



## How peer driving student teachers use pedagogical observation in their teaching practice: Experiences from Norway



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## My PhD consists of these three articles:

1. Kjelsrud, H. (2019). *“How Student Driving Teachers perceive Pedagogical Observation in Driving Lessons”*. International Journal of learning, Teaching and Educational Research 18(No. 8): 108-127.  
<http://ijlter.org/index.php/ijlter/article/view/1600>
2. Kjelsrud, H; Lyngsnes, K.M, (2021). *“Peer Learning through Pedagogical Observation in Driving Teacher Education in Norway”*, International Journal of Teaching and Education (IJoTE), Vol. IX, No.1/2021, European Research Center, [www.eurrec.org/ijote-article-116857](http://www.eurrec.org/ijote-article-116857)
3. Kjelsrud, H; Valle, A.M, *“How Peer Driving Student Teachers use Pedagogical Observation in their Teaching Practice: Experiences from Norway”*, <https://journals.hb.se/jphe/article/view/401>

# Theme

## Article 3

Kjelsrud, H; Valle, A.M, “How Peer Driving Student Teachers use Pedagogical Observation in their Teaching Practice: Experiences from Norway”, <https://journals.hb.se/jphe/article/view/401>

## Research question:

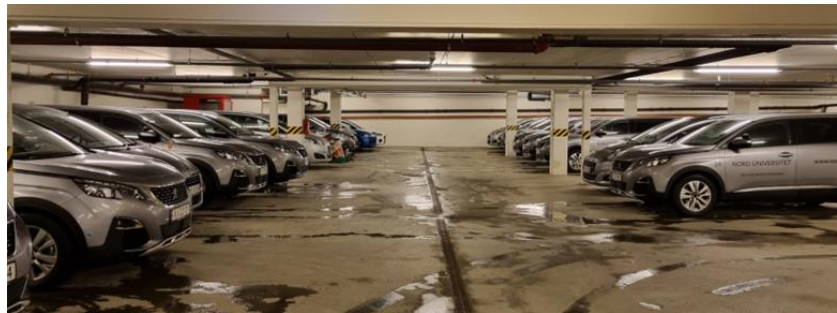
How do Driving student teachers in Norway **use** the learning activity of pedagogical observation during university-based teaching practice?



# Context



- Educating driving teachers, all categories
- Driving Teacher Students (120 stp), University level
- Driving school at campus, 24 cars, real learner drivers
- Approximately 100 driving student teachers (DSTs)
- Norway has approximately 5.5 million inhabitants
- Limited research on driving teacher education (more on learner drivers)
- Society will benefit from strengthening the competence of driving teachers
- Overall aim: Vision Zero





Learner driver

Pedagogical observer  
Driving student teacher

Driving teacher  
Driving student teacher

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# Research process

## Researcher in blue

56<sup>TH</sup> CIECA  
CONGRESS  
DUBAI 2024



Phase 1  
Pre conversation in  
classroom  
Researcher  
Two driving  
student teachers

Phase 2  
Pre-guidance  
In classroom  
Researcher observing  
Two driving student  
teachers (one  
pedagogical observer,  
one driving teacher)

Phase 3  
Driving lesson  
Researcher observing  
(back seat)  
Driving student teacher  
(passenger seat)  
Pedagogical observer  
(back seat)  
Student driver  
(driver seat)

Phase 4  
Post-guidance  
Researcher observing  
Two driving student  
teachers (one  
pedagogical observer,  
one driving teacher)

Phase 5  
Interview  
in classroom  
Researcher  
interviewing  
Two driving  
student teachers

# Theoretical framework



- The research question is grounded in the following themes:
  - Educating driving teachers (pedagogics)
  - Peer learning
  - Using a guidance approach/ giving feedback.
- I used thematic analysis to analyze the information from the interviews and observations (Braun and Clarke, 2022)
- Theory of practice architectures (TPA) is used as an analytical resource in the discussion section (Kemmis et al., 2014)
  - sayings, doings, and relatings
  - social, cultural, and material arrangements that enable, constrain and shape what is possible (Dean, 2019)



# Design and method

- Qualitative approach.
- Observations and interviews occurred during semester 3
- Recorded and transcribed.
- Out of a total of 96 students, 9 signed up to contribute.
- 3 female and 6 male students 22-36 years of age.
- 9 driving lessons and 9 semistructured post interviews
- Transparency



# Findings



In the coding process, three themes were generated:

1. Variations in pedagogical observers (POs) approaches. Guidance and/or feedback. Using questions.
2. Topics of communication between POs and peer driving teacher students (DST). The planning document/agreement, traffic subject or other pedagogical topics (not much), or the structure of the learning activity.
3. POs guiding peer DSTs. Guidance skills, focusing on communication and relations.

# Quotes 1



- ‘Is there something you want me to focus on? Like if you’re on time with directions on where to drive?’ (PO 4).
- ‘What should I observe? Everything—or should I look at teacher activities?’ (PO 6).
- ‘In the planning document, it says that you’ll start the lesson by making the student driver adjust the seat and mirrors. How do you intend to make him do it?’ (PO 6).
- ‘What do you think, yourself?’ (PO 5)
- ‘What about the things you asked me to observe; giving directions early enough about where to drive. How was that?’ (PO 4).

# Quotes 2



“I read in your planning document...” (PO 1).

‘It’s better to have two or three things to observe than to look at everything because you can’t concentrate long enough to observe everything’ (PO 5).

‘You can use an inductive working method’ (PO 2)

‘They react a little differently, so I don’t bother saying everything, because when they can’t handle hearing it, there’s not much point in me saying it’ (PO 2).

‘We have confidence in each other’ (PO 1).

# Conclusions

The POs had the necessary resources in terms of a classroom and learner cars and enough time to execute the learning activity.

The POs seemed to spend less time on pre-guidance than post-guidance, which could indicate a need to further develop the formal structure for the peer learning activity.

POs and peer DSTs used traffic terminology in pre-guidance and post-guidance sessions. However, there was little focus on discussing the **pedagogical** approach, and few POs continued to use the questioning approach throughout the learning activity.

In the post-guidance session, the POs' changed from two-way communication with the peer DSTs to mostly giving advice.

To enhance pedagogical discussions, we suggest that more attention be paid in the post-guidance session to the agreement made in the pre-guidance session on what the POs should observe in the back seat.

POs, in their communication with DSTs, seemed to be concerned about how DSTs responded to negative feedback. Relations.

DSTs could benefit from having a stronger theoretical foundation for engaging in pedagogical observation to improve the quality of the education of driving teachers, with a view to working towards Vision Zero.

**Hence, further research is required into the development of driving teacher education in higher education.**

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# THANK YOU

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