

ECAD7004 – Researching the Learning

Appendices

2107703

Appendix A - Structured Group Observation

Structured Observation Sheet (Group)

Research Project: Enhancing Confidence through Peer Feedback in Drama Education

Date:

Observers:

Class:

Year Group:

Lesson Topic:

Duration:

Observation Focus

Peer Assessment Dynamics:

How students engage in providing feedback to their peers.

Confidence Levels:

Levels of confidence displayed by students in delivering and receiving feedback.

Interaction Patterns:

Patterns of interaction among students during peer assessment activities.

Observation Checklist:

- ☐ Students actively participating in feedback discussions.
- ☐ Evidence of leadership among students in leading assessment sessions.
- ☐ Utilization of drama-specific terminology in feedback.
- ☐ Display of openness to giving and receiving constructive criticism.
- ☐ Presence of consistent responses to feedback among students.
- ☐ Supportive and respectful peer relationships observed.
- ☐ Equitable distribution of attention among students.
- ☐ Increased engagement levels across the class.

Notes and Observations:

Appendix B – Ethics Form

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the [MyTSD Doctoral College Portal](https://mytsd.uwtsd.ac.uk) at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pqresearch@uwtsd.ac.uk, with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Hayley O'Malley
2	Tick all boxes that apply:	Member of staff: ☐ Honorary research fellow: ☐
	Undergraduate Student ☐	Taught Postgraduate Student ☒ Postgraduate Research Student ☐

3	Institute/Academic Discipline/Centre:	Athrofa
4	Campus:	Swansea

7	Student Number:	2107703
8	Programme of Study:	PGCE Secondary Drama
9	Director of Studies/Supervisor:	Ishmael Lewis

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
2	If Yes , please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Date			
	Research Degrees Committee	☐			
	Institute Research Committee	☐			
	Other (write in) Ishmael Lewis	☒			14/03/2024

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSO Research Ethics & Integrity Code of Practice	☒
2	UWTSO Research Data Management Policy	☒
3	British Educational Research Association, (2018)	☒

SECTION D: External Collaborative Research Activity

If there are external **collaborators** then you should gain consent from the contact persons to share their personal data with the university. If there are no external **collaborators** then leave this section blank and continue to section E.

1	Institution	
2	Contact person name	
3	Contact person e-mail address	
4	Is your research externally funded?	YES ☐ NO ☐
5	Are you in receipt of a KESS scholarship?	YES ☐ NO ☐
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary YES ☐ NO ☐
7		Employed YES ☐ NO ☐
8	Is the research being undertaken within an existing UWTSO Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered. YES ☐ NO ☐

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	- Monitoring changes in students' confidence levels following the intervention again through observation. - Analysing the effectiveness of the structured approach in enhancing students' confidence in evaluating their peers' work through repeating digital questionnaires. - Identifying any challenges or limitations associated with the implementation of structured peer feedback within the drama setting. By addressing these objectives, the research aims to provide comprehensive insights into the dynamics of peer feedback within the drama classroom, with a focus on its impact on student confidence and learning outcomes.
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	Parental Consent and Pupil Assent: Obtaining parental consent for students' participation in the research will be carried out through consent forms which will be distributed to parents/guardians, outlining the nature of the study, the procedures involved, and any potential risks or benefits. Additionally, students will provide assent both verbally throughout the study and on the first page of each digital questionnaire, indicating their willingness to participate in the research activities and their right to withdraw. Both parental consent and student assent are essential for ensuring ethical conduct and adherence to research guidelines. (Bera, 2018). Observation: The research will involve observing students during their drama classes where peer feedback activities take place. Observations will focus on students' interactions during feedback sessions, their engagement levels, and any visible changes in their confidence before and after the intervention. Observations will be recorded through note taking where appropriate. Digital Questionnaires: Pre- and post-intervention questionnaires will be administered to the participating students to gauge their confidence levels in providing quality peer feedback. The questionnaires will be designed to assess students' perceptions of their own abilities to evaluate their peers' work, their comfort level with and without the structured feedback approach, and any changes in their confidence following the intervention. Questions will be tailored to capture varying aspects of confidence in peer evaluation using both qualitative and quantitative questions. The data will be analysed to inform and evidence research outcomes. Intervention: The research involves implementing a structured peer feedback strategy in the drama classroom. The intervention will introduce specific rules and terminology for providing feedback on peers' performances. This structured approach may include predefined criteria for evaluation, rubrics, or structured feedback forms. The intervention will be conducted over a short period, allowing time for students to engage with the structured feedback process to potentially observe changes in their confidence levels.
	Location of research activity Identify all locations where research activity will take place.
8	Secondary school in South Wales
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.

9	N/A (this box should expand as you type)		
10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO YES	☒ ☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		
	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?		
12	A prosperous Wales	☐	☐
13	A resilient Wales	☒	☐
14	A healthier Wales	☒	☐
15	A more equal Wales	☐	☐
16	A Wales of cohesive communities	☒	☐
17	A Wales of vibrant culture and thriving Welsh language	☐	☐
18	A globally responsible Wales	☐	☐
19	If YES to any of the above, please give details: A Wales of cohesive communities: By fostering a culture of peer support and collaboration within the classroom, the research has potential to promote the development of cohesive communities. Students who feel confident in their abilities to interact and help others develop are more likely to actively participate in group activities, contribute to the learning of their peers, and foster a sense of belonging within the classroom and wider community. This sense of cohesion strengthens social bonds and promotes inclusivity, creating a more cohesive and connected society. A resilient Wales: By empowering students to give and receive constructive criticism, the research has the potential to cultivate resilience by teaching valuable skills in handling feedback and embracing challenges as opportunities for growth. A Healthier Wales: Confidence is a crucial aspect of mental health, and by empowering students to provide constructive feedback and engage in comfortable collaborative learning environments, the research could potentially contribute to fostering healthier individuals within the classroom, leading to reduced anxiety and stress levels, and promoting overall psychological well-being among students.		

SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒

4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☒	☐
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, <u>mentally</u> or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, <u>agent</u> or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.		
	Details of any other primary data collection method: (this box should expand as you type)	☐	☒

If NO to every question, then the research activity is (ethically) low risk and may be exempt from some of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☐	☒
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒

	Details of any other participant groups: (this box should expand as you type)		
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	Participant numbers and source Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?		
10	How many participants are expected?	Approximately 20-30 students depending on consent response.	
11	Who will the participants be?	KS3 drama students in one class.	
12	How will you identify the participants?	Depending on scheme of work, the class will be chosen based on the <u>amount</u> of performance-based lessons they will undertake during the study.	

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐
15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	☐	☒	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	☒	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	☒	☐	☐
22	If NO to any of above questions, please give an explanation If consent and assent have been given to complete questionnaires, all questions will need to be answered to ensure accurate data collection. If students are unhappy with any of the questions, they have the option not to partake in the questionnaire sample. Additionally, while the option to participate in the study is voluntary, all pupils will be expected to engage in the lesson following their school's policy for engagement in lessons. Pupils will be made aware that the option of non-participation only applies to observation and data, not lesson content and interaction.			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☒	☐	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐

27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	School laptops will be used to complete Microsoft forms questionnaires at the start and end of study. (this box should expand as you type)			

SECTION H: Anticipated Risks

Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.	
1	Full risk assessment completed and appended? Yes ☐ No ☒
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information Risk to participants: 1. The potential for discomfort and disagreement among participants during group discussions may pose emotional risks to the individuals involved in the research. 2. Disruption to interpersonal relationships. 3. There is a risk that participants may feel pressured to provide positive or biased responses due to their relationships or positions within the classroom. How you will mitigate the risk to participants: 1. Set clear ground rules and expectations, emphasising respect, open-mindedness, and constructive communication. Encourage participants to express their opinions freely while maintaining empathy and courtesy. 2. Create an environment where participants feel comfortable expressing diverse viewpoints to encourage improvement. Encourage active listening and ensure that everyone can contribute without fear of judgment or reprisal. 3. Offer structured training on effective communication and conflict resolution techniques to equip participants with the skills needed to navigate discussions respectfully and constructively. Provide support for individuals who may struggle with feedback to peers.
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities The research does not explore topics of this nature. (this box should expand as you type)
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest Risk to the investigator: N/A (this box should expand as you type) How you will mitigate the risk to the investigator: (this box should expand as you type)

5	University/institutional risks For example: adverse publicity, financial loss, data protection Risk to the University: N/A (this box should expand as you type) How you will mitigate the risk to the University: (this box should expand as you type)			
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems Risk to the environment: Paper used for consent and note taking, additional print outs for scaffolded peer assessment. (this box should expand as you type) How you will mitigate the risk to environment: Where possible I will incorporate digital forms using Microsoft and other platforms to lessen the impact on the environment as much as possible.			
Disclosure and Barring Service				
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☒	☐	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.	001841901317		

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when? Participants will receive debriefing and feedback sessions at two key junctures during the research process. Firstly, before the intervention, participants will be briefed on the research objectives, procedures, and their role in the study. They will have the opportunity to ask questions and clarify any concerns. Following the intervention, participants will receive feedback on the overall findings of the research, including insights gained from their participation. This feedback will be provided in a clear and accessible manner, ensuring that participants understand the significance of their contribution to the study.
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation. Potential participants will be informed about the research through an initial discussion, followed by a written information sheet distributed alongside the parent/carer consent form. These information sheets will detail the purpose of the study, procedures involved, and their rights as participants. The consent forms provided will allow parents/carers to provide full consent before data collection begins due to all participants being under 18 years old. The consent process will comply with data protection legislation, ensuring that participants are fully informed and consenting.
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case. Anonymity of participants will be ensured in any research outputs by using numerical codes to protect identities. Any personal information collected during the research process, such as consent

forms or demographic data, will be kept confidential and stored securely in compliance with data protection regulations. Participants will be assured that their responses and identities will remain confidential and will not be shared with anyone outside the research team.

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 "GDPR" and the Data Protection Act 2018 "DPA")?	YES	NO
1	<i>"Personal data" means any information relating to an identified or identifiable natural person ("data subject"). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.</i>	☐	☒
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	<i>(this box should expand as you type)</i>		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	<i>"Special category data" means sensitive personal data consisting of information as to the data subjects' – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes).</i>	☐	☒
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	<i>(this box should expand as you type)</i>		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☒	☐
8	Home or other personal computers?	☒	☐
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	"Cloud" storage or websites?	☐	☒
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		

All collected data, including consent forms and questionnaires, will be stored securely in password-protected electronic files or locked filing cabinets accessible only to authorised personnel. Additionally, electronic data will be encrypted to prevent unauthorised access in case of theft or loss of devices. Anonymisation techniques will be employed to protect the identities of participants, with any personally identifiable information replaced with numerical codes. This ensures that individual participants cannot be identified from the data. Regular backups of any digital data will be performed to safeguard against data loss due to technical failures or unforeseen circumstances.

Data Protection			
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☒	☐
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☒	☐
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		
	Microsoft Forms will transpose data collected from the questionnaires for analysis, however the forms will not have any identifiable information in accordance with Data Protection guidelines.		
22	List all who will have access to the data generated by the research activity:		
	Hayley O'Malley		
	<i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	Hayley O'Malley		
	<i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not:		
	All collected data, including consent forms and questionnaires, will be stored securely in password-protected electronic files or locked filing cabinets accessible only to authorised personnel. Additionally, electronic data will be encrypted to prevent unauthorised access in case of theft or loss of devices. Data will only be kept until the end of the study and destroyed in line with data protection guidance due to nature of the study being time sensitive and specific to university assignment criteria.		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwt.ac.uk/). If so please explain. (Most relevant to academic staff)		
	No		

Appendix C – Consent form

Consent Form for Parents/Guardians

Dear Parent/Guardian,

My name is Hayley O'Malley, I am a Drama PGCE student currently in my second teaching placement at [REDACTED]. I am conducting a research project titled "Enhancing Confidence through Peer Feedback in Drama Education" aimed at investigating the impact of structured peer feedback strategies on students' confidence levels in drama classes. Your child has been selected to participate in this study, and I would like to seek your consent for their involvement.

Study Overview:

The research aims to understand how structured peer feedback influences students' confidence when assessing their peers' work in drama classes.

Participation in the study involves your child engaging in drama lessons where structured peer feedback activities will be conducted.

The study duration is 4 weeks, and your child's participation is voluntary.

Data Collection:

Data will be collected through observations during drama lessons, digital questionnaires, and structured intervention activities.

Your child's identity will remain anonymous, and data will be securely stored in compliance with data protection regulations.

Benefits of Participation:

Participation may contribute to improving teaching practices in drama education and enhancing students' confidence levels in providing and receiving feedback.

Risks and Confidentiality:

There are minimal risks associated with participation, such as potential discomfort during feedback sessions.

Confidentiality will be maintained at all times, and no personal or confidential data will be reported in research findings.

Voluntary Participation:

Your child's participation is entirely voluntary, and they have the right to withdraw at any time without penalty.

Contact Information: [REDACTED]

If you have any questions or concerns about the study, please contact Hayley O'Malley at [REDACTED]
[REDACTED] Or [REDACTED]

Consent:

I, [REDACTED] (Parent/Guardian's name), give consent for my child, [REDACTED] (Child's Name), to participate in the research project titled "Enhancing Confidence through Peer Feedback in Drama Education."

Parent/Guardian's Signature: _____

Date: _____

Please complete and return this signed consent form to [REDACTED]

Thank you for your cooperation.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Appendix D – Structured Observation (Sample)

Structured Observation Sheet:

Peer Assessment and Feedback (KS3 Drama)

Observer:

Date:

Class:

Student Information: MAT / AA / RL

Confidence Level: [1 2 3 4 5]

Engagement: [1 2 3 4 5]

Observation Categories:

Initiation of Peer Assessment:

Does the student initiate peer assessment and feedback?

Use of Drama Terminology:

Does the student use drama-specific vocabulary?

Are they able to articulate feedback effectively?

Attitude and Receptiveness:

How do they respond to feedback from peers?

Do they demonstrate openness to constructive criticism?

Overall Observation Notes:

Appendix E – Leuven Scale Example

Key:

1	Extremely Low	2	Low	3	Moderate	4	High	5	Extremely High
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Appendix F – Thematic Analysis



Audience Evaluation

POSITIVE

- I really liked how _____ because...
- It was effective when you _____ because....
- When you did _____ it was good because..
- You used _____ well when...

HELPFUL

- To improve you could..
- Try to use _____ next time
- You could include....
- When you did _____ you could have..

ACTIVE
LISTENING
SKILLS

Gwrandewch
Eisteddwch
Edrychwch

Keywords

Voice
Pace

Accent

Volume

Tone

Pitch

Performance Skills
Body Language

Facial Expressions

Gestures

Proxemics

Gait

Instructions for Peer Assessment:

- Think about how your peer did in each area.
- Give them a score of 4, 3, 2, or 1 based on how well they did.
- Explain why you gave them that score and what they did well or could improve.
- Be helpful and kind in your feedback to help your peer do better next time.

Criteria	Excellent (4)	Good (3)	Fair (2)	Needs Improvement (1)	Score
Acting Skills	Really gets into character, showing how they feel and what they want to do.	Acts well and you can understand their feelings and actions.	Tries to act out their character, but sometimes it's hard to follow.	Struggles to act like their character convincingly.	
Stage Presence	Looks confident on stage and uses their body and face to tell the story.	Seems comfortable on stage and tries to engage the audience.	Looks a bit nervous sometimes but still tries to perform.	Appears nervous and finds it hard to connect with the audience.	
Voice Projection	Speaks loudly and clearly so everyone can hear them, but not too loud.	<u>Speaks clearly</u> most of the time but might be a bit quiet or unclear at times.	Sometimes hard to hear or understand what they're saying.	Often speaks too quietly or unclearly, making it difficult to follow.	
Collaboration	Works well with others, listens to their ideas, and <u>helps out</u> .	Gets along with others and contributes to the group effort.	Sometimes forgets to listen or join in with the group.	Often works alone or doesn't cooperate with others.	
Creativity and Innovation	Comes up with cool ideas and tries new things in their performance.	Shows creativity in their acting choices and how they use props or costumes.	Tries to be creative but might stick to the usual way of doing things.	Doesn't show much creativity and just does things the same as everyone else.	

Appendix I – 2 Stars and a Wish



Appendix J Pre-Intervention Questionnaire Results



Peer Feedback Questionnaire 1 (Pre intervention)

24 responses

 [View in Sheets](#)



Accepting responses



Summary

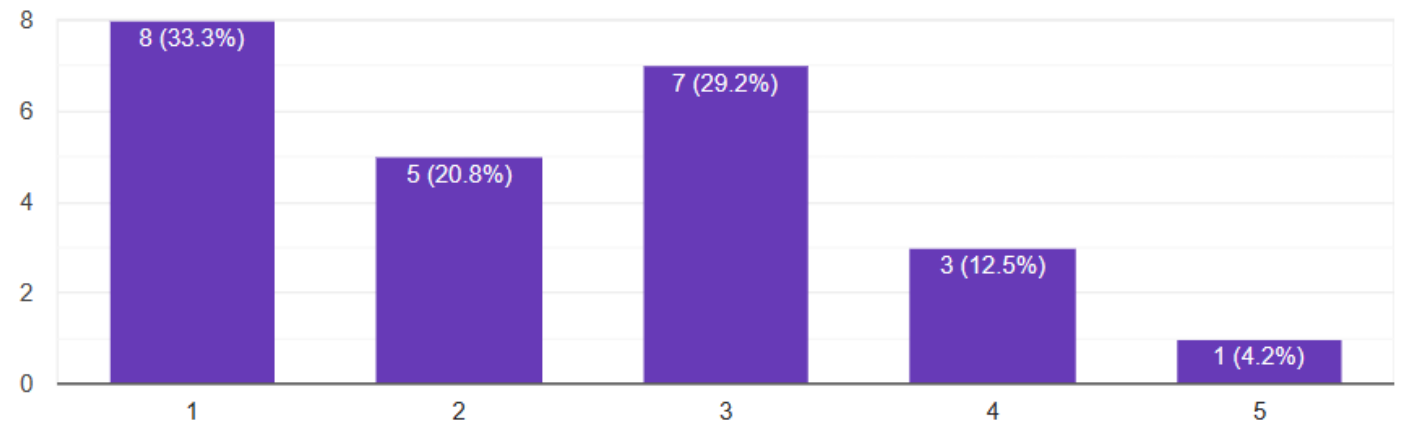
Question

Individual

 Copy

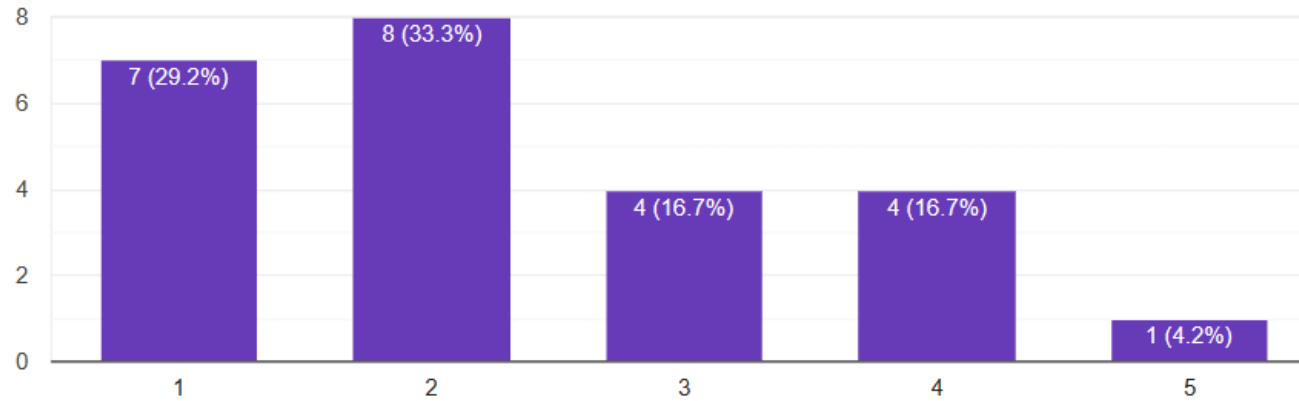
On a scale of 1 to 5, how confident do you feel about giving feedback to your peers in drama class?

24 responses



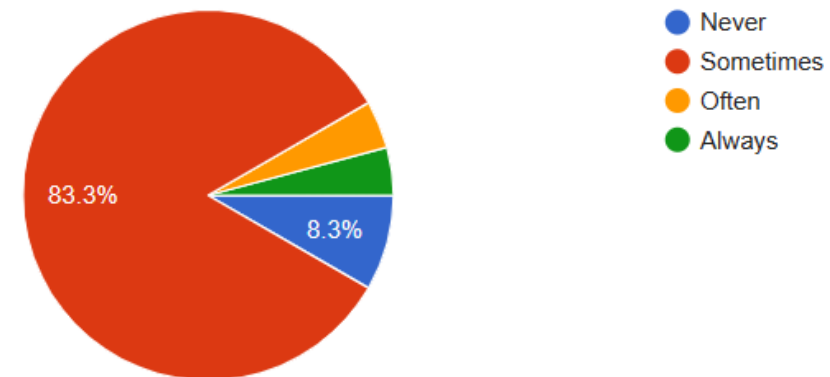
How comfortable are you with using drama terminology (for example; facial expressions/body language/levels) when giving feedback to your peers?

24 responses



How frequently do you use peer feedback during drama class?

24 responses



How do you feel when you are asked to give feedback to your peers in drama class?

23 responses

I don't like it

excited

I feel like I can't say anything in case they will have a go at me.

I'm not sure

Scared

Terrified

Nervous

I feel a bit nervous because I don't always feel as if I'll be listened too. Sometimes the class doesn't feel like the right space to share feedback

How do you feel when you are asked to give feedback to your peers in drama class?

23 responses

I don't like it

excited

I feel like I can't say anything in case they will have a go at me.

I'm not sure

Scared

Terrified

Nervous

I feel a bit nervous because I don't always feel as if I'll be listened too. Sometimes the class doesn't feel like the right space to share feedback

How do you feel when you receive feedback from your peers?

24 responses

I don't mind it

Embarrassed

I feel ok when it's good but it sometimes upsets me if it's not nice

thankful

I don't like it

Happy

Not sure but i dont wont bad things

Sometimes it can be helpful and sometimes it is not nice

If it's good I'm ok but it upsets me if it's not nice

How do you feel when you are asked to give feedback to your peers in drama class?

23 responses

I don't like giving feedback

Not very confident to speak in front of the class

Bad

I don't like giving feedback because people laugh or make a big deal out of something you say

I would rather not say nothing

Nervous, afraid of hurting someone's feelings, don't want to look like a big head

Not happy

Pointless

No one really wants to

How do you feel when you receive feedback from your peers?

24 responses

- It depends who it's from- I like feedback only if it's helpful and not nasty
- It's ok
- I would feel ok if it was helping me improve
- Bad
- I'm happy to receive feedback but sometimes people just say something is rubbish and that is a waste of time
- Don't really feel like anything
- Shy, embarrassed and I don't take compliments well
- Nothing
- Sometimes people just say things to make you embarrassed or pick on stupid things to make you feel

- Sometimes it's helpful
- No one really cares
- It's good when it's something nice or a compliment
- I feel ok about it. It doesn't bother me.

Appendix K – Post
Intervention
Questionnaire



Peer Feedback Questionnaire 2 (Post intervention)

20 responses

 [View in Sheets](#)



Accepting responses



Summary

Question

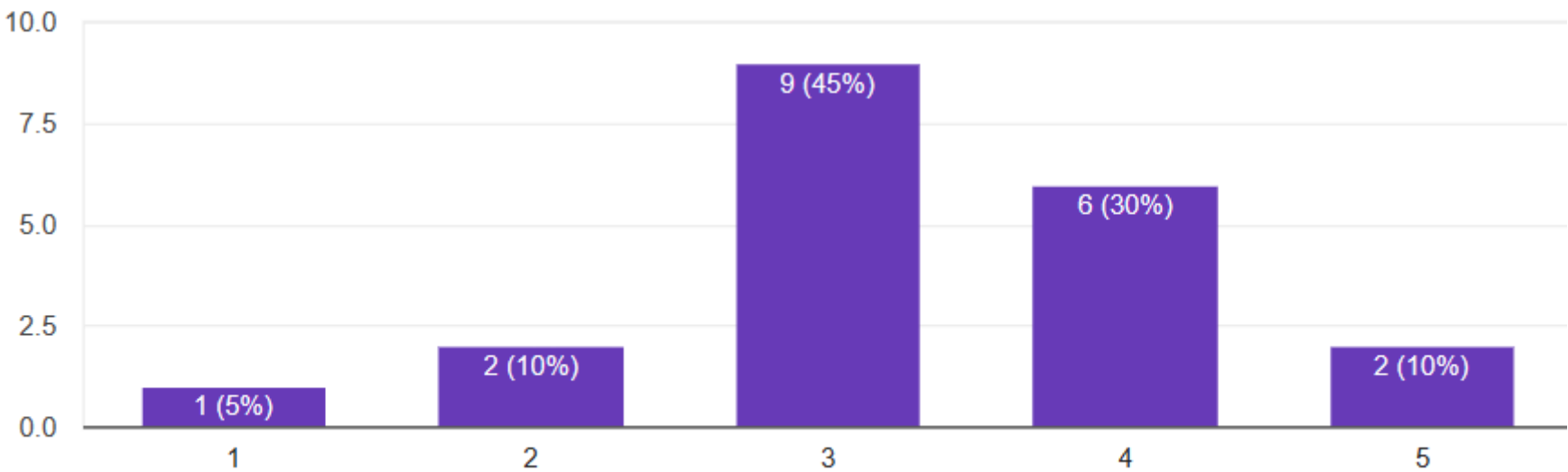
Individual

Appendix



On a scale of 1 to 5, how confident do you feel about giving feedback to your peers in drama class?

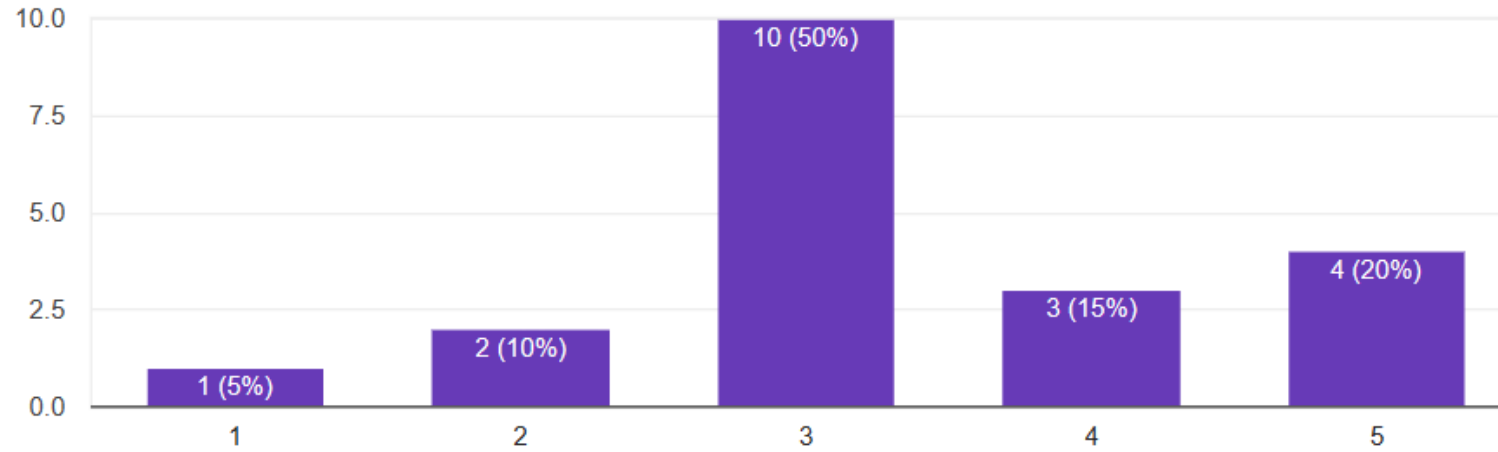
20 responses



How comfortable are you with using drama terminology (for example; facial expressions/body language/levels) when giving feedback to your peers?

Appendix

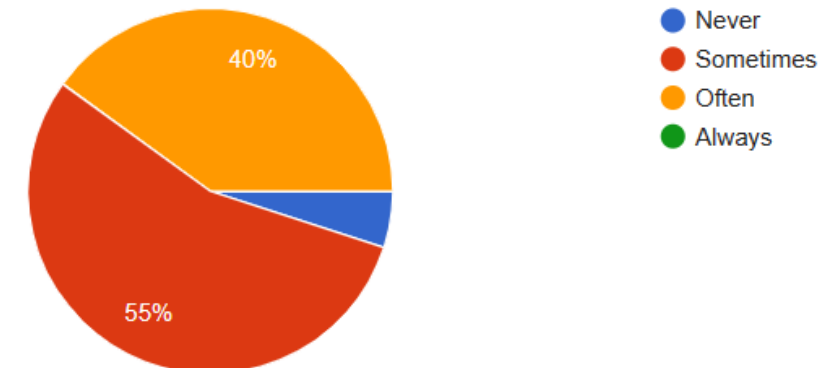
20 responses



How frequently do you use peer feedback during drama class?

 Copy

20 responses



Appendix

How do you feel when you are asked to give feedback to your peers in drama class?

20 responses

Confident

I feel better because I know what to say

It's ok now

I know what I'm supposed to do

I feel like it's easier with the sentence starters and the two stars and a wish

Since the rubric it feels good

I'm still getting used to it but it feels better with the audience evaluation slide on the board

It feels better

The same sad before

Appendix

How do you feel when you are asked to give feedback to your peers in drama class?

20 responses

I like being able to tell the groups what they did well and be able to give them ideas

It's easier now everyone knows what to say

Shy

I enjoy the feedback at the end but not everyone likes it and it's still a bit awkward sometimes

I feel more confident but sometimes I can't think of anything to say and it feels awkward

It is better now we know what to say

I don't enjoy it but it's a lot better because everyone knows what things they are looking for to be good or bad

More confident and I enjoy it

I don't like it

Appendix

How do you feel when you receive feedback from your peers?

20 responses

It feels good because everyone says nice things and helpful things

Sometimes you get good ideas

Awkward

It is good

I don't mind it but it can still feel awkward

It works well when people enjoy your scenes

Sometimes they can still be idiots

It feels better and good

It's funny

Appendix

How do you feel when you receive feedback from your peers?

20 responses

The feedback was fine

I like listening to it

I feel like they are trying to help

I don't mind it, it's helping

I get a bit embarrassed but I feel ok

I like hearing what went well and what could go better

Good

I know they have watch and have thought about what I did well

Better

I'm happy that they say positive things

The same as before

Appendix L – Thematic Analysis Pre-Intervention

Results:

Confidence in Giving Feedback (Question 1):

Mean Confidence Level: 3.2

Standard Deviation: 1.34

Distribution:

1: 8 responses (33.3%)

2: 5 responses (20.8%)

3: 7 responses (29.2%)

4: 3 responses (12.5%)

5: 1 response (4.2%)

Analysis: The majority of respondents reported moderate confidence levels in giving feedback, with a mean score slightly above the midpoint of the scale. However, there was considerable variability in responses, indicating differing levels of confidence among students.

Frequency of Using Peer Feedback (Question 2):

Distribution:

Never: 2 responses (8.3%)

Sometimes: 20 responses (83.3%)

Often: 1 response (4.2%)

Always: 1 response (4.2%)

Analysis: The overwhelming majority of respondents reported using peer feedback sometimes during drama class, indicating that peer feedback is a commonly utilized practice in the classroom.

Comfort with Using Drama Terminology (Question 3):

Mean Comfort Level: 2.9

Standard Deviation: 1.48

Distribution:

1: 7 responses (29.2%)

2: 8 responses (33.3%)

3: 4 responses (16.7%)

4: 4 responses (16.7%)

5: 1 response (4.2%)

Analysis: Responses indicated a moderate level of comfort with using drama terminology when giving feedback. While the majority of respondents reported low to moderate comfort levels, there was a wide range of responses, suggesting varying degrees of familiarity with drama terminology.

Feelings When Asked to Give Feedback (Question 4):

Thematic Analysis:

Common themes included nervousness, fear of negative reactions, uncertainty, and discomfort with speaking in front of the class.

Some respondents expressed apprehension due to past experiences of ridicule or lack of receptiveness from peers.

Feelings When Receiving Feedback (Question 5):

Thematic Analysis:

Common themes included ambivalence, embarrassment, appreciation for constructive feedback, and discomfort with negative feedback.

Responses varied based on the source of feedback, with some respondents expressing preferences for feedback from certain peers.

Appendix M – Data Analysis Post Intervention

Thematic Analysis:

Confidence in Giving Feedback:

Responses varied on the scale of confidence in giving feedback.

The majority (45%) rated their confidence as 3 out of 5, indicating moderate confidence.

Some participants (30%) rated their confidence at 4 out of 5, suggesting a relatively high level of confidence.

A smaller percentage (10%) rated their confidence at 2 out of 5, indicating low confidence.

Only 5% rated their confidence at 1 out of 5, reflecting very low confidence.

This suggests a diverse range of confidence levels among participants, with the majority feeling moderately confident.

Frequency of Using Peer Feedback:

The responses indicated that peer feedback is used to varying degrees.

The majority (55%) reported using peer feedback sometimes, indicating it is not consistently utilized.

A significant portion (40%) reported never using peer feedback during drama class.

Few participants (8%) reported often using peer feedback, while none reported always using it.

This suggests that peer feedback is not extensively employed in the drama class, with a significant portion of participants not utilizing it at all.

Comfort with Using Drama Terminology:

Participants' comfort levels with using drama terminology varied.

The majority (50%) reported feeling comfortable with using drama terminology, rating it at 3 out of 5.

A smaller percentage (20%) rated their comfort level at 4 out of 5, indicating a relatively high level of comfort.

A small percentage (8%) reported often using peer feedback, while none reported always using it.

Comfort with Using Drama Terminology:

The majority of participants (50%) felt moderately comfortable (3 out of 5) with using drama terminology.

A smaller percentage (20%) felt relatively high comfort (4 out of 5), while 15% felt low comfort (2 out of 5).

Only 5% felt very low comfort (1 out of 5) with using drama terminology.

Appendix M – Data Analysis Post Intervention

Some participants (15%) rated their comfort level at 2 out of 5, suggesting a lower level of comfort.

Only a few participants (5%) rated their comfort level at 1 out of 5, reflecting very low comfort.

This suggests a range of comfort levels among participants, with the majority feeling moderately comfortable.

Feelings about Giving and Receiving Feedback:

Responses to how participants feel about giving and receiving feedback were diverse.

Some participants expressed increased confidence and comfort, particularly when provided with structured guidance and tools.

Others mentioned feeling awkward or shy, indicating discomfort with the process.

Many participants appreciated the constructive nature of feedback and its potential to improve their performance.

Some participants mentioned feeling embarrassed or awkward when receiving feedback, suggesting a need for a supportive and respectful feedback environment.

Overall, participants' feelings about giving and receiving feedback varied, reflecting individual differences and the influence of contextual factors.

Quantitative Analysis:

Confidence in Giving Feedback:

The majority of participants (55%) rated their confidence as moderate (3 out of 5), followed by 30% with relatively high confidence (4 out of 5).

A smaller percentage (10%) reported low confidence (2 out of 5), while only 5% expressed very low confidence (1 out of 5).

Frequency of Using Peer Feedback:

The majority of participants (55%) reported using peer feedback sometimes, followed by 40% who reported never using it.