

Appendices

Appendix A – Lesson Plan 1

<u>Name of Trainee:</u> Hannah Scandone <u>Date:</u> 20/2/19 <u>Session Ref:</u> Research Lesson - 1				Focus Planning: Research lesson for research project
Class: Year 1 Class Size: 15 Age: 5-6 years old Personal Targets in relation to QTS: - Classroom management - Behaviour management				
<u>Learning Objective:</u> To know about different feelings. To understand how the bear might be feeling from the book Albert Le Blanc.		<u>Success Criteria:</u> I can use emotion cards to discuss how I feel. I can use emotion cards to discuss how Albert Le Blanc feels.		
<u>Hook/Introduction:</u> (8-10 mins) Place a range of facial expression emotion cards on the whiteboard. If whiteboard is unavailable I will hold up a series of emotion cards. Children will use the strategy of 'think-pair-share' to determine if they know what the emotion these cards represent. - Display picture of emotion on the board - Children think about what feeling they believe the emotion represents - Children then talk to a partner and see if their verdict is similar or different - The children then feedback to the class what they believe the emotion represents Emotions to display will include:		<u>Vocabulary:</u> Think Partner Share Talk Happy Nervous Worried Sad	<u>Resources Used:</u> Emotion cards Albert Le Blanc Book Paper plates Colouring pencils Pipe cleaners Coloured string Googly eyes	<u>AFL:</u> Ask questions. Do children understand the different facial expressions. Think-pair-share strategy Peer feedback Variation between responses

Happy, sad, worried, excited, sleepy, confused, grumpy, surprised, upset, nervous	Excited Sleepy Confused Upset Surprised Grumpy		
Focus Task 1 (with T) (20-25 mins) <u>Task 1</u> Display the front cover of the book of Albert Le Blanc on the white board. Use the ‘think-pair-share’ strategy for the children to determine how the Albert the bear may be feeling. - Firstly, children will think about what the bear may be feeling based on his body language and positioning - Then, children will talk to a partner about whether they agree or disagree on how they might be feeling - In their pairs, children will then feedback to the group on what they think the bear may be feeling - Do they agree or disagree? <u>Task 2</u> In pairs, children will draw an emotion face onto a paper plate - They can design the face, eyes and hair			

- Once complete, the class will use the 'think-pair-share' strategy to guess what facial expression the paper plate is demonstrating. - Children will have to give reasons as to why they think the emotion <u>Differentiation</u> - Level of support or prompting will be adapted depending on children's ability level			
Additional Adults used:			<u>Questioning:</u>
1 additional adult needed			
Plenary: (5 mins) Read to the children a section of the book. where they correct on their understanding of how the bear was feeling? Why do you think the bear was feeling like this?			Questioning placed throughout lesson plan.
Curriculum Coverage: Range - activities that allow them to solve problems and discuss outcomes Range - activities that allow them to become independent learners Range - activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team Skills - express and communicate different feelings and emotions – their own and those of others Skills - become independent thinkers and learners Skills - develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work Skills - form relationships and feel confident to play and work cooperatively Skills - respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively Skills - communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses Skills - ask questions about how and why special things should be treated with respect and respond personally Skills - ask questions about what is important in life from a personal perspective and from the perspective of others.			

<u>Literacy</u> Express an opinion on a familiar subject. Speak audibly, conveying meaning to listeners beyond a friendship group. Listen to others with growing attention. Show an understanding of what they have heard by asking questions. Contribute to conversations and respond to others. Take part in activities and talk about what they are doing. Identify pictures on the screen that relate to the topic. Use specific words that relate to the topic.	<u>Numeracy</u> Interpret answers in the context of the problem.	<u>DCF</u> N/A
<u>Thinking</u> Allow children to discuss and compare ideas. Take into consideration other pupils' points of view.	<u>ESDGC</u> Communicate ideas and emotions. Represent and respond to ideas and emotions. Communicate ideas and emotions through work in art and craft. Link to emotional wellbeing	<u>YCC</u> Translate feelings into welsh.

Appendix B – Adapted Lesson Plan 2

<u>Name of Trainee:</u> Hannah Scandone			<u>Date:</u> 21/2/19	<u>Session Ref:</u> Research Lesson – Updated lesson plan	Focus Planning: Research lesson for research project	
Class: Year 1	Class Size: 9 max	Age: 5-6 years old				
Personal Targets in relation to QTS: - Classroom management - Behaviour management						
<u>Learning Objective:</u> To know about different feelings. To understand how the bear might be feeling from the book Albert Le Blanc.				<u>Success Criteria:</u> I can use emotion cards to discuss how I feel. I can use emotion cards to discuss how Albert Le Blanc feels.		
<u>Hook/Introduction:</u> (8-10 mins) Place a range of facial expression emotion cards on the whiteboard. If whiteboard is unavailable I will hold up a series of emotion cards. Children will use the strategy of ‘think-pair-share’ to determine if they know what the emotion these cards represent. - Display picture of emotion on the board - Children think about what feeling they believe the emotion represents - Children then talk to a partner and see if their verdict is similar or different - The children then feedback to the class what they believe the emotion represents Emotions to display will include: Happy, sad, worried, excited, sleepy, confused, grumpy, surprised, upset, nervous				<u>Vocabulary:</u> Think Partner Share Talk Happy Nervous Worried Sad Excited	<u>Resources Used:</u> Emotion cards Albert Le Blanc Book Paper plates Colouring pencils Pipe cleaners Coloured string Googly eyes	<u>AFL:</u> Ask questions. Do children understand the different facial expressions. Think-pair-share strategy Peer feedback Variation between responses

	Sleepy Confused Upset Surprised Grumpy		
Focus Task 1 (with T) (20-25 mins) <u>Task 1</u> Display the front cover of the book of Albert Le Blanc on the white board. Use the ‘think-pair-share’ strategy for the children to determine how the Albert the bear may be feeling. - Firstly, children will think about what the bear may be feeling based on his body language and positioning - Then, children will talk to a partner about whether they agree or disagree on how they might be feeling - In their pairs, children will then feedback to the group on what they think the bear may be feeling - Do they agree or disagree? <u>Task 2</u> Individually, children will draw an emotion face onto a paper plate - They can design the face, eyes and hair			

- Once complete, the children will compare their plate to their partner or person sat next to them - the class will use the 'think-pair-share' strategy to guess what facial expression different children's paper plates are demonstrating. - Children will have to give reasons as to why they think the emotion <u>Differentiation</u> - Level of support or prompting will be adapted depending on children's ability level			
Additional Adults used: 1 additional adult needed			<u>Questioning:</u>
Plenary: (5 mins) Read to the children a section of the book. where they correct on their understanding of how the bear was feeling? Why do you think the bear was feeling like this?			Questioning placed throughout lesson plan.
Curriculum Coverage: Range - activities that allow them to solve problems and discuss outcomes Range - activities that allow them to become independent learners Range - activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team Skills - express and communicate different feelings and emotions – their own and those of others Skills - become independent thinkers and learners Skills - develop an awareness of what they are good at and understand how they can improve their learning and use feedback to improve their work Skills - form relationships and feel confident to play and work cooperatively Skills - respond to ideas and questions enthusiastically, sensitively, creatively, and intuitively Skills - communicate and reflect on the decisions made in stories, situations or personally, suggesting alternative responses Skills - ask questions about how and why special things should be treated with respect and respond personally			

Skills - ask questions about what is important in life from a personal perspective and from the perspective of others.		
<u>Literacy</u> Express an opinion on a familiar subject. Speak audibly, conveying meaning to listeners beyond a friendship group. Listen to others with growing attention. Show an understanding of what they have heard by asking questions. Contribute to conversations and respond to others. Take part in activities and talk about what they are doing. Identify pictures on the screen that relate to the topic. Use specific words that relate to the topic.	<u>Numeracy</u> Interpret answers in the context of the problem.	<u>DCF</u> N/A
<u>Thinking</u> Allow children to discuss and compare ideas. Take into consideration other pupils' points of view.	<u>ESDGC</u> Communicate ideas and emotions. Represent and respond to ideas and emotions. Communicate ideas and emotions through work in art and craft. Link to emotional wellbeing	<u>YCC</u> Translate feelings into welsh.

Appendix C – Informed 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,

Catherine Morgan
Module lead – The Enquiring Teacher

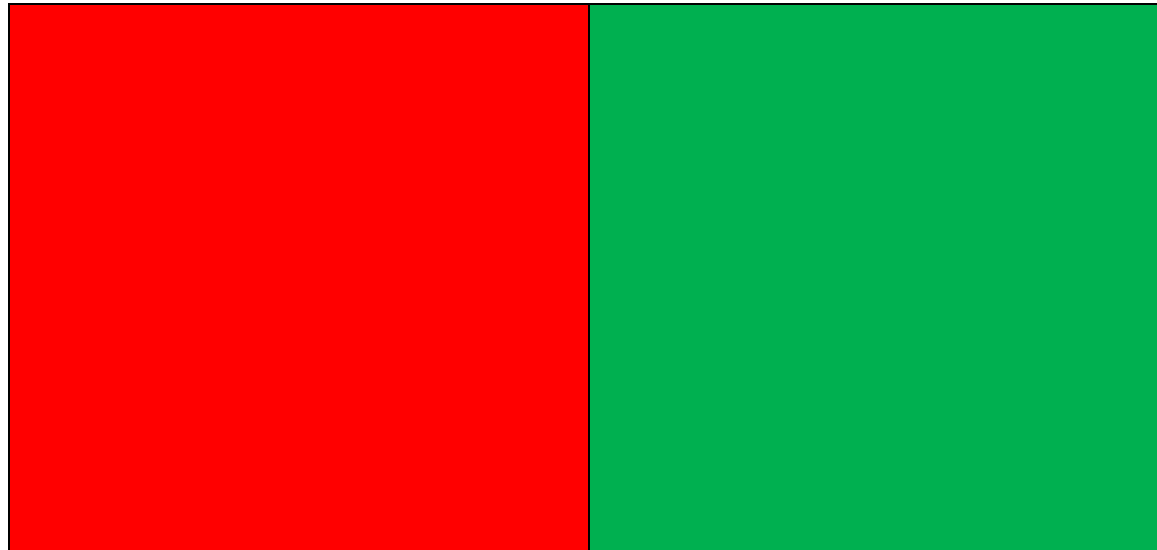
As Parent/Guardian of..... (pupil name), I do / do not give consent (please delete) for my child to take part in this project.

Signed.....(Parent/Guardian).

Date.....

Appendix D – Participant Assent

The information sheet is read out to all participants. Participants hold up the red card if they do not wish to participate in the study and hold up the green card if they wish to participate in the study.



Information Sheet

How can we improve pupil involvement through the collaborative learning strategy of 'think, pair, share' in a foundation phase classroom?

First sit the children on the carpet.

Introduce the lesson by explaining why miss Jones/ Scandone is in class with you today:

Today Miss Jones/ Scandone will be in our lesson watching how 'think, pair, share' helps us be involved. Before miss does this, we need to make sure you don't mind taking part.

Give out green and red cards to gain the children's assent.

- Explain to the class that if they would like to take part hold up the green cards and if they do not want to take part hold up the red cards.
- The children who do not want to take part, we will not write down how they were involved and will not observe them.

Before they give assent:

- Explain Miss Jones/ Scandone will be asking some questions after the lesson to certain children.
- Clarify that there are no wrong or right answers, we just want to hear their honest opinions and thoughts.
- Explain that if the children assent but then decide they do not want to take part or if they are chosen to answer the questions and they don't feel comfortable then they have the right to stop.

Disclose to the children that any information they give us will be confidential and we will just use it in our work, and we will not use their names or any of their details.

- Explain when we ask them the questions, we will be recording their voices, so it is easier for us to remember what they said.
- Once we have finished our work, we will delete the recording.
- Tell the children the only people who will see the research is our lectures (teachers) and if any other teachers within the school want to read it, they will see it to see if 'think, pair, share' helps their involvement in activities.

Appendix E – The Leuven Scale of Involvement Checklist Overview

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 F – The Leuven Scale for Involvement (Observation Lesson 1)

Tick if Involvement Observed (include time next to tick)	Pupil A	Pupil B	Pupil 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.

Lesson 1

Appendix G – The Leuven Scale for Involvement (Observation Lesson 2)

Tick if Involvement Observed (include time next to tick)	Pupil A	Pupil B	Pupil 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 – 1.34pm
Pupil Comments (include time of comments during the lesson)	Chatting and demonstrating what to do Speaking loudly – wanting opinion heard – 1.52pm Puts hand up then puts hand down – 1.34pm	Easily distracted by others – 1.31pm Single word answers to questions Question answered with reason -1.37pm Puts hand up then puts hand down – 1.34pm	Gives one-word answers – 1.34pm Distracted by others

Appendix H – Overview of observational results

Lesson 1 – Results

	Observation Time Point (Leuven Scale Rating 1-5)										Leuven scale rating out of 50
Pupil	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	Total
A	4	4	4	4	4	5	5	5	5	5	45
B	3	3	3	3	2	2	2	2	2	1	23
C	2	3	2	2	1	1	2	1	1	1	16

Lesson 2 – Results

	Observation Time Point (Leuven Scale Rating 1-5)										Leuven scale rating out of 50
Pupil	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	Total
A	4	3	5	4	5	5	5	4	4	5	44
B	3	3	3	2	4	2	2	3	3	4	30
C	2	2	1	2	3	3	2	2	1	2	20

Appendix I – Questions asked during focus group discussion with three target pupils

Focus Group Interview Questions

- 1) What did you learn during the lesson?
- 2) Are there parts of the lesson you enjoyed?
- 3) Were there any parts of the lesson you didn't enjoy?
- 4) What did you think of the part of the lesson when you had to work with a friend?
- 5) How did you feel when you had to talk about your ideas to your friend?
- 6) How did you feel when you had to talk about your ideas to everyone else in the class?

Appendix J – Transcript of focus group (lesson 1)

Transcript lesson 1

Researcher: What did you learn during the lesson?

Pupil A: Emotions

Pupil B: Slow motion

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

Pupil A: Some angry

Researcher: Anything else?

Pupil A: Happy

Pupil B: Happy

Researcher: Happy da iawn. Anything else?

Pupil A: Lonely

Pupil C: I already said lonely!

Researcher: Da iawn fantastic. Are there parts of the lesson you enjoyed?

Pupil B: (put hand up)

Researcher: Yes Lexie

Pupil B: The happy bit

Researcher: What's the happy bit?

Pupil B: Party

Pupil A: My favourite bit was when he had the red stuff around his mouth.

Researcher: Who Albert? At the end of the story?

Pupil C: Yeh that was my favourite bit

Pupil B: Me to

Researcher: When he found out at the end he was...

Pupil A: Happy!

Pupil B: He had lipstick all over him

Pupil A: He was very very happy.

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

Pupil A: (put her hand up)

Pupil A: Cora

Pupil A: The sad part

Researcher: what were the sad parts?

Pupil A: Hum when he was lonely and sad

Researcher: So you didn't like...

Pupil A: And....there was no parties

Researcher: Anyone else not like any parts of the lesson? What about the drawing you had to do?

Pupil A: Yeh I liked that!

Pupil B: I loved that!

Researcher: 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?

Pupil A: I don't know that word!

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

Pupil A: We think of...um...doing every single emotion there is.

Researcher: That's what you thought of talking with your friends?

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

Researcher: She kept changing her mind, did she? Did anyone else like talking to their partner? In the lesson?

Pupil B: (put her hand up)

Researcher: You liked it did you Lexie? Why did you like it?

Pupil B: (looked unsure and didn't answer)

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

Pupil B: (Shock her head)

Researcher: It is ok. How did you feel when you had to talk about your ideas to your friend?

Pupil A: I feel confident

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

Pupil C: I don't know

Pupil B: (put her hand up)

Researcher: How did you feel Pupil B?

Pupil B: Upset (quietly)

Researcher: Why did you feel upset?

Pupil B: Because the bear was lonely

Researcher: 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?

Pupil B: Happy

Pupil A: Happy

Researcher: Why did that make you feel happy? You don't mind talking do you?

Pupil A: Nothing.

Appendix K - Transcript of focus group (lesson 2)

Lesson 2 – Transcript

Researcher – what did we learn in the lesson you just did? What did we learn in the activity?

Pupil B- crying

Researcher – crying, that's it.

Pupil B – angry

Pupil C – Wedi blino

Researcher – 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?

Pupil A- ummmmmm

Pupil B – my one was doing the bear, I liked doing the bear.

Researcher – what part of doing the bear did you enjoy?

Pupil B- ummm

Researcher – what else?

Researcher – what did you like doing Pupil A?

Pupil A – I liked doing..drawing

Researcher – drawing?

Pupil A and B – Yeah

Researcher – was there anything else you liked doing?

Pupil B – going to sleep and going to school

Researcher – what about in the activity we just did?

Pupil A – ummm

Researcher – 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?

Pupil B - I don't know

Researcher – you don't know? That's ok.

Researcher – Pupil C, were there any parts of the activity you enjoyed?

Pupil C – drawing

Researcher – you didn't like drawing did you?

Pupil C – shakes head

Researcher – why is that?

Pupil C – Because I didn't want to.

Researcher – that's fair enough

Pupil B -tired

Researcher – your tired are you?

Pupil B – yeah I woke up at 5 o'clock

Pupil B – and I went to sleep when it was past 12 o'clock

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

Researcher – did you like the part of the activity when you had to talk to a friend?

Pupil B - I liked that part

Researcher – did you like that part?

Researcher – why did you like that part?

Pupil B – I like talking to people

Researcher – you like talking to people?

Pupil A – I'm happy

Researcher – what did you think about the part when you had to talk to a friend?

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

Researcher – why do you like that?

Pupil A – Dwi'n hapus

Pupil B – Bendigedig

Researcher – what about you Pupil B? Did you like it when you got to talk to a friend?

Pupil C – yeah

Researcher – how did it make you feel?

Pupil C – happy

Researcher – why did it make you feel happy?

Pupil C – I liked talking.

Researcher – how did you feel when you had to tell everybody else

Pupil A– Happy, because child X name told me

Researcher – what about you Pupil C? How did you feel when you got to tell everyone what you were thinking?

Pupil C– Bendigedig

Appendix L - Reflection (Lesson 1)

Reflective Model Based on Brookfield (1995) and Gibbs (1988) Reflective Models

Date: 20/02/2019

Critical incident (focus): Research lesson 1

Experience	
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, the children understood the activity and the learning objective of understanding emotions however using the 'think, pair, share' strategy with reception aged children in a one large 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. We will adapt this for the following lesson. • After reflecting on the lesson, the group size was too large. When my research partner conducts the research lesson tomorrow, they will focus on 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. • 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:	• It appeared that the children found it difficult to communicate their thoughts back to the group. • When explaining instructions, some children did not understand the terminology used. • Overall, the children enjoyed the task.
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 into lesson two • Firstly, we will reduce the class size. This will hopefully increase the involvement of the three focus children as a result of this strategy. Hopefully children will be more open to talk to their peers and the class by doing so. • Within the focus group interviews, my research partner highlighted my use of prompting works that I was not aware I was using. By using prompting questions and words within interview, this could contribute to biased results and the results may not be a true representation of the learning strategy outcome. • We will apply the approach to an older group of children to determine if this has an impact on the effectiveness of the think-pair-share strategy on pupils' involvement levels.
Theoretical Lens:	• The American Education Research Association (2003) recognised that children feel more pressure towards talking in large groups. • Previous research has supported the input of TPS to increase involvement levels in higher-education (Herrmann, 2013). • Kwok and Lau (2015) identified that TPS increased involvement in pupils in year groups 4, 5 and 6. Does this mean older children are more responsive to TPS as a collaborative learning technique.

Appendix M - Reflection (Lesson 2)

Reflective Model Based on Brookfield (1995) and Gibbs (1988) Reflective Models

Date: 21/02/2019

Critical incident (focus): Research lesson 2

Experience	
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)	• My research partner and I felt positive about this lesson because we had time to reflect on yesterday's research changes and place some changes within the lesson. • We found that by reducing the class size of the teaching group, participants felt more comfortable communicating with each other and discussing points of view with other people in their class. • Whilst reflecting on this lesson it felt as though the children involved did not have the social skills in order to communicate effectively with peers. • The children within the second research lesson were Year 1 higher ability group children. Whereas, the previous research lesson was targeting Reception middle ability children. We found that this impacted their communication skills and levels of question response quality that they could provide. • Within the focus group interview, I made a conscious effect not to use prompting words to reduce my impact on the participants responses. • Some questions used within the focus group were not specific enough. This meant that participants would answer with responses to questions that were not relevant to the question. • The low involvement child refrained from participating in the focus group discussion. I found it challenging not to prompt him without putting words in his mouth.

	• Moving forward, I would approach the same strategy using older participants and applying the strategy within a smaller group.
Student Views:	From receiving feedback from the participants, they enjoyed working with their peers in the activity. Like liked the fact that they could share ideas with their friends and talk to them throughout the activity.
Colleagues Views:	• From gaining feedback from my research partner, they agreed that the strategy worked more effectively to increase participants involvement when implementing it within a smaller group. • My research partner observed that when conducting the interviews, by not prompting the participants, it provided more of a true representation of the observed results during the research lesson.
Theoretical Lens:	• Children enjoy working in groups with peers (Sampsel, 2013). • Children are more motivated when they get to work with their friends (Price et al. 2003). • When children work together it increases their self-esteem (Muttagin, 2016).

