

LEVEL 6 ASSESSMENT SPECIFICATION

Student name:	Elizabeth Alexander	Student ID number:	1801609
Programme:	Primary		
Module:	Principles of Pedagogy		
Module code:	M6X01438/C	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Siân Brooks	Internal Verifier:	Siân Brooks
Assignment Title:	'Describe a learning event which has happened during your recent school experience. Reflect upon what took place, connecting events to theories of learning and teaching. Make recommendations about how you could improve your own practice in the light of this. Produce a poster to illustrate how you would develop the elements of an effective learning environment.'	Word count (or equivalent):	5,000 or equivalent.
Submission deadline:	17/10/18 (23.59)	Return date of provisional marks & written feedback:	14/11/18
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.) Alternative submission method (if applicable): Late submission of the assessment will result in a late penalty mark. Penalties for late submission: Up to one week late, maximum mark of 40%. Over one week late, 0%. Only the Extenuating Circumstances Panel may approve a change to submission dates.		
Academic honesty / referencing:	Academic honesty is required. In the main body of your submission you must give credit to authors on whose research and ideas your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have used, cited or quoted in order to complete this assessment.		

Describe a learning event which has happened during your recent school experience. Reflect upon what took place, connecting events to theories of learning and teaching. Make recommendations about how you could improve your own practice in the light of this. Produce a poster to illustrate how you would develop the elements of an effective learning environment.

Introduction

These observations were undertaken at a community primary school in south west Wales. The observation focus that I have chosen for this assignment occurred during a morning I.T. session where a group of 28 Year 4 pupils were undertaking an investigative task centred on the topic of Antarctica. As a number of students from the school were away on a choir trip, the group was made up of pupils from two separate classes. In compliance with BERA ethical guidelines, the privacy of all those observed has been maintained through anonymisation of any names and genders.

This session provided the opportunity to see a variety of pedagogical and curriculum aspects in practice including; Assessment for Learning (AfL) (Black et al. 2003), Behaviourism (Aubrey and Riley, 2016) and Questioning (Wragg and Brown, 2001)

Part 1: Observe.

I have chosen to focus on an observed interaction between the teacher and the class which occurred towards the end of the I.T. session. The I.T. suite was noisy with discussion and chatter, but gradually fell quiet when the teacher called the children to attention by raising their hand in the air.

Teacher: *"I can see you're all working really hard on your research projects and I can't wait to find out later what you've learnt about Antarctica. It's currently 10:23, we need to leave for assembly at 10:30, how many minutes do we have left to work on our research?"*

The teacher then paused for approx. 5/6 seconds. During this time several hands went up. At the end of the pause the teacher chose a hand.

Teacher: *"Child A?"*

Child A: *"7!"*

Teacher: *Dai lawn, Dojo* for you! You'll have to remind me later to add it on to the Dojo* record. You've got 7 minutes to finish your task and then it's time for assembly."*

**Please note, the use of the term 'Dojo' here refers to a reward point which is part of the Class Dojo scheme, an online resource available at: <https://www.classdojo.com/>*

I was particularly interested in how this short, simple interaction showed several different theories and pedagogical principles in practice. Firstly, let's consider the raising of a hand in the air as a method for bringing the class to attention. This is a technique that I have seen (and used myself) on several occasions. Most notably to my mind, within the GirlguidingUK movement, where this technique is widely used for gaining the attention of members of all ages (4 – 70+) (GirlguidingUK, 2018). This is a clear example of behaviourism in action as a crowd management technique (Kyriacou, 1997, pg.28; Aubrey & Riley, 2016, pg.67). In this example, the desired behaviour (paying attention to the teacher) was the result of the children knowing that by complying to a visual prompt for silence (a hand raised in the air), the potential threat of a negative outcome would be removed (Kyriacou, 1997, pg.28).

The reward of a Dojo point for a correct answer is also an example of a behaviourist technique. In this example, a positive reward is used to re-enforce a desired behavioural outcome, instead of removal of a negative consequence (Kyriacou, 1997, pg.28). Both of these are examples of Skinner's 'operant conditioning' (Aubrey and Riley, 2016, pg.63) in practice. According to his work, the use of different behavioural reinforcement techniques (instant positive reinforcement versus the removal of a threatened negative consequence) can influence the success rate of instilling desired behaviour patterns. For example, Skinner states that it is important that feedback is instantaneous, and that positive reinforcement is more effective than negative reinforcement (Aubrey and Riley, 2016, pg.68)

Once the class' attention was gained it could be argued that the teacher's use of the words *"I can see you're all working really hard on your research projects and I can't wait to find out later what you've learnt"* were a verbal reward, also in line with behaviourist methodologies. The children had been working well in the preceding 20 mins on their investigative task. By highlighting that they had noticed *"I can see that you've been working really hard..."* Skinner might say that the teacher was rewarding them in an instant and direct fashion (Aubrey and Riley, 2016, pg.68). It

could also be said, however, that the teacher's wording stemmed from a genuine interest in the children's research and learning, an important characteristic in an effective teacher (Grigg, 2015, pg.16) The teacher in this instance is genuinely looking forward to hearing all about the information the pupils have collected on Antarctica. They are viewing the class in front of them as collective of individuals worthy of respect which Grigg (2015, pg.72) states is one of the foundation values of teaching.

Next let's look at the posing of the question "...how many minutes do we have left...". Instead of just telling the children that they have X minutes left, the teacher has challenged them with a practical mathematical problem. The onus is put on the children to figure out the answer; involving them with the content of what was being said. The children were prompted to become better engaged because they had to think to be able to answer the question (Black et al., 2003, pg.97).

The question also provided real-life application of a learnt concept. The application of learning to practical life experiences is fundamental for educational theorists such as Dewey. Dewey felt that learning should have a greater focus on practical experience rather than traditional rote learning (Dewey, 1910, pg.123). In his book 'How we think' Dewey outlines that there needs to be active interaction with a new concept for that principle to be "intellectually gripped and retained" (Dewey, 1910, pg.123). A theory which is echoed near 100 years later by cognitive scientist Willingham when he outlines 'meaning' or context and application as a key factor to learning and remembering (Willingham, 2009, pg.63).

The actual maths involved in solving this is simple: working out the difference between 23 and 30. This is a skill that the current curriculum expects children to have mastered by the end of the foundation phase (Welsh Government, 2015). The application of this calculation to a time-based setting is however a more complicated skill. It requires the child to use problem solving skills to pick out the key components from the question. It requires them to know that the '23' and '30' in this question are both representative of minutes past the hour of 10 o'clock. They then need to connect this to their knowledge on calculating the difference between two numbers. To an adult, experienced at mentally calculating start, finish and duration times almost without conscious thought, working out the answer to this question is simple. They will be utilising well established

patterns of thought known as 'procedural knowledge' (Willingham, 2009, pg.16). This procedural knowledge is the knowledge of the different mental processes necessary to execute the tasks.

Willingham suggest one way to visualise it is by splitting our memory and thinking capacity into long term memory (a massive store full of all the stuff we 'know') and working memory (a fixed capacity core of conscious thinking). If none of the components needed to calculate the above problem are stored in long term memory, then we would have to process everything through our working memory. This makes the task seem harder. Our working memory can only hold so many active thoughts at once, so it would take longer and involve many more steps to get to the answer. Having the appropriate 'procedural knowledge' stored in our long term memory, means that there is more space in our working memory and as a result we can work out the answer faster.

All this thinking can take time, especially if it's a fairly new or complicated concept. This is where the significance of the pause between asking the question and picking a child to respond can be highlighted. The importance of 'wait time', as this pause between question and answer is commonly called, is clearly illustrated in Black et al. (2003) and Rowe (1974). The outcome of their studies and research is that increasing 'wait time' improved the quality of pupil answers, reduced the number of pupils who felt they were unable to answer and lead to a general increase in student confidence (Rowe, 1974).

By opting to use a question here, it also offered the teacher an opportunity to assess whether the child chosen to answer the question had a firm grasp of the concept of calculating difference in a practical setting. (Black et al, 2003, pg.32; Wragg and Brown, 2001, pg.6). This is clearly an example of assessment in practice, and hopefully assessment for learning (AfL). Within the assessment for learning approach developed by Black et al. (2003), a questioning-based approach to classroom learning is to allow continual formative assessment through analysis of the children's answers and ideas. The idea is that you can use a child's responses to a question, or input within a class discussion, to determine their understanding and grasp of a concept (Black et al. 2003, pg.35). Identifying areas of strength and weakness or any mis-conceptions fall under the 'assessment' part. The learning part is dependent on how this information is used. It only becomes true AfL if the knowledge gleaned from the formative assessment is somehow used to assist and influence future learning. To quote Wiliam et al (2002) AfL is "any assessment for which the first

Figure 1: An example of some of the possible reasons for teachers asking questions (Turney et al.,1973):

- To arouse interest and curiosity about a topic.
- To promote an active approach to learning.
- To focus attention on a specific topic or idea.
- To prompt pupil to ask questions of themselves and others
- To structure a task in a way to maximise learning
- To provide an opportunity for pupils think and reflect on information and learning

priority in its design and practice is to serve the purpose of promoting pupil's learning". The priority of promotion of future pupil learning aspect, is not something that could be gleaned from this observation. For effective AfL, the teacher would use the knowledge that this particular child has a firm grasp of the concept asked about. Maybe by developing Child A's knowledge further in a future maths lesson by getting them to write a schedule and calculate how long different activities will take.

Part 2: Connect.

Teacher's use questions, a LOT. According to Wragg and Brown (2001, pg.15) teachers ask on average 50,000 questions over the course of an academic year. It seems prudent then, to examine this observation through the lenses of different questioning theories and applications.

Firstly, what was the impact of using a question in this situation? Quite simply, it transformed what could've been a boring a time management statement, into a learning opportunity (Wragg and Brown, 2001, pg.6; Willingham, 2009, pg.19). It would have been a lot simpler for the teacher if they had called the children to attention and then told them they had 7 minutes left to finish their task: end of pupil teacher interaction. Instead, the teacher gave context (that they had to stop because of assembly) and challenged the children with a question. As mentioned, teachers ask a lot of questions. In fact, as Kyriacou (1997, pg.43) points out, teaching is quite a strange profession because many of the questions that teachers ask are ones they already know the answer to.

So why do they ask all these questions? Several studies and surveys have attempted to tackle this issue (Turney et al.,1973; Kerry 2002), but none have settled on a singular simple answer. The reasons for asking questions are widely varied and dependant on multiple factors

Figure 2: Kerry's (2002) 9 key reasons teachers ask questions

1. To encourage pupils to talk - on task and constructively.
2. To express an interest in a pupil's ideas and feelings.
3. To stimulate interest and promote curiosity.
4. To encourage a problem-solving approach to thinking
5. To help students express their own thoughts, knowledge, speculations and ideas.
6. To encourage pupils to think out loud and form intuitive connections
7. To help students learn from one another.
8. To assess the strengths and weaknesses of a pupil's learning.
9. To promote deeper thinking and improve conceptualisation.

(Figure 1). Kerry (2002, pg.66) argues that without the use of questions there is no engagement with the fundamental thinking skills necessary for learning. So, is the purpose of asking questions to get students to think? According to Wragg and Brown (2001) this is certainly a high priority for teaching professionals in their use of questions in the classroom. Was that the motivation behind the question asked in this observation? Perhaps it easiest to first classify what the motivation definitely wasn't. It wasn't a question directed at encouraging discussion or enquiring about a student's thought and feeling. These are two of the nine reasons that Kerry (2002, pg.75 - 82) puts forward in answer to the question 'Why ask questions?' (Figure 2). I would argue that the question asked in the above observation best falls into No 5. on Kerry's (2002) list: "To help students externalise and verbalise knowledge". In this situation the teacher is putting the "onus of learning" (Kerry, 2002, pg.79) on to the pupils. In other words, the children are having to use problem solving skills to recall and combine previously learnt information about calculating difference and about telling the time, then express this in the form of a single answer.

It would seem many educational researchers and theorists such as Kerry (2002), Grigg (2015) and Wragg and Brown (2001) are agreed that questioning is an important tool in a teacher's toolkit. But, are all questions equal? No.

Of course, more explanation is needed here. The above question 'Are all questions equal?' is an example of a closed question (Wragg and Brown, 2001, pg 20; Kerry, 2002, pg.70). A closed question is one which invites only a short, specific response and commonly has a wrong/right answer (Wragg and Brown, 2001, pg 20; Kerry, 2002, pg. 70). Another example of a closed question is "Where did we go on our trip last Thursday?". The answer might be "Technique". By contrast "What did we do last Thursday?" whilst appearing to ask much the same thing, is a

question which leaves a much larger scope for deeper thought. 'Correct' answers could range from "We went on a trip" to "We learned all about the planets in our solar system and got to see what happens when you set fire to hydrogen". This is an example of an open question; a question that has a wide-range of possible responses.

The question 'What did we do last Thursday' could also be classified as being one which requires the students to use remembering and possibly understanding skills (Krathwohl, 2002, Perrott, 1982, pg.42-43; Grigg, 2015, pg.110). They needed to have knowledge of where they went and recall that information from their memory (Remembering). In the case of the more in-depth answer, this would have required the student to utilise their comprehension of the different things they'd learnt or seen (Understanding). These two categories of thinking skills form part of Bloom's Revised Taxonomy (Krathwohl, 2002), a method of categorising thinking skills within a hierarchical structure. (Figure 3.)

Viewed through the framework of Bloom's revised taxonomy (Krathwohl, 2002), the question posed during the observed I.T session falls firmly in the category of a closed, lower order question. What is meant here by the term 'lower order'? The thinking skills in Bloom's Taxonomy are commonly grouped into either 'lower order skills' or 'higher order skills'. Kyriacou (1997, pg.43) defines lower order questions as ones which require simply the recall of facts and higher order

Figure 3: Bloom's Revised Taxonomy (Cognitive domain)

<i>Skill Type</i>	<i>Characteristics</i>	
Remembering	Recall of facts and recognition of relevant knowledge from long term memory	Lower Order Skills
Understanding	Describing, observing and interpretation. Organising information in order construct meaning	
Application	Implementing and applying knowledge to different situations	
Analysis	Distinguishing and breaking down knowledge into its basic parts to gain a clearer knowledge of the whole.	Higher Order Skills
Evaluation	Debating and making judgements. Inspecting knowledge and formatting questions and experiments.	
Creation	Inventing, designing, putting elements together to create a new pattern or function.	

(Griffiths and Burns, 2012, pg.14; Grigg, 2015, pg.110; Aubrey and Riley, 2016, pg.77; Perrott, 1982, pg.42; Kerry, 2002, pg.92)

ones as needing some aspect of manipulation of the known information e.g. through evaluation, critical analysis or shaping of the information in to a new context. An example of a lower order question might be 'What are the three parts of the fire triangle?'. A child in this instance simply has to recall what they have learnt in a previous lesson: oxygen, fuel and heat. It is possible they have just memorised this with no understanding of what the fire triangle is. By contrast a higher order question might be 'How could we test which is best material for keeping my cup of tea warm?' A child tackling this question would need to use a knowledge of how experiments work, alongside designing skills, questioning skills, and planning skills to name but a few (Grigg, 2015, pg.110; Kerry, 2002, pg.98). The cognitive engagement and thinking processes necessary to answer the higher order question were much more in depth than those necessary for the lower order question.

So, does 'lower order' mean bad and 'higher order' mean good? No, it's the quality and effectiveness of the question that defines it as 'bad' or 'good'. Kyriacou (1997, pg.44) argues that the quality of a question is linked to its clarity and appropriateness. For example, "How could we map the tasks we have to do today and work out how long we have for each activity?", Is an excellent question, with many learning outcome opportunities. Within the context of this session, however, it would not have been an appropriate question to use. Firstly, because there is no scope within 7 minutes to fully explore all the possible answers. Secondly, the children were part way through an investigative task. They were also in the I.T. suite which, whilst a valuable resource, was not the best environment for exploring this question. As well as practical reasons, the intellectual appropriateness of this question needs to be considered. Would the children have the requisite background and procedural knowledge to be able to answer this question? (Willingham, 2009, pg.19)

This question, "How could we map the tasks..." is an example of an open higher order question. There are multiple ways to explore the answer using creative thinking skills such as planning, designing and organizing (Grigg, 2015, pg.110; Griffiths and Burns, 2012, pg.14). Potential outcomes could range from an illustrated time table or a picture based daily timeline to a computer program which tracks and alerts. However, as outlined above, this doesn't automatically make it a 'good' and effective question. In fact, the closed, lower order question that was actually asked was, in this situation, much better and more effective at developing the interaction as a

learning opportunity. In other situations, the use of closed, lower order questions may be entirely the wrong choice. It is the appropriateness of a question which is, arguably, the most important influence on whether or not the question is 'effective' in developing or encouraging learning (Wragg and Brown, 2001, pg.30).

Part 3: Reflect and Innovate.

The ideal learning environment (ILE) illustrated in Appendix 1 is designed to be for a KS2 class. It incorporates a variety of 'traditional' classroom features with some less traditional ideas such as the inclusion of audiobooks to the reading corner and a pond in the outdoor area. The aim behind this learning environment was to create a personalised, democratic and well organised classroom, with a range of resources that the children can easily access. Within the classroom children will be able to make their own choices about things such as the materials they might need to use to support their learning, where they would like to sit and what direction their learning will take (within the parameters of the curriculum) (Cremin and Burnett, 2018, pg.250)

Firstly, let's focus on the outdoor area. The aim here, was to include aspects of outdoor experiential education in to the everyday learning environment. The inclusion of a chicken coop and vegetable or flower beds would allow the children to interact with agricultural aspects of nature on a regular basis, build up responsibility (e.g. for care and watering), utilise decision making skills (e.g. what to grow) and see the agricultural outcomes such as harvesting of veg and egg collecting. The importance of knowing where our food comes from and how it is produced is something that is included in the current curriculum (Welsh Government, 2014a) but commonly forms a side note in a project on healthy eating or becomes a discussion point for talking about a country on the other side of the world (Welsh Government, 2014a). The use of an allotment or vegetable garden in a school setting is not a new and radical idea but the benefits seen by previous successes are ones that I want to transfer across to my own ILE. Benefits such as development of new skills through planting and gardening, a new perspective on food and nutrition, the achievement of growing their own food and responsibility for maintaining and watering (Welsh Government, 2014a)

The inclusion of a bug hotel area, bird feeders and a pond is to allow for learning about different wildlife. There will be readily available identification charts and books that the children

Figure 4: A few ideas about the learning opportunities provided by my ILE.**Pond:**

- Pond dipping activities, identification of species, counting and surveying for use in learning about data handling.
- Learning about life cycles: Frogspawn -> Tadpole -> Frog
- Opportunity to observe how the pond changes throughout the year.

Bird Feeder:

- Look at the differences between species and consider why there might be differences
- Get involved in the 'Big Bird Watch' run annually by the RSPB
- Create their own bird feeders/bird food mix. Learning about nutrition and how it is different for different creatures.

Bug Hotel:

- Creating and design their own the bug hotels (what materials are needed, why have they designed it like that).
- Learning about why bugs are important (e.g. the role of the pollinator)

could use to learn about the different species they would hopefully see in these areas. Access to these areas would be on a free-flow basis, with wet weather gear such as waterproofs and wellies stored in a covered outdoor supplies area for the children to access. The only limitations to access would be capacity; which would be regulated by a card system. Figure 4. outlines several different learning activities which could be developed around these outdoor resources. This outdoor area would ideally not be a stand-alone resource. It would be matched by the availability of wooded and grassed areas as part of the children's recreation space.

The idea of a connection to nature being important for children's development and well-being is nothing new. Grimwood et al. (2018, pg.206) point out that the idea of nature connectedness can be found in a range of literature. They cite a range of studies from 1999 onwards which all, in their own words, highlight the benefits of nature connectedness for our health, well-being and ecological understanding. A review of studies on how access to nature affects children's well-being was conducted by Chawla (2015). They highlight the dangers of how definition of things such as health and well-being can have an effect on the methodology and outcomes of research into the impact of nature and nature-based activities. Despite this their finding indicated that, although the reasoning and quantifying factors of different studies varied, the overall message was that interaction with nature is a positive contributor to a child's general,

Figure 5: The 4 purposes of a new curriculum: Examples of how they can be promoted through outdoor learning (Donaldson, 2015, pg. 33)

Ambitious and capable learners	Enterprising and creative contributors	Ethical, informed citizens	Healthy, confident individuals
Interpretation and collection of data they have collected themselves on species variation.	Connect or apply their knowledge within the framework of the different outdoor resources.	Engagement with contemporary issues such a global warming, the impact of plastic.	Take part in the construction, planting and maintaining aspects of caring for the outdoor area.

physical, mental, and social well-being and to the fundamental development of the child's capabilities (Chawla, 2015, pg.445).

Outdoor and experiential learning is already incorporated in the current Foundation Phase curriculum (Welsh Government, 2014b), but is not currently an explicit part of the Key stage 2 curriculum which is partly why I decided to focus this ILE for KS2. With the publication of the Donaldson report (2015) and a new, more holistic-learning focused curriculum on the horizon effective outdoor learning will hopefully form a much larger part of the educational experience all the way through from 3 to 11+. Use of the outdoors is a vital tool that perfectly incorporates all 4 purposes at the heart of the new curriculum (Figure 5.) (Donaldson, 2015)

Inside the classroom there are a lot of features which are fairly standard such as a whiteboard at the front of the class and book corner at the back. The reason these more 'traditional' classroom aspects have been included is that, just because they aren't new and exciting ideas doesn't mean they're not useful features in creating an ideal environment for positive and purposeful learning.

Reading is an incredibly important part of education, though not all students find reading easy. There are lots of factors which can be a barrier to development of effective literacy skills (of which reading forms a key part) (Grigg, 2015, pg.336). For example, state of mind; if a student has a mind frame of 'I'm not good at reading' then they are going to avoid reading for fun. There is also an apparent statistical decline in literacy skills, with an OFSTED report issued in 2011 stating that 20% of pupils were leaving primary schools without reaching the expected standards for reading and writing.

The inclusion of a selection of readily available devices with audiobooks in the book corner is aimed at tackling these issues. Helping children to develop a love for learning through giving them access to stories, biographies and information that they may have struggled to read for themselves. Obviously, the danger here is that children would opt to listen instead of reading – and I can see where an argument could be made that audiobooks could instead have a negative affect on reading development. I don't believe this would be the case, however as all audiobooks would be full and unabridged and there would be a paper copy of all the audio stories available, so that children could read along with the story.

Illustrated in Appendix 1 are two possible classroom layouts. Layout A is a take on the traditional 'children in rows approach' but using trapezoid shape tables. This is to enable them to see the front of the class and the interactive whiteboard but also still allow for the facilitation of group work and collaborative learning where necessary. Layout B is created by putting the tables together to form a hexagon. Again, this is a typical classroom layout; children sit on tables in pre-defined groups. The idea behind multiple layouts is that the classroom could be arranged to suit what is being learned about, but that certain necessary requirements are still met: children are in line of sight, good acoustics, and a focal point at the front of the room (Lomas and Oblinger, 2006, pg.5). The children would also have some say over which layouts they preferred, giving them control over their own learning environment. I have recently had the opportunity to witness a 'flexible seating' system in action. Flexible seating takes the idea of the children controlling their own learning environment one step further (SmithSystem, 2017). A variety of different types of seating arrangements are made available for children to choose from including those seen in Layout A and B, but also things like yoga mats, a couch, a variety of different chairs and spaces for sitting on the floor, or even standing to work. The children can then choose which of these they would like to use to complete their work. The classrooms I saw using this technique had also put together a list of rules, to assist in the regulation of this flexible seating and help to maximise its positive impacts. There is currently very little concrete research on the efficacy of a flexible seating approach in improving learning, despite its widespread popularity (Brooks, 2012, pg.1). Nevertheless, flexible seating is something that I would wish to trial within my ILE. Initial research suggests that combined with an active learning curriculum, flexible spaces can have a positive

impact on reducing failure rate and increasing pupil comprehension (Brooks, 2012, pg.2). This seems logical, in line with current knowledge that the use of different pedagogies should be tailored to the subject, the learners, and the intended outcomes. Why shouldn't the learning environment be adapted to accommodate different approaches and uses as well? (Lomas and Oblinger, 2006, pg.6).

Conclusion

In conclusion, this observation offered an ideal opportunity to reflect on the impact and nature of questioning within the classroom. Questioning is a vital teaching tool which is often underused as a way of effectively developing learning. Open and higher order questions are important and need to be better used. However, it is arguably the academic appropriateness that should be the key influence behind choosing what questions are best to ask.

This same aspect of adapting to the needs of the situation is something should also be reflected within the confines of a physical learning environment. The outdoors has been proven to have positive benefits for children's learning and development in a wide range of areas but is still a drastically underused resource. Flexible learning environments are an interesting and thought-provoking concept and I look forward to finding out how future pedagogical studies classify their impact on classroom learning.

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Appendix 1

Photo resources all from: Pinterest.co.uk (Accessed 07/10/2018)

