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LIST OF TABLES

Table		Page
17	David: Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought - Lesson One	293
18	David: Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought - Lesson Two	294
19	David: Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought - Lesson Three	295
20	Gary: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought	296
21	Tom: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought	297
22	Stewart: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought	298
23	Robert: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought	299

LIST OF FIGURES

Figure		Page
32	Gary: Sequence of Lesson Elements Considered - Lesson One	300
33	Gary: Sequence of Lesson Elements Considered - Lesson Two	301
34	Gary: Sequence of Lesson Elements Considered - Lesson Three	302
35	Gary: Frequency of Lesson Elements Considered - Lesson One	303
36	Gary: Frequency of Lesson Elements Considered - Lesson Two	304
37	Gary: Frequency of Lesson Elements Considered - Lesson Three	305
38	Tom: Sequence of Lesson Elements Considered - Lesson One	306
39	Tom: Sequence of Lesson Elements Considered - Lesson Two	307
40	Tom: Sequence of Lesson Elements Considered - Lesson Three	308
41	Tom: Frequency of Lesson Elements Considered - Lesson One	309
42	Tom: Frequency of Lesson Elements Considered - Lesson Two	310
43	Tom: Frequency of Lesson Elements Considered - Lesson Three	312
44	Stewart: Sequence of Lesson Elements Considered - Lesson One	313
45	Stewart: Sequence of Lesson Elements Considered - Lesson Two	314
46	Stewart: Sequence of Lesson Elements Considered - Lesson Three	315
47	Stewart: Frequency of Lesson Elements Considered - Lesson One	316
48	Stewart: Frequency of Lesson Elements Considered - Lesson Two	317

Figure		Page
49	Stewart: Frequency of Lesson Elements Considered - Lesson Three	318
50	Robert: Sequence of Lesson Elements Considered - Lesson One	319
51	Robert: Sequence of Lesson Elements Considered - Lesson Two	320
52	Robert: Sequence of Lesson Elements Considered - Lesson Three	321
53	Robert: Frequency of Lesson Elements Considered - Lesson One	322
54	Robert: Frequency of Lesson Elements Considered - Lesson Two	323
55	Robert: Frequency of Lesson Elements Considered - Lesson Three	324

LIST OF APPENDICES

Appendix		Page
A	Structured Interview	325
B	David's Planning Records	331
C	David's Planning Record Interviews	341
D	Descriptive Summaries of David's Planning For Lessons Two and Three	374
E	David's Plan Questionnaires	382
F	David's Plan Questionnaire Interviews	386
G	Transcripts of David's Lessons	396
H	David's Stimulated-Recall Incident Records	424
I	Summary of David's Categorized Stimulated-Recall Statements	462
J	Summary Analyses of Plan-Reality Relationships For Teacher Actions, Topics, Learner Responses: David	476
K	Structured Interview: David	486

TABLE 17: David: Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought - Lesson One

TOTAL NO OF INCIDENTS	12	REFLECTIONS	7	PLAN	3								
		PERCEPTIONS	5	ACTUALITY	2			LEARNER BEHAVIOUR	3	CLASS	2		
				LEARNER INFORMATION	3							GROUP	1
				OTHER INFORMATION	0							INDIVIDUAL	0
		ANTICIPATIONS	0	TEACHER ACTION	0			T. AFFECTIVE STATE	0	VERBAL SUBSTANCE	1		
				T. AFFECTIVE STATE	0			OTHER PERSON BEHAV.	0	VERBAL OTHER	1		
				OTHER PERSON BEHAV.	0			MATERIAL MEANS	3	OCCURRENCE	1		
				MATERIAL MEANS	0			PHYSICAL CONDITIONS	1	NON VERBAL	1		
				PHYSICAL CONDITIONS	1			TIME	1		2		
		JUDGEMENTS	4	APPROPRIATENESS	2								
		TEACHER ACTIONS	3	CRITERIA FULFILLMENT	3								
				LEARNER ABILITY	0								
MEANING	0												
INFORM													
QUESTION													
DIRECT													
SUGGEST													
RECORD													
ENACT													
SHOW													
DISTRIBUTE													
ACTION CONDITIONS	7	COLLECT	1										
		READ	1										
		WAIT	1										
		OTHER	2										
		UNSPECIFIED	0										
		NOT TO ACT	0										
		MODE	1										
		METHOD	2										
		TOPIC FOCUS	1										
		MEANS	0										
DATA SOURCE	2												
TIMING	1												
DURATION	1												
LOCATION	1												
CLASS/GROUP SIZE	0												
PARTICIPATION	1												
GROUP MEMBERSHIP	0												
GROUPING	1												
END-STATES	4	LEARNER	4										
		TEACHER											
EVALUATIVE CRITERIA	4	OTHER PERSON											
		MATERIAL MEANS											
		PHYSICAL CONDITIONS											
		LEARNER ACTIONS	4										
		TEACHER ACTIONS											
		ACTION CONDITIONS											

TABLE 18: David: Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought - Lesson Two

TOTAL NO OF INCIDENTS	REFLECTIONS	3	PLAN	3		
			ACTUALITY	0		
			LEARNER INFORMATION	0		
			OTHER INFORMATION	0		
	PERCEPTIONS	7	LEARNER BEHAVIOUR	3	CLASS	1
					GROUP	0
					INDIVIDUAL	2
					VERBAL SUBSTANCE	3
					VERBAL OTHER	0
					OCCURRENCE	0
				NON VERBAL	0	
			TEACHER ACTION	1		
			T. AFFECTIVE STATE	2		
			OTHER PERSON BEHAV.	0		
			MATERIAL MEANS	1		
			PHYSICAL CONDITIONS	0		
			TIME	0		
ANTICIPATIONS	0					
JUDGEMENTS	4		APPROPRIATENESS	3		
			CRITERIA FULFILLMENT	1		
			LEARNER ABILITY	0		
			MEANING	1		
TEACHER ACTIONS	4		INFORM	1		
			QUESTION	1		
			DIRECT	1		
			SUGGEST			
			RECORD			
			ENACT			
			SHOW			
			DISTRIBUTE			
			COLLECT			
			READ			
			WAIT			
			OTHER			
			UNSPECIFIED			
			NOT TO ACT	1		
ACTION CONDITIONS	2		MODE			
			METHOD			
			TOPIC FOCUS	2		
			MEANS			
			DATA SOURCE			
			TIMING	1		
			DURATION			
			LOCATION			
			CLASS/GROUP SIZE			
			PARTICIPATION			
			GROUP MEMBERSHIP			
			GROUPING			
END-STATES	2		LEARNER	2	LEARNER BEHAV.	2
					DV. RESP-RESP MODE	
					KNOWLEDGE INTS/ACT	
					DECISIONS	
					NON LNG BEHAV.	
			TEACHER		KNOWLEDGE L. BEHAV	
					L. KNOW	
					L. DECNS	
					OTHER	
			OTHER PERSON			
			MATERIAL MEANS			
			PHYSICAL CONDITIONS			
EVALUATIVE CRITERIA	2		LEARNER ACTIONS	0		
			TEACHER ACTIONS	1		
			ACTION CONDITIONS	1		

TABLE 19: David: Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought - Lesson Three

TOTAL NO OF INCIDENTS	8	REFLECTIONS	3	PLAN	1			
				ACTUALITY	1			
				LEARNER INFORMATION	1			
				OTHER INFORMATION	0			
		8	PERCEPTIONS	8	LEARNER BEHAVIOUR	4	CLASS	1
							GROUP	1
							INDIVIDUAL	3
							VERBAL SUBSTANCE	4
							VERBAL OTHER	0
							OCCURRENCE	0
						NON VERBAL	0	
				TEACHER ACTION	1			
				T. AFFECTIVE STATE	4			
				OTHER PERSON BEHAV.	0			
				MATERIAL MEANS	0			
				PHYSICAL CONDITIONS	0			
				TIME	0			
	0	ANTICIPATIONS	0					
	4	JUDGEMENTS	4	APPROPRIATENESS	3			
				CRITERIA FULFILLMENT	2			
				LEARNER ABILITY	1			
				MEANING	1			
	1	TEACHER ACTIONS	1	INFORM				
				QUESTION				
				DIRECT				
				SUGGEST				
				RECORD				
				ENACT				
				SHOW				
				DISTRIBUTE				
				COLLECT				
				READ				
				WAIT				
				OTHER				
				UNSPECIFIED	1			
				NOT TO ACT				
	3	ACTION CONDITIONS	3	MODE				
				METHOD				
				TOPIC FOCUS	1			
				MEANS				
				DATA SOURCE				
				TIMING	3			
				DURATION				
				LOCATION				
				CLASS/GROUP SIZE				
				PARTICIPATION				
				GROUP MEMBERSHIP				
				GROUPING				
	2	END-STATES	2	LEARNER	2	LEARNER BEHAV.	2	
						DV. RESP-RESP MODE	1	
						KNOWLEDGE INTS/ACT		
						DECISIONS		
				TEACHER	1	NON LMG BEHAV.		
						KNOWLEDGE L. BEHAV	1	
						L. KNOW		
						L. DECNS		
						OTHER		
				OTHER PERSON				
				MATERIAL MEANS				
				PHYSICAL CONDITIONS				
	0	EVALUATIVE CRITERIA	0	LEARNER ACTIONS				
				TEACHER ACTIONS				
				ACTION CONDITIONS				

TABLE 20: Gary: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought

TOTAL NO OF INCIDENTS	48	REFLECTIONS	21	PLAN	7		
				ACTUALITY	14		
				LEARNER INFORMATION			
				OTHER INFORMATION			
		PERCEPTIONS	37	LEARNER BEHAVIOUR	25	CLASS	14
						GROUP	3
						INDIVIDUAL	10
						VERBAL SUBSTANCE	14
						VERBAL OTHER	0
						OCCURRENCE	7
						NON VERBAL	2
				TEACHER ACTION	4		
				T. AFFECTIVE STATE	3		
				OTHER PERSON BEHAV.	0		
				MATERIAL MEANS	5		
		PHYSICAL CONDITIONS	0				
		TIME	4				
		ANTICIPATIONS	0				
		JUDGEMENTS	20	APPROPRIATENESS	13		
				CRITERIA FULFILLMENT	12		
				LEARNER ABILITY	1		
				MEANING	0		
		TEACHER ACTIONS	4	INFORM	1		
				QUESTION	1		
				DIRECT			
				SUGGEST			
				RECORD			
				ENACT			
				SHOW			
				DISTRIBUTE			
				COLLECT			
				READ			
				WAIT			
				OTHER	1		
				UNSPECIFIED	1		
				NOT TO ACT			
		ACTION CONDITIONS	23	MODE	0		
				METHOD	1		
				TOPIC FOCUS	4		
				MEANS			
				DATA SOURCE			
				TIMING	10		
				DURATION			
				LOCATION			
				CLASS/GROUP SIZE			
				PARTICIPATION	9		
				GROUP MEMBERSHIP			
				GROUPING			
		END-STATES	14	LEARNER		LEARNER BEHAV.	
						DV. RESP-RESP MODE	
						KNOWLEDGE INTS/ACT	
						DECISIONS	
						NON LNG BEHAV.	
						KNOWLEDGE L. BEHAV	
						L. KNOW	
						L. DECNS	
						OTHER	
			1	TEACHER			
				OTHER PERSON			
				MATERIAL MEANS			
				PHYSICAL CONDITIONS			
		EVALUATIVE CRITERIA	1	LEARNER ACTIONS	1		
				TEACHER ACTIONS			
				ACTION CONDITIONS			

TABLE 21: Tom: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought

TOTAL NO OF INCIDENTS	REFLECTIONS	18	PLAN	14		
			ACTUALITY	11		
			LEARNER INFORMATION	0		
			OTHER INFORMATION	0		
	PERCEPTIONS	40	LEARNER BEHAVIOUR	32	CLASS	
					GROUP	
					INDIVIDUAL	
					VERBAL SUBSTANCE	
					VERBAL OTHER	
					OCCURRENCE	
				NON VERBAL		
			TEACHER ACTION	6		
			T. AFFECTIVE STATE	0		
			OTHER PERSON BEHAV.	0		
			MATERIAL MEANS	2		
			PHYSICAL CONDITIONS	0		
			TIME	1		
ANTICIPATIONS	1					
JUDGEMENTS	23	APPROPRIATENESS	11			
		CRITERIA FULFILLMENT	9			
		LEARNER ABILITY	5			
		MEANING	5			
TEACHER ACTIONS	13	INFORM	6			
		QUESTION				
		DIRECT				
		SUGGEST				
		RECORD				
		EMACT				
		SHOW				
		DISTRIBUTE				
		COLLECT				
		READ				
		WAIT				
		OTHER	3			
		UNSPECIFIED	0			
		NOT TO ACT	4			
ACTION CONDITIONS	22	MODE				
		METHOD				
		TOPIC FOCUS	16			
		MEANS				
		DATA SOURCE				
		TIMING	14			
		DURATION				
		LOCATION				
		CLASS/GROUP SIZE				
		PARTICIPATION				
		GROUP MEMBERSHIP				
		GROUPING				
END-STATES	7	LEARNER	7	LEARNER BEHAV.	4	
				DV. RESP-RESP MODE	3	
				KNOWLEDGE INTS/ACT		
				DECISIONS		
				NON LNG BEHAV.		
		TEACHER		KNOWLEDGE L. BEHAV		
				L. KNOW		
				L. DECUS		
				OTHER		
		OTHER PERSON				
		MATERIAL MEANS				
		PHYSICAL CONDITIONS				
EVALUATIVE CRITERIA	7	LEARNER ACTIONS	2			
		TEACHER ACTIONS	2			
		ACTION CONDITIONS	3			

TABLE 22: Stewart: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought

TOTAL NO OF INCIDENTS	REFLECTIONS	24	PLAN	11		
			ACTUALITY	19		
			LEARNER INFORMATION	1		
			OTHER INFORMATION	0		
	PERCEPTIONS	67	LEARNER BEHAVIOUR	54	CLASS	17
					GROUP	12
					INDIVIDUAL	27
					VERBAL SUBSTANCE	42
					VERBAL OTHER	1
					OCCURRENCE	7
				NON VERBAL	4	
			TEACHER ACTION	15		
			T. EFFECTIVE STATE	7		
			OTHER PERSON BEHAV.	0		
			MATERIAL MEANS	3		
			PHYSICAL CONDITIONS	0		
			TIME	3		
ANTICIPATIONS	3					
JUDGEMENTS	45		APPROPRIATENESS	19		
			CRITERIA FULFILLMENT	19		
			LEARNER ABILITY	7		
			MEANING	7		
TEACHER ACTIONS	16		INFORM	6		
			QUESTION	3		
			DIRECT			
			SUGGEST			
			RECORD	3		
			ENACT			
			SHOW			
			DISTRIBUTE			
			COLLECT			
			READ			
			WAIT			
			OTHER	2		
			UNSPECIFIED			
			NOT TO ACT	22		
ACTION CONDITIONS	28		MODE	1		
			METHOD			
			TOPIC FOCUS	10		
			MEANS	1		
			DATA SOURCE	3		
			TIMING	14		
			DURATION			
			LOCATION			
			CLASS/GROUP SIZE			
			PARTICIPATION	5		
			GROUP MEMBERSHIP			
			GROUPING			
END-STATES	10		LEARNER	10	LEARNER BEHAV.	4
					DV. RESP-RESP MODE	6
					KNOWLEDGE INTS/ACT	
					DECISIONS	
					NON LNG BEHAV.	
			TEACHER		KNOWLEDGE L. BEHAV	
					L. KNOW	
					L. DECNS	
					OTHER	
			OTHER PERSON			
			MATERIAL MEANS			
			PHYSICAL CONDITIONS			
EVALUATIVE CRITERIA			LEARNER ACTIONS	2		
			TEACHER ACTIONS	1		
			ACTION CONDITIONS	1		

TABLE 23: Robert: Total Number of Lesson Review Incidents Including a Focus on Specific Categories of Attention and Thought

TOTAL NO OF INCIDENTS	REFLECTIONS	14	PLAN	2		
			ACTUALITY	11		
			LEARNER INFORMATION	4		
			OTHER INFORMATION	1		
	PERCEPTIONS	34	LEARNER BEHAVIOUR	26	CLASS	
					GROUP	
					INDIVIDUAL	
					VERBAL SUBSTANCE	
					VERBAL OTHER	
					OCCURRENCE	
				NON VERBAL		
			TEACHER ACTION	3		
			T. AFFECTIVE STATE	4		
			OTHER PERSON BEHAV.	0		
			MATERIAL MEANS	0		
			PHYSICAL CONDITIONS	0		
			TIME	3		
ANTICIPATIONS	2					
JUDGEMENTS	19		APPROPRIATENESS	6		
			CRITERIA FULFILLMENT	5		
			LEARNER ABILITY	7		
			MEANING	2		
TEACHER ACTIONS	11		INFORM	4		
			QUESTION			
			DIRECT			
			SUGGEST			
			RECORD			
			ENACT			
			SHOW			
			DISTRIBUTE			
			COLLECT			
			READ			
			WAIT	3		
			OTHER			
			UNSPECIFIED	1		
			NOT TO ACT	3		
ACTION CONDITIONS	14		MODE			
			METHOD			
			TOPIC FOCUS	5		
			MEANS			
			DATA SOURCE			
			TIMING	3		
			DURATION			
			LOCATION			
			CLASS/GROUP SIZE			
			PARTICIPATION	8		
			GROUP MEMBERSHIP			
			GROUPING			
END-STATES	13		LEARNER		LEARNER BEHAV.	6
					DV. RESP-RESP MODE	7
					KNOWLEDGE INTS/ACT	2
					DECISIONS	
			TEACHER	1	NON LNG BEHAV.	
					KNOWLEDGE L. BEHAV	1
					L. KNOW	
					L. DECNS	
			OTHER PERSON		OTHER	
			MATERIAL MEANS			
			PHYSICAL CONDITIONS			
EVALUATIVE CRITERIA			LEARNER ACTIONS	1		
			TEACHER ACTIONS	2		
			ACTION CONDITIONS			

FIGURE 32: Gary: Sequence of Lesson Elements Considered - Lesson One

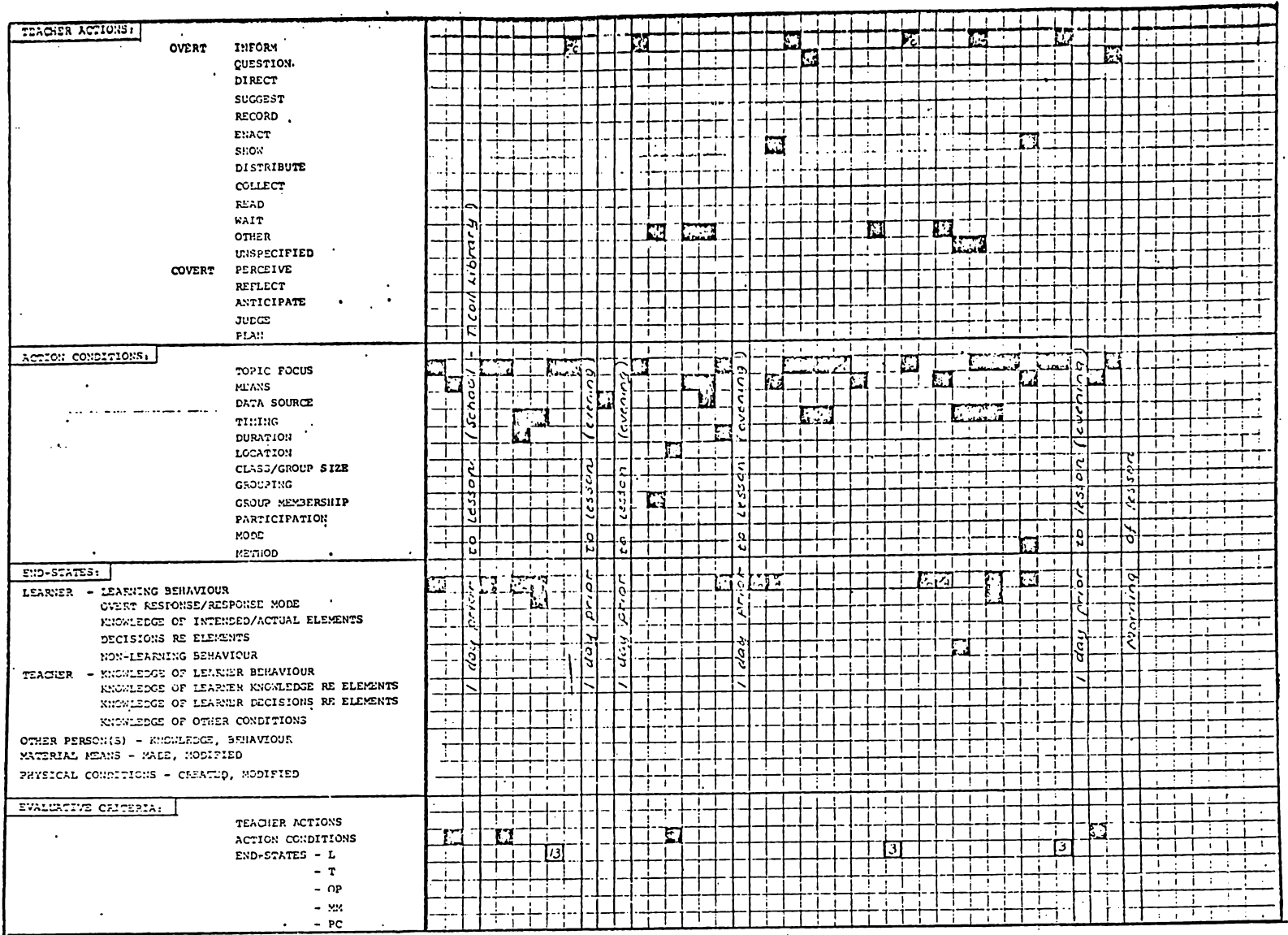


FIGURE 33: Gary: Sequence of Lesson Elements Considered - Lesson Two

TEACHER ACTIONS:			
<p>ACTION CONDITIONS:</p> <p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>			
<p>END-STATES:</p> <p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - RELATED, MODIFIED</p>			
<p>EVALUATIVE CRITERIA:</p> <p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - CP - MM - PC</p>			

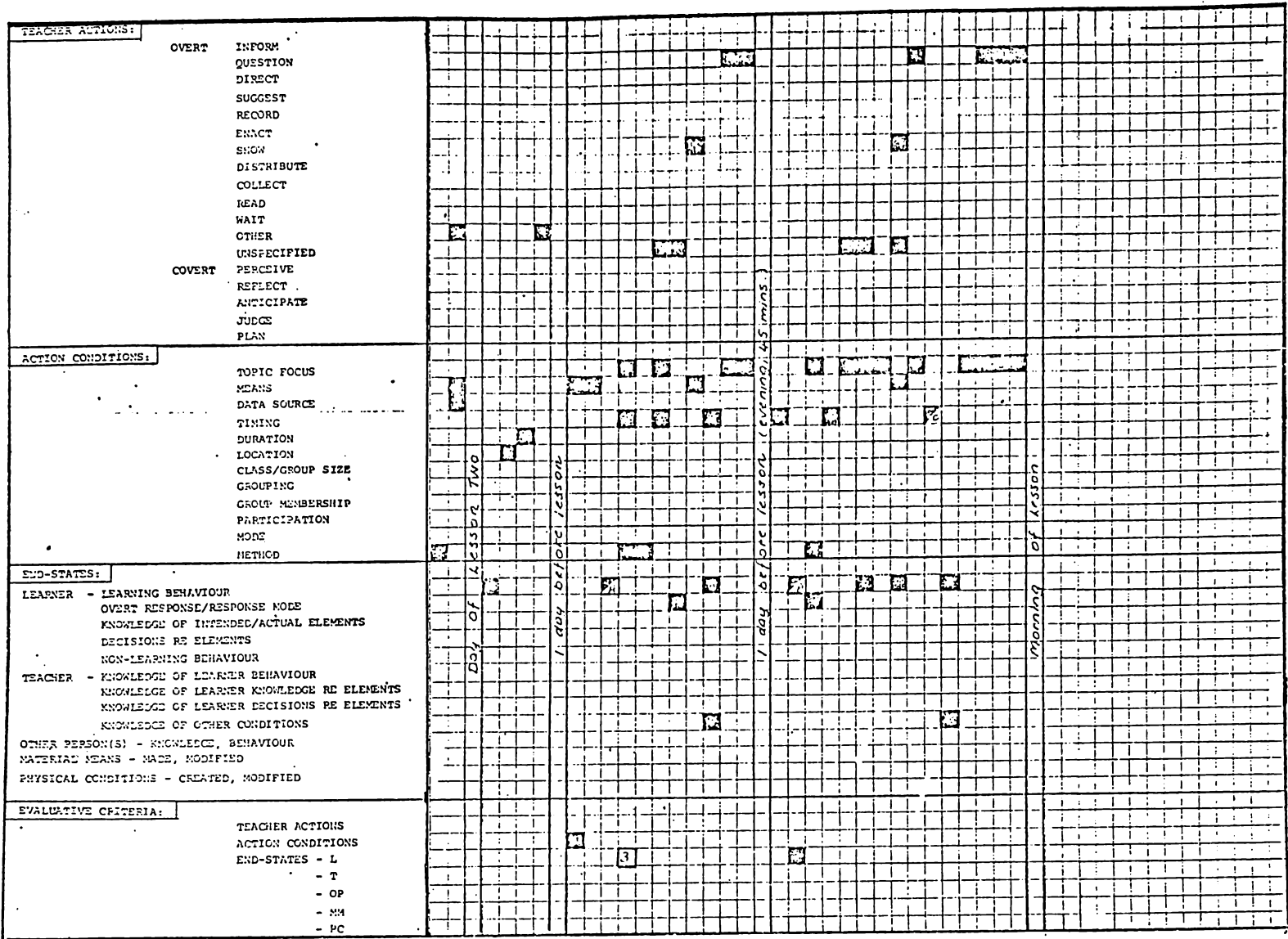


FIGURE 34: Gary: Sequence of Lesson Elements Considered - Lesson Three

FIGURE 35: Gary: Frequency of Lesson Elements Considered - Lesson One

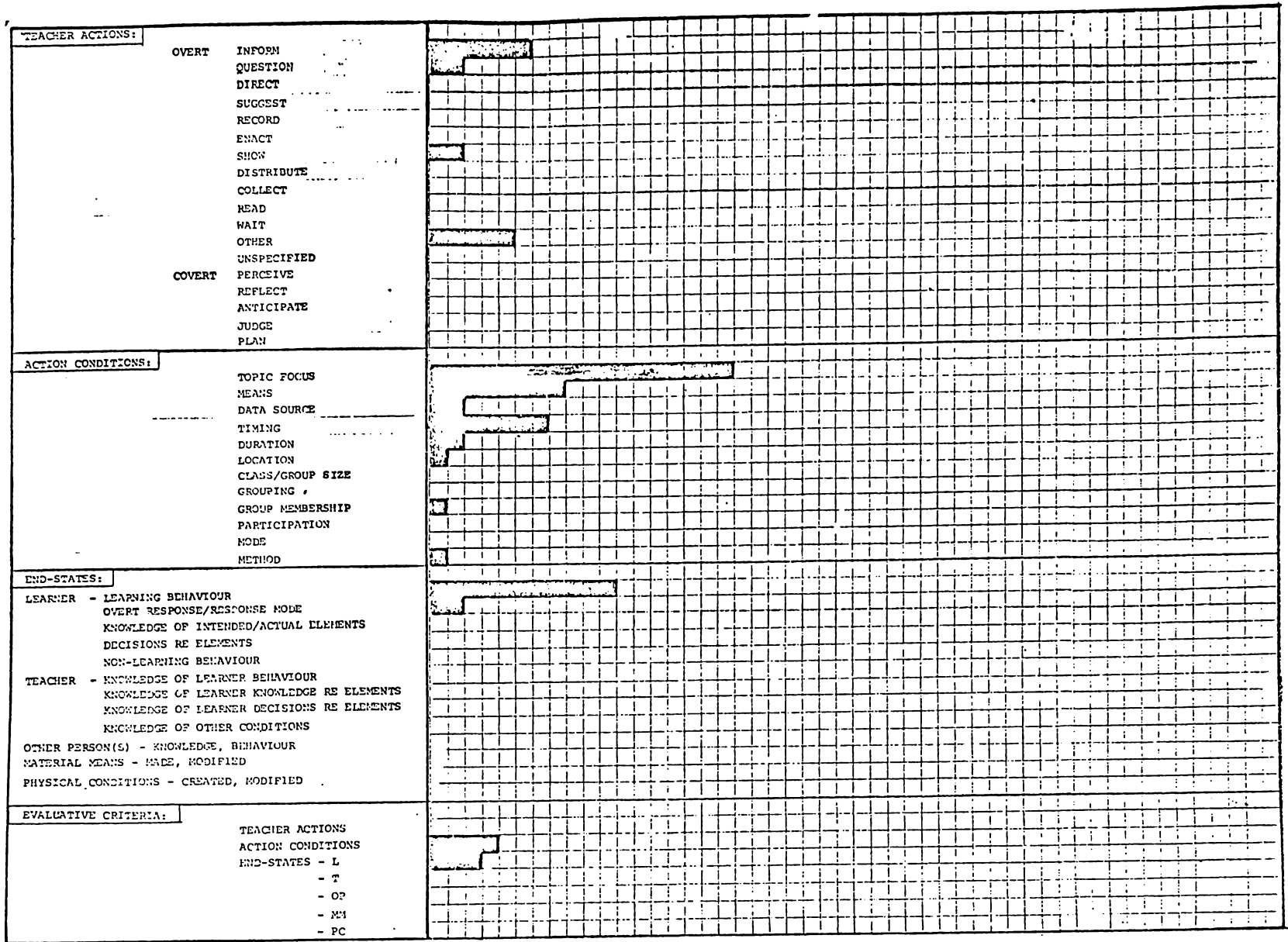


FIGURE 38: Tom: Sequence of Lesson Elements Considered - Lesson One

TEACHER ACTIONS:	<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER UNSPECIFIED</p> <p>COVERT</p> <p>PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>												
ACTION CONDITIONS:	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>												
END-STATES:	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>												
EVALUATIVE CRITERIA:	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - MM - PC</p>												
		(sum of 30 mins)											
		Lesson 1/2											
		5/12/83											
		2 11 5											

FIGURE 39: Tom: Sequence of Lesson Elements Considered - Lesson Two

TEACHER ACTIONS:	ACTION CONDITIONS:	END-STATES:	EVALUATIVE CRITERIA:																									
OVERT INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER COVERT UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN	TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD	LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED	TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - KM - PC	During lesson planning 2 mins before lesson	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60													

FIGURE 40: Tom: Sequence of Lesson Elements Considered - Lesson Three

TEACHER ACTIONS:	<p>OVERT</p> <ul style="list-style-type: none"> INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER <p>COVERT</p> <ul style="list-style-type: none"> UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN 		
ACTION CONDITIONS:	<p>TOPIC FOCUS</p> <ul style="list-style-type: none"> MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD 		
END-STATES:	<p>LEARNER - LEARNING BEHAVIOUR</p> <ul style="list-style-type: none"> OVERT RESPONSE/RESPONSE MORE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR</p> <ul style="list-style-type: none"> KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR</p> <p>MATERIAL MEANS - MADE, MODIFIED</p> <p>PHYSICAL CONDITIONS - CREATED, MODIFIED</p>		
EVALUATIVE CRITERIA:	<ul style="list-style-type: none"> TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - MI - PC 		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Dhr. of Vessal + Before school (round)</p>		7	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Inmediateley phdr Lesson)</p>

FIGURE 41: Tom: Frequency of Lesson Elements Considered - Lesson One

TEACHER ACTIONS:			
OVERT	INFORM		
	QUESTION		
	DIRECT		
	SUGGEST		
	RECORD		
	ENACT		
	SHOW		
	DISTRIBUTE		
	COLLECT		
	READ		
	WAIT		
	OTHER		
	COVERT	UNSPECIFIED	
		PERCEIVE	
REFLECT			
ANTICIPATE			
JUDGE			
PLAN			
ACTION CONDITIONS:			
	TOPIC FOCUS		
	MEANS		
	DATA SOURCE		
	TIMING		
	DURATION		
	LOCATION		
	CLASS/GROUP SIZE		
	GROUPING		
	GROUP MEMBERSHIP		
	PARTICIPATION		
	MODE		
	METHOD		
END-STATES:			
LEARNER	- LEARNING BEHAVIOUR		
	- OVERT RESPONSE/RESPONSE MODE		
	- KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS		
	- DECISIONS RE ELEMENTS		
NON-LEARNING BEHAVIOUR			
TEACHER	- KNOWLEDGE OF LEARNER BEHAVIOUR		
	- KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS		
	- KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS		
	- KNOWLEDGE OF OTHER CONDITIONS		
OTHER PERSON(S)	- KNOWLEDGE, BEHAVIOUR		
MATERIAL MEANS	- MADE, MODIFIED		
PHYSICAL CONDITIONS	- CREATED, MODIFIED		
EVALUATIVE CRITERIA:			
	TEACHER ACTIONS		
	ACTION CONDITIONS		
	END-STATES - L		
	- T		
	- OP		
	- SM		
	- PC		

FIGURE 42: Tom: Frequency of Lesson Elements Considered - Lesson Two

TEACHER ACTIONS:	<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER</p> <p>COVERT</p> <p>UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	
ACTION CONDITIONS:	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	
END-STATES:	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	
EVALUATIVE CRITERIA:	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - MM - PC</p>	

FIGURE 43: Tom: Frequency of Lesson Elements Considered - Lesson Three

TEACHER ACTIONS:	<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER UNSPECIFIED</p> <p>COVERT</p> <p>PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	
ACTION CONDITIONS:	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	
END-STATES:	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	
EVALUATIVE CRITERIA:	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - EM - PC</p>	

FIGURE 44: Stewart: Sequence of Lesson Elements Considered - Lesson One

TEACHER ACTIONS:	ACTION CONDITIONS:	END-STATES:	EVALUATIVE CRITERIA:
<p>OVERT</p> <ul style="list-style-type: none"> INFORM QUESTION DIRECT SUGGEST RECORD EMACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER <p>COVERT</p> <ul style="list-style-type: none"> UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN 	<ul style="list-style-type: none"> TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD 	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSONS: - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	<ul style="list-style-type: none"> TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - 2 - OP - MM - PC
<p><i>10:00 - 10:15 am. (10:00 - 10:15 am) (10:00 - 10:15 am)</i></p> <p><i>10:15 - 10:30 am. (10:15 - 10:30 am) (10:15 - 10:30 am)</i></p> <p><i>10:30 - 10:45 am. (10:30 - 10:45 am) (10:30 - 10:45 am)</i></p> <p><i>10:45 - 11:00 am. (10:45 - 11:00 am) (10:45 - 11:00 am)</i></p> <p><i>11:00 - 11:15 am. (11:00 - 11:15 am) (11:00 - 11:15 am)</i></p> <p><i>11:15 - 11:30 am. (11:15 - 11:30 am) (11:15 - 11:30 am)</i></p> <p><i>11:30 - 11:45 am. (11:30 - 11:45 am) (11:30 - 11:45 am)</i></p> <p><i>11:45 - 12:00 pm. (11:45 - 12:00 pm) (11:45 - 12:00 pm)</i></p> <p><i>12:00 - 12:15 pm. (12:00 - 12:15 pm) (12:00 - 12:15 pm)</i></p> <p><i>12:15 - 12:30 pm. (12:15 - 12:30 pm) (12:15 - 12:30 pm)</i></p> <p><i>12:30 - 12:45 pm. (12:30 - 12:45 pm) (12:30 - 12:45 pm)</i></p> <p><i>12:45 - 1:00 pm. (12:45 - 1:00 pm) (12:45 - 1:00 pm)</i></p> <p><i>1:00 - 1:15 pm. (1:00 - 1:15 pm) (1:00 - 1:15 pm)</i></p> <p><i>1:15 - 1:30 pm. (1:15 - 1:30 pm) (1:15 - 1:30 pm)</i></p> <p><i>1:30 - 1:45 pm. (1:30 - 1:45 pm) (1:30 - 1:45 pm)</i></p> <p><i>1:45 - 2:00 pm. (1:45 - 2:00 pm) (1:45 - 2:00 pm)</i></p> <p><i>2:00 - 2:15 pm. (2:00 - 2:15 pm) (2:00 - 2:15 pm)</i></p> <p><i>2:15 - 2:30 pm. (2:15 - 2:30 pm) (2:15 - 2:30 pm)</i></p> <p><i>2:30 - 2:45 pm. (2:30 - 2:45 pm) (2:30 - 2:45 pm)</i></p> <p><i>2:45 - 3:00 pm. (2:45 - 3:00 pm) (2:45 - 3:00 pm)</i></p> <p><i>3:00 - 3:15 pm. (3:00 - 3:15 pm) (3:00 - 3:15 pm)</i></p> <p><i>3:15 - 3:30 pm. (3:15 - 3:30 pm) (3:15 - 3:30 pm)</i></p> <p><i>3:30 - 3:45 pm. (3:30 - 3:45 pm) (3:30 - 3:45 pm)</i></p> <p><i>3:45 - 4:00 pm. (3:45 - 4:00 pm) (3:45 - 4:00 pm)</i></p> <p><i>4:00 - 4:15 pm. (4:00 - 4:15 pm) (4:00 - 4:15 pm)</i></p> <p><i>4:15 - 4:30 pm. (4:15 - 4:30 pm) (4:15 - 4:30 pm)</i></p> <p><i>4:30 - 4:45 pm. (4:30 - 4:45 pm) (4:30 - 4:45 pm)</i></p> <p><i>4:45 - 5:00 pm. (4:45 - 5:00 pm) (4:45 - 5:00 pm)</i></p>			

FIGURE 45: Stewart: Sequence of Lesson Elements Considered - Lesson Two

TEACHER ACTIONS:	ACTION CONDITIONS:	END-STATES:	EVALUATIVE CRITERIA:
<p>OVERT: INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER UNSPECIFIED</p> <p>COVERT: PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - P - OP - MM - PC</p>
<p>(Source: Stewart, 1997, p. 101)</p>			
<p>(Source: Stewart, 1997, p. 101)</p>			
<p>(Source: Stewart, 1997, p. 101)</p>			
<p>(Source: Stewart, 1997, p. 101)</p>			
<p>(Source: Stewart, 1997, p. 101)</p>			

FIGURE 46: Stewart: Sequence of Lesson Elements Considered - Lesson Three

TEACHER ACTIONS:	ACTION CONDITIONS:	END-STATES:	EVALUATIVE CRITERIA:		
<p>OVERT: INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER</p> <p>COVERT: UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - NM - PC</p>	<p>2 days before lesson (5 mins)</p> <p>1 day before lesson (20 mins)</p>	

FIGURE 48: Stewart: Frequency of Lesson Elements Considered - Lesson Two

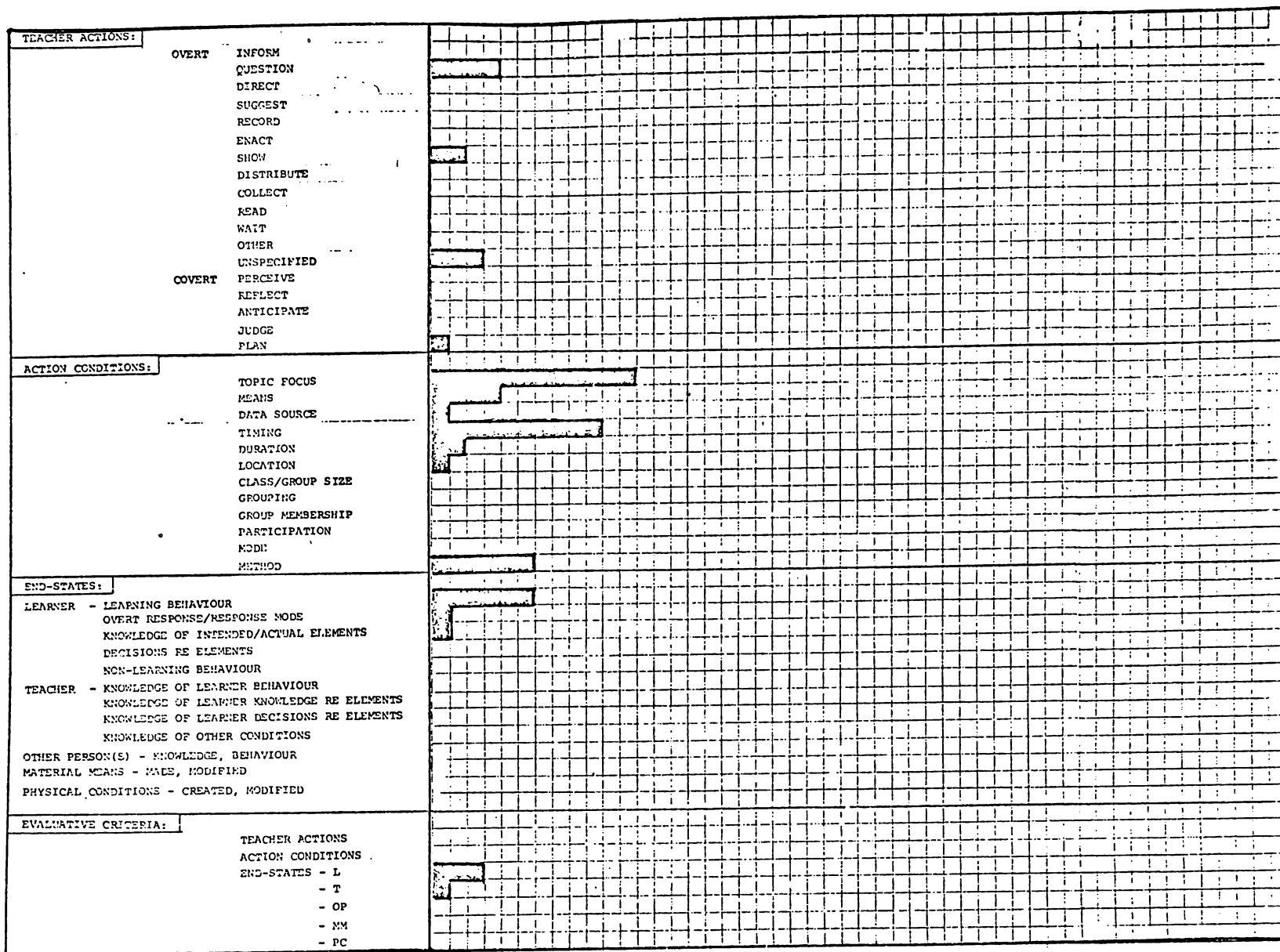


FIGURE 49: Stewart: Frequency of Lesson Elements Considered - Lesson Three

TEACHER ACTIONS:	
<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER UNSPECIFIED</p> <p>COVERT</p> <p>PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	
<p>ACTION CONDITIONS:</p> <p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	
<p>END-STATES:</p> <p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	
<p>EVALUATIVE CRITERIA:</p> <p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - MM - PC</p>	

FIGURE 50: Robert: Sequence of Lesson Elements Considered - Lesson One

TEACHER ACTIONS:	ACTION CONDITIONS:	END-STATES:	EVALUATIVE CRITERIA:
<p>OVERT</p> <ul style="list-style-type: none"> INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER <p>COVERT</p> <ul style="list-style-type: none"> UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN 	<ul style="list-style-type: none"> TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD 	<p>LEARNER - LEARNING BEHAVIOUR</p> <ul style="list-style-type: none"> OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS <p>NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR</p> <ul style="list-style-type: none"> KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS <p>KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR</p> <p>MATERIAL MEANS - MADE, MODIFIED</p> <p>PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	<ul style="list-style-type: none"> TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - E - OP - MM - PC
<p>3 days per week prior to lesson (2.5 mins.)</p>			
<p>1 day per week prior to lesson (2.5 mins.)</p>			

FIGURE 51: Robert: Sequence of Lesson Elements Considered - Lesson TWO

TEACHER ACTIONS:									
<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER UNSPECIFIED</p> <p>COVERT</p> <p>PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>									
<p>ACTION CONDITIONS:</p> <p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>
<p>END-STATES:</p> <p>LEARNER - LEARNING BEHAVIOUR COVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>	<p>Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6 Lesson 7 Lesson 8 Lesson 9 Lesson 10</p>
<p>EVALUATIVE CRITERIA:</p> <p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - MM - PC</p>									

FIGURE 52: Robert: Sequence of Lesson Elements Considered - Lesson Three

TEACHER ACTIONS:	ACTION CONDITIONS:	END-STATES:	EVALUATIVE CRITERIA:
<p>OVERT: INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER UNSPECIFIED</p> <p>COVERT: PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	<p>LEARNER - LEARNING BEHAVIOUR COVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - C - OP - MM - PC</p>
<p>15 min. period immediately prior to class</p>			
<p>class</p>			

FIGURE 53: Robert: Frequency of Lesson Elements Considered - Lesson One

TEACHER ACTIONS:	<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER</p> <p>UNSPECIFIED</p> <p>COVERT</p> <p>PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	
ACTION CONDITIONS:	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	
END-STATES:	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	
EVALUATIVE CRITERIA:	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - NA - PC</p>	

FIGURE 54: Robert: Frequency of Lesson Elements Considered - Lesson Two

TEACHER ACTIONS:	<p>OVERT</p> <p>INFORM QUESTION DIRECT SUGGEST RECORD ENACT SHOW DISTRIBUTE COLLECT READ WAIT OTHER</p> <p>COVERT</p> <p>UNSPECIFIED PERCEIVE REFLECT ANTICIPATE JUDGE PLAN</p>	
ACTION CONDITIONS:	<p>TOPIC FOCUS MEANS DATA SOURCE TIMING DURATION LOCATION CLASS/GROUP SIZE GROUPING GROUP MEMBERSHIP PARTICIPATION MODE METHOD</p>	
END-STATES:	<p>LEARNER - LEARNING BEHAVIOUR OVERT RESPONSE/RESPONSE MODE KNOWLEDGE OF INTENDED/ACTUAL ELEMENTS DECISIONS RE ELEMENTS NON-LEARNING BEHAVIOUR</p> <p>TEACHER - KNOWLEDGE OF LEARNER BEHAVIOUR KNOWLEDGE OF LEARNER KNOWLEDGE RE ELEMENTS KNOWLEDGE OF LEARNER DECISIONS RE ELEMENTS KNOWLEDGE OF OTHER CONDITIONS</p> <p>OTHER PERSON(S) - KNOWLEDGE, BEHAVIOUR MATERIAL MEANS - MADE, MODIFIED PHYSICAL CONDITIONS - CREATED, MODIFIED</p>	
EVALUATIVE CRITERIA:	<p>TEACHER ACTIONS ACTION CONDITIONS END-STATES - L - T - OP - MM - PC</p>	

APPENDIX A
STRUCTURED INTERVIEW

STRUCTURED INTERVIEW

1. How many years have you been teaching altogether? (Experienced Teachers only).

2. Have you gained or are you in the process of gaining any qualifications over and above your Trained Teacher's Certificate?

3.

YES	NO	SPECIFY
-----	----	---------

3. Have you any responsibilities for the oversight or planning of the school programme in particular subject areas?

YES	NO	SPECIFY
-----	----	---------

4. As teachers, we generally experience an overall feeling of satisfaction or dissatisfaction with the occupation we are in. Which of these statements would come closest to describing your current feelings about the day-to-day experience of teaching?

<input type="checkbox"/>	I am extremely satisfied
<input type="checkbox"/>	I am very satisfied
<input type="checkbox"/>	I am more satisfied than not
<input type="checkbox"/>	I am equally satisfied and dissatisfied
<input type="checkbox"/>	I am more dissatisfied than satisfied
<input type="checkbox"/>	I am very dissatisfied
<input type="checkbox"/>	I am extremely dissatisfied

Present statements on card.

5. What are the main factors that contribute to your feeling (previous answer) with teaching at the present time?

[In responding to these next questions or directions, I'd like you to think specifically about the type of lessons that you have taken for me. In other words, lessons in which you are dealing with a topic or issue such as advertising; in which you're using a discussion method; and in which you are working with either a group or the whole class.]

6. First of all I'd like us to look at the before-lesson planning aspect of such lessons.

Teachers obviously vary in their approach to the task of planning ahead for these lessons. One of the differences is concerned with the comprehensiveness and detail of the planning that they typically feel they need to do before the lesson if they are to teach effectively. Some teachers seem to consistently put quite a lot of time into their

- 2 -

planning, and they say that they find that it is not generally possible for them to teach well unless they have actually thought about and made decisions about many aspects of a coming lesson. For example, they are likely to consider in detail, materials that they might use as well as how exactly they will be used, and the specific activities that they envisage both themselves and the children undertaking.

On the other hand, some teachers seem to devote comparatively little time to the planning they do in advance, and they say that they generally find that they can teach well, without considering all of these sorts of aspects of the lesson in a great deal of detail, beforehand.

We can really think of these approaches as representing the extremes on a continuum, which shows the extent to which a teacher feels that it is generally necessary for him or her to consciously consider in detail, a wide range of aspects of the lesson.

What I would like you to do now is to indicate the category on this scale that you feel summarizes how wide-ranging and detailed your planning generally is when you are preparing to teach such discussion lessons.

<input type="checkbox"/>	EXTREMELY WIDE RANGING AND DETAILED
<input type="checkbox"/>	VERY " " " "
<input type="checkbox"/>	MODERATELY " " " "
<input type="checkbox"/>	MINIMALLY " " " "
<input type="checkbox"/>	NO TYPICAL PATTERN

FOLLOWUP:

(a) If pattern indicated:

- Are there any particular reasons why your planning in advance of such lessons is generally _____
- While you generally follow this pattern, I suppose there are occasions where your planning is either more or less thorough and detailed. Could you tell me just how varied the actual thoroughness and detail of your planning can be on different occasions. Can you recall any recent examples of discussion lessons that you've taken (that you took while on section) where your planning was quite different in these respects. That is, where you've planned ahead in a relatively thorough and detailed way, and on the other hand, where you've gone

- 3 -

into the lesson having done minimal if any advance planning. Please describe these lessons.

- What were the sorts of factors that lead you to plan the lessons you've described, differently.
- Are there any other sorts of factors that you know can determine just how thorough and detailed your planning is likely to be for these sorts of lessons. (Probe responses in areas such as topics, difficulty level, teacher subject matter knowledge, and ask for examples, if possible, from recent lessons.

(b) If no pattern indicated:

- Just how varied can the thoroughness and detail of your planning actually be on different occasions.

(Continue as above)

7. Acknowledging that there are likely to be these sorts of differences, when we are preparing to take such lessons, there may be some things that we nearly always feel we need to have thought about before beginning a lesson.

Are there any particular things that you feel you almost always do consciously consider in advance of these lessons?

8. Do you generally make use of written prompt notes when taking such lessons?

(If yes,)

- What sorts of things are the notes usually intended to remind you of?

9. Once you have formulated a plan of action for a lesson, how easy do you generally find it to make changes to the plan once the lesson is underway?

Please indicate your answer to this question on this scale

<input type="checkbox"/>	VERY DIFFICULT
<input type="checkbox"/>	FAIRLY DIFFICULT
<input type="checkbox"/>	NEITHER EASY OR DIFFICULT
<input type="checkbox"/>	FAIRLY EASY
<input type="checkbox"/>	VERY EASY

- 4 -

10. Are there any particular reasons why you find it (previous response
to make changes? + follow up

11. Overall, how often do you feel you do actually make significant changes to the plan you begin with, when taking such lessons?

Please indicate your response on this scale

<input type="checkbox"/>	VERY FREQUENTLY
<input type="checkbox"/>	FREQUENTLY
<input type="checkbox"/>	SOMETIMES
<input type="checkbox"/>	RARELY
<input type="checkbox"/>	NEVER

12. What are the sorts of changes that you make of times to your plans as a lesson is underway?
13. When you're taking a discussion lesson what are the sorts of things that you are likely to be paying attention to and weighing up as you try to gauge how well the lesson is going?
14. Every so often, teachers will describe a lesson as having either 'gone really well', or as having 'been a disaster.'
Firstly, I would like you to imagine yourself taking a discussion lesson that you feel is going particularly well, and try to describe for me the sorts of things that would be happening in that lesson, that would lead you to feel that way about it.

Now I would like you to imagine yourself taking a lesson that you feel is turning into a disaster. What would be the sorts of things that would be likely to be occurring in that lesson.
15. There tend to be certain types of children's behaviour that will always either delight and satisfy us, or annoy and upset us. When you are taking these sorts of lessons, what are the sorts of behaviours that fall into these two categories?
16. How often do you need to concern yourself with the control of children's behaviour when you are working with the children in this

- 5 -

class?

Indicate your answer on this scale

<input type="checkbox"/>	VERY FREQUENTLY
<input type="checkbox"/>	FREQUENTLY
<input type="checkbox"/>	SOMETIMES
<input type="checkbox"/>	RARELY
<input type="checkbox"/>	NEVER

17. Going back to the lessons that you have taken for me, I'd be interested in knowing to what extent you feel they have been similar to those that you typically taken in your class?

(If not entirely similar)

In what respects have they differed?

18. What influence do you feel your section experience has had on your teaching behaviour? (Student Teachers only).

APPENDIX B
DAVID'S PLANNING RECORDS

LESSON NO. ONE

DIRECTIONS: Please record your planning thoughts below. As ideas come to mind, are considered, accepted, rejected, modified etc., note them down in column one in a simple annotated or abbreviated form. At the end of the actual planning, go back and fill out, reword or rewrite notes that you feel may be unclear in meaning or illegible. Use column two for this.

FIRST NOTES	REVISED NOTES	PLANNING TIME
<p>- Define advertising.</p> <p>- Distinguish + categorize diff types of advert.</p> <p>- Pupil performances</p> <p>- His aims</p> <p>- <u>Resources</u>: Take many cuttings + diff types of ads for chldn to sort.</p> <p>- Cut up child ads.</p> <p>- <u>Procedure</u>.</p> <p>- Categorizing. Each child (or pairs?) sort ads into discrete groups + label.</p> <p>- Literally (orally or written label?)</p>	<p>1. <u>Objectives</u>.</p> <p>i. Distinguish + categorize diff types of advertisements from selection given.</p> <p>ii. Having reviewed diff types of ads pupils will define advertising.</p> <p>2. <u>Resources</u>:</p> <p>i - Cuttings from Newshaker, Woman's weekly, child notes.</p> <p>ii cards, felt pens.</p> <p>3. <u>Procedure</u>.</p> <p>1. Pupils individually to sort cuttings and write captions to label each category.</p> <p>2. Look at each other's</p>	<p>Tues.</p> <p>6 min Sat am</p>

FIRST NOTES	REVISED NOTES	PLANNING TIME
<p>- share ideas - group labels into diff types of ads.</p> <p>- Message - do common theme</p> <p>→ cards of ads what is advertising?</p> <p>→ 2 gbs do this.</p> <p>Will pupils arrive at a genuine group decision as well the share vocal to motivate others and press their definition on the group.</p> <p>- Strategy - advertise.</p> <p>- Kids' expectations.</p> <p>- Book library.</p> <p>- Time</p> <p>- Justice ← present message.</p>	<p>groupings</p> <p>3. Discuss & justify personal groupings.</p> <p>4. Jointly make <u>one</u> coll display of labels. - other forms of advertising.</p> <p>5. Review and discuss the adverts & come to one agreed definition of advertising.</p>	<p>10/10</p> <p>6 + 10 min.</p>

LESSON NO. TWO

DIRECTIONS: Please record your planning thoughts below. As ideas come to mind, are considered, accepted, rejected, modified etc., note them down in column one in a simple annotated or abbreviated form. At the end of the actual planning, go back and fill out, reword or rewrite notes that you feel may be unclear in meaning or illegible. Use column two for this.

FIRST NOTES	REVISED NOTES	PLANNING TIME
<p>Techniques used to attract attention <u>Identify</u> - list oral or written?</p> <p>Resources. 1. Harland 2. Shoemaker.</p> <p>- How effective? - A. Scan all data - own ideas? or Discuss - step by step. (Sagud)</p>		<p>12:30 - 5-1 <u>Thu</u> 25 min</p>
<p>1. Use Shoemaker to show range of adjustments. ✓</p> <p>Discussion - what technique used to attract attention? ✓</p> <p>2. Use Harland Set 3 D. (Blank out E) - Blank out other ads. Record ad. Appeal to be used - healthy.</p>		

FIRST NOTES	REVISED NOTES	PLANNING TIME
<p>3. Use F. What used here (Body-image)</p>	<p>— based on chart. Ter revised.</p>	
<p>4. Use F. Technique = femininity. - language - humorous living (condoleance)</p>	<p>— Fold back page.</p>	
<p>5 Use I. Technique = popularity.</p>		
<p>6. Use C + D. sheet 4. Elephant & spelling → humour</p>		
<p>7 Open centre of sheet of 5 Scan D which appeals ② why?</p>	<p>— 21 8.</p>	

FIRST NOTES	REVISED NOTES	PLANNING TIME
<p>8 - Other techniques. - alpha - colour</p> <p>9 - Write an ad showing one of the techniques.</p>	<p>15 + 5</p> <p>Return to original procedure.</p>	

LESSON NO. 3

DIRECTIONS: Please record your planning thoughts below. As ideas come to mind, are considered, accepted, rejected, modified etc., note them down in column one in a simple annotated or abbreviated form. At the end of the actual planning, go back and fill out, reword or rewrite notes that you feel may be unclear in meaning or illegible. Use column two for this.

FIRST NOTES	REVISED NOTES	Planning Time
<p><i>at thinking!</i></p> <p>1. Critically evaluate. Advertising is <u>always</u> a <u>good</u> thing. <u>always</u> } direct pupils to <u>good</u> }</p> <p>2. Pre establish objectives. Set task Have review ads - TV - N/paper } - Magazine }</p> <p>(Influence of 'smoking' unit?)</p> <p><u>always</u> - get examples. ↓ give examples { oral role play.</p>		<p>Oct 16. 6:10pm - 6:42</p> <p>Oct 17 5pm - 5:10</p>

FIRST NOTES	REVISED NOTES	Planning Time						
<p>1. Examples. <u>always</u> + <u>good</u> decide on <u>good</u> aspect first. let <u>always</u> float ← of discussion on good.</p> <p>2. Begin with good. — not good examples + good examples.)</p> <p>(Why "always"....?) — Neil</p> <p>Data = children selected ads. + Teacher ads. use for. ✓</p> <p><u>Ads.:</u></p> <table border="1" data-bbox="404 895 840 1128"> <tr> <th colspan="2">Slogan.</th> </tr> <tr> <th>good</th> <th>not good</th> </tr> <tr> <td>Health equality + efficiency.</td> <td>content reference.</td> </tr> </table> <p>①. ✓</p> <p>② Role play humbilities. ✓</p>	Slogan.		good	not good	Health equality + efficiency.	content reference.	<p>→ direct to want good.</p>	
Slogan.								
good	not good							
Health equality + efficiency.	content reference.							

FIRST NOTES	REVISED NOTES	PLANNING TIME
<p><u>Lesson</u> <u>Introduce</u>:</p> <ol style="list-style-type: none"> 1. Advertising is always a good thing 2. lets review your unit. select one (Carolyn?) & discuss her list. 3. Review others & discuss [assume good & not good ads] (Will I give an ad as example for discussion?) 4. Return to quote. What are the important words about advertising? → <u>good</u> <u>always</u> 5. Rewrite statement. give ad example. 6. <u>Final</u>. when next see ad - what bases for review? 	<p>→ review word good. (how play always)</p> <p>→ <u>good</u> water safety traffice safety information - <u>starts day.</u> <u>gala Day.</u></p> <p>→ gala Day coming up. say a good ad bad ad.</p>	

FIRST NOTES	REVISED NOTES	
	<p><i>Not planned - exact strategy for arrival at destination.</i></p>	

APPENDIX C

DAVID'S PLANNING RECORD INTERVIEWS

Planning Record Notes

- Define advertising
- Distinguish and categorize
diff types of advert
- Pupil performances
- My aims

- Resources: Take many cuttings + diff
types of ads
for chln to sort
- Cut up Neil's ads

Planning Record Interview

- R Define advertising, distinguish and categorize different types of advertisements. I'm wondering at this point, I'm wondering whether you looked over my sheet of objectives.
- T Right.
- R and simply took out what seemed to you to be the
- T Right
- R central things in terms of pupil performances.
- T Yes.
- R So you're going to have the kids define, distinguish and categorize. We come down here. What's the first one
- T Oh, I put my aims. Now why did I put my aims. I suppose I began first of all by more or less copying that from, as you say, your sheet. Now I thought, I must think of these in terms of pupil performances and what I am going to do - my roles are going to be - my role or my procedures.
- R Your actions?
- T Mmmm.
- R So, but you're not drafting any of those. That's just a thought?
- T That's just a consideration. I'm well, taking in mind.
- R Resources - ads. So you're considering materials which you will use within the sequence?
- T They are. In the end, I didn't use your ads, but I went through some newspapers and some magazines and cut out a range of advertisements. In fact every jolly ad I could find
- R And did you, when you did this, did you have a certain number of types of ads in mind that you wanted to get examples of, or did you simply go through the materials and thought, well, that's a different type. I'll have that.
- T A both. A bit of both. I wanted as many different types as I could, and I then became aware that I would be a bit short, and later on I that's why in the lesson plan I went beyond the newspaper and magazine type ads

into other forms of advertising. But I wanted to get a wide range there.

R When did you actually do that (collect advertisements)?

T On Sunday

R You did that on Sunday

T On Sunday yes. Sunday night.

R When did you do this, this first bit?

T That would have been about Tuesday

R Tuesday. So Tuesday you just looked through, over that sheet (Prescribed Lesson Objectives) and ticked off whats involved in terms of these (objectives)

T Mhm. This actual writing though was done Friday - Saturday. And also, some of the cuttings this morning. Some of the cuttings - a pupil at school. I asked old Dion at one stage. I said okay Dion, go through and cut out .. this is the sort of thing I want. That was when I arrived from T Coll this morning. So that was 10.30. No, ah this was after. Yes 20 past 10.

R So the main bulk of these (sample advertisements) were done yesterday, last night .. plus those additional. And this was floated as a possibility, but in the end you didn't (cut up Neil's ads).

T Right

R When did you decide not to use my resources?

T Ah .. I suppose .. Yes when I came to getting these together.

R Now, you said you'd become aware you'd be a bit short of them. When did that occur?

T This morning.

R When you got back from college?

T Yes. I had the ads on my table - and I just thought, I should have some more on hand to get the range.

R So procedure. So you're actually describing the pupil performances, specific .. that you want them to undertake

T Yes

R Each child or pairs. You're unsure at that point?

T Absolutely. I left that for later. In fact I

R When did you actually decide that?

T During the lesson

R Once you got in

- Procedure

- Categorizing. Each child
(or pairs?) sort ads
into discreet groups +
label

- Literally (orally or written label?)

T Yeah. Because I said to them in the class .. which 8 people would like to come with me this afternoon. And 8, you know .. I just picked out any old 8, brought them down here, and as it turned out, they paired up beautifully. So I then decided, I said to them, you can do it either in pairs or individually. It doesn't matter. They could do it whichever way they liked. But they all actually paired off, and they were four groups, it appears you see, and so

R Right, so you had in mind you'd allow both options. They could either work in pairs, or

T There were plenty for them to do

R Right, so you wanted them to simply sort them and try to come up with some subsuming label

T Yes

R For the grouping

T Right

R And they would do that without your intervening at that point

T Right

R Literally?

T Oh yes. Sorry. Literally. Why did I put literally? Oral or written label. Oh yes. That's what I meant down there. Now when they were actually doing the categorizing, did I want them to be able to say it to me orally, or did I actually want them to write it down.

R As they actually did the task?

T Yes. Question mark there. I'll decide that later

R Right

T For the moment, the main purpose was that they should categorize ads. That was my main procedural point. Now I thought I'd decide later on whether they were to say it or write it down.

R So this is comparable to this. These are things considered, but left a little nearer the time, or actually right in there.

T Well these are just a collection of ideas that went through my head. That just means I'll decide them later

R Now you went from there
T To page 2
R Now this planning was going on through here. When was that going on.
T Well, let me think. That was Friday. No it wasn't it was Saturday morning. Saturday morning I did that.
R Now that's Saturday morning. How much did you plan on Saturday morning .. through, right through there?
T The whole thing. Yeah the whole thing. All the words that were written on here. I went down through this column here. When I got to that, that's what took me 6 minutes.
R About 6 minutes through here?
T Through there. I just scribbled that down, and then I went down the other. Then I started straight away on the centre column. Well, the initial write, all that I wrote there, I wrote in about 10 minutes, but that was by no means the end of my planning. That's how long it took me to write that because my planning in some terms carried on. It took me 10 minutes to write that down
R Now did you, have ideas emerging at other times .. other than the roughly 16 minutes represented in writing time for the lesson.
T Other ideas or possibilities?
R Yes
T Oh yes, well I had other ideas or possibilities right up to the teaching moment.
R Can you remember any?
T Yes, from the lesson - oh heaven's yes. Concerns that I had, whether my own knowledge would ---- full span of advertising
R Now you were thinking .. this had run through your mind prior to the lesson.
T Yes I was very conscious of using. Yes I was very conscious of basing lesson on the cuttings one, and I, and there something here that's an obvious afterthought, where I put in a second ad, other forms of advertising, which I wrote in then because I wanted to be sure I had covered a reasonable sample. That was one thing that concerned me.
The other one was along those lines, where the instances of other forms of advertising. During the lesson I

thought of the aeroplane that flew over the school, towing the sign.

There were other concerns about the thing as an issue, rather than a lesson, which we'll come back to later. To do with teacher pressure at the moment. You know, having such a lot, a lot of decision-making happening in the whole decision-making scene at the moment.

R Now these couple of ideas that you suggested, it would be impossible for you to recall when those occurred now. They just happened to surface somewhere between the time I gave you the topic and .. did they occur after this or before?

T After. Definitely after. But .. well I wrote that in yesterday when I did those cuttings. I was mainly aware of that then. The pressure - that was there all the time - all weekend.

R What I'm saying is they're not actually represented. They're part of your planning - your mental planning process weren't they, but they're not recorded on here.

T Yeah, right now I can recall. I can recall the planning process quite clearly. It goes in terms of - I must get that planning done for this lesson. Without a great deal of thought beyond what sort of vague ideas what I had in mind. But there was clearly almost a suppression of ideas until I actually could write them down.

It was almost a suppression of ideas until I could put pencil to paper.

R Yes now well someone else said, well look they .. and they would have been in your situation of pressure .. and they said, I haven't got the .. I didn't have the luxury of time, and they said every time I began to think about it, I told myself, look no. Leave it. Leave it. Until the night before, in fact, and they said they actually managed to suppress those thoughts apart from one or two that in a sense slipped in .. they couldn't have control over.

T Yes, that goes on right up to the moment I put pen to paper.

R So you actually were involved in a similar thing.

T Right.

R You found thoughts occurring, but you said, well down, down

T They'll be okay, because when I get the time, when I get writing it out, they'll still be there. I'll be alright. I couldn't afford to. I didn't want to tackle that issue just at, until I'd got something down on paper.

R Right. So was it that ideas did occur and you were considering them, or you were finding yourself about to weigh up ideas but said look no, I can't really afford to.

T Yeah, I definitely, maliciously, rejected (suppressed) ideas because of the pressure of work, until I could say, now I'll devote my time to this. And I had the security of knowing I would plan something that was suitable for me to teach, and not worrying about, thinking about them until this stage, prior to writing them down, or not being prepared to write anything down.

R I'm sort of clear on that now .. because you can see the situation where some people have actually .. that's why I'm interested in the planning time. Some people seem to plan deliberately at set times, and nothing happens about the topic until that time. Other people have in terms of planning time .. there might be 10 or 12 times down here with a couple of notes appended. At Tuesday night, flatmate suggested such and such. Decided it wasn't a bad idea. It occurred to me today such and such. And those things were actually cropping up, and planning was going on. They weren't suppressing them. They were actually letting them, letting the thoughts come through, weigh them up, and they either became adopted as part of the plan or weren't.

T Now I'm using that approach for one or two other lessons. This would be typical of my under-pressure approach to it.

R Which is more, look, I've got the topic. When I do find myself thinking about it .. well look, tell myself to back off until I've got time to do this.

T Yeah

R We're clear on this now.

- Share ideas - group labels into different type of ads

R "Share .. So this is, you want the kids to present the ideas they've come up with from their group work.

T Yes.

R Group labels into different types of ads. The group as a whole to suggest labels? Or the kids who generated the groupings back here. Perhaps you need to clarify that.

T I'm wondering what I meant myself. Oh yeah, I think what I had there, was when they came back with their labels, they'd go off and write their labels, individual ideas for each thing, right. Now if they'd all come back with, as it was, as happened in the lesson. If someone comes back with a group called entertainment and someone came back with one called entertainment and movies, these were merged into one pile. They came from two separate pairs. These were merged into one pile.

R But essentially this is really just sequence. The group would label initially and then there would be a sharing of ideas after that.

- Message - or common theme

T Is there a message or common theme to all these advertisements? They are all trying to say something or to solicit a particular response. They are all trying to - they all have the intention of selling.

R At this point are you really considering a topic that is to come out of this discussion?

T That there was written because I was aware that I was going to come up with a definition of advertising, and that was a finishing point and a starting point of my lesson.

T Then I started that. Used that as data for the definition which was the main idea. And a good Brunnerian approach

R This is a point to come out, and at this stage there is no indication as to whether you're going to make this point, or you're going to solicit it from the kids.

T Oh

R Or is this something you want to solicit

T No, it means a question.

R It essentially means a question

- Cats of ads
What is advertising?

- 2 gps do this

- Will pupils arrive at a genuine
group discussion or will the more
vocal dominate others and press their
definition on the group

- T Right. It means, is there a message or is there a common theme.
- R I was about to suggest that, but I thought I'd let you otherwise I might put words in your mouth.
- T We're trying to be inductive.
- R Categories of ads. What is advertising. Now does, this picks up the point you have just made in terms of sequence?
- T Right. This will give rise to, from this we hope to get various categories of advertisements, and from that come to a definition of what is advertising. These were some of my first jottings. It means, it really means me talking about a similiar sort of thing. I think means .. the children will arrive or come to or produce, sorry, various categories of advertisements, and this be a preliminary to putting this question
- R So in a sense there's a timing, sort of sequencing decision wrapped up in this as well. You seem to be saying there are two major topics for the discussion. Categories of advertising. What advertising is .. and did you have a question in mind at this point? You'd actually ask the kids, what is advertising?
- T Yes.
- R Two groups do this
- T Oh yes, well there was the possibility of splitting them into two groups. The possibility of that question, what is advertising, being discussed with two groups of say four, and coming back and sharing. Righto, which leads on to
- T Will pupils.. If I had two groups, splitting the 8 into 2 groups of four to go and find, to arrive at their idea of what is advertising - in their groups of four, would I then get a definition from the most vocal member as the group response - the so-called group response. In fact it was one guys ideas, the others sort of adopted, accept, or are brainwashed into a which is a great concern.
- R Now at that point, was this concern sufficient for you to reject that as a possibility, or were you still just leaving it hanging.

- Strategy - inductive

T Leaving it hanging.
R So that's sort of three of these are floating
T Very much so
R Now, when did you finally make your mind up on that one.
In there. Once you got in there.

T No. It will be when I went back to the top of the next column. I suppose I then said, now look, you know. I'll just jot down those things that I'm going to be reasonably .. that I will attend to .. but I would do it from an inductive approach. These were the things I'd think about.

R You actually think in terms of a word like inductive?

T Yes.

R You see. I'm interested in the carryover from your familiarity with learning theory and so on. How, where this might translate itself into here .. you're using terminology like inductive and within your explanations, whereas for a lot of guys, its not really a way of labelling what they're thinking about.

- Neil's expectations

R Now we get to the interesting one. Neil's expectations. Now what does that encompass really.

T Two or three things really. One that I would want to be teaching well. That would be important to me. That I be teaching well. Secondly that I should be using a reasonable repertoire of teaching techniques. I thought my .. I would be more conscious of questioning techniques that I might be otherwise, because it was for Neil. That, the third was that it should go off well, because I'd let you down on a pilot thing like this, and that this time it was going to make the grade and you were going to get your goods because it was about time you did.

R I'm delighted that that's sort of incorporated here.

T Now that's, that by the way would be, other people's expectations are always a consideration in my planning. Not just because its Neil, but, the other people plans I did in the weekend as well also.

R You were sensitive to others who were going to be involved in whatever way.

T Yes, right.

- Book library

T Now that worried me, that we hadn't, I hadn't booked the place where it was to be done.

R So really this is weighing up your location. Again this was floated at this point, but left to be resolved nearer the time.

T Yes.

- Time

T The time which we'd do it. We all said morning, and let Carol do hers in the morning and mine in the afternoon. Precisely what time. I had to clarify this. When would we do it.

- Justice - present pressure

T This just means doing justice to this, because of what's going on here. I spent most of the weekend on school work.

R Now it appears that you are in a comparable situation to quite a few. It's not a nice situation to be in, but what's happened is a couple of the others have said to me, I would have liked to have spent more. Look, now I'm sorry, I've got so much pressure, I would have liked to have spent more .. Now I simply asked them, would they have spent more, because it simply means .. They said no, that that was what I could comfortably do in terms of the present pressure, and even if I had been taking one on my own volition, if I wasn't doing it for you, that's what would have happened. That is the available time and that's what was produced. So has the same thing happened for you, or do you feel you might have put a bit more time and effort into it than normal.

T There is nothing very much out of the ordinary there

R Well that's good.

Query re use of second column.

"... Now what I've had to check with each of those people is, whether that typically occurs (recapitulation, final formulation phase), that there is this formative period, and then there is a sort of final deliberate stage before the lesson when you mentally put the thing into a coherent plan, and its drafted in your mind in a sense, like that. Now is that typical of a final step for you.

1. Objectives

- (i) Distinguish and categorize diff types of advertisements from selection given
- (ii) Having reviewed diff types of ads pupils will define advertising

2. Resources

- (i) Cuttings from Newspaper, Woman's Weekly, Neil's notes
- (ii) Cards, felt pens

3. Procedure

- (i) Pupils individually to sort cuttings and write captions to label each category
- (ii) Look at each others groupings
- (iii) Discuss and justify personal groupings

T It is. That process is typical. The process is typical in that I do try to think, to look at well the ah, I mean bearing that resources are often a bigger problem than they were here, greater or lesser problems .. But then I just drove through, mentally ordered this. I mean my workbook, wherever it is, is just full of notes, its doing that, and the plans from that.

R Now when I look at objectives here though. Would you, this may be a typical in the sense that you really did this back here, and this is really just an elaboration of that point. Or would you, at this endpoint, mentally tick those objectives off in your mind again.

T Oh yeah, yeah. That's always my starting point. It always a starting point you know. I'd always come back to that.

T Yes, these are resources I'd use. Newspaper, Woman's Weekly, Neil's notes, ah cards and felt pens for the labels there. I actually used pieces of duplicating paper on that.

T And then this was the steps I was actually going through the lesson.

R This was the specific steps that they would .. You'd have them to look at the ones they came up with. Was there any discussion envisaged at that point, or did you have in mind, simply to observe the ..

T Oh yes. I'd certainly. Mhm.

R That's here. They'd do this individually, or the pairs who'd worked together, or

T That's where I come in. That's one of the decisions, I was .. that I left to one of those that didn't really matter .. whether they did it individually or otherwise remember. It didn't really matter. Remember the approach didn't really matter at all. But having .. if they were going to make a label, they had to justify you know, why all those advertisements, all those cuttings.

(iv) Jointly make one display
of labels
Other forms of advertising

- R So it's really a description of the kids behaviour.
- R Jointly make one display of labels. Now was this to be a summary sheet or chart, or
- T No, the thing was that they each, in this case, each pair came in with oh, say 7 or 8 different categories of labels. Now, no I, the first pair laid theirs out in a line along the room, and when the next pair came in, if they had some that were the same level, they just put them on the top of the pile of the cuttings with the label.
Otherwise they added to this.
- R So the actual procedure you're describing, of the kids laying out them, and the others coming in and over-laying them, where necessary, was actually thought through.
- T Yes.
- R As part of that statement there.
- T Yeah.
- R Other forms of advertising. Was this a mental note later, to keep your mind open to possibilities you hadn't envisaged in the way of categories?
- T Not really. I was thinking more there were forms that they probably wouldn't come up with from doing that that we could also discuss.
- R I see. So, in a sense you were thinking of another topic, were you? Categories that weren't represented in those ads?
- T Yes.
Did you go in there having a set of categories in mind that you did really want, say in terms of display ads, or represented classified or general groups of products, or had you sort of left that
- T Not, not completely, I didn't go in with a complete set of all the different forms there were
- R But you did have some basic categories in mind.
- T Yes, oh certainly
- R And if they didn't come up with them, would you try to make sure that they were discussed?
- T Not necessarily
- R So this would be one of those conditional decisions.

R You might consider other forms - other than those they work out .. but you weren't committed to doing that

T Oh .. well I did intend go beyond these magazine and paper ads. But I hadn't decided what other types.

R This didn't concern you?

T Not really. Just the fact that I thought we should consider other types.

R Where did you get those from? Had you just, had you used the material I gave you.

T I must admit, scanning through the material that you had, drew my attention to. Sort of for the, believe it or not, those little —— ads. The "For Sale" ads and so forth were one form of advertising that I thought of. By golly I must think of those.

R When did you go through that material?

T Oh initially at the same time as you gave it to me

R You just had a skim through

T Yes and flipped it over

R And thinking that day, by golly, I must get those resources ready. That stuff that Neil's got here

R So you thought of using some of that material as material for the lesson?

T I thought so then, but I changed my mind later.

R And what you got out of that were just a few category possibilities, category names. When you went through there, did you notice anything and mentally say to yourself, well that's material more for lesson two or three

T No no. Actually I didn't particularly want to be too influenced by that, partly because I wanted oh more realistic data - rather than photocopied stuff. Secondly, I saw in there it had a sort of suggested approach to advertising. A topic, a way for taking the topic, and I didn't particularly want to be influenced by that. And I left that, because I could think of two or three resource books on my desk now that have got language units for children, advertising that I could have used.

R For planning ideas?

T Yes.

R You came to that conclusion when you first looked at it?

T Mhm.

R And what about these other books? Did you make use of them?

T No. I didn't really need to.

R Okay. Let's go back to these other forms of advertising you mentioned. What sort of categories were you carrying in your mind beforehand?

T Oh

R Media types and so on?

T Actually the classified ad type of thing. The entertainment type, the product sale. The consumer. Those sorts of things

R But there was no, you didn't sort of draft up the sort of categories that you would aim for during this

T No

R Whereas some people have spent quite a lot of time here, playing around .. I don't think Carol will mind .. you will see that type of thing. Just playing around, getting a pattern of categories

T No. What would have been clearly in my mind at that stage would be that the children should categorize. That would be paramount.

R Without weighing up

T That I didn't have the complete classification of all ads didn't worry me in the slightest

R Well, that's quite interesting .. because you see some people went through a very extensive process of laying out the categories and when you come to the within lesson decisions, this seems to work for and sometimes against them. Because some of them said. I went in with these categories in mind, those were the ones I was going to get, and the kids were producing quite different categories, and they were thrown

T Right. Now that would occur to me .. I would do that in my planning if I had deliberately used a different strategy. If I was teaching by an Ausubelian approach, I would have come in with a complete set

R A little bit like this

T I wouldn't have come in without it in reserve. But in this case, it didn't matter. But what did matter was that the children should categorize.

(7) Review and discuss
adverts and come to
one agreed definition of
advertising

- R And finally. Review and discuss adverts. Review, that's a word that can have more than one meaning. Did you mean there - did you have in mind the kids looking at the groupings, viewing them, - or were you thinking of a question/answer sequence, a sort of method you would use there perhaps to check whether everyone knew what groupings you'd all managed to come up with before going on to the definition.
- T I was just thinking of them looking at them, using that as the data to work on, to see if they could come up with a definition.
- R And there would be a discussion at this point?
- T Yes.
- R Ah, and you were wanting to get a concensus on the definition. One that everyone would agree on.
- T Yes.
- R So that's a sort of criteria that you've got in mind. The definition had to be one everyone agreed with. Okay. Did you have a particular definition in mind yourself .. including certain points that you wanted the kids to come up with?
- T No. Like the categories. I hadn't worked that out.

PLANNING RECORD - LESSON TWO

Techniques used to attract attention
identify - list oral or written

Resources 1. Marland
2. Shoehcimer

PLANNING RECORD INTERVIEW

- T It was about 25 minutes
- R Now it says here, techniques used to attract attention - identify
- T List oral or written. I thought well this is what they've got to do. That's what. List. Will I have them say them or will I have them write them down later.
- R So these are references, both references to actual children's performances. There are two things involved. Identification and listing?
- T Yes. But this was just floating at that stage. I'll leave it to later to decide.
- R You were unsure how you would like them to respond?
- T Yes.
- R Resources.
- T I didn't wrap it up yesterday because I was really hung up on my resources. I didn't want to come back with my newspapers and glossy magazines again. I thought I'd find something different. And so this is what resources I had. Just the two books. The Marland book which is that language.. So you know, that's the one that had the handouts in it. That's the learning activity package on advertising. And Shoehcimer which is the language book
- R Did you actually look through them at that point?
- T Oh I had already
- R Oh you had already
- T Yeah, because I had actually .. yeah well for a couple of days. Ever since you told us that .. a couple of days before I'd been thinking about you know resources. I wanted some resources. I wanted to get away from using the same resources over again .. use something different.
- R So you'd had a skim through there prior to actually generating the plan.
- T Oh heavens, yes.

- How directive?
- Scan all data - own ideas? or Directive - step by step (Gagne)

R You went through the book and had a look?
 T Yeah.
 R But not making any decisions really at that point. Just seeing what was in there?
 T Were they adequate for what I wanted to use them for.
 R Did they have potential?
 T Right
 R Was their potential for materials that you could actually use in the lesson, or were they a possible source of ideas for your plan?
 T Both. Mainly T was looking for examples of different techniques, but of course it was the ads that gave me the ideas about techniques - the different types.
 R You didn't make a list of techniques and then go and try to find examples of ads that used them?
 T No. I did both at the same time really.
 T I just thought there how directive am I going to do this whole thing. I can either have the children scanning all the data and coming to their ideas about it all, whether they are right or wrong, but at any rate formulating their own ideas about what they might be, or will I be directive and highly structured, and use a more Gagneian approach - task analyze the whole thing and deal with it in a step by step procedure.
 R Laying out the techniques like .. and you'd systematically .. you're role would be far more directive.
 T Yes
 R I would code this teaching mode because you're thinking about how much structure there'd be .. so you were weighing up whether,
 T Right. Exactly.
 R Whether under your control or under their control. Now, that .. you were just weighing it up
 T Yes
 R You hadn't come to anything..
 T Those were my first thoughts, I was thinking of. Then I ruled a line and I start planning. I will solve that .. having the children, exactly what the pupils do, exactly do .. my resources, and how directive I will be. I would solve those three when I actually plan. So I started planning.

1. Use Shoemaker to show range of adverts
Discussion - what technique used to attract attention

R Your first thought is you'll use the book
T To show the major advertisements and we'll discuss what technique is used to attract attention.
R Now were you envisaging doing this by simply opening to a particular page showing an ad and asking a question of them .. which technique? Or were you
T That would have been the first decision I made, probably at the moment, because I actually said to the children "Put your finger on what appears to be the most effective".
R Right, so I think what you're saying is you know that there is going to be a discussion of ads that you show the pupils, but you really didn't at this stage draft the questions you might put to set this off.
T No no.
R So all you've drafted is your method but not your tactics?
T Right. Absolutely.
R And that refers to the topic of the discussion. You'll discuss what techniques are used to attract attention, in that particular ads you might show them
T Yes
R Ah, did you choose any ads at this point?
T No, I didn't.

2. Use Marland Set 3 D (Blank out -
Bland out other ads. E)
Read ad
Uses - Appeal to be healthy

T Right, from there on I went on to that set, that Marland set and this is what I would do. I would use Set 3, number D - I'd read the advertisement. It uses appeal to be healthy to sell the product.
R That would be the point that you wanted ...
T Right.
R To come out of that particular one. You wanted the kids to come up with that?
T Right, right.
R And blank out?
T I was just going to cover up some other ads there these ones.
R I see.

1. Use Shoehimer to show range of adverts
Discussion - what technique used to attract attention

R Your first thought is you'll use the book
T To show the major advertisements and we'll discuss what technique is used to attract attention.
R Now were you envisaging doing this by simply opening to a particular page showing an ad and asking a question of them .. which technique? Or were you
T That would have been the first decision I made, probably at the moment, because I actually said to the children "Put your finger on what appears to be the most effective".
R Right, so I think what you're saying is you know that there is going to be a discussion of ads that you show the pupils, but you really didn't at this stage draft the questions you might put to set this off.
T No no.
R So all you've drafted is your method but not your tactics?
T Right. Absolutely.
R And that refers to the topic of the discussion. You'll discuss what techniques are used to attract attention, in that particular ads you might show them.
T Yes
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T No, I didn't.

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R That would be the point that you wanted ...
T Right.
R To come out of that particular one. You wanted the kids to come up with that?
T Right, right.
R And blank out?
T I was just going to cover up some other ads there these ones.
R I see.

3. Use E
What used here
(Body - image)

- Record on
chart
Ter record

4. Use F

Technique - feminity
- language
- luxurious living
(candlelabra)

T And it goes on all the way through after that you'll see. I've said, then picture .. another picture in there. Picture E. What's used here? - the body image. You know, big strong healthy person

R So this is a question you'd ask of each one. What's being used here

T Yes, something along those lines

R Record on chart .. teacher record. Your own actions? You'd keep a record of their responses

T Yes

R And when you say teacher record? Does this mean the record is for your benefit rather than the children's?

T No. I thought we'd probably want to go back over them at the end, so the best thing was to keep a chart like this. It was for their benefit and mine.

R You actually envisaged everyone being able to check back over them at some stage .. be able to see what techniques had been identified?

T Right. Right.

T Ah picture F, I use for, appeals to feminity, the language used, luxurious living, and these are the things I want to come out of it.

R You wanted to elicit from them

T Elicit from the children, right, yes.
In actual fact they didn't pick up some of those

R But you had these in mind. What .. as you were going you were in a sense checking off, or

T Right.

R Prompting perhaps or steering towards

T That's exactly what I had in mind. Right. Steering them towards that sort of answer

R Now, for instance, in the first one .. did you get that? Did you use that picture? Did you get it ..

T Yes. Instead of healthy I got fit. Health

R You used this one and you got your image notion?

T Yes, yes we did the big body idea.

R You used this one (F), and you got ..

T Ah, we got, yes attractive, having money, and going out to dinner in a restaurant.

5. Use I
Technique - popularity
6. Use C + D Sheet 4
Elephant and spelling - humour

R ..So you were getting at them in a different terminology
Ah the record on chart. Teacher record. This
actually

T Now later I thought. Later I thought yes, I will
keep a running record. That happened a bit later.

R And this is the next one. Use I

T Use ah, this one. Ah this is the one .. (Ind)

T And then I chose C and D, Sheet 4. The elephant was
being squashed. That was the humour one. And the
mis-spelt words. Father Christmas.

R You hoped they'd notice those. There'd be two
techniques there really I suppose. The mis-spelling
would be a type of discrepant event, potentially ..
and then the humour .. distinct from that

T Right .. two things there.

R When you skimmed through this book, what was the basis
for taking these ones out, and not having others.
Did you think that the kids would

T Respond readily

R They were more blatant

T Yes, and the other techniques I discarded because they
were either too adult, or not part of their world.

R Could you give me an example?

T Or they were repetitive. They were the same sort of
thing over again.

R This, it's been very interesting in the second lesson.
You see, some have simply gone in and generated a list
of the techniques they want to come out. They've
actually got in there and found that they're rather
more subtle than they realized.

T The word subtle is a very good one. I'm trying to
think of one, one that illustrates, from the resources.

R No, don't worry. No I'm mainly interested in that
you went through and you were saying to yourself,
saying no, that that's either repetitive or the sort
of technique that's really involved is a little beyond
their comprehension

T Yes.

Return to original picture

9. Write an ad having one of the techniques

- R Was this a conditional sort of thing?
- * T No, I wanted to ask the question, what other techniques are used
- R At that point
- T And I expected those two answers: And got .. It was at that point that I was going to try.
- T Then, this morning, I put in this point here. I put in that I'd return to the original picture we started with in that book, and say, right now let's look at some of the other pictures we didn't pick out first of all and apply those. What, which of those fit the other pictures in the book.
- R Sort of discrimination?
- T Which was really testing that they knew their techniques well.
- R So that was the purpose, of going back to that picture, for you to check whether they really did understand those, they could identify them.
- T Yes, yes. I used this to, these were, two there, in this case the pictures we began with
- R And did you actually have those statements you mentioned in mind? Let's look at the other pictures and so on?
- T I did. I was aware of what I was going to say. Not necessarily exactly those words - but along those lines.
- R Write an ad having
- T Showing one of these techniques. Which was following on.
- An Application task.
- R They'd do this individually
- T Yes.
- * Followup check re teacher actions in mind for these points. Confirmed.

T topic. I was clearly troubled by it. Now normally a man should, but a man who felt very shaky on this one, I must admit, but normally a man would think that would be dealt with last, believe it or not. Because we'd begin with their idea of advertising, its good features, it's not so good features, it's helpful features, it's not so helpful features, and that sort of thing, and finally as a result of all this data, come through. The questions towards the end would have been ones that evaluate this, is it always a good thing?

R So just to clarify this finally - you noted these two words. They represent part of the topic that you want the children to pay particular attention to?

T Yes.

R And did you at that point actually envisage giving them some sort of information, or giving them a direction so that they would be aware of them.

T I hadn't really thought about that specifically. But I knew I'd do something.

R Okay. So you'd do something to achieve that end, but you had drafted any moves in your mind then?

T No, definitely, no.

R Pre-establish objectives

T Well, that was what I thought I was doing. I just thought, well, I must, I must pre-establish exactly what I'm going to do in this. In short, I must set a task. Ah, set a task there .. beg your pardon, ah set task. This bothered me for a bit, because I wanted to set this up before the lesson. And I actually, during the weekend, I rang you about this as to whether it was fair play or not, but I decided it was the usual thing I do. That I can think of two or three instances where I'm going this for today for instance. Where I'm having children doing setting up things. For instance we're doing ... So I well, I thought now I will set up the task before this lesson with these children. Have them do some work before the lesson.

2. Pre-establish objectives

Set task

Have review ads - TV
- Newspaper
- Magazine

(Influence of 'smoking' unit?)

always get examples

give examples - oral
role play

1. Examples. always + good
direct to word good

decide on good aspect first

Let always float of discussion
on good

R

T And then I thought, well we have to have the children review advertisements. We've got to think in terms of TV, newspapers, magazine advertisements. Now I thought by the way there'd be some influence of the smoking unit that Carol did, that might come through here.

R So you wanted them to review some ads, which meant for them to look at some ads

T Mhm.

R And to get some examples of what they thought were good ads. Right?

T Mhm.

R And you were thinking ahead, well in the lesson, you'd get them to give these examples they'd found. They could give some orally and you were thinking also about the role play perhaps they might bring some back and role play

T Now always is .. I was hung up on these words always and good. So I thought, let's get some examples of where it's always a good thing. Perhaps we'll have the children give examples, oral examples and role playing possibilities. Right.

R Just possibilities, right?

T At the moment I thought this is okay

I thought, well okay. Then I can always start off with examples. Start off with discussing this always and good words. And we'll look at some good aspects of advertising first. Let the word always float, because of our discussion of the word good, I don't think we need to discuss this always word here.

R And you were contemplating a discussion of the word good then

T Yes.

R You're sort of suggesting that you're going to somewhere - the word always is going to be touched on by you.

T Well, yes. Well this is where my thinking .. this shows my thinking because these words were key words initially, and then this is how my thinkings going. We'll begin with the word good and as I was thinking about the good and bad aspects of advertising, will they not somehow not subsume .. but they will also cover

2. Begin with good - not good examples

+ good examples

(Why 'always'....?) - Neil

T the word always because ..
R Were you thinking that this is inevitably going to come up as an issue. If you say advertising is good, you ultimately have to ask the question always good, bad.
T Mhm.
R Were you looking toward an end, sort of conclusion where you want the kids to ..
T Oh yeah. Most certainly
R To come up with a balance .. sometimes, rather than always
T Right. Yes. But I thought that the discussion on good, by focussing on the good part of it, good and not good, I would also invariably be covering always and not always.
R That's going to come through as an issue
A topic for argument or discussion.
T No, I think .. yes, yes, it's going to come through. Yes.
R So you're going to lay out good advertisements, but the kids are probably going to, or you're going to query .. these look good, but are they always, good
T Yes, except that I'd say that the other way round. I'd say that in our discussion of good and not good advertisements, we'll automatically get on to always. That bugged me for a little bit actually. In fact, I somewhere, yeah, why always. Neil. Ask Neil. Why did he include the word anyway. Was it necessary
R Will I start with examples. No direct to the word good. Right back to it again.
T Mhm.
R So that's what I've got to do first?
T Yes
R And then, decide on the good aspects first. So you've decided you're going to cover the good aspects first
T Mhm.
R So you're going to deal with these two words and then start getting some good aspects that might come out of the task. Let always float. It will come up somewhere in the discussion of good.

Data = children selected ads
 +
 teacher ads use for

Action

Slogan	
Good - Health - e.g. -	Not Good

- content
- inference

- T Mhm.
- R Still playing around. Begin with good. And then this means not good.
- T Yes, move on to. Sorry as a result of, that means move on to
- R And this is sort of repeating the idea in your mind.
- T Now the data. I thought, well the children can have some selected advertisements, and some teacher advertisements, which we'll use to cover it in this sort of way.
- R When you say, children's selected ads, ones that they recalled or they've
- T Either recalled or collect. I'm still pre-thinking on this. Right. I'm still just thinking. And then I thought we'll go back to the collection of ads business again. Recollection and literally torn out from magazines.
- T And then I thought of my action in terms of having your key ideas here, righto, (indicates recording sheet used in lesson), that we'd have some good points here and some not good points down here.
- R So at this point you'd decided on using this type of recording sheet, and you'd record particular answers
- T Mhm, and we'd better think in terms of the content and the inferences made by not good.
- R When you say inferences made by not good. I'm not sure ..
- T I mean implications actually
- R Implications of ..
- T No, of the implications of advertisements. Instead of saying your maths will increase if you buy a calculator, they imply this by saying ...
- R I get it
- T The use of inference in advertisements was a point that I thought I'd bring up at this stage. Then I thought
- T Well any role play possibilities here. I'll just
- R That's still just floating through your mind
- T That's still floating through my mind. I haven't started planning yet. These are just ..

LESSON THREE

Lesson Introduction

1. Advertising is always a good thing

review word good
(how play always)

(Additional notes from questionnaire interview:

T No, but I put it here (planning record sheet) when I was thinking about it. I thought, role play
Now, perhaps this is just something I kept in my mind, role play possibility

I was aware of one, two of the kids that will turn on .. they're used to it so to speak. They will role play something at the drop of a hat. And I had said to them .. yesterday, "If you've got any role play possibilities, if you have, then bring them along." I left it at that. Well it happened they did. They had thought of one, and they turned it on for use in the lesson.

T Then I got down to my plan .. lesson. This is my first plan right. I'll begin with your key idea

R Meaning you'll tell them that this is the idea they'll have to discuss, think about?

T Yes. Exactly.

T ... Review the word good, translated to kids terms, well my learning intention was that children should be able to define what is a good advertisement, or rather show me examples, I beg your pardon, of what is good advertising.

R But in advance, they need to know that this is a sort of critical thing in terms of the task

T Exactly. That good equals useful rather than glossy and bold. That good means, yeah, useful, informative, meaningful and those sorts of words, rather than

R But there seems to be the sense that there is a point at which you're going to re-examine that statement, and in advance you're alerting them to the fact that when they re-examine that statement, it's likely to be in terms of

T Yes

R The word good

T Yes

R In particular

T Yes.

2. Let's review your list
Select one (Carolyn?)
+ discuss her list

R And you'd decided to leave the word always to float a bit. You think it might just dredge up in your discussion

T Right. . Yep/righto. No, their judgement is going to be in terms of advertising, in terms of advertising is a good thing. Righto.

R So you wanted a review of the word at the outset?

T Mmhm.

R Review - meaning a discussion, or your telling them about the word and it's significance.

T Probably coming from me.

R You'd make a few informatory comments about it?

T Yes

R It's funny. You were hesitant all the way through about the word always. You thought will, I, won't I. So here, how play always

T Mmhm, yeah.

R You still hadn't made up your mind whether you'd actually

T The man was bugged I tell you. The man was bugged about that statement. He really was. He was really hung up. He thought by analyzing it, he could first of all deal with it in terms of good things, good adverts. Whether it's good or not. And throw in the always afterwards. To handle that as it was, was difficult.

R Then, what a statement from you. Let's you review your list.

T Now, let's review your list was that I had pre-organized everybody to make a list like this chart here. And I did that yesterday.

R You decided that that's what your pre-lesson task was going to be ... the setting up one

T Yes, so they all had with them today a chart like that, that had good and not good written on it. I'll select one, say Carolyn.

In actual fact I didn't

R Why did you put Carolyn. She was just one of anyone? Or is she .. she was dependable, she'll have a long list?

3. Review others and discuss
(Presume good and not good ads)

(Will I give an ad as example
for discussion?)

good

water safety
traffic safety
information - sports day
gala day

T She is dependable. She'll have a long list. It'll be a good starting point. In actual fact I didn't use Carolyn today. I used someone else. Sonia to start off here.

R (Comments re references to indiv pupils in plans.)

T I do that though frequently

T Ah we'll discuss her list with the group and then bring in the others. Right, in short what can .. you review others lists and discuss it with them.

R Right, so you work right through her initially

T Yes, then

R You wouldn't feed in references to others while you were working through Carolyn's.

T Oh well, yes, of course I would. Yes. It could be involved. What I would say, well okay, Carolyn, let's have a look at your list. What are good features of advertising.

R Did anyone else pick up the same

T Oh yes. Yes

R Review others and discuss. Right. Anyone else got other ideas beyond these thought up by Carolyn.

Presume good and not good advertisements. Why did I put that. I think. Oh, that's right, that's just me. I presume for this classification that there is a classification of good and not good in their lists

R There are features that you can pull out.

T Right.

R You haven't given them an impossible task.

T Right, that's it. They will have been able to find .. pick up bad as well as good features

Will I give an ad for an example for discussion.

Question mark. Well at that stage, well I thought, we'll see how things go.

R When you say 'give an ad', do you mean showing them an ad, or telling them .. describing an ad to them. Did you have any particular actions in mind at that point?

T Oh yes - having a type of ad to mention to them. This is what I did later. I just thought up some types.

4. Return to quote
 What are the important words
 about advertising
- | | |
|---------------|--------------------|
| - <u>good</u> | Gala Day coming up |
| <u>always</u> | - say a good ad |
| | bad ad |

5. Rewrite statement
 give oral example

R And these were possibilities that you were going to take in.
 T Oh later I did.
 R Later you did.
 T Later, I went through this yesterday. I've got my times and dates down here. I went through this yesterday and said, yes. That's my ads, I'll get for good .. water safety, traffic safety, information about sports day and gala day. I will do that. That's a change I made.

T Return .. Now I scrubbed that later on in reviewing, and went on with this gala day. Can you say a good ad. Can you say a bad ad for our gala day. By good ad I mean showing good features .. and bad features.

R Say a good ad .. You're thinking of what you want the children to do, or your own statements to them.

T Both really.

R And you scrubbed that because of what .. repetitious of this concern you had

T Right.

R But you had considered asking this question, hoping that they would come up with good and always

T Right.

T Right. Return and rewrite this statement. Give an oral example of that first statement that advertising is always a good thing. Now can you restate that in your own words more accurately then as a result of that discussion.

R Rewrite. So you are thinking about the kids performances at this stage .. restate more accurately

T Yes

R and the fact that you want them to give their restatements orally. Were you actually thinking about the specific direction you'd give them. You know, was the sort of phrasing you've just used, can you restate in your own words more accurately, going through your mind then.

6. Final when next see ad,
what basis for review

T Not specifically. I think it was really what I wanted them to do at that point in the lesson that was in my mind.

T And then, finally, what .. when you next see the, an advertisement .. gee I made a few decisions through this lesson. Oh, when you see an advertisement, what, you know, what would be the basis for your review. At which stage, they're supposed to come back to the charts.

R So this would be a finish-up question you'd put.

T Right.

* Now you mentioned coming back to the plan .. that's October 17, and you went over it. Oh yes, something I didn't get clear on. The examples of good ads, water safety and so on. Did you think of those in the first formulation of a plan, or in the review

T In the review. I decided then, yes, I will try and cover a few examples of good ads.

R When you say these are the ads you want to get, you're meaning you want the kids to actually come up with them as examples.

T Yes, if they could with a bit of prompting. Otherwise I could mention them. Did you anticipate at that point that you might need to prompt them?

T Well, yes. If they didn't come up I'd need to

R Any particular way of prompting in mind?

T Not particularly.

From Lesson Review Interview.

T The funny thing is I have presumed in my plan they would not mention those things as a good feature. I don't know why I did that. Because it, the same thing applies that there are other good features of advertising that I have not included. There could have been other advertising about ..

R And you didn't work out any additional sort of bad categories to pick up. You only did it, this in respect to good

T Yeah.

R Will I give an ad as example for discussion
T Oh I came back to that, .. the actual lesson goes
like down to here. Then later on it comes back to
that. Why didn't I expect that to come out of one
of their good points. I didn't for some reason or
other, which is strange.
R And as I say, you've got review good and not good
ads. You've put out here to the side, good, and
you've got those to pick up, but nothing over here in
terms of bad.
T No, actually I thought there'd be so much bad
R So much bad it would obviously just come up
T Yeah, that it wasn't necessary for me to be attentive
to that
R Most people have found it difficult to get a very big
list of bad ones. You sort of get dishonesty which
subsumes quite a lot of them
T I thought there'd be a long list of not good, the bad
R But there isn't.

APPENDIX D

DESCRIPTIVE SUMMARIES OF DAVID'S
PLANNING FOR LESSONS TWO AND THREE

PRE-LESSON PLANS - DESCRIPTIVE SUMMARIES: DAVID

Lesson Two

David's first planning thoughts were focussed on Materials. He wished to use a different set (Evaluative Criteria - Materials) to those used in lesson one.

"I was really hung up on my resources. I didn't want to come back with my newspapers and glossy magazines again. I thought I'd find something different..."

(PRI - 2)

Conscious concern with this aspect extended over several days prior to the main instance of deliberate planning that proceeded the lesson.

"This time yesterday was the first time I got on to this, because lunch time and after school the previous days, I was as I say, wandering around and seeing what we had, and asking people."

(PRI - 2)

In this period, several options were considered. David talked with colleagues, checked material in a personal language text, and examined materials held in the school library. Several Evaluative Criteria - Materials in his mind dictated and guided this search for suitable resources, and as will be enlarged on later, he was "uptight" about this aspect of the lesson.

"I was uptight about resources that were involved here. The idea of the relative techniques. I thought, well, we're dealing with an abstract form which I want exemplified in a sort of labelled or concrete manner."

The day before the lesson, in a single period of deliberate planning, he formulated an overall plan for the lesson. The prescribed Learning Behaviours were brought to mind, and the possible Response Mode considered ("list oral or written" - PR - 2). No decision on response mode was made at this point. Two books that would provide Materials for the lesson as well as a Data Source for planning ideas were then finally decided on. David had not completed the planning previously because of the indecision about material resources that he had been experiencing. The indecision was largely resolved when he came across a package of materials that fulfilled the evaluative criteria in mind.

"They obviously preselected those as examples of particular techniques. And I thought now, if I get a Woman's Weekly, and take a page out of there, ...more at risk because there might be a dozen techniques embodied in one advertisement. And I'd rather pick out ones that obviously had one technique at a time where possible. That's why I chose that book. I was limited to that sort of thing."

(PRI - 2)

e.g...that was awkward. I wanted to clearly show the techniques. I wanted to get, as you say, an advertisement that showed a great strong muscle man, that clearly portrayed the beautiful body image, without a whole lot of other attributes as well."

(PQI - 2)

The next consideration was Teaching and Learning mode.

"...just thought here how directive am I going to do this whole thing. I can either have the children scanning all the data and coming to their ideas about it all whether they are right or wrong, but at any rate formulating their own ideas about what they might be, or I will be directive and structured, and use a more Gagneian approach - task analyse the whole thing and deal with it in a step-by-step procedure."

(PRI - 2)

As with response mode, no decision was made on mode at this juncture.

A series of thoughts and decisions then followed, shaped by the earlier choice of materials and the general learning outcomes that had already been identified. In relation to the use of one of the books, Means decisions were explicitly made about Teaching Method (Discussion), Topic Focus (techniques used to attract attention) and a Teacher Action (show).

The second book was then referred to, and David went systematically through the material, selecting and rejecting illustrative advertisements on the basis of particular Evaluative Criteria. The latter included, his estimation of the likelihood that the children would be able to identify the technique, the association of the advertisement with adults' or children's typical experiences, variation in the techniques exemplified, and the number of techniques incorporated in the advertisement. Unfortunately he did not record these criteria at the time he actually had them in mind.

David specified and recorded the particular examples to be used and identified the answers he hoped to elicit when each was presented. Particular teacher actions were envisaged in relation to several of those materials.

- e.g.
- | | | |
|----|----------------|--|
| 3. | Use E | |
| | What used here | |
| | (Body - image) | Record on
chart
Ter record |
| 4. | Use F | |
| | Technique | - femininity
- language
- luxurious living
- candelabra |

(PR - 2)

The succeeding clusters of thoughts associated with the specific materials selected are as follows:

- Materials, Teacher Action (Other), Teacher Action (Read), Evaluative Criteria (Learner Responses), Timing
- Materials, Teacher Action (Question) (Scripted), Topic Focus, Evaluative Criteria (Learner Responses), Timing: Materials ("chart"), Teacher Action (Record), Teacher/Learner End-State (Knowledge of Actual Learner Behaviour)
- Materials, Evaluative Criteria (Learner Responses), Timing
- Materials, Evaluative Criteria (Learner Responses), Timing
- Materials, Evaluative Criteria (Learner Responses), Timing
- Materials, Teacher Action (Direction), Teacher Action (Question), Timing
- Teacher Action (Question), Topic Focus, Timing
- Topic Focus, Teacher Action (Question), Evaluative Criteria (Learner Responses), Timing

* It should be noted that that one of the questions formulated was likely to be used several times (R. "So this is a question you'd ask of each one 'What's being used here?' T. Yes, something along those lines.")

David then thought that limitations might be imposed on topic coverage if only topics arising out of these materials were to be discussed. As a consequence, he formulated a Teacher Action (Question), that required the children to focus on "other" advertising techniques not represented in the materials he had chosen to use (Topic Focus). The Timing of this question, and the Evaluative Criteria for Learner Responses that he hoped to elicit with the question were envisaged.

Thoughts about the final section (Timing) of the lesson involved consideration of a Learning Behaviour not prescribed by the researcher. ("Write an ad having one of the techniques" PR - 2). Response Mode and Evaluative Criteria associated with the response being sought was envisaged. This completed the main period of planning for the lesson.

On the morning of the lesson, David's thoughts briefly returned to the lesson to come, and he envisaged a further sequence of events for the final phase of the lesson.'

(T) *Then this morning I put in this point here. I put in that I'd return to the original picture we started with in that book, and say, right, now let's look at some of the other pictures we didn't pick out first of all and apply those. What, which of those fit the other pictures in the book?*

(R) *Sort of discrimination?*

(T) *Which was really testing that they knew their techniques well.*

(PRI - 1)

David confirmed the researcher's impression that this further Learner Behaviour ("apply"), might be intended to allow him the opportunity to assess (Teacher Action - Judge), the children's knowledge of the techniques (End-State: Teacher Knowledge of Learner Behaviour). Other categories of thought associated with this final instance of planning were Materials, Teacher Action (Direction), Teacher Action (Question), Topic Focus, Timing.

Lesson Three

David's first planning thoughts occurred two days prior to lesson. His attention was directed initially to the lesson prescription statement (Learner Behaviour). He mentally noted two words within the statement (good, always) that he considered significant and a prospective Topic Focus. He recorded the fact that he had envisaged directing (Teacher Action - Unspecified) the children's attention to these words, with the apparent intention that they be alerted to the fact that these words had significance, and would be considered in the course of the lesson (End-State, Learner Knowledge of Intended Topic Focus). David may also have intended to indicate the nature of the key learning behaviour and associated topic focus, but this was not unequivocally established in the course of the interview.

Thought then shifted to the possibility of having the children undertake a task (Learning Behaviour) prior to the lesson, which would require them to examine some advertisements (Materials), and identify and collect examples of advertisements that they considered 'good' (Evaluative Criteria - Learner Behaviour). David felt that such a task was necessary because:

"I think the ideas put forward for critical evaluation need more than instant lesson discussion. That it needed a bit of pre-thinking about." (Evaluative Criteria - Data Source)

(PRI - 3)

It was envisaged that the children would present (Overt Response) these examples during the lesson, and both the Response Mode ("oral presentation/role-play", PR - 3) and the Evaluative Criteria for this Learner Behaviour was considered ("so I thought, let's get some examples of where it's always good", PRI - 3).

David then considered the opening events of the lesson. He thought that the examples the children had collected (Data Source) would be dis-

cussed in the first (Timing) Phase. Discussion (Teaching-Learning Method) of the words 'always' and 'good' (Topic Focus) would, however, be the opening move (Timing). This was in turn reconsidered, as he thought that the children's attention should be first (Timing) directed to the word good (End-State: Learner Knowledge of Intended Topic Focus), as the succeeding discussion would be initially focussed on good aspects of advertising. It was decided that the word 'always' (Topic Focus) would inevitably surface during discussion, and thus he would not need to deliberately direct the children's attention to it.

"I thought that the discussion on good, by focussing on the good part of it, good and not good, I would also invariably be covering always and not always."

(PRI - 3)

The Timing for the Topics this opening phase was then confirmed in his mind. He also recorded the fact that he had mentally queried why the researcher had, in fact, included the word 'always' in the lesson prescription statement.

Attention then shifted to the type of data (Data Source) that was to be considered. The prospect of discussing advertisements that had been collected or recalled by the children, or those presented by the teacher were considered as possibilities. No definite decision on this aspect was made immediately.

David's thoughts were next directed to the act of recording response (Teacher Action - Record) on a recording sheet (Materials), the format of the latter being simultaneously envisaged (Evaluative Criteria - Materials). This prompted, in turn, consideration of a further Topic Focus for discussion ("*the implications of advertisements*"). The possibility of the children presenting examples by role play (Overt Response, Response Mode) again emerged in thought as a possibility, with again no definite decision being made.

Unrecorded on the planning record were several further thoughts and decisions that occurred later on the same day. These were concerned with the task David had contemplated the children doing in advance of the lesson. He decided that they would be asked to look at advertisements, pick out what they felt to be good and bad aspects (Learner Behaviour, Evaluative Criteria - Learning Behaviour), and make a written record (Overt Response, Response Mode) on a recording sheet identical to the one that he had already considered using (Materials).

David reviewed these previous planning thoughts the following day,

making a final formulation of the key elements for the forthcoming lesson. The plan now assembled represented a relatively clear, ordered set of specifications for the lesson. Succeeding phases of the lesson were demarcated by shifts in data focus, learning behaviour, teaching actions, topic focus and the specific learner responses being sought.

Mentally laying out the succeeding elements of the lesson, (Timing) he decided to begin the lesson by indicating (Teacher Action - Inform) the statement that is to be the central Topic Focus for discussion. He then envisaged commenting (Teacher Action - Inform) on the word 'good' (Topic Focus), (Timing). The word 'always' remained a source of uncertainty.

The man was bugged I tell you. The man was bugged about that statement. He really was. He was really hung up. He thought by analyzing it, he could first of all deal with it in terms of good things, good adverts. Whether it's good or not. And throw in the 'always' afterwards. To handle that as it was, was difficult.

The phrasing of the Teacher Action (Direct) that would initiate the next phase (Timing) was then envisaged. Other thoughts associated with this next step included Teaching Method (Discussion), Data Source and Topic Focus ("Carolyn's list").

A Data Source shift and associated (Timing) was next identified ("Other's lists"). David's thoughts continued to be focussed on the data source as he wondered whether the children would have been able to "*pick up bad as well as good features*" when they had completed the pre-lesson task. With this in mind, he wondered whether to "give" (Teacher Action - Unspecified) examples of advertisements himself as a Data Source for the discussion. A decision was not made immediately.

His attention then returned to the prescription statement, and the decision was made to ask (Teacher Action - Question - Scripted) the children to identify the important words in it (Topic Focus). The responses (Evaluative Criteria Learning Behaviour) sought were also in mind again ("GOOD", "ALWAYS"). A Learner Behaviour and associated Response Mode ("Rewrite statement, give oral examples, PR - 3) denoted the next stage in the lesson (Timing). The conclusion of the lesson (Timing) was identified by a Teacher Action (Question) and its associated (Topic Focus) ("Final when next see ad, what basis for review").

An additional Learner Behaviour was envisaged.

(T) ...and went on with this gala day. Can you say a good ad. Can you say a bad ad for our gala day.

(R) Say a good ad. You're thinking of what you want the children to do, or your own statements?

(T) Both really.

(PRI - 3)

Associated thoughts then included Teacher Action (Direction), Response Mode, and Evaluative Criteria Learning Behaviour. David also decided that he would try to elicit (Teacher Action - Unspecified) certain types of advertisements (Topic Focus) (Evaluative Criteria Learning Behaviour) from the children if they did not come up with these without prompting (Conditional).

APPENDIX E
DAVID'S PLAN QUESTIONNAIRES

QUESTIONNAIRE: BEFORE LESSON PLANNING Please respond to the following questions. Remember to be as specific as possible in your answers.

1. Looking back over your planning record, what aspects of your lesson did you find easiest/most difficult to make decisions about?

EASIEST

1. Activity selection
2. Procedure to be taken

MOST DIFFICULT

1. Rational session of conflicting concerns due to pressure of work in general and others' interruptions that day.
2. Booking library space
3. Individual or group activity.

2. Looking ahead to the actual lesson, what aspects of your lesson do you consider will be most likely/least likely to occur exactly as planned?

MOST LIKELY

- ~~1. Booking & organizing~~
1. Booking & organizing.

LEAST LIKELY

1. Likelihood of uninterrupted time in library or actually securing a booking for the library.
2. Arrival of agreed definition of advertising.
3. Sharing ideas.

3. What aspect of your plan of action do you think you will find easiest/most difficult to implement successfully?

EASIEST

1. Management.

MOST DIFFICULT

2. The labelling of the categories of ads. (labelling, selection of label)

QUESTIONNAIRE: BEFORE LESSON PLANNING Please respond to the following questions. Remember to be as specific as possible in your answers.

1. Looking back over your planning record, what aspects of your lesson did you find easiest/most difficult to make decisions about?

EASIEST

1. Once resources found
planning.

MOST DIFFICULT

1. Finding evidence of techniques - concrete resource materials for use
2. Structure - How objective to be.

2. Looking ahead to the actual lesson, what aspects of your lesson do you consider will be most likely/least likely to occur exactly as planned?

MOST LIKELY

Desired objects

LEAST LIKELY

1. ~~locating~~ ^{checking} accurate terminology for the techniques
i.e. questioning.

3. What aspect of your plan of action do you think you will find easiest/most difficult to implement successfully?

EASIEST

- control
- structure

MOST DIFFICULT

- questioning
- follow up activity of motivation law.
- covering up the next act in sequence (manipulation)

QUESTIONNAIRE: BEFORE LESSON PLANNING Please respond to the following questions.
Remember to be as specific as possible in your answers.

1. Looking back over your planning record, what aspects of your lesson did you find easiest/most difficult to make decisions about?

EASIEST

- Resource

MOST DIFFICULT

- word always
- vocalization of adult
to children (critically evaluate)
- Re-planning.

2. Looking ahead to the actual lesson, what aspects of your lesson do you consider will be most likely/least likely to occur exactly as planned?

MOST LIKELY

- list of ideas at session

LEAST LIKELY

- Role play

3. What aspect of your plan of action do you think you will find easiest/most difficult to implement successfully?

EASIEST

- Overall structure

MOST DIFFICULT

- ?

APPENDIX F

DAVID'S PLAN QUESTIONNAIRE INTERVIEW

PLAN QUESTIONNAIRE - LESSON ONEDAVID1. Easiest Planning Decisions:

1. Strategy Selection
2. Procedure to be taken

R Strategy selection - an inductive approach is the most appropriate?
 T That's right.
 R Procedure to be taken. Does this mean it's a predictable strategy in terms of steps or stages.
 T I find it easiest to work from, from data to generalization.
 R So that was the easiest approach in this instance.
 T Mhm.

2. Most Difficult Planning Decisions:

1. Personal tension of completing exercise due to pressure of work in general and other expectations that day
2. Booking Library Space
3. Individual or group activity

R So this is just experienced as you do your planning - on you don't do the planning.
 T That was an influence. Well I had to attend the Teachers College this morning and I spent some of the afternoon sitting the school camp site. Both which required completion if you like. They had to be done. I mean apart from, I mean if it wasn't that it would have been something else. Just at this moment there seem to be an awful lot of things going on.
 R Your style of life is this all the time?
 T Right.
 R Booking library. This just stayed in your mind.
 T It did. That I hadn't done it. That I hadn't, you know, done it before Friday. I hadn't got any space, and by golly, we must have a space.
 R But you thought that you'd be working in the library?
 T Mhm.
 R Individual or group activity. This is whether you'd have the kids working individually or...?
 T I don't know. Yeah. I don't...I must clarify that one. It didn't really matter to me which one it was, but I think I would have liked to have had it clear in my mind before I took the lesson.
 R I see.
 T That a decision should be taken was, I think, the difficult thing. Sorry. That I should make a decision about whether, whether we're going to do it individually.
 R Rather than the actual decision?
 T Yeah.

3. Aspects of lesson most likely to occur as planned:

1. Sorting and categorizing

R Looking ahead, the...
 T The most likely, sorting and categorizing. I thought that would work well. That would be most likely to succeed.

4. Aspects of lesson least likely to occur as planned:

1. Likelihood of uninterrupted time in library or actually securing a book for the library
2. Survival of agreed definition of advertising
3. Sharing ideas

R Likelihood of uninterrupted time - and in fact you had quite a few interruptions.

T Arrival, the arrival of an agreed definition of advertizing. That there should be an agreed, I thought would be least likely, because even at this stage, I had no idea of which children I was going to take. But just thinking of that class. That we should actually agree on a common definition I thought would be the least likely thing that would occur as planned. That my idea of a definition of advertising which is, which is not what they arrived at.

R Were you hoping that you would arrive at a common definition? You would have preferred to, but you recognized the possibility that they would read a consensus. Or were you comfortable with the prospect that there may be no consensus, in fact?

T Now. Well remember at this stage I was still thinking in terms of the possible two group's feedback. Now, I think that's partly a hang-up of not only intergroup agreement, but intra...meaning within the group. The hang-up that I had about people's dominance.

R Right. Sharing ideas.

T Mhm. The same sort of thing. Really dominance from someone. That, I wondered how much sharing would be going on, because they are often as fiercely competitive as they are co-operative. And it tends more, unfortunately, towards the competitive. Do your own thing and tell the others more readily about what you've done... more readily than to listen to what others have done.

R But, did you have an unstated objective - that you wanted them to share ideas in this situation?

T Mhm.

5. Easiest aspect of plan to implement:

1. Management

R Easiest. Management. You anticipated no difficulties in the sense of controlling events, the kids behaviour?

T Yes.

R In fact, there was no need to plan for this?

T True.

6. Most difficult aspect of plan to implement:

1. The labelling of the categories of ads (spelling, selection of label)

R Most difficult...the labelling of the categories.

T Ah, not that I'd find it difficult, but if I had to put all the... this was in a continuum. That would be the bother one I suppose. That the children should be able to spell the word. That they be able to think up a suitable label and spell it reasonably well is

going to be shared and vehicles is not to be spelt six different ways. And, you know, I thought the selection of their lable... They'd be able to categorize them all into a group, and then actually to label them in a written form, I thought might be the most difficult part.

R Difficult for them or for you.

T For them. Mmhm.

R So, in a sense that almost belongs in here.

T I see. Yes.

R I'm concerned here with the aspect that you are going to find more difficult from your point of view.

T Oh hang on. Sorry. I mean difficult for me too.

R ...What's going to be difficult for you?

T Now I wanted. Yes it's both, it's both the children and myself. And from my point of view it was that. ...You see, you think of all the advertisements advertised in the movies or in the entertainment pages in the papers. Now, the difficulty for me was that this could be sub-categorized into movie entertainment through to dine and dance type of entertainment. And that some groups might sub-categorize them and some others mightn't. Right, and then the next thing was that when they actually came to label them. One group might label them movies and one group might label them family entertainment you see. That means that the children might use the same kind of material to give a different label to. And I thought it might be a difficult thing for me to manage.

PLAN QUESTIONNAIRE - LESSON TWODAVID1. Easiest Planning Decisions:

1. Once resources found planning

R Once resources...?

T I was uptight about the resources that were involved here. The idea of the relative techniques. I thought, well, we're dealing with an abstract form which I want exemplified in a, in a sort of a labelled or a concrete manner. Now this is, I was uptight about getting advertisements that would show this.

R Clearly?

T Pretty clearly. Yes, that's why I used that little folder, because it's set out there. They obviously pre-selected those as examples of particular techniques. And I thought now, if I get a Woman's Weekly and take a page out of there...

R More at risk?

T Yeah. More at risk because there might be a dozen techniques embodied in one advertisement. And I'd rather pick out ones that, that obviously had one technique at a time, where possible. That's why I chose that book. I was limited to that sort of resource...(indistinct)...a successful strategy and in my first couple of days involved within...would be the use of a suitable resource.

R And then one you had it, then it fell into place relatively easily?

T Yeah. That was easy. Yes. This was all laid out handy. Very easy, easy.

2. Most Difficult Planning Decisions:

1. Finding evidence of techniques - concrete resource materials for use

2. Structure - How directive to be

T But that, the most difficult. That was awkward. I wanted to clearly show the techniques.

R You're saying the whole thing revolved around the selection of appropriate materials.

T Yes. That is what bugged me. You know. So I don't feel anyway apologetic. This time yesterday was the first time I got on to this because lunch time and after school the previous days I was as I say wandering around and seeing what we had and asking people. Because I wanted to get, as you say, an advertisement that showed a great strong muscle man that clearly portrayed the beautiful body image without a whole lot of other attributes as well. Now this one here I thought would be most difficult. How directive to be. Now there's no specific question sequence in there, but the point how directive to be worried me.

R You actually, what, go in feeling that you would try to be as non-directive as possible, or did you go in thinking, well, given the materials I'm probably going to have to direct it, or was it a matter of wait and see. I'll wait and see what happens in terms of their responses to the material?

T Right. That exactly. I, I think I said to you before the lesson, I think I made the facetious comment about the question sequences and so on...this was bugging me that so much of it relied on, sorry,...given the children's answers, I knew I was confident that I could be able to handle that with questioning.

- R Without planning?
- T Yes. But I needed, I needed badly to have first of all some children's answers, because I was relying on that to be able to... Guage...?
- R Right. Now I thought once I get started I'll be able, my questioning techniques will be such that I'll be able to handle it. And I can either leave it more open to them generating the possibilities, and so forth, or I can close up tight and then have them very...highly structured, especially...(indistinct).
- R And where, in fact, did you find yourself once you got in there.
- T I found myself...because it began well and they all honed in very quickly on the first one, pulled out some techniques and then my spirits lifted. But it crashed on the one with the...(indistinct).. I think we should really have those resources here. The one with the two attractive people standing by the candleabra...and...all best, wealthy people in...(indistinct)...And I thought it was going to be a walk-over because this exemplified those techniques of femininity,...It foundered on that one, and then I started getting worried about two things. One, have I really got techniques really using examples that make these clear to pupils. Because, they're pretty mature really. And secondly, I was bugged about an earlier question. You see, the key question is 'what techniques is the advertiser using'. The 'techniques' is not a word that these children relate to. So, if I translate that - Now, I think I made a muck up.
- R In your translation?
- T In my translation. I was using other words such as what about this catches your eye, that initially interests you. And I think that's where I made a mess, and I could have thought that out more clearly, that part. I thought that would be an easy one to translate, but I actually found it difficult to translate. It's a parallel problem with this one. As a parallel problem with the one of getting pictures to show one technique at a time. Pre-dominantly. That stands out. Right, I had the translation problem of the fundamental question, 'what does the advertiser use to attract your attention'? I think I should have had a translation of that more clearly in my head...If we're talking somewhere in the band between concrete operational and the beginnings of the formal reasoning stage, as we are here, then the word technique does need to be translated. It's a very abstract concept. And it should be, it should have a link, which is what we're on about here. It should have a link to something uh, more translated to the children's own environment. Now I didn't have a word for that. I wish I'd clarified that at the beginning...It turned out to be harder than I thought it would be. Actually, I thought it would be a piece of cake, really.

3. Aspect of lesson most likely to occur as planned:

1. Directed aspects

- R The directed aspects?
- T Which means when I, you know, such as, 'I want you to focus on this' sort of thing.
- R You would be giving directions?
- T Yes.

4. Aspect of lesson least likely to occur as planned:

1. Eliciting accurate terminology for the techniques
i.e. questioning

- R The words you had used to label techniques. Were you wanting those?
- T Well, I couldn't count on it. Ah actually this is something I might add...(indistinct)...Now femininity, being feminine. I don't think that really emerged. But being attractive did, you see. Being attractive, good looking...One hassle I had with these things...I had the blanking out sheet. I had this blanking out sheet. I didn't want them to race ahead and say, while I was dealing with this one, listening aspects of this for example...I didn't want them to suddenly point to this one below and say 'but that ones using something else?' I wanted them to keep their focus on just one at a time. I just made a note there. Remember to fold back the page.
- R So you've only got one exposed?
- T Only one exposed. Yeah. Right.
- R You anticipated that the kids could be distracted?
- T Yes. That came in somewhere else. I think earlier on I've also got something about that. Now, somewhere - oh, blank out. You see, I'm using Marland, Set 3, No. D, Blank Out E.
- R This was one of the first thoughts you had?
- T That's Taba of course. The idea of focussing. You know, Taba's techniques of listing concepts within pictures. Strong focussing. Directive aspect.
- R You thought of Taba at the time, or that, that's something you recognize in hindsight. It's based on your appreciation of, of Taba's views?
- T Yeah, but hang on. Oh, yes, but Taba. Too right. Taba would have crossed through my mind.
- R That went through your mind?
- T Oh certainly. Because I was dealing with - too many pictures. I wouldn't have been able to have Taba'd them all. Because by the time the Taba process goes through one picture, we'd be here all day.

5. Easiest aspect of plan to implement:

- control
- structure

- T Well, control of the group. It'd be a structured lesson.
- R Seeing them through this. It parallels this response?
- T Right. Where I'm directive.

6. Most difficult aspect of plan to implement:

- questioning
- follow-up activity if motivation low
- covering up the next ad in sequence (manipulation)

- T I thought my questioning would be the most difficult. I was concerned that the follow-up activity drawing the picture would be a drag if motivation at that stage was low. I was conscious of Carol's programme in the classroom - might have been an influence. That they had done smoking advertisements in the classroom. Ah here we are again. Cover up the next ad in the sequence.
- R Physically coping. With this?
- T Mmhm. I didn't want them to jump from one to another, because each advertisement clearly shows a particular technique. I didn't want them jumping to others.
- R Did you in fact find that that went in the most predictable, in the least predictable way, that section? And did you find your questioning was the most difficult aspect to handle?
- T Yeah. Along, in hindsight, along with the translation of the question, 'What techniques is the advertiser using?'
- R You hadn't...had you anticipated that?
- T No. No, I'd thought of questioning, but I hadn't really quite had that in mind. I was thinking of questioning more in terms of, is this the right question? Now that's strange. I don't like that because that is too fundamental to get a hang-up about.

PLAN QUESTIONNAIRE - LESSON THREEDAVID1. Easiest Planning Decisions:

Resource

- R Right. Easiest, resources?
 T Yes. This was going to be largely ideas.
 R And you had available ads from previous lessons?
 T Mhm.

2. Most Difficult Planning Decisions:

- word always
translation of adult
to children (critically evaluate)
- pre-planning

- T Oh. It, always. I got over this, but when I wrote this it was bugging me still.
 R Right. Translation of adult to children. Critically evaluate?
 T Critically evaluate...
 R How do you explain the nature of the task?
 T Yes. Now, because...I'm disappointed. I should have given...if I was doing this again, I would have listed my questions.
 R You would?
 T Yeah, which I don't often do. But I would have put a lot of time into answering the questions, in exactly...what I would have done...
 R You would have gone in with a script? A few prompt notes on questions?
 T I would have. Badly. I'm feeling a little bit embarrassed about this one. And that bugged me, because I thought boy, perhaps I didn't do justice to it. The planning. Yeah, I didn't think this was the easiest one to plan.
 R Overall this was the one that was difficult?
 T Yeah.

3. Aspects of lesson most likely to occur as planned:

list of ideas at session

- R Most likely. Getting the ideas from the kids?
 T Right. I thought it would come quite easily.

4. Aspects of lesson least likely to occur as planned:

- Role play

- T Least likely to occur was the role play possibility.
 R That was just there as as...
 T Now, I actually didn't write that in.
 R You didn't actually have it in your plan?
 T No. But I put here, when I was thinking about it, I thought, role play.
 R You've got two references to it in fact.
 T Yeah. Well yes. Now, perhaps this is just something I kept in my mind. Role play possibility. There it is. Well, and I'll lay this one on if...

- R It's one of those conditional things? If the situation lends itself to role play.
- T Well, I was aware of one, two of the kids that will turn on. They're used to it, so to speak. They will role play something at the drop of a hat. And I had said to them yesterday...and I must make this point clear...that I had said to them yesterday, 'If you've got any role-play possibilities, if you have, then bring them along'. I left it at that. Well, as it happened they did. They had thought of one, and they turned it on for us in the lesson.
- R Did they remind you of the fact that you had suggested this, or did you remember in the course of it.
- T On the way, when we were coming down here this morning, Trudi came to me and said, oh Carolyn and I have got a role play. We can turn it on. I said okay. Alright.
- R Your direction to them yesterday was simply to make up a list on a chart of what they thought were good features of advertising.
- T Yes. I had them write down your key idea on the top of the page and write 'good' and, just as I have on their board there. And they were to make their own personal lists. And they were to bring that along with them today, because I think the ideas put forward for critical evaluation need more than instant lesson discussion. That it needed a bit of pre-thinking about. And I directed them to look at some ads and to make a list.

5. Easiest aspect of plan to implement:

Overall Structure

6. Most Difficult aspect of plan to implement:

Nil

- R Easiest. Overall Structure. Working through the entire plan would present no difficulties.
- T Right. There was nothing in particular.

APPENDIX G
TRANSCRIPTS OF DAVID'S LESSONS

RICHARD LESSON ONE

T We're, we're just having a short lesson here on advertising, and work, we'll just work, I'm sorry about the area (old library) but we'll work in this floor space that we've got here, we'll, you know, on the corner of the benches and wherever you can go. And what we're going to do is first of all, uhm, pardon me, uhm, group different kinds of advertisements uhm, think about these, and other kinds of advertisements and then finally see if we can define what advertising is.

Of course you can work individually, in a group, or whatever you like. Uhm, but the group meaning pairs, I think, is plenty, or on your own. It doesn't really make any difference. Now I wonder, wonder, if you'd begin uhm, here..I've got some felt pens. You've got some pens too, if you prefer to use felt pens, and here I've got some pieces of paper. I thought we'd use these as labels because they've all ah, all much the same size if I cut them correctly. Elizabeth, whip the guillotine through those please, through those. Now, in here, I have some advertisements. Now I wondered if I gave you some advertisements each, uhm, you can go away and sort them into groups of similar types of advertisements MMh (C/D)

P can we do this up here

T Well, how are you going to work. You're going to work in a, are you going to work on your own or in a pair.

P pair

T Right. (A) Uhm Elizabeth, you're working on your own or in a pair?

P pair

T Who with

P Sonia

T With Sonia (A) You two, and you two. OK Good. Fancy you two being together in a pair. Incredible. Well, look in your pairs then, children, in your pairs, uhm, take, I'll give you a set of advertisements, and you, you're to go through uhm the advertisements, and sort them in to advertisements of groups of similar types of advertisements. I hope you've got them the right way up. Its pretty easy to see which way up. I mean you know, whether you've got the front or the back of them. Alright, if you, when you've sorted them into groups of similar types of advertisements, give me a label for each one. On here you can write a label. I won't suggest a label. But if you've got a whole lot of advertisements that look for that, look like that, uhm, like those three there. Just take those three there. Now what's common about all those

TT

T Oh no..

P

T Change something for that one (?) Righto, they're all?

P trucks

T Mmh, Those are all

P size

T Right. They're all the same size. But the advertisements themselves?

P truck

T Mmh, Mmh, all about trucks. Whats another one. Whats another grouping we could give to the,

(no response)

T What classification in the newspaper would you find these

P

T Say it again Carolyn

P

T Vehicals for Dale (A) Those are the sorts of things

P all over \$2000

T They're all over \$2,000 dollar advertisements. OK. Now if you want to put your label on there, you then, if you make your separate piles of advertisements, how many you have, and then just write what sort they are, and on a bit of paper, and put it on top of them. OK

Do that now quickly. It won't take long.

PS working/T monitoring

(Approx 30 secs)

T Put some labels on them Carolyn.

Aaron, there are some labels for you

(Approx 40 secs)

T Is that part of that set there, or is that separate

P on its own

T Thats making up that set there Aaron. Whats that about

P

T Sorry (repeat)

P family entertainment

T Family entertainment column. OK Family entertainment sort of thing. Yes right.

P can have some paper please

T Teak, help yourself

(Approx 25 secs)

T Is there any difference ____ that one there that you categorized as ah family one.

P

T I wondered about..I wondered about holidays you know uhm

(Approx 15 secs)

T (Laugh) Well now, I don't know. Meh, don't worry about them. I'm sorry
 (Visitor) I didn't even inform you. We're just a last minute

V

T Oh, I see. Yeah, very good of you. Library empty now to two.

Yes, OK. Well we're up here. Do you mind if

V no I don't mind

T Oh thanks V Yeah V Right

Oh right uh

Well, uh, whose it about

P

T Yes (A)

P a speech

T A speech about..

P politics

T Right, OK. Political advertising isn't it

P

T That's fine yeah (A) Well you can label those ah Owen when you've
 sorted them

P ? do just write..

T Yes Mmh (A) (Indicates acceptable)

P al done

T Good girls. Right

Well now, lets put these ah along here, so, so it, can be read from
 this side. Elizabeth, what what do you have there. You have ah..

Well can you put the labels so we can read them this way up. Yep

P Mr Ward

T Yeah (C/O)

P

T Vehicles. V=E=H=I=C=L=E=S

Food, holidays, churches.

P we're finished

T Yeah, OK girls. Bring them over here

15

Now can everybody bring their labels and put them all like uh Elizabeth.

Please, Carolyn

P

T Yeah, well OK That's right

Yeah, could you put, put them in here so we can all see them from
 this side Kathy

have you... well you're finished

P Ind

T Well put them, Elizabeth, back off dear

Right, just so we can read them all this side

Oh, well. Elizabeth, as they come in, you and Sonia could see, if you've got a vehicles and vehicles. Righto. Its a bit like playing cards.

What about joining those two together, if people agree on the..uhhuh

P shows and movies

T Alright (A)

P

T Yep. Good, Good (A)

Ps

T Elizabeth, only if they used the same label dear

P what about these ones

T Well, which is that group we put movies

P

T Sonia, do you mind that, your going in a pile called shows and movies

P

T Right (A) Come along Harley.

.Get your labels done

P everyone else has got..

T Thats , alright, it doesn't matter, Of course there'll be an overlap, because you've all got much the same range

P

T Yeah (A) Can you bring them over boys.

P is that one

T Well what's ^{it} advertising

PP I don't know

T Its a film that one..

Ps Approx 40 secs

T Now right, Lets have a look at them and what have you got.

You've got cigarette advertisements, Food advertisements, holidays, vehicles, spelt in a funny way, church notices, showers, fire places, and fine tools, shows and movies, family entertainment, political, products, societies, Great. OK

P Mr Ward

T Mhmm (C/O)

P thats fire places and fire tools

T And fire tools, sorry. beg your pardon. Yes alright.

Now all these ah advertisements that you've got here. If we just go through again.them There's cigarettes and food ones.

Ps products

T They're all products, yes.

P

T Yes (A) The church notices one. Is that a product

Ps No

T The vehicles one a product?

P yes

T Yes, In a way I suppose . Uhm. The advertisement for Mr Muldoon

P he isn't a product

T No (A)

P he's a political product

TP Laughter. Good on you. These are all newspaper and magazine type
of advertisements. They're all advertising products or something as
Carolyn says. What other kinds of advertisements. These are advertisements
in books you see. What other kinds of advertisements are there

P

T Right TV (A)

P radio

T Yes (A)

P "

T Film advertisements. Yes (A)

P "

T Comic advertisements yes. What other sorts have you see. Walking doen
Victoria Street on Friday night

P "

T Billboards, yes (A), and

P "

T Posters, and

P "

T Flasking lights

P "

T Pictures, as opposed to posters ?

P at pictures they have..

T Oh yes. (A) That's what, thats the uhm. I think thats what Elizabeth
meant by..

P

T Yeah, at half, at half time break. If you, while once out in the
playground, we saw an advertisement in the sky. Do you remember

Ps

T Yes wasn't i. (A) Towing that..

P sign

T Sign. What did that..what was that advertising

P

T I can't remember myself. It couldN8t have been a particularly good advertisement could it, even though it was so different..

P one them had a circus one on it

T Oh, I think it, what..You might be right there H^harre

Ps

T In the, There are other different types of advertisements other than those that we can put into magazines and on paper, arenT there. And, you've seen all those categories here. And earlier on, if you want to divide these up, you can divide them up into products, and ?

P "

T Entertainment. Yes (A) And ?

Oh, was that entertainment. Elizabeth

Ps No

T Thats not entertainment (A)

P

T Well

P

T Yes (A)

Ps

T Yeah. Right, So those, those three there, all have in common that they're al..

Ps entertainment

T Right, yes. So we draw an imaginary line through there. Ah what about khat?

Human Rights are Your Rights. In September

PP Mr Ward

T That hadn't to be an SPCA church. Righto. Come and pray for animals advertisement. (Exptn)

(LaughterP

Uh. Those are the shows and movies, and and family entertatinment right.

Now, is that a product

Ps yes/no

T Well?

P Right there are the products. We'll name those over there Elizabeth the product one.

P and products are products

T Yes (A) That goes over there with those, so we've got products, and we've got entertatinment. Ah now, lets see whats left out. Product.

Now church notices. Is that a product

Ps No

T Is it entertainment

Ps No etc just a notice

T

T Its a notice (A) Its a co..we'll just put it half way into that set over there. Now holidays

P entertainment

T Right (A) Now heres a notice that says. Sorry, heres an advertisement that says, uhm, Human Rights are Your Rights. It is now unlawful to discriminate in a wide area of activity such as employment, partnerships, access to facilities and so forth.

What sort of advertismnts that

Ps political is it

T No (NA) The Human Rights Commission is, is a law, Its based on an act.

P law advertisement

T Its not, advertise, its advertising a law, or a rule, or an act. Yes It doesn't go there, and it doesn't go there

Ps it must go there

T Whats, whats it it doing though. Whats it trying to do

Ps informing us about something

T Right (..) Its trying to inform (A) No more. Not for selling a product, not for selling a a entertainment. Now what aboutthe Church notices

P half way

T The're half way (Inf/Ent) there

If you look at all these and the other sorts of advertisement you've seen, what are they all trying to do.

P selling things

T Sell

P " " "

T Tell you about something. You agree with that Sonia ?

P Yeah

T They're trying to tell you about something. I winder if you could. I wonder if you could define advertising, by looking at these, and what they're trying to do. Could you define what an advertisement is

P

T Tell me briefly what it means then. What does advertising mean

Pause

P tell about something

T to tell about something. Are all of these telling about something.

P

T Yes (A)

P

T Now's that enough. I can say its half past two. Is that it, is that advertising. Alright, well you might need a bit more than that.

Whats advertising then.

Tc Well, why are they wanting to tell you about something

P make money

T Right. Telling about something, to make money

P

T Right (A). Now, do you want to buy a church

P Laughter

T So well. They're all telling them, telling about something. Why are they telling about something.

PP so know more about

T Right, so you will know more about whats happening (A)

Kathy. Advertising is telling you about something, so that you will know more about whats happening. Is that right Carol

PP yes/ Ill tell you its half past two, I'm telling you something

T Yes (A) Is that an advertisement

Ps No

T Alright, Now

Ps

T Come back, come back to what we're after, and that is, what is an advertisement, or what is advertising. Now, we've got as far as telling about something. Why? For what purpose?

No response

Well, look at all these. Why are they telling about something, and what is their purpose.

Pause, No wait, No resp

Haven't heard from you Larry yet. Harley, I mean Aaron.

Pause No resp

Right, all of these advertisements here. What are they all trying to do

P tell you something

T Right (A) Why are they trying to tell you about something.

P its important

T Its important to who

Ps to them

T To them. Right (A). They're telling you about something thats important to them. Yes. Why

Pause/ No resp

Tell you something thats important to them Why. Why are they telling you. Going to all of this trouble. Spending this money. Flashy lights. posters, aeroplanes, newspapers and all the rest of it. Why?

PP

T Kathy .

P agree

T You agree with that (A) why is that

P " "

T Right, so telling a message thats important to them, to get more people to come, to their place. Alright.

P " "

T Or movie, ah to buy a truck, to buy food, to buy cigarettes, oh yes, to go...what what about the holidays one

Ps inc " "

T To go on holiday. Yes (A) Uhm. What about the church notices one.

PP " " "

T to make you want to join, or come along yes, alright. Now lets go back to our definition again. Right, all the advertisments are telling.. Carry on. They're all telling something

P something important to them

T Yes, because?

PP know about, come to

T Now, on the

P .

T The person who amde the advertisement, wanted to tell, because it was important to him. Now what about you and I, and all of the rest of the people who are looking at the advertisments. What does he want us to do.

P respond to it

T respond to it (A) Righto . How P Sorry P

T Right telling about something that is important to them, so that we will respond to it. Come in Yeah. Come in (visitor

Now, how will we respond to that. Shows and movies

P go along to it

T Right. What about the things for sale, in the small column there

Ps Buy

T Probably buy it. What about the cigarettes

P smoke, give people diseases

T Yes, and that to do, thats to do with the health one. Alright, I wender if you can now, on those pieces of papper that you have there, write your definition of what is an advertisement, or advertising means, on your piece of paper there.

10 secs

Show it to your friend, and have some sort of agreement about each others definitions

40 secs

inc Tell you later. Tell you later

Tc You able to write one Harley, as you haven't one. Here, write one down

20secs

T What have you written Elizabeth

P

T An advertisement is telling about _____ that is important to them, so they will respond to it, so they will make more money.

Good girl. Thats great

When you've written down your definition and shown it to your partner, thats fine. I don't want you to miss out on your plytime, and we'll take it up from there sometime, in a couple of weeks time. We'll come back to that one. I'd like you to hang on to those if you would Tell me

P reads out

T Good girl Carolyn

P

T Good girl. Those are great. We'll leave it there for now girls. You run along and have your play time and thats very good. Hold on to those would you please Harley and Aaron. I'd be grateful if you'd clean that up please, and Carolyn could you please take those pens back to the classroom. They go on my desk

RICHARD LESSON TWO TRANSCRIPT

T Right, now we're away.

We're looking today at some of the techniques or things that advertisers do to make you buy their products. Righto, if you look at that picture there, for instance, could you, any of your, just point to, quickly point to the one that catches your eye.

Yeah, right. Elizabeth and Harley pointed to the car. Wha, why why did that catch your eye first?

P " "

T Sports car. OK. (A) And, and whats, what goes along with being a, having a sports car.

P "

T Fast. You like to be fast. Fast and smooth and glossy. Eh. Yes. Who pointed to the lady.

Why?

P

T Yeah (A)

P

T Yeah (A) Fine. Yeah. OK. So perhaps the man... Elizabeth, who drew that sleek sprts car did it because he said, somewhere out there is Elizabeth Carr, who likes sleek cars, and so we'll put that in, and that will quickly catch her eye, as it did. And they'll say, somewhere out there, there are beautiful girls, who like to look like of beautiful ladies lying on their sides.

P

T No, on their sides, right. That will catch Kathy parkes eye too and you'll..

Lets uhm, now in this one here, here's an advertisement on this page here for uhm drinking milk and its headed, drink a pinta, have fun. Its how to have friends and keep them too. Why, every sip of milk you drink makes you physically more active, and mentally more relaxed. So you're fun to be with and less worried in case you make a fool of yourself. Fun is infectious, so drink that friendly glass of goodness down. Whats the advertiser used there to try and sell the milk. Whats he used.

P health-

T Health. Yeah (A)

You know every one wants to be healthy, so thats the key. What else does

Tc he use?

P Fitness-

T Fitness, yeah (A) Makes you physically more active.

P Friends-

T and friends. Righto. Now in case you're worried about making a fool of yourself, he says if you drink milk you won't. So the ideas he's using then, are being fit, everybody thinks they want to be fit, everybody thinks they want to be friends with everone else, and what was the other one you said.

P Healthy-

T and healthy. These are all things right. So if you wanted to sell something, - you could say, 'Buy Jetto Soft Crayons, No , you couldn't say that. You's say.. that mightn't , be interested in, enough in buying crayons so we'd say. Do you want to be fit. Do you want to have lots of friends. Do ,ou want to be healthy. The answers to which are always, yes, yes, yes. Buy Jetto's crayons. Righto.

(Laughter)

Now here's one here, at the bottom there. OK

Yes I remember when they asked me to pose for that one. (L)

What advertising technique have they used there? Boys, you might be a bit better at answering this than the girls. I don't know.

PP - big muscles-

T Would you agree with that Harley? That they've, they're said there, be muscular, have the world at your feet.

What's the advertiser said, when he made that. Wha.. Sorry, why did he draw that picture there. Look. That picture there?

P

PS

T I wonder if its the other way round Elizabeth. That's what he's supposed to look like. I see what you mean there(A)

P

T Would you like to be like that Harley?

P Not sure

T You're not sure Right (A)

The advertiser probably assumes that men would like to look like that, and they'd, they advertice it in that, in that way. Now here's another one here. Oh sorry. Here's another one here. If you look at the picture in that, why did the advertiser usee that picture?

P

"

T Right, boyfriend would like them to have that stuff (A) Yeah Mmmmm

P

T Its best for...

P

T Mhmm (A) (Chns Laughter) Yes, right, its best for that.

Why. I mean thers, thers that man thero, passionately kissing that lovely lady, righto. How are they dressed?

P " "

T As if they're on a date or something Righto (A)

They look...how do they ~~l~~...they look. How do they look

(Chns laughter)

Fancy, smart. Do you think it's be the same pict..same advertisement if they'd had two people in overalls, or working clothes, or

RS NO-
P SO why put them in smart clothes

T Yeah (A) but why does he want to make them look nicer, Sonia?

P

T Come on Aaron. Keep going.

P " "

T So it catches their eye, yes (A)

P Is it perfume

T Its pefume they're selling, yes.

P

P

T Yeah (A)

P

T Yeah, so, so why have they put them in in smart evening car. You know smart. Dressed up.

P because you put perfume on when you go out

T Mhmm Alright (A) then.

Then why put the candles, this this very expensive oh candlelabra its called, in front of them. Why is that in the picture I wonder.

PP Candlelight dinner - restaurant

T Yes alright , now why would it, why would it, no its nothing to do with a restaurant. Why would you have that, such an expensive candlelabra do you think?

P show they're nice-

T Mhmm. OK. So if ther's one idea about that picture, what is it?

One idea I want you to look ...that catches your idea. What is it, one word that sort of labels somethin about it.

P " "

T They're rich, OK (A)

It assumes that everybody wants to be rich, so that catches their eye. Righto. Its, it goes with class, and money. You know, the wealthy people.They use Manhattan, Lady Manhattan perfume, you see. It wouldn't be the same if you had people ther in overalls

P
T So what are they working on? What thing are they working on to catch you out there?

No R

What sensation are they working on to catch you out there, to to make it attractive to you?

Well you already said it.

P that you could look like that

T That you could look like that, yes (A) So they're using that, that you should, that you can look attractive. Righto. Its for attractive people. And people want to be attractive. Righto. And then of course, there's the other one.

P makes feel like a million dollars

T Right. Its all very expensive. All the way through. Uhm, In now, This one here is one that you've seen before. Uhm, If I could read it to you.

Grest win Gordon. You came up brilliantly out of that last length.

Get changed now and we'll join the girls. You go. I'm feeling a bit wacked. Thats, how can I face girls with a complexion like mine. see spotty faced - Gordons a brilliant swimmer, says an attractive girl.

Look. But oh dear, those spots of his really put me off. I know.

Why doesn't he do something , you see she says.

Another attractive girl. Then meanwhi;e back in the changing room o r swimming pool, why be a lone wolf Gordon. You can clear up that complexion fast with Tackle. Its a medicated clear gel, absolutely invisible. No one will ever know you're using it. Invisible eh. Perhaps I'll have a go. Wow, Tackle really is invisible etc etc etc.

Now then look at this picture here. Here he is coming out of the pool again. No spots on his face. Gosh, you're always win Gordon.

Shall I get you something hot to drink days another attractive girl. Well thanks girls. What are they get. What emotion are they getting at there, to make you buy the stuff.

P the sex

T the sex. Yes, being male, being, yes, one

P " "

T If it works. Righto (A) Something that really works. What else does it do?

P " "

T It attracts girls. Righto (A)

Here is something that will attract girls to you, and make you more popular with people. Righto (A)

(Laughs)

So there you are, Harley

Those are ones, just to make you more attractive there.

Tc In this one here, if you look at those (Sh) What immediately attracts you on those ones. What techniques?

P "

T Toys. OK There they are. Righto

P

T Yeah

PC

T Yeah, righto. All children like toys. If you want to buy toys, well then you can use the bank or this book token, or whatever it is. There's another thing there might be har |c for you to find. They've done something else too that you might but, some of you've already picked up, to make it appeal.

P easy to get book token

T That its easy to do. Yes (A) Its easy to do.

Look at this elephant here. Why, Why'd you laugh, Sonia?

P

T Right (A) So what have they used there to make you laugh, to attract you to that.

P "

T Getting squashed, yes (A)

P

T Yes (A) we.. now. Sonia laughed about that Presumably she thought it was funny. So what did she use there to make it attractive to you?

Ps

T Mhmm?

P "

T A funny picture. They've used humour, haven't they. Righto. They've also used humour in this one here.

P

T Right (A) That's right.

P s

T Yeah

Pc

T Thats that right. So they've used...

Ps

T They've used some humour there to, also you know to attract you. Say, farming, some discerning farmer. Look, they've spelt farmer wrong there. So its sort of - a funny part of it. Look at the poor elephant. Its the funny part of it that catches your eye, catches you eye first of all. And then, now. When I turn this around, I wonder if you'd seen this sheet, and once again, point to the first thing that catches your eye. There

Tc Right, looks have a look. We've got them. Right. Why did you point to that one Kathy.

P "

T The biggest. OK. Yep, right. Are there any other reasons, other people who pointed to the lady?

P

T Right OK. (A) Yes (C/O)

P

T Yes fine (A) That's different isn't it. Sort of half uncovernd. Yeah. Who pointed to this one here

P

T Why that one Elizabeth

P

T Oh (A)

Pc

T Mhmm

P

T Would you be attracted by the horses, or the difference?

P "

T Both probably. You know which one..I thought you'd th..which one appealed me first of all. Which one do you think appealed to me?

P

T That's right Sonia. Yeah (A)

P

T Righto

P

T Children. You see. Teddy Bears. Children, sort of you know, soft and sentimental. Alright. (Laughs), and then, Uhm, if you have a look at, finally, have a look at this pne here. Join the Beatman Group.

P the B- Minis

T Right. Sorry, the Beat Minis. Beatmint. Its, a its a, its a lolly. The beatmint. The beatmint group. Righto

Why do they use her

P "

T Attractive again. Righto

What about the word group. Why is that important?

P

T Yeah

P

T Right. Snazzy group of people here. Righto. Why, what about that one there. Why that?

P Whats a Polyblend:

T Wait on. Don't worry about what its advertising. Why do you think they use that girl there.

P "

T Attractive (A) She's a very pretty girl. Righto. Bang. Straight away Harley's eyes focus, that you see. (Laughter)

Right. What do you think they've used here. This is familiar to you now, But whats

P funny

T Its funny. Yeah (A) Good, its funny, so its its different there too.

Aside: Down there yeah

So now what haven't they used on these ones we've been looking at.

There are some things, techniques, or things. You see we've looked at keeping fit, friends, attractive women, being healthy, being part of the group, having lots of money, being popular, humour, and things like, ah all things that they've used to get you to look at their advertisement.

What haven't they used in these brochures we've looked at.

P

T Colour good. Colour. they haven't used.

P

T Mhmm

Pc

T Mhmm

Pc

T Mhmm

Pc

T Right

Pc

T Yeah

P

T Yeah. Right. OK What else could they have used. Colour one. Good. What else? waits

Put it another way. ¹ If you were writing an ad, for to sell something to the children in our class, or in our syndicate, and you're doing this deliberately to set out to catch them, to make them but something. What would you use?

P

T Right, yes yeah (A)

P "

T Big letters. Yeah (A)

What would you do if you were writing an advertisement to catch out Kathy Mack, Elizabeth?

P horses

T Right. Well, blow the price, but just the horse, the picture of the horse.
 OK Wouldn't you. Right
 What would you ah. What would you ah use Kathy if you were writing one for Sonia?

P guinea pig

T What. A bit picture of a guinea pig? Do you think that Sonia, that will catch her eye, will it.

P yes

T Yes. (A) What would you use Aaron if you were writing one for Harley?

P "

T A Penthouse magazine. (Laugh) Goodness me Harley. Well (IND) Well, I was thinking more in terms of that I'd make a smart skateboard picture, you see. Does Harley, Does Harley skayeboard?

P I skate boeard

T Alright (A) Does he. Alrighto Elizabeth. Righto Elizabeth. One for you. A smart skateboard there just catches your eye, to (Ind) What could you use Trudy? What would you do if you were writing a uhm , for the Standard three girls, to catch their eye?

P "

T Books, would you (A) Would you use colour?

P

T If you had a picture in your..If you had a big picture in your advertisement, what would you uh make the picture of?

P exciting book

T What would you make the picture of?

P books

T Yeah, but, just any book, that would that would be exciting, would it.. just to have a book there
 That's alright then. Mhmm
 Lets have a look at these uhm, these are the things that we use, regardless of what they're selling, because they believe that everybody would like to be like this.
 Fit, be friendly, be healthy, be attractive, have lots of money, be very popular, humour, and we got on to other things that you mentioned here. Righto. Colour, horses and other thibgs that can catch you up there. So if you look at advertisements, you see probably one of those things being used. Now lets go back to the one we started with. Lets go back to the one we started with. ..hich one of those have they used there?
 Lets pick one we didn't choose, we didn't choose before. That one there.
 Sorry

P

T She looks attractive, she looks healthy (A) She certainly
P fit

T and fit yes. She certainly does/ Anyway, we'll leave that there now. Using
these sheets here, and those there, and any of these here, you can make
draw something that will..you think will catch an eye, and sell it to
somebody, using any of those techniques.

END OF DISCUSSION

L E S S O N T H R E E

T Right he said go. Now, Yes here we are. Right now, we've got this statement, Advertising, advertising is always a good thing, which I left with you yesterday. And you were going to make a list. And I wondered if we could ah look at that statement first of all, apart from the word advertising, what's the most important, say word, there apart from the word advertising. Trudy

P "

T Good, good. Righto, so advertising is always a good thing. So that's the word we're going to be looking at. It's always a good thing. And our purpose is to look at that very carefully - that statement, because at the end of the lesson, I would like you to say or write, that statement, the way you think it should be. Righto. For instance, how many of you think that is correct, the way it stands now

Nobody, right. So you might want to rewrite that statement. Let's uhm begin with uhm, with your list you have there, in which you are reviewing some things that are good, and some things which are not good.

What did you have in your good list, ah, First of all, assuming it's a good thing

P

T Oh gee, sorry Sonia, Say it again

Pc

T It lets people know the things that are available (A)
Tell me a bit more about that

Pc

T Yes (A) How do you feel about that Aaron and Harley. Is that a good point about advertising

P Mmh

T Give me another example Harley, of ah a good thing, or a good product that you might want to sell

P

T The what?

P

T The Freedent Gum (A)

P

T Oh, I see. So that's a good thing. Righto (A)
Aha, telling people what is available (REV BB)
Right, we might be returning to that one. What else have you got there
Sonia

P " " "

T It means employment for the people who print , and put what

P

T Oh, I see. Gives employment. Who did anyone else think of that one

No. Alright. It provides employment. Now what happens Sonia, if

I had an advertisement, trying to ask you to buy cardigans, that actually

fell apart six months later. Now I want you to buy it, because ah,

when it falls apart, you'll have to come and buy another one. see.

You spend lots of money. Now, if I had made that advertisement and been

employed in designing it, and having it printed and everything - Is

that a good thing.

P Yes

T Its still a good thing (A) Would you agree with that Trudy

PP no bad thing good/bad thing

T I see. Alright. So it provides employment. Thanks (A)

Oh well, thanks Sonia. Right, anything else

Well, can anyone add to Sonia's ah list. She's started off with the

good things about advertising Carolyn

P doesn't exaggerate good honest

T Yes (A) And, what what makes it good Carolyn

P "

T They didn't exaggerate at all (A) Yes, and they also told you?

P

T Mmh (A) OK. So they uhm, give accurate information (RECB) (own label)

Yes, fine. (A) Any other good advertisements or good things about

advertising.

P sell advertising easier to sell it

T Right. So what makes it. OK, so you've got a uhm, pardon me, you've

got a dolls pram for sale. Right. Sonia's grown out of her dolls

pram which means that she cant fit in it any more, and she wants to

sell her dolls pram , and she can tell Trudy and Carolyn, and Harley

about it. Uhm, or she could advertise. Whats the advantage of

advertising for her dolls pram.

P lots of people

T Right. Good on you. Yes, more people are going to see it. So (RECB)

we could say more people will have a chance of buying it, or a wider

audience. More people are going to see it. What other good things

about advertising.

P

T Say some more Aaron.

P funny captions, tell kids at school they look in paper, buy it

T Mhmm Yes. What do you call that. Can you give me one name for that

P "

T Humour. Right, That's a good thing about it. The humour of advertising

Yes OK (RECBB)

P

T Yes, good. Any other good ones - points. Summer time's coming on.

Mh, and in summer time there's one popular activity we do.

P

T Yes, right Aaron

P "

T Swimming (A) Now, what about swimming

P

T Right (A) So you're still telling what is available, which is the

one that Sonia mentioned here. Yes (A)

What else about it

P "

T Surfboards (A) Yes, but now, but now, what else. There's a type of

advertising that goes along with surfboards and togs and swimming, and

they advertise, not only a message to people. Who uses togs and surfboards

and go swimming.

P keep out of deep water

T Mhmm. Right. So what's a good thing about that sort of advertising

P keep people safe

T Right. We have safety warnings (RECBB) Now, one is about keeping out

of deep water. What are other safety warnings that they advertise.

P "

T Watch out for glass on the beach. Good (A) Others

P

T Right. Yeah (A)

P

T Stranger danger. Yes (A)

P

T Yes (A) But there are other ones as well about safety, along the

idea of, not only in the water, but safety where else

P

T Mhmm (A) Such as

T seat belt

T Yeah (A) Now are these good advertisements

P yes

T Right (A)

P

T Mhmm (A) If you sold the seat belt (COM)

Ps laugh

T To me that sounds the same as I think they should sell wheels with cars you see. So when you go and buy a car, you get four wheels. You get four wheels with it as well

P you do

T Well, well ^Trudy. This is what ^Trudy is saying. If you buy the car you get the seat belt with it don't you. Right

P Our car in Australia, it didn't have seat belts in it

T Oh, didn't it (A)

P

T Didn't. Oh O I see OK (A)

Ps

T Oh Uhm. Now what are some of the things that are not so good then

P

T Yes (A) So what would what would be the bad point about that Carolyn

P using other peoples things to advertise their product

T Yes (A) other people's what ?

P other people's music

T OK. So what happens if we had, ah Grease music to advertise ah water safety. Would that be alright

P more people listening music, not words

T Oh I see. Right. Right OK (A) (RECB)

Some things are not so, other things are not so MMh (C/O)

P go too far cows with forks K Fried ad

T Yes (A)

Ps

T Well, why is that a bad thing

P

T Do you read Footrot, Footrot Flats.

Ps yeah

T Is he a good thing

P

T Last nightn Footrot Flats was leading the draught horse along, and because Walcouldn't handle them. Did you see that one

Ps

T Yeh, but you see Footrot Flats, that that, he he's also able to ah hug Wal, ah think, uhm speak to himself, all sorts of sign language. Yet, you you enjoy that, but you don't enjoy the cows eating with knives and forks.

T Oh Right (A) so you can have...

PP

T Could you, could you please tell me then, the difference between your entertainment and advertising

PP

T Now is this good or bad

Ps

T Yeah. OK. Right. Fine. What else., don't you like

Oh, I mean, sorry, I mean what else don't you like. What else is ..when's advertising a bad thing, shall we say, or not too good.

P "

T Exaggerate (A) Can you give me an example

P

T (RECB) Yes Right (A) Mh (C/)

P exclusive to Woolwoths but also in others

T So what's had about that

P lies

T They're not being truthful. Yeah (A) Right (RECB) Yes

P

T Yes (laughs) Yes (A) Yeah, that's not truthful?

P no

T No (A)

P

T Mhmm (A)

P

T Yes, Right. Oh that's a good one. Carol. Yes

Uhm, what else are bad things

Pause

P

T Could you say that again, name

P

T Yeah (A)

P

T Oh right, yes (A) Any others

What about uhm, fear. Do , do any of you , aware of an an advertisement that sorts of frightens you into doing something

P safety belt ad

T Mh (A)

Pcs

T Is that a good point or bad

P

T Mhmm, Mhmm (A)

P

T Yes (A)

PPs

T Right (A)

didnt even do them up properly

T Drape them over. Yes (A)

P

T Oh well, to come back to the fear point of view though. Ah thats one where they've frightened you for a very good thing. Can you think of anything where you feel that you are frightened, or forced on into buying something, because on an advertisement.

P door lock

T Mmh. Ggg, goodexample Karen. Good example. Uhm, Gala Days coming up. I wonder if you could say a good ad, or rather an ad an advertisement used in a good way to advertise Gala Day, at Hamilton West School, fourth of November. I wonder if you could tell me a good ad. Think one up now

P

T Uhm, now, does that, thats told us whats available. Is it accurate

P yes

T Yes (A) It has some humour. Mmh. Yes well Yes (C/)

P song for Galal Day

T Was that a good ad

Pc not sure

P

T Mhmm (A)

Pc

T Could you give me ah an example where advertising could be used in a not good way to advertise Gala Day

P

T Mhmm (A)

Ps

T Mhmm (A)

PP

T Now, yo come back to it. What would be a , Come back to the bad ad the bad points of advertising fir Gala Day. You'd say that its the best yet. Uhm everythings available. What else could you put in

P

T Right (A) Things that are available that aren't, Yes (A)

Pil

T Mhmm, Mhmm Mhmm Right Fine (A)

Uhm, what about, anyone got any other ideas for a uhm another sort of

Tc either good or bad, or or ideas role play, or ideas that have anything to do with the good or not so good points of advertising

Someone thing one up now

Pause

Such as. Do you want your child to be the neatest writer in school. If you do, make sure that you buy Phosphate Water Markers. (Laughs) One of these is certain to turn your child into the best handwriter in the class. Available everywhere. All put to (Ind) music. Right.

P toy shops go to favourite and not there, sold out

T Oh I see

P sold out

T Yeah, so oh praps so, anybody, anyone, come on people. Anyone give me an ad. I've given you one. You try

P I'll tell you one we made up last night

T Right. Yes please

Pc

T Oh Come..

PcP two pupils role play

T Very good. Give them a clap. That's very good indeed. Good. Right.

That was excellent, excellent Karen and Rudy. Well done. Well done.

What we're, what were the ah, what were the good things about that advertisement you did

P " "

T It was funny, right. What else was good about it.

P her voice

T It changed her voice. Yes. What else was good

P showed what voices like before

T That mightn't be truthful though. It might be Carolyn and her twin sister doing the advertisement. You see. It mightn't be.. Carolyn bring

P imitating her

T Could have been too. Well, you didn't know there was a voice changing thing available - on this chart here. You didn't know there was a voice-changing ah place available did you until Carolyn and Rudy told you about it. Well now you know you see. You've been told about it.

Ps

T What were the bad things about that voi..advertisement

P didnt tell where it was

T No (A)

PP

T Uhm. I'm not quite sure what point you're making there Harley, but never mind.

PP

T Well, whats the point you're making Harley

P

T Oh, I see (A) Yes. Could also make their teeth cleaner to Yes (laughter)

F

T Make them buy some?

Ds toothpaste

P have to buy more toothpaste because like the taste

T Which is just what they want you to do. And of course you will notice that the amount of toothpaste they put on the brush

P

T Quite a long length of it, or Ah

P Can we just work up in this corner - others in library
right

T Very happy to. Yeah. Ahm, lets come back to this again. Advertising is always a good thing. Like to re.. like to make another statement
Carolyn

P sometimes a good thing

T Yes (A) Any others

P " "

T Right OK (A) Advertising is not always then

Are you clear about some things which are..Do you think if you look in an advertisement, on the television. Are you able to discuss what are the good things and bad things about it

PP

T Ah (A) Right, well you tell me then, just to show what you mean. Here's an advertisement. It says. On Oct..on November the fourth, there's to be a Gala Day at Hamilton West School. There'll be a variety of things for sale, at cheap prices. If you are part of the in-group, you must be seen at the Hamilton West Galal Day. Right, now, what, what are the good things about that advertisement

P gives information

T Right

PP except for end bit

T Whats wrong with the end bit

Ps

T Right. Good on you. Ah we'll..Carolyn

PPP

T But, but some of the things that you say are bad, is that being woo ed by the music and the exag, exag, exaggeration, and not being entirely truthful, and using fear tactics. Those things that you point out might be used to make you buy something. It might be sort of bad advert, Carolyn, but it could still make you buy something.

P

T Welll leave it at that anyway, and perhaps you will look at advertising on the , on the a television, and radio, and newspaper in a bit more critical light than you have at the moment all being well

APPENDIX H

DAVID'S STIMULATED-RECALL INCIDENT RECORDS

TEACHER David LESSON NO. 1 INCIDENT NO. 1

R That reminds me. We really need to record the fact that there was that decision made about location finally. *

T Yes. And another decision that initially..just the floor area..but the possibility of using the corner of those benches there, and the tables and so forth.

R These were the things that were running through your mind when you came in here?

T Ah, no. I'd only thought in terms of, we'll use this space, this generally, and actually, just when I said that..as I was saying that I thought, well some of them could use the benches over there, the bookshelves.

R To perch themselves on?

T No, no..to put their, to put their labels on to write on or whatever it was rather than to work on the floor all the time, which is a decision I made.

R And that was just triggered by the fact that you looked around and noticed there were these other possibilities in the area.

T Yes.

R And you actually thought in terms of them doing their writing and so on on these benches and shelves.

T Yes.

T "I'm sorry about the area (old library) but we'll work in this floor space that we've got here..we'll, you know, on the corner of the benches and wherever you can go."

* A final pre-lesson planning thought.

REFLECTIONS												
PLAN	ACT	INF	DIR									
PERCEPTIONS										CI	SP	IN
LEB	TAC	TAF	DFB	MMH	PCO	TIM			VB	DCC	NYS	
						✓						
ANTICIPATIONS												
TAC	VIC	LST	LYC									
JUDGEMENTS												
RFP	CCF	JAB	MMS									
TEACHER ACTIONS												
ACTION CONDITIONS												
<i>Location</i>												
END STATES												
<i>Learner Behaviour Overl Response</i>												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 1 INCIDENT NO. 2

T Decision there. That they should work in pairs..as it transpired with the nature of the children..as opposed to individual choices.

R You thought this?

T Yeah, yeah. It was something I hadn't made up my mind about, remember. Now I had to.

R When you say the nature of the children, you mean?

T That they were people who were compliant to working together in pairs. There happened to be only two boys in that group.

R There was no one who looked as if they needed to work on their own. They comfortably...

T No. Well Elizabeth does tend to be a (indistinct) often, and Sonia's not necessarily...

R But as a group there was no one necessarily to keep apart or anything.

T No, No.

R So you were actually conscious of these sorts of..ah features about the kids at this point..as you looked them over..compliant, only two boys and so on.

T Yeah.

T "Well, look in your pairs then, children, if your pairs take..."

REFLECTIONS												
PLN	ACT	INF	DIR	* Grouping								
*		**		** learner information								
✓		✓										
PERCEPTIONS										CI	GP	IN
LB	TAC	TIF	SP	IN	PCO	TM						
ANTICIPATIONS												
TAC	ACC	EST	VEG									
JUDGEMENTS												
APP	ECF	UIS	ANG									
TEACHER ACTIONS												
ACTION CONDITIONS												
<i>Grouping</i>												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID

LESSON NO. 7

INCIDENT NO. 3

- T I happened to pick up, just pull out three advertisements and noticed that they were all the same. So I said, bang, what's common about those. Then I noticed one of them..they looked like three truck ads you see. That one was actually a picture of a truck, alright. But it was one of these campamatic things that they were advertising..a tour. Here's this campamatic. I said sorry. Change that one. But again it's one of these rather instant decisions. But nevertheless, I changed that for one that happened to be another truck one.
- R You can remember actually seeing, thinking oh, they don't in fact, ..?
- T Oh heaven's yes. Certainly.
- R We're on the right wavelength, I think. You were conscious of the ad and it not really being the same as the others, but your reaction from then on, changing it for another one, was pretty well automatic. You didn't think, oh I must change that.
- T Right, Neil, yes.

REFLECTIONS

PLN | ACT | INF | OIN

PERCEPTIONS

LEE | TRC | TAF | DPE | MNN | PCO | TIM

CI | CP | IN

VB | JO | OCC | NVB

ANTICIPATIONS

TRC | ACC | EST | EVC

JUDGEMENTS

APP | ECF | UNS | MNS

Od. inappropriate

TEACHER ACTIONS

ACTION CONDITIONS

END STATES

EVALUATIVE CRITERIA

TEACHER DAVID LESSON NO. 1 INCIDENT NO. 4

- T I would have consciously... I would have decided to read the notes then move around a bit. I decided to move around.
- R Your movement is..is a thing that you automatically do..or did you in a sense say to yourself here, well I'll check my notes and then move around and see how they're going.
- T No, this was definitely conscious.
- R You can see in some situations you may be there, and you can see that a group is obviously in trouble..they haven't comprehended the task..and you mentally note it and go to them. Whereas, this group is basically working as you intended, so...
- T Yes. Well I had..the Carolyn group were doing it. I looked at them and they were clearly, well, in a controlled situation. I went across to look at another group there of Aaron and Harley and became involved with them because I saw what I thought were some discrete categories there that I thought should have been involved in categories they already had, and hence my involvement with that group.
- R So there may be decisions associated with working with that group. Did you sort of consciously note this overlap, and think...
- T Yes. I thought I'll need to sort that out with them (follow-up required)
- R This is Aaron's group is is?
- T Yes.
- R Right.

REFLECTIONS												
PLN	ACT	INF	DIR									
PERCEPTIONS										CI	GP	IN
LEE	TAC	TAF	CFM	MINI	PCO	TIM				✓		
✓				✓								✓
ANTICIPATIONS												
TIC	ACC	EST	VC									
JUDGEMENTS												
APP	ECF	USE	MIG									
	✓											
TEACHER ACTIONS												
Read Other Unspecified												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 7 INCIDENT NO. 5

- R Were you aiming for a higher-order classification?
 T Yes. Now this was a decision I had not planned on. They seemed..Their groupings seem to split themselves initially into two clear groups.
 R That was your impression of what they'd ended up with?
 T Yes. I decided..that would be a conscious decision..by golly, let's try this one..I'll try to get them to come up with these two, because it would solve two problems. I made it to solve the problem of a lot of product sub-categories that needn't have been discrete categories at all actually.
 R The same sort of problem as Aaron and Harley had?
 T Yes. They had fire-places, shower, electric shaver ads and so on. So we initially..I decided, well, we'll put those into a larger group, larger groups, and that would solve that problem..and also the second purpose was that there were some there that were difficult to fit in anywhere. Would they be a separate larger group on their own, or..and in the end, I didn't. One set there about, oh the political broadcast, the political meeting for Mr Muldoon, and the one about the church services, stayed towards the non-productive, entertainment ones. Away from the..sorry..towards entertainment and away from the products. You'll hear the discussion about that one.
 R Now can I just check this off again. As you were getting these groupings laid out it looked to you as if they were falling into two broad categories. Products and entertainment. And the 'different' group too. That was in your mind?
 T Right.
 R So you decided to see whether the kids could recognize those groupings?
 T Exactly it.
 R And the problem of all those overlapping sub-categories - that was something that you'd thought about, been concerned about at the same time?
 T Mhm.
 R Good. I've got that clear now.

REFLECTIONS											
PLN	ACT	INF	COIN								
	✓										
PERCEPTIONS								CI	GP	IN	
LES	TAC	TAF	OPB	MNH	PCO	TIM		✓			
✓					✓			VB,SO	DCC	MVB	
								5			✓
ANTICIPATIONS											
TAC	ACC	EST	ENC								
JUDGEMENTS											
APP	ECF	JAS	MMS								
	✓										
TEACHER ACTIONS											
Unspecified - "I'll try to get them.."											
ACTION CONDITIONS											
END STATES											
Learner Behaviour											
"Come up with these two"											
EVALUATIVE CRITERIA											
Learner Behaviour											
(Categories sought)											

TEACHER DAVID

LESSON NO. 1

INCIDENT NO. 6

- T Now that was one of those times when, for some reason, ... I just remembered then that we'd seen an aircraft towing one of those advertising banners.
- R The..you remembered it, and then came the question.
- T It's more you get a flash of an idea and then the next thing you're asking a question.
- R So you get the idea of a topic..in your mind, then the question..you frame that up, you must frame that up pretty well automatically. But there's not much of an interval between the idea and the question.
- T No, no, no.

REFLECTIONS

PLN | ACT | INF | DIN

✓

PERCEPTIONS

LEC | TAC | TAF | GPR | MNN | PCO | TIM

CI | CP | IN

VB | JO | OCC | NVB

ANTICIPATIONS

TAC | ACC | EST | EVC

JUDGEMENTS

AFP | ECF | LVB | MNG

TEACHER ACTIONS

ACTION CONDITIONS

Topic Focus

END STATES

EVALUATIVE CRITERIA

TEACHER DAVID LESSON NO. 1 INCIDENT NO. 7

- T There's a conscious decision that comes in here..was to do that at that stage of the lesson.
- R Right. You had it there as a conditional one to put in at some point.
- T It was planned. I had planned that I would go beyond things in books and magazines, to solicit ideas on other forms of advertising. Now the conscious decision in here was to do it then, because now..you saw how I come back to that. Now I do, I did that deliberately because it's, because I remembered, or I was always conscious that if we were going to work towards a definition of advertising..now this would be a good stage if we were going to do that, to go, to consider other forms of advertising. If we were to come to an overall definition of advertising
- R So it was really, in a sense there was a decision to do that. Within the lesson. The decision related to the timing of doing that. This was the appropriate point.
- T Yeah, yeah.
I don't think this is a particularly weighty decision at all. I knew that it had to be done. This seems to be a timely point to do it.
- R And you just read the situation and it seemed timely?
- T Yes.

REFLECTIONS										
PLN	ACT	INF	DIR							
✓										
#				# Topic Focus						
PERCEPTIONS								CI	CP	IN
LBE	TAC	TAF	OPB	MMN	PCO	TIM		VS	OCC	NYB
ANTICIPATIONS										
TAC	ACC	EST	EVC							
JUDGEMENTS										
APP	ECF	USE	MNG							
✓										
TEACHER ACTIONS										
ACTION CONDITIONS										
(Topic Focus Timing										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 1 INCIDENT NO. 8

- T There were one or two things there Neil
 R Were you, I was just wondering whether you were..You put the question..Were you thinking about the fact that you didn't actually get an immediate response?
 T No that wasn't actually bothering me.
 R You were just hanging on.
 T Yes, I was conscious incidently that they weren't answering. This question sequence is not, did not go as well as it might have done. And the girls on the right were having a wee giggle about something. I've forgotten what it was to do with the..to do with Mr Muldoon or something. They had some little giggle session going. The question was sort of lying there, and my own concern was you know, I presumed they were still thinking about this because..this might be wait time extraordinary. It took a bit of kicking into life there for a minute, because the girls giggling on the side there.
 R Distracting the others from the question?
 T Yeah, and two of the girls there are two girls who are extremely close friends and do a lot of giggling together anyway. But I thought we were getting a bit off-track there.
 R That was in your mind?
 T Yeah. But it wasn't a major concern
 R You mentioned wait-time. Conscious wait-time?
 T Definitely. A bit of SQAIES. I used it a couple of times there.

REFLECTIONS											
PLN	ACT	INF	DIR								
PERCEPTIONS								CI	GP	IN	
LSE	TAC	TAF	CPB	MIN	PCO	TIM		✓			
✓								VB	OCC	NWS	
								0	✓		
ANTICIPATIONS											
PAC	ACC	EST	EVC								
JUDGEMENTS											
APP	ECF	USB	MNG								
	✓										
TEACHER ACTIONS											
ACTION CONDITIONS											
Wait											
END STATES											
EVALUATIVE CRITERIA											

TEACHER

LESSON NO.

INCIDENT NO. 9

- R By the way, in a section like this..when you're trying to get a particular answer,..is the answer you want..oh, sort of registering in your mind
- T Well, I know what I'm after. I wanted some reasons there. Not that I'd had certain reasons..but,
- R And when you can't get what you want, do..are you likely to have particular thoughts about what's happening.
- T Well..frustration of course sometimes. It depends really whether I think that there's no reason why they can't give me the right answer. It could be a bad question though and the kids don't really know what you want. Like I wasn't that satisfied with the questions in this lesson.
- R Did you think that while you were teaching?
- T Not so much then as after.

REFLECTIONS										
PLN	ACT	INF	OWN							
PERCEPTIONS								CI	GP	IN
LSE	TAC	TRF	GPS	MNH	PCO	TIM				
ANTICIPATIONS										
TIC	ACC	EST	VC							
JUDGEMENTS										
APP	ECF	LAG	MNG							
TEACHER ACTIONS										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										
L. Response sought.										

TEACHER DAVID

LESSON NO. 1

INCIDENT NO. 10

- T Now that was something again that I hadn't decided on before..hadn't made up my mind about. I knew we'd try to get one definition but how we'd specifically go about that...
- R You were thinking about two groups discussing it and reporting back originally
- T That's right. But, I thought there..we had paper and pencils on hand, so why not, I thought they can each write a definition down and then we'll go back over them and try to get some agreement on one.
- R Did the..were you noticing the materials, the paper, when you were about to go into this section? Did that trigger the thought?
- T Oh, not really. It just occurred to me as a way of handling that.
- R Handling..?
- T Handling the definition.
- R So..I'm just wondering. When..you've got this plan in your mind - does, are you conscious of the point you're at in the plan at a transition point like this.
- T I suppose sometimes. I was here because, as I say, I hadn't really finished all I should have planned for that.
- R So the plan sort of surfaced, perhaps because of that?
- T Yes, I would think so.

REFLECTIONS

PLN ACT INF OIN

<input checked="" type="checkbox"/>				
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PERCEPTIONS

LBL TAC TAF OPE MMN PCO TIM

CI GP IN

VB SD OCC NVB

--	--	--	--	--	--	--	--	--	--	--

ANTICIPATIONS

TAC ACC EST EVC

--	--	--	--

JUDGEMENTS

APP ECF IAS MNG

--	--	--	--

TEACHER ACTIONS

--

ACTION CONDITIONS

Materials

T-L Method - Review
"go back over them"

END STATES

Learner Behaviour
Overt - Response / Response Mode

EVALUATIVE CRITERIA

Learner Behaviour

TEACHER DAVID LESSON NO. 7 INCIDENT NO. 11

T Another thought there while I was waiting. Some were likely to finish before the others.
 R You thought...?
 T Well, I knew ones like Harley might take a while, and...
 R They'd work at different rates?
 T Yes. So as they finished they could compare their's with someone elses' or their partner and try to agree on one.
 R

REFLECTIONS										
PLN	ACT	INF	DIR							
		✓								
PERCEPTIONS								CI	GP	IN
LSE	TAC	TAF	CPB	MNN	PCO	TIM				
							WS/O	OCC	MYB	
ANTICIPATIONS										
TRC	ACC	EST	VC							
JUDGEMENTS										
APP	ECF	LAB	MIG							
TEACHER ACTIONS										
ACTION CONDITIONS										
<i>Participation</i>										
END STATES										
<i>Learner Behaviour (log)</i>										
<i>Overt Resp - Mod</i>										
EVALUATIVE CRITERIA										
<i>L. Responses</i>										

TEACHER DAVID LESSON NO. 7 INCIDENT NO. 12

T I thought about going on, but I knew a couple of them had missed out on the break for two days running, so I decided to finish up there.

Note: Bell rings at this point.

R So their having missed out came into your mind then...when the bell went?

T Mhm. Because I could have gone on a bit longer

REFLECTIONS										
PLAN	ACT	INF	DIR							
		✓								
PERCEPTIONS								CI	CP	IN
LSE	TAC	TRF	OPB	MMN	PCO	TIM				
						✓		VS/S/O	CC	NVS
ANTICIPATIONS										
TRC	ACC	EST	LYC							
JUDGEMENTS										
APP	ECF	LAB	WNG							
TEACHER ACTIONS										
ACTION CONDITIONS										
<i>Timing</i>										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 1 INCIDENT NO. (a)

- T I came in with sheets of, sheets of duplicating paper, folded in half. And in that instance I went down just to tear them. I'd folded them, and I thought, tear them in half, because of half a sheet is plenty for a label. I made the decision. I mucked up the tearing of them, so took a list that wasn't... Now this was an interesting stage because you, when I said if I tore through them properly, this is usually just to split the paper, but I didn't. I said to Elizabeth, would you mind guillotining them. There's a guillotine near by. So she went and put them through the guillotine and that was that.
- R Now just one thing. Sometimes there are somethings you really do almost spontaneously. They're just an inevitable outcome of the situation, and there's not really a deliberate, a deliberation or a, a conscious sort of concern with it. And that's just the only thing to bear in mind. Some people have commented that what they were really doing was offering me an explanation for something they did as sort of just a straightforward automatic response to the situation, and as they acknowledged in a sense when I queried it initially, it didn't really demand, it wasn't associated with any conscious thought. It just occurred automatically.
- T That's one of those. You're looking for conscious lesson changes.
- R Good. Now we're clear. Ones where you can actually recall the sort of deliberation process, or the one, for example that occurs when sometimes you hear a child give an answer and think, well I must come back to them. But you've got to finish hearing someone else answer and you're thinking..stop talking. I want, I want to tell you about this.

REFLECTIONS												
PLN	ACT	INF	CON									
PERCEPTIONS										CI	GP	IN
LBE	TAC	TAF	GFB	MNI	PCO	TIM			VS/O	OCC	NVS	
ANTICIPATIONS												
TAC	ACC	EST	ENC									
JUDGEMENTS												
APP	ECF	LES	MNG									
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER

LESSON NO. 1 INCIDENT NO. (b)

- T There's a long stage here..this is by explanation..where they're doing the sorting. And my next thing is working with one group. I started moving around the group then, as far as the microphone lead would allow. It wasn't, it wasn't a really needy case for teacher intervention. Everybody was working very happily on this.
- R The sort of thing you do as a matter of course. You're just monitoring.
- T They were doing the thing very well. But I would, as you say, monitoring to make sure they were doing what was expected of them. But no-one was. It was all...
- R Nothing stood out.
- T No.

REFLECTIONS

PLN | ACT | INF | CIN

PERCEPTIONS

LBE | TFC | TAF | OFE | MMH | PCO | TIM

CI | GP | IN

WSB | OCC | NVB

ANTICIPATIONS

TAC | ACC | GST | GYC

JUDGEMENTS

APP | ECF | LAS | MMG

TEACHER ACTIONS

ACTION CONDITIONS

END STATES

EVALUATIVE CRITERIA

TEACHER

LESSON NO. 1 INCIDENT NO. (6)

- T Just to explain. The first group had finished, well and truly finished, and were laying out the line of...
- R So you went over. That's Elizabeth. A separate group from Aaron?
- T Yes.
- R And you'd just noticed the fact?
- T They brought them down, and said we've got them here in a bundle, all with their labels on. And then that's where I'm saying lay them out on the other side of the floor there. That's the start of the process where I..lay them out. Everyone comes along and looks at their categories and it will be..
- R But this is basically a case of the plan just running it's course
- T Yes.

REFLECTIONS												
PLN	ACT	INF	DM									
PERCEPTIONS										CI	GP	IN
LBE	TAC	TAF	OPB	MNH	PCO	TIM						
ANTICIPATIONS												
TAC	ACC	EST	EVG									
JUDGEMENTS												
APP	ECF	LIB	MKG									
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 7 INCIDENT NO. (d)

T At that stage, I think we're virtually all finishing, and all coming together.. that pile at the end there..and people are laying out their stuff and they're laying them out and putting together their groups where necessary. I think the next stage was where I started to hassle up those who were dragging along.
 R Nothing specifically in your mind
 T No.

REFLECTIONS												
PLN	ACP	INF	QIN									
PERCEPTIONS										CI	GP	IN
LBE	TAC	TAF	GPB	MINN	PCO	TIM				UBSO	DCC	NVB
ANTICIPATIONS												
TAC	ACC	EST	EVG									
JUDGEMENTS												
APP	ECF	WSE	MNG									
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 1

- T Translation number one. Righto, that's translation. Sorry. I'm just bugged about this
- R So, were you actually consciously trying to frame up that one, right at the outset?
- T Yes. You see, I am always absolutely satisfied that I can do this. I think I've done it quite well there actually.
- R The 'do' is a very straightforward.
- T Yes, very straightforward. What do they do? Righto. I'm always confident that I can do this. I'd never, I wouldn't have to write that down. But I've still got this scheme at the back of my mind that I would have liked to have clarified it first rather than wait for it to spew out.
- R Did you actually think..were you thinking that in the course of the lesson
- T Yes. Yes. Too right. That's crucial
- R And you were aware of the question as you were framing it up.
- T Certainly.

REFLECTIONS										
PLN	ACT	INF	DM							
PERCEPTIONS								CI	GP	IN
LE	TAC	TRF	CPA	MKN	PCC	TIM				
	✓									
							18.30	OCC	NVB	
ANTICIPATIONS										
TAC	ACC	EST	EVG							
JUDGEMENTS										
APP	ECF	USB	MMG							
✓										
TEACHER ACTIONS										
<i>Inform</i>										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID

LESSON NO. 2

INCIDENT NO.(2)

T Yes, decision one there would have been to..actually to have them point to the picture. Ah, I had planned on "Let's look at these. Let's talk about them..talk about techniques." But the translation of the most obvious technique in children's terms was point to it. That was a decision I made in the lesson, that I'd do that rather than "Let's have a talk about it." Point to it and justify why for your point of view. Which was much better in terms of the children than say,..that's what I want you to talk about, techniques.

R We'd better check this out again. Did you decide that more or less automatically, or was this a decision to translate what you'd, you'd planned because you were conscious there that that word technique was.. or might be a bit of a stumbling block if you just went ahead and said the discussion would be about techniques. See, that was what you'd planned. Discussion. What techniques used to attract attention?

T Right, Neil, Right: I was I was conscious of what I would say to start them off - putting it in their terms. What I'd planned wasn't.

R So that applies to your opening, all of these opening statements. Thinking what you're saying, or going to say.

T Mmhm.

REFLECTIONS

PLN HCT INF OIR

✓ T.Action

PERCEPTIONS

LEL TAC TAF OPB MMN PCO TIM

CI GP IN

VB FO OCC NVB

ANTICIPATIONS

TAC ACC EST EVC

JUDGEMENTS

APP ECF LGS MNG

✓

TEACHER ACTIONS

Direct

ACTION CONDITIONS

END STATES

EVALUATIVE CRITERIA

Teacher Actions
"in their terms"

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 3

- T I deliberately overlooked the one about being intelligent, being intelligent. The idea..it boiled down to just be..(IND)..and he's more intelligent than others, is one thing that I would miss (not comment on) as a teacher.
- R So you actually, consciously left that side of it?
- T Surely. Yes. I prefer it to be on a comparison basis with the child's own ability, rather than with any one else. So correct, but I didn't want it to become an issue.
- R And those sorts of concerns were in your mind there were they? It wasn't a... wasn't an appropriate idea to follow up?
- T Right Neil. Not a good one for a probe.

REFLECTIONS										
PLN	ACT	INF	DIR							
PERCEPTIONS								CI	GP	IN
LBE	TRC	TAF	OPB	MMN	PCO	STM				
✓							VBSD	OCC	NVB	✓
							5			
ANTICIPATIONS										
TAC	ACC	EST	EVC							
JUDGEMENTS										
APP	ECF	LAB	MNS							
✓	✓			App. as possible topic						
TEACHER ACTIONS										
Not to act										
ACTION CONDITIONS										
Topic Focus (rejected)										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. INCIDENT NO. 4

T This didn't go very well. I thought this would be a really good one after the initial start. It was hard work
 R Do you think they found it embarrassing?
 T No. Well that hadn't occurred to me. I thought it would be so obvious that it would be easy meat. But it didn't turn out to be
 R So you found yourself struggling a bit?
 T Yeah, struggling. I knew I was working hard.

REFLECTIONS										
PLI	ACT	INF	DIR							
PERCEPTIONS								CI	CP	IN
LEE	TAC	TAF	CFB	MUN	PCO	TIM				
		✓								
							VB	DC	NVB	
ANTICIPATIONS										
TAC	ACC	EST	SVC							
JUDGEMENTS										
APP	ECF	US	MING							
TEACHER ACTIONS										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 5

- T I'm ashamed of it.
- R It's interesting. They've got it in a sense, but their phrase, it makes them feel like a million dollars, which is really..they can't give you a one word label, but that's pretty close
- T Look here are three examples in there of bad use of children's answers. Extremely bad, which I thought was not particularly like me. Because I know exactly what they are saying. Because I am two questions ahead, I couldn't wait to elicit the idea, what's the main idea behind this thing. I couldn't wait. I didn't even listen to the kids answers which were really worth building on
- R So you had your answer in mind for it?
- T No, no. Because I was thinking, look, the question I've got to ask is what's the key idea behind this advertisement, and I didn't even know I could have built on..there are three answers that I should have built on. I was hung up there. I was thinking way ahead. What I've got to get.
- R So you were actually carrying the question you wanted to ask in your mind?
- T Yeah.
- R And the main idea you were wanting? Your answer, the one word?
- T Yes, again. I mean someone says they look expensive. Someone says looks like a million dollars. Excellent answers that I could have built on. I'm ashamed
- R You weren't aware of that at the time though
- T I was a bit on edge, yeah, though.

REFLECTIONS									
PLAN	ACT	INF	DIR						
✓									
PERCEPTIONS							CI	GP	IN
LSB	TAC	TAF	OPB	MMN	PCO	TIM			
		✓					VBSP	OCC	RYB
ANTICIPATIONS									
TAC	ACC	GST	EYC						
JUDGEMENTS									
APP	ECF	UIS	MNG						
TEACHER ACTIONS									
<i>Question</i>									
ACTION CONDITIONS									
END STATES									
EVALUATIVE CRITERIA									

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 6

- R At a point like that, are you carrying 'humour' in your mind?
- T Mhm. Yes. That's what I'm working on. Yeah.
- R And working towards it.
- T Yeah, hard. Hard. Yeah. No one else will get a word in edgewise. You notice. Working hard. My god. They'll say the word humour at all cost.
- R But we all do this at times don't we. Particularly in a situation where you've worked through the materials, and you've laid out for yourself what you would hope to get. That's what this (the plan) is for isn't it. Carry things..that you've got end-points in mind?
- T Yes, that's very much me. That the goods have to be produced. But I never realized it was at such a pace as this. There are some times when I make a conscious attempt not to. The sciences one, where we go all Brunnerian if you like, and the use of the data to come to your own recognition of what are the essential attributes for example. In some cases this is..wrong assumptions are made. If you like, we then jump into a testing hypotheses idea and in a science lesson it's, oh I don't care. I'm not..if the wrong ones are made because I, given time I can question the inference in a small group. I suppose what you call testing hypotheses, and theory testing. And there, if they don't get them, I can always tell them. I can always turn around and tell. I can always..you know, to correct their proposition, because I believe it is.. but here, today though, is you know, unfortunately..very much, what you're listening to now. They will say the word humour. And they're getting it. I wasn't expecting the answer at all in this bit. But that's what we're getting to. We do in the end.
- R And does this occur for other ones?
- T Certainly. You'll hear it.

REFLECTIONS									
PLAN	ACT	INF	DIR						
✓									1. Response Sought
PERCEPTIONS									
LEE	TAC	TAF	OPB	MMN	PCO	TIM			
ANTICIPATIONS									
TAC	ACC	EST	ENC						
JUDGEMENTS									
APP	ECF	LAS	MNG						
TEACHER ACTIONS									
ACTION CONDITIONS									
END STATES									
EVALUATIVE CRITERIA									

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 7

- R Did you plan for that?
 T No, I didn't plan for that at all.
 R Was this another one on one of the sheets.
 T Yes. One of the ones on the sheet. That was one of some chewing gum or whatever it was. I think, I think it's because it's a further confirmation of something we..perhaps I'm too uncomfortable at this stage you see, and I'll say right, we'll see, can..I could have thought, well let's see if we can pick up one of these attributes we've used before. Just in passing.
 R But by the way you're saying it. You're saying, I think I did it probably for such and such reasons, which suggests that you did it pretty automatically and spontaneously. There was not a lot of deliberation
 T Oh, no.
 R There was no specific thought, oh like after you notice something and it's a matter of bringing it in later
 T No I think, recalling it. I was closing up that probably. We'd used the centre spread to point out, and I was closing it up and I, I thought, boy, there's an attractive..well it caught my eye. So I thought, bang, what about this. What about that.
 R You did it very automatically
 T Mhm.

REFLECTIONS										
PLN	ACT	INF	DIR							
PERCEPTIONS								CI	GP	IK
LES	TAC	TAF	ORS	MIN	PCO	TIM				
				✓			1590	OCC	NYS	
ANTICIPATIONS										
TAC	ACC	EST	ENC							
JUDGEMENTS										
APP	ECF	LAB	MNG							
TEACHER ACTIONS										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 8

R Were you thinking anything at that stage?
 T I thought it was a bit discrepant for old Harley
 R Harley and Penthouse don't go together?
 T Not really.

REFLECTIONS										
PLN	ACT	INF	OIK							
PERCEPTIONS								CI	GP	IN
LSE	TAC	TAF	ORB	MMN	PCO	TIM				✓
✓										
								VB3/0	OCC	MYB
								S.		
ANTICIPATIONS										
TAC	ACC	EST	EYC							
JUDGEMENTS										
APP	ECF	UB	MNG							
			✓							
TEACHER ACTIONS										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 2 INCIDENT NO. 9

- R You were still hoping to get you: media there?
- T No, No. Anything in the children's terms. I just wanted an answer in children's terms. And the one..Kathy, what would you like. A horse. It would be a picture of a horse. A picture of a guinea pig. In children's terms what would they like. You know, for themselves. This obviously because of my concern that some of the things we discussed mightn't necessarily be part of their environment - such as glamorous ladies, and
- R So that's the reason behind that?
- T Mhm, yes.
- R And you thought that in the lesson, or
- T No, wait. No. Hang On. No that is. No that is clearly one that..no that is clearly a decision I made because I always had this in mind.
- R You had in mind this possible gap between your ads and the kid's experience? Back in your planning?
- T Right. And I'd intended them at the end to write an ad with their ideas. This was a bit of a variation on that.
- R This was imagining writing an ad. Did you consciously frame that up? I noticed that you waited a moment back there..when you didn't get any more answers.
- T Only in the sense that I was thinking..they'd only given me colour at that point. Nothing else was coming up. O.K. time to shift to things they would be likely to react to, in their terms. So I just thought - if they were writing an ad what would they use
- R So was the thought about what you'd say, or what they'd do or think about?
- T What I'd get them to do.I suppose. Think about writing an ad, and work out what you'd use. But it wasn't something I thought much about at the time
- R Sort of the thought and the words came almost at the same time.
- T Right. Very much so.

REFLECTIONS										
PLAN	ACT	IMP	DIR							
PERCEPTIONS								CI	GP	MI
LBS	TAC	TAF	OPS	MMN	PCO	TIM		✓		
✓								✓	✓	
								5		
ANTICIPATIONS										
TAC	ACC	EST	EVC							
JUDGEMENTS										
RPP	ECF	SAS	MNG							
TEACHER ACTIONS										
ACTION CONDITIONS										
<i>Topic Focus - Timing</i>										
END STATES										
<i>Learner Behaviour</i>										
EVALUATIVE CRITERIA										
<i>Action Conditions - Topic Focus "in their terms"</i>										

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 1

R There was nothing running through your mind at that point?
 T Nothing except that he was a thickhead, and we're off the point.
 R Both of those things you were conscious of? His answer in particular. Harley..?
 T Yeah. Harley .
 R And what about the reaction..he's a thickhead. That actually passed through your mind?
 T Certainly. Not an uncommon thought as far as he's concerned.

REFLECTIONS										
PLAN	ACT	INF	DIR							
PERCEPTIONS								CI	CP	IN
USE	TAC	TRF	OPR	MMH	PCO	TIM		✓		✓
✓								VS	OCC	NIB
ANTICIPATIONS										
TAC	ACC	CS	ENC							
JUDGEMENTS										
APP	ICF	US	MHG							
	✓		✓							
TEACHER ACTIONS										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 2

R Say some more. You were unsure what he was..the idea that he was really trying to convey?

T Well, yes.

R I wondered, hearing that, whether you were mentally noting "I'm not sure what he meant here"

T Yes. I was. That happens a lot

R Does it?

T Yes. In this particular discussion.

R Why was that?

T Oh, because the thinking was..is..where the level is

R You felt this lesson was more demanding in terms of levels of thinking?

T Definitely. This is critical evaluation.

R The 'say some more' probe...Done automatically or in your mind to ask

T No. The sort of thing I do without thinking about it.

R But the wondering what he was talking about. You can recall that being in your mind?

T Yes. Certainly.

REFLECTIONS													
PLN	ACT	INF	DIR										
PERCEPTIONS										CI	GP	IX	
LEE	TAC	TAF	CRS	MNI	PCO	TIM							
✓											VS	OCC	NYS
ANTICIPATIONS													
TRC	ACC	EST	EVG										
JUDGEMENTS													
APP	ECF	US	MNG										
			✓										
TEACHER ACTIONS													
ACTION CONDITIONS													
END STATES													
EVALUATIVE CRITERIA													

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 3

T I found this very difficult to handle because I was thinking there, with childrens' fantasy, animals using knives and forks, impact on..the impact made with the cartoon or the characters, or whatever it is, to fantasize about should appeal to them. And that really surprised me, especially from that fellow. And that threw me. Absolutely.

R Were they sort of querying this being used as a technique

T Yeah, that really got me struggling, trying to work it out.

R Yes, I could sense, see..hear you sort of

T I floundered badly because I wanted to go on to..we've got a play on at the moment, a spoof on Cinderella, and we're doing a lot of this spoofy type of stuff. But that really bugged me, because on the one hand in the classroom, we're working purposefully on children's fantasy, and on the other hand they don't sort of accept it. I thought they're making some sort of distinction between entertainment and advertising. Actually a bit later I asked them about this.

R You can recall thinking that they've got, they must be making some sort of distinction?

T Yes.

R And then deciding to ask them about it. Was that deliberate?

T Mhmm.

REFLECTIONS												
P2H	ACT	INF	OIK									
PERCEPTIONS								CI	CP	IN		
LEI	TIC	TAF	OPB	MMN	PCO	TIM			✓	✓		
✓									VB 30	OCC	NY3	
✓									✓ 5			
ANTICIPATIONS												
TAC	ACC	EST	EYC									
JUDGEMENTS												
APP	ECF	LAB	MNG									
✓			✓									
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 4

T That's a decision to involve a stupid question like that..which is really a non-issue really to the whole thing

R Is that in hindsight or did you think that at the time?

T At the time. I wondered what I was going on about Footrot for. I don't know how I got on to it

R It just slipped into your mind?

T Yeah. I was trying to point up that they didn't object to fantasy in comic strips and so on, so why in ads.

REFLECTIONS												
PLN	ACT	INF	DIR									
PERCEPTIONS										CI	GP	IN
LBE	TAC	TAF	CPS	MNN	PCO	TIM						
	✓						VB	SD	OCC	NVB		
ANTICIPATIONS												
TAC	ACC	EST	EVG									
JUDGEMENTS												
APP	ECF	LAB	MNG									
✓												
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 5

R The business of fear ads. Was this just something that
 T That's something that I must have had in my mental list of a bad point.
 R Ads that frighten
 T Yes. And what was going through my mind there was that this age-group would not be as much influenced by fear advertising or coercive advertising in terms of joining the group..if you don't do it you'll fail school cert and this sort of thing. But they're below that level. And that accounts for the frequent reversal back to examples of something. You know, I know a man who broke his leg and things. Yeah, I'm ashamed of the way I've handled answers in this part.

R Are you hearing answers that you could have followed up
 T My handling of the children's answers I'd like to think this was a typical. Well, okay that's a sample, but it's not like me at all. I don't know, what. There's something bugging me. Obviously there's something bugging me. Look Neil. I don't know what it is, but there's something bugging me that.. because, some of those answers, just before. I shudder at the way I used replies, and I hate to think I do that sort of thing. I wonder if I'm bugged about the whole evaluative idea. That I'm still, that I've still got to get to this,..the suitability of the data I'm dealing with for making evaluative type judgements. That's what's bugging me I think. The gap is so wide (Uncertain).

REFLECTIONS												
PLN	ACT	INF	OIN	Learner Information								
		✓										
PERCEPTIONS										CI	GP	IN
LRE	TAC	TAF	CRS	MMN	PCO	TIM						
		✓					VB	OCC	NYB			
ANTICIPATIONS												
TAC	ACC	EST	EYC									
JUDGEMENTS												
APP	ECF	LAB	MNG									
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 6

- R Were you sort of marshalling thoughts there or
 T Oh yeah. You can see what's going on there. I'm clearly a bit distressed because I've still got the gap between what we're dealing with, to making judgements. Perhaps it seems a bit wide. And here I'm thinking, I'm obviously thinking, shall I throw the role play part in here.
 R Had you felt the application thing had worked? Was there evidence there that they'd been able to close the gap?
 T Well, they had given me an example of a good advertisement and a bad advertisement, and when I'm relating it, that's actually going through that, that I had on the board there, using it as a bit of a checklist
 R I'd better check. Make sure I've got this clear. The gap you mentioned refers to?
 T Well, we'd worked through some data on the good and bad features. Then, we had to come to an, a judgement. Whether advertising is always a good thing, using the data. I wasn't sure whether we'd covered enough data for them to be able to make a judgement.

REFLECTIONS											
PLN	ACT	INF	DIR								
	✓										
PERCEPTIONS									CI	GP	IN
LEE	TAC	TRF	DFE	MMN	PCO	TIM			✓		
✓									✓	OCC	MVB
									5		
ANTICIPATIONS											
TAC	ACC	CSI	AVC								
JUDGEMENTS											
APP	KCF	UIS	MNG								
✓											
											wasn't sure whether... covered enough data...
TEACHER ACTIONS											
ACTION CONDITIONS											
T-L Method - Role Play											
Timing											
END STATES											
Learner Behaviour } Role Play											
Ov. Response											
EVALUATIVE CRITERIA											

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 7

- R Right, this is your return?
 T Yes.
 R It's a fairly deliberate move?
 T Very. I'm getting morose at this stage, and thinking, well, I have not, I'm not realizing my objectives as well as I thought I might. OK. Now we're going to make a big jump, feet and all, back to the statement. I thought let's go to this stage here (indicates in plan) and rewrite, giving an odd example.
 R Not realizing your objectives meaning not being able to get a good set of data on the good-bad features?
 T Right. The whole thing was pretty messy somehow. They just didn't come up with the goods. I didn't know whether it was them or me.
 R And you're aware that this is the point in the plan that you want to, that you have to get to?
 T Right. I had to take the plunge.

REFLECTIONS										
PLN	RCT	INF	OIN							
✓										
PERCEPTIONS								CI	CP	IN
LEF	TAC	TRF	DPS	MNH	PCO	TIM				
✓		✓								
ANTICIPATIONS								VB SP	OCC	NVB
TRC	ACC	EST	EVC							
JUDGEMENTS										
APP	CCF	LAG	MNG							
✓	✓									
TEACHER ACTIONS										
ACTION CONDITIONS										
Timing										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 3 INCIDENT NO. 8

- T What's happening here Neil, is, just to sort out this hash here, is that I asked the children to give me a revised statement of your advertising is always a good thing. And I got two of those. Advertising is not always a good thing. I forget what it is now. Right, now clearly, what has happened here now is.. I have jumped back to another example. I've come back to the gala day, and
- R The original intention was to get them to..
- T That was. They have given me an oral
- R example of the rewritten statement
- T Right, they've given me a couple of those. Now I'm feeling reluctant to leave it at that. So I'm hunting around for possibilities
- R In your mind?
- T Yes. And I decided, let's go back to gala days. I'll give them an ad. Now let's evaluate that ad for it's good and bad features.
- R Again to check whether they can in fact..?
- T That's what I've done. Right, so what I'm doing is just sort of bolstering my own certainty that they've got some idea what might be good and bad features.
- R And that...the possibilities for doing that activity included...were in your mind were they - the gala days topic, giving them an ad, having them evaluate the ad?
- T Oh yes. Thats what I thought I'd do.

REFLECTIONS												
PLN	ACT	INF	CIN									
PERCEPTIONS										CI	CP	IN
LEF	TAC	TAF	OFE	MMN	PCO	TIM				VB	DCC	NIS
		✓										
ANTICIPATIONS												
TAC	ACC	EST	LYC									
JUDGEMENTS												
APP	ECF	UIS	MNG									
TEACHER ACTIONS												
Unspecified "I'll give them..."												
ACTION CONDITIONS												
Topic Focus - Timing												
END STATES												
Learner Behaviour - waitote												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 3 INCIDENT NO. (a)

- R Did you go on to this phase because you thought you'd got all there was on the lists
- T Mhm, yeah, on the good points. There were more good points than I thought that there would be available
- R Did you go on sort of automatically, or did, were you conscious of of their lists..seem to have gone as far as they were going
- T I don't know. I must have presumed they had run out of good points
- R Obviously you've done it automatically, because you haven't recalled..
- T I just presumed, and that's the next stage.

REFLECTIONS												
PLN	ACT	INF	DIN									
PERCEPTIONS										CI	GP	IN
LEE	TAC	TAF	DFB	MNN	PCO	TIM				VB	OCC	NVB
ANTICIPATIONS												
TAC	ACC	EST	FC									
JUDGEMENTS												
APP	ECF	LIB	MNG									
TEACHER ACTIONS												
ACTION CONDITIONS												
END STATES												
EVALUATIVE CRITERIA												

TEACHER DAVID LESSON NO. 3 INCIDENT NO. (b)

R You said earlier, ah you made a lot of decisions..but not up to this point
 T Yeah
 R Well, I think you said, I must have made a lot of decisions, when you were looking down at this
 T Well, perhaps not so far. No.
 R Not so far. It's just ticking over. This is what you had in mind
 T And two or three instances where I draw discussion back on to the point, that we were supposed to be discussing, you will notice. I did that
 R But you did that pretty automatically?
 T Did that automatically. But I think later on. I think' this. Yes, we'll see.

REFLECTIONS

PLAN | ACT | INF | OIR |

PERCEPTIONS

LBE | TAC | TAF | OFE | MMH | PCO | TTM |

CI	CP	IN
	DB	NVB

ANTICIPATIONS

TAC | ACC | EST | EYC |

JUDGEMENTS

APP | ECF | UAB | MNG |

TEACHER ACTIONS

ACTION CONDITIONS

END STATES

EVALUATIVE CRITERIA

TEACHER DAVID LESSON NO. 3 INCIDENT NO. (c)

- R Anything happening in your consciousness here.
- T You'll notice things have picked up and livened up, and we're moving along a bit more quickly. But we're still plugging the same old..
- R So it's a case of rather than you making any drastic decisions or anything, you have this sort of rise and fall of satisfaction dissatisfaction with whats happening without necessarily making decisions.
- T Yeah, well..but what's clearly happening here to me, is that certainly the rise and fall things picks up a lot..things go well, and then we have responses that take us further away from what I'm at. Silly old Harley's interpretations of two ads, and he'll go on reeling off anecdotes all day. But taking us further away from what I'm getting at, getting towards. Now what I will do in my typical manner, will be actually just jump that gap, bang. I've been so used to just being able to work along step by step, and getting there quite happily through a little bit better questioning, and use of kids' answers than I'm using today, and arriving there, but I think you'll probably find I'll suddenly go..right now let's critically evaluate Neil's statement, right.

REFLECTIONS										
PLN	ACT	INF	QIN							
PERCEPTIONS								CI	GP	IN
LBE	TAC	TAF	SPB	MNK	PCO	TIM				
							VB	SP	OC	NMB
ANTICIPATIONS										
TTC	ACC	EST	VC							
JUDGEMENTS										
APP	ECF	USG	MNG							
TEACHER ACTIONS										
ACTION CONDITIONS										
END STATES										
EVALUATIVE CRITERIA										

TEACHER DAVID LESSON NO. 3 INCIDENT NO. (d)

- T But this shows a bad feature of my..when two children in the group were able to give me that statement in different words, in their own words, and this is a ploy that's always typical of me unfortunately, and that is, I will apply that, that's not enough. Not being satisfied with that, I will apply that same generalization to lots and lots and lots of examples as thought, a little Ausubel coming out, here in a way, is that, boy, if we give that same generalization a wider application, and covering many examples, in a way there,..
- R It's going to drive it in, and provide you with more and more confirmation that you have got that generalization
- T Yes, and this comes through. And I feel very keenly about it. Going through my mind at the moment is innumerable social studies situations where the high level generalization is arrived at, and I'm frightened that it's only arrived at by very few children. Now, well I think, what about the rest.
- R That's shakily held.
- T So away I go. We think this I say, knowing that it's only one kid who thinks it. Look this could apply here and here, and here. We have aspects of our school that show we are a unified community...
- R And you actually deliver the examples yourself. You don't solicit them. But you basically give them.
- T Well, I've solicited them
- R The generalization
- T Yes
- R And then you turn around and stop soliciting and then you give a series..
- T Yeah.

REFLECTIONS											
PLN	ACT	INF	DIR								
PERCEPTIONS								CI	GP	IN	
LBA	TAC	TAF	OPB	MNI	PCO	TIM					
							VB	SD	OCC	NVB	
ANTICIPATIONS											
TAC	ACC	EST	IVC								
JUDGEMENTS											
APP	ECF	UB	MIG								
TEACHER ACTIONS											
ACTION CONDITIONS											
END STATES											
EVALUATIVE CRITERIA											

APPENDIX I

SUMMARY OF DAVID'S CATEGORIZED STIMULATED-RECALL

TEACHER DAVID LESSON NO. ONE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
REFLECTION	PLAN	2	T Decision there..that they should work in pairs... R You thought this T Yeah, yeah. It was something I hadn't made up my mind about, remember. Now I had to.
		7	T There's a conscious decision that comes in here..was to do that at that stage of the lesson...It was planned. I had planned that I would go beyond things in books and magazines, to solicit ideas on other forms of advertising. Now the conscious decision...because I remembered or I was always conscious that if we were going to work towards a definition of advertising...now this would...
		10	T Now that was something again that I hadn't decided on before, hadn't made up my mind about. I knew we'd try to get one definition, but how we'd specifically go about that. R I'm just wondering. When...you've got the plan in your mind... does, are you conscious of the point you're at in the plan at a transition point like this. T I suppose sometimes. I was here because, as I say, I hadn't really finished all I should have planned for that
	ACTUALITY	5	T They seemed...their groupings seemed to split themselves initially into two clear groups... R Now, can I check this off again. As you were getting these groupings laid out, it looked to you as if they were falling into two broad categories. Products and advertisements. And the different group too. That was in your mind. T Right. R And the problem of all those overlapping categories...that was something that you'd thought about, been concerned about at the same time. T Mhm.

TEACHER DAVID LESSON NO. ONE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
PERCEPTIONS	LEARNER BEHAVIOUR - Group - Non-Verbal - Class - Verbal Substance - Non-Verbal - Class - Verbal Behaviour- Other - Occurrence	6	T Now that was one of those times when, for some reason...I just remembered then that we'd seen an aircraft towing one of those advertising, advertising banners.
		2	T As it transpired with the nature of the children. R So you were actually conscious of these sorts of, ah features about the kids, at this point...as you looked them over. Compliant, only two boys and so on? T Yeah.
		11	T Another thought there while I was waiting. Some were likely to finish before the others. R You thought T Well I knew ones like Harley might take a while and...
		12	T I thought about going on, but I knew a couple of them had missed out on the break for two days running, so...
		4	T ...Well I had...the Carolyn group were doing it. I looked at them and they were clearly, well, in a controlled situation. I want across to look at another group there of Aaron and Harley and became involved with them because I saw what I thought were some discrete categories there that I thought might... R ...Did you sort of consciously note this overlap, and think... T Yes.
		5	T They seemed...their groupings seem to split themselves initially into two clear groups (etc. as above).
		8	T I was conscious, incidentally, that they weren't answering... And the girls on the right were having a wee giggle about something.

TEACHER DAVID LESSON No. ONE		NO. OF INCIDENTS	TEACHER STATEMENTS	
FOCUS OF ATTENTION AND THOUGHTS				
MAJOR CATEGORY	SUB-CATEGORY			
JUDGEMENTS	MATERIAL MEANS	3	<p>T I happened to pick up, just pull out three advertisements and noticed that they were all the same...then I noticed one of them...they looked like three truck ads you see. That one was actually a picture of a truck, alright. But it was one of these campamatic things...</p> <p>R We're on the right wavelength I think. You were conscious of the ad and it not really being the same as the others, but...</p> <p>T Right Neil. Yes.</p>	
		4	<p>T because I saw what I thought were some discrete categories there that I thought might have been involved in categories they already have. (sample ads groupings)</p>	
		5	<p>R As you were getting the groupings laid out, it looked to you as if they were falling into two broad categories. Products and entertainment. And the different group too. That was in your mind?</p> <p>T Right. (Attention to learner behaviour and materials)</p>	
		1	<p>T I thought, well, some of them could use the benches over there, the bookshelves...</p> <p>R And that was triggered by the fact that you looked around and noticed that there were these other possibilities in the area?</p> <p>T Yes.</p>	
		3	<p>T Then I noticed one of them...But it was one of these campamatic things...Here's this campamatic.. I said sorry. Change that one...</p> <p>R You can remember actually seeing, thinking oh, they don't in fact...?</p> <p>T Oh heavens yes. Certainly.</p> <p>R ...You were conscious of the ad not really being the same as the others...</p> <p>T Right, Neil, yes.</p>	
		PHYSICAL CONDITIONS		
		APPROPRIATENESS		

TEACHER DAVID LESSON NO. ONE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
TEACHER ACTIONS	CRITERIA FULFILLED	4	T Because I saw what I thought were some discrete categories there that I thought should have been involved in categories they already had... R ...Did you sort of consciously note this overlap, and think... T Yes. I thought I'll need to sort that out with them.
	ECF CRITERIA FULFILLED	5	T I made it to solve the problem of a lot of product sub-categories that needn't have been discrete categories at all, actually... R And the problem of all those overlapping sub-categories - that was something that you'd thought about, been concerned about at the same time? T Yes.
	CRITERIA FULFILLED APPROPRIATENESS	8	T But I thought we were getting a bit off-track there R That was in your mind? T Yeah. But it wasn't a major concern.
	READ OTHER UNSPECIFIED	4	T I would have consciously...I would have decided to read the notes then, move around a bit R Your movement is a thing that you automatically do...or did you, in a sense say to yourself here, well, I'll check my notes then move around and see how they're going. T No, this was definitely conscious. T I thought I'll need to sort that out with them.
	UNSPECIFIED	5	T Yes, I decided...that would be a conscious decision...by golly, let's try this one...I'll try to get them to come up with these two.
	WAIT	8	R You mentioned wait-time. Conscious wait-time? T Definitely. A bit of SQAIES. I used it a couple of times there.

TEACHER DAVID LESSON NO. ONE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
ACTION CONDITIONS	LOCATION	1	T I thought, well, some of them could use the benches over there, the bookshelves... R And you actually thought in terms of them writing and so on on these benches and shelves T Yes.
	GROUPING	2	T Decision there...that they should work in pairs...as opposed to individual choices.
	TOPIC FOCUS	6	T It's more you get a flash of an idea, and then the next thing you're asking a question. R So you get the idea of a topic...in your mind, then the question. You frame that up, you must frame that up pretty well automatically. But there's not much of an interval between the idea and the question. T No. No, no.
	TOPIC FOCUS TIMING	7	T There's a conscious decision that comes in here...was to do that at that stage of the lesson.
	MATERIAL MEANS T-L METHOD ("go back over")	10	T But, I thought there...we had paper and pencils on hand, so why not, I thought they can each write a definition down and then we'll go back over them, and try to get some agreement on one.
	PARTICIPATION	11	T So as they finished they could compare their's with someone else's, or their partner.
	TIMING	12	T ...so I decided to finish up there.
END-STATES	LEARNER BEHAVIOUR OVERT RESPONSE	1	R And you actually thought of them doing their writing and so on, on these benches and shelves.

TEACHER DAVID LESSON NO. ONE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
EVALUATIVE CRITERIA	LEARNER BEHAVIOUR	5	T Yes, I decided...that would have been a conscious decision... by golly, let's try this one...I'll try to get them to come up with these two... R So you decided to see whether the kids could recognize these groupings? T Exactly it.
	LEARNER BEHAVIOUR - Cognitive OVERT RESPONSE - Response Mode	10	T I thought they can each write a definition down.
	LEARNER BEHAVIOUR - Cognitive OVERT RESPONSE - Response Mode	11	T So as they finished, they could compare their's with someone else's or their partner, and try to agree on one.
	LEARNER BEHAVIOUR	5	T I'll try to get them to come up with these two.
	LEARNER BEHAVIOUR	9	T Well I know what I'm after. I wanted some reasons there. No that I'd had certain reasons,...but
	LEARNER BEHAVIOUR	10	T I thought...each write a definition down, and...try to get some agreement on one
	LEARNER BEHAVIOUR	11	T ...and try to agree on one.

TEACHER DAVID LESSON NO. TWO		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
REFLECTION	PLAN	4	T Because I'm two questions ahead, I couldn't wait to elicit the idea, what's the main idea behind this thing...Because I was thinking, look, the question I've got to ask is what's the key idea behind this advertisement. R So you were actually carrying the question (planned?) you wanted to ask, in your mind? T Yeah.
		6	R At a point like that, are you carrying 'humour' in your mind? T Mhm. Yes. That's what I'm working on. Yeah. R And working towards it? T Yeah, hard. Hard. Yeah. No one else will get a word in edgewise.
		2	T Yes. Decision one there would have been to...actually to have them point to the picture. Ah, I had planned on "Let's look at these. Let's talk about them...talk about techniques. But... R We'd better check this out again. Did you decide that more or less automatically, or was this a decision to translate what you'd, you'd planned because you were conscious there that word technique was...or might be a bit of a stumbling block if you went ahead and said the discussion would be about techniques. See that was what you'd planned. Discussion. What techniques used to attract attention. T Right. Neil. Right. I was, I was conscious...
		3	T I deliberately overlooked that one (answer) about being intelligent.
PERCEPTION	LEARNER BEHAVIOUR	8	T I thought it (learner comment) was a bit discrepant for old Harley R Harley and Penthouse don't go together? T Not really.
	- Individual - Verbal-Substance	9	T Only in the sense that I was thinking, they'd only given me colour at that point. Nothing else was coming up.
	- Individual - Verbal-Substance		
	- Class - Verbal-Substance - Occurrence		

TEACHER DAVID LESSON NO. TWO		NO. OF INCIDENTS	TEACHER STATEMENTS	
FOCUS OF ATTENTION AND THOUGHTS				
MAJOR CATEGORY	SUB-CATEGORY			
PERCEPTION	TEACHER ACTIONS	1	T But I've still got this scheme at the back of my mind that I would have liked to have clarified it first rather than wait for it to spew out. R Did you actually think...were you thinking that in the course of the lesson? T Yes. Yes. Too right. That's crucial.	
	TEACHER AFFECTIVE STATE	4	T ...I thought it would be so obvious that it would be easy meat. But it didn't turn out to be. R So you found yourself struggling a bit? T Yeah. Struggling.	
		5	T I was a bit on edge, yeah, though.	
	MATERIAL MEANS	7	T No. I think, recalling it, I was closing that up probably. We'd used the centre spread to point out, and I was closing it up and I thought, boy, there's an attractive, well it caught my eye. So I thought, bang, what about that.	
	JUDGEMENT	APPROPRIATENESS (Teacher Action)	1	T At the back of my mind I would have liked to have clarified it first rather than wait for it to spew out.
		APPROPRIATENESS CRITERIA FULFILLED	3	T I deliberately overlooked the one about being intelligent... and he's more intelligent than others, is one thing that I would miss (not comment on) as a teacher...I prefer it to be on a comparison basis with the child's own ability rather than with anyone else. So correct, but I didn't want it to become an issue.
		APPROPRIATENESS	2	T Pant to it and justify why for your point of view. Which was much better in terms of the children than say...
	MEANING	8	T I thought it was a bit discrepant for old Harley.	
TEACHER ACTIONS	INFORM	1	R So were you actually consciously trying to frame up that one, right at the outset. T Yes, you see... R And you were aware of the question as you were framing it up T Certainly.	

TEACHER DAVID LESSON NO. TWO		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
TEACHER ACTION	DIRECT	2	<p>T Ah, I had planned on "Let's look at these, let's talk about them...talk about techniques." But the translation of 'the most obvious technique' in children's terms was point to it. That was a decision I made in the lesson that I'd do that rather than "Let's have a talk about it" "Point to it and justify, why, for your point of view"...I was generally conscious of what I would say to start them off - putting it in their terms.</p> <p>R So that applies to your opening, all of these opening statements. Thinking what you're saying, or going to say.</p> <p>T Mhm.</p>
	NOT TO ACT	3	<p>R So you actually consciously left that side of it?</p> <p>T Surely...I didn't want it to become an issue.</p>
ACTION CONDITIONS	QUESTION	5	<p>T ...because I was thinking, look, the question I've got to ask is, what's the key idea behind this advertisement...</p> <p>R So you were actually carrying the question you wanted to ask in your mind?</p> <p>T Yeah.</p>
	TOPIC FOCUS - rejected	3	<p>T I deliberately overlooked the one about being intelligent.</p> <p>R So you actually, consciously left that side of it.</p> <p>T Surely.</p>
END STATES	TOPIC FOCUS TIMING	9	<p>T Only in the sense that I was thinking...okay, time to shift to things they would be likely to react to, in their terms. So I just thought, if they were writing an ad, what would they use.</p>
	LEARNER BEHAVIOUR OVERT RESPONSE - Response - Mode	2	<p>T Yes, decision one there would have been to...actually to have them point to the picture...that was a decision I made in the lesson, that I'd do that rather than Let's have a talk about it. Point to it and justify from your point of view.</p>

TEACHER DAVID LESSON NO. TWO		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
EVALUATIVE CRITERIA	LEARNER BEHAVIOUR	9	<p>R This was imagining writing an ad. Did you consciously frame that up?...</p> <p>T So I just thought, if they were writing an ad, what would they use?</p> <p>R So was the thought about, What you'd say or What they'd do or think about?</p> <p>T What I'd get them to do, I suppose. Think about writing an ad, and work out what you'd use. But it wasn't something I thought much about at the time.</p> <p>R Sort of the thought and the words came almost at the same time?</p> <p>T Right. Very much so.</p>
	TEACHER ACTIONS	2	<p>T I was generally conscious of what I would say to start them off - putting it in their terms.</p>
	TOPIC FOCUS	9	<p>T Okay, time to shift to things they would be likely to react to, in their terms.</p>

TEACHER DAVID LESSON NO. THREE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
REFLECTIONS	PLAN	7	T ...I thought, let's go to this stage here (indicates in plan), and rewrite, giving an odd example. R And you're aware that this is the point in the plan that you want to, that you have to get to. T Right. I had to take the plunge.
	ACTUALITY	6	T Well, they had given me an example of a good advertisement and a bad advertisement, and when I'm relating it, that's actually... Well, we'd worked through some data on the good and bad features - they, we had to...I wasn't sure whether we'd covered enough data for...
	LEARNER INFORMATION	5	T Yes, and what was going through my mind there was that this age-group would not be as much influenced by fear advertising or coercive advertising in terms of joining the group.
PERCEPTIONS	LEARNER BEHAVIOUR - Individual - Verbal-Substance	1	T Nothing except that...and we're off the point.
	LEARNER BEHAVIOUR - Individual - Verbal-Substance	2	R But the wondering what he was talking about, you can recall that being in your mind? T Yes. Certainly.
	LEARNER BEHAVIOUR - Individual - Verbal-Substance	3	T And that really surprised me, from that fellow.I thought they're making some sort of distinction between entertainment and advertising.
	- Group - Verbal-Substance - Class - Verbal-Substance (N.B. PXR)	6	T ...I've still got the gap between what we're dealing with (includes learner responses). ...we'd worked through some data on the good and bad features.

TEACHER DAVID LESSON NO. THREE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
JUDGEMENT	TEACHER ACTION	4	T At the time I wondered, What I'm going on about Footrot Flats about.
	TEACHER AFFECTIVE STATE	5	T There's something bugging me. Obviously there's something bugging me.... Look Neil, I don't know what it is, but there's something bugging me that...
		7	T ...I'm getting morose at this stage and thinking...
		8	T Right, they've given me a couple of those. Now I'm feeling reluctant to leave it at that...right, so what I'm doing is bolstering my own certainty.
		3	T And that really surprised me...And that threw me. Absolutely... yeah, that really got me struggling...I floundered badly... But that really bugged me.
	CRITERIA FULFILLED MEANING	1	R There was nothing running through your mind at that point? T Nothing except he was a thickhead, and we're off-track. (Uncertain; Reflection-Learner Information or Judgement-Meaning, Included in Judgement).
		3	T I found this very difficult to handle, because I was thinking there, with children's fantasy, animals using knives and forks, impact on...the impact made with the cartoon or the characters, or whatever it is, to fantasize about, should appeal to them.
	APPROPRIATENESS LEARNER ABILITY	6	T I wasn't sure whether we'd covered enough data for them to be able to make a judgement.
APPROPRIATENESS CRITERIA FULFILLED	7	T I'm getting morose at this stage, and thinking, well, I have not, I'm not realizing my objectives as well as I thought I might have.	

TEACHER DAVID LESSON NO. THREE		NO. OF INCIDENTS	TEACHER STATEMENTS
FOCUS OF ATTENTION AND THOUGHTS			
MAJOR CATEGORY	SUB-CATEGORY		
TEACHER ACTION	UNSPECIFIED	8	R Not realizing your objectives meaning not being able to get a good set of data on the good-bad features. T Right. The whole thing was pretty messy somehow. They just didn't come up with the goods. I didn't know whether it was them or me.
ACTION CONDITION	TIMING	6	T Yes, I decided let's go back to gala days. I'll give them an ad. T And here I'm thinking, I'm obviously thinking, shall I throw the role-play part in here.
		7	T I thought, let's go to this stage here... R And you're aware that this is the point in the plan that you want to, that you have to get to. T Right. I had to take the plunge.
	TOPIC FOCUS-TIMING	8	T Yes. And I've decided, let's go back to gala days.
END-STATE	LEARNER BEHAVIOUR - Teacher Knowledge of L. Behaviour	8	TSo I'm hunting around for possibilities R In your mind? T Yes. And I decided, let's go back to gala days. I'll give them an ad. Now let's evaluate that ad for it's good and bad features. R Again to check whether they can in fact... T That's what I've done. So what I'm doing is just sort of bolstering my own certainty that they've got some idea what might be good and bad features.
	LEARNER BEHAVIOUR OVERT RESPONSE	6	T I'm obviously thinking shall I throw the role-play part in here.

APPENDIX J

SUMMARY ANALYSES OF PLAN-REALITY
RELATIONSHIPS FOR TEACHER ACTIONS, TOPICS,
LEARNER RESPONSES:DAVID

TEACHER ACTIONS - LESSON ONE

Planned	Act	SC	Actual	Imp	N-Imp
1. Cutting up sample advertisements	Oth	N/A	1.	✓	
2. Is there a message of common theme to all these advertisements?	Quest	SC	2. "If you look at all these and the other sorts of advertisements you've seen what are they all trying to do."	✓	
3. What is advertising?	Quest	SC	3. "I wonder if you could, I wonder if you could define advertising by looking at these and what they're trying to do? Could you define what an advertisement is. Tell me briefly what it means then. Could you define what an advertisement is? What does advertising mean?"	✓	

TEACHER ACTIONS - LESSON TWO

Planned	Act	SC	Actual	Imp	N- Imp
1. Show (sample advertisement)	Show		1. "If you look at that picture there for instance, could you... (show)	Imp	
2. Read.	Read		2. "Why, every sip of milk... (reads)	Imp	
3. Blank out.	Other		3.	Imp	
4. What (technique) is used here ("something along those lines")	Quest	SS	4. "What advertising technique have they used here?"	Imp	
5. Record.			5.	Imp	
6. Ask children to scan it.	Direct		6. When I turn this around, I wonder if you'd scan this sheet.	Imp	
7. Which appeals.	Quest	SS	7. And once again point to the first thing that catches your eye.		N- Imp
8. Why (does that appeal)	Quest	SS	8. Why did you point to that?	Imp	
9. Now look ah, what is missing from the techniques we've seen here? What other techniques are used?	Quest	SS	9. "So now, what haven't they used on these ones we've been looking at."	Imp Mod	
10. Which of these techniques fit the other pictures in the book. Let's look at some of the other pictures we didn't pick out first of all and apply those.	Dir Quest	SS	10. Let's go back to the one we started with. Which one of those have they used there?	Imp Mod	

TEACHER ACTIONS - LESSON THREE

Planned	Act	SC	Actual	Imp	N-Imp
1. Direct pupils to R. tell them... T. Yes.	Inf		1. And (wondered if we could look at that statement first of all, apart from the word advertising, what's the most important say word there apart from the word advertising? So that's what we's going to be looking at. If it's always a good thing.	Imp	
2. Record.			2.	Imp	
3. Let's review your list.	Dir		3. Let's begin with uhm, with your list you have there in which you are reviewing some things that are good, and some things which are not good.	✓	
4. - give an ad - having a type of ad to mention to them (associated with 7)	Unsp Inf(?)		4. See page 3 script (solicited with prompting rather than given.		
5. When next see an ad, what basis for review.	Quest	SS	5. Do you think if you look at an advertisement, on the television...Are you able to discuss what are the good things and bad things about it?	✓	
6. Can you say a good ad. Can you say a bad ad.	Dir	SS	6. I wonder if you could say a good ad, or rather an ad, an advertisement used in a good way to advertise...I wonder if you could tell me a good ad. Could you give me, ah, an example where advertising could be used in a not good way to advertise Gala day.	✓	
7. Prompt. (Unsp/Condt1)			7. Prompting implemented.	✓	

TOPICS - LESSON ONE

PLANNED	ACTUAL							
		FG	PL	UPL		PG	PL	UPL
1. Categories of advertising	1. Lesson Topic	1		✓	30. Reason for advtg	8	✓	
2. Reasons for categorizations	2. Physical Conditions			✓	31. Definition of advtg		✓	
3. Other forms of advertising	3. Learning Task Specifications			✓	32. Fulfillment of ad criteria		✓	
4. Message or Common theme	4. Grouping			✓	33. Definition of advtg		✓	
5. Definition of advertising	5. Material Means			✓	34. Purpose of advtg	8/9	✓	
	6. Learning Task Specs			✓	35. Learning task specs	9	✓	✓
	7. Grouping			✓	36. Definition example	10	✓	✓
	8. Learning Task Specs			✓	37. Learning task specs			✓
	9. Categorization Basis		✓		38. Definition Example		✓	
	10. Category for Grouping	2	✓					
	11. Newspaper Classification		✓					
	12. Learning Task Specs		✓	✓				
	13. Categorization		✓					
	14. Diffces between sample ads		✓	✓				
	15. Library use/booking	3	✓					
	16. Category of advtg		✓					
	17. Learning task specs		✓	✓				
	18. Category	4	✓					
	19. Acceptability of Catg.Ltn.		✓	✓				
	20. Learning Task Specs		✓	✓				
	21. Category Overlap		✓	✓				
	22. What advertised		✓	✓				
	23. Categories	5	✓					
	24. Other categories		✓	✓				
	25. Quality of advert.		✓	✓				
	26. What advertised		✓	✓				
	27. Categories of sample ads	6	✓					
	28. Purpose of advtg	7	✓					
	29. Definition of advtg		✓					

TOPICS - LESSON TWO

PLANNED	ACTUAL							
		PG	PL	UPL		PG PL UPL		
1. Techniques to attract attention	1. Lesson Topic	1		✓	32. Learning Task Requts	6		✓
2. Ads that appeal	2. Advertisement catching eye		✓		33. Reasons for ad feature		✓	
3. Reason for appeal	3. Reason eye-catching		✓		34. Harley's reaction	7	✓	✓
4. Other techniques - media colour	4. Sports car ownership assns.		✓		35. Technique used		✓	
Learner Responses/ Possible Topics	5. Reasons eye-catching		✓		36. Other techniques used		✓	
1. Techniques - Appeal to be healthy	6. Technique used		✓		37. Techniques reviewed		✓	
- Body Image	7. T. example of technique	2	✓		38. Other techniques		✓	
- Femininity	8. Joke aside		✓	✓	39. Colour technique discd.		✓	
- Language	9. Technique used		✓	✓	40. Other techniques		✓	
- Luxurious Living	10. Reason for aspect of ad		✓	✓	41. Other techniques ad for children		✓	
- Popularity	11. Learner affective response of ad		✓	✓	42. Technique likely to attract pupils attention			✓
- Humour	12. Rationale for technique		✓		43. - Sonia	8	✓	✓
- Mis-spelling	13. Reason for aspect of ad	3		✓	44. - Harley		✓	✓
	14. Description of ad feature		✓	✓	45. - S.3 girls		✓	✓
	15. Whether effective if modified		✓	✓	46. Whether colour likely to be used		✓	✓
	16. Reason for aspect of ad		✓	✓	47. Type of picture that in ad			✓
	17. Key desc. feature of ad	4		✓	48. Whether aspect exciting		✓	✓
	18. Wants appealed to		✓		49. Techniques summary		✓	
	19. Description of ad	5	✓		50. Techniques in selected example		✓	
	20. Wants emotions appealed to		✓		51. L.Task requirements	9		✓
	21. Technique used		✓					
	22. Technique rationale		✓					
	23. Technique used		✓					
	24. Reason for response to ad		✓	✓				
	25. Technique used		✓					
	26. Instances of technique in ad		✓	✓				
	27. Learning task requirements	6	✓	✓				
	28. Reasons for attraction to ad		✓	✓				
	29. Aspect of ad attracting attention		✓	✓				
	30. Judgement ad T. attracted to		✓	✓				
	31. Reasons for T. attraction		✓	✓				

TOPICS - LESSON THREE

PLANNED	ACTUAL							
		PG	PL	UPL		PG	PL	UPL
1. Key statement identification	1. L. Task Requirements	1		✓	28. Reason aspect classified bad		✓	
2. Significant words	2. Most imp. word in key statement		✓		29. Judgement Footrot Flat column bad			✓
3. Task Requirements Specified	3. L. Task Requirement		✓		30. Whether column seen			✓
4. *Good aspects of advtg	4. Judgement of statement correctness		✓		31. Fantasy of column "Kentucky Fried"			✓
5. Bad aspects of advtg	5. Good aspects of advtg (Sonia's list)		✓		32. Reason aspect not enjoyed			✓
6. Revision of key statement	6. Judgement whether good aspect		✓		33. Difference entertainment/advtg	5		✓
7. Criteria used to judge ads	7. Example of good product to sell		✓		34. Judgement aspect good/bad			✓
* Conditional	8. Intd topic focus - returning to that one			✓	35. Bad aspects		✓	✓
- water safety	9. Good aspect of advtg listed	2	✓		36. Example of exaggeration		✓	✓
- traffic safety	10. Whether other is identified as good aspect		✓		37. Reason aspect bad		✓	✓
- information - sports/ gala day	11. Judgement whether specified advt is good		✓		38. Not truthful ads, dtld.		✓	✓
	12. Good aspects of advtg		✓		39. Bad aspects		✓	✓
	13. What makes feature good		✓		40. L. Knowledge ads that frighten		✓	✓
	14. Good aspects of advtg		✓		41. Judgement good aspect	6	✓	✓
	15. Advantages of advtg in doll's pram case		✓		42. Aside re seat belt wearing		✓	✓
	16. Good aspects of advtg		✓		43. Examples frightening/forced ads		✓	✓
	17. Name for good aspect descbd.	3	✓		44. L. Task Requts - tell good ad		✓	✓
	18. Popular summertime activity		✓	✓	45. Judgement accuracy of Info.		✓	✓
	19. Good aspect of swimming advtg		✓		46. L.T. Requt - not good Gala Day ad		✓	✓
	20. Category of advtg		✓		47. Possible bad aspects for a Gala day advt.		✓	✓
	21. Good aspect of category		✓		48. L.Task requts/suggestions	7	✓	✓
	22. Other instances of safety ads		✓		49. T. example of advt		✓	✓
	23. Judgement whether good/advts		✓		50. Bad aspect cf advtg.		✓	✓
	24. Car Sales - Seat Belts		✓		51. Pupil role play		✓	✓
	25. Not good aspects of advtg		✓		52. Good aspects of p. role play ad		✓	✓
	26. Reason aspect of ad bad		✓		53. Bad aspects of p. role play ad.		✓	✓
	27. Judgement whether aspect good			✓	54. Pupil irrel. reactions to ads (specific)			✓

LEARNER RESPONSES HOPE FOR/ANTICIPATED - LESSON ONE

PLANNED		ACTUAL				
		PG	PL UPL		PG	PL UPL
Possible responses - alerted to when material scanned, but not deliberately sought.	classified category	2	✓	aircraft banner *	5	✓
	entertainment type	21t	✓	entertainment) *	6/7	✓
1. Classified ad sub-categories	product ads	4/51t	✓	products)	6	✓
	vehicles	3/2/4	✓	notices	6	↓
2. Entertainment type	family entertainment	4/2	↓	information	7	
	holidays	23/47		ads selling things	7	
3. Product ads	political ads	34/7		telling about s/thing	7	
	food ads	3/4		make money	8	
	church notices	3/4		know more about	8	
	show movies	4		know it's important	8	
	cigarette ads	4		respond to it	9	
	shower ads	4		"telling about s/thing	10	
	fireplaces/tools	4		that is important to		
	products	4/6		them so they will		
	sccieties	4		respond to it, so they		
	magazine/-paper types	5		will make more money"		
	t.v.	5		+	10	
	radio	5				
	fun advts	5				
	comic advts	5				
	billboards	5				
	posters	5				
	flash-lights	5				

LEARNER RESPONSES HOPED FOR/ANTICIPATED - LESSON TWO

PLANNED		ACTUAL				ACTUAL		
		PG	PL	UPL		PG	PL	UPL
1. (Appeal to be healthy		1						
2. (Body Image	health fitness		PL					
3. (Femininity	big muscles		✓					
4. (Language	T (rich, class, wealthy							
5. (Luxurious Living	attractive people)	2						
6. (Popularity	- feel like million dollars		✓					
7. (Humour	- rich		✓					
8. (Mis-spelling	- they're nice		✓					
9. (media	- that you could look		✓					
10. (colour	like that	3						
	- look fancy smart		✓					
	- the sex, attracts girls			UPL				
	- (t - popularity)	3/4	✓					
	- pictures of toys	5		UPL				
	- easy to get book token	6		UPL				
	- getting squashed		✓					
	- T (funny, gives humour		✓					
	- T gives mis-spelling		✓					
	- attractive	6/7	✓					
	- T grp mbrship			UPL				
	- attractive		✓					
	- funny		✓					
	- colour	8	✓					
	- big letters			UPL				
	- personally appealing			UPL				
	pictures	9						

LEARNER RESPONSES HOPE FOR/ANTICIPATED - LESSON THREE

PLANNED	ACTUAL					
		PG	PL	UPL		PG PL UPL
Possibly through prompting (1-3)	- word good important	1			- role-play judgement	7/8 ✓
	- statement incorrect		✓		- demonstrates	✓
	- let's people know things available		✓		- truthful	✓
1. water safety) good aspects	- employment for people	2		✓	- insufficient detail	✓
2. traffic safety) of advertising	- doesn't exaggerate			✓	- bad feature of ad	✓
3. information)	- give honest/accurate info.			✓	- Restatement	8
4. Example of good gala day advt	- makes easier to sell wider audience			✓	sometimes a good thing	✓
5. Example of bad gala day advt	- humour	2/3		✓	not always a good thing	✓
6. Learner role-play	T prompted			✓	- Discrimination good/bad aspects of ad	✓
7. Statement incorrect advertising <u>sometimes</u> a good thing	- safety (water, glass stranger danger, seat belt)			✓	- gives information	✓
	- use other people's music	4		✓	- appeal to wants	✓
	- go to far with entertainment			✓		
	- exaggerate	5		✓		
	- lies, not truthful			✓		
	- fear (T introduced)	5/6		✓		
	- 'good' gala day ad	6	✓			
	- 'bad' gala day ad		✓			
	- good-bad aspects	7				
	- role play		✓			

APPENDIX K
STRUCTURED INTERVIEW:DAVID

STRUCTURED INTERVIEW

DAVID

1. Years of Classroom Teaching Experience: - 14
2. Qualifications: - M.Ed (University of Waikato)
Currently doing a Diploma of Education
3. Planning Responsibilities.

D In my role as D.P. I'm expected to...I'm fully responsible for all curriculum areas in the Standard 3 and 4 area, with the exception of science which is Mikes, so...I have written a philosophy and a programme for language skills, functional language skills, social studies, read. Readings not finished yet. I also liase closely with the Standard 2 area, and in a long-term manner, on a skills basis with the infants...Responsible for continuation of skills development.

4. Current feelings about the day to day experience of teaching.

D More dissatisfied than satisfied.

5. Factors contributing to your feelings.

D One, the over-arching one is the inability for me to use my own initiative, breathing space, professional breathing space if you like to make decisions, implement programmes on a school wide basis. In short, I am restricted in my role.

R You do not have complete responsibility for what you wish to do?

D Exactly.

R Do you have to subjugate yourself to ——— (Principal), or?

D That's precisely what I'm on about. I find it very frustrating that ideas that I initiate are left on his desk and are just not acted on. Or secondly, would be acted on by me, implemented and carried on but either (a) not supported, or (b) frustrated by, or (c) interfered with by the principal, due to a feeling of being challenged or usurped, or someone is doing something he doesn't understand because he hasn't got his finger quite on the pulse.

R So all, all moves that you make to make changes or introduce anything novel, all have to go through ———? You can never act independently?

D The cut-off would be in the classroom.

R But even the things that you mentioned. You've got this responsibility for planning and so, you produce a plan but ultimately that always has to go up for confirmation?

D Yes. If I respected him as a curriculum innovator, it would be a different story. I would not mind being frustrated and knocked back if I. If they were substantiated for rather more than personal reasons I wouldn't mind at all. Gosh, I'd be grateful to be, delighted. But I don't think that's the case. So that's, thought it's a very hard one to answer, because when I'm in a classroom, then I rate as a very satisfied Number Two. Overall, me as a teacher, is very high...In my case there's a classroom teaching role, a syndicate role like when I'm in other classroom teaching role, a syndicate role like when I'm in other rooms with other teachers in my Standard three or four area. An administrative role of the senior school, administrative role of the whole school. But then, of course, school policy and liason with outside bodies role. And that would be the order of descending sort of satisfaction.

R And in terms of classroom satisfactions, why does that sort of balance the dissatisfactions off to some extent. What are the main things that happen in a classroom.

D Oh, because your decision-making is not interfered with or answerable.

R You're autonomous?

D You're autonomous, yeah. You've got the instant feedback.

R The buck stops with you?

D And you can, obviously on a smaller scale. The old story, initiate, generate, initiate ideas and see them flourish.

R Your own little microcosm really?

D Yeah.

6. Comprehensiveness and detail of pre-lesson planning.

D The answer is that one is...it breaks into two, maybe three main compartments where I use discussion techniques. One is the planned one that every day starts with, with a topic, which is decided the day before. And the planning for that is virtually nil, because it is selected as a topic and I play the children's discussion points...yeah. That's no more than a topic idea. The other big one, the main one is Social Studies in which it's moderately well-planned. In short, I have a main idea, outcomes. I certainly list my data-gathering and processing and possible generalizations on a planning sheet - Social Studies, planning sheet. So I'd say it's moderately well-planned.

R Now is the data-gathering - refers to the actual activities that they would be involved...

D The kids would be involved in. The things that the, the actual things that I ask the children to think about, read about, look at.

R Give me an example of just one of those. A thought that you might have about one of those.

D Right. Last week it was, well there have been two last week, one of which was, who has the power, 1278, 1978, 2078, and the generalization was - that was the focussing question of the lesson. Righto, the data-gathering for that was looking about the barons, serfs and villeins, and the court at the manor, and things like that we've talked about. So they would have that attention drawn to these people and their roles. The nitty gritty sort of things. The processing type of questions that I could also have planned for, was, 'Who had the most to say? Who was subservient to who, who called?'

R You would have actually generated the questions beforehand?

D Right. Oh yes. Too right. And these would be listed on my planning sheet. And the final question was, who has, how has the authority or the power invested in teachers changed from 1278, 1978. These would have been listed down in writing. The other one was, the last week also, the one on syndication. Same there. Where do people join together for a common purpose. How did they do it in 1278? How do they do it today? What might happen in the future?

R So there would be both the questions and sequence?

D Oh yes. Just in my usual jotting way, but without that...I have to have it. And always. I think it's moderately well planned. Means that the structure I think is, I think well planned.

R Why would you say that's not very comprehensive and detailed in fact? What's left out that you leave to the lesson situation?

D Extremely comprehensive and detailed is what I would expect from a third year S.I.T. social studies student who would detail the... would have more questions than I would. I just know that, while, if I'm covering data, I can be sure that 6 or 8 other points will come in at the same time. But under these processing questions that I have, that other points will come in as well. I just know it. But I would never go into it just knowing. I've got them planned first. And I just know it will generate other things. And I've seen well-planned, comprehensively detailed lessons done by students or by myself as I've done for video, or publication, done for in S.I.T. Social Studies or Maths.

R Any particular reasons? Is there a particular reason for instance why you include the questions and the sequence in this general framework - within this general framework.

D Not just habit. I think it's two-fold. One a belief in putting it on some sort of cognitive basis. I know it's an assumption but all the same, the idea of shaping children's thinking. Not shaping, shaping the process or controlling the process by assuring the kids have the data to work with first of all, that we made use of this.

R You're really saying there's a theoretical basis for what you do?

D Oh, most certainly. Oh heavens yes. Secondly, it gives me a personal security.

R In the situation it's there...I know what my next move is likely to be, even if I do perhaps follow something else?

D Yes. Oh yes. The other thing is too - If I just put in my workbook 'Who has the power?' and I'll think so and so...if I did this, I'll discuss this after lunch, I don't feel, I'm scared that I'll (a) won't do justice to it, and (b) I'll live to regret it afterwards. You know, that I haven't thought of all the things that I could have said or could have done. That's going to happen anyway. But all the same...

R When you're actually going in there with that type of question in mind, have you in a sense also worked out the answer?

T Oh yes. Except for - yes, yes, I think.

R Or, in a sense an answer or...or there may be a performance objective associated with that?

T Right. That children will come to...that all children will give an answer to the question 'who will have the power in 2078'. Now I can't envisage all their answers but at least I have that in mind so that they will offer some sort of generalization. But, of course the main reason of course is that I find teaching easier. It's a lot easier to do.

7. Variations in comprehensiveness and detail of plans.

T Morning discussions. Just a topic.

R What's the basis for selecting a particular topic for these morning sessions?

T Yes. Two or three sources. As part of our morning discussion programme we decide on a topic for the next day. Sometimes, partly pre-planned. Another source - 'can we have a class council tomorrow and decide about relocating the sports gear in the sports room or having an interclass mail box'.

R Initiated by the kids?

T Both from children's talk or in the general business part the chairman always says is there any part of this mornings meeting that you'd like to follow up in todays programme. So I'd write it in my workbook.

R So, most of these come from the kids?

T That's why - it's got to be. It's kid-initiated. Kids have got to produce their answers.

R So it's under their control?

T Yes.

R What would lead you to plan more comprehensively - in more detail?

T Doing it for video, doing it for an audience, I would say the ones I took for you were above the moderately. Yeah. I gave more thought to those, especially as the topic was decided by you - not me.

R So it's not typical in the sense that I'd given you a topic that you hadn't necessarily...Is it one that you'd thought previously?

T No. But it could have also been a topic that had been prescribed in my language, social studies or reading...by someone else.

R So really you're saying if the topic is novel. If it's one that you hadn't dealt with previously?

T Right.

R And it's more likely to be novel if it comes from someone else.

T But mainly - your pattern is pretty stable most of the time and really the exceptions are really for demonstration sort of purposes more than anything. Or if I'm planning for other teachers. Planning for other teachers to copy. If I'm producing for...

R I see. This is a plan that will be summarized in written form and circulated?

T Mhm. Yeah. If I take a unit on Modern Adventurers, then I think...this is a good one, so I write out the plan for typing and putting in the file at school for other teachers to use. And it will be planned a bit better than it would have been when I wrote it, initially planned it in my work plan. Now the process when I did my work plan would have been very much the same as what I did for you. What you actually asked me to do in those columns is what I'd normally be doing anyway.

R Well that clarifies it. So you're really saying those lessons were still really in that category.

T Yes, but, but you see I had to write down the moves more clearly than I did - a little bit more - a little bit more I'd say.

R It lead you to think them through in a little bit more detail than you might normally?

- T The thinking process is the same. The way I go about it is the same. I'm influenced in that I have language and social studies sheets which are all structured up with boxes and things which I do anyway. So in many ways very similar. My social studies planning sheets are essentially a Taba summary in a way. Not very dissimilar to what you asked me to do. My language planning is somewhat similar.
- R Now then, factors determining variability of detail and comprehensiveness. You've mentioned topic coming from someone else, and possibly being novel to you, that you haven't worked through previously. Would that be right?
- T Yes.
- R Situations where you're going to employ the plan yourself but it also may be circulated to others, so that leads you to put more than average. Any other things. There's the other one you mentioned. Discussions initiated really by the kids. You initially just allow the opportunity for that to occur.
- T Yes.
- R ...the needs of particular kids. Hi versus 10 groups. Do they come into it?
- T Yeah. Very much so. But I plan very much for the middle and top. These are the ones who are going to produce.
- R I was nearly going to say that...but I thought if I do I might be leading you...but my impression is that you plan for the class as a whole essentially.
- T I plan very much for the middle and top because...I mean we've mentioned the word cognitive, but I'm wanting generalizing to come from a lot of my discussion stuff - and the deaf and the thickies are not capable of it anyway at the time. And when they are capable of it, it's a load of rubbish anyway. So I initially think in terms of the middle and the tops first of all. These are going to produce the goods first, and last how I'm going to accommodate the thickies.
- R But you don't plan separately for them?
- T No.
- R Generate a more detailed plan?
- T No. No.
- R Does time, actual time that you've got available...?
- T Very much. Very much indeed. I find it very difficult to find planning time. Unit planning, large scale long-term planning, unit planning is done at home. That's my six weekly. The workbook, the day-to-day stuff is done for ever incidentally.
- R On the spot?
- T Yes. You know. Before school I like to go into school and set up the room, the equipment, the stuff, the blackboard. And there's my daily plan, you see. Look it's forever being interfered with. After school there's a pile of duties. The rest of it is. Today I took this maths and I think, that group doesn't know very much about adding decimal fractions. Lift up the sheet on the Tuesday and write down - 'check it'. That's my maths planning for the next day. So as I'm taking anything, usually throughout the day, that's my daily planning.
- R Sort of memo notes?

T Yeah.

R And at the same time, as you're thinking, well I must take a bit more with that group are you also thinking about what you will in fact do. How you might set about it?

T Oh heavens yes.

R So your note is more than...it's only part of what you're thinking.

T Oh, yes. I think this is also congruent with the ideas I've told you on planning so far. On my desk is a detailed daily plan, filled up with boxes and so on. That keeps going all the time.

R That planning sheet is one that you've developed for yourself?

T Oh heavens yes. And to the left of that in another clip on the same board there's a language, alternating language and social studies sheets all through their.

R And the same thing might be happening in turn?

T Yeah. Now, in my work plan, which is a folder, I'll have the lesson plan in there, sorry, I'll have a unit plan in there. What I actually teach in language is written on that blue sheet there. That's planned there some time during the day at school. That's the same for social studies. There's white sheets for that all ruled up Taba-like, in there. The daily thing, the really nitty gritty is down in there. I find it gives me a lot of security and a lot of, ...a great deal of structure to my teaching too. I can't do without it. It makes the job easier and a jolly sight more secure.

8. Elements of lessons almost always think about.

T Three of them. One. What the kids are going to produce.

R Objectives?

T Child performance objectives. In the pupil oriented, generating ideas, then these will be just that these will be produced. Always got have those. Secondly, resources. Always concerned about. Thirdly, management. Management of the class. This means, it goes along with procedures really. Procedures in... the process is always very much the same. About when we go into groups. Whose going to use the overhead projector. Have we got room in the reading bays for that.

R Procedural. Procedural management?

T Yeah. Essentially procedural management. Always those three things.

R And then you've mentioned the fact that you will typically have generated questions that fall into a pattern and that you will have also considered sequence.

T Yes. Yes. They're always the same though.

R Because you've adopted a pattern, based on a theoretical stance that you've adopted. Taba.

T Yes.

R Discussion in science. Still frame-worked in this way? What happens in science?

T Oh no. Maths and Science Ausubel has a lot to offer for. You see.

R What...you're saying you'll use a different model possibly there. You'll be concerned with hierachies or networks of ideas that you're trying...

T Hang on. The discussion one to me almost inevitably means that children will be presented with or directed toward a whole lot of data which they will process by means that I've pre-determined, to come to a certain generalization or generalizations.

R And that can operate in social studies, science, across a range of subject areas really.

T Yes, yes. But there are times when I teach social studies or science by some other method. There are times, but I'm not using discussion then. Then it is purely a...just telling. Here are lots of examples. And there's not, not much child participation at all. That's not discussion though you see.

R There would be, I imagine that there would be many occasions, over a total lesson, that it would be mixed.

T Oh yes. Yeah. Too right, yeah.

R So it's not going to be pure.

T Here's the data and here are the children working towards a generalization. But with those that don't, tell examples. It summarizes...Now in discussion techniques it always goes up. But for those that don't, I can't rely, I can't pretend to rely on spiral curriculum to the extent that we'll leave it be, they'll pick it up again if they haven't discovered it themselves. Can't rely on that, so they get told. But that's non-discussion.

9. Use of written prompt notes.

T You've got your written plan there. That's a form of a prompt. And other things would prompt me, but are not put there for that purpose. I may be prompted by the vocab that's down the side of the blackboard...which are words that are likely to arise during a discussion.

R But the plan will be sitting there, and perhaps you will on occasions go back to it and check questions that you've drafted.

T Yes, that's what it's there for. But it doesn't get used a hell of a lot.

R It's potentially a prompt note?

T Oh, yeah.

R Part of the security business?

T Right, yes.

10. Ease of plan changes.

T Fairly easy.

R Reasons?

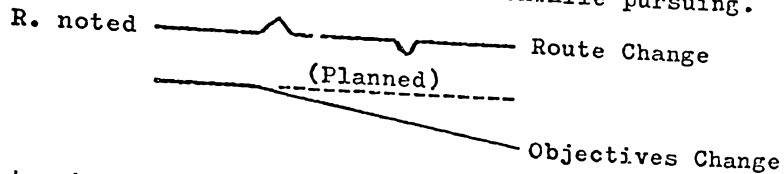
T Because (a) I have the security of my plan to return to; (b) when, in the situations that it is fairly easy, it's because something better, more dynamic, the teachable moment, something has occurred that's a damn sight more important than I was going to do. It's going to be probably better; (c) the knowledge that I can always return to cover those, to those particular learning...But you see there are two changes. One is the sort of change that means a different route to those, in that direction. And the other sort of change is where the outcome

is going to be quite different. Now in the case where you take a different route to the outcomes, fairly easy. And the other one as well. I've still got the security. I'm still going to do this eventually. But if it, if what is occurring in the classroom is more exciting and the children are motivated for some strange reason that I didn't foresee, well, then...

R Then you can depart quite radically.

T Oh yes. Yeah. Because the reasons for change are usually because the kids have got carried away on some tangent.

R And you've seen that that tangent is worthwhile pursuing.



T I'm not too happy about this one (objectives change). I don't mind. What often happens is that the child says, you triggered me by saying the child throws in an idea, a possibility. I think more often than not I'll say - 'let's hold this one to last'. I tend to make a note in my workbook, to cue me for later, for another planning thing, and carry on where I was.

R But, you, it's rarely taken up at this point.

T Mhm. Yes.

R If it is taken up there, you'll return to the basic plan, to see it through later.

T Yeah. Right. I can think of a beautiful one the other day (gives example where objectives remain the same but the route followed is significantly modified).

T But if you're asking children to generate ideas in a Taba method let's say, and someone comes out with this, if someone comes out with a particularly...ah, it depends how far down the sequence you are too, doesn't it. It really does, and whether the idea is very much at the inventing, divergent thinking, creating, generating level, or whether the idea is at the generalizing, the final bringing together of a lot of ideas level.

R So, you're saying, if you're at a certain point, then it's better just to hold your course?

T Yeah. I think I tend to...

R For example on a time scale of 25 minutes into a 30 minute lesson.

T Yes, but still possibly making a note. That happens, that happens quite frequently when I think of it. Quite frequently and I've plenty of evidence of that too, where an idea from a child or a possibility that I didn't encompass or envisage but recognize as being a good one, and it should be revisited later on - I jot down. Frequently, but when you say readiness to change the plan, I think of that first and foremost in terms of the child performance objectives. I don't mind. I fairly easily can do this.

R But you don't prejudice them.

T I'll reconsider that (route). Reconsider that. I don't mind doing that at all. Right. I'm hoping to come back to those, that end.

11. Frequency of plan changes.

T Changes. When I'm going to return to the pre-determined outcomes?

R Yes.

T So, if my predetermined outcomes are the children will be able to give reasons for a day in the life of a factory worker at Huntly today is easier than for a villein in 1278, and the children have to produce three or four reasons for that, I find it easy to take an alternative to take an alternative route. Especially in a discussion method where the children are divided up into groups to come up with ideas.

R Because you find it very easy, you do this frequently?

T No, not that frequently. But you see, in the planning...this ties down well with the planning. I'd go somewhere between sometimes and frequently. Because you see I've left, before you've left the data-gathering stage, you'd...see you'd still be pointing up or generating, or kids to all sorts of information. The change is not going to happen before that stage. Unlikely to happen. Now in the processing and thinking about and using the information, and coming towards a final understanding, that's where the changes are going to be made in that area, as far as I'm concerned. If it still means that the goods are going to be produced, I'm quite happy to change.

12. Types of changes typically made.

T Two categories. Teacher-centred changes are different means such as use of an overhead projector rather than a blackboard map.

R Some objectives within the lesson, but different means?

T Yes, by different means. Different methods of recording, different methods, you know. I might say, rather than collecting these in a box and a pre-planned worksheet, that the kids have been given, I might say, 'Look, on you Mighty Pads, jot down...' It's a fine day, let's go and sit up in the middle of the field in our groups.

R Change of location?

T These sorts of changes are very likely. The others are changes, due to pupil-initiated, changes. If children are motivated to come up and say 'Let's write a play about this', I'm very happy to change. But straight away my concern as I said before, becomes a management one. Are these kids really the sorts of people who are going to produce the goods.

R Now that's departing from the discussion-type situation. Within that situation, what are the sorts of changes you'd make. You'd make changes of location, means.

T But as a result of discussion, if we're having a group discussion about...(gives example).

R You're saying you're allowing there maybe a different mode of expressing their performances.

T Yes, yes. And I'm less happy with those changes than with my own as teacher.

R Change of question, change of sequence. Own?

T Change of sequence, no.

R Tends to be pretty stable.

- T Yes, that's my horseshoe again. I've gone over the top of the horseshoe. I'm now turning and any further discussion is only because I say, here are examples, here's one example, here's an example, any more, bang, bang, bang, bang.
- R You've moved to a situation of answering all your own questions? I'm after. So if I ask a question, I'm concerned that they have understood what the question meant. That their answers are answers to your question.
- R So you're getting relevant answers?
- T Yeah. Relevant thinking. I'm concerned once again about the end-product. I mean I don't want things to get too far away.
- R Right.
- T I'm very conscious of where I'm going.
- R So you're weighing up, is this in this broad band of planned performances.
- T Right. Very much so. And the only other one is that I'm always...resources one again. I often find myself thinking, that was a good point. If I had a world map I could show them where Angola is. There's one in room ten. Is it worthwhile. Or is the lead plugged in for the overhead projector.
- R And options?
- T Yeah. Better ways of explaining my ideas or the kids ideas. That's going on all the time.
14. Features of lessons going particularly well/turning into a disaster.
- T The children are attentive and alert and are clearly on task. Secondly, if it's really good, that process of filling in the gap between entry behaviour and realizing the generalization. In short, the kids have processed the information and are developing their own generalizations, or are testing these, or are depending their own standpoint. That sort of thing.
- R The objectives are being realized. Does this mean that it's more satisfying when your overall plan is working perfectly?
- T But be careful. That's a curly one. There's a spin on that one because if I envisage that children will form opinions about something and I see children doing this, very happy indeed. Now I mightn't necessarily have encompassed...I probably haven't... the whole range of possible opinions that might be generated.
- T Right. Yeah. The goods will be produced. Now.
- R You're hanging on desperately, and you'll tell them what they were even?
- T Oh yes. Yes. I'll tell the answers and give lots of examples.
- R And what's happening 'out there' physically in that situation when that occurs. What do you see in front of you in terms of physical cues. You've said they're not answering the questions.
- T Yeah.
- R Inattentative?
- T No. That's not allowed. I'm not being funny.
- R They know there is a ground rule?
- T Oh yeah.
- R To give you attention.
- T When I say I'm sensitive to that, I'm sensitive in two ways. I'd like to think sensitive to what's happening. What the kids are doing, thinking, feeling. And I'm also extremely sensitive to my needs, and my needs are that kids will attend and that kids work. And so the old security thing comes home again. When things go bad, I clam up and tell.

- T Still keeps to this (Taba sequence) all the way through.
- R Within these phases?
- T Within phases, yes.
- R Say you've got four questions in your data processing stage. You may change the order.
- T Oh heavens, yes. If I've got four questions in my processing stage, change of order. And I expect to generate more.
- R Expect to add more questions?
- T Expect to add more. More questions, more ideas. Right. I've got stability and flexibility.
13. What attended to, weighed up as gauge how well lessons going?
- T About one-third non-verbal. You see, what, once again I'm very concerned that everybody is involved. Everybody is participating. That they look.
- R Participation. Now for some people participation means contributing answers. Is...
- T I mean participation meaning that they are listening.
- R Attending.
- T Attending. On Task. They are attending. They are looking. In short that they are not obviously doing something else. This is, I think I'm very sensitive to this I think because if a discussion is going particularly well, and a child is looking out the window, or playing marbles, that aggravates me no end. So I'm very conscious that everybody is attending to what is being done. So the non-verbals pretty strong there. I'm concerned with the, the quality of what's being said.
- R What does quality mean?
- T The quality means are we on task in what's being said. Are the... if I ask a question, I'm concerned that the children understand what. But if they're doing it, that makes me very happy.
- R And your qualification then is that you are happy not so much that your plan of action has all been implemented, but that your objectives are being realized?
- T Yeah.
- R You might have got there by a completely different route or a partially different route, but the main thing that's giving you satisfaction is the fact that you can see your objectives have been met.
- T Especially when I think the task is a difficult one for the children and without that particular lesson they would not have, they would not have been, they would not have been thinking about those things at that level.
- R In a sense knowing that you're responsible?
- T Yeah, right. Yeah.
- R For that.
- T That gives me a hell of a kick.
- The bad news one always has the same answer and it closes down the discussion. Turns it straight around the other way. Doesn't quite answer your question but we must clarify this one. And that is that when it's falling apart and going badly, because generalizations are not being made, and I've mucked up the questions, interruptions, whatever it might be, the old security thing comes out again. And they are told truths and given lots of examples and the discussion closes.
- R So you're saying in a sense that it almost moves to a telling situation?

R And you maintain attention throughout that?

T Ah. Yes, yes.

14. Children's behaviour that delights/annoys.

T When children obviously look involved and animated. Enjoying what they're doing and producing what I would expect to have them produce. The delight category is the one of course when you know you can see what you're after being produced and kids enjoy doing it. The aggro thing is my irattentiveness thing. And that infuriates me when we are doing something exciting and a child, astoundedly pulls his marbles out of his desk and I can't understand it. Or when a kid...we're all really worked up about, and this kid whom I would normally expect to be involved. Righto, there are some who can't help themselves anyway, or when something happens that I just can't comprehend. Now disappoints, a third category. Because I can be annoyed and aggravated. Disappoint to me is when a child whom I would expect in a certain situation to do so and so, doesn't do it. He tries, but doesn't produce the goods. There's a difference with not trying. When they're trying to produce the goods and they can't. I'm disappointed. If they choose not to, I'm aggro, angry.

15. Need for concern with 'control' of social and Task Behaviour.

T Social behaviour rarely. I have very little problem with that. Perhaps because it doesn't occur enough in my room. On task. Very concerned with the control of it.

R Running through your mind?

T Oh. Yes. Yes.

R How often do you have to intervene to maintain on-task behaviour?

T Frequently, Neil. Frequently, but. I'm very concerned with children being on task. Very concerned. But the intervention business. I intervene frequently, frequently with a scowl, a frown, a point, frequently. And it does concern me a lot and I intervene indirectly and directly by using a redirect type of question. I use that. And eye movement. The frown, the non-verbal, the looking around the room. All those things because I'm very concerned with on-task behaviour. So I think I intervene very frequently, but the interventions I like to think are split second ones. They're physical, you know. I can tap a child on the shoulder.

16. Similarly of lessons to those normally undertaken.

T The process, very similar.

R All I'm concerned with knowing is whether you felt you might have done anything out of the ordinary for these lessons - whether there was any sort of extra effort, or extra thinking time.

T Oh no. No. I deny it.

R You were actually under extreme pressure at one stage.

T Lesson One I was under extreme pressure. No. The process the same, except that my planning sheets are a darn sight easier to work than yours because I have literally a box for certain types of discussions.

R The difference being then that when the thought came to you, you'd just put it down in sequence for me whereas you ascribed it to a particular position on your sheet.

T Yeah. Right.

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