

ASSIGNMENT DETAILS AND FEEDBACK

SOUTH WEST WALES CENTRE FOR TEACHER EDUCATION

Sections marked with * should be completed by module lead

Student name:	Eleanor Gooding	Student P number:	1700183
Programme: *	PGCE Primary		
Module: *	The Enquiring Teacher	Module Level (6 or 7):*	7
Module code: *	M7X2152	Contribution to Overall Module Assessment (%): *	100%
Module Lead:*	Catherine Morgan		
Assignment Title:*	Write a critical and analytical essay that discusses your practitioner research 'lesson study' in relation to a chosen field.	Assignment No (x of x):*	1/1
Start date:*	09/01/18	Submission deadline:*	16/04/18
Return date of provisional marks & written feedback:*			

Referencing:	In the main body of your submission you must give credit to authors on whose research your work is based. Append to your submission a reference list that indicates the books, articles, etc. that you have read or quoted in order to complete this assignment (e.g. for books: surname of author and initials, year of publication, <u>title of book</u> , edition, publisher: place of publication).		
Submission:	All assignments must be submitted to Turnitin unless otherwise instructed by the Lecturer. Note: the Turnitin version is the primary submission and acts as a receipt for the student. Late submission of the electronic version of the assignment will result in a late penalty. Penalties for late submission: Up to one week late, maximum grade D. Over one week late, Refer. Only the Extenuating Circumstances Panel may grant an extension.	Date:	16/04/18
Module lead to tick to indicate if a hard copy version of the assignment must be submitted.*			YES
			NO ☒

MARKING CRITERIA AND STUDENT FEEDBACK

This section details the assessment criteria. The *extent* to which these are demonstrated by you determines your mark. The marks available for each criterion are shown. Lecturers will use the space provided to comment on the achievement of the task(s), including those areas in which you have performed well and areas that would benefit from development/improvement.

Common Assessment Criteria Applied	Grade awarded
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject) Extent of research and/or own reading, selection of credible sources, application of appropriate referencing conventions. Extent of knowledge and understanding of concepts and underlying principles associated with the discipline.	
2. Intellectual Skills (Analysis) Analysis, evaluation and synthesis; logic, argument and judgement; analytical reflection; organisation of ideas and evidence	
3. Pedagogic and Professional Applications (Practical Application and Deployment) Deployment of pedagogic methods, materials, tools and techniques; application of concepts; formulation of innovative and creative solutions to solve problems. Attributes in professional practice: individual and collaborative working	
4. Key Transferable Skills Deployment of appropriate media; presentation and organisation.	

Assignment Grade (Assessment grades are subject to ratification at the Exam Board. These comments and marks are to give feedback on module work and are for guidance only until they are confirmed.)	Late Submission Penalties (tick if appropriate)		
	Up to 1 week late	D Max	
	Over 1 week late	Fail	

Student Self Evaluation Form

This section repeats in brief the common assessment criteria detailed on previous pages. The *extent* to which these are demonstrated by you determines your mark. Using these criteria, tick the box that best indicates the level of achievement you feel you have achieved with regard to each of the

Common Assessment Criteria Applied	REFER		D	C	B	A
	OUTRIGHT FAIL	UNSATISFACTORY	SATISFACTORY	GOOD	VERY GOOD	EXCELLENT
1. Subject Knowledge and Understanding (which includes using research-informed literature and knowledge and understanding of the subject)	☐	☐	☐	☐	✓	☐
2. Intellectual Skills (Analysis)	☐	☐	☐	✓	☐	☐
3. Pedagogic and Professional Applications (Practical Application and Deployment)	☐	☐	☐	✓	☐	☐
4. Key Transferable Skills	☐	☐	☐	✓	☐	☐
PLEASE COMMENT ON AREAS IN WHICH YOU FEEL THAT YOU HAVE PERFORMED WELL			PLEASE COMMENT ON AREAS YOU FEEL THAT YOU NEED TO DEVELOP			
I have supported the study with a range of relevant literature. I have produced a well-structured piece of work I have discussed the ethical issues that should be considered during the study.			I could have strengthened my analysis of data by integrating more theory			
Student's Name	Eleanor Gooding			Date	14.04.18	
Student's Signature	E. Gooding					

How can we develop pupil participation through the use of talking partners in a foundation phase classroom?

Aims, focus and purpose of the research

During my professional teaching experience (PTE) I provided learners with the opportunity to discuss their ideas with their peers through the use of 'talking partners'. Although this approach promoted discussion, I often noticed that pupils were using the opportunity to engage in irrelevant conversations with their peers. The aim of this research activity is to discuss and analyse the behaviours, quality of talk and feelings associated with the use of talking partners to promote pupil participation. The use of collaborative learning strategies such as talking partners are underpinned by the social constructivist approach to learning which rests on the notion that knowledge is attained through a social process (Wray, 2014). Alexander (2004) argues the importance of talk in classrooms, stating that learners "need to talk, and to experience a rich diet of spoken language, in order to think and to learn. Reading, writing and number may be the acknowledged curriculum 'basics' but talk is arguably the true foundation of learning" (Alexander, 2004, p5). In light of the current literature analysing this pedagogical approach, I will gain a deeper insight through conducting observations and focus group interviews to analyse the behaviour and viewpoints of the participants.

Through conducting the research activity and engaging with literature surrounding this pedagogical approach, I hope to add to my knowledge which will aid in my development as a student teacher. I anticipate that the research findings will provide me with a deeper understanding of how to effectively implement the use of talking partners into the classroom. Following in depth discussion with my research partner, the research questions that we have created are; what are the benefits of using talking partners in a foundation phase classroom? What are the challenges of using talking

partners in a foundation phase classroom? To what extent does the implementation of talking

partners increase pupil participation in a foundation phase classroom?

Research context

The two participating schools in the research activity are located in different education authorities.

School A is an inner-city school that resides in Cardiff. The school caters for pupils between the ages

of 4 and 11 years old. There are 315 pupils currently on roll, with approximately 22% of pupils that

are eligible for free school meals (FSM). The school identifies that approximately 30% of pupils are

from minority ethnic backgrounds and have English as an additional language and 30% have

additional learning needs (Estyn, 2014). Class A is a year one class of 26 learners, all aged between 5-

6 years old. The class teacher is supported by two teaching assistants, one of which provides 1:1

support for a pupil with additional learning needs. School B resides in the outskirts of Pontypridd.

There are currently 360 pupils on roll between the ages of three and eleven. Approximately 10% of

the pupils are eligible for free school meals (FSM) which is much lower than the national average of

19%. 10% of the pupils have additional learning needs and 2% of the pupils speaking a language

other than English at home (Estyn, 2011). Class B is a year one class of 25 learners between the ages

of 5-6 years old. The class teacher is supported by one teaching assistant.

Review of literature

In order to enhance pupil participation, practitioners must foster a positive and supportive learning

environment (Sidelinger and Booth-Butterfield (2010). Cavendish (2013) posits that increased pupil

participation has a direct impact upon learning, personal development and student attainment.

Extensive research suggests that classroom talk is an essential part of children's acquisition of

knowledge and development of thinking skills. Myhill, Jones and Hooper (2006, p8) acknowledge the

importance of talk stating that "through talking we can formulate ideas for the first time,

crystallizing inner thoughts into substance and shaping our ideas into existence". The notion of the

importance of providing learners with opportunities to verbalise their thoughts is echoed through the work of Vygotsky (1986) whose work is underpinned by the concept that social interactions are the foundations of the construction of knowledge. The use of talking partners in the classroom provides learners with the opportunity to collaborate and discuss ideas with peers. However, in order for such teaching strategies to be effective, practitioners must be aware of how to implement collaborative learning effectively in their classroom. Barnes (2008, cited in Mercer and Hodgkinson, 2008, p2) posits that “the communication system that a teacher sets up in a lesson shapes the role that pupils can play and goes some distance in determining the kinds of learning that they engage in”. Smith and Higgins (2006, p500) reinforce this, stating that “teachers must value the relationship between the talk they use for teaching, and the talk they hope to inspire their pupils to use for learning”. As a result, the role of the teacher may undergo a shift in order to effectively implement an environment that fosters student discussion and discovery. Predominantly, the way in which practitioners pose questions may need to undergo modification in order to scaffold learning. During typical classroom interaction the teacher is in control of the discourse, poses questions and decides on appropriate answers which can result in limited learning opportunities. Teachers’ use of questioning can hinder discussions acting as a ‘straitjacket’ for students, however if used appropriately, questioning can be an effective way to scaffold learning and exploratory talk (Brown and Kennedy, 2011). Research conducted by Schacher (2003) placed an importance upon training teachers in approaches that promote exploratory talk in the classroom. The research found evidence to suggest that further training has an impact upon the development in children’s reasoning and problem-solving skills. Additionally, Schacher (2003) posits that in effective learning environments children’s responses are received positively by the teacher, with a focus upon the development of critical thinking and understanding. This viewpoint is echoed by Alexander (2003) who states that classrooms that place higher value upon the accuracy of pupil responses have a negative impact upon levels of pupil participation, confidence and limit exploratory talk opportunities.

According to Clarke (2008) “establishing talk partners is often the first step teachers take in experimenting with formative assessment, as it is relatively straightforward to embark on and the impact can be seen immediately”. The use of talking partners in the primary classroom provide practitioners with additional opportunities to assess understanding and address misconceptions whilst promoting good quality speaking and listening (Cremin and Arthur, 2014). However, establishing talking partners in isolation may not have a significant impact if effective questioning is not present.

According to research, the type of questions practitioners pose to learners have an impact upon the learning potential of using talking partners. Questioning by the teacher “positions children as passive vessels into which the knowledge of teacher is poured” (Brown and Kennedy, 2011, p68). The importance of open questioning is also highlighted by Harris and Williams (2012, p375) who state that open ended questions “provoke speculation and extend imagination”. The use of open questioning has the ability to develop higher order thinking skills, encourages critical thinking and lesser confident children to participate. Open ended questions provide learners with opportunities to develop their thinking skills and formulate ideas with their peers rather than focusing upon providing the teacher with the correct and anticipated answer (Cremin and Arthur, 2014). However, it is important to recognise the factors that must be considered when implementing talk partners into the classroom. The regular change of partners can ensure that learners are consistently immersed in quality talk, are able to confidently discuss their ideas with all peers and are not regularly paired with a peer that overpowers them during discussions (Clarke, 2009; Grugeon, 2005).

Lesson study design

The methodology used in this research project is lesson study which is a form of action research. The aim of a lesson study is for a group of professionals to engage in a collaborative enquiry into improving an aspect of teaching or learning as a means of ‘joint professional development’ (Hargreaves, 2012; Dudley, 2014). To undertake the research project using a lesson study design,

one researcher will conduct a lesson with the other as a non-participant observer, with the process repeated with reversed roles. During the lessons, target pupils will be chosen to be observed by the non-participant observer. Following each lesson, the researcher that conducted the lesson will conduct a focus group interview with the target pupils to gain an insight into the thoughts and feelings of the target pupils (see appendix no.5). Subsequently, the researchers are to reflect upon the research activity and seek to modify the activity in order to adapt the following lesson (Dudley, 2014). Although Dudley (2014) recommends conducting a lesson study with three practitioners, due to the restraints of the assignment this was not possible. Therefore, the research method was modified slightly to be suitable for two researchers. Lesson study is an effective professional learning process because it focuses upon the learning and progression made by learners whilst their teachers seek to develop pedagogical approaches with the aim of refining a particular aspect of teaching or learning. The lesson study method of conducting research is particularly favoured amongst professionals due to its collaborative nature, it being good value for money if the outcomes and recommendations are shared throughout the school and the way in which it is conducted in a real classroom with real learners (Department for Education, 2009; Dudley, 2014). Robinson, Hohepa and Lloyd (2009) posset that “taking part in collaborative enquiries into improving teaching and learning is the single most impactful action a school leader can take to improve educational outcomes for pupils”.

The methods of data collection for the lessons study were field notes, non-participant observations and focus group interviews. Observing teaching and learning during lesson study is essential to assist the analysis of the professional focus. The non-participant approach to the observations were chosen as a means of increasing reliability because the lesson is not out of the ordinary for the learners. Burnaford, Fischer and Hobson (2000) posset that note taking provides researchers with the ability to analyse classroom talk and behaviours in a greater detail. Although Dudley (2014) amongst other researchers note the effectiveness of video recording as a means of data collection and analysis, due to the school policies in place in the participating schools, this was not a possibility.

To gain a further insight into the thoughts and feelings of the target pupils, focus group interviews were conducted on a semi-structured basis. The use of semi-structured questioning throughout the focus group interviews enabled the researcher interviewing to discuss important viewpoints that arose during the interview process in addition to asking the planned questions (Wilson, 2009). Additionally, the semi-structured nature of the interviews enabled the researcher to probe learners that provided limited responses for justification or further comment (Mathers et al, 1998; Descombe, 2014). Although semi-structured interviews provide researchers with high quality data, the interview process itself can be time consuming and researchers must be cautious when probing participants for a response to reduce bias and increase validity (Bell, 2014). Because of this, the interviews were conducting in a group basis in order to save time and reduce the opportunity of biased responses (Bryman, 2004). However, it is important to recognise that conducting interviews with groups of participants presents the issue of peer influence impacting responses (Newby, 2009). As researchers, we decided to conduct the research project through the analysis of qualitative data because the objective of the research was to analyse pupils' perceptions of the use of talking partners. Honan (2015, p57) comments upon the value of qualitative data when conducting research that analyses literacy in the primary classroom, "I will argue that qualitative data provides more complex and nuanced understandings of how young people engage with literacy teaching and learning opportunities in classrooms".

To ensure that the non-participant observation was effective in capturing a true reflection of the teaching and learning during the research activity, an observation schedule was created prior to the lessons (see appendix no.1) Additionally, to assess the level of participation of the target pupils in the study, 'The Leuven Scale for Involvement Model' was used as a measure. The model, developed by Ferre Laevers enables researchers to effectively assess pupil involvement through a five-point scale with detailed characteristics that detail each level (Laevers and Heylen, 2003). We felt that the

scale would be particularly beneficial during non-participant observations as the scale is a simple and effective way of documenting changes in involvement throughout a lesson.

The reflections after each lesson were captured using the ARC model framework (see appendix no.2). The reflection process was a valuable element to the research process as it enabled myself and my research partner to critically evaluate the lesson and generate improvements for the next lesson. The ARC model framework consists of four elements of reflection; feelings, remember and understand, analyse and evaluate and conclusion and action. The framework provided a structure to the reflect upon the research activity which proved effective in the analysis of the data. Albeit reflection is notably a vital element of the lesson study process, one could argue that it is not without possible difficulty. Cajkler and Wood (2015) argue that some teachers may be reluctant to provide other professionals with criticism during feedback following observing their lesson which could result in few modifications for the subsequent lesson resulting in weak analysis and results. To rectify this, Dudley (2014) suggests that the ideal time frame between observed lessons is a week to provide enough time to effectively reflect upon the data received. However, due to the time frame and scope of the assignment, this was not a possibility for this research project. Miller (2010) comments on the importance of reflective and continuous professional development, stating that excellent practitioners are individuals that “continually attempt to shape teaching and learning environments into democratic spaces of knowledge exchange. While this may seem idealistic, the constant and ongoing search for ways to improve their own teaching and learning environments is, nonetheless, the worthy occupation of excellent teachers”.

Ethical considerations

To ensure that the research activity is ethical and professional, my research partner and I will abide by the BERA Guidelines (2011), Research Ethics & Integrity Code of Practice (2017) and UWTSD Research guidelines (2017). Prior to beginning the research, I will gain consent from the university through submitting an ethics form (see appendix no.6). The participants will be required to provide

parental consent (see appendix no.4) and confirmed assent (see appendix no.3) before they are able to take part in the research activity. I will ensure that I abide by the correct safeguarding procedures of both schools and of the university at all times during the research process. The children will be informed that they have a right to withdraw from the research activity at any point and there will be no consequence for doing so. The pupils will be made aware that if the observation or focus group causes emotional distress of any kind that they may leave at any point. The pupils will not be under any circumstances different to normal school situations where they may be put at risk of physical or emotional harm. I will gain assent from the children involved and informed adult consent from their parents/legal guardians. To reduce the impact of bias on the data and to ensure that pupils do not feel pressurised to take part, pupils will not be offered incentives. I will comply with the legal requirements of storage and use of data. All data will be made confidential with all names removed and saved on a password protected online account. I will ensure that I do not ask leading questions during the interviews in order for pupils to feel able to answer the questions honestly. I will adhere to the school safe guarding policy in all aspects throughout the research project to not put my professional name or personal safety at risk. I will conduct the focus group interviews in an open area with the class teacher and my research partner present. I will treat each pupil equally by adhering to the school safe guarding policy and show no individuals preferential treatment. I will make it very clear to pupils and their guardians that they can refuse to take part at any point within the research process and that there will be no consequences for doing so. I am aware that as a student of the university, it is my responsibility to ensure that I conduct myself and the research in a professional, appropriate and ethical manner. The two schools involved in the research activity work in partnership with the university and therefore I understand that I must behave in a professional and ethical manner in order to not damage the partnerships. Therefore, I will not fabricate results or manipulate the research.

Lesson study 1 and analysis

The first lesson study was conducted by myself whilst my research partner observed the four target pupils and took detailed notes using the observational schedule and Leuven scale of involvement.

The lesson consisted of a 'Philosophy for Children' discussion using the story of 'The Rainbow Fish' as a stimulus. At the beginning of the activity, almost all of the learners were engaged and could be perceived as actively listening. The class were familiar with the story which provided opportunity for questions that promoted a rich discussion. Throughout the lesson I posed questions to the class and provided opportunities for learners to discuss their ideas with their talking partners. During the beginning of the lesson, all four of the target pupils were at involvement level 4. The four learners were observed interacting with their partner throughout the lesson, during which the involvement levels of pupil A and pupil D decreased to level 3. At the beginning of the lesson, the four target pupils responded to the 'talking partner questions' by discussing their ideas and remained on task. However, after the third question, the talk between pupils A and C deviated and became off-topic. Additionally, the engagement between pupil B and D decreased throughout the lesson. Pupil D seemed disinterested in discussing his ideas with his partner and often raised his hand to answer the question without interacting with his partner. As a result, pupil B became distracted and involved in off-topic discussions with her peers. During the focus group interview, pupil D shared his dislike for the use of talking partners during lessons when asked if he enjoyed discussing his ideas with his partner and if he feels more confident after doing so:

"No, I don't like talking to my partner. It wastes time. I like just putting my hand up...it doesn't make a difference I always have the same answer anyway". (Pupil D)

Pupil D's response to this question and his disengagement during the 'talking partner' discussions suggests that he does not feel that he benefits from discussions with his peers. However, although pupil D is confident with his own answers, it became evident that this view might have consequences for the engagement of his partner. On one occasion, pupil D sat with his back to his

talking partner which resulted in his partner discussing her ideas with the two pupils on her other side.

Similarly, pupil A expressed a dislike for sharing ideas with his talking partner, stating:

"No, I don't. It might spoil what I am going to say...I don't want them to copy me". (Pupil A)

Pupil A's response suggests that some pupils view sharing answers with the class as competitive and view recognition from the teacher as more important than discussing their ideas with peers.

The pupils in class A are familiar with the use of 'talking partners' however, each pupil has a designated 'talking partner' who they sit next to in their carpet space. During the lesson study, the pupils were sat in a circle rather than their assigned seating places which could be a contributing factor to the decrease in the level of involvement and off-topic talk between pupils. As a result of limited parental consent responses, the target pupils were not observed discussing their ideas with their usual talking partner. The observations of the target pupils suggest that for talking partners to be effective in promoting rich discussion, it is of high importance that pupils are matched appropriately.

The way in which the pupils were seated in a circle rather than their carpet spaces and had the choice of who to sit by, this increased the level of low level disruption and provided opportunities for off-topic discussions with their friends. Pupil B and pupil C were observed talking amongst themselves during the teacher's input and were not on task during talking partner discussions. However, the pupils had differing opinions on the use of talking partners. Pupil B commented that:

"Yes I like it. I don't really know why." (Pupil B)

Whilst in contrast, Pupil C responded stating:

"I don't like it. I prefer putting my hand up straight away" (Pupil C)

In order to minimise low level disruption and off-task discussions with friends, my research partner and I have made the decision to have the children seated in their assigned carpet place rather than in a circle in the next lesson study. Additionally, we will use lollipop sticks to choose learners to share their responses in order to encourage all children to stay on task during discussion time. When the target pupils were asked if they could recommend improvements for the lesson, pupil B suggested that she would prefer more thinking time. Pupils A and C stated agreement to this suggestion, therefore we will ensure that the pupils have more thinking time during the next lesson study. Upon reflection of the lesson, my research partner and I discussed the effectiveness of the observation schedule. My research partner shared her view that it was easier to make notes on one sheet rather than two separate sheets. As a result, for the next lesson study we have modified our approach by merging the Leuven Scale table and observation schedule into one table.

Lesson study 2 and analysis

The final lesson study was conducted by my research partner whilst I observed the children and took detailed notes using the observation schedule and Leuven Scale. The observed lesson followed the same lesson plan and structure from the previous lesson study. Overall the learners showed a higher level of engagement in comparison to the previous lesson study. The modifications that were made in order to improve the lesson study such as the use of lollipop sticks to choose learners to answer questions and the change in seating arrangements seemed to improve the level of pupil participation. It was noticeable during the observations that two of the target pupils were particularly engaged when discussing their ideas with their partners.

When the teacher instructed for the children to discuss their ideas with their partners, pupils B and D responded almost immediately and provided detailed explanations of their ideas to their partners. However, in contrast pupils A and C required encouragement to share their ideas and at times were passive in during talking partner discussion times. Additionally, pupil C and D's discussions seemed to be heavily led by pupil D, which often left pupil C frustrated that he did not have time to share his

answer. When asked if the pupils enjoyed discussing their ideas with their talking partners, all but one pupil responded positively. Pupil D commented that:

"I like to answer on my own" (Pupil D)

But when asked if pupils feel more confident after having a discussion with their partner, Pupil D responded with:

"I feel more happy to share with my partner" (Pupil D)

Pupil D's responses could indicate that although some pupils enjoy discussing their ideas with their partner during lessons, they prefer to have ownership over their answers.

It became apparent through observations that pupil D and pupil B were both leading their talking partner discussions. Pupil A seemed passive throughout the discussion, often nodding her head in agreement and responding with single-word answers, such as "yes" to fill in the silence after pupil B had expressed his opinion. In comparison, pupil C grew increasingly frustrated that he did not have a chance to express his opinion because his partner spoke at length and there was no time left. As a result, it could be argued that the discussions were not beneficial for all children in the sets of talking partners. However, when pupil C was asked if he enjoyed discussing his ideas with his partner in the classroom he responded saying:

"I like talking to my partner because it makes me feel happy. I would like to talk to my partner first before putting my hand up." (Pupil C)

Pupil C's positive response to discussing his ideas with his partner suggest that teachers must pair talking partners wisely in order for pupils to benefit.

Following discussion of my observations with my research partner, it was agreed that it could be highly beneficial for learners to be provided with success criteria before being instructed to talk with their partner. Success criteria for how to successfully discuss their ideas could potentially benefit the children that are overpowering their partners during discussions. If learners are reminded of the

success criteria before discussing their ideas it could result in an effective learning experience for all learners. In light of this, to further encourage learners to effectively interact with their talking partners, the teacher could regularly choose a learner to share their partner's ideas to the class rather than their own. As a result of this, in addition to receiving praise for listening well to their partner, the learners are likely to be motivated to interact effectively with their talking partner.

Additionally, in order to minimise opportunities for some children overpowering their peers and to maximise the opportunity of quality talk, regularly changing children's talking partners may be highly beneficial for all peers. Whilst discussing the lesson study with my research partner, it became evident that observing how pupils interact with their talking partner is not always a true representation of their level of knowledge. This became apparent during observations of the interaction between pupil C and pupil D. On numerous occasions, pupil C did not share his answers with his partner. However, when chosen to answer by the teacher or randomiser, pupil C shared an insightful answer on every occasion. As a result, one could argue that it is important that researchers are observing the lesson in its entirety rather than focusing upon talking partner time.

Discussion of research findings

Following the analysis of the data collected from the lesson study, it is evident that the target pupils had a mixed response when asked about their thoughts and feelings of the use of talking partners in the classroom. From the responses during the focus group interview and observations during the first lesson, it was apparent that the learners had mixed feelings regarding discussing ideas with their partner. A response that occurred frequently during the first lesson study was the notion that their talking partner will copy their ideas and share them with the class as their own. The idea that children often believe that generating responses to the teacher's question is somewhat competitive is echoed through the research of Schacher (2003) and Alexander (2003). Research conducted by Schacher (2003) and Alexander (2003) concur that if learners believe that the teacher values anticipated responses higher than collaboration between pupils, there will be a negative impact

upon pupil participation, confidence and the effectiveness of collaborative learning. In contrast, one learner from the first lesson study and three of the four target pupils in the second lesson study commented that they felt more confident after discussing their ideas with their talking partner. This notion is noted within research conducted by Clarke (2009) and Cremin and Arthur (2014) who credit the use of talking partners for increasing levels of participation for students with low confidence.

From observations during both lesson study episodes, it was evident that some pupils were able to effectively engage in collaborative learning whilst others experienced difficulties communicating with their partner. This notion is echoed throughout research into the effectiveness of talking partners in the primary classroom. Studies by Clarke (2009) and Grugeon (2005) acknowledge the barriers to learning that may be present during collaborative learning and the importance of effective partnerships to promote good quality classroom talk. This was apparent during the second lesson study where pupil C demonstrated frustration because his partner spoke at a greater length than him resulting in very little time to share his ideas. In contrast, in the first lesson study pupil D was reluctant to share his ideas with his partner, commenting that he preferred to answer the teacher's questions alone without discussion with peers. To enhance the effectiveness of the use of talking partners in the classroom, it may be beneficial for teachers to create success criteria for collaborative talk for learners to assess their own learning. Additionally, learners may benefit from discussing their ideas with different peers rather than the same talking partner each session. As a result, learners will have the opportunity to develop their speaking and listening skills with all peers and limit barriers to learning through ineffective partnerships.

Lastly it became apparent throughout the observation process that observing talking partners in isolation does not necessarily represent a true reflection of ability. It is possible that some learners prefer to discuss their ideas with their partners due to a lack of confidence or knowledge and therefore repeat their partners answer when sharing ideas with the class. Additionally, pupil C in

lesson study two was not observed discussing his idea with his partner due to lack of time however, he had an extended response when chosen by the teacher. It is possible that this could be resolved through extended 'thinking time' in order for students to have a greater length of time to discuss their ideas which could minimise frustration and expand discussions.

Conclusion

To conclude, the use of talking partners in the primary classroom has the ability to develop pupil participation and positively impact learning. It is apparent from the analysis of related literature and the data retrieved during this research project that the use of talking partners is particularly effective in fostering high quality speaking and listening in the classroom. From the results of the research and related studies, it is apparent that the use of talking partners increases confidence and therefore positively impacts pupil participation. Additionally, it is important to recognise the factors that impact the effectiveness of the use of collaborative learning strategies. During the analysis of data and relevant literature highlighted that some learners find it difficult to communicate their ideas with their peers during sessions using talking partners. The difficulties highlighted during the research stemmed from learners feeling competitive and learners overpowering their peers.

Overall the lessons study design was highly effective and useful when conducting this research project. The lesson study process enabled us as researchers to investigate a particular issue or pedagogical approach in a real classroom context which was highly beneficial when compared to traditional methods of study during teacher training courses. This research method allowed for students to work with other professionals towards a shared goal whilst gaining an insight into the research area. The collaborative nature of the lesson study method was particularly motivating and productive and led to detailed discussions and analysis of pedagogical approaches and issues following observations in a real classroom. The discussions with my research partner that followed each lesson were an effective way to gain a different perspective of the lesson and assisted the decision of which elements required refinement for the next lesson.

The mixed methods approach of focus group interviews and non-participant observation during the lesson study process was useful in gaining a range of data. The focus group interviews enabled us as researchers to gain an insight into the thoughts and feelings of the target pupils which was highly effective in analysing the effectiveness of talking partners on pupil confidence and willingness to participate. However, conducting focus group interviews alone would not have provided enough substantial evidence to critically analyse the research focus. The use of non-participant observations provided an insight into how learners engage with their peers during talking partner time. However, it is important to acknowledge that observations are subjective. Despite this, the observation schedule proved an effective way of structuring the non-participant observation. In future research, it could be beneficial for an individual that is not taking part in the research process to undertake an observation to ensure validity and reliability.

Dudley (2014) suggests observing teaching and learning on a minimum of three occasions throughout the lesson study process. However, due to the scope of this assignment, this was not possible. The number of researchers and timescale resulted in a study that was relatively small in scale. Additionally, one could argue that the issues that were identified in each lesson study were specific to the group of learners. Therefore, it is not possible to generalise the findings from this study. Overall, I believe that the lesson study design has been an effective, motivating and enjoyable approach to reflecting upon teaching and investigating issues and pedagogical approaches. The collaborative element of the lesson study design was an aspect that I found particularly enjoyable and productive. Therefore, I would consider adopting the lessons study approach as a method of enhancing learning and teaching in my own classroom throughout my teaching career.

Recommendations

Unfortunately, due to the small scale of this research project the findings cannot be generalised. Therefore, it would be beneficial for the findings of this lesson study to be shared amongst professionals that are seeking to conduct further research into this area. If I were to conduct a lessons study again without the time restraints, I would repeat the process over a longer period of

time in order to gain further reliability for my data. In future lesson study research projects, I would conduct and observe multiple lessons with each class to gain a greater wealth of results which could potentially result in a deeper analysis of data.

The investigation into this area of teaching and learning has heightened my knowledge of collaborative learning strategies, pedagogical approaches and the limitations that must be considered. I think that the insight that I have gained through research, observing lessons and gaining children's opinions will have a positive impact upon my practice. The limitations that I observed alongside the thoughts and feelings of the target children will influence my future planning and teaching. For example, the research highlighted that learners may benefit from success criteria and rules of talk to improve speaking and listening and to enhance collaborative learning opportunities in the classroom. In addition to this, the research suggests that practitioners may need to be mindful when assigning talking partners to ensure that all children have positive learning opportunities arise from this teaching strategy. To conclude, I believe that the findings of this lesson study will have a positive impact upon the way I implement collaborative learning and the way in which I perceive pupil participation in my classroom.

References

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Group 4

Word count- 5880

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Group 4

Word count- 5880

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Group 4

Word count- 5880

Appendix 1 – Observation schedule

Learning Activity	Start time	Finish time	Notes, Comments or Reflections
Listening to teacher			
Listening to other pupils			
Answering questions			
Inter-pupil discussion			
Reading quietly			
Reading aloud			
Writing/ drawing-copying			

Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 27.03.18

Digwyddiad critigol (Ffocws)/Critical incident (focus): Research activity

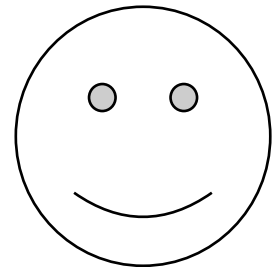
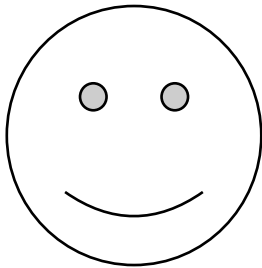
Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? “What are your feelings regarding the experience?”	Overall I feel that the research activity was successful. The learners engaged well with the task and the focus group interview resulted in useful responses.
Cofio a Deall/ <i>Remember and Understand</i> Allwch chi restru’r agweddau ar y profiad dysgu a aeth yn dda? “Can you list the aspects of the learning experience that went well?” Pa elfennau o’r profiad dysgu oedd yn siomedig? “What were the elements of the learning experience that were disappointing?”	• The pupils engaged well with the story • All pupils spoke to their partner when instructed • Pupils put up their hands to share answers on a few occasions • The focus group interview generated detailed opinions • The pupils had to talk with people that were not their usual talking partners • Pupil D did not respond as I had predicted • All target pupils became involved in off-task talking
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> Beth fyddwch chi’n cadw’r un fath i sicrhau dysgu ac addysgu effeithiol yn y dyfodol? “What will you keep the same to ensure effective teaching and learning in the future?” Beth oedd achos yr elfen siomedig bwysicaf? “What was the cause of the most important disappointing element?”	• Engaging stimulus • Engaging open ended questions for pupils to discuss with partners • Focus group interview questions • Pupils were discussing ideas with different talking partners due to a limited number of responses from parents • Pupil D – children do not always react as you predict. Pupil D may have not felt like he wanted to be talkative that day

	• Off task talking – children were not sat in their usual carpet spaces
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>Beth yw eich atebion posibl i'r materïaon siomedig a nodwyd?</i> <i>"What are your possible solutions to the disappointing issues identified?"</i> <i>Beth ydych yn mynd i'w wneud nesaf?</i> <i>"What will you do next?"</i>	• Do not seat children in a circle for the next lesson study. Children to sit in their usual spaces • My research partner and I will modify the questions that we ask during the lesson to promote discussion • We will ensure that children are sat in their assigned seats
Y profiad newydd / <i>Transformed experience</i>	

Appendix 3 – Assent form

Miss Gooding and Miss Hopkins are looking at the way you listen to instructions and how you talk to your partner.

Would you like to join in?



Appendix 4 – Parental consent form



Dear Parent/Guardian,

Your child's school is a partner with Yr Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers.

The student-teacher in your child's class has been given the task of planning, teaching and evaluating one lesson so that he/she can develop specific strategies to improve their own teaching. As part of this, student-teachers will be observing the children's responses and asking some pupils their views on parts of the lesson. This is designed to inform students' own practice and support children's learning.

Any information collected would remain confidential, and both the school and the children would remain anonymous in work produced. The work undertaken would be in line with the University's ethical guidelines. If, at any time, your child does not want to share ideas, they would not be required to do so.

If you are happy for your child to contribute to the project, please complete the parental consent form below and return directly to the school as soon as possible. If you are interested in the outcome of this project or if you have any questions, please contact the University Partnership Office - partnership@uwtsd.ac.uk.

Yours faithfully,

A handwritten signature in blue ink, appearing to read 'C Morgan'.

Catherine Morgan
Module lead – The Enquiring Teacher

As Parent/Guardian of..... (pupil name), I do / do not give consent (please delete) for my child to take part in this project.

Appendix 5 – Focus group interview questions

Question	Pupil 1 response	Pupil 2 response
What did you enjoy most about the lesson?		
Was there anything that you didn't like during the lesson?		
Do you like to share ideas with your talking partner during carpet time?		
Do you feel more confident/happy answering questions when you've discussed with your partner?		
Could we change anything to make the lesson better?		

Appendix 6 – Ethics form

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.

SECTION A: About You (Principal Researcher)

Full Name:	Eleanor Gooding				
Tick all boxes which apply:					
Member of staff:	☐	Student:	☒	Honorary research fellow:	☐
Faculty/School/Centre:		Yr Athrofa			
Campus:		Townhill			

E-mail address:	1700183@student.uwtsd.ac.uk		
Contact Telephone Number:	07825305263		
For students:			
Student Number:	1700183	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	☒
Director of Studies/Supervisor:	Jayne Morgan	Research	☐

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):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Other (write in) TET Module team	☒	28.2.18	

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

SECTION C: 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.	
Research Ethics & Integrity Code of Practice (2017)	☒
BERA Guidelines (2011)	☒
University Guidelines (2017)	☒

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:				
Institution				

Contact person name	
Contact person e-mail address	

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 can we improve pupil participation through the use of 'think, pair, share' in a foundation phase classroom?		
Proposed start date:	27.03.18	Proposed end date:	16.04.18
Purpose of research activity (including aims and objectives) Outline the purpose, aims and objectives of the research activity, including key research questions. Show briefly how existing research has informed the proposed activity and explain what the research activity will add and how it addresses an area of importance. (Maximum 300 words)			
The research activity aims to analyse the relationship between increased pupil participation and collaborative learning strategies. The key research questions are; What are the benefits of using 'think, pair, share' in a foundation phase classroom? What are the challenges of using 'think, pair, share' in a foundation phase classroom? To what extent does the inclusion of 'think, pair, share' increase pupil participation in a foundation phase classroom? Research by the Welsh Government suggests that increased pupil participation can positively impact learners through "improved pupil engagement, well-being, behaviour and learning" (WAG, 2011). The research aims to analyse how a collaborative learning strategy can impact pupil participation in a foundation phase classroom. The research will focus upon 'think, pair, share' and the use of assigned 'talking partners' to analyse the impact upon pupil participation.			
(this box should expand as you type)			

Proposed methods

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. (Maximum 600 words)

The research activity will be undertaken using the lesson study process where two practitioners work together to develop practice whilst focusing on the needs of real learners. The lesson study process encourages collaboration and reflection whilst using pupil voice to develop the quality of teaching (Dudley, 2014). Before research is undertaken, informed assent and parental consent will be gained for each participant. I understand that all participants have the right to withdraw at any part of the process. One practitioner will teach a lesson to a group of learners whilst the other practitioner observes. After the lesson, a focus group interview will be conducted with four selected pupils. Focus group interviews will be conducted after the lesson to reflect and analyse using pupil voice. To gain a deeper insight into the research, a non-participant observation will take place during teaching. During the observation the Leuven Involvement scale will be used to monitor and assess pupil participation. Following this, the findings will be analysed to highlight areas that require improvement and refinement for the second lesson. The qualitative and quantitative data will then be further analysed with existing literature to examine the relationship between pupil participation and collaborative learning strategies. If the selected pupils are absent during the research, other pupils that have confirmed assent and parental informed consent will be selected.

(this box should expand as you type)

Location of research activity Identify all locations where research activity will take place.
A primary school in the outskirts of Cardiff and a primary school in the outskirts of Pontypridd. (this box should expand as you type)
Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural sensitivities or vulnerabilities of participants.
N/A (this box should expand as you type)

SECTION F: Scope of Research Activity

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

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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 under 18?	☒	☐
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):	☐	☒

Participant numbers and source

Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?

A focus group interview with four pupils. The pupils will be chosen according to ability.

(this box should expand as you type)

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

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(this box should expand as you type)

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

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them.

If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.

Full risk assessment completed and appended?

Yes

☐

No **x**

Risks to participants

For example: emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information

I have read the University guidelines on ethical research; UWTSD Research, Ethics and Integrity code of professional conduct and practice (2017) and BERA Ethical Guidelines for Educational Research(2011). I will take the following steps to ensure that there is no risk to participants: I will ensure that I abide by the correct safe guarding process of the school and of the university. If a child decides to withdraw during the research process, they will not be treated differently. The pupils will be made aware that if the observation or focus group causes any emotional distress that they may leave at any point. The pupils will not be under any circumstances different to normal school situations where they may be put at risk of physical harm. I will gain assent from the children involved and informed adult consent from their parents/legal guardians. To reduce the impact of bias on the data and to ensure that pupils do not feel pressurised to take part, pupils will not be offered incentives. I will comply with the legal requirements of storage and use of data. All data will be made confidential with all names removed and saved on a password protected online account. I will ensure that I do not ask leading questions during the interviews in order for pupils to feel able to answer the questions honestly.

(this box should expand as you type)

If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities

N/A

(this box should expand as you type)

Risks to investigator

For example: personal safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest
I will adhere to the school safe guarding policy in all aspects throughout the research project in order to not put my professional name or personal safety at risk. I will conduct the focus group interviews in an open area with the class teacher present. I will treat each pupil equally by adhering to the school safe guarding policy and show no individuals preferential treatment. I will offer no incentives for pupils to take part in the research activity. I will make it very clear to pupils and their guardians that they can refuse to take part at any point within the research process and that there will be no consequences for doing so. (this box should expand as you type)
University/institutional risks For example: adverse publicity, financial loss, data protection
I am aware that as a student of the university, it is my responsibility to ensure that I conduct myself and the research is a professional, appropriate and ethical manner. The two schools involved in the research activity work in partnership with the university and therefore I understand that I must behave in a professional and ethical manner in order to not damage the partnerships. Therefore, I will not fabricate results or manipulate the research. I will arrive punctually and adhere to the school's policies and procedures at all times. (this box should expand as you type)
Adverse outcomes List measures put in place to limit any adverse effects or outcomes of research activity where appropriate. Include any emergency protocols.
I will follow the policies and procedures of the school and the university. (this box should expand as you type)

Disclosure and Barring Service			
If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
Has a DBS certificate been obtained?	☒	☐	☐

SECTION I: Feedback, Consent and Confidentiality

Feedback
What feedback will be provided to participants, how will this be done and when?
The research study will be shared with the headteachers of the schools if requested.
(this box should expand as you type)
Informed consent
Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded.
A letter will be given to parents to request parental consent. An explanatory statement will be read to pupils prior to gaining informed assent. Assent will be gained by pupils colouring in a smiley face.
(this box should expand as you type)
Confidentiality / Anonymity
Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
Within the research, both schools and participants will be kept anonymous throughout. The information gained throughout the study will be kept confidential.
(this box should expand as you type)

SECTION J: Data Protection and Storage

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

	YES	NO
Does the research activity involve personal data (as defined by the Data Protection Act)? "personal data" means data which relate to a living individual who can be identified— (a) from those data, or (b) from those data and other information which is in the possession of, or is likely to come into the possession of, the data controller, and includes any expression of opinion about the individual and any indication of the intentions of the data controller or any other person in respect of the individual.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		
Does it involve sensitive personal data (as defined by the Data Protection Act)? "Sensitive personal data" means personal data consisting of information as to – (a) the racial or ethnic origin of the data subject, (b) his political opinions, (c) his religious beliefs or other beliefs of a similar nature, (d) whether he is a member of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) his physical or mental health or condition, (f) his sexual life, (g) the commission or alleged commission by him of any offence, or (h) any proceedings for any offence committed or alleged to have been committed by him, the disposal of such proceedings or the sentence of any court in such proceedings.	☐	☒
If YES, provide a description of the data and explain why this data needs to be collected: (this box should expand as you type)		

	YES	NO
Will the research activity involve storing personal data on one of the following:		
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 data confidentiality, including details of password protection, encryption and anonymisation:		

During research usb devices will not be used to hold data. Whilst the data is being analysed, it will be stored on a password protected cloud storage system.

(this box should expand as you type)

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 Data Protection Act (and/or any international equivalent):		
The data will be shared between myself and my research partner in the university. The analysed data will be archived by the university. (this box should expand as you type)		

List all who will have access to the data generated by the research activity:
Myself and my research partner. (this box should expand as you type)
List who will have control of, and act as custodian(s) for, data generated by the research activity:
Myself. (this box should expand as you type)
Give details of data storage arrangements, including where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.
The data will be backed up using password protected memory storage. The analysed data will be archived on completion of the assignment.

(this box should expand as you type)

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:

Date:

For students:

Teacher / Senior Mentor:	
Signature:	
Date:	

Supervisor:	Jayne Morgan
Signature:	
Date:	

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)

☐	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.

RESEARCH STUDENTS AND STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

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

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

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