¹ Through the eyes of the teacher

² Mandy Klatt[1], Dr. Gregor Kachel[1, 2], Dr. Christin Lotz[1], & Prof. Dr. Anne Deiglmayr[1]

³ [1] University of Leipzig

⁴ [2] MPI for Evolutionary Anthropology, Leipzig

⁵ Author Note

⁸ Correspondence concerning this article should be addressed to Mandy Klatt,

⁹ Egelstraße 2a 04103 Leipzig. E-mail: mandy.klatt@uni-leipzig.de

## Abstract

This document is a supplement to the paper and shows first graphs findings from the pilot study.

*Keywords:* Professional Vision, Expert-Novice-Paradigm, Eye-Tracking

Word count: 1949

15 Through the eyes of the teacher

16 **State of research**

17 Teaching and classroom management are multidimensional settings in which teachers

18 have to respond immediately to events as they develop (Barnes, 2004). The different

19 interests and abilities of students must be managed in a way that maximizes the active

20 learning time of students and minimizes disruptions whilst teaching. Learning to develop

21 such classroom management skills and to teach effectively is a complicated and complex

22 process (Wolff, Jarodzka, & Boshuizen, 2017).

23 During teaching, teachers must be able to select from a variety of visual and acoustic

24 impressions to focus their attention on the essential and to distinguish between relevant

25 and irrelevant events. This ability is called professional vision and is a key component of

26 teacher expertise and successful teaching (Barth, 2017). Eye tracking technology has

27 become a reliable means to study teachers' visual focus of attention (Bogert, 2016; Pouta,

28 Lehtinen, & Palonen, 2020; Wolff, Jarodzka, & Boshuizen, 2017)

29 Educational research has repeatedly shown that there are differences between

30 experienced and novice teachers in terms of perception and behavioral competencies

31 (Barth, 2017; Bogert, 2016; Wolff, Jarodzka, & Boshuizen, 2017). For example, experts

32 direct their attention more often and more evenly to all students, whereas novices only

33 direct their attention to some students. The frequency and duration of fixations as eye

34 movement are decisive (Stuermer, Seidel, Mueller, Häusler, & Cortina, 2017). Mobile

35 eye-tracking technology has also shown that experienced teachers distribute their focus

36 more efficiently to solve tasks (Jarodzka, Scheiter, Gerjets, & Van Gog, 2010).

37 Furthermore, in contrast to novices, experts are able to focus their attention on the entire

38 class and guide the class while giving feedback to individual students and answering

39 questions (Cortina, Miller, McKenzie, & Epstein, 2015).

## Research questions

The aim of the pilot study was to investigate whether there are differences in how expert and novice teachers manage scripted classroom disruptions. The disruptions were experimentally varied using a previously written script. Thus, our aim was to find out whether differences in the allocation of attention between expertise groups can be detected in this controlled context.

In order to answer this question, the hypothesis was formulated that teachers with more professional experience not only notice more disruptions but also notice them faster. In the hypothesis, therefore, it is necessary to check what has already been shown in the research literature: In complex teaching situations, experts have a more structured and elaborate professional knowledge than novices in order to perceive and interpret relevant events and to act appropriately (Berliner, 2001; Lachner, Jarodzka, & Nückles, 2016).

## Methods

We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study.

## Participants

For the sample recruitment of the subjects (N = 48, experts n = 24, novices n = 24), schools in the city of Leipzig in Saxony were contacted. The institutions as well as the subjects were informed in detail about the aim and intention of the study in advance. Participation in the study was voluntary and only took place after written consent has been given.

The selection of the subjects was based on extreme groups, whereby professional experience is the crucial criterion for the selection of experts or novices. Novices were recruited as teachers who have been working in the teaching profession for no more than 3

Table 1

*Demographic Informationand and Teaching Experience*

| group | N | Male | M age | Min age | Max age | SD age | M exp. | Min exp. | Max exp. | SD exp. |
|-------|---|------|-------|---------|---------|--------|--------|----------|----------|---------|
| expert | 2 | 1 | 47.50 | 44 | 51 | 4.95 | 20.00 | 15.00 | 25.00 | 7.07 |
| novice | 6 | 2 | 25.67 | 20 | 33 | 4.89 | 0.68 | 0.00 | 1.50 | 0.68 |

[64] years, whereas experts were considered to have professional experience of 10 years or more

[65] (Messner & Reusser, 2000).

**Data collection**

[67] For this study, scripted mini-lessons with n = 2 experts and n = 6 novices were

[68] recorded in the mobile Lab of the Empirical School and Classroom Research at the

[69] University of Leipzig. The subjects were divided into groups of four, so the study was

[70] conducted on two different sessions. All participants were asked to hold a 10-minute lesson.

[71] The duration of each appointment was approximately 2h: per group 10min briefing, 4 x

[72] 10min mini-lessons, 10min technical preparation and follow-up and 4x 10min transition

[73] points between the lessons and answering the questionnaire.

[74] One person from the group of 4 acted as a teacher, the other three subjects acted as

[75] the class. The subjects, who represented the class, were given behavioral instructions in a

[76] pre-written script to simulate typical events and disruptions in the classroom (e.g. putting

[77] their heads on the table, chatting, looking at their mobile phones, etc.).

[78] The lesson disruptions were displayed as instructions during the lesson for all

[79] "students" but not the teacher. In order to avoid learning effects, the disruptions in each

[80] lesson were distributed pseudo-randomly over the short teaching phase. In addition, the

[81] order of the data collection was taken into account in the analyses and variance caused by

*Figure 1*. Example for set up during a mini-lesson

order was controlled.

By using mobile eye-trackers, the gaze and behavior of the experts and novices was recorded during the lesson. In addition, the speech and sounds and voices were recorded with an audio recorder installed in the middle of the Lab. Movements, facial expressions and gestures of the subjects were recorded by four cameras from different angles. One camera was installed to film the class from the side. Two more cameras were installed on the blackboard and at the end of the Lab to film the teacher and class from the front and back. Furthermore, the fourth camera was installed in such a way that only facial expressions and gestures of the teacher were recorded, which enables a semi-automated analysis of the movement sequences.

The lessons recorded on video were coded in a post-hoc procedure with a coding software by previously trained raters. The statistical data have been analyzed by using the

94  program RStudio [Link: https://rstudio.com/].

95  **Measures**

96    **Questionnaire Data.**  *Describe how we collect questionnaire data (paper or*
97  *online). Add some basic information about the structure of the questionnaire.*

98    The evaluation after each mini-lesson was conducted using paper questionnaires.
99  Time needed to complete the questionnaire was about 5 minutes. The scales on the quality
100  of teaching are a validated questionnaire (Helmke et al. (2014)). Whereas the scales on the
101  teacher's presence behaviour were derived from the research literature (Brophy (1986);
102  Kiel, Frey, Weiß, and Weiss (2013); Kounin (2006); Marzano (2007); Nolting (2012)) and
103  were used in the pilot for the first time.

104    The following scales were assessed:

105    (1) Classroom management
106    (2) Positive climate and motivation
107    (3) Clarity and structuredness
108    (4) Activation and support
109    (5) Presence: posture/gaze
110    (6) Presence: voice
111    (7) Presence: verbal and non-verbal intervention
112    (8) Natural behaviour

113    The table at the end of the manuscript provides an overview over the mean, the
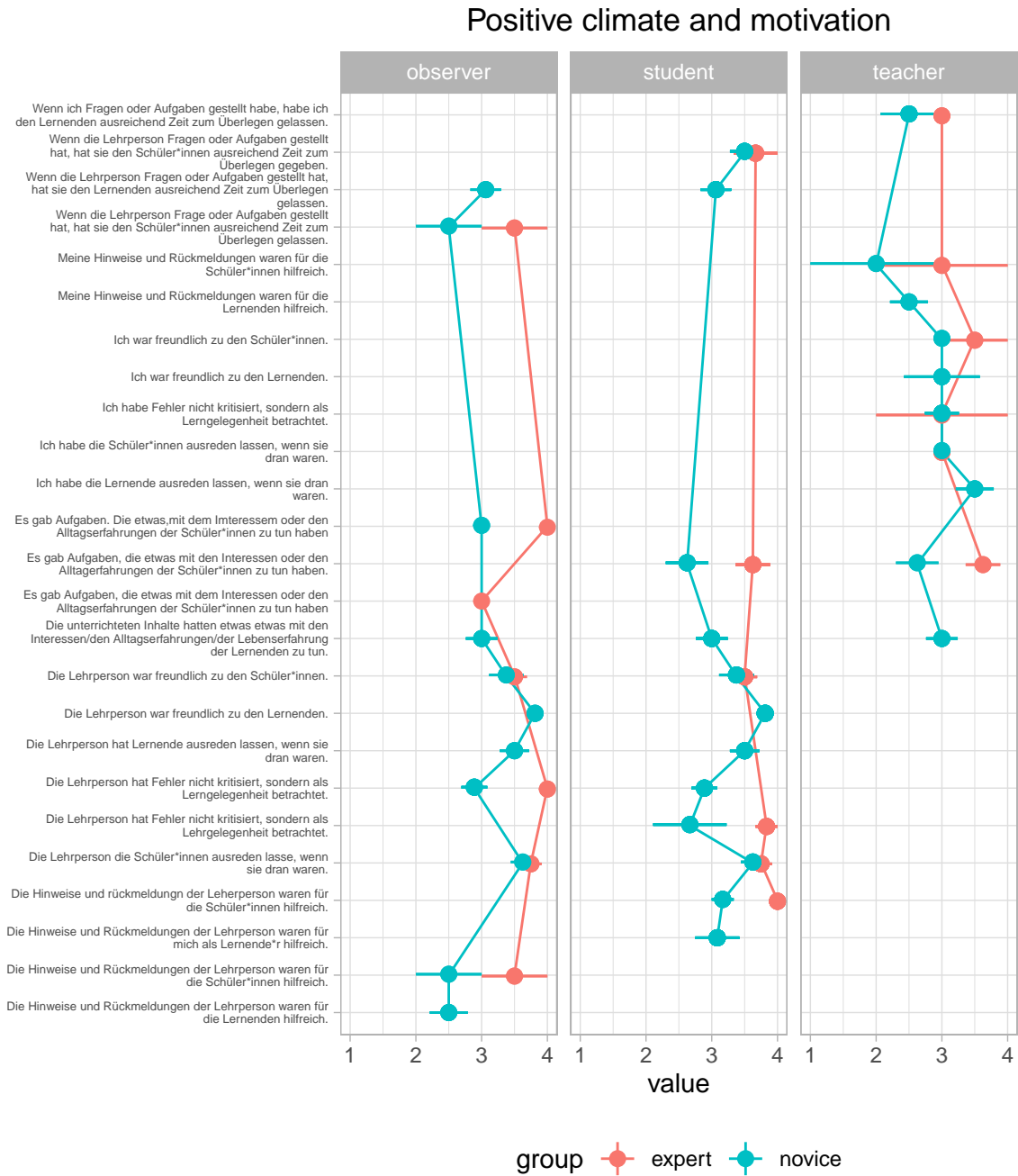114  range and standard deviation of all scales.

115     The individual items of a scale are further represented in graphs.
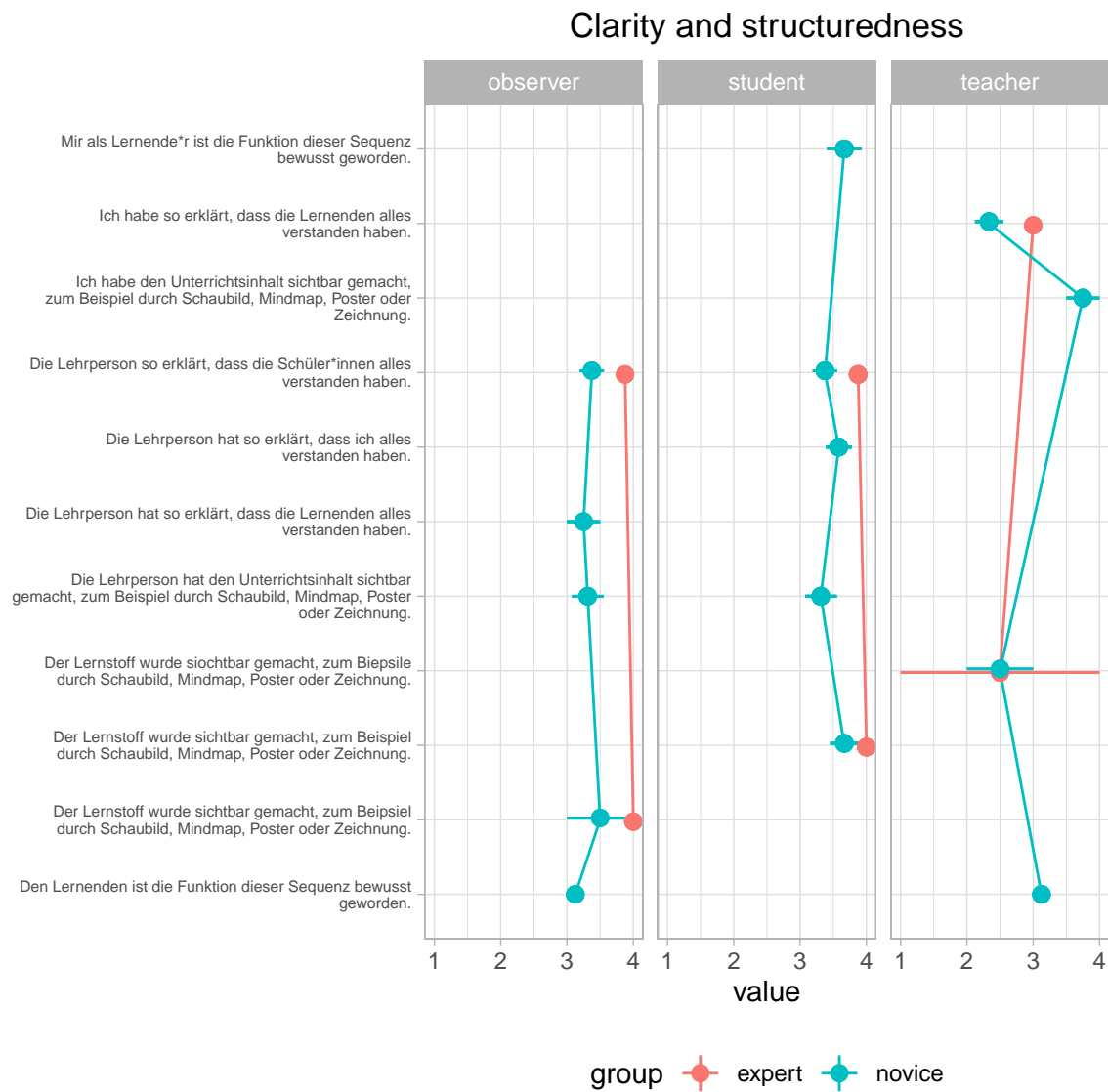
116     (1) Classroom management



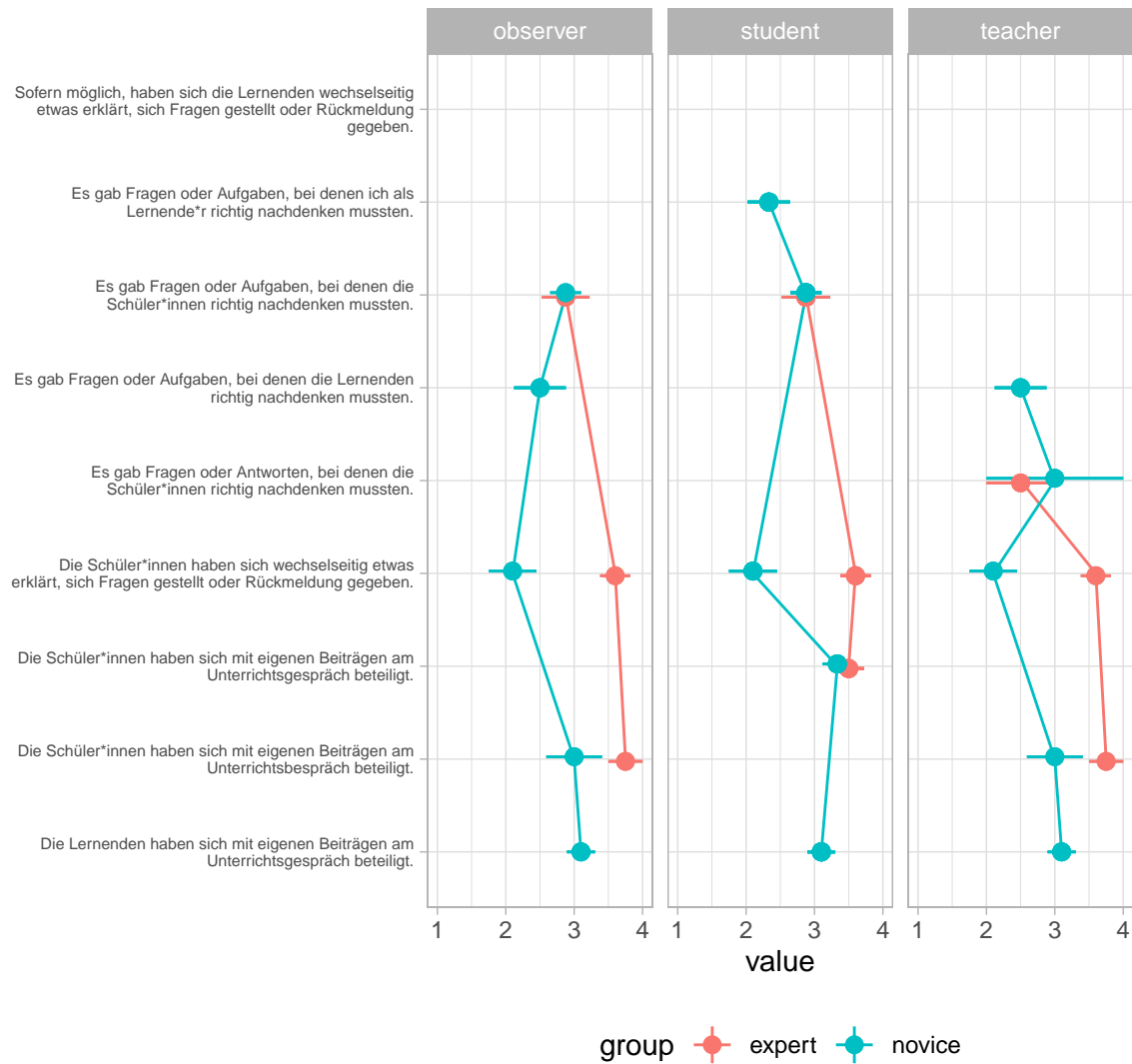Classroom management

118 (2) Positive climate and motivation
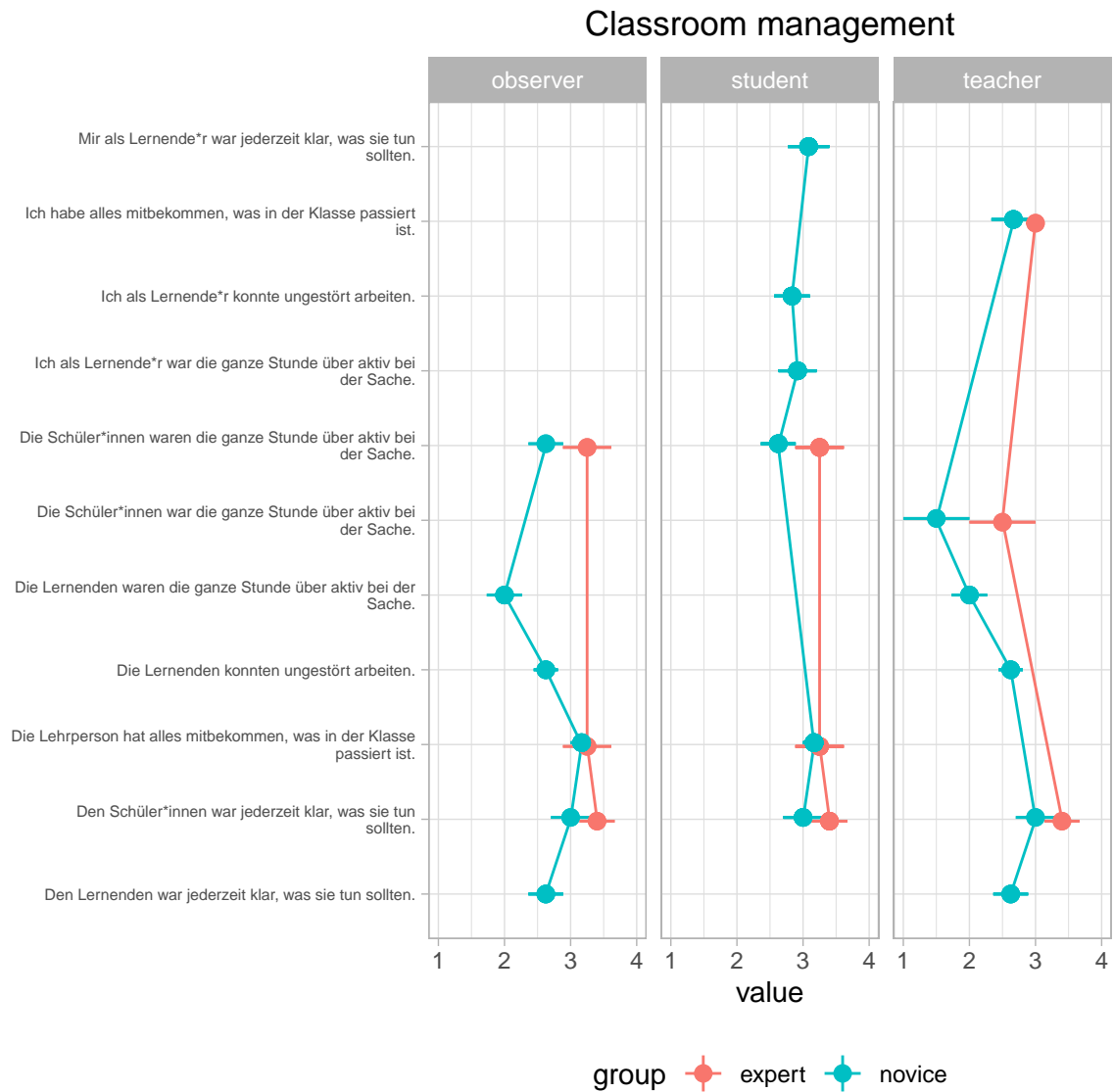


Positive climate and motivation

120    (3) Clarity and structuredness



Clarity and structuredness

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122    (4) Activation and support



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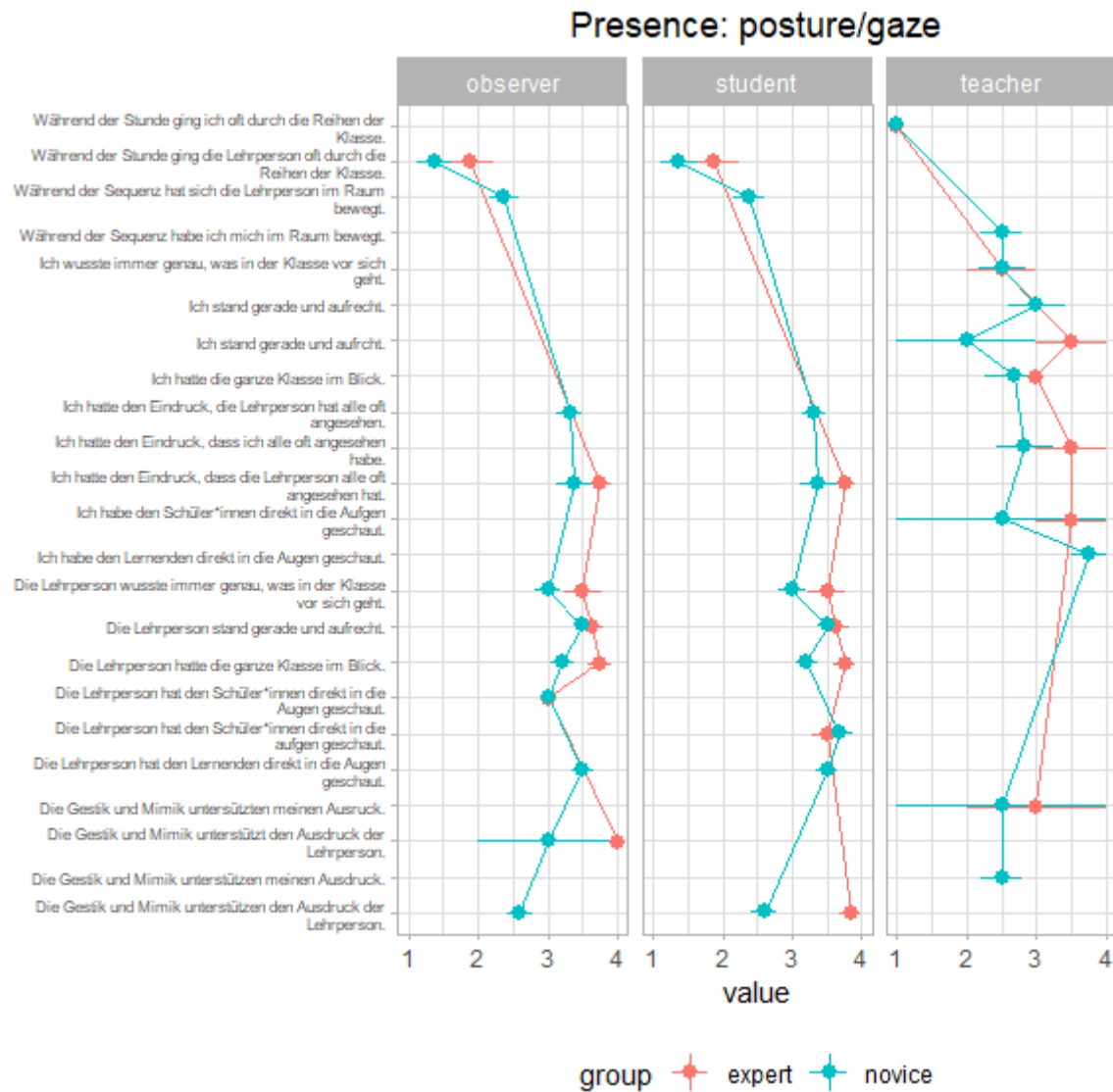
*Figure 2*. (5) Presence: posture/gaze
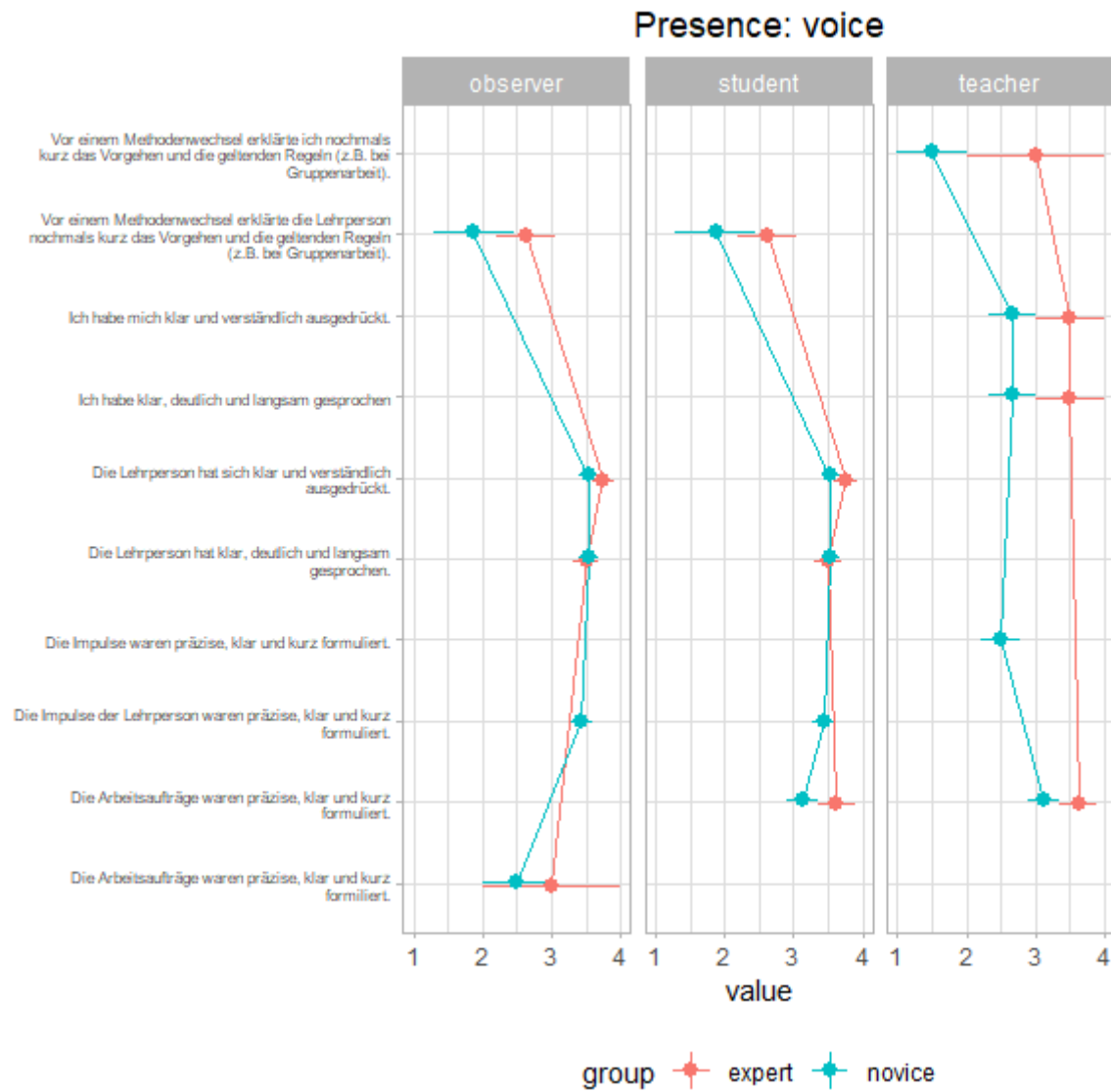
*Figure 3*. (6) Presence: voice

*Figure 4*. (7) Presence: verbal and non-verbal intervention

124 (8) Natural behaviour



Natural behaviour

125

126    In addition, we plotted all scales. Graph provides boxplots and individual data for

127    experts and novices.

Boxplot with individual points for all scales



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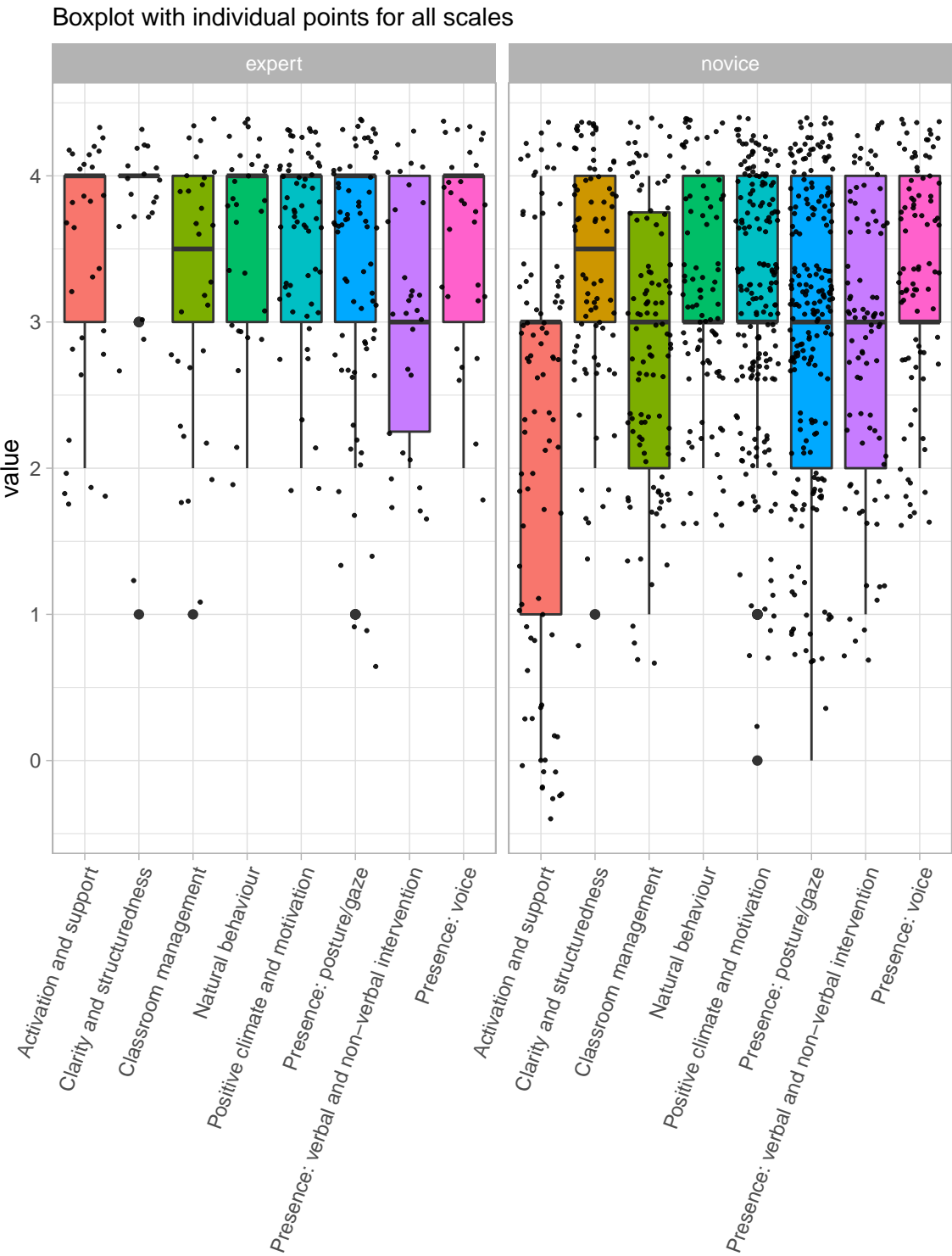
129    Furthermore, the duration of the speaking time during the lesson was estimated in

130    the questionnaire by external and self-assessment. The following graph shows the duration
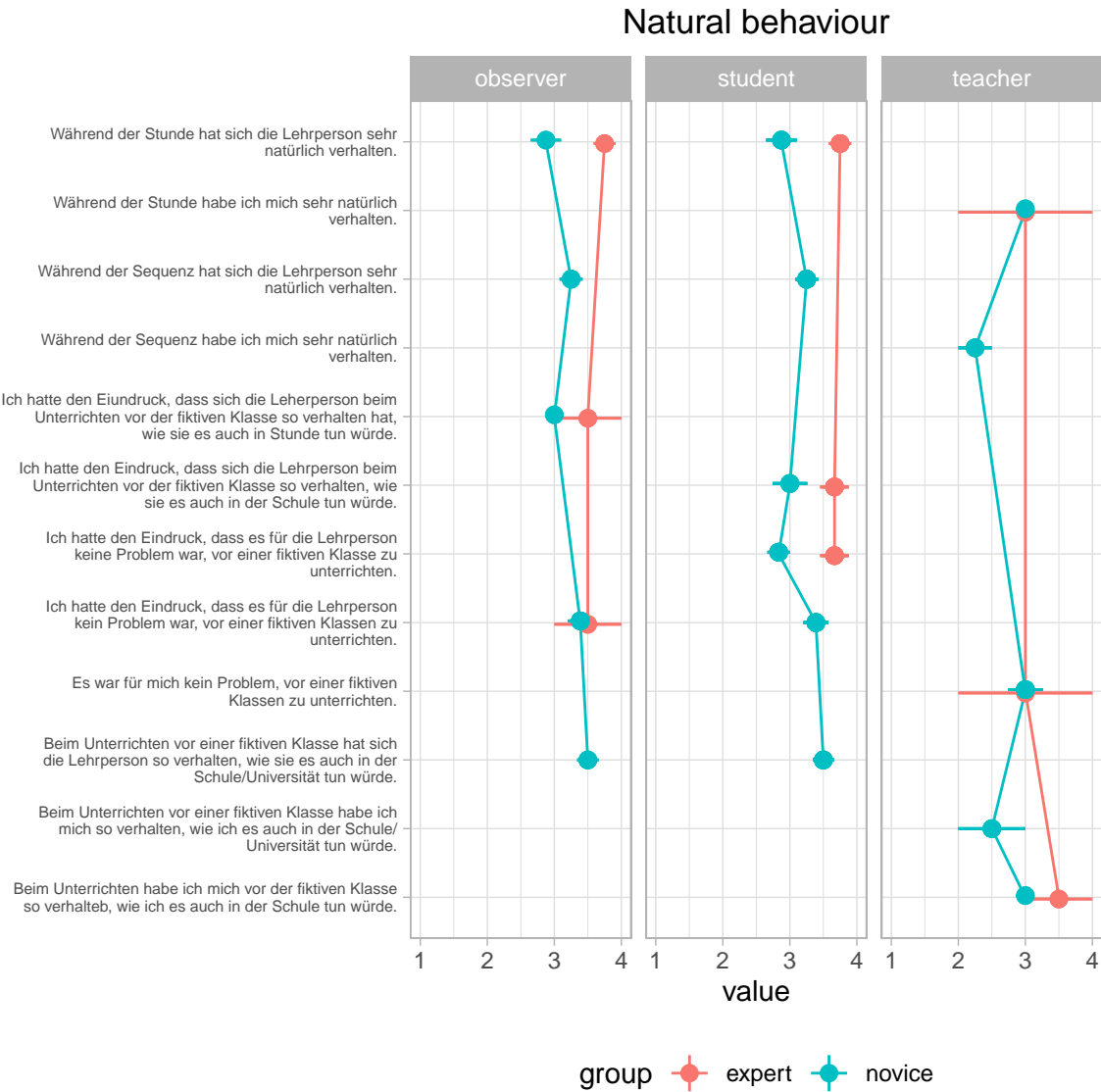
131    of speaking time for experts and novices evaluated by the observer, the students and the

132    teacher.



Boxplot with individual points for Duration of speaking time

133
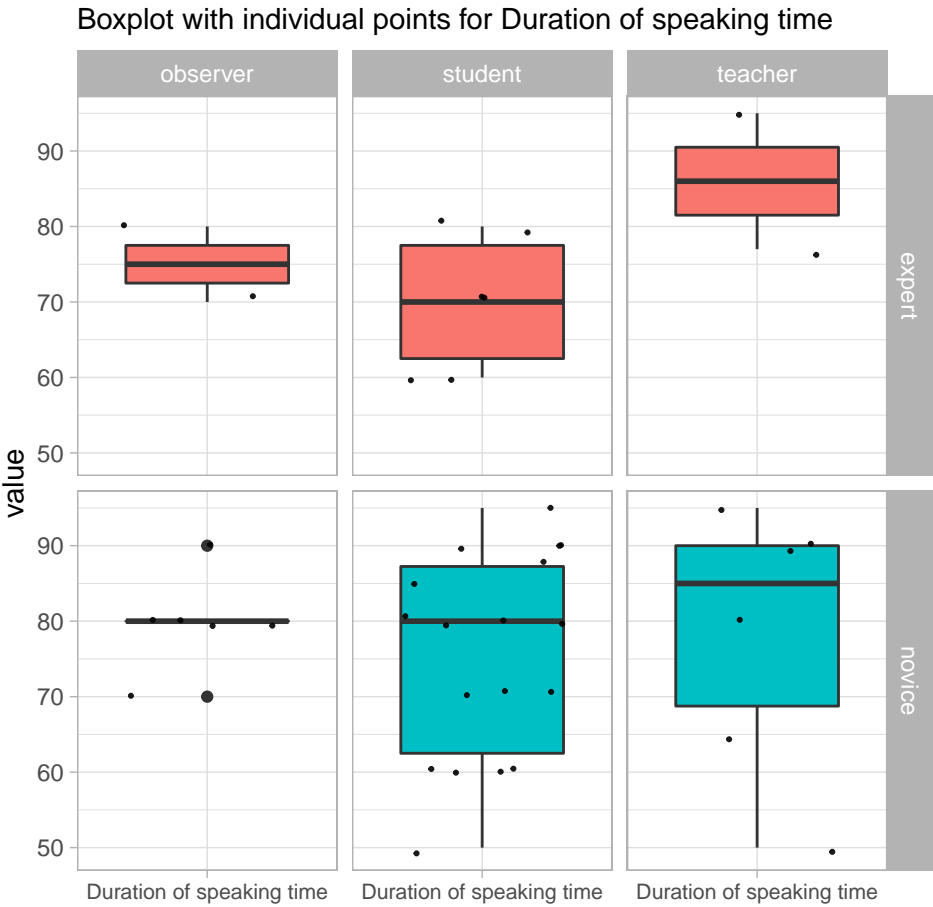
134    **Eye-tracking equipment.**    A binocular Tobii Pro Glasses 2 eye-tracker consisting

135    of a wearable head unit and a recording unit was used to record the eye movements. The

136    head unit is a measuring device with different sensitive sensors. A high-definition scene

137    camera captures a full HD video and an integrated microphone records the surrounding

138    sounds. Infrared light illuminators support the eye tracking sensors which record the eye

139    orientation. The videos were recorded with a sampling rate of 50 Hz and a video resolution

140    with 1920 x 1080 at 25 frames per second. The scene camera has a field of view of 90 deg.

141    in 16:9 format (82 deg. horizontal and 52 deg. vertical) and has a frame dimension of 179 x

142    159 x 57mm (width x depth x height). The Tobii Pro Glasses Controller software was used

143    to record and calibrate the eye movements.

144    The Tobii Pro Glasses 2 software allows for non-screen based recordings of a

145    participants' attention while moving in real-world settings. The recordings of the glasses

146    contain both HD-video from the subjects' perspective as well as the respective gaze data

147    mapped onto the video. In order to map multiple recordings to AOIs, it is necessary to

148    import the eye-tracking recordings into the Tobii Pro Analyzer software. Also, it is

149    necessary to create a reference image of the scene in which one wishes to plot the gaze data

150    (i.e. snapshot). Once the snapshot is imported, the gaze recordings of multiple recordings

151    can be mapped to the reference image and analyzed in aggregated form. Tobii Pro does

152    not allow to do AOI based analyses within Pro Lab. Also, the dependency on snapshot

153    reference images makes this approach impractical when working in different settings,

154    i.e. different classrooms with various participants. Finally, mapping gaze to people or any

155    moving objects complicated the analyses further.

156    **Eye-Tracking Data.**

157    *Gaze relational index (GRI).*

158    The GRI is a measure of visual expertise in information processing. This metric is

159    calculated as the ratio of mean fixation duration to fixation count. The GRI is higher for

novices than for experts. (Gegenfurtner et al. (2020))

```
## # A tibble: 8 x 6
## # Groups:   Participant [8]
##   Participant Variable ‘Fixation Number‘ ‘M Duration Fix~ ‘SE Duration Fi~   GRI
##   <chr>       <chr>                <dbl>           <dbl>           <dbl> <dbl>
## 1 01_01_D     Expert                 803          316571              NA   394
## 2 01_02_A     Expert                1070          385812              NA   361
## 3 01_03_B     Novice                 617          374315              NA   607
## 4 01_04_C     Novice                 769          384537              NA   500
## 5 02_01_A     Novice                 569          101541              NA   178
## 6 02_02_B     Novice                1140          520431              NA   457
## 7 02_03_C     Novice                1048          469018              NA   448
## 8 02_04_D     Novice                 613          438655              NA   716
```

**Coding Data.**   The recorded lessons were coded in a post-hoc procedure with the coding software MAXQDA by previously trained raters (Kuckartz and Rädiker (2019)). The following coding scheme has been developed for coding:

**Data analysis**

We used R [Version 4.0.3; R Core Team (2019)] and the R-packages *}dplyr* [@}R-dplyr], *forcats* [Version 0.5.0; Wickham (2020a)], *ggplot2* [Version 3.3.2; Wickham (2016)], *papaja* [Version 0.1.0.9997; Aust and Barth (2020)], *papayar* (Muschelli, 2016), *purrr* [Version 0.3.4; Henry and Wickham (2020)], *readr* [Version 1.4.0; Wickham, Hester, and Francois (2018)], *stringr* [Version 1.4.0; Wickham (2019)], *tibble* [Version 3.0.4; Müller and Wickham (2021)], *tidyr* [Version 1.1.2; Wickham (2020b)], and *tidyverse* [Version 1.3.0; Wickham et al. (2019)] for all our analyses.

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191 **Results**

192 **Questionnaire Data.** *Start entering descriptives and plots here* Lorem ipsum

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**Discussion**

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290   management events. *Teaching and Teacher Education, 66*, 295–308.

Table 2

*Mean values of all scales*

| group | scale | M scale | min scale | max sclae | SD scale |
|---|---|---|---|---|---|
| expert | Activation and support | 3.33 | 2.00 | 4.00 | 0.80 |
| | Clarity and structuredness | 3.70 | 1.00 | 4.00 | 0.73 |
| | Classroom management | 3.23 | 1.00 | 4.00 | 0.90 |
| | Natural behaviour | 3.57 | 2.00 | 4.00 | 0.63 |
| | Positive climate and motivation | 3.60 | 2.00 | 4.00 | 0.62 |
| | Presence: posture/gaze | 3.29 | 1.00 | 4.00 | 0.92 |
| | Presence: verbal and non-verbal intervention | 3.07 | 2.00 | 4.00 | 0.78 |
| | Presence: voice | 3.57 | 2.00 | 4.00 | 0.63 |
| novice | Activation and support | 2.23 | 0.00 | 4.00 | 1.39 |
| | Clarity and structuredness | 3.35 | 1.00 | 4.00 | 0.76 |
| | Classroom management | 2.82 | 1.00 | 4.00 | 0.90 |
| | Natural behaviour | 3.13 | 2.00 | 4.00 | 0.71 |
| | Positive climate and motivation | 3.11 | 0.00 | 4.00 | 0.90 |
| | Presence: posture/gaze | 2.95 | 0.00 | 4.00 | 0.95 |
| | Presence: verbal and non-verbal intervention | 2.88 | 1.00 | 4.00 | 0.97 |
| | Presence: voice | 3.30 | 2.00 | 4.00 | 0.74 |

Table 3

*Number and Duration (in msec) of Fixations*

| Participant | Variable | Fixation Number | M Duration Fixation | SE Duration Fixation | GRI |
|---|---|---|---|---|---|
| 01_01_D | Expert | 803.00 | 316,571.00 | NA | 394.00 |
| 01_02_A | Expert | 1,070.00 | 385,812.00 | NA | 361.00 |
| 01_03_B | Novice | 617.00 | 374,315.00 | NA | 607.00 |
| 01_04_C | Novice | 769.00 | 384,537.00 | NA | 500.00 |
| 02_01_A | Novice | 569.00 | 101,541.00 | NA | 178.00 |
| 02_02_B | Novice | 1,140.00 | 520,431.00 | NA | 457.00 |
| 02_03_C | Novice | 1,048.00 | 469,018.00 | NA | 448.00 |
| 02_04_D | Novice | 613.00 | 438,655.00 | NA | 716.00 |