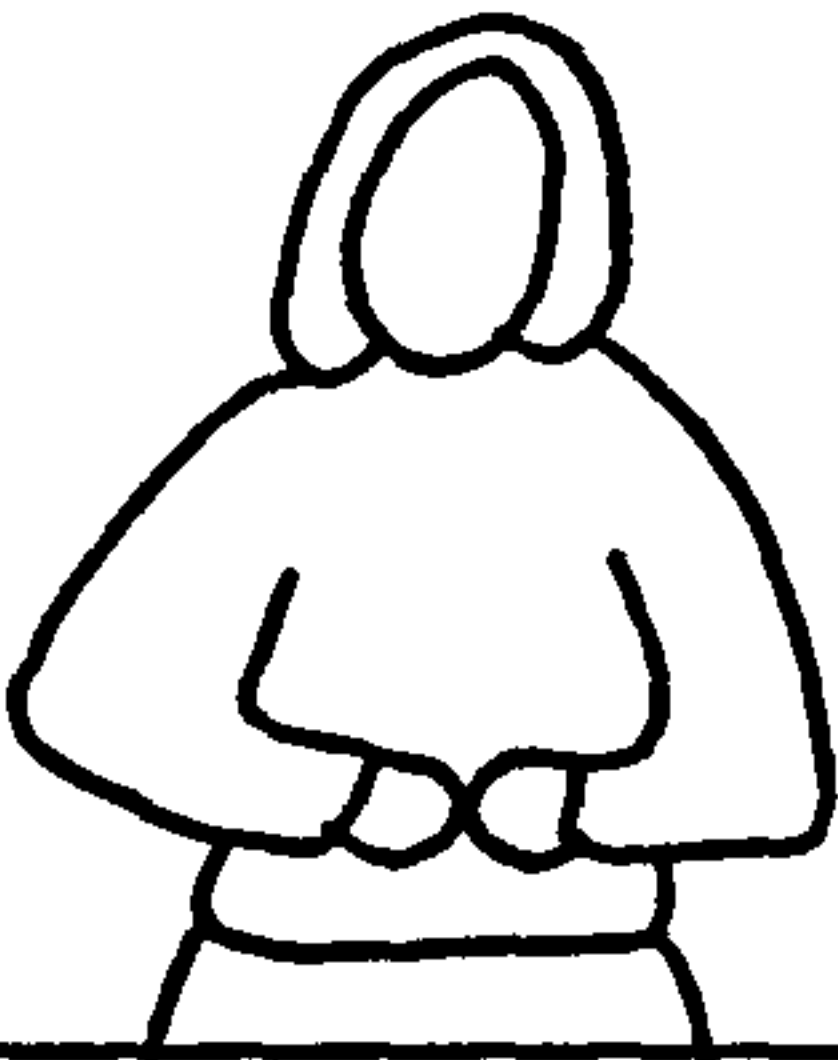
Scene	Start of dialogue	Notes
<div>6</div> 	T: You have Richard?	M.C.U. of Richard
<div>7</div> 	T: Thank you. O.K. ...	M.C.U. of T. writing on board
<div>8</div> 	T: I'll give out the exercise books.	M.C.U. of T.
<div>9</div> 	T: Do you think you could sit up please, Caroline.	M.C.U. of Caroline
<div>10</div> 	T: Right. ...	M.C.U. of T. standing at her desk

Figure 4 (Continued)

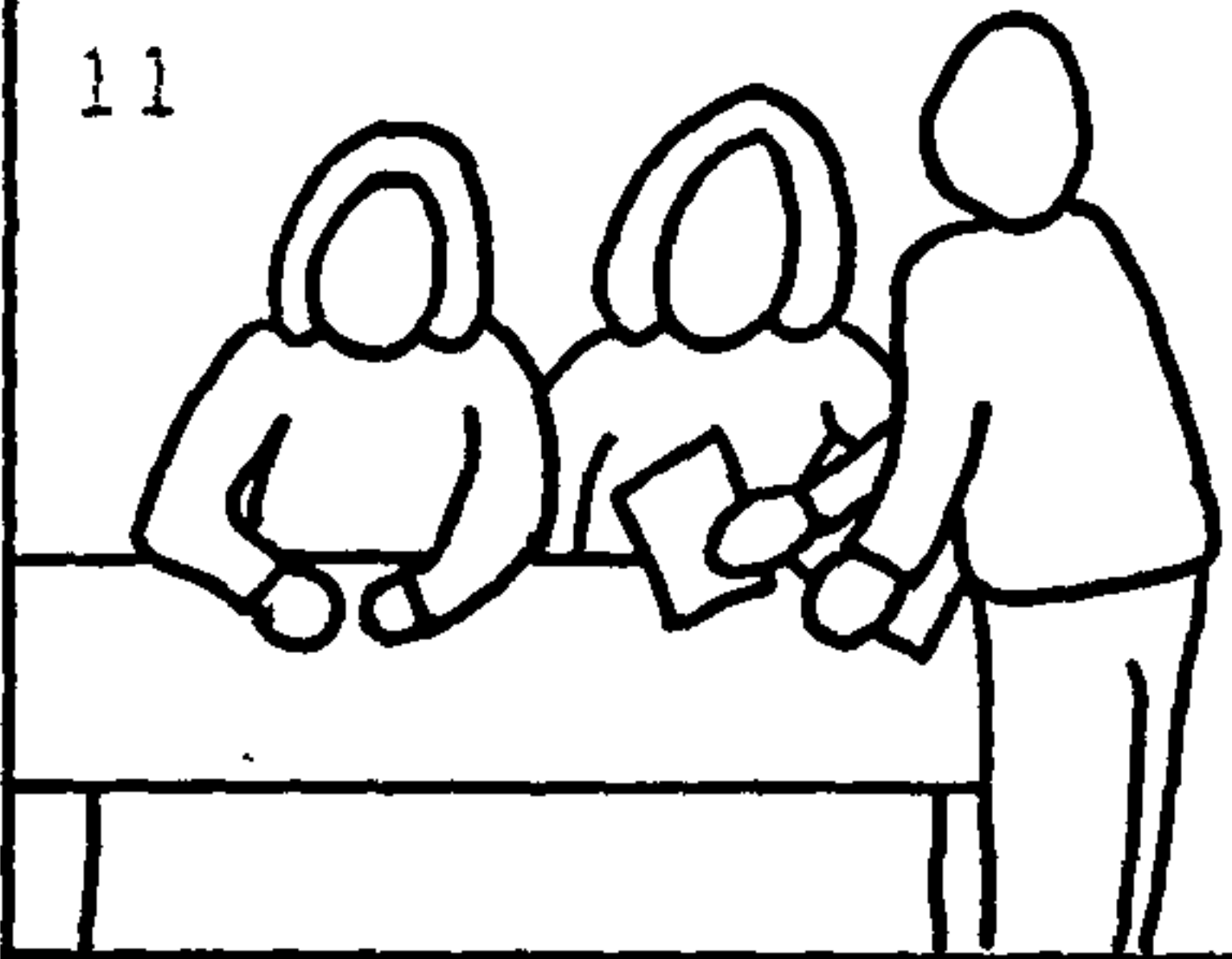
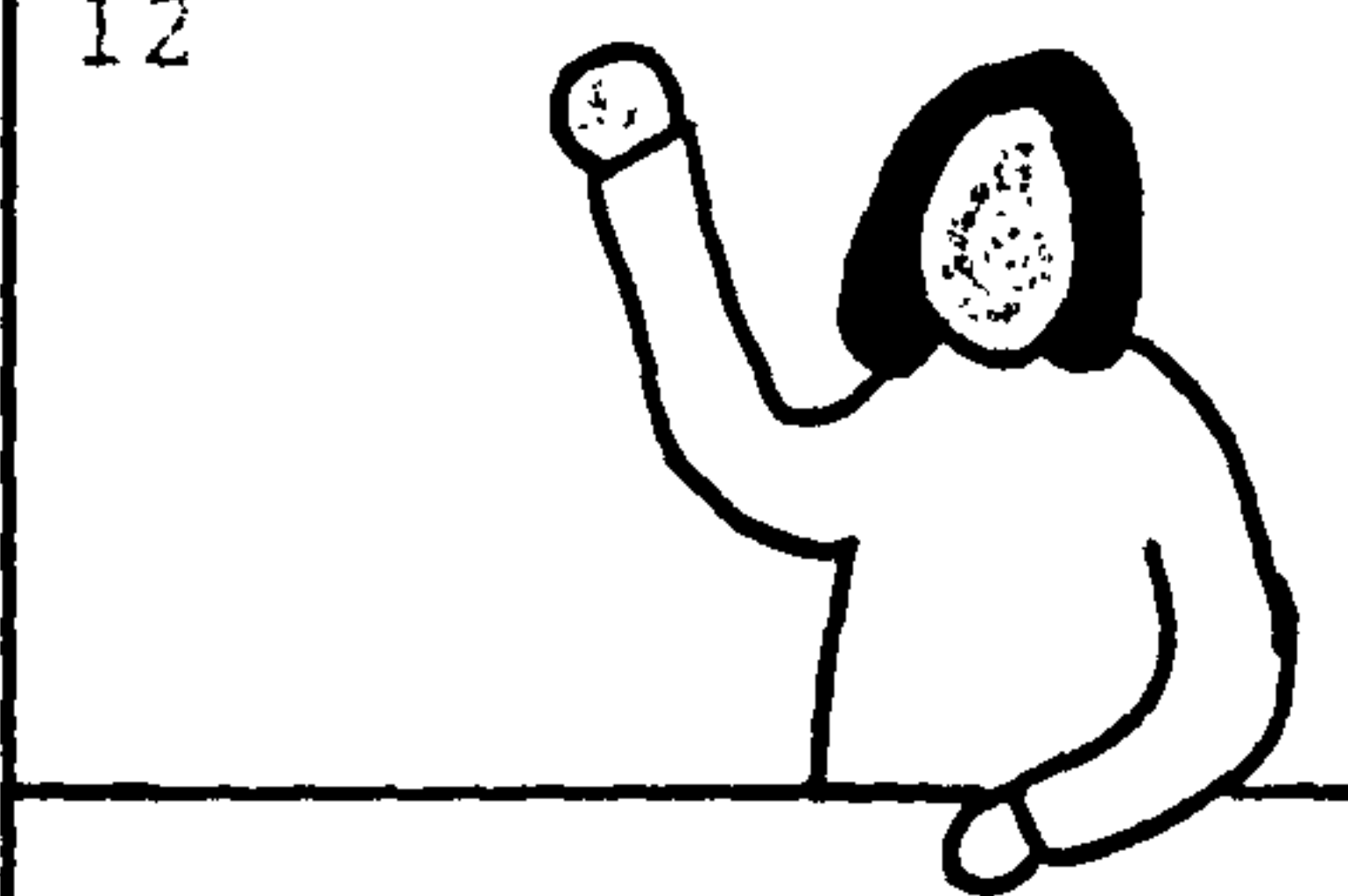
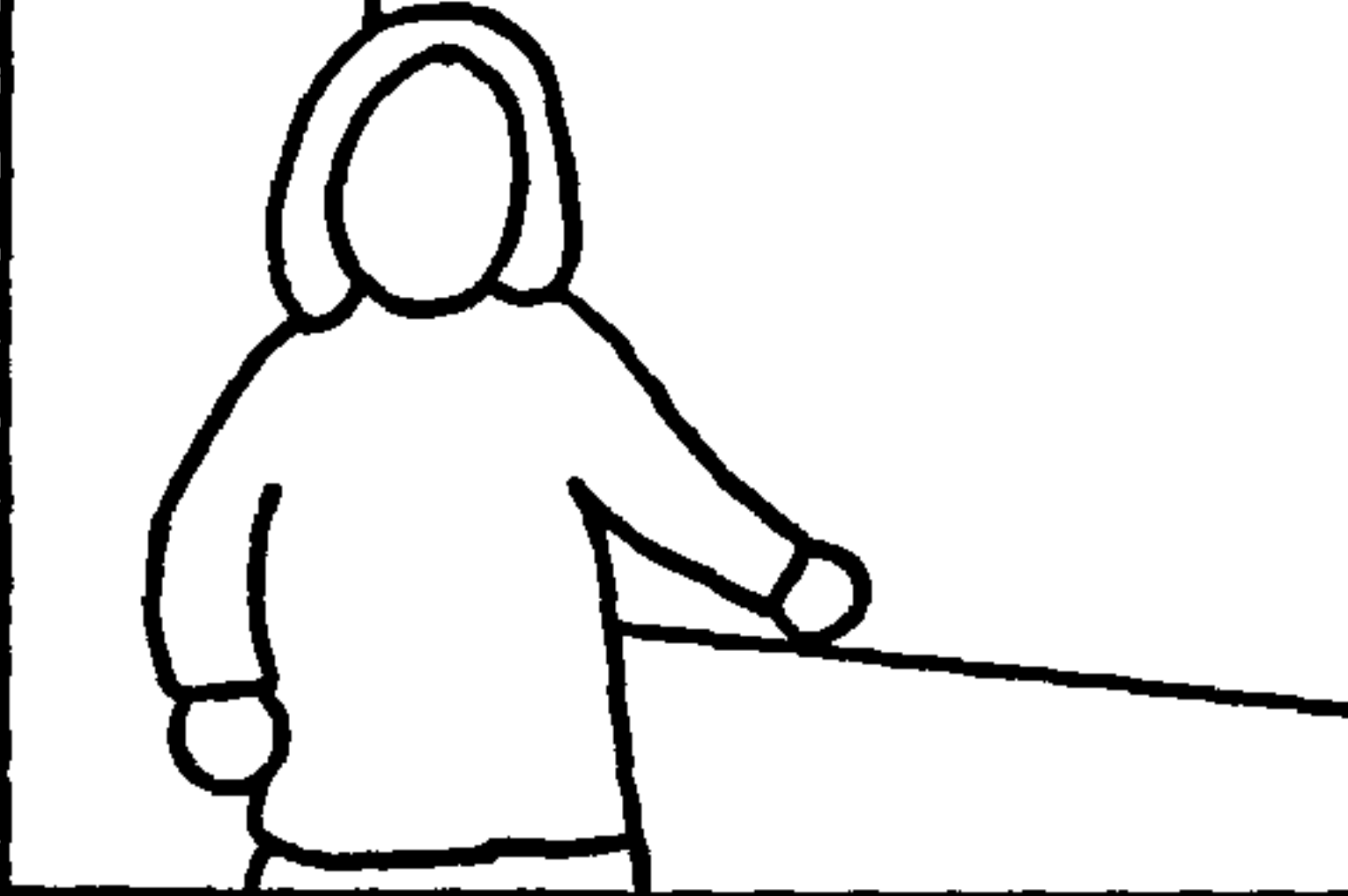
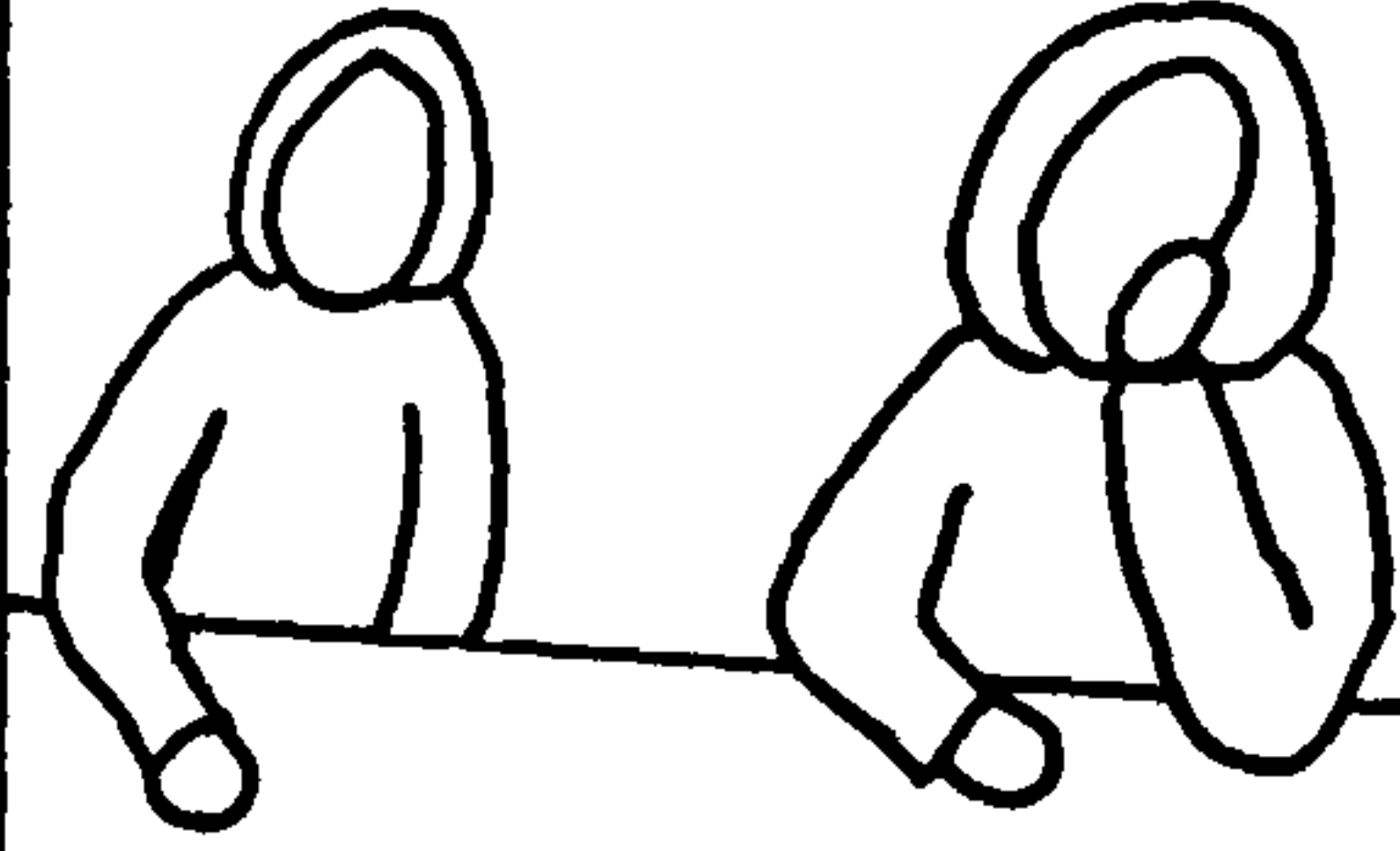
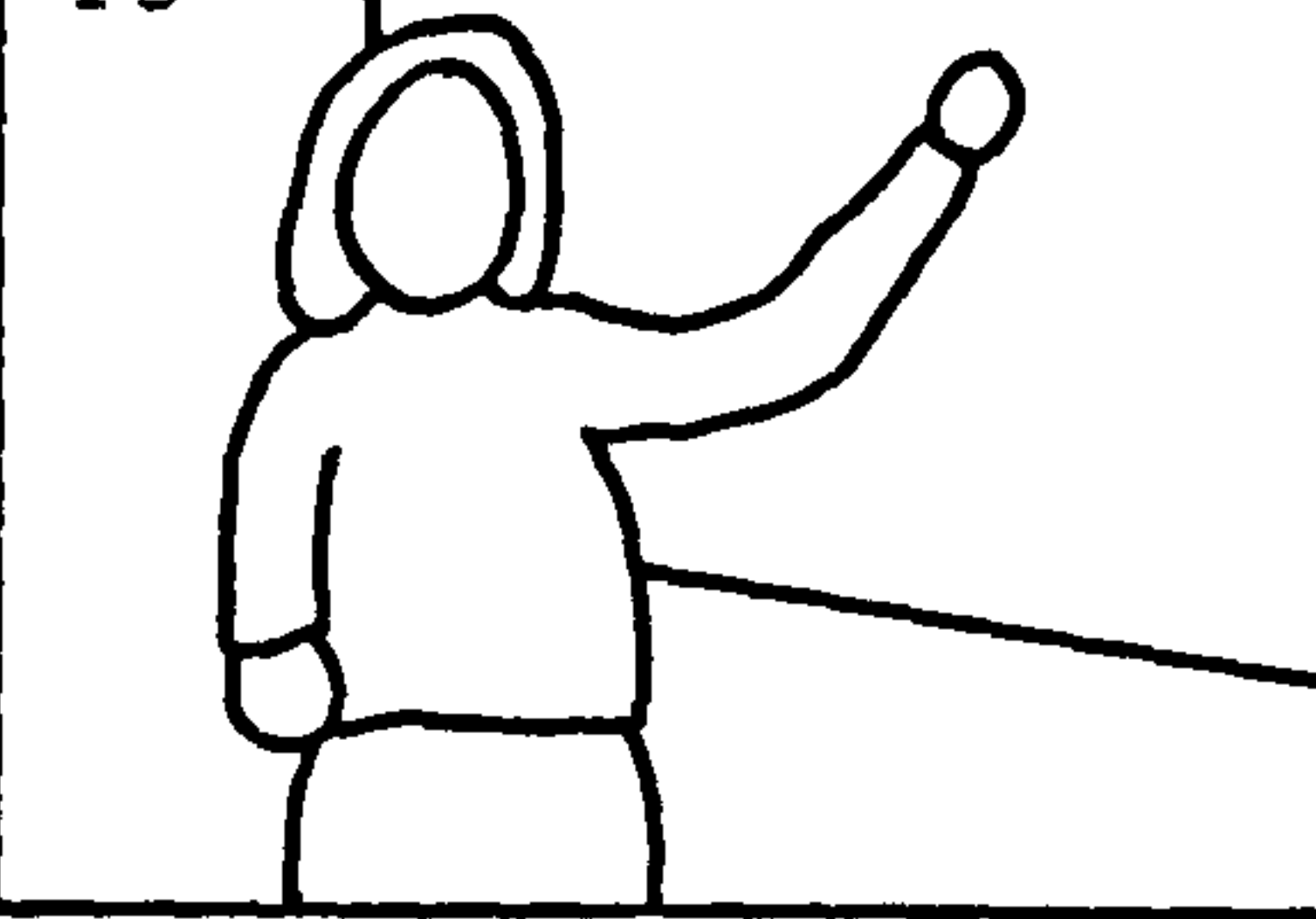
Scene	Start of dialogue	Notes
11 	T: Make sure everybody has one each ...	M.C.U. of Richard giving out books
12 	T: Yes, Laura SINGH?	M.C.U. of Laura with hand up
13 	T: Let me go through it with you once more.	M.C.U. of T. at board
14 		M.C.U. of Debbie looking puzzled
15 	T: We are trying to find out ...	M.C.U. of T.

Figure 4 (Continued)


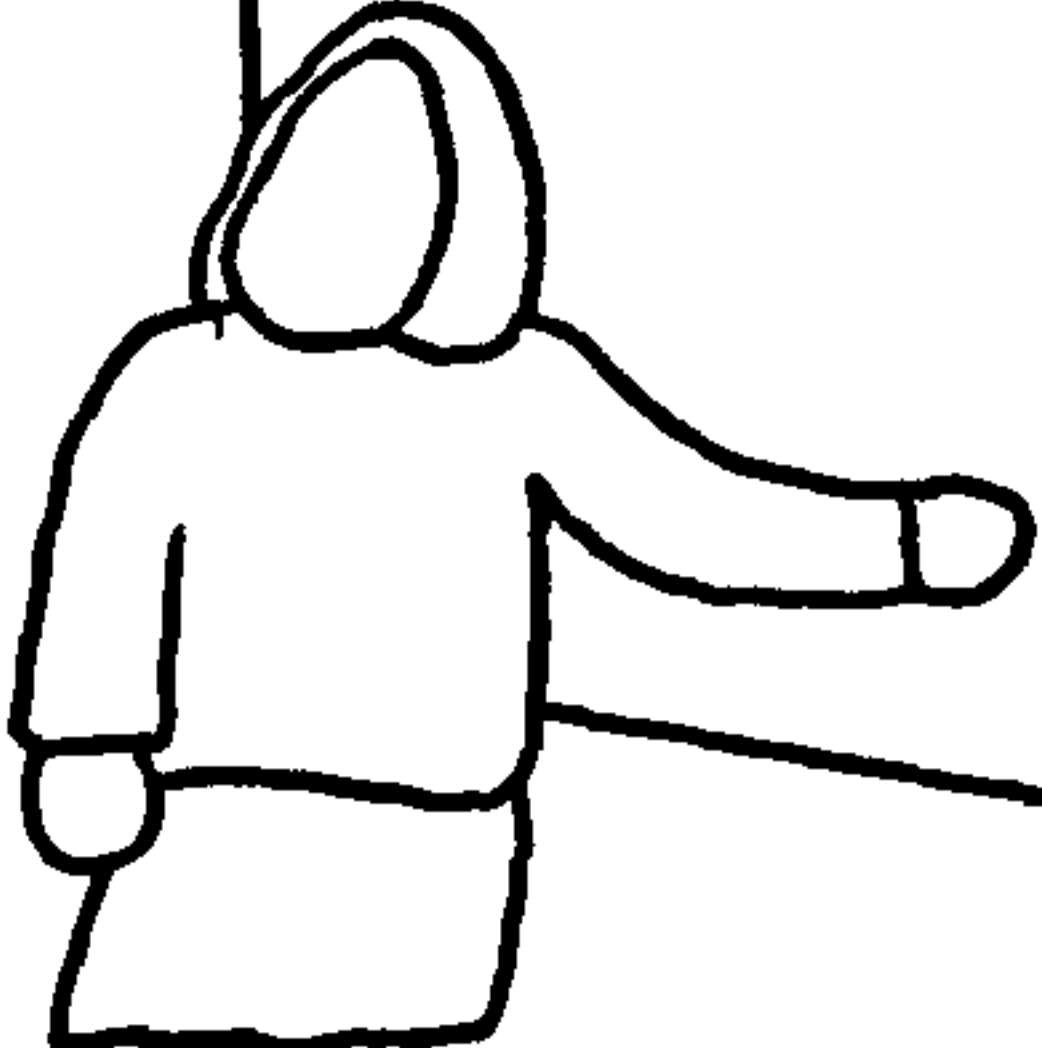
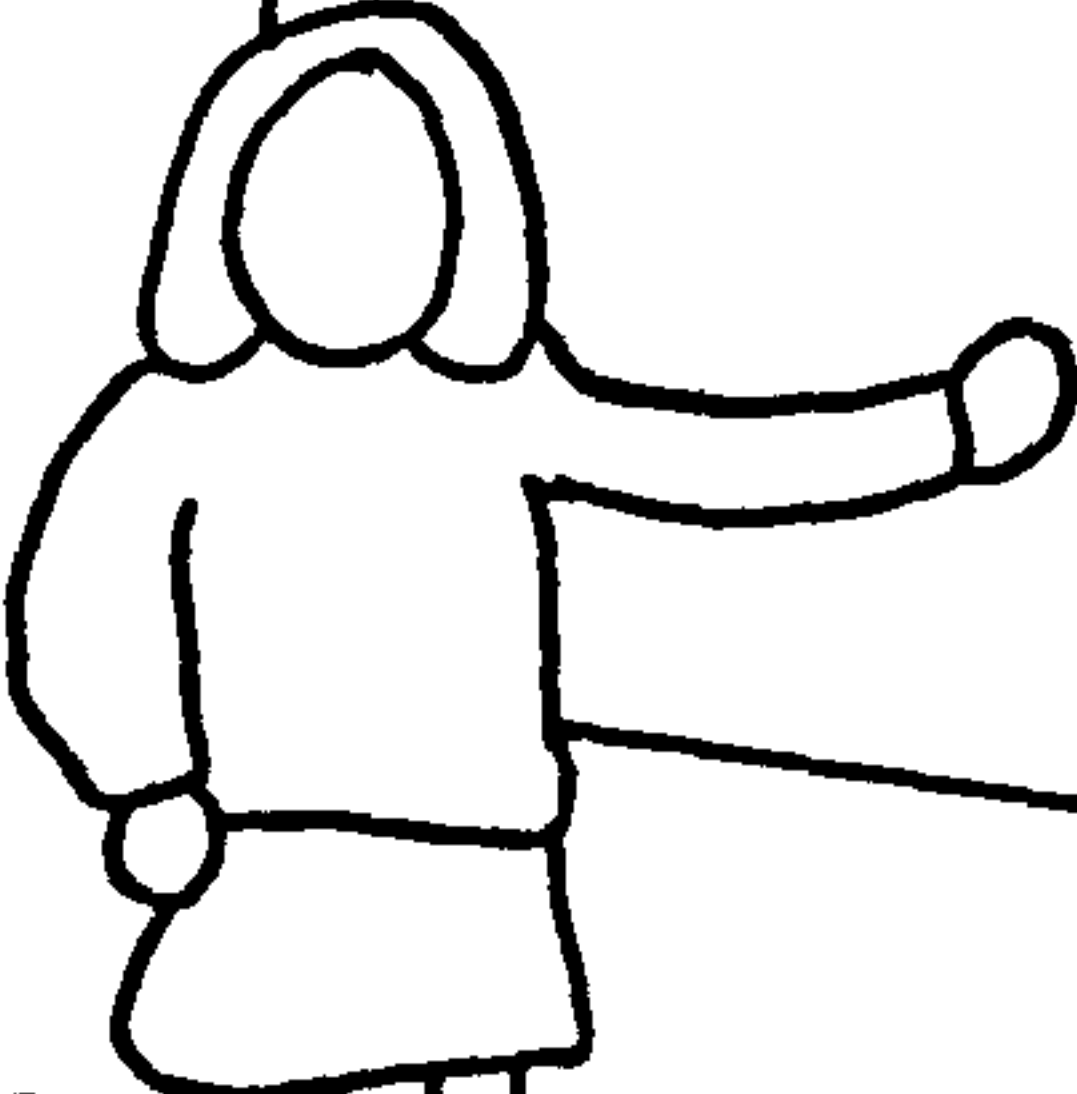
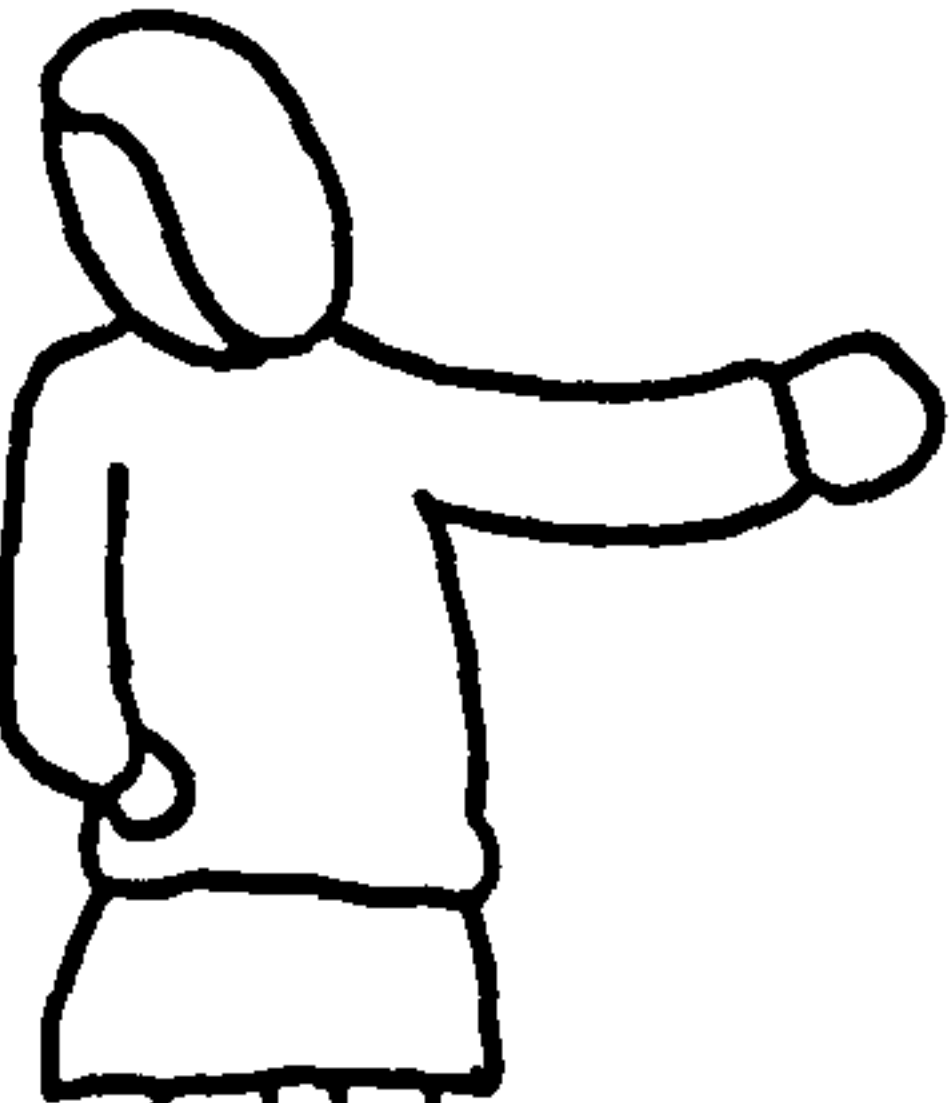
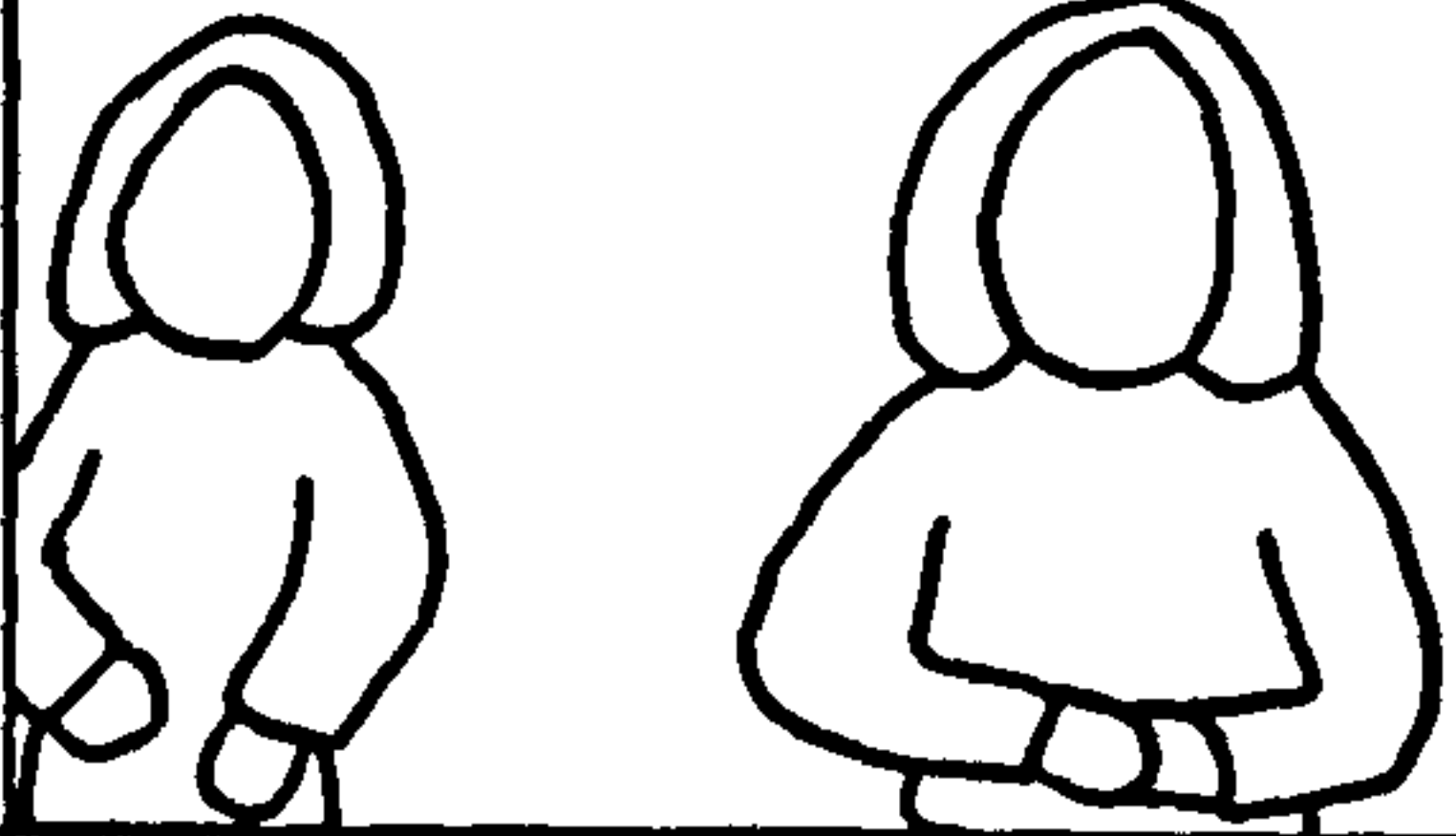
Scene	Start of dialogue	Notes
16 	T: Got it so far, Laura?	M.C.U of Laura
17 	T: We know that ...	M.C.U. of T.
18 	T: A is equal to ...	M.C.U. of T.
19 	T: It's on the board girl!	M.C.U. of T.
20 	T: Five times five ...	M.C.U. of Debbie

Figure 4 (Continued)

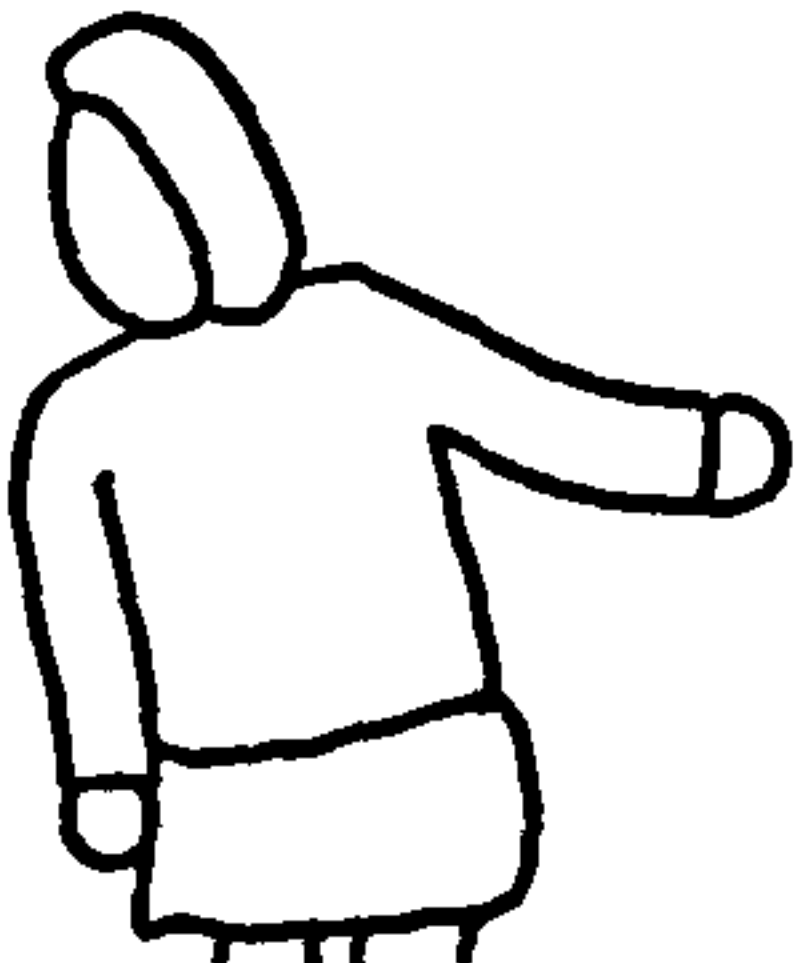

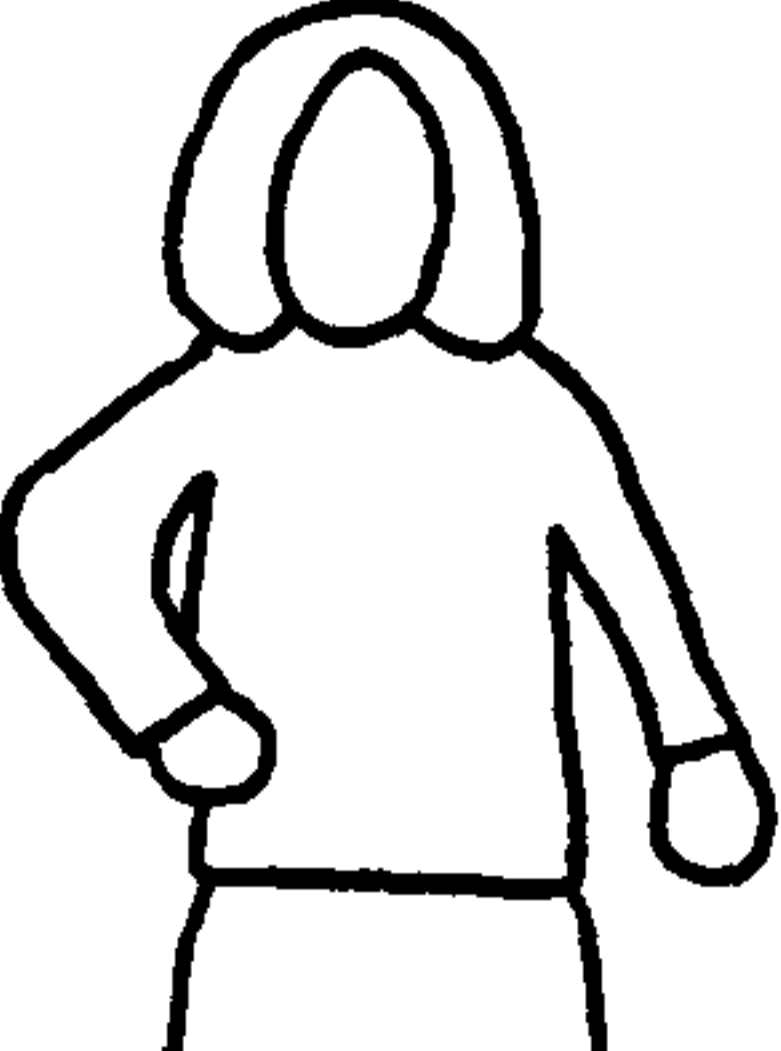
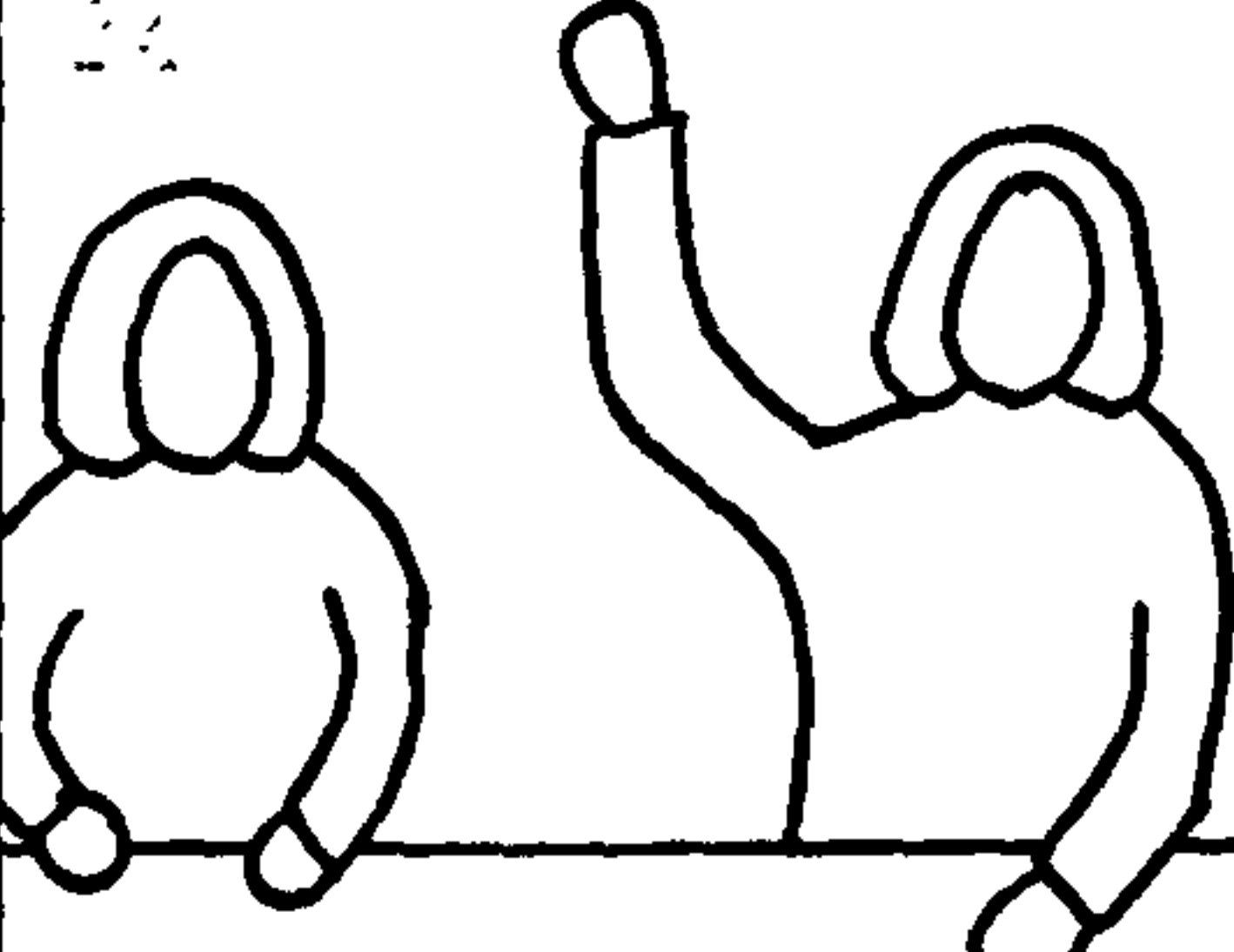
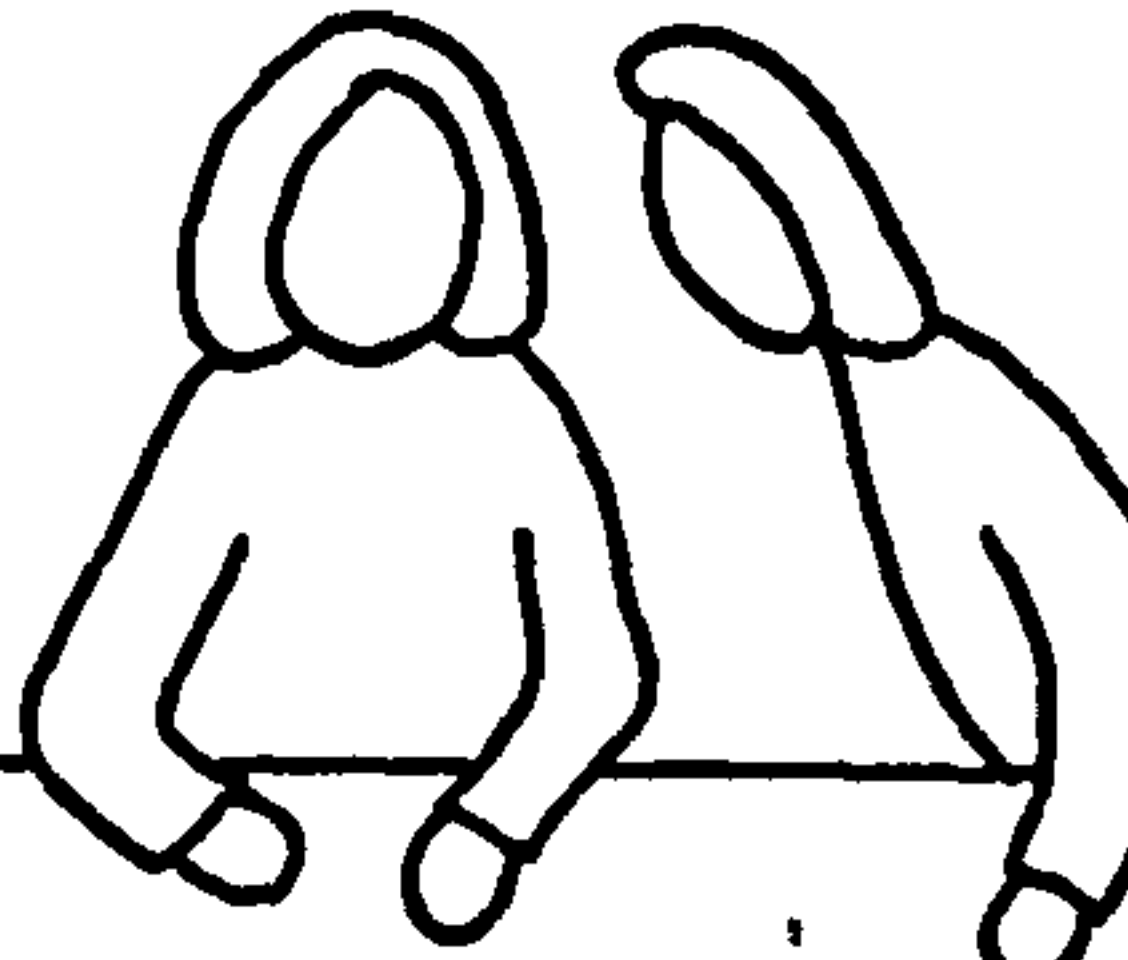
Scene	Start of dialogue	Notes
<p>21</p> 	<p>T: A and B is equal to, Laura?</p>	<p>M.C.U. of T. at board</p>
<p>22</p> 	<p>T: Do you think that you could get on, Laura?</p>	<p>M.C.U. of Laura</p>
<p>23</p> 	<p>T: If anybody else would like any help ...</p>	<p>M.C.U. of T.</p>
<p>24</p> 	<p>T: Yes. Just a minute Debbie.</p>	<p>M.C.U. of Debbie with hand up</p>
<p>25</p> 	<p>Debbie: I don't understand the last part.</p>	<p>M.C.U. of T. with Debbie</p>

Figure 1 (Continued)

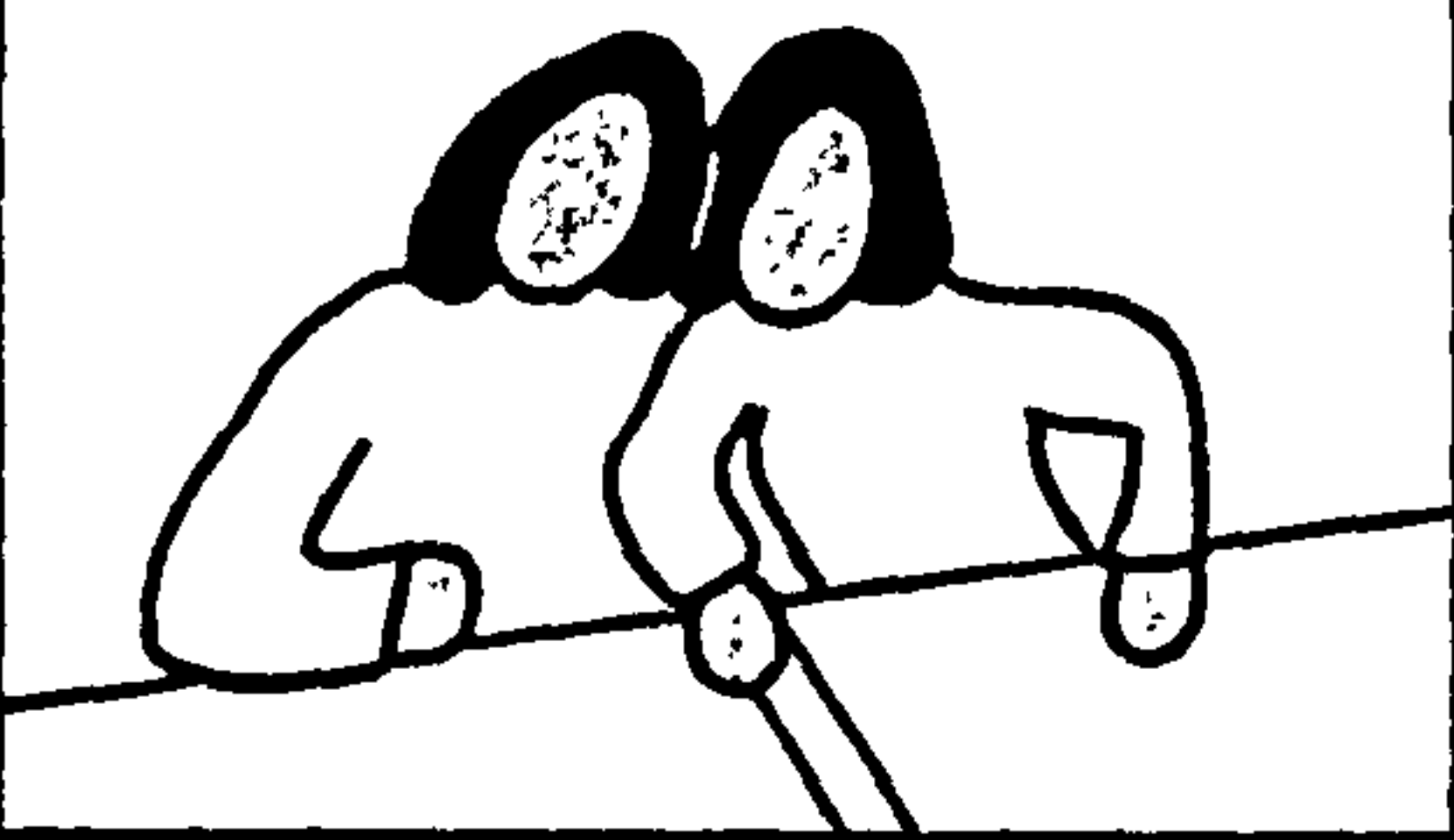
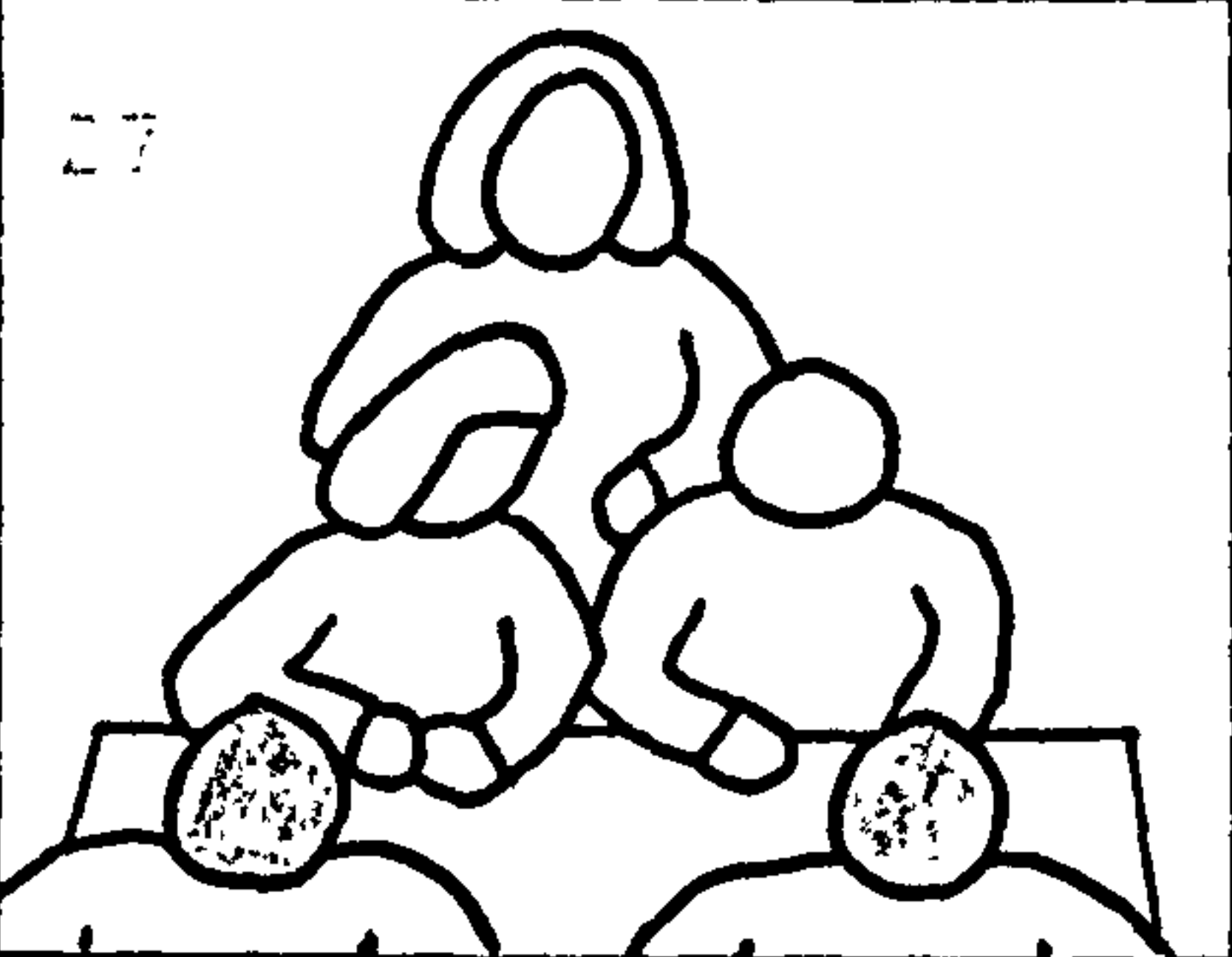
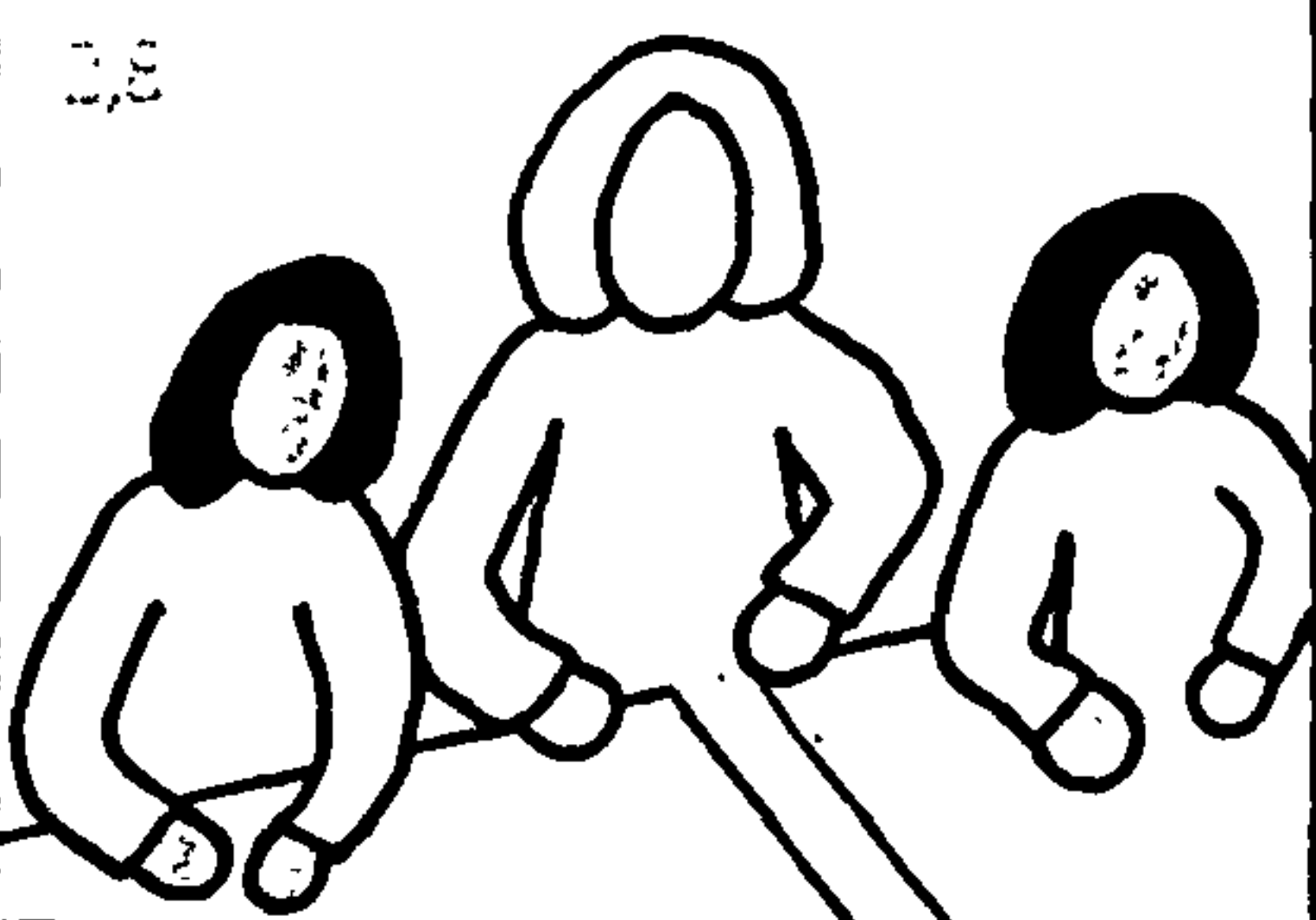
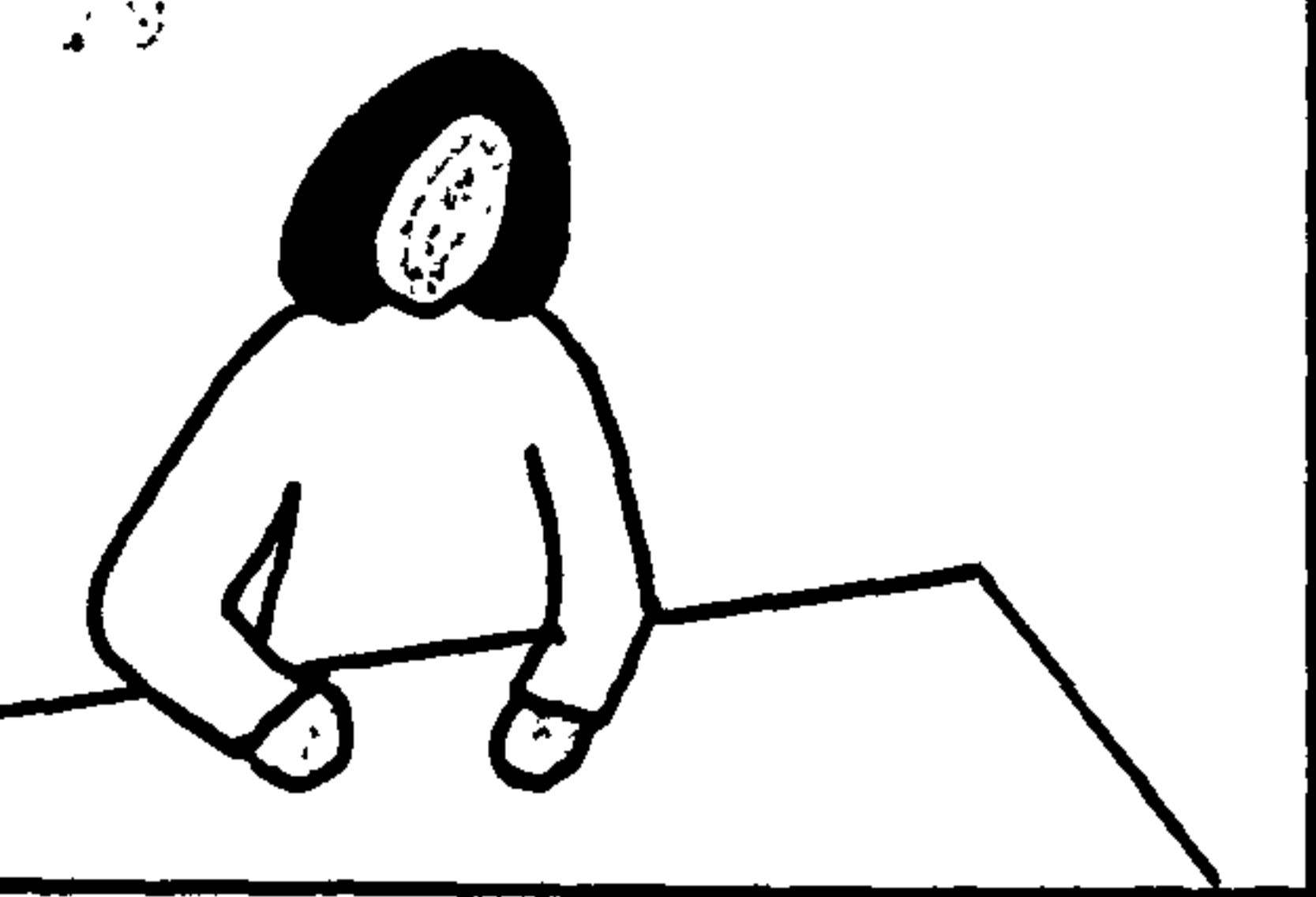
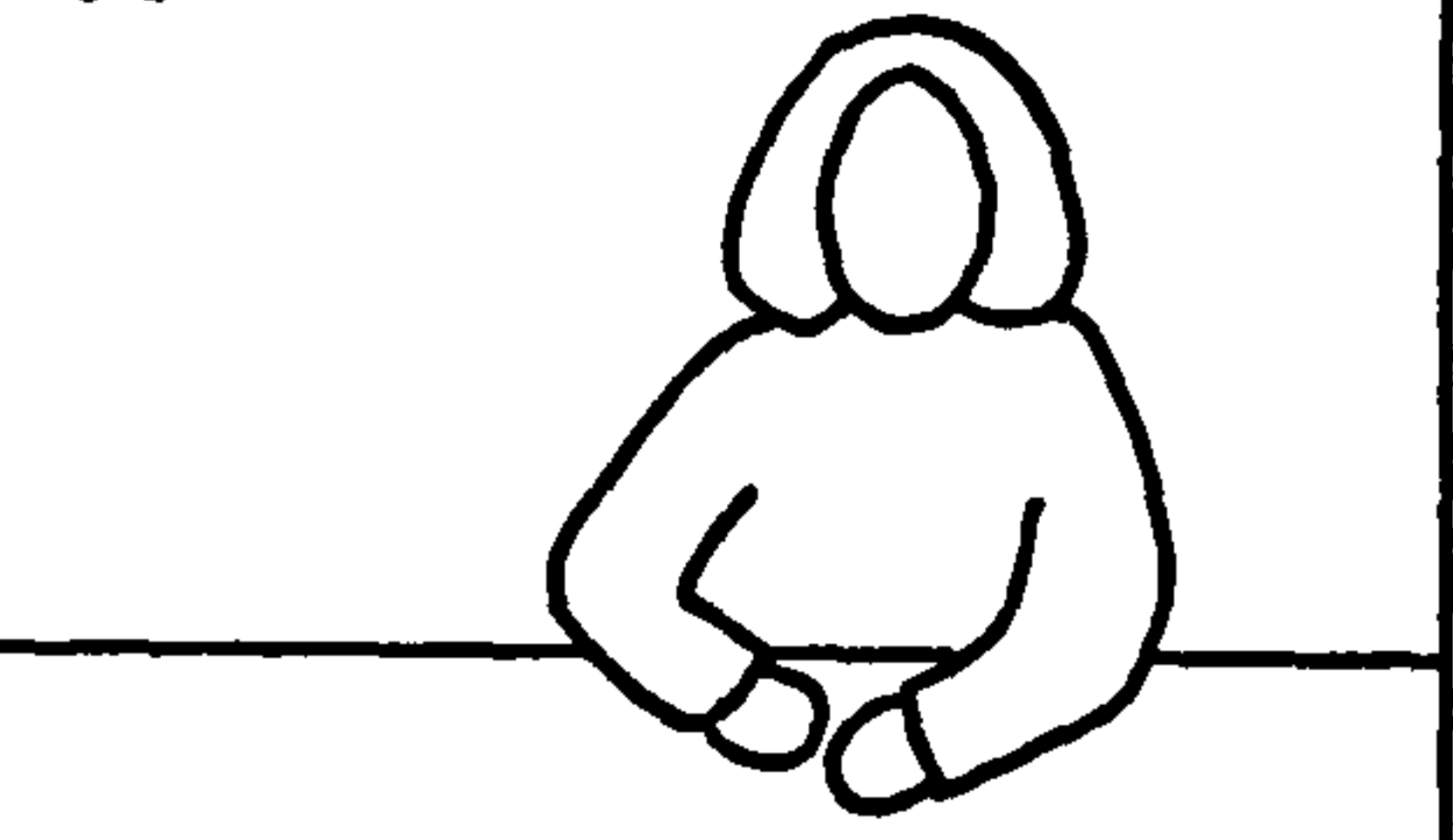
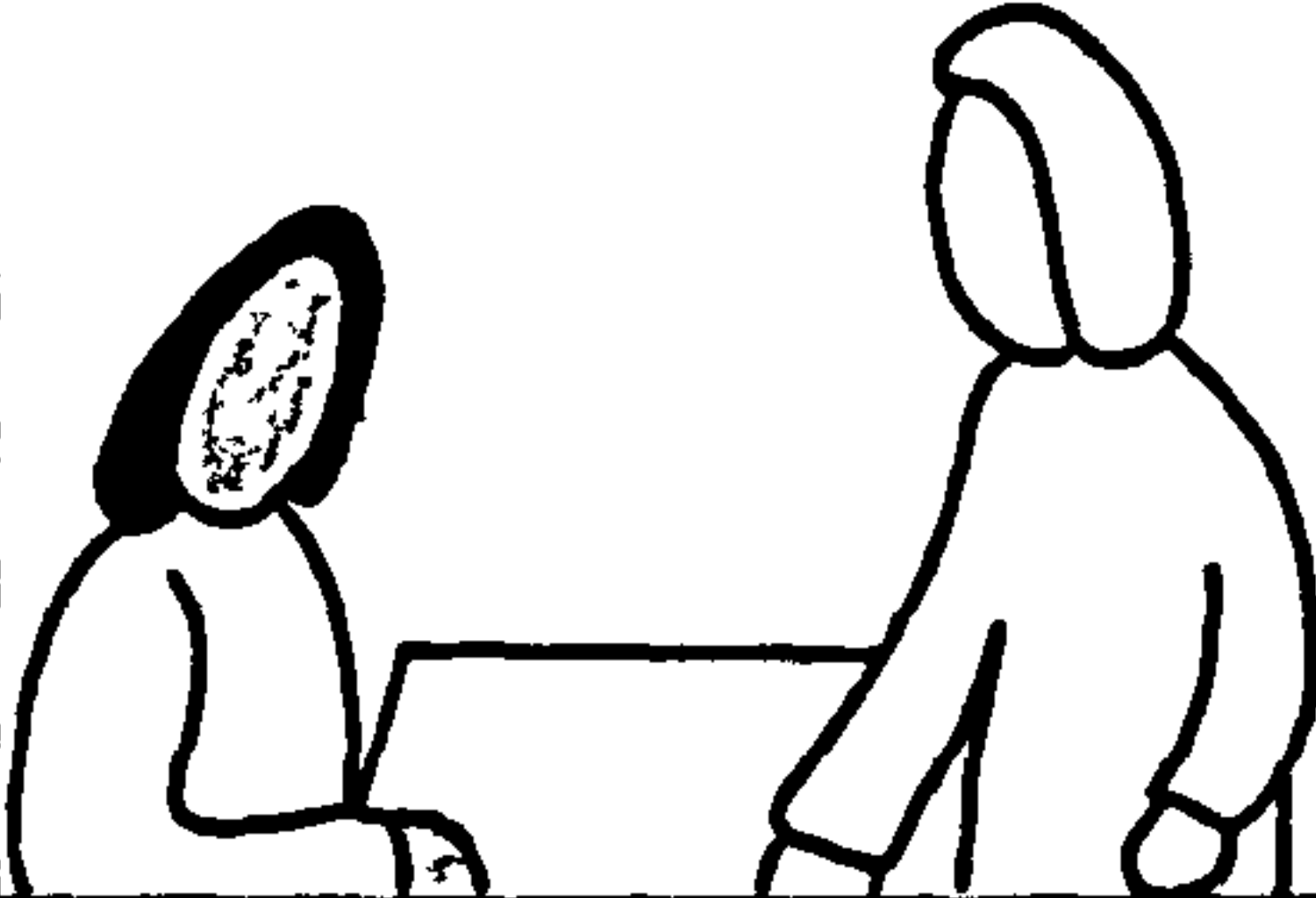

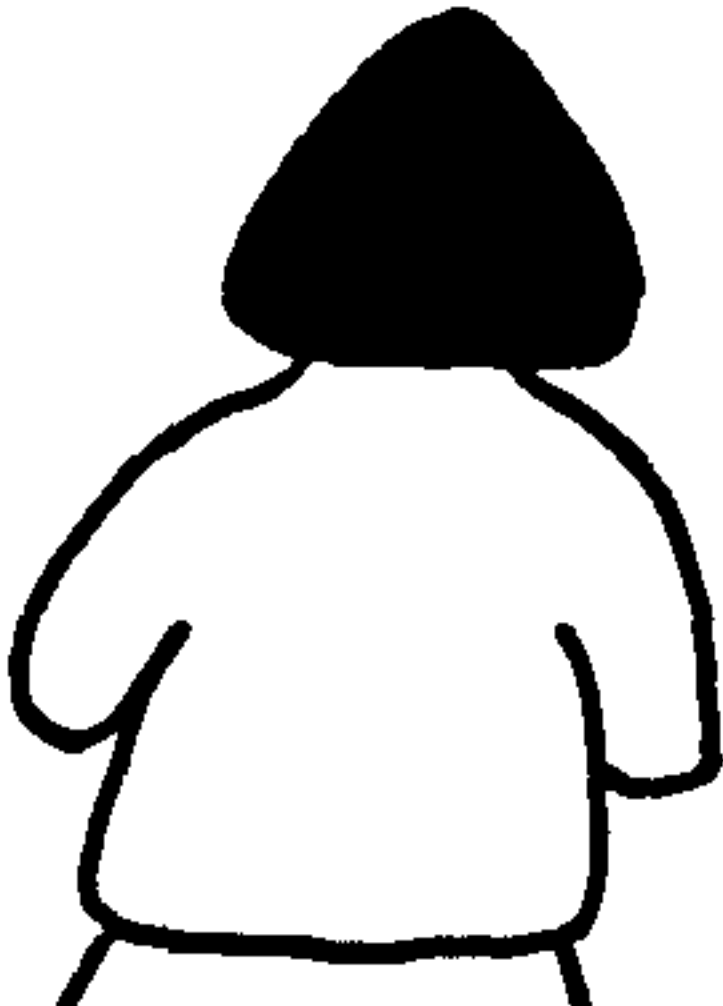
Scene	Start of dialogue	Notes
26 		M.C.U. of Laura and Vanessa
27 		M.C.U. of T. at back of class
28 	T: What's going on? ...	M.C.U. of T., Laura and Vanessa
29 	I: Can you see the board?	M.C.U. of Laura
30 		M.C.U. of Debbie looking puzzled

Figure 4 continued

Scene	Start of Dialogue	Notes
<p>31</p> 	<p>Laura: Debbie didn't understand it.</p>	<p>M.C.U. of T. and Laura</p>
<p>32</p> 	<p>Laura: No, Miss. I can't!</p>	<p>C.U. of Laura</p>
<p>33</p> 	<p>T: I'll see you at breaktime.</p>	<p>M.C.U. of Laura walking towards the door</p>

APPENDIX V Pupils' response form

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
EDUCATION DEPARTMENT
CLASSROOM INTERACTION VIDEO FILM
RESPONSE FORM

Please give the following information about yourself in the spaces provided. This information will be treated in confidence. Neither you nor your school or college will be named in the report of this study.

Name of school/college:
Form or tutor group:
Name: Date of birth:
Age: Sex (Male/Female):
Please indicate your ethnic origin by placing an "X" in one box

Black		White	
Afro-Caribbean	<input type="checkbox"/>	UK/Irish	<input type="checkbox"/>
African	<input type="checkbox"/>	European (Europeans	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>	excluding	<input type="checkbox"/>
Indian	<input type="checkbox"/>	UK and	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>	Eire)	<input type="checkbox"/>
Chinese	<input type="checkbox"/>	Other (please	<input type="checkbox"/>
Other (please	<input type="checkbox"/>	specify)	
specify)			

These categories are based on those used and recommended by the Commission for Racial Equality.

Please DO NOT complete the following sections.

English	Mathematics
Humanities	Science

Extract 1	2
3	4

THE VIDEO FILM

The film that you are about to see is made up of four short extracts from some classroom lessons. These extracts are role-plays which have been devised by the pupils you see in them. After you have seen each extract, your teacher will give you some time to answer the questions in the appropriate space on the following pages. If you need more space please use the back page but if you do this, make sure that you name the extract that you are writing about.

This is NOT a test. There are no right or wrong answers. We are only interested in your thoughts and ideas. Just do your best to answer the questions as fully as you can. Do not worry about spelling and punctuation. The information you provide will also be treated in the strictest confidence.

At the end of the session your teacher will discuss the extracts with you. Thank you for your help.
Please turn over when asked to do so...

Extract 1: Catch

What are the most important things that you noticed about the ways in which the people behaved towards one another? Why do you say so? Give as many examples as you can.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Extract 2: Borrowing

What are the most important things that you noticed about the ways in which the people behaved towards one another? Why do you say so? Give as many examples as you can.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Extract 3: Going Steady

What are the most important things that you noticed about the ways in which the people behaved towards one another? Why do you say so? Give as many examples as you can.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or a sheet of stationery. There is no handwriting or other markings on the page.

Extract 4: Sums

What are the most important things that you noticed about the ways in which the people behaved towards one another? Why do you say so? Give as many examples as you can.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX VI Administrator's notes for video film showing

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY EDUCATION DEPARTMENT CLASSROOM INTERACTION VIDEO FILM SHOWING

ADMINISTRATOR'S NOTES

If you have any queries about these notes or the running of the session, please do not hesitate to contact:
Paul on (telephone number) in the evening.

BACKGROUND

The research, of which this data collection aspect is a part, is concerned with the sensitive and little known about issue of pupil perception of teacher racism. Such research is likely to have clear implications for the ways in which teachers should treat pupils, at least, from their perspective. Therefore, an important application of this research might be in the education and training of teachers and other professionals who have work contact with pupils/children.

THE VIDEO VIEWING SESSION

The following plan, instructions and the enclosed questionnaire have been trialled with two mixed ability groups, one of 24 eleven-year-old pupils, the other of 22 thirteen-year-olds. Thus, it is hoped that these notes will ensure a smooth running of the session.

PREPARATION

Before the start of the session you should ensure that:
. you will have at least 65-70 minutes of interrupted time
If necessary, two sessions totalling 65-70 minutes will

be satisfactory but this will probably present problems of pupil absences.

- . you will be able to use a room in which the pupils can write.
- . you have a working VHS video player and monitor.
- . you have one copy of the questionnaire for each member of the group.
- . you have the VHS tape (please do not let this out of your sight). To save time, the tape should be wound on to the title of the first extract - 'Catch'.
- . you have a class list for registration purposes etc., (see General Ability Data section below).

RUNNING TIME:

These timings assume a lesson length of 65 minutes (a prompt start, without any interruptions - a 'Do Not Disturb' notice?), the bare minimum amount of time required. As you will see there is a lot to do in this time.

	Minutes
Introduction:	3
Video extract viewing (without title, acknowledgement and credits pages)	25
Pupils'/students' writing response time	33
Debriefing	4
<hr/>	
Total	65
<hr/>	

NB In order to standardize the viewing arrangements across all schools, please allow, in total, at least 30 minutes and no than 40 minutes for the pupils' writing response time.

INTRODUCTION

There are two tasks here which you will need to tackle. Feel free to deal with them in the way which suits you best to achieve the desired outcomes.

- . The pupils should be told about the purpose of the session i.e. to see a video consisting of four role-played extracts from some classroom lessons, and to elicit from them their reactions to what they see in terms of the people's interactions displayed. (The focus is on the interactions rather than on, say, the lesson content or the state of the room.)
- . Distribute the response sheets. Go through the front cover questions about pupils' biographical details and instructions to ensure that everybody knows what is expected. Respond to any queries about the meaning of the questions, this is most likely to occur regarding 'ethnicity'. Then allow time for the completion of the questions about pupils' biographical details. Ensure that the pupils understand about the matter of confidentiality and that we want their independent responses to what they see, and that, therefore, there should be no discussion of the extracts until the end of the session.

In short, please make every effort to establish co-operative rapport between the pupils and yourself and with the purposes of the research and, at the same time, ensure that they are not anxious about the task and their written responses (e.g. spelling is unimportant).

VIDEO SHOWING

Each extract should be shown once only in the order in which it appears on the film viz.

Extract title	Running time	
	(mins	secs)
Catch	4	37
Borrowing	6	39
Going Steady	7	21
Sums	6	06

At the end of each extract the pupils should be given at least 7 minutes (or until the last person has finished writing) in which to produce their written responses (some will finish before this time is up, but some will not). As a group, the pupils will have finished writing sooner on some extracts than they will have done on others. The important thing (within reason) is that all of the pupils are given as much time as they require to complete each of their written responses. The questions (common to all Extracts, see Response Form), particularly the first, may cause some pupils difficulty. You may re-interpret the questions along the following lines:

- . we are interested in what you think of (or, in how you react to) the ways in which the people behaved towards one another. Try to explain what you have to say.

In whatever you say, please do not suggest that the pupils should or might focus on the negative or the positive aspects of what they 'see'. In other words, please do not lead their thinking in any way other than that they are to focus on the people's behaviour towards one another.

In order to save time, there is no need to show the acknowledgements and credits.

DEBRIEFING

The pupils should be sensitively debriefed about the intended theme of the extracts. They should also be retold that the extracts have been role-played and that they represent a 'catalogue of bad teacher practice'. There may be some pupils who deliberately or unintentionally expose their own racist attitudes, beliefs and behaviour. Such pupils will need to be particularly carefully dealt with in an effort to ensure, on the one hand, that you do not become associated with such views etc. in the eyes of others in the group and, on the other hand, that the 'racist' does not become more determined in expressing her views and negatively influencing others, both inside and outside of the room.

Finally, and related to the last point, please request of the pupils that they do not discuss the video with anybody outside the room (except their parents). This is because other pupils in the school may be required to see the video and their acquisition of some prior knowledge of its theme etc. would make them 'contaminated' and, thus, invalid subjects.

ACQUISITION AND RECORDING OF 'GENERAL ABILITY DATA'

One of the variables which we can predict to be important in what people perceive in social situations, is their 'general level of intellectual functioning'. So that we

can obtain a measure of this, albeit a crude one, please obtain from form/subject teachers and/or school records the most recent valid and reliable data for each pupil's PERFORMANCE in each of the following subjects areas:

English

Mathematics

Science

Humanities (History and/or
geography and/or RE).

It is important that these assessments are made or have been made by the subject teachers themselves rather than that they are the judgments of what one teacher (e.g. the form tutor) thinks these other teachers' assessments might be. That is, four perspectives are better than one.

For pupils who have not taken external examinations, please provide assessments for each of these subject areas and categorize them as either 'high' or 'low' attainers. For those pupils who have taken external examinations, please supply the results. These data can be put onto the class/group lists rather than onto the front cover sheets of each pupil's questionnaire.

We appreciate that this aspect of your involvement in the research is likely to be the most time-consuming and difficult. However, it is important and we shall be most grateful for the help that you can give us.

FINALLY

- . Please complete one copy of the Administrator's Report Form for each of the groups who have viewed the video.

- . Please ensure the safe-keeping of the video and the pupils' completed questionnaires etc. until they are collected/posted.
- . If you have any other comments about the research, we should be very pleased to receive and respond to them. In due course, you will be sent a report of the findings of this research as they relate to your school/college. In the meantime, however, please do not discuss this research with any more of your colleagues than you have to.

Many thanks for your help.

APPENDIX VII The personally addressed letter sent in a
large-scale 'mail-shot' to headteachers
requesting that the video films be shown in their
schools

Home address and
telephone number.

Date.

Headteacher's name,

School address.

Dear

Teacher-Pupil Classroom Interaction Racism Research

It has been suggested to me that you might be interested in assisting with the data collection aspect of this part-time doctoral research which I am conducting in the Education Department, Loughborough University.

First, however, I need to set the scene a little. I have produced a video film consisting of four short role-played extracts of classroom interaction in which the teacher displays a variety of types of racism towards some of the pupils. The role-plays have been devised, written, role-played and directed by the ethnically mixed group of pupils shown in them. The next stage of the research requires that this film is shown to a large sample of pupils (in the age range 10-19) for the purposes of investigating a number of important variables.

Thus, what I am looking for from you is, ideally, the largest sample of pupils possible in the age range of your school to which the video could be shown according to the instructions

set out in the Administrator's Notes and on the Pupil's Response Form (copies enclosed). Minimally, however, I will gladly accept whatever you are able to provide in terms of a sample.

If you do agree to your school's participation in this research, I shall supply a copy of the video and the appropriate number of response forms etc. I also offer to repay any expenses incurred by your school, for example, in returning the completed response forms.

There is one other requirement of your school's involvement in this research. So that I shall be able to write a 'thumbnail sketch' of the school, I should like copies of any documents about your school which might help me to do this. Thus, school brochures, teachers' handbooks, Form 7, ethnic group monitoring data etc. are the sorts of things I am thinking of. These could be returned 'after-the-event' if that was wished. I must assure you that neither you, nor your LEA, school and pupils etc. will ever be identified by name or in any other way so that these names can be deduced.

Bearing these things in mind, please let me know, as soon as possible, whether or not you think that you can help. If anything is unclear or if you would like any further information, please do not hesitate to contact me.

Yours sincerely,

Paul Naylor

APPENDIX VIII Video film showing administrator's report form

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY
EDUCATION DEPARTMENT
CLASSROOM INTERACTION VIDEO FILM SESSION

ADMINISTRATOR'S REPORT FORM

Please provide the following information in the spaces provided. This information will be treated in confidence. Neither you nor your school or college will be named in the report of this study. (This information is required in case we need to contact you.)

Name of school/college:

Name: Sex (Male/Female):

Name of group: Age range of respondents:
.....

Please indicate your ethnic origin by placing an "X" in one box:

Black	White
Afro-Caribbean	UK/Irish
African	European (Europeans
Pakistani	excluding
Indian	UK and
Bangladeshi	Eire)
Chinese	Other (please
Other (please	specify)
specify)	

These categories are based on those used and recommended by the Commission for Racial Equality.

Length of session actually used:

Did this session length enable all of the pupils sufficient time to respond fully to the extracts? (Yes/No) If, no, how much more time do you feel would have been required
.....

Did the pupils write their responses independently of one

another? (Yes/No)

Please describe:

the physical circumstances under which the viewing was conducted:

type of room:

seating arrangements:

availability of desks:

any problems that you encountered in running the session and how you overcame them. Please consider the following:

establishing

rapport:.....

.....

the response form:.....

.....

the video film:.....

.....

the playback facilities:.....

.....

interruptions:.....

.....

the debriefing:.....

.....

others (please specify):.....

.....

Please record any other comments that you wish to make on the back of this form. Many thanks for your help.

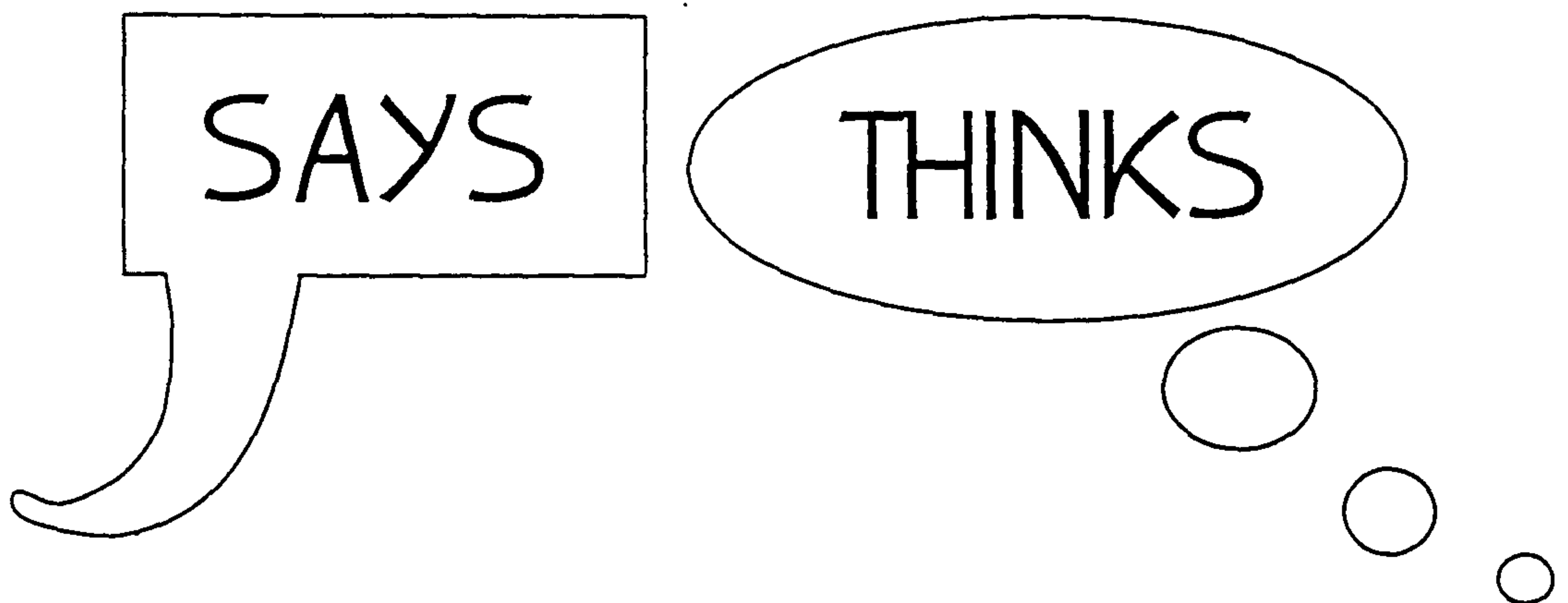
APPENDIX IX 'Comic strips' for each of the extracts of
classroom interaction

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

EDUCATION DEPARTMENT

CLASSROOM INTERACTION VIDEO FILM

CATCH



August 1991

Please give the following information about yourself in the spaces provided. This information will be treated in confidence. Neither you nor your school or college will be named in the report of this study.

Please indicate your ethnic origin by placing an "X" in one box.

Name of school or college

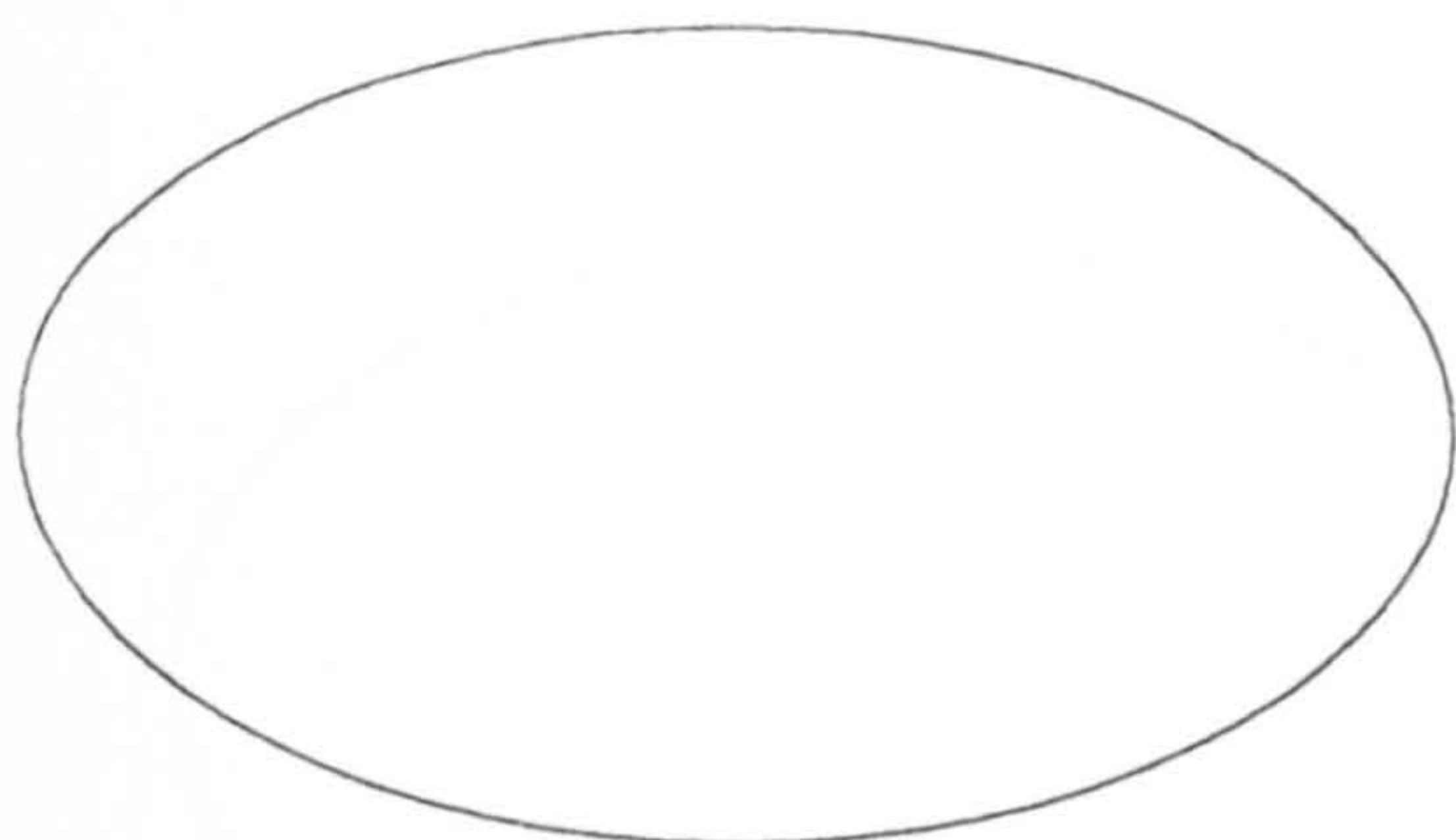
Name

Age Sex Form or tutor group

Black
Afro-Caribbean ☐
African ☐
Pakistani ☐
Indian ☐
Bangladeshi ☐
Chinese ☐
Other (please specify)

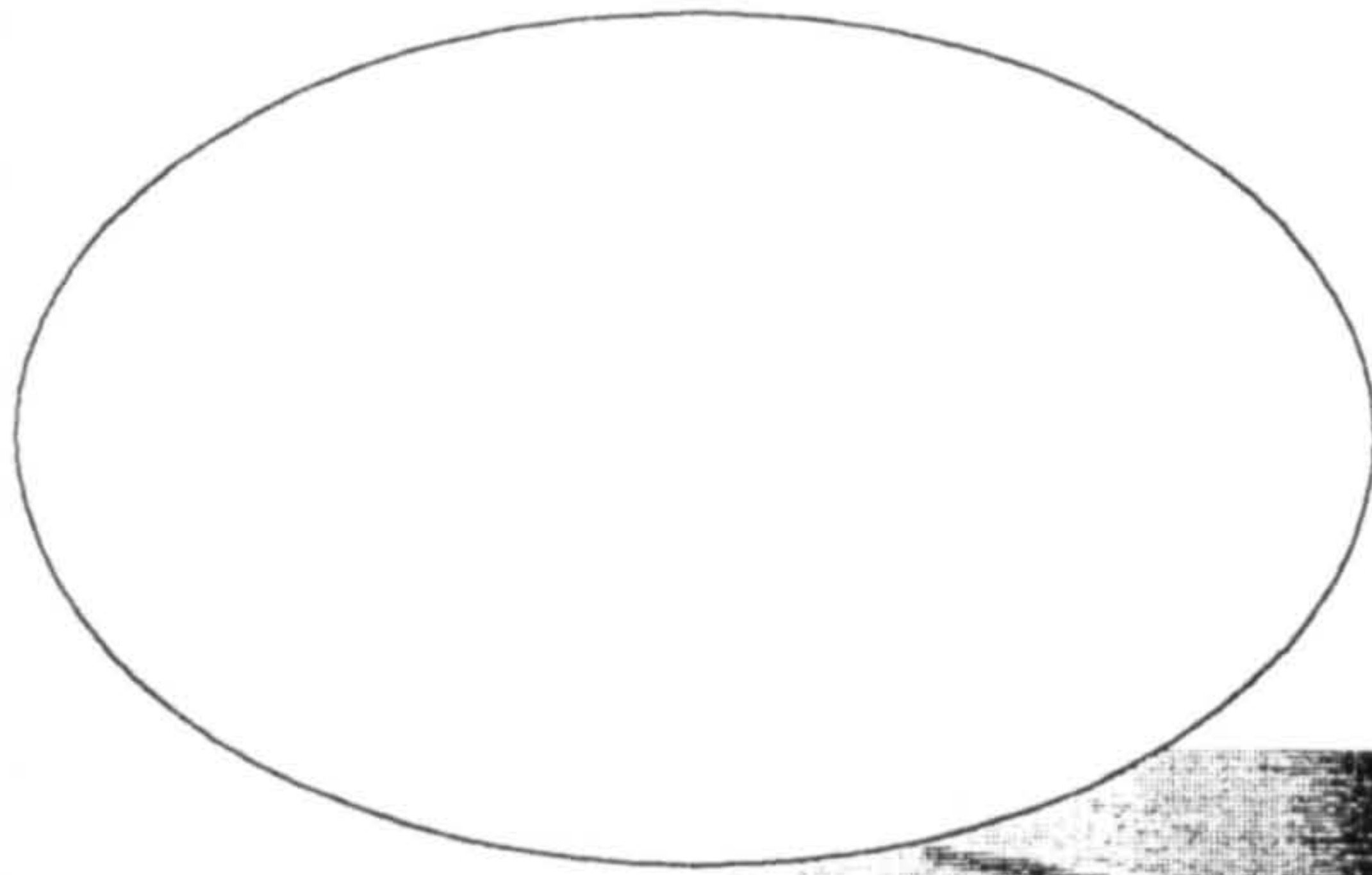
White
UK/Irish ☐
European (excluding UK and Eire) ☐
Other (please specify)

These categories are based on those used and recommended by the Commission for Racial Equality.



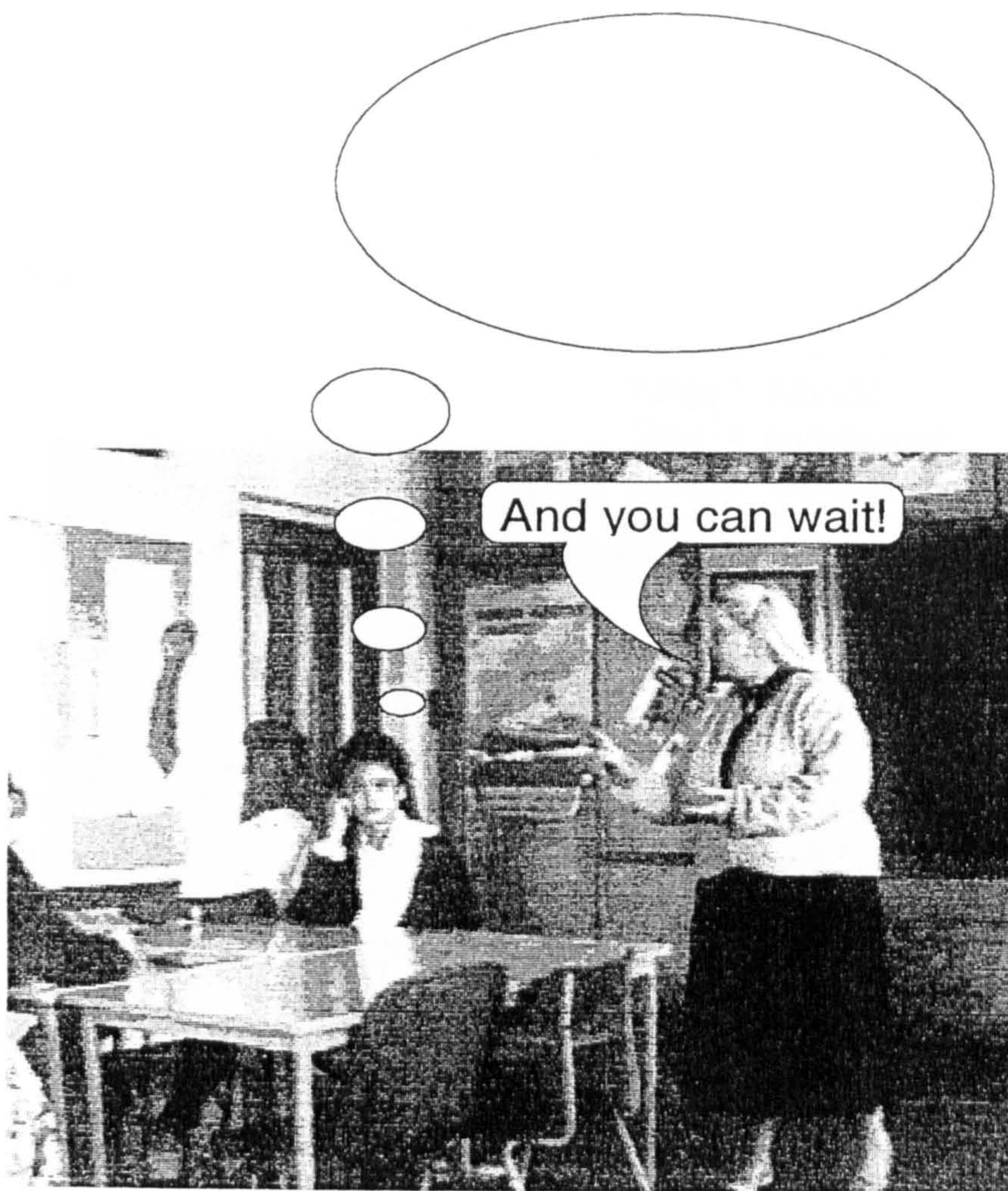
My name is Miss Robinson. I'll be taking you for Geography all this week.

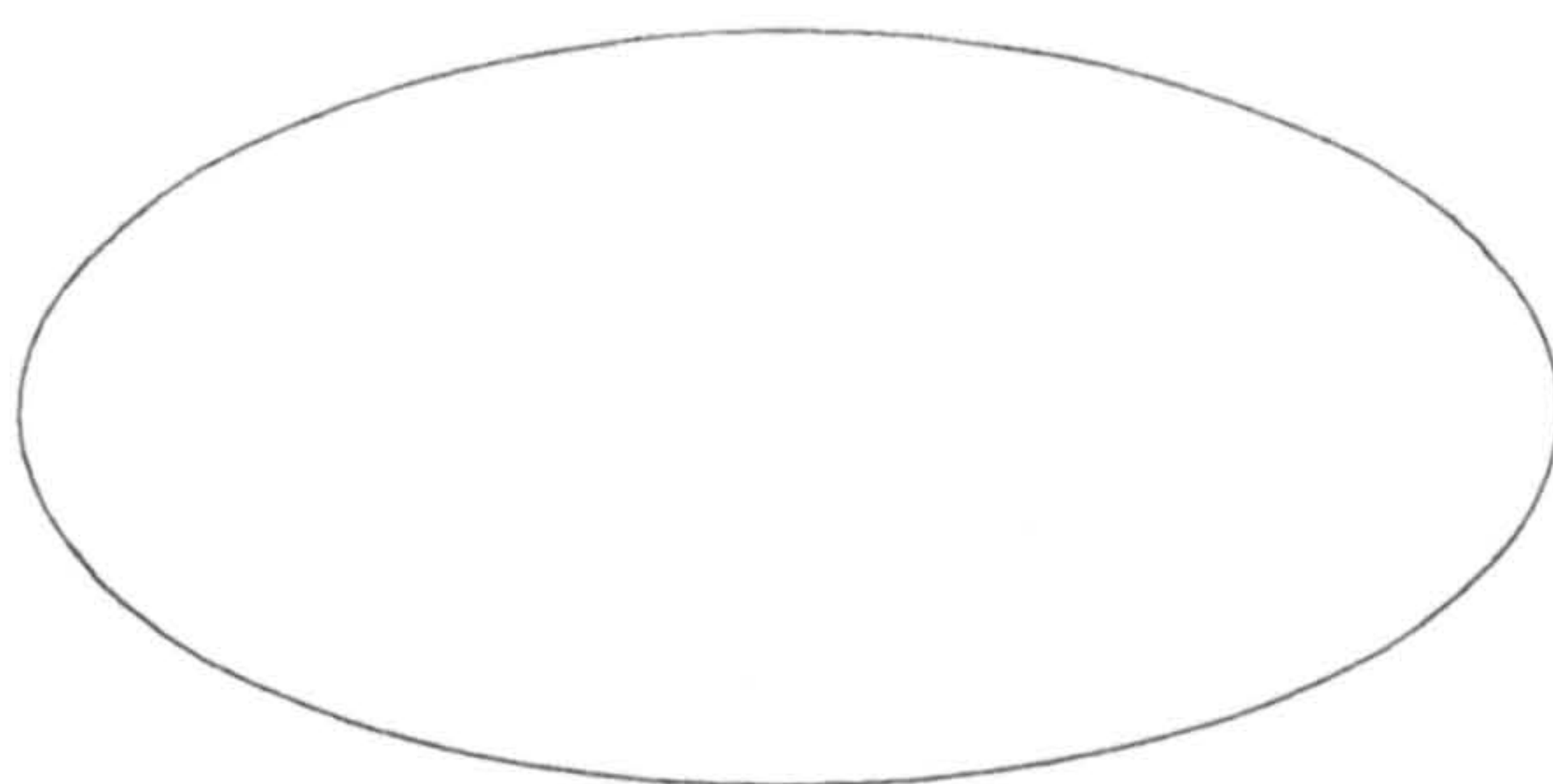
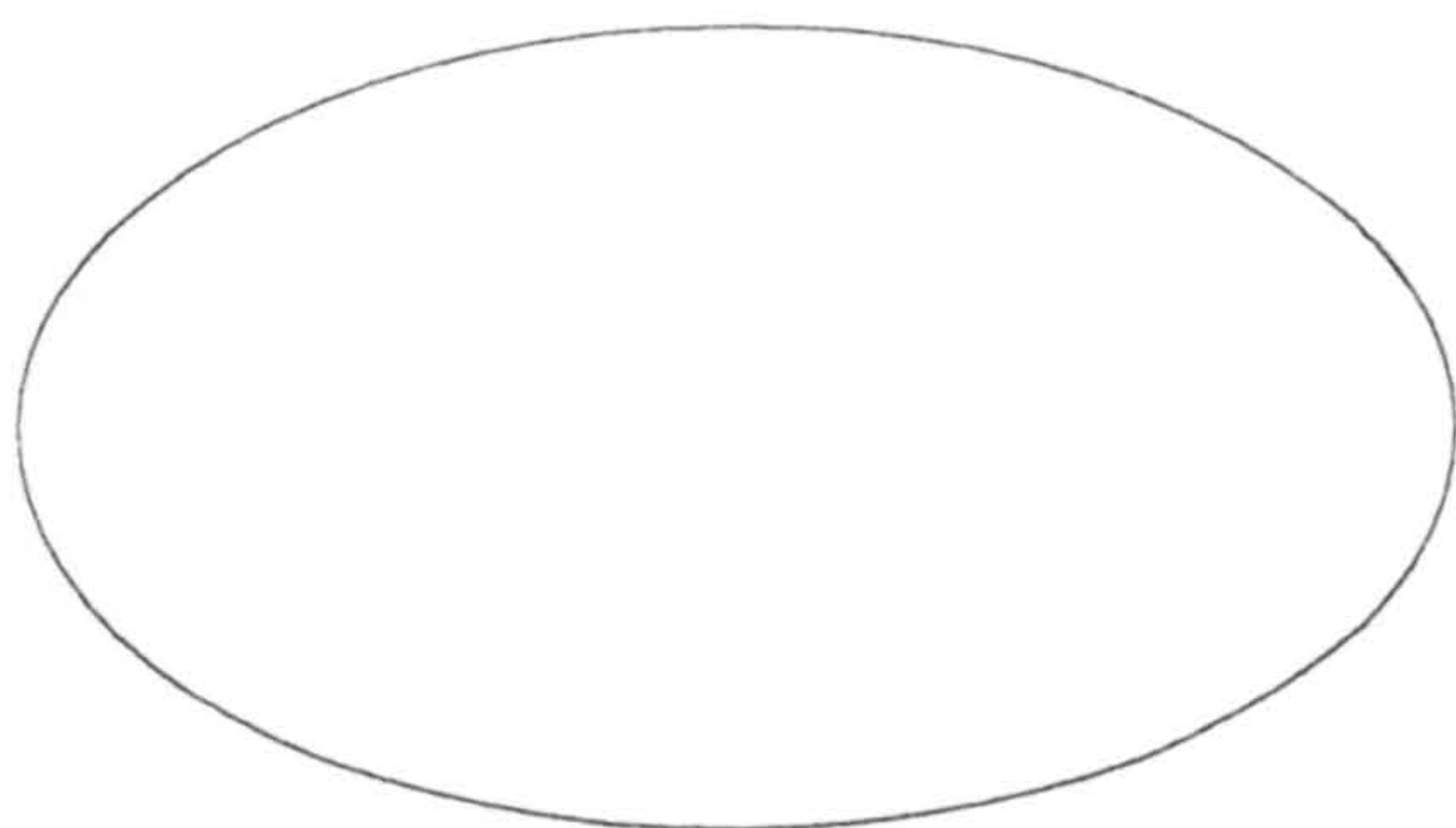




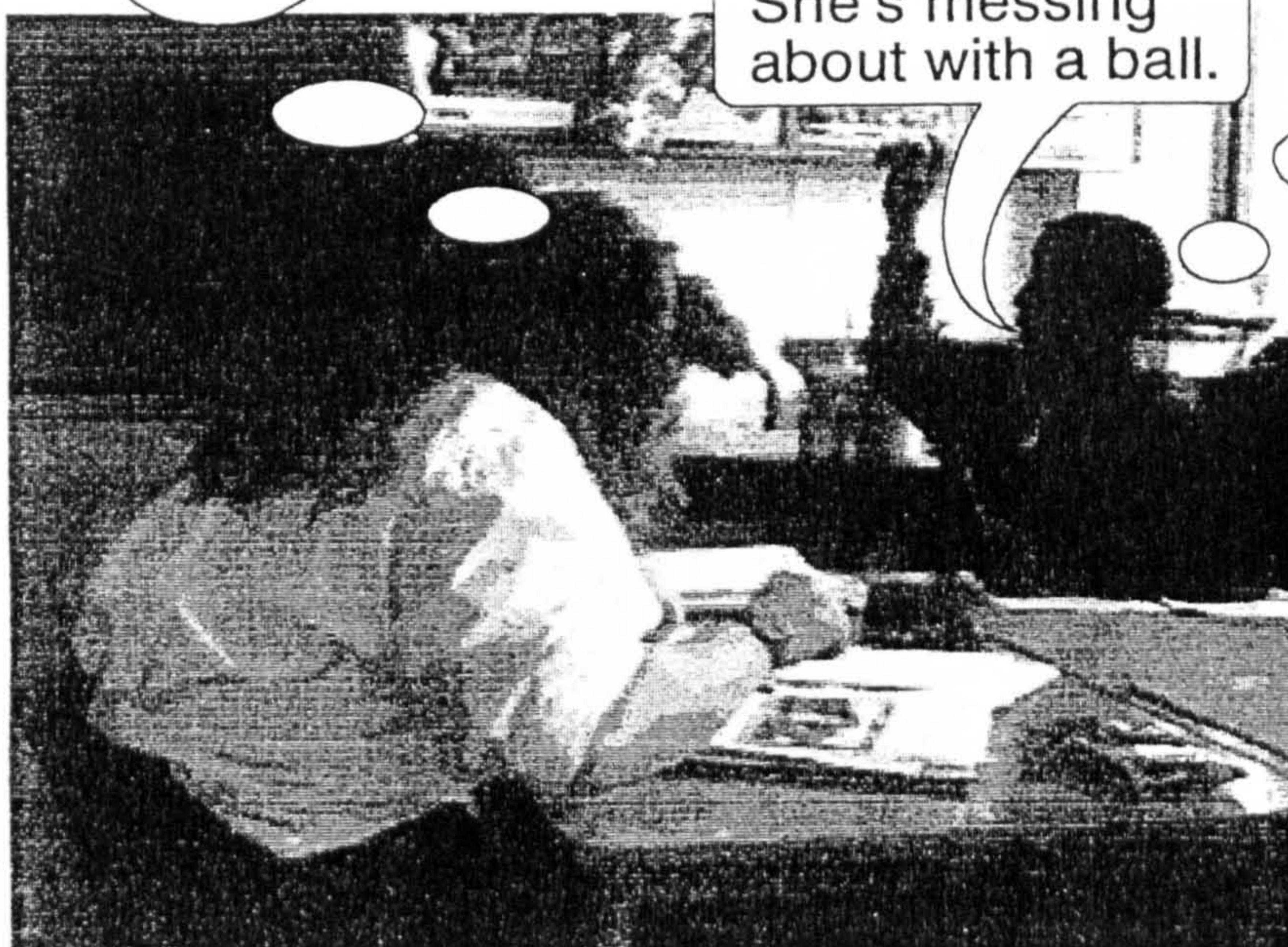
Is there anyone who
needs any help?...
Just the two of you?
... Right. Well, I'll
see you first.







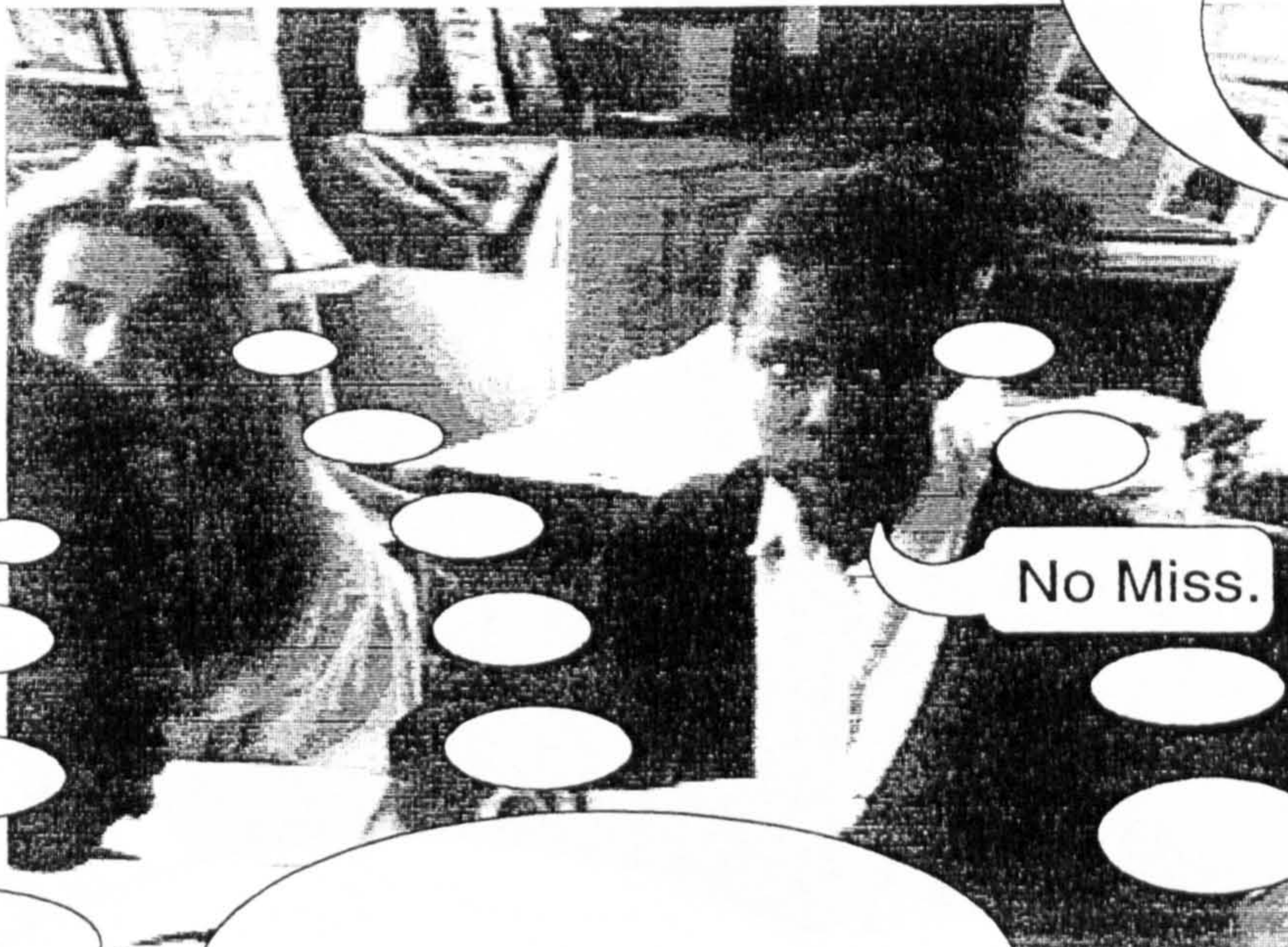
Miss! Miss! ...
She's messing
about with a ball.



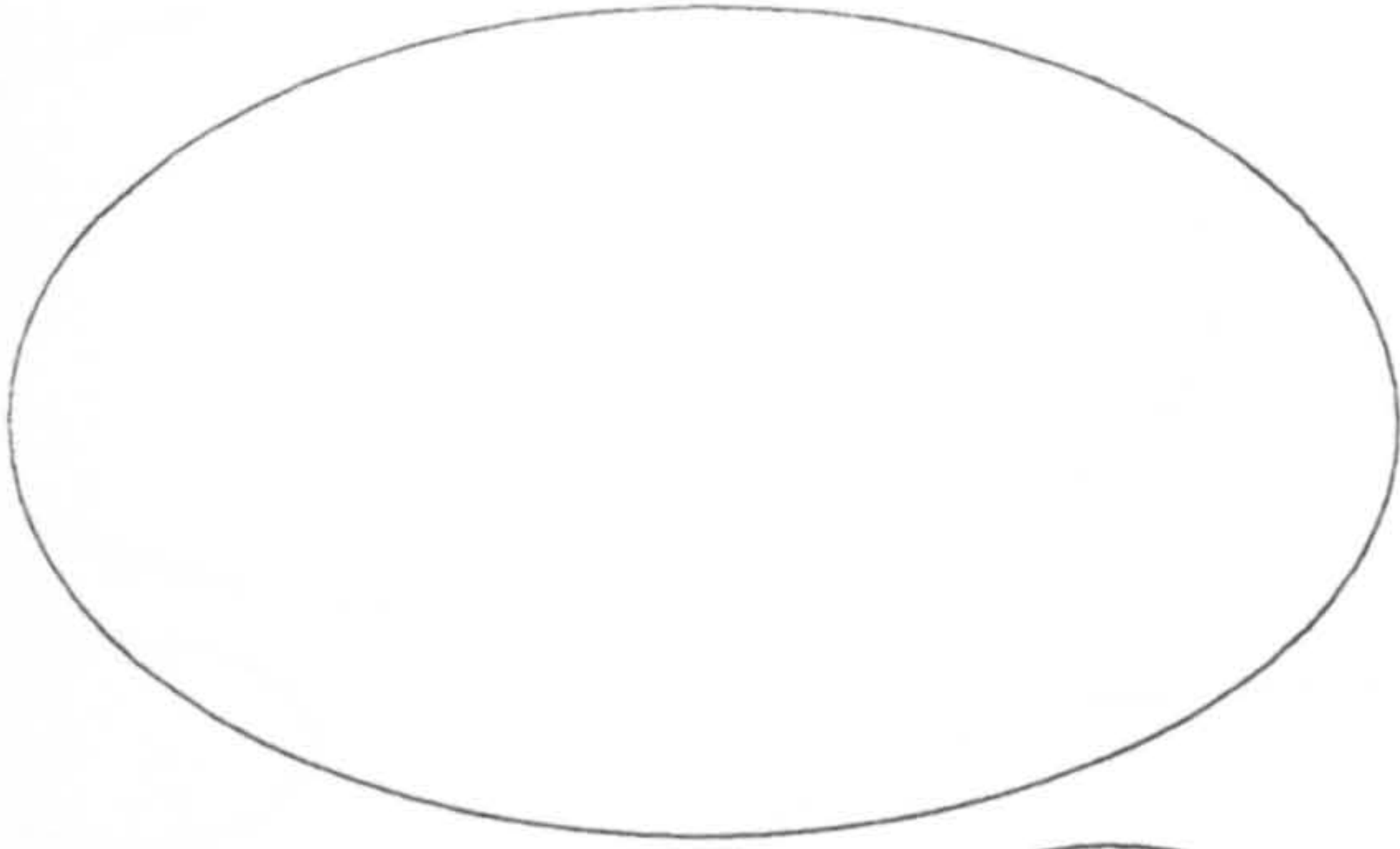


I don't want to know what she's doing.
I've got more interest in you, young
man! ... Er, shut up! There's a lot of
noise coming from this table ... and
you! If I hear one more word from
you, young man, you'll be in trouble!
Now - **GET ON!!**

What's going on over there? ... As usual, what a surprise! What table is it misbehaving? ... Now look! This is the second time I've had to look over there this morning. What are you doing young lady? You haven't done a stroke of work all morning, have you? WELL? HAVE YOU?

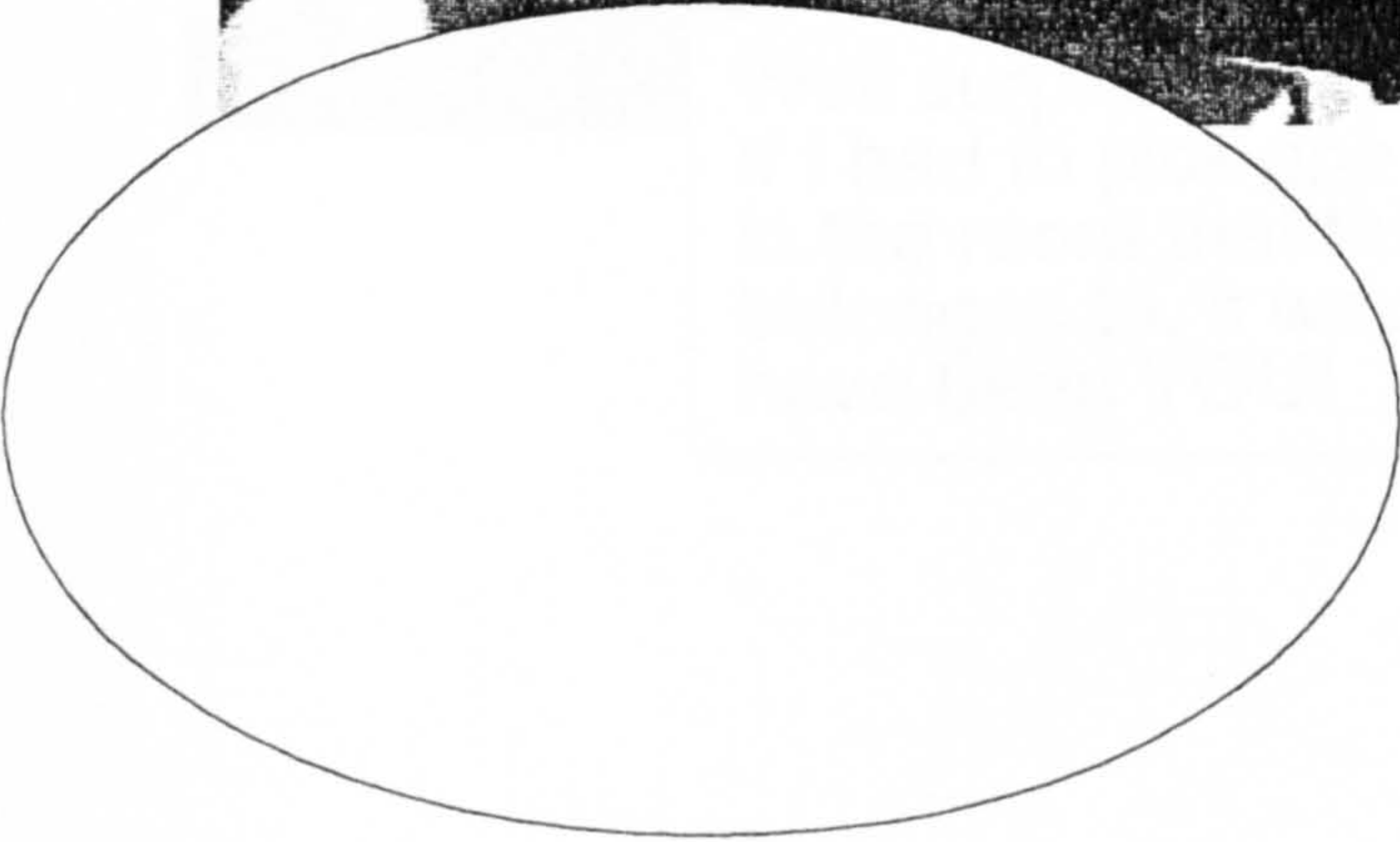


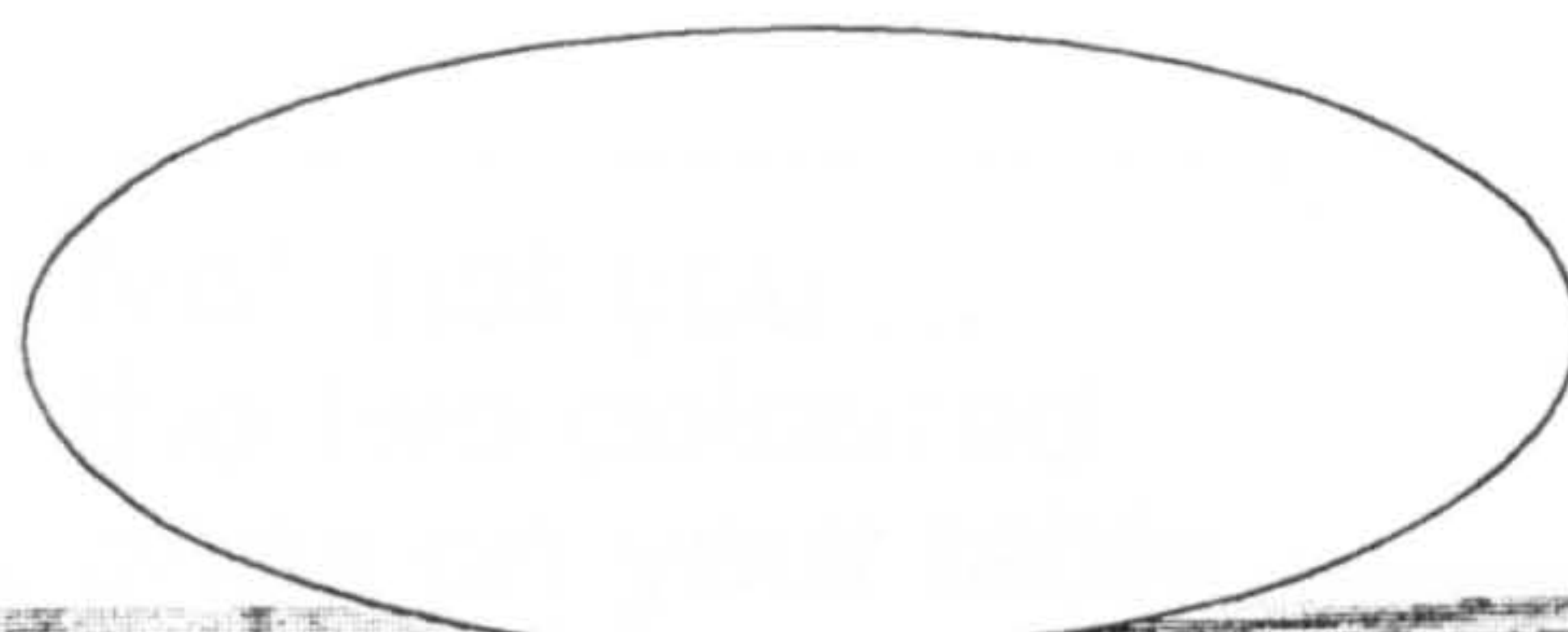
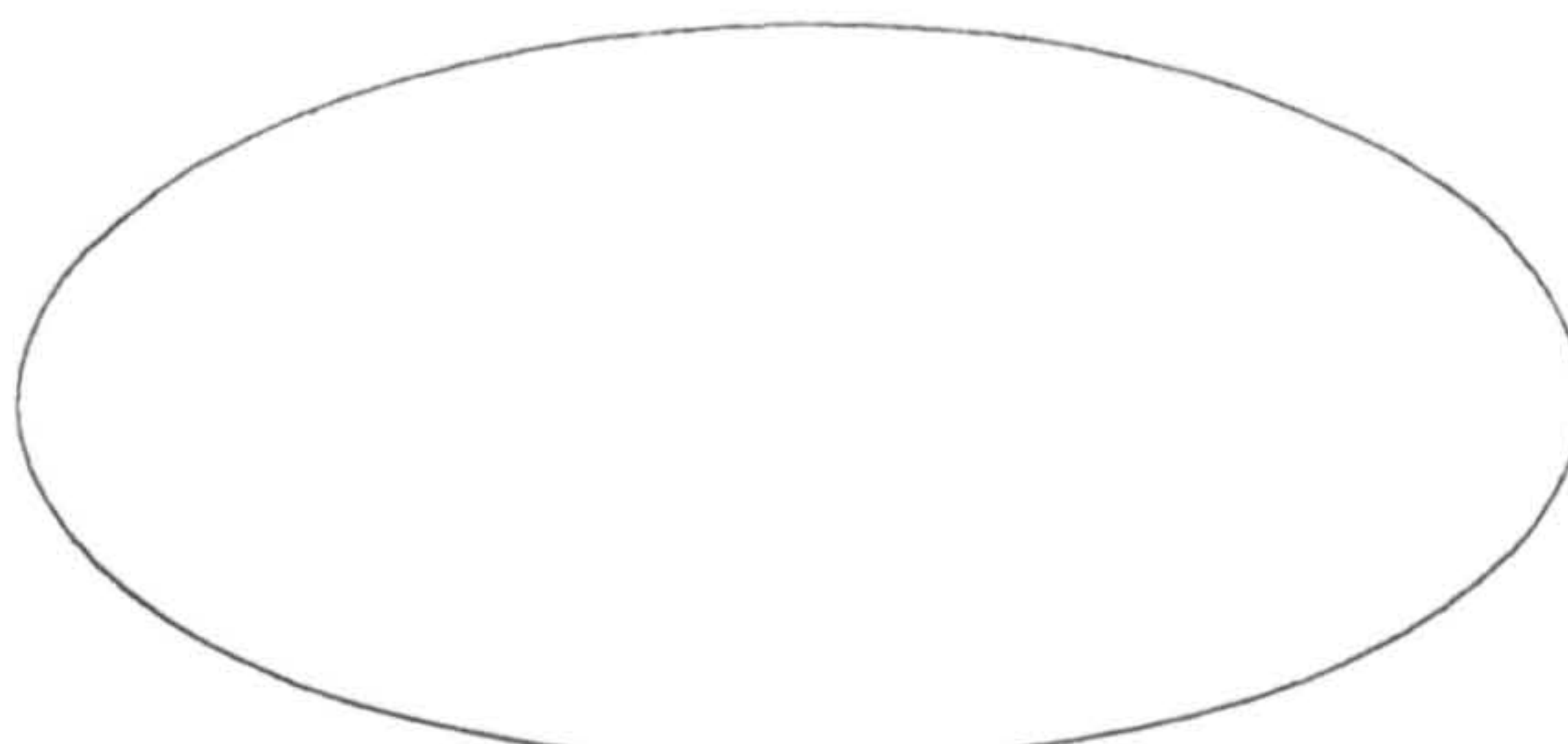
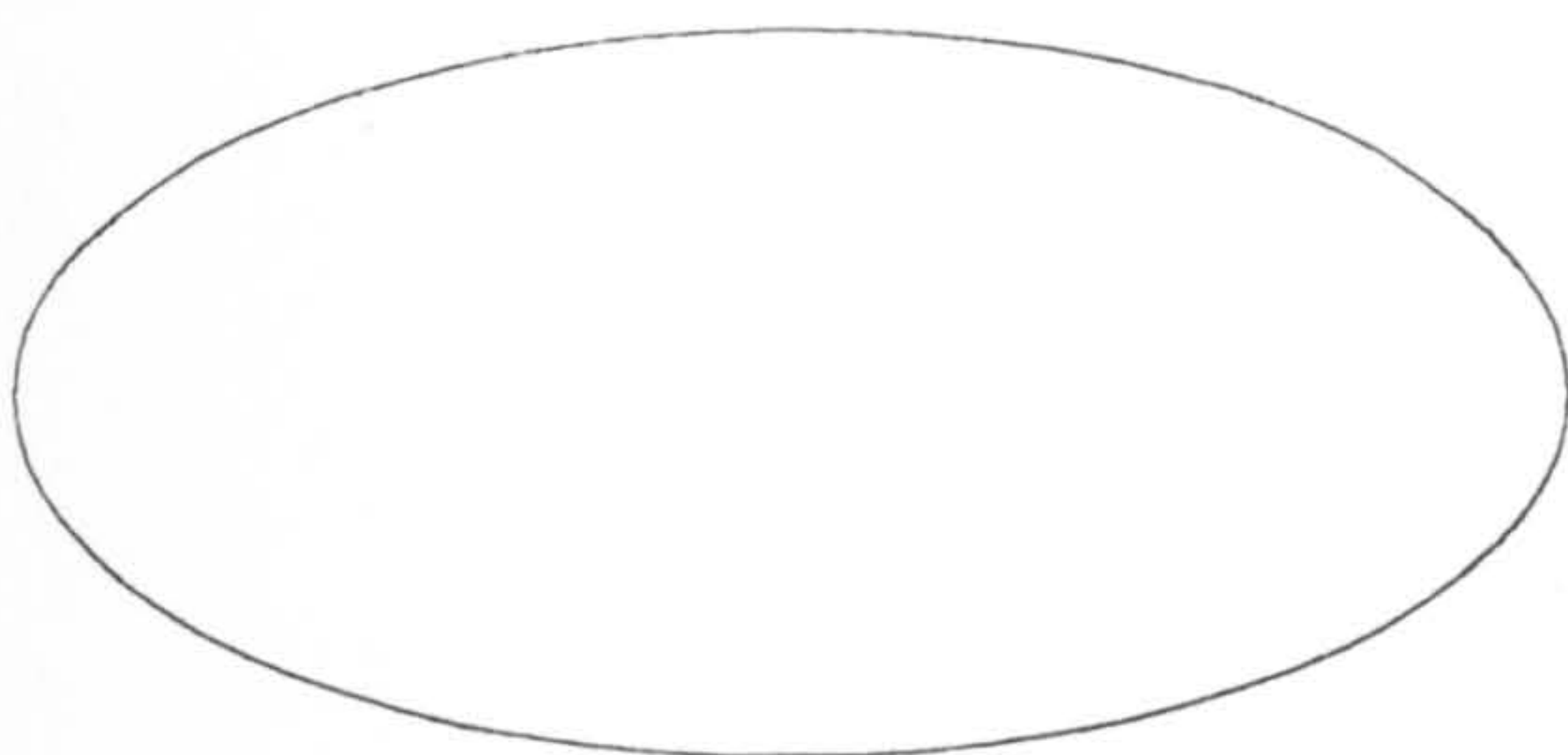
No Miss.



HOW DARE you
throw a ball about
in my classroom?

But Miss! Miss!





Well surprise, surprise!
If I had to pick one person
in the room that this ball
belonged to, it would
have been YOU!

Who? Me
Miss?

No! not you ...
the two coloured
ones on your table.

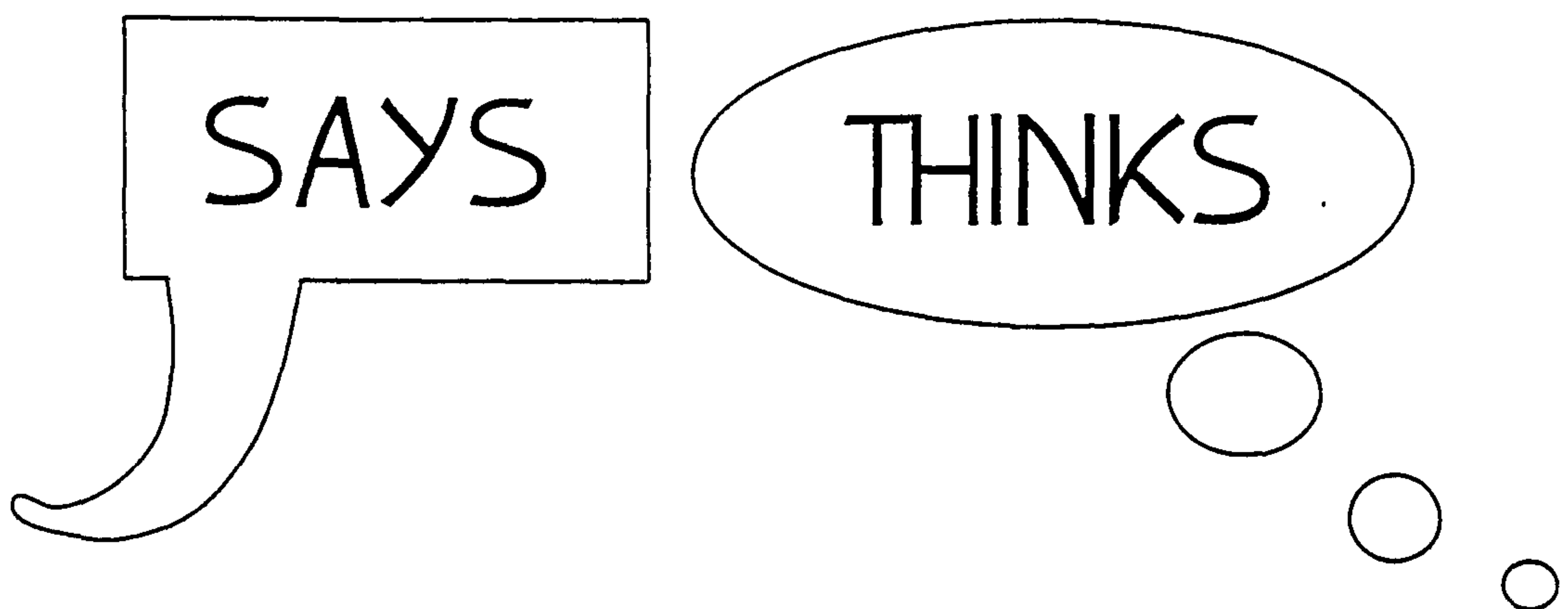


LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

EDUCATION DEPARTMENT

CLASSROOM INTERACTION VIDEO FILM

BORROWING



August 1991

Please give the following information about yourself in the spaces provided. This information will be treated in confidence. Neither you nor your school or college will be named in the report of this study.

Please indicate your ethnic origin by placing an "X" in one box.

Name of school or college

Name

Age Sex Form or tutor group

Black

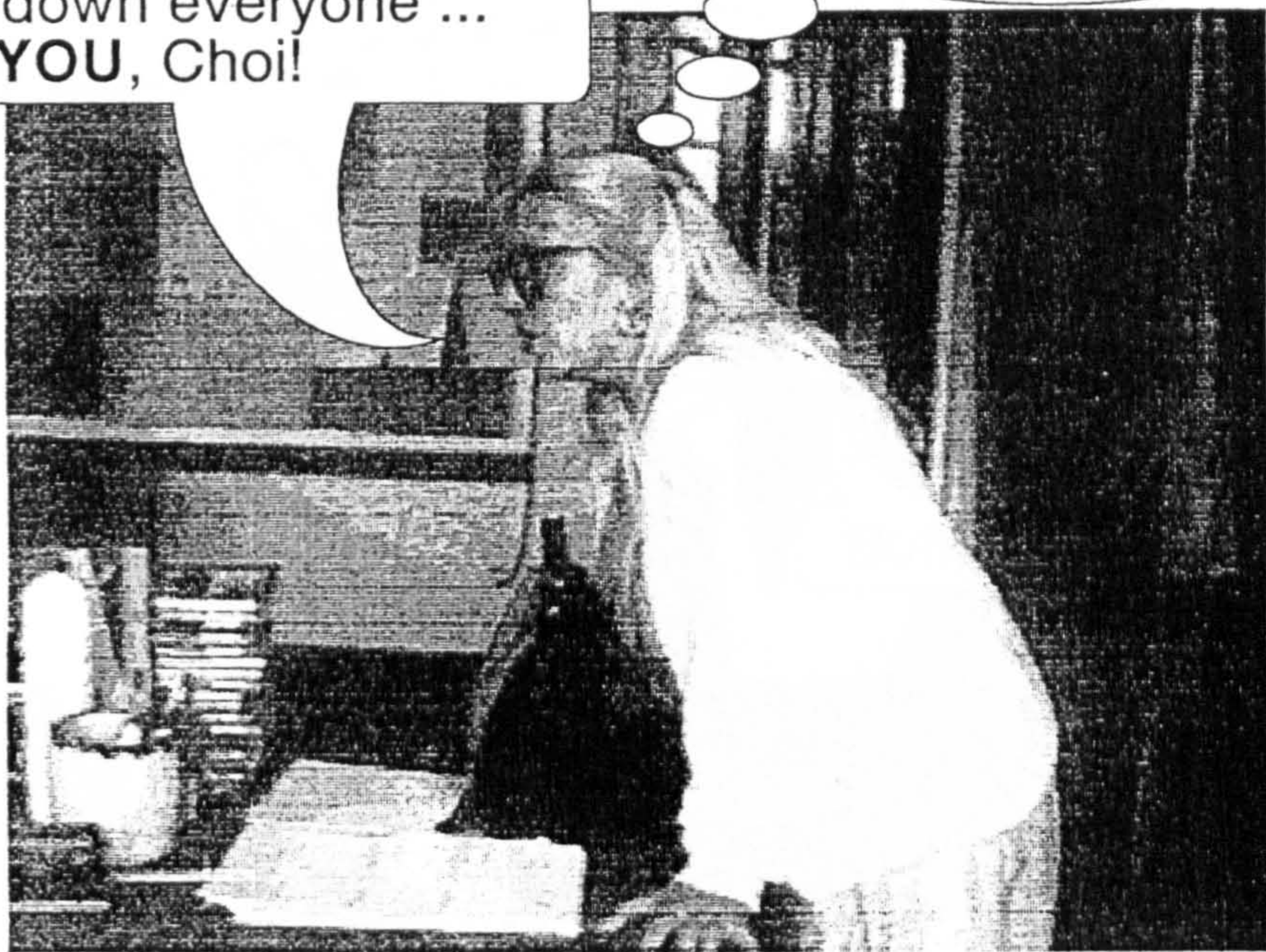
Afro-Caribbean	<input type="checkbox"/>
African	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Indian	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

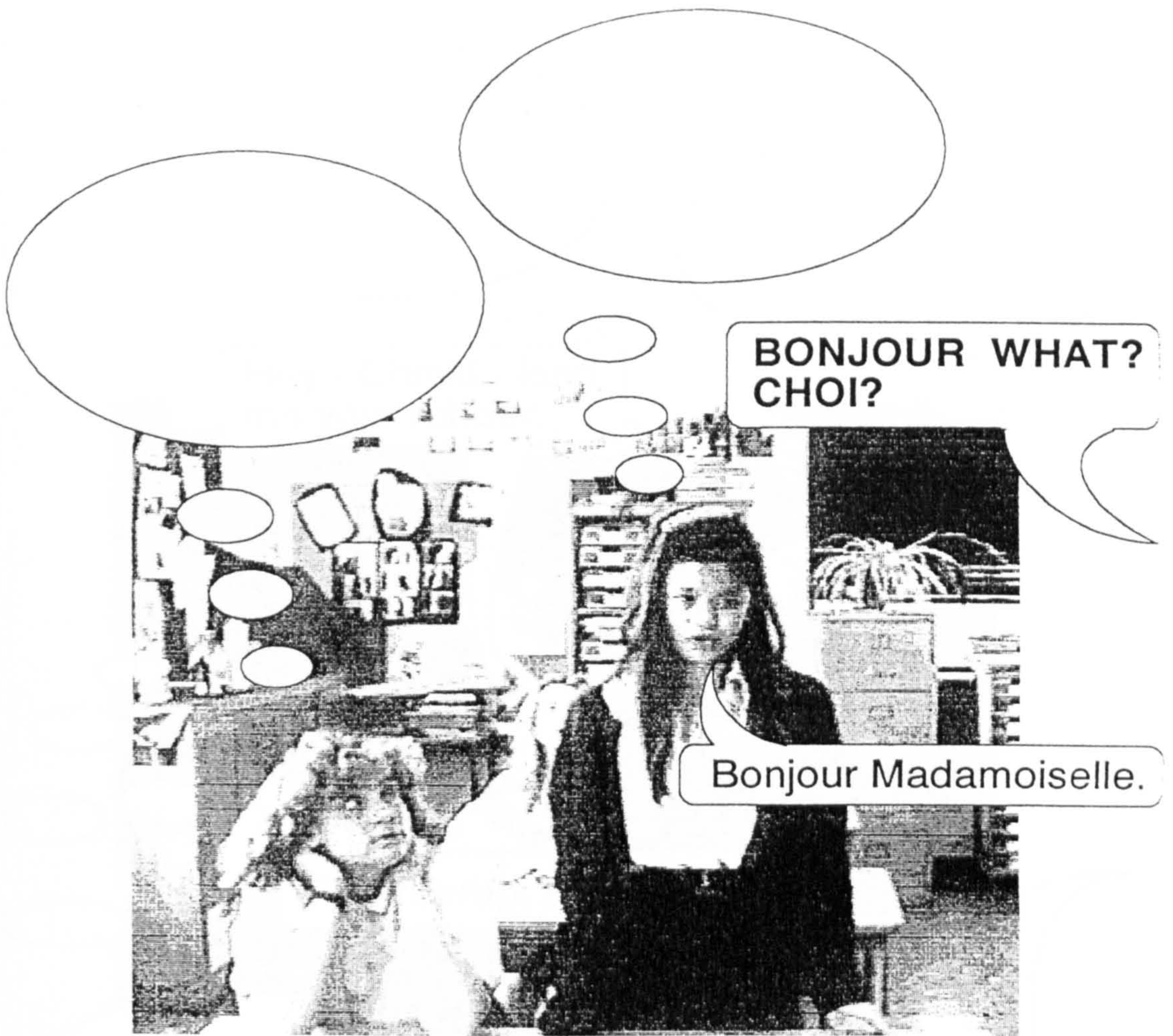
White

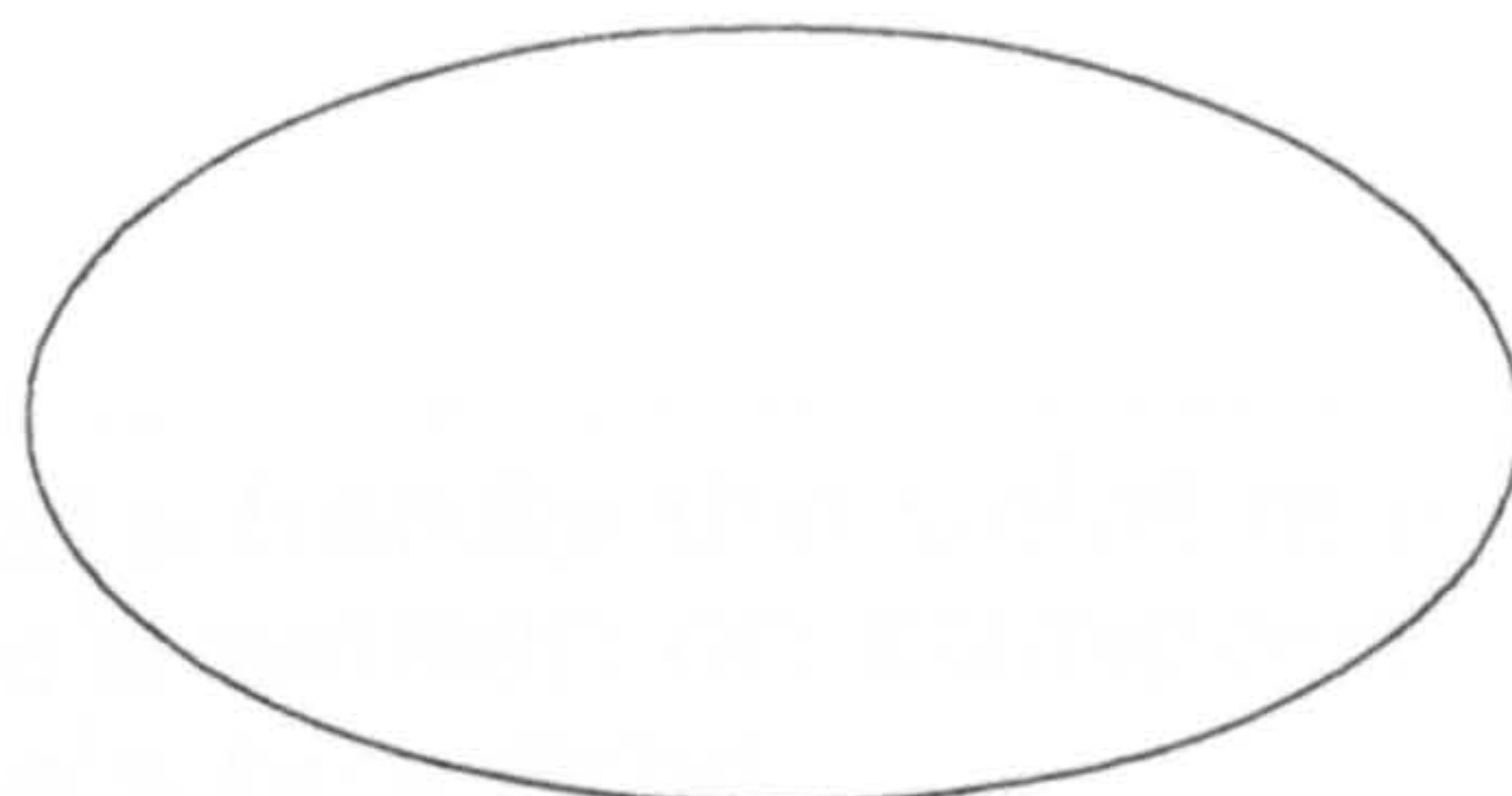
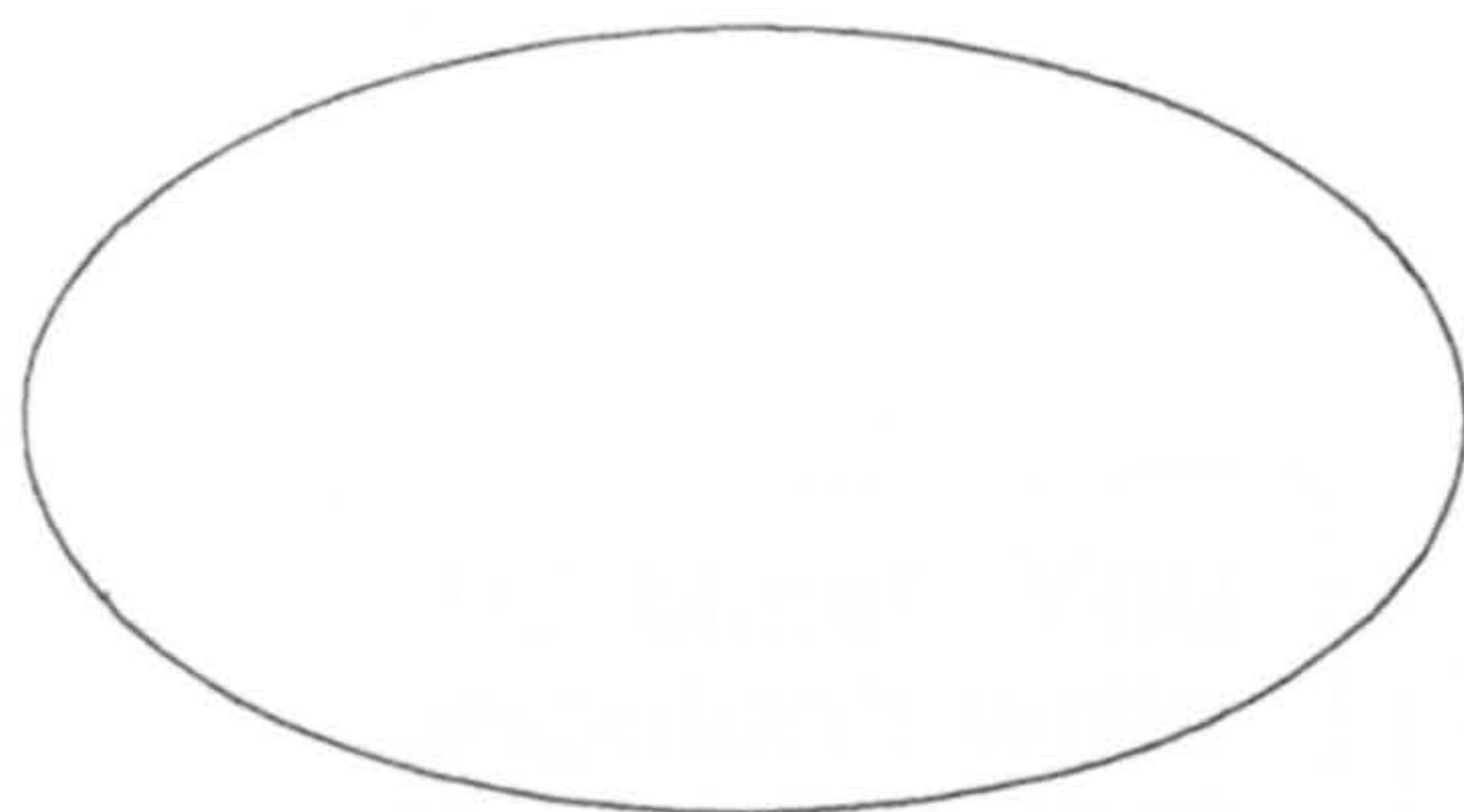
UK/Irish	<input type="checkbox"/>
European (excluding UK and Eire)	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>

These categories are based on those used and recommended by the Commission for Racial Equality.

Is there something wrong,
Madam? ... Well why don't
you answer me when I
speak to the whole group?
... Sit down everyone ...
NOT YOU, Choi!



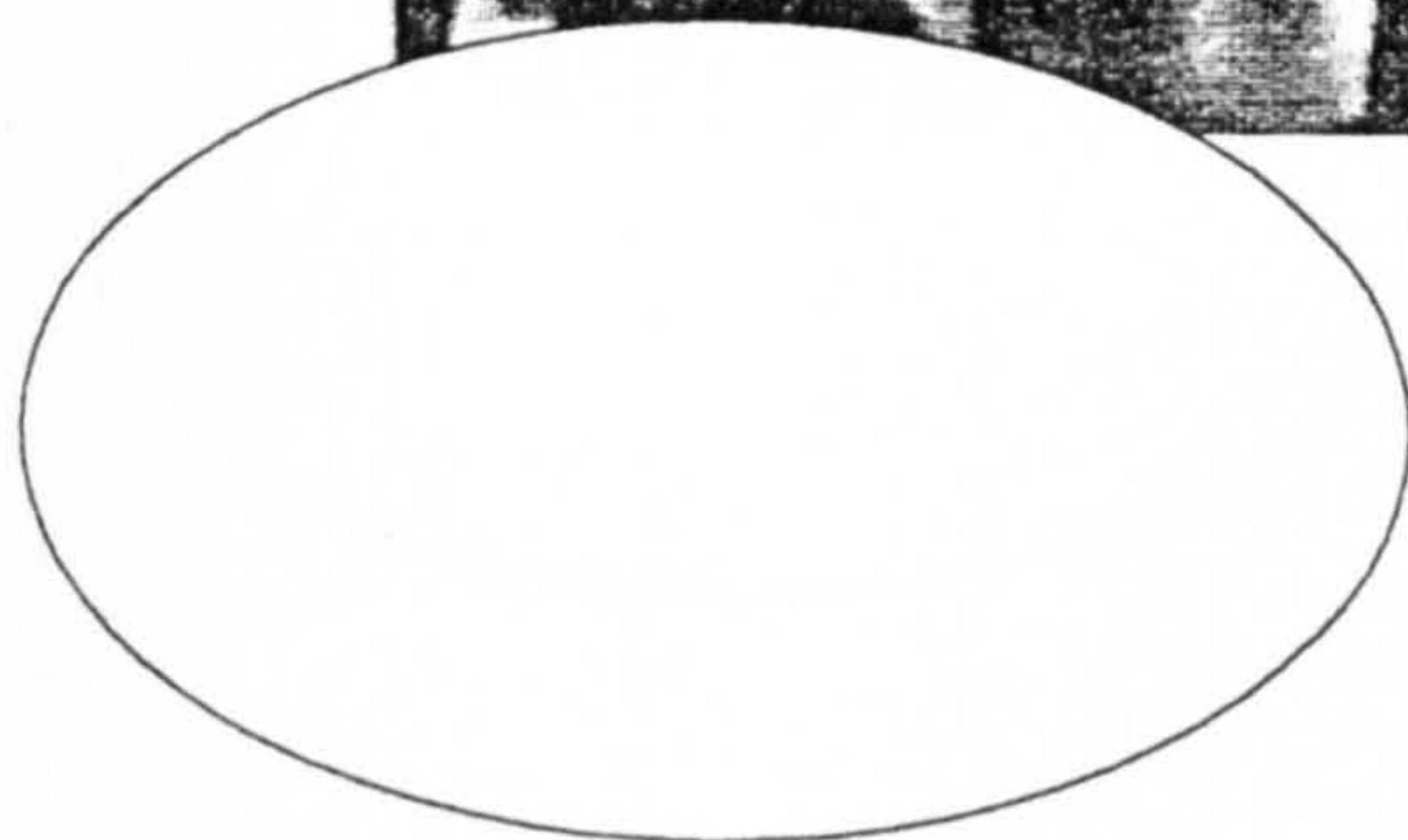




Hey - Chink! - lend
me your rubber.



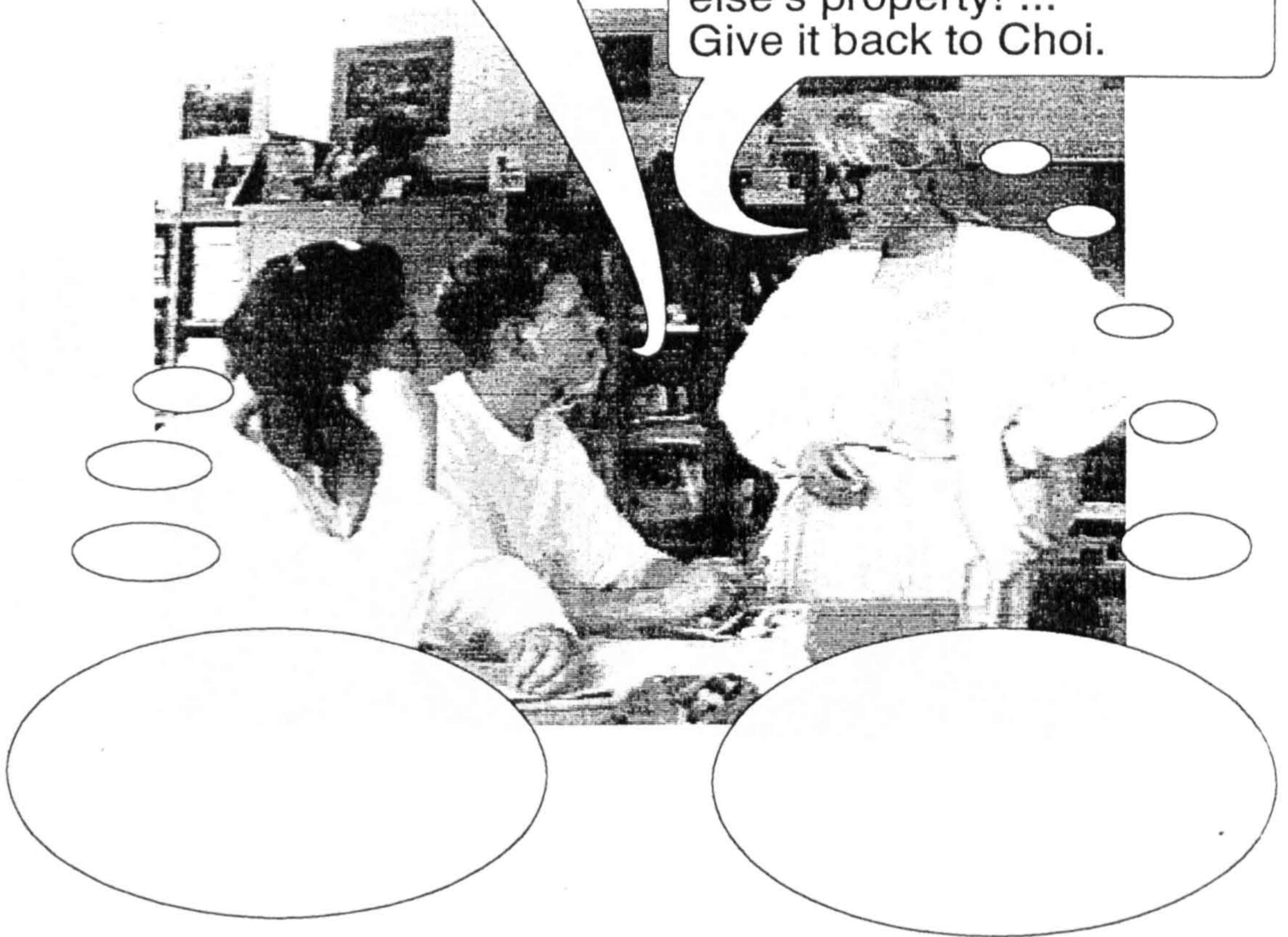
Oh shurrup, Rebecca!

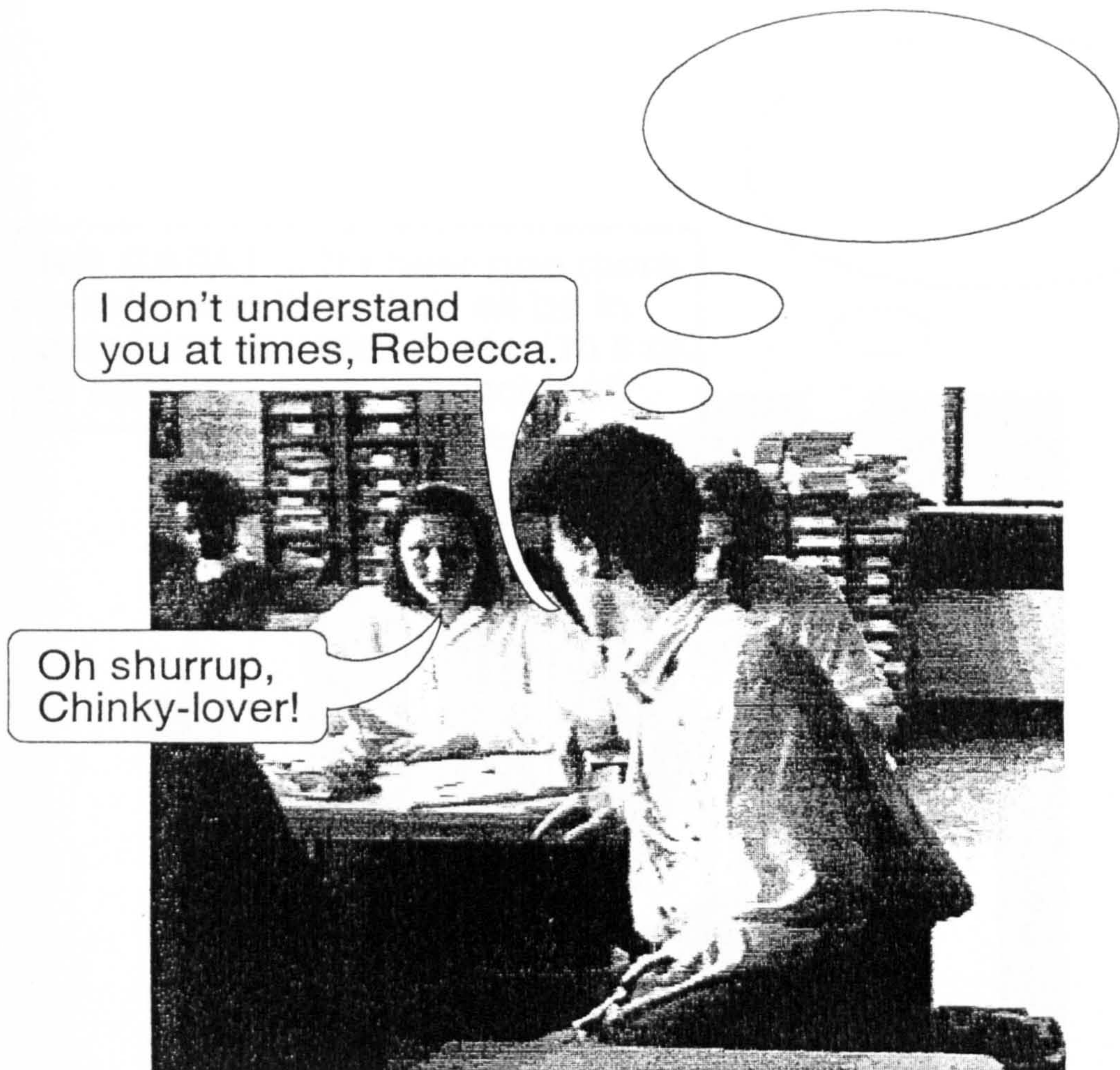


THANK YOU CHOI!
Have you got a rubber
or not? ... Then
lend it to Rebecca.

But Miss! You
shouldn't write
things like that.

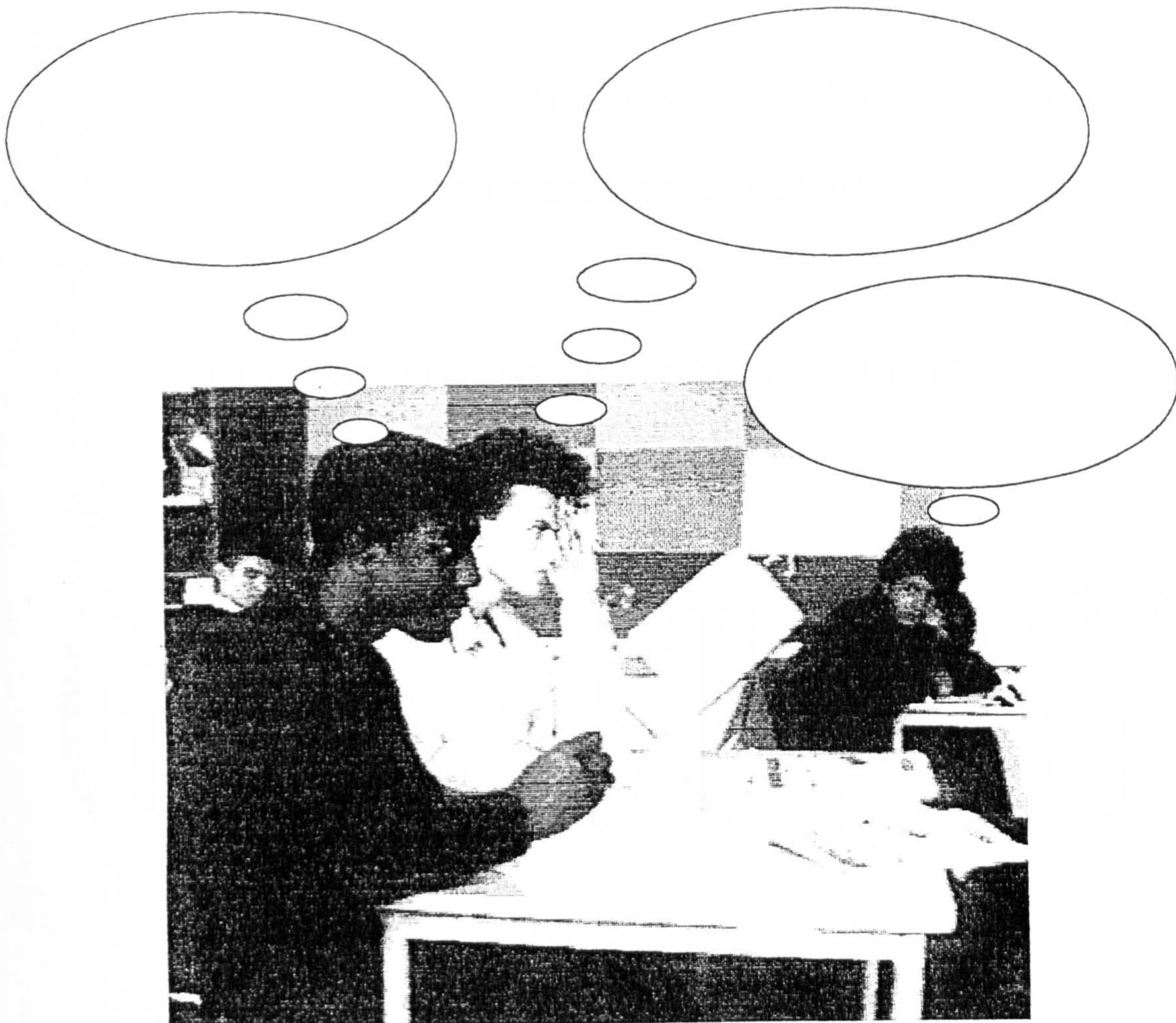
That's hardly the point is it?
She's written on someone
else's property! ...
Give it back to Choi.





NO CARL! ... If I hear one more word about this you'll all be in detention at break-time. I'm sick of hearing about this incident!



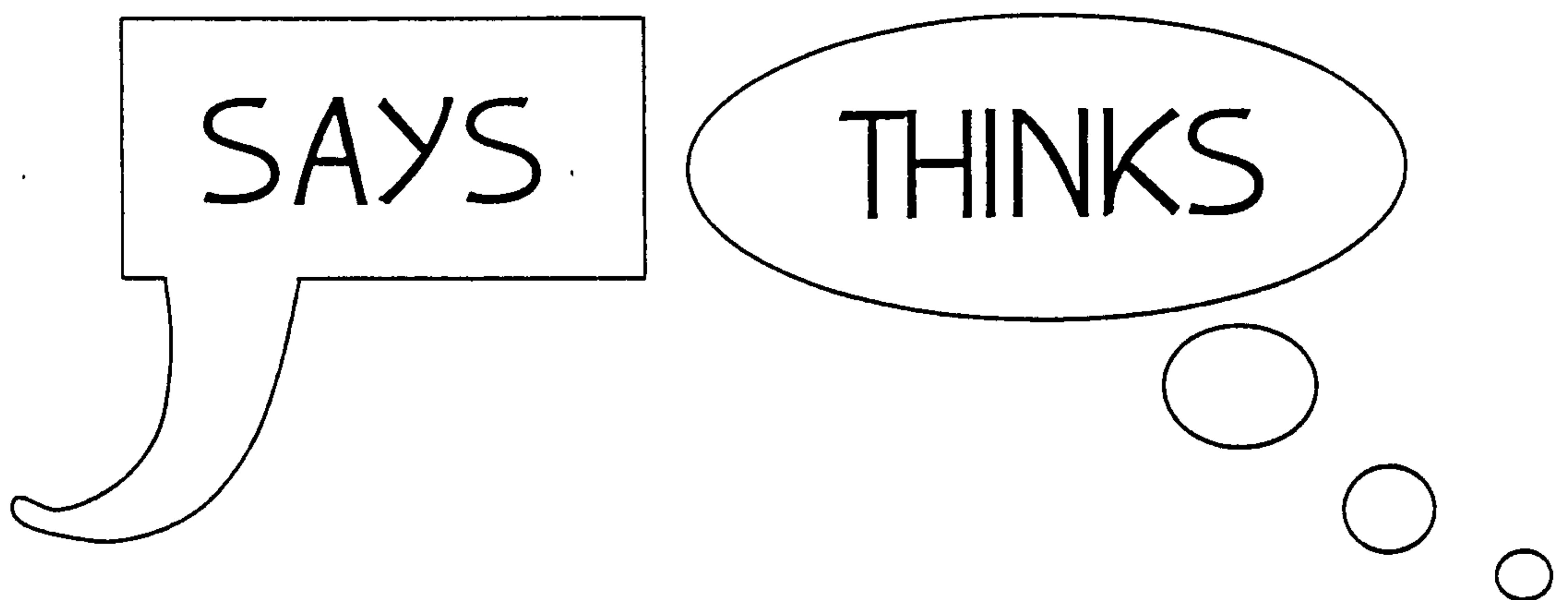


LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

EDUCATION DEPARTMENT

CLASSROOM INTERACTION VIDEO FILM

GOING STEADY



August 1991

Please give the following information about yourself in the spaces provided. This information will be treated in confidence. Neither you nor your school or college will be named in the report of this study.

Please indicate your ethnic origin by placing an "X" in one box.

Name of school or college

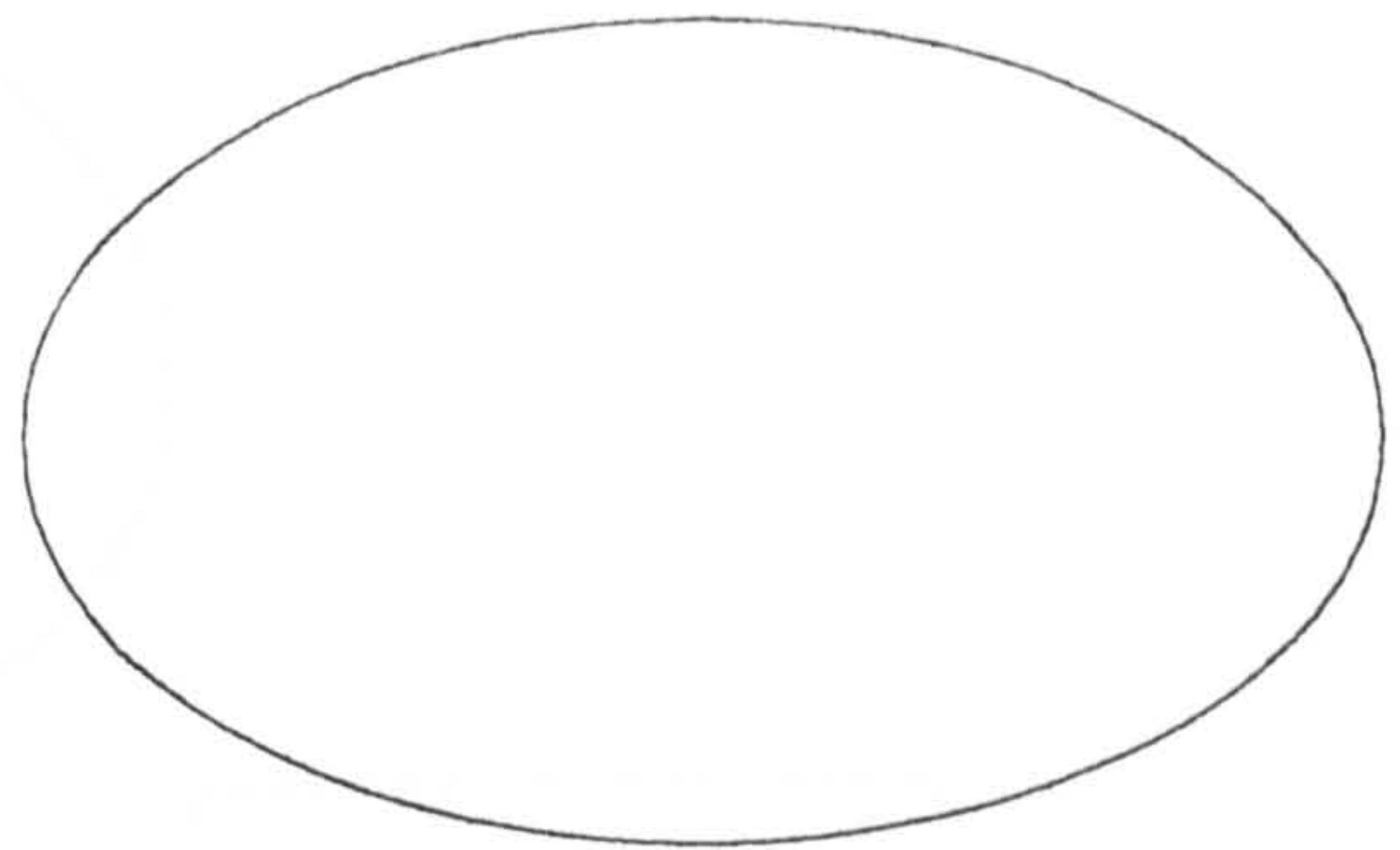
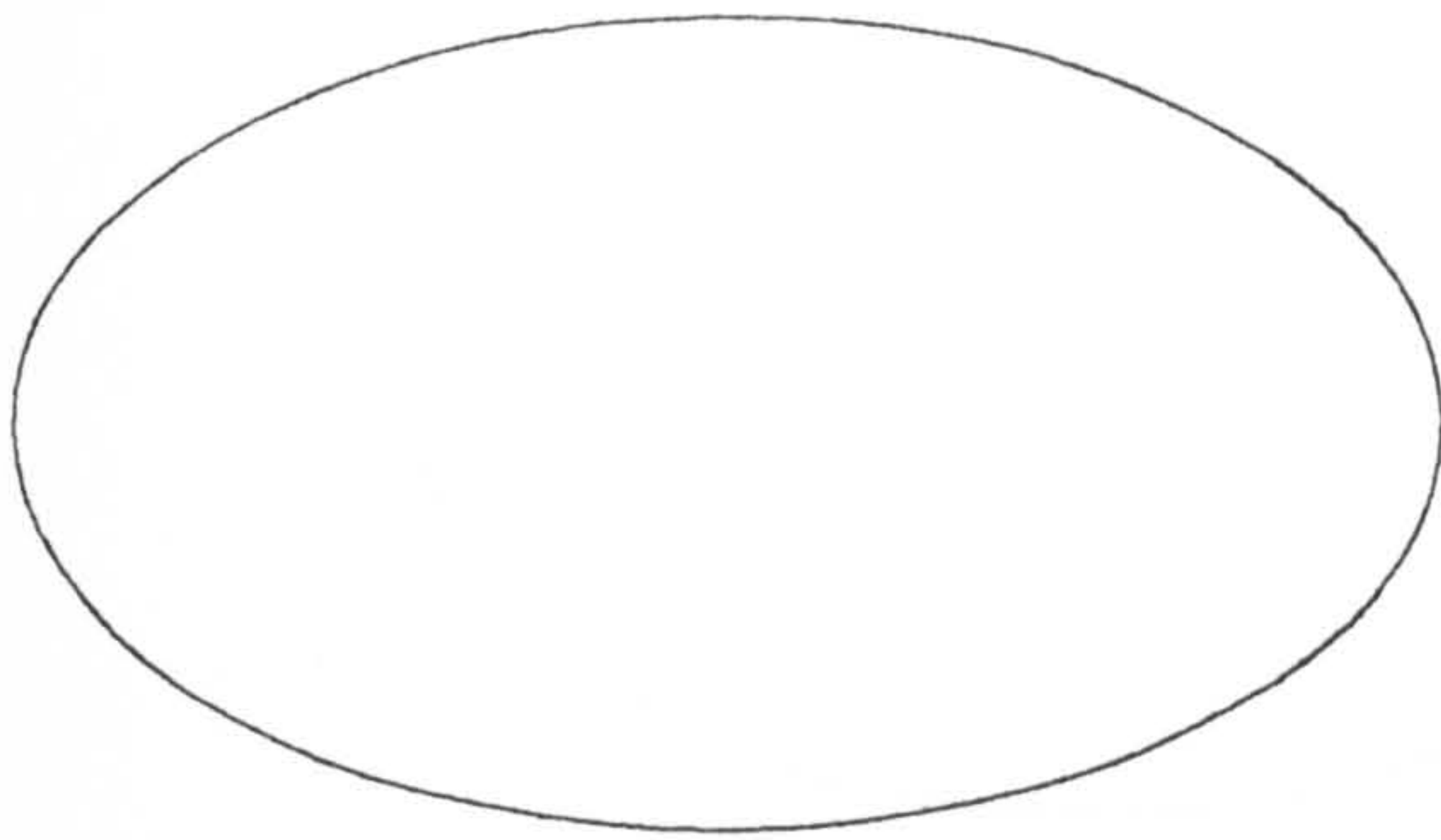
Name

Age Sex Form or tutor group

<u>Black</u>	
Afro-Caribbean	<input type="checkbox"/>
African	<input type="checkbox"/>
Pakistani	<input type="checkbox"/>
Indian	<input type="checkbox"/>
Bangladeshi	<input type="checkbox"/>
Chinese	<input type="checkbox"/>
Other (please specify)	

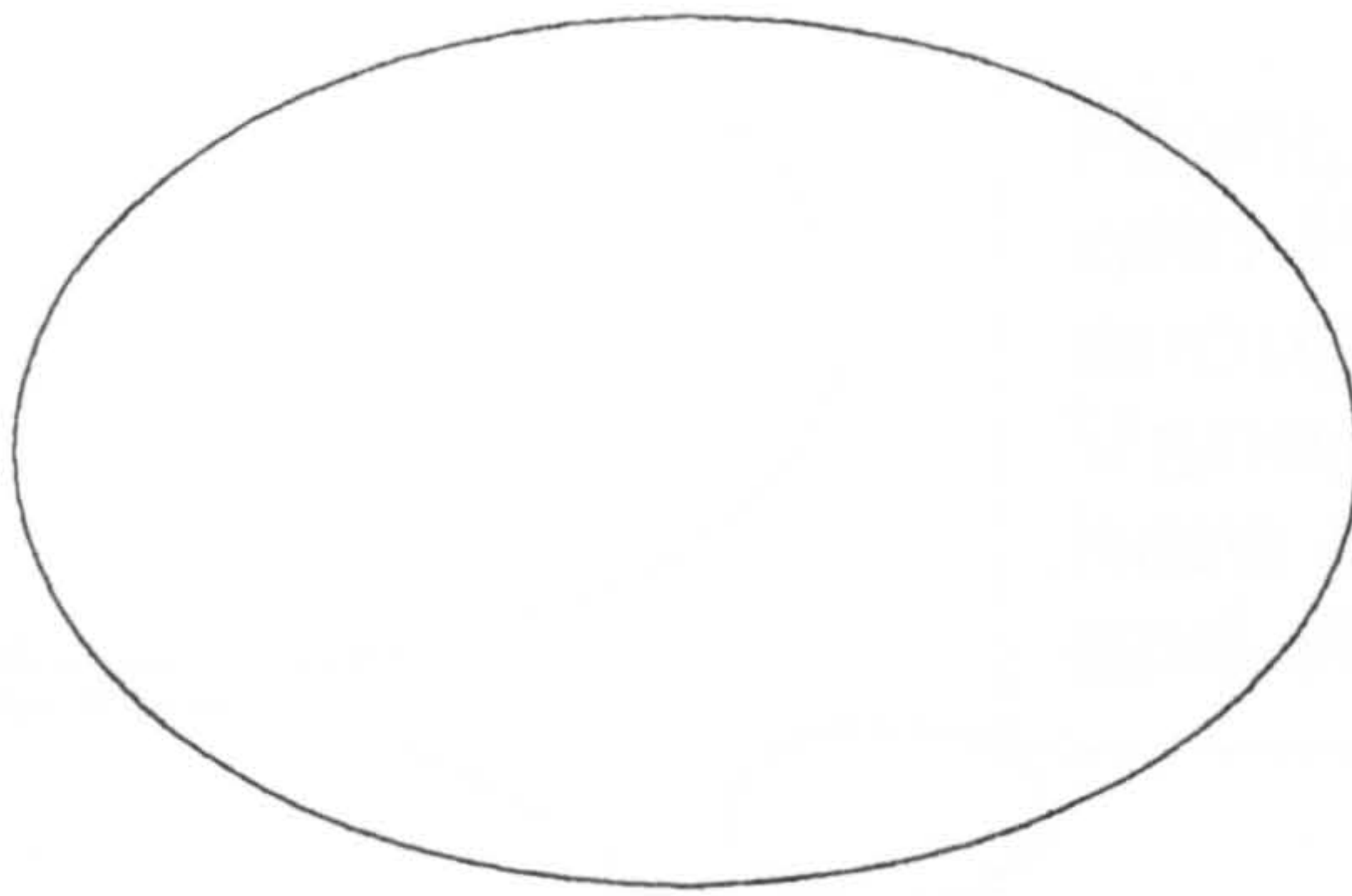
<u>White</u>	
UK/Irish	<input type="checkbox"/>
European (excluding UK and Eire)	<input type="checkbox"/>
Other (please specify)	

These categories are based on those used and recommended by the Commission for Racial Equality.

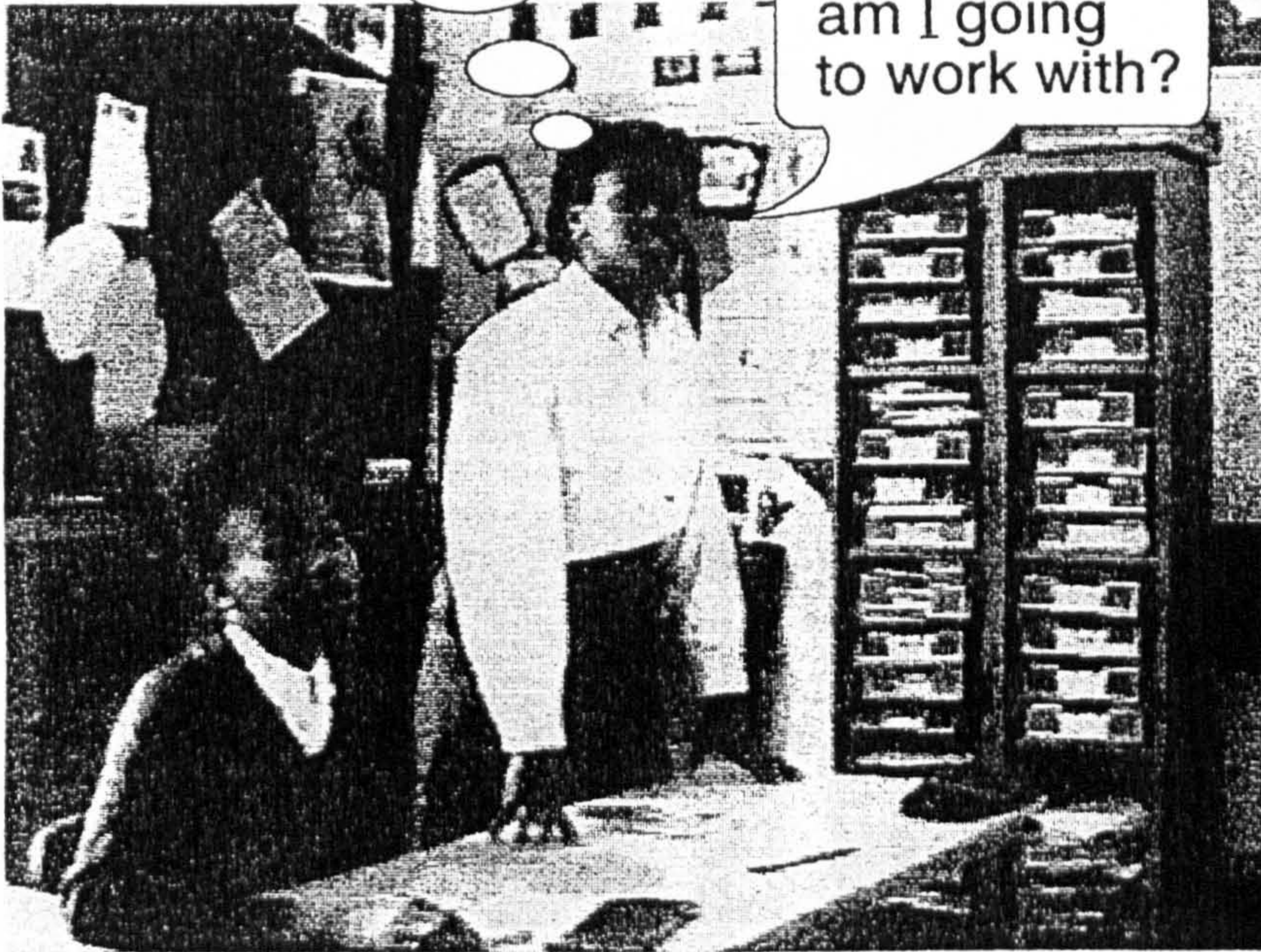


Yes, but who
did you work
with last week?

Could I work
with Donna,
please?



Miss, who
am I going
to work with?



Don't be silly Vanessa.
Don't fuss. Just swap
places with Richard,
it's perfectly obvious.

Right. Nasar, go and work with Paul. There's been enough confusion already. Vanessa come and work here and sit with Wayne and stop sulking.

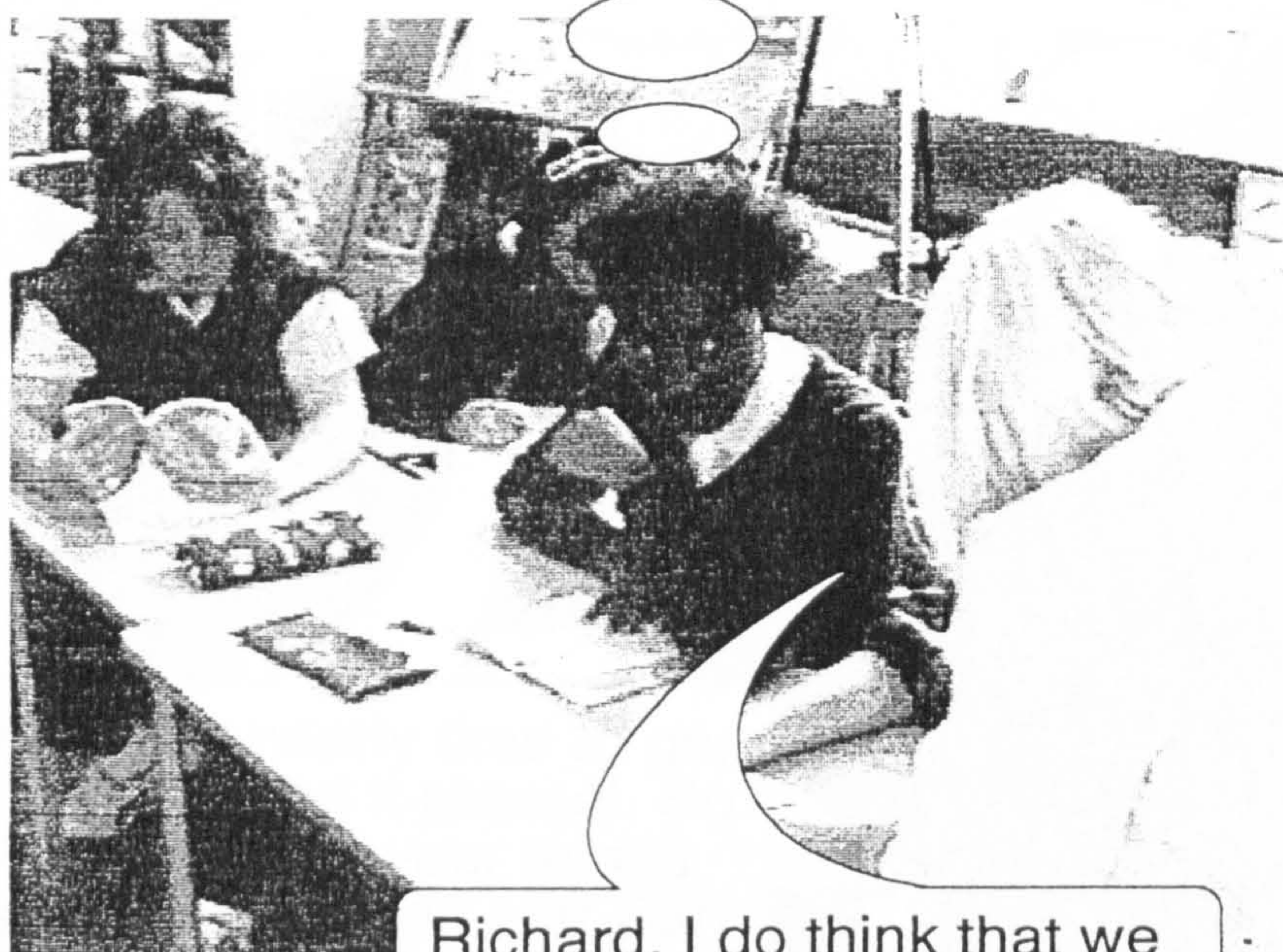
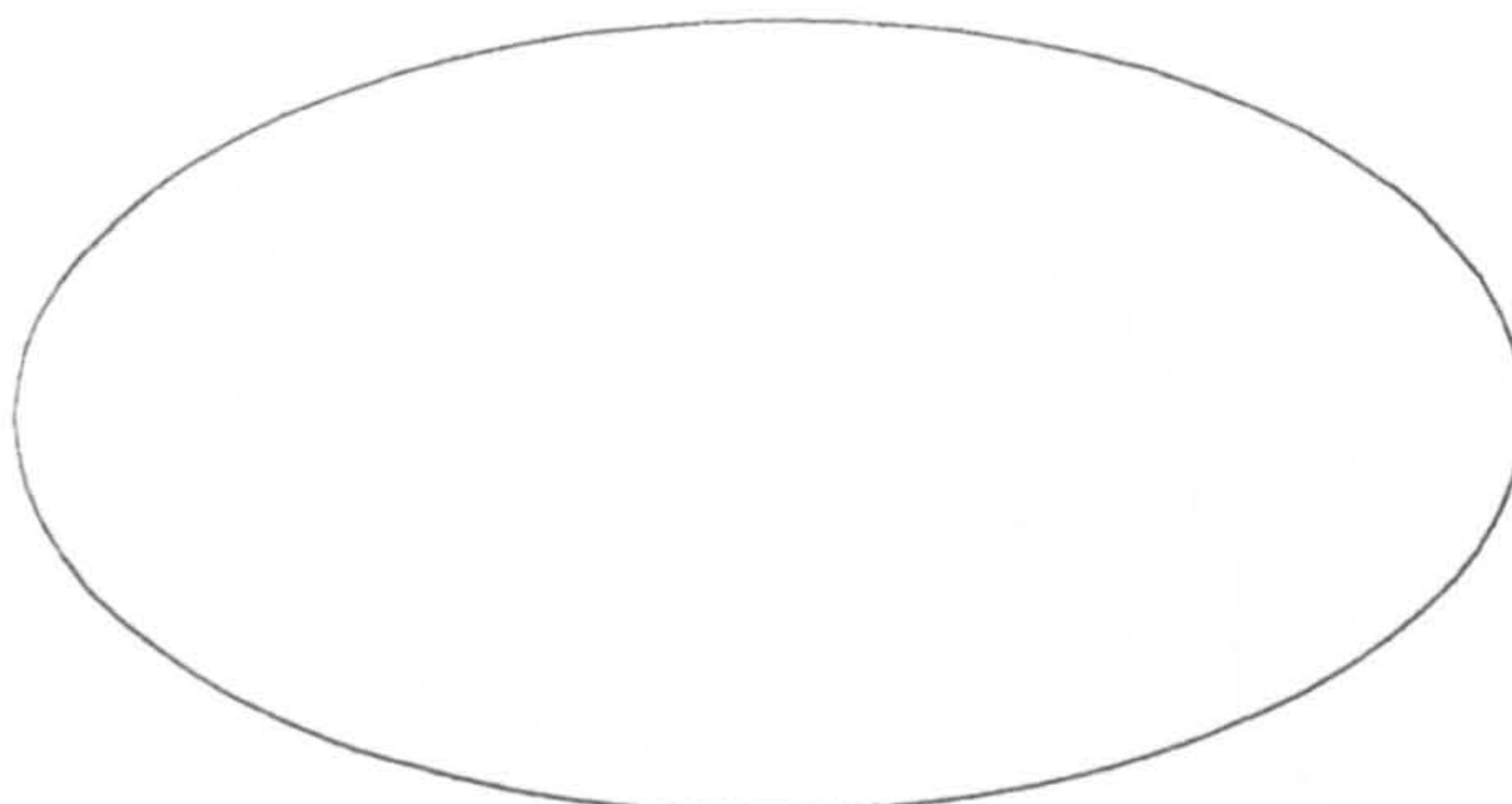
Miss, why do I have to move?





That's not the point, she's coloured.

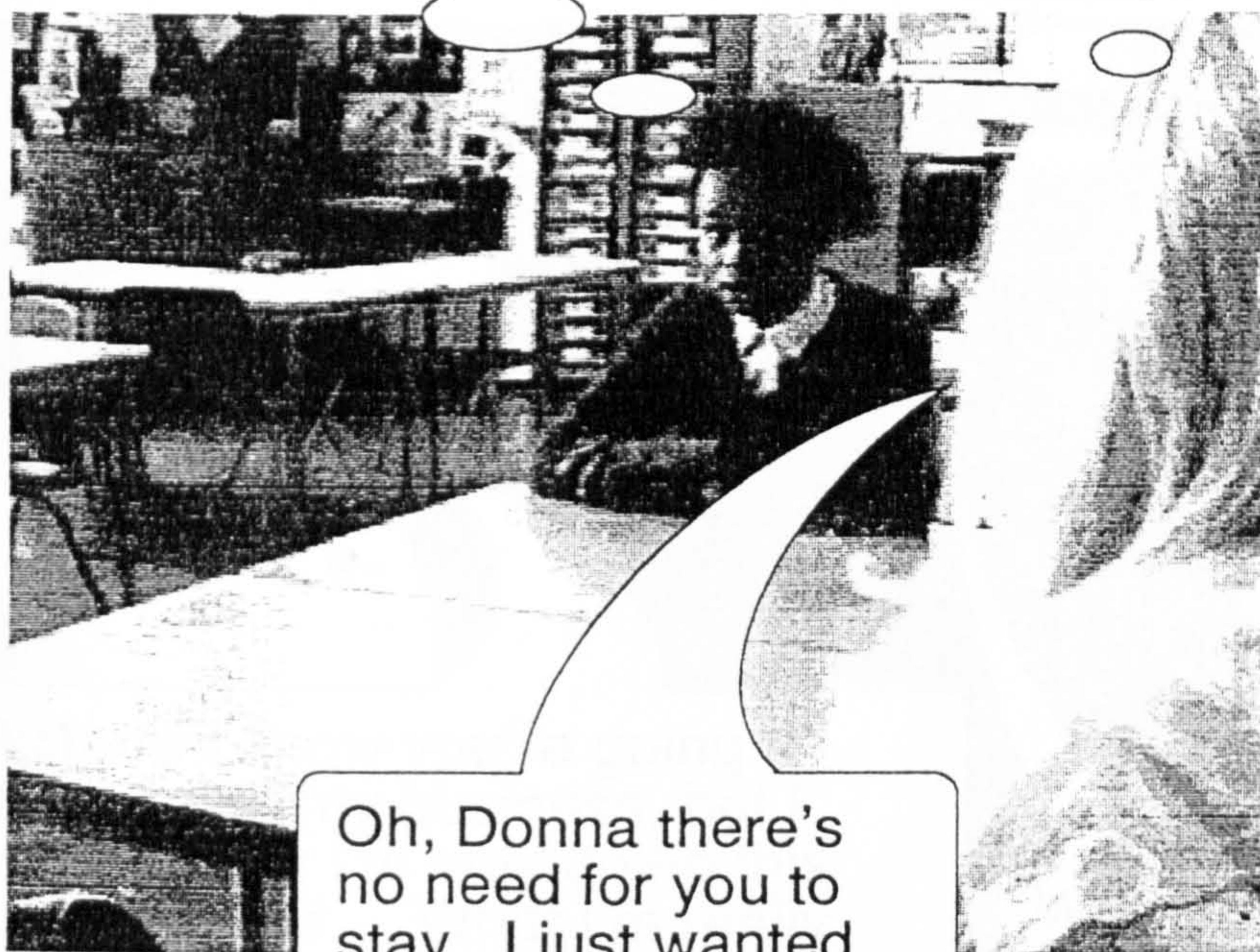
Thank you. Do you mind being quiet? I can hear you from over here. Now just get on with your work and shut up and mind your own business.



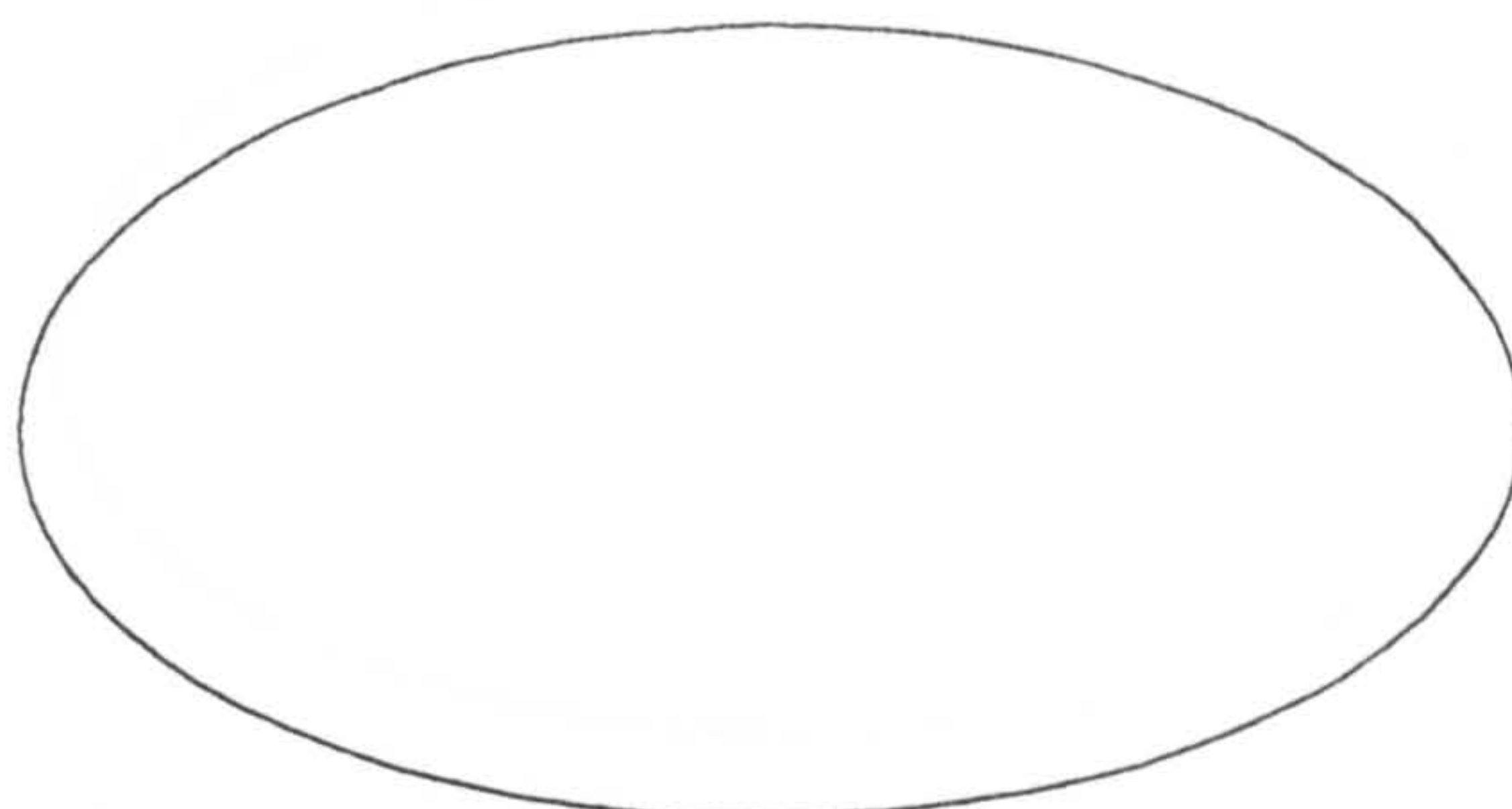
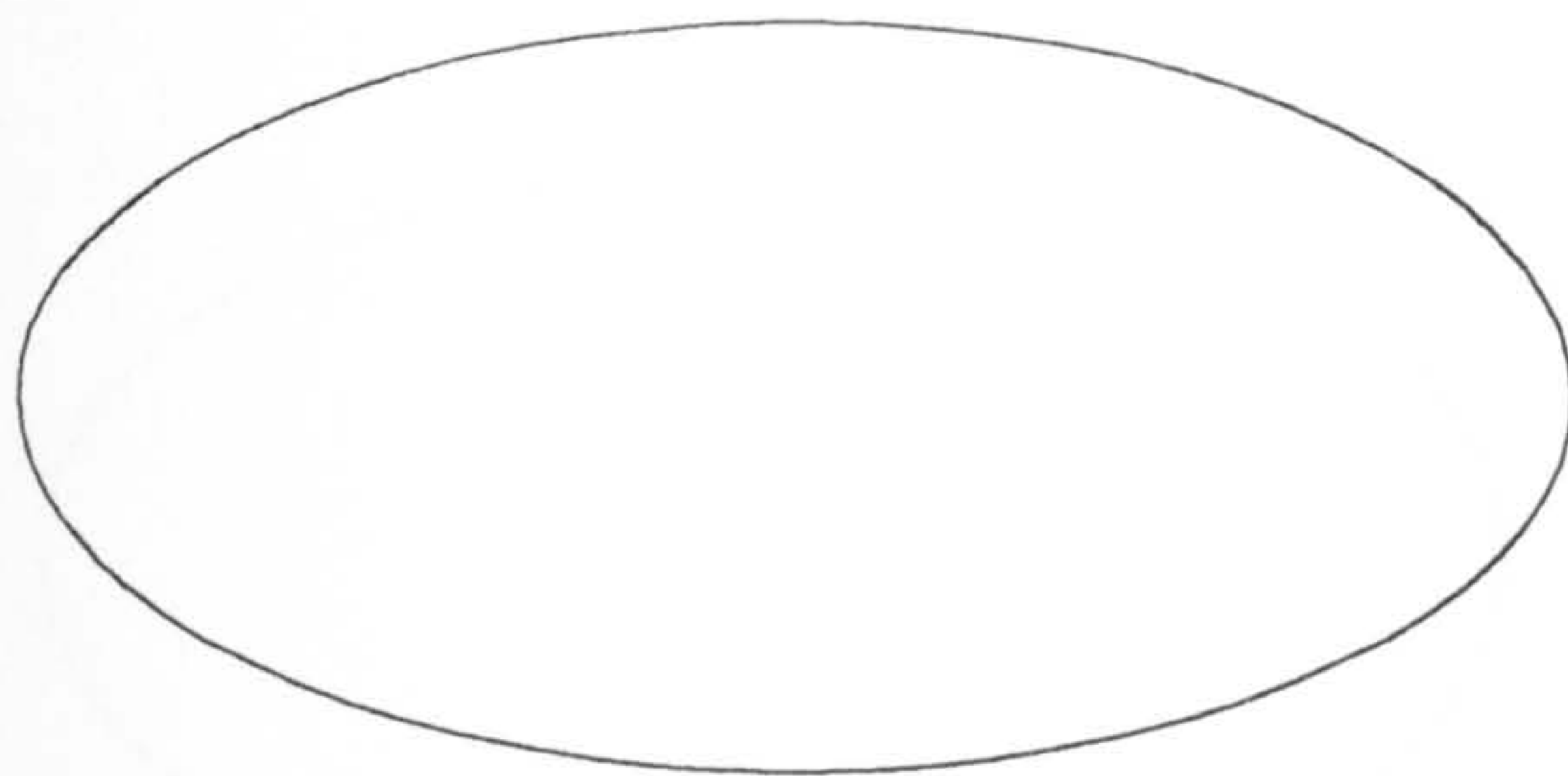
Richard, I do think that we need to talk about this when we're on our own sometime. Can you stay at break-time please and we can have a chat about it?



Er, right - it's nearly time to go, OK. Wayne stop it please! So could you just put your things away quietly? Simon and Carl could you go round and collect in all the books and leave them on my desk please?

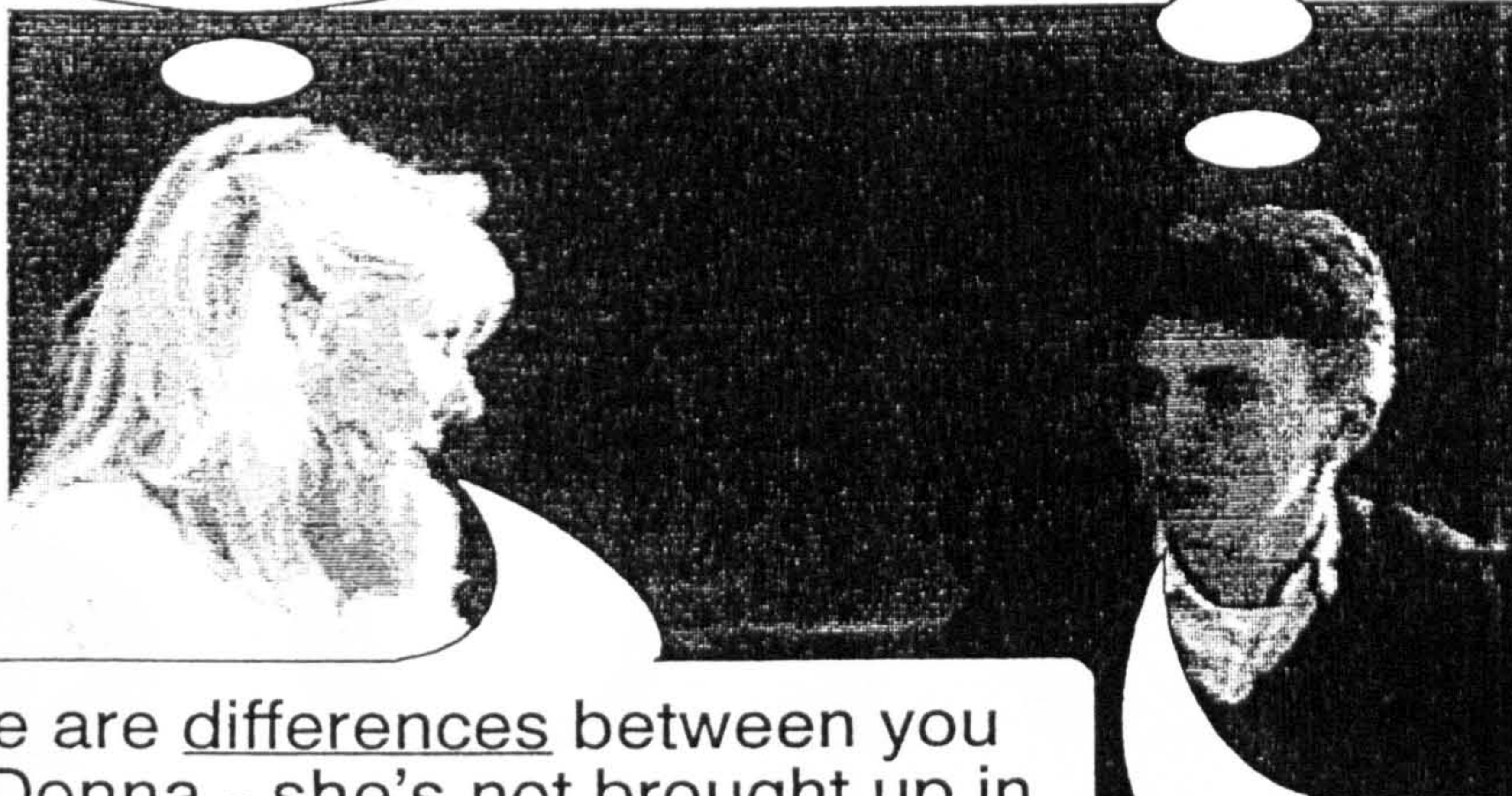
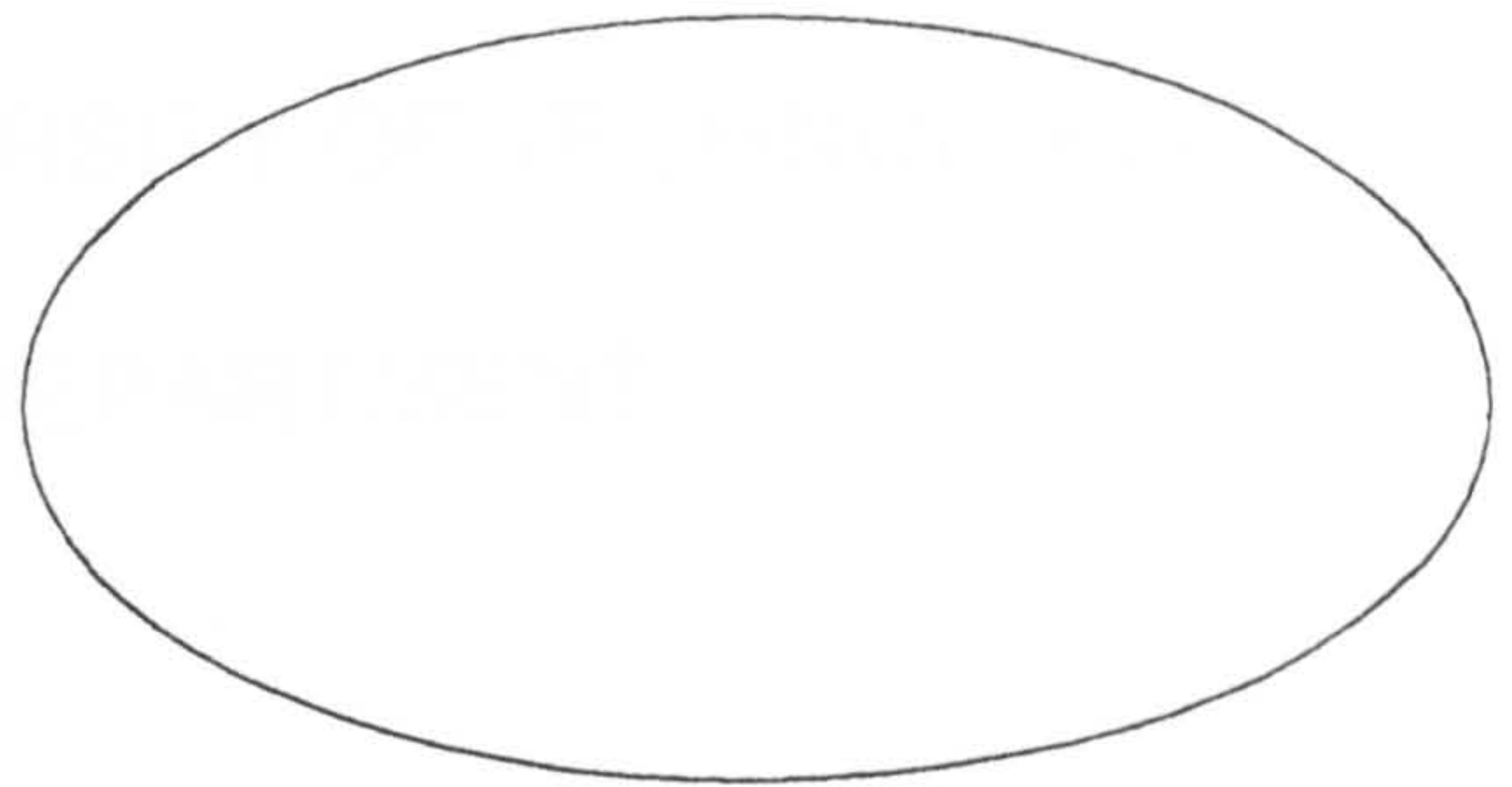
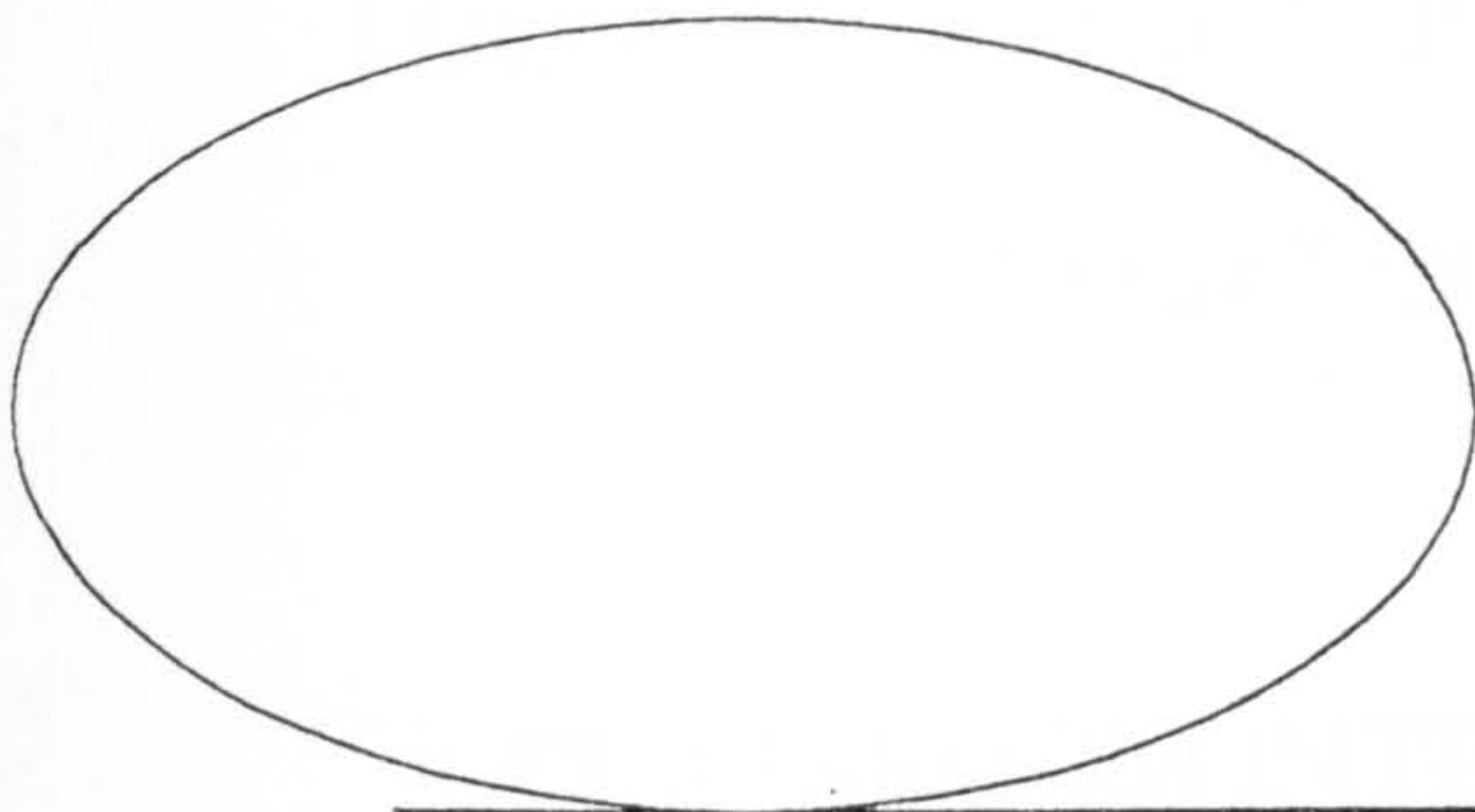


Oh, Donna there's
no need for you to
stay. I just wanted
to speak to Richard,
so you can go off
outside now to break.



Now Richard I know you're going to think it's none of my business, but I want you to know I'm only doing this for your own good ... What I'm really concerned about is this ... relationship that you think you're having with Donna.

Why Miss?



There are differences between you and Donna - she's not brought up in the same way that you are ... Do you understand what I'm trying to say?

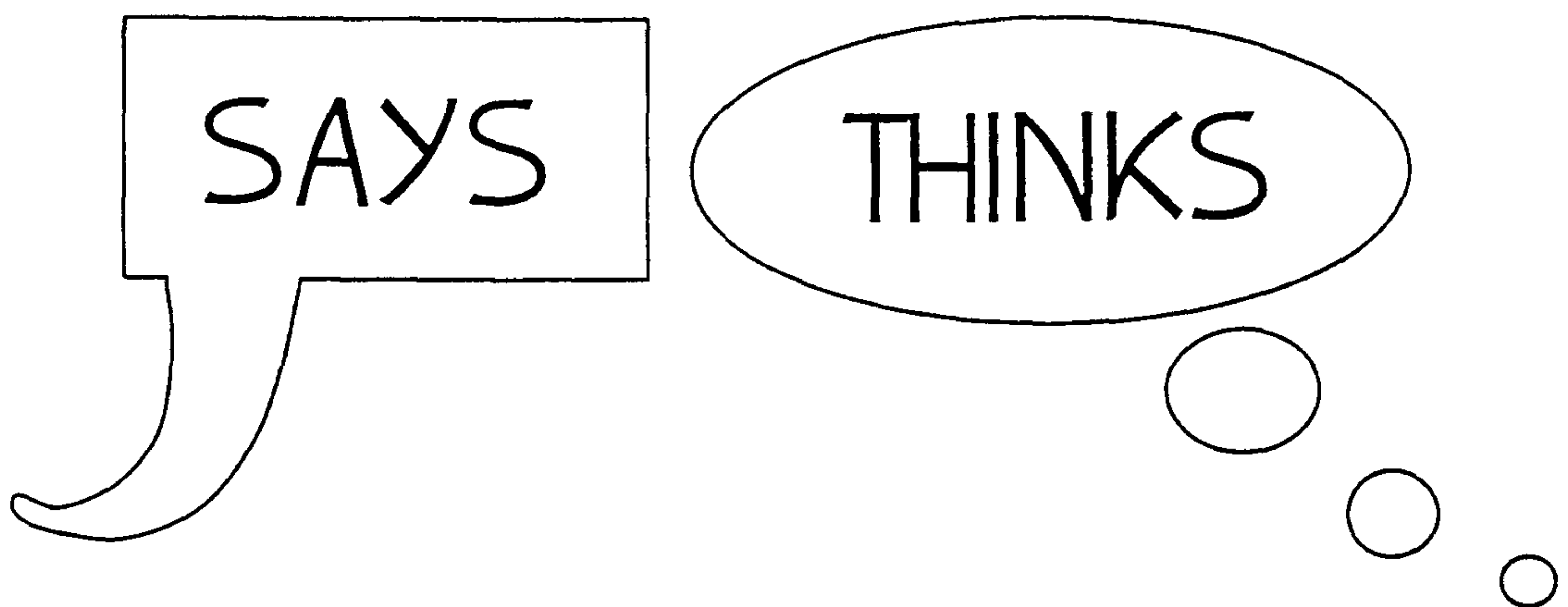
No! Not really Miss.

LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

EDUCATION DEPARTMENT

CLASSROOM INTERACTION VIDEO FILM

SUMS



August 1991

Please give the following information about yourself in the spaces provided. This information will be treated in confidence. Neither you nor your school or college will be named in the report of this study.

Please indicate your ethnic origin by placing an "X" in one box.

Name of school or college

Name

Age Sex Form or tutor group

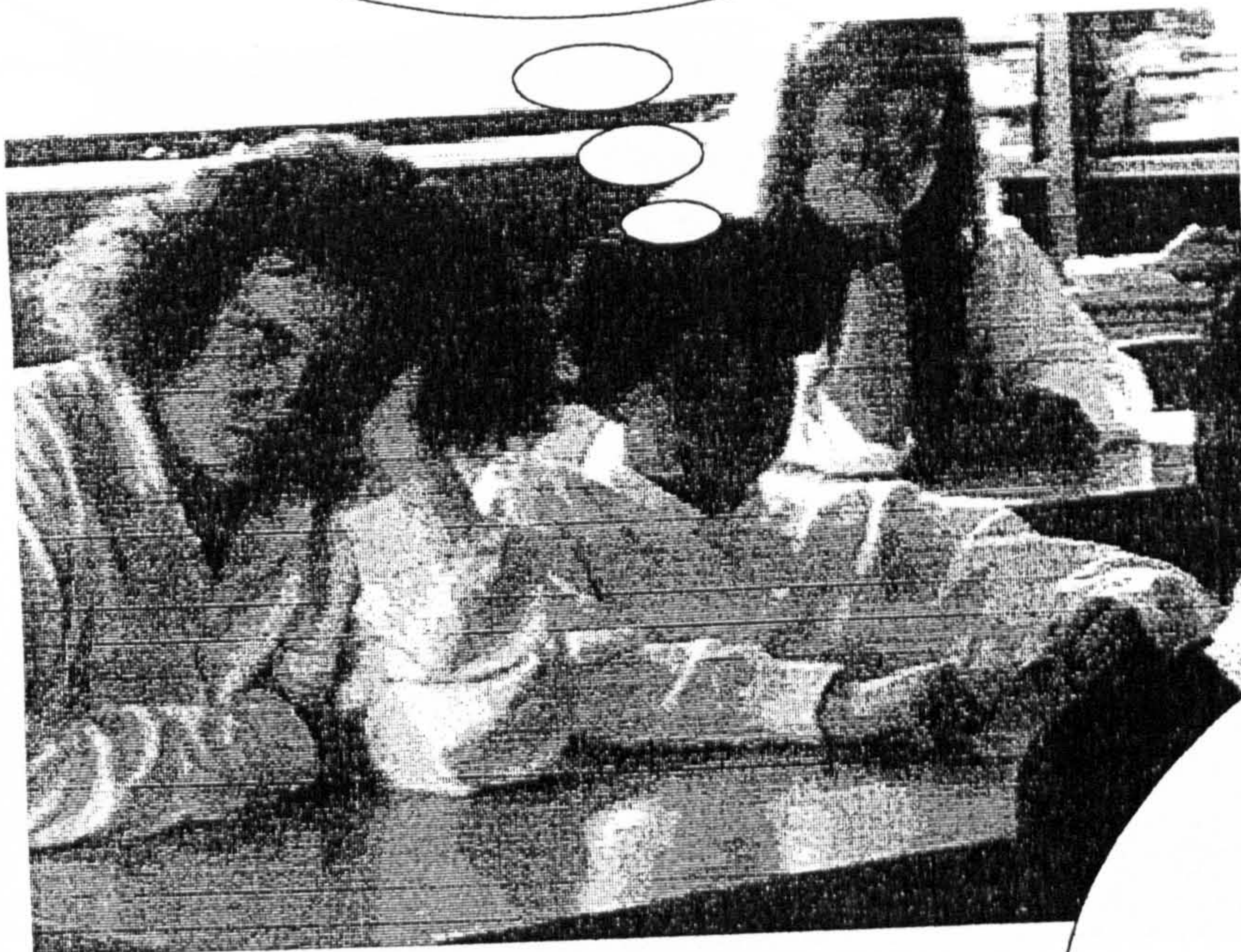
Black

- Afro-Caribbean
- African
- Pakistani
- Indian
- Bangladeshi
- Chinese
- Other (please specify)

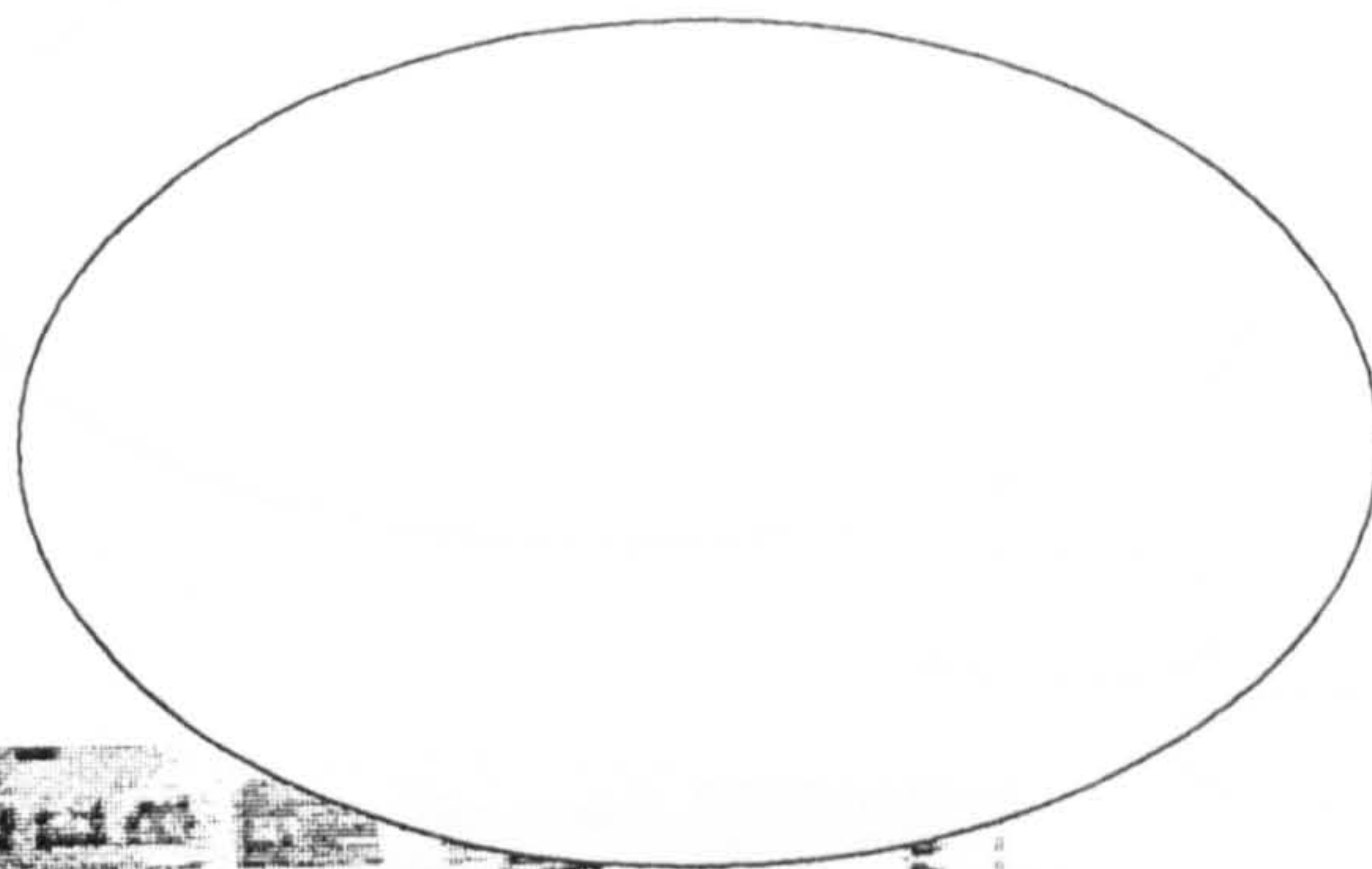
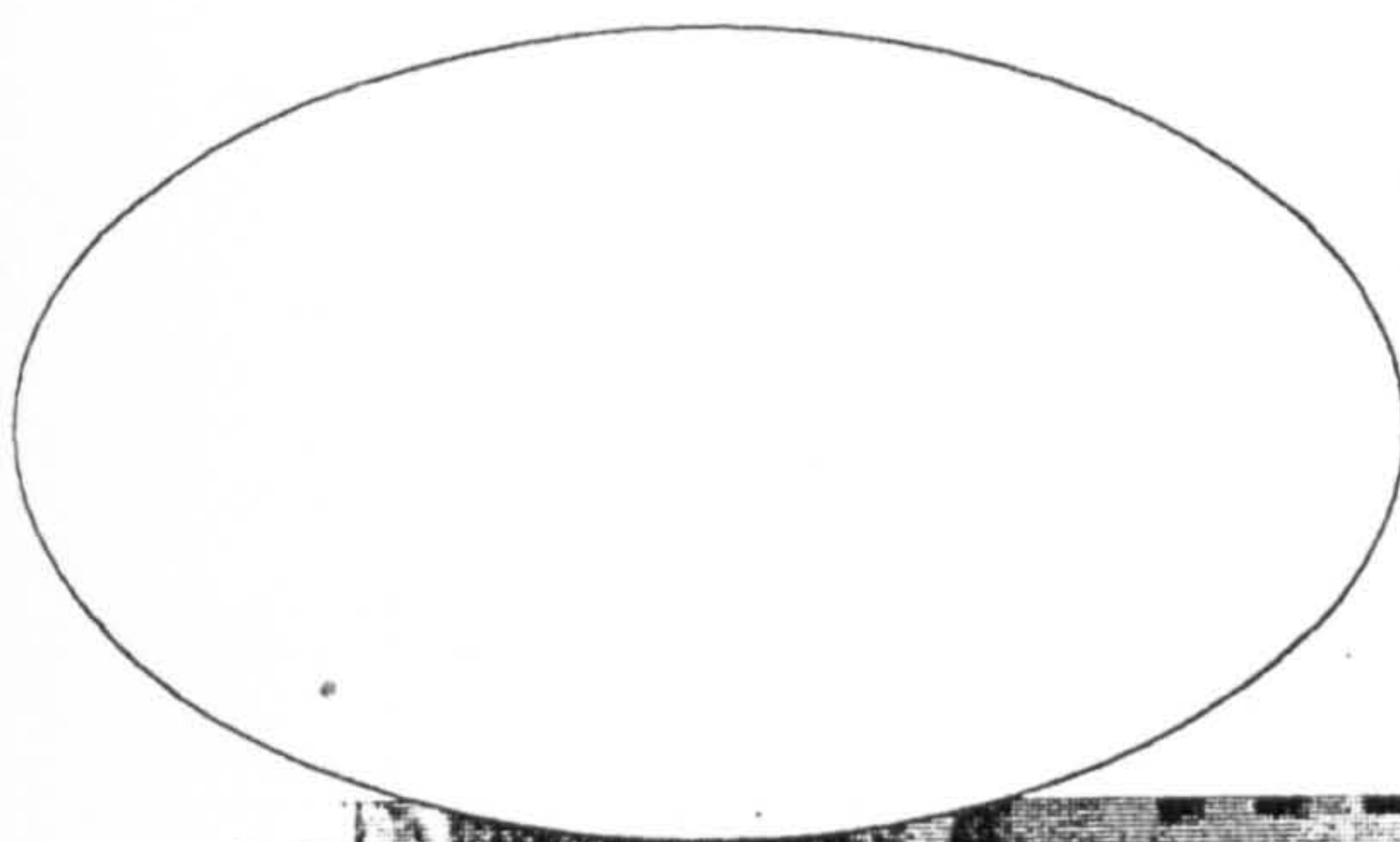
White

- UK/Irish
- European (excluding UK and Eire)
- Other (please specify)

These categories are based on those used and recommended by the Commission for Racial Equality.



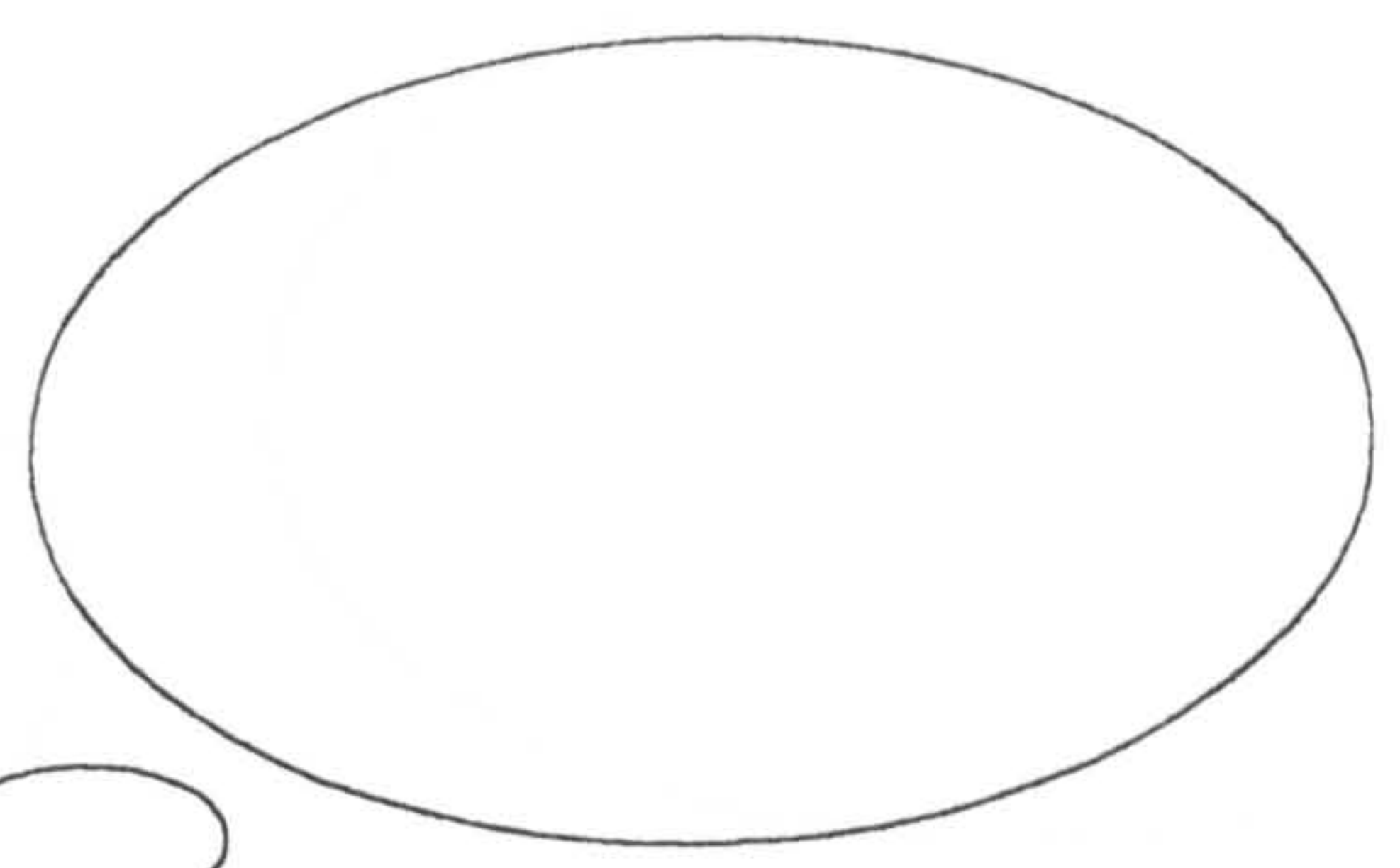
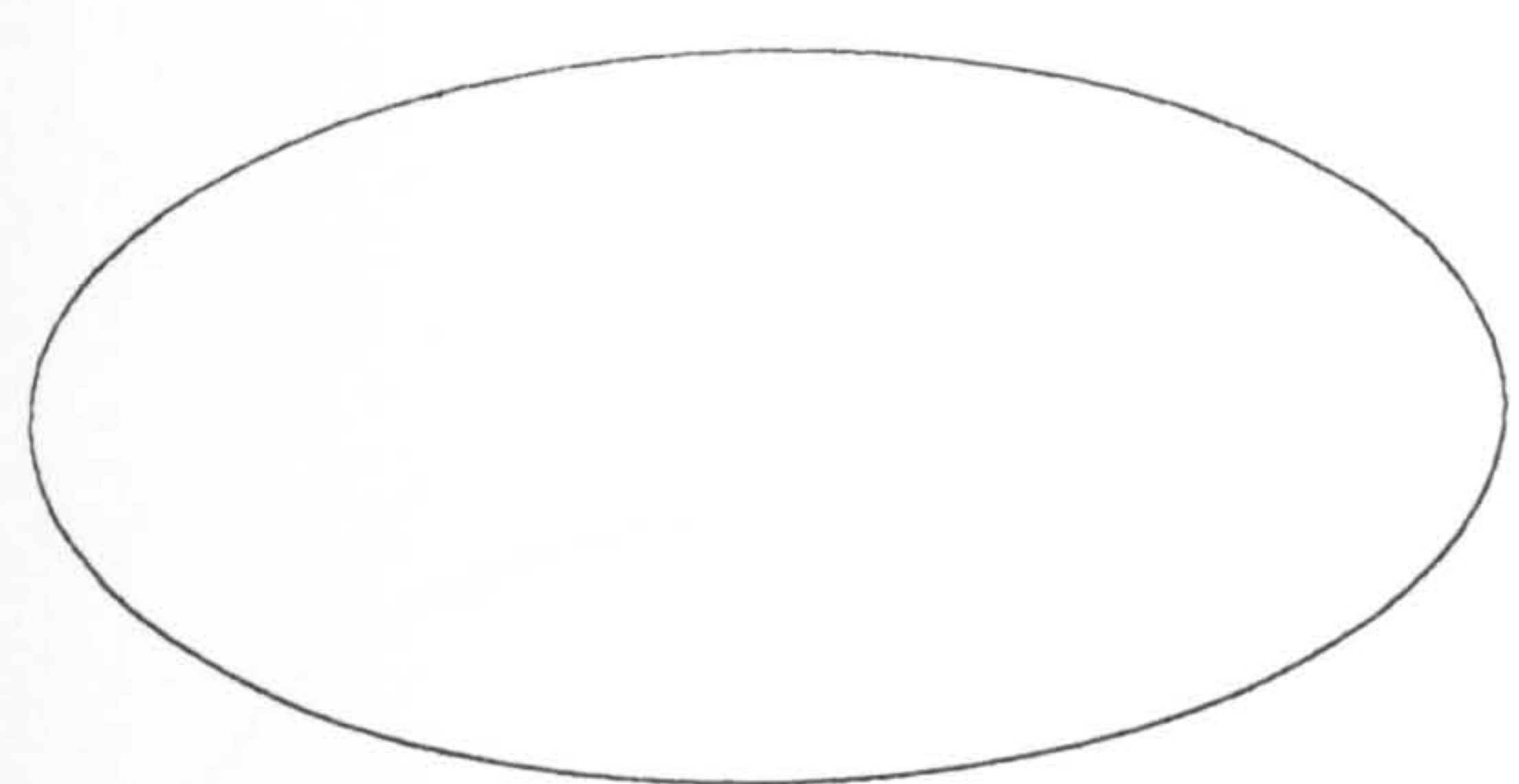
That is not what H is.
That is what H^2 is
equal to. OK? So
we know now that H^2
is equal to 41.



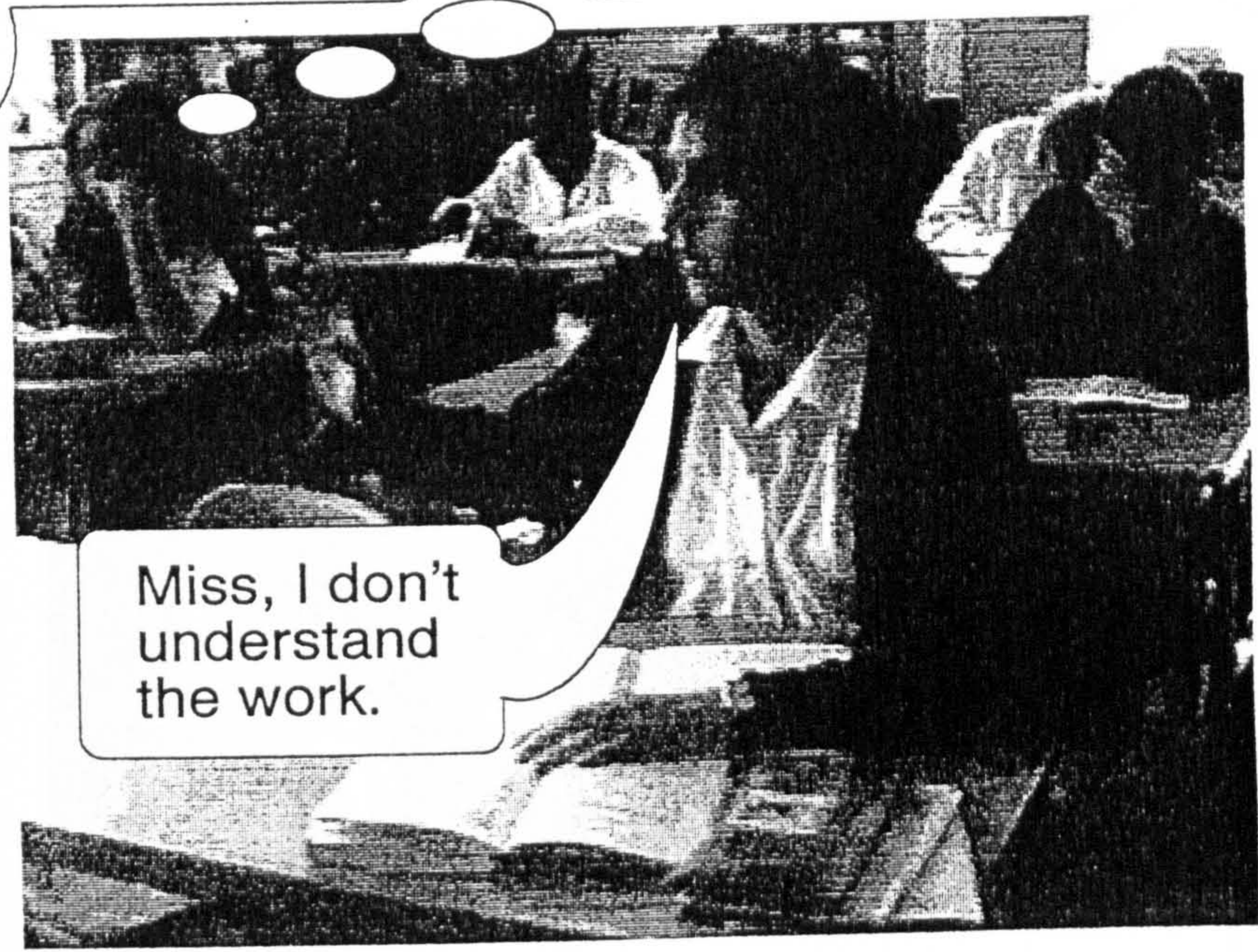
I'll hand out the exercise books then you can get on. In fact, Richard, would you do it for me?



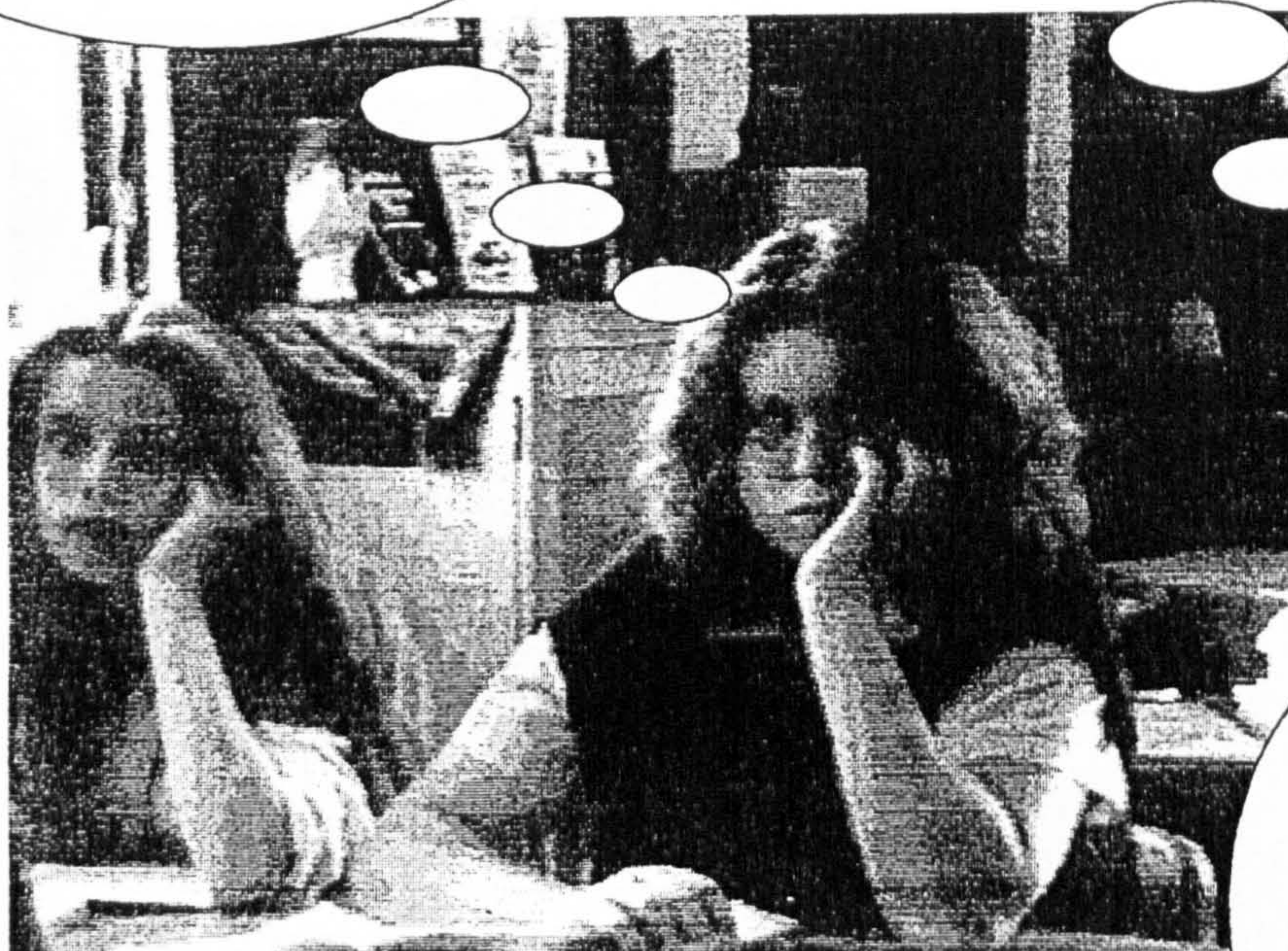
Er, do you think you could sit up Caroline, and get on. Thank you very much.



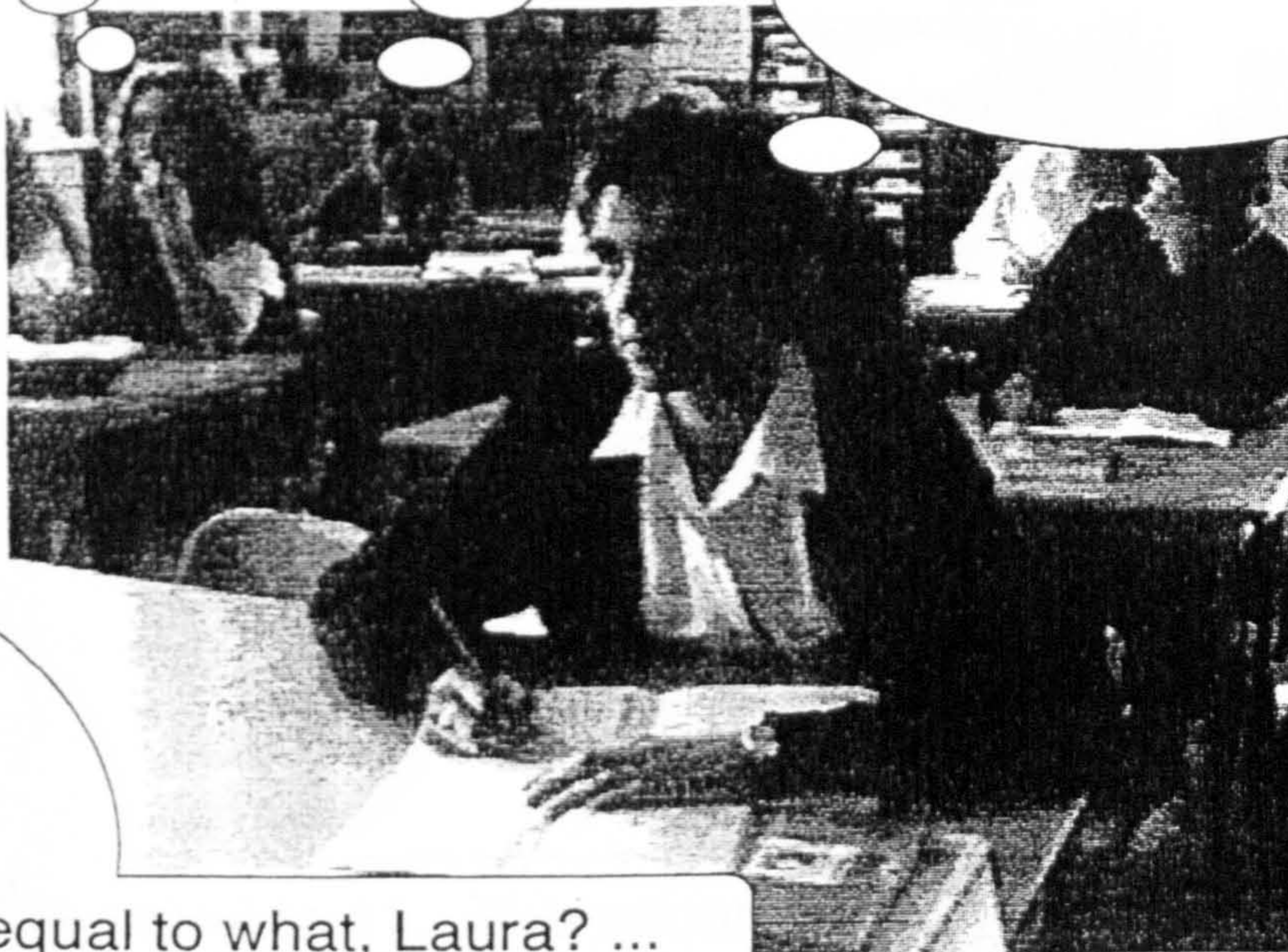
Yes, Laura Singh!



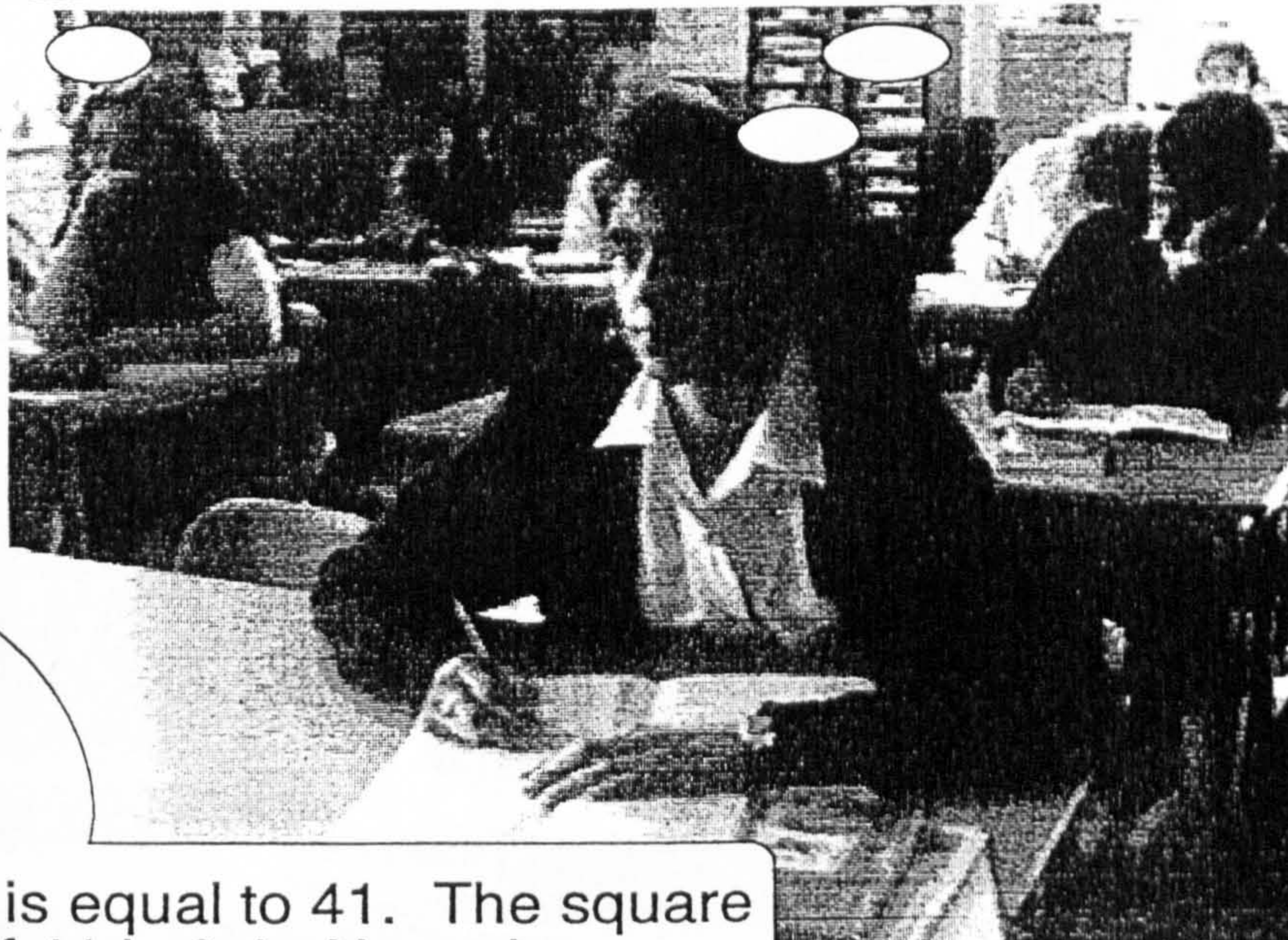
Miss, I don't understand the work.



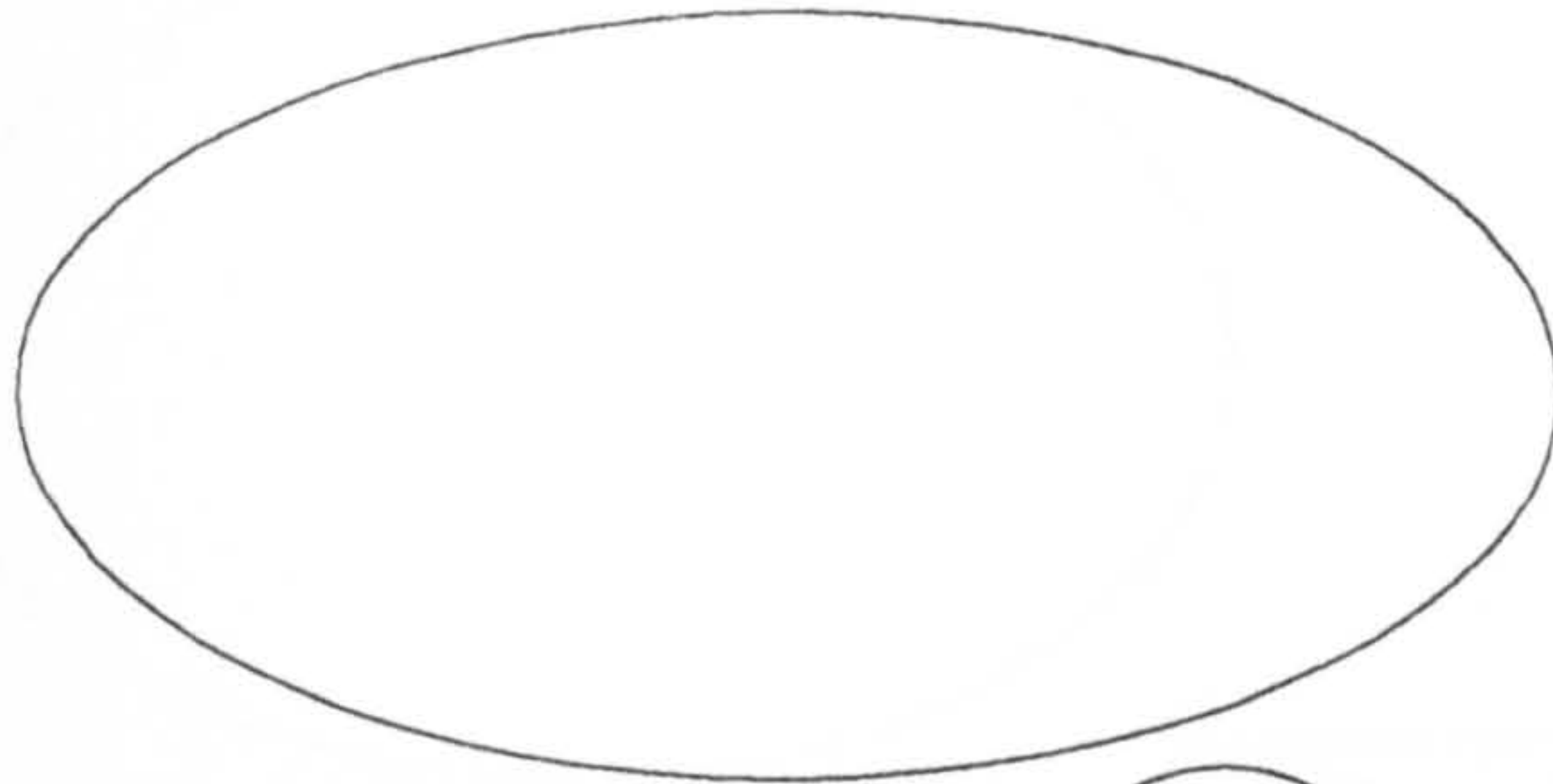
Right, now let me go through it with you once more. If there's anybody as stupid as Laura, can you look this way please?



A is equal to what, Laura? ...
IT'S ON THE BOARD GIRL!



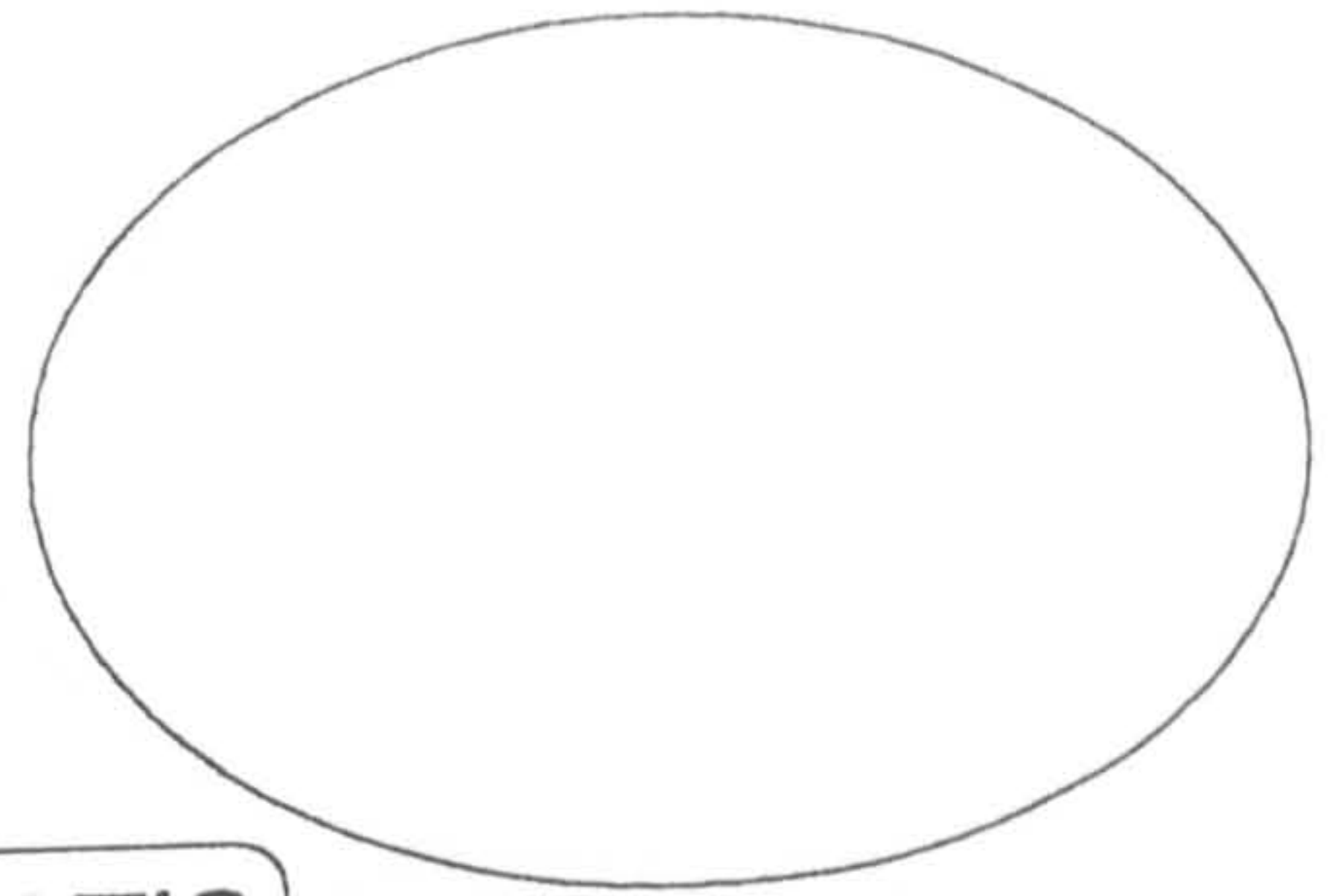
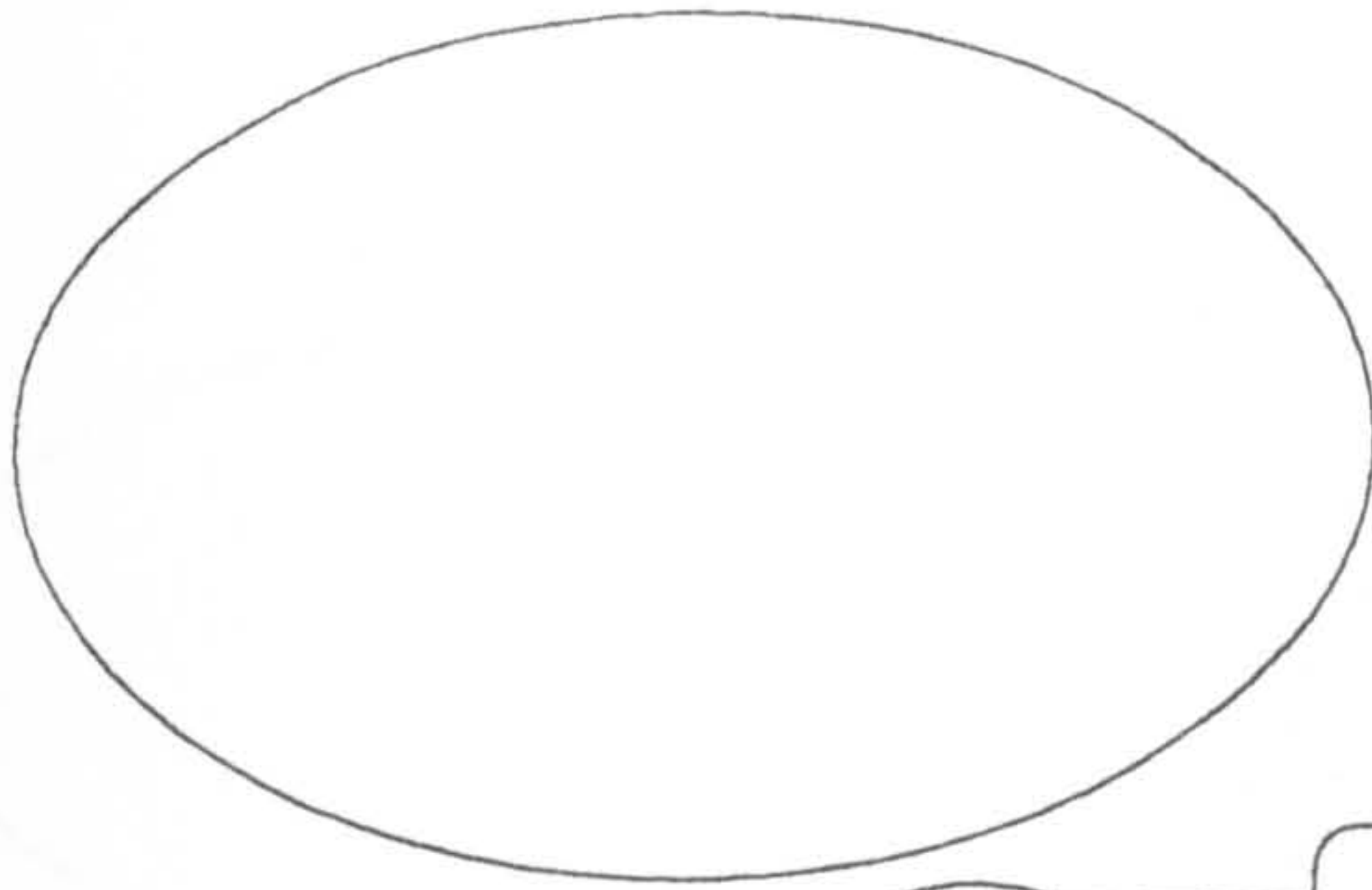
... H^2 is equal to 41. The square root of 41 is 6.4. Now, do you think, by any possible miracle, Laura, you could actually get on?

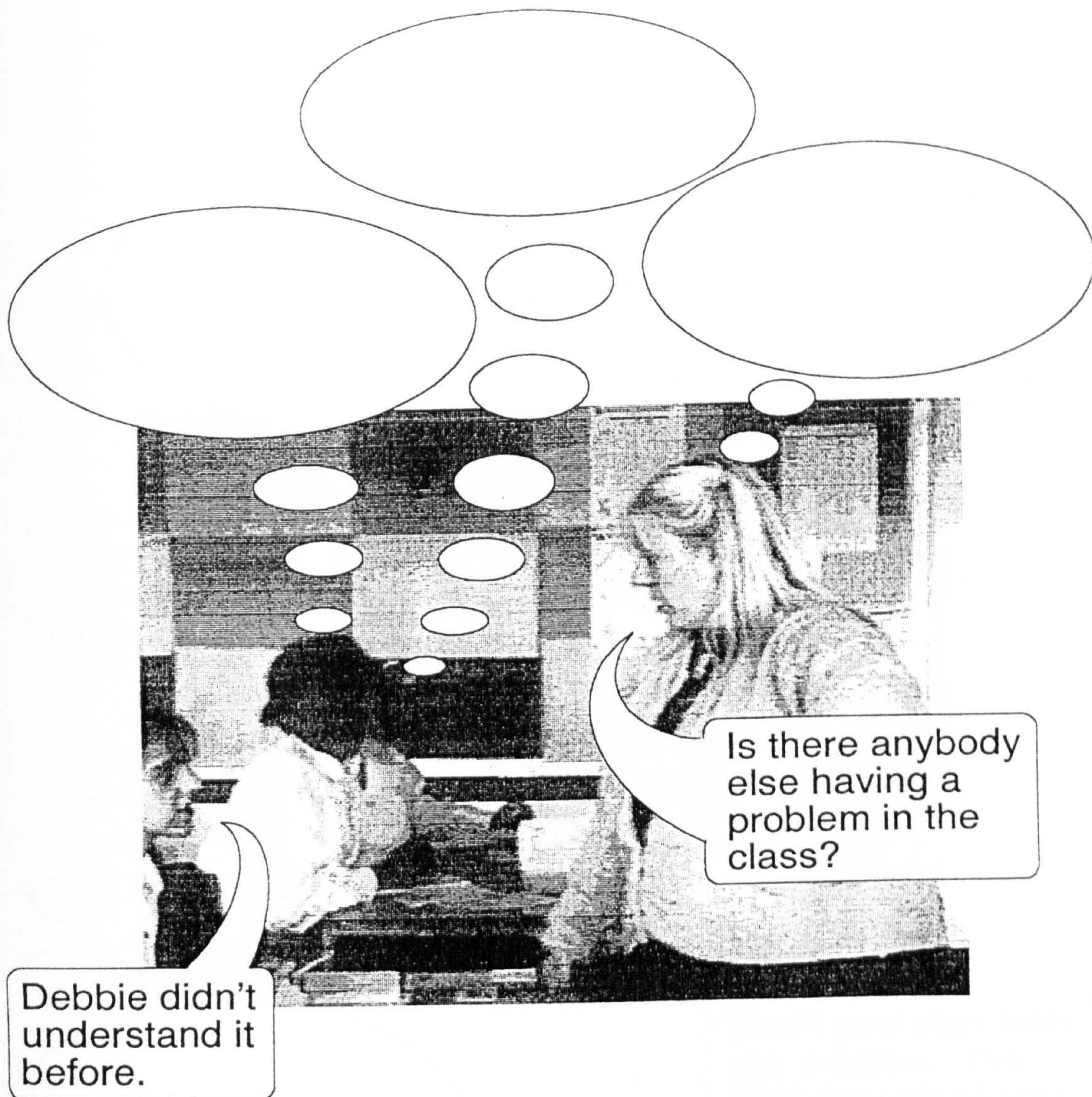


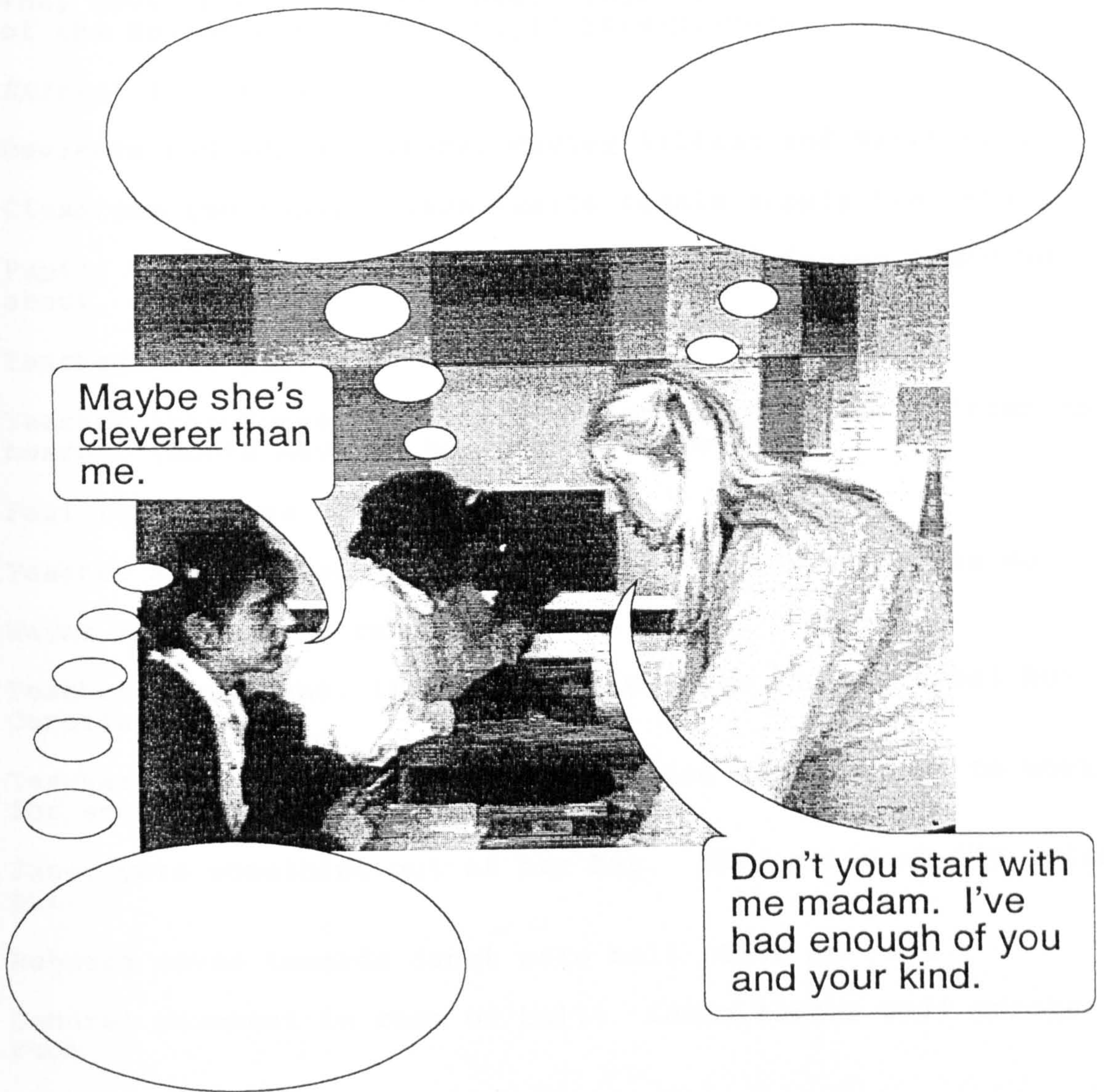
If anybody else would like any help other than Laura Singh!



Yes, just a minute Debbie.







APPENDIX X The role-play devisers' stage directions and scripts

The statements below are taken from the devisers' initial written notes. They include their errors of spelling, punctuation and grammar. It should be noted that they were given no specific instructions about the format that should be used in writing the scripts. As the plays were rehearsed, they developed from these beginnings according to the ideas of the devisers and other pupil role-players.

Extract 1: 'Catch'

Devisers and scriptwriters: Hayley Allison and Nasar Aziz.

Classroom geography lesson (white female supply teacher).

Pupils in classroom ready for beginning of lesson lounging about, chatting etc.

Teacher asks pupils to get to places.

Teacher introduces herself as a temp teacher/name written on board. (Books have to be fetched by Paul).

Paul leaves room to fetch books.

Teacher asks anyone needs any help (Caroline and Wayne do.

Wayne and Caroline raise hands.

Teacher asks Wayne, if he's got a problem (he confirms) but Caroline chosen.

Teacher sits down with Caroline. Class settles down to work for sometime.

Janet gets something out of her bag. Ball accidentally rolls out.

Rebecca moves towards Janet gets ball (Give me it.)

General movement in room of ball. Laura throws ball across room.

Simon tries to tell teacher whats going on.

Teacher looks up. What does teacher say? Tells Janet off, Janet sighs. Typical you lot at the back. You just can't keep still or get on with your work. And you lad (Simon happens to be laughing) get that grin off your face.

Game continues.

Paul is walking though door with books. Gives to teacher.

Teacher: Continues helping Caroline.

Class continues with ball game.

Helen throws ball and it goes across room into sight of teacher.

Simon goes after ball.

Teacher tells off class and Simon who is unfairly picked on. She accuses the wrong individuals. She immediately blames "the coloured pupils". Other pupils react in a passive way.

Teacher sends Simon out.

Extract 2: 'Borrowing'

Devisers and scriptwriters: Vanessa Augustus, Richard Carberry and Laura Singh.

French lesson with strict teacher.

Teacher Comes in room class stands.

Teacher says Bonjour

Class except Choi and one white girl answer.

Teacher Sit down but not you Choi. Choi has to answer on her own.

Teacher say's give out books (Debbie) get on with work I've got equipment on desk.

Teacher Get on. Teacher marking.

Donna scribbles on Helens book.

Helen Shouts out

Teacher says who was that.

Helen says me miss, Donnas written on my work.

Teacher is that true, Donna?

Donna yes, miss

Teacher Donna you can see me at the end of the lesson and stay in at breaktime.

Class settles again.

Rebecca Oh Chink can I borrow a rubber.

Choi Shrup Becca

Teacher Shrup Choi lend her a rubber Becca give it back after Becca writes Chink on rubber.

Paul Miss Miss people shouldn't say things like that.

Teacher that's not the point, she shouldn't write on other people's property.

Teacher Back to board.

Carl Turns to Choi. What did she right.

Teacher Carl shut up

Phil asks Becca why did you do that

Becca says Shut up Chinky lover.

Choi Shut up Phil.

Teacher tells Phil to leave it

Carl Defends him.

Teacher Carl I'll see you after lesson. Stay in at break.

Extract 3: 'Going Steady'

Devisers and scriptwriters: Philip Edmundson and Janet Wright.

English lesson

Teacher reads to class then sets writing in pairs.

Richard asks if he can work with Donna.

Teacher agrees and tells him to move.

Vanessa asks where she must sit now.

Teacher makes movement of black pupils. Sets class working and then goes to Richard to ask him why he wants to sit with Donna.

Class listens to the chat and Wayne shouts out 'Miss they are going out with each other'.

Caroline and Hayley make comments about she's coloured etc.

Teacher asks them to be quiet etc.

Teacher asks Richard to stay behind at end.

Class leaves classroom.

Teacher, Richard and Donna stay behind.

Teacher sees Donna and tells her to get her things and go.

Teacher has a chat with Richard about going out with Donna and gives him advice about Donna is different from us.

Extract 4: 'Sums'

Devisers and scriptwriters: Paul Hammerton and Donna Spencer.

Maths lesson with strict teacher.

Teacher talking to class - writing on board. Shouts at Caroline and Hayley to sit up. Sets exercises.

Laura puts hand up.

Teacher Yes?

Laura I dont' understand.

Teacher shows Laura up with her name and quickly goes through work again at board then returns to desk.

Debbie puts up hand.

Teacher Yes?

Debbie says I can't do it.

Teacher goes to help pleasantly.

Laura is helped by Vanessa.

Teacher sees Vanessa helping Laura and has a big go at them.

Laura answers back.

Teacher says shes had enough of her and her kind and sends Laura out.

Appendix XI The written response total scores (maximum 20) and
the biographical details of the stratified sample
of 480 pupils

Key to the pseudonyms used for the schools

B	Blackbird
C	Chaffinch
G	Goldcrest
K	Kingfisher
M	Magpie
R	Robin
S	Swallow
T	Thrush
W	Wren
Y	Yellowhammer

Key to categories for age and ethnicity
variables

O	Old
Y	Young

VEMGM Visible Ethnic Minority
Group Membership

IWGM Indigenous White Group
Membership

Appendix XI The written response total scores (maximum 20)
and the biographical details of the stratified
sample of 480 pupils

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
001	T	O	F	IWGM	H	16	18.4
003	T	O	M	IWGM	H	15	18.3
005	T	O	M	VEMGM	H	14	19.4
007	T	O	M	IWGM	L	8	18.6
008	T	O	F	VEMGM	L	16	19.7
009	T	O	F	IWGM	L	14	17.3
012	T	O	M	IWGM	H	15	18.1
013	T	O	F	IWGM	H	17	19.6
016	T	O	F	IWGM	H	17	17.8
017	T	O	M	IWGM	L	15	17.4
021	T	O	M	IWGM	L	15	19.8
024	T	O	F	IWGM	L	13	16.2
028	T	O	F	IWGM	H	16	16.5
029	T	O	F	IWGM	H	19	16.8
030	T	O	F	IWGM	H	15	16.4
031	T	O	M	IWGM	H	14	18.0
032	T	O	F	IWGM	H	18	17.0
034	T	O	F	IWGM	H	18	17.0
037	T	O	F	IWGM	H	15	17.0
038	T	O	M	IWGM	L	16	16.8
039	S	Y	F	IWGM	H	12	12.2
040	S	Y	M	IWGM	H	11	12.0
041	S	Y	F	IWGM	H	13	12.3
042	S	Y	F	IWGM	H	15	11.8
043	S	Y	M	IWGM	H	10	12.8
044	S	Y	M	IWGM	H	15	11.8
045	S	Y	M	VEMGM	H	16	12.2
046	S	Y	M	VEMGM	H	18	12.7
048	S	Y	F	VEMGM	H	17	12.7
050	S	Y	F	VEMGM	H	16	12.5
051	S	Y	F	VEMGM	H	17	12.3
054	S	Y	F	VEMGM	H	9	12.0
057	S	Y	M	VEMGM	H	14	12.3
058	S	Y	M	VEMGM	H	14	12.5
059	S	Y	M	VEMGM	H	16	12.6
060	S	Y	F	VEMGM	H	13	11.8
063	S	Y	F	VEMGM	H	11	12.7
064	S	Y	M	VEMGM	H	17	12.2
065	S	Y	M	VEMGM	H	16	12.3
066	S	O	M	VEMGM	H	13	18.3
068	S	Y	M	IWGM	H	16	12.4
069	S	Y	F	VEMGM	H	16	12.5
070	S	Y	F	VEMGM	H	11	11.8
080	S	Y	F	IWGM	L	15	12.2
081	S	Y	F	IWGM	L	15	12.3
082	S	Y	F	IWGM	L	14	12.6
093	S	Y	M	IWGM	H	11	12.4
094	S	Y	F	IWGM	H	16	12.6
096	S	Y	M	VEMGM	H	14	12.0
097	S	Y	M	VEMGM	H	8	11.9
098	S	Y	M	VEMGM	H	10	11.7
100	S	Y	M	VEMGM	H	15	12.1
101	S	Y	M	VEMGM	H	13	12.4

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
102	S	Y	M	VEMGM	H	11	11.9
104	S	Y	F	VEMGM	H	9	12.3
106	S	Y	M	VEMGM	H	12	12.3
109	S	Y	M	VEMGM	H	12	12.6
110	S	Y	M	VEMGM	H	7	12.5
111	S	Y	F	VEMGM	H	14	12.4
113	S	Y	F	VEMGM	H	12	11.7
114	S	Y	F	VEMGM	H	10	12.5
115	S	Y	F	VEMGM	H	12	12.3
116	S	Y	F	VEMGM	H	13	12.2
117	S	Y	F	VEMGM	H	12	12.2
118	S	Y	F	VEMGM	H	15	11.7
120	S	Y	M	VEMGM	H	13	11.9
121	S	Y	F	VEMGM	L	12	11.8
122	S	Y	F	VEMGM	L	13	12.2
123	S	Y	F	VEMGM	L	13	11.5
126	S	Y	M	VEMGM	L	4	12.6
127	S	Y	M	VEMGM	L	6	11.8
128	S	Y	M	VEMGM	L	4	11.7
129	S	Y	M	VEMGM	L	12	12.3
130	S	Y	M	VEMGM	L	6	12.0
131	S	Y	F	VEMGM	L	4	12.3
132	S	Y	M	VEMGM	L	6	12.2
133	S	Y	F	VEMGM	L	10	12.6
134	S	Y	F	VEMGM	L	8	12.3
135	S	Y	M	VEMGM	L	13	12.0
136	S	Y	F	VEMGM	L	5	12.2
137	S	Y	F	VEMGM	L	10	11.7
138	S	Y	M	VEMGM	L	15	12.3
139	S	Y	F	VEMGM	L	5	12.1
140	S	Y	F	VEMGM	L	12	11.8
142	S	Y	F	IWGM	L	10	12.6
143	S	Y	M	IWGM	L	6	11.9
144	S	Y	M	IWGM	L	10	12.5
145	S	Y	F	IWGM	L	14	12.0
156	S	Y	F	VEMGM	H	16	11.3
166	S	Y	F	VEMGM	L	13	12.3
168	S	Y	M	VEMGM	L	10	13.0
169	S	Y	F	VEMGM	L	15	13.3
170	S	Y	F	VEMGM	L	16	13.1
172	S	Y	M	VEMGM	L	15	13.3
173	S	Y	F	VEMGM	L	11	12.8
174	S	Y	M	VEMGM	L	15	13.1
176	S	Y	M	VEMGM	L	11	13.1
178	S	Y	F	VEMGM	L	13	13.5
179	S	Y	M	VEMGM	L	16	13.2
180	S	Y	M	VEMGM	L	11	13.6
182	S	Y	F	VEMGM	L	18	12.5
183	S	Y	F	VEMGM	L	17	13.2
186	S	Y	M	IWGM	H	14	12.1
187	S	Y	F	IWGM	H	13	12.3
188	S	Y	F	IWGM	H	15	12.3
189	S	Y	F	VEMGM	H	17	12.3
190	S	Y	F	VEMGM	H	17	11.8
191	S	Y	F	VEMGM	H	17	12.1
192	S	Y	F	VEMGM	H	14	11.9
193	S	Y	F	VEMGM	H	16	12.4

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
194	S	Y	F	VEMGM	H	18	12.3
195	S	Y	F	VEMGM	H	16	12.2
197	S	Y	F	VEMGM	H	19	12.4
198	S	Y	F	VEMGM	H	12	12.6
200	S	Y	F	VEMGM	H	18	12.3
202	S	Y	M	VEMGM	H	16	12.3
203	S	Y	M	VEMGM	H	19	12.5
204	S	Y	M	VEMGM	H	14	12.3
205	S	Y	M	VEMGM	H	15	12.0
206	S	Y	M	VEMGM	H	14	12.7
207	S	Y	M	VEMGM	H	17	12.6
208	S	Y	M	VEMGM	H	18	12.3
209	S	Y	M	VEMGM	H	16	12.3
210	S	Y	M	VEMGM	H	16	12.1
211	S	Y	M	VEMGM	H	16	12.1
212	S	Y	M	VEMGM	H	17	12.4
213	S	Y	F	IWGM	L	16	13.9
214	S	Y	F	VEMGM	L	9	14.0
215	S	Y	F	VEMGM	L	17	13.8
216	S	Y	F	VEMGM	L	16	14.3
217	S	Y	F	VEMGM	L	13	14.3
218	S	Y	F	VEMGM	L	9	14.3
219	S	Y	F	VEMGM	L	15	14.4
220	S	Y	F	VEMGM	L	9	13.8
221	S	Y	M	VEMGM	L	17	14.2
222	S	Y	M	VEMGM	L	16	13.9
224	S	Y	M	VEMGM	L	13	14.3
225	S	Y	M	VEMGM	L	12	13.9
226	S	Y	F	VEMGM	L	15	14.0
228	S	Y	M	VEMGM	L	12	13.8
229	S	Y	M	VEMGM	L	15	14.6
230	S	Y	M	VEMGM	L	12	14.3
231	K	O	M	IWGM	H	17	17.9
232	K	O	M	IWGM	H	15	18.3
236	K	O	M	VEMGM	H	15	17.9
239	K	O	F	IWGM	H	19	17.8
240	K	O	M	VEMGM	L	14	16.9
241	K	O	F	IWGM	L	15	16.8
243	K	O	F	IWGM	L	12	16.9
244	K	O	M	VEMGM	L	15	16.9
247	K	O	F	IWGM	L	16	16.3
248	K	O	F	IWGM	L	14	16.7
249	K	O	F	VEMGM	L	12	17.0
250	K	O	F	IWGM	L	13	16.5
251	K	O	F	VEMGM	L	13	16.9
252	K	O	F	VEMGM	L	16	17.0
254	K	O	F	VEMGM	L	6	17.1
255	K	O	M	VEMGM	L	17	16.7
256	K	O	M	VEMGM	L	16	16.3
257	K	O	M	VEMGM	L	13	16.9
258	K	O	M	VEMGM	L	14	16.9
259	K	O	M	VEMGM	L	13	17.1
260	K	O	M	VEMGM	L	16	16.8
262	K	O	M	IWGM	L	18	16.9
263	K	O	M	IWGM	L	16	16.6
265	K	O	M	VEMGM	L	14	16.3
267	K	O	F	VEMGM	H	20	17.8

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
269	K	O	F	VEMGM	H	19	16.5
272	K	O	M	IWGM	H	17	17.2
273	K	O	F	VEMGM	H	18	17.3
274	K	O	M	IWGM	H	16	16.8
275	K	O	M	IWGM	H	17	17.1
278	B	O	F	VEMGM	H	16	16.7
280	B	O	M	VEMGM	H	17	17.4
285	B	O	F	IWGM	H	19	17.1
287	B	O	F	IWGM	H	18	16.8
291	B	O	M	VEMGM	H	16	19.1
292	B	O	F	VEMGM	H	15	19.1
293	B	O	M	VEMGM	H	19	19.9
294	B	O	F	VEMGM	H	17	19.5
295	B	O	F	VEMGM	H	18	19.1
296	B	O	M	VEMGM	H	20	19.0
298	B	O	M	VEMGM	H	17	18.7
301	B	O	F	VEMGM	H	16	18.2
302	B	O	F	VEMGM	H	17	18.7
303	B	O	F	VEMGM	H	17	18.7
305	B	O	F	VEMGM	H	20	18.9
306	B	O	M	VEMGM	H	20	18.5
307	B	O	F	VEMGM	H	17	18.6
308	S	O	M	VEMGM	H	18	18.7
309	S	O	M	VEMGM	H	16	18.0
311	B	O	M	IWGM	H	14	17.4
312	B	O	M	VEMGM	H	15	17.8
314	B	O	F	VEMGM	H	16	17.6
316	B	O	M	IWGM	H	12	17.8
317	B	O	F	IWGM	H	16	17.3
319	B	O	F	VEMGM	H	14	17.1
322	B	O	F	VEMGM	H	15	17.6
324	B	O	M	VEMGM	H	13	17.8
326	B	O	F	VEMGM	H	20	17.8
327	B	O	F	VEMGM	H	19	17.7
330	B	O	F	IWGM	H	16	17.8
333	B	O	F	IWGM	H	11	16.4
334	B	O	F	VEMGM	H	19	16.4
335	B	O	M	IWGM	H	16	16.9
336	B	O	M	IWGM	H	17	16.9
337	B	O	F	VEMGM	H	17	16.6
338	B	O	F	VEMGM	H	19	16.8
339	B	O	M	IWGM	H	14	16.9
340	B	O	M	IWGM	H	13	16.5
341	B	O	F	IWGM	H	14	16.8
344	B	O	F	VEMGM	H	13	16.7
345	B	O	F	VEMGM	L	16	16.5
346	B	O	F	VEMGM	L	16	16.8
348	M	O	F	VEMGM	H	18	16.2
350	M	O	M	VEMGM	L	11	15.4
352	M	O	M	VEMGM	H	18	15.5
353	M	O	M	VEMGM	H	16	15.5
354	M	O	M	VEMGM	L	16	15.4
355	M	O	F	VEMGM	L	18	15.6
356	M	O	M	VEMGM	H	18	16.1
357	M	O	M	VEMGM	H	18	15.5
358	M	O	M	VEMGM	H	16	16.2
359	M	O	M	VEMGM	L	16	15.8

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
360	M	O	M	VEMGM	L	16	15.6
361	M	O	M	VEMGM	H	17	15.8
362	M	O	M	VEMGM	L	13	15.4
363	M	O	F	VEMGM	H	17	15.6
364	M	O	M	VEMGM	H	17	15.6
365	M	O	M	VEMGM	L	15	15.8
366	M	O	F	VEMGM	H	10	15.3
367	M	O	F	VEMGM	L	15	15.4
368	M	O	M	VEMGM	H	16	16.2
369	M	O	M	VEMGM	L	15	15.4
370	M	O	F	VEMGM	L	16	15.8
371	M	O	F	VEMGM	L	13	15.7
372	M	O	F	VEMGM	L	4	15.9
373	M	O	F	VEMGM	L	5	15.3
374	M	O	M	IWGM	H	14	15.8
375	M	O	F	IWGM	L	16	15.8
376	M	O	M	IWGM	L	14	15.8
377	M	O	M	IWGM	L	14	16.0
380	M	O	F	IWGM	L	15	15.9
384	M	O	F	VEMGM	L	13	15.2
385	M	O	F	VEMGM	H	16	15.3
389	G	O	F	VEMGM	L	19	16.0
390	G	O	F	VEMGM	L	17	16.2
391	G	O	F	VEMGM	L	15	16.3
392	G	O	M	VEMGM	L	15	16.6
393	G	O	M	VEMGM	L	17	16.3
396	W	O	F	VEMGM	H	20	16.0
397	W	O	M	VEMGM	H	15	15.7
398	W	O	F	VEMGM	L	14	15.3
400	W	O	F	VEMGM	H	16	15.2
402	W	O	F	VEMGM	L	11	15.0
403	W	O	M	IWGM	L	16	15.2
404	W	O	M	IWGM	L	15	15.1
405	W	O	M	IWGM	L	15	15.3
406	W	O	M	IWGM	L	14	15.2
407	W	O	M	IWGM	L	18	15.3
408	W	O	M	IWGM	L	16	15.1
409	W	O	M	IWGM	L	12	15.2
411	W	O	M	IWGM	H	16	16.3
412	W	O	M	IWGM	H	7	16.2
413	W	O	M	IWGM	H	14	15.4
415	W	O	F	IWGM	H	16	16.2
416	W	O	F	IWGM	L	15	15.4
417	W	O	F	IWGM	H	16	15.4
418	W	O	M	IWGM	H	14	16.2
419	W	O	F	IWGM	L	16	16.3
420	W	O	F	IWGM	H	16	16.3
422	W	O	M	IWGM	H	14	15.6
425	W	O	F	IWGM	H	17	15.8
427	W	O	M	IWGM	H	10	16.2
428	W	O	M	IWGM	H	12	15.7
429	W	O	M	IWGM	H	14	16.2
432	W	O	M	IWGM	L	8	15.9
433	W	O	M	IWGM	L	10	15.8
434	W	O	F	IWGM	L	14	15.3
435	W	O	F	IWGM	L	11	15.7
436	W	O	M	IWGM	H	15	16.2

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
437	W	O	F	IWGM	H	11	15.4
439	W	O	F	IWGM	L	14	15.6
441	W	O	F	IWGM	L	17	15.5
442	W	O	F	IWGM	L	15	15.6
443	W	O	F	IWGM	H	17	15.3
444	W	O	F	IWGM	H	14	15.3
445	W	O	F	IWGM	H	12	15.1
446	S	O	M	VEMGM	L	10	16.8
448	W	Y	M	IWGM	H	14	14.9
449	W	Y	F	IWGM	L	16	14.8
450	W	Y	M	IWGM	H	15	14.6
451	W	Y	F	IWGM	L	15	14.5
453	W	Y	F	IWGM	L	14	14.9
454	W	Y	M	IWGM	L	16	14.9
459	W	Y	F	IWGM	L	14	14.5
462	W	Y	F	VEMGM	H	11	14.7
464	W	Y	F	VEMGM	L	13	14.5
465	W	Y	M	VEMGM	L	15	14.3
466	W	Y	M	VEMGM	L	15	14.8
467	W	Y	M	VEMGM	H	13	14.5
468	W	Y	F	VEMGM	L	19	14.3
470	M	Y	M	VEMGM	H	15	14.9
471	M	Y	M	VEMGM	L	11	14.6
472	M	Y	M	VEMGM	L	15	14.8
473	M	Y	M	VEMGM	L	17	14.4
474	M	Y	M	VEMGM	L	15	14.3
475	M	Y	M	VEMGM	L	16	14.9
476	M	Y	M	VEMGM	L	15	14.6
477	M	Y	M	VEMGM	L	12	14.9
480	Y	Y	M	IWGM	L	6	14.1
481	Y	Y	M	IWGM	H	14	13.7
483	Y	Y	M	IWGM	L	12	13.5
484	Y	Y	M	IWGM	L	14	13.5
486	Y	Y	F	IWGM	H	16	14.1
487	Y	Y	F	IWGM	L	9	13.4
488	Y	Y	F	IWGM	L	13	13.8
489	Y	Y	F	IWGM	L	9	13.6
490	Y	Y	M	IWGM	H	9	13.5
491	Y	Y	F	VEMGM	L	14	14.1
492	Y	Y	F	VEMGM	L	14	13.3
493	Y	Y	F	VEMGM	L	15	13.3
495	Y	Y	F	IWGM	H	15	13.9
496	Y	Y	M	IWGM	H	16	13.3
497	Y	Y	F	IWGM	L	16	13.8
498	Y	Y	M	IWGM	H	10	14.2
499	Y	Y	M	IWGM	H	14	13.4
500	Y	Y	M	IWGM	H	14	13.9
501	Y	Y	M	IWGM	H	13	13.4
502	Y	Y	M	IWGM	H	10	14.1
503	Y	Y	F	IWGM	L	13	13.7
504	Y	Y	F	IWGM	H	14	13.8
505	Y	Y	F	IWGM	H	10	14.0
506	Y	Y	F	IWGM	H	9	13.4
507	Y	Y	M	IWGM	H	16	14.2
509	Y	Y	F	VEMGM	H	16	12.5
511	Y	Y	M	IWGM	L	12	12.8
512	Y	Y	F	IWGM	H	11	13.2

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
513	Y	Y	M	IWGM	H	15	12.6
514	Y	Y	F	IWGM	H	15	12.8
515	Y	Y	F	IWGM	L	11	12.9
516	Y	Y	F	IWGM	H	15	12.3
518	Y	Y	M	IWGM	L	11	12.3
520	C	Y	M	IWGM	L	12	12.0
521	C	Y	M	IWGM	L	8	11.8
522	C	Y	M	IWGM	L	4	11.2
523	C	Y	M	IWGM	L	8	12.1
524	C	Y	F	IWGM	H	10	11.6
525	C	Y	F	IWGM	H	8	11.5
526	C	Y	F	IWGM	H	11	12.2
527	C	Y	F	IWGM	H	14	12.2
529	C	Y	F	IWGM	L	4	11.3
530	C	Y	F	IWGM	L	5	11.3
531	C	Y	F	IWGM	L	13	11.7
532	C	Y	M	IWGM	L	14	11.7
533	C	Y	F	VEMGM	H	9	11.8
534	C	Y	F	IWGM	L	9	12.0
535	C	Y	M	IWGM	L	10	11.6
536	C	Y	M	IWGM	H	14	11.8
537	C	Y	M	IWGM	H	10	12.1
538	C	Y	M	IWGM	H	15	11.3
539	C	Y	M	IWGM	H	10	12.2
540	C	Y	M	IWGM	L	5	12.3
541	C	Y	M	IWGM	L	5	12.1
542	C	Y	M	IWGM	L	9	12.1
543	C	Y	M	IWGM	L	11	11.5
544	C	Y	M	IWGM	H	12	11.7
545	C	Y	F	IWGM	H	16	12.1
546	C	Y	F	IWGM	H	8	12.1
547	C	Y	M	IWGM	H	8	12.0
548	C	Y	F	IWGM	L	6	11.3
549	C	Y	F	IWGM	H	9	11.6
550	C	Y	F	IWGM	H	11	11.5
551	C	Y	F	IWGM	H	10	12.2
552	C	Y	F	IWGM	L	8	11.8
553	C	Y	F	IWGM	H	9	11.7
554	C	Y	M	IWGM	H	14	11.6
555	C	Y	M	IWGM	L	4	11.4
556	C	Y	M	IWGM	H	9	11.7
557	C	Y	M	IWGM	H	12	11.7
559	C	Y	M	IWGM	H	12	11.6
560	C	Y	M	IWGM	L	9	11.8
561	C	Y	M	IWGM	H	4	11.3
562	C	Y	M	IWGM	L	6	12.1
563	S	O	M	VEMGM	H	16	17.0
564	S	O	M	VEMGM	H	18	17.3
565	S	O	M	VEMGM	L	16	17.3
568	S	O	M	VEMGM	L	18	17.3
569	S	O	M	VEMGM	H	16	16.9
570	S	O	M	VEMGM	L	16	19.1
572	S	O	M	VEMGM	H	18	19.2
574	R	O	F	IWGM	H	13	19.8
575	R	O	F	IWGM	H	13	15.9
578	R	O	M	IWGM	H	14	18.7
579	K	O	F	IWGM	H	12	16.7

<i>Code</i>	<i>School</i>	<i>Age</i>	<i>Sex</i>	<i>Ethnicity</i>	<i>Attainment</i>	<i>Score</i>	<i>Years</i>
581	R	O	M	VEMGM	H	19	19.2
582	R	O	F	VEMGM	H	12	18.7
583	R	O	F	VEMGM	H	18	19.6
586	R	O	F	VEMGM	H	19	19.3
587	R	O	F	IWGM	H	11	18.0
588	R	O	F	IWGM	H	18	17.9
590	R	O	F	IWGM	H	19	17.8
591	W	O	M	IWGM	H	14	15.9
594	S	O	F	VEMGM	L	11	16.2
595	S	O	F	VEMGM	L	15	15.5
596	S	O	F	VEMGM	L	13	16.0
597	S	O	F	VEMGM	L	13	15.6
598	S	O	F	VEMGM	L	16	15.6
599	S	O	F	VEMGM	L	11	15.5
600	S	O	F	VEMGM	L	15	16.0
601	S	O	F	VEMGM	L	16	16.1
602	S	O	F	VEMGM	L	6	15.7
603	S	O	F	VEMGM	L	14	15.4
605	S	O	F	VEMGM	L	14	16.0
606	S	O	M	VEMGM	L	14	15.8
608	S	O	M	VEMGM	L	15	15.8
609	S	O	M	VEMGM	L	11	16.2
610	S	O	M	VEMGM	L	9	16.1
612	S	O	M	VEMGM	L	13	15.8
614	W	Y	F	IWGM	L	16	14.8
615	W	Y	F	IWGM	L	16	14.8
616	W	Y	F	IWGM	L	16	14.8
617	W	Y	M	IWGM	L	15	14.4
618	W	Y	M	IWGM	L	8	14.8
619	W	Y	M	IWGM	L	12	14.7
621	G	Y	F	IWGM	L	10	11.7
622	G	Y	F	IWGM	L	13	11.3
623	C	O	F	IWGM	L	10	15.9
624	C	O	F	IWGM	L	10	15.7
626	C	O	F	IWGM	L	6	15.6
627	C	O	F	IWGM	L	16	16.2
628	C	O	F	IWGM	L	16	15.8
629	C	O	F	IWGM	L	12	16.0
630	C	O	F	IWGM	L	11	15.9
631	C	O	M	IWGM	L	16	15.6
632	C	O	M	IWGM	L	15	15.6
633	C	O	M	IWGM	L	9	15.4
634	C	O	M	IWGM	L	17	15.8
635	C	O	M	IWGM	L	14	16.0
637	C	O	F	IWGM	L	10	16.8
638	C	O	M	IWGM	L	17	16.7
639	C	O	M	IWGM	L	17	16.7
640	C	O	M	IWGM	L	17	17.3
641	C	O	F	IWGM	L	13	16.6
642	C	O	F	IWGM	L	12	16.6
643	C	O	F	IWGM	L	14	18.7
644	C	O	F	IWGM	L	15	17.6
645	C	O	F	IWGM	L	13	17.3
646	C	O	F	IWGM	L	13	16.3
648	T	O	M	IWGM	L	16	17.3
649	T	O	M	IWGM	L	11	17.7
650	T	O	M	IWGM	L	16	17.0

Code	School	Age	Sex	Ethnicity	Attainment	Score	Years
651	T	O	M	IWGM	L	12	19.7
652	Y	Y	F	IWGM	H	13	12.6
654	Y	Y	F	IWGM	H	11	11.9
655	Y	Y	F	IWGM	L	6	13.2
656	Y	Y	F	IWGM	L	7	12.3
657	Y	Y	F	IWGM	H	14	12.3
658	Y	Y	F	IWGM	H	9	12.3
659	Y	Y	F	IWGM	H	9	12.8
660	Y	Y	F	IWGM	L	13	12.2
662	Y	Y	M	IWGM	L	7	12.7
663	Y	Y	M	IWGM	L	4	12.4
665	Y	Y	M	IWGM	L	9	13.0
666	Y	Y	M	IWGM	L	13	12.5
667	Y	Y	M	IWGM	L	13	13.2
668	Y	Y	F	IWGM	H	13	13.1
669	Y	Y	M	IWGM	L	12	12.6
670	M	O	M	VEMGM	L	15	15.4
671	S	O	M	VEMGM	H	15	18.2
672	S	O	M	VEMGM	H	12	17.3
673	S	O	M	VEMGM	H	15	17.3
674	S	O	M	IWGM	L	4	16.1
675	S	O	M	IWGM	L	9	16.2
676	M	O	M	VEMGM	L	11	15.0
708	B	O	M	IWGM	H	8	18.7
709	B	O	M	IWGM	H	16	18.0
710	B	O	M	IWGM	H	18	18.3
810	S	O	M	VEMGM	L	16	17.3
966	S	Y	M	IWGM	H	15	11.8

Appendix XII An estimate of the inter-rater reliability of the scoring of the survey data

The reliability of the methods used in scoring the survey data has been assessed using a comparison of the scores of three independent raters including my own, of a sample of the population of scripts ($N = 480$). The size of the sample needed has been made on a statistical basis which will now be outlined.

Determining the sample size

The assumption has been made that the sample should be as representative as possible of the population. That is, let us assume that there should be no significant differences, other than size, between the population and the sample. A further assumption is that the sample should be randomly selected. The null hypothesis is that there will be a difference between the means of the two samples which, arbitrarily but not unreasonably, is less than ± 1.5 total score points. Thus the question is, 'how large a sample will be needed to give us confidence that an obtained result from the sample is similar to that obtained from the population and is not merely a chance-generated result from the population in which the difference between the means is less than ± 1.5 total score points?'.

Guilford and Fruchter (1973) provide the following formula for calculating the needed sample

$$N = \frac{\bar{z}^2 \bar{\sigma}^2}{d^2}$$

(N needed to achieve a significant deviation of a specified amount, alpha being known)

where \bar{z} = normal curve deviate corresponding to alpha
 $\bar{\sigma}$ = standard deviation of the population
 d = specified deviation".

For the present purposes, in a two-tail test, alpha (type 1 error) is 0.05, from which z is 1.96. Since we do not expect a deviation from the two sets of data which is more than ± 1.5 total score points, d is ± 1.5 . The standard deviation of the ratee script total scores of the population (σ_n) has been calculated from the population ($N = 480$) as 3.49. Thus,

$$N = \frac{1.96^2 (3.49 \times 3.49)}{1.5^2} = 20.80$$

This gives a needed N of 20.80 or, as an integer, 21.

These twenty-one ratee scripts have been drawn randomly.

For purposes of comparison, the statistical characteristics of the ratee script total scores of the population and of the sample, as scored by the writer, are shown in Table 4.

Table 4 Descriptive statistics of the population and of the sample of ratee script total scores

	Population	Sample
N	480	21
Σx^2	94526	4062
Σx	6524	286
\bar{x}	13.59	13.62
σ_n	3.49	σ_{n-1} 2.89

There is then, a difference between the means of the ratee script total scores of the population and of the random sample of the order of .03 of a total score point. This is well within the maximum specified mean deviation limit of ± 1.5 total score points. We can, therefore, be reasonably confident that, for the present purposes, the sample is acceptably representative of the population.

Independent raters

Two volunteer independent raters, one an educational psychologist (PH), the other an academic psychologist (KS), scored the selected twenty-one scripts using the marking scheme (p. 243). These raters were provided with unmarked photocopies of the scripts from which the front covers, containing the respondents' biographical data, had been omitted. Each rater was also loaned: a copy of the video films of the classroom extracts; synopses of the extracts; the role-players' comments on the ways in which the portrayed teacher in each extract displayed interpersonal racism (both in Chapter 3, pp. 252-283). These raters were asked to familiarise themselves with all of these documents before attempting to score the ratee scripts.

In retrospect, I feel that there should also have been a 'standardisation meeting' prior to the scoring of the scripts to ensure the best possible matching of scoring standards. However, this was not done.

The ratee script total scores given by the raters for the sample, are shown in Table 5. These data have been analysed using a two-way classification analysis of variance without replications. This analysis has been followed by the calculation of their intracorrelation (the correlation between raters), a method proposed by Guilford and Fruchter (1973, pp. 261-63). Each of these analyses and their outcomes will now be presented.

Two-way classification analysis of variance without replications of the raters' ratings

The data produced by the three raters for the sample are given in Table 5. In this table and in the argument that follows, the symbols and conventions used by Guilford and Fruchter (1973, pp. 252-3) have been adopted, they are:

"Subscript k stands for a particular column and r stands for a particular row. The symbol X_{rk} stands for any one observation in row r and column k (except in calculating the total sum of squares [see below]). The subscript t refers to the total distribution, all sets combined."

Table 5 Two-way classification analysis of variance without replications of the raters' ratings

Ratee Code No.	Rater			ΣX_r	$(\Sigma X_r)^2$
	PN	PH	KS		
005	14	15	13	42	1764
016	17	17	17	51	2601
043	10	8	10	28	784
050	16	15	16	47	2209
142	10	10	9	29	841
344	13	14	12	39	1521
364	17	17	16	50	2500
374	14	15	14	43	1849
436	15	15	17	47	2209
444	14	12	15	41	1681
448	14	14	13	41	1681
476	15	13	14	42	1764
486	16	17	17	50	2500
495	15	16	17	48	2304
531	13	13	12	38	1444
557	12	12	12	36	1296
568	18	17	18	53	2809
594	11	9	10	30	900
648	16	15	16	47	2209
659	9	11	11	31	961
662	7	8	7	22	484
ΣX_k	286	283	286	855 ΣX_{rk}	36311 $\Sigma (\Sigma X_r)^2$
$(\Sigma X_k)^2$	81796	80089	81796	731025 $(\Sigma X_{rk})^2$	
$\Sigma (\Sigma X_k)^2 = 243681$			$\Sigma X_{rk}^2 = 12133$		

Guilford and Fruchter (1973, p.261) note that in this

analysis the error and interaction effects are not separated from one another, since there is no basis for doing so. The error term is derived from this combined source.

The total sum of squares is computed using the formula

$$\Sigma x_t^2 = \Sigma X_{ij}^2 - \frac{(\Sigma X_{ij})^2}{N}$$

Where the subscript X_{ij} indicates each of the 21 rows of measurements in turn (i) and each of the 3 columns in turn (j).

Applied to the data in Table 5,

$$\Sigma x_t^2 = 12133 - \frac{(855)^2}{63} = 12133 - \frac{11603.57}{63} = 529.43$$

The sum of squares between rows is given by the formula,

$$\Sigma d_r^2 = \frac{\Sigma (\Sigma X_r)^2}{k} - \frac{(\Sigma X_{ij})^2}{kr}$$

In our case,

$$\Sigma d_r^2 = \frac{36311}{3} - \frac{731025}{63} = 12103.67 - 11603.57 = 500.10$$

The sum of squares between columns is given by

$$\Sigma d_k^2 = \frac{\Sigma (\Sigma X_k)^2}{r} - \frac{(\Sigma X_{ij})^2}{rk}$$

Thus, in our case,

$$\Sigma d_k^2 = \frac{243681}{21} - \frac{731025}{63} = 11603.86 - 11603.57 = 0.29$$

The sum of squares for the remainder is obtained by deducting the last two sums of squares from the total sum of squares,

$$\Sigma x_e^2 = 529.43 - 500.10 - 0.29 = 29.04$$

The results of the analysis are shown in Table 6; they are needed to calculate the intraclass correlation.

Table 6 Estimated variance and *F* ratios from the data in Table B

<i>Source</i>	<i>Sum of squares</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Rates (rows)	500.10	20	25.01	25.01	<.01
Raters (columns)	0.29	2	0.145	0.20	>.05
Remainder	29.04	40	0.726		
Total	529.43	62			

We therefore reject the hypothesis that there is a significant difference between raters. (As we expected, there is a significant difference between rates.) We now need to compute the correlations between raters.

Intraclass correlation

The intraclass correlation is given by the formula

$$r_{cc} = \frac{(MS)_r - (MS)_e}{(MS)_r + (k-1)(MS)_e} \quad \text{(Intraclass correlation among } k \text{ series)}$$

where $(MS)_r$ = mean square or variance between rows, where each row stands for a person
 $(MS)_e$ = mean square for residuals, or error
 k = number of columns" (Guilford and Fruchter, 1973, p.263).

For the data of Table 6,

$$r_{cc} = \frac{25.01 - 0.726}{25.01 + 2(0.726)} = \frac{24.284}{23.2346} = 0.92$$

This result indicates that the intercorrelation of the three raters is .92. Assuming that the intercorrelations of raters is an indication of the reliability of ratings, the

typical reliability of a single rater's ratings is of the order of .92. The actual correlations between single pairs of raters might differ from this figure because of sampling errors.

However, since Cohen and Manion (1994, p. 140) suggest that a correlation in excess of .85 indicates 'a close relationship between the two variables correlated', we can perhaps safely conclude that the survey data measuring instrument is sufficiently reliable for the present purposes.

Appendix XIII Testing the hypotheses that two population mean ages for each of the main effect variables are equal

Formula

To test the hypothesis that two population means for group 1 and group 2 are equal:

$$z = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where

\bar{X}_1 is the sample mean of group 1

\bar{X}_2 is the sample mean of group 2

s_1^2 is the sample variance of group 1

s_2^2 is the sample variance of group 2

n_1 is the sample size of group 1

n_2 is the sample size of group 2

(Calder, 1993, p. 64).

Hypotheses

The null hypotheses are that there is no difference between the mean ages of the two groups for each of the main effect variables, thus, sex (H_{01}), ethnicity (H_{02}) and attainment (H_{03}). Since we are interested in differences in either direction, we will be using a two-tailed test (alpha = 0.05). The critical value of z , for a two-tailed test, is at $p < .05$, 1.96 (Sapsford, 1993, p. 5).

Calculations

The summary data for testing each of the hypotheses are found in Table 7 (Chapter 3, p. 302). These summary data are, in turn, based on the raw data in Appendix XI

Sex

$$z = \frac{14.70 - 14.81}{\sqrt{\frac{2.26^2}{240} + \frac{2.29^2}{240}}}$$

= .52

$p = (.3015 \times 2) = .603$ (n.s.)

Ethnicity

$$z = \frac{14.66 - 14.85}{\sqrt{\frac{2.24^2}{240} + \frac{2.31^2}{240}}}$$

$$= .91$$

$$p = (.1814 \times 2) = .3628 \text{ (n.s.)}$$

Attainment

$$z = \frac{14.85 - 14.66}{\sqrt{\frac{2.60^2}{240} + \frac{1.91^2}{240}}}$$

$$= .82$$

$$p = (.2061 \times 2) = .4122 \text{ (n.s.)}$$

Conclusions

Thus, the probability that these results have occurred by chance is less than .05 (5 per cent). Therefore, it is concluded that there are no significant differences between the mean ages of the two groups used in testing the main effect hypotheses for the independent variables of sex, ethnicity and attainment.

There is, of course, as intended; a significant difference between the mean ages of the Old and Young groups for testing the effect of age on pupils' perceptions of teacher racism.

Appendix XIV The inter-rater reliability of the categorization of the thought bubble responses

The thought bubble responses have been categorized as to whether or not they show an explicit awareness that the teacher is acting and behaving in racist ways. In order to be scored in the positive, at least one thought bubble should contain an explicit statement that the teacher is racist. Exceptionally, however, two thought bubbles, when read in conjunction, may suggest that the respondent explicitly 'sees' the teacher as a racist.

Table 12 Respondents' thought bubble categories

Code	School	Age	Sex	Ethnicity	Does express racism?
01	E	13	M	IWGM	No
02	E	13	M	IWGM	No
03	E	13	F	IWGM	No
04	E	14	F	IWGM	No
05	E	13	M	IWGM	Yes
06	E	13	F	IWGM	No
07	E	13	M	IWGM	No
08	E	13	M	IWGM	Yes
09	E	13	F	IWGM	No
10	E	13	F	IWGM	No
11	E	13	F	IWGM	No
12	E	13	M	IWGM	No
13	E	13	F	IWGM	No
14	E	13	F	IWGM	No
15	E	14	F	IWGM	No
16	E	13	M	IWGM	Yes
17	E	13	M	IWGM	Yes
18	E	13	F	IWGM	No
19	E	14	F	IWGM	Yes *
20	E	14	M	IWGM	No
21	E	13	M	IWGM	No
22	E	13	F	IWGM	No
23	S	14	M	VEMGM	Yes
24	S	13	M	VEMGM	No
25	S	13	M	IWGM	No
26	S	13	M	VEMGM	No
27	S	14	M	IWGM	Yes
28	S	13	M	VEMGM	No
29	S	13	F	VEMGM	No
30	S	14	F	VEMGM	No
31	S	13	F	IWGM	No
32	S	13	F	VEMGM	No

Code	School	Age	Sex	Ethnic- ity	Does express racism?
33	S	14	M	VEMGM	Yes
34	S	14	M	VEMGM	No
35	S	13	F	VEMGM	No
36	S	14	F	IWGM	No
37	S	14	F	VEMGM	No
38	S	13	M	IWGM	Yes
39	S	14	F	VEMGM	No
40	S	14	F	VEMGM	Yes
41	S	13	M	VEMGM	Yes
42	S	14	F	IWGM	No
43	S	13	F	VEMGM	Yes
44	S	13	M	VEMGM	Yes
45	S	13	M	IWGM	Yes *
46	S	13	M	VEMGM	Yes
47	G	14	M	IWGM	No
48	G	14	M	VEMGM	Yes
49	G	14	M	VEMGM	Yes
50	G	14	M	VEMGM	Yes
51	G	14	M	VEMGM	Yes
52	G	13	M	VEMGM	Yes
53	G	13	F	VEMGM	Yes
54	G	14	F	VEMGM	Yes
55	G	13	F	VEMGM	Yes
56	G	14	F	VEMGM	Yes
57	G	14	M	VEMGM	Yes
58	G	14	F	VEMGM	Yes
59	G	14	F	VEMGM	Yes
60	G	14	F	VEMGM	Yes
61	G	14	M	VEMGM	Yes

* These two entries are those over which there was inter-rater disagreement about categorization.

Key to schools

E Eagle School (p. 295)

G Goldcrest School (p. 277-8)

S Swallow School (p. 278)

The categorizations which have been used in the Chi-square (X^2) tests of hypotheses (H_{05} and H_{06}) are those shown, which

are my own.

The raw data and biographical details of the respondents are presented in Table 12.

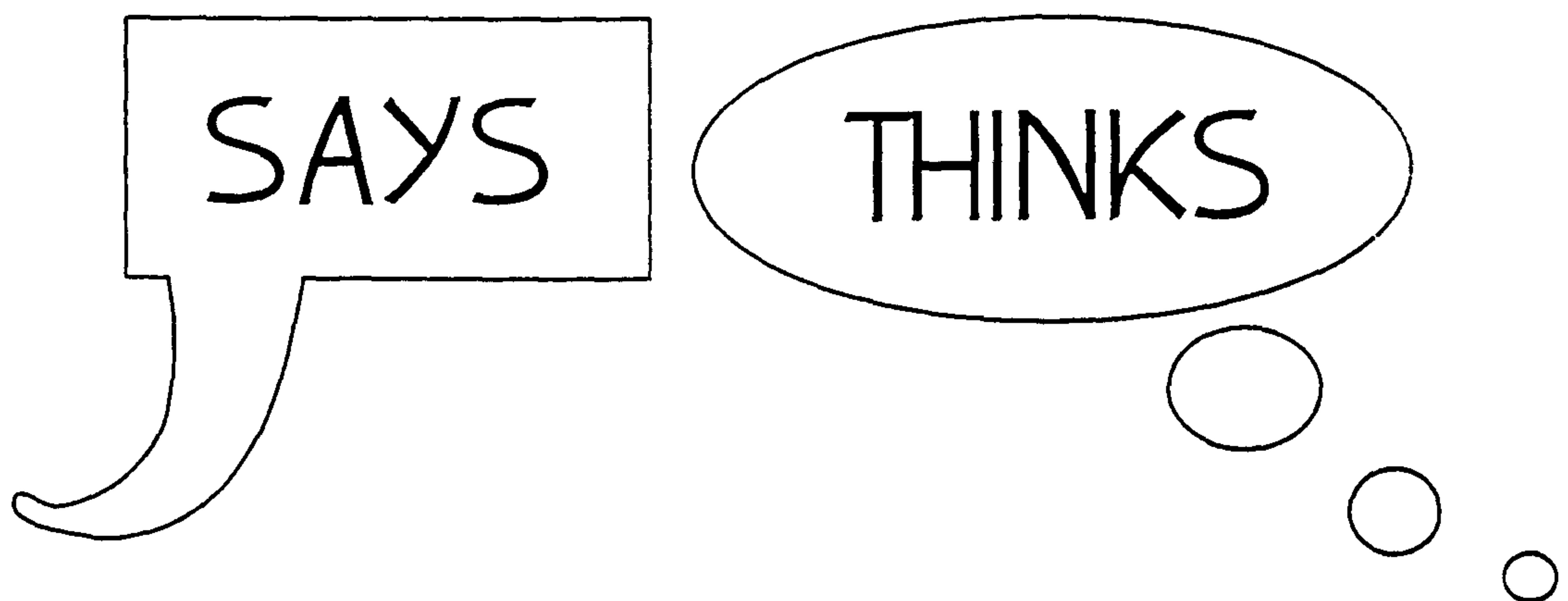
The inter-rater reliability of the categorization of the responses has been conducted in the following way. First, I completed my categorization of the protocols using the criteria presented in the text (pp. 310-21). Second, an educational psychologist independently categorized the unmarked protocols using the same criteria that I had used. There was disagreement over the two protocols indicated in Table 12. Thus, there is 96.7 per cent agreement between the two raters and, on this basis, it has been assumed that the measure and the data in Table 12 are sufficiently reliable for the present purposes.

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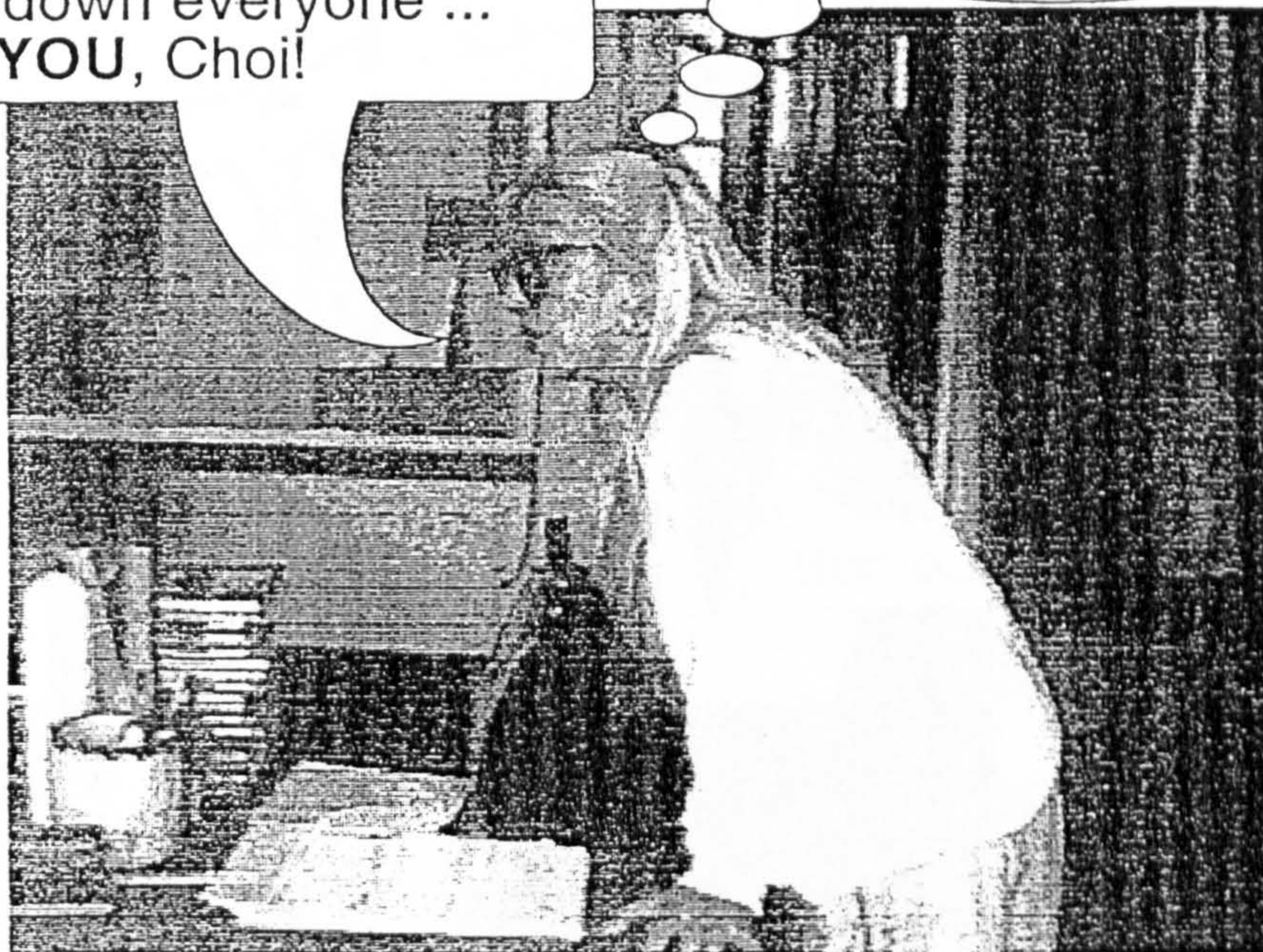
BORROWING



August 1991

1. Teacher

Is there something wrong,
Madam? ... Well why don't
you answer me when I
speak to the whole group?
... Sit down everyone ...
NOT YOU, Choi!



3. Choi

2. Michaela



BONJOUR WHAT?
CHOI?

Bonjour Mademoiselle.

4. Rebecca

5. Paul

Hey - Chink! - lend
me your rubber.

Oh shurrup, Rebecca!

THANK YOU CHOI!
Have you got a rubber
or not? ... Then
lend it to Rebecca.

6. Choi



But Miss! You shouldn't write things like that.

That's hardly the point is it? She's written on someone else's property! ... Give it back to Choi.

7. Rebecca

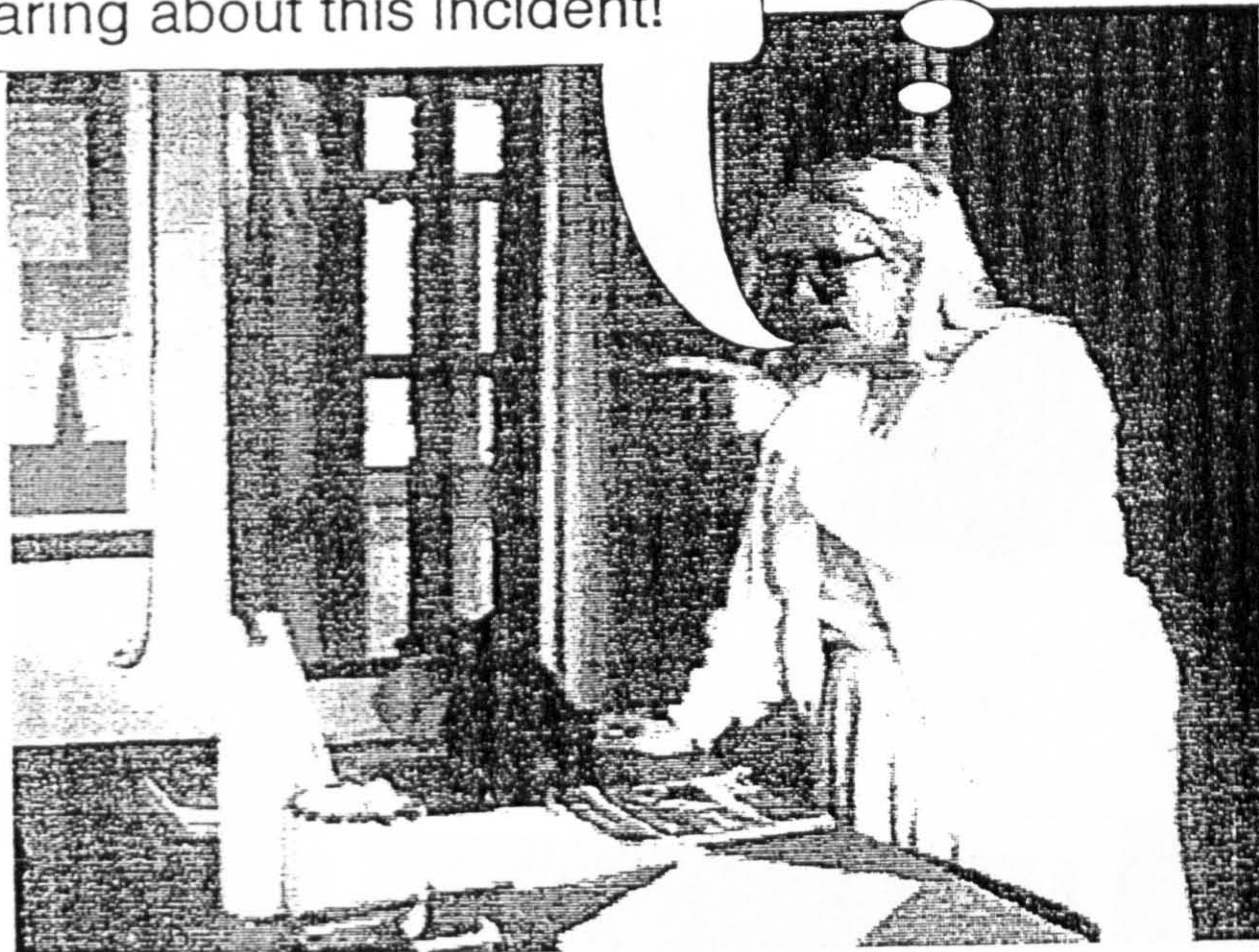
8. Teacher

9. Philip



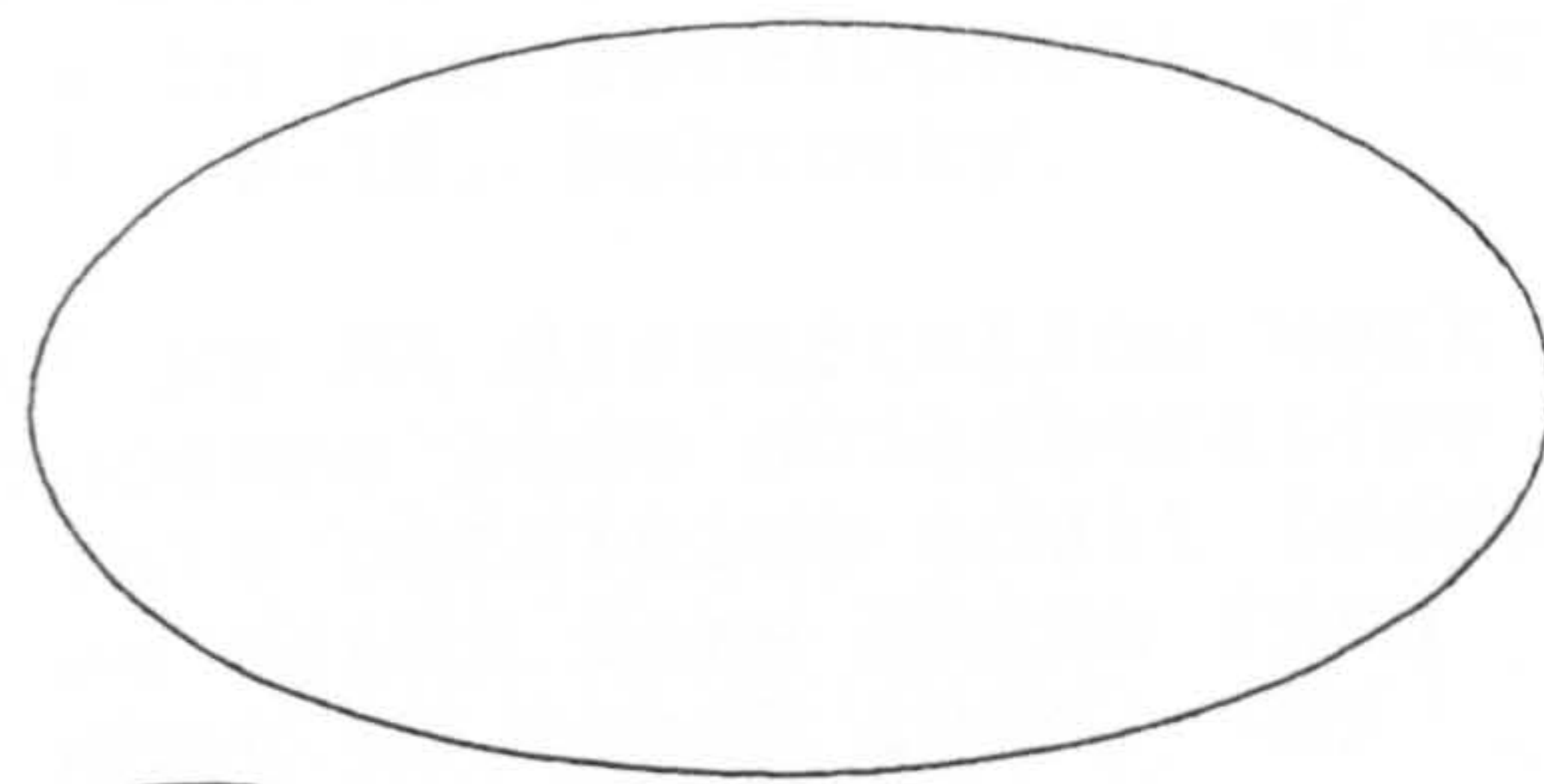
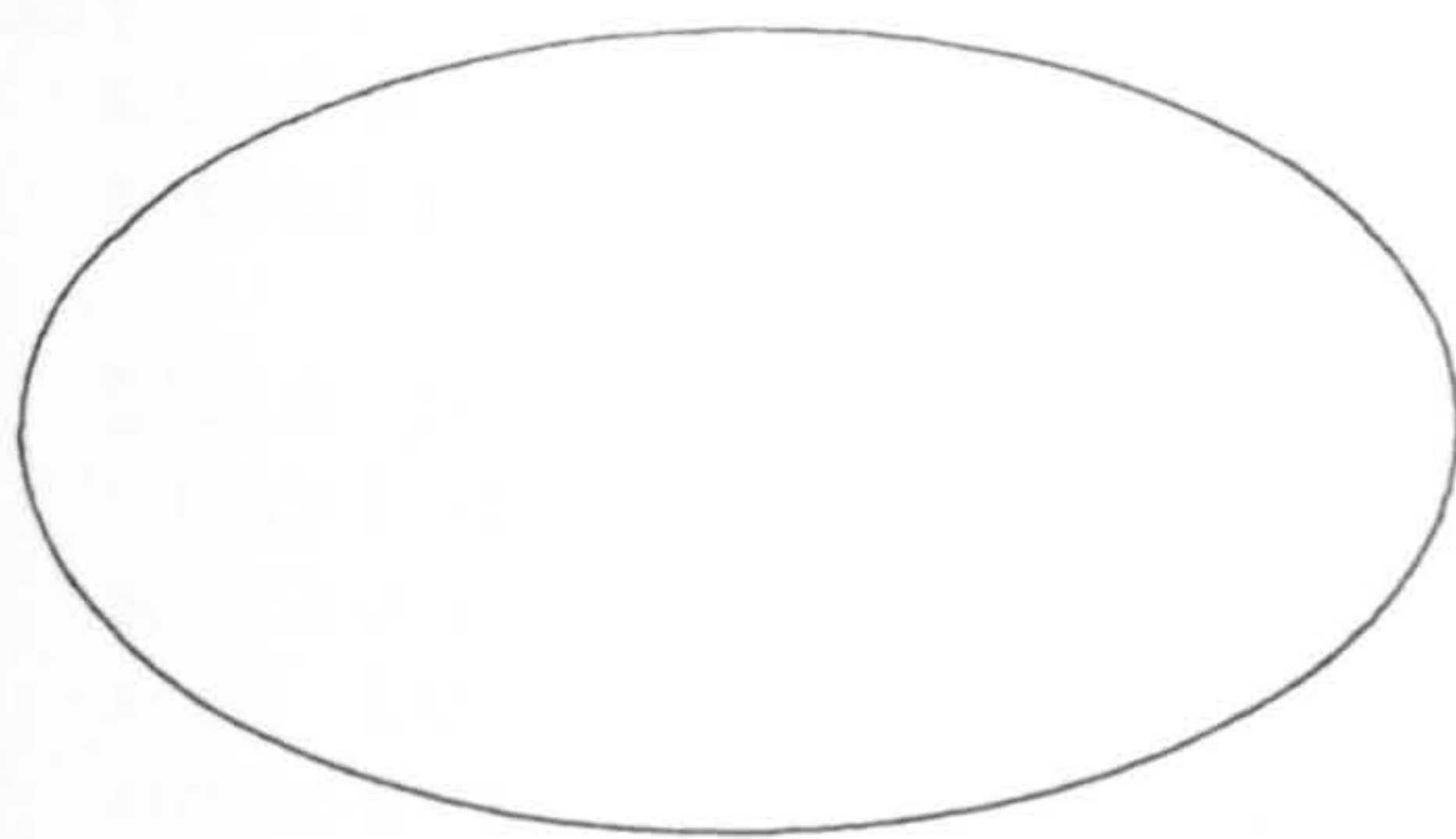
10. Teacher

NO CARL! ... If I hear one more word about this you'll all be in detention at break-time. I'm sick of hearing about this incident!



11. Carl

12. Philip



13. Nasar

APPENDIX XVI Relevant published works

Photocopies of three published works are appended.

Naylor, P., Cowie, H. and Stevenson, K. (1990), 'Using student and tutor perspectives in the development of open tutoring', *Open Learning*, 5, 1, 9-18, February.

This publication arises out of my MA dissertation work (Naylor, 1986), in that it concerns some collaborative action research which I led, into obtaining adult learners' and teachers' views, so that we might take these into account in deciding how, and what to teach them. My contribution was:

the original idea for the research;

most of the data collection strategies;

the collection of about half of the data;

the drafting and final writing-up following critical comments, principally from Helen Cowie.

Stevenson, K., Sander, P. and Naylor, P. (1995), 'Professional development: doing it for ourselves', *Open Praxis*, 2, 30-1.

This brief paper argues the case for the model of collaborative tutoring that was begun by Helen Cowie and myself in 1986. I provided critical comments on early drafts of the article.

Stevenson, K., Sander, P. and Naylor, P. (1996), 'Student perceptions of the tutor's role in distance education', *Open Learning*, 11, 1, 22-30, February.

In line with the argument presented in Chapter 1 of this thesis, perceptions and expectations are fundamentally different entities. In the context of interpersonal interactions and relationships, we might say that what one perceives is what one 'gets'. On the other hand, what one expects is what one would like. Thus, the revelation of students' expectations of the tutor role is really about their notion of the 'ideal' tutor, of which we currently know very little.

This paper reports the attempt of a team of Open University tutors to research this issue.

My contribution was:

the original idea;

much of the research design;

the collection of one fifth of the data;

commenting on early drafts of the text.

Volume 5 Number 1 February 1990

Editor: Alan Tait

OPEN LEARNING

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Using student and tutor perspectives in the development of open tutoring

How do open learning tutors know if they are meeting their students' needs? How do they know how to improve their tutoring performances? In this article, Paul Naylor, Head of Humanities at a Nottinghamshire Comprehensive School, Helen Cowie of the Division of Education at the University of Sheffield, and Keith Stevenson of the Melton Mowbray College of Further Education, provide an account of the methods and outcomes of the schemes of evaluation they have used over the last three years in tutoring an Open University social science course.

Paul Naylor, Helen Cowie and Keith Stevenson

Does the tutor matter?

Despite all of the current technological developments such as artificial intelligence, compact discs, electronic publishing and home computers which Bates¹ claims are of relevance to open education, there can be few tutors who would dispute Thorpe's² assertion of a decade ago that Open University and, by implication, other open learning courses are 'mediated and interpreted by tutors...who perceive the requirements of both course teams and students'.

This idea of the key role of the tutor for most open learning students finds support in the results of a random sample survey of 5,763 Open University students (Kelly and Swift).³ 67 Per cent of this large sample agreed with the statement that:

'A good tutor can make a course, a poor tutor can spoil one'.

Similarly, in January 1985, over 70 per cent of 2,228 Open University students (84 per cent of those randomly sampled) rated the statement 'helpfulness of my tutor' as impor-

tant or very important (reported in Student Research Centre).⁴ As this report suggests, it seems that 'the human dimension of students experience of studying with the University is crucially important'. If this is so, one of the most important responsibilities open learning institutions have towards their students, at least from their perspective, lies in using systems of quality control and professional development to ensure that tutors are 'good' and 'helpful'.

The quality control and professional development of tutors through monitoring

With regard to tutors, the Open University uses two main methods of quality control and professional development. Firstly, staff tutors and senior counsellors can be expected to monitor face-to-face tuition through attendance at study centre sessions.

In practice, however, this can and does happen only rarely. Secondly, full-time academics monitor and, directly or indirectly, provide feedback to tutors on their correspondence tuition. The quality control aspect of the correspondence tuition monitoring system may be adequate. This system has been criticised, however, for a number of reasons (for example, see Cole, Coats and Lentell,⁵ Miers⁶) which centre on its failure, in practice, to be an adequate mechanism for professional development. Fletcher and Williams⁷ have noted that practices which attempt to meet the two aims of evaluation and development risk achieving neither aim satisfactorily.

Furthermore, Guri⁸ notes that in higher education institutions generally the systematic evaluation of the quality of teaching is rare, probably because, she suggests, this evaluation task is low in their list of priorities. It may also be that in many institutions of higher education teaching is not the most important academic activity. In the evaluation of staff at the University of California, for example, the weighting attached to research (43 per cent) is significantly greater than that for teaching (31 per cent) or professional and public service (25 per cent) (Eble).⁹

Perhaps we should not be too surprised to find, therefore, that the Open University's mechanisms for assessing and developing tutoring are not seen to function adequately; this may be true for other open learning institutions. With the exception of those courses such as *D321: Professional Judgment*,¹⁰ where tutors and students are required to evaluate themselves and one another the questions for the majority of tutors remain: 'How do I know whether I am good or bad and helpful or not?' and 'What do I need to do to improve my tutoring performance?'.

We firmly believe that the student and fellow tutor perspectives are underused resources in the individual tutor's attempts to answer these questions. Following a discussion of the rationale for using these perspectives, we present and discuss the strategies we have so far used and the feedback we have obtained from them in the development of our collaborative tutoring using active learning methods¹¹ of the third level course *D307 Social Psychology: Development, Experience and Behaviour in a Social World*,¹² over the last three years.

Our reasons for seeking student-tutor and tutor-tutor feedback

Like it or not, all tutors obtain feedback from their students. Regarding face-to-face tuition, Bradshaw¹³ observes that 'commonly it comes in the form of yawns, enigmatic smiles or bowed heads connected to frantically scribbling right hands'. The problem lies in the interpretation. As tutors faced with these ambiguous signals, we may resort to perceiving what we want to perceive.

In order to reduce these uncertainties, we believe that there is a need for the systematic collection, analysis and interpretation of feedback data from students about their tutoring experiences. We are not alone in this view since students themselves, and for some time now, have been asking for such a voice. For example, Skyrme,¹⁴ Open University Student Association Vice President (Education) outlined plans for enabling students to provide constructive feedback to tutors. This idea has recently been resurrected by another O.U. student group¹⁵ and there has been a steady stream of papers in this journal and its predecessor, *Teaching at a Distance*, on student-tutor feedback. Most of these papers have been written from the perspective of the 'quality control manager' albeit with the intention of debating systems by which tutors may be professionally developed (for example, Fage and Mills,¹⁶ Metcalfe¹⁷). There has been remarkably little research and response in this journal, however, on the use of student-tutor and tutor-tutor feedback by tutors themselves; this is such a report.

Throughout the last three years we have developed our tutoring using an action research strategy. We have consistently and systematically sought students' and our own evaluations of our face-to-face and correspondence tuition. From the outset our main aim has been simple. We have asked for our students' views about how closely they feel we have come to meeting their needs with the purpose of improving our tutoring in terms of style, method and content. In a sense, therefore, our students have been asked to take on the responsibilities of appraising and developing us as tutors.

There are, of course, established procedures by which Open University students can make their views about tutors known,

particularly about correspondence tuition.¹⁹ and generally when 'things go wrong'. Metcalfe²⁰ suggests that these procedures do not work as well as they might because students lack confidence, do not wish to appear to be complaining, fear recrimination and do not like going 'behind the tutor's back' by referring their problems to others in the managerial system. Another constraint may centre on the conception of the 'tutor as expert' some students seem to hold and which may well arise from the 'anonymous enigma' many tutors are for them. It may be that the holding of such conceptions by students inhibits any real questioning of the tutor's competence and performance.

We feel strongly that the notion of the 'tutor as expert' needs debunking. Others would seem to agree. Schön,²¹ for example, has said that the competence of professionals has very much to do with an admission to themselves and others 'of not knowing'. He continues that we need to be concerned about those professionals who 'believe that they must appear to know and that to fail to know, to fail to appear to know, is a sign of failure'.

For us, admitting that we do not see ourselves as 'experts' and do not wish to be seen as 'anonymous enigmas' but as 'real' persons begins when we introduce ourselves by letter and in our first face-to-face session at the beginning of the year. In these introductions we reveal details of our education, academic interests, work experiences and family lives. In addition, we express our intentions to collect student feedback, our willingness to respond to ideas for tutorial topics and our reasons for doing these things. Another justification for seeking student feedback is then, that it empowers students to offer their thoughts and feelings. In so doing, we feel that it helps to build a supportive, non-threatening atmosphere of openness; we hope to share with students responsibility for what goes on in face-to-face sessions. This sharing of the responsibility is, we feel, a major contributor to making tutorial sessions informal, relaxed, enjoyable, and hard work for us all. In short, asking students for feedback on tutoring means that they are being treated as equal partners in the negotiation of their learning.

Additionally, in the particular context of tutoring social psychology, by asking students to reflect on and reveal their subjective

experiences of our tutoring, we feel that we can provide them with some first-hand, 'conscious' experience of phenomenology, 'inside' research perspectives and the concepts of the personal and social construction of knowledge and reality.

Lastly, in the face of the prevailing 'accountability climate' which has affected all sectors of public employment, not least education, in recent years, we feel that a major virtue of involving students in our appraisal is that it gives us a non-authoritarian, non-supervisory perspective. And it is, we think, appropriate to ask adult learners to provide constructive, professional feedback to their tutors; we believe that such feedback is more instructive than that often obtained from 'outside' professional observers or managers

How do we obtain feedback?

At the end of each face-to-face session we ask students to complete brief, simple questionnaires generally about their satisfaction with the content and teaching methods used. We have received 100 per cent responses to all these questionnaires. As tutors, we independently complete the same evaluation questionnaires as those used by our students and, where these are inadequate for our perspective, we freely record our thoughts and feelings.

We have experimented with various types of feedback question but in broad terms we have shifted from our initial exclusive use of quantitative questions to mostly qualitative ones.

Rating scales

Early on, our questionnaires tended to consist of three or four rating scales such as

In your opinion, has the tutorial been:
 very successful;
 successful;
 fairly successful;
 unsuccessful?
 (Tick one option)';

and,

Please give your reactions to the session by putting a line in the appropriate place on the scale below:

What I learned from the session
 I did not learn much /----/----/----/----/
 ----/ I learned a lot.

Other aspects of our sessions which we attempted to tap through these scales typically included 'helpfulness', 'enjoyment' and 'challenge'

Qualitative measures

These quantitative measures were quickly abandoned, for reasons which we explain below, in favour of open-ended questions and invitations to record 'any comments you may have about' specified aspects of the sessions such as:

'How do you think this session might have been better organised?';

and,

'Comment on how much better equipped you now feel you are for attempting this assignment'.

We also find that the following three questions (Kolb and Fay)²² and others of a similar nature lend structure to the processes of observation and reflection:

'What did I do?'

'How do I feel?'

'What does the experience mean?'

End of course and correspondence tuition evaluation

At the end of the course, shortly after the examination, we ask students to respond to a comprehensive questionnaire. Questions seek specific and overall evaluations of the content and teaching methods used in sessions, personal predilections regarding teaching methods, including those which have not been used, and information to reveal reasons for choosing not to attend sessions. Other open-ended questions concern interest and difficulty with course material and content. As for the evaluation of our correspondence tuition, we ask students to complete a slightly modified Open University Social Sciences Faculty monitoring form. The response rate for these end of course questionnaires is typically about 75 per cent.

Discussion of methods of evaluation used

Using quantitative items has the advantage that they can be quickly completed by students and need not, therefore, consume more than a few minutes of precious tutorial

time. They can also be quickly coded, scored and averaged. It soon became clear to us, however, that the information we were obtaining from these simple devices was often uncritical and of limited use; it was often nothing more than unqualified compliment. The uncritical nature of formally sought feedback has been obtained by others. Centra's research²³ on United States university students' evaluations of their teachers indicated that only 12 per cent scored 'below average' ratings! Some Open University tutors have also commented on the uncritical nature of student-tutor feedback (reported in Fage and Mills²⁴). This early form of feedback was valuable, nevertheless, in providing us with the confidence to seek more searching assessments and evaluations of our efforts through using more provocative qualitative items.

By comparison with the quantitative items, the qualitative questions elicit richer, more meaningful and usually more useful data. Our experience also suggests that open-ended questions take very little more time to complete than the rating scales and have the added attraction that they can become an integral part of the learning process itself. The major difficulty, of course, rests with patterning the meanings of these idiographic data in ways which do not result in their invalidation.

Outcomes of debriefing

The feedback from students and tutors is used in our 'closed season' discussions about the tutorial programme for the coming year. More importantly, however, wherever possible the feedback is also used formatively so that our present students can benefit from their contributions to our tutoring. Like most teachers, we modify our plans during our face-to-face sessions on the basis of students' expressed needs and, where we engage in team teaching, on the basis of the 'sideline' tutors' perceptions of student response to the 'presenting' tutor's facilitation. Thus, we try to respond to student needs within sessions although not in the carefully stage managed way developed by Cowan, Alonzo-Blanqueto and Fordyce.²⁵

In general, students have expressed satisfaction with the programme of face-to-face sessions based on active learning methods

which we have devised and developed -
Students' comments about the programme reflect a range of needs. They indicate that they welcome opportunities to share anxieties and maintain morale.

'Initially I felt apprehensive and excited, then good, the session was enjoyable.'

'I have regained enthusiasm.'

'The session revitalised interest and dispelled the isolation of working alone.'

'I feel encouraged to continue.'

'I found that other students have the same problems as myself.'

'I enjoyed our discussions. The session supported my view that people are so very interesting and worthwhile studying.'

'I found it personally useful to look at exam questions as written and the marking schemes. However, this is both reassuring and frightening.'

Students have also frequently commented that through interactive learning with others their ideas are clarified:

'I know I now have a practical basis and pool of experiences which will make the theoretical stuff more alive when I read it in the blocks.'

'The course contents are becoming a little clearer.'

'I learned nothing new but some areas were brought more clearly into focus.'

'I now understand what existentialism means!'

'I have a general overview of projects and lots of other important things.'

'I was unsure before this session as to exactly what integration meant. At first I thought I would have to list studies from every single unit to show that I had read them all. Now I see that it is much more the linking of themes and theories throughout the course supported by evidence from the units.'

We, as tutors, have made similarly positive comments about sessions:

'Everyone should certainly have left the session with their senses awakened to the challenge of doing social psychology.'

'I valued the closer involvement with students in relation to real, practical issues. I enjoy facilitating in this way, it leads to their deeper sense of owner-

ship of the course.'

'I now realise that basic conceptual work needs doing again and again and I find that the students' experience of 'enlightenment' is very interesting and rewarding.'

Positive feedback such as we have presented so far serves to confirm our views about using collaborative, active learning methods.

However, it has to be acknowledged that, each year, a few students have expressed dissatisfaction with active learning methods and ask for a more didactic approach. Here is how one student has put it:

'I come to a tutorial to get information. I actually like lectures and I find it useful to go over the units. It's helpful if someone, i.e. the tutor, says it. I know I'm suffering from lack of self-confidence, but I don't like time-wasting activities. I want to get to grips with themes. For that reason I do not like small group discussions because no-one knows the answer.'

This student expresses her doubts about collaborative, active learning methods. Our interpretation is that she asks that tutorials should be safe, supportive occasions in which the tutor gives a strong lead and where the student feels that answers have been supplied by a knowledgeable expert. She shares her fear that fellow students can never give her the security which she feels she needs, she also indicates that she has very little belief in her own capacity to process course material for herself, despite the fact that she is a third level student.

Given our beliefs in the tutor's role as a 'facilitator of learning' using 'active learning' methods, these students' concerns and expressed doubts about such a role present us with a dilemma. Although we suspect that in requesting a more didactic teaching style, these students are being strongly influenced by their life experiences of 'education' which have been dominated by 'experts' using didactic teaching methods, their criticisms must be taken seriously. As a result, and perhaps as an unsatisfactory compromise, we now incorporate short segments of direct teaching into some of our sessions. These students' concern about lecturing serves to make us very aware of the need to make more explicit than we seem to have done so far our educational beliefs about tutoring

pre-constructed open learning courses.

Responses have also revealed that many students do not enjoy working in pairs, at least not for long periods. Reasons include:

'Fear of finding oneself working with somebody who is uninspiring.'

'Being with someone who lacks the knowledge and skills to complete the task which has been set.'

Finding that the activity 'usually turns into a conversation because you don't know the person.'

As a result of these and similar comments, we are now much more careful about asking students to work in pairs. We now restrict the use of this type of working to a few minutes at the beginning of the first session in the year for the purposes of introducing interviewing as a research method.

Students generally express much greater satisfaction with working in small groups of three or four. Again, however, we are now aware of the need to consider group size and composition carefully because some students have expressed concern that groups should not be so large that 'all the work will be done by a few' and that 'some members will be left out'.

Group work, in general, is a source of concern for some students. Their anxiety and frustration often stems from the experience they have had where discussion is dominated by one student. Here is how this concern has been expressed:

'Members of discussion groups get 'bees in their bonnets', it's a pain and a waste of time, and it often needs a tutor to chair the discussion.'

In this comment there are clear implications for the tutor's role in the management of group work to ensure that discussion is kept 'on task'.

Finally, another important theme frequently critically commented on by students is the lack of adequate time allocation for tutorials. Here are two comments which are typical of those we have received:

'Took an active part in the discussion-...Found it most interesting and feel I learnt a great deal...We needed more time.'

'I feel that I know a lot more now than I did at 10 o'clock which means that we should have longer sessions.'

Clearly, how such student demand for more face-to-face contact is reconciled with

the nature of open learning is problematic. What is interesting, however, is that this criticism arises out of success and it may be that this 'success' is counterproductive in maintaining student numbers. We can visualise that students who come to value active learning styles of face-to-face tuition and who have some choice in the matter, may feel compelled to continue their education in more conventional institutions where face-to-face teaching is the norm and where they believe that this teaching is dominated by active learning approaches. Whatever the truth of the matter, we are left with the immediate problem of knowing whether or not to continue striving to make our tutoring successful!

Like some of our students, we too have been critical of face-to-face sessions. Here are some examples of our comments:

'What tended to happen was a tutor-led discussion where I seemed to be pushing for ideas which would have had more power if they had come from the students.'

'I found this tutorial less successful than I had anticipated...I don't know why I think that...I just feel that there wasn't enough real learning taking place.'

'All the students seemed to want were the answers to essays.'

In general, our critical evaluations of sessions tend to focus on the following issues:

- the instrumental attitude some students have towards the assessed components of the course;
- the management of timing, pace, flow and variety of activities;
- the provision of appropriate learning opportunities for students' *active, deep processing* of social psychology.

In planning and designing activities for face-to-face sessions these issues are never far from the forefront of our minds.

Turning to correspondence tuition, which has been described as 'the most important part of the tutor's role', having the dual functions of assessment and teaching,²⁷ generally monitors would seem to value detailed comments on students' work. This is illustrated by the following two statements about the correspondence tuition of one of us:

'Very well marked - lots of detailed and helpful advice in a friendly style.'

'These scripts have been marked in a thorough, critical yet very helpful and

friendly way, and even the R. . script receives lots of comment - often missing on good essays.'

Most students also appear to value detailed criticism and advice on their assignments as these two comments on the same one of us show:

'I found your marking constructive in the criticisms you made and the improvements you suggested. I felt that the precise comments fostered an improvement in my academic style and understanding.'

'You did give incentive to try and do better. Comments were detailed and concise. I felt as though the essay had been thoroughly scrutinised thus making the effort worthwhile.'

There does seem, however, to be an interesting mismatch between monitors' and a few students' expectations of tutors' correspondence tuition. These students do not seem so certain about the value of detailed comment on their work. Here are some examples of comments, again, on the work of the same one of us:

'Initially, ... I did feel that you were a little severe in marking and I was more than a little surprised at the extent of the comments...I now think that you have been extremely helpful and constructive in your criticisms.'

'You obviously took a lot of time to mark my assignments very carefully I did feel that sometimes there were almost too many comments for me to want to read, particularly when I was on to a new topic by the time I got my last assignment back.'

'I was very much aware that your style of marking was different from any I have encountered in the O.U. You emphasise not using jargon and that each concept used must be unpacked. You also outline what else I could have put in. My preference of these two styles (*the other style is unspecified*) is impossible to decide.'

We feel that there are at least two possible explanations for these students' concern about the quality of comment on their written work both of which centre on the imputation of the meanings they give them. Some students may feel that there should be a simple, inverse relationship between the amount of comment and the worth of the work

as indicated by the grade it has been given. Other students may be implicitly questioning the role of the tutor in developing and sharpening students' skills of presentation and the use of argument and evidence. Here are some students' thoughts which present strong challenges to course teams' and monitors' expectations of tutors (and serious challenges for tutors in helping these *third level* students overcome their misconceptions about the importance of 'presentation', 'argument' and 'evidence' in essay writing):

'I found some of the comments on the scripts 'nit-picking' on spelling and grammar.'

'...surely, it's the content we're after, not the accuracy of presentation and expression.'

'I feel that understanding and interpretation of the subject matter is of greater importance than the ability to manipulate words and present material.'

The reasons we have suggested, however, for the mismatch of perception about the tutor's role in correspondence tuition are speculative and await careful investigation. The results of such a study may have important implications for correspondence tuition throughout the Open University and beyond. In the meantime, if a significant proportion of our students do find difficulty in accepting and acting on what monitors perceive as 'friendly helpful, challenging' criticism, the implication is that central and part-time academic staff need to address the issue of what constitutes 'good writing' more explicitly and effectively in their course materials and face-to-face tuition than so far seems to have been the case.

For each of the issues so far discussed we have tried to show how we reconcile the diversity of demands inevitably stimulated through negotiation with students about their learning. Most of these issues concern our approaches to teaching and learning processes rather than to those of content. Regarding content, in general, and even where we have tutored in isolation from one another, we suspect that using active learning methods, centred on group tasks, has enabled us to meet better the diversity of student demands than we would have been able to do using more didactic approaches. This arises, we argue, from the change in our role from authoritarian, exhortatory 'experts' to managerial, consultative facilitators.

Finally, we think that it is worth commenting on the effects we feel our attempts at obtaining systematic feedback have had on our relationships with our students and one another and on our professional attitudes and practices. Possibly because of our shared responsibility we feel that collaborative tutoring gave us the initial confidence to seek formal student feedback. In practice, the sharing with one another of the potentially destructive negative feedback we, as individuals, have on occasions received, has enabled us to cope with, analyse and act on it positively and constructively. More generally and in turn, the feedback from students and one another has heightened our awareness of student needs and difficulties which has encouraged us to develop our tutoring. There is then, we would argue, a dynamic, beneficial relationship between seeking formal student feedback and collaborative tutoring which results in greater satisfaction for students and tutors.

The future development of our tutoring

We plan to continue seeking student-tutor feedback. Each new cohort of students consists of individuals previously unknown to us with their own needs and expectations. We expect to develop our scheme of evaluation through making use of in-depth interviewing of a sample of students at the end of their course. We also intend to provide students with our feedback on their feedback of us more systematically than we have done so far. We believe that this 'spiralling of perspectives' will bring increased perception of tutor and student wishes and needs which, in turn, will result in further improvements in our tutoring. Although not directly involving students, we shall also attempt to improve our correspondence tuition through the use of group assignment marking exercises. In these ways we hope to achieve greater levels of satisfaction for our students and ourselves.

Conclusions

In this paper we have described in some detail the part which students and we, as

tutors, have played and will continue to play in the development of our face-to-face and correspondence tuition of *D307: Social Psychology*. We hope to have conveyed something of the benefits to be gained from the process of seeking formal feedback on tutoring. In summary, we see these advantages as being:

- Students and tutors see and treat each other more as equal partners in the negotiation of learning for which they assume a joint responsibility.
- Students and tutors enjoy co-operative, trusting, relaxed, satisfying, interpersonal relationships.
- Tutors are more able to respond to the diversity of students' needs principally because they become overtly expressed.
- There is more scope for trying out new ideas tentatively in co-operative company.
- Tutors enjoy greater satisfaction from the knowledge that they are being properly professionally developed by their students and one another for the direct and immediate benefit of the students. We might describe this type of professional development as the 'self-directed bottom-up' model. We believe that its application is likely to be of generally greater benefit to the participants than the use of 'top-down' models of professional development.
- The student perspective is a valuable one which need not and in our experience, does not present any real 'threat' to tutors and which should, we think, be actively used rather than ignored. Reflections can build a bridge between concrete experience and the formal learning of abstract concepts. Thus, students and tutors become active partners in the processes of acquiring knowledge, new concepts and understanding.

We believe that the benefits and satisfactions of actively seeking student and tutor feedback listed above are to be gained by all course tutors; they are not, in our view, the sole prerogative of *D307* or psychology course tutors. Indeed, we believe that these advantages are also to be gained by teachers working at all levels in conventional settings.

Some ways forward for open learning institutions?

Although we wholeheartedly recommend that every encouragement is given to tutors in developing their tutoring we firmly believe that this, in itself, is not enough. It seems to us that in encouraging the development of tutoring along the lines discussed in this paper open learning institutions might meet their obligations and responsibilities to tutors, as we have suggested to the Open University in a report,²⁸ by adopting the following recommendations:

- Properly to fund the development of course tutoring using feedback by building its cost into course production, presentation and maintenance budgets. We envisage that tutoring development initiatives may be desirable and required at the regional, inter-regional and national scales. At the regional level, a pair or small group of tutors may require funding for the development of their tutoring. On small population courses where there is perhaps only one tutor for each region, funding may be required to enable correspondence between and inter-regional or national meetings of tutors. Perhaps there could also be at least annual national tutor workshops for the production of ideas and materials. A main aim of each of these types of provision would be to produce or contribute to an 'updateable' course tutoring pack.
- To provide tutors with the considerable secretarial and administrative resources they need so that they can communicate effectively with their students and one another.
- To recognise that students' essay writing skills cannot be assumed to be finely-tuned or even always well-developed by the end of the foundation course and that, therefore, such skills teaching should be built into courses and the budgeting of tutorial provision at all levels.
- To develop tutors' correspondence tuition and assessment skills through the adoption of stronger models of monitoring which are formative and interactive and which involve student, tutor and monitor perspectives.

We offer these suggestions in the firm belief that their adoption by all open learning

institutions would enable an improvement in their service to students.


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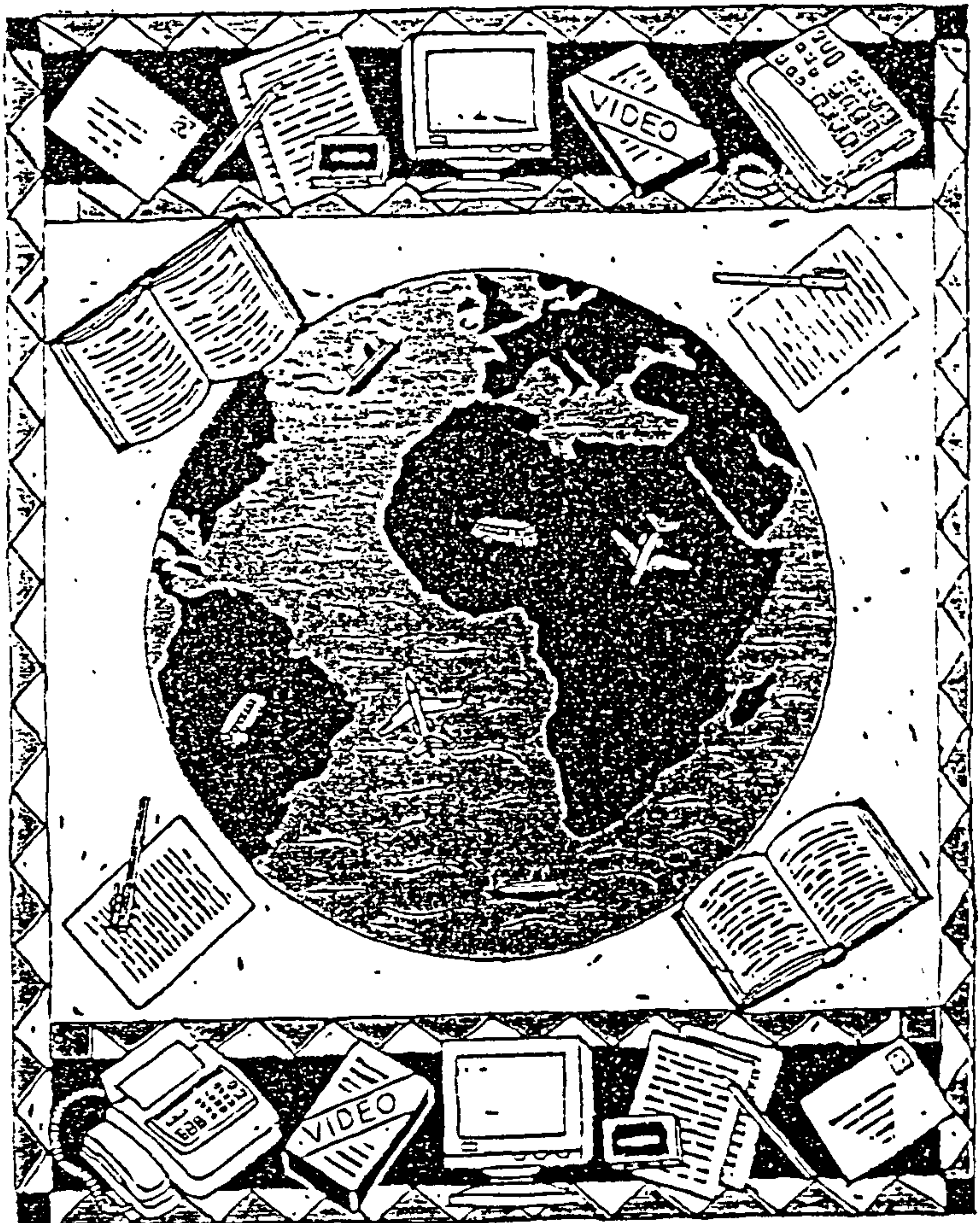
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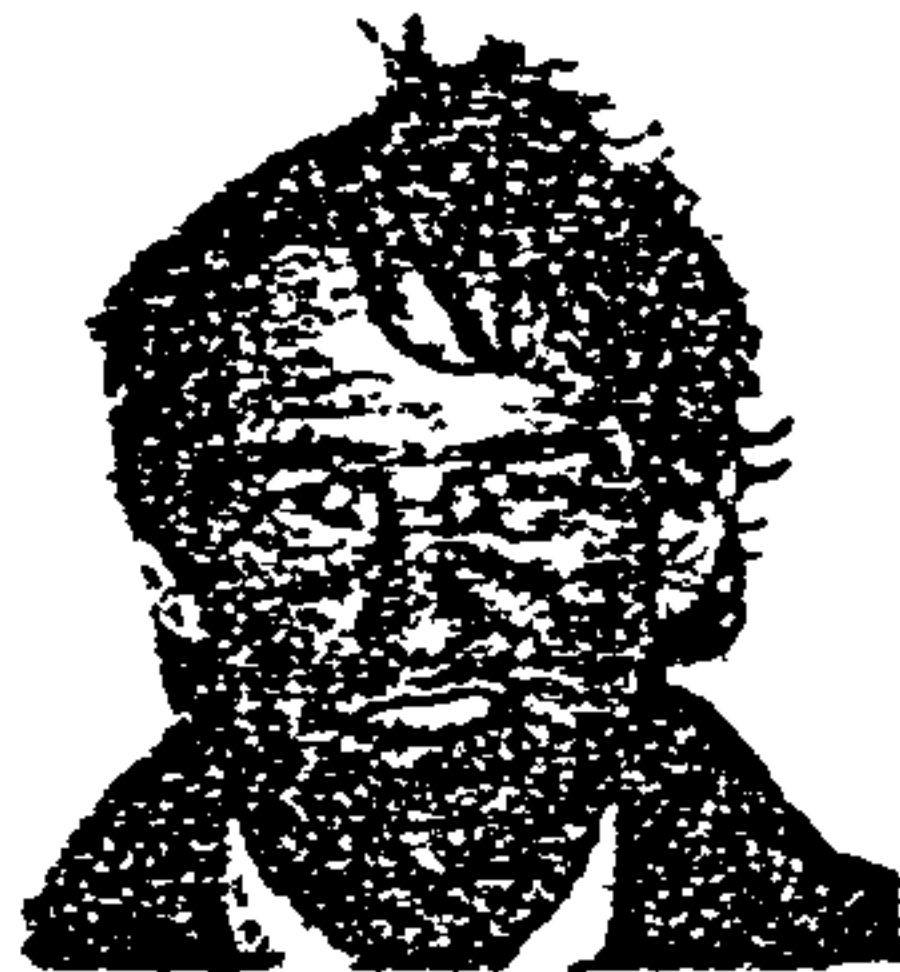
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Professional development: doing it for ourselves

KEITH STEVENSON, PAUL SANDER and PAUL NAYLOR



KEITH STEVENSON



PAUL SANDER



PAUL NAYLOR

The authors are all part time tutors in the East Midlands Region of The UKOU. They all work in education in their full time employment, and Paul Naylor who is an OU graduate is currently studying part time for his doctorate.

Collaborative tutoring over the last eight years 1987-95 has allowed an ever changing team of UKOU tutors on an honours course in social psychology to conduct our own evaluation into different aspects of our distance education tutoring. In this brief piece we look at the role of practitioner collaboration in our professional development.

We decided to work collaboratively because we believed it would provide many benefits for our students as well as for us - the tutors. We felt we could share our teaching and learning ideas, whilst also receiving strong professional support from each other, knowing that when we had difficulties or wanted advice, help was just a phone call away. We felt our joint efforts were so much better than our individual efforts that after a year of collaboration we wrote a pack for fellow tutors based on our ideas (Cowie, Naylor & Stevenson, 1989).

The original team changed as one tutor resigned and more tutors were appointed, but we continued to collaborate and refine our work with students.

The nature of collaborative tutoring involves discussion between tutors about tutoring styles. Working in collaboration provides the spur to discuss what you as a tutor are trying to do and what you hope the students will accomplish. These discussions take place throughout the teaching year over the telephone as we consider assignment difficulties, brief ourselves before and after tutorial sessions, and consider our and our students evaluations of these sessions.

... students are rarely asked what they want from a tutorial

During 1994 some of our discussions began to question the validity of the student evaluations given after the planned tutorial sessions. Most of the evaluations were positive but we were concerned that despite this, we were not

sure how effective we were. Were our tutorial activities the best we could be doing for our students? During a team discussion this concern developed into the notion that students are rarely asked what they want from a tutorial. Given that tutorials are a scarce and valuable resource in DE giving 'them' what 'we' think they need might not be appropriate or effective. What would happen if we asked our students what they desired from us? What is it that they expect of us both as tutorials and as tutors during the year? Instead of asking students whether they valued what was given to them, we decided to ask them what their expectations were of 'good tutoring' and we decided to ask them before they started our course. This would provide us with student hopes uncontaminated by knowledge of us and our ways of working.

We decided to elicit student expectations of the distance learning tutorials and the tutor's role in distance education. A sample of student (N=10) were interviewed in depth about their expectations of what constitutes 'good tutoring'. A larger number of students (N=68) returned a questionnaire on the same themes. The interview data was collated and interpreted, and the questionnaire data was coded and summarised.

... group discussion and small group work were picked out as being often wasteful of student time

Various common themes concerning student expectations of 'good tutoring' were identified. These themes have been useful in raising our awareness of students' expressed wants and needs which have been used to inform subsequent tutorial planning. It is interesting to note that some students'

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... whilst we doubt that we will change our practice significantly we have been forced to interrogate and justify what we do and to explain to our students why we tutor in the way we do.

'active learning' for example is not welcomed by many students. In fact group discussion and small group work, (almost a DE orthodoxy), were picked out as being often wasteful of student time. What some students in our study perceived to be most beneficial to them was a well delivered lecture with opportunity for questions. With regard to feedback on assignments we found that students felt that they would benefit from being told where they had done well rather than just pointing to weaknesses or areas in need of improvement. When questioned about reasons for 'attending/not attending tutorials', the students' response suggested that decisions to attend were based on how useful the tutorial was likely to be. To that end many students mentioned the value of

a programme being sent in advance

Just because students want something is not sufficient reason to give it to them. So we have spent many hours discussing what relationship this knowledge has to our knowledge as tutors of educational needs and learning theory. And whilst we doubt that we will change our practice significantly we have been forced to interrogate and justify what we do and to explain to our students why we tutor in the way we do.

Working in this way has enabled us to trust each other and not to feel threatened by critical assessment. If we had been individual tutors working in comparative isolation we would not have had the energy or interest to critically examine what we were doing. It was working collaboratively that pushed us towards evaluating our professional competence. It seems to us that working collaboratively forces you to evaluate those practices you have agreed to implement. We are now examining our correspondence tuition by an analysis of how we grade and 'teach' on scripts. This has meant opening up to each other how we mark and it is proving to be very revealing. Hopefully we will be able to report on this two-year study

shortly

You don't have to go on a course to be professionally developed, you can do it for yourselves.

We have always felt that our model of collaborative tutoring is not, and should not be perceived to be, only applicable to us. Neither do we feel it is restricted to the specific course we teach. The principle of working together with fellow tutors and students to provide an effective service to our students, is in our view possible on all distance education courses where there is more than one tutor. Collaboration is time consuming and carries financial cost: implications inherent in communicating with fellow tutors at a distance. But we would argue that the advantages that accrue to both students and tutors are sufficient to justify it. We think all distance education tutors who have an interest in effective tutoring and developing their professional competence should try it. You don't have to go on a course to be professionally developed, you can do it for yourselves.

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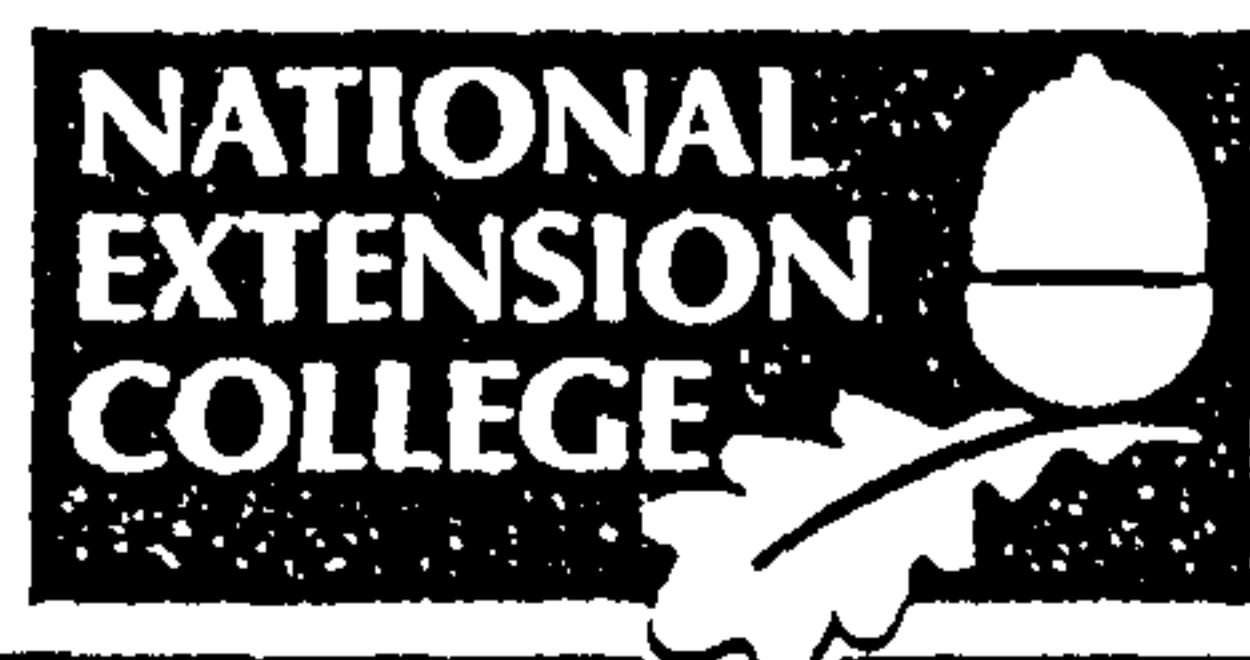
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Student perceptions of the tutor's role in distance learning

KEITH STEVENSON, PAUL SANDER AND PAUL NAYLOR

Keith Stevenson, Paul Sander and Paul Naylor work as part time Psychology tutors for the Open University UK East Midlands Region where they are part of a team which has developed a collaborative approach to tutoring. Whilst the assessment of tutorial presentation by students has always been a crucial element contributing to the team's teaching plan, it was accepted that traditional methods of asking students to assess the effectiveness of tutorial presentations were likely to be coloured by students' prior expectations. The tutor team decided to address this issue and find out what kind of tutoring the students expected from their tutor during the course of a year's tuition.

What do distance learning students expect from their tutor? What tutorial style suits them? What tutorial style do they dislike? What kind of feedback do they expect on their assignments? How can the tutor be more effective for them? It is to these and similar questions relating to distance learning students' expectations of the tutor's role that we hope to find some answers. The aim of this research is to investigate how a sample of students perceive the tutor role and from a consideration of any underlying themes that emerge, improve our understanding of the tutor-learner relationship.

Whilst it is now fairly commonplace to ask students to evaluate tutors and tutorials there are some reservations concerning the validity of the data obtained. These post tutorial evaluations tend to be rushed and hurried and often simply reflect perfunctory ticks in boxes. Students may well respond favourably to please the tutor or use the opportunity to comment negatively in response to poor grades received from that tutor (Bonetti 1994; Geva-May 1993).

There are very few publications specifically reporting on distance learning students' expectations of higher education tutorials, although there is plenty of research in associated areas. In Britain there are examples in the literature of surveys reporting on distance students' views of tutorial support (see for example Morris and Morgan 1994). There are also examples of surveys reporting on

both distance students and tutors perceptions of tutorial practice (e.g. Naylor, Cowie and Stevenson 1990). From Canada and Australia come many examples of research studies investigating student and tutor perceptions of course quality (in Canada see for example Kesuma 1993; Burge et al 1991, and in Australia see Thompson 1991; Scriven 1991). However, the issue of student expectations appears less well researched.

How do tutors know how to fulfil their role appropriately for each year's particular student allocation? In most distance learning institutions there are guides available for new tutors providing general hints on good practice. Two such guides are the Supporting Open Learning (S.O.L.) Reference File (Howells et al 1994) issued to all OU UK tutors and in Australasia there is the Herdsa green guide entitled 'Tutoring distance education and open learning courses' (Kember and Murphy 1992). These guides are of immense value to new tutors perhaps not familiar with infrequent student contact and administrative details concerning assignment marking, appeals etc. The more experienced tutor may refer to such guides to establish specific procedures but is less likely to use the guide as a way of defining his/her role. It is generally accepted that the distance tutoring role is to a large extent self taught. There is also some evidence to suggest that the self taught tutor may benefit from further training.

For example, in 1989 Dale Anderson interviewed eight experienced Canadian education tutors about what skills they thought were required for effective tutoring. He noted how it was the tutors themselves who defined their role with the learners and consequently shaped their duties around this definition. This study also found that the tutors were very uncertain about this role. Anderson goes on to state with admirable forthrightness:

'a widespread lack of understanding exists about the scope and function of the tutor role; current systems of feedback in distance education systems are inadequate for providing information related to the tutor function and performance: different types of tutoring, such as telephone or seminar, require different types of skills...and most important of all, many individuals who are directly involved in providing distance education have no understanding about the process itself.' (Anderson 1989)

On a similar tack Brew and Wright interviewed 11 British OU tutor counsellors to ascertain how they responded to the idea of using a facilitative teaching style in their tutorials. They found that there were difficulties for some tutors to accommodate such differences to their established style. This seems to support Anderson's claim about the self-defining nature of the tutor's role and the lack of understanding of the processes involved in distance learning seen from a student's perspective (Brew and Wright 1990).

Taking these views on board this study attempts to find out how the end user of the tutor function (i.e. the distance student) expects the tutor to perform in the various functional modes associated with tutoring (running a tutorial, providing guidance and feedback on assignments, telephone tutoring, being available to students etc.). The methodology employed was to be depth interviewing of ten students. Depth interviewing offers opportunities for student responses to be discussed and verified. A questionnaire to the whole cohort of students on the same third level course may provide further verification of points made in the interviews and provide a degree of triangulation. It is hoped that the analysis of results will provide us with a greater awareness of how our students expect our tutorial performance to be effective for them. We will argue that this information will be helpful in developing our understanding of the tutor-learner relationship and its interaction with the learning process.

Method

The research team designed a two pronged investigation to establish student expectations. Ten students would be interviewed in-depth using an agreed interview schedule whilst a larger number would be provided with a similar set of open ended questions but presented through the method of a postal questionnaire (see Figure 1).

The interviews

It was agreed that asking students about their expectations of the tutor's role should be the main thrust of the research. To this end it was agreed that the five tutors from the team would interview two students each, selected in some quasi random fashion from their student listing for the coming academic year 1994, on the OU Social Psychology course D307. An agreed interview schedule was negotiated amongst the team and when finalised circulated to all five tutors. This was to help provide a similar structure to each of the interviews. It was further agreed that the interview would have to be conducted by telephone. While it was accepted that telephone interviewing is less satisfactory than face to face interviewing it was felt that given the short time period available, and the difficult ethical issues concerning the arrangement of one to one meetings with as yet unmet students, that the telephone would have to be the medium. It was also noted that distance learning expects meaningful discussion to take place between tutor and student through telephone contact and therefore from that angle the telephone interview was felt to be sufficiently well justified.

To ensure that expectations were uncontaminated by any tutor contact, the interviews were all carried out in the two weeks leading up to the first regional day school arranged for mid-February. Each tutor asked the selected students if they were willing to be interviewed about their expectations of tutoring. If the student agreed to take part, a copy of the interview schedule was dispatched and a mutually convenient time for the telephone interview was agreed. The selected students were able to consider the questions prior to the telephone interview. This was thought to provide the students with sufficient time to think out their answers rather than have the questions suddenly sprung upon them. The responses to the questions were noted, and where necessary tutors asked supplementary questions to clarify the reasoning

behind a student's response. Each tutor noted down the responses of their selected students after ensuring agreement of interpretation. The completed interview schedules were sent to one member of the tutor team for collation and analysis.

The questionnaires

The pre-course questionnaire was designed to map similar areas of student expectation that were also researched through the pre-course interview. It was presumed that any ideas that emerged from the interviews might become more generalisable with larger sample backing. Once the questions for the questionnaire were agreed it was printed and circulated to all students registered for the D307 course in our region.

For both the interviews and the questionnaire it was important to gather the information before the sample had experienced any tutorial teaching from our team. To this end the questionnaires were sent out three weeks before the first Day School meeting and students were asked to bring the completed form with them or send it in to the regional centre if not attending. The questionnaires were collected at this first day school and when added to those received at the regional centre became the sample for analysis by another nominated tutor.

This approach to questionnaire distribution and collection proved most successful with an exceptional return rate of completed questionnaires. From a course population of the 94 students who started the course we received 68 completed questionnaires (72 per cent return). Given the notorious low return rate of postal questionnaires we regard this 72 per cent return as a very strong sample and comments derived from this sample we regard as reliable indicators of students perceptions.

Post-course interviews

It was decided that the data would be more complete if the interviewees were asked their views again but this time having completed their course and having experienced a common tutorial programme. Eight of the ten original interviewees who completed the course agreed to provide a second set of data following the same procedure as for the pre-course interview. An amended interview schedule was circulated and agreed upon and each of the five tutors followed the same procedure as in the pre-course interviews. The students were interviewed again by telephone and their responses

were again recorded and sent for analysis by one tutor.

Post-course questionnaires

By the same token all students completing the course were circulated with an amended and agreed post-course questionnaire seeking their views on tutoring but now with the added experience of completing the course and perhaps having attended the tutorials. The students were asked to return the questionnaire direct to the Regional Centre and from there they were redirected to one tutor for analysis. Whilst the return of these questionnaires was disappointing with only 31 students making the effort, the analysis helped provide some support for issues raised in the interviews.

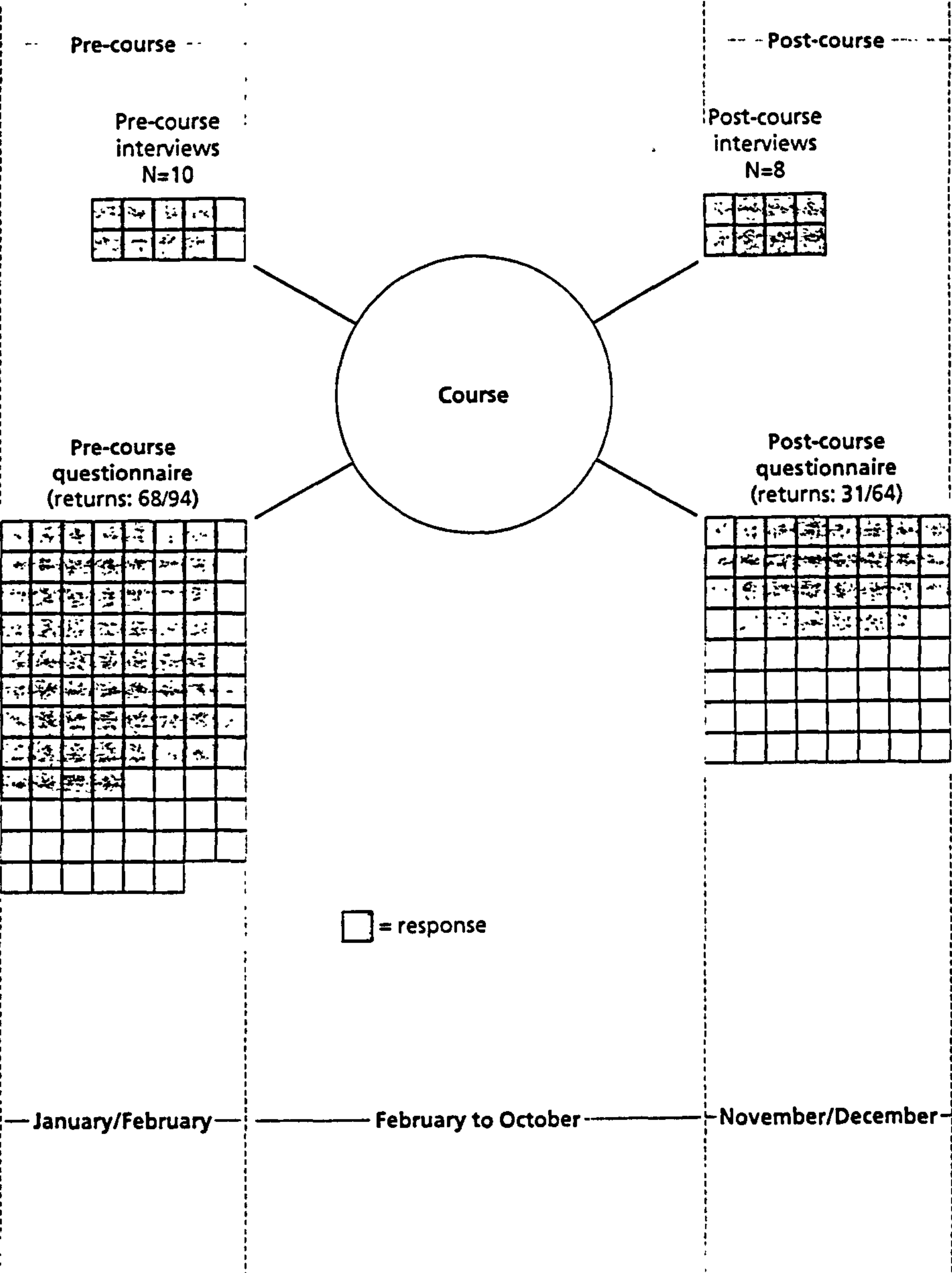
Analysis and discussion of results

Interview data

The notes from the ten pre-course and eight post-course interviews conducted by the five tutors were collated by one of the research team from which the following points emerged. A summary of these points appears in Appendix A.

In connection with tutorial content, interviewees expect that tutorials should use course material and address course issues. Time should be devoted to forthcoming course assignments (TMAs). In doing this, not only is the tutor expected to lecture, but the tutor should also facilitate the sharing of ideas between students through discussion or group work. There was not a clear consensus about group work. There were some respondents who expressed a clear dislike of group work in particular group work that had no focus. Other students did not like constant lecturing, although the point was made that it does depend sometimes on who the lecturer was. From these data it would appear to be very difficult to please all of the students all of the time in tutorials, but a mixture of teaching techniques would appear to go some way towards it. There was a clear consensus that the tutor should control and direct any discussion or group activity, making sure they stay on track and equally importantly do not become dominated by one individual. The interviewees felt that the tutorial as a whole should have clear aims and objectives and the students should have the opportunity to know what these are. A programme in

Figure 1 Model of the Research Design



advance was thought to be a sensible way of achieving this.

The student interviewees definitely saw another central aspect of the tutor's work as being involved with assignment marking and grading. There was a general consensus that students expect to be taught through the comments made on assignments. This teaching is expected to be challenging and clear and expressed in ways that students can benefit. Interviewees expressed the hope that they would be guided in improving the structure of their assignments through the tutor identifying irrelevant material as well as offering ideas on other material which might have been usefully included. Whether this was done by notes in the margin or by numbered points referring to a separate sheet was seen as unimportant. The tone a tutor employed in comments, however, was seen as very important. It was expected that comments should be encouraging and interestingly there was one suggestion made that negative comments should be made impersonally.

The students were naturally aware that assignments had to be graded. It was suggested that a tutorial can serve the function of providing students with an opportunity to find out their particular tutor's special idiosyncrasies with regard to assignments. Namely, what they should contain, how they should be structured and how they should be presented on the page. Further to this there was also a feeling expressed that there was an element of luck involved in being assigned a tutor who appreciated a particular student's individual style of writing. This point has emerged before when in discussion with students and it would obviously be helpful if students can be convinced that tutors mark to a consistent standard irrespective of individual writing style or presentation on the page.

Post-course interviews supported all of the above points as well as reinforcing some of the issues raised by the pre-course interview data. For example, in considering the value of day-schools that were offered as part of the year's programme it was clear that students felt that these events could be improved. In fact it was suggested that day-schools must provide something extra if they are going to be worth the extra effort involved for students to attend. For tutorials it was confirmed that students liked to listen to tutors especially since there is so little time available for personal contact.

The interviewees again expressed the expectation that tutorials should use course materials and use activities to facilitate understanding of that material. The post-course interviewees confirmed the value of tutors teaching through comments made on assignments. Acknowledging progression was noted as much appreciated as well as another student who emphasised the value of the apparent dialogue between tutor and tutee through the medium of written comments on the assignment.

Finally, there is no doubt that students reacted favourably to their views being sought. This had at least two effects. Firstly, it made the students feel that this course was interested in its tutorial presentation and seemed to be sincerely interested in what students thought about tutors and tutorials. Secondly, the mechanism of data collection and its evaluation became something tangible that they had taken part in and could comment on first hand. Some students mentioned how this exercise helped them become more aware of the difficulties involved in data collection, analysis and evaluation. This latter effect was doubly helpful as it prepared them for their encounter with it as a major issue within their course of study.

The pre-course questionnaire

The questionnaire responses can be seen in Appendix B tables 1-5. The responses have been coded from individual written responses to open questions asking for comments. The most frequent types of response are listed.

From Table 1 we can see the expectation of a 'knowledgeable tutor' who knows the course intimately and is 'able to explain the course'. A more pragmatic expectation of 'explaining assignment' suggests an awareness that assignments have to be passed and any help in directing students with assignments will be useful. The need for 'support from a tutor' is not to be treated lightly. It is very possible that students working at a distance look on tutors to support their learning more so than traditional students. What students mean by support in a tutorial setting is not always clear but giving students encouragement on what they say in tutorials and avoiding embarrassing students by asking direct questions which they may not know how to answer are probable contenders. The final category is interesting in that a reasonable proportion of students see one of the tutor's jobs to be a direc-

tive one. A 'good chair' in this context seems to mean monitoring discussion and acting firmly to close down students who stray from the point or dominate the discussion. From Table 2 the most frequently stated student preferred type of feedback on assignments was information on how their assignments could be improved. Whilst most tutors assume that this is a *sine qua non* of the assessment process it may need spelling out in more detail. It may be that the general comments are not perceived to be sufficiently helpful to students. This issue is raised also in the post-course questionnaire where 'constructive criticism' is stated as the best aspect of feedback from a tutor by a third of the sample.

The second issue in Table 2 expressing the view that 'good work should be acknowledged' is more interesting perhaps and may be worth bringing to the attention of tutorial staff. It was very striking while reading through the questionnaires how often students expressed a desire for their work to be commented on when it was good and to the point, rather than only be commented on when the tutor disagreed or suggested something had been left out. This is undoubtedly a cry from the heart and perhaps it also connects with the idea of encouragement dealt with in Table 1. The post-course questionnaire confirms the value of acknowledging positive points and being encouraging. These two issues accounted for over 50 per cent of responses.

The third comment in Table 2 expressed an irritation at generalised comments relating to improving the standard of the assignment. This may need to be thought about in more depth. Certainly tutors assess work and comment on its strengths and weaknesses. The students seem to be saying they need more detail about how negative aspects of the answer could be changed. Do we as tutors provide sufficient detail for students? Perhaps this issue could be pursued through a more focused student interview. It is interesting to note that it appears again in the post-course questionnaire with 'comments too general' being a frequently expressed complaint.

From Table 3 students suggest 'course related issues' to be the main reason for telephoning a tutor. 'Clarifying course material' is regarded as the most likely reason for a telephone call. The pragmatic reason of seeking clarification of issues dealt with in a forthcoming assignment is also thought to be a likely reason. Interestingly the

'request for an extension' is listed by just 27 per cent of the sample. As tutors we reflected on these reasons and we felt the ordering does not correspond to reality. In our experience the ordering given here would need to be reversed to tell the true story. Perhaps the students' good intentions are expressed here more than reality.

From Table 4 it is clear that students did not expect to receive social calls from their tutor. They saw the tutor-student telephone call as a means of transmitting changes to tutorial venue or assignment deadline. There was some acknowledgement that tutors might wish to carry on a dialogue with a student about work recently submitted but even then this was usually couched in terms of the tutor checking up on the student who is not performing very well. Students may be adopting a 'respectful distance' argument here but it did come across quite strongly that telephone contact was really to be generated by the student rather than the tutor. This attitude of 'respectful distance', if true, may be a surprise to tutors who do not regard themselves particularly as unapproachable because of their tutor role. Some tutors may enjoy this 'star status' but many may not. It may be useful for tutors to consider this as an issue and think about ways to reduce its effect.

From Table 5 there comes a clear message that students do make decisions about tutorial attendance. The decision is most often taken on the basis of personal gain. 'Will it be useful to me?' The more useful a tutorial is perceived to be the more likely students will make the effort to attend. There is clearly an interaction between usefulness of the tutorial and the likelihood that other commitments will take precedence. There also seems to be a cost benefit analysis applied to distance needed to travel against the likely benefit to be gained. Having said that, the post-course questionnaire indicates that our students were in general satisfied with tutorials and day schools provided. A majority of the respondents (79 per cent) suggested that the course would be improved with more tutorial sessions.

It is hoped that this research should have an impact on improving tutorial and day school attendance. If we listen to what students are telling us about how tutorials/day schools might be made more useful, then their decision to attend should follow, and tutorial/day school attendances should rise. Certainly in 1994 students ideas were included into tutorial programme and attendance

at individual tutorials and regional day schools was significantly up on previous years. (For example 65 students, (75 per cent course population) attending the opening day school in February 1994 in comparison to approximately 40 students in previous years.) Of course we must wait to see if the levels are maintained this year. If they are, it may be due to the increased usefulness that students perceive in our tutorial programme, or it may simply be a function of students feeling their views are being sought and acted upon.

This latter effect (Elton Mayo's 'Hawthorne Effect') is a phenomenon not unknown to researchers into human behaviour. If by being involved in thinking about the tutorial process this encouraged students to attend, then for that reason alone it would seem worthwhile continuing with the exercise each year. The fact that a significant number of students wrote enthusiastically about being involved in expressing their views on what was important to them as end users of the tutorial process suggests that asking the students what they expected from a tutor was an area of enquiry that students welcomed. As one student added on the end of her questionnaire, 'It's nice to be asked for a change, it really made me think about how I like to learn'.

To complement that feeling we would add that this research had a positive influence on the tutor team also. Without exception the tutors involved in interviewing students and listening to what students had to say felt that the awareness gained of the student perspective proved immensely helpful in preparing and presenting tutorials and composing assignment feedback. Talking with students and listening to what students have to say is a useful exercise in itself and we recommend it to all tutors in all areas of distance education.

Summary

Drawn from most frequently stated comments from pre and post-course depth interviews and supported from pre and post-course questionnaire responses:

Students like:

1. Mixture of teaching methods.
2. Definite aims and targets.
3. Advanced notice/programme.
4. Encouraging feedback on assignments.
5. Exam preparation opportunities.

Students dislike:

1. Group work that gets nowhere.
2. Being put on the spot/picked on, to answer a question.
3. Being marked too leniently.
4. Pedantic spelling and grammar corrections.
5. Vague general comments on assignments.

Students would like:

1. Tutors to come prepared.
2. A well delivered lecture with opportunity for questions.
3. Tutors to be encouraging and supportive.
4. Tutors to have humour and dialogue in marking.
5. Day schools to be well planned and useful to justify effort to attend.

Conclusion

These expectations of students have stimulated much discussion amongst the authors. We feel we have learnt something. We most emphatically do not say that all tutorials should be changed simply to fit in with student wishes. However, we do feel quite strongly that a knowledge of what students expect can provide tutors with the opportunity to think about how their teaching strategies might need adapting to work more effectively, especially if they are markedly different from their students' expectations. Each set of students is likely to have their own expectations of how they expect to be taught and we feel that sharing the experience of learning increases both tutors' and students' awareness of what it is they are trying to achieve. We will continue to question our students and we recommend the exercise to others who are interested in increasing their understanding of the tutor-learner relationship. ■

The authors would like to acknowledge the contributions of Cecille Wright and Emma Taylor who while they were members of the tutor team, helped in the data collection phase, Helen Lentell (OU staff tutor) who assisted the project through organising the necessary reprographic support, and most important of all, the D307 students in Region 05 who took the time to share their expectations with us.

APPENDIX A
SUMMARY OF PRE-COURSE INTERVIEW DATA (N=10)

(The comments have been coded and expressed in rank order of frequency)

Issue 1. The student expectation of an OU Tutorial		
Clarifying Course Material and TMA preparation		(5 occurrences)
Sharing ideas through discussion and group work	(5	• •)
Exam preparation through discussion of past exam questions	(3	• •)
Queries answered on forthcoming TMA	(3	• •)
Issue 2. The student preferred style of teaching at tutorial		
A well delivered lecture with opportunity for student questions		(8 occurrences)
Opportunity to be involved in a well focused discussion	(5	• •)
Issue 3. The student least preferred style of teaching		
A badly delivered lecture with no opportunities for questions		(4 occurrences)
Discussion with no focus	(4	• •)
Group work creating a "pooling of ignorance"	(3	• •)
Issue 4. Student expectations on tutor marking (Individual comments)		
Check students' understanding		
Stretch and challenge students' thinking		
Assess students' ability to synthesise, express and integrate ideas		
Affirm learning and ability to express thoughts in writing		
Be encouraging but not lenient		
Avoid personalising negative comments		
Dislikes	Likes	Recommendations
Discussion that has no focus	Mixture of teaching methods	Tutor must come prepared
Group work	Definite aims and targets	Encourage don't discourage
Being put on spot/picked on	Advanced notice/programme	Humour+dialogue in marking
Being marked too leniently	Encouraging feedback	Exam preparation opportunities

APPENDIX B
ANALYSIS OF RESULTS OF PRE-COURSE QUESTIONNAIRE RETURNED BY D307
SOCIAL PSYCHOLOGY STUDENTS. (N=68)

Table 1. Student Perceptions of Tutor's Role at Tutorial	
Comment	Percentage
Explains course	60
Explains assignment	42
Supportive	30
Good chair	27
Table 2. Student Preference of Feedback Style	
Style Preferred	Percentage
How assignment could be improved	60
Highlights student's positive contribution	52
Explains the negative points	47

Table 3. Student Reason Suggested for Phoning Tutor

Reason	Percentage
Clarifying units	60
Clarifying issues in pending assignment	48
Asking for an extension to deadline	27

Table 4. Student Reasons Suggested for Tutor to Phone Student

Reason	Percentage
Administrative	48
Discuss performance on last assignment	31
Discuss general progress	24

Table 5. Student Reasons in Deciding Whether to Attend Tutorial

Reason	Percentage
Will it be useful?	50
Other comments	42
How far away it is	31

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