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To What Extent are Sixth Form Students in a Grammar School in the UK Aware of Reflective Practice in their Own Learning?

Gary Hickey, Adams' Grammar School, UK

Abstract: This work is a case study of a piece of small-scale research evaluating the extent to which Sixth Form students (senior year 13 in the US) are aware of reflective practice during their learning. The outcome of the research was to be used to inform the planning of the Senior Leadership Team at the school with regard to student voice and the Every Child Matters agenda. Information and data were collected via questionnaires and a focus group of the students concerned, with collaboration from seven teaching staff. The research concludes that when students are aware of how their own input can influence and affect a lesson, their level of cognitive engagement increases. They can recognise effective teaching and comment on how it can be reinforced through further study. Recommendations are made as to how to embed the process of student observations across a year group, and how staff/student collaboration can encourage true reflective practice.

Keywords: learning, test, sixth form, grammar school, reflective practice

Context of research

Recent reports from OFSTED (the UK regulatory body for school and education standards) suggest a growing number of schools are *'teaching to the test'* with regard to the construction of the curriculum, and as such students are becoming more and more alienated from the learning experience. They see the timetable as prescriptive and didactic, and feel they have no part to play in their own education, other than as passive passengers. The OFSTED National Context for Pupil Consultation (2003, p.3) document acknowledges the issue:

> *"In school, many young people claim that they continue to be 'treated like children' and so become increasingly disengaged."*

As the concept of student voice increases in schools I feel it is pertinent to explore how the students themselves view their own learning, and in doing so to engage them in reflection of their classroom experiences. In *"Accelerated Learning in the Classroom"* (1996, p.7) Alastair Smith states;

> *"Learning and maturation cannot be separated. Nor can the physical readiness or 'state' of the learner and learning. The emotions direct conscious attention. One cannot isolate the cognitive from the affective."*

He also cites Jensen (1996):

> *"Unless learners are in the appropriate learning state it's time to*

stop everything and start changing their states."

This is a clear link to Vygotsky. A successful classroom requires the learning state to be fully engaged, and vice versa. So now we see why the success of any dialogue in schools relies as much on the students being in a *position* to learn as on *what* they learn. This seems to be aligned with Vygotsky's Theory of Social Development; whereby social interaction plays a fundamental role in the development of cognition. Vygotsky (1978, p.57) states:

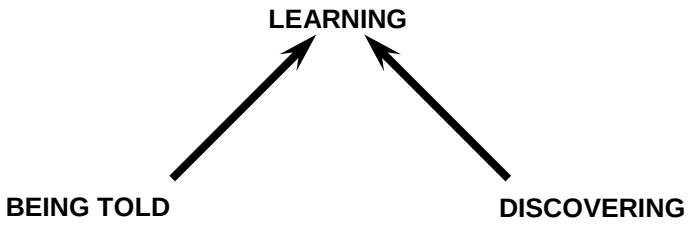
> *"Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals."*

This is supported by work by Matsuzawa (2001) where he considers how the notion of kinship and direct communication affects social behaviour throughout an individual's lifetime. This contact and interaction with others (physically and mentally) I believe is fundamental to successful school-based learning. We must be conscious of what happens to particular aspects of human experience as globalisation puts all of us 'on the move'. Bauman (1998, p.2) discusses how the compression of time and space made possible by the worldwide proliferation of ICT in schools alters the *"parameters of the human condition"*. These alterations affect individuals differently; the majority become learning 'tourists', with rapid access to information, sensations, images and transactions emanating from all points of the globe**,** but in a transitory and often insubstantial way.

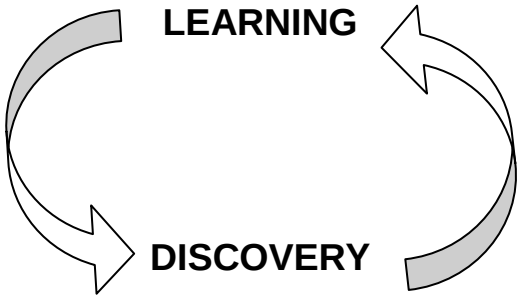
The exposure to other people enhances learning in an educational society (i.e. a school) - learning that is becoming increasingly singular as more students, in more subjects, are working on projects designed for the individual, not the group. With more and more students relying on computer-based learning, and computer-based *communication*, the emphasis has moved away from face-to-face contact. With this shift away from direct contact there is the danger of young people losing the ability to interact *at all*. In the UK a lot of social communication between school-age young people is currently conducted through a mobile phone, which in itself is usually text-based (and abbreviated text at that), or via the net (which often uses the same text abbreviations). Is it any wonder that young people are losing the social skills necessary for interaction in society?

I believe it is crucial to move away from the didactic, traditional approach to learning which is still prevalent in classrooms all over the world. Even though lessons are more far-reaching in their scope, the emphasis is on results – but at what cost? Certainly in the UK and Europe there has been a shift towards individual projects and a more modular approach to the curriculum. This has benefits but it also reduces the contact time students have to interact. The idea of *learning* something seems to have been diluted by teachers simply imparting knowledge. Where is the discovery? In the curriculum of today so much is being *taught* but very little is being *discovered*. I

believe the key to successful learning is in the ***discovery*** of the new facts and information.



If there is a balance between 'being told' and 'discovering' then learning is generally better. But what if the balance is being tipped in favour of discovering more? If we view the notion as circular and therefore self-perpetuating, then learning becomes a continuing voyage of discovery that is more stimulating and challenging than the mere storage of information.



I wanted to find out if students were aware if they ever consciously reflect on their own work. Alongside this I wanted to ascertain the perceived level of the connection between the reflection and then how that reflection can influence subsequent learning. When talking with the students in focus groups I would be asking them questions such as how do they use feedback, can they identify their own weaknesses, do they self-assess, etc'. With this in mind I refined my research questions as follows:

- What do Sixth Form students think reflective practice means?
- What do they think allows them to learn most effectively?
- What methods/strategies do they use to improve their learning and achievement?

It is this development of metacognition, the ability to think, reflect and solve problems, which I think could be so powerful in the student/teacher relationship. Students are actively involved in the learning process and have control over its outcome. They feel ownership of the task and with this sense of ownership comes authority. They feel valued and empowered, and feel they are able to assert a form (however limited) of intellectual authority.

Literature review

The practice of students as observers is still an emergent area, though reflective practice can be traced to Dewey's work (1933). However, there have been a number of case studies published that I think highlight important issues that are relevant to my

research. The aim of the research project was to train students as observers of lessons in order to involve them in discussions about teaching and learning. I wanted to investigate what Morgan (2008, p.19) called a:

> *"Vision of developing a partnership with students to promote dialogue about learning."*

The process was to encourage them in the development of their own learning, and so ultimately encourage positive and constructive discussions between teachers and learners. I saw the students as having an actual input into the lesson and so wanted them to explore what Cook-Sather (2008, p.475) described as:

> *"… the traditional notion of reflective practice of the practitioner tacking between analysis of assumptions and feelings on one hand and how those play out in practice on the other."*

I believe that students need to recognise what contributes to outstanding learning from the student and teacher perspective, as well as other contributory factors such as environment, ethos and curriculum design, because all of these things are important, as Glover and Law (2004, p.325) recognise:

> *"The learning experience of the students arises from the interplay of many cultural factors."*

It is vital that students are trained properly, and that the observation does not result in negative criticism but constructive development of learning. Students must feel they are being pushed as in any normal lesson, but also be able to recognise when they do well. Glover and Law (2004, p.330) state that such recognition is vital:

> *"Students have rated their learning experience most positively where they feel under pressure but know they can achieve and will be encouraged and praised for their achievements."*

Staff must feel comfortable with the observation and be warned in advance, with clear 'ground rules' being agreed between staff and students.

There were naturally potential problems with tackling such a project. The first being that students could miss their own learning, and secondly staff could feel pressured with too many observations. Morgan (2008, p.20) saw the inherent problems with teachers being scrutinised by students, notably that observations could:

> *"… feed into teachers' fears of giving students the power and opportunity to influence classroom practice."*

The key to this is on making it a part of the fabric of the educational experience. It could be argued that students make the perfect observers due to their extensive experience, as Cook-Sather (2008, p.476) notes:

> *"The student's angle of vision is informed by many years of observing*

while participating in classrooms, often in high-stakes circumstances and from a position of relative vulnerability."

Any observations by students would in fact be retrospective – they would be reflections on a lesson *after* the class itself, not a stand-alone exercise during the lesson. It was also important I felt to spread the department observations as widely as possible and not to concentrate on a small group of subjects. This is because it is the overarching approach to learning and teaching that I am researching, so students would be reflecting on an overall learning culture, so the specific subject should not be relevant. This approach is supported by Glover and Law (2004, p.327):

"The teaching and learning culture is revealed where similar positive response rates emerge whatever the subject within the same school".

For the research project selected staff were approached directly, with the selection criteria being staff that have made it known already that they are interested in exploring the student/teacher partnership in order to extend the learning experience. This also served to hopefully reduce teachers feeling threatened by the students' appearance of being a judgemental rather than a learning process, as they have been involved from the outset, and are fully aware of the project and all stages of its development. Again, Morgan (2008, p.20) recognised the hurdles that needed to be overcome:

"Observational learning is difficult and demanding. Feeding back requires skill and wisdom, particularly if the lesson is less than perfect."

In this respect the student and staff should begin to work together as partners, both complicit in the work process. So it becomes what Fielding (1999, p.22) called *'radical collegiality'* which identifies students as:

'Agents in the process of transformational change'.

This aspect of trust and confidentiality is naturally paramount in the process, because as Cook-Sather (2008, p.475) states both student and teacher much respect:

"The critical importance of confidentiality and how best to engage in constructive, respectful collaboration".

It is a major and key element of the project that it is learning *about* learning from a staff point of view as well as the student perspective. This takes a degree of faith from staff, something that Cook-Sather (2008, p.478) is keen to point out:

"Looking into the mirror in motion takes real courage, as what one sees might be unfamiliar and, potentially, less than flattering."

It is specifically *not* an assessment of a particular teacher in a particular subject. Morgan (2008, p.21) is keen to stress this point:

"Remembering that the learning is what matters in a lesson, not

what the teacher is doing minute by minute, is often a major hurdle."

The concern over lack of confidentiality from students should be negated as I devised a feedback form to concentrate on the learning process, and the students' reflections on it, as well as of course, their active role *in* the process.

Research approach

The methodology was based around the use of two instruments of data collection – the student focus group (appendix A) and a questionnaire (Appendix B). I wanted the opportunity to combine statistical evidence with more personal and objective responses. This is backed up by Krueger (1994, p.29):

> *"Increasingly, researchers are recognising the benefits of combining qualitative and quantitative procedures."*

I was also aware that we only had a very limited amount of time before the Upper Sixth students left school, something that Morgan (1997, p.8) sees as an advantage:

> *"The main advantage of focus groups in comparison to participant observation is the opportunity to observe a large amount of interaction on a topic in a limited period of time."*

Eight Upper Sixth Form students were invited to participate in the focus group (equivalent to the senior year 13 in the US). They were a cross section of the year group; two males (boarders), two males (non boarding), two girls from the local comprehensive (who joined the school for the Sixth Form), and two girls from the local Girls High School (Grammar).

We initially met at the start of April 2009 to discuss the project and see if they would be willing to be involved. All said they found the idea of student involvement at this level very exciting and were keen to see learning (as they put it) *"from the other side of the fence"*. The focus group allowed me to introduce the notion of reflection to the students, but also it gave us all the opportunity to explore questions about how they use feedback from their teachers, do they try to identify their own weaknesses, do they use peer support, whether they try to self assess, and so on (see Appendix A). It was also the ideal place to present key questions such as:

- What allows you to learn most effectively?
- Do different types of questioning have greater success than others?
- Are you aware of what you need to do to progress and improve?

This discussion area in itself was fascinating. I had originally intended to get the students to diagnose their own learning styles using a learning styles inventory (e.g. Honey and Mumford) but due to the time constraints this proved too time-consuming. The timescale for the project was deliberately short. The training for the students would be completed before the Easter break, which left a maximum of four weeks after the holiday before they left. We decided to aim for two observations for each student – thereby giving us sixteen sets of reflections and opinions. From this we would have the rest of the term to analyse and evolve the project, ready for

dissemination to staff. Using this small group of students and staff as a successful pilot would hopefully allow me to gather results quickly and have a bank of colleagues 'on side' so that the momentum would grow with the new term. The idea would be to then feed the project down to the current Lower Sixth, to allow them to engage with the work as they start their final year. That way the student observers project becomes a 'cycle' that could embed itself in the life of the school.

The students and I then met over two sessions to look at what good learning is. I used video clips of genuine classes and teachers at work (not from our school) and invited comments and discussion as objective observers. We also looked at the official OFSTED guidance on outstanding lessons. It was pertinent that all the students found the official OFSTED grading very poor in reflecting the learning experience. They wanted to know where the assessment levels were for things such as teacher warmth, relationships with students, making lessons exciting, encouraging the less confident (not necessarily the less able). These were the areas they considered to be as important as all the others in establishing an outstanding lesson.

A crucial strength of the programme would be their ability to comment on and feedback positively to staff. This was, unsurprisingly, the area that the students felt most apprehensive about. In order to address this I used Drama techniques to break down some of the concerns. I believe that Augusto Boal and his ideas on Forum theatre give young people an excellent introduction to 'issues' based drama and how to use theatre as a way of presenting a message or a point of view.

First I briefly introduced Boal and his theories and I describe Forum theatre and it's uses. Young people (regardless of age) relish the opportunity to put across their views and have no problem whatsoever in relating to Boal and his work. I selected two students and they sat face to face and I give them a situation and allowed them to present a short piece. I then opened the work up to the rest of the group. At any given time anyone could 'step in' to the scene and take over from one of the performers. I then stopped the piece and invited suggestions from the group as to the style of the piece, any improvements that could be made, and so on. This is very important as they get a sense of actively participating in the making of the drama itself – they know they can influence the outcome and the sense of ownership in the work is heightened. Once this was completed I introduced the 'hot-seating' idea to a new scene. Once again, at any time an individual could interrupt the presentation and question the performer on their motives or thoughts. The actors have to have the confidence to think for themselves very quickly but at the same time be conscious of their character's thoughts, which may not reflect their own. The parallel is an obvious one between this and a real-life situation of being aware of somebody else's feelings and modifying your behaviour accordingly – something that would be crucial in feeding back to teachers.

By now the students are aware that it is not specific acting skills they are learning. The process we are collectively working through is very much one of discovery. There is a lot of *teaching* happening in schools but is there much *learning*? Students are fed lots of information in an average school day, and a lot of it by rote, but rarely do they discover things for themselves, especially things *about* themselves. By participating in these group activities, such as trust exercises, Forum theatre and

working the imagination, the students learn things not by being taught directly, but by doing. As Boal (1995, p. 20) said, Drama can have:

> *"…properties which stimulate knowledge and discovery, cognition and recognition: properties which stimulate the process of learning by experience."*

This interaction is at the heart of what I am trying to achieve with student observation of teachers. If we can successfully open a dialogue between teacher and student I think we will ultimately have stronger and more profound learning.

In order to assess in a non-judgmental way students were asked to complete a *'reflections on learning'* questionnaire (Appendix B). This is unashamedly not an 'observation' form as the thinking and philosophy behind the exercise is one of reflection upon their own learning, in order to ultimately encourage dialogue between staff and students. Although it was felt that a 'tick-box' style of approach could be better, as it gave information but did not allow for too much subjectivity, it was also apparent that we *needed* a certain degree of subjectivity to allow for the students to elaborate on their thinking. Hence the final form is an amalgamation of the two approaches.

The fundamental areas therefore that I believe are central to the work are as follows:

1) **Subject assessment** that allows students to know:
   - Where they are at present
   - What they need to do to improve
   - Knowledge of the level of expectation for individual pupils
   - Standards expected for levels in the subject
2) **Student assessment** of themselves:
   - Having clear levels in 'student speak' so they are able to recognise present level
   - Clear instructions from the teacher to help them to move to the next stage
   - A focus on each student taking responsibility for their own learning
   - Peer assessment using model answers at different levels

Validity, triangulation and ethical considerations

I had a 100% response rate on the questionnaires, and attendance to the focus group sessions. This was undoubtedly due to the relatively small sample size (eight students) and the quick timescale of the research project. With triangulation inherently being the use of more than one data source, I believe that the questionnaires, coupled with the responses in the focus groups, gave a clear and valid indication of attitudes and opinions towards the questions. As there was a degree of overlap in the findings this reassured me of the security of the responses, as confirmed by Cohen and Manion (1994, p.234):

> *"If, for example, the outcomes of a questionnaire survey correspond to those of an observational study of the same phenomena, the more the researcher will be confident about the findings."*

With a project such as this there was a concern that students may feel they can use the feedback as a way of making derogatory comments about specific staff. It was stressed that the point of the research is centred around their reflections on learning generally and not involved with identifying teachers in any way. Likewise when I discussed the observations with colleagues who offered to take part, all these details were reiterated and confirmed before we continued. I did not foresee any issues arising relating to diversity and equality whilst undertaking this research, as I had selected the students carefully (see above).

Issues and constraints

Following one of the focus sessions I reviewed my original questionnaire. I was conscious that that the students were enjoying the process but I was not confident that all the questions were relevant. I decided to remove the first question, on gender bias, as it seemed redundant. I went on to remove the questions on understanding what level the students were at, as I felt it was more weighted towards an academic inspection, and also the question on behaviour in the classroom, as this was not the issue I was investigating.

I felt I needed to reinforce the focus on learning more in the opening question, so I changed the prompt from "*Can you describe the ones most helpful to you and why?*" to *"Can you describe the ones that that most helped your learning and understanding?"* For the last question "*What do you think allows you to learn most effectively?"* I altered to now read "*What allows you to learn most effectively?"* and added "*Tick all that apply*" to the ensuing answers. This allowed students to answer in more than one area should they so wish. To allow them to expand on any answers, I also added *"Other"* to the list of possible answers. The final version of the questionnaire is attached as Appendix C.

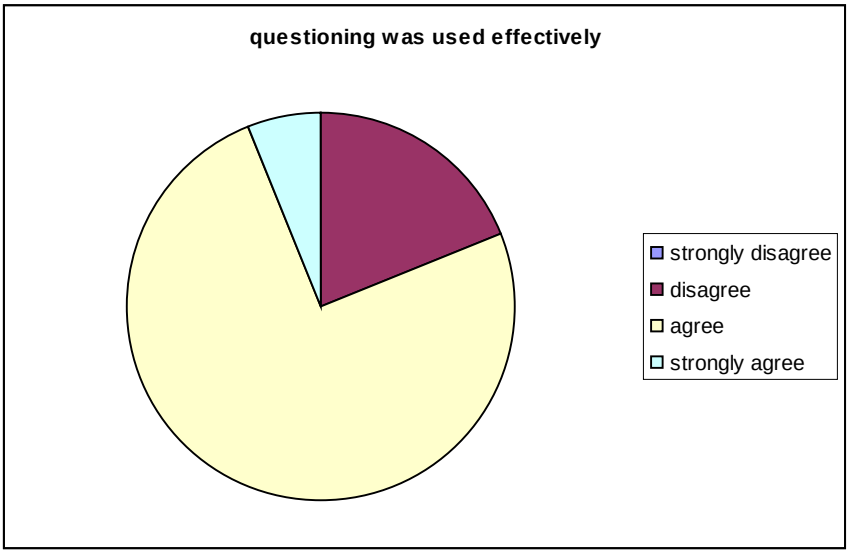
With regard to the focus group questions, the only change to the initial set of prompt questions was to add *"How does the learning make you feel?"* I did this to address the positive affirmation aspects of learning. I felt this inclusion of a question relating to a student's emotional intelligence was important to the overall results.

Presentation and analysis of data

What do Sixth Form students think reflective practice means?

It was clear from the focus groups that the majority of students perceived reflective practice as a teacher-led process. They said that good questioning often led to discussion, and so this allowed for reflection on the topic. The majority of students thought effective questioning a crucial part of a 'good' lesson, and could recognise when it was present in the successful lessons, as Figure 1 shows.

Fig. 1



During the focus groups I had time to explore a little more deeply their perceptions of reflective practice. It was apparent that some thought that by staff simply asking individual and whole-class questions, this equated to inviting the students to be reflective. However, other students countered that good questioning was simply the ***beginning*** of the process, and that questions should allow for further exploration of the issue, and should not be a closed process, as one student commented:

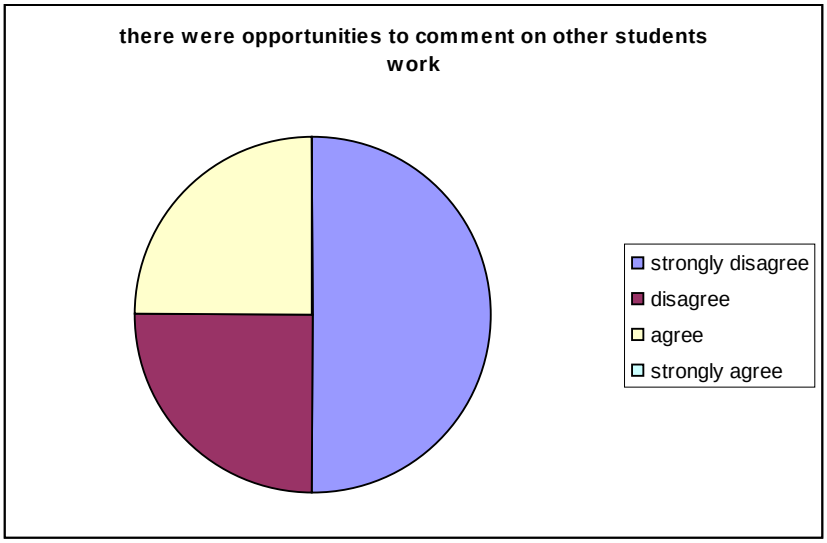
> *"What's the point of just asking a question, then getting the answer, then moving on to something else? What happens if you want to find out more about the answer – that's when you really learn about it."*

When asked *"What is meant by reflecting on your own practice?"* students thought that being given the chance to discuss their work, and the work of their peers, was tantamount to reflective practice. A number of the students in the focus group said they enjoyed sharing the results of their work, and hearing opinions from peers. It seems the experience of having to justify your thoughts was a powerful one, as described bluntly by one of the group:

> *"If you can't explain it to someone, you shouldn't have written it down."*

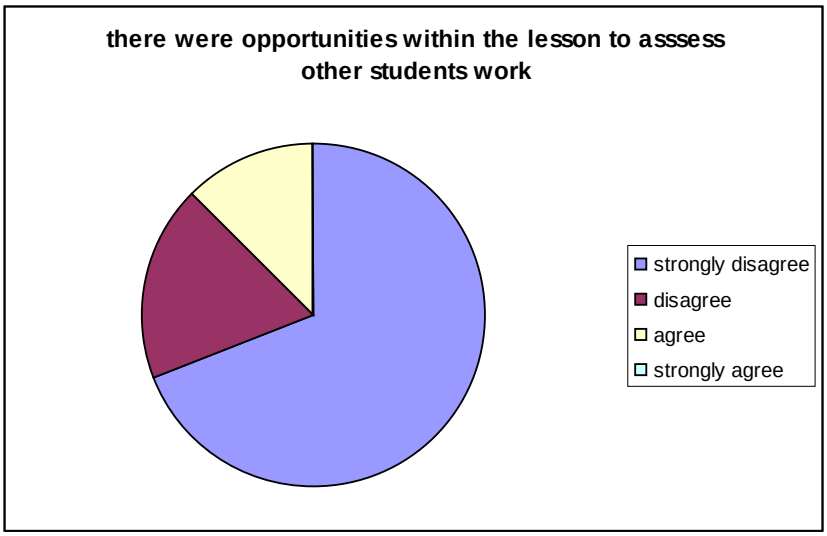
The majority of the group thought that commenting on each other's work was a significant factor in retaining the information shared. Yet 12 of the 16 students noted that they were not given this option in their lessons (Figure 2).

Fig. 2



Similarly, 14 of the 16 reported that they had no opportunities to give their own assessment of other student's work during a lesson, something they reported in the focus group as being a key factor in furthering their own knowledge and understanding (Figure 3).

Fig. 3

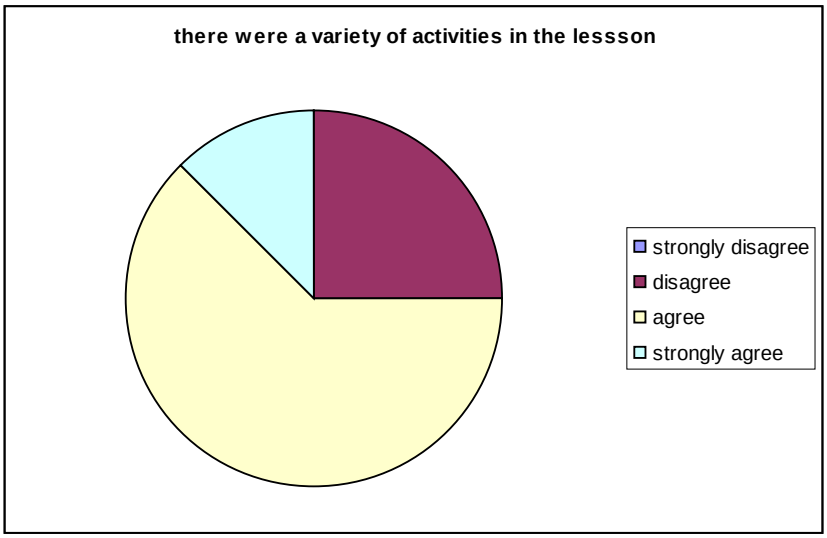


This I think is a pertinent point. If the students themselves are reporting that discussion of their own work is important and useful, yet it appears not to happen often in a classroom, then here perhaps is a significant point to learn from. If we do achieve a closer dialogue though collaboration between students and staff on the process of learning and teaching, this is one of the points to consider.

What do they think allows them to learn most effectively?

A lot of discussion was generated in the focus group around the subject of what constitutes effective learning. Having a variety of tasks and approaches was a popular method of engaging attention, and 14 students reported that their lessons had varied tasks, as shown in Figure 4. By *'varied'* they were referring to the time given to different tasks; i.e. listening, discussing, experimenting, observing and reflecting. This seemed to suggest that shorter-term challenges had more success.

Fig. 4



While most teachers generally are told to provide variety in lessons, it is still reassuring to hear that students not only like this approach, but see it's validity in terms of engagement and progress. Furthermore, in the focus groups they reported that most of their lessons throughout the school, not just in the observed lessons, had a variety of activities. This in turn gave them a rich diet of learning throughout the school day, as each lesson and subject had its own experiences and objectives, as one student reflected:

> *"The more varied the activities are then the more you are engaged. The more you are fully engaged the more you learn."*

Clear instructions were also listed as effective tools to aid successful learning. In 15 of the 16 lessons observed clarity of expectation and guidance were evidenced (Figure 5).

In conjunction with clear guidance, ongoing assessment and subsequent marking of work was a factor that all students said helped secure their learning. All reported that their lessons contained helpful feedback and advice (Figure 6), which would suggest that these tactics were a key part of their own improvement.

Fig. 5

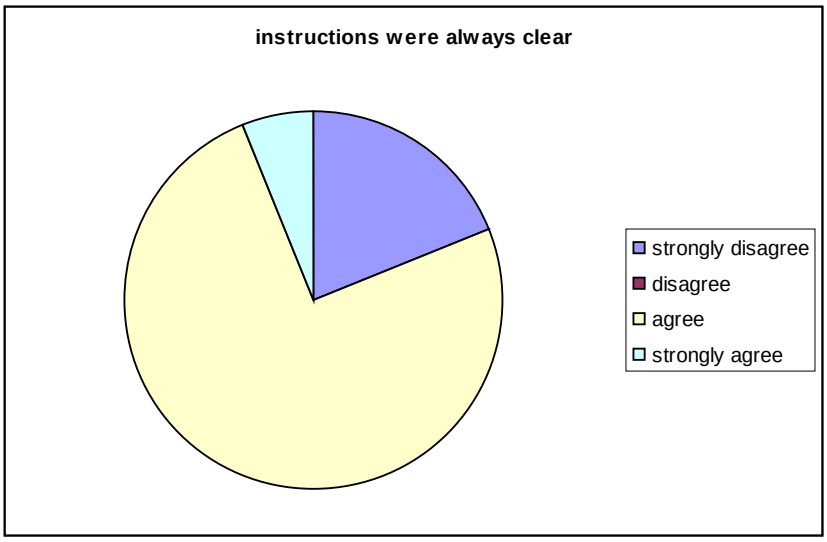
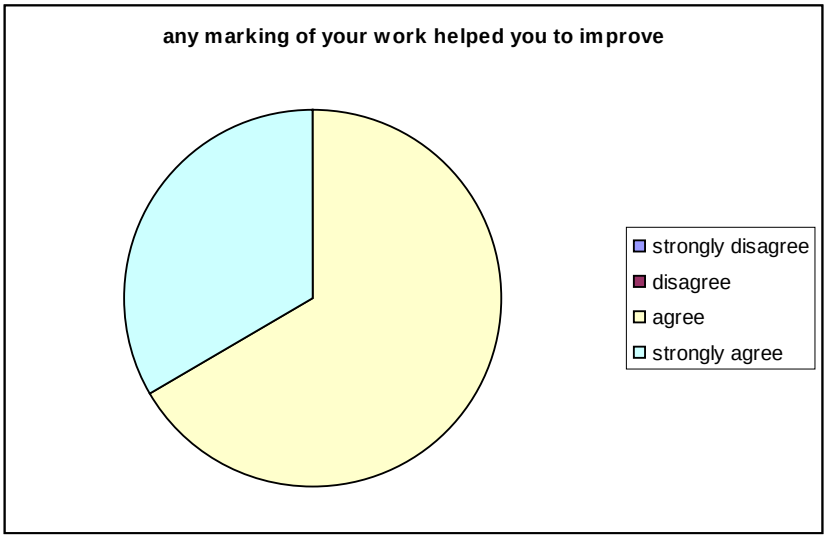


Fig. 6

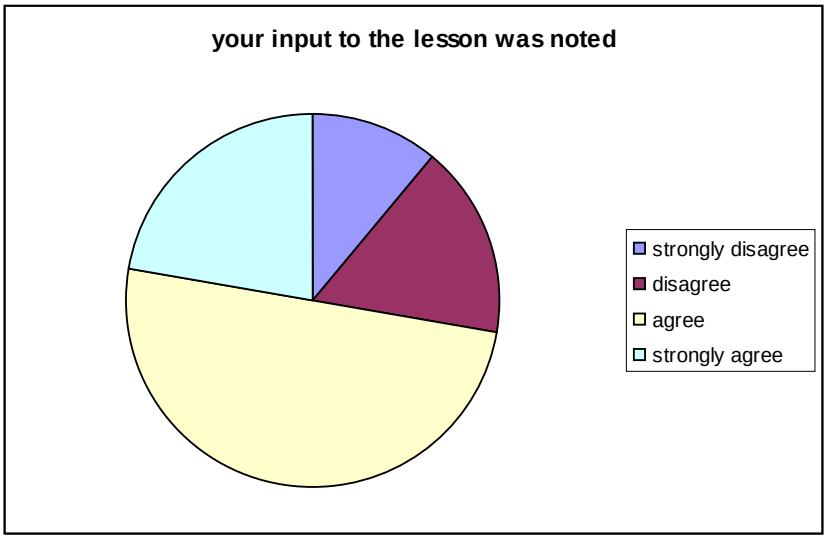


What methods/strategies do they use to improve their learning and achievement?
As already mentioned, being allowed to discuss and reflect on their own work, and that of their peers, was clearly a significant factor in self-improvement. When asked about what they would then do to improve, the focus group felt that once their comments had been sought, it gave them a lot more confidence when they felt that their input was both noted and valued. They said that in their most successful lessons they felt secure enough to comment and interact, and not simply be passive. This gave them a greater feeling of engagement and so led to heightened involvement. Comments from the group would seem to support this view:

> *"If you feel that the teacher is bothered to ask for your opinion, you want to know that they are asking because they are interested and value what you have to say, not just because they feel they should ask."*

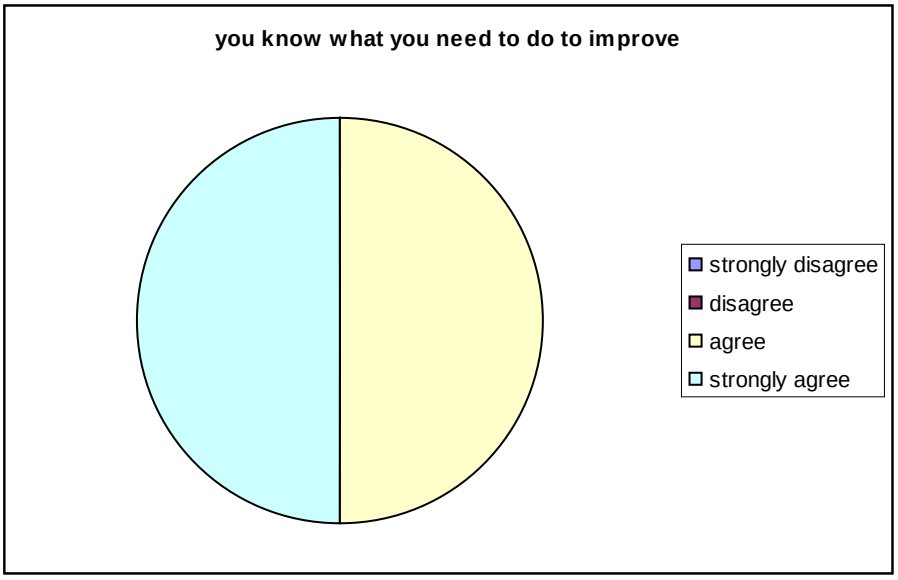
Of the lessons observed, 13 of the 16 responses indicated that this interaction in a collaborative sense was apparent in their lessons, and that teachers actively invited participation (Figure7).

Fig. 7



With regard to subsequent improvement, all agreed that knowing what to do next was vital. It was one thing to get it right in the classroom and further their knowledge, but they all said that it was guidance on what to do outside of the classroom setting that was just as important. To this end, all members of the focus group said that detailed instruction and direction were evident in the best lessons, when the teacher had a clear rationale for the delivery of the lesson, which included a clear route for further study. This security in knowing, as one student put it, *"where to go next"* was a point that was repeated a lot in the focus group. The students felt that good teaching had further study and learning *"built in"*. The best teachers referred not only to what they had covered before, but also articulated how the current work would be scaffolded by future lessons. All students reported that they knew what was expected of them in lessons, and this was important to them in the whole learning experience (Figure 8).

Fig. 8



From a student perspective, the process therefore of successful reflective learning seemed to be one of preparation, coupled with a variety of approaches to the execution of the lesson itself, and then enough guidance following the classroom session to allow them to continue without the teacher. Having all these factors securely in place allowed them to spend time on the outcome of the lesson, and not simply be a participant in the teacher-led journey.

Conclusion

My original intention was to try to ascertain to what level students were aware of reflective practice in their lessons. As the research progressed it became clear that there was a difference between what students thought reflective practice actually meant. Through the focus group sessions we explored the different opinions and evidence of the group members, and the perceived effect this had on their learning. My aim was to formalise the terms of reference for reflective practice, and so create a unified and cohesive dialogue that all participants could relate to.

The questionnaires provided a clear insight into what the students then thought was happening in their lessons, and also how useful this learning subsequently was. They clearly identified aspects that they wanted to engage with, such as more time to be spent on interaction and discussion of each other's work, as well as being able to deviate from the lesson when required and explore further areas of a particular topic. They saw teacher ability to follow this deviation and yet still return to the lesson as a trait of good teaching.

The students reported that being given the opportunity to reflect on their learning also allowed them to appreciate *teaching* more, as they were enabled to observe, reflect, discuss and form their own opinions in a way that was impossible under normal classroom situations. Creating this climate of mutual trust between teachers and students was the hardest part of the process, and I can foresee this will always be the case in work such as this. The OFSTED National Context for Pupil Consultation (2003, p.5) document warns:

> *"It can take time to build a climate of trust that allows teachers and pupils to review their work together openly and constructively."*

However, I think that having evidence of a clear rationale, coupled with a methodical approach with all parties (staff and students), then the research has shown that this process of student reflection on learning could be a catalyst for discussion and collaboration which ultimately would lead to improving the quality of the learning experience.

A recommendation therefore for follow-up work would be to extend this approach across the new Lower Sixth year group, and increase the amount of staff willing to participate. This research was small-scale, with eight students from the Upper Sixth year group and seven staff members. Once the process was embedded across an entire year group, then the students would hopefully begin to feel that their direct

involvement and input into their learning was a collaborative journey, and as such they had a pivotal part to play in it. Staff equally could feel that it was less of a risk to be observed by students, and it could indeed become a valued and important part of good teaching practice.

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Appendix A – focus group questions

Reflections on Learning

FOCUS GROUP QUESTIONS

What allows you to learn most effectively?

Do different types of questioning have greater success than others?

Are you aware of what you need to do to progress and improve?

What is meant by reflecting on your own practice?

What do you do to improve your own learning in a lesson?

How does the learning make you feel?

Appendix B – original questionnaire

Reflections on Learning

Name: Form:

Subject: Date and time:

Please tick below using the following guide:

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

	1	**2**	**3**	**4**
There was a gender bias in the amount of answering				
There were a variety of activities in the lesson				
Can you describe the ones most successful for you and why:				
Questioning was used effectively				
You understand what level you are currently at				
You know what you need to do to improve				
How was this improvement suggested to you:				
Your input to the lesson was noted				
Any marking of your work helped you to improve				
Instructions were always clear				
There were opportunities to comment on other students work				
There were opportunities within the lesson to assess other students work				
Was behaviour generally good in the lesson? What successful strategies are used to deal with any potential behaviour issues?				
What do you think allows you to learn most effectively:				
An ordered calm environment				
A room with students at different stages on various tasks				
Short term tasks				
Longer projects involving more research				
Constant reinforcement of levels and attainment				
Peer assessment				
Working collaboratively				
Discussion				

Appendix C – revised (final) questionnaire

Reflections on Learning

Name: Form:

Subject: Date and time:

Please tick below using the following guide:

1 = strongly disagree 2 = disagree 3 = agree 4 = strongly agree

	1	**2**	**3**	**4**
There were a variety of activities in the lesson				
Can you describe the ones that most helped your learning and understanding?				
Questioning was used effectively				
You know what you need to do to improve				
How was this improvement suggested to you:				
Your input to the lesson was noted				
Any marking of your work helped you to improve				
Instructions were always clear				
There were opportunities to comment on other students work				
There were opportunities within the lesson to assess other students work				
What allows you to learn most effectively (tick all that apply):				
An ordered calm environment				
A room with students at different stages on various tasks				
Short term tasks				
Longer projects involving more research				
Constant reinforcement of levels and attainment				
Peer assessment				
Working collaboratively				
Discussion				
Other (please give details):				