

What effect do differentiated tasks have on the pupils' engagement?

	Target	What I have done in this assignment.
Target 1	Double check your spelling	I proofread my assignment.
Target 2	Ensure compliance with Harvard referencing technique	I have referred to the university reference handbook.

Introduction

A crucial part of my development as a teacher is to improve my skills as a researcher. An effective teacher must always review their teaching practice and engage with active classroom research to support this. The aim of this research, is to assess the effect of differentiated tasks on pupil engagement. This will enable me to improve my strategies for differentiation and to assess its impact on pupil engagement. This will improve my teaching and aim to ensure that pupils remain engaged in their learning. From experience, as a pupil with Additional Learning Need (ALN), I know that differentiation is vital in keeping pupils involved in their learning and helped me to achieve my full potential.

Research context

The research took place in two different schools and subject settings, for the context of the assignment when discussing the schools, they will be referred to as School X and School Y, to ensure their anonymity in accordance with the BERA guidelines point 40 (BERA, 2018, p.21). School X is a mixed gender secondary comprehensive (ages 11-16) in South Wales. The lesson context for School X was a Year 10 GCSE Computer Science lesson on HTML. School Y is a mixed gender college (ages 16-18) in South Wales. The lesson context for School Y was a Year 12, A-Level Business lesson on finances. The research question my partner and I have chosen is, 'What effect do differentiated tasks have on the pupils' engagement?' For these classes, this meant we had to make several different tasks with different levels on differentiation.

Literature review

A literature review is a crucial part of any research, it analyses information gathered and helps find solutions to problems, as well as outlines areas for further research. For the literature review, I will be focusing on the researching question "What effect do differentiated tasks have on the pupils' engagement?" After preliminary research, I decided I needed to focus on differentiation theory and its current implementation in the classroom, as well as the engagement methods and current good practice in the classroom.

Differentiation is process of using multiple approaches to ensure that pupils can appropriately access to the curriculum to maximise the pupils' potential (Cowley, 2018). Differentiation is not a new concept, however, the ways in which teachers approach differentiation in their classroom has changed over time (Tomlinson, 2014). It used to be thought that the way to differentiate a lesson was to give differentiated instructions to meet the individual needs of the pupil (Tomlinson et al. 2008). However, while differentiated instructions are needed sometimes, for the most part this is considered an outdated idea of what differentiation is. There are several different methods of differentiation such as: differentiation by task; by outcome; by pace and many more (Kyriacou, 2014). I looked further into differentiation by task, this is where the pupils in the class will be covering the same content, but pupils will be given different tasks depending on the needs of the individuals. This is a useful way of differentiating in the classroom, however, rather than assigning the tasks to the pupils this method works best if there are a variety of different tasks and the pupils are given the choice over what task they do (Cowley, 2018). Some teachers do not agree in differentiating in this way as they feel it lowers the pupils' outcomes. For example, at GCSE level by only giving pupils work aimed at their target grade you are limiting them to that target, while giving pupils work that is aimed at a higher grade might encourage them to outperform their target grade (Griffith and Burns, 2014). Another method of differentiation is by resources, one of the ways in which you can achieve this is using scaffolding (Cowley, 2009). Scaffolding is providing pupils with a resource to guide them in their answers, for example, a writing frame or guidance sheet (Capel et al. 2019). There are several simple ways in which to differentiate every lesson to a pupils' individual needs. For example, the use of classroom displays showing key words or key information. Another simple way is the use of a seating plan, by having high attaining pupils sat next to low attaining pupils, this assists the low attaining pupil without a huge downside to the high attaining pupil (Teachers Tool Kit, 2012). These are simple types of differentiation that most teachers are currently using in their classroom (McGill, 2015).

The second part of the research question looks at the engagement of the pupils.

Engagement is extremely important in teaching, "Without engagement nothing else is possible" (Griffth and Burns, 2012). Schlechty (2011) defined engagement as active. That engagement requires the pupils to be attentive as well as in attendance. The pupils to be committed to a task and find inherent value in what they have be asked to do and does the task with diligence and enthusiasm. There are a few different engagement theories, one of the theories is known as flow theory (Csikszentmihalyi, 2002). Flow theory explains that a pupil can enter a state of flow where they are fully engaged in the task, however, getting a pupil to this state of flow is not an easy task. There are a number of factors that help pupils to reach a state flow. The first is called intrinsically rewarding, this is where pupils feels excited about the like the task and they want to do it rather than it being something that they have to do (Griffth and Burns, 2014). Next is to set clear goals, if a pupil knows what the goals of the lesson are, they can go at their own pace and have a sense of progress. The next is feedback which should be immediate and as clear as possible. The next factor is the most complex, matching the challenge with the skill level of the pupils. Csikszentmihalyi (2002) created an 8-channel model to show the effects that challenge, and skill have on the pupils' engagement. The model shows that if, for example, the challenge is too high in comparison to the pupils' skill level it will cause anxiety for the pupil. However, on the other hand if the pupils' skill level was high but the challenge of the task was the too low then the pupils would be in a state of relaxation and boredom. (Griffth and Burns, 2012) Knowing this, there are several techniques to help teachers to keep pupils engaged, the first is to provide scaffolding to the pupils so they can access the task even if the challenge is too high. Another useful technique is Bloom's Taxonomy, which allows the teacher to gauge the challenge level of the task (Capel et al. 2019). Bloom's Taxonomy can be used to break a task down into one of six categories, all with their own level of challenge. According to Bloom's Taxonomy, the act of creating something is the most challenging; while the act of remembering something is considered the least challenging (Griffth and Burns, 2014). Both differentiation and engagement are huge parts of the modern classroom environment, each have several different methods and techniques that can be used to suit the needs of the pupils either on a whole class or individual scale.

Research Methodology

When carrying out education research, selecting the most appropriate research method is of the utmost importance. One of the first choices the researcher had to decide was, whether to collect qualitative, or quantitative data or a combination of them both. We decided to use qualitative data research in order to capture the opinions of the pupils in more detail than

would be possible through a purely quantitative research method such as, only using surveys or questionnaires (Arthur et al. 2012).

While a case study approach is a useful qualitative research method, it focuses on the case as a whole (Cohen et al. 2018) and while this does not sound like a problem, the research question is focused on the pupil's engagement with the multiple different tasks and not the whole lesson. Another big problem is that case studies are very difficult to generalize, and the findings are only useful for similar cases (Kumar, 2014).

Action Research is about researching and then creating change. We examine what systems we currently use, how these could be changed and then why this change works or what could be improved further (Naughton and Hughes, 2008). In order to answer my research question, action research is a very valuable method. One of the benefits is that it can be used cyclically, meaning it can be used numerous times to refine our techniques and methods (Punch, 2009). In the end, I have decided to use a lesson-study research method. A lesson-study is a form of action research, which focusses on developing a teacher's knowledge in practice (Department for Education, 2009). This has similar benefits to normal action research, however, because it is specialised to gathering data that is taken over a single lesson it has a much quicker research cycle. The overall cycle is done by a group of teachers meeting to plan a lesson, then a single teacher teaches the lesson whilst the others observe it. After the lesson, the teachers get together and reflect on what has happened and how to improve, before the next teacher is observed. The cycle can continue for as long as necessary, however, it usually finishes when all the teachers have taught (Dudley, 2015). The next choice I had to make was what method of data collection I should use. I knew that if we were using the lesson study methodology then my partner and I would have to observe each other's lessons meaning we would have to develop an observation schedule focusing on the data that we wanted to gather.

When designing our observation schedule, we looked at our research question and focused on what we were trying to measure which for us was engagement. So, after some research we decided to use the Leuven scale to measure the pupils' engagement (Georgeson and Payler, 2013). However, the Leuven scale was originally designed to measure the engagement for primary school pupils, so my partner and I adapted it so we could use it in our settings. We had to decide on what sample size we were going to use as it would be impractical to try to observe and measure the engagement of the whole class. The sample size we had chosen was three pupils for each school. This allowed us to really focus on those pupils and a sample size of three engaging in three differentiated tasks was going to be challenging given the time available in a single lesson (Palaiologou et al. 2016). As for

what pupils to select for the sample, we decided that it would be a better representation of the class if we selected pupils based on previous attainment; meaning we would have a high, middle and low attaining pupil. We finalised our observation schedule (See Appendix One) into a simple table that could capture the engagement of Pupils A, B and C throughout the three tasks labelled 1,2 and 3. The table also included a section which allowed for the capture of any additional comments for each pupil. As part of planning the observation, we decided that it made the most sense to be a non-participating observer when in each other's lessons. We had chosen non-participating observers to keep the pupils' behaviour as genuine as possible. However, with any kind of observation the behaviour of pupils will always be different than in a usual lesson, this is because of the Hawthorne Effect. This is when people who know they are being studied, disguise or modify their usual behaviour or even act out in a negative way (Payne and Payne, 2004).

Getting some qualitative data from the selected pupils' feedback was going to be helpful when it came to planning and modifying the lesson for the following cycle. A focus group interview seemed like the best way to do this, as it allowed us to ask more complex questions (Baumfield et al. 2013). We decided to use a semi structured interview method which meant we had interview questions to ask which were open ended this meant we were not limiting the feedback we received (Drever, 2003).

Reflection is a major part of a lesson study, without reflecting on the lesson it is impossible to improve your professional development (Murphy et al. 2017). As a result of this my partner and I researched several reflection models. We decided to go with the Kolb learning cycle and created a reflection sheet adapted from this. The reflection sheet was made up of a table to capture our reflections, it includes four parts: what happened, reflect on experience, what I have learnt and putting into practice (Kolb, 2015).

Ethical consideration

When conducting education research there are several ethical considerations you must consider before you can start any research. The first issue is ensuring the anonymity of the pupils involved. I have done this by adhering to the guidelines outlined in BERA (2018). To ensure that the research was conducted in an ethical way, I had to make sure that I received voluntary informed consent from all of the participants (Brooks et al. 2014). However, since the participants were too young to be able to give their own consent, a letter was sent home to the parents or guardians with an information sheet that explained what the study involved. This included the fact that their child has the right to withdraw their assent at any point during

the study. The pupils were given the same information; however, they were shown how to withdraw their assent which was a very simple and non-verbal system where pupils turned a card over from green to pink.

Lesson study 1 Results and Analysis

My research partner and I got together to discuss and plan the first of our research lessons. Due to timetabling, I was the one to teach the first lesson. As stated before, my research partner and I had decided on a sample size of 3 pupils: Pupil A was high attaining, Pupil B was middle attaining and Pupil C was a low attaining pupil. My research partner and I discussed my ideas for the lesson and the 3 differentiation tasks. We decided that the tasks would be differentiated by use of a combination of scaffolding and Bloom's Taxonomy. The context of the lesson and tasks were left up to me. Luckily, for the lesson that the research lesson fell upon, I was moving on to a new topic, which meant that it was easier to create the three differentiated tasks. However, this might have influenced the pupils' level of engagement to begin with as they might have been excited to start a new topic (Griffith and Burns, 2014). The starter was simple exercise to introduce the topic. As part of the starter the pupils were given a HTML tags help sheet that was my method of scaffolding for this lesson. The tasks were based on the different levels of Bloom's Taxonomy. Task 1 was based on understanding; it was a fill in the blanks task, based on a combination of previous lesson content and HTML tags that they had on the help sheet. Task 2 was based on analysing; the task was to analyse the formatted text and using raw text and HTML tags to copy it. Task 3 was based on creating; pupils had to take what they had done in Task 2 and add an image to it using HTML tags, however at this point I removed the scaffolding. The first issue I had in the lesson was that the pupil we had in mind for my low attaining pupil removed their assent, so I informed my research partner and selected a different low attaining pupil.

During the lesson, I was very busy both teaching and assisting the pupils, however, while teaching I did feel that most pupils were engaged in the whole lesson. At the end of the lesson, I let Pupils A, B and C know who they were and asked them to stay behind for the focus group interview. The focus group interview collected some interesting data (See Appendix Four). When the pupils were asked about the tasks, they unanimously said that the second task was the most interesting. They felt all the tasks were challenging enough. While Task 3 was the most challenging they all said it was fun, however, this might have been due to the context of the task and not the level of differentiation. When the pupils were asked which task, they felt they learnt the most from, Pupil C said the first task while Pupils

A and B said the second task. They also followed up by saying that they felt like it was more independent work. When looking at those answers and with the results of the observation schedule (See Appendix Three), my research partner and I started to analyse the data. The data showed that while all pupils were engaged throughout the lesson, Task 2 had the highest level of engagement. We theorized that this might have been because the task was more independent and challenging, but the pupils still had the scaffolding in place if they needed to use it. Another noticeable aspect when analysing the data was that, apart from Pupil A, the pupils were less engaged in the third task. This could have been because the pupils found the third task more challenging and without the scaffolding to help them, they could not engage even though they felt that the third task was the most fun.

If I was to do the lesson again outside of the research structure, the only change I would make was to let the pupils keep the scaffolding for Task 3 so that I might keep them engaged (Griffith and Burns, 2012). However, when it came to improving the lesson for the following research lesson, my partner and I decided that there was not really anything to change apart from the need to end the lesson a little earlier, so we had time to ask the selected pupils the interview questions as the following lesson was at the end of the day. My research partner and I felt that we did not need to modify our observation sheet or our interview questions, however we felt that we should ask some follow up questions if needed.

Lesson study 2 Results and Analysis

Similarly, to the previous lesson my research partner and I got together and planned the lesson. Pupils A, B and C were selected from the pupils who returned the consent forms. The lesson planned for was at the end of a topic, this could have changed the pupils' engagement from the start since they might feel they know it all anyway (Capel et al. 2019). Similar to my lesson, the tasks were designed using the different levels of Bloom's Taxonomy (Simmons and Hawkins, 2009). Task 1 was based on remembering; the task was a recall activity of information on budgeting that they had done in previous lesson. Task 2 was based on analysing; the task was based on a past paper question about sources of finance. Task 3 was based on creating; the task was to create a cash flow forecast.

When I arrived at School Y to observe the lesson, my research partner informed me of the pupils selected to be observed. I sat in the back of the room out of the way to reduce the Hawthorne effect (Payne and Payne, 2004). The observation schedule that I filled in throughout the lesson (See Appendix Five) suggests several things. Firstly, it shows that Pupil A is engaged throughout the whole lesson, however, they were more engaged in Task

3. This could have been because they found tasks 1 and 2 too easy and were in a state of relaxation as mentioned earlier in flow theory (Csikszentmihalyi, 2002) (See Appendix Five). Secondly, it shows that Pupil B was fully engaged throughout the lesson, however, during Task 2 they were distracted by a peer. It could be argued that if Task 2 was engaging enough then this would not have happened. The observation results for Pupil C are the most interesting. They show that Pupil C was fully engaged in Task 1, however, for Task 2 and 3 their engagement dropped down to low engagement. This could be caused by several things, firstly Pupil C could have found Task 2 and 3 too challenging which caused them to become disengaged (Griffith and Burns, 2012). However, Pupil C had completed Task 2 and 3 which could have indicated that they found Task 2 and 3 too easy. It is hard to know which it was with the data that we collected, if we had reviewed the pupil's work after the lesson then it would have given us a clearer idea about which it is. When looking at the interview answers (See Appendix Six) it does not make the results clearer, all pupils felt that tasks 2 and 3 were the most interesting and that they had learnt the most from Task 2 as it was an exam question. All the selected pupils had completed the tasks and they all agreed that they felt challenged enough by all tasks.

If my research partner was to do that lesson again, they would have used some minus numbers in Task 3 to ensure that it was challenging enough to stretch the higher attaining pupils. Going on, for the following lessons my research partner has decided to have different tasks throughout the lesson with elements of numeracy and literacy to keep the pupils interested and engaged. To improve the lesson going forward into another lesson study, I would change the position I was sitting in the classroom. Being at the back, I found it difficult to know if a pupil was on task or just writing. The other thing I would think about changing is the observation schedule. I would modify it so it could take multiple results for each pupil on each task, there were times in my observation where Pupil C was fully engaged at the beginning of a task but by the middle they were disengaged.

Discussion of research findings

The research results suggest that differentiating the tasks can have an effect on the engagement of pupils. This effect can be both a positive and negative and is dependent on how well the differentiation is implemented. Getting the challenge level of the task correct will help keep the pupils engaged as flow theory explains (Csikszentmihalyi, 2002). From my experience the need to provide a form of scaffolding is just as important if not more, than getting the challenge level correct. However, some argue that scaffolding should decrease as the pupils learning progress (Capel et al. 2019). From the results of my lesson you can see that even though task two was harder than task one Pupil C, the low attaining pupil, was still just as engaged. It was only after the removal of the scaffolding that their engagement decreased. With scaffolding in place, pupils are able to work more independently, which from the focus group of my lesson was something that all pupils felt positive about (Lau, 2018). While this did not come up in the other focus group, they did comment that they felt they learnt the most from Task 2 which was a past exam question which they had to do independently. So the findings from both lessons, show that the pupils really enjoyed working independently this could be because of their age and their maturity, being at GCSE and A-level it makes sense that they will find more independent task useful as it will get them better equipped for their up coming exams. For my class, this means that with most challenges, as long as it is scaffolded correctly, even the low attaining pupils should be engaged in the task. From our findings, I can suggest that a strength of this method of using multiple differentiated tasks is that it makes sure that all pupils are being suitably stretched. Another strength is that with the differentiated tasks and scaffolding in place the pupils should be engaged in the task so that they can work independently. A weakness of this method is that it might require a lot more planning or a lesson that might already be complex. Another weakness was that if the challenge level of the tasks was misjudged, for example, if all the tasks are very challenging then a low attaining pupil will become disengaged in the lesson. On the other hand, if all the tasks are too simple then the high attaining pupils will not be stretched and will become disengaged (Capel et al. 2019).

Conclusion

The lesson study method of research is very specific form of action research and is useful for teachers to improve their professional development (Norwich and Jones, 2014). Lesson study is effective as it uses several cycles, meaning it can be used to refine techniques and methods (Punch, 2009). A lesson study is also specific which means it is able to answer complex research questions and due to multiple cycles, undertaken in multiple classroom settings, the results are not only detailed but it is easier to use the findings in other classrooms. However, due to time constraints, our lesson study was only able to carry out two cycles. My research partner and I aimed to ensure that their research could be replicated in different settings and we have tried to take account of the many variables. In order to draw more reliable conclusions, the number of variables would need to be reduced and the number of study cycles would need to be increased (Cohen et al. 2018). It is not possible to make generalised statements about our results, however, they have produced some interesting points that would benefit from further research.

One issue that needs to be resolved with the data collection is a change to the observation schedule. This is currently only able to record one level of engagement per task and instead needs to account for greater variability during tasks. The researchers found that pupils' levels of engagement varied during tasks and that they did not have a formal way to record this. It is also noted that due to only being able to make one recording of engagement per task it is difficult to know at which point the observer should record the engagement. This means that if a pupil is fully engaged at the start of the task, but is not engaged for the rest of the task the limitations on the observation schedule means that the findings can be dramatically be different depending on when in the task the observer records the engagement.

Another issue with the observation schedule is that it is prone to observer bias (Simpson and Tuson, 2003). Observer bias could have completely altered our findings in the research as it was the first time either myself or my research partner were observing the classes. This meant that we did not have a clear indication of how engaged the pupils are usually in their particular lessons. However, because the observation schedule was adapted from Leuven scale, we had created statements of what the levels of engagement might look like so that had negated some of the observer bias (Cohen et al. 2018).

Another issue due to the time constraints was the focus group interviews, because we were interviewing the three pupils as a group we did not get a clear indicator of all of their feelings, as sometime when one of the pupils answered the other two would just agree. It might have been better to interview them individually. However, for a couple of the questions the pupils

did discuss the answers as a group creating a more complex and interesting response which is an advantage of the focus group method (Coles and McGrath, 2010). We did not pilot any of our data capture methods before the first research lesson, this was due to my research partner and I, teaching in two different schools so it was hard to organize. However, piloting our observation schedule would have been useful as it would have shown us that we need to change it to make it record more information.

While the research has not come up with a defined answer for our research question, it has given my research partner and I some valuable research experience, as well as indicating possible areas for further research.

Recommendations

From the experience I have had during this research, if I was going to undertake a lesson study research again in the future, I would make several changes. Firstly, I would make sure that there would be more than two cycles, this would solve most of the issues I had with this research. Another change would be to make sure that I pilot some of the methods to remove any issues they might have before the research lesson. In future lesson study research, I think I will reduce other variables by making sure the research is undertaken in the same school as well as at the same key stage. Considering the research, I would recommend that more research has to be done on the importance of independent work and the use of scaffolding. Moving forward in my teaching practice, in light of this research I feel that I have to make that when lesson planning, I need to make sure that I am planning multiple tasks each with their own scaffolding and differentiation so that all pupils feel challenged as well as supported. I also need to make sure that I give pupils tasks that they can undertake independently with correct amount of scaffolding so that they do not get disengaged as the independent tasks seemed very important to the pupils in the research.

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