

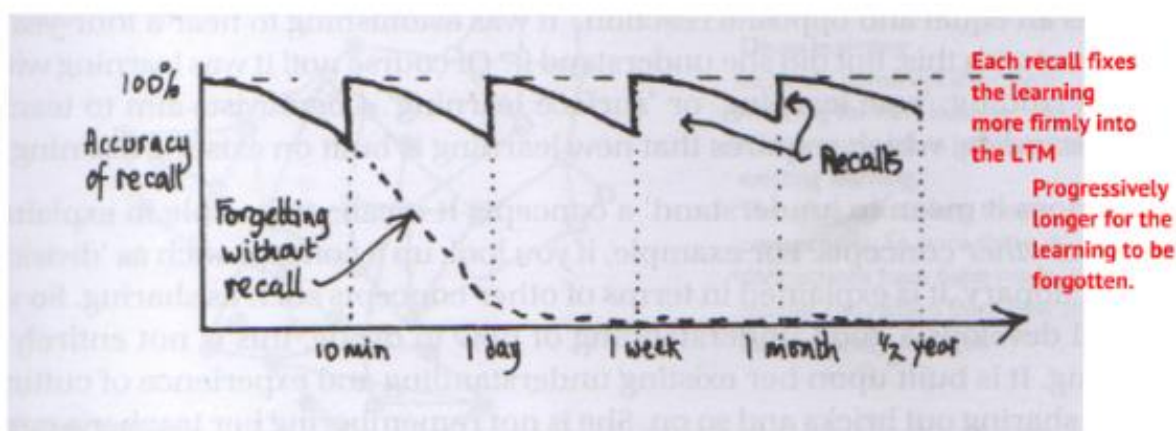
APPENDICES

(Equivalence to 1,000 words)

Include your annotated lesson observation sheets and your three Critical Incident reflection sheets. It is considered good practice to cross-reference so that you refer to your numbered appendices in the body of the assignment.

Diagram 1

Showing repetition.



Observations

Record 1

Date and time, year group: 26-09-22 12:15-13:15 Year 9, Sociology
Where and When: Context of the observation – subject/AOLE, general classroom context 18/20 pupils, classroom set in rows with each table being for two pupils. Classroom had a GCSE history display and other history topics covered in the room.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Child 1 disruptive, in chatting to classmates and teacher. Child 2 with phone out, worsening Child 1's disruptiveness resulting the teacher give child 1 choice whether to be quite or stay behind after the lesson during their lunch break.

Areas of possible exploration: what you think could be” under the hood” in these incidents? What avenues of research could you consider?

Potentially positive punishment, Skinner and E.L. Thorndike.

Behaviourism

Positive indicates the application of a stimulus; negative indicates the withholding of a stimulus.

+R Positive Reinforcement Dog's behavior causes a good thing to happen. Behavior increases. The Dog seeks joy or pleasure. 	-R Negative Reinforcement Dog's behavior causes a bad thing to stop. Behavior increases. The Dog seeks relief. 
+P Positive Punishment Dog's behavior causes a bad thing to happen. Behavior decreases. The Dog avoids discomfort and fear. 	-P Negative Punishment Dog's behavior causes a good thing to stop. Behavior decreases. The dog avoids sadness or loss. 

Learning is therefore defined as a change in behaviour in the learner.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Lesson just before lunch, an active class with lots of open discussions in around the task.

Record 2: The one the Assignment is based on.

Date and time, year group: 26-09-22, 8:55-9:55 Year 7 English.

Where and When: Context of the observation – subject/AOLE, general classroom context

25/30 pupils. Classroom set in rows with two pupils per tables. Minimal displays, with a few key words on the walls to use in description tasks.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

Teacher reading the story that is the focus for unit of work for the term, while reading the teacher periodically checks in the with pupils to check they were paying attention and understating about what was just read. The teacher also check that the pupils remembered the characters characteristics.

Type of Questions asked:

“What do you think this means?” “What do you think is going to happen?”

“Who is this character related to?” “What do you think this will lead to?”

Areas of possible exploration: what you think could be” under the hood” in these incidents? What avenues of research could you consider?

This is a prime example of repetition practice, constructivism, cognitive load theory, repetition and retrieval practice asking the pupils to recall information that was cover in the previous lessons to compound understanding of the book. J.B Watson; remembering depended on “frequency and recency.” Rote learning and Constructivism learning theory.

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Break immediately after the lesson, first thing on a Monday morning most pupils were tiered and openly yawning. Most student keen to offer up answers to questions, though so were reluctant to offer up an answer so teacher cold called.

Record 3

Date and time, year group: 27-09-22, 8:55-9:55 Year 9 German
Where and When: Context of the observation – subject/AOLE, general classroom context 20/22 Pupils in the class, room set out in 2 horseshoes one larger than the other (see drawing). More pupils sat on outside, walls covered with German phrases with phrases on the window. Layout of room 
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) Teacher used games and competitions, using matching triangles with a phrase on one side in English and the other in German first to complete the task in pairs gets a point on the class leader board. Using booklet.com a more game orientated Kahoot task and revision tool. Words that came up on these tasks were unfamiliar, the teacher got them to work out what the word is for themselves.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? Behaviourist, scaffolding and games-based learning to compound the learning.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) It was a busy lesson with some chatty pupils in the corner of the room, it started raining and the class had to go outside to get to their next lesson.