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The Narnian Virtues Character Education English Curriculum: Teacher Training

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University of Leeds

School of Education, July 20th, 2017

Research Process



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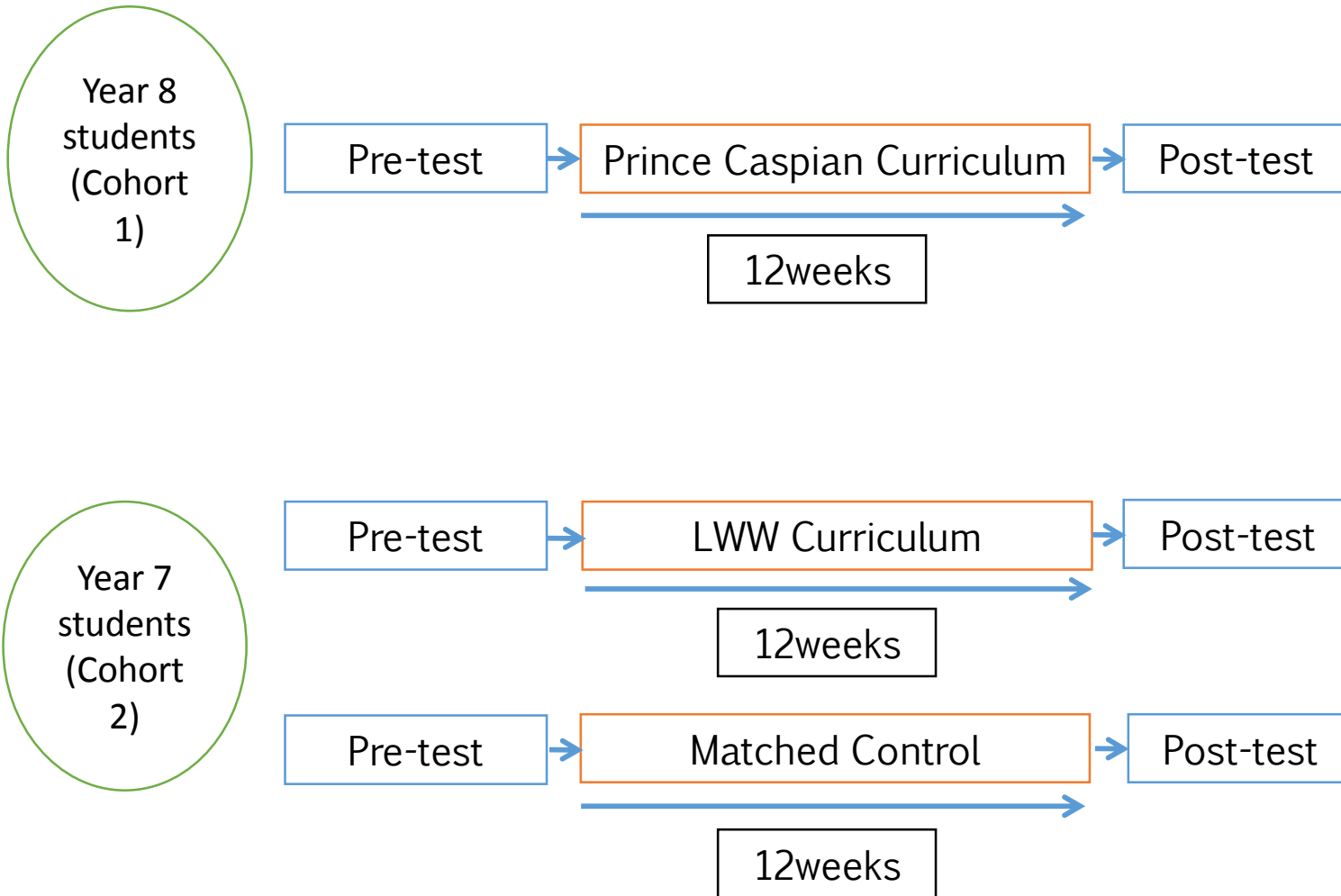
- **Research Ethics**
 - Student consent forms
 - Parent information sheets

- **Data-collection and data-matching**
 - Learning from experience
 - New coding system
 - > Students will be given Unique Project Codes to use when completing project tests (these will be sent in an excel spreadsheet and on sticky labels).
 - > Codes for students who took part in Year 1 have been generated and will be distributed in due course.

Design (Project Year: 2)



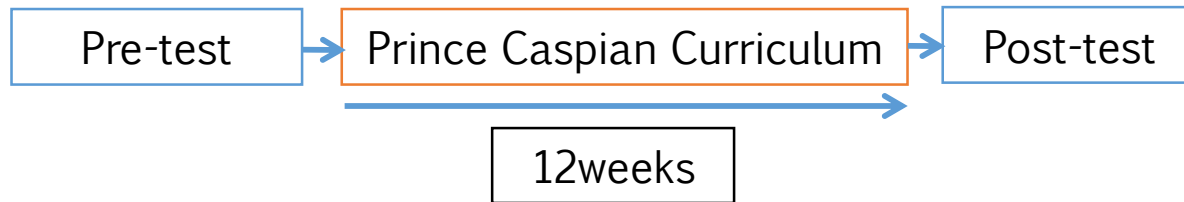
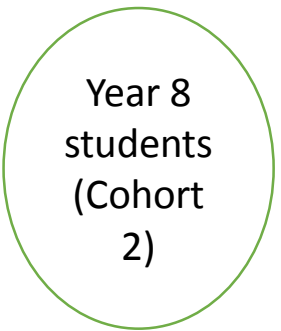
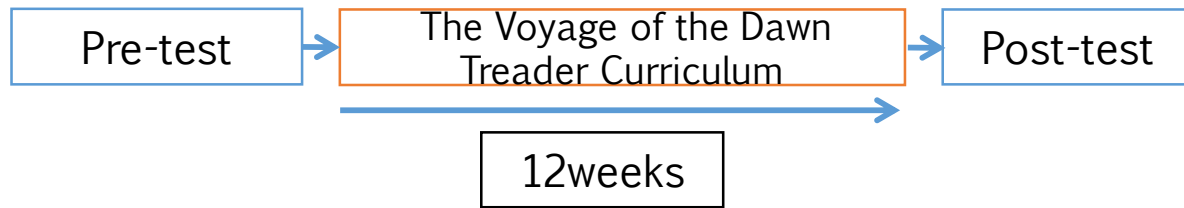
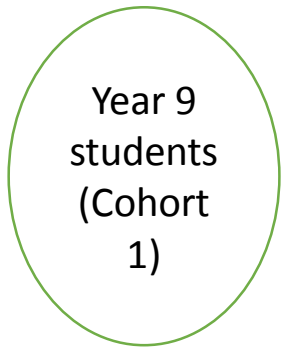
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Design (Project Year: 3)



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- **Online Survey (comprised of 9 sub-scales; 65 items in total)**
 - **6 sub-scales (comprising either likert or categorical items) measuring the following psychological constructs:**
 - ❖ Classroom Behaviour
 - ❖ Emotional Responses
 - ❖ Intrinsic vs Extrinsic Rewards
 - ❖ Empathy
 - ❖ Recognising Situations to Practice Virtues
 - ❖ Social/Interpersonal Skills

 - **3 sub-scales (comprising likert items) directly measuring the extent to which the *Narnian* virtues are considered important, students' reasons for valuing them, and the degree to which students' report acting upon them in their own lives.**
 - ❖ Virtue as a Motive (Narnian virtues)
 - ❖ Attitudes to Virtues (Narnian virtues)
 - ❖ Assesses Behaviour (relating to Narnian virtues)

Measures (Contd.)



- **Online Survey**

➤ Example item from the Classroom Behaviour sub-scale:

Please indicate the extent to which you agree or disagree with the following statements: Please tick one box per row.	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
Students in my class treat each other with respect.					

➤ Example item from the Intrinsic vs Extrinsic Rewards sub-scale:

Please tick Yes or No	Yes	No
I'll only help someone if I get a reward.		

➤ Survey also includes a question-set which directly measures student's understanding of Narnian virtues (for each of the six virtues, students are asked to select two behaviours [from a choice of four] which are the best examples of that virtue).

- **Students will need a full lesson to complete the online survey.**
- **Please ensure that students enter their unique student code correctly 😊**

Measures (Contd.)



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- **Character and Virtues Knowledge and Understanding Questionnaire**
 - Measures student's knowledge and understanding of character and virtue vocabulary (requires free-response answers which are marked by the research team)
 - Questionnaire is shorter than last year's version (will take students 10 – 15 minutes to complete).
 - **Please ensure that students enter their unique student code onto the questionnaire.**
 - **Consent forms will be attached to the questionnaires, please ask students not to detach them and return the questionnaires/consent forms to myself.**

Research Interviews



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- **We would like to conduct a number of research interviews with:**
 - **Teachers:** To gather your perspectives on curriculum delivery and impact.
 - **Students:** To gather their opinions on studying the curriculum and its impact.
 - **Parents:** To gather their views on the homework component of the curriculum and its impact.

Teacher Log & Class Observations



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- **Teacher Log**

- **Aim:** To allow the research team to determine the way in which the curriculum is delivered within and across schools.
- Please complete at the end of each teaching week.

- **Class Observations**

- We would like to observe the Narnian Virtues curriculum being delivered in class.
- Ideally, we would like to observe a full Narnian curriculum week which will involve visiting your school twice in one week.

Thank You



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