



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

ECAD7004 APPENDICES

- R1. Ethics Form.
- R2. Lesson Power Point Presentation dated 3rd February 2020.
- R3. Lesson 1 Observation Schedule dated 3rd February 2020.
- R4. Focus Group Interview Questions and Transcript from Lesson 2 dated 3rd February 2020.
- R5. Reflection Sheet from Lesson 1 dated 3rd February 2020.
- R6. Lesson 2 altered Power Point Presentation (altered slides only) dated 6th February 2020.
- R7. Lesson 2 Observation Schedule dated 6th February 2020.
- R8. Focus Group Interview Questions and Transcript from Lesson 2 dated 6th February 2020.
- R9. Reflection Sheet from Lesson 2 dated 6th February 2020.
- R10. Workbook excerpts of case study pupils.

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	Pratt College 700 University Hall University of Illinois Urbana, IL 61801	PAGE 18 FORM
3. The basis for considering use of a focus group study (Dunlap, 2001) for this particular research project is that it provides an opportunity for researchers to work collaboratively with a view to designing a focus group with a specific aim. Following the focus group, researchers will collaborate to reflect upon the results and thereafter identify people involved in order to determine methods of improvement which will be implemented during the second focus group cycle.		
4. Observations will be conducted by observing researchers during the focus studies. Observation sheets have been designed based on the Finkler Wood (2004) model. Furthermore, for the specific purpose of this research, the observation sheets will include the following: researcher to monitor each engagement using the Leavelle scale (Leavelle, 1980). (See below) at completing/through observation sheets to that it will enable the observing researcher to interact the people with the research situation at the forefront of their mind.		
5. The reflection model has been designed allowing a number of reflection models (Dunlap, 2001; De Bono, 1980; Roth, 1996; Chisholm, 1988; and Brown, 2001). To reflect following each cycle of research, the Revised Reflective Contributions Model has been created utilizing the aforementioned models of reflection.		
6. A focus group study interview will be conducted with three participating people during each research study cycle. This interview will involve semi-structured questions (Dunlap, 2001) which will be formulated after each focus group study interview by the observing researcher.		

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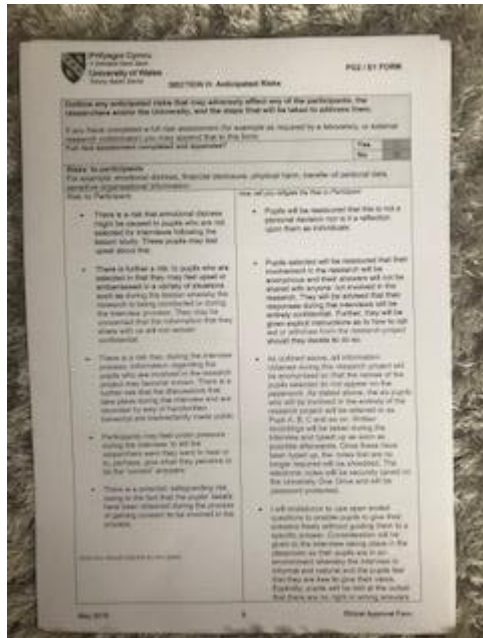
 University of Illinois Office of Research Ethics Human Subjects		SECTION F: Scope of Research Activity		PGI / CI FORM	
Will the research activity include:				YES	NO
Use of a questionnaire or similar research instrument?				☐	☒
Use of interview?				☒	☐
Use of focus?				☒	☐
Participant placement with no incentive?				☒	☐
Participant placement without the knowledge?				☒	☐
Use of video or audio recording?				☒	☐
Access to personal or confidential information without the participants' specific consent?				☒	☐
Reproduction of any questions, test stimuli, presentation that may be considered as identifiable, directly or indirectly harmful or offensive?				☒	☐
Performance of any acts which may cause emotional harm or affect self-esteem?				☒	☐
Identification of participants involved in larger activities?				☒	☐
Use of procedures that involve deception?				☒	☐
Administration of any substance, agent or placebo?				☒	☐
Recording will the following answers?				☒	☐
Other primary data collection methods, present exposure to risk factor				☒	☐
For example, focus groups. Please indicate the form of this collection method in the box and tick the appropriate box.					
Details of any other primary data collection method					
Group group interviews (or individual interviews) conducted with the subjects who have been selected or are otherwise under study.				☒	☐
PLEASE PRINT OR TYPE IN ALL CAPS If YES to any question, then the research activity is sufficiently low risk and may be exempt from review of the IRB, provided it meets the criteria below (Indicate Yes/No). If YES to any question, then no research activity should be implemented until full review is approved. No team decision.					

IRB-10-015
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Ethics Approval Form

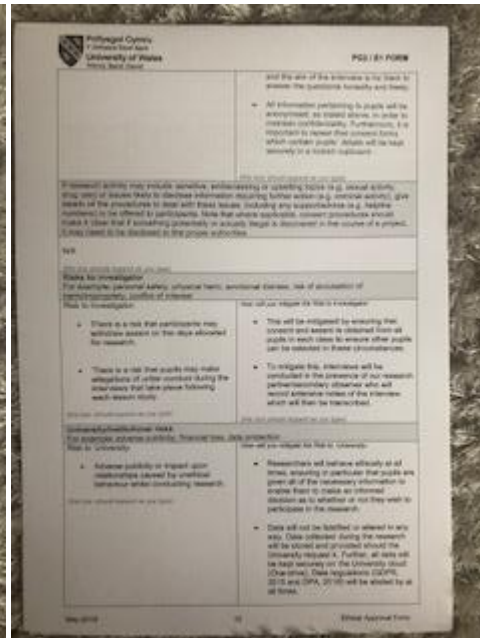
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 Prifysgol Cymru University of Wales Aberystwyth		PQ2 1/1 FORM		
Information for participants				
Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	YES	NO	N/A	
Will you tell participants that their participation is voluntary?	☒	☐	☐	
Will you obtain written consent for participation?	☒	☐	☐	
Will you ensure that participants that refuse to participate in the research will not affect their treatment of education if relevant?	☒	☐	☐	
If the research is educational, will you tell participants that you intend to bring the research to their attention?	☒	☐	☐	
Will you tell participants that they may withdraw from the research at any time and for any reason?	☒	☐	☐	
Will participants will you give participants the option of giving feedback. They do not need to respond?	☒	☐	☐	
Will you tell participants that their data will be treated with full confidentiality, so that, if published, it will not be identifiable as theirs?	☒	☐	☐	
Will you inform participants at the end of their participation, if it was appropriate, of the name of research institution?	☒	☐	☐	
If YES to any of above questions, please give an explanation				
Participants will be required to complete questionnaires and therefore this is non-voluntary. As per the placement school policy, letters will be sent to parents of the participating students informing them of the equipment and of their right to opt out of said research. Additionally, parents will have to be required to provide explicit written consent before any research is conducted. Prifysgol Cymru/University of Wales				
Information for participants				
Will participants be paid?	YES	NO	N/A	
Will you ensure that other measures in the school with participants?	☒	☐	☐	
Will you tell participants of other measures to the investigator if relevant, writing them to this study?	☒	☐	☐	
Will the research involve any potentially misleading participants in any way, on the part of, or full participants of the specific study itself?	☒	☐	☐	
If YES to any question, please provide full details				
Prifysgol Cymru/University of Wales				

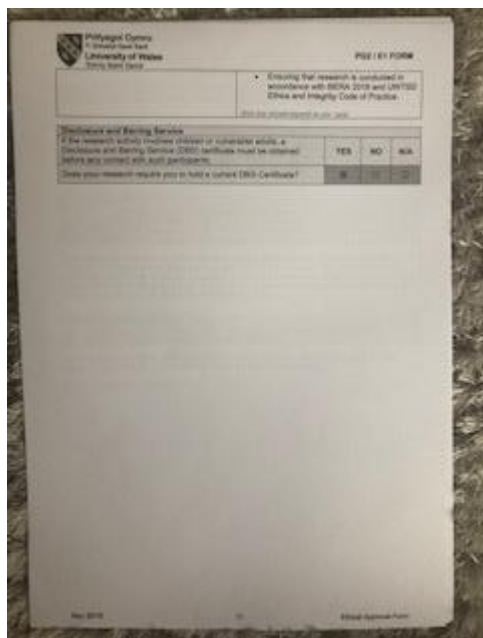
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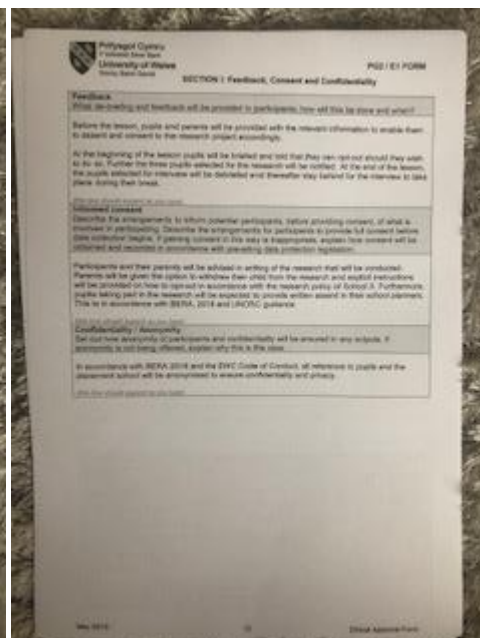
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 Prifysgol Cymru University of Wales Aberystwyth, Wales	SECTION 7: Data Protection and Storage	Q01-EN FORM
In completing this section you are the University's Research Data Management Policy and the subsequent responses on the University's Research Data Management web pages (see http://www.aberystwyth.ac.uk/researchdata/).		
Does your research activity involve personal data (as defined by the General Data Protection Regulation (GDPR) 2016) and the Data Protection Act 2018?	YES NO	
"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, 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 aspects of that natural person.		
If YES, provide a description of the data and explain why the data needs to be collected: Please ensure compliance by persons of participants and exclude names. The information collected will be processed according to data protection policies and will be disclosed, except be released in compliance. Any data collection and storage will adhere to the University's Research Data Management Policy.		
No, the research does not use data.		
Does it involve special category data (as defined by the GDPR)?	YES NO	
"Special category" data means personal data consisting of information as to the data subject's: a) race or ethnic origin; b) political opinions; c) religious beliefs or other beliefs of similar values; d) membership of a trade union (or the members of the Law Society and other Regulatory Communications Act (RCA)); e) sexual orientation or sexual activity; f) genetic data; g) biometric data (as per the GDPR); h) data on health.		
If YES, provide a description of the special category data and explain why the data needs to be collected.		
No.		
Do you intend to publish the data?		
Will the research activity involve storing personal data online (space reserved for use in the following)?	YES NO	
Please tick box in line with your answer.		
Online computer(s)	☐ YES ☐ NO	
Mobile computing computer(s)	☐ YES ☐ NO	
Laptop or other personal computer(s)	☐ YES ☐ NO	
Storage computer(s) (for Portable data storage memory stick)	☐ YES ☐ NO	
Cloud storage or website(s)	☐ YES ☐ NO	
Other - specify	☐ YES ☐ NO	
For all stored data, specify the measures in place to ensure the security of the data collected. Note particularly: including details of password protection, encryption, de-identification and pseudonymisation.		
Rev. 2019	10	Stage Approval Form

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 Prifysgol Cyfrifiad Institute for Data Science University of Twente Enschede, the Netherlands		PQ2: E1 FORM	
Dear research group, it is requested that a paper that will be kept which will include the research plan, observation sheets, interview hand-written transcripts, and reflection sheets. The research plan should state how the study will be set in relation to the field research, but instead by Wap A. N. G. D. S. P. The research plan should also contain a summary and confidentiality considerations. However, in any case, the file will be kept securely in a locked container. In addition, the signed consent forms that have been returned will be kept by Driek H. in a locked file (checkbox). Approbation of the research protocol that will be done on the examination board has not and final module must be completed. The paper and analysis have not been approved by the University Data Office and password protection must be completed. How many papers will be kept?			
All data storage			
Will the research activity involve any of the following activities?	YES	NO	
Electronic transfer of data in any form?	☐	☐	
Storage of data with others at the University?	☐	☐	
Storage of data with other organisations?	☐	☐	
Export of data outside the European Union in support of data back transfer?	☐	☐	
Use of personal addresses, postcodes, names, email or telephone numbers?	☐	☐	
Publication of data that might allow identification of individuals?	☐	☐	
Use of data management system?	☐	☐	
Data archiving?	☐	☐	
If YES to any question, please provide full details, explaining how the act will be conducted in compliance with the GDPR and GPA, and/or any international agreements. The qualitative data collected will form the basis of an assignment. The data will be obtained via observation sheets and interviews which will be fully anonymised and confidential with no inclusion of the people involved in the actual names. All information will be stored securely on the University cloud storage (OneDrive) and in accordance with GDPR, 2016 and GPA, 2016. Furthermore, any hard copies of data that has been collected via observation sheets, reflection sheets and interview transcripts will be securely stored in a locked storage container for the duration of the study. The electronic data will be destroyed. How many papers will be kept? Will we also have access to the data generated by the research activity? Yes/No and my research partner. How many papers will be kept? Yes/No and my research partner. All data will be destroyed for data generated for this research activity. How? How many papers will be kept? Yes/No and my research partner. All data will be destroyed for data generated for this research activity. How? Yes/No and my research partner. All data will be destroyed for data generated for this research activity.			

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University of Waikato
 1 University Drive
 Hamilton, New Zealand

POL / E1 FORM

When required, the data will be downloaded and securely kept on the University storage cloud (OneDrive).

Therefore, any hard copies of data collected by way of observation sheets, reflection sheets and interview transcripts will be securely stored in a locked storage container for the period of analysis. The electronic data will be de-identified.

How the data will be stored

Please indicate if your data will be stored in the UOATD Research Data Repository (see <https://researchdata.uot.ac.nz/>). For student studies, (Most relevant to student study)

Yes		
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Do you want access to the data?

Confirm that you have read the UOATD guidance on data management (see https://researchdata.uot.ac.nz/data-management/)	YES	NO
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Confirm that you will ensure that you need to keep all data until after your research has completed or the end of your funding

	YES	NO
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UOATD Research Team

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	Philosophy Centre United Essex Hall University of Essex Salford Road	PGD-1 FORM
SECTION 1: Declaration		
The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any areas and issues relevant to the research activity and acknowledge my obligations and the signs of the apparatus.		
In submitting this application, I hereby confirm that it is possible to ensure that the above named research activity will meet the University's Research Ethics and Security Code of 2012/13		
Signatures of applicant:	In Research	Date: 17/03/2019
For STUDENT Submission		
Identity of Student(s)/superv	Date:	
Signature		
For STAFF Submission		
Name of Submission	Date:	
Signature		
Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation		
a	I have read the guidance notes supplied before completing the form.	
b	I have completed ALL RELEVANT sections of the form in full.	
c	I confirm that the research activity has received approval in principle.	
d	I have attached a copy of the written approval, the external organisation where appropriate.	
e	I have attached a full copy of my research project (all have NOT completed sections of this form) before submission. ONLY FOR PGD-1/PGD-2/PGD-3/PGD-4/PGD-5/PGD-6/PGD-7/PGD-8/PGD-9/PGD-10/PGD-11/PGD-12/PGD-13/PGD-14/PGD-15/PGD-16/PGD-17/PGD-18/PGD-19/PGD-20/PGD-21/PGD-22/PGD-23/PGD-24/PGD-25/PGD-26/PGD-27/PGD-28/PGD-29/PGD-30/PGD-31/PGD-32/PGD-33/PGD-34/PGD-35/PGD-36/PGD-37/PGD-38/PGD-39/PGD-40/PGD-41/PGD-42/PGD-43/PGD-44/PGD-45/PGD-46/PGD-47/PGD-48/PGD-49/PGD-50/PGD-51/PGD-52/PGD-53/PGD-54/PGD-55/PGD-56/PGD-57/PGD-58/PGD-59/PGD-60/PGD-61/PGD-62/PGD-63/PGD-64/PGD-65/PGD-66/PGD-67/PGD-68/PGD-69/PGD-70/PGD-71/PGD-72/PGD-73/PGD-74/PGD-75/PGD-76/PGD-77/PGD-78/PGD-79/PGD-80/PGD-81/PGD-82/PGD-83/PGD-84/PGD-85/PGD-86/PGD-87/PGD-88/PGD-89/PGD-90/PGD-91/PGD-92/PGD-93/PGD-94/PGD-95/PGD-96/PGD-97/PGD-98/PGD-99/PGD-100/PGD-101/PGD-102/PGD-103/PGD-104/PGD-105/PGD-106/PGD-107/PGD-108/PGD-109/PGD-110/PGD-111/PGD-112/PGD-113/PGD-114/PGD-115/PGD-116/PGD-117/PGD-118/PGD-119/PGD-120/PGD-121/PGD-122/PGD-123/PGD-124/PGD-125/PGD-126/PGD-127/PGD-128/PGD-129/PGD-130/PGD-131/PGD-132/PGD-133/PGD-134/PGD-135/PGD-136/PGD-137/PGD-138/PGD-139/PGD-140/PGD-141/PGD-142/PGD-143/PGD-144/PGD-145/PGD-146/PGD-147/PGD-148/PGD-149/PGD-150/PGD-151/PGD-152/PGD-153/PGD-154/PGD-155/PGD-156/PGD-157/PGD-158/PGD-159/PGD-160/PGD-161/PGD-162/PGD-163/PGD-164/PGD-165/PGD-166/PGD-167/PGD-168/PGD-169/PGD-170/PGD-171/PGD-172/PGD-173/PGD-174/PGD-175/PGD-176/PGD-177/PGD-178/PGD-179/PGD-180/PGD-181/PGD-182/PGD-183/PGD-184/PGD-185/PGD-186/PGD-187/PGD-188/PGD-189/PGD-190/PGD-191/PGD-192/PGD-193/PGD-194/PGD-195/PGD-196/PGD-197/PGD-198/PGD-199/PGD-200/PGD-201/PGD-202/PGD-203/PGD-204/PGD-205/PGD-206/PGD-207/PGD-208/PGD-209/PGD-210/PGD-211/PGD-212/PGD-213/PGD-214/PGD-215/PGD-216/PGD-217/PGD-218/PGD-219/PGD-220/PGD-221/PGD-222/PGD-223/PGD-224/PGD-225/PGD-226/PGD-227/PGD-228/PGD-229/PGD-230/PGD-231/PGD-232/PGD-233/PGD-234/PGD-235/PGD-236/PGD-237/PGD-238/PGD-239/PGD-240/PGD-241/PGD-242/PGD-243/PGD-244/PGD-245/PGD-246/PGD-247/PGD-248/PGD-249/PGD-250/PGD-251/PGD-252/PGD-253/PGD-254/PGD-255/PGD-256/PGD-257/PGD-258/PGD-259/PGD-260/PGD-261/PGD-262/PGD-263/PGD-264/PGD-265/PGD-266/PGD-267/PGD-268/PGD-269/PGD-270/PGD-271/PGD-272/PGD-273/PGD-274/PGD-275/PGD-276/PGD-277/PGD-278/PGD-279/PGD-280/PGD-281/PGD-282/PGD-283/PGD-284/PGD-285/PGD-286/PGD-287/PGD-288/PGD-289/PGD-290/PGD-291/PGD-292/PGD-293/PGD-294/PGD-295/PGD-296/PGD-297/PGD-298/PGD-299/PGD-300/PGD-301/PGD-302/PGD-303/PGD-304/PGD-305/PGD-306/PGD-307/PGD-308/PGD-309/PGD-310/PGD-311/PGD-312/PGD-313/PGD-314/PGD-315/PGD-316/PGD-317/PGD-318/PGD-319/PGD-320/PGD-321/PGD-322/PGD-323/PGD-324/PGD-325/PGD-326/PGD-327/PGD-328/PGD-329/PGD-330/PGD-331/PGD-332/PGD-333/PGD-334/PGD-335/PGD-336/PGD-337/PGD-338/PGD-339/PGD-340/PGD-341/PGD-342/PGD-343/PGD-344/PGD-345/PGD-346/PGD-347/PGD-348/PGD-349/PGD-350/PGD-351/PGD-352/PGD-353/PGD-354/PGD-355/PGD-356/PGD-357/PGD-358/PGD-359/PGD-360/PGD-361/PGD-362/PGD-363/PGD-364/PGD-365/PGD-366/PGD-367/PGD-368/PGD-369/PGD-370/PGD-371/PGD-372/PGD-373/PGD-374/PGD-375/PGD-376/PGD-377/PGD-378/PGD-379/PGD-380/PGD-381/PGD-382/PGD-383/PGD-384/PGD-385/PGD-386/PGD-387/PGD-388/PGD-389/PGD-390/PGD-391/PGD-392/PGD-393/PGD-394/PGD-395/PGD-396/PGD-397/PGD-398/PGD-399/PGD-400/PGD-401/PGD-402/PGD-403/PGD-404/PGD-405/PGD-406/PGD-407/PGD-408/PGD-409/PGD-410/PGD-411/PGD-412/PGD-413/PGD-414/PGD-415/PGD-416/PGD-417/PGD-418/PGD-419/PGD-420/PGD-421/PGD-422/PGD-423/PGD-424/PGD-425/PGD-426/PGD-427/PGD-428/PGD-429/PGD-430/PGD-431/PGD-432/PGD-433/PGD-434/PGD-435/PGD-436/PGD-437/PGD-438/PGD-439/PGD-440/PGD-441/PGD-442/PGD-443/PGD-444/PGD-445/PGD-446/PGD-447/PGD-448/PGD-449/PGD-450/PGD-451/PGD-452/PGD-453/PGD-454/PGD-	

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 **University of Wollongong**
PO2/ST FORM

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application form must be in writing and should be sent to academicaffairs@uow.edu.au, with the title 'Formal Approval' followed by your name. You will be advised of the outcome of your claim by email. Please note it is expected that you should meet University and academic award approval regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTER PROGRAMMES must submit this form and receive the approval of a relevant supervisor to join the supervisory team.

This form is available electronically from the Academic Office web page:
<http://www.uow.edu.au/academicoffice>

Application Process

All staff research projects and all research students must submit to Formal Approval Form to the University Office of Academic Affairs (academicaffairs@uow.edu.au). Staff research projects in relation to research study for taught undergraduate or Masters programmes must be submitted to the Faculty supervisor approval form.

Taught Masters and taught undergraduate research training Approval Forms are completed within the Faculty. Faculties will provide advice of the specific processes to the staff. Staff will submit the Formal Approval Form to the University Office of Academic Affairs. Any student activity, including the selection of a supervisor, must be approved by the University Office of Academic Affairs.

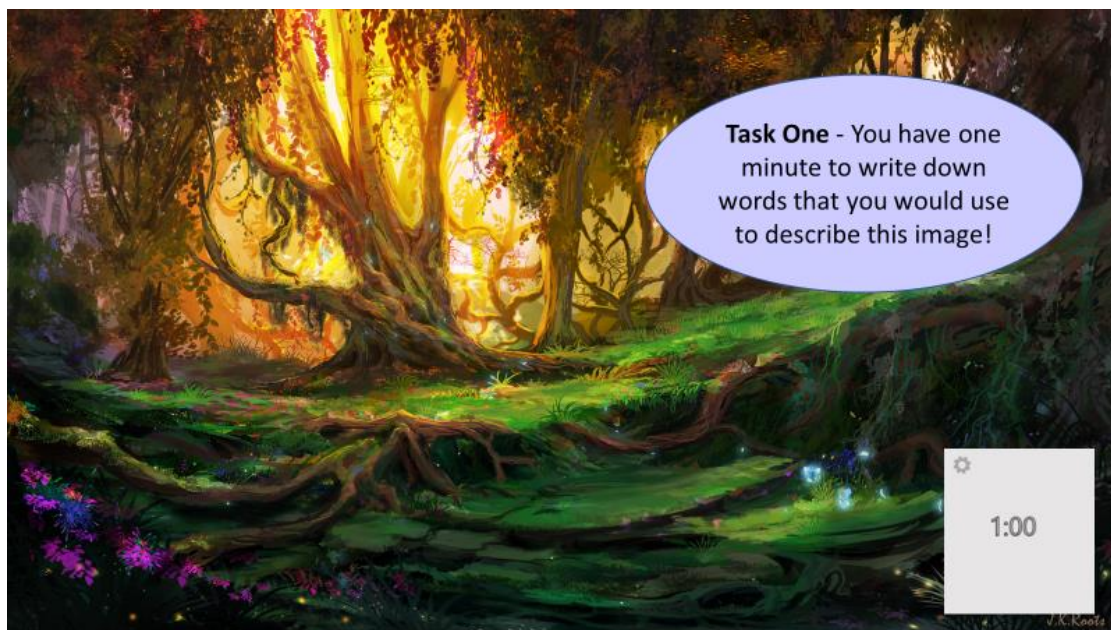
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APPENDIX R2 – Lesson Study 1 Power Point Presentation Slides – 3rd February 2020

Slide 1



Slide 2



Slide 3

Think **Pair** **Share**

Word in use:
The beautiful princess skipped through the *enchanted* forest.

enchanted
under a spell; bewitched; magical

Etymology
Enchant is derived from the **late Middle English** term meaning to put under a spell and delude. Before that, the English word derived from the French term, enchanter, which in turn originated from the **Latin incantare**, meaning "in" + cantere, to "sing."

Synonyms
bewitched
magic
entranced

Antonyms
mundane
ordinary
CAN YOU THINK OF OTHERS?

Have you ever heard this word before? Where / when?

Slide 4

enchanted
under a spell; bewitch; magical

Task 1
Use the following word in two separate sentences:

1. Enchanted.

Task 2
Can you start a sentence with the adverb enchantingly?

Can you write down one sentence.

Task 3
Can you think of a time when you have experienced something enchanting?

Slide 5*Slide 6*

enchanting

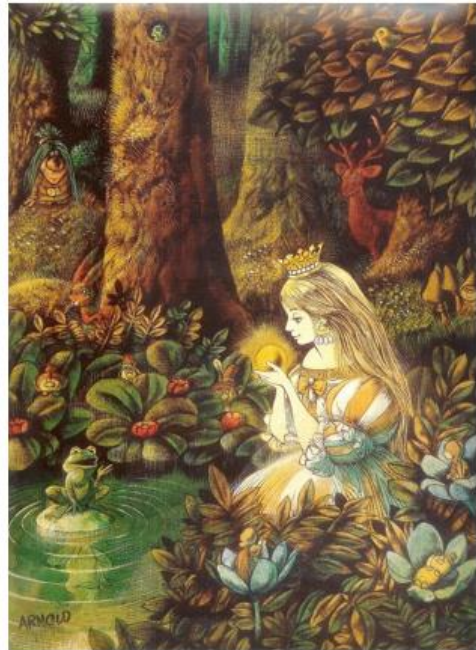
Would you describe these images as 'enchanting'? Can you bullet point your reasons.



Slide 7

The adjective **enchanted** describes **something that's under a spell**, like the frog that lives in your backyard which, when you kiss it, turns into a prince.

In pairs, can you think of some other fairytales or stories where something or someone is enchanted (under a spell)?



Slide 8

You can also use it as a verb! The verb **enchant** describes the action of putting someone or something under a spell.

Word in use

"The wizard enchanted the villagers, turning them all into butterflies."

Task

You have a picture of a wizard casting a spell. Draw that spell then complete the sentence "The wizard enchanted..."



Slide 9*Slide 10*

enchantment

The noun version of enchanted, this is another word for a magic spell.

Task

Wizards and witches use ingredients such as eye of newt or tongue of bat to create enchantments.

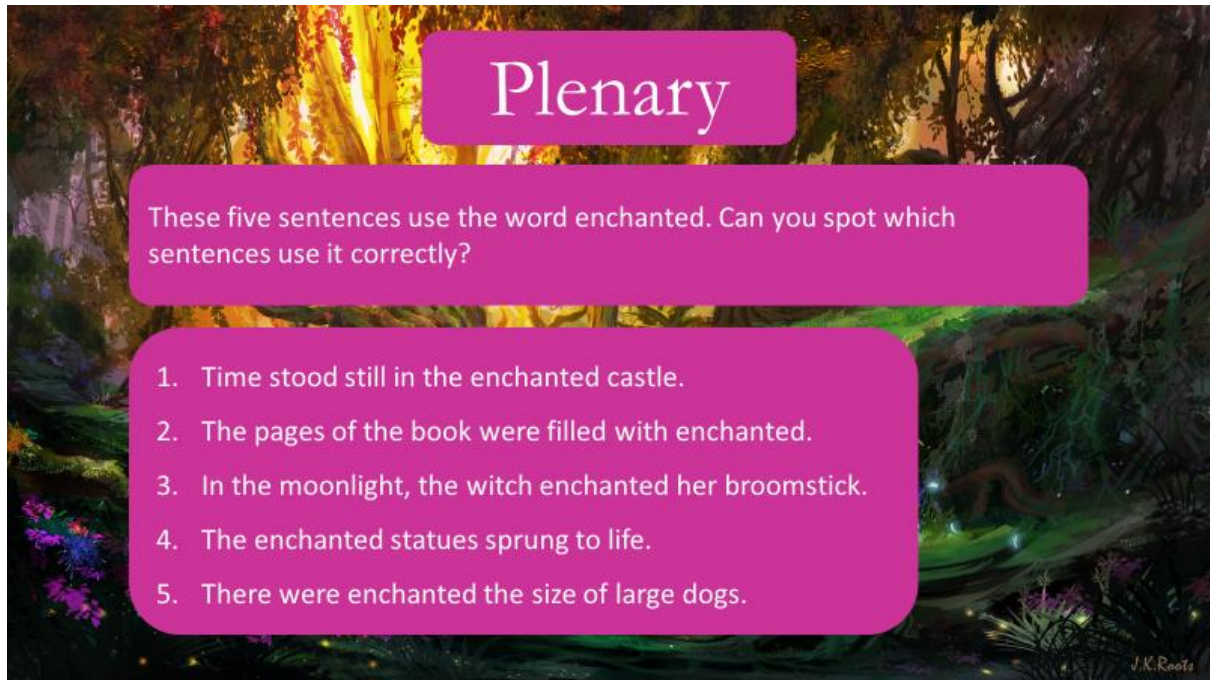
Create your own enchantment by listing at least three ingredients for a potion.

Then describe the enchantment's effect.



Word in use

"The enchantment lasted for a thousand years."

Slide 11

Plenary

These five sentences use the word enchanted. Can you spot which sentences use it correctly?

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted.
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs.

J.K. Roots

APPENDIX R3 - Lesson 1 Observation Schedule dated 3rd February 2020.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION SCHEDULE

Questions adapted from Fletcher Wood (2016).
Use of Leuven scale for measuring engagement - Laevers (1994).

Date:	03/02/2020		
Teacher:	Ms. Brown		
Lesson Focus:	Explicit Vocabulary Instruction		

	PUPIL A	PUPIL B	PUPIL C
Classroom culture - Are the pupils engaged/involved? Measured using the Leuven scale.	Task 3: Working Task 4: Offers other opinions. Task 5: Engaged Task 6: Silly response?	Task 1: Hand up, "remote". Task 3: Working, feedback ~~times three times~~ . Task 4: Excited to engage. Task 5: Engaged	Task 3: ~~Working~~ catching up on task 2. Task 6: Engaged again.
Direction - Are the students clear about what they are doing and how to do it well?	Task 2: Completed	Task 2: Completed	Task 2: Not completed Task 6: Hand up for assistance.
Access and challenge - Are all students able to engage in the lesson? Are all students challenged?	Appropriate speed for activities	Appropriate speed for activities	Fell behind on task 2, catching up during task 3. Task 4: Still behind.
Assessment - How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Feedback w/ hands up Task 4: Feedback Circulating	Providing feedback	Checks understanding.

Pupil A scored 4 on the Leuven Scale.

Pupil B scored 5 on the Leuven Scale.

Pupil C scored 5 on the Leuven Scale.

APPENDIX R4: Focus Group Interview Questions and Transcript from Lesson 2 dated 3rd February 2020.

Semi-structured interview questions

Interview Questions

1. Do you understand the word that was the focus of the lesson?
2. Did you learn this word today or did you know the meaning of the word beforehand?
3. Do you enjoy learning new vocabulary during lessons?
4. Did you enjoy any of the activities? If so, which one?
5. Did you find any of the activities beneficial? If so, which one(s)?
6. What do you think the best way to learn a new word?
7. How do you normally learn new vocabulary?
8. What would you change about today's lesson, if anything?

Interview Transcript – Monday 3rd February 2020

Interview conducted with Pupils A, B and C following the EVI lesson with Year 7.

Student -Teacher: Mrs Brown

Observer: Mr Harrison

The questions were mainly asked by Mr Harrison whilst Mrs Brown took notes. All pupils contributed to the interview and all pupils were included in this process.

Questions:

1) Do you understand the word that was the focus of the lesson?

Pupils A, B and C all immediately commented to confirm that they understood the word 'enchanted' which was the focus of the EVI lesson.

2) Did you learn this word today or did you know the meaning of the word beforehand?

Pupils A, B and C all stated that they were aware of the meaning of this word before today's lesson. Mr Harrison then asked pupils if they feel that they understand the word better because of today's lesson and pupils A, B and C all nodded and stated verbally that they feel that they understand the word better because of today's lesson.

Mr Harrison – Are you likely to use the word 'enchanted' in your writing now?

Pupil B – No, wouldn't use it in my writing. The lesson itself hasn't prompted me to use it in my writing.

Pupil C – I would use the word now, if it fit.

Pupil A – I would use it. Although my writing tends to have dark, satanical undertones but the lesson has encouraged me to use it, if it were right.

Mr Harrison – Was it helpful to look at the other forms of the word, so the adjective, noun, adverb?

Pupil C – Yeah.

Pupil B – I would possibly use some of the other forms of the word now.

3) Do you enjoy learning new vocabulary during lessons?

Pupil B – I enjoyed it because it was different and it was a stand alone lesson. In English we usually just read and write and don't really get the chance to do tasks like this.

Pupil A – I enjoyed the lesson. I enjoy learning new vocabulary and it was really useful.

Pupil C – I think so too and would like more lessons like this.

4) Did you enjoy any of the activities? If so, which one (s)?

- Pupil B –** I really enjoyed the drawing task – it really helped me with my understanding and would help me to understand more words.
- Mr Harrison –** Did you all enjoy the visualisation task (responding to all three pupils nodding their heads)?
- Pupil B –** Yes.
- Pupil C –** Yes.
- Pupil A -** Yes, I enjoyed it.
- Pupil B -** I also enjoyed putting it into a sentence.
- Pupil A -** The three tasks helped us the most as we had to use the word in different ways and in different sentences. This was really helpful to my understanding.
- Pupil C -** I agree with the others. I learnt most from using the word in sentences, but I enjoyed all of the tasks.

5) Did you find any of the activities beneficial? If so, which one (s)?

Mr Harrison notes that pupils answered this question when answering the previous question.

6) What do you think the best way to learn a new word is?

- Pupil B -** Lessons like today's really help with learning new words.
- Pupil C-** I think so too. Although I really liked all of today's activities and they helped.
- Pupil A -** I agree that lessons like this are really beneficial to helping us learn new words.

7) How do you normally learn new vocabulary?

Pupils A, B and C repeat that lessons like today's are helpful to learning new vocabulary.

- Mrs Brown -** Do you all read? What do you do if you come across a word that you don't know the meaning of?
- Pupil B -** I ask my mum.
- Pupil C -** I search the internet.
- Pupil A -** I usually try to work it out from the sentence and if I can't do that I will look it up.

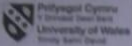
8) What would you change about today's lesson, if anything?

- Pupil B -** Nothing. The lesson was really good. I enjoyed it. I would like to have more lessons like this, that's all.
- Pupil C -** The same. I wouldn't change anything. There were lots of tasks which were fun but also useful and helped me to understand the word better.
- Pupil A -** Well I knew this word already but the different tasks helped me to understand the different ways that I could use the word so I wouldn't change anything either. I do also agree that I would like more lessons like this.

Pupils thanked for their time and dismissed.

Interview concluded.

APPENDIX R5. Reflection Sheet from Lesson 1 dated 3rd February 2020.

 Yr Athrofa Addysg a Chymorth Education and Humanities	
Model Beirniad Wedi Adfyfyrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Date:	03/02/2020
Teacher:	Ms Brown
Lesson Focus:	Explicit Vocabulary Instruction
Profiad/ Experience – Rolfe 2001	
Teimladau/ Feelings Beth yw eich teimladau ynghylch y profiad? "What are your feelings regarding the experience?" De Bono (1985) – six thinking hats	The lesson was a positive experience for pupils, who remained engaged with little classroom control needed.
Cofio a Deall/ Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?" Bloom's revised taxonomy (2001)	The three pupils observed completed all activities set, though pupil C fell behind for part of the lesson. Pupils engaged with a Tier 2 word through an EVI strategy. Pupils express further understanding of the chosen word at the end of lesson and pupils A and C a willingness to apply it.
Gwerthuso a dadansoddi/ Evaluate and analyse "Beth y gallid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?" Bloom's revised taxonomy (2001)	The lesson was positively received and employed strategies including "think, pair, share", visualisation, etc. to teach new vocabulary. A workbook was used to assess pupil learning.
Casgliadau a chamau gweithredu/ Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gallid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?" Kolb (1994) and Gibbs (1988)	Further modelling could be employed in the lesson. When EVI is cemented as a learning strategy in the classroom, more complex Tier 2 and 3 words could be taught.
Y profiad newydd / Transformed experience	
The lesson will be amended with the addition of modelled examples.	

APPENDIX R6. Lesson 2 altered Power Point Presentation (altered slides only) dated 6th February 2020.



Draw that spell then complete the sentence

The wizard enchanted

enchantment

The noun version of enchanted, this is another word for a magic spell

e.g.

Ingredients

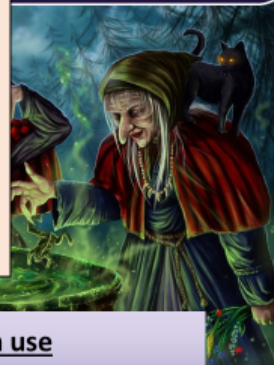
- *Eyes of a snake*
- *Toad warts*
- *A rose picked under a full moon.*

Effect: *This potion turns the drinker into stone.*

Wizards and witches
eye of newt or toad
enchantment

Create your own enchantment, listing at least three ingredients for a potion.

Then describe the enchantment's effect.



Word in use

"The enchantment lasted for a thousand years."

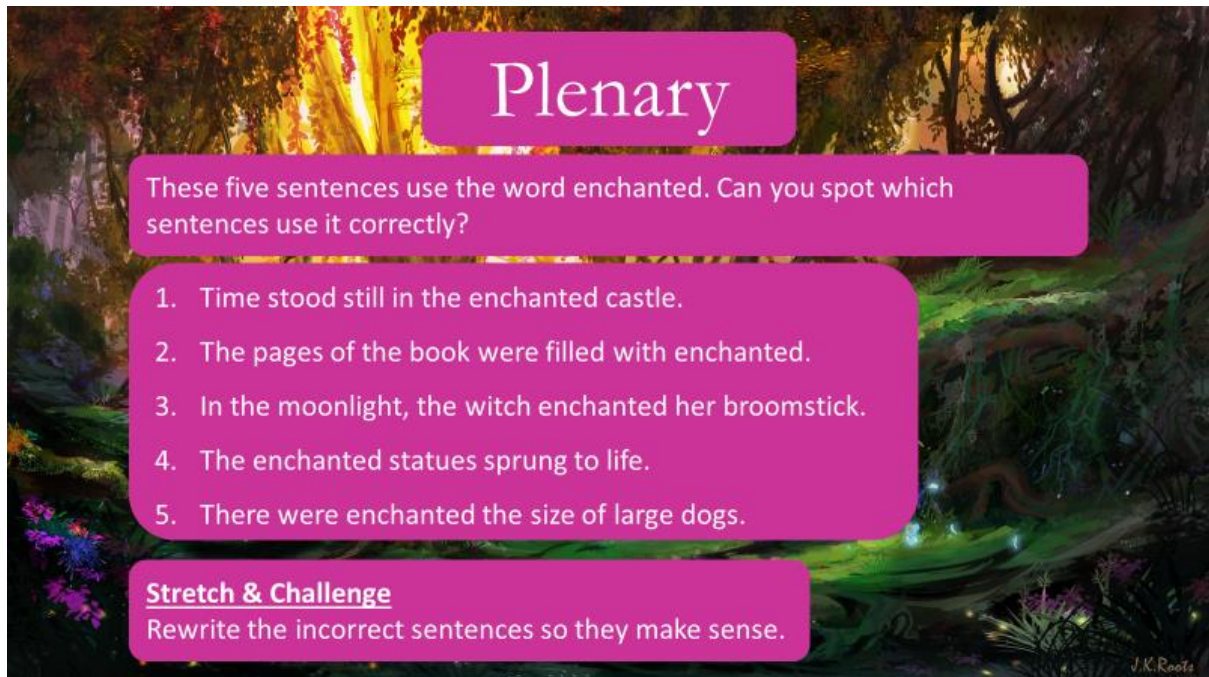
Plenary

These five sentences use the word enchanted. Can you spot which sentences use it correctly?

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted.
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs.

Stretch & Challenge

Rewrite the incorrect sentences so they make sense.



APPENDIX R7 - Lesson 2 Observation Schedule dated 6th February 2020.

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

OBSERVATION SCHEDULE

Questions adapted from Fletcher Wood (2016).
Use of Leuven scale for measuring engagement - Laevers (1994).

Date:	6th Feb 2020		
Teacher:	Mr J Harrison		
Lesson Focus:	Explicit Vocabulary Instruction (Lesson study research)		

	PUPIL E	PUPIL F	PUPIL D
Classroom culture - Are the pupils engaged/involved? Measured using the Leuven scale.	Very engaged from start to end of lesson. Enthusiastic raised hand frequently, captured work. (5)	Pupil B was also engaged/involved. Pupil B was willing to participate and share answers. (4)	Pupil C was engaged in the task. This was evidenced by a clear desire to complete work rapidly. (5)
Direction - Are the students clear about what they are doing and how to do it well?	Appears to be clear about what the v day. Assessed via questioning and capture of work.	Pupil B was clear about what was required during the lesson. Demonstrated by capture of work.	Pupil C was clear in relation to instructions. Pupil C showed understanding by non-verbal communication such as nodding, etc.
Access and challenge - Are all students able to engage in the lesson? Are all students challenged?	Clearly able to engage in the lesson. This was demonstrated through high level of involvement. More challenge needed.	The tasks were accessible. They engaged learners. Some tasks were more complex than others providing challenge.	Pupil C was engaged in the lesson. Clear from behaviour and participation in the tasks.
Assessment - How does the teacher assess student understanding before, during and after the lesson? How is this used in their teaching?	Understanding was assessed during feedback and also via direct questioning. Pupil A was proactive in asking questions.	Pupil B has less forthcoming than other pupils. However, once stated by the teacher, Pupil B answered questions and showed understanding.	Understanding was assessed by questioning Pupil C. When questioned Pupil C was able to evidence good understanding.

APPENDIX R8 - Focus Group Interview Questions and Transcript from Lesson 2 dated 6th February 2020.

Semi-structured interview questions

Interview Questions

1. Do you understand the word that was the focus of the lesson?
2. Did you learn this word today or did you know the meaning of the word beforehand?
3. Do you enjoy learning new vocabulary during lessons?
4. Did you enjoy any of the activities? If so, which one?
5. Did you find any of the activities beneficial? If so, which one(s)?
6. What do you think the best way to learn a new word?
7. How do you normally learn new vocabulary?
8. What would you change about today's lesson, if anything?

ECAD7004 Interview 06/02/2020

Transcribed by Mr Harrison

Interviewer: Mrs Brown

Observer: Mr Harrison

Interviewees: Pupil D, Pupil E, Pupil F

Mrs Brown: Do you understand the word that was the focus of this lesson?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Mrs Brown: Did you learn this word today or did you know the meaning of the word before?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Mrs Brown: Where did you first learn “enchanted”.

Pupil F: I heard it in Primary School.

Pupil D: I read it in stories.

Pupil E: I read in stories too.

Mrs Brown: Did you enjoy today’s lesson?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Mrs Brown: Did you enjoy the activities we did during the lesson? And if so, which ones?

Pupil E: I liked the drawing.

Pupil F: Yes, the drawing.

Pupil D: I enjoyed making a list of associated words.

Mrs Brown: We’ve talked about what you liked doing, but did you think any activities were beneficial for learning a new word?

Pupil F: I think comparing the two enchanting pictures was most useful.

Pupil D: I think using the word to make sentences was beneficial.

Pupil E: I found spotting the correct sentences useful.

Mrs Brown: What do you think is the best way to learn a new word?

Pupil E: I think correcting when you get it wrong is the best way.

Pupil F: I like games.

Pupil D: I think the teacher should show us how to use new words.

Mrs Brown: Do you read at home?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes. Not as much as I should.

Mrs Brown: Are you reading anything at the moment?

Pupil F: Harry Potter.

Mrs Brown: Which one?

Pupil F: Deathly Hallows.

Mrs Brown: And you? (to Pupils D and E)

Pupil E: The Subtle Knife.

Pupil D: Watership Down.

Mrs Brown: If you come across a word that you don't know how do you find out what it means?

Pupil D: I look in a dictionary.

Pupil E: I Google it.

Pupil F: I just try and figure it out.

Mrs Brown: You use context?

Pupil F: Yes.

Mrs Brown: Is there anything you would change about today's lesson?

Pupil F: I think we could have worked more in pairs.

Pupil D: I think visualising would be helpful. Maybe acting out the meaning as well.

Pupil E: I think coming up with more of your own ideas for using the word would help.

Mrs Brown: Would you like more lessons like this one?

Pupil D: Yes.

Pupil E: Yes.

Pupil F: Yes.

Pupil D: I think learning more complicated words would help improve our writing.

Mrs Brown: Thank you for your answers. They have been really helpful for our research. Do you want to add anything, Mr Harrison?

Mr Harrison: No. Thank you again.

INTERVIEW ENDS

APPENDIX R9 - Reflection Sheet from Lesson 2 dated 6th February 2020.

 Polytechnig Cymru Yr Athrofa University of Wales Trinity Saint David Education and Humanities	
Model Beirniad Wedi Adfyfrio (BWA) Assisted Reflective Conclusions (ARC) Model	
Date:	6th February 2020
Teacher:	Mr J Hamson
Lesson Focus:	Explicit Vocabulary Instruction (Lesson Study Based)
Profiad / Experience – Rolfe 2001	
Teimladau / Feelings Beth yw eich teimladau ynghyd y profiad? "What are your feelings regarding the experience?" De Bono (1985) – six thinking hats	My feelings relating to the experience is that the idea of EVI works extremely well. This was evident during this lesson. All pupils were engaged in the tasks. However, thinking critically, the chosen word was too straightforward for the pupils.
Cofio a Deall / Remember and Understand "Allwch chi restru elfennau'r achos yng nghyd-destun y dysgu?" "Can you list the aspects of the incident in the context of learning?" Bloom's revised taxonomy (2001)	In the context of 'Bloom's taxonomy', pupils were able to evidence their learning throughout the lesson and in their work. Pupils therefore connected the knowledge they acquired in the lesson and applied it to the tasks. The plenary provided an opportunity for pupils to synthesise and evaluate what they had learnt.
Gwerthuso a dadansoddi / Evaluate and analyse "Beth y gellid ei gadw yr un fath i sicrhau addysgu a dysgu effeithiol yn y dyfodol?" "What could be kept the same to ensure effective teaching and learning in the future?" Bloom's revised taxonomy (2001)	Many of the strategies utilised within the lesson were effective. The most popular amongst the pupils were the tasks which required pupils to use the word in different contexts and the visualisation task. These tasks could be built upon for future explicit vocabulary instruction lessons, depending on the word which is the subject of the lesson.
Casgliadau a chymau gweithredu / Conclusions and actions "Beth yw eich atebion posibl i'r mater a nodwyd?" "Beth y gellid ei wneud nesaf?" "What are your possible solutions to the issue identified?" "What could be done next?" Kolb (1994) and Gibbs (1998)	The problems identified related to the difficulty of the word. Pupils were revisiting a word that had been used frequently during their previous topic and so they were familiar with the term and its application. Next time, more stretch and challenge tasks could be utilised to contextualise.
Y profiad newydd / Transformed experience	

APPENDIX R10 -Workbook excerpts of case study pupils.

Pupil A

3.

Task A – Use the word enchanted in two separate sentences.

The witch... had enchanted the strange frog to spit venom on the people nearby.

The chair was enchanted ^{and} ~~so~~ whenever sat on it would do immediately.

Task B – Can you start a sentence with the verb enchantingly?

Enchantingly the flower drew ^{more} ~~was~~ flies into its trap.

Task C – Can you think of a time when you have experiences something enchanting?

Nope

Task – These five sentences use the word enchanted. Can you spot which sentences use it correctly? Place an X next to the sentences that you believe are incorrect!

1. Time stood still in the enchanted castle. ✓
2. The pages of the book were filled with enchanted. ✗
3. In the moonlight, the witch enchanted her broomstick. ✓
4. The enchanted statues sprung to life. ✓
5. There were enchanted the size of large dogs. ✗

Pupil B

1. Task One – Write down words you would use to describe the image. You have one minute to write as many words as possible!

Enchanted, mysterious, hidden, Remote, magical, uncharted, fairyland, overgrown.

2. Task Two – Think, pair, share.

1. Can you think of any other synonyms? Normal, Everyday life, Powerless

2. Have you heard this word before? When?

Yes in stories when I was younger. Films.



3.

Task A – Use the word enchanted in two separate sentences.

We walk for what seemed days until we came across a enchanted tree. Everything was over grown. The sunlight glowed through the leaves, Everything turned enchanted?

Task B – Can you start a sentence with the verb enchantingly?

Enchantingly, a glowing white feather fell down onto the palm of my hand.

Task C – Can you think of a time when you have experienced something enchanting?

I was walking my dog and there was white fairies covering the grass. And it was turning night so there was a sunset.



Pupil C

8.

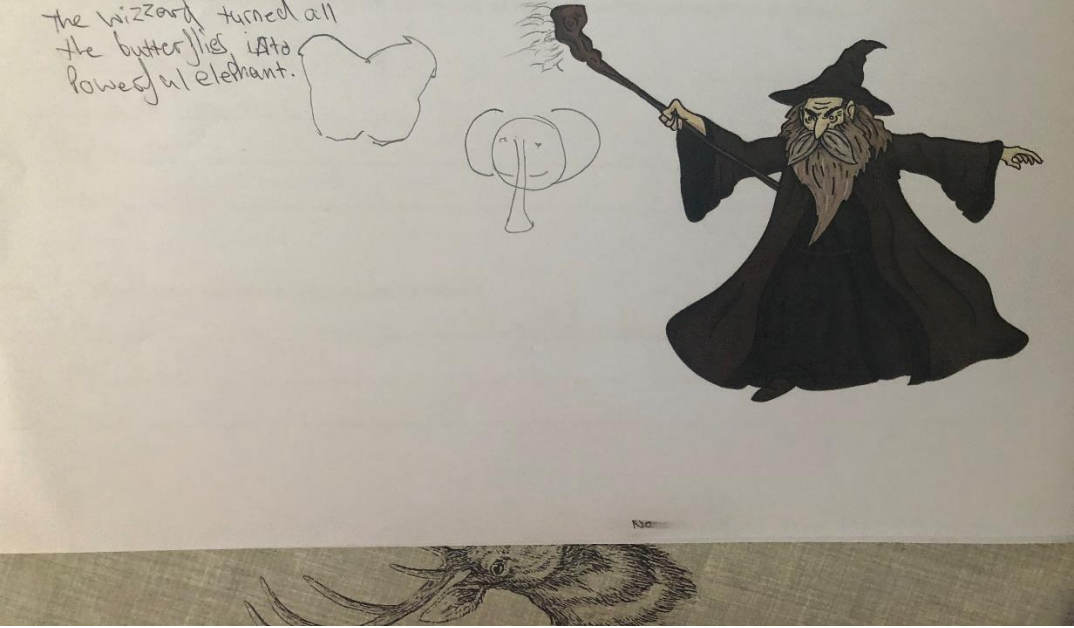
Task - These five sentences use the word **enchanted**. Can you spot which sentences use it correctly? Place an X next to the sentences that you believe are incorrect!

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted. ✗
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs. ✗



6. Task- You have a picture of a wizard casting a spell. Draw that spell then complete the sentence "The wizard enchanted..."

The wizard turned all the butterflies into powerful elephants.



Pupil D

4.

Task - Would you describe the images shown as enchanting? Bullet points your reasons.

- I think that the fairies glowing is enchanting because it is like walking through the glamorous night sky.
- The rainbow that shines through the woods amongst the fairies.
- Also the mushrooms were enchanting because it reminds me of a great fairy tale land.
- The pokemons in one of the photos looked enchanting.

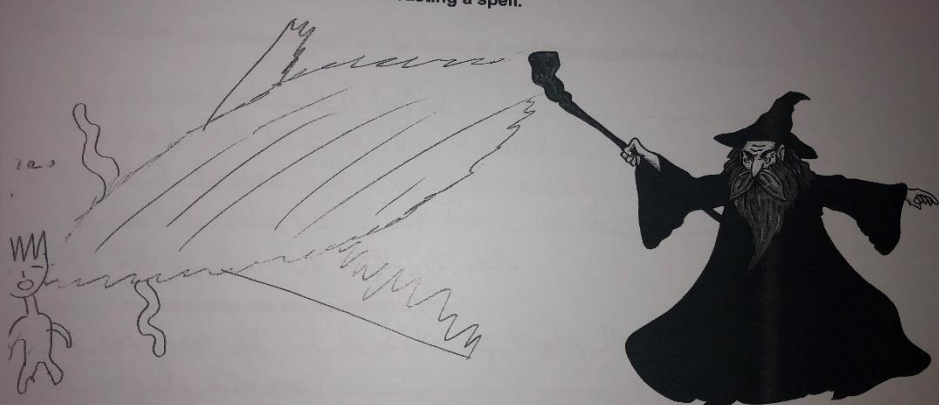
5.

Task - Think of other fairytales where something or someone has been enchanted.

I think that Sleeping Beauty is enchanted, because she is an mysterious castle waiting to be saved by a prince.

Lesson Study

6. Task- You have a picture of a wizard casting a spell.



Draw that spell then complete the sentence

The wizard enchanted the king of Rainbow land ~~into~~ to make him invisible to hide from his dangerous enemy's

Pupil E

Task - These five sentences use the word enchanted. Can you spot which sentences use it correctly? Place an X next to the sentences that you believe are incorrect!

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted. X ✓
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs. X ✓

Stretch & Challenge: Rewrite the incorrect sentences so they make sense.

2.) The pages of the book were filled with enchantment
 5.) There were enchanted large dogs

Task - Create your own enchantment by listing at least three ingredients for a potion.

- Swan's feather
- Snake's skin
- Snail's slime
- Shark's tooth
- Snail's slime

Task - Then describe the enchantment's effect.

Takes you back in time

Pupil F

3.

Task A – Use the word enchanted in two separate sentences.

I came across an enchanted chest

I was in an enchanted room

Task B – Start a sentence with the adverb enchantingly.

enchantingly I started to make the potion

Task C – Think of a time when you have experienced something enchanting.

I experienced an enchanting time when I met my dog
for the first time.

Task - These five sentences use the word enchanted. Can you spot which sentences use it correctly?
Place an X next to the sentences that you believe are incorrect!

1. Time stood still in the enchanted castle.
2. The pages of the book were filled with enchanted. X
3. In the moonlight, the witch enchanted her broomstick.
4. The enchanted statues sprung to life.
5. There were enchanted the size of large dogs X

Stretch & Challenge: Rewrite the incorrect sentences so they make sense.

The pages of the book enchanted book were filled
enchanting they were the size of large dogs