List of Keywords

For the duration of the study, searches were undertaken through the literature on words including those listed here.

<p>| acquaintanceship                               | effective teacher behaviours                           |
| acting in the present                          | emotions/feelings                                      |
| adolescent/s                                  | experience/s                                           |
| adult/s                                       | experiences first impressions                          |
| adult as learner                              | psychology                                             |
| adult education                               | eye-contact                                            |
| age and social judgements                     | face in the crowd                                      |
| age stereotypes                               | face-to-face interaction                               |
| aging                                         | facial actions                                         |
| assessment/s                                 | facial cues                                            |
| attitude/s                                    | facial features                                        |
| attraction                                    | facilitator/s                                          |
| attribution                                   | first encounter/s                                      |
| attribution theory                            | first impression/s                                     |
| automatism                                    | first look                                             |
| awareness                                     | first moment/s                                         |
| behaviour                                     | gazing                                                 |
| body language                                 | gender biased interaction                              |
| body moves                                    | gesture                                                |
| brief judgment/s                              | getting started                                        |
| business interviews first                     | group dynamics                                         |
| impressions                                   | grounded theory                                        |
| chaos management                              | implicit association                                   |
| classroom encounters                          | impression formation                                   |
| coach/es                                      | impression/s                                           |
| cognition                                     | impressions accuracy                                   |
| cognitive psychology                          | indirect communication                                  |
| consciousness                                 | individual differences                                 |
| conceptual development                        | inductive reasoning                                    |
| constructivism                                | inference/s                                            |
| contextual influences on automatic evaluations| information processing                                |
| crucial decisions                             | initial encounter/s                                    |
| decision making                               | initial impression/s                                   |
|                                              | initial judgement/s                                    |</p>
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List of research keywords
Dear Name of Appropriate person in the Organisation

Recently I discussed with Person X, Position X, a proposed study associated with my PhD through the University of Tasmania. S/he is willing to provide assistance subject to your approval.

My study will involve adult teachers/trainers/facilitators who teach/train/facilitate adults in classes/groups. I am curious to understand what an adult teacher does in the first moments when they first meet a new group of adults. I want to find out what they do and why.

I need teachers who are prepared to volunteer for a half hour interview with me. In order for teachers to volunteer I have asked if Person X would inform potential teachers about the project and provide these teachers with information that will allow them to make a decision as to whether to volunteer and how to volunteer. Person X anticipates approximately X teachers might volunteer.

There will be no financial or other resource cost for your organisation. The timing and location of interviews will be determined in such a way as not to interfere with the business of your organisation.

Knowledge about what teachers do that impact on adult learners may assist the profession to understand their actions as teachers of adult learners. Enclosed with this letter is an Information Sheet which provides additional information about the project. Should you require further information please contact me.

Your approval for this project to proceed will be appreciated.

Yours sincerely

Ms Helen Tyzack
Script

For initial phone call to a co-ordinator/manager of teachers/trainers/facilitators.

Hello. I’m Helen Tyzack.

I’m about to undertake a study associated with my PhD through the University of Tasmania, and I need your help. Have you got a few minutes for me to explain what’s going on, now – if not, can we make a time when I can call you back?

My study involves adult who teach/train/facilitate adults in classes/groups – not adolescents. Adults. I am curious to understand what a teacher does when they first meet a new group – from my own personal experience I know what I do but I can’t find any research that talks about what teachers generally do in those first moments. So, I want to find out what they do and why? Maybe what they do is different from me. Maybe it’s the same.

So where do you fit in?

I wonder if you would be able to let all your teachers/trainers/facilitators know that I need volunteers.

What do they have to do?

All they have to do is agree to be interviewed: to answer questions on one occasion for about half an hour. The interview can take place wherever it suits them and at a time that suits them.

If you are happy to let your teachers/trainers/facilitators know, then I can email, fax or bring you an Information Sheet which can be distributed to them. It would then be up to the teacher/trainer/facilitator to contact me and offer to volunteer.

Would you be happy to do this? YES (refer next question) NO (Thanks for your time. If you want more information do not hesitate to contact me on 6233 3774 at work or on the mobile 0400 076 275 and I would love to talk more. Thanks again.)

If YES,

Now, do we need to obtain approval from your organisation before we go any further? YES NO

If YES

What do I, you or both of us need to do?

If NO

Okay. Now, how would you like me to give you the Information Sheet?

And then proceed with whatever discussion flows, concluding with ‘Thanks for your time. If you want more information do not hesitate to contact me on 0400 076 275 and I would love to talk more. Thanks again.’
Please help me

Cover sheet for Information Sheet and Statement of Informed Consent form

If you are a teacher/trainer of classes/groups of adults then I need your help.

I need you to volunteer.

If you volunteer all you will have to do is:

- Answer my questions in a **30 minute interview** in a mutually agreed place and at a mutually agreed time.
- Sign a Statement of Informed Consent prior to the interview.

Attached is an Information Sheet which explains more about my PhD study. Also attached is a copy of a Statement of Informed Consent form which I am happy to explain.

**Please** contact me either to find out more or to **offer to volunteer**.

Regards

Ms Helen Tyzack

Phone me on W 6233 3774; H 6245 0429; Mob 0400 076 275
Email me on h-tyzack@m130.aone.net.au
Appendix 5

Information sheet

Title of investigation/project
The learning and actions of adult teachers/trainers/guides/facilitators when meeting a new class/group of adults.

Purpose of this study
This study underpins Helen Tyzack’s PhD research program in the School of Education. It forms part of her wider study associated with learning by teachers/trainers to assist the effective learning of groups of adults.

Benefit of study
Knowledge about what teachers do may assist with understanding the actions of teachers of adult learners.

Criteria for inclusion/exclusion in this study
You are invited to participate in this study if:
• you are a teacher/trainer/facilitator/tour leader of adult learners (and specifically if you are doing so currently or have you done so in the recent past [eg past year]);
• the adult learners you teach come together in groups for their education/training (as distinct from one-on-one education/training).

What you will be asked to do
You will be asked to undertake one 30-minute interview with Helen Tyzack in a mutually agreed place and at a mutually agreed time. With your permission the interview will be recorded on audiotape. If you do not wish to be recorded, then a handwritten paper-based record will be made of your responses to the questions. You will be asked to complete a Statement of Informed Consent, as attached, prior to the interview.

Duration of study
A number of participants will be interviewed over a period from March to June 2004. The information will be collated and a paper with the analysed findings is expected to be completed in August 2004.
Information concerning the results of the study

Participants will be offered the opportunity to review their interview transcripts, as a trustworthiness indicator, before the data is analysed. A copy of the preliminary findings will be provided to organisational contacts on request. Once all data is collected and the results are analysed, a decision will be made in terms of whether a follow up study on the topic is warranted.

Freedom to refuse or withdraw participation in this study
Participation is entirely voluntary. You are free to withdraw at any time, and you are free to withdraw your data at any time, without needing to provide a reason.

Confidentiality
After you agree to become a participant, a unique code number will be kept with your name and contact details. Only the code number will be placed on the interview records. These two sets of records will be stored separately. All data and identification information will be kept secure until its destruction after five years and the conclusion of the PhD study.

Statement of approval
This study has received the ethical approval from the Northern Tasmania Social Sciences Human Research Ethics Committee.

Concerns or complaints
If you have any concerns of an ethical nature or complaints about the manner in which the project is conducted, you should contact the Chair or Executive Officer of the Northern Tasmania Social Sciences Human Research Ethics Committee.
Chair: Professor Roger Fay 6324 3576
Executive Officer: Amanda McAully 6226 2763

Contact persons
Any questions or further information regarding the study can be sought from student Helen Tyzack on phones W 6233 3774 H 6245 0429 or Mob 0400 076 275 or by email h-tyzack@m130.aone.net.au, or from PhD supervisor Dr Sue Kilpatrick on phone 6324 3018 or email Sue.Kilpatrick@utas.edu.au.

This study needs volunteers. If you wish to volunteer please contact Helen Tyzack as soon as possible.

Helen Tyzack (Investigator/PhD Student) Dr Sue Kilpatrick (Chief Investigator/Supervisor)
STATEMENT OF INFORMED CONSENT

Title of investigation/project
The learning and actions of adult teachers/trainers/guides/facilitators when meeting a new class/group of adults.

1. I have read and understood the 'Information Sheet' for this study.
2. The nature and possible effects of the study have been explained to me.
3. Any questions that I have asked have been answered to my satisfaction.
4. I understand that the study involves the following procedures:
   - Answering questions during one 30-minute interview with Helen Tyzack in a mutually agreed place and at a mutually agreed time.
   - Being prepared to be asked to provide further information at a later time, but understanding that I will not be coerced into doing so, and that I can decline further involvement in the process.
   - Signing this Statement of Informed Consent prior to the interview.
5. I understand that all research data and identification information will be kept secure until its destruction after five years and the conclusion of the PhD study.
6. I understand that the study does not pose risk or discomfort.
7. I agree that research data gathered for the study may be published provided that I cannot be identified as a participant.
8. I agree to participate in this investigation and understand that I may withdraw at any time and may also withdraw my data.

Name of participant

Signature of participant Date

9. I have explained this project and the implications of participation in it to this volunteer and I believe that the consent is informed and that he/she understands the implications of participation.

Name of investigator Helen Tyzack
Script

For follow-up phone call to a co-ordinator/manager of teachers/trainers/facilitators.

Hello. I'm Helen Tyzack.

A couple of weeks ago I asked you to pass some information to your teachers/trainers/facilitators and you kindly agreed to do so. Thanks for that.

Either

Unfortunately, I have not heard from anyone. Has my asking come at a bad time do you think? (And then proceed with whatever discussion flows before starting on something like the following dialogue.)

I have approached a number of organisations to help but at this stage I still do not have quite enough volunteers to make this study work. Could I ask you to resend/give the information to your teachers/trainers/facilitators with an attached note something along the lines of ...?

A couple of weeks ago I sent/gave you some information from a PHD student who wanted volunteers. If anyone is interested then give the student, Helen Tyzack, a call and let her know. I am attaching/giving you all the information again. Hopefully Helen will find something that may help us all in the future.

Or

I am very pleased to be able to tell you that some of your teachers/trainers/facilitators have volunteered. This is terrific news for me. However I still do not have quite enough volunteers to make this study work. Could I ask you to resend/give the information to everyone with an attached note something along the lines of ...?

A couple of weeks ago I sent/gave you some information from a PHD student who wanted volunteers. Some of you may already have volunteered, in which case disregard this message. If anyone else is interested then give the student, Helen Tyzack, a call and let her know. I am attaching/giving you all the information again. Hopefully Helen will find something that may help us all in the future.

Conclusion

Would you be happy to do this? YES (refer next question) NO (That's fine. Working with those who have volunteered will be really useful. I'll approach other organisations to find more volunteers, so no problem. Thanks very much for your time.)

If YES, Is there any way I can help you? Eg more information, resend the Information Sheet to you, etc?

And then proceed with whatever discussion flows, concluding with 'Thanks for your time. I really appreciate your interest to help me.'
APPLICATION FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

On completion please return to: Executive Officer
Research and Development Office
GPO Box 252-01
Hobart, Tasmania 7001 Australia

GRANT or CONSULTANCY APPLICATION

If this Application relates to a previously submitted Grant application, please indicate the Number and title.

Title of Grant/Consultancy:

TITLE of Investigation (Titles should be consistent with those used on any external funding application)

The learning and actions of adult teachers/trainers-guides/facilitators within the first moments of meeting a new class/group of adults.

A. OUTLINE OF PROPOSAL

Applicants

Title/Name Position School or Discipline
Chief Investigator/Supervisor Dr Sue Kilpatrick Senior Lecturer Education
Phone 6324 3018 Fax 6324 3040 Email Sue.Kilpatrick@utas.edu.au

Other Investigator(s) Students
Ms Helen Tyzack PhD candidate Education
Phone 0400 076 275 Fax Email hmtyzack@postoffice.sandybay.utas.edu.au
### Purpose

**Research** ✔

### Aims

1. To investigate the learning (reactions/responses/perceptions), and the actions consequent to these, of adult teachers/trainers/guides/facilitators in their first moments when meeting a new class/group of adults.

2. To determine whether teachers/trainers/facilitators initial learning prompts them to change their planned content and delivery methods virtually immediately.

### Justification

Social psychology is interested in the cognitive processes which take place when a person interacts with, or thinks about, another person, and so makes a prediction about the other’s behaviour (Mower White 1982 p.2). Elsea (1984 p.23) has acknowledged the features which a person notices in another on first meeting. In any specifically designated learning environment teachers may use one or more of sensory experiences of a new class/group, as the basis to develop a relationship that they believe will enhance the learning of the group.

Research in relation to adult teachers generally focuses on the instructional methods they use, lesson preparation approaches and the learning styles, and the attributes and needs of their potential students. The specific learnings of teachers when confronted with a new group of students/trainees/participants seem not to be reported in the literature.

Since the impact of initial learning influences the development of general personal relationships then it may be useful to know and understand the customisation processes that immediately follow from a teacher/trainer/guide/facilitator’s learning in the classroom, workshop, industry, or other site where adults meet for training and education.

The outcomes of this study may include:
- An understanding of the connection between initial learning and early actions by teachers/trainers/guides/facilitators.
- An understanding of the impact of a teacher’s learning on a class/group of adults (‘… perception is a discriminating process…’ Barkow 1976 p.204)
- The opportunity for teacher/trainer practitioners to understand and monitor their own reactions and the consequences of such reactions in terms of learning satisfaction levels by both practitioner and student, and the nature and quality of the learning outcomes of both the teacher and students.
- The opportunity for teacher/trainer practitioners to plan more knowledgably for change.

### Period of investigation

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<th>Completion date</th>
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<td>June 2004</td>
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### Funding

- Do the investigators have any financial interest in this project? **No** ✔
- Funding Bodies: Not applicable

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Submission to University Ethics Committee - 25 September 2003
Appendix 8

Approval from other Ethics Committees or Institutions

Has this protocol previously been submitted to the Northern Tasmania Social Sciences Human Research Ethics Committee?
If 'yes' please indicate when and the reference. No [✓]

Does this project need the approval of any other Ethics Committee?
If 'YES', Please indicate below what Institutions are involved and what the status of the Approval? No [✓]

Relevant literature references

List the most relevant and current references (a) by the investigator; (b) by others:
These are the references which specifically relate to or inform my topic. Implicit in your first concern is the notion that their ‘age’ makes them relatively irrelevant to my study. I am exceptionally interested in the fact that no–one does seem to be writing about the moments of first encounter for teachers in front of new groups. I am aware there is a plethora of literature in the field so educational psychology and interpersonal behaviour however I am unaware of any current literature which is specifically relevant – I keep searching for it but as yet have not discovered it. This topic seems to be close to being, if not actually, virgin territory.

Fleming, C M (1958) Teaching: A Psychological Analysis London: Methuen & Co Ltd
Hopper, E & Osborn, M (undated) Adult Students. Education Selection and Social Control. London: Frances Pinter (pub) Ltd

B. PROCEDURES

Detailed procedures

The study comprises both quantitative and qualitative components. It will be based on the collection of primary data.

The project for this Ethics Committee application simply involves my interviewing teachers in a face-to-face situation, collating and analysing the data in line with the Aims expressed in this application, in order to determine whether future research stages will be required and what the nature of such stages might be. Interviews will be conducted using the survey tool of the questionnaire that is attached to this application. Whether future projects will be developed depends on the findings from this project. The possibility of future additional interviews with the same participants or with new participants is pure speculation with no justification for current action other than that included in this application. Any future projects may require new applications to the Ethics Committee.
The Investigator will telephone co-ordinators/managers of teachers/trainers/facilitators in the list of organisations given below, to inform them of the project and request the support of their organisations for the project. The Investigator will act as required to obtain that support, for example, forward the project information sheet and write letters to the heads of the organisations or departments within organisations as advised by the initial contact co-ordinators/managers.

The Investigator will ask co-ordinators/managers to inform their teachers/trainers/facilitators of the opportunity to volunteer for this study, and supply information for distribution. (Refer section below on Recruitment of Participants for more detailed information.)

Each volunteer will be interviewed with specific questions (see attached draft) in a face-to-face and one-on-one situation. The answers will be recorded on audiotape unless the participant prefers paper records.

Directly following the interview, and at the participants’ request, the Investigator will discuss the nature of the study to the extent to which they are interested.

The interviews will be scheduled at mutually agreeable times and places (probably the workplace of the participant) over four months from January to April 2004.

Participants will be offered the opportunity to review their interview transcripts, as a trustworthiness indicator, before the data is analysed. Following collation of the participants’ responses a thematic analysis, supplemented with a simple count within categories, will seek patterns of behaviour, and patterns in the participants’ perceived reasons for those behaviours. This process is expected to be complete by June 2004.

On the basis of the findings, further participants may be added to the study to an anticipated maximum of 50. As well, a supplementary study may be devised, for which an amendment or separate ethics application will be submitted.

Participants may be contacted at a later time consistent with an iterative research design involving the development of new survey instruments following the initial interviews. Amendments will be submitted to the Ethics Committee.

Where is this project to be conducted?

In Tasmania. Within -

- The Institute of TAFE Tasmania including ‘Adult Education’ (for teachers of adult groups in both formal and informal state-wide education environments);
- Tasmanian Museum and Art Gallery (for guides of tours with adult groups in an environment of informal education);
- University of Third Age (for teachers and trainers of senior adult groups)
- Businesses and government agencies such as Aurora Energy and the Department of Economic Environment (for trainers in a state-wide industry workplace environment)

PARTICIPANTS

Selection of Participants

Participants will be adult teachers/trainers/facilitators of learning for class/groups of adults because this study is concerned with adults and the teaching of adult groups, not with adults and the teaching of children or adolescents. For the purposes of this study I define an adult/adult learner as a person who takes responsibility for his/her own learning and is likely to be over 20 years of age.

Since the population of potential participants is few in number in any one organisation and is widely dispersed across many environments, the study will seek potential participants from the range of organisations as listed above, for comparative ease of access by the investigator.
The study will involve a minimum of 30 self-selecting participants, derived from the locations where the project will be conducted as given above. Volunteers will be accepted in the order of their offer. No other selection criteria will be used.

**Recruitment of Participants**

In addition to obtaining the support of their organisation, the Investigator will ask the co-ordinators/managers of teachers/trainers/facilitators if they would be happy to inform all their teachers/trainers/facilitators, of adult groups, that the Investigator needs volunteers (refer attached draft script for those phone calls).

If yes, then the Investigator will supply them (either by email or with hard copies) with the Information Sheet (see attached) for distribution. The Investigator will wait 2 weeks for potential participants to make contact. After that time and if too few enquiries or offers have been made, the Investigator will make a checking/reminder phone call (refer attached draft script) to the co-ordinators/managers in an attempt to attract a greater take-up.

When a teacher/trainer/facilitator makes contact and offers to volunteer, the Investigator will check that the contents of the Information Sheet (see attached) are understood and then make a mutually agreeable time for them to complete a Consent Form (see attached) and then to conduct a face-to-face interview.

**Information about Participants**

1. Will the Information collected be:

   - De-Identified (not re-identifiable, anonymous)
   - Re-Identifiable (coded, re-identifiable)

   Each participant will be given a number from 1 – 30, the number to be given in the order in which s/he volunteers to participate. On a register that number will exist alongside the name of the participant, their contact details and our mutually agreed meeting time/s. This register will be kept separate from any interview data.

   Written and recorded information collected in interview will contain only the number of the participant.

   Identified (data that allow the identification of specific individuals)

   No personal information will be collected.

2. Will any personal information be collected from sources other than the Participants themselves?  
   *(Refer: Privacy Legislation Section 95A - National Privacy Principles)*

   No

3. Will data on individual Participants be obtained from any Commonwealth Government agency without seeking the Consent of the Individuals?  
   *(Refer: Privacy Legislation Section 95 Information Privacy Principles – Appendix 2 of National Statement)*

   No
Potential risks

1. **Identification of the Risks:**
   1. A person may choose not to participate because of a fear that I may negatively judge their teaching/training ability and, further, that I might relay my judgements to third parties.
   2. A willing participant may become anxious about aspects of their teaching performance.
   3. The study is constructed so that no physiological, psychological, social or legal risk above the everyday norm is likely.

2. **Precautions taken to mitigate the risks:**
   1. Where a person chooses not to participate from fear or any other reason they won’t be volunteering.
   2. Participants will be given information in advance of the interview, and will be debriefed following the interview.
   3. Participants may choose to withdraw from the study, and withdraw any data they have contributed at any stage of the investigation.

**Post contact**

A copy of the preliminary findings will be provided to each of the organisational contacts who can then distribute these to participants as requested.

**Remuneration**

No payments will be made.

**Confidentiality and anonymity**

Where will the data be kept (e.g. which School)? Education

How will the data be kept secure (in locked cabinets or secure servers)?
   In locked cabinets and on secure password accessed servers.

How will the data be destroyed after the 5 years is up?
   All records will be retained for a period of at least 5 years and then destroyed on completion of the PhD. Paper based information/records will be shredded and dumped. Electronic records will be deleted from floppy disks, and hard drives. Audiotapes will be magnetically wiped and dumped.

**Are Audiotapes and Videotapes being used to record data?** Yes

A participant’s number will be attached to any audiotape – their name will not be attached. The tapes will not be heard by other than the Investigators. The tapes will be retained in secure storage until destroyed as above.

**How will anonymity of Participants be assured?**

The number coding of paper based and audio interview material releases the connection with a person’s name and contact details. The material collected will be used and stored securely as described above.

In any discussion I will not give names of participants to others. This practice will be made known to participants before they agree to participate.

**Are Focus Groups involved in this project?** No
### Administration of substances/agents
Not applicable

### Other ethical issues
NIL

### Information sheet
**Is the Information Attached?** Yes

### Consent form (Refer 1.7 - 1.12 National Statement)
**Is the Consent Form Attached?** Yes

### C. DECLARATIONS

#### Statement of scientific merit

The **Head of School** is required to sign the following statement:

*This proposal has been considered and is sound with regard to its merit and methodology.*

The Head of School's (or Head of Discipline’s) signature on the application form indicates that he/she has read the application and confirms that it is sound with regard to (i) educational and/or scientific merit and (ii) research design and methodology. If the Head of School/Discipline is one of the investigators this statement must be signed by an appropriate person. This will normally be the Head of School/Discipline in a related area.

*This does not preclude the Committee from questioning the research merit or methodology of any proposed project where it feels it has the expertise to do so.*

Professor Roslyn Arnold  
(Name of Head of School) (Signature) (Date)

#### Conformity with NHMRC guidelines

The **chief investigator** is required to sign the following statement:

*I have read and understood the *National statement on ethical conduct in research involving humans* 1999. I accept that I, as chief investigator, am responsible for ensuring that the investigation proposed in this form is conducted fully within the conditions laid down in the *National Statement* and any other conditions specified by the University Human Research Ethics Committee.*

Dr Sue Kilpatrick  
(Name of chief investigator) (Signature) (Date)

#### Signatures of other investigators

*The other investigators should sign to acknowledge their involvement in the project and to accept the role of the chief investigator.*

Helen Tyzack  
Signature  
25 September 2003
MEMORANDUM

HUMAN RESEARCH ETHICS COMMITTEE (TASMANIA) NETWORK

FULL COMMITTEE ETHICS APPLICATION APPROVAL

18 January 2004

Associate Professor Sue Kilpatrick
University of Tasmania
Rural Health
Private Bag 1372
Launceston

Ethics reference: H7649
'The Learning and Actions of Adult Teachers/Trainers/Guides/Facilitators within the First Moments of Meeting a New Class/Group of Adults'.
PhD candidate: Helen Tyasek

Dear AssocProf Kilpatrick

The Northern Tasmania Social Sciences Ethics Committee approved the above project on 12 January 2004.

All committees operating under the Human Research Ethics Committee (Tasmania) Network are registered and required to comply with the National Statement on Ethical Conduct in Human Research (NHMRC 2007).

Therefore, the Chief Investigator’s responsibility is to ensure that:
1) All researchers listed on the application comply with HREC approved application.
2) Modifications to the application do not proceed until approval is obtained in writing from the HREC.
3) The confidentiality and anonymity of all research subjects is maintained at all times, except as required by law.
4) Statement 5.5.3 of the National Statement states:

        Researchers have a significant responsibility in monitoring approved research as they are in the best position to observe any adverse events or unexpected outcomes. They should report such events or outcomes promptly to the relevant institution/s and ethical review bodies and take prompt steps to deal with any unexpected risks.

5) All participants must be provided with the current Information Sheet and Consent form as approved by the Ethics Committee.

A PARTNERSHIP PROGRAM IN CONJUNCTION WITH THE DEPARTMENT OF HEALTH AND HUMAN SERVICES
6) The Committee is notified if any investigators are added to, or cease involvement with, the project.

7) This study has approval for 4 years contingent upon annual review. A Progress Report is to be provided on the anniversary date of your approval. You will be sent a courtesy reminder closer to this due date.

8) A Final Report and a copy of the published material, either in full or abstract, must be provided at the end of project.

Yours sincerely

[Signature]

Ethics Executive Officer
# List of organisations from which participants volunteered

<table>
<thead>
<tr>
<th>Name of organisation</th>
<th>Number of participants</th>
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<tbody>
<tr>
<td>Adult Education Tasmania</td>
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<tr>
<td>Axiom Training</td>
<td>1</td>
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<tr>
<td>Calvary Hospital</td>
<td>1</td>
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<tr>
<td>High Performance Management and Sales Training</td>
<td>1</td>
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<tr>
<td>Institute of TAFE Tasmania</td>
<td>13</td>
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<td></td>
<td>(inc. researcher)</td>
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<tr>
<td>NDA Computing Training</td>
<td>1</td>
</tr>
<tr>
<td>Southern Cross Care Training Centre</td>
<td>2</td>
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<tr>
<td>TasFire Training</td>
<td>2</td>
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<tr>
<td>Tasmanian Chamber of Commerce and Industry</td>
<td>4</td>
</tr>
<tr>
<td>Tasmanian Museum and Art Gallery</td>
<td>2</td>
</tr>
<tr>
<td>Tasmanian Symphony Orchestra</td>
<td>1</td>
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<tr>
<td>The Training Response</td>
<td>1</td>
</tr>
<tr>
<td>University of Tasmania</td>
<td>1</td>
</tr>
<tr>
<td>Work and Training Pty Ltd</td>
<td>2</td>
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</tbody>
</table>

Total (including researcher) = 34
Interview Survey Tool
for teachers/facilitators/lecturers/tour leaders/other educators who teach groups of adult learners

Participant ID number .................................................................

Date of interview .................................................................

1. How would you describe the characteristics of an adult/adult learner?

2. Do you look at each learner as s/he arrives and/or before you start talking to the whole class/group? YES NO

   If YES,
   Describe the look eg casual glance, piercing appraisal, other. Go to question 3
   If NO
   Go to question 3

3. When you meet the adults as your class/group for the first time - in that first second of looking - which features of the students do you notice immediately/instantaneously?

4. Do you register these same features on every occasion when you meet the adults in your class/group for the first time? YES NO

   If YES,
   Why do you think you do so? Go to Question 5
   If NO,
   Which other features do you observe at other times?
   Why do you think you register different features at different times? Go to Question 5.

5. Do you register these features in the same order on different occasions? YES NO

   If YES,
   Why do you think you do so? Go to Question 6
   If NO,
   Go to Question 6

6. As you register the features, which immediate/instantaneous thoughts do you have about that information?
7. On the basis of those spontaneous initial thoughts do you do anything/make any actions/change your behaviour? YES NO

If YES,
What do you do/what actions do you make/what changes do you make in your behaviour?
How quickly do you make these actions?
Ask supplementary clarification questions if required. Go to question 8
If NO, go to question 8

8. Do you think that what you see first, affects your initial judgement about what is the best content to deliver to the group and the best delivery method? YES NO

If YES,
Can you explain how your initial observations affect your initial judgement?
How quickly is your initial judgement affected?
Go to question 9
If NO
Go to question 9

9. Before you meet a new class of adult learners, do any of the following questions enter your mind?

a. How young the youngest learner will be? YES No
b. How old the oldest will be? YES No
c. What the age spread might be? YES No
d. What age the majority of the class might be? YES No

10. Have you ever made a spontaneous assessment of the ages of a class of adult learners in the first moments of meeting the class/group? YES NO

If YES,
Under which circumstances did you make such an assessment?
Why did you make such an assessment?
(That is all I need to know for now. Thanks for your help with this survey.)
If NO
(That is all I need to know for now. Thanks for your help with this survey)
Characteristics of participants

Overall, the data given below, when associated with the number and type of derivative organisations, indicates a diversity of participants.

Age: Range from 29-66 years with average age of 43 years
17 participants are aged 51 or younger, over a 22 year spread
17 participants are aged 52 or older, over a 14 year spread

Gender: 21 participants, representing 62% of sample, were female
13 participants, representing 38% of sample, were male

Number of participants teaching following subjects/units/topics - classified into broad general categories:

- Business management 14
- Assessment and Workplace Training 3
- Arts/Music 4
- Healthcare 3
- Computing 3
- Fire services 2
- Leadership 3
- Social work 1
- Occupational Health and Safety 1

Highest level of education reached:

- 76% participants had University level qualifications
- 18% participants had TAFE\(^1\) level qualifications
- 6% participants had School level qualifications

\(^1\) TAFE is the acronym for Technical and Further Education and refers to one of Australia’s Registered Training Providers of Technical and Further Education level education: such institutions generally provide post-compulsory training associated with vocational qualifications
Year of first teaching/training/working with adults in groups:

- **Range:** 1969 - 2004
- **Mean:** 1986
- **Median:** 1985
- **Mode:** 1988

Working capacity in 2004:

- 13 worked full-time
- 21 worked part-time and/or casually

Type of group of learners with which participants work:

- 22 / 33 worked only with adults
- 2 / 33 worked only with mixture of adults and adolescents
- 10 / 33 worked sometimes with all adults and sometimes with all adolescents, or sometimes with a mix of adults and adolescents

Teaching frequency with new groups in 2004:

- 1 / 33 did not teach a new group
- 10 / 33 taught 2-5 new groups
- 9 / 33 taught 6-15 new groups
- 14 / 33 taught more than 15 new groups

Number of participants meeting class group before class:

- 4 / 33 always met all members of class group
- 2 / 33 sometimes met all members of class group
- 22 / 33 sometimes met some members of class group
- 6 / 33 never met any member of class group before class
Interview survey tool - 1st survey revised
for teachers/facilitators/lecturers/tour leaders/other educators who teach groups of adult learners

Participant ID number  ........................................Date of interview ........................................

1. How would you distinguish an adult learner from a non-adult learner; how would you describe the characteristics of an adult/adult learner?

2. Before you start talking to the whole class/group or talking to the individuals, do you look at each learner as s/he arrives? YES NO
   If YES,
   Describe the way you look at them eg casual glance, piercing appraisal, other.

3. When you meet the adults as your class/group for the first time - in that first second of looking - which features of the adults do you notice immediately/instantaneously?

   Supplementary question if interviewee provides one feature only. Are there any other features you notice instantaneously in that first second of looking?

4. Do you register these same features on every occasion in that first second of looking, when you meet adults in a class/group for the first time? YES NO

   If YES,
   Why do you think you do so?

   If NO,
   Which other features do you observe at other times?
   Why do you think you register different features at different times?

5. Do you register these features instantaneously in that first second of looking, in the same order on different occasions? YES NO

   If YES,
   Why do you think you do so?
6. As you register the features, which immediate/instantaneous thoughts in that same first second of looking do you have about that information?

7. On the basis of those spontaneous initial thoughts do you do anything/make any actions/change your behaviour in that first moment? YES NO

If YES,
What do you do/what actions do you make/what changes do you make in your behaviour?
How quickly do you make these actions?

8. Do you think that what you see in that first second/moment, affects your initial judgement about what is the best content to deliver to the group and the best delivery method? YES NO

If YES,
Can you explain how your initial observations affect your initial judgement?
How quickly is your initial judgement affected?

9. Before you meet a new class of adult learners, do any of the following questions enter your mind?

   a. How young the youngest learner will be? Yes No
   b. How old the oldest will be? Yes No
   c. What the age spread might be? Yes No
   d. What age the majority of the class might be? Yes No

10. Have you ever made a spontaneous assessment of the ages of a class of adult learners in the first moments of meeting the class/group? YES NO

If YES,
Under which circumstances did you make such an assessment?
Why did you make such an assessment?

(That is all I need to know for now. Thanks for your help with this survey.)
Before our next interview

Would you please complete this questionnaire, and bring to the interview.

Participant ID number .........................30.....................

I propose to correlate the responses from the initial and any subsequent interviews with the responses to the following questions to determine if any pattern exists.

1. How old are you?
   
   Either My age is .................
   
   Or circle the group that contains your age
   
   20-35yrs  26-50yrs  51-65yrs  66-80yrs

2. What is your highest level of education? (please circle appropriately)

   School TAFE/Tech Colleges University/Advanced Colleges

3. In 2004, is your training/teaching/guiding of groups (please tick appropriately)

   Only of adults
   Only of adolescents
   Only of a mixture of adults and adolescents
   Sometime only adults and sometimes only adolescents
   Full-time
   Part-time
   Casual/sessional?

4. How frequently in 2004 have you taught/trained a new group of adults? (please circle appropriately)

   Once  2 - 5 times  6 -15 times  Greater than 15 times

5. In approximately which year did you start teaching/training adults?

6. Have you usually met your class group before the adults meets as a group for the first time? (Please circle appropriately)

   Always, Sometimes, Never
   All of the class, Some of the class, None of the class

7. Gender: I am (please circle appropriately) Male Female
Follow-up interview survey tool
for teachers/facilitators/lecturers/tour leaders/other educators who teach groups of adult learners

Participant ID number .................................................. Date of interview .................................

1. Since our last meeting, and my interview with you, what have you thought about that meeting/interview? (for example, what did you think about my questions or your responses?)

2. I sent you a copy of the transcript of our last meeting. Is there anything you wish to add or change?

3. I sent you a copy of my conference paper, which was based on my interview with you and others. Was there anything in that paper about which you would like to comment?

4. I’ve asked you lots of questions: how about you simply tell me what you think about before you start talking in the moment of first encounter when you see the new class.

5. What do you think is the role of a teacher/trainer of adults in class/groups.

The next three questions come out of some of the responses from the first interview. I am just seeking clarity in relation to those responses. I plan to correlate the responses to these new questions with previous responses.

6. Before you start talking in that moment of first encounter with a new class of adult learners, do you believe that you can identify the experiences of the people in that class group?  YES  NO

   If so, how do you do it?
   Which experiences can you identify?
   Is it important to identify experiences immediately? Why?
   Does that knowledge influence your judgement in any way?
   How quickly do you use that knowledge?

7. Before you start talking in that moment of first encounter with a new class of adult learners, do you believe that you can identify the attitude of the people in that class group?

   If so, how do you do it?
Which attitudes can you identify?
Is it important to identify attitudes immediately? Why?
Does that knowledge influence your judgement in any way?
How quickly do you use that knowledge?

8. Before you start talking in that moment of first encounter with a new class of adult learners, do you believe that you can identify the learning ability of the people in that class group?  YES  NO

If so, how do you do it?
Which characteristics of learning ability can you identify?
Is it important to identify learning ability immediately? Why?
Does that knowledge influence your judgement in any way?
How quickly do you use that knowledge?

9. Here is some information from a book by Janet Elsea [(1984) *First Impression, Best Impression* New York: Simon & Schuster, Inc. originally published as ‘The Four-Minute Sell’]. Janet Elsea says, “First people tend to focus on what they can see. In fact, there is a specific order by which others process information about you. While social scientists disagree on the precise sequence, that order generally appears to be:
   a. Colour of skin  d. Appearance  g. Movement
   b. Gender  e. Facial expressions  h. Personal space
   c. Age  f. Eye contact  i. Touch” (1984, p. 10).

I am going to ask you 3 questions relating to what she has written.

9.1 Is this how you process information as a teacher/trainer? - before you start talking, when first meeting a new class/group of adults? If yes, describe.

9.2 So the last question was concerned with your reaction in the teaching/training context. So the new question is; is this how you process information? - in any circumstance where you are not a teacher/trainer, when meeting a new group of adults? If yes, describe.

8.3 I’d like you to think of all your life now – both your training work and private life. Depending on whether you first meet a new group of adults socially or as a trainer, do you think there is a difference in how you process the information? If yes, describe.

Thanks for your continued willingness to be involved.
I want to read you some information from a book by Janet Elsea ([1984] First Impression, Best Impression New York: Simon & Schuster, Inc. originally published as 'The Four-Minute Sell'), and then ask you 3 questions. She says, "First people tend to focus on what they can see. In fact, there is a specific order by which others process information about you. While social scientists disagree on the precise sequence, that order generally appears to be:

- Colour of skin
- Gender
- Age
- Appearance
- Facial expressions
- Eye contact
- Movement
- Personal space
- Touch" (1984, p.10)

9.1 Do you think this is how you process information, before you start talking, when meeting a new class/group of adults for the first time as their teacher/trainer? If yes, describe.

9.2 In any circumstance where you are not a teacher/trainer, do you think this is how you process information when meeting a new group of adults? If yes, describe.

9.2 Remembering Elsea’s list, I’d like you to think of all your life now – your work and private life. Depending on whether you first meet a new group of adults socially or as a trainer, do you think there is a difference in how you process the information? If yes, describe.
APPLICATION TO AMEND AN APPROVED INVESTIGATION:

Please forward this form to: The Ethics Support Officer
Research and Development Office
University of Tasmania
Private Bag 01
HOBART Tasmania 7001
Tel: (03) 6226 2763

Chief Investigator Dr Sue Kilpatrick

Date: 3 December 2004

Title The learning and actions of adult teachers/trainers/guides/facilitators within the first moments of meeting a new class/group of adults.

Requested changes

A number of participant trainers have offered data from their own student evaluation questionnaires, to be gathered at upcoming courses. Participants will customise the questionnaires to relate to their interview responses (As part of the previous process trainers have been supplied with transcripts of previous interviews). A sample questionnaire is attached to this application only as a guide to the nature of participant’s questionnaires and an indication of their relevance to their own interests as well as to this study. As background, the participants will provide an Information Sheet as attached, because they like this approach, and they will advise their adult learners that the de-identified, aggregated data will be passed to the investigator. As with all such evaluation forms the learner can choose to complete or not complete them, and the forms will be anonymous.

As a substitute for the evaluation questionnaires, a couple of participant trainers are planning to organise for a focus group style discussion, to which the investigator has been invited to attend. A separate and distinct Information Sheet (see attached) will be available for the same reason as above. Individual trainers will offer their adult learners the opportunity to participate at a mutually agreeable pre-arranged time, but participation will be entirely voluntary. The investigator will conduct the discussions with those who self-select to attend. Handwritten notes will be made during the discussion and these will be shown/read to all participants before they leave so they understand the anonymity of the feedback.
Justification/reason for these changes:
This application asks for approval to expand the research project that was approved previously by the Ethics Committee. The project has been investigating the moments when 30 plus adult teachers/trainers first encountered a new group of adult learners in class groups and the nature and consequences of these first impressions. During a series of interview meetings, the trainers have talked about their need to get feedback from their adult learners. They have wanted to know whether what they claimed to be doing in the first moments of encounter has been, in fact, what they have been seen to do. The feedback data from both the evaluation questionnaire and the discussion groups has the potential to assist the investigator with analysing further the trainers’ interview comments.

The benefits of this extended study include the recognition that trainers are working with other people in the classroom context and, as such, the learners’ viewpoint has the potential to act as a second party corroboration of a trainer’s activity. In addition it has always been hoped the research would be useful to trainers and the recent enthusiastic engagement by trainers in the study is indicative of the reciprocal possibilities of the project.

Do the changes raise any ethical issues? No

Do the information sheet or consent form need to be changed? No (see attached Information Sheets) Consent form not required because these questionnaires and discussions are the property of the trainers.

Chief investigator

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<thead>
<tr>
<th>Name</th>
<th>Signature</th>
<th>Date</th>
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<tbody>
<tr>
<td>Dr Sue Kilpatrick</td>
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</table>
**Questionnaire** for adult learners of Bill’s group

Your trainer, Bill, is helping with a research project that is investigating what trainers do in the first moment of encounter with a new group of adult learners. By answering the following questions your responses may help Bill improve the way he provides training for others in the future. It is your choice to complete this anonymous questionnaire.

1. Today, did you meet Bill before the class started? If yes, did you talk?

2. Can you remember what Bill did at the beginning of today’s session in the first moment as the class started, but before he started talking to the whole group?
   - YES
   - NO

   If yes, what do you remember Bill doing?

3. In that first moment of the class starting, did Bill seem to:

   Circle either YES or NO for any or all of the following.

   You can write extra comments anywhere on this paper if you wish.

   - Focus on you as an individual
   - Look around the class group at people all the time
   - Look sometimes at people and sometimes look elsewhere
   - Look everywhere but at people, all the time
   - Make eye-contact with you
   - Be assessing you as a person by looking at your clothes or your appearance
   - Be assessing you as a person by looking at your books/bags/papers or any other matter you had with you
   - Look preoccupied (possibly by what he was about to talk about)
   - Look at something else. If yes, what did Bill look at?

Three examples of questionnaires used by learners – a)
3. What was your first impression of what Bill was doing in that first moment?

6. Did Bill’s actions in the moment of first encounter make you feel (circle YES or No and write extra comments anywhere on this paper if you wish.)

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<tr>
<th></th>
<th>Don’t Know</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Welcome</td>
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<td>Safe</td>
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<tr>
<td>Comfortable</td>
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<tr>
<td>That you weren’t being judged in any negative way by Bill</td>
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<tr>
<td>Pleased that you had joined the session</td>
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<tr>
<td>That you would enjoy learning</td>
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<td>Nervous</td>
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<td>Intimidated</td>
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<tr>
<td>Other – please specify</td>
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</tbody>
</table>

What was it about Bill that made you feel this way?

7. In that first moment when the class started and before Bill started talking to the whole class, list anything else you saw him doing?

Thanks for your help with this questionnaire.
**Questionnaire** for adult learners of Elizabeth’s group

Your trainer, Elizabeth, is helping with a research project that is looking at what trainers do in the first moment of encounter with a new group of adult learners. By answering the following questions your responses may help Elizabeth improve the way she provides training for others in the future. It is your choice to complete this anonymous questionnaire.

4. Today, did you meet Elizabeth before the training session started? If yes, did you talk?

5. Can you remember what Elizabeth did at the beginning of today’s session in the first moment as the training session started, but before she started talking to the whole group? YES NO

   If yes, what do you remember Elizabeth doing?

6. In that first moment of the training session starting, did Elizabeth seem to:

   Circle either YES or NO for any or all of the following.

   You can write extra comments anywhere on this paper if you wish.

   - Focus on you as an individual
     - Don’t know
     - Yes
     - No
   - Look sometimes at people and sometimes look elsewhere
     - Don’t know
     - Yes
     - No
   - Look around the whole group at people, all the time
     - Don’t know
     - Yes
     - No
   - Look everywhere but at people, all the time
     - Don’t know
     - Yes
     - No
   - Make eye-contact with you
     - Don’t know
     - Yes
     - No
   - Be assessing you as a person by looking at your clothes or appearance
     - Don’t know
     - Yes
     - No
   - Be assessing you as a person by looking at your books/bags/papers or any other matter you had with you
     - Don’t know
     - Yes
     - No
   - Look preoccupied (possibly by what she was about to talk about)
     - Don’t know
     - Yes
     - No
   Look at something else. If yes, what did Elizabeth look at?  
     - Don’t know
     - Yes
     - No

Three examples of questionnaires used by learners – b)
4. What was your first impression of what Elizabeth was doing in that first moment?

8. Did Elizabeth’s actions in the first moment when the training session started make you feel … (circle preferred answer – you can write extra comments on this paper if you wish.)

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<tr>
<td>Safe</td>
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<td>Yes</td>
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</tr>
<tr>
<td>Comfortable</td>
<td>Don’t Know</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>That you weren’t being judged in any negative way by Elizabeth</td>
<td>Don’t Know</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Pleased that you had joined the session</td>
<td>Don’t Know</td>
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<tr>
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<td>Yes</td>
<td>No</td>
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<tr>
<td>Intimidated</td>
<td>Don’t Know</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Other – please specify</td>
<td>Don’t Know</td>
<td>Yes</td>
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</table>

What was it about your trainer that made you feel this way?

9. In that first moment when the session started and before Elizabeth started talking to the whole class, was there anything else you saw her doing?

10. Please add any other comment.

Thanks for your help with this questionnaire.

Three examples of questionnaires used by learners –b)
Questionnaire for adult learners of Dave’s group

Your trainer, Dave, is helping with a research project that is looking at what trainers do in the first moment of encounter with a new group of adult learners. By answering the following questions your responses may help Dave improve the way he provides training for others in the future. It is your choice to complete this anonymous questionnaire.

1. Today, did you meet Dave before the class started? If yes, did you talk?

2. Can you remember what Dave did at the beginning of today’s session in the first moment as the class started, but before he started talking to the whole group?
   YES   NO

   If yes, what do you remember Dave doing?

3. In that first moment of the class starting, did Dave:

   Circle either YES or NO for any or all of the following.

   You can write extra comments anywhere on this paper if you wish.

   | • Focus on you | Don’t know | Yes | No |
   | • Look around the class group at people all the time | Don’t know | Yes | No |
   | • Look sometimes at people and sometimes look elsewhere | Don’t know | Yes | No |
   | • Look everywhere but at people, all the time | Don’t know | Yes | No |
   | • Look at your eyes | Don’t know | Yes | No |
   | • Look at your clothes | Don’t know | Yes | No |
   | • Look at your books/bags/papers or any other matter you had with you | Don’t know | Yes | No |
   | • Look interested in you as a person even though you were part of a whole group | Don’t know | Yes | No |
   | • Look preoccupied (possibly by what he was about to talk about) | Don’t know | Yes | No |
   | • Look at something else. If yes, what did Dave look at? | Don’t know | Yes | No |
5. What was your first impression of what Dave was doing in that first moment?

6. Did Dave's actions in the moment of first encounter make you feel (circle YES or No and write extra comments anywhere on this paper if you wish.)

<table>
<thead>
<tr>
<th></th>
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<td></td>
<td></td>
</tr>
<tr>
<td>That you weren't being judged in any negative way by Dave</td>
<td>Don't Know</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Pleased that you had joined the class</td>
<td>Don't Know</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>That you would enjoy learning</td>
<td>Don't Know</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Afraid</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intimidated</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. In that first moment when the class started and before Dave started talking to the whole class, was there anything else you saw him doing?

That is all I need to know for now. Thanks for your help with this questionnaire.

Three examples of questionnaires used by learners – c)
Information sheet

Title of investigation/project

The learning and actions of adult teachers/trainers/guides/facilitators within the first moments of meeting a new class/group of adults.

What you will be asked to do

You will be asked to complete an anonymous questionnaire. You can choose not to complete the questionnaire or, if you start but do not complete the questionnaire, you can choose to destroy it. The questionnaire will take approximately 5-10 minutes to complete depending on how many comments you wish to make.

Criteria for inclusion/exclusion

You are warmly invited to participate in this study if you are an adult learner who is being trained. Your trainer has been interviewed previously as part of this study.

Participant benefit

Knowledge about what trainers do, that impacts on adult learners, may assist trainers with understanding their actions as a trainer of adult learners. In turn, this may improve the way they facilitate your and others' learning.

Purpose of this study

This study will underpin the development of Helen Tyzack’s PhD research program in the School of Education at the University of Tasmania. It forms part of her wider study associated with learning by trainers to assist the effective learning of groups of adults: an exploration of contemporary practices. The Chief Investigator is her supervisor, Dr Sue Kilpatrick.

Information concerning the results of the study

Once all questionnaires are collected and the results have been analysed, the information will be used to understand what trainers do in the moments when the class commences and it may assist them to improve how they operate. The findings will be incorporated within a PhD thesis.
**Freedom to refuse or withdraw participation in this study**
Participation is entirely voluntary. You are free to withdraw at any time, and you are free at any time to withdraw your answers given to the questions, without needing to provide a reason.

**Confidentiality**
All questionnaires will be kept secure until their destruction after five years and the conclusion of the PhD study.

**Payment to participants**
No payment will be made.

**Possible risks**
The study does not pose risk or discomfort.

**Concerns or complaints**
Any concerns you have of an ethical nature or complaints about the manner in which the project is conducted, contact the Chair or Executive Officer of the Northern Tasmania Social Sciences Human Research Ethics Committee.

Chair: Professor Roger Fay 6324 3576
Executive Officer: Amanda McAully 6226 2763

**Statement of approval**
This study has received the ethical approval from the Northern Tasmania Social Sciences Human Research Ethics Committee.

**Information**
This Information Sheet is yours to keep now.

**Contact persons**
Any questions or further information regarding the study can be sought from student Helen Tyzack on phone 6245 0429 or email htyzack@ozemail.com.au or from PhD supervisor Dr Sue Kilpatrick on phone 6324 3018 or email Sue.Kilpatrick@utas.edu.au.

Helen Tyzack (Investigator/PhD Student) Dr Sue Kilpatrick (Chief Investigator/Supervisor)

Date: 5 December 2004
<table>
<thead>
<tr>
<th>Interview Survey Tool 1 - Revised questions as at 7 Oct 2004</th>
<th>Interviewee 1B as at 11 October 2004</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How would you distinguish an adult learner from a non-adult learner; how would you describe the characteristics of an adult/adult learner?</strong></td>
<td>I don’t really train non-adult learners. Only train adult learners. I think the characteristics of an adult learner are … most of the people I work with have been through a fair amount of training in the past so there’s a variety of things that need to happen. There’s a combination of the three areas: there’s audio they have to hear it and there’s kinetic they’ve got to feel it and so to some degree they have to be able to read it as well - the visual so people take in information in different ways and usually its a combination. On top of that there’s the fundamental communication techniques would indicate some people are interested in logical information or the outcome of the information while other people are more interested in the big picture and being stimulated by the information. Usually you have to mix up all of those because you have a range of people in the room. So it’s a combination of how you deliver it and a combination of dealing with the different communication styles.</td>
</tr>
<tr>
<td><strong>Before you start talking to the whole class/group or talking to the individuals, do you look at each learner as s/he arrives?</strong></td>
<td>As they arrive in the room? Almost all the training I do I have already met these people in advance or at least with their direct supervisor and so I have a fairly good knowledge of what the outcomes are and of who they are and what their background is. In terms of looking at them as they come into the room, most of my training involves groups under 15 so I certainly make a lot of eye contact. I certainly connect with them.</td>
</tr>
<tr>
<td><strong>Describe the way you look at</strong></td>
<td>Well first it will be the eye contact.</td>
</tr>
</tbody>
</table>

Helen’s thoughts and commentary on transcript contents

Possibly separate the transcripts of those interviewees who only deal with adult learners from those who deal with both adult and non-adult learners and analyse for any significant differences.

Determine whose model it is that has the visual, audio and kinetic communication style breakdown.

Determine whose model it is that has the logical/outcome versus big picture and stimulated by information needs breakdown.

Issue of anticipating communication and other needs based on past experience.

Possibly separate the transcripts of those interviewees who only train people they have previously met from those who are only meeting the individuals in their class group for the first time, and analyse for any significant differences.

Issue of wanting to connect.
When you meet the adults as your class/group for the first time - in that first second of looking - which features of the adults do you notice immediately/instantaneously?

Eye contact; and the degree to which they make contact with me. Whether they are alert and looking at you, whether they are interested. Secondly it's the body language - as to whether you sense they are intuitively interested and actively ready to participate or whether 'I have to be here.'

Supplementary question if interviewee provides one feature only. Are there any other features you notice instantaneously in that first second of looking?

Do you register these same features on every occasion in that first second of looking, when you meet adults in a class/group for the first time?

Yes - because they are small groups I get the opportunity.

Why do you think you do so?

Is the nature of reading someone's responsiveness. Maybe that's more a trait of my background to identify the level of receptiveness that I'm dealing with, and to identify how hard I'm going to have to work to connect.

Eyes then body language
Issue of a student's contact with the interviewer
Issue of intuition and sensing

Supplementary question if interviewee provides one feature only. Are there any other features you notice instantaneously in that first second of looking?

Do you register these same features on every occasion in that first second of looking, when you meet adults in a class/group for the first time?

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Why do you think you do so?

Is the nature of reading someone's responsiveness. Maybe that's more a trait of my background to identify the level of receptiveness that I'm dealing with, and to identify how hard I'm going to have to work to connect.

Eyes then body language
Issue of a student's contact with the interviewer
Issue of intuition and sensing
<table>
<thead>
<tr>
<th>Issue of interest in identification of responsiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which other features do you observe at other times?</td>
</tr>
<tr>
<td>Why do you think you register different features at different times?</td>
</tr>
<tr>
<td>Do you register these features instantaneously in that first second of looking, in the same order on different occasions?</td>
</tr>
<tr>
<td>As you register the features, which immediate/instantaneous thoughts in that same first second of looking do you have about that information?</td>
</tr>
<tr>
<td>On the basis of those spontaneous initial thoughts do you do anything/make any actions/change your behaviour?</td>
</tr>
<tr>
<td>What do you do</td>
</tr>
</tbody>
</table>

First example of type of analysis of a participant's interview data (9 pages) – a)
| you do/what actions do you make/what changes do you make in your behaviour? | whether I actually try and draw them out a bit more, whether I should be a bit more formal, or let them go, or just file it away. That might be a person you have to work on today. I start making some decisions. Just looking at the room just from a moment with each of them. Just kind of looking at them and just kind of thinking about them. Mmmm. Maybe some people are responsive and they even start talking. Here’s an opportunity. Oh ‘How are you today?’ ‘Been to any training before?’ I try to connect with them if they are more responsive. | responses
issue of different actions dependent on the read
trainer thinking
starting to make decisions
issue of making connection |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>How quickly do you make these actions?</td>
<td>Immediately; benefit of small group allows for a meeting approach</td>
<td></td>
</tr>
<tr>
<td>Do you think that what you see in that first second/moment, affects your initial judgement about what is the best content to deliver to the group and the best delivery method?</td>
<td>No (before you meet them outside the class)</td>
<td></td>
</tr>
<tr>
<td>Can you explain how your initial observations affect your initial judgement?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How quickly is your initial judgement affected?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before you meet a new class of adult learners, do any of the following questions enter your mind?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How young the</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------</td>
<td></td>
</tr>
<tr>
<td>Youngest learner will be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How old the oldest will be?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>What the age spread might be?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>What age the majority of the class might be?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Have you ever made a spontaneous assessment of the ages of a class of adult learners in the first moments of meeting the class/group?</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Under which circumstances did you make such an assessment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why did you make such an assessment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can see where you are going. You are looking at some of those initial reactions. I think that’s the subjectivity of the trainer in terms of making adjustments … from our … homogenous culture and I just learned not to make assumptions about anybody in terms of age, or gender or background or colour or anything, or title or anything. The only trying I can deal with is ‘are you here?’, ‘are you ready to be trained?’ ‘Are you with us?’ ‘Are you kind of forced to be here?’ Talking about more the eye contact or the responsiveness and body language and I think you kind of make a gut level call or …. sometimes you notice as they come into the room they are talking to each other and … you get a much better opportunity to connect with them. To hear what they’re talking about, see what they are doing, hear what they are talking about -</td>
<td></td>
<td></td>
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</tbody>
</table>

Initial reactions
Teacher subjectivity
Assumptions
Issue of responsiveness
Gut level call
Issue of connection
whether it's work or personal. Have that seen each other before. If people don't know each other and they start a conversation they are pretty responsive people.  HT Do you think there's a difference between what you would do socially and what you would do in a training situation in terms of reading people. As a viewer of the people you are about to interact with do you think you read them differently? AR I think that because it's my career and I'm 'on' for the session, I certainly be a lot more conscious of it not necessarily relaxed at it so I am using all my skills because I'm the one. It's me. They come to see me. We are about to do something. So I've got to be pretty well 'on'. I've got to be the one. Casually or socially I still use the same skills but probably not as intensely or consciously. Its kind of amusing to hear to kind of notice things about people but if I'm about to start and you've got people in a room or who isn't, you're not quite thinking about that at a barbecue or something. You're just kind of sorting out who you are talking to and who you are not and how hard you want to work at this today. HT So it sounds to me like its a fairly deliberate sort of engineering to a great extent what you are doing from that moment that you begin to me the people and you're meeting the people individually before they come together? AR Even in a group setting at their workplace as the people come in. That's a big part of it. At least I've got an idea of what's going on. And sometimes I know in advance that half the room has been sent to training as compared to the entire room has selected they really want to come to get those skills. Because if you know that in advance it will help you realise what you are going to have to do to get some connection with the adults out there. And it takes some reading again and that's why it is a ?contest! a pragmatic ??? to read someone's assertiveness and read someone's responsiveness and then identify the degree to which I need to connect with them logically or from a results standpoint or from an entertainment standpoint and stimulate them; or even if I want a personal relationship with someone and I share my feelings about the topics ... to connect with different people. That to me is a very conscious pragmatic skill. The only material I have to benefit is to go through and watch the response and have the time with them, and I ask questions. And see which kind of questions they respond to and can tell me individually where the buttons are going to be as I continue on. But I guess that's a communication skill that you learn. HT Your Business background was fantastic training ... quick decisions ... AR Oh that's right. And even if you are wrong its better to be doing something than not. A lot of people sit back and try and assess people and study them without making any change in their style and behaviour. The risk is someone's says 'I'm going to hold off making any sort of decision is that you've
Appendix 20

First example of type of analysis of a participant’s interview data (9 pages) – a)

got to connect more rapidly with someone and usually its in the first 2 or 3 minutes where a lot of fundamental first impressions are made. A lot of whether you are connecting with this person or not. And this is a big thing in business how well you connect with someone, how well you get to their level and convince them to come to yours. HT You said something earlier. These are not your exact words but ... I've long since got over the thing of making first impressions or because of my experience with dealing with all sorts of cultures I don't do that. AR The word that comes to mind is discrimination. And I think everyone may have lots of thoughts going through their head but its important I think you also learn to deal with those and whether you are watching someone like you said do you think about their age. Well no I think about their response. I have had 19 year olds who speak intelligently and are sophisticated and speak responsibly and I've had 68 year olds who have been complete fools and made idiots of themselves. To try and assume on the basis of age or gender or experience or job title could send me off on the wrong track and I've just seen it happen too many times so I've several years of being in lots of businesses and lots of different experiences I tend to build on past knowledge. HT The testing you've done in the past has you in good stead for each new experience. AR And also being able to read the cultural side and looking at people from Asia or Latin America is very different from working with people from European society. Looking at people from Asia you have to ... you know assertive can be very challenging to them and unacceptable. So when you have respect for them, respect for their not being? Not clear? they just have a different way of coming to that. Their degree of assertiveness is much lower than our degrees of assertiveness and that's really important not to make some assumptions that because someone's quieter in a seminar that they are therefore not taking on board or they are not involved. Because then what happens is that I've mentioned different tools - when you are speaking and asking questions or in discussion orally, then you go to something visual and something kinetic or you go to something where you are working with someone else and you physically have to create something and do something kinetically you can see people who would not do anything in terms of an oral approach but ... visual ... would move forward ... well what happened here? ... cultural comfortable way of communicating what they are thinking or feeling or what their outlook is on the information. And that doesn't mean anything good or bad it's just the way it is. And you start getting into the paradigm of setting models up for men or women or Japanese or Anglos or young or old .... HT Psychologists have all sorts of theories and models ...etc studies relating to ordinary socialisation and no one is thinking about what a
teacher does. So when I asked you if you think you did something differently from what you did socially .... AR Yes. It’s interesting to think that because you’ve noticed a Japanese, male and in their 40s but as a result of that it doesn’t mean you are any different. I immediately start associating but I recognise they are of Asian descent. I certainly might think about what I have to do to better communicate. If I can pick up anything that would indicate I’ve got to do some extra work here, or I’ve got to be more conscious. ... the sooner you can get some indicators then the sooner I need to change and get conscious about it so I can accurately ... I learned many years ago how to read people and how to pick up. HT And deciding what are the first words you will say based on what you’ve just taken in. AR Mmmm HT What’s the best way to say these words. AR Mmmm HT or what movement, .... AR That’s right. Certainly your movements change and adjusts and all that happens and your body language, your eye contact, the words you choose. The speed of your speech. HT Sitting, standing AR All of that. For me that’s reflective not. My sense of it ... it’s not involuntary. It is very conscious and over time by building over a number of years my conscious nature becomes unconscious and so like a process. Because you’ve practiced it enough. There’s a paradigm that’s established communication through skill development in communication. HT How teachers to be are taught - those people who think they’d like to become teachers of adults and before they actually let themselves loose on a group of adults they go off and do an A&WT course. Is there a different way we should be training them? If getting it right in those 1st moments is important to enhance learning to make a more comfortable environment is there something to be discovered? Obviously there are no fixed truths. You’re the 31st person I’ve talked to and each responds differently. I’m beginning to think the older a person is the more likely they are to have a similar response to you. That concept of building on life and being able to have simply had the experience of lots of people ... there’s a control element here ... AR Maybe ... I’m a lover of business and not of lover of teaching. My belief is that the information is only 20% of the value of the program. HT and what would you specify the other 50% would be? AR It’s the customisation of the individual. Its figuring out how they connect with the visual, kinetically, or aural. Where do they see benefits in what it does for them or how they can apply it to the way they think about things or who else has done it or what stories can you tell about it so I can feel stimulated by it. Or why didn’t I think about that. It’s different for each person and I find I can actually achieve the result and if I can achieve the result then I’m actually going to satisfy my customer. HT And you’ve got to find out what it is that that want, in order to be able to deliver that
answer. AR When they're not talking. The key to that is to identify and satisfy a students' need implies, from a teachers' standpoint, that you've got to diagnose what a student needs when they don't know it themselves. If you asked a history student what that want to learn, and how do you like to learn they couldn't answer you so it's the responsibility of the teacher. So when people come to my management classes I don't say what do you want to learn about management or how do you want to learn about management - you can identify with some of the needs but to say what do you need, you've got to go out there intuitively and specifically go through and identify what they need when they're not talking to you and then meet that expectation. More on tape … Customer service is based on that whole concept of being as well. Whether you can identify some of those expectations - when do you want it, how do you want it, why do you want it, who wants it. If you serve them and make sure all those expectations have been met then they'll go 'oh that's really good.' Tape ran out.

AR later talked about whether a teacher is a facilitator etc and described what he did as a 'developer' not that he could openly use that word because of its association with the building industry.
### Participant 1
Female
Early 60s
Casual teacher of accredited units in small business management

<table>
<thead>
<tr>
<th>Original questions</th>
<th>Raw data from interview</th>
<th>Coding in context of question asked</th>
</tr>
</thead>
</table>
| How would you describe the characteristics of an adult/adult learner?             | The adults I deal with have always been exceptionally keen to start with and then keenness gradually tapers off due to their under expectations of any course they've participated in. So they are very keen … when work loads get heavy you find a tapering off because this is so much other outside influences on their mind it causes that. Its not their fault entirely, its caused by work, children being sick. You don’t find that in a school classroom. Here they start keen and lots will finish it but you don’t have to be a motivator and you've got to spend a bit of time with each one. | Characteristics of adult learner  
Keen to learn at beginning  
Keenness tapers off  
Affected by external factors  
Motivated  
Need one-on-one from teacher                                                                                     |
| Do you look at each learner as s/he arrives and/or before you start talking to the whole class/group? | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Observation  
Nil                                                                                                                                       |
| Describe the look eg casual glance, piercing appraisal, other.                     | I see a group of people who are keen to learn who hang on every word. I can see they size you up by their non-verbal communications. For instance you always see me dressed quite casually. Its not until I know my group that I start to dress. When the winter comes I'll be in a suit. And I usually can pick out the ones that won't make it.                                                                 | Initial features observed in first moment  
See keenness  
See, by learner body language, teacher being sized up                                                                                      |
| When you meet the adults as your class/group for the first time - in that first second of looking - which features of the students do you notice immediately/instantaneously? |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                     |
| Do you register these same features on every occasion when you meet the adults in your class/group for the first time? | Yes Basically yes.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Regularity of observation  
Every time                                                                                                                                             |
| Why do you think you do so?                                                       | They've paid their money. They have an expectation. Whether that expectation is correct or not is another matter. Its not until we get later into the units that their expectations have got to be lowered because of their workloads. Not because of the teaching content nor in the way we teach but because of their ability to absorb … the learning environment is such that an adult has to be a pretty special person to                                                                                                                                                                                                                                                                                                                                 | Reason for observation  
Considering students expectations                                                                                                                   |

Second example of type of analysis of a participant’s interview data (4 pages) – b)
<table>
<thead>
<tr>
<th>Which other features do you observe at other times?</th>
<th>They tend to open up a fair bit to you and tell you things that’s too much information. I can always pick students who are starting to - due to pressures from home or the workplace are starting to drop off. So I take particular notice of those. You can usually pick someone who’s got a new relationship going or going through a broken relationship you can usually pick that up pretty quickly.</th>
<th>Other features observed</th>
<th>Learners open up and tell you about things Learners who are starting to drop off Learners who have relationship issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why do you think you register different features at different times?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you register these features in the same order on different occasions?</td>
<td>Yes</td>
<td>Order of observation of features</td>
<td>Same order on different occasions</td>
</tr>
<tr>
<td>Why do you think you do so?</td>
<td>HT why do you notice things are different? FD The learning environment for adults is fairly in the range of 18 to 50-60 yr olds. When I hand out questionnaires about workload that’s the thing that really gets to me so the actual art of writing an essay: my expectation of workload as their teacher. I'm attuned (its watching and having read the Unit Managing Stress, Time and Yourself and through this I find a lot of information about each student. So I become quite attuned to what they are doing) to the class .... I'm very keen for them to all succeed so I will watch them carefully. I'm keen they don't make mistakes by going into a business ill equipped to go into it. I watch carefully. I watch their interaction with other students in the class and I watch carefully the group dynamics.</td>
<td>Reasons for order of observation of features</td>
<td>In understanding the effect of the learning environment on people of different ages Desire to create effective group dynamics Desire to prevent learners making mistakes; desire for learners to succeed</td>
</tr>
<tr>
<td>As you register the features, which immediate/ instantaneous thoughts do you have about that information?</td>
<td>I know I have butterflies for 1st time; I notice that I'm nervous. I never value judge and I never go by first impressions. Having come from a high school situation I never pay attention to what another teacher says about a student.</td>
<td>Self-reflection</td>
<td>Nervousness Curbing of judging and first impression formation Disregard of information provided by other teachers about the learners</td>
</tr>
<tr>
<td>Thoughts about learners</td>
<td>Nil</td>
<td>Behavioural changes based on thoughts</td>
<td>Conflicting response – claims to both make and not make changes</td>
</tr>
<tr>
<td>On the basis of those spontaneous initial thoughts do you do anything/make any actions/change your behaviour?</td>
<td>NO I base my lecturing on the group.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Response</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>What do you do/what actions do you make/what changes do you make in your behaviour?</td>
<td>FD I don’t remember names I’ve been told I just go in …. HT-Do you make any snap judgements before you start? FD No</td>
<td>Speed of actions Nil</td>
<td></td>
</tr>
<tr>
<td>How quickly do you make these actions?</td>
<td></td>
<td>Influence of observations on judgement of content Units are taught to specification at TAFE but not in a factory situation</td>
<td></td>
</tr>
<tr>
<td>Ask supplementary clarification questions if required.</td>
<td>NO - the reason is that the units we teach are specified and I teach to that Unit specification. However if I was working in industry I would then assess … if I walked into a factory and there was a group of people then I would immediately start to assess those people quite differently than I would assess here. Here they are sitting at a desk and they want to be here. When I walk into a group in workplace they possibly put there to upgrade skills in some way and so 1st and foremost I visually assess their keenness to be there and 2ndly their ability to absorb information and then assessing overall attitude to work.</td>
<td>Influence of observations on judgement of delivery method Nil</td>
<td></td>
</tr>
<tr>
<td>Do you think that what you see first, affects your initial judgement about what is the best content to deliver to the group and the best delivery method?</td>
<td></td>
<td>First, three are important. I've got to develop pretty quickly the group dynamics. I walk in there and have done that assessment when I see them I can think right this is the way I shall approach group dynamics. It takes time. It doesn't happen in the first week but it could take 2,3 or 5-6 weeks to get things working. HT you look at the first three - what do you do in your head with this information? FD in normal situation young people don't mix with older population but here I've got to</td>
<td>Age of majority Not important</td>
</tr>
<tr>
<td>Can you explain how your initial observations affect your initial judgement?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How quickly is your initial judgement affected?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before you meet a new class of adult learners, do any of the following questions enter your mind?</td>
<td>see below</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How young the youngest learner will be?</td>
<td>Yes</td>
<td>Youngest Important</td>
<td></td>
</tr>
<tr>
<td>How old the oldest will be?</td>
<td>Yes</td>
<td>Oldest Important</td>
<td></td>
</tr>
<tr>
<td>What the age spread might be?</td>
<td>Yes</td>
<td>Age spread Important</td>
<td></td>
</tr>
<tr>
<td>What age the majority of the class might be?</td>
<td>Not overly important but 1st three are. HT why are the 1st three important? FD well I've got to develop pretty quickly the group dynamics. I walk in there and have done that assessment when I see them I can think right this is the way I shall approach group dynamics. It takes time. It doesn't happen in the first week but it could take 2,3 or 5-6 weeks to get things working. HT you look at the first three - what do you do in your head with this information? FD in normal situation young people don't mix with older population but here I've got to</td>
<td>Age of majority Not important</td>
<td></td>
</tr>
<tr>
<td>Question</td>
<td>Answer</td>
<td>Details</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
</tbody>
</table>
| Have you ever made a spontaneous assessment of the ages of a class of adult learners in the first moments of meeting the class/group? | YES I think so -                                                                                                                                                                                      | Spontaneous assessment of ages  
|                                                                          |                                                                                                                                                                                                     | Yes                                                                    |
| Under which circumstances did you make such an assessment?              | you walk in you see them but there’s/it’s pretty obvious you’ve got to make that assessment (more on tape about developing dynamic spirit)                                                             | Circumstances of spontaneous assessment  
|                                                                          |                                                                                                                                                                                                     | Walk in and its pretty obvious                                          |
| Why did you make such an assessment?                                    |                                                                                                                                                                                                     |                                                                        |
| Post interview                                                          |                                                                                                                                                                                                     |                                                                        |
| Can I interview later/again?                                            | Yes. Feel free to come and see me teaching a class                                                                                                                                                    |                                                                        |
Report: Student responses to work of Participant 15  
August 2005

Legend:  y=yes; n=no; dn = don’t know; 0 = no response given

Participant = teacher/trainer

Number of responses = 18

Qualifying comments: The participant intentionally did not supply the Information Sheet to students rather verbally introduced the questionnaire as part of a PhD project and students had no queries. The questionnaire was submitted to the students near the start of a new class in a new Unit of study. While most of the class comprised students new to the participant, some of the class had been taught by the participant previously.

<table>
<thead>
<tr>
<th>Question</th>
<th>Y</th>
<th>N</th>
<th>DN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Today, did you meet Mike before the class started?</td>
<td>1</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>If yes, did you talk? 'Not yet'</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can you remember what Mike did at the beginning of today’s session in the first moment as the class started, but before he started talking to the whole group?</td>
<td>7</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>If yes, what do you remember Mike doing? He handed out this questionnaire. He gave this document. Talking. Introduction to course. Overviewing the class. Meeting new people. Removing these forms from an envelope. Doing nothing.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In that first moment of the class starting, did Mike Focus on you</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Look around the class group at people all the time</td>
<td>1</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Look sometimes at people and sometimes look elsewhere</td>
<td>8</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Look everywhere but at people, all the time</td>
<td>8</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Look at your eyes;</td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Look at your clothes</td>
<td>8</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Look at your books/bags/papers or any other matter you had with you</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Look interested in you as a person even though you were part of a whole group;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look preoccupied (possibly by what he was about to talk about);</td>
<td>2</td>
<td>9</td>
<td>7</td>
</tr>
<tr>
<td>Look at something else.</td>
<td>1</td>
<td>11</td>
<td>6</td>
</tr>
</tbody>
</table>

Example of a report of 1 set of student responses (12 pages)
Mike look at? This questionnaire

What was your first impression of what Mike was doing in that first moment? He was asking us to fill out this. Greeting everyone. Taking interest in people. No idea. Nothing special.

Looking files. Getting organised. Nice teacher… He knew what he was doing. He asked me what my name is. Getting class started and moving; really good to see the motivation. Organising. Don't know.

Did Mike's actions in the moment of first encounter make you feel Welcome. Many students felt Welcome. Many students felt that they were welcome in the class.

Safe. Many students felt safe in the class.

Comfortable. Many students felt comfortable in the class.

That you weren't being judged in any negative way by Mike. Many students felt that they were not being judged negatively by Mike.

Pleased that you had joined the class; dn. Many students were pleased that they had joined the class.

That you would enjoy learning - dn. Many students were pleased that they would enjoy learning.

Afraid. Many students were afraid. Many students felt afraid.

Nervous. Many students were nervous. Many students felt nervous.

Intimidated; nd. Many students felt intimidated. Many students felt intimidated.

In that first moment when the class started and before Mike started talking to the whole class, was there anything else you saw him doing? Laying out folders, logging in…etc. Walk in the door; other than that and remove the forms from the envelope and began talking. No, not at all. Can't remember. No. No! No No no No I don't remember anything. I think he is a generous person and as kind as Korean teacher. No No No No Prepare to hand out this questionnaire.

Appraisal of student responses by researcher.

- Almost all the students in the group did not meet the participant before the class started.
- The majority, 10 students, claimed not to remember what the participant did in the first moment as the class started.
- Students remembered: participant removed the forms from an envelope and handed out the questionnaire; talked; introduced the course; overviewed the class, met new people; did nothing.
- The majority of students felt either that the participant did not focus on them as individuals or they didn't know whether he had done so.
- Eight respondents, representing less than half of the students, observed the participant looking around the class at people all the time. Five of these eight students also claimed to be observing the participant looking sometimes at people and sometimes looking elsewhere. Of the other three, one claimed the participant looked everywhere but at people, all the time. As a consequence of these mutually
exclusive responses, it is not possible to use the students’ responses to understand clearly where the participant was looking in the first moment of the class starting. That said, the majority of students were clear that the participant did not look everywhere but at people, all the time. On this basis it is likely the participant did look at the students at least some of the time.

- Eye contact was made with a third of the students; one third claimed not to have held eye contact, and the other third did not know whether the participant had looked at their eyes.
- Almost all the students did not believe or did not know whether the participant looked at their clothes or baggage they had with them.
- Less than a quarter observed the participant looking interested in them as a person even though they were part of a whole group. Over half did not know whether the participant looked interested in them.
- If participant’s mind was elsewhere then it was not evident to most students. Two students felt the participant was preoccupied.
- The participant was observed looking at the questionnaire.
- The participant made various first impressions: greeting everyone, taking interest in people, looking at files, getting organised. Nice teacher… He knew what he was doing. He asked me what my name is. Getting class started and moving; really good to see the motivation. Organising. He was asking us to fill out this. Of the eight students who did not have a first impression of the participant, three responded; No idea, Nothing special, and Don’t know.
- Almost all students felt welcome and comfortable.
- While eight students did not know whether the participant made them feel safe, the remainder did feel safe.
- The question ‘Did Mike’s actions in the first moment when the training session started make you feel that you weren’t being judged in any negative way?’ with its double negative, possibly confused respondees. Twelve students responded positively. Based on responses elsewhere in the completed questionnaires I presume that the No response from two students meant to indicate the Yes response. The sense of other responses creates an impression that the participant appeared to be non-judgemental in regards to all students.
- The participant made over half the students feel that they were pleased to have joined the session and that they would enjoy learning; six did not know whether the participants actions in the first moment had made them feel pleased to have joined the session and that they would enjoy learning.
- Generally the participant did not make the students afraid, nervous or intimidated. The student who indicated yes to the Nervous option provided no explanation. While this response may suggest the student believed the participant was nervous,
rather than the participant made the student feel nervous, there is insufficient information to make a reliable assessment of meaning.

- In addition to the observations reported at the commencement of and during the questionnaire, students reported observing the participant walking in the door, laying out folders, logging in, removing the forms from the envelope, preparing to hand out this questionnaire and talking.

My general impression from the students’ responses is that the participant’s actions were not closely scrutinised or, if they were, his actions were not recalled by the time the questionnaire was being completed.

It seems that:

- there are many possible reasons why the students were not very observant of the participant in the first moment - possibilities include: some of the students had previously met the participant and they may have become too familiar with the participant’s actions to believe that the normal and ordinary actions were all the were required to be written about; the particular personalities of some students might be such that they may not normally use a great deal of eye contact with people or are naturally not very observant; some of the students may not be comfortable with writing.
- if the participant was judging by appearances it was not apparent to the students
- the participant exuded an impression of knowing what he was doing
- in the initial moment the participant apparently combined a range of activities simultaneously: participant walked in the door; greeted everyone; got organised; looked at files; laid out folders; logged in; met new people; asked the name of one student; took an interest in people; talked; introduced the course; overviewed the class; got class started and moving; looked at some students’ clothes; looked at some students’ baggage; looked at some students’ eyes; looked at the group of people some of the time; removed the forms from the envelope; looked at the questionnaire; prepared to hand out the questionnaire; asked students to fill it out. Simultaneously one student observed the participant doing nothing.
- the participant’s observed activities in that first moment can be categorised in terms of body position/physical movement (entering room), greeting process of participant (greeting everyone, eye-contact, welcome, met new people, asked the name of one student, took an interest in people), class preparation (getting organised, laid out folders, logging in) and class start (eye-contact, looked at the group of people some of the time, introduced the course, overviewed the class, got class started and moving, removed the forms from the envelope, looked at the questionnaire, prepared to hand out the questionnaire, asked students to fill it out). In the absence
of clarifying information, the start of the class probably followed the physical movement, greeting activities and class preparation (assuming the class preparation happens simultaneously with the greeting activity) and therefore the class start activities are not of the first moment. Since the research is concerned with what happens before the participant starts speaking, then the room entrance, eye contact and possibly organising are probably all that was observed in the initial moment, although entering the room and class preparation appears to cover a period of time greater than a moment. There is a sense of observations made at different times yet all are presented as occurring in the first moment. One possible explanation is that each student had a different first moment with the participant. This raises the question as to when a class starts. How should the moment of class starting be defined and who should make that judgement? There is insufficient data to determine clearly which pre-talking observations are relevant to the moment when the class started.

- talking by the participant may have occurred very quickly after the first moment of encounter with both individuals prior to the start of class and then when the group are together and the class starts; it was unclear when the talking began.
- The first impressions of the students can be categorised – the participant was involved with people (greeting everyone, taking an interest in people, asking the name of a student); administration (getting organised, looking at files) and the content/delivery of the class (getting class started and moving, asking students to fill out questionnaire). In addition the participant was perceived to be a ‘nice teacher’, to know ‘what he was doing’, and to be a motivator.

**Relationship of student’s responses to the participant’s responses during Interview 1**

When asked whether he looked at each learner as s/he arrived the participant responded, “Physically? No. You would physically look at each person probably.” Through the interview the participant continued to reflect on his answer and later added, “I’m thinking of the situation where I am in the classroom with students entering the classroom. We might have 10 or 20 people walking into the rooms almost in Indian file and finding their place in the room ready to start learning so that’s the situation. I would picture in which case probably more than half these people - 60 or 70% would go totally unnoticed perhaps and then there would be a couple of the extremes that would warrant some sort of immediate reaction.”

The participant “might browse generally and pick out particular characters or particular people, or a friendly face” and “There’s the obvious things like if they have particular characteristics like beards, glasses, shiny heads, facial features”. Few students observed the participant looking at them implying his observation of such features was unobtrusive.
“When you look at somebody there’s more to looking at them than just the features, just the physical features. A lot of times it’s to do with their body language, perhaps even their tone of voice, their general demeanour rather than just specifically their features. You probably form an opinion within yourself fairly quickly as to their capabilities and how they are going to go in the course; what current level of participation in the learning might be.” And later in the interview the participant offered; “You can often say you can often judge a person in the 1st couple of minutes I reckon. But if you have 20 people you can't make that judgement as quickly on every person. It’s 20 times a couple of minutes perhaps to make that judgement and often you've got a mixture of learners then you've got to weigh up often there’s a compromise about your starting point about your approach. That's just the reality you make a judgement.” After the formal part of the interview concluded then the participant remarked: “Well as you know you can make a judgement very quickly most times. I'm the sort of the person if someone walked into the room right now and I spoke to them for 1 minute I could tell you quite a few of that person's characteristics and guess at some of their background. Even some of their current situation. You'd have a guess at that just from experience I guess.”

Obviously the participant is involved with an analysing activity. However there was no indication from the students that such activities were occurring. Also, the fact that students did not feel afraid, nervous or intimidated may be a marker of the covert way in which the participant was taking first impressions and assessing the group of students.

While the students did not specifically indicate they were looked at as they entered or as the participant entered, the sense of their responses is that whatever the participant did it made them feel welcome and comfortable. The participant acknowledges, “I probably would … I think that if the person seems nervous or reserved I'd say something to relax them and make them feel at home. So how would that happen I would say fairly immediate. As required.” On this basis it seems likely that the participant was making observations and making some action as students entered or as the participant entered the training room.

**Relationship of student’s responses to the participant’s responses during Interview 2**

The participant believes he can identify students’ experiences but not attitudes and learning ability. “I would say if I have to answer yes or no I would say yes. Well, who knows how accurate your guess is going to be. I mean if someone walks into the room now I could have a guess at their background, their intellect, their family, perhaps their financial status, their characteristics like humour. You could have a guess at that just by walking into the room. (HT ... accurate ...?) You don't know for sure and sometimes you get surprised. With someone that you thought looked like a bit of a perhaps a no-hoper or something – that, who surprises you, and I don't know how would you categorise the opposite to a ... I think
people's body language; the body language of people, their demeanour. You can tell by looking at a person whether they are tense or easy or ... the glaze in the eyes ... you know. And “experiences you see. Well that's more where they've come from whereas attitudes I guess is more the present and the future whereas experience is what has been. It is difficult to pinpoint the learning ability of the person.”

On the basis of the students’ responses there was no observation by the participant of student appearance; the focus seemed to be on the eyes if anything on or about their person. The reasons for this variance can be many and may include: the students failed to notice and/or report the participant’s observations of their appearance; the speed with which an observation is made by the participant precludes students seeing him make the look; and when the participant looks across a distance making eye contact with individuals, the span of detail which can be observed exceeds the size of the eyeballs – in other words, the participant sees more widely than the focus of attention.

Issues

To explain what the participant does in the moment of first encounter with the whole class group is problematic. It is unclear when the participant starts talking to the individuals/whole class and therefore whether the moment of first encounter contains verbal and/or non-verbal communication.

A number of factors are apparently being observed and assessed in the moment of first encounter by the participant (glaze in their eyes, body language, facial features, general demeanour and tone of voice). Do these specific observations collapse into one observation or is their recognition a series of observations in a sequential pattern? The Elsea list implies sequential but is this true? Do all or any of these observations happen before the participant starts talking?

Using the process of 2 interviews and 1 student response questionnaire in respect of participant 15, what has been achieved for the research?

Have information about:

1. the participant's concept of the adult learner

“Range of adult learners - some want to be taught in the old fashioned way which is lecture style by sitting and listening to the lecturer fill their brains with information. And then there is the older type who I think are the ones who want to apply it in some practical way so they have plenty of life skills and they are constantly thinking
about how they are going to put what they are learning into practice and if it doesn’t have any practical use they basically don’t want to know about it. And I think the second type are the ones that are fairly self motivated and can be designated tasks and they can go ahead and do it and come up with ideas themselves whereas the first type are the ones that just sit there and do nothing until they are told something. More like a child. I don’t know why there are the two types but there are. Others want to apply in a practical way - their life skills and put new info’ into practice; they want skills; are self motivated, can be designated a task and have ideas.”

2. the participants understanding of the role of a trainer

“The technical answer is often you are a facilitator; to facilitate their learning and people come to TAFE for different reasons and we have different levels. We have different expectations from the students, but I see my role not as the fountain of all knowledge as some of the students might sometimes expect. I see my role more as giving enough information so they can go out and find out more information, if you like, so in a way a leader - but not just as a leader who doesn’t share any of the information. I’d like to, for example, present in lecture styles sometimes. I like for all the students to sit there pretty much in silence and just listen to me talk about technical information with the use of, you know, visual aids and whatever examples. So they sit there and listen and take in knowledge. That’s the lecture style. And so I see that as one of my roles and then the other role is then as more of a teacher like the students asking questions and you giving answers and perhaps drawing on knowledge from other students. So that would be more of the teacher interaction type role - almost the facilitator role. And then the third mode is the full on what we would call the facilitator mode where you basically just offer very cursory guidance while they do all the learning themselves. You know self exploratory - you know adult learning. They are probably the three levels I guess there and I like to use a mixture of all of them.”

3. the participant’s views on first impressions and new class groups

You probably form an opinion within yourself fairly quickly as to their capabilities and how they are going to go in the course.

I’m thinking of the situation where I am in the classroom with students entering the classroom. We might have 10 or 20 people walking into the rooms almost in Indian file and finding their place in the room ready to start learning so that’s the situation. I would picture in which case probably more than half these people - 60 or 70% would go totally unnoticed perhaps and then there would be a couple of the extremes that
would warrant some sort of immediate reaction. So how would that happen I would say fairly immediate.

You can often say you can often judge a person in the 1st couple of minutes I reckon. But if you have 20 people you can't make that judgement as quickly on every person. Its 20 times a couple of minutes perhaps to make that judgement and often you've got a mixture of learners then you've got to weigh up often there's a compromise about your starting point about your approach. That's just the reality you make a judgement.

The age … The age of person can have a significant bearing on course content - just technology being what it is so a younger person. I mean things like language and that that you use. A younger person would understand some of the IT language whereas the older person some of the language needs to be explained so you need to make a judgement. But that's broadly speaking. You can have some older people who are quite up with the language; broadly speaking. Well as you know you can make a judgement very quickly most times. I'm the sort of the person if someone walked into the room right now and I spoke to them for 1 minute I could tell you quite a few of that person's characteristics and guess at some of their background. Even some of their current situation. You'd have a guess at that just from experience I guess. “

4. what the participant looks at - from participant and students' point of view

Apart from the eyes and facial features, the participant looks at the physical features of body language. In a group the participant is looking for extremes.

Different students observed participant looking variously at their eyes, walking in the door; greeting everyone; getting organised; looking at files; laying out folders; logging in; meeting new people; asking the name of one student; taking an interest in people; talking; introducing the course; overviewing the class; getting class started and moving; looking at some students' clothes; looking at some students' baggage; looking at some students' eyes; looking at the group of people some of the time; removing the forms from the envelope; looking at the questionnaire; preparing to hand out the questionnaire; and asking students to fill it out. Simultaneously one student observed the participant ‘doing nothing’.
5. *what the participant thinks on the basis of what is seen*

The participant is thinking about: Perhaps you are looking around at the people. Often when it's a new class then everyone is sitting there pensively, looking, expecting you to say something intelligent I guess and to enlighten ... They've come there with some sort of expectation and you are hoping that whatever you say is going to satisfy their expectations and so I guess on the strength of that what I'm thinking about is okay these people are here to learn computer networks or whatever so my first my thoughts are that I need to get the ideas of what that lesson is going to be about in my mind ready to go. But I guess when it's a brand new class for the first time then you have the formalities the introduction the ahh letting them know who you are. Letting them know that you know who they are. Like for example, you know if it's a new group of people who haven't been to our department before, I would say that. I would say I know everyone here is new today and go through the formalities. If there was a group that I knew had been there before then I would probably skip over those formalities but I would still let them know you have all been here before so you would know so and so. I guess I am gathering before it, before I start speaking, I am gathering my thoughts about who the people are in the room and what they are expecting from me, in formulating what I am going to say, in my mind and you get things underway."

6. *what the participant does based on what is seen and thought about - from the participant and the students' point of view*

The participant acts on the thoughts from his observations – “I would say probably not very quickly. I would say you wouldn’t want to judge immediately because that would be silly. I probably would I think in that if the person seems nervous or reserved I’d say something to relax them and make them feel at home. If the person was a little bit rowdy or looked as though they didn’t quite understand a situation they were in I might let them know in some way what is considered to be good behaviour in that situation. Compared with observing people who are at extremes: “I would picture in which case probably more than half these people - 60 or 70% would go totally unnoticed perhaps and then there would be a couple of the extremes that would warrant some sort of immediate reaction. So how would that happen I would say fairly immediate." From the students point of view the participant is getting on with the class.
7. **the use of non-verbal communication in the first moment of encounter**

Some students observed the participant to be looking at their eyes. The participant claims to be ‘physically looking at each person’.

8. **why the participant believe she sees, thinks and does what she claims**

To form an opinion as to the student’s capabilities and how they are going to go in the course, and whether they are nervous, reserved or rowdy, with the view of taking some appropriate action.

9. **the similarities and differences between meeting a new class group in the role of a trainer and meeting a new group not in that role**

With reference to the Elsea list, the participant couldn’t “see anything glaring, something that’s obviously out of order. You could argue about movement and facial expressions, personal space you possibly move up the list a bit perhaps. Personal space is interesting. We don't like invasion of our personal space but you can't pick this up until you've recognised other things”.

The participant felt he processed information in a non teaching context in a similar way to that offered by the Elsea list. “Could argue moving things up or down the list in a minor way. Interestingly colour of skin is top which is probably true in terms of often the odd one out in Australia. I guess that is also the case with gender, the boy /girl thing; girl in long dress girl in short dress. Who would you look at first?”

The participant believed there was “Probably yes” a difference between how he processes information about students met in his role as teacher as compared to people met socially for the first time. “Because in the first situation its where there’s a group expecting you to do/perform something whereas in other situations there is no order about it. Open thing. You're not expected to come up with any ideas. If I'm an outsider and I go to my wife's workplace then I would use some of that process to some degree. Trying to nut out who fits where etc. If I am a student at a seminar and don't know anyone there, then still the process is different. You can be anonymous and it doesn't matter compared with teaching. You do look at other fellow students and still go though that process if they are total strangers - and you might even do so if you are on the same level as the others and not expected to perform.
10. **the process for starting a class**

The process contains three components;

- the observations of students on arrival and then as a whole group to make judgements,
- the greeting of students to make them feel welcome and comfortable, and
- the organisation of materials ready for class, to create the impression that ‘he knows what she is doing’.

11. **reflection-in-action practices**


The participant remarked during the first interview; “I think I have a fairly consistent approach to what I have been doing for a number of years in terms of teaching and therefore when I first come in contact with students then I tend to treat or react the same way no matter what the group. Consistent over time.” The participant didn’t read the transcripts of the interviews nor the conference paper. “Sorry to take so little interest in it. If you’d said you really need to do this before the interview then I would have done it. Otherwise …” While some of these comments might be understood as representing an approach involving a minimum of self reflection, the way in which the participant expressed his understanding of the first moment activities and his appreciation of the way the students are, leads me to conclude that both a reflection-in-action and a reflection-on-action approach is being undertaken.

**What are the limitations of the research in respect of participant 15?**

1. Overall reliance on memory by students and participant for research data.

2. The impossibility of being sure whether each student was referring to the same first moment.

3. The lack of a sequence of observable activity in that first moment, as confirmation or negation of claimed activity by students and participant.

4. The lack of information about the timing of the observable activities within the first moments.