

Ecad5010

Targedau / Targets	Sut rydych wedi gweithio ar hwn / How you have worked on this	Ceir enghraifft ar / An example can be found on
Targed/Target 1	Make synthesis and critical analysis and evaluation a frequent and consistent feature of your writing	Throughout lit review
Targed/Target 2	Please ensure that your work is presented consistently using standard paragraph formatting.	Throughout the assignment as a whole
Targed/Target 3		

Design and conduct a small-scale research study, and critically evaluate the impact of chosen research tools and data/findings on the learner and on your professional practice.

Research question: do children feel more confident answering questions when think pair share is used in the classroom?

Within this assignment, a small-scale research study will be planned and carried out in order to assess the effectiveness of two research tools. In order to draw conclusions about data that will affect learners and professional practise, the research techniques will include questionnaires and interviews. The goal of this study is to assess learning techniques. The think-pair-share strategy has been chosen, and it will be assessed to draw conclusions about the strategy's potential effects on practitioners and learners. The appendices will display the data and results on the effectiveness tools.

Strategies For Students, (2015) state the social constructivist learning theory, promotes teamwork in assessment for learning, which is the foundation of think pair share. Information is retained effectively when students work together to reflect and discuss in a think-pair-share activity. Additionally, this approach encourages engagement and fosters student

ownership of their education. AFL is an approach to teaching and learning that allows feedback which improves student performance, it allows children to be involved in their learning as they gain confidence in what they are expected to learn and to what standard (Cambridge Assessment, n.d.). Think-Pair-Share, follows one of the four aspects of AFL which is questioning as they discuss their answers with their partner (Plymouth Community School, 2017). The methodology used was the mosaic approach, this method uses children's own content to discover more about how they see their early childhood environments. It may also be useful with older children, especially those who have communication issues or for whom English is a second language (Clark and Moss, 2001). The broad plan and logic guiding your research is referred to as methodology. In order to select the strategy that most closely satisfies your objectives, developing your methodology entails researching methodologies employed in your field as well as the theories or guiding principles that support them (Scribbr, 2019).

Assessment for learning is a method of teaching and learning that gives teachers feedback to enhance their instruction and better serve each learner. (NHS,2021). There are four aspects within AFL, questioning, feedback, self and peer assessment and the formative use of summative assessment (Flórez and Sammons, 2013). Black, P.J and Wiliam, D. (1998), encouraged these four elements alongside the importance of summative and formative assessment. Eberly Centre (2019) stated that summative assessments asses student learning at the conclusion of a unit of instruction by comparing it to a reference point. An observation and written test are examples of assessments that are used to evaluate work with a high point value. When students use the results of formative assessment to direct their efforts and activities in later courses, this is known as using formative assessment information.

According to University of Greenwich (2022) formative assessment monitors learners and provide ongoing feedback to staff and pupils, this is AFL. When it is well developed, it allows students to recognise their strengths and shortcomings, which improves self-regulatory abilities to manage their education. Additionally, it gives the school constant information about which students are having difficulties, giving them adequate support. This can be teacher led, peer or self-assessed. Black, P.J and Wiliam, D. (1998a) believed that the teachers should use formative assessment as part of their teaching as learners learn at approximately double the rate. Hattie, J. (2012) agreed that AFL helps to understand and create knowledgeable individuals, he described It as 'more visible', he believed AFL helps learners understand what excellence looks like and how their work can reach that level. This

refers to using forms of formative assessment to collect feedback during the act of production. Didau, D. and Rose, N. (2016) stated that formative assessment is fundamentally and fatally flawed, they believed that performance in the classroom does not relate to understanding or developing new knowledge, he stated that learners are most likely to mimic desired responses as they understand what to say without the background knowledge of what their statements mean. I believe formative assessment is a profound tool which can help learners lead to a supportive aspect within their learning journey. Providing students with ongoing feedback will lead to the possible outcome of success and ongoing confidence. Mischo and Rheinberg (1995) stated the benefits of formative evaluations for students' self-esteem, academic self-concept, and intrinsic motivation have been stated. When someone is intrinsically motivated, they are spurred on by the fun or task at hand rather than by objects, requirements, or rewards from outside sources. (Ryan, R.M., and Deci, E.L. 2000).

Think pair share (TPS) is a powerful cooperative learning strategy, conceived by Lyman, F. T. (1981). It has developed widely as a tool within every classroom no matter the age. This tool encourages learners to think about a question, problem, or topic and then time to articulate their thoughts. TPS promotes understanding through active reasoning and explanation. Learners are listening to and sharing ideas, it provides that encouragement to think pair and share multiple perspectives, according to Li (2022). When children view others perspectives it allows children to adopt more elaborate strategies resolving interpersonal conflicts. This is vital for interpreting issues and leads to problem solving, reaching consensus during social interactions. The writer believes the use of TPS can lead to learners developing their problem-solving skills, allowing TPS to be used as a tool for cognitive development to be made. Sam (2021) stated that problem solving plays a vital role in children's cognitive development as creativity is encouraged through learners viewing situations from different perspectives.

Regarding my research question, the aspect of AFL will concentrate on Think- Pair- Share to carry out this study. TPS is formative assessment as it uses the opportunity to gather proof of comprehension and learning, offers chances to provide feedback to advance learning, and encourages students to take responsibility for their own learning, JuniorCycle, (n.d.). Woolfolk, A.E. (1998) also stated that children should think intentionally about their education and behaviour, and to then take control of their learning purposefully through choices they make through self-motivation. The questioning approach known as "Think-Pair-Share," is

crucial when questioning students, time to reflect is also crucial. Questions must also encourage conversation and allow for everyone to contribute an answer (Welsh Government, 2010). P.J and Wiliam, D. (1998b) stated lessons should evoke thoughtful reflection where learners can be encouraged to take part. Time is essential for learners to think about questions and develop an environment to be comfortable taking their time. Think-Pair-Share was developed by Lyman, F. T. (1981) in order to do exactly this. It is a cooperative method to offer children the opportunity to reflect and come up with their own opinions about a subject or idea before pairing up with a peer to discuss their thoughts. (Cowling, 2017) also believed TPS gives children the opportunity to feel more comfortable to share their thoughts, it also fosters social skills, improves students' speaking skills, giving learners an opportunity to learn from one another. Lyman, F. T. (1981) agreed that positive effects of implementing this strategy in classrooms improve communication and enhance skills holding effective learning experiences. Casteel and Stahl, 1973; Rowe 1972; Stahl 1990; Tobin 1987) stated many positives with wait time, this relates to the previous statements, as was stated that it supports higher level thinking, and processing which aims to facilitate ongoing communication and skills for learners.

Zinveliu (2021) stated when learners have time to reflect or share their ideas with a partner, some students find it unsettling to speak in front of their peers. Expressing their ideas can cause anxiety episodes, which will hinder their ability to learn. Coplan and Kathleen Moritz Rudasill (2016, p.54) states, shy and anxious learners will find their educational environment stressful when are asked to respond to a question out loud. Clapper (2010) stated children need a secure learning environment more than anyone. We only need to consider our personal experiences to recognise how true it is that unpleasant learning experiences might influence subsequent learning. Bronfenbrenner (1979) stated the importance of a child's environment similarly to Coplan by creating his ecological theory. This theory states the influence of social environments on human development, and argues that the environment you grow up in affects every facet of your life. The microsystem within this theory relates to the immediate environments which involve the school, therefore if a part of this environment puts stress on a child, it will affect their learning. Bronfenbrenner (1979) believed the interactions within this microsystem are crucial to support and foster a child's learning development.

There are many benefits and drawbacks using this strategy, but the author argues that it should be used to give students a chance to express their ideas and opinions with others,

which can impact on their own learning. Think-Pair-Share is a technique that should be used to develop students' social skills and confidence. Vygotskij et al. (1962) emphasised the importance of social relationships. According to his thesis, social and cultural contacts are essential for a child's growth. A vital component of development is social connection. In pairs, learners can interact and learn more in this portion of the strategy. They are given the opportunity to reflect, explore, and acquire new skills, according to Vygotsky (1978). It may provide students with a comfortable setting in which to develop new ideas and skills. This can highlight the significance of the sharing component and how it might support students' success in learning through social interaction.

The research was conducted in School A, the school is within the valleys of South Wales, with over 1,000 pupils on roll, with 1,060 in the secondary phase and 350 in primary phase.

Around 28.4% of pupils live in the 20% most deprived areas in Wales. Nearly all pupils speak English as their first language (ESTYN, 2016).

The Mosaic Approach was the methodology employed; it developed with the goal being the "voice of the child" through assessment of a multiagency network of services for families and children. (Clark and Moss, 2001; Clark, 2003). The Mosaic approach was updated, which was Places to Play, to ask young children about their outside settings (Clark and Moss, 2005). The Mosaic method was utilised to focus on the children's voices, recognising children as experts, integrating children in the research (Clark and Moss, 2017). The framework for this method led to the development of this approach. This was the justification for choosing this strategy for the small-scale study since it emphasises children's involvement in research that heavily incorporates them. According to Clark et al. (2003, p. 48), improvements that continue to pay attention to young children's needs, diverse opinions and interests would be most beneficial to them. ESTYN, (2019) also agreed, pupil voice is the driving force behind the school's curriculum planning. Pupils can share knowledge and ideas by doing this, sharing skills and ideas on how to improve their learning which will benefit them the most (ESTYN, 2019). Children, according to Qvortrup et al. (1994, p. 2), are social actors who are "beings, not becoming's," not passive objects in study or in society at large. Christensen and James (2000), also agreed that it concentrates on looking at how children view their lives as well as their interests, priorities, and concerns.

This research combined traditional methodology of observation and interviewing with the introduction of participatory tools. Cudjoe et al, (2021) stated children are active competent social actors who have the right to be engaged in decision-making concerning their lives. The theory emphasises the significance of researching by and with children rather than on

them, listening to their words, emotions actions and social interactions. Throughout I used interviews and questionnaires, focusing on children as the participants, allowing the children to take control of their answers and conclusions. As Clark et al (2003, p.48), states similarly to Cudjoe et al, (2021), changes remain vigilant on young children's needs and varied viewpoints and interests would benefit them most.

Interviews are a form of qualitative research which focuses on open ended questions to converse with respondents to collect elicited data about a subject (Question Pro, 2018). Cambridge Dictionary (n.d.) states elicited provides a response without giving an answer. Cleland (2017) states qualitative methods are vital during various stages of the research process, from the choice of the studied phenomena to the written results, theory is utilised to qualitative studies. Theory can be applied at various points as it builds conceptual foundations of the investigation, frames the study's questions, and makes presumptions to support or explain the methodological approach. Theory gives a third perspective, allowing further aspects of data to be viewed. Reeves et al. (2008) also stated theories provide researchers with many "lenses" to see issues and social challenges, focusing their attention on various facets of the data and giving them a framework for conducting their investigation. Although theories can provide another aspect giving further perspective Bacharach and David (1989) believed theories impose blinders or restrict researchers' "range of vision," causing them to overlook crucial data that are not covered by the theory.

The interview was structured as the questions were decided before the interviews were conducted. Questionnaires are a research tool that can be qualitative and quantitative, it is a form of collecting useful information regarding the chosen topic (Cint, 2022). Verhoef and Casebeer (1997), stated quantitative research generalises factual, reliable data that is generalisable as well as qualitative research producing rich, detailed, and valid process data based on the participants rather than the investigators perspectives. Combining both methods, a degree of comprehensiveness can be achieved that neither approach can achieve if used alone. Tashakkori & Teddlie, (2003) agrees that both methods should be used collaboratively in order to compensate for their weaknesses, therefore using both methods overcome the limitations of both qualitative and quantitative data. Sieber (1973) argued that both methodologies have inherent advantages and disadvantages, researchers should make use of the advantages of both approaches to comprehend social phenomena more fully. Roberts (2000) stated collecting and analysing qualitative data may necessitate a smaller sample size than would otherwise be necessary, which may limit the kind of statistical techniques that could be utilised, particularly the more precise parametric

measures of correlation like t-tests, which refer to comparing the results of two groups and analysing variances. For this research it is fundamental to ensure all participants are used effectively to come to relevant conclusions. The writer states the importance of conducting the methods in different ways, using interviews and questionnaires by collecting the data differently, analysing the results through separate methods, such as pie graphs and bar charts. S. Gillis (n.d.) discusses the importance of data splitting, communicating that creating a split within the data even if the sample is the same group of people, it allows a more recent and relevant collection of data. The data is split into two groups which can then be easily compared coming to finalised and relevant results.

The research was collected using questionnaires and interviews. These were used in the form of a mosaic approach as children being the centre of the research. Brown (2015), stated a traditional approach during research children being at the centre of the research giving them a chance to be heard during adult conversations, it gives context to the researchers of how the children feel and think (Clark, Moss and National Childrens Bureau, 2011). Interviews were conducted in a year 3 class, in a group setting, asking 5 children questions relevant to the research question, the interview questions were made relevant based on the questionnaire that had been given to them beforehand. Contextual learning (CL), according to Hull (1995), is an approach that links brain activities to produce meaningful patterns. CL ties academic material to practical application. This is crucial for children as it retains long-term memory, they can use the context provided to lessons later, rather than just short-term memory, which they quickly forget. According to Davtyan (2014), states context can aid in children's problem-solving; as a result, when context is provided, they will gain knowledge about topics in the future, giving them a chance to problem-solve the questions posed during these interviews.

The interview and questionnaire consisted of multiple forms of open ended and closed questions; in order to get a range of data from these interviews. Informizely (n.d.) stated closed-ended and open-ended question, are a strong tool as they give you both quantitative and qualitative data at once. Closed ended questions have a limited set of answers "yes" or "no", open ended questions give you more information than is anticipated, it provides further context of what is being asked (Farell, 2016). Vasquez (2000) discussed open ended questions are more useful for children, stating that indirect questions provide a margin of safety for the child. The interview was conducted in a quiet room with 5 children, who were picked randomly from different ability groups. Focus groups are an accepted qualitative research method, they enable the collection of in-depth data which provides more details of

the phenomenon stated R.S. Barbour (1999). According to Bagnoli & Clark (2010) Focus groups are used during research which involve young people, resulting in the most effective outcome of data. Krueger & Casey, 2009, p. 2 stated that focus groups allow children to answer questions in a safe, permissive environment.

The questionnaires as stated previously was conducted before the research day, during school hours, the class teacher supported the children through the questionnaire to ensure relevant context was given, giving each child equal opportunities. They used school laptops to access the link, the link was checked by the head and class teacher before passing the link over to the children. The writer believed research is conducted using an online system, it ensures that all students receive equal opportunities. Crosskey and Vance (2011) stated that having a teacher present to support them will benefit them further with their understanding of the questions given. Pupils with poor reading skills or difficulty following instructions can participate, according to Crosskey and Vance (2011). The data was collected anonymously for the interviews and questionnaires, names and information on the research day was deleted prior to leaving the building as a form of the BERA guidelines, following confidentiality. Which follows the importance of keeping data securely, ensuring that any form of publication does not directly or indirectly lead to a breach of agreed confidentiality and anonymity (BERA, 2018 P.31).

BERA (2018, P.27) states before data collection, researchers hold the responsibility to think through their duty of care to recognise potential risks. Regarding these ethical issues that may arise, an ethics form which is included in the appendices was conducted to detect any harmful situations regarding data, confidentiality assent and consent, before any research took part. Unicef (2023) states the rights of the child of article 12, stating that every child has a right to express their views, feelings and wishes in all matters affecting them, and their views to be taken seriously. Within this research it is vital to follow BERA (2018) guidelines involving assent, listening to the child's needs when involving themselves in the research, giving them their right to express when or if they want to withdraw.

The questionnaires were sent to a year 3 class, which consisted of 29 pupils. Only 10 pupils responded to the questionnaire as it was set to be completed through technology time prior to my visit, but as time is a constraint in many classrooms, only a few pupils were able to respond as they had work to finish. Moving forward when conducting research, I would

observe a lesson where think-pair-share is used focusing on the way children respond in action to what is happening around them. Research (n.d.) stated that observation deter from bias data, questionnaires can be bias as they do not include all the important details, children can find some questions confusing, as they may ask friends for the answers or answer randomly. Borgers, N et al. (2000) also stated that questionnaires can be too confusing children.

Although observation would be effective in this instance there was only one day to complete the research therefore a time constraint was a constant barrier. Question one consisted of the context surrounding the questionnaire which asked the children if they understood the meaning of “think-pair-share”, 67% of children responded yes to this. Question two and onwards were follow up questions from the previous questions. DeFranzo (2011) stated the order in which questions are asked are vital and when context is given it allows the respondent to understand what is wanted from them when a questioning sequence is used. Question four asked pupils why they want to/not answer when think-pair-share is used in the classroom, many responses consisted of helping them with their confidence as they can ask their friend/partner. Cowling, (2021) stated that TPS helps children build their confidence as pairs brainstorm together and learn from one another. Lyman (1981) believed that think time gave children that opportunity to share their thoughts, building their confidence over time.

The interviews were conducted through focus groups previously discussed focus groups are the best way to conduct an interview for children as they are surrounded by friends which allows for more responses as they are in a comfortable environment, allowing different perspectives. Kennedy, Kools and Kreuger (2001) state that children's opinions, original thoughts, and insights can be captured in focus groups, which are frequently missed in more conventional paediatric research. Throughout the research the children were given the opportunity to always withdraw, during this interview they were given cards with a thumbs up and thumbs down, during parts of the interview they were asked “are you happy for me to ask you more questions?” and then would respond with their cards, all pupils chose a thumbs up during all pit stops. NSPCC (n.d.) stated the importance of children being made aware that declining to participate in research has no harmful effects and that they are free to revoke their permission at any moment. Throughout the research, you should periodically confirm with young participants that they are still happy to participate.

All the data from the interview questions were 50/50 when asked questions regarding the process of think-pair-share, specifically the thinking time, some children said they enjoy the extra time, some said they did not as they were unsure what it was for. The collection of the interviews and questionnaires were answered by different pupils; therefore, a wide range of data was collected during this research. Cleave (2023) stated that various methods and a collection of data is important to be gathered from different sources, which allows for decisions throughout the research to be made.

During this research project it was shown that many children enjoy the positives Think-Pair-Share bring to their confidence as well as giving them the opportunity to build relationships and their social skills. The interviews with children also gave a different perspective on the topic, which varied the data greatly.

In conclusion, several discoveries about research and the methodologies used during this project have been made. This experience taught me how vital it is to obtain information on the advantages and disadvantages of various research methods and research design options. I acquired how crucial it is to carefully examine ethical issues when conducting research.

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