

APPENDIX 1

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

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

SECTION A: About You (Principal Researcher)

Full Name:		Shauna Aimee Wright			
Tick all boxes which apply:		Member of staff:	☐	Honorary research fellow:	☐
Undergraduate Student	☒	Taught Postgraduate Student	☐	Postgraduate Research Student	☐
Faculty/School/Centre:		Initial Teacher Education, Yr Athrofa			
Campus:		Carmarthen			
E-mail address:		1801297@student.uwtsd.ac.uk			
Contact Telephone Number:		07432093094			
For students:					
Student Number:		1801297			
Programme of Study:		BA Primary Education with QTS			
Director of Studies/Supervisor:		Dr. Sioned V. Hughes			

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	☒	NO	☐
				Date	
If Yes, please indicate source of approval (and date where known): Approval in principle must be obtained from the relevant source prior to seeking ethical approval	Research Degrees Committee		☐		
	Faculty Research Committee		☐		
	Other (write in) ECAD5010 Module Lead		☒	27.02.20	

SECTION C: Internal and External Ethical Guidance Materials

Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines.	
UWTSD Research Ethics & Integrity Code of Practice	☐
UWTSD Research Data Management Policy	☐
British Educational Research Association Ethical Guidelines	☐
EWC Research Ethics Guidance	☐

SECTION D: External Collaborative Research Activity

Does the research activity involve collaborators outside of the University?		YES	☐	NO	☒
If Yes, please provide the name of the external organisation and name and contact details for the main contact person and confirmation this person has consented to their personal data being shared as part of this collaboration.					
Institution					
Contact person name					
Contact person e-mail address					
Has this individual consented to sharing their details on this form?		YES	☐	NO	☐
Are you in receipt of a KESS scholarship?		YES	☐	NO	☐
Is your research externally funded		YES	☐	NO	☐
Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
	Employed	YES	☐	NO	☐
Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)	If YES then the permission question below does not need to be answered.	YES	☒	NO	☐

Permission to undertake the research has been provided by the partner organisation	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐
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Where research activity is carried out in collaboration with an external organisation

Does this organisation have its own ethics approval system?	YES	☐	NO	☒
If Yes, please attach a copy of any final approval (or interim approval) from the organisation				

SECTION E: Details of Research Activity

Indicative title:	How does the quality of questioning and discussion help improve pupils' learning?		
Proposed start date:	02.03.20	Proposed end date:	01.04.20
Introduction to the Research (maximum 300 words) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the three points below: • Purpose of Research Activity • Proposed Research Question • Aims of Research Activity • Objectives of Research Activity Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain • What the research activity will add to the body of knowledge • How it addresses an area of importance.			
Purpose of Research Activity • To explore the use of questioning and talk AfL strategies, within the classroom. • To experiment with different research tools in practice. • To collect and analyse qualitative and quantitative data. • To use a variety of approaches such as semi structured interviews and structured observations to collect a wide range of data. • To gather information which will hinder whether things need to be adapted further.			
Research Question <u>How does the quality of questioning and discussion help improve pupils' learning?</u>			
Aims of Research Activity • To explore staff understanding of the effectiveness of questioning and talk. • To discover how useful learners find questioning and talk. • To critically evaluate and analyse the different research tools. • To engage with background research on the question to deepen understanding. • To improve professional practice with the use of AfL. • To develop personal knowledge of the different strategies of questioning and talk that can be used within the classroom.			

Objectives of Research Activity

- To interview four to six 10-11-year-old learners to apprehend their views about effective questioning and talk.
- To explore the different questioning and talk strategies and approaches used by staff.
- To develop an understanding of pupils' learning by using a questionnaire
- To observe a lesson within the classroom to see what strategies of questioning and talk are used, and how the children react to them.
- To provide a questionnaire for staff to capture their views on questioning methods and the effectiveness of discussion.
- To critically reflect on the process of using different research tools to collect data.
- To provide evidence and research for the methodology of research

Proposed methods (maximum 600 words)

Provide a brief summary of all the methods that **may** be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed.

Interviews – I will be conducting focus group interviews where 4-6 children from the year 6 class I have chosen will be participating in a semi-structured interview. This will allow me to understand their knowledge and experience about questioning and talk within the classroom. Key questions will be asked within the interview, such as: how do you feel when you get randomly chosen to answer questions? How do you feel about...? This interview will take place within a quiet area of the school where there will be no distractions or loud noises, and will take place in an informal setting, e.g. library. Before the interview begins, I will explain to the children what the interview is about and describe key words to them, so we have the same understanding. The children will also be informed that they do not have to participate, and they do not have to answer a question if they don't want to. They can withdraw at any time. To help understand if the children do not want to answer a question, they will use their 'smiley face' card and turn it to a 'sad face' to show they are unhappy to participate. These will be checked regularly to ensure that all children are happy and comfortable with the question being asked and to identify those who are not. I will make notes of the responses that children give, and the interview will also be video recorded. This will allow me to find any information that I have missed and to look for key facial expressions within the conversation. No names will be recorded and the recording will be deleted after transcription.

Questionnaire

I have further chosen to hand a questionnaire out to every child in the class. The questionnaire includes open and closed ended questions that produce qualitative and quantitative data. This allows me to get a deeper understanding and a representative sample of the class, instead of only doing it with a focus group like the interview. Questions that will be asked within the questionnaire include: Do you like...? Who do you ask....? Do you agree with ...? The questionnaire will be completed on the class iPads via Microsoft Forms. As there are only 10 iPads within the class, children will have to take turns by completing the forms in 3 groups of 10. Again, children will be informed that they do not have to answer any questions if they do not want to, and they will be reminded that it is anonymous.

The same step will be repeated for the class teacher, where they will need to fill in the teacher questionnaire via Microsoft Forms. The questions differ slightly to the children's questions as they are more directed and focused on the children's learning and improvement, and the strategies that the teacher uses.

Observations

I will be observing a lesson within the classroom environment to look for evidence of questioning and talk within the classroom. I will observe the introduction via the whole class to look at the questioning techniques that the teacher uses, and I will then observe a focus group where a table will be chosen at random. Within the main body of the lesson, I will be observing to see if this group ask each other any questions about the work, if they engage in talk or if they ask the teacher for help. I will reassure the children that I am not writing anything personal down and that I am just observing and conducting a project for university. I will then observe the whole class plenary to see if any questions are asked to reinforce new and prior knowledge.

Existing research has influenced the question for this assignment as there has been an extensive amount of information already on this topic. Hattie (2008) states that questioning has an effect size of 0.48, where anything above 0.4 has an enormous effect on children's learning. This shows that the reinforcement of questions helps children learn and understand what is required of them. William (2006), Black and Wiliam (2011) and Vygotsky (1978) believe that allow children to discuss their questions enables talk for deeper meaning, and then will allow children to ask further questions about their learning. This reflects how questioning and discussion can come hand in hand within the classroom environment. There is also research to counteract the positivity of questioning and discussion from Dylan Didau, which is why I was very interested in choosing this strategy. The research study will add to the body of knowledge as it may agree with some elements of previous research study's but it may also disprove some research that has been discovered.

Location of research activity

Identify all locations where research activity will take place.

The research study will take place in a large school within an affluent area of Bridgend consisting of approximately 520 pupils. A large amount of the children attend breakfast club as a lot of the parents work long hours. The class I am conducting the research on is a year 6 class with 26 pupils.

Research activity outside of the UK

If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants.

N/A

(this box should expand as you type)

Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
	YES	☐

If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with prevailing data protection law of the country in question and England and Wales.

(this box should expand as you type)

SECTION F: Scope of Research Activity

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

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

Who are the intended participants:	YES	NO
Students or staff at the University?	☐	☐
Adults (over the age of 18 and competent to give consent)?	☒	☐
Vulnerable adults?	☐	☐
Children and Young People under the age of 8? (Consent from Parent, Carer or Guardian will be required)	☒	☐
Prisoners?	☐	☐
Young offenders?	☐	☐
Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☐

People engaged in illegal activities?	☐	☐
Others (please identify specifically any group who may be unable to give consent) please indicate here and tick the appropriate box.	☐	☐
Other – please indicate here: (this box should expand as you type)		

Participant numbers and source	
How will you identify participants and how will they be recruited?	
How many participants are expected?	25 participants
Who will the participants be?	1 teacher, 25 children participating in questionnaires and 4-6 children in a focus group interview.
How will you identify the participants?	From PTE2 experience in the school as I have previously taught the class and know the children. For the focus group interview, I will use a randomiser to select 2 children from each ability group to get a representative sample of their knowledge and understanding.

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

Information for participants:	YES	NO	N/A
Will participants be paid?	☐	☒	☐

Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
If YES to any question, please provide full details			
<i>(this box should expand as you type)</i>			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.					
If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.					
Full risk assessment completed and appended?	<table border="1"> <tr> <td>Yes</td> <td>☐</td> </tr> <tr> <td>No</td> <td>☒</td> </tr> </table>	Yes	☐	No	☒
Yes	☐				
No	☒				
Risks to participants For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information					
Risk to Participant: - Pupils may feel as I have been their teacher previously that they do not want to give negative feedback. - Some pupils may feel pressure to give the correct answer. - Some children may feel uncomfortable to answer the questions about their teacher. - Some children may not understand the question and will say the first thing they can think of. - Some children may worry that the video recording of the interview will be published - Some children may feel anxious and emotional about leaving the classroom environment to conduct an interview	How will you mitigate the Risk to Participant Pupils will be reassured that anything they say during the interview will only be used for research purposes within the university and it will not be fed back to anybody else. Children will also be told that there is no right or wrong answer to these questions and lots of participants will have different opinions. I will state at the beginning of the interview that I am looking for open and honest answers to help my research. If children do not understand the question, I will reword it in a way so that they might be able to understand, or I will move on from the question; there will be no forced responses. I will further make it clear that the answers the children provide will not affect their education or behaviour report within school.				
If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities					
N/A <i>(this box should expand as you type)</i>					

Risks to investigator For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest	
Risk to Investigator: - Some pupils might make false allegations while completing the research. - Some children may agree with what their friend says. - Some children will report back to others what they have participated in and can get misinterpreted - Some children might tell their parents they were filmed but not state it will be deleted after transcription and is only for university use.	How will you mitigate the Risk to Investigator: - Most of the research will take place in an open space or in the normal classroom. The interviews will take place in a setting that is visible to other learners and staff, but with minimum disruptions. - A letter will be sent to parents so they will know what is taking place before their children make allegations. - A teacher and an additional adult will be present in the classroom to further minimise allegations. - Children will be told that their answers need to be open and honest, and that there is no right and wrong answer.
University/institutional risks For example: adverse publicity, financial loss, data protection	
Risk to University: - Not behaving professionally, which could impact the links and the relationship that the school has with the university. - Not following the ethical guidelines properly which will limit further students being able to carry out research in that school. - Not informing parents properly of what the process of the research is which may lead to bad publicity of the university and students online.	How will you mitigate the Risk to University: - I will behave in a professional manner, at all times. - I will provide parents with an information leaflet on the research that is taking place. - I will follow the ethical guidelines correctly and provide evidence of this if asked. - I will delete information as soon as I have transcribed and written it within the assignment.

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Does your research require you to hold a current DBS Certificate?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? N/A <i>(this box should expand as you type)</i>
Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.

Before going to conduct my research within the school, I will discuss with my class teacher and senior mentor what the process of the research day will consist of. They will also be emailed a copy of the research letter to be sent out to parents which will need to be approved by my Senior Mentor and Headteacher. On arrival at the school, I will then meet with both my teacher and senior mentor before the school day starts. I will again remind them of the process and the reason behind the research. When the school day starts, I will verbally explain to the whole class what I will be doing throughout the course of the day so that they understand why I am back in their classroom and could be taking notes at points of their lesson. I will also require the school to sign my form to give permission to conduct the research and to use photos and videos for evidence. The children who are chosen from the randomiser will verbally be asked if they are happy to participate or not and can then use their smiley face / sad face cards throughout the duration of the interview if they change their minds. This method takes into account children's well-being, where I am able to monitor it throughout the course of the study to ensure that all children are happy and comfortable. They will also be reminded that they can ask for questions to be repeated at any time, to ask further questions and to discuss answers in more depth if they wish. Children who participated in the interview will be asked at the start of the interview if they are happy for the interview to be recorded for research purposes, which will only be seen by myself and the university and will not be published. They will be informed that it will be safely and securely deleted after it has transcribed.

Confidentiality / Anonymity

Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.

All children's names will be kept confidential, they will not be written down or disclosed to anyone. Pupils may be named as 'Pupil A / B' within the research to show that a pupil has said something within the interview or to discuss results, however their name will be kept confidential at all times. When writing research notes, I will not write any children's names down on the sheet of paper to ensure that any individual data is not put at risk of being exposed. Any notes that are made will again be regarded as 'Pupil A' etc, and they will be shredded after the research so that the raw notes are not available to anyone. However, children will be reminded that if they say anything that may put themselves or others at harm, then the information will have to be disclosed to someone in the school to ensure their own safety.

SECTION J: Data Protection and Storage **NO NEED TO COMPLETE SECTION J**

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

Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
<i>"Personal data" means any information relating to an identified or identifiable natural person ('data subject'). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person.</i>	☐	☐
If YES, provide a description of the data and explain why this data needs to be collected:		

<i>(this box should expand as you type)</i>		
Does it involve special category data (as defined by the GDPR)?	YES	NO
“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	☐
If YES, provide a description of the special category data and explain why this data needs to be collected:		
<i>(this box should expand as you type)</i>		
Will the research activity involve storing personal data and/or special category data on one of the following:	YES	NO
Manual files (i.e. in paper form)?	☐	☐
University computers?	☐	☐
Private company computers?	☐	☐
Home or other personal computers?	☐	☐
Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☐	☐
“Cloud” storage or websites?	☐	☐
Other – specify:	☐	☐
For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of password protection, encryption, anonymisation and pseudonymisation:		
<i>(this box should expand as you type)</i>		
All Data Storage		
Will the research activity involve any of the following activities:	YES	NO
Electronic transfer of data in any form?	☐	☐
Sharing of data with others at the University?	☐	☐
Sharing of data with other organisations?	☐	☐
Export of data outside the European Union or importing of data from outside the UK?	☐	☐
Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☐
Publication of data that might allow identification of individuals?	☐	☐
Use of data management system?	☐	☐
Data archiving?	☐	☐

If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and DPA (and/or any international equivalent):		
<i>(this box should expand as you type)</i>		
List all who will have access to the data generated by the research activity:		
<i>(this box should expand as you type)</i>		
List who will have control of, and act as custodian(s) for, data generated by the research activity:		
<i>(this box should expand as you type)</i>		
Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
<i>(this box should expand as you type)</i>		
Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
<i>(this box should expand as you type)</i>		
Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	☐
	NO	☐
Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	☐
	NO	☐

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice		
Signature of applicant:	S.Wright	Date: 25.02.20

For STUDENT Submissions:

Director of Studies/Supervisor:	Dr. Sioned V. Hughes	Date: 25.02.20
Signature:	S.V.Hughes	

For STAFF Submissions:

Head of School/Assistant Dean:		Date:
Signature:		

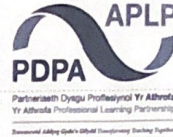
Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☐	I have read the guidance notes supplied before completing the form.
☐	I have completed ALL RELEVANT sections of the form in full.
☐	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☐	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☐	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.
☐	I have deleted the guidance notes before submitting the PG2 for consideration

APPENDIX 2



Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



ECAD5010 Consent Form

Student teachers must gain the following written consent of the head teacher before trialling their research tools.

To be completed by the school:

I agree to Shauna Wright as a representative of Yr Athrofa to:

- Take photographs ✓ (Tick accordingly)
- Interview ✓
- Take video ✓
- Observe ✓
- Quote school policy documents ✓
- Questionnaires ✓

Name of Head teacher ^{SLT} Buddug Bevan Signed B Bevan

Name of school Maes yr Haul

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and BERA Ethical Guidelines (2018) and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher: Shauna Wright Signed: [Signature]

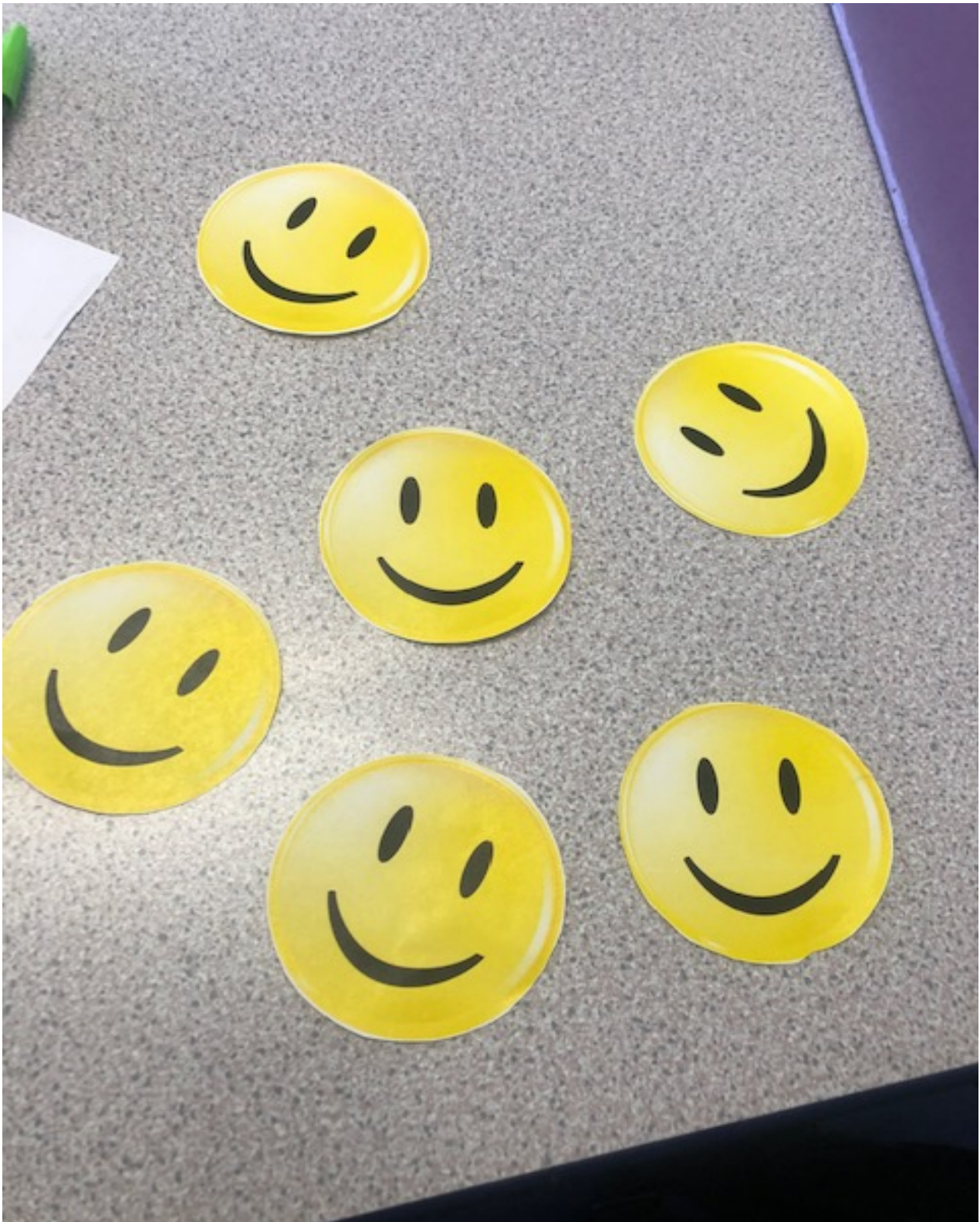
Student teacher UWTSD e-mail address: 1801297@~~uwt~~student.uwt.sd.ac.uk

Programme (e.g. BA Ed/PGCE Primary): BA Ed 42

Date: 06.03.20

APPENDIX 3

Assent



APPENDIX 4

Observation of questioning and talk within the classroom

Name of child:

Name of researcher: Shauna Wright

Date:

Time:

Part of Lesson:	Evidence of questioning	Evidence of talk	Rating
Introduction			
Main body			
Plenary			
Additional Comments			

APPENDIX 5

**What are the pupils and staff perceptions of Assessment for Learning?
The Quality of questioning and talk within the classroom**

Dear Parent / Guardian,

My name is Shauna Wright and I am studying for a BA Primary Education qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within Maes yr Haul primary school and have previously been teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is 'The Quality of Questioning and Talk within the classroom' and I aim to develop my research skills by using different methods of research to conclude evidence of the effectiveness of questioning, the different types of questioning used and how often it is used in the classroom.

Through your child's participation, I hope to ascertain the most successful methods of questioning that motivate and encourage learners to participate within the learning environment.

During the research day, I will be carrying out the following tasks:

- Distributing and collecting questionnaires (school staff and children)
- Interview a group of children
- Observe a group of children
- Observe teaching practice within the classroom

The questionnaires will provide a series of topics for learners and staff to answer about their preferred method of questioning and talk; such as, how useful they think it is, who they are most likely to ask for help, how often it is used within the classroom (learners) and to determine what methods they think provide the most response (staff). I will further be conducting group interviews with the children to get a deeper understanding of what works best for them and to gather further information that will support my research study. This interview may include recording for research purposes in case any valuable information is missed.

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

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

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

Yours sincerely,

Shauna Wright

APPENDIX 6a

Children's questionnaire:

How does the quality of questioning and discussion help improve pupils' learning?

1. Do you like working in pairs to answer questions?

- ☐ Yes
☐ No

2. Do you feel you are given enough time to answer questions?

- ☐ Yes
☐ No

3. How do you feel when your teacher asks you a question?

Enter your answer

4. Do you feel questions help more in certain subjects?

- ☐ Yes
☐ No

5. If so, what subject?

Enter your answer

6. Do you think your teachers' questions help improve your learning?



7. Do you like to ask questions if you are stuck?

- ☐ Yes
☐ No

8. Who do you ask questions to if you need help?

- ☐ Teacher
☐ Classroom Assistant
☐ Friends

9. 'Discussing questions with friends allows you to find out new ideas' - do you agree?

- ☐ Strongly Agree
☐ Agree
☐ Neither agree or disagree
☐ Disagree
☐ Strongly disagree

APPENDIX 6b

Teacher questionnaire:

1. Do you think asking questions and allowing children to discuss their answers improves their learning?



2. If you gave three or more stars, why?

3. 'Questioning is the driving force of developing thinking and assessment for learning in the classroom'

	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
Do you agree with the above statement?	☐	☐	☐	☐	☐

4. Why do you think some children are reluctant to answer questions?

- ☐ Confidence
- ☐ Lack of Understanding
- ☐ Fear of the wrong answer
- ☐ Other

5. How often do you allow children to discuss their answers with a peer before sharing back with the class?

	Every Lesson	Daily	A few times a week	Monthly
Answer	☐	☐	☐	☐

6. Do you ask questions to children during the introduction, main body and plenary to reinforce the learning?

- ☐ Yes
- ☐ Sometimes
- ☐ No

7. Rank the effectiveness of the following questioning strategies

Bloom's Taxonomy
Think, Pair, Share
Lollipop Sticks
Random questioning
Example Questioning
Other

8. Are there any other questioning and talk strategies that you could use that would be beneficial to the class?

- ☐ Yes
- ☐ No

9. If yes, what techniques could you use and how do you implement them?

APPENDIX 7

Focus Group Interview
How does the quality of questioning and talk help improve pupils' learning?

Name of Researcher: Shauna Wright Number in focus group: 5

Date: 06.03.20 Time: 11.05am

- To ease participants into the interview, I will begin with social talk e.g. What are you learning about at the moment? Are you enjoying it?

When participants are comfortable and engage with talk, I will begin to ask the questions. This interview is a semi-structured interview, so if children say anything valuable at any point that leads me to go off on a tangent, I will include this in my notes as it might lead to further questions.

1. Does your teacher use 'think, pair, share' in your lessons? Repeat for appropriate strategies (lollipop sticks, dojo etc) with pupil A/B etc.
2. Does it help you learn?
3. How do you feel when you get chosen to answer questions?
4. Do you feel confident enough to ask questions if you are stuck?
5. Are you more likely to ask questions to your friends, your teacher or an adult in the room if you are stuck?
6. Show me a piece of work you are proud of. What questions did the teacher ask you to help you create such a fantastic piece of work?
7. Do you think talking to a friend about the question being asked helps your learning? Why?

APPENDIX 8

/// = teacher questions

17 pupils, 9 pupils in Disney for choir.

Observation of questioning and talk within the classroom

Whole class intro
Group main body
Whole class plenary

Name of child: 46

Science lesson exp.

Name of researcher: Shauna Wright

Date: 06.03.20

Time: L1 9.00 - 10.00

Part of Lesson:	Evidence of questioning	Evidence of talk	Rating
Introduction • Hands up → do you agree with? • Lollipop • Random	• What type of batteries? • Loli stick • What was your prediction? • Loli stick • What are 2 keywords? • Hands up • Talk to partners • Only 10 (funny)	• Recap on science exp. • Discussion of roles in group for exp. • Class talk on variables • Discussion about prediction • Think, pair, share. • Bring back to class. • Who doesn't understand the question?	(5)
Main body	• How shall we measure this? • Which ball is the heaviest? • Shall we have a measurer? • Do we remember what? • How are we getting on? • How do we level it out? • Why are we doing it 3 times?	• Discussing the accuracy of measuring, come together for an answer. • Agreeing on the nearest decimal. • Talk to partners about which balls to use. • The investigation requires children to discuss each step.	(5)
Plenary	• What did we aim to find out? • Did you find out everything you needed? • Which ball was best to use? • Each table to answer before lining up. - something they learnt today.	• Recap on purpose of experiment • Discussion on which ball was best to use • Share results.	(5)

Additional Comments

- Some children asked questions to me.
- LIA was asked a question and struggled to respond.
- LIA child wanted to sit by me which disrupted the obs.
- All tables gave response to plenary.
- LIA couldn't answer a Q and said to me she doesn't like answering questions.

APPENDIX 9

3. How do you feel when your teacher asks you a question?

18 Responses

ID ↑	Name	Responses
1	anonymous	Depending on what it is I am fine with it and happy to answer questions
2	anonymous	It depends on what question it is if it's easy great but if it's hard not so much
3	anonymous	A bit nervous
4	anonymous	Usually I am confident but if it is something I am not so confident I sometimes stumble or jumble my words.
5	anonymous	Happy
6	anonymous	Alright
7	anonymous	Normal
8	anonymous	Normal
9	anonymous	Confident when I know the answer but nervous when I don't
10	anonymous	Not very confident
11	anonymous	I sometimes feel scared I'll get it wrong
12	anonymous	Confident sometimes
13	anonymous	If my hand is up I feel fine otherwise I feel like I'm being put on the spot
14	anonymous	If I randomly get asked a question when I don't have my hand up I'm ok with it depends what task it's on
15	anonymous	Quite excited, because I feel I am able to share my ideas with the class.
16	anonymous	Depends if I know the answer or not
17	anonymous	Fine
18	anonymous	Happy because they are trying to help you

APPENDIX 10

Highlight = coding (fear of failure)

Interviewer: So, how do you feel when you get chosen to answer a question?

Pupil A: Erm, it depends what question it's about, if it's like something I'm really used to I'd be fine, but like, if it's new, I get a bit nervous, like answering the question because, uh, obviously I want to get it correct.

Pupil B: Um, I like answering all questions even if I get it wrong, I know and I erm, learn from other people then what they say I think it's really nice to know different ideas and stuff. I am quite confident with it, so I'll answer any question with what I know and my knowledge.

Pupil C: When I get asked a question, I don't really like to get it wrong because, uh uh, but, I like, I like, I feel like I will learn from that and also the teacher will help us from that too.

Pupil D: Erm, I think that, if I get it wrong I can learn from it, but erm, I don't like to answer if it uh is the wrong answer, but if I get it correct I can practice and keep practicing, until ...

APPENDIX 11a

Children's Responses

1. Do you like working in pairs to answer questions?

[More Details](#)

● Yes	17
● No	1



APPENDIX 11b

Teacher Questionnaire:

1. Do you think asking questions and allowing children to discuss their answers improves their learning?

[More Details](#)

1

Responses



5.00 Average Rating

2. If you gave three or more stars, why?

1 Responses

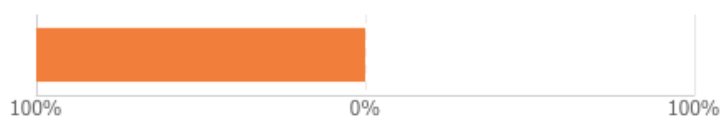
ID ↑	Name	Responses
1	anonymous	They think about the questions, you can lead them to think about things in more depth and they learn from discussing with each other. Helps them explore more.

3. 'Questioning is the driving force of developing thinking and assessment for learning in the classroom'

[More Details](#)

Strongly Agree Agree Neutral Disagree Strongly disagree

Do you agree with the above statement?



APPENDIX 12

Interviewer: The last question; do you think talking to a friend about your learning helps you learn? If so, why?

Pupil A: Uh, yes, because, like, sometimes the teacher says chat to your friend about this question or something, erm and, like I said earlier, they could have a completely different opinion to you. And, erm, it might be better and you might be able to help them and it's just must better.

Pupil B: Erm, yeah, it's much better to talk to your partner all the time as you'd be surprised actually at the things that you don't know and they actually know, so you learn more and I think it's a bit more fun than listening all day to your teacher. Erm, because like, it's not always fun, it's more fun if you talk to your partner and they're your friend then and you just bond with them a bit more. And you know what they know and then you know it as well and then you can pass it onto loads of others.

Pupil C: I feel like that if you work with a friend for work it is a lot easier because you can combine your skills with their skills and then it just makes the work a lot more efficient than working by yourself.

Pupil D: Same as his.

APPENDIX 12b

Interviewer: Great, so from what I can gather, are you most likely to ask your friends first?

All pupils: Yes

Pupil B: Instead of disturbing the teacher, it's way more efficient.

Pupil A: Yeah