

APPENDICES

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: Monday 26th September. Lesson 4, Year 7
Where and When: <i>Context of the observation – subject/AOLE, general classroom context</i> Year 7 English lesson (Languages, Literacy and Communication). Just after lunch. It was the learner's first lesson in their set groups. They had previously had English lessons with a different group of learners. The very first activity was about the teacher getting to know the new learners' names and putting them into a seating plan. The teacher specifically put the learners next to people they did not know very well.
What happened: <i>a detailed description of the critical incident (the more detail the better to refer to in your later work)</i> The teacher set a task for the learners. Create an acrostic poem that describes yourself that will be stuck to the front of your English workbooks. The teacher started the lesson by giving the objective and then went on to show an example of the poem that he had done himself. "Last week I mentioned we'd be doing acrostic poems today. Does anyone remember what an acrostic poem is?" The learners asked lots of questions by putting their hands up. A learner gave an answer that the teacher loved. "What a great answer, that deserves a golden ticket!" Once the teacher had gone through his poem, he asked the learners to tell the person next to them something interesting about themselves. The teacher set a timer for three minutes to discuss their answers and once they were done, they had to tell the class what they had learned about their new friend. One minute into the discussions, the teacher played a short tune on the xylophone. The class immediately went silent. "Your three minutes aren't up yet, but I have heard some amazing discussions going on." "Learner X, you need to be strong, I know it's scary talking to someone you don't know very well but you can do this!" "Learner Y, you have said some really interesting things so far, keep going!" "Ok, two minutes left... go!" Once the time was up, the teacher played the tune on the xylophone again and asked the learners to give their answers by calling out people's names and making an obvious effort to remember the names of the new learners.
Areas of possible exploration: <i>what you think could be "under the hood" in these incidents? What avenues of research could you consider?</i> Instant feedback, behaviourism – rewards and motivation. Operant conditioning - positive reinforcement. Groupwork. Classical conditioning

Date and time, year group: Tuesday 27th September 2022

Where and When: Context of the observation – subject/AOLE, general classroom context
Maths lesson 1 – Interactive decimals game.

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

Learners were asked to play an interactive game with whiteboards. Learning decimals. The class started to get a bit rowdy as tensions arose. Learners were shouting out answers instead of just holding the whiteboards up. Learner X said to learner Y, "You're weird!". Learner Y said: "Not as weird as your face!". The teacher responded to learner Y: "Remember what happened yesterday when you were misbehaving?" "Yes sir?" "Do you want to lose your break again?". Learner Y continued to create noise, shout answers and make silly remarks. "Right!" said the teacher. "That's it. Outside please". The teacher took the learner into a separate room. The class settled once learner Y had left.

Areas of possible exploration: what you think could be "under the hood" in these incidents?
What avenues of research could you consider?
Operant conditioning. Negative punishment. ALN. ACE's?

Date and time, year group: Tuesday 27th September 2022

Where and When: Context of the observation – subject/AOLE, general classroom context
English. Lesson 4. After lunch.

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

Group work discussing the book they were learning about, using Jamboard to do so. Repetition and Inference. “What does this mean class? They weren’t children at all” said the teacher. Learner X put their hand up... “They weren’t children at all means that the children were hardened and became empty shells”. The teacher responded “I don’t think you can get that much information from just this quote.” The Learner went on to give their reason why they think they could and the teacher responded, “Ok, yes, amazing. I think you’re right. Well done on challenging me on that. Amazing work! Golden ticket for you!”

Areas of possible exploration: what you think could be” under the hood” in these incidents?

What avenues of research could you consider?

Groupwork. Feedback. Positive reinforcement – operant conditioning.