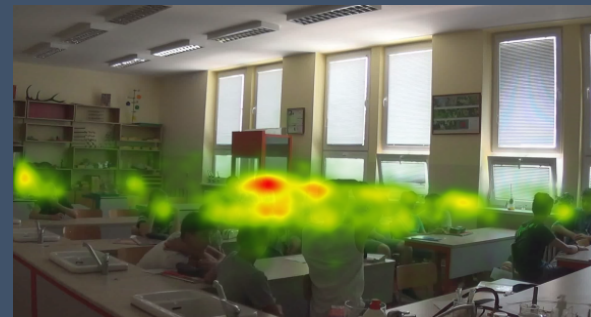


SEEING IS BELIEVING:

Teachers' professional vision and challenging classroom situations



Lenka Sokolová & Miroslava Lemešová

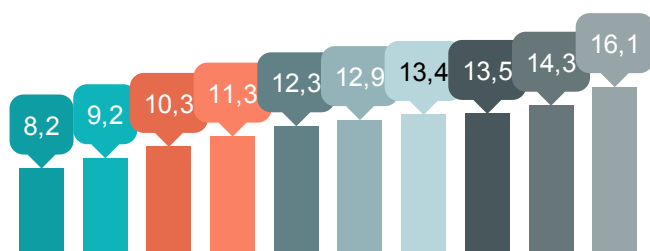
presented at EFPTA 2018 conference
"Psychology for everyone"
13th - 14th April 2018, Reykjavik, Iceland



Teachers often report they feel tension and anxiety related to the disruptive and challenging behaviour in the classroom. Especially novice teachers are afraid of failing in identification, interpretation and intervention in these situations. Our aim is to present some preliminary questionnaire and eye-tracking data from the project VEGA (no. 1/0409/17) on the perception of misbehaviour among Slovak pre-service and in-service teachers.

MISBEHAVIOUR DISTRACTS TEACHERS FROM TEACHING

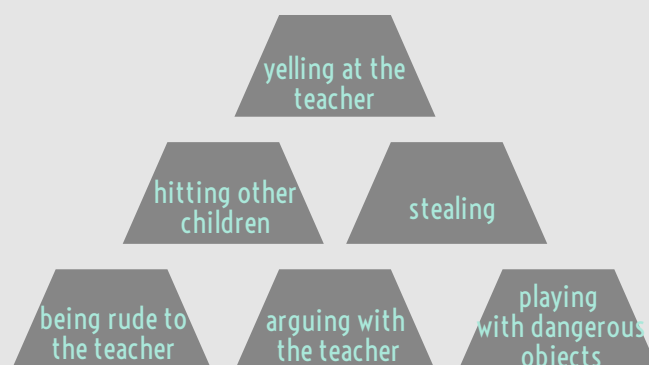
Time spent keeping order in the classroom (%)
(data from selected European countries based on Talis report 2007)



■ Bulgaria ■ Poland ■ Slovakia ■ Ireland ■ Denmark
■ TALIS average ■ Austria ■ Belgium ■ Italy ■ Portugal

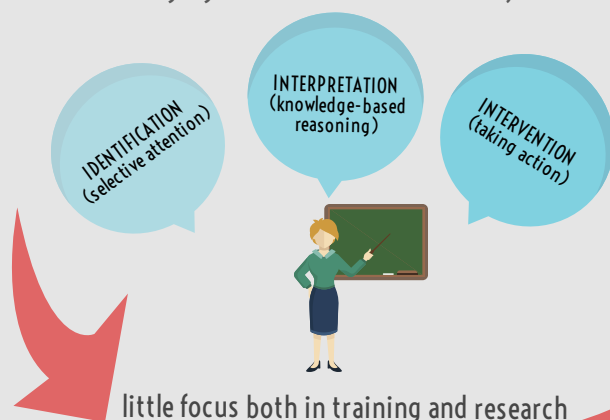
MISBEHAVIOUR IS A SOURCE OF TEACHER'S STRESS

Pre-service and in-service teachers from Slovakia (N = 531) rated 46 different types of misbehaviour (Geving, 2007). Below you can find six types of behaviour rated as the most stressful:



PROFESSIONAL VISION AND CHALLENGING BEHAVIOUR

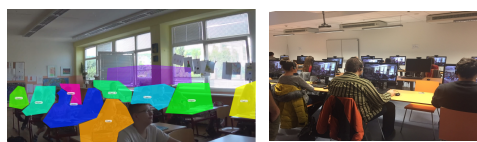
Developing **professional vision** (ability to notice and understand classroom events) may help teachers to deal with challenging situations more effectively.



EYE-TRACKING RESEARCH PROJECT DESIGN

Eye-tracking technology may help to investigate and train teachers' selective attention and interpretation of classroom events.

- 4 video sequences (total time: 15 min. & 15 sec.) showing examples of misbehaviour from regular classrooms selected out of 6 hours of recording
- 100 pre-service and in-service teachers
- fusion of eye-tracking data, verbal comments and personality variables (detailed analysis will be published)



interested in our project?
contact us at
sokolova@fedu.uniba.sk
or fill in our survey on
stressful behaviour

References:
-Geving, A. (2007). Identifying the types of student and teacher behaviours associated with teacher stress. Teaching and Teacher Education, 23 (5), 624-640.
-OECD (2007). Creating Effective Teaching and Learning Environments: First Results from TALIS. Available online: www.oecd.org/edu/school/creating-effective-teaching-and-learning-environments-first-results-from-talis.htm
-Sokolová, L. & Hlaváč, P. (2018). Potential and limitations of the use of eye-tracking technology in the professional vision research. Poster presented at PhD Existence 8 conference in Olomouc.
-Sokolová, L. (2018). Learning to notice: professional vision and challenging behaviour in the classroom. Paper presented at SIE 2018 conference in Rezekhne.

