

A critical evaluation and the identification of next teaching a learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident.

Introduction

This essay discusses and evaluates an observed critical incident that has been identified following an observation in a classroom.

A 'Critical Incident' is an identified occurrence from an observation. The importance is based upon the word 'Critical', and this is because, the incident is evaluated thoroughly. "These incidents appear to be 'typical' rather than 'critical' at first sight, but are rendered 'critical' through analysis." (Tripp, 1993, page 24).

Following an observation, aspects of the incident are researched and relevant proposals for best teaching practise are evaluated. The critical incident is then reflected upon in order to identify the 'next steps' that are to be taken which can be implemented to improve teaching practise.

The concept of using critical incidents for the purpose of developing better teaching was brought about by Tripp (1993). He believed that this method allowed teachers to reflect upon and critically evaluate occurrences in their classrooms and this would, in turn, make them better teachers.

This essay is based upon Tripp's concept of observing critical incidents. One of the observed critical incidents will be focussed on during this essay. It will be discussed, evaluated and then reflected upon. This will allow for a better understanding of the relevant teaching methods. It will also allow for strategies made in order to enhance future teaching.

Observation

The school observed will be referred to as 'School X' throughout this essay to ensure confidentiality. It is essential to protect the identities of all observed individuals, thus, pupils and teachers that are mentioned will be kept anonymous. The guidelines set in BERA (2018) are followed in order to keep all information confidential and, therefore, ethical.

School X is gender mixed; English medium school with pupils ranging from 3 years old to sixteen years old. School X is situated in an industrial town and the area is relatively deprived. As of 2018, 32.2% of children in School X have free school

meals; this is significantly higher than the average percentage for the country, 18.4% (mylocalschool.gov.wales, 2019).

The secondary area of School X was where the observation took place. A class of 13-14 year old children were observed. The observed pupils were in their second year of secondary school. School X uses a 'setting' system in this year group meaning that individuals are grouped on their academic achievement. Therefore, classes are constructed of children who are of a similar attainment level and that are working towards the same, or very similar, target levels. The focus of this observation was on high attaining pupils in this particular age group. The class observed will be referred to throughout this assignment as 'Class A' and they are the highest attaining pupils in School X in their year group.

Methodology

The observation of pupils in Class A took place over a two-day period. During the observation period there was opportunity to observe other classes, but the observation was mainly focussed on Class A. Evidence of critical incidents was recorded on observation field notes and was reflected on after the lessons took place. The four sheets for observation and reflection can be found in the appendices. The questions on the observation field note sheets were adapted from Fletcher-Wood (2016). Fletcher-Wood constructed questions that should be considered in classroom observations in order to allow individuals to make improvements to their own teaching practice (Fletcher-Wood, 2016).

In research, when the idea being investigated is concerned with an interaction or individual's behaviour in a real life environment, then an observation is the most appropriate method (Kumar, 2014). Observation research allows for ecological validity as the observer is watching the event take place in an environment true to every-day life. Ecological validity is measured in order to determine whether findings can be easily generalised. For example, research that has 'high ecological validity' may be carried out in an environment without any artificial elements or interference. A limitation for observation research is 'observer bias' (Kumar, 2014). This can occur when the observer in the research is not objective in their recordings of the observation, and interprets observed behaviour in line with their own belief system. This is difficult to avoid but observers should be reminded of the importance to remain objective in their recordings beforehand.

There are two different types of observation for data collection purposes. One method is Participant observation, whereby the observer takes part in the activity that

they are observing along with the participants. The alternative method is non-participant observation where the observer remains independent from the activity they are observing (Kumar, 2014). For the observation undertaken the latter approach was the most appropriate, due to the fact, it allowed the observer to sit at the back of the classroom without interfering with any classroom activity. This, again, allows for more realistic, ecologically valid, data. Additionally, a non-participant observer allows for a more ethical and objective observation. When researchers/observers assign themselves roles in their own research activity, it is possible that the research purpose can be lost and that they are unable to present themselves as objectively as if they were not involved with the activity at all (Hanes et al, 1973).

On the other hand, if the individuals being observed are aware they are being observed it can give rise to certain effects that pose limitations in research. In observations, participants may act differently to how they normally would, despite the fact they are in their every-day environment. The 'Hawthorne Effect', in research, refers to this behaviour. (Kumar, 2014) In a classroom environment it could mean that both the pupils and the teachers do not show an authentic reflection of their general interactions and behaviour due to the fact they are aware of the observer. Despite these limitations, a non-participant observation was chosen, as it is believed to be most appropriate approach when it comes to obtaining evidence of critical incidents in the classroom.

Critical Incident linked with Donaldson

For the purpose of this essay, one observed critical incident would be discussed (see appendix A for observation field note sheet). Class A were in a science lesson based upon data collection. Specifically, the pupils were asked to measure their height and head circumference and, later in the lesson, this would be compiled to create a scatter graph that included the measurements of all the pupils in the class. Due to the nature of the task, this was a relatively practical style lesson. Once the pupils had collected their own data, the teacher led an instruction that addressed the next task, which was to create the scatter graph. The teacher placed instructions on the board that the pupils could follow to create their class scatter graph. The process of instructing children in this way is referred to as 'Scaffolding' (Vygotsky, 1978). Scaffolding "enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts." (Wood et al, 1976, p. 90). As mentioned above, the pupils in Class A were high attaining children and from the observation it seemed as

though the pupils found the task to be quite simple. When considering the attainment level of Class A, it could be argued that Scaffolding their learning may not have been necessary.

Donaldson (2015) reviewed the teaching of the curriculum that is currently being taught in Wales. In his report, Donaldson proposed four purposes that should be considered in teaching. One of those purposes refers to teachers encouraging learners to be 'ambitious' and 'capable'. This suggests that teachers need to acknowledge the importance of task difficulty. Teachers need to prepare tasks that encourage pupils to have an ambitious drive, and Donaldson proposes that this will benefit them in later life.

After setting the children on task, the teacher was positioned at the front of the classroom and was speaking to a group of pupils. Meanwhile, a child at the back of the classroom, who will be referred to in this essay as 'Pupil Z', became aware that the teacher was otherwise engaged. Pupil Z proceeded to throw their ruler at another pupil in the class. Donaldson (2015) also proposes that teachers should provide pupils with the knowledge and understanding they need to develop into informed and ethical adults. This involves aiding them in their understanding of right and wrong and their guiding their perceptions of what is, and is not, appropriate behaviour.

Due to the fact that the teacher's engagement was focussed elsewhere, it is difficult to conclude whether or not they saw the incident occur. From the observation, however, it was reported that the teacher did not discuss the incident with Pupil Z.

Literary Review

The observed critical incident is concerning the misbehaviour and disengagement of Pupil Z at the back of the classroom when the teacher was otherwise engaged. The first area of evaluation is establishing why the incident itself occurred and whether it can be linked to the method of teaching exhibited during the lesson.

Class A are set as the highest attaining pupils, for their age group, in School X. So it can be assumed that the individuals in the class are capable of demonstrating a considerably high standard of work.

The teacher used the method of Scaffolding in order to set the pupils onto their task of creating a scatter graph. This method of teaching is most appropriate for children who are not capable of producing the work without prompt. It could be argued that this is not true of Class A. The method of 'Scaffolding' is based upon on the idea of 'Zone of Proximal Development' (ZPD) (Vygotsky, 1978). The ZPD refers to the level

of skill that is just beyond the pupil's present skill level. The pupil can achieve this skill level with guidance and instruction, but is unable to achieve it independently. Scaffolding refers to the method that is used to allow pupils to achieve the skill level at their ZPD. For example, if the pupil is not able to produce a piece of writing independently but is able to produce the piece of writing when the teacher presents them with sentence starters this is the pupil's ZPD. In this example, the sentence starters given by the teacher demonstrate the method of Scaffolding.

It is argued that a large proportion of learning happens when the pupils are in their ZPD (Zygotzky, 1978), which provides an explanation as to why, Scaffolding is a popular method used in the classroom, to enhance the pupil's capability. The method has shown to be effective in assisting individuals in learning a new language; concluding that gradual increase in difficulty, paired with a gradual drop of guidance was effective in the learner's progress (Nassaji and Cumming, 2000). Evidence for the success in this teaching method was also supported in 2014, where a group of students were tutored using the Scaffolding method and made significant progress in their writing and were also able to apply learnt strategies more effectively (Shooshtari and Mir, 2014).

Research has shown Scaffolding to be an effective teaching method when implemented correctly. However, there is evidence to suggest that when not implemented in the correct way, Scaffolding cannot only be ineffective, but can hinder a pupils learning (Shabani, Khatib and Ebadi, 2010). If a pupil is able to do the task without guidance, they are not in their ZPD. When a pupil is then given such guidance they may become passive in their learning because they are not working to their level of their capability. Which could be argued is what occurred during this observation.

When designing classroom tasks, it is important to ensure that the task is an appropriate level of difficulty for the pupils that are being taught. It is argued that allowing children to work out problems for themselves can be more effective than giving them constant guidance. Researchers have argued the purpose in education is not to impart learning but to allow children to problem-solve independently (Bruner 1961). This concept is also implemented in Bjork and Bjork (2011). Bjork argued that tasks are more effective when they are at a considerably, or desirably, difficult level, and when independence is encouraged. He placed importance on allowing pupils to generate their own answers to questions, as opposed to, teachers guiding them with the answers. It was argued that by allowing pupils to generate answers, the relevant information is encoded into the long-term memory more effectively than when pupils did not have to do so.

It could also be argued that the reason the critical incident occurred, was not solely related to the difficulty of the set task, but the reason why Pupil Z's disengagement itself occurred.

The 'Zones of Regulation' (Kuypers and Winner, 2011) explain how to ensure that engagement is met. The zones refer to the children's mental state when they are being presented with a task. It is argued that the 'Green Zone' should be aimed for, as it is the optimal zone for learning. A pupil in the 'Green Zone' is calm, ready to learn and is in an alert state. They are more able to engage with difficult tasks as their alertness is heightened and their anxiety is low. The Green Zone in learning is linked to a concept of being a 'Yes Brain Child' (Siegel, 2018). A 'Yes Brain Child' is eager to learn new skills and is keen to undertake challenging tasks. This is highly associated with Kuypers' 'Green Zone' of regulation. The concept Siegel has put forward has been highly respected and adapted to produce behaviour management strategies.

Linking the above literature to the observed critical incident, it could be argued that its presence was related to teaching practise. The evaluation suggests that there may be some association between, why the Pupil Z was not engaged in their task, and chose to instead throw the ruler, and the nature of the task itself. Research suggests that the teaching method that was used in this observation is effective (Nassaji and Cumming, 2000). But there is also the argument that implementation of such a method needs to be carried out correctly. When it is carried out incorrectly learners may become passive and disengaged (Shabani, Khatib and Ebadi, 2010). Due to the fact, Class A are high attaining individuals, it could be argued that in this case, Scaffolding was not the most appropriate method. Another explanation could be found when considering the 'Zones of Regulation' (Kuypers and Winner, 2011). The disengagement and misbehaviour of pupil Z may have occurred due to the fact he was not in the 'Green Zone' of regulation. When in alternative zones, children are less likely to engage and perform well in tasks, as they are not as eager to learn. They are also more likely to misbehave.

In addition, disengagement can also be due to associations. In the observed critical incident, the teacher in the classroom was focussing their attention on one area of the classroom. This was due to them being asked questions by a group of pupils at the front of the classroom. When considering behaviourism, it can be seen that people can learn behaviour due to 'Classical Conditioning' (Pavlov, 1897). The conditioning aspect has been highly recognised and adapted to explain different elements of human behaviour. 'Classical Conditioning' refers to when behaviour occurs due to associations made in the individual's environment. For example,

Pavlov's original experiment involved him continuously exposing dogs to the sound of a bell before giving them food. After a number of exposures, the dogs associated the sound of the bell to the given food and would salivate at the sound of the bell even when no food was presented afterwards. This can be applied to many aspects of human behaviour, such as explaining why a baby cries (Bowlby, 1958).

This concept can also provide a potential explanation for why the observed critical incident occurred. The teacher was focussed on one group of pupils at the time the critical incident occurred. In the terms of 'Classical Conditioning', this could mean that Pupil Z is aware that the teacher is not fully focussed on the remaining pupils in the class and understands that if they are disengaged from the task the teacher is unlikely to punish them for this behaviour. Punishments and rewards work as 'Reinforcers' that make associations stronger and this is known as 'Operant Conditioning' (Skinner, 1938). If a behaviour is carried out, such as completing a piece of writing in class, and the behaviour is then rewarded, for example by giving praise, then the behaviour is more likely to reoccur (Benier et al, 2012). This works in the same way for punishment. If behaviour is carried out, such as shouting across the classroom, and the individual is punished, given a detention. Then the behaviour is less likely to reoccur (Benier et al, 2012).

In the observed critical incident, Pupil Z is aware that the teacher is focussed on one group of pupils and the attention from the remaining pupils is removed for a short period of time. When relating the incident to the research, Pupil Z may have made an association between the window of time where the teacher's attention was removed and the potential allowance to misbehave without repercussion due to 'Classical Conditioning' (Pavlov, 1897). The association may have strengthened due to the fact that no punishment was given to Pupil Z. If the pupil was punished the behaviour would have been less likely to reoccur in the future (Skinner, 1938).

Reflection

Critical reflection is a tool that is used to evaluate aspects of an activity that has been carried out. It considers what went well and worked effectively, and what did not work so well and how could it be improved. In this observation, 'Assisted Reflective Conclusion' (ARC) sheets were filled in for each observed critical incident (see appendices E-H). The questions in the reflection sheets are structured based upon Fletcher-Wood (2016) and were completed with the purpose of enhancing understanding of the observed critical incident, in order to better teaching practise in the future.

On reflection, the critical incident may have occurred due to a number of factors. The first factor that is being considered is whether the teaching method for the set task was appropriate for the observed class. As mentioned above the teacher used 'Scaffolding' as their teaching method. It could be argued that this is not the most appropriate teaching method, when considering Class A's attainment level. Research has shown that when implemented in situations where the pupils are not in their ZPD it can hinder their performance and encourage passive learning (Shabani, Khatib and Ebadi, 2010).

When considering the 'Zones of Regulation' (Kuypers and Winner, 2011) it can be assumed that Pupil Z was not in the 'Green Zone' at the time the incident occurred. This assumption comes from the fact that the 'Green Zone' is associated with a pupil being ready to learn and focussed. Upon reflection, Pupil Z did not demonstrate these qualities during the observation.

Upon reflection, it seems that the above concepts, when paired together, may have given rise to Pupil Z's misbehaviour (the throwing of the ruler).

Another aspect considered, is the theory that behaviour is learned through associations. When considering research in this area it can be seen that pupil's behaviour is highly linked to past experiences. Considering classical conditioning (Pavlov, 1897), Pupil Z may have learnt that when the teacher is not focussing on them directly they are able to misbehave without consequence.

This observation was carried out in order to better understand critical incidents in the classroom and develop strategies in order to develop best practice in my own teaching. In order to achieve this, future steps need to be considered.

Reflecting on this observation I have understood that when teaching, the tasks that I create need to be relevant to the pupils in the class that I am teaching. In order to achieve this I will make specific considerations when planning my lessons, such as taking attainment into account. I understand that by making a task too easy or too difficult it can affect the way a pupil learns. I will ensure that I will follow the literature in order to ensure that I am using the appropriate teaching methods. I will aim to encourage the pupils in my class to be working in their ZPD to optimise their learning as Vygotsky (1978) suggested.

I will also ensure that some of my tasks are 'desirably difficult' (Bjork, 2011). In addition to this, I will allow time for pupils to generate their own answers to topic questions when I see fit. The research suggests that by doing this the taught information will be more likely to be encoded into long-term memory.

I will, to my best ability, encourage the pupils in my class to be working in the 'Green Zone' of regulation (Kuypers and Winner, 2011) when I teach my lessons. I

understand that this will make them more eager to learn which should, in turn, mean that more learning takes place during my lessons.

I will also try my best to direct my attention to the class as a whole to ensure that the pupils are behaving. I understand that this is not always possible, and that it is unrealistic to assume that misbehaviour in the classroom can be avoided at all times. Although, if I do observe misbehaviour in the classroom when I am teaching I aim to employ the method set by Skinner (1938), and give punishments to pupils that misbehave, so that the misbehaviour is less likely to reoccur. I will also provide rewards to pupils that are engaged with the set tasks and behave well in the classroom in order to reinforce the good behaviour; this will aim for better and more productive lessons.

Conclusion

To conclude, the observed critical incident involved Pupil Z throwing a ruler at another pupil in their class when they were meant to be completing a task set by their teacher. This may pose questions as to whether the teaching method was appropriate for Class A, whether Pupil Z was in the correct frame of mind when the incident occurred and whether the Pupil Z's behaviour adapts depending where the teacher's attention is focussed. Overall, the observation has allowed for critical evaluation on aspects of classroom activity. Evaluation and reflection are highly important in order to improve teaching practise. When reflections are carried out it allows opportunity to improve and learn new strategies and the more that this takes place the more the teacher will benefit.

In Wales, there are new Professional Standards for Teaching and Leadership that place a high importance on reflection in order to better teaching practice. Following the Donaldson Review (2015) many aspects of the education system in Wales aim to improve by focussing providing pupils with skills that will assist them in their adult life. To meet these goals, teachers must also strive to improve their teaching practise in order to meet the new standards for practitioners in Wales. It is argued that reflection is an effective way of achieving this.

In summary, the observed incident has been evaluated critically in order to demonstrate the way, in which, teaching practise improves with experience and also reflection upon the experience. By reflecting on critical incidents when they occur a better understanding is achieved. Reflection is a key method in teacher's professional development and the considering the implementation of the new curriculum in Wales in 2022, it could be an effective tool in aiding teaching practise.

Appendices

Appendix A

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 8 (set 1) Science Class.
Classroom culture (Are the students focused on learning?) The lesson was relatively practical with both children and teacher walking around the classroom. The focus was on learning through a, practical, data collection task.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Students would be able to each measure their height and head circumference. Students would create a dataset of all of the measurements for each class member. Students would create a scatter graph for the data that they collected.
Direction (Are the students clear about what they are doing and how to do it well?) Students are clear on what they are doing as they are confidently measuring their height and head circumference with tape measures and metre sticks. There is a list on the board that gives the students instructions on how to construct their own scatter graph. Students know that if they follow the instructions they will be doing the task correctly.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) All students engaged with the task, as every student in the class has to collect the measurements of their height and their head circumference. Children did not seem to be challenged, as they all seemed capable of carrying out the task with little/to no help and by placing the instructions of the board the task was easy for the students as all of the information they needed to carry out the task was given to them.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher gauges the students understanding by asking the class questions about the data they had collected and the graph they had constructed at the end of the lesson.
Specifics / Critical Incidents Are there particular telling moments and examples which it would be helpful to discuss? Due to the practical nature of the lesson there was not a very structured environment for the children to work in. This seemed to excite the children, as they were able to walk freely around the classroom. They were not able to do this in other subject areas. When it came to the students constructing their graphs they were more

excitable than usual. The teacher was at the front of the classroom talking to a group of children when a group of children at the back of the classroom started to throw rulers at the children in the row in front of them. The teacher was focussed on helping the children at the front of the class with their graphs and did not notice the incident

Appendix B

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details:

Year 11 - Resit revision class (English Literature – ‘Of Mice and Men’ focus)

Classroom culture

(Are the students focused on learning?)

Small class of 10 pupils. Teacher was reading extract from novel to the class (positioned stationary at her desk). Children followed the text, answering questions and filling in a character profile sheet.

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

For the students to gain a deeper understanding of the character ‘Crooks’ in the novel ‘Of Mice and Men’.

To critically analyse the conversation the conversation with Lennie.

Direction

(Are the students clear about what they are doing and how to do it well?)

Students are clear on what they have to do and know they have to complete their character profile sheets by the end of the lessons. They are also in an on-going class discussion where the teacher is asking questions to each student. Students will be praised if they answer a question correctly.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Students are answering the teacher’s questions on the character in the extract. The students are challenged as the teacher is asking questions to students throughout which confirms their understanding. The students are challenged as the teacher will ask each student a question (no hands up) and the teacher allows students to generate their own answers without prompt.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

Throughout the lesson, students answer questions about the character ‘Crooks’ from the extract. At the end of the session the teacher asks the class questions about how the children could link the information they have learnt to the exam.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

The child is sitting at the back of the classroom and he is not engaging with the task like the rest of the pupils. His phone was not switched off and had gone off during the lesson and this distracted the other students in the classroom. The teacher did not comment on this incident despite the fact it had caused the distraction and the teacher carried on reading from the board. The child then proceeded to use his phone under the desk and was not concentrating on the task.

Appendix C**OBSERVATION / FIELD NOTES**

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19
Lesson details: Year 8 (set 1) IT lesson.
Classroom culture (Are the students focused on learning?) The students are focussed on learning about ways to keep themselves safe on the Internet. They are working through online workbooks on a surface device. Whilst the teacher went through the relevant information on the board.
Objectives (Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?) Students should understand the key phrase 'trolling'. Students should understand the moral implications of 'trolling' and cyber bullying.
Direction (Are the students clear about what they are doing and how to do it well?) Students are clear about what they are doing as they know they have to finish the workbook by the end of the lesson the teacher has many classroom discussions to guide their learning.
Access and challenge (Are all students able to engage in the lesson? Are all students challenged?) The students engage with the lesson by discussing the topics of 'trolling' and 'cyber bullying'. They also shared their opinions on the topics with the rest of the class and the teacher. The students seemed to be challenged as they were dealing with words they had not encountered before.
Assessment How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching? The teacher assessed the children's prior knowledge at the start of the lesson by doing a quiz as a classroom activity. During the lesson children were asked questions about the information they were covering during the lesson (centred on trolling online). There was no method used to assess the learning at the end of the lesson.
Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

During the lesson, the children were working from surface devices instead of from computers. It seemed that there were a lot of technical difficulties with the devices as many students were continually reporting that their device was either not compatible with the electronic worksheet they were working through, or that there was general issues with logging into the devices. This meant many of the individuals were left with no work to do and one child just sat at the back of the class for the whole lesson without partaking in any of the independent tasks.

Appendix D

OBSERVATION / FIELD NOTES

(Questions adapted from Fletcher Wood (2016))

Date: 26/09/19

Lesson details:
Year 8 – Set 1, French class

Classroom culture

(Are the students focused on learning?)

The pupils are focussed on learning about different family members in French and how to construct sentences about their personal family

Objectives

(Is there a clear purpose to the lesson? How do the lesson activities promote that purpose?)

Pupils should understand how to describe their family in French.

Direction

(Are the students clear about what they are doing and how to do it well?)

Pupils have a workbook to finish, which it is peer assessed and they understand that to be successful they have to use correct translation.

Access and challenge

(Are all students able to engage in the lesson? Are all students challenged?)

Students seem to be challenged by the lesson but they do not all seem to be fully engaged as some were observed playing with toys whilst they were meant to be working.

Assessment

How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?

The pupils learning was assessed through questioning before and during the task followed by peer assessing of the workbooks.

Specifics / Critical Incidents

Are there particular telling moments and examples which it would be helpful to discuss?

Pupils in the class were playing with toys instead of engaging with the task. The teacher did notice but did not punish them for this.

Appendix E

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Throwing ruler at the back of the classroom.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? <i>"What are your feelings regarding the experience?"</i>	I feel like the experience shows how easy it is to for children to lose their concentration and focus on the task. The child involved was not engaged with the task and was distracted by the ruler that was given to him in order to produce his scatter graph.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	It seemed that the children generally found the task very simple in terms of their ability to complete it. Bjork found that children learn better when the task is desirably difficult and they are able to generalize their own answers (the teacher put instructions on how to complete a scatter graph on the board. If you consider behaviorism – it could be argued that the children in the classroom are conditioned to associate practical tasks with being more excitable and messing around more. It also could be argued that children are classically conditioned to misbehave when they know a teacher is not aware of what they are doing (the teacher was at the front of the class unaware of the child throwing a ruler at another child in the class). If a child is not caught and told that their behaviour is wrong, it is likely to be repeated.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The students in the lesson seemed to engage with the task well and found the topic interesting. I think the structure of the lesson could be kept the same. Students seem to enjoy learning in a practical setting.
Casgliadau a chymau <i>Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	Instead of giving pupils a list of instructions in order for them to make a scatter graph. Let the students give it a try without the prompt – this would allow for more challenge and possibly better learning. The teacher should make sure to circle the class fully so that they are just as aware of what is going on at the back of the class as they are at the front. This would ensure that the students are behaving more suitably and give the teacher the opportunity to tell the child that throwing the ruler was wrong.

Appendix F

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): Child on phone in class.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel that this experience has shown me that children will sometimes easily be lead off task. I think that the phone going off distracted this student and the teacher did not comment on the distraction he felt that he could further his disengagement and reply to the text that he had received.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	When considering the behaviorist theories it would suggest that when the child's phone went off during the class task, he expected the teacher to react negatively. As the teacher ignored the phone going off and continued reading from the board the student realised that he would not get punished for being disengaged from the task and went on his phone anyway. Again, the teacher did not comment on the incident so the behaviour is likely to reoccur.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	The majority of the class was very engaged with the lesson and responded well to the small class size and every class member contributed to class discussion. Students were challenged as they were all answering questions and generating answers without prompt
Casgliadau a chymau <i>Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	In order to ensure that the class members do not get distracted by the use of phones during classroom activities – the teacher should ensure to reinforce the rules of not using phones in class at the start of a lesson. If a student is using their phone during class or a phone goes off during the lesson, the teacher should reinforce the rules and ask the individual student to turn their phone off and put it in their bag and remind them of the distraction they cause.

Appendix G

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): A child did not partake in any independent working due to technical issues with his classroom device.

Profiad/ Experience	
Teimladau/ <i>Feelings</i> Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?"	I feel like this experience shows the importance of having 'back up' resources when dealing with technology in the classroom. A lot of time could have been saved if the individuals who could not access and complete the work were able to have a hard copy to hand write on. Especially since the internet was not used during the lesson.
Cofio a Deall/ <i>Remember and Understand</i> "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?"	The incident demonstrates the importance of planning a lesson adequately.
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?"	The lesson structure was very effective, especially the quiz at the start of the lesson to re-cap the students on what they had done in the lesson prior. The students enjoyed expressing their opinions on online trolling which benefitted the class engagement.
Casgliadau a chymau <i>Conclusions and actions</i> "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?"	If the devices were tested prior to the lesson then the incident would have been avoided. To ensure that the most is made of the hour lesson, it is beneficial that students have the resources they need to complete the tasks. Another solution would be to provide hard copies of any online resource if necessary.

Appendix H

Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model

Dyddiad/Date: 26/09/19

Digwyddiad critigol (Ffocws)/Critical incident (focus): A group of pupils played with toys instead of completing their task.

Profiad / Experience	
Teimladau/ <i>Feelings</i> <i>Beth yw eich teimladau ynghylch y profiad?</i> <i>"What are your feelings regarding the experience?"</i>	I feel like this experience shows that children will sometimes get distracted from their tasks and that, as a teacher, there is a great responsibility to address pupil's disengagement. I do believe that the toys that the pupils were playing with should have been confiscated as they were causing distractions in the lesson.
Cofio a Deall/ <i>Remember and Understand</i> <i>"Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?"</i> <i>"Can you list the aspects of the incident in the context of learning?"</i>	Zones of regulation could be discussed due to pupils not being in the green zone of learning which caused disengagement
Gwerthuso a dadansoddi/ <i>Evaluate and analyse</i> <i>"Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?"</i> <i>"What could be kept the same to ensure effective teaching and learning in the future?"</i>	I think the tasks were of an appropriate level for the class and the structure was effective.
Casgliadau a chymau gweithredu/ <i>Conclusions and actions</i> <i>"Beth yw eich atebion posibl i'r mater a nodwyd?"</i> <i>"Beth y gellid ei wneud nesaf?"</i> <i>"What are your possible solutions to the issue identified?"</i> <i>"What could be done next?"</i>	I would have confiscated the toys in order to ensure that the pupils completed their task.
Y profiad newydd / Transformed experience	

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