**T6 – SOLE research practitioner**

**General**

* Context
  + Number of sessions - **4**
  + Number of groups – **students/group – 10-12 students ranging from 2 to 3 groups**
  + What subject? **Digital and foreign language skills**
* How are you using the tool in general?

**Using the tool to document students first experiences with learning in a SOLE style to inform how we might reconfigure the original SOLE in line with the an existing model for out of school learning/informal learning. 2 facilitators used the tool across the sessions at different points, we discussed the axis during the SOLE session whilst the young people were doing their research. We used the sugata mitra model but we had 3 extra volunteer peer tutors in the room who were also pariticpating with and between the groups (peer befrienders/tutors are part of the success4all approach to running after/out of school learning clubs.**

When and how are you tagging behaviours?

**We used the tool throughout the session at intermittent points when we had a spare moment. We used a mixture of the spider graph and the numbers. We considered if the young people were actively engaged in the labels on the axis.**

* + When are you doing the graph and on what basis?

**Teaching practice related**

* Did the use of the tool prompt you to change how you are doing the sole session, or how you perceive sole sessions?

Not really, I think the dynamic assessment of the groups and the progress was done in my head and in my interactions with the young people, I used the tool at ‘check points’ just to document things.

* Will you be using it as a self-reflection tool or a tool to recognize and evidence students’ development, or all?

**I didn’t use it like that but I would be interested in using at the end of the session as part of debrief though I am not sure there would be time to do that.. also the logistics of doing this – getting the groups/individual students to log-on might take time – especially with a bigger group where there are bound to be questions etc from student on the practical logging in etc.**

* If you are/will be using it to communicate certain points (e.g. learning behaviours) to others (students, teachers, management, parents).

**Yes, I will be using it as part of practice based research to look at engagement within the learning designs of 5 partners on a project who have designed a reconfiguration of SOLE based on 4 key design principles/components – self-orgnisation, internet search, big questions and collaboration. It will be for facilitators to active reflect on the impact of their design decisions in the classroom**.

* Did you discuss the tool and its indicators with the students? Why? How? Any interesting feedback from the students?

No didn’t have time

* Do you see a value in using this tool?
  + What/Why?

**I think it is valuable in the way I described above for using it as part of evaluation – it would be helpful to be able to attach some notes/photos to it linked to this reason**

* + Do you think the value increases with repeated use or not?

**Not sure at present – I think there needs to be more scaffolding in it/with it – I know it is meant to be flexible but not all teachers want to engage in learning design work and make the extra effort to explore its value- I think there needs to be some integration work around it to help**

* Does the use of the tool add to your workload? And if it does, is it worth the effort?

**Not really, only if I was going to study it in detail afterwards. As part of the EU project, the workload is taken into consideration as we will be sharing our findings with each other and reflecting on it as one part of thinking about impact of design decisions**

**Students learning and learning behaviour**

* Did the tool help you recognize development (or any changes) in students’ learning and learning behaviour with respect to the identified axes (that you may have missed otherwise)?

**Not really, I felt like I was just documenting what I was already responding to in person – I think as a practitioner I act in the moment in response to my students and didn’t feel like this was scaffolding any additional things- again, I feel like it was more of a documenting/evaluation tool for external work but not directly impacting on the teaching at that moment**

* Did you ask students to do self-assessment? **No – no time**
  + If students are doing self-assessment, did you get any indication that it is making them aware of the other important factors for learning in addition to the outcome
  + If students are doing self-assessment, weather that prompted you to engage in discussions with the students with respect to their self-assessment

**The tool**

Any comments, problems, or ideas for improvement for the tool to make it more useful for you and for the students. For example,

**There were some usability issues of a technical nature:**

**It didn’t save the tagging etc that we had done the previous day. we signed in on two different computers /same versions of the app though in the same session because 2 of us wanted to do it / I was still logged in when my colleague wanted to use it the following session.**

**My colleague said she preferred to use the + and – and clicked on it but the graph didn’t change – she wanted to mark the + and then see a visual representation but couldn’t see it.**

**One day multiple groups did different big questions and we tried to label the group names like that but it wouldn’t save when we selected the tick – we tried this a lot. How much text can we put in that box is there a minimum?**

**Also the dropdown menus by session was a bit hard to manipulate as we had to constantly check we were tagging the right groups in the right session**

**Usability in terms of non-tech:**

**Our groups were not static so we felt that we were not tagging in a valid way. Also we didn’t want to give the groups names (as we had said that the groups were dynamic and fluid) so we just named them group 1 and group 2 etc. but they were changing all the time. We need try to put the big questions when there was some differentiation between the “groups” but we had technical difficulties.**

**On the second and third sessions, we tried to add new group names (i.e new group 1) but all the groups appeared in each of the separate sessions so it was confusing.**

**Because of the issue with groups, we had to try and keep a mental representation instead of who group 1 or 2 was (i.e. group 1 – in the right hand corner of the room) this made it confusing and added to work we were doing so we couldn’t just concentrate on tagging at the points when we had a free moment from facilitating – even with 2 facilitators. Also with more than 3 groups we are not sure how this would work (having to keep the group name and physical location of groups in our head).**

* Any comments on the axis and their indicators: Ones to add/remove/change?
* How are you using the tagging +/- sign?
  + Are you increasing the number based on how well they did something or per observation or a mix of both?
* With regards to the fact that you can tag multiple occurrences? Are you ok with this or do you prefer a 5 start rating system instead for example, or just an on/off flag?
* How are you deciding on where to place the points in the diagram?

**I just thought back to the moment and recalled if I had seen the young people doing stuff in the descriptors**

* Any usability issues that you encountered?
* Did you use the compare and average tools and how?

**Concluding Questions**

* What did you like most about using group spinner?
* What are the things that you did not like?
* What would you change, or any suggestions for improvement?
* Do you think you will continue to use it next school year? Why?
* Are you worried that this can be used for performance measures (whether for students, or for you own professional development)?