

Introduction

Tripp states that 'reflecting on what we do is essential to the development of professional judgement, but unless our reflection involves some form of challenge to and critique of ourselves and our professional values, we tend to simply reinforce existing patterns and tendencies' (Tripp, 2011, p.12). It is my professional judgement that this essay looks to develop, this will be achieved through the observation of three secondary school lessons, which culminate in the creation of critical incidents. Tripp defines a critical incident as 'mostly straightforward accounts of very commonplace events that occur in routine practice which are critical in the rather different sense that they are indicative of underlying trends, motives and structures' (Tripp, 2011, p.25). By isolating an incident and writing about it, we as practitioners are making it critical and it is this deeper thought upon everyday incidents which will be explored in this essay.

The Welsh government has set out five professional standards which all student teachers must achieve in order to become a qualified teacher. One of these is effective pedagogy, in that all teachers should be aiming for the best outcomes for their learners by always improving their teaching methods. The use of critical incidents allows teachers to identify and reflect upon their pedagogy with the goal of improving upon it and advancing their students learning. The goal of this study will be to take my chosen critical incident and decide what I will change and how to implement it into my own teaching, always remembering that it is my students learning that is of upmost importance.

Observation

School & Class Context

The observations for this study were all undertaken at the same school, an English-medium 11-18 school in Wales. According to the school's latest Estyn report (2019) there was a total of 1,521 pupils with 335 in the sixth form. Most of the pupils are from a white British background and around 2% speak English as an additional language (Estyn 2019). The number of pupils eligible for free school meals is 4% 'which is considerably lower than the national average of 16.4%' (Estyn, 2019, p.1) and the number of pupils with special education needs is also below the national average.

The headteacher of the school has been in place since 2012 and according to Estyn (2019) this leadership has been instrumental in the high standards of student attainment and wellbeing in the school. Estyn (2019) found that the students were highly positive towards their learning, were mature and respectful in lessons and were polite to all staff and visitors to the school. In its latest report Estyn (2019) judged the school to be excellent across all areas of inspection.

All observations were undertaken on the same day across three separate classes in years 11 and 12. The chosen case study and critical incident is from a year 12 A-level biology class. It was the first lesson after lunch and the students were midway through a topic of learning. The teacher had fostered a friendly, relaxed classroom environment and the students appeared comfortable talking to the teacher casually before the lesson.

In accordance with BERA ethical guidelines for education research (2018) all participants in this study, including the school, have been anonymised.

Methodology

As this study is concerned with an individual learner or a group of learners it was deemed that a case study would be the most suitable approach. A case study is 'the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances' (Stake, 1995, p. xi). One of the main characteristics of a case study is its scope, it has a bounded context, in this instance a single lesson. This bounded context allows for the gathering of rich, in depth detail while 'other research methods would not provide this depth and detail because they have a larger scope...' (Erickson 2020). Case studies are not without their weaknesses though, there is the possibility of researcher bias 'when a researcher only presents evidence that matches their own position' (Erickson, 2020).

The data for the case study was collected using classroom observations as it '...is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place' (Kumar, 2014, p. 173) and it allows the researcher to 'look directly at what is taking place *in situ* rather than relying on second-hand accounts' (Cohen et al., 2011, p.456). Gold (1958) suggests that researcher roles in observation lie on a continuum based on participant knowledge and amount of researcher interaction. It was decided that observations should be conducted in the observer-as-participant format remaining '...a passive observer, watching and listening to [...] activities and drawing conclusions from this' (Kumar, 2014, p.174).

The observer-as-participant format is not without its issues, primarily that 'participants may change their behaviour if they know that they are being observed' (Cohen et al., 2011, p.473), known as the Hawthorne effect. The complete observer format would have negated

the Hawthorne effect as the participants would have been unaware of being observed but the difficulties of implementing this with limited time and resources so as not to breach BERA guidelines was unfeasible. With all methods of observation there is the possibility of observer bias where if 'an observer is not impartial, s/he can easily introduce bias...' (Kumar, 2014, p.173). It was therefore important to remain detached from the events being observed in order to reduce any possible observer bias.

During the observation field notes were taken based on questions adapted from Fletcher-Wood (2016) and then written up in immediately afterwards (see appendix). As Cohen et al. (2011) notes, one of the issues with writing up notes after the observation is that 'our memory neglects and selects data, sometimes overlooking the need to record the contextual details of the observation' (Cohen et al, 2011, p.473). Although this ran the risk of the detailed notes being inaccurate due to memory lapses it meant that participant interactions were not missed during the observation.

Once all the data was collected a series of critical incidents were created and analysed using Tripp's (2011) methodology (see appendix 2). One of these critical incidents was then chosen as the starting point for further research.

Critical Incident linked to Donaldson's Four Purposes

The following is the critical incident which will be used as the basis for further research.

During the lesson, the teacher used three different methods of questioning.

Firstly, they began by allowing students to respond if they knew the answer without raising their hands or being asked. Secondly the teacher called upon

individual students to answer questions and thirdly the teacher used an app on their phone to randomise who answered questions.

The Welsh curriculum is currently undergoing significant change and is moving towards a purpose driven curriculum. In his review of the Welsh Curriculum, *Successful Futures*, Professor Donaldson (2015) identified four purposes which all learner experiences should be aiming to achieve. These are that students should become 'ambitious, capable learners, ready to learn throughout their lives; enterprising, creative contributors, ready to play a full part in life and work; ethical, informed citizens of Wales and the world; healthy, confident individuals, ready to lead fulfilling lives as valued members of society' (Donaldson, 2015, p.29). These four purposes are further elaborated on within the review. Questioning plays an important role in assessment for learning and is linked to all the four purposes to a greater or lesser extent.

Questioning in class is clearly linked to the first purpose, 'ambitious, capable learners' (Donaldson, 2015) as one of the key characteristics of this purpose is to create students who 'are questioning and enjoy solving problems' and 'can explain the ideas and concepts they are learning about' (Donaldson, 2015). Regularly questioning in class will force the students to explain what they are studying, and they will come to see problem solving as the norm.

It is the fourth purpose, 'healthy, confident individuals' (Donaldson, 2015) that questioning in class seems most aligned with. Key characteristics of this purpose which questioning in class addresses include, '...building their mental and emotional well-being by developing confidence...', having '...the confidence to participate in

performance' and 'face and overcome challenge' (Donaldson, 2015). In a classroom environment in which students feel safe and willing to participate, questioning would achieve all those characteristics. Speaking in front of the class should build confidence and allow students an opportunity to overcome challenge. Although this would not be the case in a poor classroom environment, in fact it could be argued that this could be detrimental to a student's confidence and well-being. This is an argument that will be explored in greater detail later in this study.

Questioning in the classroom helps students to become 'enterprising, creative contributors' (Donaldson, 2015) as it allows a students to 'think creatively to reframe and solve problems' (Donaldson, 2015) and it could be argued it allows students to 'give of their energy and skills so that other people will benefit' (Donaldson, 2015).

Classroom questioning, such as the first method in the critical incident, links to the third purpose 'ethical, informed citizens' (Donaldson, 2015) in that it teaches students the importance of turn taking, which is one of the key characteristics of this purpose 'respect the needs and rights of others...' (Donaldson, 2015).

Literature Review

Based on the above critical incident this literature review will be looking at questioning in the classroom, specifically the impact that the questioning technique *cold call* has on student wellbeing and engagement, also referred to as participation.

Lemov describes cold call as 'deceptively simple: you ask a question and then call the name of the student you want to answer it' (Lemov, 2010, p. 136). He views cold call as a fundamental technique for classroom engagement and suggests that all students will be

answering the question in their head even if they are not called to answer. Lemov (2010) proposes that along with an increase in classroom engagement cold call has several other benefits; that it allows teachers to effectively check for understanding as it allows the teacher to call upon any student they want to check on; that it speeds up pacing, with an increase to the rate material is covered as teachers are no longer waiting for a student to answer, and instead teachers can set their own tempo. Lemov (2010) proposes that cold call is scaffolded as teachers can start with easier questions and build towards harder ones, or teachers can start with questions on work they have already completed as 'this engages the student at the outset at a level where he is almost sure to succeed: he merely has to read what's in front of him' (Lemov, 2010, p.118). Lemov (2010) states that cold call is positive when used correctly. He warns teachers of choosing the student who is not listening, what he calls a *gotcha*, as this has the potential to embarrass and discourage the student from engaging. Instead Lemov (2010) sees the cold call as a chance for students to get the right answer and it is through this success that cold call becomes a positive experience.

Lemov (2010) makes a strong case for cold call in his book and details several ways in which the technique could be beneficial in the classroom but ultimately these are just his opinions on the topic. There is no reference to studies to reinforce his claims, there are a few observations dotted through the literature which he uses as examples and some anecdotal evidence but no empirical evidence. Lemov (2010) gives a good overview of cold call with plenty of food for thought but further study on student engagement and wellbeing is necessary in order to substantiate Lemov's theories.

Building on their previous research on cold call, Dallimore et al. (2012) investigated the effects that cold call had on student participation in discussion and the comfort students felt

in this participation. The study was conducted using pre and post course surveys along with observers gathering data on class behaviours. Dallimore et al. (2012) found that in classes with high levels of cold call students would answer significantly more questions voluntarily and that in these high cold call classes the number of students voluntarily answering questions increased over time. The study also discovered that the number of students voluntarily answering questions rather than being called upon was higher in classes with regular use of cold call and that over time this increased. Interestingly the comfort levels of students increased in these high cold call classrooms. Dallimore et al. (2012) attributes this to the fact that cold call encourages more participation and greater pre-class preparation. It is this cycle of preparation and participation that allows students to become more comfortable with participation.

The findings of Dallimore et al.'s (2012) study suggest that cold call can be a useful technique for increasing student participation without decreasing student comfort. It should be noted that there are several limitations to the study. Firstly, the data gathered was for one course in a higher education setting. Secondly, the types of questions asked by the teacher were not noted and thirdly, the data did not explain why there was greater voluntary question answering in high cold call classrooms. Dallimore et al. (2012) does go on to suggest reasons based on information from student discussions but these would need further research to qualify.

Cooper et al. (2018) investigated how active learning processes effected student anxiety. This was performed through a series of interviews, with the participants completing the Generalized Anxiety Disorder 7-item scale in order to gauge participants base anxiety. The participants were interviewed and asked to describe what part(s) of the course increased

their feelings of anxiety and to give reasons why. These interviews identified three active learning practices which caused an increase in anxiety: clicker questions, group work and cold calling. Cooper et al. (2018) found that anxiety to clicker questions stemmed from students' anxieties with achievement, with the anxiety coming from a fear of losing points or comparing poorly to the rest of the class. With group work Cooper et al. (2018) found that it had the power to increase and decrease student anxiety. Some students reported an increase in anxiety based on fear of the group viewing them as lower achieving whilst others felt group work decreased their anxiety as it helped them to learn and showed them that other students found the subject difficult too. Cooper et al. (2018) overwhelmingly found that cold call increased the participants anxiety, with none of the participants suggesting otherwise.

In their study Broeckelman-Post et al. (2016) investigated the effects of cold call and notecards on student engagement and anxiety. The notecards were created by the students at the start of term and contained basic information along with facts about themselves. The notecards were used to decide which students would answer questions with participation being noted along with if the student had been able to answer or not, this allowed the teacher to ask an easier question if needed or give the student time to discuss the question with others. At the end of the term the students took part in an anonymous voluntary survey asking what the student liked most and least about the use of notecards and then to answer a series of questions that gauged their attitude towards notecards. What Broeckelman-Post et al. (2016) discovered was that most of the students found the use of notecards to be a positive experience. The students suggested that notecards increased engagement during the class, with notecards encouraging 'them to pay attention, attend class, and discuss ideas and listen to other students answer questions at a higher level than

would otherwise likely have been the case' (Broeckelman-Post et al. 2016). Although most students were positive towards the use of notecards some did not like that the technique stopped them from participating when they wanted to, instead having to wait for their notecard to be selected. They also noted that they felt some anxiety about being called upon and feared not knowing the answer or having to speak in front of the class.

Broeckelman-Post et al.'s (2016) study suggests that the combination of cold call and notecards can be used to great effect to increase student engagement with classes, with most of the participants reacting positively to the technique. There was still a large enough number who felt anxious about being called upon to cause concern. Broeckelman-Post et al. (2016) briefly suggest that this anxiety can be lessened by continuous use of the method and by the way the teacher interacted with them, although this was not evidenced in the study and was proposed as theory. Just like other studies on this topic Broeckelman-Post et al.'s (2016) study was conducted in a higher education setting during a large subject class, so the results need to be viewed in that context. It is possible that students may experience greater anxiety speaking in front of a large class with peers they may not know very well whereas students in a smaller secondary setting may be more comfortable speaking in front of their peers and have less anxiety.

Lemov (2010) argued that cold call can increase student participation without causing anxiety and studies by Dallimore et al. (2012) and Broeckelman-Post et al. (2016) appear to corroborate this theory, although Broeckelman-Post et al. (2016) noted that some participants found cold call did increase their anxiety. In contrast, Cooper et al. (2018) found that cold call did in fact have a negative effect on students' anxiety. It must be noted that each of the studies were narrow in scope, choosing to focus on one course in a higher

education setting. There is a limited number of studies on the connection between cold call and student wellbeing with none having been conducted in a primary or secondary setting. Dallimore et al. have conducted several studies on cold call and its effects on student participation and comfort and have found that cold call in the classroom does not appear to lead to greater levels of student discomfort. It must be noted that participation was the focus of their studies with comfort being of lesser importance. Further studies focusing on secondary school students would be beneficial to all teachers.

Reflection/Evaluation & Next Steps

Brookfield (1998) suggests that 'critically reflective practice is a process of inquiry involving practitioners in trying to discover, and research, the assumptions that frame how they work' (Brookfield, 1998, p.197) and he goes on to outline four lenses which we should reflect our practice through, 'the lens of their own autobiographies as learners of reflective practice, the lens of learners' eyes, the lens of colleagues' perceptions, and the lens of theoretical, philosophical, and research literature' (Brookfield, 1998, p.197) and so in order to become a better practitioner I will endeavour to do just that.

Looking at cold call from an autobiographical perspective I would suggest that it does increase anxiety. In the last month I attended an online lecture where the lecturer used cold call, I found that I had increased anxiety for the whole lecture but that due to my fear of being called upon and not knowing the answer my attention and engagement with the material being taught increased. From an anecdotal perspective I would suggest that cold call increases engagement, which is surely a good thing, but is the wellbeing cost too high?

Talking to my peers recently regarding cold call I found that they had similar feelings to me when on the receiving end of cold call. Speaking with a school colleague and he suggested

that cold call was a good technique but should be used as a jumping off point for questioning. He used the analogy that questioning should be like basketball rather than table tennis, what he meant was that questions should be bounced around the room rather than back and forth between one student and the teacher. He went on to suggest that if you ask a student a question and they did not know the answer that was ok, the question was then passed to another student until the correct answer was found, often with students building on each other's answers.

Unfortunately, due to the way data for this study was collected it was not possible to give a questionnaire or interview students to gain their views and feelings towards cold call. In my future practice if I decide to use cold call as a questioning technique it would be beneficial to use an anonymous questionnaire to elicit students' feelings towards the technique, it is after all imperative we consider our students' wellbeing.

Brookfield's (1998) fourth lens suggests we reflect our practice through the literature, and it is here where I was unable to find a conclusive answer with there being a lack of studies on cold call conducted within a primary or secondary setting. In fact, all studies I found were conducted in a higher education setting. Dallimore et al. have conducted multiple studies over the years on various aspects of cold call but all of them were within a higher education setting with large class sizes. Although the findings of these studies are of some interest to secondary teachers, they need to be seen in the context they were conducted. Cooper et al. (2018) found that the use of cold call increased the participants' anxiety whilst Dallimore et al. (2012) and Broeckelman-Post et al. (2016) found that some students' anxiety increased whilst others decreased. What all the studies agreed upon was that cold call did increase student engagement and this reinforces what I found in my autobiographical reflection.

Participants in Broeckelman-Post et al.'s (2016) study reported that it was fear of speaking in front of the class which increased their feeling of anxiety and it is this which I think is of most significant interest. Broeckelman-Post et al. (2016) conducted their study with a large higher education class, in secondary settings the class sizes are much smaller, the question that needs researching further is does class size make a difference to student anxiety? I would argue that speaking in front of a smaller class would be more comfortable, but this is purely subjective. I would suggest that it is not only the size of the class that makes a difference but the culture of that classroom. If an inclusive classroom culture is established where students are regularly called upon to speak in front of the class and it is ok to have the wrong answer then over time their anxiety should lessen as this becomes the norm, and Dallimore et al.'s (2012) research appears to back up this assumption.

In my own professional development, I think it is important that I try cold call for myself as the benefits to student engagement seem too great to not consider the technique without appropriate trial and feedback. I believe going forward that other methods of increasing student engagement without increasing anxiety should be sought out, such as the use of online quizzes. Such quizzes would allow all students to engage with the topic, with no fear of speaking and allow me to quickly check on individual knowledge levels.

Conclusion

The standards for professional learning state that 'the teacher consistently extends knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy' (Welsh Government, 2019, p.16.) It is this which this assignment has set out to achieve, through observation of a lesson and the identification of a critical incident, the questioning

technique: cold call. This led me to looking in greater detail at the literature on the cold call technique. When I was evaluating the critical incident, I began by asking myself what effect I thought cold call would have upon the students, I started to wonder if it would affect their wellbeing and how it would change the levels of engagement within the classroom. This gave focus to my investigation and what I found in the literature was that the studies, although conducted in higher education settings, all agreed that classroom engagement increased because of the use of cold call. What the literature could not agree upon was whether cold call increased or decreased student anxiety. What I took from that was more research needed to be done, but also that each student is individual, what may cause anxiety to one student will not to another. In my own professional practice, I need to be aware of the needs and wellbeing of all my students and devise techniques that engage all students but not at the expense of affecting the wellbeing of some. By regular reflection upon my own teaching using Brookfield's Models of Reflective Practice (1998) I will be able to take my own experiences, those of my students, my colleagues opinions and the current literature to improve and develop my pedagogy, always remembering that the ultimate goal of teaching is to give my students the best outcomes possible.

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Appendix

(Appendix 1.1) OBSERVATION / FIELD NOTES

Questions adapted from Fletcher Wood (2016)

Date and time, year group 30-09-20 0850 Y12
Lesson details (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information) Human Geography, near end of module – new module starting next lesson
Classroom culture (What is the classroom 'vibe.'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) Quiet classroom, minimal talking between students. All students appear to be keen to learn and were paying attention (or at least looking as if they were) Seemed like a relaxed classroom environment, students weren't required to raise hands to ask or answer a question, students were allowed to get up to return pens without asking
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) Practicing answering exam questions on recently studied topic. Students were given their previous work back, question was shown on the board along with a breakdown of the marking. Teacher then spent some time going over how best to answer the question with common mistakes that students had made (didn't single any students out). Students were then given a new question to answer, teacher again explained how best to construct the answer and explained where they students would find information to help them answer the question – the aim was to produce a well structured answer so looking at previous information was allowed. The marking scheme was left on the board and after a few minutes of the students completing the task they were reminded to use the sources to help answer the questions.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) All examples given to students were from the local areas – hitting one of the four purposes and engaging students as it was relevant. On the classroom walls there was welsh translations of key geography words and explanations of key terms During the practice exam question tasks the marking scheme was left on the board.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

Students were able to ask questions to the teacher freely, no hands were raised just a “Miss” to get teachers attention. Teacher answered question in a manner so whole class could hear.

Students were all given the same task to do, no differentiation.

First task was the completion of a previous task then second task appear to be a harder question that involved using techniques learnt doing previous task

Assessment

(Can anything be observed about how student’s existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

Lesson started with continuation of previous lessons work

Students were advised to store the practice questions in a separate assignments section in their folder and teacher explained how it would be useful to use them for review and to compare them to future assignments so tht they could see how they were improving

Appeared that new practice questions were more involved? Advanced? Difficult? and built on the techniques learnt in the previous practice questions.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

Two students arrived late, first one on entry apologised for his lateless, teacher just waved him in and didn’t make a fuss. Second student arrived about 5 minutes later and just came into classroom without saying anything, teacher called students name as they walked in, student ignored or didn’t hear teacher, name spoken again this time with more noticeable annoyance and asked why student was late, student apologised for lateless and then teacher told the student the task to continue.

Due to layout of classroom which was out of teachers control it appeared that the students at the front were able to engage with the teacher more. The teacher would raise their voice so the rest of the class could hear the answer, students had to decide for themselves to listen. – think different teaching pedagogy, (teacher said how usually there is no seating plan, how they move around the classroom more

Teacher explained to students how to structure and answer question and to use the given sources to answer the question, the task was concerned more with the correct sturcturing of their answers. After a few minutes of individual work the students were reminded to use the sources to help them answer the question. – AfL?

(Appendix 1.2) OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date and time, year group 30-09-20 0955 Y11
Lesson details (Context and focus -/AoLE/subject- is it near start of end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). Ethics and Philosophy Lesson on the prophet Muhammad Nearing end of module on the prophets – two weeks until mid module exam
Classroom culture (What is the classroom ‘vibe.’? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) Easy going and relaxed environment, teacher happy to chat with students casually before the lesson starts Students took a little time to settle down, teacher had to repeat “year 11” a couple of times before they all stopped talking and paid attention
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) Teacher explained the lesson objective and used two tasks to achieve the objective
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) Lots of useful information on the walls, including a breakdown of how to structure answers for the specific subject depending on the year group Teacher went through what was required and how to complete the task more than once

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

Students were chosen at random to answer questions, cold calling? All students were called upon to answer a question during the lesson.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

The students were completing a table on the prophets with key information. The teacher explained how this table would make an excellent revision material.

Quiz at the end of the lesson. Students had packed away and were ready to go but were slightly early so teacher used this time to give an inproptu quiz, calling students at random to answer.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

One student was talking when they shouldn't. In the first instance the teacher made light of it and asked them "are you done" and "stop swinging on your chair" in a casual manner. After the third time the teacher told the student that their behaviour had been noted and that if they had to speak to them a four time there'd be an issue. The student didn't talk out of turn again. Gave the student the chance to correct their behaviour – self correction – behaviour management

If students want to ask a question they had to raise their hand until the teacher engaged them.

Selection of students at random to answer questions – good/bad? Engaging whole class, making students nervous? explore

(Appendix 1.3) OBSERVATION / FIELD NOTES

Questions adapted from Fletcher Wood (2016)

Date and time, year group 30-09-20 1255 Y12
Lesson details (Context and focus- AoLE/subject- is it near start or end of unit of study? Indoors/outdoors? Ability range? Any particularly relevant information). A-level biology lesson on lipids from the middle of a unit. First lesson after lunch, overcast and miserable weather outside.
Classroom culture (What is the classroom 'vibe'? What do attitudes, dispositions, behaviors towards learning seem like at this point in time?) Relaxed learning environment, some use of humor and casual, friendly conversation between students and teacher whilst class is entering. Students appear to be interested and engaging with the subject (this is a chosen subject).
Objectives (What happens in the environment that communicates the purpose of the experiences? What can be observed regarding the way lesson activities relate to these purposes?) Teacher told the students what they were going to be learning today and how it continues from what they've learnt previously and how it will relate to a topic they will be doing shortly in another lesson with a different teacher.
Direction (What can be observed that helps learners understand what they are engaging in? What in the environment helps them understand how to achieve well?) Use of powerpoint presentation, adding diagrams and additional relevant content and key words on the white board over the top and to the side of the presentation. Using lots of real world examples which allowed the students to understand the concepts being taught.

Access and challenge

(What can be observed in the environment that enables engagement of learners? What can be observed regarding levels of challenge?)

The teacher drew different diagrams, one simplified and one more advanced and suggested that if they were confident they could use the more advanced diagram in their exams.

After new information was given then the students would answer the relevant questions in their exercise books.

Assessment

(Can anything be observed about how student's existing knowledge is used? Can anything be observed regarding the development of knowledge during or after the experience?)

Prior knowledge assessed at the beginning of lesson, followed by a recap on previous topics. The teacher would ask the class as a whole and allowed students to call out the answer.

After first task completed the teacher called on individual students for answers, after the second task the teacher used a randomiser to select who answers.

Specifics / Critical Incidents

(Are there moments which cause you to consider aspects of practice when you come across them in future teaching?)

During the observed lesson the teacher used three different questioning styles, cold calling, anyone answering and use of a randomiser to select who answers. Each of the methods would have advantages and disadvantages, interesting that the teacher changed methods during the lesson.

(Appendix 2.1) CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	30-09-20, 0850. Year 12 A-level Human Geography Class. First lesson of the day. Relaxed classroom environment.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	Two students arrived late to the lesson. The first student arrived a few minutes late and upon entering the classroom apologised for their lateness. The teacher didn't say anything, instead they just waved the student in. The Second student arrived about 5 minutes later and just came into classroom without saying anything. The teacher said the student's name as they walked in and the student ignored or didn't hear teacher. The student's name was repeated by the teacher, this time with notable annoyance and asked why the student was late. The student didn't answer the teacher's question, instead the student apologised for their lateness which appeared to satisfy the teacher as they replied by telling the student the work to be completed. I found the difference in approaches to lateness interesting and it got me thinking about consistency in behaviour management. Although both students were late there was a difference in how they entered the classroom, did this have an effect on the response from the teacher. Or was the response different because the second student was later. Although the teacher was visibly annoyed when the second student was late and asked for a reason for their lateness the question wasn't answered, an apology served.

(Appendix 2.2) CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	30-09-20, 0955 Year 11 GCSE Ethics and Philosophy class learning about the prophet Muhammad. They are nearing the end of the topic with two weeks until a mid module exam. Students are of a similar ability level. Second lesson of the day on a overcast and rainy Wednesday.
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	One student was talking whilst the teacher was explaining to the class what to do. This happened on more than one occasion. In the first instance the teacher made light of it and casually asked the student, “are you done” and “stop swinging on your chair”. When the teacher had to speak to the student for a third time the teacher told the student in a stern voice that their behaviour had been noted and that if they had to speak to them a fourth time then there would be an issue. The student didn’t talk out of turn again. This got me thinking about behaviour management and how to approach inappropriate talk in the classroom. The teacher had built a relaxed and friendly classroom environment and appeared to have hoped drawing attention to the student’s The teacher seemed hopeful that by addressing the student casually in the first instance would have been enough for the student to realise and to stop. Talking to the teacher about the incident after the lesson and they said that pre-covid, when they were free to move around the classroom, they would have stood by the student who was talking about of turn The teacher gave the student the chance to correct their behaviour – self correction – behaviour management

(Appendix 2.3) CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	30-09-20, 0955 Year 11 GCSE Ethics and Philosophy class learning about the prophet Muhammad. They are nearing the end of the topic with two weeks until a mid module exam. Students are of a similar ability level. Second lesson of the day on a overcast and rainy Wednesday.
<i>What happened? A detailed decription of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	During the lesson students were required to raise their hand if they wanted to ask or answer a question. This incident got me thinking about classroom management styles and student participation. Using a hands up approach stops the class from decending into anarchy. It allows the teacher to keep control of the class and decide who gets to answer the questions. It keeps the power balance strongly tipped towards the teacher.

(Appendix 2.4) CRITICAL INCIDENT IDENTIFICATION RECORD

Details relevant to the research context. Date/time. Age/Stage of group. People involved. Contextual information from field notes.	30-09-20, 1255 Y12 Biology class learning about lipids from the middle of a unit. First lesson after lunch, overcast and miserable weather outside.
<i>What happened? A detailed description of what you observed and what thoughts on pedagogy and practice occurred to you as a result, looking towards your research.</i>	During the lesson, the teacher used three different methods of questioning. Firstly, they began by allowing students to respond if they knew the answer without raising their hands or being asked. Secondly the teacher called upon individual students to answer questions and thirdly the teacher used an app on their phone to randomise who answered questions. Interesting to see three different methods of deciding which student is going to answer a question. Got me thinking about how the different methods would effect student engagement and if the second method, cold call would have an effect on student well-being, specifically their anxiety. The use of a randomiser appear to be an attempt to negate teacher bias.