

Appendix 1 – Gibbs Reflective Model

Gibbs Reflective Cycle by Graham Gibbs

toolshero



Description (Description of the experience)

Feelings (feelings and thoughts about the experience)

Evaluation (evaluation of the experience)

Analysis (analysis to make sense of the situation)

Conclusion (conclusion about what I learned and what I could have done differently)

Action plan (**Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate)

Appendix 2 – Consent Form

CONSENT FORM (PARENTS)

PROJECT TITLE: How does praise or rewards affect pupil engagement in the classroom?

Name of Researcher: Charles Sale

Please initial box

1. I confirm that I have read and understand the information sheet dated **XXXX** for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐

Child's name

Parent signature

Date

**When completed, please return to by the of
..... (date)**

Thank you.

INFORMATION SHEET

PROJECT TITLE:

Dear Parent / Guardian,

My name is Mr C Sale and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within Lewis Girls School and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is 'How does praise or rewards affect pupil engagement in the classroom?' and I aim to find out if praise or reward improves pupil engagement. Through your child's participation, I hope to ascertain their opinion of whether the methods increased their participation in a lesson.

An observation of the lesson will be made by my colleague Mr J Frederick who will be noting down anything that he notices. After the lesson your child may be involved in a focus group where we will discuss their opinions of the implemented methods – this will be audio recorded and later transcribed.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on a password protected computer and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Mr C Sale

Appendix 3 – Interview Semi-Structured Questions

Semi-structured interview questions for the focus group:

1. If praise is awarded, are you more likely to answer questions?
2. Did you fully understand every task during the lesson? Why?
3. Did you have to ask your peers for help at any point? If so, why?
4. Did you lose focus at any point during the lesson? If so, when and why?
5. Did you notice more use of praise during this lesson compared to other lessons?
6. Do you think praise is important in a lesson? Why?
7. What effect does praise have on you during a lesson?
8. How engaging was the lesson for you?
9. Can you think of any alternatives to praise to increase student engagement?

Appendix 4 – My partner's lesson Obs. sheet.

Checklist		
Lesson / subject:		
Name 1: ~~_____~~	Name 2: ~~_____~~	Name 3: ~~_____~~
D.O.B 1:	D.O.B 2:	D.O.B 3:

Area	Characteristics/Behaviour	Tick if observed (tally)		
		Pupil 1	Pupil 2	Pupil 3
Attitude to learning / classroom tasks	1. Participates in oral work			
	2. Employs avoidance strategies			
	3. Challenging behaviour			
	4. May observe what other pupils do before starting work			
	5. Asks for instructions to be repeated			
	6. Partly carries out instructions			
	7. Long pause before carrying out instructions			
	8. Misinterpreted instructions			
	9. Appears confused			
	10. Number of times pupil puts hands up to answer questions			

Level of involvement Low	Points 1 and 10 would demonstrate low levels of engagement if the pupils do not do these things. Points 2 to 9 would demonstrate low levels of engagement if they frequently do these things.			
Level of involvement Medium	Pupils would demonstrate a medium level of engagement if they do any of these things once or twice during the lesson.			✓
Level of involvement High	Points 1 and 10 would demonstrate high levels of engagement if pupils do these things 3 or more times. Points 2 to 9 would demonstrate high levels of engagement if pupils do not do these things at all.	✓	✓	

Extra notes	
Pupil 1	Hand up for every question, very engaged
Pupil 2	very focused on the sweets
Pupil 3	Not very engaged in oral tasks but seems to be producing work

Appendix 5 – My Lesson Obs. Sheet

Checklist		
Lesson / subject:		
Name 1: ~~John~~	Name 2: ~~Megan~~	Name 3: ~~Kate~~
D.O.B 1:	D.O.B 2:	D.O.B 3:

Area	Characteristics/Behaviour	Tick if observed (tally)		
		Pupil 1	Pupil 2	Pupil 3
Attitude to learning / classroom tasks	1. Participates in oral work			
	2. Employs avoidance strategies			
	3. Challenging behaviour			
	4. May observe what other pupils do before starting work			
	5. Asks for instructions to be repeated			
	6. Partly carries out instructions			
	7. Long pause before carrying out instructions			
	8. Misinterpreted instructions			
	9. Appears confused			
	10. Number of times pupil puts hands up to answer questions			

Level of involvement Low	Points 1 and 10 would demonstrate low levels of engagement if the pupils do not do these things. Points 2 to 9 would demonstrate low levels of engagement if they frequently do these things.			
Level of involvement Medium	Pupils would demonstrate a medium level of engagement if they do any of these things once or twice during the lesson.		✓	
Level of involvement High	Points 1 and 10 would demonstrate high levels of engagement if pupils do these things 3 or more times. Points 2 to 9 would demonstrate high levels of engagement if pupils do not do these things at all.	✓		✓

Extra notes	
Pupil 1	Very engaged, participated in all stages of the lesson
Pupil 2	Seemed engaged but showed signs of challenging behaviour
Pupil 3	Not very engaged, recieved little praise comparatively

Appendix 6 - Interview Transcript Lesson 1

Jake: The first question is, if praise is awarded, are you more likely to answer questions in class?

Pupil 1: yes, it feels like I am working for something

Jake: so like in earliers lesson, when I gave out more sweets and rewards, did that make you want to answer more questions?

Pupil 1, 2, 3: yes.

Jake: did you fully understand every task I asked you to do in the lesson?

Pupil 1, 2, 3: yes

Jake: was there anything you were unsure of?

Pupil 1, 2, 3: no

Jake: are you more likely to pay attention if you know there is going to be a reward

Pupil 1, 2, 3: yes

Jake: Did you have to ask your peers for help at any point during the lesson

Pupil 1: no

Pupil 2: yeah once

Jake: Could you go into more detail about it?

Pupil 2: it was just to check I was doing the right thing

Jake: just to make sure you were on the right track so you could get back to it?

Pupil 2: yes

Jake: did you find yourself losing focus at any point within the lesson?

Pupil 1, 2, 3: no not at all

Jake: I'd agree, I noticed you were more focused today so good effort for that guys.

Jake: Did you notice more use of praise and rewards within the lesson?

Pupil 1, 2, 3: yes

Jake: More so compared to other lessons?

Pupil 1: Yeah definitely

Jake: Do you think praise is important in a lesson?

Pupil 1: Yes, because it can drive someone to achieve theirbest

Jake: ~~Adam and Kate~~ would you agree?

Pupil 2: yes

Pupil 3: yeah definitely

Jake: What effect does praise have on you within the lesson?

Pupil 2: I wouldn't say that much, most lessons I do try hard, however it may make me try a little harder.

Pupil 3: Yeah it makes me work harder

Jake: What about rewards, would you say the same thing?

Pupil 3: yes I work harder for rewards

Pupil 1: In other lessons we don't really get offered merits like in today's lesson, that helped me.

Jake: How engaging has today's lesson been today? Was it more engaging than usual?

Pupil 1: it felt the same to me

Pupil 2: I was more engaged today

Pupil 3: yeah

Jake: The last question I wanted to ask you then, could you think of any alternatives to sweets that could be used to increase engagement in the lesson, or make you more invested?

Pupil 1: allow students to help out at the board

Pupil 3: yeah I know students who like coming to the front and doing stuff on the board

Jake: would you say the same ~~again~~?

Pupil 2: yeah more pupil engagement would be good

Appendix 7 - Interview Transcript Lesson 2

Charles: So, are you guys ready to go?

Students: Yep

Charles: Ok, so... if praise is awarded are you more likely to answer questions

Student 2: Yeah

Charles: Why is that?

Student 2: Because it's praise

Charles: Ok, so it feels good to receive praise and makes you want to do more work?

Student 3: I agree because with more encouragement it makes you want to do more work

Charles: Ok, nice and (Student 1), what do you think? Do you think praise is important?

Student 1: Yeah, same as student 2

Charles: So if you didn't have praise, what would happen?

Student 2: I just wouldn't do my work

Student 1: Same, I'd just sit there playing with my hair

Charles: Ok, and rewards then. Would rewards make you work harder?

All Students: Yeah

Charles: I noticed that today as well. In today's lesson did you fully understand every task that we set?

Student 1: No, student 2 helped me

Student 3: at the start I didn't understand the first question but I understood everything else

Charles: Ok, you just needed a bit of clarification. Student 2?

Student 2: Yeah I understood it fine.

Charles: Ok so some of you have already answered this question but did any of you need any help and if so, why?

Student 1: I just didn't get it. I didn't understand the task of placing things in order

Charles: Did you need to ask your fellow pupils or myself?

Student 3: Both really. If I didn't understand it I would ask you but if you were busy I asked my friends

Charles: Yes, it can be quite difficult to get the teacher's attention at times. What about you student 2? Did you need to ask for help?

Student 2: No, they were all asking me for help

Charles: Ok, you were the saviour

Student 1: I was calling student 2 over to me all the time for help.

Charles: Student 1, did you lose focus during this lesson? If so, when and why?

Student 1: Yeah. I didn't get it

Charles: So you didn't get it so you lost focus?

Student 1: Yeah. I started playing with my slime but then I started working again.

Jake: Did you regain focus when you saw prizes being awarded? Did you get back into it then?

Student 1: Yeah

Charles: What about you two? Did you lose focus at all during the lesson?

Student 3: Not really

Student 2: no.

Charles: Did the sweets help for your focus?

Student 3: Yeah.

Student 2: I did lose focus, I did.

Charles: Yeah? Was that when you were walking around?

Student 2: Yeah and I was laughing.

Charles: Did the sweets get you back focused?

Student 2: Yeah they did

Student 1: Sir, the sweets made me worse.

Charles: The sweets made you worse? Why?

Student 1: They make me hyper, don't they?

Charles: Ok, fair enough. But in terms of your work, did the sweets make you put more effort in. You wanted to complete the task to get the reward?

Student 1: We should have sweets everyday

Charles: Did you notice more praise and rewards during this lesson?

All: Yeah

Pupil 2: Can we have more lessons like this?

Charles: You'd all be on a thousand achievement points. What effect does praise have on you during a lesson? Is it effective?

Student 2: Yeah it is good. They are not like cheering you on but make you feel better when they give you praise

Charles: Would too much praise be a bad thing?

All: No

Student 1: No, I don't know

Student 3: I don't know, really.

Charles: would too much praise be condescending?

Student 2: It would get on my nerves, too much would seem fake

Charles: Ok so praise is good but rewards are even better? Sweets are good but not too much as it makes you hyper!

Student 2: Yeah.

Charles: So are we saying rewards are better than praise overall?

Student 1: Yeah

Student 3: encouragement and sweets are the best

Student 2: Sweets all the way

Charles: How engaging was the lesson for you?

Student 2: It was unbelievable

Student 1: What does that mean?

Charles: So did you feel involved? Did you want to be involved?

Student 1: Yeah

Charles: Can you think of any alternatives to praise and reward?

Student 2: Chocolate

Student 1: McDonalds

Jake: Apart from sweets and us telling you you've done well are there any other ways that you can think of?

Student 2: A trophy or a medal would be a good idea

Student 1: Maybe give us some slime

Charles: Do you think more achievement points should be handed out?

All: yeah.

Student 2: If we are really good we should earn some. They hardly give any out.

Charles: ok, that's all we have time for, thank you for taking the time to participate in this study!

All: Thank you!