Hi Sue

For my own peace of mind I have been clarifying the scope of my research and I am now questioning the need for student feedback.

I have been requiring 33 subjects to focus on:

1. What they see (remember seeing/observing, gazing upon)
2. What they think about
   - as a result of seeing the people - individuals/group;
   - as a result of other than the people - individuals/group
3. What they do as a result of what they see and think about

within the training room, and within the time frame of the moment before the trainer starts talking at the beginning of the first class with a new group of adult learners.

Note: Prior to class meeting and/or starting, trainer may start to know the participants/students at:

1. Information sessions
2. Enrolment process
3. Focused deliberate ‘small talk’ with individuals and/or subgroups
4. Share coffee etc with individuals and/or subgroups

SEE - Issues of gaze, gesture, body language, nonverbal communication, eye contact, facial features

THINK - Attributes, attitudes, experiences, learning ability, training plan, training content, classroom layout, traits, their own feelings

DO - Within class
1. Introduction/Welcome
2. Icebreaker exercise
3. Change content
4. Change delivery style
5. Tell/not tell a joke
6. Rearrange room furniture
7. Move people around

Why do the trainers do this?

To get more information; to understand needs; to understand abilities; to understand attitudes; to survive; to protect themselves; to make students comfortable; involuntary

The seeing and thinking relates to:

first impressions, initial assessment, snap judgement, perception, initial encounters, brief encounters, awareness, inference.

Project is to do with: trainer’s/teacher’s individual learning; starting a class; embodied communication; cognition; consciousness; preconscious; nonconscious; unconscious; automatism; immediacy; group dynamics; perception; learning theory; learning styles; social encounters; interpersonal behaviour; behaviourism; reflection-in-action/reflection-on-action; responsiveness; acquaintanceship; emotions; social interaction; social psychology; human information processing; interactive learning; memory; problem solving; stereotyping, attribution theory

I will make sense of the recorded data on the basis of:

1. Other’s research
2. Teachers’ learning styles/learning theory
3. Subjects’ age, gender, educational background, teaching experience with adults

Additional research into effectiveness of what a teacher does in light of what they see and think in that first moment. (for this project or a later project???)