

Essay

Name: Abdul Kareem Al-Hagin

Student no. 1250048

Module: ECAD-6007

Assessment number: 1

Assessment Title: “A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident”.

Submission Date: 29th October 2019

1.0 Introduction

This essay begins by analysing the title statement, *“A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident”*. The essay aims to identify an incident, analyse and apply appropriate literature to evaluate the potential impact upon the learning experience and the best possible steps to deal with such incidents in the future to maximise the learning experience whilst best preserving the individual(s) well-being.

The term ‘critical incident’ is described by (Tripp, 2012) as being an interpretation of the significance of an event, the significance being the value and importance we place upon the incidence.

Critical Incidents form the starting point from which reflective improvement and practice take place, allowing the practitioner to effectively isolate an incident, often a single moment or action, describing the incident within the context of current literature, whilst critically evaluating the significance this incident had on the teaching experience of the learner and their surroundings. Through evaluation and analysis, the teacher is able to explore the extent and full impact of this incident, explore an array of potential and actual outcomes based upon their reaction or lack of, and upon reflection derive improvements to further deliver the most effective teaching experience.

Critical incidents may be used as a continual improvement technique, providing opportunities for teachers to better understand and appreciate the significance they play within the context of the learning experience, whilst potentially allowing for best practice to become common place.

2.0 Observation

Four observations were made in total (see Figure 3, 4, 5, 6) with this essay focusing on Figure 4. The critical incident investigated was observed within a secondary school based in South Wales, an English medium, mixed gender, school with approximately 1000 students, aged between 11 and 16 years of age. The critical incident was observed within a math class with approximately 34 students aged between 11 and 12 years of age, the seating plan arranged mostly in a boy girl format layout though the class contained a greater number of boys and as a result there were pockets of boys sat together within the classroom. The percentage of children receiving free school meals is above both the local and national average, whilst the percentage of pupils with English as an additional language is significantly higher than both the local and national levels. The school received a rating of Unsatisfactory in 2012, though in a follow up inspection in 2013 had shown to have made significant improvements (Estyn, 2013).

The school has been awarded gold by UNICEF UK's Rights Respecting School Programme, focusing heavily on promoting children's rights, as well as encouraging both adults and children to respect the rights of others in school.

3.0 Methodology

3.1 Introduction

There are 2 models that govern the research models, these are: Positivism and Interpretivism.

3.2 Explanation of the 2 models

Positivism

Positivism is a research approach that seeks to understand behaviour through observation and scientific description. Positivism makes the claim that the best understanding of knowledge is through science and scientific methods (Cohen et al., 2007). Positivism traditionally follows strict thoughtful processes, following a more “recipe-like” approach of utilising evidence based information along stringent scientific best practices (Willis, 2008). Positivism is empirical in nature, laying out the set of procedures followed to display both the way in which results have been obtained as well as to allow for the procedure to be repeated by fellow scientists, thus validating and checking results (Cohen et al., 2007).

Positivistic methods of research are compared to quantitative research models, where subjects are isolated and causal links are sought between variables to explain results as a direct cause of an observable action (Hunt, 2003). Positivism focuses highly upon quantitative research methods that include as follows: social surveys, official statistics and structured questionnaires (Thompson, 2015).

Interpretivism

Interpretivism is a research approach that seeks to understand behaviour, knowledge and truth through the individuals interpretation; their beliefs and values are invariably influencing their interpretation unlike positivism that follows strict guidelines and scientific procedures (Ryan, 2018). When dealing with issues such as human behaviour, interpretivists believe the positivists scientific approach cannot be used to understand this, an approach that understands the individuals view of the world is required (Willis, Foundations of Qualitative Research: Interpretive and Critical Approaches, 2007).

Interpretivistic research approaches are based around the belief that an individual is

autonomous, only understood by the individuals participating within the action sharing the same viewpoint and those individuals do not react to external forces in a predictable method as the positivistic approach suggests (Thompson, 2015). Interpretivism uses research methods that include as follows: Participant and Non-Participant observation, informal interviews, open-ended questionnaires, case studies etc., (Browne, 2006).

3.3 Choice of research method & justification

The choice of research utilised in this essay is a non-participant observation, following along the Interpretivistic approach. The justification for this was due to the nature of the classroom setting, where the teacher was busy engaging with 34 students, a non-participating approach allowed for minimal disruption to the school setting. The teacher was standing at the front of the classroom, the children in rows facing towards the front of the class, and myself the observer was quietly sat at the back of the class to avoid distracting the class and potentially affect the organic interactions taking place. The Hawthorne effect demonstrates that people tend to behave differently whilst they are aware that they are being watched, and as such an authentic view of 'normal' or 'typical' behaviour may be unobtainable (Kirby, 2000). 2 factors that may have helped to mitigate the Hawthorne Effect in this case are as follows: minimal disruption made whilst being out of sight of the class and secondly, the school in which this observation was conducted have many observers continually entering classes and as such the perceived novelty may have worn off, though this is speculative.

4.0 Four Purposes

(Donaldson, 2015) highlighted the four purposes of the new curriculum, see Figure 1., as being characterised as the following:

- **Ambitious capable learners** ready to learn throughout their lives
- **Enterprising creative contributors** ready to play a full part in life and work
- **Healthy, confident individuals** ready to lead fulfilling lives as members of society
- **Ethical, informed citizens** ready to be citizens of Wales and the world

In the critical incident, pupil 'x' was initially hesitant to put his hand up to answer a question from a list of questions written on the board, slightly raising his hand then lowering it again, doing this several times before finally committing himself to put his hand all the way up. When the pupil gave his answer, there was a chorus of classmates saying "wrong!" before the teacher told pupil 'x' that his answer was indeed correct. Upon being told his answer was correct, pupil 'y', sitting 2 seats over, turned to pupil 'x' and said "Good Job!", which was met with "thank you", and a grin on the face of pupil 'x'. Throughout the remaining 30 minutes of the class, pupil 'x' began putting his hand all the way up, volunteering to answer other questions.

The critical incident highlights the link between how greater peer support may lead to greater confidence levels (ASHA, 2019); increased confidence levels in pupils links directly into 2 of Donaldson's purposes, Ambitious capable learners and Healthy, confident individuals.

Hypothesis Pupil 'x' was lacking self-confidence in his ability to correctly answer the question, potentially due to previously making mistakes, a position that may be argued due to many class mates saying "wrong" when he answered the question. The teacher told pupil 'x' that he was correct, though the immediate acceptance and support given from pupil 'y' was directly acknowledged and well-received by pupil 'x' through his response.

The teacher's aim of building his pupil's self-confidence to manifest Donaldson's purposes in his classroom may have 'false readings' as pupil 'x's boost in confidence may be incorrectly associated to the teachers' positive reinforcement strategy of verbally rewarding good behaviour to increase overall confidence levels (Knippen & Green, 1997), i.e. getting the correct answer, rather than to the peer support given from pupil 'y'.

Donaldson's key purposes aim to deliver on 4 key areas, though as displayed above in the critical incident, a critical incident may intersect multiple key areas, potentially delivering on the curriculum's aims, though simultaneously highlighting a potential disconnect between the practitioners reasoning for the critical incident outcome and the learner's need and attainment of self-esteem along Maslow's Hierarchy of Needs (Freitas & Leonard, 2011).

5.0 Literature Review

5.1 A critical evaluation of the importance of group working within a classroom

The importance of understanding group work within a classroom setting is of critical importance to the overall success of the class and the school in the wider context. In 2018, Estyn reported that 23% of schools in Wales were judged to be less than 'good', with 20% adequate and 3% deemed unsatisfactory (Estyn, 2018). There are many key factors that contribute towards the school's overall performance, though the individual component that is directly affected and within the control of the teacher is the classroom. The teacher's influence within the classroom may be directly monitored and adjusted, spilling out across its area and ultimately across the school as a whole. There are several key theories around individual and group learning, each with their own strengths and weaknesses, that aim to maximize the level of learning taking place.

The traditional teaching style also known as conventional education, is typically attributed with being directly taught, with the teacher leading the learning and setting out the tasks and activities for the class; learners typically work individually and are passive within this setting (Wang, 2007). Traditional teaching focused heavily on following strict rules in the classroom, remaining silent whilst observing the teacher whose focus towards learning relied heavily around recitation and memorisation as a learning method; a summative assessment i.e. examination, oral or written test etc., taken at the end of the module to assess the learning outcome (Cambridge Centre for Sixth-form Studies, 2017).

Davis (1997, cited in Westwood, 2008, pp.1) suggests that when selecting and designing teaching methods, the nature of the subject as well as the way in which students learn must be considered too.

The use of assignments in modern teaching methods has largely changed, from traditionally being used as a summative measurement tool, to being utilised as a formative tool to provide corrective information in clarifying information and to help the learners understand what constitutes 'good' whilst improving themselves (Hattie & Timperley, 2007; William et., 2003). An aspect of 'modern teaching techniques include the use of group working, the approach of tackling problems and concepts through 'group think' as opposed to individual working; it is said that groups are found to have a 'life of their own', with individuals behaving differently within a group dynamic as opposed to outside of the group (Dörnyei & Murphey,

2003). Johnson and Stanne (1985, 1986 cited in Lou, Abrami, & d'Apollonia, 2001) found that students working in groups achieved higher than students working individually, overcoming social isolation associated with working individually. The desire to fulfil the Belongingness and Love needs is a fundamental step in Maslow's hierarchy of Needs (Lester, 2013), overcoming the fundamental human needs to reach the Esteem and Self-actualisation needs where the process of learning takes place, see Figure 2. The individual seeks the most fundamental needs (e.g., Food, Water, Warmth, Shelter etc.), before moving along the hierarchy of needs; A hungry child is less likely to concentrate in class than his counterpart who has met that requirement, equally an isolated child may seek social acceptance and comfort above the desire to learn, potentially making group work a means of fulfilling this need alongside the process of sharing of ideas. Newton, Driver & Osborne (1999 cited in Hattie, 2012) found that as little as 5 percent of class time is devoted to group discussions and teacher-student interactions and discussions; this points towards the traditional method of teachers leading all discussions occupying up to 95 percent of class time.

On the contrary, Hosal-Akman & Sigma-Mugan (2010, cited in Dimitrios et al., 2013) found no significant differences in performance between two groups of students, one group collaborating with the teacher whilst the other had no collaboration. Furthermore, group working may lead to a lack of accountability and feelings of personal responsibility (Gillies, Ashman, & Terwel, 2008). Smith and Gorard (2005, cited in Harlen, 2007) found that students being taught using Assessment for Learning techniques, which include group discussions, no marks only feedback comments etc., made less progress in comparison to students who were given their overall mark highlighting a lack of clear direction and instructions on how to utilise this feedback being perceived as less useful. Another criticism of group working was presented by Kramer and Brewer (1986 cited in Qiu & McDougall, 2015), who highlight that the fewer the number of members of a group that observe the group's norms, the less effective the group will be, as well as Watson & Johnson (1972 cited in Qiu & McDougall, 2015) highlighting that dominant students may dominate the discussion, leaving others remaining passive. The main criticisms and oppositions to group discussions hinge largely upon group sizing, with overall effectiveness, acceptance of group norms and dominant figures reaching a critical mass in larger groups than in small groups (Johnson et al. 1994; Davis 1969; Garvin 1981; cited in Qiu & McDougall, 2015); These critical masses may be minimized by keeping groups smaller and more manageable.

5.1 A critical evaluation on the importance of peer support in learning

It is of great importance that the effects of peer support in learning are best understood to establish best practice and to establish the correct atmosphere for learning in classrooms. Motivational forces are split across 2 areas, Intrinsic and Extrinsic factors. Intrinsic motivation is the desire to engage in things out of interest, challenge, enjoyment or pleasure (Lepper, Iyengar, & Corpus, 2005), some factors may include; The need to feel accepted, curiosity to understand things, honour, social status etc., (Leadership-Central.com, 2018). Extrinsic motivation focuses less on the task in hand and rather the external implications of completing the task, some factors may include; prizes, grades, praise, stickers etc., (Frey & Osterloh, 2002).

Vygotsky proposed that children learn through social interactions with adults and their peers, with these skills and thinking processes becoming internalised before being able to use these skills independently (Frey, Fisher, & Everlove, 2009). The importance of being able to work effectively together extends beyond the realms of the classroom and into the 'real world' where the significance of individual learning is not discounted but the issues are so complex that the collective minds of many are required to solve these issues (Larson & LaFasto, 1989). One of the 5 areas of learning and development of young children is 'socio-emotional development', this involves the relations they form with their surroundings - known and unknown persons, learn to express how they feel as well as learning to support one another, with younger children being particularly sensitive towards the attitudes and acceptance of others (Voko, Duci, & Tahsini, 2014). Peer support through mentoring and coaching can be used to maximize the overall effectiveness of teaching, with pairing along strengths and weaknesses used to enhance their self-understanding (Harris & Meltzer, 2015).

Differing views are presented against these notions, (Hattie, 2012; Holt, 1995) propose that the greatest reason for students not presenting their ideas is due to the reactions of their peers which can be very negative and mocking. Peer support may be viewed as a means of encouraging participation within the classroom and to build overall confidence levels (Secomb, 2008), though (Tripp, 2012, p. 213) highlights how children may utilise 'Tale-telling', the process of drawing attention to their peers short-falls, to gain a competitive advantage over their peer.

(Knowles, 2009, p. 4) however, puts forwards an opposite viewpoint by highlighting the importance of teamwork and peer support for creating a positive learning atmosphere as well as children learning other soft skills such respect and the importance of team work. In a report by (Carley, 2018, pp. 21-24), he reports that peer support has a positive effect on academic learning indirectly via an increased capacity for both physical and emotional regulation, and that no learning can take place without regulation taking place. Kovaleski and Glew (2006 cited in Newell & Bain, 2018, p. 38) identified team support as being one of the critical steps in a classroom. In a large-scale field test that involved approximately 1982 students, conducted across seven high schools in the United States in 2019, tests were taken to measure the effects of peer-to-peer support and advice giving, with students who participated scoring higher grades than their peers in a control group, showing a positive correlation between peer support and academic performance (Study International, 2019).

A research review commissioned by the Department for Education found that the small number of impact assessments conducted yielded little robust evidence that peer support in schools has a positive effect on the mental wellbeing of children, though conceded that some participants reported increased happiness or wellbeing, increased confidence and improved school behaviour (Puffett, 2017). The results of the impact assessments may not directly highlight a causal link between peer support and increased learning outcome, though the indirect increase in classroom performance may come as a result of the movement of pupils up along Maslow's Hierarchy of Needs (see Figure 2). The consequences of this, whether directly or indirectly, may increase overall student welfare, which in turn may contribute to the overall learning experience of the student; a key concept in the holistic approach where factors such as physical, social, moral, creative etc., are a combined sum whose total affects the learning experience of the individual, to alter a factor has an overall effect on the learning outcome (Schreiner, Banev, & Oxley, 2005).

6.0 Reflection/Evaluation & Next Steps

I have chosen this critical incident as I believe from my observation it may have an immediate effect on the pupils, whilst potentially helping to build a team spirit that may help to build a 'can do' atmosphere. Reflecting upon the literature review, it would seem that much of the current literature may support the use of group collaboration and team work as well as peer support systems, though there seems to be some potential issues that may occur, and as such certain guidelines may need to be followed to avoid such drawbacks. The next steps could potentially be to test these reflections in a classroom, with a baseline of performance and behaviour of the current system taken over a period of a few months, then an implemented approach potentially run over a few months to measure the short term to medium term effects, the comparison of change may suggest the overall effect of these changes though unseen variables may potentially have an effect on the results, and as such the results would potentially be seen as suggestive rather than definitive proof.

I have completed 4 Arc reflective sheets (see Figure 7,8,9 & 10), each corresponding to an individual observation, the structure of these sheets follow an Assisted Reflective Conclusions Model (ARC) (see Figure 12). The purpose of assisted reflective conclusions models (ARC models), as well as other reflective models allows the observer to try capture critical details around the critical incident, highlighting key points as well as the context in which it was observed, try make sense of what happened, compare and contrast these key points against current literature. The nature of each critical incident may affect the potential outcomes and learning experiences that may be taken away; the use of reflection models aims to distil the best practice for these instances and may offer steps going forward or best approaches to specific scenarios.

The overall structure of the ARC model for capturing information is structured into 4 sections: Feelings, Remember and Understand, Evaluate and Analyse, Conclusions and actions.

- Feelings is concerned with how we feel about this incident, a section of the Arc sheet that I feel is not directly relevant though this is an individual preference.
- Remember and Understand is concerned with the context in which the incident took place, i.e. the overall setting – This I feel is important as it gives a specific incident the context I feel is required to make sense of the incident.
- Evaluate and Analyse focuses on what parts of the incident could be kept the same to ensure effective learning takes place i.e. what is the best practice we could take from this – This I feel is important, though the particular wording of the ARC models

used (see Figures 7,8,9,10) could be slightly modified to clarify the desired outcome better.

- Conclusions and Actions focuses upon the possible solutions and what could be done next – this section is critical in order to take a reflection and turn it into actions for improvement.

An alternative model to the ARC Model utilised is the 6 R's of Reflections (see Figure 11), Where the process of analysing processing the observation seems more intuitive and the process forming an action plan is followed up with a process of gathering feedback to further analyse the actions taken compared to the utilised ARC model that concludes with steps to be taken with no feedback mechanism built in.

The use of critical incidents has made me conscious of how small, inconspicuous incidents may potentially send ripples across the entire learning experience of an individual, and potentially beyond. I have learnt to appreciate the micro-incidents as important as the macro-incidents, and as such will aim to utilise critical incidents consistently as a means of analysing and understanding incidents in the classroom to better improve the learning experience of all students as well as a means of better understanding areas of self-improvement for me to become the best teacher I can be.

7.0 Conclusion

This essay has approached an observed critical incident with the focus on both understanding the significance of the incident whilst critically analysing the literature around the process of reflecting upon these observations. The importance of utilising reflective methods within a classroom setting is strongly linked to the Professional standards for school practitioners in Wales by multiple sections.

The 5 professional standards highlighted in the Professional standards for school practitioners in Wales are as follows:

- Pedagogy is paramount
- Leadership helps pedagogy grow
- Professional learning takes pedagogy deeper
- Innovation moves pedagogy forward
- Collaboration allows pedagogy to spread

Reflecting on professional performance involves being critical to the actions and outcomes of one's actions through the use of tools such as critical incidents etc. Reflective practice involves linking actions and choices to literature, this links to the following standards: Pedagogy is paramount, professional learning takes pedagogy deeper and Innovation moves pedagogy forward. The value of self-reflection may be realised when actions and approaches are compared and contrasted against existing literature, with clear steps to implement these insights followed. This approach appeases 3 of the 5 professional standards, with the remaining 2 requiring the following:

- Leadership must place pedagogy and best practice at the core of its decisions to help better and grow best practice based upon sound research and evidence.
- Collaboration is critical in spreading both best practice and the awareness of the need to make decisions based on sound research and evidence.

This conclusion has found there to be a strong link between the benefits of utilising critical reflections to effectively meet the 5 professional standards highlighted in the professional standards for practitioners in Wales.

8.0 References

ASHA. (2019). School Success, Peer Support May Boost Kids' Confidence Despite Familial Conflict. *ASHA Leader*, 18.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning*. Maidenhead: Open University Press.

Browne, K. (2006). *Introducing Sociology for AS Level*. Cambridge: Polity Press.

Cambridge Centre for Sixth-form Studies. (2017, 07 31). *TEACHING METHODS: TRADITIONAL VS MODERN*. Retrieved from Cambridge Centre for Sixth-form Studies: <https://www.ccss.co.uk/news/traditional-vs-modern-teaching/>

Carley, M. J. (2018). PARENTS! DOES YOUR AUTISM SPECTRUM CHILD'S SCHOOL PROVIDE PEER SUPPORT ... FROM SPECTRUM GROWNUPS? *The Exceptional Parent*, 21-24.

Cohen, L., Manion, L., & Morrison, K. (2007). *Research Methods in Education*. Oxford: Routledgev.

Dimitrios, B., Labros, S., Nikolaos, K., Maria, K., & Athanasios, K. (2013). TRADITIONAL TEACHING METHODS VS. TEACHING THROUGH THE APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGIES IN THE ACCOUNTING FIELD: QUO VADIS? *European Scientific Journal*, 77.

Donaldson, G. (2015, February). *Successful Futures*. Retrieved from Gov.Wales: <https://gweddill.gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf>

Dörnyei, Z., & Murphey, T. (2003). *Group Dynamics in the Language Classroom*. Cambridge: CAMBRIDGE UNIVERSITY PRESS.

Estyn. (2013). *School Report 2013*. Estyn, Her Majesty's Inspectorate for Education and Training in Wales.

Estyn. (2018). *The Annual Report of Her Majesty's Chief Inspector of Education and Training in Wales*. Welsh Government.

- Freitas, F. A., & Leonard, L. J. (2011). Maslow's hierarchy of needs and student academic success. *Teaching and Learning in Nursing*, 9-10.
- Frey, B. S., & Osterloh, M. (2002). *Successful Management by Motivation*. Berlin: Springer-Verlag.
- Frey, N., Fisher, D., & Everlove, S. (2009). *Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding*. Alexandria: ASCD.
- Gillies, R. M., Ashman, A., & Terwel, J. (2008). *The Teacher's Role in Implementing Cooperative Learning in the Classroom*. New York: Springer Science+Business Media, LLC.
- Harlen, W. (2007). *Assessment of Learning*. London: Sage Publications Ltd.
- Harris, K. R., & Meltzer, L. (2015). *The Power of Peers in the Classroom: Enhancing Learning and Social Skills*. New York: The Guilford Press.
- Hattie, J. (2012). *Visible Learning for Teachers*. New York: Routledge.
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research* Vol. 77, No. 1, 81-112.
- Holt, J. (1995). *How Children Fail*. New York: Merloyd Lawrence.
- Hunt, S. D. (2003). *Controversy in Marketing Theory: For Reason, Realism, Truth, and Objectivity*. New York: M. E. Sharpe, Inc.
- Kirby, M. (2000). *Sociology in Perspective*. Oxford: Heinemann Educational Publishers.
- Knippen, J. T., & Green, T. B. (1997). Asking for positive reinforcement. *Journal of Workplace Learning*, 4-5.
- Knowles, H. (2009). *Adventures in Team Building: Problem-solving Activities to Build Community in the Classroom*. Dayton: Lorenz Educational Press.
- Larson, C. E., & LaFasto, F. M. (1989). *Teamwork: What Must Go Right/What Can Go Wrong*. Thousand Oaks: SAGE Publications Inc.

- Leadership-Central.com. (2018, December 31). *Types of Motivation*. Retrieved from [www.leadership-central.com: https://www.leadership-central.com/types-of-motivation.html](https://www.leadership-central.com/types-of-motivation.html)
- Lepper, M. R., Iyengar, S. S., & Corpus, J. H. (2005). Intrinsic and Extrinsic Motivational Orientations in the Classroom: Age Differences and Academic Correlates. *Journal of Educational Psychology*, 184-185.
- Lester, D. (2013). MEASURING MASLOW'S HIERARCHY OF NEEDS. *Psychological Reports*, 15-17.
- Lou, Y., Abrami, P. C., & d'Apollonia, S. (2001). Small Group and Individual Learning with Technology: A Meta-Analysis. *Review of Educational Research*, 451.
- Newell, C., & Bain, A. (2018). *Team-Based Collaboration in Higher Education Learning and Teaching: A Review of the Literature*. Kampong Glam: Springer Nature Singapore Ltd.
- Puffett, N. (2017, April 5). 'Little robust evidence' of school peer support effectiveness. Retrieved from Children & Young People Now: <https://www.cypnow.co.uk/cyp/news/2003452/little-robust-evidence-of-school-peer-support-effectiveness>
- Qiu, M., & McDougall, D. (2015). Influence of group configuration on online discourse reading. *Computers & Education*, 152.
- Ryan, G. (2018). Introduction to positivism, interpretivism and critical theory. *Nurse Researcher* 25(4), 8.
- Schreiner, P., Banev, E., & Oxley, S. (2005). *Holistic Education Resource Book*. Münster: Waxmann Verlag GmbH.
- Secomb, J. (2008). A systematic review of peer teaching and learning in clinical education. *Journal of Clinical Nursing*, 703-716.
- Study International. (2019, July 23). *From peers to professors: Study shows the benefits of students encouraging students*. Retrieved from Study International: <https://www.studyinternational.com/news/from-peers-to-professors-study-shows-the-benefits-of-students-encouraging-students/>

- Thompson, K. (2015, May 18). *Positivism and Interpretivism in Social Research*. Retrieved from [www.revisesociology.com: https://www.revisesociology.com/2015/05/18/positivism-interpretivism-sociology/](https://www.revisesociology.com/2015/05/18/positivism-interpretivism-sociology/)
- Tripp, D. (2012). *Critical Incidents in Teaching*. Oxford: Routledge.
- Voko, K., Duci, V., & Tahsini, I. (2014). *ROLE OF TEACHERS IN SUPPORT OF INDIVIDUAL HOLISTIC DEVELOPMENT ACCORDING TO THE AGE GROUPS*. Tirana: Save The Children.
- Wang, T.-P. (2007). The Comparison of the Difficulties between Cooperative Learning and Traditional Teaching Methods in College English Teachers. *The Journal of Human Resource and Adult Learning Vol. 3, Num. 2*, 24-25.
- Westwood, P. S. (2008). *What Teachers Need to Know about Teaching Methods*. Melbourne: ACER Press.
- Willis, J. W. (2007). *Foundations of Qualitative Research: Interpretive and Critical Approaches*. Thousand Oaks: Sage Publications, Inc.
- Willis, J. W. (2008). *Qualitative Research Methods in Education and Educational Technology*. Charlotte: Information Age Publishing.

9.0 Appendices

Figure 1 - Donaldson's 4 Purposes of the Curriculum

Purposes of the curriculum

The purposes of the curriculum in Wales should be that children and young people develop as:

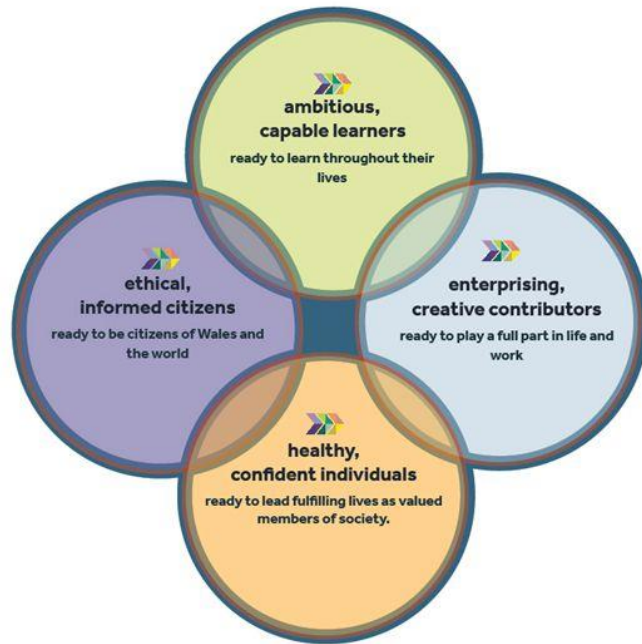


Figure 2 – Maslow's Hierarchy of Needs



Figure 3 – Observation 1 (front and back)

Abdul Kareem AlHagin

①

26th Sept, 2019



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26 th Sept, 2019
Lesson details:	[REDACTED] - survey for students across Wales.
Classroom culture (Are the students focused on learning?)	The students are very focused, attentive listening and completely aware of what they need to do.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- Very clear objectives - Full instructions given. - Survey taken on a PC, help given where needed - clearly stating how they need to proceed - independent answering (anonymous)
Direction (Are the students clear about what they are doing and how to do it well?)	- Students are very clear on what they need to do - clear direction given - anonymous nature explained - independent answering highlighted.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students are engaged - Class TA present for students with any reading difficulties - Teacher assisting where students request only! Need to keep surveys anonymous and avoid the children feeling watched.



Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Assessment is not applicable for these surveys -
only understanding of what they need to do.

No right or wrong answers.

-Teacher answers any questions asked. Assessment of

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

(2)

• The teacher remaining taken back during these anonymous surveys - only answering questions if they are absolutely necessary. Movement throughout the classroom was specifically aimed to be minimal for these particular surveys. Students felt their rights were being respected, highlighted the option to choose not to answer questions in the survey (built into the survey). The teacher has great rapport with his classroom, and such behaviour of highlighting anonymity, whilst respecting personal space to

encourage honest answering is fundamental to a safe and honest classroom where honesty is critical and safeguarding is put first.

Things I will take away from this:

- Ability to best highlight children's rights
- critical nature of highlighting anonymity
- creating a culture where children do not fear opening up.

Figure 4 – Observation 2 (front and back)

Abdul Kareem AlHagin ② 26th Sept, 2019


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

Yr Athrofa
 Addysg a'r Dyniaethau
 Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26 th Sept, 2019.
Lesson details: [REDACTED] (Hardware, Software, input devices & output devices)
Classroom culture (Are the students focused on learning?) - The students are engaged in learning, though initially needing some time to settle down. - Very good rapport (- 3,2,1 system to calm the kids down.)
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Purpose and objectives are clearly highlighted upon entry into the classroom, remain upon the written board.
Direction (Are the students clear about what they are doing and how to do it well?) - Students are clearly guided, aware of what they need to do. - Tasks are clearly communicated - clear instructions, written as well as reinstated continuously throughout.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) - AFL approaches such as basketball questioning, no-hands approach as well as discussing issues amongst each other utilised. - Students are engaging well, with each participating. - Direct teaching for definitions mixed with AFL (asking definitions, giving correct definition, discussing and asking for - Teacher engages with every pupil, challenges each - Differentiation strategy. - Quiz with increasing difficulty - Challenges all and relevant to the teaching.



Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Questioning: teacher asks pupils what each (input/output) are, listening to responses and reviews answers each types into their document (word) file.
- The teacher is using this understanding as a point to gauge their understanding, hinge question approach, prior to proceeding to the next step.
- Monitoring notes taken to assess if pupils are engaging, taking down definitions and where applicable reviewing some students putting terms into their own words.
- Quiz around the content discussed.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

③ Students were fully engaged, participating well when students undertaking mock exams were returning to the form room to collect their bags, disrupting the flow of the class, resulting in the class becoming slightly unruly.

The importance of minimal disruption, both internally & externally, were clearly highlighted. The teacher tried to minimize disruption by speeding up the kids collecting their bags, trying to minimize disruption by highlighting to the pupils of the task in hand.

• After the bags were no longer being collected i.e. there were no more disruptions, the class quickly settled back down and reengaged with the class and lesson to hand.

*The importance of minimal disruption was clearly highlighted.

Figure 5 – Observation 3 (front and back)

Abdul Kareem AlHagjin

③

26/Sept/2019



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date:	26 th Sept, 2019
Lesson details:	[REDACTED] - Presentations in Groups.
Classroom culture (Are the students focused on learning?)	- The Class are brought back into their groups from previous, and are engaged in their group tasks as they are due to present them. - What went well, even better if - culture of peer support and improvement.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)	- The class has had a clear objective brief at the beginning of the class, along with the success criteria.
Direction (Are the students clear about what they are doing and how to do it well?)	The Students are clear about what they need to do, with a very clear success criteria outlined. Any questions around briefs or objectives are clearly answered to avoid any confusion.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?)	All students are part of a team, each having to contribute towards the research work, poster construction & presentation. All students <u>must</u> participate and are challenged across a range of skills. - Questions follow on from group presentation to ensure criteria is met, whilst being a tool for assessment and ensures engagement.



Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Presentations are assessed - Mark & feedback given
- Quiz to the class assesses if each criteria is met, whilst being a mechanism to quickly assess understanding.
- Other groups presenting the same topics act as Subject knowledge experts.
- Check-in questions throughout ensures knowledge is understood.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

- A pupil was slightly late, left outside for approximately 5 minutes whilst the beginning of the class was explained. This may be a technique for trying to minimize the number of late students and thus minimizing class ~~disruption~~ disruption.

Later on: The students are participating well in the lesson, no adverse or lasting effects from initially being held back.

What I can take away

- Presentations with success criteria as a quiz moment.

Figure 6 – Observation 4 (front and back)

TEST



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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Abdul Kareem
Al Hagin

25th Sept, 2019

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 25 th Sept, 2019.
Lesson details:
Classroom culture (Are the students focused on learning?) All Students are focused - 10 Problems on the board, Solving and find the odd one out.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) - Clear objectives and explanations given - Reinforced throughout.
Direction (Are the students clear about what they are doing and how to do it well?) • Clear directions given, some doing it better than others, different students answering • Firm with rules and explains what is expected.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) • All Students are challenged. - 2 tiered question :- answer all + find the odd one out. Solving + then applying logic & reasoning to the answers. - Youtube funny video on the subject - children were very excited. - Some calling out for attention (MAT student) - One student observed felt he couldn't do Maths.



Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

- Recapped old knowledge
- Ongoing questions + Seeking different students to answer each question.
- Show of hands, Shoutout ideas
- Asks if anyone doesn't understand
- Tiered system :- All, Most & Some.
- Home work being given out
- Some students discussing to check answers
- Answering at end and Marking in red.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

- o Disciplining children at the door in front of the whole class.
- o Humor in the Classroom - Youtube video to highlight the rules of multiplying (+'s and -'s), very well recieved and really helped build more rapport.
- ~~Some~~ children were very confident (dancing along).
- 2 kids late in were sat on the end, when not taking notes they were told not to slow the entire class down (us vs them?) (Highlighting their behaviour is still being penalised). Efforts to re-incorporate them into the class? (Referred to as 'our guests').

① ↗

- One kid congratulating his peer, his peer returned by thanking him. Heart-felt and confidence building.

Figure 7 – Arc Reflection 1

Abdul Kareem Al Hagin

①

29th Sept, 2019

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

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26th Sept, 2019 - [REDACTED] - [REDACTED]

Digwyddiad critigol (Ffocws)/Critical incident (focus): A Child Congratulates his peer in class

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- very positive feeling towards team spirit in class - Peer support helped boost confidence levels & participation - Lack of confidence leads to lower class participation
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?"	- In the context of the incident, the teacher asked for hands up if anyone knew the answer (mathematical question). - Lacking confidence the kid put his hand up, answered, whilst other kids all said "wrong". The teacher said he was correct, his peer congratulated him, the student glanced back smiling, saying thank you.
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?"	- The child's participation was initially limited due to what seemed like a low level of confidence. - Peer support helped build that child's confidence - Following on from this incident, the child began contributing more - Building a supportive, comrades focused class may overcome incidents of shyness, lack of confidence & fear of being wrong. - Culture must be cultivated, create atmosphere of team work.
Casgliadau a chamau 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?"	- This incident highlighted the importance of self-confidence in successful learning and class participation. - Peer support & celebrations may enhance AFL teaching approach. - Avoiding any mocking or laughing at incorrect answers, celebrate contribution - basketball approach. - Closer working i.e. group discussions, projects etc as an opportunity to create greater collaboration & team work.
Y profiad newydd / Transformed experience	

Figure 8 – Arc Reflection 2

Modur Karen Al-Hagin

②

29th Sept, 2019



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26th Sept, 2019

Digwyddiad critigol (Ffocws)/Critical incident (focus): Teacher sits back from the class intentionally whilst surveys underway.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- I feel more aware of how my movements and placement within the classroom can influence behaviour. - Students seemed to value the freedom of not being directly observed, more open to answering honestly. - The intimate nature of the Health & Wellbeing Student Surveys may have led the students to avoid honest response if monitored.
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?"	- The nature of the surveys meant each child was sat individually in front of a computer, each answering an in-depth & intimate survey on themselves. - The teacher tried answering any questions as vaguely as needed to avoid a scenario of right/wrong answering.
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?"	- The main issue experienced during this observation seemed to be a lack of understanding by the class of key words/terms by the children eg: names of drugs etc. - The main challenge (aside from definitions) seemed to be establishing an environment of trust and awareness of there being no judgement and the freedom to be honest with no consequences.
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?"	- The teacher making the students aware of anonymity and avoiding walking/standing near them to feel non-'monitored'. - Conscious actions taken to ensure culture of trust. - The teacher has established best practice within the classroom, a practice that was proven effective and that I would seek to utilise in my class given similar circumstances/requirements.
Y profiad newydd / Transformed experience	

Figure 9 – Arc Reflection 3

Abdul Kareem Al Hagin

(3)

29th Sept, 2019



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 26th Sept, 2019 - [REDACTED]

Digwyddiad critigol (Ffocws)/Critical incident (focus): Disruption of whole Class from students entering the room.

Profiad/ Experience	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	- I felt the situation was very eye opening into how small incidents may have large effects on Class behaviour - The class instantly lost focus on the task, became very loud & rowdy. - Teacher had to regain focus of the class & settle them.
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?"	- The teacher utilized AFL techniques such as e-no hands up, basketball questioning, quizzing each individual to gauge knowledge as well as each ~~filling in~~ filling in an online quiz. - Pupils entered the room to collect their belongings from the form room as they were doing mock exams. This triggered the incident.
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?"	- The biggest problem was the Pupils entering the form room caused the entire class to lose focus and instantly become very loud and disruptive. - The plan of leaving bags / phones etc. in the form room whilst doing mock exams, and collecting them whilst a class is ongoing proved to be poorly designed. - Adding such plans to minimize disruption needed.
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?"	- The constant disruption of children entering the room completely disrupted the lesson. - Going forward, an empty and secure location where no classes are taking place is needed. - A system of minimizing individuals entering the classroom whilst teaching is ongoing is required to minimize overall disruption and sudden distractions.
Y profiad newydd / Transformed experience	

Figure 10 – Arc Reflection 4

Abdul Kareem AlHagin

④

29th Sept, 2019



Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

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

Dyddiad/Date: 25th September, 2019 - [REDACTED]

Digwyddiad critigol (Ffocws)/Critical incident (focus): Pupils being told off at the door in front of the entire class

Profiad/ Experience	
Teimladau/ Feelings <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	- I felt the experience was very negative and the atmosphere was affected by the 2 students being told off and shouted at in front of the entire class. - Other Pupils were laughing, experience for those 2 further compounded - Teacher made remarks to each that limited the teaching for each beyond the initial telling off.
Cofio a Deall/ Remember and Understand <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	- Minimal AFL approaches utilized, more of a hands-up approach with a yes/no approach to answers. - A differentiation strategy however was used (au, most of some) - No effort to reintegrate the 2 Pupils back into the class learning - Told to write down what was on the board simply
Gwerthuso a dadansoddi/ Evaluate and analyse <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	- The children were already late for class, and then got told off in front of their peers, told to just copy what was on the board whilst having little remarks levelled at them throughout the lesson. - Potential Challenges for behaviour could include: • ALN needs, dislike of subject, lack of understanding etc.
Casgliadau a chamau gweithredu/ Conclusions and actions <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	- The lack of AFL techniques, punishment in full display, lack of investigation for root cause and failure to reintegrate the students hindered learning. - Solutions would be to introduce more AFL techniques, dealing with discipline either after class or out of full display of the entire class, further discussions to find root causes and getting the pupils up to speed to allow them to continue learning. - Implement the above solutions to mitigate and avoid barriers to learning.
Y profiad newydd / Transformed experience	

Figure 11 – 6 R's of Reflection



Figure 12 – Assisted Reflective Conclusions Model (ARC)

