

# The Use of iPads for Event Recording and Anecdotal Recording in Observations of Classroom Management

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# The Use of iPads for Event Recording and Anecdotal Data Recording in Observations of Classroom Management



*Tawanda Bennett & Cynthia Jersey*

# Introduction

- iPads were used to record teacher behavior during regular classroom instruction.
- Students were asked to collect data on teacher to student interactions.

# School Description

- Title I middle school in a rural area in South GA
- One of three middle schools in the school district
- 621 students
  - 290 Caucasian
  - 272 African American
  - 32 Hispanic
  - 15 students 2 or more races
  - 12 Asian
- Free and reduced 56%
- Students who qualify for special ed services 12.4%



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# Classrooms Observed

All observations occurred in the last block of the day

- Classroom 1
  - Social Studies
  - 29 students
- Classroom 2
  - Social Studies
  - 24 students
- Classroom 3
  - Math Resource
  - 12 students



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# Technique

- Preservice special education undergraduates (first semester seniors) were assigned specific classes (2 per class) once a week for 4 alternating weeks (8 weeks total observational time)
- Teacher behaviors observed and recorded
  - Positive (praising students for academics and behavior)
    - “Thank you for raising your hand”
    - “That answer is correct”
  - -Negative (reprimanding students)
    - “Do not talk out”
    - “Stop whatever it is you are doing”



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# Rotations

- Data collected for inter-rater reliability between observers of same day observations.
- Between and among group variations were very low.
- Similar data collected across observations.



# Data Description

- Data collected noted the reliability between observations
- Counting events with temporal descriptions (time stamping) supported the reliability of the data
- Students and teachers were unaware of the data collection (non-intrusive)





# Results

## Classroom 1

### Rotation 1 averages

41 positives

26 reprimands

### Rotation 2 averages

65 positives

25 reprimands

## Classroom 2

### Rotation 1 averages

2 positives

12 reprimands

### Rotation 2 averages

4 positives

11 reprimands

## Classroom 3

### Rotation 1 averages

2 positives

3 reprimands

### Rotation 2 averages

6 positives

2 reprimands



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# Implications

- Simple
- Paraprofessionals could easily record
- Self-recording by students is possible
- Data are saved on device
- Several apps to choose from
- Can be done without students' or teachers' knowledge



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# Impact on Preservice Teacher Practice

- Recording apps
- The ease at which this can be done
- Extensive data can be collected with little effort
- Data can drive decisions and affect teacher practice
  - New awareness of how often feedback is given and the type of feedback provided



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# References

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