Edexcel AS and A Level Psychology (2015): Maximising Students Potential

16BAY02

Aims and Objectives

1. Discuss the impact of low ability and disaffected learners on delivery, and focus on approaches to maximising their potential
2. Explore approaches to maximising students' potential through interactive teaching
3. Consider possible approaches to composing effective responses with a focus on the 2015 specification
4. Have the opportunity to network with other teachers.

Session Agenda

9.30 – 9.45: Welcome and *Tea & Coffee*

9.45 – 10.00: **Introduction**

10.00 – 10.45: **Section One**: Defining Low Ability and Disaffected Learners

10.45 – 11.00: *Tea & Coffee break*

11.00 – 12.00: **Section Two**: Strategies to deal with Low Ability and Disaffected Learners

12.00 – 1.00: *Lunch*

1.00 – 2.00: **Section Three**: Interactive teaching

2.00 – 2.15: *Tea & Coffee break*

2.15 – 3.00: **Section Four:** Interactive assessment

3.00 – 3.15: **Support** and **contacts**

3.15 – 3.30: **Review** and **Questions**

Content – overview

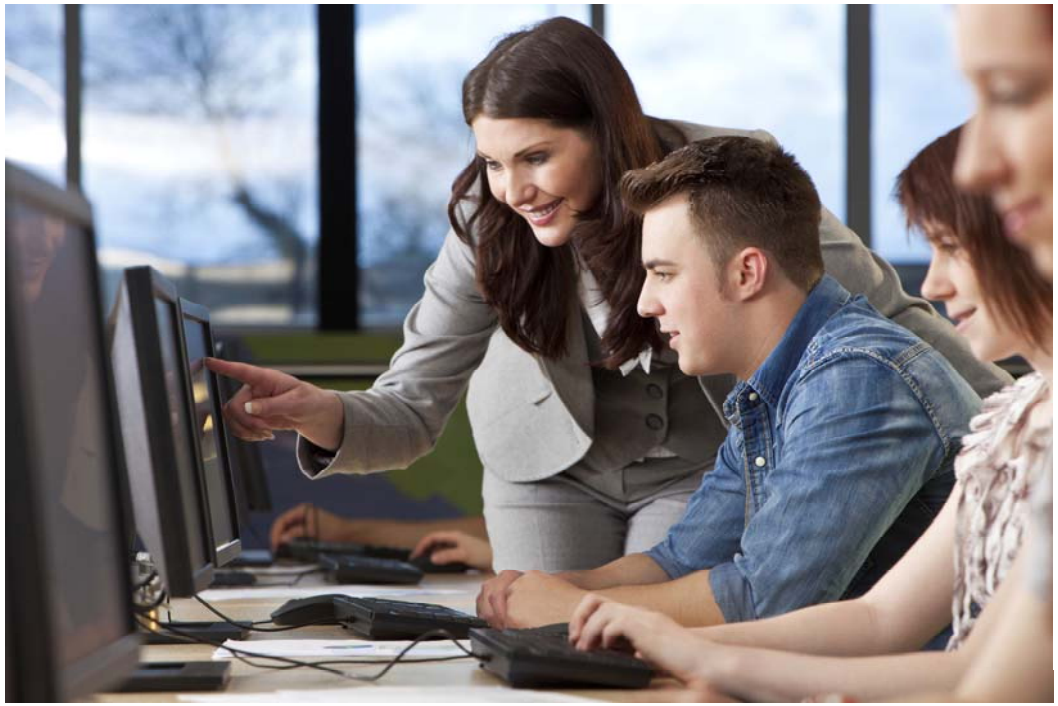
1. Low ability and disaffected learners
2. Approaches to engaging low ability and disaffected learners
3. Interactive teaching
4. Approaches to composing effective responses

Section One: Defining Low Ability and Disaffected Learners

Pearson

Activity 1

What is a ‘low ability’ or ‘disaffected’ learner?



Delegate Feedback

What is a ‘low ability’ learner?

‘Ability’ is a contested concept and difficult to define

Often used interchangeably with attainment and achievement to focus on learning outcomes

Use of term usually implies (innate) individual cognitive capacities are low

However, attainment outcomes are argued to be a result of multiple, complex and inter-subjective social processes through their education *(e.g. Dunne, 1999; Zevenbergen, 2005).*

Source: Dunne et al. (2007)

What is a ‘disaffected’ learner?

Disaffected learners can be defined as those who display one or more of the following characteristics:

- Regularly non-compliant, but not aggressive or threatening
- Cause repeated low-level disruptions
- Regularly disruptive, challenging or both, which can lead to repeated entries in the school’s incident log
- Recurring fixed-term exclusions or both
- Absent for 20% or more of available school sessions in the year
- Quiet and withdrawn and uninterested in most lessons.

Source: Ofsted (2008)

Disengaged, non-compliant, SEN

‘Low ability’ learners and ‘disaffected’ learners may become **disengaged**, **non-compliant,** and could also be on the **SEN register**

A **disengaged** learner shows little or no interest in the course and appears to lack the motivation to take an active role in their own learning.

A **non-compliant** learner may be actively confrontational, refusing to do as asked, or becoming argumentative or aggressive.

If they are on the **SEN register** there may be ‘reasonable adjustment’ to take into account too

Activity 2

What issues or ‘problem behaviours’ do you encounter with your ‘low ability’ or ‘disaffected’ learners?

Delegate Feedback

Common issues with ‘low ability’ and ‘disaffected’ learners

- Lack of engagement
- Non-compliance
- Lack of punctuality
- Not handing work in
- Phones
- Noise
- Lack of respect

Source: Wallace (2012, 2014)

Section two: Strategies to deal with Low Ability and Disaffected Learners

Possible approaches to engaging ‘low ability’ and ‘disaffected’ learners

Strategy	In practice
Reward	Smiling; praise; eye contact; allocating a key role; incorporating a favourite activity; building in short breaks; having music playing; Star of the Week award; sweets
Relationship	Being approachable; calling learners by name; talking with them one-to-one; demonstrating you like them and enjoy teaching them; demonstrating a sense of humour
Razzmatazz	Teaching in an enthusiastic and animated way; devising interesting and exciting learning activities; making learning fun; making learning entertaining; not remaining static – moving around the classroom
Respect	Treating learners with the same respect that you expect them to show you; not causing learners humiliation or embarrassment; treating them as adults

Source: Wallace, 2007

Possible approaches when disengagement becomes a behaviour issue

- Tactical Ignoring of Bad Behaviour (Rogers, 2011)
- Assumption of Compliance (Wallace, 2012)
- Look happy to be there.
- Choose your battles.
- Don’t make threats and promises you can’t keep.
- Avoid direct orders. They can lead to confrontation.
- Don’t say, *‘Do this.'* Say, ‘*I’d like you to do this*.’
- Make sure your body language says, ‘I like you but I’m in charge.’
- Make sure the seating or workspace encourages engagement

Activity 3

Suggest possible approaches to deal with the scenarios in the case studies

Delegate Feedback

Setting – potential positive effects

Pupils and teachers prefer setting (Hamer, 2001; Hallam & Ireson, 2007) but the research showed pupils preferred whatever arrangement they had experienced

Setting allows pupils to learn at an appropriate level and pace for the group (e.g. Kutnick et al., 2005; 2006)

Setting may enable attention to be more evenly distributed (Butler-Por, 1993, cited in Freeman, 1999)

Some research has suggested it increases motivation as it removes competition / intimidation (e.g. Boaler et al., 2000) – but other research across three countries contradicts this and says motivation is linked to vocational aspirations (Hufton et al., 2002)

Setting – potential negative effects

Higher sets have been found to have more experienced and highly qualified teachers which disadvantages lower sets (Sukhnandan & Lee, 1998).

Lower sets work as a class more than in groups (vs. higher sets) due to behaviour issues which reduces students' motivation to learn (Smith et al., 2005)

Lower sets have been noted to damage self esteem and lower student aspirations (Hamer, 2001)

Pupils may be allocated to inappropriate groups (e.g. MacIntyre & Ireson, 2002) limiting opportunities

Lower sets are usually smaller, have a disproportionate number of boys, students from lower socioeconomic groups, and sometimes from specific ethnic groups (Boaler, 1997a; Boaler et al., 2000; Kutnick et al., 2006; Wiliam & Bartholomew, 2004) which may create difficult group dynamics so disadvantage attainment level

Top tips!

- ✓ Working in groups can increase students' motivation to learn
- ✓ Highly qualified, experienced teachers should deliver where possible
- ✓ Have high expectations, good communication with feedback and assessment
- ✓ Differentiate by allowing students to choose from tasks offered at different levels and allow them to select who they work with on different tasks
- ✓ Use postcards to feed back to parents on a weekly/bi-weekly basis
- ✓ Use reflective practice to evaluate lessons and alter your approach when and where required

Section three: Interactive teaching

Pearson

Why use interactive teaching?

Giving learners an active involvement in their learning has shown to be beneficial in the learning process (Black and Wiliam, 2008; PISA, OECD, 2001)

Research has suggested that use of technology to increase interactivity can lead to greater retention of information (Greenwell, 2002) and improved exam performances (e.g. Zirkle, 2003; Harrison et al., 2004; Swan et al., 2008).

However, use of ICT must be supported by pedagogical interactivity or it will just increase technical interactivity (Kennewell et al., 2008))

Interactive teaching methods

- Interactive Whiteboard (IWB) activities
- Multiple choice quiz (e.g. adapted version of ‘Who wants to be a Millionaire?’)
- Card sort activity to match things (e.g. for experimental/participant designs)
- Crossword for key concepts
- Hot Potatoes software (see http://hotpot.uvic.ca/) – multiple-choice, short-answer, jumbled-sentence, crossword, matching/ordering, gap-fill
- Wordsearch for key terms
- Adapted ‘Blockbuster’ for key terms/concepts
- Adapted ‘Top Trumps’ when comparing studies or theories
- Ask students to watch a video and then mute the sound and ask them to narrate

  - ❖ See examples in the delegate pack

Activity 4

Plan an interactive lesson for the classic study by Raine et al. (1997) in Biological Psychology

Delegate Feedback

Section four:
Interactive assessment

Incorporating assessment and enabling higher performance

- Provide sample points (not whole answers) to show your students what is expected
  - Sample AO1, AO2, AO3 made relevant to a study, theory, key question, maths/practical/research method
- Mix up key sentences for a paragraph and ask the students to put them in the correct order
- Provide a paragraph with gap fill to show your students logical chains of reasoning and appropriate prose
- Give your students a paragraph with mistakes in spelling and grammar and ask them to correct it
- Get students to write out a point each for a theory/study/method and put them together at the end

Activity 5

Attempt the sample interactive assessment activities and produce your own

Delegate Feedback

Acknowledgements

- Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, **5** (1), 7–74.
- Boaler, J. (1997a) Setting, social class and survival of the quickest. *British*
- *Educational Research Journal* 23(2): 575-595.
- Boaler, J., Wiliam, D. and Brown, M. (2000) Students' experiences of ability grouping – disaffection, polarisation and the construction of failure. *British Educational Research Journal* 26(5): 631-648.
- Butler-Por, N. (1993) Underachieving gifted students. In K.A. Heller, F.J. Monks and A.H. Passow (eds) *International Handbook of Research and Development of Giftedness and Talent.* Oxford, Pergamon Press.
- Dunne, Mairead and Humphreys, Sara and Sebba, Judy and Dyson, Alan and Gallannaugh, Frances and Muijs, Daniel, Department for Children, Schools and Families (DCSF), corp creator. (2007) *Effective teaching and learning for pupils in low attaining groups.* [Research report (Great Britain. Department for Children Schools and Families)]
- Dunne, M (1999) Positioned Neutrality: mathematics teachers and the cultural politics of their classrooms. *Educational Review 51(2):117-128.*
- Freeman, J. (1999) *Educating the Very Able.* London, Ofsted.

Acknowledgements

- Greenwell, L. (2002). Physical Education: An Interactive Approach. In SMART Technologies Inc. (2006). *Interactive whiteboards and learning: Improving student learning outcomes and streamlining lesson planning.*
- Hallam, S. and Ireson, J. (2007) Secondary school pupils'satisfaction with their ability group in placements. *British Educational Research Journal* 33: 27-45
- Hamer, J. (2001) *Key Stage 3 Grouping and Statutory Assessment.* London, QCA.
- Harrison, C., Lunzer, E. A., Tymms, P., Taylor Fitz-Gibbon, C. and Restorick, J. (2004). Use of ICT and its relationship with performance in examinations: a comparison of the ImpaCT2 project's research findings using pupil-level, school-level and multilevel modelling data. *Journal of Computer Assisted Learning*, **20**, pp: 319–337.
- Hufton, N., Elliott, J.G. and Illushin, L. (2002) Achievement motivation across cultures: some puzzles and their Implications for future research. *New Directions for Child and Adolescent Development* 96: 65-85.
- Kutnick, P., Sebba, J., Blatchford, P., Galton, M. and Thorp, J. (2005) *The Effects of Pupil Grouping: Literature Review.* London, DfES. Research Report 688.
- Kutnick, P., S. Hodgkinson, et al. (2006). *Pupil Grouping Strategies and Practices at Key Stage 2 and 3: Case Studies of 24 Schools in England*. London, DfES.

Acknowledgements

- MacIntyre, H. and Ireson, J. (2002) Within class ability grouping, group placement and self-concept. *British Educational Research Journal* 28(2): 249-263.
- PISA, OECD (2001), http://www.pisa.oecd.org/dataoecd/44/53/33691596.pdf
- Office for Standards in Education, Children's Services and Skills (OFSTED), (2008) *Good practice in re-engaging disaffected and reluctant students in secondary schools.*
- Smith, C., Dakers, J., Dow, W., Head, G., Sutherland, M., and Irwin, R. (2005) *A systematic review of what pupils, aged 11-16, believe impacts on their motivation to learn in the classroom*. London, EPPI-Centre, Social Science Research Unit, Institute of Education, University of London.
- Sukhnandan, L. and Lee, B. (1998) *Streaming, Setting and Grouping by Ability: a Review of the Literature.* Slough, NFER.
- Swan, K., Schenker, J. & Kratcoski, A. (2008). The Effects of the Use of Interactive Whiteboards on Student Achievement. In *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008* (pp. 3290-3297). Chesapeake, VA: AACE.
- Wallace, S. (2007) *Getting the Buggers Motivated in FE*. London: Continuum/Bloomsbury

Acknowledgements

- Wallace, S. (2014) When you're smiling: exploring how teachers motivate and engage learners in the further education sector. *Journal of Further and Higher Education*, Vol. 38, No. 3, 346-360
- Wallace, S. (2012) *Managing Behaviour in Further and Adult Education* (3rd ed). London: Sage/Learning Matters
- Wiliam, D. and Bartholomew, H. (2004) It's not which school but which set you're in that matters: the influence on ability-grouping practices on student progress in mathematics. *British Educational Research Journal* 30(2): 279-294.
- Zevenbergen, R. (2005) The construction of a mathematical *habitus: implications of* ability grouping in the middle years. *Journal of Curriculum Studies 37(5):* 607-619.
- Zirkle, M.L. (2003). The Effects of SMART Board Interactive Whiteboard on High School Students with Special Needs in a Functional Mathematics Class. In SMART Technologies Inc. (2006). *Interactive whiteboards and learning: Improving student learning outcomes and streamlining lesson planning.*

Support

Subject Advisor: **Julius Edwards**

Email: **TeachingPsychology@pearson.com**

Telephone: **020 7010 2190**

Twitter: **@EdexcelScience**

http://qualifications.pearson.com/en/qualifications/edexcel-a-levels/psychology-2015.html

Other useful links

1. **Grade Boundaries**

   This page shows the minimum marks needed to achieve a certain grade for all UK and international examinations. Also refer to the examiners report which is available for download with other documents.

2. **Examination Results Statistics**

   Results statistics summarise the overall grade outcomes of candidates sitting Edexcel examinations.

3. **Results Plus**
   - Edexcel's free online service giving instant and detailed analysis of your students' exam and mock performance.
   - See your students' scores for every exam question.
   - Understand how your students' performance compares with Edexcel national averages.

Any questions?

Thank you for attending this event.

How did we do?
Please fill in the evaluation form that you'll receive via e-mail in a few minutes.

Pearson

There’s so much more to learn

Find out more about our range of events at

http://qualifications.pearson.com/training

Pearson

ALWAYS LEARNING