

Appendices

Appendix A: Ethics form for Lesson Study

Prifysgol Cymru Y Ddeddf Dewi Sant University of Wales Trefnydd Saint David		PG2 / E1 FORM	
APPLICATION FOR ETHICAL APPROVAL			
In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.			
The University follows the OECD Frascati manual definition of research activity: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.			
The individual undertaking the research activity is known as the "principal researcher".			
Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.			
Please read the notes for guidance before completing ALL sections of the form.			
This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.			
Delete the Guidance Notes at the end of the form BEFORE submitting your application			
SECTION A: About You (Principal Researcher)			
Full Name:	Jamie Harper-Harrison		
Tick all boxes which apply:	Member of staff:	☐ Honorary research fellow:	☐
Undergraduate Student:	☐ Taught Postgraduate Student:	☒ Postgraduate Research Student:	☐
Faculty/School/Centre:	UWTSO		
Campus:	SA1 Campus		
E-mail address:	1903515@student.uwtsd.ac.uk		
Contact Telephone Number:	0747 639 0014		
For students:			
Student Number:	1903515		
Programme of Study:	PGCE Secondary English		
Director of Studies/Supervisor:	Catherine Morgan		
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SECTION B: Approval for Research Activity			
Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES ☒	NO ☐
If Yes, please indicate source of approval (and date where known). Approval in principle must be obtained from the relevant source prior to seeking ethical approval		Research Degrees Committee ☐	Date
		Faculty Research Committee ☐	
		Other (write in):	13/12/2019
		Mentor at Placement School	
SECTION C: Internal and External Ethical Guidance Materials			
Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.			
UWTSO Research Ethics & Integrity Code of Practice			☒
UWTSO Research Data Management Policy			☒
Ethical Guidelines for Educational Research, BERA 2018			☒
SECTION D: External Collaborative Research Activity			
Does the research activity involve collaborators outside of the University?		YES ☐	NO ☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.			
Institution			
Contact person name			
Contact person e-mail address			
Has this individual consented to sharing their details on this form?		YES ☐	NO ☐
Are you in receipt of a KESS scholarship?		YES ☐	NO ☒
Is your research externally funded?		YES ☐	NO ☒
Are you specifically employed to undertake this research in either a paid or voluntary capacity?		Voluntary YES ☐	NO ☒
		Employed YES ☐	NO ☒
Is the research being undertaken within an existing UWTSO Aledra Professional Learning Partnership (APLP)?		YES ☒	NO ☐
Permission to undertake the research has been provided by the partner organisation		YES ☐	NO ☐
		If YES then the permission question below does not need to be answered. If YES attach copy	
		If NO the application cannot continue	
Where research activity is carried out in collaboration with an external organisation			
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Does this organisation have its own ethics approval system? YES ☐ NO ☒			
If Yes, please attach a copy of any final approval (or interim approval) from the organisation			
SECTION E: Details of Research Activity			
Indicative title:	Does EVI (Explicit Vocabulary Instruction) have an impact on learners' retention and application of a new word?		
Proposed start date:	3 rd February 2020	Proposed end date:	21 st February 2020
Introduction to the Research (maximum 300 words)			
Ensure that you write for a Non-Specialist Audience when outlining your response to the three points below:			
- Purpose of Research Activity - Proposed Research Question - Aims of Research Activity - Objectives of Research Activity			
Demonstrate, briefly, how Stateline Research has informed the proposed activity and explain			
- What the research activity will add to the body of knowledge - How it addresses an area of importance			
Purpose of Research Activity			
The purpose of this research activity is to determine the effectiveness of the Explicit Vocabulary Instruction strategy on pupils' ability to retain and apply new words, and whether this can be a useful strategy in the classroom.			
(this box should expand as you type)			
Research Question			
Does EVI (Explicit Vocabulary Instruction) have an impact on learners' retention and application of a new word?			
(this box should expand as you type)			
Aims of Research Activity			
The aim of this research activity is to conduct a lesson study with a view to determining what impact, if any, the Explicit Vocabulary Instruction strategy during said lesson has upon pupils' ability to retain and apply the word "enchanted". This is with a view to determining the effectiveness of EVI as a tool for teaching new vocabulary in the classroom.			
(this box should expand as you type)			
Objectives of Research Activity			
The objective of this research activity will be to assess whether Explicit Vocabulary Instruction has had an impact on pupils' ability to retain and apply the word "enchanted" during each lesson study.			
(this box should expand as you type)			
Proposed methods (maximum 600 words)			
Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.			
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- Lesson Study (Dudley, 2001) Researchers involved in the study will collaboratively engineer a lesson plan with a specific aim. One of the researchers will teach the lesson while other researchers observe. Researchers will then reflect on the efficacy of the lesson in achieving its aim. They will then use their findings to engineer a new lesson plan and another researcher will teach this. The cycle continues until all researchers have taught lessons and an optimum lesson plan has been completed. - Observation (Fletcher-Wood, 2016; Leavers, 1994) During lesson study, observing researchers will complete observation sheets focusing on three pupils participating in interviews. These observation sheets have been designed based on the Fletcher-Wood model of observation. To indicate pupil engagement, the Leavers Scale of Involvement will also be used. - Reflection (Rolle, 2001; De Bono, 1985; Bloom, 2001; Kolb, 1994; Gibbs, 1988) To reflect following each cycle of the lesson study, an Assisted Reflective Conclusions Model will be used. This has been created using several models of reflection. - Interviews (SCORE, 2003) A focus group-style interview will be conducted with three participating pupils during each lesson study cycle. This interview will include semi-structured questions and will be transcribed by an observing researcher.			
(this box should expand as you type)			
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Location of research activity Identify all locations where research activity will take place. The research will take place at School X. (Referred to as School X henceforth to ensure anonymity in accordance with BERA, 2018.) This school is an 11-18 mixed Comprehensive School (ESTYN, 2016) in South Wales with a population of approximately 1700. Notably, it is a pioneer school for the draft Curriculum in Wales, to be implemented in 2022. <i>(this box should expand as you type)</i>		
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. N/A <i>(this box should expand as you type)</i>		
Use of documentation not in the public domain: Are any documents NOT publicly available? YES ☐ NO ☒ <i>(this box should expand as you type)</i>		
If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales. <i>(this box should expand as you type)</i>		

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Prifysgol Cymru Y Ddrws Ddeir Ben University of Wales Trinity Saint David		PG2 / E1 FORM
SECTION F: Scope of Research Activity		
Will the research activity include:		
Use of a questionnaire or similar research instrument?	YES ☐	NO ☒
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box. For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the appropriate box.	☐	☒
Details of any other primary data collection method:		
Focus group style interviews.		
<i>(this box should expand as you type)</i> If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes). If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.		

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Prifysgol Cymru Y Ddrws Ddeir Ben University of Wales Trinity Saint David		PG2 / E1 FORM
SECTION G: Intended Participants		
Who are the intended participants:		
Students or staff at the University?	YES ☐	NO ☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☒	☐
Children and Young People under the age of 16? (Consent from Parent, Carer or Guardian will be required)	☐	☒
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☒
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☒
Other - please indicate here:		
<i>(this box should expand as you type)</i>		
Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
How many participants are expected?	6 pupils will be selected from two classes totalling approximately 60 pupils. <i>(this box should expand as you type)</i>	
Who will the participants be?	Pupils - year 7, (11-12 years old) <i>(this box should expand as you type)</i>	
How will you identify the participants?	Pupils will be selected across different attainment levels based on previously marked work. They will be made aware of their selection at the beginning of the observed lesson. <i>(this box should expand as you type)</i>	

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Prifysgol Cymru Y Ddrws Ddeir Ben University of Wales Trinity Saint David		PG2 / E1 FORM
Information for participants:		
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	YES ☒	NO ☐
Will you tell participants that their participation is voluntary?	☒	☐
Will you obtain written consent for participation?	☐	☒
Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐
If the research is observational, will you ask participants for their consent to being observed?	☒	☐
Will you tell participants that they may withdraw from the research at any time and for any reason?	☐	☒
With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☒
Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐
Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐
If NO to any of above questions, please give an explanation: Pupils will not be required to complete questionnaires and therefore this is non-applicable. As per the placement school policy, letters will be sent to parents of participating pupils informing them of the research and of their right to opt out of said research. Additionally, pupils will be required to provide explicit written consent before any research is conducted. <i>(this box should expand as you type)</i>		
Information for participants:		
Will participants be paid?	YES ☐	N/A ☒
Is specialist electrical or other equipment to be used with participants?	☐	☒
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒
If YES to any question, please provide full details: <i>(this box should expand as you type)</i>		

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SECTION H: Anticipated Risks			
Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.			
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.			
Full risk assessment completed and appended?			
Yes ☐ No ☒			
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		How will you mitigate the Risk to University?	
Risk to Participant: Emotional distress: Pupils not selected for interview after lesson study may feel left out.		Pupils not selected will be reassured that this is not any reflection on themselves or their performance in class.	
Emotional distress: Pupils who are selected for interview may feel upset when asked to respond to questioning.		Pupils selected for interview will be assured confidentiality. Consent forms including pupils' details will be secured adhering to data protection policy.	
Emotional distress: Pupils may feel that they are required to answer questions correctly.		Pupils selected for interview will be assured that they can answer honestly without repercussions, and that there are no correct answers.	
Safeguarding: Pupils who are selected may supply sensitive information.		Pupils' information will be anonymised to keep confidentiality. Consent forms including pupils' details will be secured adhering to data protection policy.	
<i>(this box should expand as you type)</i>			
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advise (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities.			
N/A			
<i>(this box should expand as you type)</i>			
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harassment, conflict of interest.			
Risk to Investigator: Risk that the pupils who are selected decide on the day of the research either to opt out of the research or withdraw their assent.		This will be mitigated by obtaining consent from all pupils in the relevant class to ensure that if selected pupils withdraw their assent there are other pupils who can participate in the research.	
Risk that pupils may allege unfair conduct/practice during interview, while interviewer is alone with pupils.		Interviewer will be accompanied by research partner/secondary observer who will record extensive notes of the interview.	
<i>(this box should expand as you type)</i>			
University/institutional risks For example: adverse publicity, financial loss, data protection			
<i>(this box should expand as you type)</i>			
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SECTION I: Feedback, Consent and Confidentiality			
Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?			
Before the lesson, pupils and parents will be provided with the relevant information to enable them to assent and consent to the research project accordingly.			
At the beginning of the lesson, pupils will be briefed and given the opportunity to opt out. Following the lesson, the three pupils will be interviewed. At the close of the interview, participating pupils will be debriefed.			
<i>(this box should expand as you type)</i>			
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.			
Potential participants and their parents will be advised of the research in writing. Participating pupils will be expected to provide explicit written assent. Parents will be advised how to withdraw consent in accordance with School X's research department policy. This is in accordance with BERA, 2018 and UNCRC guidance.			
<i>(this box should expand as you type)</i>			
Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.			
In accordance with BERA 2018 and the EWC Code of Conduct, all reference to pupils and School X will be anonymised to ensure confidentiality and privacy.			
<i>(this box should expand as you type)</i>			
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SECTION J: Data Protection and Storage			
In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwt.ac.uk/Research-data-management/).			
Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?			
YES ☒ NO ☐			
"Personal data" means any information relating to an identified or identifiable natural person ("data subject"). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.			
If YES, provide a description of the data and explain why this data needs to be collected:			
Consent forms completed by the parents of participants will include names. The information collated will be secured adhering to data protection policies and will be destroyed once the research is complete. Any data collection and storage will adhere to the University's Research Data Management Policy.			
<i>(this box should expand as you type)</i>			
Does it involve special category data (as defined by the GDPR)?			
YES ☐ NO ☒			
"Special category data" means sensitive personal data consisting of information as to the data subjects – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).			
If YES, provide a description of the special category data and explain why this data needs to be collected:			
<i>(this box should expand as you type)</i>			
Will the research activity involve storing personal data and/or special category data on one of the following:			
Manual files (i.e. in paper form)?			
YES ☐ NO ☒			
University computers?			
YES ☐ NO ☒			
Private company computers?			
YES ☐ NO ☒			
Home or other personal computers?			
YES ☐ NO ☒			
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?			
YES ☐ NO ☒			
"Cloud" storage or websites?			
YES ☐ NO ☒			
Other – specify:			
YES ☐ NO ☒			
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For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation. Consent forms will be kept in a locked filing cabinet and will be destroyed after the final examination board has met and agreed the module marks for this assignment. http://www.united.ac.uk/ethics/consent-to-research																													
All Data Storage Will the research activity involve any of the following activities: <table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td>Electronic transfer of data in any form?</td> <td>☒</td> <td>☐</td> </tr> <tr> <td>Sharing of data with others at the University?</td> <td>☒</td> <td>☐</td> </tr> <tr> <td>Sharing of data with other organisations?</td> <td>☐</td> <td>☒</td> </tr> <tr> <td>Export of data outside the European Union or importing of data from outside the UK?</td> <td>☐</td> <td>☒</td> </tr> <tr> <td>Use of personal addresses, postcodes, faxes, emails or telephone numbers?</td> <td>☐</td> <td>☒</td> </tr> <tr> <td>Publication of data that might allow identification of individuals?</td> <td>☐</td> <td>☒</td> </tr> <tr> <td>Use of data management system?</td> <td>☐</td> <td>☒</td> </tr> <tr> <td>Data archiving?</td> <td>☒</td> <td>☐</td> </tr> </tbody> </table> If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent). The qualitative data collected will form the basis of an assignment. The data will be obtained via observation sheets and interviews which will be fully anonymised and confidential with no details of the pupils involved or the school name. This information will be securely stored via University Cloud Storage (OneDrive) This in accordance with GDPR, 2015 and DPA, 2018 guidance. Hard copies of data gathered by way of observation sheets, reflection sheets and interview transcripts will be securely stored in a locked storage container for the period of archive. Digital copies will be destroyed. <i>(How you should respond as you type)</i> List all who will have access to the data generated by the research activity: Myself and my research partner. <i>(How you should respond as you type)</i> List who will have control of, and act as custodian(s) for, data generated by the research activity: Myself <i>(How you should respond as you type)</i> Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not. Whilst required, the data will be anonymised and securely kept in the University Storage Cloud (OneDrive). Hard copies of data gathered by way of observation sheets, reflection sheets and interview transcripts will be securely stored in a locked storage container for the period of archive. Digital copies will be destroyed. <i>(How you should respond as you type)</i>				YES	NO	Electronic transfer of data in any form?	☒	☐	Sharing of data with others at the University?	☒	☐	Sharing of data with other organisations?	☐	☒	Export of data outside the European Union or importing of data from outside the UK?	☐	☒	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒	Publication of data that might allow identification of individuals?	☐	☒	Use of data management system?	☐	☒	Data archiving?	☒	☐
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Please indicate if your data will be stored in the UWTSO Research Data Repository (see http://www.united.ac.uk/ethics/consent-to-research). If so, please explain (what consent to academic staff). No. <i>(How you should respond as you type)</i>								
Confirm that you have read the UWTSO guidance on data management (see http://www.united.ac.uk/ethics/consent-to-research). <table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td>☒</td> <td>☐</td> </tr> </tbody> </table>				YES	NO		☒	☐
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Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding. <table border="1"> <thead> <tr> <th></th> <th>YES</th> <th>NO</th> </tr> </thead> <tbody> <tr> <td></td> <td>☒</td> <td>☐</td> </tr> </tbody> </table>				YES	NO		☒	☐
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	☒	☐						
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SECTION K: Declaration The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice. Signature of applicant: J Harper-Harrison Date: 17/12/2019 For STUDENT Submissions: Director of Studies/Supervisor: _____ Date: _____ Signature: _____ For STAFF Submissions: Head of School/Assistant Dean: _____ Date: _____ Signature: _____ Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation: <table border="1"> <tbody> <tr> <td>☒</td> <td>I have read the guidance notes supplied before completing the form.</td> </tr> <tr> <td>☒</td> <td>I have completed ALL RELEVANT sections of the form in full.</td> </tr> <tr> <td>☒</td> <td>I confirm that the research activity has received approval in principle.</td> </tr> <tr> <td>☒</td> <td>I have attached a copy of final/interim approval from external organisation (where appropriate).</td> </tr> <tr> <td>☐</td> <td>I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT</td> </tr> <tr> <td>☒</td> <td>I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.</td> </tr> <tr> <td>☒</td> <td>I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.</td> </tr> <tr> <td>☒</td> <td>I have deleted the guidance notes before submitting the PG2 for consideration.</td> </tr> </tbody> </table>			☒	I have read the guidance notes supplied before completing the form.	☒	I have completed ALL RELEVANT sections of the form in full.	☒	I confirm that the research activity has received approval in principle.	☒	I have attached a copy of final/interim approval from external organisation (where appropriate).	☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT	☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.	☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.	☒	I have deleted the guidance notes before submitting the PG2 for consideration.
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☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.																	
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.																	
☒	I have deleted the guidance notes before submitting the PG2 for consideration.																	
May 2019	15	Ethical Approval Form																

Prifysgol Cymru University of Wales		PG2 / E1 FORM
RESEARCH STUDENTS AND STAFF ONLY All communications relating to this application during its processing must be in writing and emailed to research@united.ac.uk with the title 'Ethical Approval' followed by your name. You will be informed of the outcome of your claim by email, therefore it is important that you check your University and personal email accounts regularly.		
STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.		
This form is available electronically from the Academic Office web pages: http://www.united.ac.uk/academic-office		
Application Process All staff research projects and all research students must submit the Ethical Approval Form to the University Ethics Committee via the Academic Office (research@united.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below. Taught masters and taught undergraduate research Ethical Approval Forms are considered within Faculties. Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval; this includes assignment work as well as dissertations.		
May 2019	16	Ethical Approval Form

Appendix B: PowerPoint Presentation used for Lesson Study

23/02/2020

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23/02/2020

The adjective **enchanted** describes something that's **under a spell**, like the frog that lives in your backyard which, when you kiss it, turns into a prince.

In pairs, can you think of some other fairytales or stories where something or someone is **enchanted** (under a spell)?



7

You can also use it as a verb! The verb **enchant** describes the action of putting someone or something under a spell.

Word in use
"The wizard enchanted the villagers, turning them all into butterflies."

Task
You have a picture of a wizard casting a spell. Draw that spell then complete the sentence "The wizard enchanted..."



8



Draw that spell then complete the sentence
The wizard enchanted...

9

enchantment
The noun version of enchanted, this is another word for a magic spell.

Task
Wizards and witches use ingredients such as eye of newt or tongue of bat to create enchantments.
Create your own enchantment by listing at least three ingredients for a potion.
Then describe the enchantment's effect.

Word in use
"The enchantment lasted for a thousand years."



10

enchantment
The noun version of enchanted, this is another word for a magic spell.

E.g.
Ingredients
Wizards and witches use ingredients such as eye of newt or tongue of bat to create enchantments.
• Eyes of a snake
• Toad warts
• A rose picked under a full moon.
Effect: This potion turns the drinker into stone.

Create your own enchantment by listing at least three ingredients for a potion.
Then describe the enchantment's effect.

Word in use
"The enchantment lasted for a thousand years."



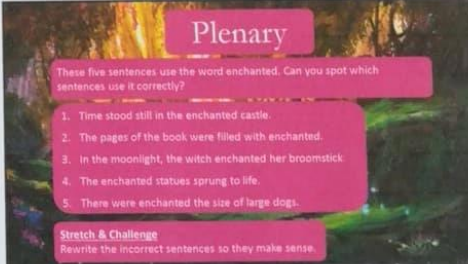
11

Plenary

These five sentences use the word enchanted. Can you spot which sentences use it correctly?

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted.
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs.

Stretch & Challenge
Rewrite the incorrect sentences so they make sense.



12

2

Appendix C: Learner Worksheet used for Lesson Study

7JD - Explicit Vocabulary Instruction	6 ^{ed} Chwefror 2020
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1. Task One – Write down words you would use to describe the image. You have one minute to write as many as words as possible!

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.....

.....

2. Task Two – Think, pair, share.

1. Can you think of any other antonyms?

2. Have you heard this word before? When?

.....

.....

3.

Task A – Use the word enchanted in two separate sentences.

.....

.....

Task B – Start a sentence with the adverb enchantingly.

.....

.....

Task C – Think of a time when you have experienced something enchanting.

.....

.....

4.

Task - Would you describe the images shown as enchanting? Bullet points your reasons.

-
-
-
-

5.

Task - Think of other fairytales where something or someone has been enchanted.

-
-
-

6. Task- You have a picture of a wizard casting a spell.



Draw that spell then complete the sentence

The wizard enchanted

7.

Task - Create your own enchantment by listing at least three ingredients for a potion.

-
-
-
-

Task - Then describe the enchantment's effect.

.....

.....

.....

8.

Task - These five sentences use the word enchanted. Can you spot which sentences use it correctly?
Place an X next to the sentences that you believe are incorrect!

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted.
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs.

Stretch & Challenge: Rewrite the incorrect sentences so they make sense.

.....

.....

Appendix D: Observation Sheet for Lesson Study 1



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION SCHEDULE

Questions adapted from Fletcher Wood (2016).

Use of Leuven scale for measuring engagement - Laevers (1994).

Date:	03/02/2020
Teacher:	Ms Brown
Lesson Focus:	Explicit Vocabulary Instruction

	PUPIL A	PUPIL B	PUPIL C
Classroom culture - Are the pupils engaged/involved? Measured using the Leuven scale.	Task 3: Working Task 4: Offers other opinions. Task 5: Engaged Task 7: Silly response?	Task 1: Hand up, "remote". Task 3: Working, Feedback ~~times three~~ times. Task 4: Excited to engage. Task 5: Engaged.	Task 3: ~~Working~~ catching up on task 2. Task 6: Engaged, again.
Direction - Are the students clear about what they are doing and how to do it well?	Task 2: Completed	Task 2: Completed	Task 2: Not completed Task 6: Hand up for assistance.
Access and challenge - Are all students able to engage in the lesson? Are all students challenged?	Appropriate speed for activities	Appropriate speed for activities	Fell behind on task 2, catching up during task 3, Task 4 - Still behind.
Assessment - How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Feedback w/hands up Task 4: Feedback Circulating	Providing feedback	Checks understanding.

Appendix E: Interview Transcript for Lesson Study 1

Interview – Monday 3rd February 2020

Interview conducted with Pupils A, B and C following the EVI lesson with Year 7.

Student -Teacher: Mrs Brown

Observer: Mr Harrison

The questions were mainly asked by Mr Harrison whilst Mrs Brown took notes. All pupils contributed to the interview and all pupils were included in this process.

Questions:

1) Do you understand the word that was the focus of the lesson?

Pupils A, B and C all immediately commented to confirm that they understood the word 'enchanted' which was the focus of the EVI lesson.

2) Did you learn this word today or did you know the meaning of the word beforehand?

Pupils A, B and C all stated that they were aware of the meaning of this word before today's lesson. Mr Harrison then asked pupils if they feel that they understand the word better because of today's lesson and pupils A, B and C all nodded and stated verbally that they feel that they understand the word better because of today's lesson.

Mr Harrison – Are you likely to use the word 'enchanted' in your writing now?

Pupil B – No, wouldn't use it in my writing. The lesson itself hasn't prompted me to use it in my writing.

Pupil C – I would use the word now, if it fit.

Pupil A – I would use it. Although my writing tends to have dark, satanical undertones but the lesson has encouraged me to use it, if it were right.

Mr Harrison – Was it helpful to look at the other forms of the word, so the adjective, noun, adverb?

Pupil C – Yeah.

Pupil B – I would possibly use some of the other forms of the word now.

3) Do you enjoy learning new vocabulary during lessons?

Pupil B – I enjoyed it because it was different and it was a stand alone lesson. In English we usually just read and write and don't really get the chance to do tasks like this.

Pupil A – I enjoyed the lesson. I enjoy learning new vocabulary and it was really useful.

Pupil C – I think so too and would like more lessons like this.

4) Did you enjoy any of the activities? If so, which one (s)?

Pupil B - I really enjoyed the drawing task – it really helped me with my understanding and would help me to understand more words.

Mr Harrison - Did you all enjoy the visualisation task (responding to all three pupils nodding their heads)?

Pupil B - Yes.

Pupil C - Yes.

Pupil A - Yes, I enjoyed it.

Pupil B - I also enjoyed putting it into a sentence.

Pupil A - The three tasks helped us the most as we had to use the word in different ways and in different sentences. This was really helpful to my understanding.

Pupil C - I agree with the others. I learnt most from using the word in sentences, but I enjoyed all of the tasks.

5) Did you find any of the activities beneficial? If so, which one (s)?

Mr Harrison notes that pupils answered this question when answering the previous question.

6) What do you think the best way to learn a new word is?

Pupil B - Lessons like today's really help with learning new words.

Pupil C - I think so too. Although I really liked all of today's activities and they helped.

Pupil A - I agree that lessons like this are really beneficial to helping us learn new words.

7) How do you normally learn new vocabulary?

Pupils A, B and C repeat that lessons like today's are helpful to learning new vocabulary.

Mrs Brown - Do you all read? What do you do if you come across a word that you don't know the meaning of?

Pupil B - I ask my mum.

Pupil C - I search the internet.

Pupil A - I usually try to work it out from the sentence and if I can't do that I will look it up.

8) What would you change about today's lesson, if anything?

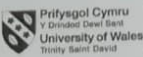
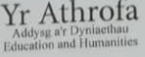
Pupil B - Nothing. The lesson was really good. I enjoyed it. I would like to have more lessons like this, that's all.

Pupil C - The same. I wouldn't change anything. There were lots of tasks which were fun but also useful and helped me to understand the word better.

Pupil A - Well I knew this word already but the different tasks helped me to understand the different ways that I could use the word so I wouldn't change anything either. I do also agree that I would like more lessons like this.

Pupils thanked for their time and dismissed.

Appendix F: Reflection Sheet for Lesson Study 1

 	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Date:	03/02/2020
Teacher:	Ms Brown
Lesson Focus:	Explicit Vocabulary Instruction
Profiad / Experience – Rolfe 2001	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?" De Bono (1985) – six thinking hats	The lesson was a positive experience for pupils, who remained engaged with little classroom control needed.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?" Bloom's revised taxonomy (2001)	The three pupils observed completed all activities set, though pupil C fell behind for part of the lesson. Pupils engaged with a Tier 2 word through an EVI strategy. Pupils express further understanding of the chosen word at the end of lesson and pupils A and C a willingness to apply it.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?" Bloom's revised taxonomy (2001)	The lesson was positively received and employed strategies including "think, pair, share", visualisation, etc. to teach new vocabulary. A workbook was used to assess pupil learning.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?" Kolb (1994) and Gibbs (1988)	Further modelling could be employed in the lesson. When EVI is cemented as a learning strategy in the classroom, more complex Tier 2 and 3 words could be taught.
Y profiad newydd / Transformed experience	
The lesson will be amended with the addition of modelled examples.	

Appendix G: Observation Sheet for Lesson Study 2

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION SCHEDULE

Questions adapted from Fletcher Wood (2016).
Use of Leuven scale for measuring engagement - Laevers (1994).

Date:	6th Feb 2020		
Teacher:	Mr J Harrison		
Lesson Focus:	Explicit Vocabulary Instruction (Lesson study research)		

	PUPIL E	PUPIL F	PUPIL D
Classroom culture - Are the pupils engaged/involved? Measured using the Leuven scale.	Very engaged from start to end of lesson. Enthusiastic, raised hand frequently, completed work.	Pupil B was also engaged/involved. Pupil B was happy to participate and share answers.	Pupil C was engaged in the task. This was evidenced by a clear desire to complete work rapidly.
Direction - Are the students clear about what they are doing and how to do it well?	Appears to be clear about what the task is. Assessed via questioning and completion of work.	Pupil B was clear about what was required during the lesson. Demonstrated by completion of work.	Pupil C was clear in relation to instructions. Pupil C showed understanding by non-verbal communication such as nodding, etc.
Access and challenge - Are all students able to engage in the lesson? Are all students challenged?	Clearly able to engage in the lesson. This was demonstrated through high level of involvement. More challenging tasks.	The tasks were accessible. They engaged learners. Some tasks were more complex than others providing challenge.	Pupil C was engaged in the lesson. Clear from behaviour and participation in the tasks.
Assessment - How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Understanding was assessed during feedback and also via direct questioning. Pupil A was proactive in asking questions.	Pupil B has less forthcoming responses. However, once started by the teacher, Pupil B answered questions and showed understanding.	Understanding was assessed by questioning Pupil C. When questioned Pupil C was able to evidence good understanding.

Appendix H: Interview Transcript for Lesson Study 2

ECAD7004 Interview 06/02/2020 (Transcribed by Mr Harrison)

Interviewer: Mrs Brown

Observer: Mr Harrison

Interviewees: Pupil D, Pupil E, Pupil F

Mrs Brown: Do you understand the word that was the focus of this lesson?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Mrs Brown: Did you learn this word today or did you know the meaning of the word before?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Mrs Brown: Where did you first learn "enchanted".

Pupil F: I heard it in Primary School.

Pupil D: I read it in stories.

Pupil E: I read in stories too.

Mrs Brown: Did you enjoy today's lesson?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Mrs Brown: Did you enjoy the activities we did during the lesson? And if so, which ones?

Pupil E: I liked the drawing.

Pupil F: Yes, the drawing.

Pupil D: I enjoyed making a list of associated words.

Mrs Brown: We've talked about what you liked doing, but did you think any activities were beneficial for learning a new word?

Pupil F: I think comparing the two enchanting pictures was most useful.

Pupil D: I think using the word to make sentences was beneficial.

Pupil E: I found spotting the correct sentences useful.

Mrs Brown: What do you think is the best way to learn a new word?

Pupil E: I think correcting when you get it wrong is the best way.

Pupil F: I like games.

Pupil D: I think the teacher should show us how to use new words.

Mrs Brown: Do you read at home?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes. Not as much as I should.

Mrs Brown: Are you reading anything at the moment?

Pupil F: Harry Potter.

Mrs Brown: Which one?

Pupil F: Deathly Hallows.

Mrs Brown: And you? (to Pupils D and E)

Pupil E: The Subtle Knife.

Pupil D: Watership Down.

Mrs Brown: If you come across a word that you don't know how do you find out what it means?

Pupil D: I look in a dictionary.

Pupil E: I Google it.

Pupil F: I just try and figure it out.

Mrs Brown: You use context?

Pupil F: Yes.

Mrs Brown: Is there anything you would change about today's lesson?

Pupil F: I think we could have worked more in pairs.

Pupil D: I think visualising would be helpful. Maybe acting out the meaning as well.

Pupil E: I think coming up with more of your own ideas for using the word would help.

Mrs Brown: Would you like more lessons like this one?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Pupil D: I think learning more complicated words would help improve our writing.

Mrs Brown: Thank you for your answers. They have been really helpful for our research. Do you want to add anything, Mr Harrison?

Mr Harrison: No. Thank you again.

INTERVIEW ENDS

Appendix I: Reflection Sheet for Lesson Study 2



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Model Beirniad Wedi Adfyfyrio (BWA)
Assisted Reflective Conclusions (ARC) Model

Date:	6th February 2020
Teacher:	Mr J Harrison
Lesson Focus:	Explicit Vocabulary Instructions (Lesson Study Record)

Profiad/ Experience – Rolfe 2001	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?" De Bono (1985) – six thinking hats	My feelings relating to the experience is that the idea of EVI works extremely well. This was evident during this lesson. All pupils were engaged in the tasks. However, thinking critically, the chosen word was too straightforward for the pupils.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?" Bloom's revised taxonomy (2001)	In the context of 'Bloom's taxonomy' pupils were able to evidence their learning throughout the lesson and in their work. Pupils therefore connected the knowledge they acquired in the lesson and applied it to the tasks. The plenary provided an opportunity for pupils to synthesise and evaluate what they had learnt.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?" Bloom's revised taxonomy (2001)	Many of the strategies utilised within the lesson were effective. The most popular amongst the pupils were the tasks which required pupils to use the word in different contexts and the visualisation task. These tasks could be built upon for future explicit vocabulary instruction lessons, depending on the word which is the subject of the lesson.
Casgliadau a chymau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?" Kolb (1994) and Gibbs (1988)	The problems identified related to the difficulty of the word. Pupils were revisiting a word that had been used frequently during their previous topic and so they were familiar with the term and its applications. Next time, more stretch and challenge tasks could be utilised to contextualise.
Y profiad newydd / Transformed experience	