



How QUINT data can help uncover temporal lesson patterns and why it matters for teacher education

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While data collected by the QUINT community offer a unique opportunity to gain insights into the temporal patterns of teaching quality, this opportunity remains largely untapped. The present paper, therefore, gives a concrete example of how QUINT data can be analyzed diachronically and discusses why it matters for teacher education. First, it explores whether opportunities for classroom dialogue tend to systematically increase, decrease or remain constant across the timespan of an average lesson. Second, it explores whether opportunities for dialogue are constrained by prior unintended teaching events. Unintended disruptions to teaching might result in the teacher making on-the-spot adjustments to the lesson plan to restore order and get things under control, and it is conceivable that such reactions might create a less open classroom climate and depress opportunities for dialogue for the remainder of the lesson. If teachers tend to react to disruptions in unnoticed but predictably adverse ways, a task for teacher education is to bring such gut-reactions to the

attention of teacher students; for example within the framework of Learning to Notice (LTN). Using time-lagged conditional logistic regression to analyze all teaching segments gathered by QUINT ($n=1476$), this study, however, found no statistically significant relation between lesson disruption at Time (T) and opportunities for classroom dialogue at Time (T+1). Another conditional logistic regression model, however, revealed that once the first 15 minutes of a lesson have passed, the probability of observing classroom dialogue systematically decreases as the lesson progresses further. Whether this temporal pattern can be brought to the attention of teachers through LTN is up for discussion. But the results might stimulate further research as well as reflection on why the progression of time matters for quality and whether quality can be manipulated by adjusting the length of lessons.