

Appendix A – Blank Documents

CONSENT FORM

PROJECT TITLE: KS3 LESSON STUDY: DOES DIFFERENTIATION PROMOTE STUDENT ENGAGEMENT AND PROGRESS?

Name of Researcher: Steven Edmunds and Alexander Hart

Please initial box

1. I confirm that I have read and understand the information sheet dated 6th February 2020 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐

Child's name

Parent signature

Date

When completed, please return **in the envelope provided** to the school by the 5th February 2020.

INFORMATION SHEET

PROJECT TITLE: KS3 LESSON STUDY: DOES DIFFERENTIATION PROMOTE STUDENT ENGAGEMENT AND PROGRESS?

Dear Parent / Guardian,

My name is Steven Edmunds and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher and I am teaching your child's class.

I would like to invite your child to participate in my research project which will be conducted in one of their normal lessons. The title of the project is 'KS3 lesson study: does differentiation promote student engagement and progress?' and I aim to find out whether use of differentiated sheets benefits the learners or not. Through your child's participation, I hope to ascertain if the differentiated sheets are useful and will then use this to inform future practice.

This investigation will take place in one of your child's timetabled maths lessons. In the lesson, my research partner will be observing and taking notes on your child, looking particularly at engagement with the task. After the lesson there will be three pupils completing a short interview/survey giving their feelings about the lesson, but this will not necessarily be your child. This feedback will then be used to adjust the lesson plan in the hope of improving the quality of the lesson.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored in a notebook and all raw data will be destroyed once the assessment has been marked.

INTERVIEW QUESTIONS FOR STUDENT A

Tell me one/two/three things new you learned today?

How did you feel about the task you were given?

Did you enjoy the task or not enjoy it, and why?

Did you find the task to challenging, or too easy?

What would you change about the task you were given to improve it in helping you learn?

Tick if observed	Student A	Student B	Student C
1. Not engaged			
2. Regularly not engaged			
3. Generally engaged			
4. Periods of prolonged intense engagement			

1. **Not engaged** – Activity at this level can be simple, repetitive and passive. Engagement and cognitive demand appear to be absent. Characteristics of this may be the child staring into space, disrupting other pupils or refraining from completing tasks.
2. **Regularly not engaged** – The child is engaged in an activity but this engagement is frequently interrupted by distractions or periods of disengagement; displaying the characteristics described in the ‘not engaged’ category.
3. **Generally engaged** – The child appears to be engaged with teaching/busy during task completion time, however this is at a basic level. There is some progress made in terms of learning however there are no signs of eagerness to learn/ask questions. The child is easily distracted from the continual engagement
4. **Periods of prolonged intense engagement** – For the majority of the observation period, the child shows continuous levels of intense activity and engagement, including: concentration, energy, resilience and persistence. Attitudes towards learning are positive and the child is rarely distracted by other stimuli.

Reflection model - (Gibbs, 1988)

Paragraph 1: Describe what happened? (in the lesson)

Paragraph 2: Describe your feelings and emotional responses? (what did you think about the lesson and what did the pupils think about the lesson?)

Paragraph 3: Consider what was good and bad about your response? (did the views between you and the learner differ?)

Paragraph 4: How do you know sense of the situation? (Use sources/theories/academic research to help you to make sense of your reflection) (what does the literature say to back up your views?)

Paragraph 5: What general conclusions can you draw from the event? What specific conclusions can you draw from the experience? (was it successful or not, why do you think this?)

Paragraph 6: Based on your reflection, what would you do differently in the future? Do you have an action plan? (ideas for future use of differentiated tasks. How are you going to carry this forward?)

Appendix B – Lesson Study 1 Plan

	Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	0-5min	Welcome class, take register.	Pupils engagement with peers and show level of current understanding.	Ppt. Booklets
	5-8min	Think-pair-share starter: what are the causes of acid rain?		
	8-10min	Discuss pupils response.		
Teaching & Core Learning	10-12min	How can we measure how acidic something is? So pH scale and discuss substances.	Pupils are asked to draw on board the key stages.	Ppt. Whiteboard Worksheets Paper for poster coloured pencils
	12-15mins	What causes acid rain? Have pupils draw on board the following in boxes: Coal factory + car; clouds; rain; forest with river and lake.		
	15-20mins	Discuss with pupils how these all link. (1) Coal (fossil fuels) release sulfur when burned (2) Sulfur + oxygen in air = sulfuric dioxide (3) SO ₂ dissolves in water (clouds) = sulfuric acid (4) Sulfuric acid = acid rain (5) Making lakes, streams rivers acidic, damaging aquatic life. Pupils read out other effects from booklets.		
	20-25mins	ppt slide: We know the causes and effects, what about solutions? How can we solve the problem?	Extension: (1) questions in booklet. (2) Start persuasive poster, explaining the causes, effect and solutions of acid rain.	
	25-40mins	Pupils decide what worksheet to pick and complete. <u>Easy; medium; hard.</u>		
	40-55mins	Pupils attempt poster of how we can reduce our carbon footprint.		
Plenary	55-60mins	Answer following questions: What is the name of the acid that causes acid rain? What does sulfur dioxide react with in the clouds? What two gases react to make sulfur dioxide? What do we burn that releases sulfur into the atmo.? What is the pH of acid rain? What is the pH of rivers, lakes and streams? What is the pH of normal rain water? List one negative effect of acid rain? List one solution to reduce the chance of acid rain? <u>***Pupils share ideas of how we can reduce our carbon footprint from poster.</u>	Formative assessment.	Whiteboards

Name/Enw' _____ Form/Dosbarth' _____

The causes, effects and solutions of acid rain.

1) List at least two causes of acid rain, mentioning the gases involved*

a) _____

b) _____

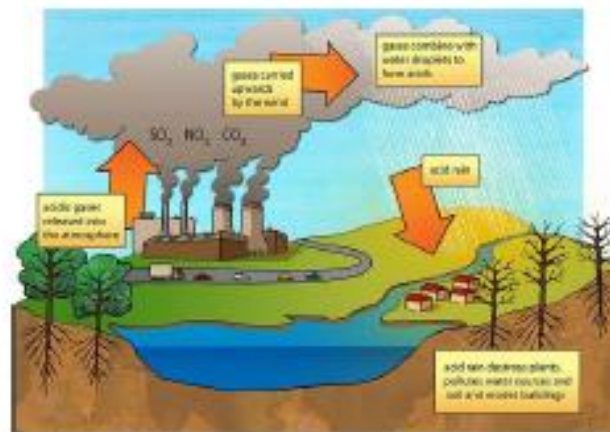
2) List at least two effects of acid rain*

a) _____

b) _____

3) List at least one solution for reducing the chance of acid rain*

Extension: why might people resist moving away from fossil fuels as a main source of fuel? (Please complete on back)



Name/Enw* _____ Form/Dosbarth* _____

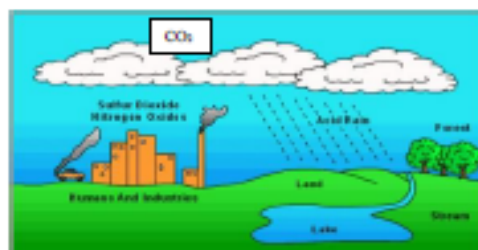
The causes, effects and solutions of acid rain.

- 1) Describe the process of how acid rain is made, including the names of the gases involved. Also describe some causes (where the gases come from)*

- 2) Describe some effects of acid rain*

- 3) Suggest some possible solutions, and why people may oppose these changes*

Extension: how can you, as an individual, reduce your carbon footprint? Please complete on back)



Name/Enw* _____ Form/Dosbarth* _____

The causes, effects and solutions of acid rain.

- 1) Fully explain how acid rain is made. HINT - where do the gases come, which gases react with water, and what they become...'

- 2) Fully explain the effects of acid rain. HINT - Say what the long-term effects could be'

- 3) a) Suggest a solution b) how would this solution reduce the formation of acid rain c) evaluate the challenges that this solution presents (continue on back if out of room).'

Extension: repeat question 3 (parts a,b and c) for another solution.
(Please complete on back)



Appendix C – Lesson Study 2 Plan

Time	Activities/Methodology/Key Concepts (Teacher's Role – including key teaching points, differentiation strategies and key questions)	Pupil Tasks (Pupils' role –including differentiation, engagement in formative assessment and homework)	Resources (Including Health and Safety requirement)
Opening phase (with links to prior learning)	(GREET CLASS APPROX. 5 MINS.) - Welcome the class at the door (use Welsh such as shwmae, bore da or prynhawn da) - Ask the pupils to write the date (in Welsh), title and 'Gwaith Dosbarth' into their books - Have the starter on the board ready for pupils who settle quickly (MENTAL METHODS DISCUSSION AND EXAMPLES APPROX. 5 MINS.) - Ask the pupil to think about and discuss how they work out operations mentally - Ask pupils at random to contribute to a class discussion (give praise in Welsh, e.g. da iawn) - Go through some examples on the board, explain the thought process for each mental method clearly – emphasise that if pupils have a	(GREET CLASS APPROX. 5 MINS.) - Come into the class and be greeted in Welsh - Write the date (in Welsh), title and 'Gwaith Dosbarth' into your book - Look at the starter activity and begin if you have settled (MENTAL METHODS DISCUSSION AND EXAMPLES APPROX. 5 MINS.) - Think about the ways you work things out mentally – share this with the person next to you and the class - Listen to any explanations given about mental methods – it might benefit you if you don't have a clear way of thinking when doing mental maths	- PowerPoint - Pens, pencils, rulers, etc - H&S: Ensure all bags and coats are under desks to avoid a tripping hazard
	different method that works well, they can do it that way		
Teaching & Core Learning	(KAHOOT APPROX. 10 MINS.) - Load the Kahoot quiz - Ask pupils to use the iPads to access the Kahoot quiz - Explain that they have 20 seconds to answer each question - Work through the Kahoot quiz (WRITTEN METHODS DISCUSSION AND EXAMPLES APPROX. 5 MINS.) - Ask pupils if they have a written method for each of the operations (e.g. column method for addition and subtraction, Gelosia method for multiplication, bus-stop method for division) - Go through some examples – model one of the methods for each so pupils without a method can see	(KAHOOT APPROX. 10 MINS.) - Use an iPad to log on to the Kahoot quiz - Attempt the questions when they are on the board using a mental method (WRITTEN METHODS DISCUSSION AND EXAMPLES APPROX. 5 MINS.) - Explain any written methods you have so the class can hear you - Follow the examples on the board, listen carefully to the explanations	- PowerPoint - Pens, pencils, rulers, etc - iPads - Worksheets - H&S: Ensure all bags and coats are under desks to avoid a tripping hazard

	clearly what to do (PRE-SHEET QUESTIONS APPROX. 5 MINS.) • Explain how the questions work – the pupils have a few minutes to answer as many questions as they can, the amount correct determines which worksheet they are to work on • Put the questions on the board • Put the answers on the board for pupils to self-mark (WORKSHEET APPROX. 15 MINS.) • Ask pupils to collect the sheet they should be completing and then start working through it • Circulate when pupils are working – offer support to those who need it, check that pupils are on task, check that pupils are using a written method • Put the answers on the board for pupils to self-mark their answers	(PRE-SHEET QUESTIONS APPROX. 5 MINS.) • Listen to the explanation – ask any questions you may have about the task and how it works • When the questions are on the board work through them using a written method • When the answers are on the board, self-mark your answers • Total your score up (WORKSHEET APPROX. 15 MINS.) • Collect the appropriate sheet based on the score you got in the questions • Work through the sheet – ask for help if you need it • When the answers are on the board, self-mark your answers	
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Plenary	(WRITING QUESTIONS AND SWAPPING APPROX. 10 MINS.) • Ask pupils to write questions for their peers to answer based on what they've done today • Ask pupils to swap questions and answer each other's questions (DISMISS CLASS APPROX. 5 MINS.) • Ask the pupils to pack away and stand behind their desks • Dismiss the pupils, use Welsh such as hwyl fawr, da boch chi, etc.	(WRITING QUESTIONS AND SWAPPING APPROX. 10 MINS.) • Write questions for your peers • Swap questions with someone and answer their questions (DISMISS CLASS APPROX. 5 MINS.) • Pack away and stand behind your desk • Be dismissed	• PowerPoint • Pens, pencils, rulers, etc • H&S: Ensure all bags and coats are under desks to avoid a tripping hazard
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Use a **WRITTEN METHOD** to calculate the following. (3)

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1) $94.3 + 76.9$ | 2) $83.5 + 71$ | 3) $77.1 + 40.3$ | 4) $32.6 + 19.1$ |
| 5) $57.5 + 83.7$ | 6) $19.7 + 99.3$ | 7) $34.6 + 49$ | 8) $38 + 85.8$ |
| 9) $97.2 + 66.3$ | 10) $48.9 + 99$ | 11) $89.6 - 40.2$ | 12) $88.6 - 47.1$ |
| 13) $90.4 - 26.4$ | 14) $79.4 - 45.7$ | 15) $66.5 - 28.6$ | 16) $78.4 - 36.9$ |
| 17) $86.7 - 34.1$ | 18) $64.9 - 34.7$ | 19) $75.2 - 37.7$ | 20) $77.1 - 15.5$ |
| 21) 913×37 | 22) 912×48 | 23) 209×15 | 24) 246×61 |
| 25) 860×60 | 26) 687×30 | 27) 323×53 | 28) 964×99 |
| 29) 208×49 | 30) 868×47 | 31) $3378 \div 6$ | 32) $3892 \div 7$ |
| 33) $1628 \div 4$ | 34) $8344 \div 7$ | 35) $3912 \div 6$ | 36) $8216 \div 8$ |
| 37) $2115 \div 3$ | 38) $2460 \div 4$ | 39) $3384 \div 3$ | 40) $5405 \div 5$ |

Extension

- 1) Gwyn was measuring the temperature over two days for a science project. The temperature on the first day was 10.3°C . By the second day, the temperature had increased by 7.9°C . What was the temperature on the second day?
- 2) A tablet and its accessories came to £804.99. If the tablet was £601.54, how much were the accessories?
- 3) I need 104 booklets. Each booklet weighs 92g. How much do the 104 booklets weigh altogether?
- 4) Three people win £9913 in the lottery. How much do they get each?

Use a **WRITTEN METHOD** to calculate the following. (2)

- 1) $39 + 65 + 27$ 2) $45 + 40 + 30$ 3) $40 + 17 + 34$ 4) $54 + 55 + 35$
5) $48 + 40 + 74$ 6) $44 + 51 + 39$ 7) $42 + 40 + 37$ 8) $29 + 87 + 71$
9) $70 + 30 + 87$ 10) $14 + 37 + 77$ 11) $203 - 78$ 12) $814 - 22$
13) $807 - 47$ 14) $457 - 13$ 15) $483 - 63$ 16) $257 - 24$
17) $874 - 84$ 18) $749 - 43$ 19) $633 - 38$ 20) $639 - 47$
21) 435×8 22) 949×7 23) 822×9 24) 637×8
25) 682×9 26) 706×8 27) 451×6 28) 180×8
29) 807×5 30) 329×5 31) $384 \div 4$ 32) $777 \div 7$
33) $228 \div 6$ 34) $999 \div 9$ 35) $636 \div 6$ 36) $396 \div 9$
37) $840 \div 7$ 38) $540 \div 6$ 39) $275 \div 5$ 40) $318 \div 3$

Extension

- 1) Gwyn originally had 6 people going to his party. He then decided he wanted another 15 people to come. Another 21 people came to the party uninvited. How many people went to Gwyn's party?

- 2) A tablet and its accessories came to £634. If the tablet was £576, how much were the accessories?

- 3) I need 34 booklets. Each booklet weighs 47g. How much do the 34 booklets weigh altogether?

- 4) Three people win £1260 in the lottery. How much do they get each?

Use a **WRITTEN METHOD** to calculate the answers to the following questions. (3)

- | | | | |
|--------------------|--------------------|--------------------|--------------------|
| 1) $50 + 44$ | 2) $72 + 79$ | 3) $52 + 34$ | 4) $59 + 85$ |
| 5) $87 + 98$ | 6) $29 + 31$ | 7) $83 + 55$ | 8) $90 + 53$ |
| 9) $72 + 84$ | 10) $61 + 21$ | 11) $59 - 25$ | 12) $60 - 16$ |
| 13) $36 - 33$ | 14) $29 - 22$ | 15) $63 - 20$ | 16) $67 - 22$ |
| 17) $49 - 34$ | 18) $39 - 27$ | 19) $82 - 42$ | 20) $79 - 31$ |
| 21) 39×83 | 22) 28×74 | 23) 40×42 | 24) 78×22 |
| 25) 70×62 | 26) 97×57 | 27) 50×64 | 28) 60×80 |
| 29) 83×77 | 30) 87×30 | 31) $21 \div 7$ | 32) $18 \div 9$ |
| 33) $60 \div 10$ | 34) $81 \div 9$ | 35) $15 \div 3$ | 36) $56 \div 7$ |
| 37) $30 \div 5$ | 38) $10 \div 2$ | 39) $54 \div 9$ | 40) $63 \div 9$ |

Extension

- 1) Gwyn originally had 20 people going to his party. He then decided he wanted another 15 people to come. What is the total number of people going to Gwyn's party?
- 2) A drink and a box of popcorn together cost £3.00. If the popcorn costs £1.70, how much does the drink cost?
- 3) I need 25 booklets. Each booklet weighs 50g. How much do the 25 booklets weigh altogether?
- 4) Three people win £777 in the lottery. How much do they get each?

Appendix D – Lesson Study 1 Results

Reflection model - (Gibbs, 1988)

Paragraph 1: Describe what happened? (in the lesson)

- direct teaching of the topic at first.
- sheets given to pupils (chosen by them in level of difficulty!)

Paragraph 2: Describe your feelings and emotional responses? (what did you think about the lesson and what did the pupils think about the lesson?)

- ^{most} some pupils loved the fact they chose the sheets: sense of ownership.
- Surprised 35% of class went for easy task

Paragraph 3: Consider what was good and bad about your response? (did the views between you and the learner differ?)

- good → pupils enjoyed topic + activity.
- bad → Some could it challenged themselves further.

Paragraph 4: How do you know sense of the situation? (Use sources/theories/academic research to help you to make sense of your reflection) (what does the literature say to back up your views?)

Later do this

Paragraph 5: What general conclusions can you draw from the event? What specific conclusions can you draw from the experience? (was it successful or not, why do you think this?)

* Success

- Pupils showed high levels of engagement.
- pupils showed ~~progress~~ progress

Paragraph 6: Based on your reflection, what would you do differently in the future? Do you have an action plan? (ideas for future use of differentiated tasks. How are you going to carry this forward?)

EB1: Pupils recommended more questions!

- potentially longer task for
marked hand on approach vs written

H R M

Tick if observed	Student A	Student B CHOSE TOO EASY OF A SHEET?	Student C
1. Not engaged			
2. Regularly not engaged		2. ✓	
3. Generally engaged		3. ✓	
4. Periods of prolonged intense engagement	✓ (HARD)		✓ (MEDIUM)

1. **Not engaged** – Activity at this level can be simple, repetitive and passive. Engagement and cognitive demand appear to be absent. Characteristics of this may be the child staring into space, disrupting other pupils or refraining from completing tasks.

2. **Regularly not engaged** – The child is engaged in an activity but this engagement is frequently interrupted by distractions or periods of disengagement; displaying the characteristics described in the 'not engaged' category.

3. **Generally engaged** – The child appears to be engaged with teaching/busy during task completion time, however this is at a basic level. There is some progress made in terms of learning however there are no signs of eagerness to learn/ask questions. The child is easily distracted from the continual engagement

4. **Periods of prolonged intense engagement** – For the majority of the observation period, the child shows continuous levels of intense activity and engagement, including: concentration, energy, resilience and persistence. Attitudes towards learning are positive and the child is rarely distracted by other stimuli.

Hard

INTERVIEW QUESTIONS FOR STUDENT A

Tell me one/two/three things new you learned today?

that Sulfur and Oxygen can create Sulfur dioxide,
Sulfuric acid is acid rain.

How did you feel about the task you were chose?

it was challenging but very fun and creative.

Did you enjoy the task or not enjoy it, and why?

I enjoyed it as it was a challenge.

Did you find the task to challenging, or too easy?

I found it fairly challenging

What would you change about the task you were given to improve it in helping you learn?

the extention could be different instead of giving another
solution.

INTERVIEW QUESTIONS FOR STUDENT B

Tell me one/two/three things new you learned today?

- How Acid rain is formed
- If acid rain is put in rivers lakes etc it kills aqualife

How did you feel about the task you were chose?

it was not too hard and it wasnt too easy
I really enjoyed it because it was intresting
to find out about acid rain.

Did you enjoy the task or not enjoy it, and why?

I did enjoy the task because it was
intresting to learn

Did you find the task to challenging, or too easy?

It was a little bit challenging.

What would you change about the task you were given to improve it in helping you learn?

I would extend the activity and learn
more about it.

easy

INTERVIEW QUESTIONS FOR STUDENT C

Tell me one/two/three things new you learned today?

acid rain melts limestone

How did you feel about the task you chose?

it was easy

Did you enjoy the task or not enjoy it, and why?

yes because it was easy

Did you find the task to challenging or too easy?

What would you change about the task you were given to improve it in helping you learn?

give it more questions we could
have done an experiment to prove
some stuff

Appendix E – Lesson Study 2 Results

Reflection model - (Gibbs, 1988)

Paragraph 1: Describe what happened? (in the lesson)

→ differentiated task, back end of the lesson.

→ pupils were given differentiated task based on pre-assessed task

Paragraph 2: Describe your feelings and emotional responses? (what did you think about the lesson and what did the pupils think about the lesson?)

teacher: sheets worked well, class as a whole generally engaged.

pupils: enjoyed the challenge but needed more time.

Paragraph 3: Consider what was good and bad about your response? (did the views between you and the learner differ?)

→ Similar response to pupils.

pupils could it had more time on task.

Paragraph 4: How do you know sense of the situation? (Use sources/theories/academic research to help you to make sense of your reflection) (what does the literature say to back up your views?)

do later.

Paragraph 5: What general conclusions can you draw from the event? What specific conclusions can you draw from the experience? (was it successful or not, why do you think this?)

→ differentiation works better in ~~set~~ mixed ability vs set classes

→ classes like this maybe need extension activities more than scaffolded tasks/different challenges.

Paragraph 6: Based on your reflection, what would you do differently in the future? Do you have an action plan? (ideas for future use of differentiated tasks. How are you going to carry this forward?)

ccss
class
segment
overall

→ more time on main task.

• Still use pre-assessed tasks to link to new tasks

• differentiation depends on class and performance.

Tick if observed	Easy medium medium		
	Student A	Student B	Student C
1. Not engaged	olive	Rully	Neo
2. Regularly not engaged			
3. Generally engaged	✓	✓	
4. Periods of prolonged intense engagement		✓	✓

1. **Not engaged** – Activity at this level can be simple, repetitive and passive. Engagement and cognitive demand appear to be absent. Characteristics of this may be the child staring into space, disrupting other pupils or refraining from completing tasks.

2. **Regularly not engaged** – The child is engaged in an activity but this engagement is frequently interrupted by distractions or periods of disengagement; displaying the characteristics described in the 'not engaged' category.

3. **Generally engaged** – The child appears to be engaged with teaching/busy during task completion time, however this is at a basic level. There is some progress made in terms of learning however there are no signs of eagerness to learn/ask questions. The child is easily distracted from the continual engagement

4. **Periods of prolonged intense engagement** – For the majority of the observation period, the child shows continuous levels of intense activity and engagement, including: concentration, energy, resilience and persistence. Attitudes towards learning are positive and the child is rarely distracted by other stimuli.

15/60

10/60

11/40

INTERVIEW QUESTIONS FOR STUDENT A

Tell me one/two/three things new you learned today?

How to have a final method for adding, subtracting,
dividing, multiplying

How did you feel about the task you chose?

a bit easier than I thought

Did you enjoy the task or not enjoy it, and why?

I enjoyed it because it was easy

Did you find the task to challenging, or too easy?

too easy

What would you change about the task you were given to improve it in helping you learn?

Nothing

INTERVIEW QUESTIONS FOR STUDENT B

Tell me one/two/three things new you learned today?

How ~~do~~ to add in mentally

How did you feel about the task you were chose? ^{given?}

it helped me learn

Did you enjoy the task or not enjoy it, and why?

i enjoyed it because we used the
ipads

Did you find the task to challenging, or too easy?

challenging

What would you change about the task you were given to improve it in helping you learn?

longer to do them.

INTERVIEW QUESTIONS FOR STUDENT C

Tell me one/two/three things new you learned today?

I learned different written methods.

How did you feel about the task you were chose?

There could have been more time

Did you enjoy the task or not enjoy it, and why?

I enjoyed the task but it was too easy.

Did you find the task to challenging, or too easy?

The task could have been harder

What would you change about the task you were given to improve it in helping you learn?

More time and harder questions
