

Appendices

Key



Figure 2: Key of diagrams in fig.2 and fig.3

Lesson Study One: School X

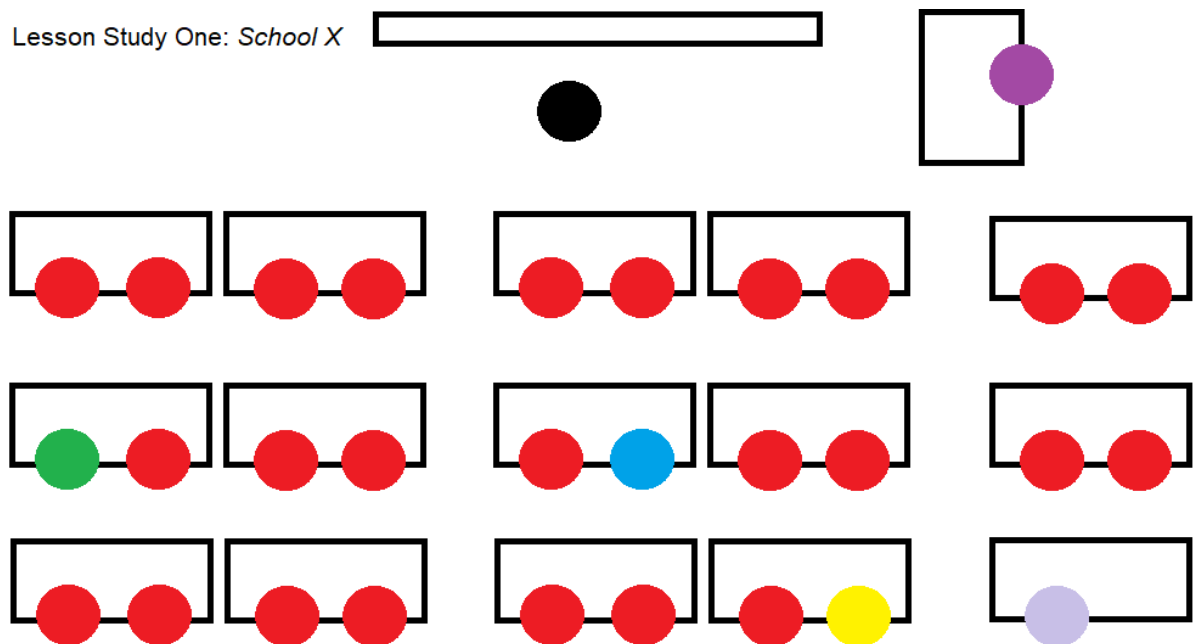


Figure 1: Diagram of the Seating Arrangement showing the case pupils, non-case pupils and observers in School X

Lesson Study Two: School Y

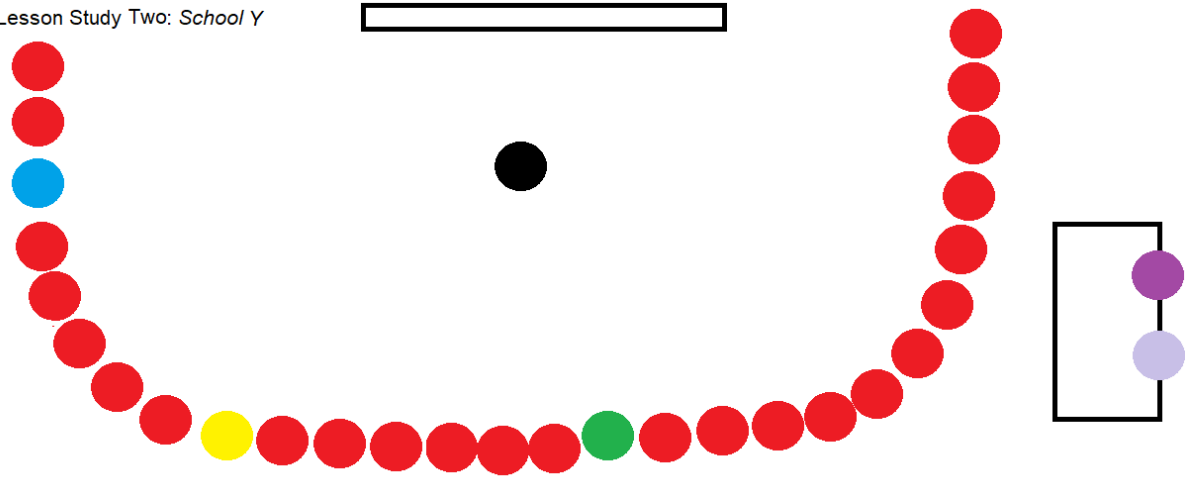


Figure 3: Diagram of the Seating Arrangement showing the case pupils, non-case pupils and observers in School Y

(Handwritten: A - I believe that roleplay & rehearsal damages his engagement, but questioning & other tasks raises it)

Q. Does role-play increase levels of pupil engagement within a KS3 classroom?

Name of Observer: **SAMUEL LLOYD** Date: **4/2/20**

Context: **Y7 DRAMA** - silent, non-participant observation.
 - Roleplay - all 3 case pupils are 'directors'.

Rate from 1-5*	Child A	Child B	Child C
The Leuven Scale** for well-being and involvement, introduction What is Mythology?	pre (2-3) 4	2	low 2
Involvement in, and attitude towards the starter task Link the photos - what's the story?	3	* (actions, disruptive) 1	low 2
Engagement in questioning - how much effort is put into their answers during/post starter?	5	(3 → 4) 4	low 2
Involvement in, and attitude towards the main role-play activity - rehearsal	Disruptive. outbursts of poor behaviour 2	OK. 4	Good (high 3 low 4) 4
Engagement in questioning - how much effort is put into their answers during/post role play? Including Performance	reactions only 2 questioning 3	(high 3 low 4) 4	4
The Leuven Scale** for well-being and involvement, ending Plenary - Questioning	3	answer Q's + focused 4	obvious, engages, displays raises hand 3

*1 - Extremely Low; 2 - Low; 3 - Moderate; 4 - High; 5 - Extremely High

Key aspects of observed lesson:
Introduction: pupils enter the room in their usual manner. The first row of the observation sheet is completed during this phase using the Leuven Scale for well-being and involvement; this scale should be adapted for KS3 students.
Starter task: This task is any, usual, NON-role-play activity. Pupils attitudes during this task are to be observed in this phase and the second row is to be completed.
Questioning 1: Post-starter task activity, checking what pupils have learnt in their starter task. 3 case pupils will be picked on for questioning as well as other students.
Role-play task: This task is a role-play activity, during which there is a clear learning objective. The role-play activity will not teach the same content as the starter activity, but content which naturally follows. Pupils' involvement and engagement in the role-play activity is to be observed and the fourth row is to be completed during this task.
Questioning 2: Post-role-play task activity, checking what pupils have learnt during the role-play task. 3 case pupils again will be picked on for questioning (with an attempt for it not to be obvious), as well as other students.
Ending: The final phase of the lesson is to be completed in the usual manner. The final row of the observation sheet is to be completed during this phase, again using the Leuven Scale.

(Handwritten notes on the right side of the table):
 * [redacted] is not disruptive, but is passive & unresponsive.
 * [redacted] (B) is disruptive & talkative during silence, but then picks up during questioning.
 * Refers to class, not so confident, loses engagement.

(Handwritten notes on the left side of the table):
 T: still in...?
 A: No... (disruptive)
 → relatively disruptive
 A - Doesn't seem bothered
 B - OK → good
 C - Attempting to lead but being over-ruled by stronger, more engaged members

(Handwritten notes at the bottom):
 *** A's behaviour improved when I, silent obs, was close to him. Instant behaviour increase.
 → obviously bored when being obs from afar.
 *** B did raise hand for first time in the lesson, but was not chosen to answer.
 Visibly enjoying roleplay over any other task.

Figure 4: Case pupil observation sheet using the Leuven Scale of the Drama Lesson in School Y

Q. Does role-play increase levels of pupil engagement within a KS3 classroom?

Name of Observer: Emma Price

Date: 27/1/20

Context: medieval towns - new topic, first intro.

Timescale:

Timescale:	Rate from 1-5*	Child A	Child B	Child C
	The Leuven Scale** for well-being and involvement, introduction		1 2	1 3
	Involvement in, and attitude towards the starter task	4	1	3
	Engagement in questioning – how much effort is put into their answers during/post starter?		2 3	3 4
	Involvement in, and attitude towards the role-play activity	5	3	4
	Engagement in questioning – how much effort is put into their answers during/post role play?	5	2	4
	The Leuven Scale** for well-being and involvement, ending	5	2	3

*1 – Extremely Low; 2 – Low; 3 – Moderate; 4 – High; 5 – Extremely High

Key aspects of observed lesson:

Introduction: pupils enter the room in their usual manner. The first row of the observation sheet is completed during this phase using the Leuven Scale for well-being and involvement; this scale should be adapted for KS3 students.

Starter task: This task is any, usual, NON-role-play activity. Pupils attitudes during this task are to be observed in this phase and the second row is to be completed.

Questioning 1: Post-starter task activity, checking what pupils have learnt in their starter task. 3 case pupils will be picked out for questioning as well as other students.

Role-play task: This task is a role-play activity, during which there is a clear learning objective. The role-play activity will not teach the same content as the starter activity, but content which naturally follows. Pupils' involvement and engagement in the role-play activity is to be observed and the fourth row is to be completed during this task.

Questioning 2: Post-role-play task activity, checking what pupils have learnt during the role-play task. 3 case pupils again will be picked on for questioning (with an attempt for it not to be obvious), as well as other students.

Ending: The final phase of the lesson is to be completed in the usual manner. The final row of the observation sheet is to be completed during this phase, again using the Leuven Scale.

Figure 5: Case pupil observation sheet using the Leuven Scale of the History Lesson in School X

What did you know about Mythology before this lesson today?

- ~~1~~
~~2~~
~~3~~
- A - nothing - myth - isn't true, real story pretend
 - B - learnt in primary - good understanding - myths/legends.
 - C - story changes all the time

Do you feel that the link the pictures task improved your knowledge of Welsh Mythology? Why?

- A - ~~As~~ prior knowledge tapped into
- B - yes
- C - yes, interesting

How did you feel about Welsh Mythology after being asked to read your scroll?

- A - Yeah - interesting in different ways
- B - Good
- C - We learning about things in Wales.

Do you enjoy role-play style activities? Why?

- A - Yeh - and in other lessons
- B - Yeh - "
- C - Yeh. - "

nervous
speaking

Do you feel that the role play activity improved your knowledge on Welsh Mythology? Why?

- A - Yes - confident
- B - A bit - confident
- C - Yes.

had
R.K.

confident

Figure 6: Side 1 of Interview results sheet with Case Pupils taken post-Drama lesson in School Y

How do you feel about Welsh Mythology now that you have done this lesson?

- 8 A - not the biggest fan - boring
- 8 B - "immersed" in it - enjoy it more
- 8 C - more to learn about.

What was your favourite bit about the lesson? Was it enjoyable? Why?

- A - making gifs
- B - soundscape
- C - making soundscape.

Were there any bits of the lesson that you didn't enjoy? Which and why?

- A - start
- B - "
- C - "

→ excited to get into the roleplay

~~Which of all the tasks did you prefer? Why?~~ Anything else

- A - teacher's expression + enthusiasm.
- B
- C

more teacher demo? more teacher acting?

Yes!

Figure 7: Side 2 of Interview results sheet with Case Pupils taken post-Drama lesson in School Y

What did you know about medieval life before this lesson today?

- A horrible disease - disgusting (M+B)
- b drink wee/sick - disgusting
- c extremely unhygienic - unclean
overcrowded.

Do you feel that the hand grab and writing tasks improved your knowledge on medieval life? Why?

- A A bit - didn't really like it 4/10
- b drawing ✓ 7/10
- c look deep into it 10/10.

How did you feel about medieval life after the hand grab task and the writing tasks?

- A Not really - fun, kinda. 6
- b Not really - useful - more 7.
- c More interesting - imagine 9.5
↳ D.V. where she was?

Do you enjoy role-play style activities? Why?

- A YES - love practical
- b Interesting. More regularly ✓
- c YES love drama

Figure 8: Side 1 of Interview results sheet with Case Pupils taken post-History lesson in School X

A - 9/10
 B - 8/10
 C - 11/10

A+C didn't enjoy drawing
 castles.

B did.

Do you feel that the character/role play activity improved your knowledge on medieval life? Why?

- A Not loads - e.g. going farmers.
- b Understand more ✓
- c Realization

How do you feel about medieval life now that you have done this lesson?

- A Yes - good - liked it (likes writing but)
- b Role play interactive
- c Can't a lot doing more. (doesn't matter)

What was your favorite bit about the lesson? Was it enjoyable? Why?

Which bits?

- A RP. - drama
- b RP - finding out (emb).
- c loved all of it

Were any of the bits of the lesson not enjoyable? Which? Why?

- A Hard grab - Ant X (drama plz)
- b writing
- c Nothing - pack away

Figure 9: Side 2 of Interview results sheet with Case Pupils taken post-History lesson in School X

Leuven Scale (Adapted for KS3 Pupils, by Samuel Lloyd)

1 Extremely Low

Pupil's activity is simple, repetitive and/or passive. The pupil shows signs of obvious distress and/or boredom. Pupil is not involved in the lesson, and may also be attempting to disrupt other students.

2 Low

Pupil's activity is intermittently simple and/or passive. The pupil may often show signs of boredom, and may have outbreaks of poor behaviour. They may be attempting work set for them to do.

3 Moderate

The pupil is involved in the lesson, but may not be concentrating to their best ability. They may be doing the work set for them to do, but not contributing to classroom discussion or working well with their peers.

4 High

Pupil's activity is consistently good in tasks within the lesson. They are achieving well and completing all work set. The pupil is not easily distracted, and behaviour is good overall.

5 Extremely High

Pupil's activity is consistently good in the lesson, and they are visibly enjoying all aspects of it. They are getting involved in classroom discussion, and completing all work to their best ability. They may also be attempting to help their peers with their own work. There are no behavioural issues.

Figure 10: An Adaptation of the Leuven Scale used for this research.

History	S. Lloyd			
		A1	B1	C1
	Introduction	4	2	3
	Starter Task	4	1	3
	Questioning 1	4	2	3
	Roleplay	5	3	4
	Questioning 2	5	2	4
	Plenary	5	2	3
Drama	E. Price			
		A2	B2	C2
	Introduction	4	2	2
	Starter Task	3	1	2
	Questioning 1	5	4	2
	Roleplay	2	4	4
	Questioning 2	3	4	4
	Plenary	3	4	3

Figure 11: Observed case pupils', using the Leuven Scale, at various points in both lessons. Synthesised using fig.4 and fig.5

KEY	
	Engagement increased during roleplay task
	Engagement stayed the same during roleplay task
	Engagement decreased during roleplay task
X0	Case Pupil
1	Leuven Scale (SL adaptation) - Extremely Low
2	Leuven Scale (SL adaptation) - Low
3	Leuven Scale (SL adaptation) - Moderate
4	Leuven Scale (SL adaptation) - High
5	Leuven Scale (SL adaptation) - Extremely High

Figure 12: Key for fig.11

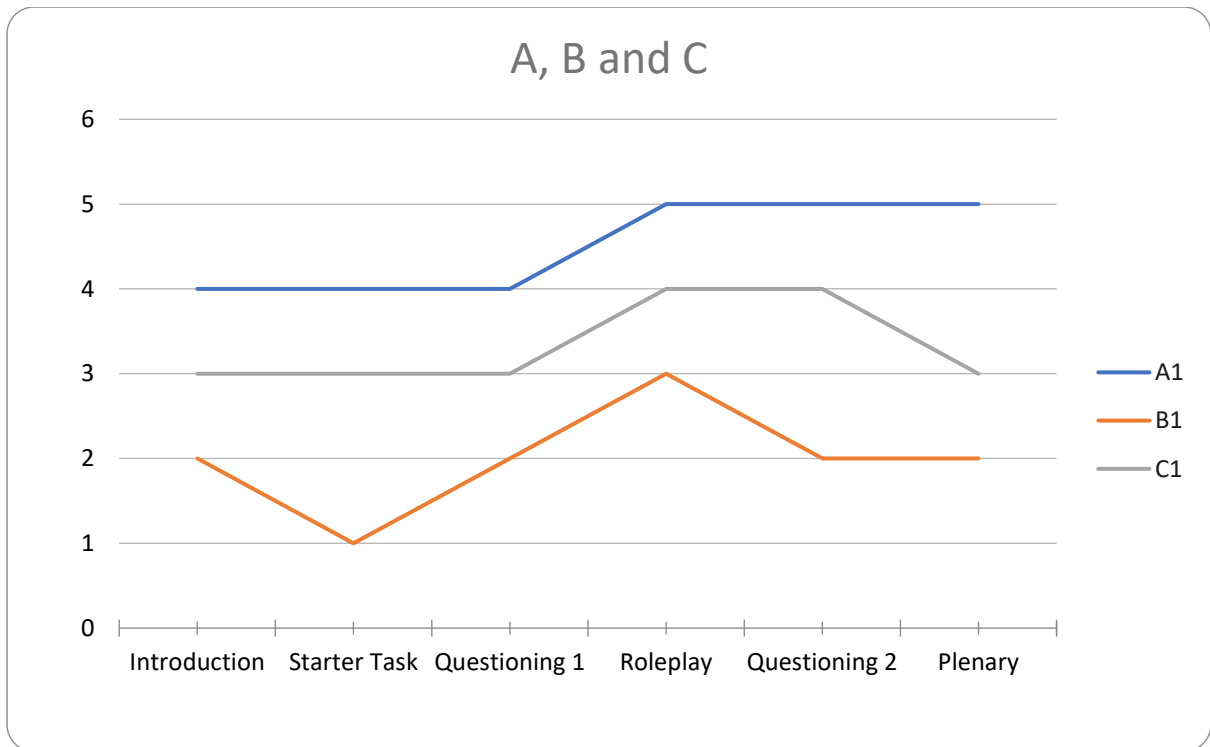


Figure 13: Line graph portraying the change in engagement for pupils in School X (History classroom). Synthesised using fig.11

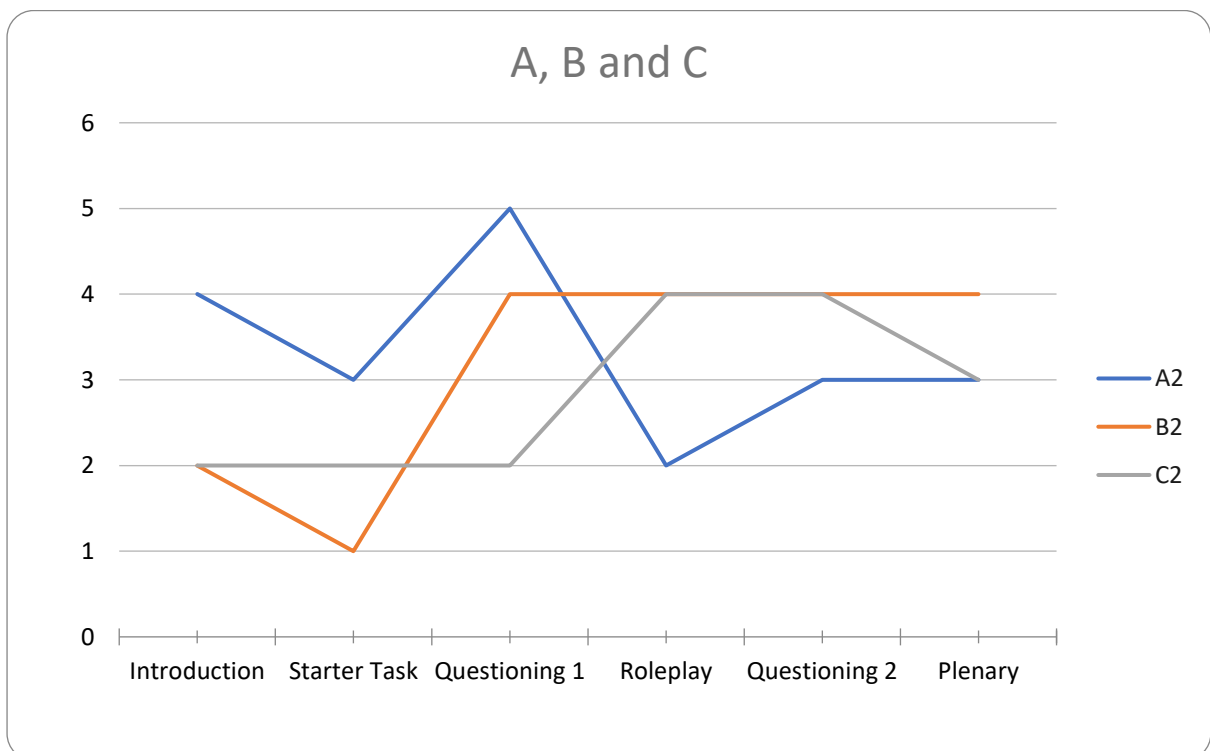


Figure 14: Line graph portraying the change in engagement for pupils in School Y (Drama classroom). Synthesised using fig.11



Figure 15: Picture of a medieval town used in the history lesson in School X



NAME: Brother Colin
OCCUPATION: Monk
BACKGROUND: I am 100% dedicated to worship of God and reading. I spend several hours a day praying and meditating. I have many different jobs, including helping the poor and sick.

Figure 16: An example of one of fourteen-character cards given to pupils in the history lesson in School X



Figure 17: Multiple observers in a classroom during a Lesson Study in Japan. Source: <http://www.americanradioworks.org/segments/a-different-approach-to-teacher-learning-lesson-study/>

