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ECAD6007 – Assignment Support



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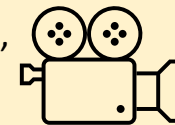


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Agenda:

- Structure & Reminders
- Learning theories
- WAGOLL Paragraphs
- FAQ Addressing
- Top tips!

Cameras on,
please



Please raise
your virtual
hand if you
have a
question, we
will stop
periodically for
your input.



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Structure & Reminders



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Structure and Reminders

- We have all observed and had access to video footage of classroom-based lessons featuring children from various Progression Steps.
- Regardless of the language or age, we could observe key themes:

ALN Students

Group work and Peer collaboration

Hands up / Hands down

Distraction and “fiddling”

Levels of engagement

Praise and rewards

- YOU identified these themes by observing CRITICAL INCIDENTS.
- Some of you may not have done this through the video but you may have seen a ‘Critical Incident’ on your observation day, earlier this week. Hopefully, this was easier to spot due to 6007!



Structure and Reminders

- We used Tripp's Critical Incident Methodology to observe these incidents and make notes.
- You then selected an incident to discuss in your assignment – some of you may have selected a couple of incidents as they were linked and you wanted to – you have autonomy over this.
- You then need to research the learning theories linked to this incident.
- You also need to consider 'under the hood'. What may be happening beyond what we can see
This is also where you will bring in content covered in 6007 lectures, such as:

Transitions

Development

Intersectionality

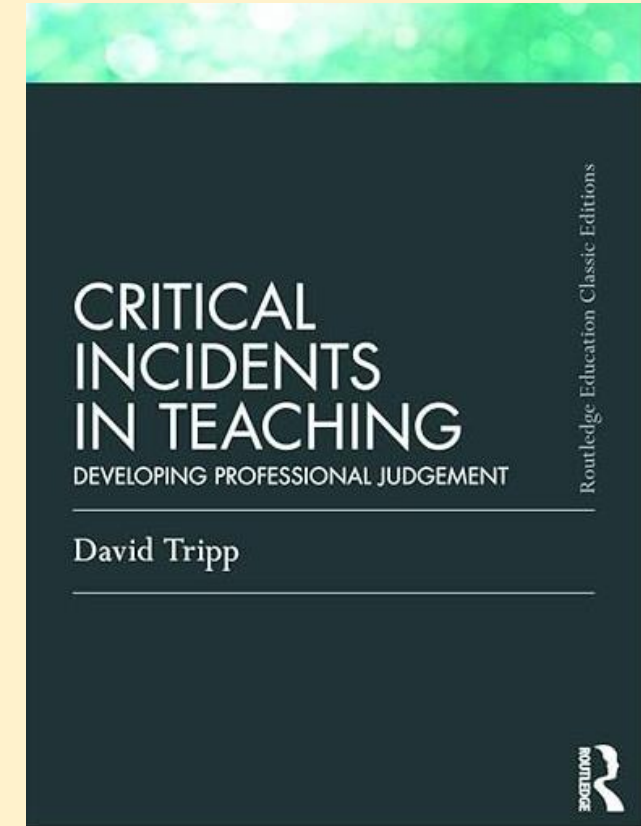
Emotional Literacy

Behaviour and Inclusion

ALN

Wellbeing and Children's Rights

- All of this lecture content is on Moodle, as well as the video footage.



Structure and Reminders

- We spoke about how we would address this within our own classroom – at this point we became REFLECTIVE PRACTITIONERS. There are multiple reflective models that we looked at in our ‘Reflective Practitioners’ lecture.
- Without shoe-horning it in, you may want to look at how your observation links to the Curriculum for Wales, perhaps the Four Purposes:

To develop children and young people as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Meet the diverse needs of all learners to ensure pupil progress.
Enterprising, creative contributors, ready to play a full part in life and work.	Engage in a range of creative learning opportunities, promote autonomy and apply their knowledge and skills to teaching and learning.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding and respecting the needs and rights of pupils as members of diverse societies, and challenge assumptions and beliefs that lead to stereotyping.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Show a deep understanding of theories and research that impact on promoting the mental and emotional well-being of pupils by developing confidence, resilience and empathy in their practice.

Structure and Reminders

- We looked at a WAGOLL, we had assignment support from the Module Lead who spoke to us about the sections we may want to use:

Aim, focus and understanding of a critical incident	400
What is the aim of the essay? What is your understanding of a critical incident? what is the critical incident that you noticed? BRIEFLY note the class context within which the essay is based upon. (For example, there is no need to give details of the percentage of pupils with ALN / FSM eligibility if this has no bearing on your critical incident.) BRIEFLY note the context of the class within which your observation took place and your knowledge of learning theory and how the theory applies to practice What is your critical incident exactly?	



Structure and Reminders

- We looked at a WAGOLL, we had assignment support from the Module Lead who spoke to us about the sections we may want to use:

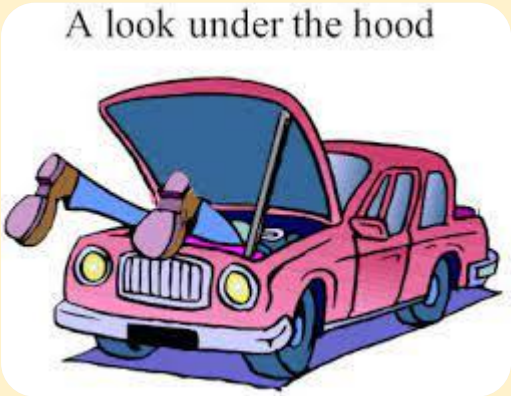
Overview of relevant literature. This section should be based on your critical incident. It should consist of a discussion of literature that relates to your critical incident Remember to: • Summarise and synthesise: give an overview of the main points of each source and combine them into a coherent whole; • Analyse and interpret: don't just paraphrase other researchers. If possible, discuss the significance of the findings in relation to the literature as a whole; • Critically evaluate: mention the strengths and weaknesses of your sources, consider the author(s) and their expertise; • Write in well-structured paragraphs: use transitions and topic sentences to draw connections, comparisons and contrasts. What is the relevance of this literature to your thoughts on the critical incident? How has this literature led you to form your identification of next teaching and learning steps?	1000
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Learning Theories

Structure and Reminders

- We looked at a WAGOLL, we had assignment support from the Module Lead who spoke to us about the sections we may want to use:

Explanation of Case Study	800
What is the Case Study of an individual learner or a group of learners based on your observation? Give a clear description of the event and how it relates to appropriate literature	



Structure and Reminders

- We looked at a WAGOLL, we had assignment support from the Module Lead who spoke to us about the sections we may want to use:



Teaching and Learning methods

800

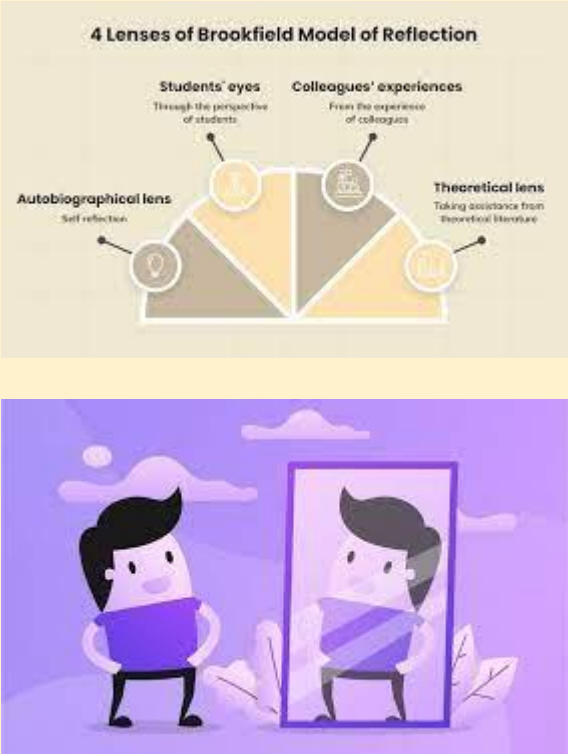
Write about the teaching and learning methods that you would choose to adopt to address the critical incident

For each method, discuss these points:

- What does the literature tell us?
- What are the strengths and limitations of the method?
- Discuss how this would impact the progression of the pupil
- Refer back to the literature wherever possible.
- Remember to provide a clear rationale for your teaching and learning choices in relation to the specific case study

Structure and Reminders

- We looked at a WAGOLL, we had assignment support from the Module Lead who spoke to us about the sections we may want to use:



Discussion The content of this section will depend on the critical incident that you have observed Once you have presented the case study and discussed it, you should consider: What does your findings mean for your own pedagogical choices? What did you find out? • What does that mean for my class/the participants/the school? • How does this link to literature?	600
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Structure and Reminders

- We looked at a WAGOLL, we had assignment support from the Module Lead who spoke to us about the sections we may want to use:



Conclusions Critically examine the work that you undertook when preparing for your case study; for example: • Would the methods of teaching and learning pedagogies be impactful within the context and why? • How valid would the methods be, how do you know? • How has your understanding of critical incident methodology impacted your understanding of theories of learning and child development and how will this impact your practice in schools on a practical level? • How might this link to the Professional Standards? (You could merge the Conclusions with the Recommendations section if you prefer.)	200
Recommendations What recommendations would you make in light of your case study? Is there an intervention that you would like to put in place to address an issue that you have found? How might your findings be taken forward into your teaching practice?	200



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Learning Theories



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What educational learning theories relate to this..?

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“I observed a child with his hand up waiting to answer a question, he was not chosen and became disengaged.”

- The situation you described, where a child raised their hand to answer a question but was not chosen and subsequently became disengaged, can be related to various educational learning theories and concepts. Here are a few that may be relevant:
- 1. **Social Learning Theory (Albert Bandura):** According to social learning theory, individuals learn through observation and modeling the behaviors of others. In this case, the child observed that their effort to participate was not rewarded, leading to disengagement. They may learn that their active participation is not valued or rewarded in the classroom.
- 2. **Vygotsky's Zone of Proximal Development (ZPD):** Vygotsky's theory emphasizes the importance of scaffolding and the role of more knowledgeable peers or adults in facilitating a child's learning. When a child is not chosen to answer a question despite their willingness, they may not receive the necessary guidance or feedback to reach their potential within their ZPD, leading to disengagement.
- 3. **Self-Determination Theory (Deci and Ryan):** This theory posits that autonomy, competence, and relatedness are essential for motivation and engagement. When a student is not given the opportunity to engage and participate, their sense of autonomy may be undermined, leading to reduced motivation and disengagement.
- 4. **Behaviorism (Operant Conditioning):** In the behaviorist framework, a child's behavior is influenced by the consequences that follow it. If a child's behavior of raising their hand and participating is not reinforced (in this case, by not being chosen), they may eventually stop engaging in the behavior altogether.
- 5. **Cognitive Dissonance Theory (Festinger):** Cognitive dissonance occurs when individuals experience conflicting thoughts or feelings. In this case, the child may have experienced dissonance because they wanted to participate but were not chosen. To reduce this dissonance, they might disengage to align their behavior with the lack of opportunity.
- 6. **Attribution Theory (Weiner):** This theory explores how individuals attribute causes to their successes and failures. If a child consistently raises their hand but is not chosen, they may attribute their lack of success to external factors (e.g., the teacher's preference) rather than their own effort or ability. This can lead to decreased motivation and disengagement.
- 7. **Motivation Theories (e.g., Intrinsic vs. Extrinsic Motivation):** If the child initially raised their hand due to intrinsic motivation (genuine interest in the topic), but their participation was not acknowledged, they may shift towards extrinsic motivation (e.g., seeking external rewards or recognition) or lose motivation altogether if they believe their efforts are in vain.
- It's essential to consider a combination of these theories to gain a comprehensive understanding of the child's disengagement in the given situation. Teachers can use insights from these theories to create a more inclusive and motivating classroom environment that supports active participation and student engagement.

What educational learning theories relate to this..?

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"I observed a visually impaired child using a magnifying electronic device to support his learning."

- The observation of a visually impaired child using a magnifying electronic device to support their learning can be related to several educational learning theories and concepts, particularly those that emphasize accessibility, special education, and technology integration. Here are some theories and concepts that are relevant to this scenario:
1. **Universal Design for Learning (UDL):** UDL is an educational framework that aims to provide multiple means of representation, engagement, and expression to accommodate the diverse needs of all students, including those with disabilities. Using a magnifying electronic device aligns with the principle of providing multiple means of representation for visually impaired students.
 2. **Assistive Technology:** The use of the magnifying electronic device is an example of assistive technology, which is designed to enhance the functional capabilities of individuals with disabilities. This concept underscores the importance of using technology to support and accommodate learners with special needs.
 3. **Inclusive Education:** Inclusive education emphasizes the integration of students with disabilities into regular classrooms and the provision of appropriate support and accommodations to ensure their participation and learning. The use of assistive technology, like the magnifying electronic device, contributes to the inclusivity of the educational environment.
 4. **Zone of Proximal Development (ZPD):** This concept from Vygotsky's theory suggests that learning occurs in the zone between what a learner can do independently and what they can do with support. The use of assistive technology helps the visually impaired student operate within their ZPD by providing the necessary support for their learning.
 5. **Differentiated Instruction:** Differentiated instruction involves tailoring teaching methods and materials to meet the diverse needs of students. Providing the visually impaired student with a magnifying electronic device is an example of differentiation to accommodate their unique learning needs.
 6. **Constructivism:** The visually impaired student's use of the magnifying electronic device reflects the constructivist approach, which emphasizes active learning and the construction of knowledge. The device enables the student to actively engage with the material, explore content, and construct their understanding.
 7. **Socio-cultural Theory (Vygotsky):** This theory emphasizes the importance of social interactions and cultural context in learning. The use of the magnifying device can facilitate the visually impaired student's interactions with peers and teachers, supporting their development within their socio-cultural context.
 8. **Self-Determination Theory (Deci and Ryan):** The use of assistive technology can enhance the student's sense of autonomy by enabling them to access and engage with educational content more independently. This autonomy can positively impact their motivation and self-determination in the learning process.
 9. **Behaviorism (Operant Conditioning):** In this context, the use of the magnifying electronic device can be seen as a reinforcement of desired behaviours. It rewards the student's efforts to engage with learning materials despite their visual impairment, which can positively impact their motivation and engagement.
- These educational theories and concepts highlight the importance of providing appropriate tools, support, and accommodations for students with disabilities to create an inclusive and effective learning environment. The use of assistive technology, such as the magnifying electronic device, aligns with these principles and can significantly enhance the educational experience for visually impaired students.



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“I observed a learner being supported by her friends to reach an answer.”

- The observation of a learner being supported by her friends to reach an answer can be associated with several educational learning theories, with a primary focus on social and collaborative learning. One theory that strongly supports this scenario is:
- **Social Constructivism (Lev Vygotsky):** Social constructivism is a learning theory that emphasizes the significance of social interactions and collaborative learning in the cognitive development of individuals. According to Vygotsky, learning is a social process, and learners can acquire knowledge and skills through interactions with more knowledgeable peers. In this scenario, the learner being supported by her friends is a clear example of social constructivism in action. The assistance from her friends represents the zone of proximal development (ZPD), where the learner can accomplish tasks with the support of others that she may not be able to do independently. This interaction promotes a deeper understanding of the material and demonstrates how peer support can enhance the learning process.
- In addition to social constructivism, other learning theories and concepts that may relate to this scenario include:
 1. **Cooperative Learning:** Cooperative learning theories highlight the benefits of structured group activities in which learners collaborate to achieve common goals. The scenario illustrates cooperative learning in action, as the learner receives support from her friends to reach an answer through teamwork and shared problem-solving.
 2. **Peer Tutoring:** Peer tutoring involves one student teaching or assisting another student. In this case, the friends are acting as peer tutors, helping the learner reach an answer through explanations, guidance, and shared understanding.
 3. **Sociocultural Theory (Lev Vygotsky):** This theory emphasizes the influence of cultural and social contexts on learning. The scenario exemplifies the sociocultural theory, as the learner's friends provide a social context that shapes her learning experience and assists in the construction of knowledge.
 4. **Zone of Proximal Development (ZPD):** As mentioned earlier, the ZPD concept from Vygotsky's theory is highly relevant. The friends' support allows the learner to operate within her ZPD, bridging the gap between what she can do independently and what she can achieve with assistance.
 5. **Reciprocal Teaching:** Reciprocal teaching is an instructional approach where students take on the role of the teacher in small group settings. In this scenario, the friends are effectively engaging in reciprocal teaching, guiding the learner to reach the answer.
 6. **Social Learning Theory (Albert Bandura):** This theory posits that individuals learn through observation and modeling. In this case, the learner is learning through the observation of her friends' explanations and problem-solving strategies.
- The learner's interaction with her friends aligns with these social and collaborative learning theories and underscores the importance of peer support and social interactions in the learning process. It highlights how learning can be enriched when students work together and support each other to reach a deeper understanding of the subject matter.



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"I observed the teacher giving a disruptive child a job to do in the classroom.."

- The observation of a teacher giving a disruptive child a job to do in the classroom is related to several educational learning theories and strategies, with a focus on behaviorism and classroom management. One theory that strongly supports this scenario is:
- **Behaviorism (Operant Conditioning):** Behaviorism is a learning theory that emphasizes the role of reinforcement and consequences in shaping behavior. In this case, the teacher is using operant conditioning by providing the disruptive child with a job as a form of positive reinforcement. This strategy is aimed at promoting positive behavior by giving the child a task or responsibility that may redirect their disruptive behavior and encourage them to engage in a more constructive and productive manner.
- In addition to behaviourism, other learning theories and classroom management strategies that may relate to this scenario include:
 1. **Positive Behavior Support (PBS):** Positive Behavior Support is an approach that seeks to identify and reinforce positive behaviours while minimizing or eliminating problem behaviors. Giving the disruptive child a job is an example of positive behavior support, as it focuses on promoting desirable behaviors through positive reinforcement.
 2. **Choice Theory (William Glasser):** Choice theory emphasizes the importance of providing students with choices and control over their behaviour. By giving the disruptive child a job in the classroom, the teacher is offering them a choice to engage in a productive activity, which aligns with this theory's principles.
 3. **Cognitive Behavioral Theory:** This theory focuses on the interplay between thoughts, feelings, and behaviors. By assigning a task to the disruptive child, the teacher is indirectly addressing the child's cognitive and emotional state and attempting to redirect their behaviour through engagement in a task.
 4. **Classroom Management Strategies:** The scenario reflects a common classroom management strategy known as "redirection." This technique involves redirecting a student's disruptive behaviour toward a more appropriate and constructive activity to maintain a positive and productive classroom environment.
 5. **Social-Emotional Learning (SEL):** SEL programs emphasize the development of social and emotional skills in students. Giving the disruptive child a task to do can be a way to address their social and emotional needs by providing them with a sense of responsibility and inclusion in the classroom community.
 6. **Self-Determination Theory (Deci and Ryan):** This theory emphasizes the importance of autonomy and intrinsic motivation. By involving the disruptive child in classroom tasks, the teacher may be promoting the child's sense of autonomy and fostering a more internally motivated approach to behaviour.
- The teacher's action of giving a job to the disruptive child aligns with these theories and strategies by addressing behaviour management and creating a positive and inclusive classroom environment. It acknowledges the potential of positive reinforcement to shape behaviour and encourage constructive engagement while considering the child's needs and motivation.



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“I observed a child drawing on their hand during the introduction to a lesson.”

- The behaviour you described, where a child is drawing on their hand during the introduction to a lesson, can be linked to several educational learning theories. Here are a few theories and frameworks that might help explain this behaviour:
- 1. **Sociocultural Theory (Vygotsky)**: In Vygotsky's sociocultural theory, learning is seen as a social and cultural process. When a child is drawing on their hand during a lesson, it could be a form of self-regulation and an attempt to make sense of the information being presented. It might represent a way for the child to connect the new information with their prior knowledge or personal experiences.
- 2. **Constructivism**: Drawing on their hand could be an example of the child actively constructing their understanding of the lesson. In constructivist theory, learners build knowledge through personal experiences and interactions with the environment. The act of drawing might be their way of processing and representing the new information.
- 3. **Multiple Intelligences Theory (Gardner)**: Howard Gardner's theory suggests that individuals have different types of intelligences, and they may prefer to learn through one or more of these intelligences. Drawing on one's hand might be a kinesthetic or bodily-kinesthetic way of learning for the child, where physical actions help them grasp the material.
- 4. **Attention and Engagement**: The child's behavior might reflect issues related to attention and engagement. From a psychological perspective, the child might be finding it challenging to focus on the introduction to the lesson, and the act of drawing on their hand could be a self-soothing or self-regulating mechanism to maintain focus or relieve restlessness.
- 5. **ZPD (Zone of Proximal Development)**: Drawing on their hand might be a way for the child to cope with the cognitive load during the lesson. In the context of the Zone of Proximal Development, this behavior could be an attempt to bridge the gap between what they already know and what they are trying to learn.
- 6. **Cognitive Load Theory**: Drawing on their hand might be a response to cognitive overload. If the introduction to the lesson is too complex or information-heavy for the child, they might engage in this behavior as a coping mechanism to manage the cognitive load and remember key information.
- It's essential to consider the specific context and the individual child when interpreting this behavior. The child's motivations and the underlying reasons for drawing on their hand during the lesson may vary, and it's important to take a holistic approach to understand and address their learning needs.



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"I observed a teacher using a points system to reward and motivate a child."

- The observation of a teacher using a points system to reward and motivate a child aligns with several educational learning theories and strategies, including:
 1. **Behaviorism:** Behaviorism, as a learning theory, focuses on observable behaviors. Using a points system to reward and motivate a child is consistent with behaviorist principles. The child is being rewarded for desired behaviors (e.g., active participation, completing tasks) through points, and this positive reinforcement can encourage the child to continue those behaviors.
 2. **Operant Conditioning (Skinner):** This theory, a subset of behaviorism, emphasizes the use of reinforcement and punishment to shape behavior. The points system can be seen as a form of operant conditioning, where the child earns points (positive reinforcement) for desirable behaviors, which, in turn, strengthens those behaviors.
 3. **Motivation Theories:** The use of a points system can be related to motivation theories such as Self-Determination Theory and Expectancy-Value Theory. By offering points as rewards, the teacher is attempting to increase the child's motivation to engage in learning activities. This can help the child feel a sense of autonomy and competence, contributing to their intrinsic motivation.
 4. **Cognitive Behavioral Theory:** This theory combines cognitive and behavioral approaches to understand learning and behavior. The points system may incorporate cognitive elements by helping the child set goals, track progress, and receive feedback. This can be a way to promote metacognition and self-regulation.
 5. **Incentive Theory:** The points system is essentially an incentive structure, offering rewards (points) as an incentive for desired behaviors. Incentive theory posits that individuals are motivated by rewards, and the system aligns with this concept.
 6. **Social Learning Theory (Bandura):** In a social learning context, the teacher's use of a points system can serve as a model for the child. The child learns from the teacher's behavior and may internalize the idea of setting up reward systems to motivate themselves in their own learning and behavior.
 7. **Gamification:** While not a traditional learning theory, the use of a points system is often associated with gamification, a strategy that incorporates game-like elements into non-game contexts to engage and motivate individuals. Gamification leverages rewards, points, and competition to stimulate learning and participation.
- It's important to note that the effectiveness of using a points system as a motivator can vary based on the individual child, the specific learning context, and the quality of the rewards offered. Some children may be highly responsive to such systems, while others may not find them as motivating. Additionally, it's crucial to consider the ethical and fairness aspects of reward systems in education and ensure they do not inadvertently undermine intrinsic motivation or create unfair competition.



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WAGOLL

paragraphs



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WAGOLL Paragraph

Literature Review

The question of the benefits of rewards and sanctions in the classroom has been debated for some time and has been widely researched for many years. Following on from one's observation in September 2022, one has chosen to look at the arguments both for and against this method of classroom management. Theories like Skinner's "Operant Conditioning" and Pavlov's "Classical Conditioning" were both developed in the early 1900's to mid-1900's, so it could be argued that these theories are "out-of-date" in today's society. However, these theories are still widely used in nearly all aspects of a child's life, from at home to school.

WAGOLL Paragraph

When using the Assessment for Learning (AFL) strategies, teachers are expected to give feedback to pupils during the lesson, whether it is to congratulate the child on their work or offer advice for improvement. This way, the child has the opportunity to improve their work before the lesson finishes and thus receive a better mark or more positive feedback at the end. This has the potential to increase success for the children and will lead to an increase in confidence in their own abilities. However, teachers may be unintentionally giving “person” praise, unaware of the unfavourable outcomes (Stone and Heen, 2014).

WAGOLL Paragraph

Exploring the effects of talking partners without visiting Lev Vygotsky's work would be challenging. He believed "... knowledge and thought are constructed through social interaction" (Bates, 2016, p.46) and there would be a time when "...adults and peers can help a child "reach" a new concept or skill by giving support and information" (Mooney, 2013, p. 102). Vygotsky referred to the individuals we learn from as 'Most Knowledgeable others (MKOs)' and the process of learning through social interaction as being in the 'Zone of Proximal Development (ZPD) (Bates, 2016, 46). As Bateman highlights, "...the 'more knowledgeable other' does not have to be a person who is older than the child, just someone who is more knowledgeable in the temporal context of the learning." (2022, p.56).

WAGOLL Paragraph

Pound (2005) describes the zone of proximal development, a theory developed by Vygotsky, as an area of learning that a child can work through with the help of another child or an adult, therefore the zone of proximal development is the area between what the child can do independently and what they cannot do at all. Vygotsky believed that this is the optimal zone that children should be working in because it allows them to challenge themselves in their work, but the objective is not too difficult or unreachable for the child. The activity that took place during the critical incident had children working in pairs. However, Pound (2005) expresses that for this collaborative learning approach to be affective, the child must work with what Vygotsky called a more knowledgeable other, which is someone who has more knowledge on the task and has a better understanding of the topic than the other child. This will not only help the child in challenging themselves through these tasks in a team effort, but it can also benefit the more knowledgeable other because it can help them have a clearer understanding of their ideas as they explain them to someone else.



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WAGOLL Paragraph

The critical incident had the teacher walk away from the children's table during their maths activity and they were left to work with each other instead of having the teacher's support, which could be supported by Montessori's ideas of allowing children space to work for themselves. Isaacs (2013) explains that Montessori recognised the role of the teacher in schools as being observers who can take a step back and have faith that the children can face challenges without a controlling adult. Montessori pointed out that this approach can offer opportunities for children to develop independence and can allow them to grow confidence in themselves by doing things without the need of an adult. By having children work independently with peers, or even individually, instead of working with the teacher, children can learn to take responsibility for themselves and can build upon their feelings of self-worth which can help to prepare them for adult life (Isaacs, 2013).

WAGOLL Paragraph

With consideration to the potential inefficiency of collaborative group work, I would, as suggested by Vygotsky (1978), attempt to specifically allocate groups to include, unbeknownst to the students, at least one higher ability or more capable student that can influence the others within the group in a positive and progressive manner, therefore ensuring that someone within the group could be, as Vygotsky termed, a “more knowledgeable other” (Vygotsky, cited in Cicconi, 2014, p.57). Cicconi (2014, p.60) continues to expand on the relevance of the “more knowledgeable other” citing that the ease of access to the internet and digital literacy’s implementation within the educational setting allows for the inclusion of a digital “more knowledgeable other” to be ever present. This may be something that one can take into consideration when trying to apply differentiation within collaborative group work as the presence of the internet may be a vital tool in the development of learners. It becomes increasingly important when viewed in conjunction with the new Welsh curriculum’s emphasis on learners being prepared for the future which will, almost certainly, require the use of the internet and digital technology.



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FAQ's



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“Which learning theory shall I use?”

There are lots that may be relevant. Do some research and reading to get a starting point, find your best fit. You will want to include more than one but don't force any.



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Appendix 1: Critical Incident 1

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 27/09/22 13:30, Year 4

Where and When: Context of the observation – subject/AGLE, general classroom context

- Year 4 classroom
- Mixed ability focus groups
- After lunch
- Inquiry-based learning
- Humanities, digital competency, expressive arts, language, literacy and communication

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

- Teacher X sets focus group a task of setting out a topic page. Children had split into pairs and separated the tables. However, it was noticed that Teacher X would be in close locality to one specific child. Teacher X explained that the child would normally have a one-to-one but was absent

Areas of possible exploration: what you think could be “under the hood” in these incidents? What avenues of research could you consider?

- Professional Teaching Standards: Learning environments
- Professional Teaching Standards: Different levels of support/differentiation
- Professional Teaching Standards: Professional accountability
- Theories (Socioconstructivist) Child Painting: MKO, less input from the teacher
- 4 purposes: healthy, confident, individuals
- Bruner’s scaffolding
- Policy: ALN and inclusivity

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

- Children had been swimming earlier in the day
- LSA was absent. Teacher was working with the group alone that day.
- Teacher demonstrated task on the whiteboard and explained task

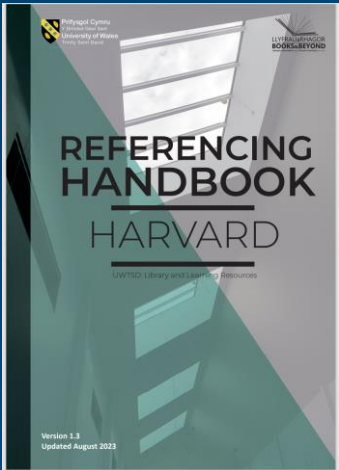
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“What do I include as an appendix?”

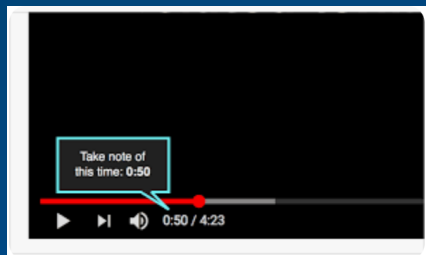
It would be worth including your notes from the observation. You may have a couple. Maybe you want to include diagrams, seating plans – you are not marked on them.



“Do I include a Reference List?”

This is a requirement. Using Harvard Referencing. There is a guidebook

[Cover \(uwtsd.ac.uk\)](http://uwtsd.ac.uk)



“Do I use timestamps for the video?”

If you would like to use timestamps this could be useful for the marker however is not a requirement of the assignment. Also, this would not be possible if you are using a CI from placement, so is not something you will be marked on.



“When should I write about theory, reflective practice and my CI?”

It is up to you. You have autonomy over your structure. You have the guidance and the video to accompany this but, ultimately, you decide. The word count of each section is suggested but does reflect the weighting of importance each section holds i.e. literature more than introduction.



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Top Tips



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership



Team 6007 Top Tips!



Read,
read,
read!

Reference List
(Harvard)

Make your point
clearly – Academic
Tone.

Appendices

Read,
read,
read!

Word count
4000 (+-10%)

Synthesise your research
(Evans, 2019 & Davies, 2008
both agree that...)

Link theory
to practice

Support your
discussion
(Who
agrees?)

Ensure you include the most
appropriate sources... use the
experts in each area of
development.

Be reflective
and critical
(Who
disagrees?)



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Diolch yn fawr
Thank you very much