

ECAD5010-C: Researching the Learning: what, how and why am I teaching?

Alice Samuel

Student Number: 2102920

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Appendix 1 – Ethics 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:	Alice Samuel				
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:	2102920@student.uwtsd.ac.uk
6	Contact Telephone Number:	07481823410
For students:		
7	Student Number:	2102920
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): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee	☐		
Institute Research Committee		☐			
Other (write in) ECAD5010 Module Tutor – Ishmael Lewis. 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	<i>BERA Ethical Guidelines for Educational Research (4th Edition)</i>	☒
4	<i>EWC Code of Professional Conduct and Practice for Registrants with the Education Workforce Council</i>	☒

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 paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐
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 5 learners' perceptions on Questioning as a Assessment for Learning (AfL) tool for
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		teaching and learning, in particular the Think-Pair-Share 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 <u>Existing Research</u> 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 a range of questioning technique and strategies used by teachers in classroom practice as part of Assessment for Learning (AfL) - To gain a deeper understanding of AFL in strategies in classroom practice. - To explore perspectives on questioning as Assessment for Learning (AfL) tool, in particular think-pair-share strategy. - To explore and trial different research tool in practice – questionnaire and interviews. (this box should expand as you type)			
4	Research Question What are staff and Year 5 learners' perceptions on questioning as an Assessment for Learning tool (AfL) in particular the Think-Pair-Share strategy. (this box should expand as you type)			
5	Aims of Research Activity - To explore staff and learners' perceptions on Assessment for Learning (AfL) - To explore staff and learners' perception of questioning as an AfL in the classroom, in particular the think-pair-share strategy - To design and trial research tools – questionnaires and interviews. - To critically evaluate the different research tools. - To further develop my personal knowledge and understanding of AfL, specifically to questioning techniques in particular think-pair-share, and the perceptions of learners and staff of questioning as an AFL in particular think-pair-share in practice. (this box should expand as you type)			
6	Objectives of Research Activity			

	- To explore staff perceptions on the AFL element of questioning as a teaching and learning tool, in particular the think-pair-share method using a questionnaire. - To interview learners to capture their perspectives on questioning strategies, in particular think-pair-share. - To explore the perspectives on AFL element of questioning as an AFL. - To critically reflect on the process of using different research methods to collect data – The mosaic approach will enable me to gain viewpoints of the learners (pupil voice) and I will be adopting a mixed methods approach to gather qualitative and quantitative 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	I will be adopting the Mosaic approach in order to gain and listen to the viewpoints of children. Also, I will be adopting a mixed methods approach to gathering data through the research methods of interviews and questionnaires, which will enable me to gather the perspectives of both staff and children and gather qualitative and quantitative data. The research methods that will be used in this research is an online questionnaire distributed to teaching staff and a semi-structured interview with Year 5 learners. Year 5 learners will be involved in a semi-structured group interview where they will be invited to respond to key questions relating to the AfL element of questioning, in particular the think-pair-share method. For example, “do your teacher ask questions during lessons” “How do you feel about answering questions” “Does your teacher give you time to think before answering questions”. As the researcher wishes to gain a greater understanding of questioning in particular that think-pair-share method further questions will be asked more specifically to this questioning method for example do you know of think-pair-share”/“does your teacher allow you to discuss your answers with a partner before expecting an answer” These interviews will be conducted in an informal setting and I will make notes of the responses. The learners will be informed what is the purpose of this study and what is expected of them during this interview. Also I will make them aware that they do not have to answer any questions they do not wish to and have the right to leave at any time which I will regularly remind them throughout the interview. I will continually check on learners’ feelings throughout. No names will be recorded and all information will be anonymous and confidential. The online questionnaire will provide an initial opportunity for the researcher to gain understanding of KS2 teaching staff perspectives on the AfL element of questioning by asking key questions such as “do you ask questions in your teaching?” “What are your preferred questioning methods”. Again, as the researcher wishes to gain deeper understanding of questioning in particular the think-pair-share method, further questions will be asked more specific to that AfL questioning method. I will send the questionnaire prior to commencing my research day to enable staff the time to complete. The participants will not be forced to participate or answering the questions they do not wish and they do not wish to. The questionnaire will be

	anonymous, and participants may withdraw their answers at any time. This will be made clear to staff. I hope to record the interviews to create 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 activities will take place in a local primary school situated in Bridgend, South Wales with approximately 582 pupils on roll. School A has 18 classes with a 2 form entry including mixed age classes and a part-time nursery class. There are 22 teachers with 21 teaching support staff. At their last Estyn reported in 2018 most pupils spoke English at home, and a very few learning English as an additional language. The three-year rolling average for pupils eligible for Free School Meals (FSM) is 6% which is considerably lower than the national average of 19%. Also the school identifies that 11% of pupils have additional learning needs (ALN) which is lower than national average of 21%. (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 by the local context in which the research activity is taking place, for example, particular cultural 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 (this box should expand as you type)

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. (this box should expand as you type)		

	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:		
	(this box should expand as you type)		

SECTION F: Scope of Research Activity

	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?	☐	☒
5	Use of video or audio recording?	☒	☐
6	Use of computer-generated log files?	☐	☒
7	Participant observation with their knowledge?	☐	☒
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, agent 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 estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	Approx 15 participants (mixed of staff and children) (this box should expand as you type)
11	Who will the participants be?	KS2 Teachers, Year 5 learners aged 9-10 year olds (this box should expand as you type)
12	How will you identify the participants?	The participants will be chosen based on mixed ability learners. I will liaise with the class teacher for support to choose the children to undertake this research. (this box should expand as you type)

	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			
	<i>(this box should expand as you type)</i>			

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 in line with their school policies.	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 be anonymous and in no way affect their education and there will be no repercussions for their actions and answers regarding the research.				
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 actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
	N/A <i>(this box should expand as you type)</i>					
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. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: I will follow the UWTSD Ethical Code of Conduct and BERA ethical guidelines when conducting primary research in a school. <i>(this box should expand as you type)</i>				
5	University/institutional risks For example: adverse publicity, financial loss, data protection					
	Risk to the University: Not behaving in a way that could impact the relationship between school and university	How you will mitigate the risk to the University: 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				

	(this box should expand as you type)	be confidential and anonymous. I will ensure I take responsibility of the data I gather in line with the BERA and UWTSD ethical Guidelines. (this box should expand as you type)
	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: N/A (this box should expand as you type)	How you will mitigate the risk to environment: (this box should expand as you type)

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.			

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 (this box should expand as you type)
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 consent during the research. Before and during the interviews I will ask the children for their assent and ongoing assent. (this box should expand as you type)
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.

	Learners and staff data will be kept confidential, and they will be kept anonymous during the gathering and recording of data <i>(this box should expand as you type)</i>
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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, cultural 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	<i>(this box should expand as you type)</i>		
	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	<i>(this box should expand as you type)</i>		

	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 so please explain. <i>(Most relevant to academic staff)</i>		
	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.uwtss.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.uwtss.ac.uk/research/research-ethics/		
1	Signature of applicant:	<i>A. Samuel</i>	Date: 25.04.23

For STUDENT Submissions:

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

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

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

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.

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Appendix 2 – Consent Form

Research School Day

BA2

02/05/23

Rationale

Research Day in School is an important element of the **ECAD5010 Module – *Researching the Learning – what, how and why am I teaching?*** The aim of the module is to **develop student teachers’ research skills** by providing opportunities for them to create a questionnaire and interview questions and to trial these research methods in a school (i.e., PTE2 school).

The overarching research question is ‘What are learners and staff perceptions of AfL?’ For the assignment, the student teachers will have to choose a particular aspect of AfL (e.g. feedback, questioning) and then **design, trial and critically evaluate their research tools**.

Before the Research Day in School the student teachers will have already designed their research tools (questionnaire and interview questions) and submitted an ethics form.

During the Research Day in School the student teacher should be able to carry out the following tasks:

- Distribute and collect **questionnaires** (school staff and/or pupils)
- **Interview** a group of children (from PTE2 class) and possibly some of the staff

Following the ‘Research Day in School’, the student teachers will **critically evaluate these research tools**. Their focus will not be on the data they collected but on the research design, i.e. the effectiveness of their research tools.

EWC Code of Conduct:

An expectation of professionalism as outlined in the EWC’s code of conduct is expected from all stakeholder participants throughout the Research Day.

<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf.html>

They are also expected to adhere to the **BERA Ethical Guidelines for Educational Research** (2018) <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018> and the **UWTSD UWTSD Research Ethics & Integrity Code of Practice**



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: _____

Appendix 3 – Interview Questions (Pupils)

Semi Structured Interview – Initial questions.

1. Does your teacher ask you questions during your lessons?
2. Do you find your teacher asking you questions helpful to your learning? Please give detail why if you can.
3. How do you feel about answering questions? Please give details why if you can?
4. Does your teacher give you thinking time before wanting an answer?
5. How do you feel about having (or the lack of) thinking time?
6. Are you aware of 'Think-Pair'-Share'?
7. Are there parts of think-pair-share you like. If so, what are they? And why?
8. Are there parts of think-pair-share you don't like. If so, what are they? And why?
9. Do you pick your own partners when doing think-pair-share activities?

Appendix 4 – Interview Transcript (Coded)

Interview Transcript (Coded into key themes)

Research Interview Transcript – Group 1 (4 participants): Names will be anonymous.

AS – I am a student teacher (I am training to be teacher) at University. Today I have come to do some research at part of my course on classroom practice. I would like you to answer some key questions I have on questioning in your classroom. It should not take too long and all I want you to do is answer the question the best you. You have the right not to answer any questions that you do not wish to and have the right to leave during this research at any point without any reason to have to explain yourself or any questions. I will only be the person to see these result and they will only be used for the purpose of my research. Do you wish all to take part?

All pupils: Yes.

AS – does your teacher ask you questions during your lessons?

All pupils – yes.

Child B – She will use lollipop sticks sometimes if the same people are putting their hand up to answer the questions. She likes to have different people answering the questions and will often say in the class that “the same people have got their hands up” and then use the lollipop stick to try pick others so it is not the same people all the time.

Child D – Yes, she does use lollipop sticks when people do not answer. When people reply on other classmates to answer the questions all the time but sometimes, she knows people know the answer but are to scared to answer.

AS: Thank you. Can you give me an example then of times when your teacher asks questions during your lessons?

Child B – She asks most questions during maths and literacy lesson to make sure we all fully understand what we are doing and how to do the work.

AS - Okay great. Do you find your teacher asking you questions helpful to your learning?

All pupils: Sometimes it is helpful because it can help us get a better understanding what we are learning.

Child B – The questions sometimes can be hard and a little confusing, so I get nervous answering those questions as I don’t want to get it wrong.

Child D – I feel the same as Child B.

As – Okay if it is not helpful sometimes, how could it be improved in the future?

Child B – Maybe sometimes explaining the questions a bit to us so we have a better understanding what the questions is, so we are more likely then maybe to be able to think of and have an answer and not be left confused what the question is and not know what to answer it.

AS – Child A/C/D What do you think about Child view?

Child A/C/D – All agreed that this could be helpful in the future.

AS – **How do you feel about answering questions? Please tell me Why?**

Child A – I like answering question more in maths than other subjects because maths is my favourite subject, and I am more confident in knowing these answers.

Child B – I don't really like answering questions because just in case I get in wrong in front of everyone listening.

Child D – I don't like it like Child B for the same reason.

Child C – I don't mind answering questions. But I like it better when I put my hand up myself than being randomly picked by the teacher or using the lollipop sticks.

AS – Is there any particular reason for this Child C?

Child C – I just don't like being picked out in front of everyone when I might not be ready and just in case, I don't know the answer. I only put my hand up when I know the answers so I feel better.

AS – Okay thank you all. Not too many questions left. Does your teacher give you thinking time before wanting an answer?

All pupils – Yes, we always have thinking time.

Child A – We have more thinking time when we use mini whiteboards to write our answers normally in maths before showing the class. If the questions are just expected to be one answer or have to show thumbs up or down, we have less time to think.

Child B – We have less time to think on certain questions sometimes.

Child C – We have more thinking time in maths.

AS – Great. Does anybody want to leave the interview, you will not have to explain yourself or have any consequences How is everybody feeling?

All pupil- No. Fine.

As – Okay good. Next questions **How do you feel about having (or lack of) thinking time? Please tell me why if you can?**

Child A – Like having thinking time because it gives us time to think of answer before Mrs S picks one of us to answers or asks us to put our hands up to answer.

Child C – I think the same as Child A.

AS – **What do you think about having more thinking time?**

Child B – I think more thinking time would be helpful around all subjects not just some so we can understand what is being asked and get an answer ready.

Child D – Agreed with Child B. Having more thinking time in all subjects, I would maybe then like and want to answer more questions.

Child C – I think more thinking time would be helpful to get a better understanding and maybe even being allowed to share ideas and check answers in partners or on our tables before sharing to Mrs S so we can then see what other people got and is our answer or ideas similar or not. We could help one another too.

AS – What do you think Child A&B&D of Child C idea of having more thinking time and sharing ideas with a partner or on your tables first?

Child A & B & C – Yes, I like that idea of sharing with partners or on our tables. I think it would be good.

AS – Really good answers everyone. **Are you aware of ‘Think-pair-share’ questioning method?**

All pupils – No, what is that.

AS – Okay, **do you have time to think by yourself then share with a partner before sharing with Mrs S and your classmates.**

All Pupils, - No we don’t do that.

Child A – We just have time to think of answers ourselves then share with Miss and the class. Not the partner bit.

Child B – We are not allowed to share our ideas or answer with a partner. Mrs says keep your answers to yourself as they are your answers.

Child C – We can only try and help a partner if they are really stuck during our work.

AS – Okay, so think-pair share is a questioning tool where your teacher asks you question, you have some independent thinking time then share with a partner before then sharing with the whole class.

All pupils – we don't do that in class.

AS – Okay, that fine. **Would you like to try think-pair-share in your class sometime?**

All pupils – Yes.

AS – Okay. **How do you think 'think-pair-share would be helpful to your learning?**

Child B – I think doing this in class would be helpful as I may be more willing to answer questions in front of everyone in the class because I would have had time to think on my own and share my idea/answer with a partner to see what they think about it ns then they can help me and I can have time to change my answer if I need to.

Child D – I think it would be helpful to be more confident and willing to answer more questions in class.

Child A – I think this would be helpful too as we can work together with our classmates rather than just working on our own.

AS – Thank you for all your answers. You have done really well and tried your best to answer everything I have asked. Let's make our way back to class nicely please.

Research Transcript: (Group 2) – 4 participants: Names are anonymous.

AS – I am a student teacher (I am training to be teacher) at University. Today I have come to do some research at part of my course on classroom practice. I would like you to answer some key questions I have on questioning in your classroom. It should not take too long and all I want you to do is answer the question the best you. You have the right not to answer any questions that you do not wish to and have the right to leave during this research at any point without any reason to have to explain yourself or any questions. I will only be the person to see these result and they will only be used for the purpose of my research. Are you all willing to take part in this research?

All pupils – Yes.

AS – Okay great, **first does your teacher ask you questions during your lessons?**

All pupils. Yes

Child A – she uses these lollipop sticks sometimes to pick people to answer questions.

AS- Great, **can you give me an example of times when she asks you questions?**

Child C – Mostly in maths and literacy.

Child B – Mostly in maths lessons.

Child C – Yes, she asks a lot of questions in maths and when she introduces a new lesson or topic. At the start of lessons, she asks a lot of questions and will offer for us to ask questions mainly more at the end after she has done her teaching and before she sets us to task. She will also answer any questions we ask her and sometimes if we do not get it she will try and tell us in a different way or show us what she means or how to do it.

AS. Okay thank you. **Do you find your teacher asking questions helpful to your learning? Please tell me why if you can?**

Child A – Yes, the questions are normally linked to what we are going to do in the lesson and what we are going to be doing in our tasks so can be helpful to understand what we are learning about and what we got to do.

Child B – I don't like being asked questions, I get nervous just in case I get in wrong.

Child D – Same.

Child C – they can be helpful sometimes to understand what we are learning about but sometimes I don't get what she is trying to ask us so can be confusing.

AS – Ok. If it not helpful sometimes, how could it be improved in the future?

Child C – tell us sometimes what the questions means.

Child B/A/D – I don't know.

AS – **How do you feel about answering questions? Please tell me why if you can?**

Child A – I like answering questions because I like school.

Child C – Same. It shows Mrs S we know what to do and we understand what she has been telling us.

Child B – I don't like it because I am nervous to get the answer wrong in front of everyone and then I will be embarrassed.

Child D – I am the same as Child B. I really do not like those lollipop sticks as I don't like the feeling thatv you do not know whose name is going to be picked and sometimes, I do not have an answer ready and might get it wrong in front of the class.

AS- Lovely. **Does your teacher give you thinking time before wanting an answer?**

All pupils – Yes, all the time.

Child A – more thinking time in maths

Child C – sometimes Mrs S will want a answer more quickly than other times, for example when the question is small and easy.

AS – okay great. Does anybody want to leave this interview, you will not have to explain yourself or have any consequences. How are we all feeling.

All pupils: No. Fine.

AS – How do you feel about having (or the lack of) thinking time? Please tell me why if you can?

Child A – I don't really need thinking time. I try to answer straight away and know most of the questions she asks.

Child C – I like it because it makes the questions easier to answer as we have had more time to think carefully about it rather than rushing.

Child A – Yes it does make you answer and understand what is being asked.

Child B – I don't like answering question anyways. Unless I am picked by the lollipops sticks, I won't put my hand up to answer.

Child D – Same.

AS – Okay great. **What do you think about having more thinking time?**

All pupils – yes be a good idea.

Child B – If I had longer time to think, I may answer the questions more.

Child D – Same.

AS – Are you aware of think-pair-share?

All pupil – No

Child A – No we do not do that. What is it.

AS – Okay, do you have time to think by yourself then share with a partner before sharing with Mrs S and your classmates.

All pupil – No

Child A – we think by ourselves then tell Mrs S

AS – okay so think-pair-share is a questioning where your teacher asks you question, you have some independent thinking time then share with a partner before then sharing with the whole class.

All pupil – Ok. We don't do that.

AS – Ok no problem. **Would you like to try think-pair-share in your class during your lessons sometime?**

All pupil – Yes.

AS – Okay good. **How do you think 'Think-pair-share' would be helpful to your learning.**

Child A – we can work together with our friends.

Child C – gives us a chance to check our ideas and answers with a friend first and work together to get an answer rather than thinking of an answer on our own. It gives a chance of thinking alone and work with others which I think is good as we have both in one, if you get me.

AS – Yes that's good.

Child B – Yes, I would like to try this see if I would then help me to answer some more questions in class.

AS – okay lovely answers everyone. Thank you very much, you have done well and tried your best to answer everything I have asked. Let's make our way to class nicely please.

Red - Questioning

Green – Impact of questioning on learning.

Blue - Feelings about questioning in the classroom

Pink - Think-pair-share

Grey - Thinking time.

Appendix 5 – Questionnaire Questions

Questioning in the classroom.



Hello, my name is Alice and I am a Year 2 student on the BA Primary Education with QTS course at University of Wales Trinity Saint David (UWTSD). I would be grateful if you would take the time to complete this questionnaire to assist me with my research module regarding staff perceptions of questioning as an Assessment for Learning (AfL) strategy for teaching and learning in particular the think-pair-share strategy. It should take no more than 10 minutes to complete. Participation is completely voluntary and you have the right to withdraw and not answer any questions that you do not wish. All information provided will solely be used for the purpose of my research module assignment, it will be kept secure in a password protected file, and kept anonymous and confidential in accordance with the Data Protection Act (2018) and ethical embodies within the EWC Code of Conduct and BERA Ethical Guidelines (2018).

I would like to thank you in advance for your time and assistance, it is greatly appreciated.

1. How long (in years) have you been teaching?

- ☐ 1-4
- ☐ 5-9
- ☐ 10-14
- ☐ 15-19
- ☐ 20+

2. Do you use questioning in your classroom as part of your teaching?

- ☐ Yes
- ☐ No

3. If yes to Q2, what are your preferred questioning approaches to use in your teaching? Please give details why.

Enter your answer

4. If no to Q2, please give details why.

Enter your answer

5. What questioning strategies do you feel you use the most in your classroom. Please give details why. (Only required if answered 'Yes' to the previous question)



Enter your answer

6. In your opinion are there any possible drawbacks/things to be cautious with, when using your most used questioning strategies.



Enter your answer

7. How do you feel questioning impacts your teaching and your learners? Please give details why.



Enter your answer

8. How do you differentiate your questioning for individual learners ability level?



Enter your answer

9. When using questioning strategies, do you allow wait time/thinking time. If so, how long?



- ☐ 1-3 seconds
- ☐ 4-6 seconds
- ☐ 7-9 seconds
- ☐ 10 seconds or more
- ☐ N/A - I do not typically allow wait time.

10. Do you feel that your amount of wait time (or lack of) has an impact on your learners responses?



- ☐ No impact
- ☐ Minimal impact
- ☐ Some impact
- ☐ Significant impact

11. Please give details to above answer.

Enter your answer

12. On a scale 1 to 5 (where 1 is not at all confident and 5 is extremely confident) how confident do you feel about implementing questioning approaches in your class?

1	2	3	4	5
---	---	---	---	---

13. Do you use the 'Think-Pair-Share' strategy in your classroom?

- ☐ All the time
- ☐ Quite often
- ☐ Sometimes
- ☐ Not very often
- ☐ Not at all

14. If answered not at all or not very often to Q13, are there any reasons for this. Are there any other questioning methods you find more effective. 

Enter your answer

15. How effective do you think 'Think-Pair-Share' is as an AfL questioning tool? 

- ☐ Very effective
- ☐ Somewhat effective
- ☐ Neutral
- ☐ Not very effective
- ☐ Not at all effective

16. Please give details why for your previous answer. 

Enter your answer

17. Do you feel there are benefits in using Think-Pair-Share? If so what are they? 

Enter your answer

18. Do you feel there are drawbacks to using 'Think-Pair-Share'. If so, what are they? 

Enter your answer

19. If using 'Think-Pair-Share' do you allow learners to pick their own partners? 

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ N/A

20. If you select learners pairs for 'Think-Pair-Share' activities do you deliberately ensure mixed ability pairing? 

- ☐ Yes
- ☐ No
- ☐ Sometimes
- ☐ N/A

21. If answered yes to Q20, please give details why? Do you feel this is effective? 

Enter your answer

22. If answered no or sometimes to Q20, please give details why. 

Enter your answer

23. Do you find pupils are more inclined/confident to answer questions after 'Think-Pair-Share' activities? 

- ☐ Yes
- ☐ No
- ☐ Sometimes

24. How do you encourage less talkative/less confident learners in the class to participate in the 'Think-Pair-Share' process? 

Enter your answer

Questionnaire – Microsoft Link/QR Code

Link:

<https://forms.office.com/Pages/ResponsePage.aspx?id=-REPTm4EBUWcuNshUjEeIVOTYpz3lr1Ngr2zBW5JU5UN0NSVFZITEw3SIIYRTdHQVY0RFk2OTU0WC4u>

QR Code



Appendix 6 - Questionnaire Responses

1. How long (in years) have you been teaching?

[More Details](#)

1-4	0
5-9	1
10-14	0
15-19	0
20+	3



2. Do you use questioning in your classroom as part of your teaching?

[More Details](#)

Yes	4
No	0



3. If yes to Q2, what are your preferred questioning approaches to use in your teaching?
Please give details why.

4 Responses

ID ↑	Name	Responses
1	anonymous	Open ended questioning that allows each child yo consider their answer and give their opinion and add detail they think necessary
2	anonymous	Use of Blooms Taxonomy, Q Matrix, questions to further reasoning, posing questions in sci tech to answer/investigate, `big` questions used as stimulus, pupils using questioning to show understanding of topics.
3	anonymous	I try to use a range of open questions with the occasional closed question to gauge understanding. Questioning also allows children to share their ideas and opinions. Sometimes I use a randomiser approach (lolly sticks). We have used something called a Q Matrix for developing levels of questioning. I use think, pair, share sometimes to allow the children to vocalise their thoughts and give them time to plan what they are going to say. I try to remember to use wait time as I'm conscious that I don't always do that.
4	anonymous	Open ended as they allow for more deeper answers show a more rounded understanding of what they are learning about.

5. What questioning strategies do you feel you use the most in your classroom. Please give details why. (Only required if answered 'Yes' to the previous question)

4 Responses

ID ↑	Name	Responses
1	anonymous	Closed questions to check understanding of certain points, open ended questions (see above (3)) and questions that allows for the general flow of learning
2	anonymous	All of the above at different times really, use questions to gain feedback on learning a lot.
3	anonymous	Open questions are usually one of the most effective ways of finding out what the children actually know and understand. Allowing the children time to discuss their thoughts and ideas through think, pair, share is also very effective.
4	anonymous	Think, Pair, Share Blooms Question strands Poker Face All of these allow for justification in their answers which shows a deeper level of understanding.

6. In your opinion are there any possible drawbacks/things to be cautious with, when using your most used questioning strategies.

4 Responses

ID ↑	Name	Responses
1	anonymous	Success of Open ended questioning can depend upon the language development of the child. It has to be developed
2	anonymous	Ensuring the questions are clear, open ended and purposeful, allowing time for learning/development in between asking questions.
3	anonymous	Sometimes using a randomiser isn't effective as those children selected struggle to answer. However, the phone a friend approach can be used.
4	anonymous	Depending on the level of ability, you have to know your audience and what type of questions to ask, not to confuse or over complicate question strands to differing levels of ability. However, the more you use this rich language of analysing, comparing, evaluating will make them more confident and comfortable in answering these questions.

7. How do you feel questioning impacts your teaching and your learners? Please give details why.

4 Responses

ID ↑	Name	Responses
1	anonymous	It ensures pupils are prepared correctly to work - that they gave the required equipment and understand the task. It ensures that the teacher is aware of challenge and of the understanding of the pupils of their learning. Questioning is vitally important in the day to day running of a classroom.
2	anonymous	Elicit understanding from both pupils and staff, helps them to frame their thinking and gather their ideas, gives context, gives instant feedback
3	anonymous	It allows me to assess the children in the moment and gives a voice to the children in the classroom.
4	anonymous	Open ended questions allow pupils to develop that deeper level of understanding with justifications and reasoning. A very good AfL strategy to check pupils understanding.

8. How do you differentiate your questioning for individual learners ability level?

4 Responses

ID ↑	Name	Responses
1	anonymous	Understanding the nature and ability level of each learner allows a teacher to ensure the challenge and language used is sufficient but not too difficult that it stifles their learning or confidence
2	anonymous	Keep all questions simple across the board, thought may train more able pupils and eventually all pupils to be able to create questions themselves.
3	anonymous	I would adapt my vocabulary and the level of complexity of the questions used for less able learners.
4	anonymous	I can use lollipop sticks, thinking pairs, think pair share strategies in order for learners to be with pupils of other abilities to discuss.

9. When using questioning strategies, do you allow wait time/thinking time. If so, how long?

[More Details](#)

1-3 seconds	0
4-6 seconds	0
7-9 seconds	1
10 seconds or more	3
N/A - I do not typically allow wa...	0



10. Do you feel that your amount of wait time (or lack of) has an impact on your learners responses

[More Details](#)

No impact	0
Minimal impact	0
Some impact	0
Significant impact	4



11. Please give details to above answer.

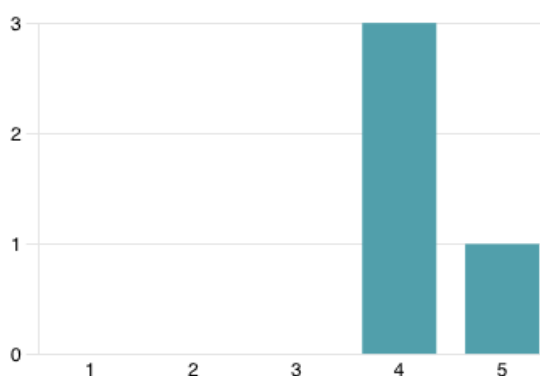
4 Responses

ID ↑	Name	Responses
1	anonymous	Allows the pupil to think of the best answer - to rehearse their answer in their head before simply blurting out the first thing that comes to them
2	anonymous	Children need processing time! They are not robots.
3	anonymous	As teachers often feel they need to get responses from learners instantly we tend to rush on to the next person if the learner can't answer straight away. However, if you do allow wait time they often can formulate a response.
4	anonymous	Some pupils may need longer to think about their answers or work them out on a whiteboard etc. If they aren't given the time then they may feel like they've had it wrong and not want to have a go again due to they won't have time to finish it. Thus, not feeling confident and losing interest in having a go.

12. On a scale 1 to 5 (where 1 is not at all confident and 5 is extremely confident) how confident do you feel about implementing questioning approaches in your class?

[More Details](#)

4.25
Average Rating



13. Do you use the 'Think-Pair-Share' strategy in your classroom?

[More Details](#)

● All the time	0
● Quite often	3
● Sometimes	0
● Not very often	0
● Not at all	0



15. How effective do you think 'Think-Pair-Share' is as an AfL questioning tool?

[More Details](#)

Very effective	2
Somewhat effective	2
Neutral	0
Not very effective	0
Not at all effective	0



16. Please give details why for your previous answer.

4 Responses

ID ↑	Name	Responses
1	anonymous	Allows children to work in different pairs who can have different knowledge, ability and understanding of a topic. They can add to each others knowledge
2	anonymous	It is good but, all talk strategies are - see Bridgend Talk Project strategies.
3	anonymous	Think pair share is effective if the teacher/school spends time training the children on how to use the strategy effectively. Sometimes the teacher needs to 'engineer' the pairings so that both learners gain the most from it.
4	anonymous	This strategy gives learners time to think clearly with no distractions. Then gives time to discuss with a partner to agree/disagree. We then use different sentence structures and reason with eachother whether they agree/disagree and why which promotes very good vocabulary and reasoning.

17. Do you feel there are benefits in using Think-Pair-Share'? If so what are they?

4 Responses

ID ↑	Name	Responses
1	anonymous	See above (17)
2	anonymous	Yes- confidence and peer support.
3	anonymous	Yes, see previous answers
4	anonymous	This strategy gives learners time to think clearly with no distractions. Then gives time to discuss with a partner to agree/disagree. We then use different sentence structures and reason with eachother whether they agree/disagree and why which promotes very good vocabulary and reasoning.

18. Do you feel there are drawbacks to using 'Think-Pair-Share'. If so, what are they?

3 Responses

ID ↑	Name	Responses
1	anonymous	Some children can coast and allow others to do all the work - knowledge of your pupils is vital in this to ensure pairing are correct
2	anonymous	No
3	anonymous	If one child dominates because they are more confident or knowledgeable the other learner may not gain as much from it.

19. If using 'Think-Pair-Share' do you allow learners to pick their own partners?

[More Details](#)

● Yes	0
● No	0
● Sometimes	4
● N/A	0



20. If you select learners pairs for 'Think-Pair-Share' activities do you deliberately ensure mixed ability pairing?

[More Details](#)

● Yes	3
● No	0
● Sometimes	1
● N/A	0



21. If answered yes to Q20, please give details why? Do you feel this is effective?

4 Responses

ID ↑	Name	Responses
1	anonymous	See (16) above
2	anonymous	Variety of partners or targeted partners depending on nature of task/skill.
3	anonymous	Sometimes there are other considerations like past experiences, the focus of the discussion etc.
4	anonymous	To provide good modelling of answers so those with a lower ability have the opportunity to see this in practise to hopefully try it again. Also, it is good to work with pupils who aren't in their work groups to be exposed to working with other pupils they don't normally.

23. Do you find pupils are more inclined/confident to answer questions after 'Think-Pair-Share' activities?

[More Details](#)



24. How do you encourage less talkative/less confident learners in the class to participate in the 'Think-Pair-Share' process?

4 Responses

ID ↑	Name	Responses
1	anonymous	Differentiating difficulty of questions, ensuring there are a limited scope for acceptable answers. Ensuring they are comfortable in their talk partner. Making every learner comfortable to participate - no blame / laughing at wrong answers etc. Ensure the culture of the classroom makes it easy to share their opinions.
2	anonymous	Confidence in their answer, supported by a peer.
3	anonymous	By supporting them during the process, by modelling how to talk effectively, by teaching the skills of listening and talking.
4	anonymous	I usually ask for one of their ideas and then ask the other part of the pair to agree/disagree with their partner and why, using their sentence structures.