

Appendices

Contents

Year 4 observations

Appendix 1a: Observational Schedule Child X Page 2

Appendix 1b: Observational Schedule Child Y Page 3

Appendix 1c: Observational Schedule Child Z Page 4

Year 2 observations

Appendix 2a: Observational Schedule Child A Page 5

Appendix 2b: Observational Schedule Child B Page 6

Appendix 2c: Observational Schedule Child C Page 7

Interviews

Appendix 3a: Focus group interviews Year 2 Page 8-9

Appendix 3b: Focus group interviews Year 4 Page 10

Reflection

Appendix 4: Reflection proforma based on Gibbs (1989) Page 11

Consent forms

Appendix 5a: Year 2 consent form Page 12

Appendix 5b: Year 2 consent form Page 13

Appendix 5c: Year 2 consent form Page 14

Year 4 graphs

Appendix 6a: Child X engagement Page 15

Appendix 6b: Child Y engagement Page 15

Appendix 6c: Child Z engagement Page 16

Appendix 6d: Overall average engagement Page 16

Year 2 graphs

Appendix 7a: Child A engagement Page 17

Appendix 7b: Child B engagement Page 17

Appendix 7c: Child C engagement Page 18

Appendix 7d: Overall average engagement Page 18

Comparison graph

Appendix 8: Average engagement between year 2 and year 4 Page 19

Dual Coding

Appendix 9: Dual Coding Theory diagram Page 20

Appendix 1a

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: SD

Lesson: Domain

Pupil: X

Adaptation of Leuven Scale |

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	5	5	5	4	5	5
Interest and Motivation	4	5	5	5	5	5
Engagement	5	5	4	5	5	5

Appendix 1b

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: SD

Lesson: Domain

Pupil: Y

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	5	5	5	5	5	5
Interest and Motivation	5	5	5	5	5	5
Engagement	5	5	4	5	5	5

Appendix 1c

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: SD

Lesson: Domain

Pupil: Z

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	5	5	5	5	5	5
Interest and Motivation	4	5	5	4	5	5
Engagement	4	3	3	4	5	5

Appendix 2a

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: ED

Lesson: Domain

Pupil: A

Adaptation of Leuven Scale |

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	2	4	3	4	5	5
Interest and Motivation	4	3	3	4	5	5
Engagement	2	2	3	4	5	5

Appendix 2b

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: ED

Lesson: Domain

Pupil: B

Adaptation of Leuven Scale |

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	3	3	3	3	4	4
Interest and Motivation	4	4	3	3	4	4
Engagement	3	3	4	3	4	5

Appendix 2c

Dual Coding Observation Schedule:

Date: 3.2.20

Observer: ED

Lesson: Domain

Pupil: C

Adaptation of Leuven Scale

Concentration:

1. No concentration: staring, daydreaming etc.
2. Easily distracted: looks away, fiddles, dreams
3. Some concentration: some absent minded fiddling
4. Concentrating most of the time, some brief moments of distraction
5. Absolutely focussed, concentrating without interruption

Interest and Motivation:

1. No signs of motivation or interest in the given topic
2. Signs of limited interest into the topic, lack of motivation
3. Some motivation, interest shown in some aspects of the input/activity
4. The child seems engaged in the input/activity without interruption
5. Seems highly motivated and engaged, even strong stimuli can't distract

Engagement with Questioning/Learning Activity:

1. Not taking anything in, no engagement with teacher/activity
2. Minimal engagement with teacher/activity, only when asked directly to do so
3. Offers up answers to some questions/ engagement with the activity some of the time
4. Offers up answers to most questions and thought given to their answer/ engagement with activity most of the time
5. Always offers a high quality answer, keen to answer all questions/ engagement with the activity all of the time

Observation:

	Time point 1	Time point 2	Time point 3	Time point 4	Time point 5	Time point 6
Concentration	3	4	4	1	4	2
Interest and Motivation	4	4	4	1	4	3
Engagement	4	5	4	1	4	4

Appendix 3a

Focus group interview questions - Year 2

- **Do you like the read-alouds? What do you like about them?**
 - a. Tells you a story
 - b. Really fun because you get to listen to safety. You can find out about your safety. So fun
 - c. Of course. It breaks my heart because they're really lovely. Find out different waysAll: yes, of course
- **Can you concentrate during the read-alouds?**
 - a. Yes I can really concentrate because the pictures I can look at make me concentrate
 - b. Yes because if there weren't the pictures then you would fiddle but you don't get distracted because the pictures are there to look at
 - c. Yes?
- **How do you feel when listening to the read aloud while looking at the slideshow?**
 - a. I feel happy because I can concentrate and don't fiddle with things
 - b. I feel excited because I don't know what's coming up and I get a big surprise
 - c. It's really cool. I felt very nice.
- **Do you find the read alouds interesting? If yes, what interests you?**
 - a. I find them really interesting because the pictures tell you what they mean and you find out more things about them and its interesting. I do like the story because it told me about safety. [relates example to their life]
 - b. I do find them interesting. The story is really fun and interesting
 - c. Yes because you know, you know.
- **Do the read-alouds help you with your work? If yes, how?**
 - a. Because they tell you a lot of the information about what you need to know. The stories and pictures and things help usAll: yes

- **Is there anything you don't like about the read-alouds?**
 - a. I never get to listen properly to the story because people ask me the same questions. Some people don't listen because some people are not interested.
 - b. When I am listening to the read aloud a lot of children around me start annoying me
 - c. Some people fuss with me and I get distracted

- **What could we do better to help you next time?**
 - a. More exciting
 - b. More fun, a class outside sometime?
 - c. You can do the same thing as last week like [specific example]

Appendix 3b

Focus group interview questions - Year 4

1. Do you like the read-alouds? What do you like about them?
(All) Yes
(X) More information
(Z) Interesting and cool, true story and fiction, I like both.
(Y) When [Miss] is reading we can see the big pictures, and you can picture the writing.
2. How do you feel when listening to the read aloud while looking at the slideshow?
(X) Pictures can help with concentrating
(Y) Makes me feel like I'm in the story.
(Z) You can imagine it in your head
3. Do you find the read alouds interesting? If yes, what interests you?
(X) It interests me because it makes me more interested and confident to learn more facts at home
(Y) The pictures and the words are interesting
4. Do the read-alouds help you with your work? If yes, how?
(All) Yes
(Z) There's lots more facts
(X) We learn specific facts so we can write about them in our own words
(Y) We wouldn't know about things like the Colosseum
(Z) When we do english it's all one thing but this is a bunch of information
5. Is there anything you don't like about the read-alouds?
(Z) We need more questions
(X) Need to answer questions to understand and help us answer
(Y) Questions in the middle not just at the end
6. What could we do better to help you next time?
(Z) More vocabulary. Practice the read aloud so you don't get stuck on the words

Appendix 4

Reflection Proforma: (Based on Gibbs, 1989)

Description- What happened?

During both lessons, the children showed engagement throughout the 'read aloud' by answering questions, displayed good body language and facial expressions (gasping). They were able to use the images to relate to the information being shared when reading from the script to create meaning and context. In year 2, the children began to lose interest towards the end of the story as they started to fidget and lose concentration. However they regained interest when taking part in activity and were engaged throughout. In year 4, the children's focus stayed consistent throughout.

Feelings- What were you thinking and feeling?

Throughout both lessons, I was able to recognise that the children were enjoying and engaged during the dual coding input. This made me feel as though we'd made the right choice with our research question. The observations made me feel at ease as they were simple to follow and record. During the interviews, I felt proud of the children as they provided mature and detailed answers but were also very honest.

Evaluation- What was good and bad about the experience?

There were significant positives during the lessons, for example, the observations were easy to follow and record. However, the time points were only 5 minutes and didn't span across the whole lesson. Also, using semi-structured interviews was helpful as the children had freedom to direct the discussion in any way they felt fit and the following questions could adhere to that.

Analysis- What sense can you make of this situation?

The lesson study in both year groups displayed that the children varied in levels of engagement but ranged from moderate to very high. The interviews also showed that the children enjoy the dual coding input as the pictures keep them focused and help them to understand. Therefore, this suggests that dual coding can support engagement.

Conclusion- What could you have done?

In order to produce a wider range of evidence, it would have been helpful to have had a third lesson study to observe and provide a more accurate representation of data.

Action Plan- If it arose again, what would you do?

- incorporate 3 lesson studies to provide a wider and more accurate representation of data
- Ensure observations are at ten minute intervals to span across the whole lesson and provide a better representation of the engagement levels.

Appendix 5a

CONSENT FORM		
PROJECT TITLE: Are pupils engaged with the 'dual coding' input during the 'Domain' lesson within a knowledge-rich curriculum?		
Name of Researchers:		Miss S De-vall & Miss E Dooley
Please tick box		
☒ I confirm that I have read and understand the information sheet dated 27/01/20 for the above study.		
☒ I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.		
☒ I understand that my child can choose to withdraw at any time, without giving a reason.		
☒ I understand that the information given by my child will be used in a university assignment.		
☒ I understand that my child's name will not appear at any time.		
☒ I agree for my child to take part in the above study.		
		29/01/2020
Child's name	Parent signature	Date
When completed, please return to Mrs Lawrence by Friday the 31st of January		
Thank you.		

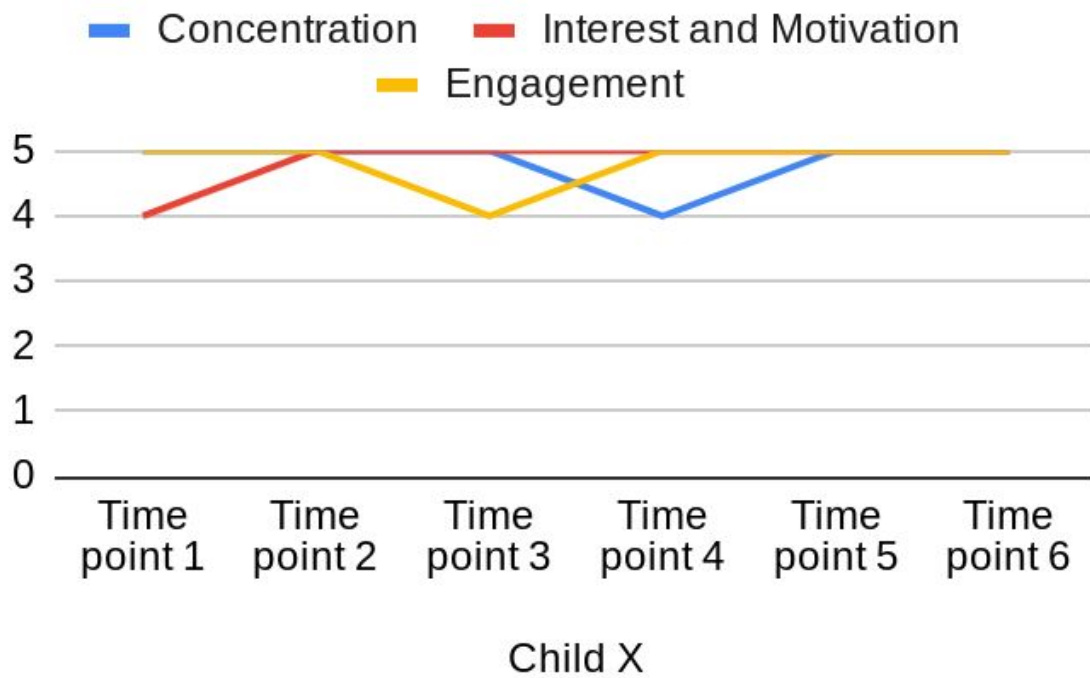
Appendix 5b

CONSENT FORM		
PROJECT TITLE: Are pupils engaged with the 'dual coding' input during the 'Domain' lesson within a knowledge-rich curriculum?		
Name of Researchers:	Miss S De-vall & Miss E Dooley	
Please tick box		
☒ I confirm that I have read and understand the information sheet dated 27/01/20 for the above study.		
☒ I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.		
☒ I understand that my child can choose to withdraw at any time, without giving a reason.		
☒ I understand that the information given by my child will be used in a university assignment.		
☒ I understand that my child's name will not appear at any time.		
☒ I agree for my child to take part in the above study.		
Child's name Parent signature <u>27.1.20</u> Date		
When completed, please return to Mrs Lawrence by Friday the 31st of January Thank you.		

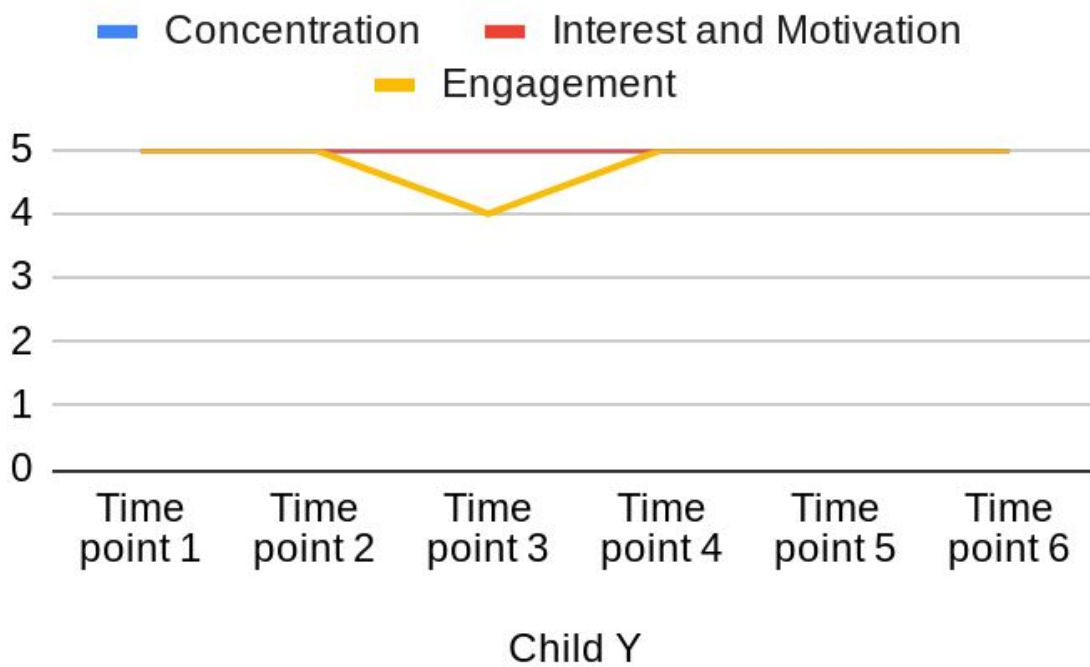
Appendix 5c

CONSENT FORM		
PROJECT TITLE: Are pupils engaged with the 'dual coding' input during the 'Domain' lesson within a knowledge-rich curriculum?		
Name of Researchers:	Miss S De-vall & Miss E Dooley	
Please tick box		
☒ I confirm that I have read and understand the information sheet dated 27/01/20 for the above study.		
☒ I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.		
☒ I understand that my child can choose to withdraw at any time, without giving a reason.		
☒ I understand that the information given by my child will be used in a university assignment.		
☒ I understand that my child's name will not appear at any time.		
☒ I agree for my child to take part in the above study.		
Child's name	Parent's signature	Date
		28/01/2020
When completed, please return to Mrs Lawrence by Friday the 31st of January		
Thank you.		

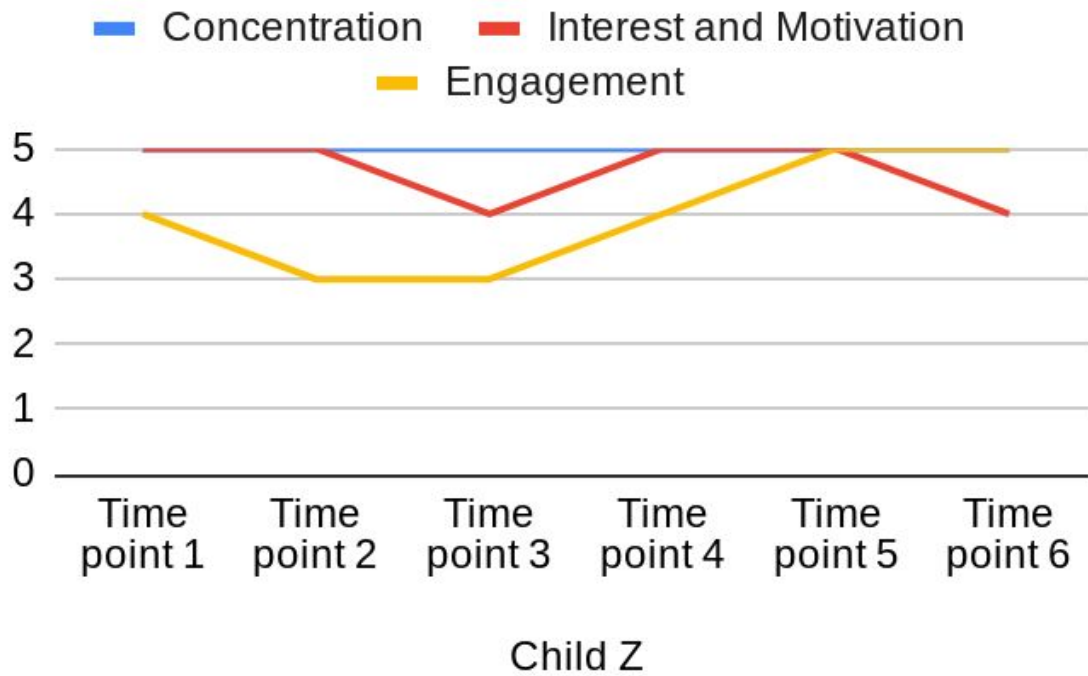
Appendix 6a



Appendix 6b

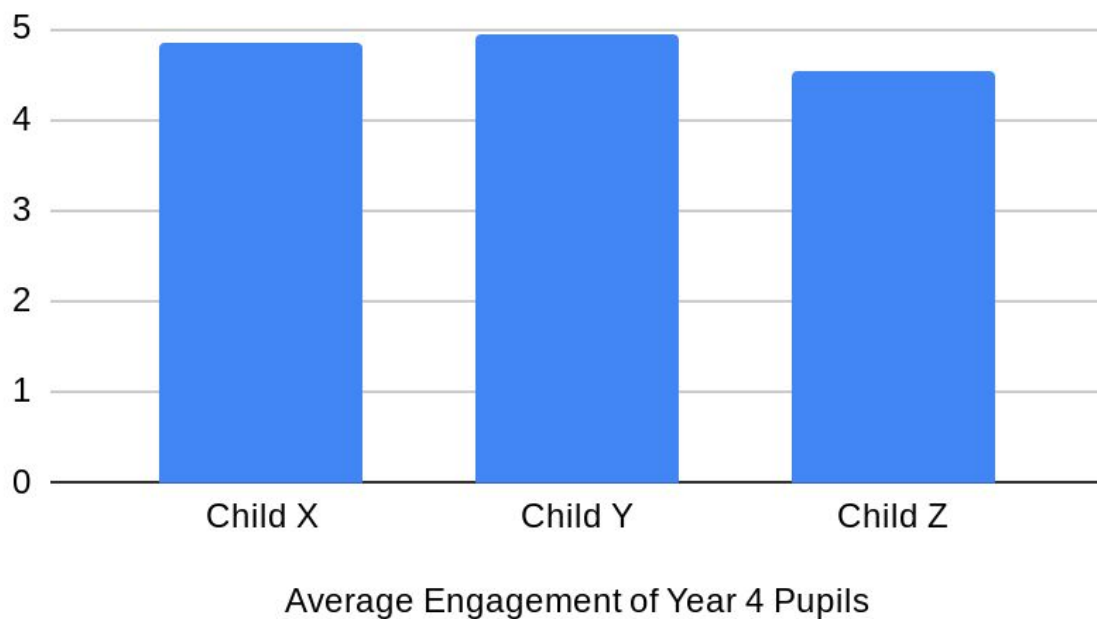


Appendix 6c

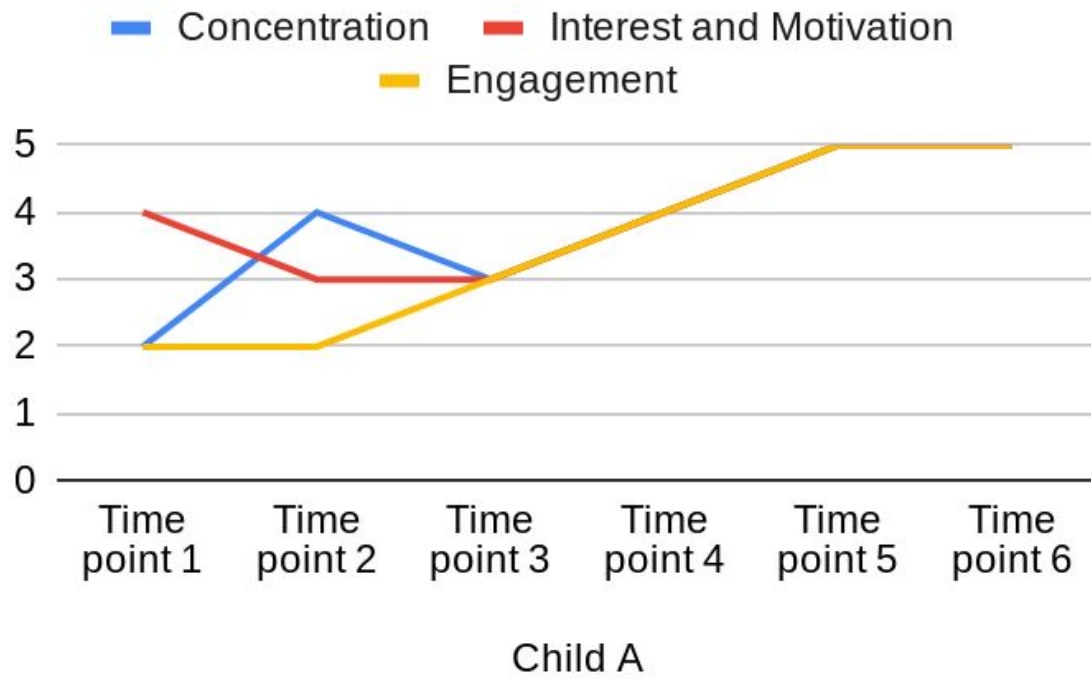


Appendix 6d

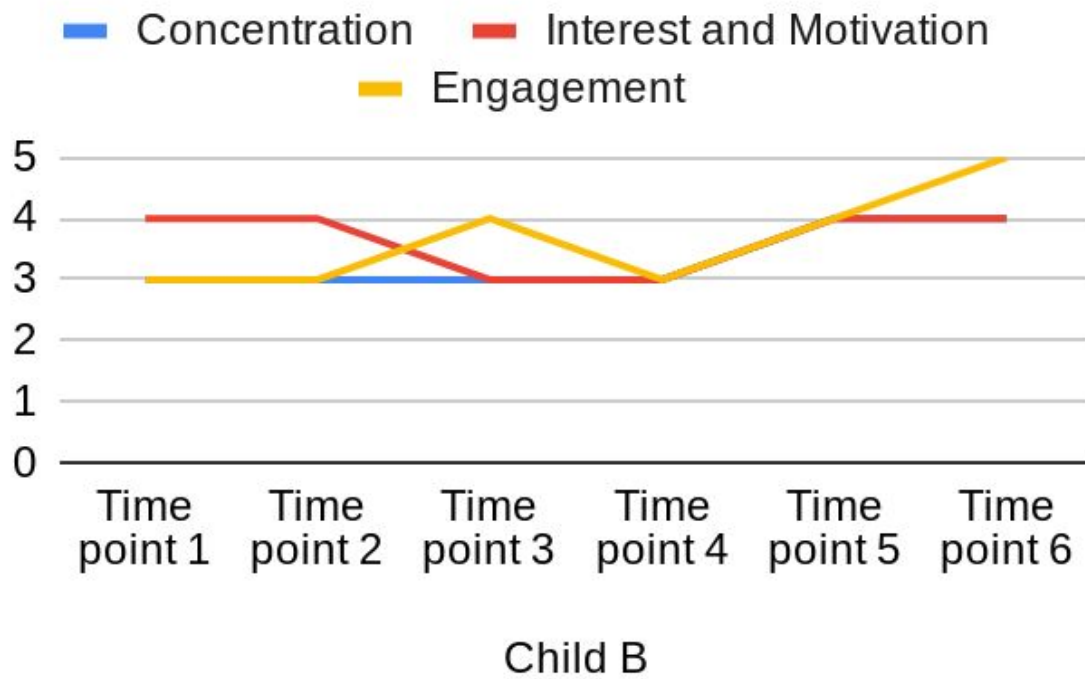
Overall Average Engagement of Year 4 Pupils



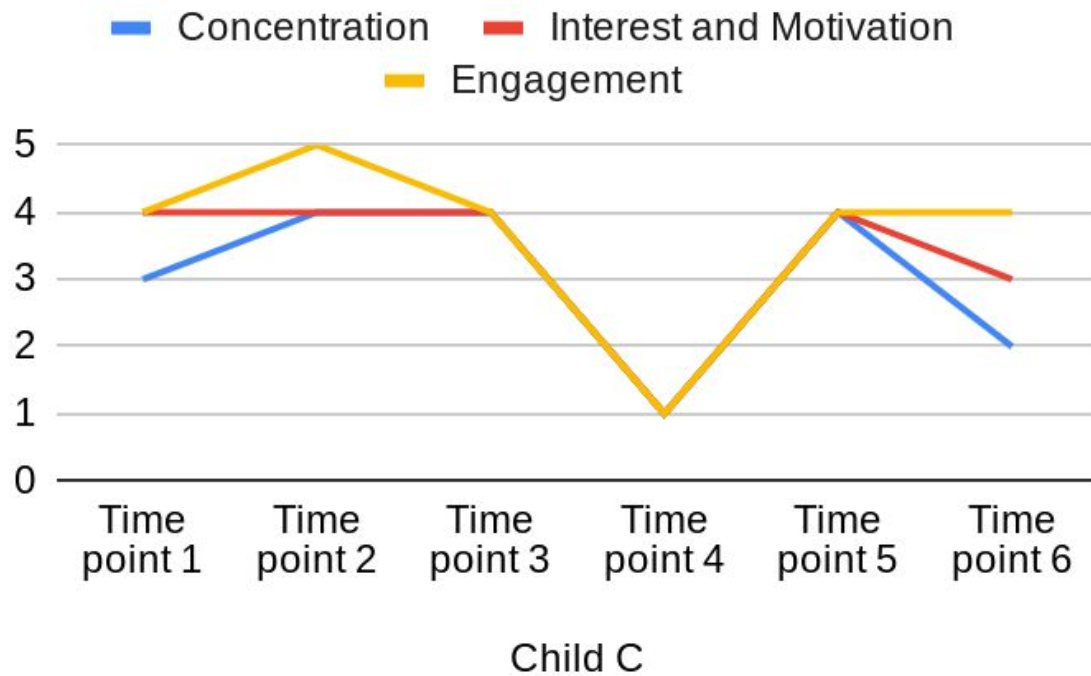
Appendix 7a



Appendix 7b

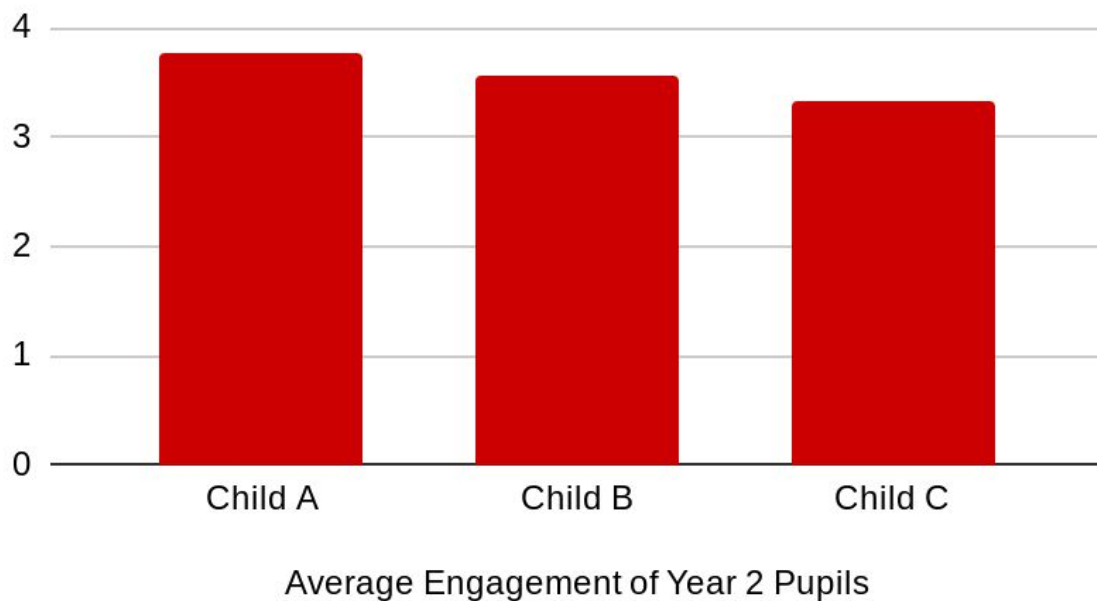


Appendix 7c



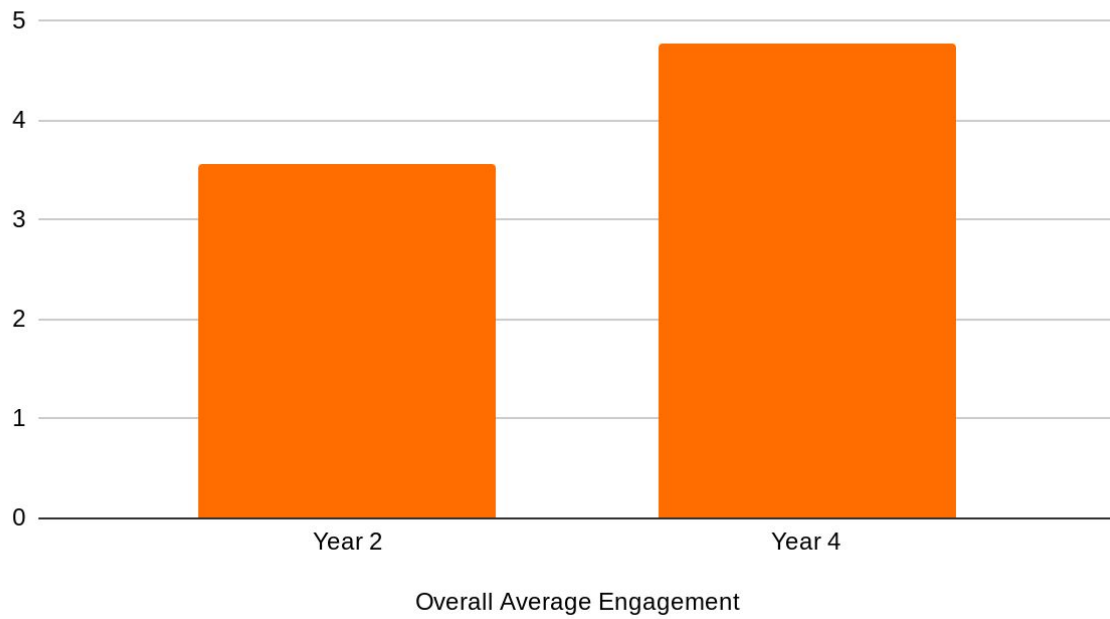
Appendix 7d

Average Engagement of Year 2 Pupils



Appendix 8

Overall Average Engagement



Appendix 9

Allan Paivio's Dual-Coding Theory

