APPLICATION FOR ETHICAL APPROVAL

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.

Delete the Guidance Notes at the end of the form BEFORE submitting your application

SECTION A: About You (Principal Researcher)

Full Name:		Liisa ap Hywel			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☐	Taught Postgraduate Student	☐	Postgraduate Research Student	☒

Faculty/School/Centre:	University of Wales Trinity Saint David
Campus:	SA1 – Swansea Waterfront
E-mail address:	1801022@student.uwtsd.ac.uk
Contact Telephone Number:	
For students:	
Student Number:	1703309
Programme of Study:	PGCE-P
Director of Studies/Supervisor:	Catherine Morgan

SECTION B: Approval for Research Activity

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	
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	☐		
	Faculty Research Committee	☐		
	Other – Senior mentor (Edd Sprague)	☐	**12/12/19**	

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, 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.	
UWTSD Research Ethics & Integrity Code of Practice	☒
UWTSD Research Data Management Policy	☒
BERA Ethical Guidelines	☒

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		**YES**	☐	**NO**	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared.as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		**YES**	☐	**NO**	☐
Are you in receipt of a KESS scholarship?		**YES**	☐	**NO**	☐
Is your research externally funded		**YES**	☐	**NO**	☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	**YES**	☐	**NO**	☐
	Employed	**YES**	☐	**NO**	☐
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.				
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

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				

SECTION E: Details of Research Activity

Indicative title:	Does implementing the traverse method improve engagement in primary school classes?		
Proposed start date:	27/01/2020	Proposed end date:	20/02/2020

Introduction to the Research (maximum 300 words)

Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below:

- *Purpose of Research Activity*
- *Proposed Research Question*
- *Aims of Research Activity*
- *Objectives of Research Activity*

Demonstrate, briefly, how **<u>Existing Research</u>** has informed the proposed activity and explain

- *What the research activity will add to the body of knowledge*
- *How it addresses an area of importance.*

Purpose of Research Activity

- Observe levels of engagement when the traverse method is used.
- Enhance research that has already been conducted.

(this box should expand as you type)

Research Question

- Observe whether levels of engagement increase or decrease when learners use the traverse method to discuss what they have leaned.

(this box should expand as you type)

Aims of Research Activity

- Partake in reflective research practice.
- Attempt to increase levels of engagement using Oracy interventions.
- Enhance research already conducted in the area of using Oracy to improve the curriculum. Mercer and Mannion (2018) suggested that Oracy is the basis of learning and an appropriate understanding of Oracy should enhance other areas of learning.

(this box should expand as you type)

Objectives of Research Activity

- Using a variety of research methods including observational strategies, survey questions, and reflective practice we will research engagement in a classroom task when Oracy interventions are implemented.

(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.

Using the Leuven scale researchers will observe three learners (chosen at random) once every 2 minutes during a 10-minute period. Researchers will make a note of how the children's engagement varies throughout the intervention task by giving them a score on the scale (1-5).

The class teacher will fill out a short survey of their observations. The children chosen will then take part in a short interview in order to gauge how they felt during the lesson
and we will convene as a group and use stop, start and continue as a method of reflecting on the intervention.

We will then use the data from all three, and research findings from literature. The data will be entered into the reflective practice form for Brookfield's four lenses (1995). We will then use the lesson study model of teacher-led research to reflect as a group on how we can improve the implementation for the next lesson.

hould expand as you type)

Location of research activity Identify all locations where research activity will take place.
The research activity will take place in three separate classrooms in our placement primary school, situated in a low socio-economic area. Classrooms included in this research include a year 6 class with 27 pupils, a year 4 class with 33 pupils, and a reception/year 1 class with 33 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 by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.
N/A *(this box should expand as you type)*

Use of documentation not in the public domain: Are any documents **NOT** publicly available?	**NO**	☒
	YES	☐
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 prevailing data protection law of the country in question and England and Wales. *(this box should expand as you type)*		

SECTION F: Scope of Research Activity

Will the research activity include:	**YES**	**NO**
Use of a questionnaire or similar research instrument?	☒	☐
Use of interviews?	☒	☐
Use of diaries?	☐	☒
Participant observation with their knowledge?	☒	☐
Participant observation without their knowledge?	☐	☒
Use of video or audio recording?	☐	☒
Access to personal or confidential information without the participants' specific consent?	☐	☒
Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
Investigation of participants involved in illegal activities?	☐	☒
Use of procedures that involve deception?	☐	☒
Administration of any substance, agent or placebo?	☐	☒
Working with live vertebrate animals?	☐	☒
Other primary data collection methods, please explain in this box For example, 'focus groups'. Please indicate the type of data collection method(s) in this box and tick the accompany box.		
Details of any other primary data collection method: Lesson reflection (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

Who are the intended participants:	**YES**	**NO**
Students or staff at the University?	☐	☒
Adults (over the age of 18 and competent to give consent)?	☐	☒
Vulnerable adults?	☐	☒
Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☒
Young offenders?	☐	☒
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
People engaged in illegal activities?	☐	☐
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.		
Other – please indicate here: (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?	
How many participants are expected?	Three main participants per class, 9 in total. Additional pupils will be selected in the event of absences. Learners will not be removed from the classroom environment during the intervention; the study will take place as part of a full lesson. Pupils will be removed from a lesson for a short time to conduct a retrospective interview. *(this box should expand as you type)*
Who will the participants be?	Participants in research will be children chosen at random from the classes we are in. Year 6, Year 4 and reception. *(this box should expand as you type)*
How will you identify the participants?	Students have been selected at random by using a random name generator, we did not want to see the engagement levels in a specific kind of learner and choosing random pupils will allow a holistic overview of the classes. We also did not want there to be bias involved in choosing the pupils. *(this box should expand as you type)*

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

Information for participants:	**YES**	**NO**	**N/A**
Will participants be paid?	☐	☒	☐
Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
(this box should expand as you type)			

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.		
Full risk assessment completed and appended?	**Yes**	☐
	No	☒
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
Risk to Participant: • Emotional distress during group interview • Learners will be outside their normal lessons when being interviewed, lessening their educational support *(this box should expand as you type)*	*How will you mitigate the Risk to Participant* • Choose appropriate questions for the interview scenario • Ensure the time learners are removed from their classroom situations is minimal *(this box should expand as you type)*	
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		
The research does not include gathering sensitive data that may result in interventions from other organisations. In the very unlikely event that such data is found all researchers are aware of the appropriate actions and escalating steps. *(this box should expand as you type)*		
Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		
Risk to Investigator: • Ensure observers do not interview learners on their own • Accusations of favouritism • Conflict of interest • Possible bias in recording of data *(this box should expand as you type)*	*How will you mitigate the Risk to Investigator:* • Select times to interview pupils that are appropriate for the schedules for all the participants involved • Remain professional and impartial at all times during the research investigation *(this box should expand as you type)*	
University/institutional risks For example: adverse publicity, financial loss, data protection		
Risk to University: • Data protection • Risk to reputation *(this box should expand as you type)*	*How will you mitigate the Risk to University:* • Keep all data confidential and within the ethical guidelines presented • Act professionally, keeping in mind ethical guidelines that are available to us • Ensure no data is falsified	

	(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**
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
After the lesson we will have a semi-structured group interview. (See Research Planning Sheet.) Feedback will be provided to the children if requested. *(this box should expand as you type)*
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.
We are sending a letter to parents for consent, we will also have information sheets for the parents and the pupils from whom we will obtain assent. (See Research Planning Sheet.) *(this box should expand as you type)*
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.
Anonymity will be ensured by assigning a letter to each child during both the Leuven scale observation and the written report. *(this box should expand as you type)*

SECTION J: Data Protection and Storage

In completing this section refer to the University's Research Data Management Policy and the extensive resources on the University's Research Data Management web pages (http://uwtsd.ac.uk/library/research-data-management/).

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**
"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.*	☒	☐
If YES, provide a description of the data and explain why this data needs to be collected:		
Consent forms completed by the parents of participants will include names. The information collated will be secured adhering to data protection policies and will be destroyed once the research is complete. Any data collection and storage will adhere to the University's Data Management Policy. (this box should expand as you type)		
Does it involve special category data (as defined by the GDPR)?	**YES**	**NO**
"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:		
(this box should expand as you type)		
Will the research activity involve storing personal data and/or special category data on one of the following:	**YES**	**NO**
Manual files (i.e. in paper form)?	☒	☐
University computers?	☐	☒
Private company computers?	☐	☒
Home or other personal computers?	☒	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
"Cloud" storage or websites?	☒	☐
Other – specify:	☐	☒

For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
Digital data will be stored using a password protected laptop, no external hard drives or USB's will be utilised. Paper copies will be stored in a locked cupboard within the placement school and will be destroyed after the final examination board has met and agreed the module marks. Any information that needs to be shared between researchers will be done so through an encrypted email account and children will be anonymised by referring to their assigned letter. *(this box should expand as you type)*		
All Data Storage		
Will the research activity involve any of the following activities:	**YES**	**NO**
Electronic transfer of data in any form?	☒	☐
Sharing of data with others at the University?	☒	☐
Sharing of data with other organisations?	☐	☒
Export of data outside the European Union or importing of data from outside the UK?	☐	☒
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
Publication of data that might allow identification of individuals?	☐	☒
Use of data management system?	☐	☒
Data archiving?	☐	☒
If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
If we are required to share data within the research team this will be conducted through a password protected email address. We will share our research with the university by submitting a written report through turnitin. However, all children involved will be anonymised by the letter that we assign to them. *(this box should expand as you type)*		
List all who will have access to the data generated by the research activity:		
Zoe Lewis, Andrew Davey and Liisa ap Hywel. University markers have access to anonymised data. *(this box should expand as you type)*		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
Zoe Lewis, Andrew Davey and Liisa ap Hywel. *(this box should expand as you type)*		

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.		
Data will be stored on password protected laptops; we will delete all data once our report has been marked. *(this box should expand as you type)*		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. (*Most relevant to academic staff)*		
No. This will not be required. *(this box should expand as you type)*		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	**YES**	☒
	NO	☐
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**	☒
	NO	☐

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		
Signature of applicant:	Z. Lewis	**Date:** 18/01/2020

For STUDENT Submissions:

Director of Studies/Supervisor:		**Date:**
Signature:		

For STAFF Submissions:

Head of School/Assistant Dean:		**Date:**
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 (and have NOT completed Section H of this form) (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 Head of School.
☒	I have deleted the guidance notes before submitting the PG2 for consideration

RESEARCH STUDENTS AND 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.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly**.**

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.

This form is available electronically from the Academic Office web pages:
http://www.uwtsd.ac.uk/academic-office/

Application Process

All staff research projects and all research students must submit the Ethical Approval Form to the **University Ethics Committee** via the Academic Office (pgresearch@uwtsd.ac.uk). Staff research directly in relation to personal study for taught undergraduate or Masters programmes should be submitted via the Faculty procedures explained below.

Taught masters and taught undergraduate research Ethical Approval Forms are considered **within Faculties.** Faculties will provide details of the specific processes for this. Where the Ethical issues within any single ethical application are of particular concern the Faculty will refer these to the University Ethics Committee. Any student activity that involves the collection of primary data needs to undergo Ethical approval, this includes assignment work as well as dissertations.

Research question

Does implementing the traverse method improve engagement in primary school classes?

Observation schedule

We will choose three children at random to be the focus of this study. The children will be observed for 2 minute intervals for a total of 10 minutes whilst the intervention is taking place. The observations will be recorded on the form in appendix 1. This form has been developed using the Leuven scale (please see appendix 2).

Focus group interview questions

1. Did you enjoy the task?
2. What do you think went well during the task?
3. If we were to do this again, would you do anything differently?
4. Did speaking to others make you more confident about the topic?

Teacher survey

In order to reflect further on our intervention, we will provide the class mentor with a survey. This will ask two questions as follows:

1. Do you feel the 3 children were more or less engaged compared to an average lesson? (teacher to be provided with a scale of more engaged, the same engagement or less engaged along with an optional comment box).
2. Would you use this method in the future?

Reflection pro-forma

Pre-set questions will be filled out following observation of the 3 focus children (see appendix 3). These will then be implemented into Brookfield's four lenses (appendix 4) along with the answers from the children's interviews, answers from the teacher's survey and theoretical literature.

Consent

Consent will be gained by asking parents to fill out a consent form (appendix 5). Along with the consent form, parents and children will be provided with an

information sheet which explains the aims and layout of the research (appendix 6 and 7).

Appendix 1

The Leuven Scales Group Two Minute Observation Sheet

Date: **Time:**

Area of Learning	
What is being observed? What is the child doing?	

Pupils:	2 Minutes	4 Minutes	6 Minutes	8 Minutes	10 Minutes
Child A					
Child B					

Child C					

1. **Extremely low** – Pupil hardly shows any activity, no concentration, passive attitude, no mental activity.
2. **Low** – Pupil shows some activity, but it is often interrupted, easily distracted, action only leads to limited results.
3. **Moderate** – Pupil is busy without real concentration, activities are short lived, capabilities are not used to their full extent.
4. **High** – Clear signs of involvement, but these are not always present to their full extent, engagement without interruption.
5. **Extremely high** – Continuously engaged in activity, absolutely focused, mental activity and experience are intense

Appendix 2

Leuven Scale of Active Engagement – Annex 1

Level	Engagement	Examples
1	Extremely low: the child shows hardly any activity	No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity
2	Low: the child shows some degree of activity which is often interrupted	Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.
3	Moderate: the child is busy the whole time, but without real concentration	Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.
4	High: there are clear signs of involvement, but these are not always present to their full extent	The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.
5	Extremely High: during the observation of learning the child is continually engaged in the activity and completely absorbed in it.	Is absolutely focused, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense; The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity.

Professor Ferre Lavers, Leuven University, Belgium
HMIE Good Practice Conference: Dynamic Learning in the Early Years, 2008

Appendix 3
Start, stop and continue observation sheet

1. **Stop** – What part of the activity did not go well?

_____
_____
_____
_____
_____
_____
_____

2. **Start** – What will we do differently as a result of this lesson?

_____
_____
_____
_____
_____
_____
_____
_____

3. **Continue** – What part of the activity will be carried over?

_____
_____
_____
_____
_____
_____
_____

Appendix 4

Brookfields four lenses reflection tool

Self (The observations and Stop, start and continue)	
Children (Interviews)	
Peers (Teacher survey)	
Literature	

Appendix 5

CONSENT FORM

PROJECT TITLE: Does Implementing the Traverse Method Improve Engagement in Primary School Classes.

Name of Researchers: Andrew Davey, Zoe Lewis and Liisa ap Hywel.

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 in the envelope provided to ……. by the …….. of …….. (date)

Thank you.

Appendix 6

INFORMATION SHEET
PROJECT TITLE: Does Implementing the Traverse Method Improve Engagement in Primary School Classes.

Dear Parent / Guardian,

Our names are Andrew Davey, Zoe Lewis and Liisa ap Hywel we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. We are currently student teacher's within Treorchy Primary and are teaching in your child's class.

We would like to invite your child to participate in our research project. The title of the project is Does Implementing the Traverse Method Improve Engagement in Primary School Classes? We aim to observe how children engage with a particular way of encouraging discussion. Through your child's participation, we will consider whether the Traverse method, which involves children standing in line and moving to speak to different pupils, encourages participation.

We will be choosing three children at random from the class and making a note of whether they are participating in the activity. We will then have an interview with a group of children from the class to ask whether they enjoyed the activity.

All names will be kept strictly confidential and will only be known to us and their class teacher. 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, we 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 our PGCE course. The results of this study will be stored on One Drive and all raw data will be destroyed once the assessment has been marked.

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

Yours sincerely,

Andrew Davey, Zoe Lewis and Liisa ap Hywel.

Appendix 7

INFORMATION SHEET

PROJECT TITLE: Does Implementing the Traverse Method Improve Engagement in Primary School Classes.

Dear Student,
Our names are Mr Davey, Miss Lewis and Mrs ap Hywel we are studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David.

We would like you to participate in our research project. The title of the project is Does Implementing the Traverse Method Improve Engagement in Primary School Classes. We are looking at how different activities in class encourage taking part.

We will be choosing three children at random from the class and making a note of whether they are participating in the activity, we will then have interviews to ask whether children enjoyed the activity.

All names will be kept strictly confidential and will only be known by us. Taking part in this study is completely voluntary so you can ask to not be in the study at any stage.

If you are interested, we would be happy to provide you with our research when we have finished. The results of the research will be discussed in a university assignment that will contribute to our PGCE course. The results of this study will be stored on One Drive and all the information will be destroyed once the assessment has been marked.

Thank you in advance for your time. If you have any questions, we will be happy to answer them.

Yours sincerely,

Mr Davey, Miss Lewis and Mrs ap Hywel