

Appendices

Table of Contents

Ethics form	2
Consent form	14
Questionnaire	15
Questionnaire Responses	17
Interview Schedule and Transcript	19

Ethics form



PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Olivia Mills			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student
3	Institute/Academic Discipline/Centre:	Initial Teacher Education, Yr Athrofa			
4	Campus:	Carmarthen			
5	E-mail address:	2102991@student.uwtsd.ac.uk			
6	Contact Telephone Number:	07816290674			
For students:					

7	Student Number:	2102991
8	Programme of Study:	BA Primary Education with QTS
9	Director of Studies/Supervisor:	Dr Sioned V Hughes

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☐		
		Institute Research Committee	☐		
		Other (write in) ECAD5010 Module lead – Dr Sioned V Hughes	☒		25.04.23

SECTION C: Internal and External Ethical Guidance Materials



	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.				
1	UWTSD Research Ethics & Integrity Code of Practice				☒
2	UWTSD Research Data Management Policy				☒
3	BERA Guidelines (2018)				☒

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution	
2	Contact person name	
3	Contact person e-mail address	
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐
6	Are you specifically employed to undertake this research in either a	Voluntary YES ☐ NO ☐
7	paid or voluntary capacity?	Employed YES ☐ NO ☐
8	Is the research being undertaken within an existing UWTSD Athrofa	If YES then the permission question YES ☒ NO ☐

	Professional Learning Partnership (APLP)?	below does not need to be answered.				
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organisation

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity



1	Indicative title:	What are staff and year 4 students' perceptions of questioning as an Assessment for Learning strategy?			
2	Proposed start date:	02.05.23	Proposed end date:	15.05.23	
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how Existing Research has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>				
3	Purpose of Research Activity - To explore staff and pupil perceptions of questioning as an AfL strategy. - To trial different research tools in practice - Develop research literacy skills by trialling research methods. (this box should expand as you type)				
4	Research Question What are staff and year 4 students' perceptions of questioning as an Assessment for Learning strategy? (this box should expand as you type)				
5	Aims of Research Activity - To explore staff and learners' perceptions of questioning as an AfL strategy - To critically evaluate the different research tools. - To further develop personal knowledge and understanding of AfL and to improve professional practice.				

	(this box should expand as you type)
6	Objectives of Research Activity - To explore the AfL strategy about the quality of questions and approaches used by staff to support and develop pupils' learning using a questionnaire. - To interview pupils to capture their views about questions in the classroom. - To critically reflect on the process of using different research tools to collect and analyse the data. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	For this research, I will be adopting the Mosaic approach. This will consist of conducting research through interviews with children and questionnaires for members of staff. Interviews – pupils will be involved in a semi-structured interview where they will be invited to respond to key questions. For example, 'How does it make you feel when your name is called out to answer a question?' 'What do you prefer, think pair share, or thinking time and then hands up?' 'What do you do in class when you think you know an answer?' These interviews will be conducted in an informal setting, and I will make notes of and audio record their responses. The pupils will not be forced to participate, will be made aware that they do not have to answer any questions and that they can stop at any time. EXIT: All pupils will be asked if they wish to be involved. Cards with red on one side and green on the other will be provided to show that they are happy to continue. I will check on the children's feelings regularly. No names will be recorded. Questionnaire – staff will be asked to complete an online questionnaire where they will be invited to respond to key questions. For example, 'How often do you use Blooms Taxonomy when questioning?' 'Please list examples of the styles of questions that you use e.g., think, pair, share, hands up, no hands up.' 'Which of these methods provides more eager responses from the pupils?' These questionnaires will be answered anonymously online. The staff will not be forced to participate, will be made aware that they do not have to answer any questions and that they can stop at any time. EXIT: All staff will be asked if they wish to be involved. Staff will be made aware that they can exit the questionnaire at any time if they do not wish to continue. No names will be recorded. I hope to record the interviews to produce transcripts for analysing the data. (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	The research activity will take place in a small rural school with approximately 200 pupils. (this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised

	If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, <u>particular cultural</u> and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	N/A <i>(this box should expand as you type)</i>

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. <i>(this box should expand as you type)</i>		



	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		
	<i>(this box should expand as you type)</i>		

SECTION F: Scope of Research Activity **TICK ALL RELEVANT BOXES HERE**

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☒	☐
3	Use of focus groups?	☒	☐
4	Use of participant diaries?	☐	☐

8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, <u>agent</u> or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☒
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.



	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

Participant numbers and source Provide an How will you identify participants and how will they be recruited?		
10	How many participants are expected?	Approximately 18 (8 pupils and 10 adults). <i>(this box should expand as you type)</i>
11	Who will the participants be?	Approximately 10 staff members. 8 Year 4 pupils aged 8-9. <i>(this box should expand as you type)</i>
12	How will you identify the participants?	Participants will be selected with a different range of groups from children who are often eager to give answers in class and those who are quieter, supported by class teacher to gain a sense of who will participate, to provide ranging viewpoints of questioning. <i>(this box should expand as you type)</i>



Information for participants:		YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☐	☐	☒
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☐	☐	☒
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☒	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation			
<i>(this box should expand as you type)</i>				



Information for participants:		YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			

	(this box should expand as you type)
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SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
1	Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐					
No	☒					
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
	Risk to participants: Participants may feel under pressure to give the correct answer to the questions. Participants may feel pressured to agree with others in their interview group. (this box should expand as you type)	How you will mitigate the risk to participants: Participant will be told that there is no consequence for anything they say. I will make it clear that I want open and honest answers. I will make it clear that the answers they give will affect their education in no way and there will be no repercussions for their actions and answers in regard to the research. I will explain that there are not right or wrong answers. I will select the interview groups with the help of the class teacher to ensure that the interviews are not dominated by more confident children. I will ensure that each child is given the chance to answer questions. (this box should expand as you type)				
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or <u>actually illegal</u> is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	N/A (this box should expand as you type)					
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest					
	Risk to the investigator: Risk of accusation of fabrication or falsification of data. (this box should expand as you type)	How you will mitigate the risk to the investigator: I will follow the UWTSD and BERA ethical guidelines when conducting primary research in a school. (this box should expand as you type)				
5	University/institutional risks For example: adverse publicity, financial loss, data protection					
	Risk to the University:	How you will mitigate the risk to the University:				

	Not behaving in a way that could impact the relationship between school and university. <i>(this box should expand as you type)</i>	I will behave in a professional manner, at all times. I will also collect my data on a password protected file and all data will be confidential and anonymous.
	<i>(this box should expand as you type)</i>	
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: N/A <i>(this box should expand as you type)</i>

Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	Pending		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? N/A <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. I will converse with my professional tutor and lecturer and inform them of the research I will be undertaking, providing reason and rationale behind the research. However, I will verbally ask the head-teacher/teacher identified to participate whether they wish to participate. I will also ask for their ongoing voluntary informed consent during the research. Participants will be told of the research method they are being asked to do (e.g., interview or questionnaire) and what it is about, and reminded that they can withdraw at any time. Before and during the research with children, I will ask them for their assent and ongoing assent. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. No names will be recorded. I will not disclose names. I will ensure that no individual data (raw scores, individual identifiable performance outcomes) are made available to schools/parents etc.

Data will be recorded anonymously so during interviews I will record the answers but not note who said them.

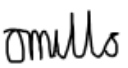
(this box should expand as you type)

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	"Personal data" means any information relating to an identified or identifiable natural person ("data subject"). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, <u>cultural</u> or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	☐
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☐
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		
	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☐	☐
6	University computers?	☐	☐
7	Private company computers?	☐	☐
8	Home or other personal computers?	☐	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
10	"Cloud" storage or websites?	☐	☐
11	Other – specify:	☐	☐
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		

	<i>(this box should expand as you type)</i>		
+			
	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☐
15	Sharing of data with other organisations?	☐	☐
16	Export of data outside the UK or importing of data from outside the UK?	☐	☐
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
18	Publication of data that might allow identification of individuals?	☐	☐
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☐
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	N/A <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	<i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If <u>so</u> please explain. (Most relevant to academic staff)		
	N/A <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐

SECTION K: Declaration

	The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:		Date: 25.04.23

For STUDENT Submissions:

2	Director of Studies/Supervisor:	Dr Sioned V Hughes	Date: 26.04.23
3	Signature:	<i>S.V. Hughes</i>	

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:



☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

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RESEARCH STAFF ONLY

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STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

Consent form



ECAD5010 Consent Form

Student teachers must gain the following written consent of the head teacher before trialling their research tools.

To be completed by the school:

I agree to _____ as a representative of Yr Athrofa to:

- Take photographs (Tick accordingly)
- Interview
- Take video
- Observe
- Quote school policy documents
- Questionnaires

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: _____ Signed: _____

Student teacher UWTSD e-mail address: _____

Programme (BA Education QTS/ Primary): _____

Date: _____

Questionnaire

What are your perceptions of the effects of the quality of questioning for students?

This is a questionnaire to gain staff perceptions about questioning for students. It is anonymous, and you do not have to answer all or any of the questions. By taking part in this questionnaire you are giving consent to having the data used for a research study, but you may stop the questionnaire at any time if you wish.

1. Which year group do you teach?

Enter your answer

2. How would you describe a 'good quality' question in the classroom?

Enter your answer

3. Are you aware of Blooms Taxonomy? If so, please briefly describe your understanding of it.

Enter your answer

4. Where possible, do you ask a range of questions across the Blooms Taxonomy scale?

Enter your answer

5. Which type of questions do you feel provoke deeper more critical thinking? Please note some key words which may be used in these questions.

Enter your answer

6. In what ways do you feel that asking higher order questions can provoke a more detailed response?

Enter your answer

7. Which style of question do you find more effective in prompting critical thinking from the learner?

- ☐ Open
- ☐ Closed

8. The recommended wait time after asking a question to students is between five and fifteen seconds. How often would you say that you allow this amount of time?

	Very often	Often	Sometimes	Rarely	Never
Statement 1	☐	☐	☐	☐	☐

9. How likely do you feel that students are to try to give an answer that they think you want rather than what they think?

	Very likely	Somewhat likely	Neither likely nor unlikely	Somewhat unlikely	Very unlikely
Statement 1	☐	☐	☐	☐	☐

10. (Following on from Q.9) What do you think could be the reasons for this?

Enter your answer

11. How effective do you find questioning to be as an Assessment for Learning tool?



Questionnaire Responses

2. How would you describe a 'good quality' question in the classroom?

Something that allows the child to evaluate and comprehend their actions or work being carried out.

3. Are you aware of Blooms Taxonomy? If so, please briefly describe your understanding of it.

Yes. To develop higher order thinking and questioning to allow children to progress and

4. Where possible, do you ask a range of questions across the Blooms Taxonomy scale?

Yes. Across, topic, maths and English.

5. Which type of questions do you feel provoke deeper more critical thinking? Please note some key words which may be used in these questions.

Do you agree with...? ,Differentiate fact from opinion. Prove it , What do you notice?

6. In what ways do you feel that asking higher order questions can provoke a more detailed response?

It makes the child think about their answer and it stops closed responses.

7. Which style of question do you find more effective in prompting critical thinking from the learner?

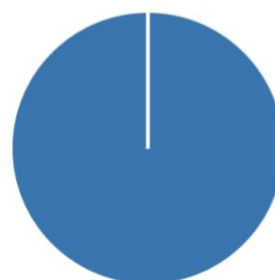
[More Details](#)

● Open

1

● Closed

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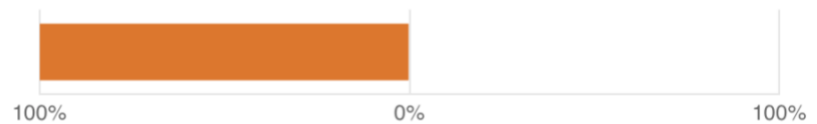


8. The recommended wait time after asking a question to students is between five and fifteen seconds. How often would you say that you allow this amount of time?

[More Details](#)

Very often Often Sometimes Rarely Never

Statement 1



9. How likely do you feel that students are to try to give an answer that they think you want rather than what they think?

Very likely Somewhat likely Neither likely nor unlikely Somewhat unlikely Very unlikely

Statement 1



10. (Following on from Q.9) What do you think could be the reasons for this?

Children in the higher year groups usually will answer truthfully however this can differ depending on the child.

11. How effective do you find questioning to be as an Assessment for Learning tool?



Interview Schedule and Transcript

I will be asking you some questions about what you think of questioning in lessons. There are no right or wrong answers I just want to hear your honest opinion so that I can use it for my research. No names will be said so it won't be known who did these interviews or who gave which answers. You do not have to do this interview and if you start you can stop at any time. Are you happy to do the interview? There is a green cup and a red cup in front of you, so if you want to stop the interview at any time, put the red cup on top of the green one to show me to stop, or tell me you do not want to carry on.

Learner response	1. How often does your teacher ask questions during lessons?
A	Quite a bit. Yeah, a lot.
B	Every day, depends on the lesson... most in mental maths and English.
C	Quite a lot.
D	A lot. Sometimes every day.

Learner response	2. Why do you think that teachers ask you questions?
A	Because it helps our minds get going. It helps us to learn more and understand.
B	To see if you were listening, and to see if we have been learning.
C	They want us to learn, want to see how we are doing in our work.
D	To see how much you know, for us to learn things.

Learner response	3. Do you think questions are useful to us? Why?
A	Yeah, they can be a lot of the time. Sometimes we can find out more things.
B	Yes... depends what kind of work. Maybe someone else knows the answer that you are struggling on. If you ask the teacher can explain. [The teacher might ask us] to see what level we are on.
C	Yeah, helps us learn. Makes your brain work.
D	Yeah, they help us. If someone doesn't know, they can ask.

Learner response	4. What is your favourite way to answer questions? E.g. Think pair share, hands up, no hands up, or whiteboards?
A	I think 'think pair share', because you can share with your partner...share with each other, and help each other out.
B	Shout out the answer because it is quicker. I like whiteboards and 'popcorn' when you can shout out.
C	Hands up pair up. So, you walk around with hands up and then when the teacher says a random word you high five someone and then you are a pair. You tell each other your answers.
D	Hands up and hands up pair up.

Learner response	5. How much time do you think you usually get to answer questions? Would you prefer more or less?
A	Um... two minutes in mental maths. At least ten seconds if the question doesn't need workings out.
B	Depends what kind of questions, between 1 or 2 minutes or ten to fifteen seconds for different questions.
C	One to five minutes. If we don't need to work it out then thirty seconds.
D	Ten seconds when we know it... or long questions two minutes.

Learner response	6. What do you do when a question is asked to the class, but you are not sure of the answer? E.g. have a go/wait for someone else to answer?
A	Listen to other people's answers mostly, but sometimes I'll guess. Or go to a teacher and ask for help... then ask a friend.
B	Say what I thought of and try but I might be wrong.
C	Don't put my hand up, I wait to hear what the answer is. Sometimes try to guess.
D	I ask for help, or wait for the right answer.

Learner response	7. Do you ever try to give an answer that you think the other person wants to hear rather than your honest opinion? If so, why?
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A	No, my own opinion... sometimes I just agree with what someone else says if I am not sure.
B	Honest answers! But if someone I know is smart said something else though, I would change.
C	No, my honest opinion all the time.
D	Honest opinion, sometimes both.

Learner response	8. During think, pair, share, if your answer is different to your partner's, what do you do?
A	You tell each other your answers. Then you talk about it and choose which one is right.
B	If I think their answer is right then listen to them. If we can't decide then we will check it together.
C	Our answers are normally different because we have different opinions about things.
D	Try again. Do it together this time.

Learner response	9. Do you enjoy answering questions? What do you like about them, what do you not.
A	Yeah, a lot. It's a way that you can help your mind, and it's fun to listen to other people. Sometimes questions are too hard and if they are too long you forget what the question is.
B	Depends what kind. If I know the answer then I like answering, but I don't like when I don't know.
C	Yeah, they help me learn and sometimes they are easy and sometimes they are hard, but the hard questions help you to learn.
D	Yes, sometimes. I like them when I can do them, I get frustrated when they are hard. I like when it's calm, I lose my patience when it is difficult.

Learner response	10. Do you enjoy discussing what you think with a partner?
A	Yeah, it is fun to listen to their ideas.
B	Yeah, but I don't like it when someone copies my answer. It is annoying if your partner wasn't listening.
C	Yeah, it is more fun. It's good to stand up and walk around.
D	Yes, I prefer talking to a partner to thinking on my own. Sometimes I like to on my own.

Learner response	11. Do you think that asking and answering questions helps you learn? How?
A	Yeah, you can listen to other people for them to help you.
B	Yes, you can learn things from asking questions. You learn from other peoples' answers.
C	Yeah, it's okay to have the wrong answer... but if you are struggling it helps you to learn and you can ask someone else for help.
D	Yeah, two different brains so you get more ideas.

Learner response	12. How do you get through a hard question to answer?
A	Break it down. Then ask someone for help.
B	Ask my friend... then ask the teacher.
C	Ask the teacher, or ask a friend. If my friend doesn't know then I ask someone who is good at that topic.
D	Phone a friend. Or tell the teacher if I don't know. Sometimes think on my own and see if someone can help me.

Yellow – All suggest that AfL (questioning) helps them to progress and allows the teacher to do formative assessment by gauging an idea of what the children know.

Green – All relate to Blooms Taxonomy.

Blue – Thinking time.