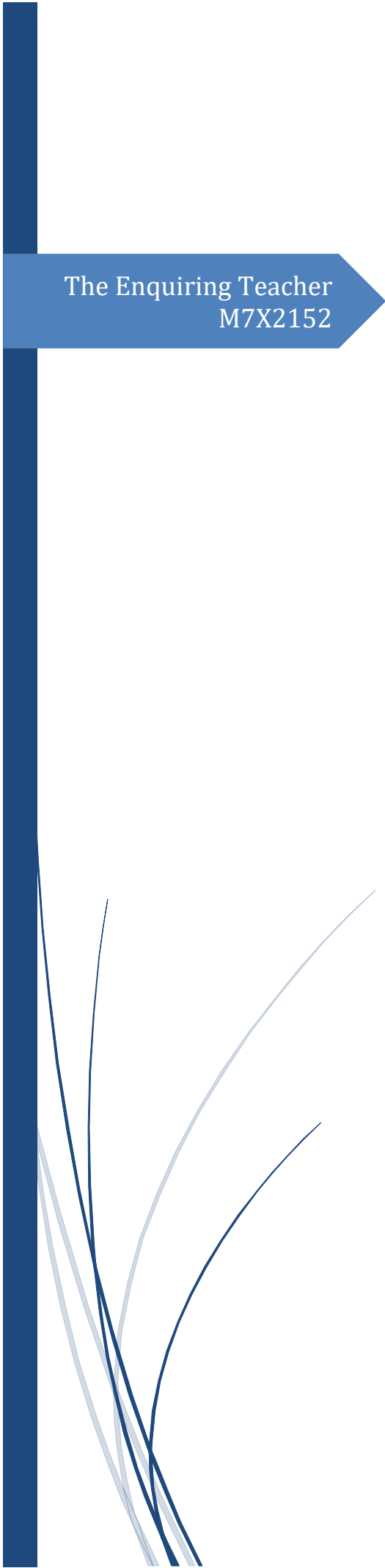




The Enquiring Teacher
M7X2152

How can pupil participation be improved through the use of a specific learning strategy in a Key Stage Two setting?

Word Count: 6485

Student Number: 1702989



ASSIGNMENT GUIDANCE AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

*Sections marked with * should be completed by module lead*

Student name:	Zoe-Jade Williams	Student P number:	1702989
Programme: *	Primary PGCE		
Module: *	The Enquiring Teacher	Module Level (6 or 7):	7
Module code: *	M7X2152	Contribution to Overall Module Assessment (%): *	100%
Module Lead:*	Catherine Morgan		
Assignment Title:*	Write a critical and analytical essay that discusses your practitioner research 'lesson study' in relation to a chosen field.	Assignment No (x of x):*	1/1
Start date:*	09/01/18	Submission deadline:*	16/04/18
Return date of provisional marks & written feedback:*			

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	16/04/18
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*			YES
			NO ✓

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of them.

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	✓	☐	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	✓	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	✓	☐	☐
4. Key Transferable Skills	☐	☐	☐	✓	☐	☐

PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL	PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP
I think I have researched well and developed my knowledge of pedagogy further.	I believe I need to be more concise, as I had to edit a lot to stay within the word count. I need to be more critical when writing and finding arguments.

Student's Name	Zoe-Jade Williams	Date	15/04/18
Student's Signature	Z. Williams		

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Purpose of the Research

This research study aims to look at how pupil participation can be improved through the use of a specific cooperative learning strategy in a key stage two setting.

Due to the recent education reform in Wales and the impact of Successful Futures (Donaldson, 2015) I was very interested in exploring how Donaldson recommends children should take ownership of their learning and that their learning should be scaffolded through purposeful activities (2015). After reading this research I wanted to see if this teaching approach, where children are in charge of their own learning, increases participation in lessons.

Donaldson (2015) also puts great emphasis on the pedagogy of teaching and explains in the report that teachers must understand fully how pedagogy can be implemented into a classroom, their expertise to understand its strengths and weaknesses and how to make it better using greater reflective practice. I believe that in conducting this research it will further my professional development into becoming an innovative practitioner.

In the school I am placed they are taking steps towards Donaldson's recommended ways of teaching and learning, although, in my class the children do not have many opportunities to take charge of their learning and I thought it would be interesting to see how they coped with this responsibility.

Research Context

Research took place in two key stage two classrooms across two schools. In school A, the research lesson took place in a year 6 class. School A has a pupil population of 304 and is a suburban school situated in an area of deprivation, with 37.7% free school meals children in the academic year 2017/18, more than double the national average of 17.8% (Welsh Government, 2017) In the class one child is statemented with Autistic Spectrum Disorder (ASD)

School B has a pupil population of 471 and is a large urban school in close proximity of a city, the research lesson was held in a year 5 class. The school as a high percentage of free school meals children with 36 %, again doubling the national average. In this class there is a range of Additional Learning Needs (ALN) including a child that is currently being assessed for ASD.

School A has no experience of cooperative learning groups or jigsaw groups and are grouped in attainment. They rarely leave these groups when learning but some learners move into different attainment groups for numeracy and literacy sessions.

School B are used to working in cooperative learning groups as this is a teaching strategy recently incorporated in the school, although children in this class are not particularly keen on moving in and out of groups as the movement and change in routine can sometimes affect behaviour.

After a discussion about the school context my student colleague and I decided that we would use the Jigsaw Classroom cooperative learning strategy as neither schools had used it before. As the children in school B were not enjoying the experience of cooperative learning we will use this technique and use more interactive resources in the lesson thus analysing their participation.

Literature Review

Donaldson (2015) expressed that education should instil skills in the pupils of today to be transferred tomorrow, becoming ethically informed citizens. The main ethos of cooperative learning is that like a jigsaw puzzle, each learner has a part to play and becomes essential in the completion of a task. This technique is seen not only to improve educational attainment of pupils but to improve well-being, self-esteem and develop empathy. This teaching approach offers a growth mindset to children and a sense of independence which builds on their confidence.

Hattie (2009 cited in Donaldson (2015: 70) believes that cooperative learning is effective and that working in a group increases motivation, giving children more of a focus as they are seen to be part of a team with a sense of belonging, impacting on their confidence. Although Hattie (2009) highlights that for this to work responsibility is on the teacher as sessions must be planned constructively and maintain structure or children can lose focus.

The jigsaw technique is a cooperative learning approach. Elliot Aronson created the Jigsaw Classroom approach in 1971. Aronson (2018) explains he developed it when observing a class and witnessing the dynamics of the participants in the lesson. The jigsaw approach gives everyone a voice in the classroom and a role in a group, resulting in every group member having a responsibility. From this, Aronson (2018) developed the strategy of jigsaw classroom in which cooperation groups are split into another set of groups that can be devised by the teacher to ensure children have the opportunities to develop their social and cooperation skills. In doing this Aronson (2018) found learners become more confident, more likely to speak in class if they were previously reserved and an improvement in their well-being thus impacting positively on behaviour.

Donaldson (2015) believes that an integral part to the new curriculum are approaches that support social, emotional and wellbeing. Providing lessons like these children will have

opportunities to reflect on their own learning and of others and what implications behaviour can have on it.

This relates to the behaviourist theory of Bandura (1986 cited in Grigg 2015: 41) who believed that children copy the behaviour of those around them meaning that children are more likely to show good behaviour if surrounded by peers who model good behaviour, this can also apply to learning. What Bandura says about children modelling others behaviour can apply to their work ethic, if children are surrounded by children who are engaged in a lesson they will copy this behaviour. Skinner (1966 cited in Grigg 2015: 140) then adds if a teacher rewards this behaviour then it is more likely to be repeated. In the jigsaw classroom, by feeding back to the class and being given verbal praise children will become more confident and in doing so repeat said behaviour.

When a child then presents their findings to their group it can be used as an assessment for learning technique, DCELLS (2010) then recommends that through listening to this feedback and asking open ended questions the teacher can find each child's Zone of Proximal Development (ZPD), as Vygotsky (1978 cited in Grigg 2015: 139) highlights as a marker of where a child's learning no longer becomes independent but needs support from a more experienced peer to develop further.

The Department for Children, Education, Lifelong Learning and Skills explain that 'Nearly 80% of what children learn, they learn from each other.' (DCELLS, 2010: 6) They believe in order for group work to be of quality that there must be some criteria. All pupils must be involved when collaborating to group work and a structure needs to be laid out in which everyone understands the rules of group work and each other's roles and responsibilities. DCELLS (2010), like Hattie believe that tasks must be meaningful and completed in a suitable sized group but argues that children should not settle in these groups and to get the

best performance time spent in groups should be monitored and groups randomised regularly, this is practice that is encourage in the jigsaw strategy of cooperative learning.

Aronson also found that this concept of the jigsaw classroom was also having an effect on the attitude towards learning and that of each other in his observation, noting that ‘the same behaviour that might have been useful to them in the past, when they were competing against each other, was now going to cost them something very important: a chance to do well on the exam.’ (Aronson, 2018)

Aronson highlighted in his observation that ‘we needed to shift the emphasis from a relentlessly competitive atmosphere to a more cooperative one.’ (Aronson, 2018) This concept of cooperative learning is discussed by Hattie (2012) and is perceived as a powerful tool in which children are encouraged to participate in group work and not feel they are incompetent because of their attainment level. Due to working in a mixed group, learners are not afraid of failing as they have support, in due course building their confidence and self-esteem to participate more in lessons. Reiterating the statement of Donaldson who believes that it is now time to move away from ‘superficial groupings’ (Donaldson, 2015: 67) that can be detrimental to the education and well-being of learners.

Taking all of this into consideration my student colleague and I will refine ideas to design our research questions and what we would like to find more information on.

Methodology

Robinson (2009 cited in Dudley, 2014:1) believes that the most beneficial practice of a teacher is the use of collaborative learning to reflect and improve on their teaching and learning of pupils in their class. Audette (2004) explains that using this when teachers collaborate to do this it is a lesson study.

Dudley (2014) proposes the concept of lesson study is successful because it is a real time event with actual participants that can have their learning monitored, although it must be completed repeatedly to work, especially when considering professional development.

Audette agrees with this and highlights that it is a cycle that helps practitioners to ‘apply their new understandings in their daily teaching.’ (2004: 32) Dudley (2014) explains that by doing this, practitioners are able to identify where gaps in learning occur and where to correctly place or provide more support in class to meet children’s individual needs.

Lesson study was chosen because it was the most appropriate when reflecting on practice to improve, as previously discussed. Arguably there has been some discussion about the weaknesses of lesson study, as Audette (2004) explains time to conduct lesson studies can be difficult in schools and finding time for teachers to work together, more so if they work in small groups can be difficult. Audette (2004) also elaborates that when completing a lesson study, you have to be honest and truthful when identifying weaknesses in teaching and a weakness of this study can be the mindset of the participant staff members need to be open to learning from others. Dudley (2014) argues against this by explaining that lesson study is adopted by teachers who want to improve themselves thus would already have adopted a mindset of taking constructive criticism and advice to improve.

In each setting a focus group of three children will be observed. These children will only be chosen if they have consent and give assent themselves. As Dudley (2013, cited in Dudley 2014:4) discusses, focus groups are very efficient at highlighting issues mainly in attainment

groups allocations. This means it is most effective when three children are identified as focus children from different attainment levels. Cohen et al (2011) agree with this although, argue that a weakness of focus groups is that it is difficult to predict who will be present on the day of the research lesson and if the children who have consent and have given assent are learners who will openly give their opinions and thoughts.

The data that will be collected will be Qualitative data. This data will be analysed and produced in a checklist a non-participant observer will complete using the Leuven scale for involvement after making field notes. It will focus on the participation level of the individual focus children, we will also use the scale to measure their well-being level.

The Leuven scale has been chosen because it measures both participation and well-being in detailed scales which will enables us to give accurate readings of childrens involvement in the lesson. As Laevers (2005) explains that if levels of well-being and involvement are high on the scale then child have a better chance at developing at their age and stage.

Data will be collected by a non-participant observer in each setting over an hour lesson. The observer was chosen to be non-participant as Cohen et al (2011) elaborates that participant observers can witness the full picture of the lesson and not be distracted by learners asking them for support with tasks as it should be previously explained the non-participant learner is not involved in the lesson itself. King (1979 cited in Cohen et al 2011) also agrees with this as they explain a non-participant works best by distancing themselves from the focus children and class alike, although the weakness of this is that if the researcher becomes detached then the focus children may not feel comfortable giving feedback in front of them as they are portrayed as unapproachable.

The non-participant observer will make field notes throughout the lesson on three focus children. As Bell (2004) explains the non-participant observer note taking is more effective as if the participant observer took field notes it would be more open to bias. Palaiologu (2008

cited in Grigg 2015) reiterates this by explaining that more valid results are recorded when there is an absence of emotional bias, by observing Learners in schools that we have not been placed in means our results will be more valid as we would not know any of the participants and prejudice their actions. Although as Cohen et al (2011) explains a weakness of observation and taking notes is that not everything can be written down and when writing down key moments in the observation and any important interactions can be missed, Cohen et al (2011) also notes that with a new adult in the room this could also change the behaviour of the Learners as they are nervous and become withdrawn or want to impress and not give a true reading of their everyday attainment.

After the lesson has been completed a short interview will take place with the three focus children as a group, the area will be quiet and open. An interview was chosen because as Bragg (2004) explains pupil voice is very important when changing teaching and learning and fully understanding the opinions and feelings of children in the class.

The interview process will be short as Dudley states, 'The interview should be short (no more than 5 minutes)' (2014:14) although we will allocate ourselves a slightly longer time scale as it is important we listen and clarify all of the points that could be raised, as Signifies, a weakness of interviewing children in research is that it can be time consuming and difficult to record everything that is being discussed and extra time may be needed to clarify or elaborate on any issues raised, this is supported by Bell (2004) who clarifies it is the responsibility of the interviewer not the interviewee to end the interview.

When using questions in interview it is very important, as Cohen et al (2011) recommend, to start broad and move into more key questions. With this taken into consideration we have written our interview questions before the research lesson and have ensured that they are open ended.

The responses given to the interview questions will be analysed by student colleague and I and be taken into consideration when deciding a level on the Leuven scale of well-being.

There are many strengths of using interviews as a research tool, as Bell states ‘the way in which a response is made can provide information that a written response would conceal.’ (2004:135), this considers body language, the tone in which answers are said and if there is any hesitation when giving answers. Although as Bell (2004) discusses there are weaknesses that can occur such as the timescale it takes to complete it, recording what has been said through note taking can be extremely difficult as writing notes can be interpreted differently if body language and tone are not noted.

Multiple methods of data collection were considered to ensure that results were reliable and valid. As Bell (2004) discusses the more methods of data collected the more accurate research will be.

Ethical Considerations

Whilst undertaking this study it was very important that guidelines set by BERA (2011) and the UWTSD Research Ethics and Integrity Code of Practice (2017-2020) were adhered to. These documents were primarily used in the completion of an ethics form that had to be submitted and approved before the research could take place, the approval section of the form can be seen in Appendix A.

Before the lesson took place, consent was required by the parents of the participants. As BERA (2011) highlight, children under the age of eighteen must have consent from parents or carers when partaking in any research, although to ensure that the participants fully understood their rights they were provided with a form of assent, as seen in Appendix B, to signal if they were happy to partake in the research and had the right to withdraw at any time throughout the process. This meant that the participants view and opinions could be expressed and would be considered before the research took place, abiding with article 12 of the UN Convention on the Rights of the child (1989).

During observation ethics were upheld by ensuring that all focus children selected had consent from their parents and had given assent themselves. Before the lesson took place, a statement was read to the class that explained what the purpose of the observation. This meant that all children involved understood their rights and the right to withdraw from the research process at any time.

Confidentiality throughout the research will be paramount and by abiding by UNCRC Article 3 (1989) the child's well-being and best interests will always be considered throughout observation, interviews and when reporting findings, thus all participants names will not feature in this research and anonymity will be provided.

Lesson Study**Lesson Study 1**

It was agreed by my student colleague and I that the research would consist of two lessons starting in School A. As shown in the planning in Appendix C, the lesson was primarily a topic lesson based around World War Two, in which the cooperative learning groups would be split up into jigsaw groups and each research a sub topic based around the main topic.

After an allocated time, the jigsaw groups would return to their cooperative learning groups in which they would report back their findings to the group to be recorded on a worksheet provided, see Appendix D.

After this session my student colleague and I would reflect on the lesson as recommended by Dudley (2014) and make any improvements if necessary to then be conducted in School B. In School B my student colleague and I would then swap roles, each taking a lead in teaching and non-participant observer in our respective schools.

At the start of the lesson the teacher placed the learners in their cooperative learning groups and gave the learners visual cues using a PowerPoint to guess what the topic was. The learners seemed calm and there were no issues about being placed in these new groupings.

After a while the learners guessed what the topic was, as seen in appendix there was particular involvement from W.R, a focus child who would normally be disengaged in an introduction to a lesson and not become involved.

The teacher moved on to the next slide showing a themed picture of World War Two. This picture featured on the worksheet and was given to the learners after the introduction.

The teacher highlighted certain parts of the picture and explained these would be the topics of the day and asked if the children could guess what the sub topics may be, once again W.R put his hand up and contributed to many discussions involving all the sub topics. The learners all

gave appropriate guesses to the pictures and the teacher clarified what the correct terminology would be.

The schedule of the lesson was then shown on the board, explaining the three sections to the lesson and that the Learners would now go and work in their jigsaw groups and research their given topics. It was then clearly explained there was an allocated amount of time and that they would have this time to gather as much information as possible before returning to their cooperative groups to report back their findings and complete their worksheet. The teacher then shared the learning objective and success criteria before letting the learners separate into their jigsaw groups.

When the Learners were in their jigsaw groups they were all on task and had a clear focus. As seen in Appendix E, L.L took the role of leader when giving everyone in his group resources, something that he would not do usually as the teaching assistant would work with his low attainment group, this action showed that he felt confident in his surroundings and was enjoying the task.

Learners were provided with paper to make notes and all were writing any interesting facts they found, although it started to become apparent that higher attaining pupils were making more detailed notes than the low attaining children who had not used their time management skills as well as others.

When the time was complete the learners went back to their cooperative learning groups and fed back their information sensibly and all group participants were involved. This was where an issue occurred, as identified in Appendix E, with L.A's jigsaw group. As not all children were present there were some jigsaw groups that only had two members, this impacted on the cooperative learning groups as some groups didn't have a representative in all jigsaw groups which affected their work.

Another issue that presented itself at this stage was that due to the mixed attainment in these cooperative learning groups, lower attaining children found it difficult to write the facts the higher attaining learners were presenting, this was found in Appendix E, when W.R became frustrated with a lower attaining child who could not write fast enough to keep up with what he was saying.

For the plenary a learner from each cooperative learning group was chosen to feed back the most interesting fact they found themselves and were taught by another member of their group to the class. When chosen to feedback to the class L.L said that he did not like the pressure of giving feedback to the whole class and the teacher asked if he would give one fact he found interesting, he chose gas masks, as discussed in Appendix E and spoke in depth. This showed the confidence issue L.L has when speaking in class unless he is an expert in the topic he is talking about, a behaviour he has repeated through most lesson previously.

After the lesson an interview was conducted with the three focus children from School A. For details of this see Appendix F. The main findings of this interview were that all three learners felt more engaged in this lesson and found this style of teaching better. They all expressed that they spoke roughly the same as any other lesson but more on task and did not talk about things that were not relevant, this was particularly expressed by W.R. This change in class behaviour was also noted by the teaching assistant who gave passing feedback saying she had never heard them so quiet.

All children achieved today's goal of feeding back appropriate information to their groups and all children seemed reasonably engaged, albeit some more intense than others, and all children learned at least one new fact from each of the sub topics that they did not know before. This information was achieved from feedback of the teaching assistant and later the class teacher.

After reflecting on this lesson and taking into consideration the feedback given in the focus group interview and the ARC completed by my student and colleague and I, see Appendix G, there are a few issues that can be used to improve the lesson as highlighted throughout this lesson study for the next research lesson.

We have learnt from this experience that groups will need to be organised on the day to ensure that jigsaw groups are as full as possible. Allocations of jigsaw groups need to be completed more efficiently for time management, as given in feedback from the focus group interview, see Appendix F. Work needs to be more differentiated as some higher attaining pupils relied on simple fact sheets that did not extend their vocabulary or knowledge and when giving feedback in cooperative learning groups give the children the opportunity to work with a partner with a similar attainment to record findings. By finding all this information it was agreed that we would keep our research tools the same and continue with observing the lesson and conducting an interview subsequently.

Lesson Study 2

Before the lesson took place, the teacher checked how many learners were attending school today before setting jigsaw groups. As the class already had pre-set cooperation groups this process went smoother and quicker than the previous lesson, which kept learners engaged.

Once more the learners in school B were engaged in the introduction and all learners listened well, especially the three focus children. This time in the introduction the teacher used physical props in a bag as a hook and asked the learners to guess what the topic was. They took slightly longer than the previous class, but all learners were engaged and specifically JD as seen in Appendix H

The teacher then asked the learners to sit in their cooperative learning groups and explained the schedule of the lesson and stated clearly that the learners would have an allocated amount of time to complete their research before coming back to their cooperation groups to feed

back. Once this was understood by all the teacher went around each cooperative learning group allocating a jigsaw group to each child. This worked better as all jigsaw groups had more two learners as opposed to the previous lesson but some groups were still short as attendance was not 100% and some learners were being taken out of class for interventions or extra curricular activities, this caused some disruption and a lot of movement as discussed in the ARC this affected learners' emotions further as it was their class teachers last day, who was leaving the school.

This is where issues started to occur, as discussed in Appendix H, JD started to become withdrawn as he didn't like the sub topic he had been given to research and became disengaged with the task. As discussed, JD is being assessed for ASD and the social aspect of working in groups was an issue for him.

The teacher walked around the class engaging with the groups to ensure that higher attaining learners were accessing the more challenging media provided. This worked well as it meant the lower attaining learners could have support if needed and could also access the iPad more freely, which was an issue for L.L in lesson A, see Appendix E.

As discussed in Appendix H, most children were engaged and on task throughout the jigsaw groups although J.D became distressed and after the teacher intervened and sat with him to reassure him and explain the learning objectives that had to be met, when the teacher left to work with another group he quickly became disengaged again and sat with his head in his hands on the floor against the wall.

When the teacher called the children back to their cooperative learning groups it took a short while for the children to settle down, it was apparent that there was too much movement in the lesson and the class were not responding to it very well as there had been a few learners in tears throughout the jigsaw group time but due to the situation of the day this could not be directly coordinated with the setup of the lesson.

Learners worked well in the cooperative learning groups and the teacher gave sheets to pair to work in and relate back the facts and then share them with the rest of the group. This worked well having multiple sheets per group instead of one as half of the group would be writing at the same time while others fed back information. A.R particularly enjoyed this, as discussed in Appendix H, as working with another high attainment child ensured challenge was presented and appropriate language and information was accessed.

When conducting the plenary and whole class feedback the teacher continued to ask learners to provide a fact they found that was interesting and new fact they had learnt from someone else. C.D gave a very detailed account of facts that he found interesting and it was very clear that he had enjoyed the lesson and was engaged throughout although did have some moments where he became distracted and disengaged but soon got back on task.

After the lesson an interview was conducted with the three focus children from School B. For details of this see Appendix I. The main findings of this interview were that the children enjoyed the lesson and C.D explained that he spoke more on task in this lesson than in previous lessons, although J.D expressed his dislike for the sub topic he was given and that he did not enjoy working in different groups. This response was expected as J.D did not respond well to his cooperative learning group tasks before the research took place.

As seen previously in lesson A, all learners achieved today's goal of feeding back appropriate information to their groups and some learners seemed reasonably engaged, although some became disengaged through distraction and lots of adults and children entering and leaving the room at different points of the lesson. The work completed today was not of the same standard as lesson A and as discussed in the ARC in Appendix J it would have been beneficial to have more time for the Learners to write up what they had found.

To improve the lesson for future teaching it would be best to look at group dynamics in class cohorts such as this where there are many conflicting personalities. This may make it more

enjoyable for the learners who struggle working in groups due to social difficulties and a peer whom they feel more confident with may help them to achieve learning objectives easier as they will become less frustrated.

The research tools used in this lesson study will remain the same when sharing information with others as the field notes provided in appendix, will explain the lesson in more detail and will be necessary to understand the data collected in the tick chart.

In comparison to lesson A, lesson B was not as successful in children achieving the learning objective, but it did highlight how the lesson is transformed when there are more children with additional learning needs (ALN) in the classroom. Contrasting to lesson A, the low attaining children in lesson B were more successful and were better socially working in groups more willingly.

Discussion

This research lesson found that for jigsaw classroom to be successful and provide challenge for all attainment levels work needs to be differentiated to keep children engaged. As recommended by Jolliffe (2007) to include all learners, resources and questioning must be differentiated, although Jolliffe (2007) expresses the need for teachers to be supported in carrying this out in cooperative learning groups as not enough information is available to support differentiation in mixed attainment groupings.

It was also apparent that the change in groups can be unsettling for children, especially those with ALN as discussed with J.D lesson study two. To combat this Joliffe (2007) explains children need to be prepared for movement when ALN is considered to prepare them in advance, although as we found in both lesson studies this can be difficult to predict where children will be placed before hand as it cannot be predicted who will be absent and have a knock on effect on the jigsaw groups, particularly in lesson study 1.

An issue that occurred in both lesson studies was that some children do not have the skills to be cooperative and that these skills should be modelled by a teacher, combining the theories of Bandura (1986 as cited in Grigg 2015: 41) and Skinner (1966 as cited in Grigg 2015:140) where children will copy behaviour and when encouraged and rewarded the behaviour will be repeated.

A successful feature of these lesson studies was that children did retain information they taught others in their group as Glasser (no date, cited in Jolliffe 2007:3) states ‘we learn: 70 per cent of what we discuss with others, 80 per cent of what we experience personally, 90 per cent of what we teach to others.’

This specific cooperative learning strategy of jigsaw classroom works well promoting the ethos of Donaldson (2015) who believes children should take charge of their learning. The majority of pupils’ well-being was increased and their willingness to learn was also

increased. As seen in Appendix E and H, the average score of the focus children in both schools was a 4 on the Leuven scale meaning that they were, seen as having ‘continuous activity with intense moments...most of the time there is real concentration, but during some brief moments the attention is more superficial’ Laevers (2005:14)

In contrast J.D scored 1 but taking into consideration what was happening in the school environment on the day of the lesson an accurate reading could not be given of his learning as he was clearly upset before my student colleague and I entered the classroom.

This was shown in the well-being scale level for J.D although in the lesson study 1, L.L a lower attaining child expressed his feelings of not enjoying the lesson as much as the other focus learners and didn’t like the pressure, this could relate to the time constraint as this class are normally given all afternoon to complete topic work and more allocated time on a Friday if needed. This could mean that L.L has difficulty with time management skills.

Although this contrasts with the lesson study two in which the lower attaining child, C.D thoroughly enjoyed the lesson and expressed in the interview, see appendix I, how he felt he worked better and spoke about new topics more and was talking off task less. All of this data showed that this cooperative learning strategy did not fit a specific attainment group but was tailored more towards middle attaining children as L.A, see appendix E, was the most content in the lesson with good challenge provided in the work.

Conclusion

In this research lesson study, it was discussed how pupil participation can be improved through the use of a specific cooperative learning strategy in a key stage two setting. By planning a lesson that promoted the cooperative learning approach known as jigsaw classroom lessons were reflected on and improved to assess pupil participation and well-being.

Lesson study was an appropriate as discussed in the methodology section due to the structure and with the use of non-participant observations and interviews to gather information it worked effectively.

There were many strengths to the Lesson Study approach such as improving continued professional development, which supported the ethos of Donaldson (2015) who believes that the new curriculum should consist of teachers working in groups and using each others strengths and weaknesses to observe each other teach and understand how to improve, making innovative teachers who are enthusiastic to try new initiatives.

Another strength is the quick turnaround to improve the lesson and see it taught in another classroom. When teaching lessons and reflecting on them, teachers usually have to wait until the next academic year to implement changes, if they are still located in the same year group, although a negative impact of this is will teachers remember the changes they wanted to put in place and would they choose the easier option of using previous planning. This is where Dudley (2015) as previously discussed highlighted that teachers that use Lesson Study are usually pioneering practitioners who constantly want to improve their practice.

Limitation was that Dudley (2014) recommends that a series of lessons must be done to see results, but this was a restraint on this research as we could only observe two lessons this is also agreed by Chokshi and Fernandez (2004) who identify that for there to be evidence that

lesson studies work they must be completed at least twice a week to gather enough information to analyse whether or not it is effective.

With this taken into consideration the lesson study is an effective method, as Dudley (2004) highlights, of continuing professional development and could be developed further if schools shared practice like this as a whole school approach, particularly if newly qualified teachers were paired with senior members of staff, providing learning opportunities for both with new initiatives and experienced ones.

A difficulty of this as discussed by Chokshi and Fernandez (2004) is that many teachers have different styles of teaching and agreeing to a fixed lesson and plan can become difficult and the lesson could be forced if it isn't a natural way for the teacher to teach and doing so impacting on the lesson itself and the learning opportunities.

Finally from the data produced in this research, as discussed in the literature review by Aronson (2018) the jigsaw class room approach of cooperative learning does provide children with the opportunity to develop their social and cooperation skills but the skills need to be put in place and taught for children to understand how to take control of their learning and to manage their time and resources to be able to cope with this responsibility and thus impacting on their well-being.

When focussing on the impact of the jigsaw classroom approach on pupil participation, due to the restraint of this research only covering two lessons and them contrasting so much, it is difficult to judge whether or not it is effective. Most learners were more engaged in the lessons than before but appropriate challenge must be used effectively in resources and as discussed in the lesson study the teacher must take an active role in encouraging children when in jigsaw groups and cooperative learning groups for the lesson to be fully successful.

Recommendations

This lesson study highlighted a few recommendations that could be put in place for sharing good practice and implementing in a follow up lesson.

- Pre-set cooperation groups but place jigsaw groups the day of the lesson to understand how many children are present on the day.
- Differentiate work and encourage higher attaining children to use books and index to challenge their literacy skills.
- Possibly allocate a scribe to each group so that lower attaining children are do not feel pressurised to write faster or feel embarrassed they cannot spell or use more challenging words or language.
- Continue to use a visual or physical hook in the introduction as these engaged children well in both lessons.
- Cooperative learning lessons need to be used consistently, daily if possible with teachers modelling appropriate behaviour of how to work in a group and respect everyone's views and opinions.

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Appendices

Appendix A –Approval of Ethics Form

*Left due to how
before signing.*

The Enquiring Teacher - Presentation of Paperwork

NAME.....[REDACTED].....

GROUP.....[REDACTED].....

☒ Ethics form

☒ Observation schedule

☒ Focus group interview questions

☒ Information sheet for children

☒ Method for recording assent

☐ Reflection format (if required)

Student signature.....[REDACTED].....

Tutor signature.....[REDACTED].....

Appendix B – Assent Form Master**School:**

If you are happy for us to talk about your work and you want to take part, put a smiley face in the box next to your name. 😊

Number	Name	😊
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Appendix C – Lesson Plan

	3 facts 2 questions of what they would like to find out further 1 word to describe their feeling on the subject. - Children come back to their groups after 20 minutes to record what they have learnt to the group and record it on the group worksheet.	
10 min	Plenary Groups report back to the class their findings with each group sharing two facts that they found interesting or didn't know about from their table.	What was your most interesting fact? What was the most shocking fact? What would you like to learn more about?
Extension Activity		

Cardiff and Vale Education
The South Wales
Centre of Teacher Education

1B

Session Plan – Key Stage 2			
Name of trainee: Zoe Jade Williams		Session ref: 26/03/18 – Literacy- Oracy	
Personal target(s) in relation to QTS:			
Year group: 6	No. of learners: 24	ALN/ D.S, R.P, T.B, E.G, K.C, P.R, C.W, M.L	
Additional Adults: 1			
Learning objective(s): -Research using a wide range of sources to develop a full understanding of a topic or issue			
Success criteria: - To use a range of resources to gather information - To report back information to the group			
Links to previous learning: Curriculum coverage (range, skills) -speak and listen individually, in pairs, in groups and as members of a class			
Literacy(LNF) -Looking at different types of texts and research media		Numeracy (LNF) -Looking at amounts (rationing), timelines, area	
DOF -to use appropriate search engines to research a specific topic	Thinking Choose from given options where to find information and ideas	ESOGC -Looking at the local area in the War	YGC -Relating the War to Wales and how it affected the local people
Key vocabulary(English/Welsh):			
Time	Session activities, organisation and management		Key questions & Assessment for Learning opportunities
10 min	Introduction • Play the air raid siren to get childrens attention. • Show children the image of big pit with the new monument and ask questions. • Show 'Beth sy yn yf' bocs?' and see if children can guess the topic. • Explain to children that they will be researching WW2 • Explain the we will be working in jigsaw groups and each jigsaw piece will have a category to research and then bring back to their table group to share.		What is this item? What does it mean? What could all of these items relate to?
30 min	Main activities • Children split into their jigsaw groups to research using the packs provided and an ipad. (One per table) - o Blue- the blitz - o Red- rationing - o Pink- women at war - o Green- evacuation - o Yellow- gas masks - o Orange- bomb shelters		What is the subject about? Who did it happen? How did it happen? When did it happen?

Appendix D – Lesson Worksheet

Dydd Mawrth 27 Mawrth 2018 WALT – Research using a wide range of sources to develop a full understanding of a topic or issue Success Criteria • To use a range of resources to gather information. • To report back information to the group		
The Blitz 	Evacuees 	Rationing
Gas Masks 	Bomb Shelters 	Women in Work

Appendix E – Lesson 1 Non-participant Observers Notes**Date:** 27.03.18**Checklist Observer:** KG**Time scale:** 60 mins

Context: Lesson Study took place in School A and lasted around 60 minutes. Three children were observed for the duration. Observations were made by a non-participant observer. Child 1 = LL; Child 2 = LA; Child 3 = WR. Each child was representative of a different attainment group, Low, mid and high respectively.

	<u>Child 1</u>	<u>Child 2</u>	<u>Child 3</u>
1. Low activity			
2. A frequently interrupted activity	●		
3. Mainly continuous activity			
4. Continuous activity with intense moments		●	●
5. Sustained intense activity			
Leuven Scale*			
Involvement scale level	2	4	4
Well-being scale level	2	4	3

Notes

<u>Child 1:</u>	<u>Child 2</u>	<u>Child 3:</u>
Intro During the intro LL seemed attentive. He was surprisingly negative when asked for feedback – thumbs down. This seemed as expected by T. Jigsaw group/Research LL took the lead with resources and distributed them to the group. He engaged in nice conversation in the group. Became a little distracted by facts in the book, he was enjoying reading it. When guided, he started to use the Index in the book and was able to make his learning relevant.	Intro During the intro, LA was very attentive. She tentatively put her hand up to contribute. She was quiet but obviously listening. She was often seen smiling and liked it when T talked about her own Mam. She communicated that she understood the task (thumbs up) Jigsaw group/Research LA seemed happy in her group as there were only two of them looking at Evacuees. She read literature to her peer and was engaged throughout. They	Intro WR appeared distracted during the intro. He was quite fidgety and was drinking from a water bottle at times. However, his feedback suggested that he was engaged and actively listening. He volunteered information which was relevant and went on to guess the topic from the clues. He was confident in raising his hand to contribute and sometimes shouted out in eagerness to make his point heard. He was happy to take risks in his answers; and didn't worry about making mistakes. He guessed that the air raid

*Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.) Research Centre for Experiential Education, Leuven University.

LL was often seen swinging on his chair, seemed happy in the initial group. Smiling to himself and content in listening to others' talk about the work. Low concentration span became apparent. Often staring; inactive but smiling when engaged in others' conversations. At one point, LL wanted the iPad. He asked quietly once but wasn't heard. He eventually got the iPad. He googled "How come people had to have them". He meant gas masks (his topic) but didn't include the word in the initial search. He realised his mistake quite quickly. He settled down to work when he had the iPad, but it was time to move on. He had, however, made some notes by this point from his initial reading. <u>Feedback/Original group.</u> LL was visibly less happy in this group. The children sat in a row so he couldn't hear what the girls were talking about. He asked the girls to speak up. He started being quite rude to the girls concerned. He said "You smell" repeatedly. When the teacher came to the group, his behaviour altered. He was keen to impress the teacher. He spoke clearly, made good eye contact and made some relevant points. Excellent recall of facts. <u>Plenary/Whole class feedback</u> Didn't like the "pressure" of the whole class feedback. However, after a bit of a fuss he gave a fantastic explanation of how gas masks work. His feedback demonstrated excellent understanding and was a high-level answer. He spoke clearly and addressed the class with maturity.	worked nicely with each other. She worked continuously and was constantly on task, splitting her time between reading and writing the information. The girls seemed to find a good way of working; they read, discussed, made notes and then moved on to a different resource. They didn't use the iPad. LA seemed more than happy with the books and printouts. Great cooperation and turn taking. <u>Feedback/Original group</u> LA seemed equally happy in a larger group of different children. She had made a lot of notes and seemed to have difficulty choosing what to feed back to the group. She spoke clearly, making some good points. She showed signs of obvious happiness – laughing, smiling – and seemed to thoroughly enjoy feeding back to the group <u>Plenary/Whole class feedback</u> LA seemed happy to contribute to a whole class discussion during the plenary. T asked her some nice questions which encouraged LA to draw on her own thoughts and feelings. She displayed empathy with the evacuees. She seemed quietly confident in her contribution to the class.	shelter was a "trench" and offered "hungry people" as an answer to the rationing question. <u>Jigsaw group/Research</u> WR went straight for the iPad. He assumed a leadership role from the outset. The first conversation he had was about being stabbed in the eye. WR suggested that he was trying hard not to speak when T prompted him to stay on task. It didn't take long for WR to focus on his work. He was heard to talk relevantly about his subject. He became increasingly engaged in his work and displayed a short period of intense focus. He spoke to his peers about the War.. "He didn't like Jews, did he?".... "They were Nazis, weren't they?". WR said that he felt tearful about having to wear gas masks. Towards the end of this group work, he said that he was hungry. He had "finished his work" before the other children and became slightly distracted again. <u>Feedback/Original group</u> WR offered some really interesting points to the group. His choice of vocabulary was varied and mature. He became slightly frustrated by the scribe who was less able and wrote more slowly than SR spoke. <u>Plenary/Whole class feedback</u> WR happy to be selected to feedback answers to the whole class. He spoke confidently and clearly, making some interesting points. Appeared distracted at times, but his contributions proved that he was more engaged than he seemed.
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*Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.) Research Centre for Experiential Education, Leuven University.

Appendix F – Lesson 1 Interview**Focus Group Interviews (27.03.18)****School A****Interviewees: LE/LA/WR****T: What part of the lesson did you like most?**

LL: I enjoyed researching the past.....especially the Horrible Histories book

LA: I liked reading and finding interesting facts...I liked that the stuff was in an envelope.

WR: I liked googling images of gas masks

T: What part of the lesson did you like least?

LL: ..don't get me started..... (he laughs)..researching the books...I prefer technology

LA: I didn't really have one

WR: It took forever to give out the stickers...took too much time

T: What difficulties did you come across in your group?

LL: A's handwriting

WR: C saying that she didn't know what she did!

LA didn't comment

How did you resolve these issues?

WR: I tried to remind them what they did – questioned them – what is this based on?

T: What do you feel pleased about?

LL: ..pleased it's ended – joking – seeing Miss Williams again!

WR: pleased that people didn't mess around and stayed doing what they should have been doing!

LA: same as WR

LL: pleased I enjoyed it – because you made it!

T: What were the things you did most to help your groups?

WR: told each person what to do..

LL: explained...

LA: we all helped each other out

T: Were you able to teach your group anything new?

WR: none of my group knew that...so I told them

LA: I was happy with what we found because nobody knew what we knew...

LL: no comment

T: How did you feel about regrouping in the numbered groups?

WR: quite happy with it...don't normally talk to new people..nice hearing their view

LA: I don't normally talk to M...we had a lovely chat

LL: I don't like working with new people...felt stressed...always work with W, he's my friend, he calms me down...I prefer it when I work with him.

T: How did you think that the children in your 'expert' group worked?

LA: I liked it..

LL: Jigsaw group was nice

WR: nice change. I liked the stickers!

How do you think the lesson could be improved? What changes could we make?

WR: by sorting the Jigsaw group before we came in

LA: nothing..I really enjoyed it

LL: more people in a group; more friends to work with....

T: Tell me something that someone did to help the group?

LL: WR – because he's bossy, I would like WR as a manager

LA: Charlotte helped. She was telling people. You can do more than just one....

WR: Me – I was encouraging the others by saying "Come on. You can do this or this...."

T: And something that wasn't so helpful?

WR: C not knowing what she did

LL: A with her big handwriting

T: Do you feel you talked more, less or the same as you would do in a whole class situation?

WR: I talked the same, but more relevant talk, about the gas masks..less babble (laughing)

LA: ..the same

LL: less today

Appendix G – Lesson 1 ARC

I really enjoyed this lesson as it was very different to my normal way of teaching. I think it took a while to organise the learners into their cooperative learning groups and to give them their jigsaw group stickers but if this was a normality in the classroom I believe it would run smoother, although the children were patient and coped well with the change in routine.

The lesson went very well and the learning objective was met by all children, it was lovely to see them all working together in different groups and using different media to research and find information from. They were very enthusiastic to see me and engaged with the lesson, this made them very well behaved and meant that we could run through the lesson smoothly.

The only problem was that some of the learners had gone on an out of school trip and meant that they weren't in their groups which impacted on the lesson slightly but due to the nature and flexibility of the jigsaw classroom this could be easily dealt with.

The lesson went very well and all children were on task throughout. The lesson was organised and resourced well. I stuck to timings accurately which meant that the lesson flowed well and that children had an ample amount of time to gather research. The children thoroughly enjoyed the lesson as feedback showed from the interview afterwards. The introduction was very concise and it worked well getting the children to guess what we were learning and kept them engaged.

The only aspect of this lesson that was disappointing was that it took some time to organise the groups and then to explain the jigsaw groups. If this was an approach that was implemented in the school then it would have already been preset and wouldn't have had to be included in the lesson itself. This is one of the areas that would need to be developed.

During the main body of the lesson all learners remained on task and were independently working in their jigsaw groups to find as many facts as possible. They all cooperated well, sharing resources. I intentionally put one iPad in each group to see if the learners would share them and they did and surprisingly not all groups used them, instead using the books and fact sheets instead.

During transition all learners moved quietly to their groups and went straight to their tables to start. Not children were wandering around or off task. I was very impressed as they did not fuss as they were moving from their usual groups and

were in mixed ability, I had tried to mix dominant and less dominant children into groups also which meant that children with a quieter disposition would have to speak in their groups and not rely on someone from their friendship group talking for them.

The resources helped learners to achieve their learning objectives and even though it took a long time to prepare all of the resources it did make a large impact on learning. If the learners had primarily used ICT then there would have been a risk of them going off task. By providing learners with a supply of information to look through meant that they were researching the intended topic in WW2.

The learners responded well to the changes in routine and their behaviour was very good. Considering that there was a lot of movement in this lesson which normally doesn't happen as they stay on their tables for topic lessons the learners coped well and the movement in the classroom actually kept them more focused as the timescale to be in each group was monitored and they knew they had a specific task to do in a specific time frame. The learners stayed engaged because of this. This meant that time was not an issue in this lesson.

Learning was completely driven by the children and myself and the teaching assistant spent time with each group individually to ensure they were on task and to remind them of how much time was left. This was also a good opportunity for AfL and meant that I could ask questions to ensure that the children were meeting the learning objective.

The learners moved their learning forward by transferring the facts they found in their jigsaw groups to their original cooperation groups. This meant that the learners met the learning objective by reporting back to the group what they had found.

All learners met the learning objective and I was particularly impressed with the children from the low attaining group coping with the work independently. Although, I do believe that the children from the high attainment group will need to be challenged more for the next lesson and will share this with my student colleague when planning the next session to ensure that the level of work is appropriate for all learners.

A problem that was encountered, and was mentioned in the interview after the lesson, was that when scribing, the low attainment children struggled to keep up with the pace and vocabulary the high attainment children were using. This is another issue that must be addressed in the next session.

An issue that was highlighted early in the lesson was that there were a lot of absences and due to the children being put in groups previous to the lesson it meant that some jigsaw groups only had a small amount of children in them, this will need to be taken into consideration for the next lesson.

Due to the resources being prepared previous to this lesson and set up before the children entered the classroom it ensured that class environment impacted on behaviour thus impacting on learning. By being prepared meant that the children were not waiting for me to get started and set up work stations, this meant that they were engaged and didn't get bored and impacted well on their behaviour. This good behaviour meant I wasn't stopping and starting to use behaviour management and meant the lesson ran smoothly and I could show the children on the rationing table the props to show amounts.

The use of success criteria was effective in this case as children could see what they needed to achieve when writing on their sheets and giving feedback in their groups and by having a laminated cut out to ensure each jigsaw group knew what they were researching.

The overall success of today's lesson was that all children reached the learning objective albeit some children could have been challenged more. This session showed that jigsaw lesson can be differentiated by providing more challenging pieces of research to read.

To solve the issues in today's lesson I will differentiate the packs and in the next lesson we will try to encourage the higher attaining children to look at books and use the index pages to find the topics that are required. By doing this the lower attaining child will still feel confident enough to research independently using the fact sheets, mid attaining children will also be encouraged to use the books if suitable but can still work on more detailed fact sheets with more difficult language and the higher attaining children will be challenged as previously discussed.

For the next step for this class, I would most likely ask them to make a presentation using an appropriate app on the iPad or laptop to present their findings to the class as a group. This would probably be my literacy lesson with a base around Oracy.

From researching the jigsaw classroom, I would definitely use this method again. The cooperative learning worked well in this class and as they enjoyed the session the quality of their work was very good.

For specific individuals:

W.R – Would need to be challenged further and would require research methods with more upscaled vocabulary. I probably would give him the topic and ask him to research it as he sees appropriate so that his choice of media wasn't restricted.

L.A- I believe L.A could also be challenged further and would now ask her to find the topic she was researching in a book and encourage her to use an index to upscale her literacy skills and vocabulary.

L.L – For L.L I would try and encourage better team work and explain to L.L to be kinder to other members in his team and instill the values of being cooperative. L.L did very well researching but would go off task at some points. I would more so come back to his group and do a mini plenary to ensure that everyone is on task.

What is the most important feedback gained was from W.R in which he said it took forever to give out the stickers. Understandably this would not have to be repeated again but it did take up some time. Also, in the lesson a low attaining child was the scribe for the group and couldn't keep up writing when the group were feeding back, another child commented on how slow the child was writing and they changed the scribe. Although this wasn't given as feedback it is something that needs to be brought greatly into consideration when cooperation groups take place.

What will you change for next lesson

- 1) Think about organising the groups on the day, to make allowances for unexpected absences (some topics only had two pupils working on them so some of the groups couldn't complete their written task)
- 2) Try and speed up allocation of groups in the intro (as pointed out by WR).
- 3) Think about ability for the partner work in the written task. A HA child may use vocabulary which is difficult for a LA to understand and scribe correctly.
- 4) Think about ability of child when giving out resources. Encourage HA to use books with index listings. Give LA resource that is easier to comprehend eg. Fact sheet.

Appendix H – Lesson 2 Non-participant Observers Notes**Date: 28.03.18****Checklist Observer: ZW****Time scale: 60 mins**

Context: Lesson Study took place in School B and lasted around 60 minutes. Three children were observed for the duration. Observations were made by a non-participant observer. Child 1 = CD; Child 2 = JD Child 3 = AR. Each child was representative of a different attainment group, low, mid and high respectively.

	<u>Child 1</u>	<u>Child 2</u>	<u>Child 3</u>
1. Low activity		●	
2. A frequently interrupted activity			
3. Mainly continuous activity	●		
4. Continuous activity with intense moments			●
5. Sustained intense activity			
<u>Leuven Scale*</u>			
Involvement scale level	3	2	4
Well-being scale level	4	1	4

Notes

<u>Child 1:</u>	<u>Child 2:</u>	<u>Child 3:</u>
Intro Listened well in the introduction and was interested in the props T was using for clues. When T walked to the whiteboard he continued to be engaged and regularly answered questions about the rationing in great detail when T asked what the significance of the rationing photo was. He explained that his Dad was very interested in the War and went on further to explain about Hitler. When T asked what the picture regarding the bombings over London were called he holds his hand in his head and tips his head back	Intro Was engaged in the introduction and enjoyed 'Beth sy yn yr Bag?' He tried to guess the answer every time something was revealed from the bag, he sat smiling with his hand in the air each time. He was chosen to pick something from the bag and guessed that the subject was World War 2 and could recall that it started in 1939 and finished in 1945. T asked a question he put his hand up to answer. When T moved to the whiteboard he continued to watch and started moving across the carpet to watch the power point. Starts	Intro Was engaged in the introduction and listened intently throughout the 'Beth sy yn yr bag?' focus. When a small group near T started discussing the World War 2 card she started to talk to friends either side of her, although when T moved to the whiteboard area Child 1 stopped talking and turned to see what was on the whiteboard. She sensibly puts on her sticker once T allocates children to their Jigsaw groups. AR sits in her group waiting for T to set the groups off on task.

*Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.) Research Centre for Experiential Education, Leuven University.

saying he is trying to remember. Repeatedly pats the sticker on his chest when T allocates him into a Jigsaw group. <u>Jigsaw Group/ Research</u> Moves to a child in his group that has an iPad and starts to talk about the information they have found. After a while CD starts talking to a child in his group about the weapons used in WW2, he talks about how his Dad said soldiers were sat in trenches and if they went over the top they would get stabbed. T walks over to the group and asks if they have found any interesting facts, CD points to a book and starts to explain a map of Europe, he says, 'Hitler bombed all of these countries.' T reads a fact from a page to him and reminds him he needs to write anything interesting down for later, reminding him of the WALT. CD then goes to get a clipboard to start writing notes and starts to wander around the class. He stands next to a group and tells them 'The Blitz was when London was bombed 57 days in a row.' He moves back to his group and starts working with the child next to him. <u>Feedback/Original group</u> Wanders around the class before T directs him to his group. He waits until it's his turn and tells the group what he found clearly and confidently. He recites his facts from his notes slowly so that the child that is scribing can keep up although another child offers to write because the scribe is a slow writer and an L.A pupil. CD repeats his fact again for the new scribe to take over. It was visibly clear that CD was just as happy in this group as the previous one. <u>Plenary/Whole class feedback</u>	to frown when T allocates him into a Jigsaw group. As T explains the task a child in J's group shouts that JD doesn't want to be in that (Jigsaw) group. <u>Jigsaw Group/ Research</u> JD sat away from his group and wouldn't look at any of his sheets when the children in his group offered them to him. He says 'Why can't we be doing something else.' T walks over and gives him a sheet from his pack to look at. After T leaves he starts to move away from his group and edges towards a group in which his friend is a participant. T notices that JD has moved away from the group and gives him a book to look at, he starts looking through the pages and when T leaves puts it to the side and continues to watch a child research on the iPad from the next group. He lifts his head up and sits looking at the ceiling with his arms crossed, he is disengaged with the activity. Class Teacher sees that JD has become disengaged and sits next to him reading pages from a book, JD starts to cry and tells the Class Teacher that he doesn't want to look at Women in War. After he has calmed down the Class Teacher moves away to look at another group, JD tells his friend in another group that he can't do it and drops the book the Class Teacher has given him on the floor. T asks him if he has written any facts yet and he says no and picks up a Horrible Histories book. He moves to sit on his own until he completes the task. He tells T and she says he can choose a group to help for the last 5 minutes of the research time. <u>Feedback/Original group</u> JD refuses to work with his group and won't sit by them.	<u>Jigsaw Group/ Research</u> AR is sat in a corner of the classroom reading her sheets from the pack provided with the rest of her group. After a while AR moves from her group to get a clipboard and a pencil, she sits back on the floor in the same spot and starts to write her facts on the blank piece of paper given to her by T. After a few minutes AR has written a few facts on her sheet and can retell the facts she has found to others in her group and T. <u>Feedback/Original group</u> AR goes back to her group and confidently explains what she found to her partner. They both discuss what they have learnt before writing the facts down on the sheet. AR was equally as comfortable and confident in this group as she was in the previous group. <u>Plenary/Whole class feedback</u> Quietly fed back information to the T in more of a 1:1 basis and found out necessary information to discuss the topic further with her group.
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*Reference: Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument, Ferre Laevers (Ed.) Research Centre for Experiential Education, Leuven University.

Reported back to the class a few facts that he found that were very interesting. He was obviously very engaged with the topic and enjoyed the overall topic of WW2.	He is visibly uncomfortable in this group and will not make eye contact with any of its members whilst sitting a small distance away from them. When he sees that T is observing another group, he walks over and asks can he apologise to another child. T deals with a prior incident and by the time it is resolved feedback time is over and it is time for the Plenary. <u>Plenary/Whole class feedback</u> Read quietly back to the class some of the facts he found. He found interesting facts but showed that he wasn't interested in the subject at all.	
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Appendix I – Lesson 2 Interview**Focus Group Interviews (28.03.18)****School B****Interviewees: AR/JD/CD****T: What part of the lesson did you like most?**

AR: I liked finding out the facts – didn't know a lot to begin with.

CD: I liked finding out facts about the Blitz.

JD: I enjoyed helping S with facts.

T: What part of the lesson did you like least?

JD: I didn't like learning about WVS – the topic wasn't one that I knew about.

AR: ..that I wasn't with AP.

CD: I liked it all.

T: What difficulties did you come across in your group?

AR: none

CD: S was saying he was never going to use paper again..

JD: not used to working with them, I didn't like it.

How did you resolve these issues?

CD: I left S alone and kept on working. He didn't get any work done.

JD: by going and working on my own.

T: What do you feel pleased about?

AR: I finished my work and got everything done.

JD: I finally got some facts down that I didn't know.

CD: I learnt a little bit more about WW2.

T: Were you able to teach your group anything new?

AR: I didn't actually teach them, well, I kind of did. I found a fact.

CD: I told C the top fact and told him to write it down.

JD: I helped S. I didn't teach my first group anything new. I went to work on my own.

How do you think the lesson could be improved? What changes could we make?

JD: If I chose my own topic – I knew nothing about women in war.

CD: I liked it, so I don't know.

AR: I didn't know much about my topic but now at least I know more about the topic. So nothing.

T: Tell me something that someone did to help the group?

AR: J found another fact for me

CD: C – helped me to chose which facts to use.

JD: I didn't see much of it as I was on my own..

T: And something that wasn't so helpful?

AR: K didn't know what to do..so I told him.

CD: S wasn't taking part.

T: Do you feel you talked more, less or the same as you would do in a whole class situation?

AR: I talked the same..

CD: I spoke about more new things but not as much about other things.

T: What do you mean new things?

CD: about WW2.

JD: I talked less to be honest.

Appendix J – Lesson 2 ARC

Despite an encouraging introduction, the lesson was disappointing for this particular class, with a few children obviously quite distressed by working with certain other class members. The class is notorious for their difficulties with groupwork and unfortunately many of the children didn't cope well with the Jigsaw grouping. However, it was lovely to see some of the children succeeding with the task; they researched well and were able to record and present their information to a peer, who then annotated the picture.

I felt that this lesson benefitted some of the lower attaining children who would normally not engage so well. I had, however, expected the interdependent element of the task to promote an improved feeling of responsibility among group members. The changes which we made to this lesson enhanced elements of its success (for example, the pairing of similar ability children in the written element of the task; the removal of pre-planned grouping and the quicker allocation of group stickers). However, the Lesson Model suggests that the lesson be iterated on more than one occasion which is obviously a limitation of this particular research.

- Introduction worked well. AfL through questioning established prior knowledge
- Grouping went to plan despite numbers being down due to absences and children in and out
- Some LA children were far more engaged than in previous tasks (CD, KM, CW)
- 'Hook' was effective. Children were enthused about task (RM asked to miss his guitar lesson to stay in the lesson)
- One of the case study children visibly unhappy throughout. Disappointing as he loves History and I had hoped that he would respond well to this task. Typical of his behaviour during group work however.
- Most children achieved research element of success criteria but not everyone had time or felt confident enough to report back to the group
- Children were slow to settle to their work. Could have benefitted from more time on this occasion
- Continue to use a physical or visual hook to engage the children
- Re-iterate the Jigsaw grouping in another context
- Support MAT children through pairing with a child of similar ability in certain contexts.

Disappointing element of this lesson was, in the first instance, due to the introduction of a new co-operative learning strategy to a class which has historically struggled with groupwork. The timing was not ideal as it was also the last day for the class with their teacher, who leaves today. Children were particularly emotional and didn't respond well to the change, despite being pleased to see me. One of the case pupils was particularly resistant to both the group work and the subject which he was allocated to research. This had a negative effect on the class at large.

The problems which occurred today need not necessarily be viewed as a direct result of the cooperative learning strategy employed. The behaviour from one of the case pupils (JD) seems to be representative of pupils with a less developed social skills. JD is currently undergoing assessment for ASD and the quality of his learning is continuously affected by his resistance to group work. By giving JD the opportunity to move out of his general group (in which he has been historically unhappy), it became clear that his resistance to group work is not dependent on who he is working with. His social anxieties seem to be amplified in any group context, which obviously poses a problem for this type of teaching strategy.

Actions

- In order to make progress with a cooperative learning technique in a mixed ability context, it is essential to look at explicit ways of teaching social skills eg. Clear explanations, teacher modelling, prompting, reinforcement etc
- View Cooperative learning as a taught discipline which cannot be implemented in isolation. Find ways to integrate technique into daily context of the class
- Use JD case study as a way of improving teaching and learning with specific group of learners.