

Appendix 1

Monitor Pupil Involvement in Collaborative Learning using The Leuven Scale for Involvement

Leuven Scale for Involvement		
Level	Involvement	Signals
1	Extremely Low Involvement	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low Involvement	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space or be distracted by what is going on around them.
3	Moderate Involvement	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High Involvement	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely High Involvement	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Checklist Observer: _____

Time Scale: _____

Appendix 2

Tick if Involvement Observed (include time next to tick)	Child A	Child B	Child C
1) Extremely Low		/ - 1.52pm	/ - 1.37pm / - 1.49pm / - 1.40pm / - 1.52pm / - 1.46pm
2) Low		/ - 1.37pm / - 1.46pm / - 1.40pm / - 1.49pm / - 1.43pm	/ - 1.25pm / - 1.34pm / - 1.43pm / - 1.31pm
3) Moderate		/ - 1.25pm / - 1.34pm / - 1.28pm / - 1.31pm	/ - 1.28pm
4) High	/ - 1.25pm / - 1.34pm / - 1.28pm / - 1.37pm / - 1.31pm		
5) Extremely High	/ - 1.40pm / - 1.49pm / - 1.43pm / - 1.52pm / - 1.46pm		
Observational Comments (include time of observation)	Takes control of activity – 1.40pm Gives partner support – 1.43pm Adds reasoning to answer – 1.46pm	Partner would not share ideas – 1.37pm Distracted between questions – 1.52pm Would not share ideas with partner – 1.46pm Did not answer question – 1.49 One worded answer – 1.43pm	Happy to let other control the activity – 1.40pm Put hand up then put it down – 1.25pm Distracted between questions – 1.49pm One worded answer – 1.34pm
Pupil Comments (include time of comments during the lesson)	Offered answer but could not share answer with partner. Gave reasoning to answer.	Did not support answers with reasoning.	Not confident in response to questions. Waited for others to answer for him.

Appendix 3

Transcript lesson 1

Lauren Jones (L.J): What did you learn during the lesson?

Child 1: Emotions

Child 2: Slow motion

L.J: We have learnt about emotions. Can you tell me some of the emotions we learnt?

Child 1: Some angry

L.J: Anything else?

Child 1: Happy

Child 2: Happy

L.J: Happy da iawn. Anything else?

Child 1: Lonely

Child 3: I already said lonely!

L.J: Da iawn fantastic

Are there parts of the lesson you enjoyed?

Child 2: (put hand up)

L.J: Yes (child 2 name)

Child 2: The happy bit

L.J: What's the happy bit?

Child 2: Party

Child 1: My favourite bit was when he had the red stuff around his mouth.

L.J: Who Albert? At the end of the story?

Child 3: Yeh that was my favourite bit

Child 2: Me to

L.J: When he found out at the end he was...

Child 1: Happy!

Child 2: He had lipstick all over him

Child 1: He was very very happy.

L.J: Were there any parts of the lesson you didn't enjoy? Or you thought wasn't very good?

Child 1: (put her hand up)

L.J: Child 1 name

Child 1: The sad part

L.J: what were the sad parts?

Child 1: Hum when he was lonely and sad

L.J: so, you didn't like...

Child 1: And.... There were no parties

L.J: Anyone else not like any parts of the lesson?

What about the drawing you had to do?

Child 1: Yeh I liked that!

Child 2: I loved that!

L.J: What did you think of the part of the lesson when you had to work with a friend? When miss Jones said discuss with your partner?

Child 1: I don't know that word!

L.J: You don't know the word discuss? So, if I said talk to your friend remember? What did you think of that?

Child 1: We think of...um...doing every single emotion there is.

L.J: That's what you thought of talking with your friends?

Child 1: (child's name) kept changing her mind to um doing like some of the questions and emotions.

L.J: She kept changing her mind, did she?

Did anyone else like talking to their partner? In the lesson?

Child 2: (put her hand up)

L.J: You liked it did you Child 2 name? Why did you like it?

Child 2: (looked unsure and didn't answer)

L.J: Don't know, not sure, ok. Why did you like talking to (Childs name)? do you remember?

Child 2: (Shook her head)

L.J: its ok

How did you feel when you had to talk about your ideas to your friend?

Child 1: I feel confident

L.J: Oh, confident lovely. Anyone else? When you spoke to your partners how did you feel?

Child 3: I don't know

Child 2: (put her hand up)

L.J: how did you feel Child 2 name?

Child 2: Upset (quietly)

L.J: Why did you feel upset?

Child 2: Because the bear was lonely

L.J: Because the bear was lonely you didn't want to talk about it did you?

How did you feel when you had to talk about your ideas to everyone else in the class? When you had to talk?

Child 2: Happy

Child 1: Happy

L.J: Why did that make you feel happy? You don't mind talking, do you?

Child 1: Nothing.

Appendix 4

<i>Experience</i>	
Autobiographical lens: Describe what happened? what were you thinking/ feeling? What was good and bad about the experience? Make sense of the situation Conclusion (what else could be done) Action plan (if it rose again what would you do)	We used the 'think, pair, share' strategy to get children involved in talking about different emotions and feelings. We used 'think, pair, share' strategy to see if children could understand how the bear was feeling from looking at an image of 'Albert LeBlanc' story without seeing a picture of his face. Overall, I felt that the children understood the activity and the learning objective of understanding emotions however using the 'think, pair, share' strategy with such young children in a big group, did not work as effectively as we originally thought. The language I used was an implication to the lesson and identified in the interview some children did not understand the words I used (discussed) this may have impacted on the effectiveness of the 'think, pair, share' strategy. In the following research lesson. My research partner will conduct the research lesson focusing in a smaller group of children. Furthermore, my research partner will ensure she uses simple terminology that children can understand and relate to. We also noticed that the children found it challenging to share. For example, with the paper plates and sharing opinions on different feelings. So, in tomorrow's research lesson we will adapt the lesson plan and classroom management to see if this improves communication between children and help the 'think, pair, share' strategy.
Student Views:	From the interview with the research focus children we have been able to determine cues to improve teaching and learning. These include: • Using simple terminology that is easy to understand and to respond to.
Colleagues Views:	From gaining feedback from my research partner. We have discussed a range of possible solutions to support the application of the 'think, pair, share' strategy. These will include: • Reducing the class size. This will hopefully increase the involvement of the three focus children as a result of the strategy. • Within the focus group interviews research partner highlighted my use of prompting works that I was not aware I was using. By using prompting questions and words within interview could of caused biased results, and the results may not be a true representation of the learning strategy outcome.
Theoretical Lens:	• The Education Endowment Foundation (2018) suggests that when pupils work in small groups, collaborative learning is more effective • Cowling (2017) suggests when working in smaller groups it will make the more introvert pupils feel safer when speaking in small groups instead of speaking in front of the whole class

Appendix 5

Tick if Involvement Observed (include time next to tick)	Child A	Child B	Child C
1) Extremely Low			/ - 1.31pm / - 1.49pm
2) Low		/ - 1.34pm / - 1.40pm / - 1.43pm	/ - 1.25pm / - 1.43pm / - 1.28pm / - 1.46pm / - 1.34pm / - 1.52pm
3) Moderate	/ - 1.28pm	/ - 1.25pm / - 1.46pm / - 1.28pm / - 1.49pm / - 1.31pm	/ - 1.40pm / - 1.37pm
4) High	/ - 1.25pm / - 1.49pm / - 1.34pm / - 1.46pm	/ - 1.37pm / - 1.52pm	
5) Extremely High	/ - 1.31pm / - 1.43pm / - 1.37pm / - 1.52pm / - 1.40pm		
Observational Comments (include time of observation)	Enthusiastic to answer question – 1.31pm Gave answer – 1.37pm Agreed with other children – 1.43pm Listened to other pupils' opinions before answering – 1.28pm	Distracted by others – 1.34pm Moving on carpet – 1.40pm Disagree with a child – 1.28pm Went to toilet/ disconnected from activity – 1.43pm	No response to question – 1.31pm Moves away – 1.49pm Day dreaming and fidgeting Does not initiate convocation with other children Puts hand up then puts it down – 1.25pm
Pupil Comments (include time of comments during the lesson)	Chatting and demonstrating what to do Speaking loudly – wanting opinion heard – 1.52pm	Easily distracted by others – 1.31pm Single word answers to questions Question answered with reason -1.37pm	Gives one-word answers – 1.34pm Distracted by others

Appendix 6

Lesson 2 – Transcript

H.S – what did we learn in the lesson you just did? What did we learn in the activity?

T- crying

H.S – crying, that's it.

T – angry

Sameer – Wedi blino

H.S – where there any parts of the lesson that you enjoyed? So, what did you like doing in that lesson and activity? What was your favourite part?

S- ummmmmm

T – my one was doing the bear, I liked doing the bear.

H.S – what part of doing the bear did you enjoy?

T- ummm

H.S – what else?

H.S – what did you like doing Sameer?

S – I liked doing..drawing

H.S – drawing?

S and T – Yeah

H.S – was there anything else you liked doing?

S – going to sleep and going to school

H.S – what about in the activity we just did?

S – ummm

H.S – were there any parts in the activity we just did, with the book and the bear and talking about are

feelings, was there any part you didn't like?

T- I... I don't know

H.S – you don't know? That's ok.

H.S – Zane, were there any parts of the activity you enjoyed?

Z – drawing

H.S – you didn't like drawing did you?

Z – shakes head

H.S – why is that?

Z – Because I didn't want to.

H.S – that's fair enough

Z -tired

Z – your tired are you?

T – yeah I woke up at 5 o'clock

T – and I went to sleep when it was past 12 o'clock

T – there was loads of noises and I couldn't get to sleep

H.S – did you like the part of the activity when you had to talk to a friend?

T- I liked that part

H.S – did you like that part?

H.S – why did you like that part?

T – I like talking to people

H.S – you like talking to people?

S – I'm happy

H.S – what did you think about the part when you had to talk to a friend?

S – I liked talking to my partner because he was my friend.

H.S – why do you like that?

S – Dwi'n hapus

T – bendigedig

H.S – what about you Zane? Did you like it when you got to talk to a friend?

Z – yeah

H.S – how did it make you feel?

Z – happy

H.S – why did it make you feel happy?

Z – I liked talking.

H.S – how did you feel when you had to tell everybody else

S – Happy, because child's name told me

H.S – what about you Zane? How did you feel when you got to tell everyone what you were thinking?

Z – Bendigedig