

# ***Appendices***

## ***Contents***

### ***1. Lesson Study 1***

- a) Observation Schedule (1)
- b) Reflection Sheet (1)
- c) Tree Pupils Case Resulted Work (1)
- d) Interview Questions & Answers (1)

### ***2. Lesson Study 2***

- e) Observation Schedule (2)
- f) Reflection Sheet (2)
- g) Tree Pupils Case Resulted Work (2)
- h) Interview Questions & Answers (2)

### ***3. Letters of Consent***

- i) Letter to Parents/Carers
- j) Letter to Pupil
- k) Prior Interviewing Consent Confirmation

## **1. Lesson Study 1**

### **a) Observation Schedule**

**Observation Schedule** Lesson 1 (partners lesson study)

**What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?**

**Context:** First Lesson Study concentrating on demonstration/modelling. Focus group: Three pupils: A, B and C.

|                                                                                                                                                          | <b>Pupil A</b>                                                                                                                                                                                                          | <b>Pupil B</b>                                                                                     | <b>Pupil C</b>                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------|
| <b>Readiness and preparation for demonstration (i.e. How long it took them to place themselves? Is the demonstration table visible to each of them?)</b> | 3<br>Yes                                                                                                                                                                                                                | 4<br>Yes, , with reasonable distance                                                               | 4<br>Yes                                             |
| <b>Level of attention and engagement during demo stages (beginning middle and end)</b>                                                                   | 2,3,4                                                                                                                                                                                                                   | 4, 4, 4                                                                                            | 4, 5, 4                                              |
| <b>Pupil's focus when other students are being asked to describe demo and task</b>                                                                       | 4                                                                                                                                                                                                                       | 4                                                                                                  | 5                                                    |
| <b>Do pupils need further explanation (or one-to-one support) after demonstration? (tick if applicable)</b>                                              | A little                                                                                                                                                                                                                | A little                                                                                           | No                                                   |
| <b>Do pupils understand and meet the lesson objectives?</b>                                                                                              | Not at the beginning of the demonstration                                                                                                                                                                               | Yes, after solving the problem.                                                                    | Yes                                                  |
| <b>Observation notes</b>                                                                                                                                 | At the beginning of demonstration, pupil showed poor attention and therefore, was unsure of the steps of work until teacher asked one of the pupils to repeat the steps; at that stage student showed better attention. | Pupil was standing at the back of the demonstration table but still able to see the demonstration. | Pupil seemed to be confident and knowing what to do. |
| <b>Observation notes</b>                                                                                                                                 | After the demo, pupil faced some                                                                                                                                                                                        | The pupil had to re-do the                                                                         | The resulted work was good                           |

|  |                                                          |                                                                                                          |                                   |
|--|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------|
|  | difficulty by getting some noise (smudges) on the print. | task again due to multiple smudges on his print. Scaffolding support provided to take the excess ink out | with acceptable level of 'noise'. |
|--|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------|-----------------------------------|

Observation Key- adapted from *Leuven Scale*, Lavers, (2008) Available at:  
[https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale\\_tcm4-735285.pdf](https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale_tcm4-735285.pdf)  
 (Accessed 15 October 2019)

1. **Extremely low:** Child shows no level of engagement
2. **Low:** Child slightly engaged in part or some of the activity with lack of concentration
3. **Moderate:** Child appeared to be engaged but easily distracted
4. **High:** Completely engaged with the activity
5. **Extremely high:** Child completely engaged with the activity, creative and enthusiastic.

**Leuven Scale of Active Engagement – Annex 1**

| Level | Engagement                                                                                                                         | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Extremely low: the child shows hardly any activity                                                                                 | No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity                                                                                                                                                                                                                  |
| 2     | Low: the child shows some degree of activity which is often interrupted                                                            | Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.                                                                                                                                                                                                                                                                                                        |
| 3     | Moderate: the child is busy the whole time, but without real concentration                                                         | Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.                                                                                                         |
| 4     | High: there are clear signs of involvement, but these are not always present to their full extent                                  | The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.                                                                                             |
| 5     | Extremely High: during the observation of learning the child is continually engaged in the activity and completely absorbed in it. | Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense;<br><br>The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity. |

Professor Ferre Lavers, Leuven University, Belgium

*HMIE Good Practice Conference: Dynamic Learning in the Early Years, 2008*

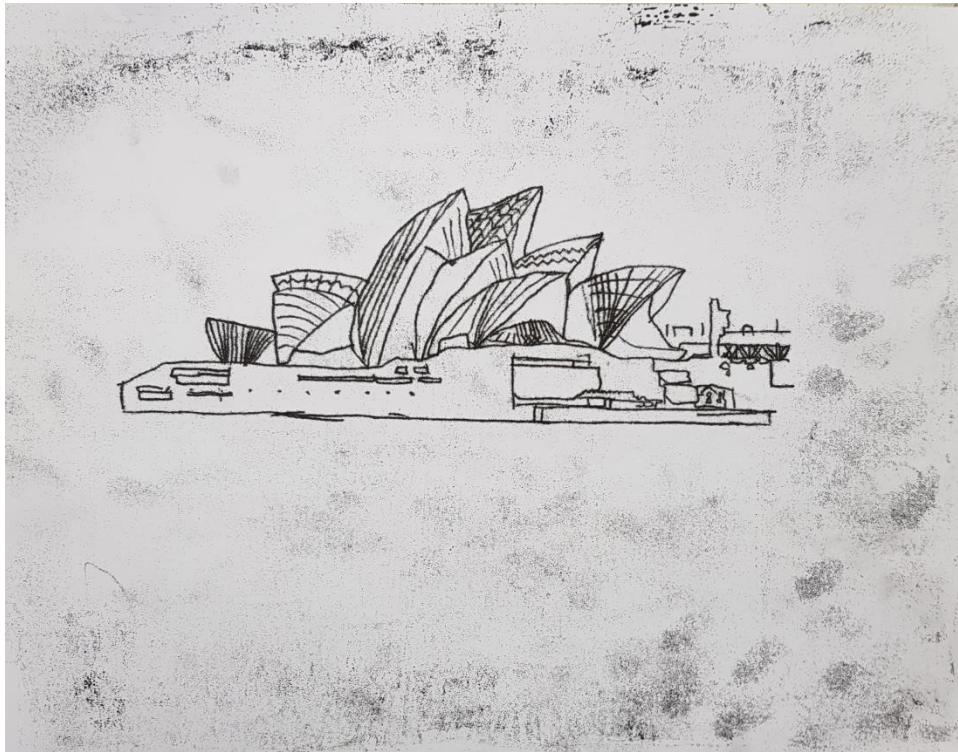
## b) Reflection Sheet (1)

| Observation Experience- Lesson 1                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Description</b><br>(Describe what happened)                                                                                                                   | <p>Books, equipment, resources and learning materials have been prepared and placed on desks.</p> <p>'Do Now' task started with good concentrate.</p> <p>Lesson objectives have been explained and displayed on the screen</p> <p>Demonstration has been delivered by the teacher with questioning and encouragement for pupils to engage.</p> <p>Success Criteria displayed on the screen and explained.</p> <p>Self-evaluation has been implemented by pupils.</p> <p>Summarising of task and learned skills and concepts has been delivered through plenary, with link to Lesson Objectives and Success Criteria.</p>                                                                                                                                                                                    |
| <b>Feelings</b><br>What are your feelings and thoughts regarding the experience?                                                                                 | <p>The classroom environment appeared to be positive, safe and quiet.</p> <p>Pupils seemed to be ready to learn.</p> <p>Most students concentrated on the learning activities.</p> <p>Trust and respect relationship seemed to be prevailed during all time.</p> <p>The teacher appeared to be confident and skillful.</p> <p>The three observed pupils looked well-focusing on the demonstration with various levels of attention.</p>                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Evaluation</b><br>What aspects of the learning experience that went well?<br><br>What were the elements of the learning experience that were not as expected? | <p>In general, most aspects of learning went well, and pupils completed the task with different levels of engagement and achievement. Most have achieved the Lesson Objectives.</p> <p>Pupils learned and practiced skills of mono-print technique.</p> <p>Pupil A achieved some pattern drawing after completing drawing</p> <p>Pupil B spent long time on taking the excess ink and frequently flipping up the paper to check his/her drawing, so that the resulted print contained less nudges</p> <p>Pupil C Good focus and engagement with the task with pattern drawing</p> <p>All pupils did not completely take off the excess ink before starting printing, so some nudges appeared on the prints because of hand pressure on the printing tile.</p> <p>Low level of chatting during the task.</p> |
| <b>Analysis</b><br>What will you keep the                                                                                                                        | <p>Lesson Plan</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>same in the future?"</p> <p>What was the most unsuccessful and disappointing element?</p>                                                         | <p>Well preparation with visual resources</p> <p>Teaching strategies</p> <p>The friendly and positive relationship with students</p><br><p>The smudges on pupils' print not taking off the excess ink.</p> <p>Requesting pupils to produce two prints, while only one had been demonstrated, so that most pupils produced only one, as this point was not clarified clearly.</p>                     |
| <p><b>Conclusions and Actions</b></p> <p>What are your possible solutions to the disappointing issues identified?"</p> <p>What will you do next?</p> | <p>Emphasising through demonstration on spending longer time on taking off the excess ink</p><br><p>I would consider a longer demonstration with more pupil engagement (could be through basketball questioning strategy).</p> <p>Revise the main task on the lesson plan and the PP presentation to be focusing on one print with an extension for filling with patterns (for differentiation).</p> |

Adapted from Gibbs, (1988) *Reflective Cycle*

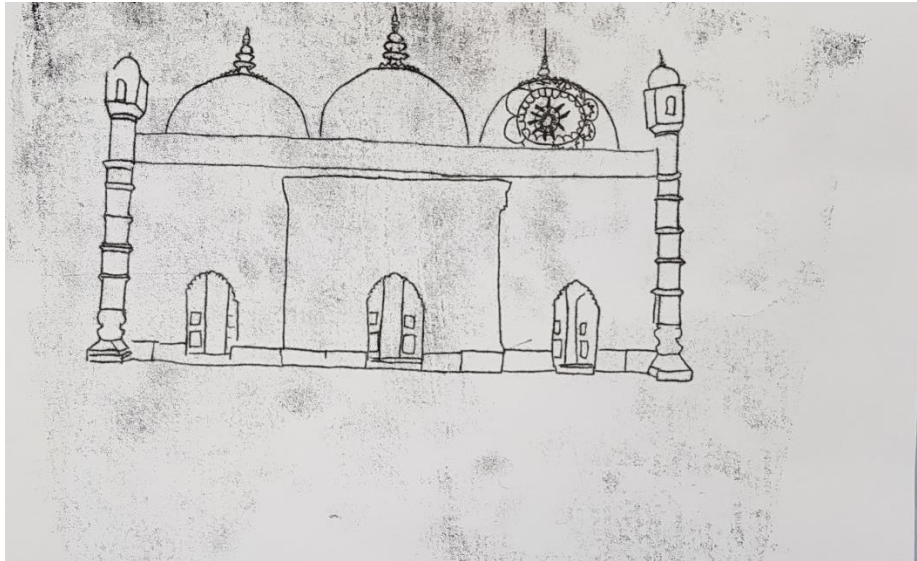
**c) Tree Pupils Case Resulted Work (1)**



Pupil A Resulted Print



Pupil B Resulted Print



Pupil C Resulted Print

#### **d) Interview Questions & Answers (1)**

Lesson 1- Lesson Study Partner.

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

1. Could you explain what you have learned from this demonstration?
  - Mono-print.
2. How has this demonstration helped you achieve the success criteria?
  - It helped to knowing how to do the task.
3. What suggestions could you give to make the demonstration even more effective?
  - Maybe make the time of demonstration longer.
4. If a practical demonstration hadn't been provided, how do you think you would have completed the task?
  - No, as the demonstration provided a practical guidance of how to do the task.

## 2. Lesson Study 2

### e) Observation Schedule

Observation Schedule Lesson 2 (My lesson study)

**What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?**

**Context:** First Lesson Study concentrating on demonstration/modelling. Focus group: Three pupils: A2, B2 and C2.

|                                                                                                                                                              | Pupil A2                                                                                                                               | Pupil B2                                                                 | Pupil C2                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <b>Readiness and preparation for demonstration (i.e. How long it took them to place themselves?<br/>Is the demonstration table visible to each of them?)</b> | 5<br>Yes                                                                                                                               | 4<br>Yes                                                                 | 4<br>Yes                                                                    |
| <b>Level of attention and engagement during demo stages (beginning middle and end)</b>                                                                       | 5,5,4                                                                                                                                  | 4,4,4                                                                    | 3,4,4                                                                       |
| <b>Pupil's focus when other students are being asked to describe demo and task</b>                                                                           | 5                                                                                                                                      | 5                                                                        | 4                                                                           |
| <b>Do pupils need further explanation (or one-to-one support) after demonstration? (tick if applicable)</b>                                                  | No                                                                                                                                     | No                                                                       | A little                                                                    |
| <b>Do pupils understand and meet the lesson objectives?</b>                                                                                                  | Yes                                                                                                                                    | Yes                                                                      | Yes                                                                         |
| <b>Observation notes</b>                                                                                                                                     | Pupil was ready and standing by the side of the demonstrating table. They had done this before and were eager to answer any questions. | Pupil was sitting close to the demonstration table.                      | Pupil arrived a little bit late                                             |
| <b>Observation notes</b>                                                                                                                                     | The pupil knew exactly what to do.                                                                                                     | The pupil asked for some help to take out the excess ink during the task | The pupil clarified with the teacher if they were doing the task correctly. |

Observation Key- adapted from *Leuven Scale*, Lavers, (2008)

Available at: [https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale\\_tcm4-735285.pdf](https://www.teachertoolkit.co.uk/wp-content/uploads/2016/03/LeuvenScale_tcm4-735285.pdf)

(Accessed 15 October 2019)

2. **Extremely low:** Child shows no level of engagement
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5. **High:** Completely engaged with the activity
6. **Extremely high:** Child completely engaged with the activity, creative and enthusiastic.

**Leuven Scale of Active Engagement – Annex 1**

| Level | Engagement                                                                                                                         | Examples                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1     | Extremely low: the child shows hardly any activity                                                                                 | No concentration: staring, daydreaming; An absent, passive attitude; No goal-oriented activity, aimless actions, not producing anything; No signs of exploration and interest; Not taking anything in, no mental activity                                                                                                                                                                                                                  |
| 2     | Low: the child shows some degree of activity which is often interrupted                                                            | Limited concentration; looks away during the activity, fiddles, dreams; Is easily distracted; Action only leads to limited results.                                                                                                                                                                                                                                                                                                        |
| 3     | Moderate: the child is busy the whole time, but without real concentration                                                         | Routine actions, attention is superficial; Is not absorbed in the activity, activities are short lived; Limited motivation, no real dedication, does not feel challenged; The child does not gain deep-level experiences; Does not use his/her capabilities to full extent; The activity does not address the child's imagination.                                                                                                         |
| 4     | High: there are clear signs of involvement, but these are not always present to their full extent                                  | The child is engaged in the activity without interruption; Most of the time there is real concentration, but during some brief moments the attention is more superficial; The child feels challenged, there is a certain degree of motivation; The child's capabilities and its imagination to a certain extent are addressed in the activity.                                                                                             |
| 5     | Extremely High: during the observation of learning the child is continually engaged in the activity and completely absorbed in it. | Is absolutely focussed, concentrated without interruption; Is highly motivated, feels strongly appealed by the activity; Even strong stimuli cannot distract him/her; Is alert, has attention for details, shows precision; Its mental activity and experience are intense;<br><br>The child constantly addresses all its capabilities: imagination and mental capacity are in top gear; Obviously enjoys being engrossed in the activity. |

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**HMIE Good Practice Conference: *Dynamic Learning in the Early Years*, 2008**

## f) Reflection Sheet (2)

### Reflection Sheet (2)

| Lesson study 2- Teaching Experience                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Description</b><br/>(Describe what happened)</p>                                   | <p>The classroom was set-up ready for the pupils with their books. Resources, materials and equipment were already prepared on desks upon pupils' arrival. The starter task has been changed into drawing a pattern or part of a pattern for warming up and for more engagement by pupils, as well as to be more relevant with the main task and the taught concept.</p> <p>The classroom environment appeared to be positive, safe and quiet, and pupils seemed to be passionate to learn. Yet, I was eager to promote mutual trust and respect relationship with pupils all times. I commenced the lesson with a starter task, and most students seemed to be engaged with the task. The Lesson objectives have been explained and displayed on the screen, with questioning and discussion atmosphere throughout the lesson.</p> <p>The following step was introduction to the concept, with questioning and discussion along with example images display on the PowerPoint presentation.</p> <p>I have then delivered Demonstration with questioning and encouragement for pupils to engage, while the success criteria was displayed on the screen and explained at the beginning of the demonstration and during the main task, as well as being revisited and displayed on the screen again during the self-evaluation and plenary. For self-evaluation, I asked pupils to reflect on their work through answering questions about what they have learned, what went well, what challenges they have faced and what could be done differently for improvement. Pupils wrote their answers, discussed in pairs and shared with the class.</p> |
| <p><b>Feelings</b><br/>What are your feelings and thoughts regarding the experience?</p> | <p>All pupils seemed to be focusing on the demonstration, while I asked questions with relation to the success criteria to engage them with the learning activity, as well as to establish their understanding of the concept and the steps of printing. The three observed pupils looked well-focusing on the demonstration with various levels of attention. The demonstration had provided a vital experience to connect</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

|                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                          | <p>theoretical and practical concepts with instruction and discussion about what a successful piece looks like.</p> <p>Pupils showed enthusiasm to start experiment the technique themselves.</p> <p>In general, pupils' engagement, commitment to work and achievements went beyond my expectation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Evaluation</b><br/>What aspects of the learning experience that went well?</p> <p>What were the elements of the learning experience that were not as expected?</p> | <p>In general, most aspects of learning went well, and pupils completed the task with different levels of engagement and achievement. Most have achieved the Lesson Objectives.</p> <p>Interviewing of the tree pupils was undertaken after the end of the lesson (as an initial part of the Lesson Study research).</p> <p>Pupils answered that they had learned about concept and techniques of mono-print, and they had learned <i>"how to avoid making 'noise' by not pressing hard, not to use too much ink"</i>.</p> <p><i>Furthermore</i>, they felt there could have been more questioning if demonstration had not been provided, as without the demonstration they would not be able to complete the task. And all agreed that the demonstration was delivered at the right duration for them.</p> <p>There was very little low-level of chatting between a few pupils during the task. This prompted me to reinforce behavior management to ensure that learning process will not be disrupted.</p> |
| <p><b>Analysis</b><br/>What will you keep the same in the future?"</p> <p>What was the most unsuccessful and disappointing element?</p>                                  | <p>The level of pupil's engagement has slightly improved at the second lesson, with the amendments we have made on the demonstration approach as well as the lesson plan</p> <p>We have learned from the first teaching experience how to improve our teaching practice in a method that provides pupils with better learning experience through the second lesson.</p> <p>Overall, the demonstration was delivered successfully in a way that enabled pupils to achieve the learning goals.</p> <p>The focus group resulted prints inevitably contained some unwanted noise (smudges), but still at the acceptable range for this type of Art technique.</p>                                                                                                                                                                                                                                                                                                                                                  |

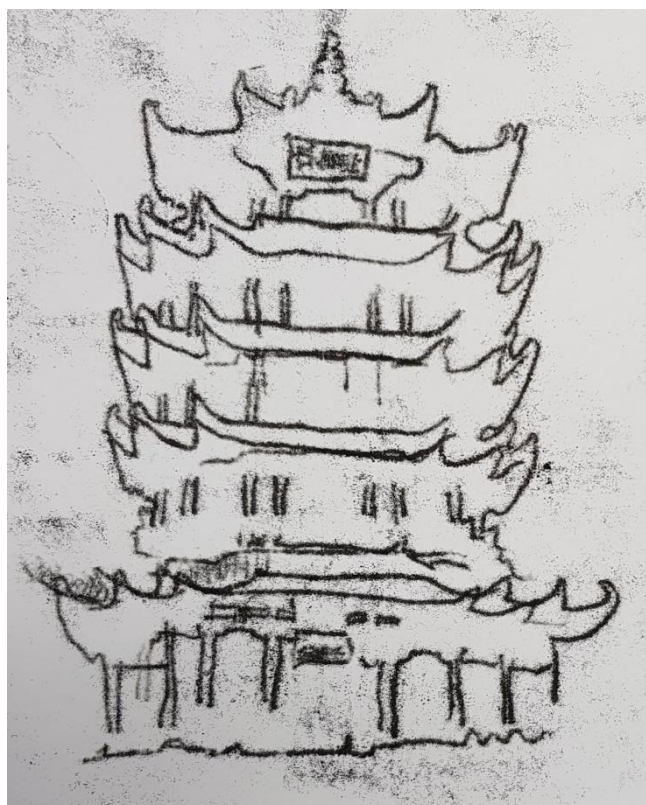
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|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Conclusions and Actions</b><br/>What are your possible solutions to the disappointing issues identified?"</p> <p>What will you do next?</p> | <p>Such a significant research experience should be allocated considerable amount of time and dedication (perhaps, to consider involving more lessons and more observers for future research).</p> <p>In my opinion, our research tool for data collection could be even more effective if we used additional means of recording (such as audio recording or filming) should the school policy allow that. Additionally, it would also be more efficient if both lessons were delivered by the same teacher (to avoid bias), so that one teacher focuses on teaching while the other would be focusing on observation; such a method could implement more accurate research result and measurement, not only for pupils' attainment but also for teacher's performance.</p> <p>For future lessons I would recommend taking into consideration pupils' emotional well-being when undertaking observation-based research (we may apply Leuven Scale for Well-being to measure that).</p> <p>Furthermore, I would also recommend applying lesson study on a larger scale of sample group, as well as considering increasing the number of the observed lessons, with an emphasis on demonstration in correlation with main lesson elements (such as lesson objectives, formative assessment and plenary).</p> |
|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Adapted from Gibbs, (1988) Reflective Cycle

**g) Tree Pupils Case Resulted Work (2)**



Pupil A2 Resulted Print



Pupil B2 Resulted Print



Pupil C2 Resulted Print

## **h) Interview Questions & Answers (2)**

Lesson 2- Lesson Study Partner.

What impact does practical demonstration (as a visual resource) have on pupils' learning and engagement?

1. Could you explain what you have learned from this demonstration?
2. How has this demonstration helped you achieve the success criteria?
3. What suggestions could you give to make the demonstration even more effective?
4. If a practical demonstration hadn't been provided, how do you think you would have completed the task?

After the first lesson study we added the following question:

5. What do you think of the length of the demonstration?

### **Answers**

The three pupils answered as a focus group and discussed their answers with each other.

1. The pupils said they learned how not to make 'noise' by not pressing hard, not to use too much ink and when prompted to mono-print.
2. They felt it helped them to use clear drawing lines, not to make noise and fulfil the success criteria which they could repeat.
3. They felt that the demonstration was quite helpful for them to achieve the task.
4. All pupils agreed that without the demonstration they would not have been able to complete the task.
5. All of the pupils agreed that the demonstration was undertaken at the right length.

### **3. Letters of Consent**

#### **i) Letter to Parents/Carers**

#### **CONSENT FORM (PARENTS)**

**PROJECT TITLE: What impact does practical demonstration (as a visual resource) have on pupils' engagement and learning?**

Name of Researcher: Ousama Lazkani

**Please initial box**

1. I confirm that I have read and understand the information sheet dated 10/01/2020 for the above study.

☐

2. I understand that my child's participation is voluntary and that I am free to withdraw my child from the study at any time, without giving any reason.

☐

3. I understand that my child can choose to withdraw at any time, without giving a reason.

4. I understand that the information given by my child will be used in a university assignment.

☐

5. I understand that my child's name will not appear at any time.

☐

6. I agree for my child to take part in the above study.

☐

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Child's name

Parent signature

Date

**When completed, please return in the envelope provided to ..... by  
the ..... of ..... (date)**

**Thank you.**

|                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------|
| <b>INFORMATION SHEET</b>                                                                                                       |
| <b>PROJECT TITLE: What impact does practical demonstration (as a visual resource) have on pupils' engagement and learning?</b> |

Dear Parent / Guardian,

My name is Ousama Lazkani and I am studying for a PGCE qualification at Yr Athrofa, University of Wales Trinity Saint David. I am currently a student teacher within Olchfa and am teaching in your child's class.

I would like to invite your child to participate in my research project. The title of the project is:

**What impact does practical demonstration as a visual resource have on pupil's engagement and learning?**

Through your child's participation, I hope to ascertain the importance of providing a teacher demonstration for pupils' engagement and learning.

The process will be an observation conducted by my research during your child's normal lesson and questions asked in a focus group afterwards. There will be written notes taken by my research partner during the question and answer time.

All names will be kept strictly confidential and will only be known by myself and my research partner. Your child's participation in this study is completely voluntary so you or your child can withdraw from the study at any stage. Your child will also be asked to give their assent before the beginning of the study.

After careful and precise analysis of the data obtained from the lesson observation and group interview, I would be happy to provide you with a copy of the findings at your request. The results of the research will be discussed in a university assignment that will contribute to my PGCE course. The results of this study will be stored on secure cloud storage and all raw data will be destroyed once the assessment has been marked.

I thank you in advance for your time. If any questions do arise, feel free to contact me at your convenience.

Yours sincerely,

Ousama Lazkani

## **j) Letter to Pupil**

Dear Pupil,

During the spring term at your school, we are undertaking a number of research projects to enhance your learning. Your class has been selected to participate.

Your lessons will run as usual, but you could be asked to complete a questionnaire in class or to participate in a small group observation during the lesson and a short interview after the lesson. This will be with fellow pupils from your class and a teacher. Your responses will be collected and analysed - all of this information will be confidential (kept private). If any of your data is used from the lessons, questionnaires or interviews, your name will not be attached to them.

You will always be given the opportunity to withdraw from any questionnaire or interviews by your teacher, should you wish to.

To show that you understand this and are willing to participate in the research project, please write your name, form and date in the spaces provided below.

Kind regards

PGCE Trainee Teacher

Name:

Form:

Date:

## **k) Prior Interviewing Consent Confirmation**

### Pre-interview proforma

The PGCE students welcome you to this short interview session. We are interested in your opinions and views. We would like to assure you that all of the information that you provide us with will be anonymous. Any voice recordings of your interview will be deleted once we have summarised the information.

Are you happy to complete this interview? Yes / No