

How far does target setting improve individual performance in adult ESOL L2 provision and Media and Performing Arts BTEC Extended/Subsidiary Diplomas?

Rationale: *Target setting is an integral part of classroom practice. This action research project will focus on learner responses in four discrete groups of learners and facilitate discussion between the tutors for those groups and a wider cohort of teachers*

Targets:

- to identify and evaluate targets set for learners (questionnaires)
- to compare and contrast individual responses from learners (analyse responses from questionnaires)
- to analyse feedback from learners on their targets (facilitated discussions with groups of learners via ranking task)
- to facilitate discussion with a small group of teachers on target setting (facilitated discussion and iphone videos))
- to initiate an open dialogue on target setting and means of recording targets (to share findings and evaluative commentary with learners, teachers and managers)

by Pippa Stone, Exeter College

About the project:

Location: Exeter College

Number of learners: 36

Number of teachers: 4

Courses involved: ESOL Level 2, Level 3 BTECs in Film/TV, Print-based Media and Production

Quantitative data: from questionnaires

Qualitative data: from class discussion and ranking task

Recommendations: from individuals, classes and video feedback from teachers

Step by step approach:

- 1 blank questionnaire circulated to individual learners to complete alone
- 2 teachers are asked to complete the questionnaire and predict learner responses then give feedback on findings
- 3 learners are asked to discuss the ranking task and rank in order of importance (most important = first)

How findings are presented:

- 1 individual questionnaire results from Groups 1, 2, 3 and 4
- 2 collated results from Groups 1, 2, 3 and 4
- 3 teacher predictions of results for Groups 1, 2, 3 and 4
- 4 collated results of teacher predictions
- 5 ranking discussion and results from Groups 1, 2, 3 and 4
- 6 learner recommendations and teacher video feedback

Questionnaire (confidential and completed by each individual learner)

Do you have any targets? YES/NO

What are your current targets?

How often do you get given targets?

Where can you find your targets?

Who sets your targets?

When did you last look at your targets (on the portal)?

- in the last week
- two- four weeks ago
- four – six weeks ago
- over six weeks ago

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1

2

What helps you most to improve your grade/work?

- coming to the lessons
- feedback on your coursework/assignments
- your targets on your ILP
- your teacher's help with your work
- none of the above

Please write here what helps you if it is not mentioned above:

Questionnaire – Group 1 (MPA Media Studies Yr 1 – 10 learners)

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 6 NO = 4

What are your current targets? None = 4, don't know = 1, pass my course = 2, to do my homework = 1, to revise = 1, to go on to the next course = 1

How often do you get given targets? Every 4-6 weeks = 1, not often = 5, never = 4

Where can you find your targets? On the portal = 3, don't know = 5, my head = 1, art book = 1

Who sets your targets? Teachers = 3, teacher + myself = 1, me = 1, don't know = 4, no-one = 1

When did you last look at your targets (on the portal)?

- in the last week
- two- four weeks ago
- four – six weeks ago = 1
- over six weeks ago = 9

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)
go to university = 7, to progress onto the next level = 1, be more creative = 1, don't know = 1

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 improve my practical work = 3, writing skills = 5, more planning = 2

2 improve my production/editing skills = 5, planning = 1, concentrate more = 2, research more = 1, choose reliable people to work with = 1,

What helps you most to improve your grade/work?

- coming to the lessons = 6
- feedback on your coursework/assignments = 10
- your targets on your ILP = 1
- your teacher's help with your work = 9 none of the above = 0

Questionnaire – Group 2 (MPA Production Yr 1 – 7 learners)

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 4 NO = 3

What are your current targets? None = 3, don't know = 1, pass my course, to get a DDD, finish my course

How often do you get given targets? Every few months = 2, not often = 4, every week

Where can you find your targets? On the portal = 5, from your teacher = 1, in college = 1

Who sets your targets? Teachers = 3, teacher + myself = 2, me = 1, don't know = 1

When did you last look at your targets(on the portal)?

- in the last week = 2
- two- four weeks ago = 1
- four – six weeks ago = 1
- over six weeks ago = 3

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

Full time job = 2, go to university = 4, to progress onto the next level = 1

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 deadlines = 1, research skills = 3, concentrate more = 1, writing skills = 1, have more patience = 1

2 getting a better grade = 1, writing skills = 2, hand work in on time = 2, more patience = 1, more detail = 1

What helps you most to improve your grade/work?

- coming to the lessons = 2
- feedback on your coursework/assignments = 6
- your targets on your ILP
- your teacher's help with your work = 1, none of the above = 0

Questionnaire – Group 3 (ESOL Level 2 – 10 learners)

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 10

What are your current targets? Speaking English more = 7, tenses = 1, more skills = 1, GCSE English = 1

How often do you get given targets? Monthly = 1, yearly = 1, every week = 3, not often = 2, don't know = 3

Where can you find your targets? don't know = 6, me = 2, class = 2

Who sets your targets? teacher + myself = 2, me = 8

When did you last look at your targets(on the portal)?

- in the last week = 0
- two- four weeks ago = 2
- four – six weeks ago
- over six weeks ago = 8

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)
go to university = 3, to get a better job = 4, speak fluent English = 3

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 improve my speaking = 4, writing skills = 3, grammar = 2, reading skills = 1

2 improve my vocabulary = 3, understand more = 1, speak more fluently = 4, work harder = 1, study more = 1

What helps you most to improve your grade/work?

- coming to the lessons = 9
- feedback on your coursework/assignments = 5
- your targets on your ILP = 1
- your teacher's help with your work = 3, none of the above = 0

Questionnaire – Group 4 (Print Journalism Yr 2 – 9 learners)

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 7 NO = 2

What are your current targets? None = 2, don't know = 3, get high grades = 2, be more organised = 1 only have old ones = 1

How often do you get given targets? Never = 1, termly = 3, don't know = 4, just for deadlines = 1

Where can you find your targets? On the portal = 7, don't know = 2

Who sets your targets? Teachers = 2, teacher + myself = 6, me = 1

When did you last look at your targets (on the portal)?

- in the last week = 1
- two- four weeks ago = 2
- four – six weeks ago
- over six weeks ago = 6 (including 2 never)

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)
go to university = 7, to get a job = 2

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 writing skills = 2, revise more = 1, design skills = 1, timekeeping = 1, visualising ideas = 1, creativity = 1, get a D = 1, research skills = 1

2 more creativity = 1, meet assessment criteria = 1, time keeping = 1, concentrate more = 1, be better organised = 1, more attention to detail = 1, English Language practice = 1

What helps you most to improve your grade/work?

- coming to the lessons = 9
- feedback on your coursework/assignments = 9
- your targets on your ILP,
- your teacher's help with your work = 6, none of the above = 0

Questionnaire – findings - based on 36 learners

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 27 NO = 9

What are your current targets? none = 9, don't know = 5, pass my course/achieve high grades = 7, progress to next level = 2, revise/homework = 2, (ESOL – speak more English = 7)

How often do you get given targets? monthly = 2, every few months = 4, yearly = 1, every week = 4, not often = 13, don't know = 7, only for deadlines = 1, never = 4

Where can you find your targets? don't know = 13, from myself = 3, from the class = 2, on the portal = 15, from the teacher = 1, in college = 1, art book = 1

Who sets your targets? teacher and myself = 11, me = 11, teacher = 8, don't know = 5, no-one = 1

When did you last look at your targets (on the portal)?

- in the last week = 3
- two- four weeks ago = 5
- four – six weeks ago = 2
- over six weeks ago = 26

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

Go to university = 21, get a better job = 8, speak fluent English = 3, progress to next level = 2, be more creative = 1, don't know = 1

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 writing skills = 10, planning/organisation/timing = 5, speaking skills = 3, research = 2, practical work = 6, language skills = 7

2 improve practical skills = 5, planning = 3, concentrate/work harder = 7, research = 1, language skills = 8, getting a better grade = 2, writing skills = 2, timekeeping = 3, be more organised = 1, English Language practice = 1, more creativity = 2

What helps you most to improve your grade/work?

- coming to the lessons = 26
- feedback on your coursework/assignments = 30
- your targets on your ILP = 2, your teacher's help with your work = 19, none of the above = 0

Questionnaire – findings - based on 36 learners

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 75% NO = 25%

What are your current targets? 40% don't know/none

How often do you get given targets? 17% = every week/month – 83% = don't know, not often etc

Where can you find your targets? 42% = on the portal, 38% = don't know

Who sets your targets? 60% = me or teacher/myself, 23% = teacher, 17% = don't know/no-one

When did you last look at your targets?

- in the last week = 3
- two- four weeks ago = 5
- four – six weeks ago = 2
- over six weeks ago = 73%

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc) 59% go to university

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 writing skills = 10, planning/organisation/timing = 5, speaking skills = 3, research = 2, practical work = 6, language skills = 7

2 improve practical skills = 5, planning = 3, concentrate/work harder = 7, research = 1, language skills = 8, getting a better grade = 2, writing skills = 2, timekeeping = 3, be more organised = 1, English Language practice = 1, more creativity = 2

What helps you most to improve your grade/work?

- coming to the lessons 73% ticked
- feedback on your coursework/assignments 83% ticked
- your targets on your ILP 6% ticked

your teacher's help with your work 53% ticked, none of the above

Questionnaire – Teacher of Group 1 prediction

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 100%

What are your current targets? revision based or attendance

How often do you get given targets? notoften/never

Where can you find your targets? eILP/online – check regularly?

Who sets your targets? tutor

When did you last look at your targets (on the portal)?

- in the last week
- two- four weeks ago = 100%
- four – six weeks ago
- over six weeks ago

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

To go to university (most)

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 handing work in

2 practical skills

What helps you most to improve your grade/work?

- coming to the lessons = 50%
- feedback on your coursework/assignments = 50%
- your targets on your ILP
- your teacher's help with your work, none of the above,

Questionnaire – teacher of Group 2 prediction

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 100%

What are your current targets? to finish/complete my first year/earn some money

How often do you get given targets? every week

Where can you find your targets? college/home

Who sets your targets? tutor/family/parents

When did you last look at your targets (on the portal)?

- in the last week = 100%
- two- four weeks ago
- four – six weeks ago
- over six weeks ago

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

To either progress or find a job in the industry

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 patience

2 time keeping

What helps you most to improve your grade/work?

- coming to the lessons = 100%
- feedback on your coursework/assignments
- your targets on your ILP
- your teacher's help with your work
- none of the above = 0, *Please write here what helps you if it is not mentioned above: Explanations about my work*

Questionnaire teacher of Group 3 prediction

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 100%

What are your current targets? to find a better job

How often do you get given targets? twice a year

Where can you find your targets? teacher's folder

Who sets your targets? the student

When did you last look at your targets (on the portal)?

- in the last week
- two- four weeks ago
- four – six weeks ago
- over six weeks ago = 100%

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

To find a job

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 better IELTS score

2 progress to next level

What helps you most to improve your grade/work?

- coming to the lessons
- feedback on your coursework/assignments = 100%
- your targets on your ILP
- your teacher's help with your work, none of the above

Questionnaire –teacher of Group 4 prediction

This questionnaire is confidential and any information will be used anonymously.

Do you have any targets? YES = 60% NO = 40%

What are your current targets? to get a grade related to UCAS points

How often do you get given targets? at the beginning of the year and during lessons

Where can you find your targets? eILP

Who sets your targets? tutor

When did you last look at your targets (on the portal)?

- in the last week
- two- four weeks ago
- four – six weeks ago
- over six weeks ago = 100%

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

To go to university

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 practical skills

2 understanding criteria

What helps you most to improve your grade/work?

- coming to the lessons = 50%
- feedback on your coursework/assignments
- your targets on your ILP
- your teacher's help with your work = 50%, none of the above = 0,

Questionnaire – teachers' predictions collated

Do you have any targets? 1 x YES = 60% NO = 40%, 3 x 100% YES

What are your current targets? to get a grade related to UCAS points, get a better job, revision-based or attendance linked, earn some money and finish the course

How often do you get given targets? at the beginning of the year and during lessons, twice a year, not often/never, every week

Where can you find your targets? eILP x 2, teacher's folder, college or home

Who sets your targets? tutor x 3, student x 1

When did you last look at your targets?

- in the last week = 1
- two- four weeks ago = 2
- four – six weeks ago
- over six weeks ago = 2

What is your goal in doing this course? (to go to university, to progress on to the next level, to find a job, something different etc)

To go to university x 2, to find a job or progress x 2

What do you consider to be the main area/s you need to develop in order to pass your course or get a better grade? (your writing skills, research, practice elements etc)

1 practical skills, IELTS, handing work in, patience

2 understanding criteria, progress to next level, practical skills, timekeeping

What helps you most to improve your grade/work?

- coming to the lessons = 3
- feedback on your coursework/assignments = 2
- your targets on your ILP
- your teacher's help with your work = 1, none of the above

Ranking exercise - class discussion and ranking in order of importance (most important = first, least important = last)

Ranking exercise – list of ideas for discussion:

- my targets motivate me to do better
- explanation of pass, merit and distinction criteria helps me get a better grade
- enjoying the lessons is the most important thing
- setting my own targets is really important
- having targets helps me to meet deadlines
- working with other students helps me to learn
- my aspirational target is important
- feedback from my teacher is the most important thing

An interactive smartboard ranking task where learners can discuss the ideas and rank them by moving to different places on the smartboard.

Group 1 – ranking results (first = most important)

- feedback from my teacher is the most important thing
- explanation of pass, merit and distinction criteria helps me get a better grade
- enjoying the lessons is the most important thing
- my targets motivate me to do better
- my aspirational target is important
- having targets helps me to meet deadlines
- working with other students helps me to learn
- setting my own targets is really important

Group 2 ranking results (first = most important)

- enjoying the lessons is the most important thing
- having targets helps me to meet deadlines
- my aspirational target is important
- explanation of pass, merit and distinction criteria helps me get a better grade
- feedback from my teacher is the most important thing
- working with other students helps me to learn
- setting my own targets is really important
- my targets motivate me to do better

Group 3 ranking results (first = most important)

- my targets motivate me to do better
- working with other students helps me to learn
- enjoying the lessons is the most important thing
- feedback from my teacher is the most important thing
- my aspirational target is important
- setting my own targets is really important
- explanation of pass, merit and distinction criteria helps me get a better grade
- having targets helps me to meet deadlines

Group 4 ranking results (first = most important)

The screenshot shows a SMART Notebook window titled "smartboard ranking exercise Group 4 * - SMART Notebook". The interface includes a menu bar (File, Edit, View, Insert, Format, Tools, Response, Add-ons, Help) and a toolbar with various icons for navigation and editing. On the left side, there is a "Group 1" panel with a list of three items:

- 1 Jun 20-13:...
- 2 Jun 16-11:...
- 3 Jun 16-11:...

The main area of the notebook contains a large text area with the following text, where each line is a different color:

- feedback from my teacher is the most important thing
- enjoying the lessons is the most important thing
- working with other students helps me to learn
- explanation of pass, merit and distinction criteria helps me get a better grade
- my aspirational target is important
- having targets helps me to meet deadlines
- my targets motivate me to do better
- setting my own targets is really important

The Windows taskbar at the bottom shows the time as 11:29 on 16/06/2014, along with icons for the Start button, File Explorer, Internet Explorer, VLC, Chrome, Word, and the SMART Notebook application.

Ranking results – four groups (36 learners)

1. enjoying the lessons is the most important thing
2. feedback from my teacher is the most important thing
3. working with other students helps me to learn
- 3 my aspirational target is important
- 4 explanation of pass, merit and distinction criteria helps me get a better grade
- 5 my targets motivate me to do better
- 6 having targets helps me to meet deadlines
- 7 setting my own targets is really important

Learner recommendations - useful things

- to have a 'to do' list (see photos)
- have a time frame
- have a physical list (see photo in class)
- have visual targets in class

Not useful

- eLLP (on MIS)
- targets that are never reviewed
- no difference between long term and short term targets – they're the same
- we don't follow our targets
- rarely look at eLLP

Update on progress

02/06/14

ARTICLES

- × Get rid of the Culture section as there is little content to add other than 1 article.
- × Change CULTURE to HISTORY? for the history of skating article.
- × Remove local stores review & interview w/ Catt - Replace with her 2nd article.
 - ↓
 - Actually keep interview → delete →
 - (~~Can't skating life~~)
- × 3 articles still not received!!
 - ↓
 - TOP 10 SKATE SHOES
 - ↓
 - HISTORY OF SKATING

Possibly not get rid of last article on skate?

× Produce rough designs for articles!
Haven't received 5 interviews which in hand →

× Produce on 3rd interview

× Get other photographs of Cango & put together a contact sheet showing which I will use.

× Go on a shoot with Chris ~~King~~

× Interview Catt & Cango
↓
conduct articles →

× Experiment prints.

× PRINT OUT DESIGN PROG.
& STICK IN HERE!

'to do' list

WEDNESDAY 14TH MAY.

TO DO

- Give contact sheet to Camp, get rest of the photographs & produce a clean contact sheet.
- Put together interview articles
- Finish up 10
- Review contents page
-

'to do' list

OL

- Listening
- Phrasal Verbs
- Academic writing
- Prepositions
- Articles
- Linking Words
- Collocation
- Pronunciation
- Idioms
- Reading practice
- Verb Tenses
- Conditionals
- Passive
- Vocabulary
- Punctuation
- British culture
- Causation

Class list of targets

Thank you!

Thank you students and teachers from Media (Film/TV), Production, ESOL and Print-based Media at Exeter College.

Pippa Stone
PLAR Lead