

Design and conduct a small-scale research study, and critically evaluate the impact of chosen research tools and data/findings on the learner and on your professional practice.

Targets	How have I worked on this	An example can be found on
Endeavour to select a greater depth of appropriate peer reviewed sources of research for your writing to aid academic support of your key points.	I worked on this by trying to do more research and use more credible sources where possible.	This can be seen in my reference list.
Ensure a critical approach throughout, offering the opposing view/ aspects to be cautious with and limitations whenever possible	I have tried to be more critical when doing my assignment.	You can see this throughout my assignment where I have stated the limitation to certain things.

Research that is conducted within an educational setting is crucial. It is important to develop and enhance education to provide the greatest results for the students (Kapur R., 2018). In my assignment, I am carrying out a small-scale research project at my placement school and will critically analyse the impact of my chosen research tools and the findings on the learners, teachers, and my professional practice.

My placement school is situated in an urban city and town and is based in a highly populated area and is surrounded by a variety of amenities (Gov.uk, (2022). According to Estyn (2015), the school had 493 students aged 3 to 11 at that time.

The overarching focus of my research is the Assessment for Learning (AFL) concept of quality of questioning, I have created the research question for this assignment of 'What are staff and pupils' perceptions on quality of questioning in a year 3 to 6 classroom.'

The professional standard of pedagogy is linked to the quality of questioning AFL. It relates to this professional standard because when a practitioner questions the children about their work it allows them to activate their prior knowledge and advance their progress (HWB, (2020).

The study will be carried out using the research methods of the mosaic and mixed method approach. When implementing the mosaic approach in research it is when you use more than one method to generate and develop the overall product to understand the perspective of the children's environment. (clarke A, (2017) (Greenfield, C. (2011).

To conduct my research the two different approaches I am going to be implementing within my study are semi-structured interviews and online questionnaires. According to Gov.uk (2020), using a mixed method approach in research is when you integrate qualitative and quantitative data in a single piece of research.

Before I conducted my research, I created a hypothesis. My hypothesis for this data I was going to gather is I will receive how each teacher uses questioning in a classroom and how students feel about teachers using questioning in the classroom. I believe the information that I will get from the interview will be valuable for me in understanding how children perceive asking questions in the classroom aids their learning. I am hoping that I will be able to understand how teachers feel about utilising good questioning in the classroom based on the data I will obtain from the questionnaire.

The use of AFL in the classroom has been recognised as a crucial teaching strategy in today's educational system as it facilitates students to frequently progress and advance their education (Steele A, (2019) (Cambridge assessment international education (n.d). AFL is an important area in the curriculum for Wales as children are being assessed on their learning to gain feedback for ways, they can progress their learning (Welsh Government, (2022). The use of AFL within a classroom is going to be individual to the students learning path as AFL guides for progression in each individual learner depending on their ability (gov.wales, (2013).

Blooms taxonomy revised is a theory that connects to AFL in the classroom. According to Forehand (2005), His theory is divided into of six levels: Remembering, understanding, applying, analysing, evaluating and lastly creating. According to Rhul C (2023), due to

Blooms taxonomy revised it assists the practitioners to offer support to the learners and directs them in developing assessments for the learners. To serve each learner of any ability, Bloom's taxonomy can be modified and changed to support them. However, there have been discovered to be limitations with Blooms pyramid. According to Doug Lemov, He critical evaluates Blooms taxonomy revised by stating that his theory should not be in a pyramid as he believes that all the stages are equally significant, and they should all be seen as equally important (Contributing Blogger, 2018).

According to Griggs R (2015), when using AFL within the classroom there are two main types of assessment that will take place, and these are formative and summative assessment. Formative assessment is typically used every day in the classroom to allow students to track their progress and identify areas where they need assistance or if they can move onto a high level of work to carry on challenging themselves (Torrance H et al, (1998) (NFER, 2022). When carrying out this assessment it allows the learners the opportunity to make changes in their learning to ensure progression is happening (Bennett R.E, (2011). Formative assessment, according to Black P and Wiliam D (1998), is essential to support learners to advance and enhance their learning. On the other hand, summative assessment typically occurs less frequently and towards the end of a topic and this is where the practitioner and learners can examine their overall progress (Dixon, D.D. and Worrell, F.C. (2016).

As well as the two main assessments there are four main elements that are related to AFL, and these are Quality of talk/questioning, Use and quality of feedback, Self and Peer assessment and the formative use of summative assessment (Flores M and Sammons P, (2013).

The main AFL element that I conducted my research on in this assessment is the quality of questioning which is a source of formative assessment and supports their cognitive development. This is seen as a key component of AFL as it is there to guide the practitioner to see where extra support is needed to support the pupils to advance in their learning (royal society of chemistry, (Unknown).

A theorist that interconnects with the AFL element of questioning is Piaget. Piaget theory is about support the learner's cognitive development and allowing them to gain new knowledge and understanding (McLeod S, (2023). Piaget's theory aims to assist the learner'

cognitive growth and give them the opportunity to learn new things: this is known as schema, assimilation and adaption. This is where they will use their prior knowledge when seeing new objects (Boeree G, 2006). This relates to my research since Pound L. (2006) asserts that in order to assist children to grow and acquiring knowledge, the practitioner needs to ask opened ended questions to encourage learner to think and acquire prior knowledge.

Vygotsky concurs with Piaget's view that interaction between the teacher and student is necessary for the development of new information and progress to be shown. Vygotsky (1978), called this theory 'the Zone of Proximal Development' (ZPD). This is where he realises that there is only a certain level that a child can achieve individually, he then believes that to see progression happening the child needs interaction with a more knowledge other to support them and challenge them to allow development (Tassoni P et al, 2010) (Mcloed S, 2023).

Wait time is seen as a significant factor in the AFL of quality of questioning. This is the period of time that a practitioner pauses in between posing the question and receiving an answer of the learner. Wait time was created by Rowee (1972) and she discovered that when a learner if offered at least 3 seconds wait time the overall outcome with be more beneficial (Stahl R, (1994) (Rowee M, 1974).

As stated in the assignment above the research method being used is the mosaic and mixed method approach. Deciding which research tool, I as the researcher was going to be using in my research, I needed to take into consideration which would best support my specific circumstance. From see all the different methods I believed that a semi-structure interview conducted in small groups and an online questionnaire would create the best data for me to analyse.

I as the writer am utilising a mixed method approach for the research as the data being collected is a mixture of qualitative and quantitative (Arthur A, et al, 2012) (Office for Health Improvement and Disparities, (2020). Qualitative data in research is data collected that is non numerical and is gathered as words, images and sounds. On the contrary quantitative data is numerical data that can usually be analysed in graphed (BBC (n.d) (McLoed, (2023). However, employing a mixed method approach can have certain drawbacks within the

research. Almeida F, (2018) claims that some of the limitations in using the method approach in research, including the need for different resources are needed for each of the data, it can be challenging to collect the data and compared the two against each other and finally one more limitation stated is it can be time consuming conducting both data.

A semi-structure interview is an interview you have created questions that you would like to discover the answers for, but it also allows the participant to express their own opinions, and it is not overly formal (Miles. J and Gilbert. P, (2005). When creating my interview schedule, I ensure that my interviews had open and closed ended questions. Having open ended questions enables the participants to provide complete responses, whereas a closed questions only accept a yes-or-no response (Reja, U et al, (2003) (Worley P, (2015). I can get all the data and responses I require to be able to finish my research by asking the participants a variety of questions. When I developed my interview schedule, I needed to consider the needs of the interviewees. I needed to consider that I was interviewing the children and needed to make sure that I used simple and easy to understand language, I did not use confusing double-barrelled questions or questions that could be interpreted in a different concept (Indeed editorial team, (2022).

When I collected the data and conducted the interviews with the children I had then in same ability groups. I did this to ensure the children were able to understand the questions and I did not have a higher ability child dominating the answers over the lower ability children.

I decided to use an interview as one of my research methods as there were several benefits. Cohen L (2007) and Maharjan P (2018), states that the benefits of employing interviews as a research method include that you can find out information on your specific topic, conducting the interview will be cost effective and finally you receive a variety of different responses from all the participants. However, there are also weaknesses that occur with interviews. According to Kakilla C (2021), one weakness of an interview is it can be time consuming, additionally as the researcher you could receive a low or no responses from the participants and leading questions could be asked.

The other type of research method that I used to get data for my research was an online questionnaire. When I created my questionnaire, I needed to make sure that I used a range

of different questions and that they were array of open and closed questions (Authur J et al, (2012). When creating my online questionnaire on forms, I made sure to utilise a variety of questions. A few of the questions I could use in my questionnaire are likert scale, multi choice, range questions, open questions (Hassan M (2022) (Jenn, N.C. (2006).

There are various advantages and disadvantages to using a questionnaire as a research tool. Gillham B (2008), asserts there are many different advantages. one advantage is it is time and cost effective, when I as the researcher receive the answers it is anonymous and finally it lacks interviewer bias. Nevertheless, there are seen to have disadvantages to questionnaires for example the participate could misunderstand the question, the answers that are given may not be complete honest and finally, you may receive minimal or no responses.

Although there are both disadvantages and advantages related to the interview and the online questionnaires I as the researcher have decided to collect data using these tools as I feel like that the advantages interact with the disadvantages, I can ensure that when I use these techniques I will be able to take the weaknesses into account to make the research tools effective.

I as the researcher will be collecting my interview data by conducting three interviews where the children are in ability groups. I will pose the questions to the children and transcribe their answers. All the data that I will obtain from the interview will be qualitative data and I will analyse this by placing it in a table to see all the answers next to one another. I will be collecting the data from the online questionnaire by sending it out to the teacher via email and having them complete it and then return it. The data that I will retrieve from the questionnaire will be a mixture of qualitative and quantitative. The qualitative data I receive will be placed into a table and the quantitative data will be displayed as pie charts.

I as the writer needed to take into consideration the ethically issues that may arise when completing the interviews and questionnaires. To demonstrate that my research is ethical, I had to make sure that both a consent form and ethic form were completed.

According to Bera (2018), there are numerous ethical considerations that must be considered. In the BERA guidelines there are four sections included and these are responsibilities to participants, responsibilities to sponsors of research, responsibilities to

the community of educational researchers and responsibilities to educational professionals, policy makers and the general public (Brooks R, 2014). The main topic of ethical considerations when doing research is section 1 of the BERA guidelines. Some of the ethically issues that I as the researcher need to take into account were consent and assent, transparency, right to withdraw, privacy and data storage.

When including this into my research, I make sure that I secured the school's and the students' permission. Gov.uk (2018), states that consent is necessary to allow the research to take place and it gives the participants an idea to understand what is going to happen in the research. Assent is then given to the researcher by the child who is going to be executing the research, I as the researcher will obtain this information by verbally asking them prior to completing the interview (National cancer intuition, (2020). Another ethical issue that I took into consideration when I was completing my research was allowing the children to withdrawn from the interview at any given time. When I was completing this research with the children, I did this by informing the children that they do not need to answer any questions they are not comfortable to answer and can drop out at any time. I would be able to tell this by giving them a smiley face and sad face and they can turn over at any time depending on how they feel about answering the question.

In addition to taking BERA into consideration I made sure to abide by 'The United Nations Convention on the Rights of the Child' (NCRC). I made sure that I applied these articles into my research to support the children in their education and are important in educational research (unicef, (1989).

After completing my research, I was able to gather my findings on 'what are staff and pupil's perceptions' on quality of questions in a year 3 to 6 classroom' and this is what I have discovered.

From the research that I had attained of the children's interview I have received answers for all the questions (see appendix). I questioned the children to gain information about my research question and to find out their thoughts of quality of questioning in the classroom. All the data that I have received from the interview was non numerical therefore making it all qualitative data.

I discovered that not all the children had the same viewpoint on the questions that were asked. This is backed up by the research that states that all children learn differently and are unique. This is shown in Early years matter, (2021) and CDC, (2020) they state that all children are unique, and all develop at their own rate and in their specific way. This is evident in my research since I have been able to discover that certain children enjoy being questioned about their work as it helps them to gain knowledge on the contrary some children dislike being questioned as they feel distressed and uncomfortable being placed on the spot.

Furthermore, from interviewing the children I found out that they get questioned frequently. This links into Piaget's theory as he believes that a teacher questioning the children allows them to gain knowledge and advance in their learning. This means that by asking the children questions every day, the teacher may help them learn more and make progress in their learning.

Receiving data to analysis the online questionnaire overcame as a challenge. Upon send the questionnaire out I only received one completed response. As a result, I only had one piece of data to analysis which I needed to consider when assessing the data. As a researcher, this made it more difficult for me as I lacked a variety of perceptive to answer my research question. There could have been several reasons why the teachers were unable to complete the form these are the teacher did not feel comfortable owing to ethical considerations or they had time constraints.

However, after analysing the data from the respondent I was able to discover that their perception on quality of questioning AFL being used in the classroom. Overall, the respondent approved and supported the use of this AFL being used in the classroom. From the data that I am analysing in from this method it is a mix of qualitative and quantitative data (see appendix).

As the participant sees quality of questioning as an important area to support children's progression this relates to Vygotsky's theory of the more knowledge other. This is due to the reason that Vygotsky believes that when a more knowledge other supports a learner by asking questions it encourages them to develop and stimulate their prior knowledge (Tassoni P et al, 2010).

According to the participate quality of questioning within a classroom does not have challenges. However, after doing research Arslan M, 2006, disagrees with the statement and states it has a few potential flaws. These weaknesses that may transpire are overloading the learners with questions, swaying the questions to receive the answers you want, ask specific children the questions, Not offering the learners think time to answer the questions and not building on answers.

In the questionnaire the participant asserted that they use the question matrix when asking questions to the learners. The questioning matrix was created by chuck Weiderhold in 1991. The question matrix is a framework that is used by teachers and learners that guides them to build questions to support them to gain their knowledge (Idek M, 2016).

From analysing the data, I was able to identify commonalities between teachers and students. I learnt from interviewing the children and looking at the questionnaire I was able to see that they both believe questioning in a classroom is beneficial. This is in agreeance with Royal society of chemistry (2023), as they believe that when a child is questioned in the classroom it always the children to constantly progress and develop their learning.

In future practice research as the researcher, there are specific areas in the research that I would complete in a different manner. When completing my next research topic, I would use paper questionnaire copies to hand out to the practitioners and hand them out a week prior to allow them time to complete it. Another way that I would complete my research differently next time is by conducting the research in several settings to gather a variety of data.

To sum up, the information that I have received from this small-scale research has been beneficial. From completing my research day, I as the researcher have been able to answer my research question of 'what are staff and pupils' perception on quality of questioning in a year 3 to 6 classroom?' Overall, I have discovered that practitioners and learners in this school find questioning beneficial and allows them to develop and this data interconnects with theorists and literature.

I will personally use this data that I have analysed in my future teaching practise my using quality questioning in my teaching daily to support the learners to grow and reach their own personal goals. I will use the questioning matrixs in my future practise to guide myself and

the learners to create beneficial questions to allow them to progress and improve (Idek M, 2016).

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