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Friday, 20 April 2012 18:17

Researcher1 There is a powerpoint for us but i don't have a computer

Researcher1 Do you mind if we use that?

Teacher1 I have my laptop if that helps

Researcher1 They are your groups.

Researcher2 Teacher2 do you want these? (Passes Group Logs)

Researcher1 Setting Up PC

Teacher1 nope.

Teacher2 Thankyou. is mary coming tomorrow? (@Teacher1)

Researcher1 I am not that good at leading meetings, so i made a powerpoint. I am

also not that good at powerpoint...

Teacher3 Setting the expectations high...

Researcher1 The first reason for this meeting is we want to get your feedback...

Researcher1 We have a few more sessions to go...

Teacher2 One tomorrow, none next week then 2 the week after...

Researcher1 Yes... Is there anything we could pass on to those last couple of

sessions?

Teacher2 I'd very much appreciate it, yes... I have one tomorrow and another

in 2 weeks, and miss davies (Teacher1) has one.

Researcher1 There are things that the meeting isn't about, so we haven't looked

at the data yet. We might be pleasantly suprised - we would like to

meet again after easter once we have had a look.

Researcher1 There will be lots more oppertunity to express your opinion.

Researcher1 We'd also like one on one interviews and maybe with the students

aswell.

Researcher1 It would really help us if we got everyones view.

Researcher3 Can I just add to that... we have been finding the pvt templates

taking longer than we anticipated, so could we do the final ones

after easter?

Teacher3 You want us to do them?

Researcher3 We would come in and do a 20 minute thing in one of your classes

Teacher2 Shouldn't be a problem

Teacher3 Ive had my last session...

Teacher1 Can we keep the time to a minimum?

Researcher1 We just need one session with each class...

Teacher2 just 20 minutes with each class?

Researcher3 Yeah

Researcher1 Just the same as before with the forms to fill in

Researcher1 Just to get their opinions and disposition

Teacher2 ok

Researcher1 Ok, second slide: so what made this study novel was that this is the

first time that a full classroom smart table study has happened...

(you might be able to tell that :) ) - normally what would happen is

that a single table would be used with volunteer students and it

would be facilitated by a researcher. We were looking at the next

step about how would you integrate this with normal classroom

teaching. What we are also doing is making it integrated into the

ciriculum, and you guys have been great at writing some mysteries

for us, normally a researcher would write one and it wouldnt be to

do with what the kids are doing.

Researcher1 So we'll start positive and move onto negative... is there anything

that went well?

Teacher4 I thought some groups, the conversations they were having were

really good and they were engaging. Some students picked it up

really well.

Teacher4 However, they are the students who would piuck up anything really

well...

Researcher1 Is it already higher achieving students then?

Teacher1 I wouldn't say high achieving, just more motivated.

Researcher1 So is it interesting that some of these kids are highly motivated

but not high achieving? Is there a disconnect there? Could the

tables be beneficial for those students?

Teacher1 Sorry i don't know what you mean.

Researcher3 Has the quality of the work changed?

Teacher1 I haven't really read it to know...

Researcher1 Are there students struggling with their work but are motivated? Do

they exist?

Teacher2 Yeah...

Teacher4 There is no way to tell if its helping yet...

Researcher4 The kids whove engaged are by-and-large the ones you expected?

Teacher1 Yeah...

Teacher4 As a general rule yeah...

Researcher4 and vice versa?

Teacher2 I don't think there has been a higher percentage of engagement or

disengagement because of the table.

Teacher1 I thought there would have been more engagement from students who

are less engaged using a pen with the tables.

Teacher1 I'm not sure if it's becasue they have done it so many times in a

short space of time.

Teacher3 I felt the same...

Teacher3 I thought some weaker ones would really go for it but its been more

awkwrad than paper...

Researcher4 Seems like they are not keen on the technology, that came out quite

strongly yeasterday.

Teacher1 I don't think the tables are sensitive enough...

Teacher1 yeah quite seemless...

Teacher3 They are used to ipads which are better...

Teacher1 They are the type of kids who once they are infuriatated would say i

can't do this, its not working and give up. For example one students

team were not listening to him, and he couldn't do the bit he wanted

at the same time. I had to speak with him a few times.

Researcher3 So he wanted to work at a different stage?

Teacher1 They gave each other jobs in the group, his job was writing the

conclusion, which wasnt ideal as he wasn't doing anything until the

last minute. Also he wanted to put ideas into earlier paragraphs to

feed into the conclusion which the others were not letting him. He

is the kind of person who if he is not getting his way he gets moody

and quite agressive.

Teacher3 But with a pen and paper he would be able to jot ideas down and not

be frustrated, which he cant do with the table.

Teacher1 While they were typing he wanted to pull statements into his

conclusion.

Teacher3 Almost need a split screen so he can do one task while they do

another.

Researcher3 It was interesting with the shared workspace that it was really easy

to disrupt students who wanted to work by flicking things around.

and no-one would know that they were doing it.

Teacher3 Or they could quit the program and cause other problems.

Teacher1 Put it all in the rubbish bin

Teacher1 Miss we can't get it back now, well youll have to start again!

Researcher3 Have there been any suprises? Any students you thought really would

engage and haven't or vice versa?

Teacher1 More that way round than the other way

Teacher1 One student who is normally very enthusiastic in group work was not

engaged

Teacher3 Yesterday there were a couple in my class like that

Teacher1 Those ones are not in my set

Teacher3 Well they are normally really motivated but he was messing about

yesterday

Teacher1 I think because a teacher can't see if they are messing around

unless they are stood next to them...

Teacher1 Whereas at a table, if they were screwing up statements or writing

stupid answers, it would be hard to delete it.

Teacher1 Its more difficult to manage, if everyone is on task.

Teacher1 Looking from the other side of the room it looks like they are

working but up close they have just been messing around.

Teacher3 One group duplicated the slips over and over...

Teacher1 We've not got on to what worked well have we?

Teacher3 Sorry!

Teacher2 In my session, the group that had someone working with them (Mary)

were really focussed, and these are boys who usually struggle. They

are very weak students. For them, it dosen't involve a pen, so they

can engage. They have problems and motor skills issues with using a

pen, so it's a big issue.

Teacher1 I was impressed today with the amount they remembered about Jomo...

because i couldn't remember! The fact they could fill in a sheet

befoire they started was great.

Teacher1 There wasnt much take up time to get back to what they did, which

was 2 weeks ago...

Researcher3 is that quite unusual?

Teacher1 I don't know, because i would always do the writing straight after

the thing

Teacher4 In my experience, a 2 week gap is often a struggle to remind

students about what they were doing, and to get them to share that

with the class.

Teacher4 Usually they can remember with prompts, but they did it quite

quickly.

Teacher4 More able students would be better at that.

Teacher3 Could that be a function of the fact they were doing something

different, its on a SMART table...

Teacher3 I mean the classic example is the student who dosen't remember the

wonderful workshop, but remembers the day they fell of their chair...

Teacher1 but that could be because the lesson was down here, i mean we did a

lesson in the library once and students remembered the library

lesson easier. I don't know wether its the situation rather than the

activity.

Researcher3 Have you noticed any difference in how they talk to one another?

Teacher2 Difficult to access them for that

Teacher3 With mine cos it's last lesson on a wednesday i usually avoid

collaborative work on that lesson. They don't work well after PE. .

Teacher1 That group probably only do groupwork in one of the two times i have

them in a fortnight anyway.

Teacher1 I haven't noticed much difference, except maybe more argument.

Teacher3 Yeah the same group typically do groupwork well in the morning and

not in the afternoon.

Teacher1 I don't get that option only having them twice a fortnight.

Teacher3 They are a different class in the morning!

Teacher1 REally?I might come and watch.

Teacher4 I didn't notice a difference in the way they approached it, it was

just like working in class on any group task.

Teacher4 I thought the different environment and task would have changed it,

but it was the same students leading and the same students not doing

well.

Teacher4 I don't think the tchnology changed that for them.

Teacher4 I thought some weaker students might engage a bit more but they

didn't.

Teacher4 Its not a suprise, but it wasn't what i was expecting.

Researcher1 I did have some suggestions for postive outcomes...

Researcher1 Was there greater collaboration / engagement - i think we covered

that...

Teacher1 I do think it's good to use the tables, but because it's been put

into one half term, they haven't done any written work in their

books or prepared for the exam...

Teacher1 It's too much for them, the last class only did their mystery

yesterday, and i know that we don't know what they have just done in

another class, but in this case it's exactly the same activity again.

Teacher1 They might do a mystery in English and then one with us, but they

are orchestrated differently, and the kids might not feel it's the

same activity, and they don't have transferable skills really...

Teacher1 They don't understand that if they do a mystery in history then

geography that they can use the same skills...

Teacher1 I think the way it's been laid out, the amount they have to read in

that short a space of time for that type of class...

Teacher1 I think spread across a full term would be better, we wouldn't do

this many mysteries normally.

Researcher1 Well..

Teacher1 Sorry can i just say one more thing...

Teacher2 Yeah...

Teacher1 Because of their year 8 exams, a few of them are worried they are

not doing their work for that.

Teacher1 For example i had to rush through revision on monday that would have

taken 2 weeks normally.

Teacher1 The more able haven't enjoyed it much because they haven't prepared

as much for the exam.

Researcher3 What are the implications of that? Will they be put into sets based

on these exams?

Teacher1 No, because they are 12/13 they are not like...

Teacher4 Its more for us to be informed about their progress.

Teacher1 WE obviously big them up so they think they are more important

Teacher2 I'll put a question in the end of the exam, "How do you use the

smart table?"

Researcher4 whats the last stage in using the smart table?

Researcher4 Just going back, Teacher1 you mentioned that they had no trasnferable

skills

Researcher4 My observation would be that they don't have much insight into

learning processes... so they can't appreciate what the table has to

offer...

Researcher4 is that fair?

Teacher1 We (Me and Mat) did one of our teaching essays on enquiry we did the

same activity in history and geography in the same class, aprt from

when we directly prompted it they couldn't explain how and why they

did what they did. Even though we made explicit links.

Researcher4 So there isn't a universal language about learning that they have

got...

Teacher1 Year 7s are starting this ASK curriculum...

Teacher1 Attitude, Skills and Knowlege

Teacher4 WE deliberately used that language and made it very explicit, talked

to students about it, but they can go to the next day and still go

on like it hadn't happened.

Teacher1 We have learning to learn days don't they...

Teacher1 and ILEARN or something...

Teacher4 They have a lot of input on learning skills but it hasn't been

effective.

Teacher4 Which is why we are changing curriculum

Researcher4 So the ASK approach

Teacher1 Is year 7

Researcher4 but its a response to this problem?

Teacher1 Because they do learning to learn in PSD, they think it's a seperate

subject.

Teacher1 The kids didn't like it.

Teacher4 I don't think i've once heard a student say "we've done this in

geography, or we've done this in English" during the project.

Teacher2 Couldn't see the link.

Researcher4 So if its going to work it would have to be a living part of a lot

of lessons.

Teacher4 i'd say so yaeh.

Teacher1 We would have to explicitly say "I know you did this with Mr

Pringle". using specific keywords and picking on students. and you

can't be in the other teachers lesson to know.

Teacher1 We don't do cross-curricula stuff. I don't have a clue what year 8

english are doing now.

Researcher4 SO that's a big issue ...

Researcher1 ok, thats everything that worked well. Now what didn't work well?

Researcher1 We've covered a lot, so i'll just move on to my ideas about what

didn't work.

Researcher3 We will talk again after easter, so you'll have more chances.

Teacher4 I think i've covered all my stuff...

Researcher1 I thoight the biggest issue was the technology wasn't quite up to it.

Researcher4 What does that mean, "no teacher control"

Researcher1 It means of the technology...

Teacher3 I did feel that, the first one we did where we were cramped in that

room... partly because i wasn't sure what i was meant to be doing,

partly because i couldn't see the whole room at once, and partly

because it was written for me (which was great) but i wasn't

familiar and had no ownership, so yeah i didn't feel in control, and

i wasnt sure how much i could own it and do it my way and how much i

should let the table lead.

Researcher1 I should point out that i did mean control of the technology

specifically, not necesserily the class, e.g. a button to disable

all the tables...

Teacher2 That would be handy... click!

Teacher4 Can you make one to disable students? to make them hust freeze?

Teacher3 I think it would be useful to know when they had got to the end of

the stage, and to know if they have done enough for the stage.

Teacher1 Flashing lights!

Researcher3 WOuld you find that in normal group work that that wouldn't happen?

You would know where everyone was at?

Teacher3 Well there isn't the risk of them just randomly doing stuff like

clicking buttons or putting things randomly into things... you would

know from discussions waht they were doing. I felt some where just

randomly filling stuff to get to next stage.

Teacher3 I know you can see it when you play it back

Teacher4 Maybe something for the teacher to give permission to move onto the

next stage.

Teacher3 Yes a magic teacher button.

Researcher1 It would have to be something hidden so only the teacher can use it.

I tried to make it so that they couldn't switch it off, but they

still found ways.

Teacher3 They were certain ingenious at breaking the technology, like

t5hrowing things off the table and unplugging cables.

Researcher1 Every time i fixed it they found a new way to switch it off.

Researcher1 Another thing was i thought the tasks were too long, and were taking

up too much of the lesson.

Teacher3 The groups certainly needed to be differentiated more, waeker groups

needed fewer slips for example.

Teacher4 I agree completely, in future i wouldn't have mixed ability groups.

Teacher3 In my class the groups were split more by ability, but the weaker

groups struggled more.

Teacher1 Would you then go and sit with weaker groups? I had an example, but

i couldn't then watch the rest of the class.

Researcher1 I also wrote that groups have different rates of finishing tasks and

different ability levels...

Teacher3 Yeah the speed of them getting through didn't mean they were doing

it well.

Researcher1 yeah they knew how to game the system. ANthing else?

Researcher4 I noticed some groups were not as collaborative as the might be,

maybe 2 or 3 working, with one out. for various reasons, sometimes

not bothered, sometimes not able to get in...

Teacher3 Wheras if we used kagen placemats if there is 4 of them they are all

responsible for writing their bit while on the tables sometimes a

student can't get in to do his bit in parallel.

Teacher2 Would it make it easier to have electronic pens, rather than having

to type things?

Researcher1 I would say about the writing task that the text generation is the

least important part, we are more interested in how they structure

it and how they use evidence. we considered stopping the application

before the text entry, but high level groups want to go on and

finish.

Researcher1 WE could use multiple keyboards if we used a bigger table, but how

would you know who was typing where, because fingers are not

identifyable...

Researcher4 This was a problem with the fastest group yesterday, one girl was

typing and it was quite hard for the rest of the group to

contribute to the process.

Researcher4 They could have shared it, but they didn't.

Teacher1 We don't teach collaborative writing, but if we did we would maybe

do it this way, which could be wrong: we wouldn't have them write

the same paragraph together. we would have one person per paragraph

and harder paragraphs would be given to higher students.

Teacher1 Ive never done collaborative writing before have you?

Teacher4 No.

Researcher3 Not often, but when we have it's been like that, differentiated.

Researcher1 In the future a better way could be to, instead of typing the text

at the end, would be to allocate the paragraphs then and the

studenst write them seperately.

Researcher1 Or maybe the teacher could allocate that.

Teacher2 Can i do that tomorrow?

Researcher1 We can't really change the software in this short a time...

Teacher2 Is it a big change?

Researcher1 It would be a rewrite of the last sesction unfortunately..

Teacher2 Oh, ok

Researcher4 Would you say that there are huge benefits to writing

collaboratively, but at the moment they don't have ways to cooperate

like that?

Researcher4 So when it did work slightly yeaterday it was very good... with a

group that was doing quite well.

Researcher4 Its to do with issues like noise in the room, so one of them

suggested a word and the other one didn't hear and typed something

else.

Researcher4 But in principle its a very good process

Researcher4 Just making it work on the ground is the issue, or at least an

issue.

Researcher1 Again it's something that worked well with 1 supervised group on 1

table in a quiet place away from the rest of the class...

Researcher1 But does it scale to a classroom, thats exactly what we are trying

to find out...

Researcher1 Is the process scalable or is it always going to be a single group

activity?

Teacher3 If the whole class is doing it, at the end, I'm not sure what each

group has come up with...

Teacher3 As i was going around during the stages, i wasn't sure where they

were up to, wheras with a paper excersize i would be.

Teacher3 While they were working on the next bit, i would have been able to

see what they had done previously

Teacher3 Wheras on the table i couldn't say 'hold on go back, let me see what

you have done'.

Teacher3 So at the end of the lesson, i would have to look at eveyones work

from the start to the end to see what they had done.

Teacher3 THis would take a lot of my time

Teacher3 So marking wise and reflection time this would take a lot more time.

Teacher2 You can take the students answers and put them on the big screen and

maybe discuss it with them...

Teacher4 I did a little bit of that,

Teacher4 Mine was over a split lunch, so we did the mystery then tried a bit

of a review

Teacher4 It worked quite well in some ways

Teacher2 You can explain things to the rest of the class can't you..

Teacher4 Some students were able to start explaining. But what didnt work was

that one group is focused and some groups get left out.

Teacher4 It could be down to me being unfamiliar with the tool...

Teacher4 It would take too long to go through all the groups

Teacher4 and it took the lunch break for you guys to actually get them from

the tables and put them up.

Researcher1 Yeah, we didn't have a reliable network solution so we couldn't get

them automatically.

Researcher1 I did notice in Teacher2s lesson that you saw a group had done something

good, so you got the class to stand up and come and look at a table.

Teacher2 Yeah that would be better on the big screen...

Researcher1 but it's still possible...

Teacher2 yeah its a possibility...

Researcher2 with cables and stuff...

Teacher2 in a small confined space its not great...

Researcher1 Yeah it would have been completely impossible in the cluster room

with all the macs.

Researcher2 So it sounds like that what is removed from this is the usual

indicators that you have form progress, like what bits of paper they

are on etc. so you haven't got a set of signposts for where anyone

is...

Researcher2 So one way of solving that would be a teacher screen, so you can see

everyone in parallel, as an overview, then maybe single in on one,

and see if they were messing about or whatever.

Researcher2 Is there anything else that would help that?

Teacher1 I think if they had to get us to sign them off to gop onto the next

phase...

Teacher1 Then we would know what they had done.

Researcher2 ok

Teacher1 I think that with the OFSTED progress guidelines being such a

massive issue, which are not just over time but over a lesson, then

you wouldn't do very well with these tables in an OFSTED lesson i

don't think.

Teacher1 Cos you have no clue.

Teacher1 Even now, i don't know who got on well in these lessons, only that

they have finished.

Teacher1 i don't know how much work they have done today, which is quite scary

Teacher1 yeah

Teacher2 is that cos you couldn't see the finished work

Researcher2 Is it fair to say it's difficult to access individuals during group

work anyway. even without tabletops?

Teacher3 but easier i think to wander round.

Teacher4 Its still very complicated

Teacher3 its partly from the setup of the room

Teacher4 What i would do if i was to use this is to maybe stop before the

writing stage, and maybe end the lesson there.

Teacher4 I could then take their work and if i was to do extended writing

from that, look at it myself and mark it and give feedback. It would

then be an individuals excersize from then on. They would then take

ownership of the writing.

Teacher1 Today they filled out these before they started the writing

[question sheets about jomo key facts]

Teacher1 I think that worked well as a class discussion

Teacher1 Having a class discussion where they spoke first about their answers

was quite good.

Teacher1 ANd you can see from this how much understanding they have got from

the beginning...

Teacher1 So with class discussion i think you would be able to check

progress...

Teacher1 If you think there is someone messing around or not doing it, you

can ask them a question, to see their answer..

Researcher3 You would do that in a regular class.

Teacher1 Yeah but you could still do that from this couldn't you?

Teacher1 They might know the answer but not bothered to write it down.

Researcher4 Even in this short space of time are you not picking up clues to

their progress, in other words you are beginning to learn how to

manage table top sessions, even though you have only done 2

sessions? Picking up little indicators of their progress?

Teacher1 I think thats because we know the classes, these students i've

taught since year 7 and now 8. ...so i know ahead who is likley to.

I think that helps.

Researcher1 is there anything else before i move on a little bit?

Researcher4 Going back to the technology, one of the things they don't like is

the lack of responsiveness to touch.

Researcher1 thats the SMART tables limitations.

Researcher2 Especially on the edges.

Researcher4 yeah yeah, it seems to be such a big turn off for them.

Teacher2 I think they had higher expectations, they were expecting it to be

great.

Teacher1 I think aswell that they thought it was not going to feel like work,

and it has been a lot of work. The fact that they wrote and answered

questions for a whole 80 minutes today, i would never do the same

activity for the whole lesson...

Teacher1 Its changed my teaching, i wouldn't do a mystery for a whole

lesson... or a writing for a whole lesson, i would vary it.

Teacher3 I wouldn't have them working in groups for a whole lesson either...

Teacher2 Its difficult with 80 minute lessons, we used to have 45 minute

lessons

Teacher1 we would have lots of smaller activities

Researcher4 they are always changing it

Teacher3 yeah

Teacher1 like using computers to look something up, if we used the SMART

table to do something else on them aswell would engage them.

Teacher1 for example, if the teacher says that's a good answer, now you can

play a game for 2 minutes, or look up some pictures about what jomos

life would be like...

Researcher2 That sounds like a good way forward for it to be blended into what

you do.

Researcher2 its not just a massive chunk of tabletop time.

Researcher2 in the room we used it would be ok b/c there is a computer room next

door you could send them to

Researcher2 the table tops are bad for space, you would need them set up and

seperate computers

Researcher2 i guess you guys are lucky to have the crc here, most schools

wouldn't have this

Teacher2 it would have been very interesting in a normal classroom

situation...

Teacher1 in modern schools thay have a partition to make two classrooms into

one, which would work...

Teacher1 but if this was in my classroom... (shrugs)

Teacher3 no. :)

Researcher4 i guess you are not classing your school as modern.

Teacher3 I have quite a big classroom, but its upstairs so you wouldn't get

the SMART tables up there.

Teacher2 it could have worked in my room as i have space at the back

Teacher1 They wouldn't fit in my room.

Teacher2 with my room you could have them at the back, with desks at the

front and swapped between the two.

Teacher1 with 32 kids in my room it would't have space - especially year 10s.

Teacher1 there would be no way i could get to the back of the class.

Researcher3 It would be useful to have extension tasks, not necesserily harder

but to give those that finish something to do that gives them a

deeper understanding.

Teacher1 or a thinking point that pops up on the screen that they can think

about

Teacher2 like a flash card...

Teacher1 have you thought about this, whats the effect of that...

Teacher4 Or have that as part of the teacher control, I want all of you to

think about this, and make it pop up on the table.

Researcher3 You'd rather the table did that, but from somewhere else you

npressed a button to make it happen.

Researcher2 whats 10 + 10?

Teacher2 What about audio or video, something thats different.

Researcher1 20!

Teacher2 audio, or someone talking to you in the middle

Researcher2 You could have differentiated questions that you centrally could

slide off to specific tables.

Researcher2 So if a group isn't working well you could use it diagnostically

Teacher1 or little things, like there might be a key slip in a mystery that

is the driving force behind it, and that could be highlighted if a

group is struggling.

Teacher1 like flashing or something, then that group can read that one.

Teacher2 cues

Teacher1 Vile!

Teacher2 It could have your face in the middle talking to them.

Teacher4 If you have the technology, can they have a call teacher for help

button that shows they need help on the screen?

Teacher3 Like calling for drinks on the airoplane?

Teacher4 yeah :) rather than the hands up if you have a question which is

Teacher3oying.

Teacher3 maybe not always for help, but a we're pleased with something and

want to show you.

Teacher1 I agree.

Teacher3 I felt like i wasn't giving out any praise.

Teacher3 I don't know who did anything well.

Teacher1 it's all just a group, so i don't know who in that group did it.

Teacher3 yeah.

Researcher3 When you leave the lesson having just handed out cautions, dioes

that impact on how you feel about the lesson?

Teacher1 I haven't enjoyed todays lesson at all.

Teacher3 I haven't enjoyed it either. I feel that all i have been doing is

telling them off for poor behaviour.

Teacher3 in both sessions i ignored the ones who were doing it well.

Teacher3 it was all negative, so you come out feeling humph, and tey no doubt

feel the same as they havbe jusat been told off for 1 hour.

Researcher3 This is really interesting and helpful for us.

Researcher3 lots for us to go away and think about.

Teacher2 you are back tomorrow with me!

Researcher4 Here's a question, should the table indicate to the students what

some of the learning outcomes should be or is that best left with

you?

Teacher1 Did you have them in your lesson?

Teacher4 put it on the table...

Teacher4 I had them prepared but never got to the point to put them on the

screen.

Teacher3 I didn't know what the objectives were.

Teacher1 I put you should work well as a tem...

Teacher1 I didn't go back and say "have you worked well as a team?"

Teacher1 i kind of forgot what is a normal lesson.

Teacher3 yeah, assessment and peer assessment went out

Teacher1 all the things you are meant to do, to be observed...

Researcher4 it's because all your energy was spent on managing the new and

different stuff.

Teacher1 I didn't even think about lesson objectives

Researcher4 Yes!

Teacher3 ha ha, there is a positive.

Teacher4 You still managed to teach the lesson :)

Researcher3 Did you find you plTeacher3ed the lesson completely differently?

Teacher1 didn't really plan them..

Teacher1 APart from making this sheet, didn't reay do anything.

Teacher4 What i put together for the lesson was completely different from

what actually happened.

Teacher4 I prepared it one way and didn't even open up the laptop and put it

on the screen - i was on the hoof seeing what would happen,

adjusting as it went - just becasue it was a new experience.

Teacher4 Doing it again i might plan it completely differently, but thats the

same with a lot of things.

Teacher3 I know we got some training and stuff, but if we were to use these

on a wider scale, it would be good to see someone do it ona video?

Teacher3 I sort of felt like i didn't know what i was doing so it was

difficult to tell the kids what to do.

Teacher3 I wasn't communicating very well with them about it.

Researcher4 We were talking yesterday about it.

Teacher3 I hope you are going to burn the videos that you have taken.

Researcher3 So it would be good to have a best practice kind of thing

Teacher4 Sorry guys i have to go...

Researcher3 One of the things from today iy you guys who have done the writing

already what advice would you give for the future sessions? What can

we do to make those final sessions more productive?

Teacher2 Yeah, tell me! Did you use the photographs aswell?

Teacher1 Yeah i just got them to look at them.

Teacher2 Can i put them on the tables?

Teacher1 you can't write on the smart tables though...

Teacher2 I could take some clipboards...

Teacher1 I think they would still lean on the smart table...

Researcher1 They could use the big conference table...

Teacher1 The big one.

Teacher2 but the researchers were sitting round that

Researcher1 we can move, we are not important.

Researcher1 You can throw us out the room if you want.

Teacher1 The sheets were good, cos i was worried that they wouldn't even know

who jomo was... we read the blurb and had a class discussion first

about it. Then we looked at the photos, then we did the sheets

before we went onto the tables.

Teacher1 I didn't really know how to use the reflection software so just

clicked on stuff

Teacher2 The what?

Teacher1 There is reflection software for showing the class their mystery

Teacher1 it was like - This is what one group did, and what someone else did

Teacher2 On the big screen?

Researcher1 Yes itv shows the logs from your previous screen as a reflection

session if you want.

Researcher1 if you want, youi don't have to use it.

Teacher1 You can't really read what it says on it...

Researcher2 I think the thing with that is its difficult to come in as a teacher

and just see it there on screen, you need to look at the logs

between lessons

Teacher1 i wouldn't bother doing that tomorrow you'll just look stupid.

Teacher2 i'll give it a go,

Teacher2 Just a quick question, is the sheets a good idea or is it worth

looking at the statements as they have put them together?

Teacher1 I think this helped the lower ability help with the paragraphs, i

don't know if thats a bad thing for you?

Researcher1 not at all...

Teacher2 Is that scaffolding it too much for them?

Teacher1 some didn't use the sheet at the smart table..

Researcher1 some groups didnt take their sheet.

Teacher1 when they didn't know what to write as a paragraph, i said "where is

your a3 sheet?" and they came back and got it. High level students

didnt use it, but they didn need to.

Teacher1 no idea.

Teacher2 How long would it take to write one paragraph?

Teacher3 Did mine write paragraphs yersterday? I'm not sure what they did.

Teacher2 did you finish?

Researcher4 er... two started.

Teacher1 Yeah, all the groups apart from one. There was one group who wrote

so much they reached the limit!

Researcher1 They had written their whole answer in one paragraph

Teacher2 ah so instead of haveing the 3 sections...

Teacher1 I don't think they used the statements, they put them in but didnt

refer to them.

Researcher1 I think some were incorrectly assuming that the statements were

already part of the document.

Researcher1 Really what we want is for them to include that in their text.

Teacher2 So you want me to say to them, you need to include that information

in the white text box.

Teacher2 So they were thinking that that is just an add on thing to the three

statements

Researcher1 They are refering to it indirectly by what they are writing, but

they are not directly including those facts

Teacher2 which they should?

Researcher1 Yeah the white section is what they are handing in if you like...

and the other bit is the plan.

Teacher1 I didn't know that... did you?

Teacher3 no...

Teacher2 so the three windows (slips) will not appear in their final answer

unless you put it in yourself?

Teacher2 ok i'll ge t them to do that.

Researcher4 These are little bits of practice knowlege that will develop over

time.

Teacher1 Some of them didn't know what a conclusion was, that you are writing

an answer to the question

Teacher1 Some of them for the conclusion just carried on writing the sentances

Teacher1 When i went round and asked them whats the answer to the question,

why is jomo sleeping rough, they didnt really know what a conclusion

was.

Teacher1 Thats maybe becasue they have never had to formulate a big essay

before maybe...

Researcher3 How would you normally refer to that final bit of a piece of written

work?

Researcher3 Would you just call it the answer? have you written something like

that with a year 8 group before?

Teacher3 I haven't

Teacher1 we've done answers to the mysteries but i would do it like key

questions, like the sheets.

Teacher1 They would write a direct answer to the question in that...

Teacher1 I've never used the term conclusion with them before.

Researcher3 can you change the language in the software?

Researcher1 I can change the word conclusion quite easily... to...

Teacher2 how much exposure do the students get to concepts like conclusions

in English? do they do that?

Teacher2 Individually?

Teacher3 not collabratively.

Teacher3 They would do writing to argue... come up with for and against and

alternate paragraphs and things...

Teacher3 They should know what a conclusion is from that type of writing...

Teacher2 But in a collabartive sense of trying to put a persuasive argument

together..

Teacher1 Maybe they don't think a conclusion in English is the same as a

conclusion in Geography.

Teacher3 They do struggle to get their head round extended writing

individually, and i think collabaratively didn't make it easoer.

Teacher3 They weren't all talking about what they were doing, they were all

individually doing bits.

Teacher3 The others were unaware about what stage they were at.

Teacher3 a conclusion, so to speak :)

Researcher4 Can i attempt a summary then?

Researcher4 They are not able to make best use of the tabletops... because their

learning skills and strategies haven't reached sufficent

thresholds... a lot of what we are talking about now is how to

bridge that gap between where they are now and where they need to be

as learners... to make best use and get advantage of the feedback.

Teacher1 I think if you did this with year 11 or 12 you would have the same

problems, maybe not to the same extent...

Teacher1 In education now, they are not used to properly think for themselves.

Teacher1 I don't think they are used to proper collaborative work.

Teacher1 Becasue the teacher at the end of the lesson has to know that the

students know those pieces of information.

Teacher1 So we would never let them get to the stage where they were working

collabaritively and haven't got the proper answer.

Teacher1 so i think even year 11 abd 12 would struggle.

Researcher4 Your working very hard, but one of the consequences is they are more

dependant on you.

Researcher4 Yet the school has recognised it as aproblem, hence the introduction

of ASK in year 7...

Teacher1 Yeah in our kids.

Teacher3 Resiliance and perseverence seem to be lacking...

Teacher1 yes.

Teacher3 yes.

Researcher4 is that part of the language of ASK?

Teacher1 Its Attitude, SKills and Knowlege, then there are key words we are

supposed to use in the lessons.

Teacher1 like a split screen lesson.

Teacher1 So for today you might not find the answer, so what do you have to

do? show resiliance and perciverance?

Teacher1 where else do you show resiliance? so its not just geography

Researcher4 Did you get a reainer in? it sounds a lot like Building Learning

Power.

Teacher1 We had devilliers in to be honest teachers are finding it pfff

Teacher3 I have no year 7s so i haven't used it yet.

Teacher1 i do have year 7 but i've never used it.

Teacher2 I sometimes use it in an introduction to a topic, but not every

lesson.

Teacher1 Teachers are usure of how to use it or what it is.

Teacher1 I think if you did this with our year 12s you would have the same

problems.

Researcher4 They would have a bit more level of intrinsic motivation, or

extrinsic motivation.

Teacher1 yeah maybe..

Teacher3 for my year 12s, there a few who would do it great but i'm not sure

if they would collaborate entirely.

Teacher3 Dominant characters would do it and do a brilliant job, a couple of

others would just let them.

Teacher1 I don't think they would understand transferable skills.