



PSIWORLD 2013

Epistemological limitations of study case. An empirical investigation

Victorita Trif *

University of Bucharest, Faculty of Psychology and Education Sciences, 90 Panduri Avenue, Bucharest, 050657, Romania

Abstract

This paper related to epistemological limitations of study case develops an empirical investigation concerning the contrasting points of view between teacher and students in the Romanian classroom. The purpose is to establish the case identity, to delineate a resolutive model or a strategy, and to identify preconceptions about the student from the vantage point of the teacher. The data collected demonstrate that the case is an authentic one, the identity of teacher and the identity of students are opposite, strategies to be used are various, and it is about cultural shortcircuits (ideas, values, cultural norms, etc.) in the classroom.

© 2014 The Authors. Published by Elsevier Ltd. Open access under [CC BY-NC-ND license](https://creativecommons.org/licenses/by-nc-nd/4.0/).
Selection and peer-review under responsibility of Romanian Society of Applied Experimental Psychology.

Keywords: educational psychology, qualitative analysis, classroom management, pedagogical practice, communication, wording.

1. Introduction

The press of Romania has been highlighted lately a high number of cases considered as deviations from the rules of the school. Most of the times the case presents a misbehavior by direct players in the classroom, classroom problems, disciplinary issues, argument or conflict that escalated etc. This reflection of the press combined with school statistics provided by the relevant Ministry (over 14,000 cases of verbal and physical violence recorded in the period 2011-2012 in Romania) have led us to adopt an investigative approach centred on life in the classroom. The complexity of such a research topic is clearly demonstrated since the first difficulty we have been faced with the

* Corresponding author.

E-mail address: victoriatriif@yahoo.com

multiliteracy. A critical summary of the relevant works in the literature in the field has revealed that there are very diverse studies dealing with this topic however producing conclusions that are both disparate and diametrically divergent: measurement of sociometric attitudes in school and in the classroom, classroom management, education psychology, developmental psychology, sociology of education, ethnography of school, learning management, etc. Because our research is empirical and qualitative, we intend to highlight the methodological deficiencies of multiliteracy results. The aim of this paper is in the collection of the reflections that are critical for the adoption of resolutive models. The research design used for the investigation consisted in a case study selected from Romanian prose: a fragment in which Gala Galaction describes an authentic classroom in which he took part. This qualitative study infers about the collection of written answers according to epistemological precautions concerning case study: the necessity to avoid excessive subjectivity of the target population in response to limit situations publicized more or less excessively in Romania. Objectives of the research were to: a) establish the identity of the case; b) formulating a model resolution in accordance with the role of the teacher c) identifying the preconceptions of a teacher towards students. In order to achieve these objectives, we introduced the following items: a) specifying the case; b) mentioning the strategy that should have been used by the teacher of mathematics to promote towards students; c) indicating the extent to which the activity of maths teacher was influenced by certain preconceptions. First of all the event was read aloud then students were asked to investigate the topics in written items to be arranged. In this context the target population of this investigation were the students in the 3rd year of study at the University of Bucharest, randomly selected from among the students in teacher training. The study case was applied in the academic year 2012-2013 in the workshop on "classroom management".

2. Findings

The item delineated in terms of establishing the identity of the case allowed the collection of discursive elements that are converging with various epistemologies: "this case refers to the relationship between the teacher and the pupil"; "it is about a rigid and traditionalist teacher who did not know how to make more enjoyable the material taught"; "in this case we are talking about the mathematics teacher, Herescu and his pupil, Gala Galaction"; "in this case we are talking about a student who was not able to understand the classic method of the teacher of mathematics, and matters of which he taught"; "the student did not understand the subject that the teacher taught"; "a pupil describes what he felt in relation to his teacher of Mathematics"; "Gala Galaction describes how his teacher used to teach"; "... that the teaching method that used mathematics teacher was not understood by all students"; "a student shall examine the teacher of mathematics in secondary school he analyses both dimensions - the professional and moral one". ,...Gala Galaction (self) describes it as the pattern to this problem pupil"; "it is a confession that it was Gala Galaction's living thoughts about his mathematics teacher, so inaccessible to him"; "... it is about the impression left by the teacher of mathematics Zamfir Herescu on Gala Galaction"; "Gala Galaction recalls the harshness of secondary school maths teacher"; "... he is a professor of mathematics, an authoritative head of school and a skilled speaker"; "the teacher himself and even the subject matter were inaccessible to some students"; "the teaching style adopted by the mentor was not comprehensible to all," etc. Discourse analysis of the responses in accordance with the first item shows how the previous experiences of the subjects investigated bias the bases of the message author. Theories, strategies, whatever principles within teacher training lay the basis of most of the responses formulated by the participants in the investigation. As a proofreader of the findings I suggest that beyond the dominant psychological and didactic analysis of data both a sociological perspective and a statistical one might be used. We argue this assertion through the convention that one third of the replies were not based on the author's text, but illustrate the personal experiences of the subjects investigated. Therefore, the processing of the data by a unique grid of analysis requires interpretation of the educational reality according to patterns that are likely to be anchored in reality. Anticipating this limit due to the empirical approaches carried out in previous years (Trif, 2011a & 2011b) in Romania, we assess the data not only by using psychological unilateral epistemology according to which any item must be correlated with a preformulated response. The relationship of pedagogical communication; the interdependence of teaching style, the style of learning and life style; examples of traditional teaching methods; moral teaching; the role of teacher expectations; the transaction of power in the classroom; discontinuities of the school ethos constitutes various epistemological perspectives which are not mutually exclusive and that mean that the target population cover the ideas incorporated in the author's text. Interpretive analysis from

Download English Version:

<https://daneshyari.com/en/article/1116067>

Download Persian Version:

<https://daneshyari.com/article/1116067>

[Daneshyari.com](https://daneshyari.com)