

OUTSTANDING TEACHING, LEARNING AND ASSESSMENT

**FINAL REPORT ON THE OTLA PHASE 6 (ENGLISH) PROJECT -
DEVELOPING NEW TEACHING STRATEGIES FOR IMPROVING
ENGLISH**

Gateshead College

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The programme was delivered by -



CLAIRE COLLINS
consultancy

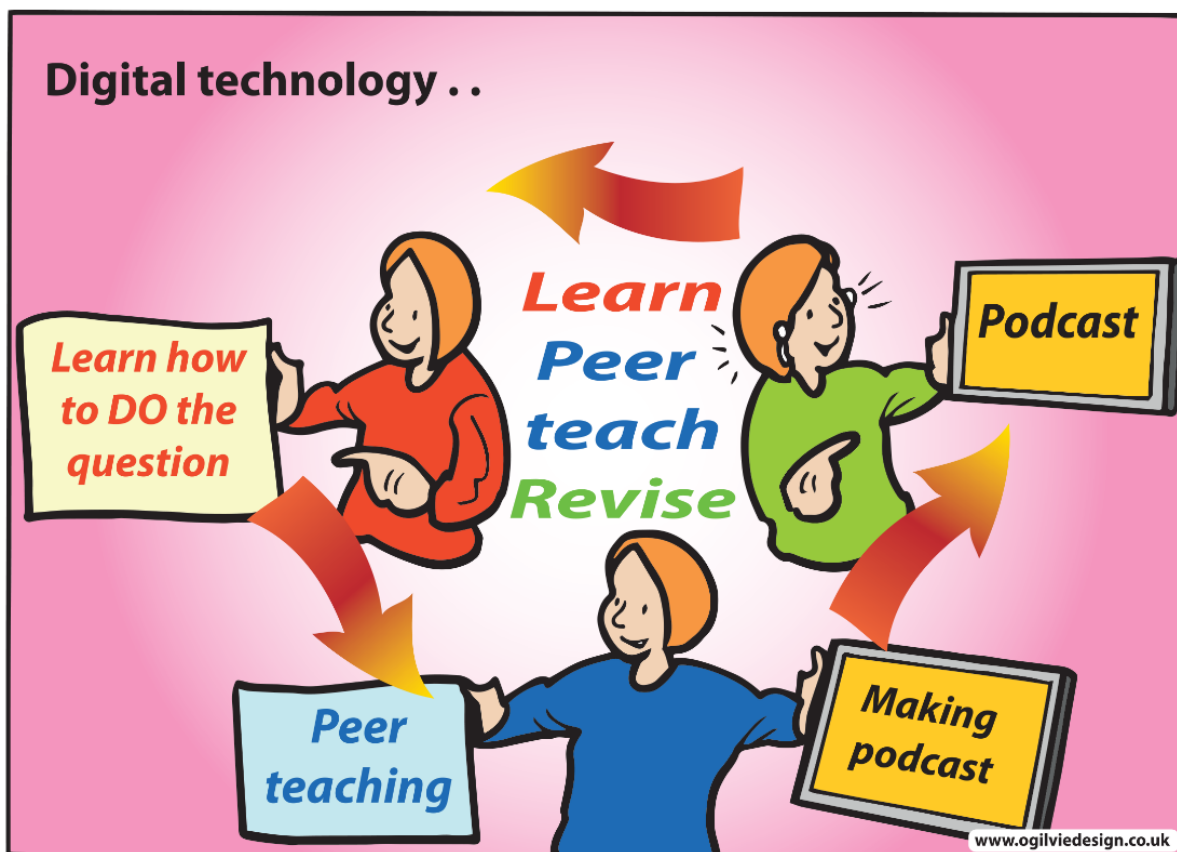


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Final Report - Developing New Teaching Strategies for Improving English

Gateshead College



This project was designed to explore how teachers can better develop learners' English abilities through pedagogy of teaching practice. The focus was to use innovative digital technology as a means to reach disengaged learners to maximise participation in English.

Summary

To inspire and engage learners to improve their English skills and increase their confidence, learners were given podcasts to listen to, with the aim of developing skills, knowledge retention, critical thinking and metacognitive resilience. Learners were set assignments on GCSEpod or used these as a flipped learning approach, whilst others used the resource primarily for revision prior to their final exam. Additionally, some learners created their own podcasts to either peer teach or as a revision tool.

Podcasts had a positive impact on a minority of learners, encouraging them to gain a more responsibility for their own learning, bringing the 'fun' factor back into lessons. The flipped learning approach increased learners' confidence, encouraging them to revise or feel more prepared for lessons, particularly when new topics or skills were introduced.

Rationale

The focus was on resit learners who have not achieved a high grade and, therefore, were generally less motivated to excel, and part-time adult learners who have returned to education later in life. A significant proportion of full-time learners are 'reluctant learners', as they have to repeat GCSE English, some several times, in order to achieve a grade 4 or above. Low self-esteem is a significant barrier for many learners as they fear failing again; 'believing it is safer to not try at all, than to risk embarrassment'.

Teachers do their utmost to be creative and use current and contemporary topics to engage learners in the development of skills required for GCSE; however outside of the classroom, learners tend to be reluctant to continue their studies. The modern learner engages in digital technology and podcasts were therefore used to bring this into the classroom, making best use of learners' mobile devices both in College and at home.

The content of 'GCSEpod' are varied and are specifically linked to the GCSE English assessment criteria. GCSEpod allows teachers to assign learners a personalised playlist, with follow up assessment tasks; a flexible approach to learning where learners can take control of their progression and identify areas of development, as well as enabling teachers to develop focused intervention. Each of the selected learners used as case studies utilised the podcasts in preparation for further study both inside and beyond the classroom.

Case Study 1: A flipped learning approach was adopted, asking the learner to access the GCSEPods and assessments before the lesson, in preparation for the introduction of a new topic or assessment objective, encouraging learning outside of the classroom. This study considers the longitudinal impact of GCSEPod, as the student accessed the materials last year and is re-taking the GCSE this academic year, as well as the benefits of podcasts on learners where English is not their first language.

Case Study 2: The approach for this case study was to use the Pods as a revision tool in preparation for the November exam, following a June 2019 result where they were 3 marks from achieving a Grade 4. Practitioners worked collaboratively to create assignments specified to each of the assessment objectives across both exam papers, which included a range of pods to watch, followed by a number of questions to assess understanding and learning.

Case Study 3: For this case study, the student was introduced to GCSEPod and was encouraged to explore the content independently, as well as assigned podcasts set by the teacher. The student was later introduced to a podcast created by a member of staff, looking at a whole exam paper, outlining the assessment criteria and how to approach each question, rather than a specific skill. The student was asked to compare the two pods.

The student considers the convenience of accessing the pods as a new form of learning, as well as reflecting on the content and how they reflect the skills needed to achieve a Grade 4 in the GCSE examination.

Case Study 4: The approach for Case Study 4 was for students to create their own contextualized pods, as a self-reflection, exploring how to answer the questions on AQA GCSE English Language Paper 1, using their own knowledge and a sample answer produced by themselves as a peer teaching and revision tool.

Figure 12c-1: Case Study approaches

Approach

Each teacher adopted a differing approach to using GCSEPods and podcasts within curriculum planning. Focused learning walks, observations of teaching, learning and assessment, data tracking for GCSEPod engagement, self-reflections, surveys, learner interviews and written feedback were obtained to measure the impact of the use of digital technology in engaging learners.

Some learners used GCSEpod as a flipped learning approach, where they were asked to access GCSEpod and complete assessments before their lessons, while other learners used GCSEpod as a revision tool in preparation for the November resit exam.

Some teachers also used GCSEpod as an introduction to the beginning of their lesson to engage learners, whilst some learners created their own video podcasts as a tool for self-reflection, revision and peer teaching.

Schemes of work were reviewed, allowing us to map the podcasts to the assessment criteria for GCSE. Regular meetings monitored progress and shared learners' responses. Any issues were quickly identified, allowing early intervention or changes in how we approached or delivered future lessons.

Professional learning: Evidence of changes in teaching, learning and assessment practices

- Changes in staff practice have been evident through curriculum planning and, as a result, planning for learning has significantly increased and diversified the use of ICT.
- Podcasts have been specifically mapped to the assessment criteria for GCSE English. Teachers have therefore been encouraged to consider how to implement the use of podcasts into sessions and as a tool for setting homework, flipped learning or peer teaching to engage learners.
- GCSEpod was used as an effective revision tool to support learners resitting GCSE English, as learners were able to get instant feedback. Previously revision sessions were classroom based and feedback could be delayed.

Evidence of improved collaboration and changes in organisational practices

- Greater focus on designing a more digital curriculum for learners, encouraging flipped learning, where learners are encouraged to watch pre-selected podcasts and complete assignment tasks in preparation for the following week. As an organisation, we achieved a 'Star Podformer Status' for the most assignments set in September, out of 1,250 subscribers nationally to GCSEpod (Figure 12c-2).

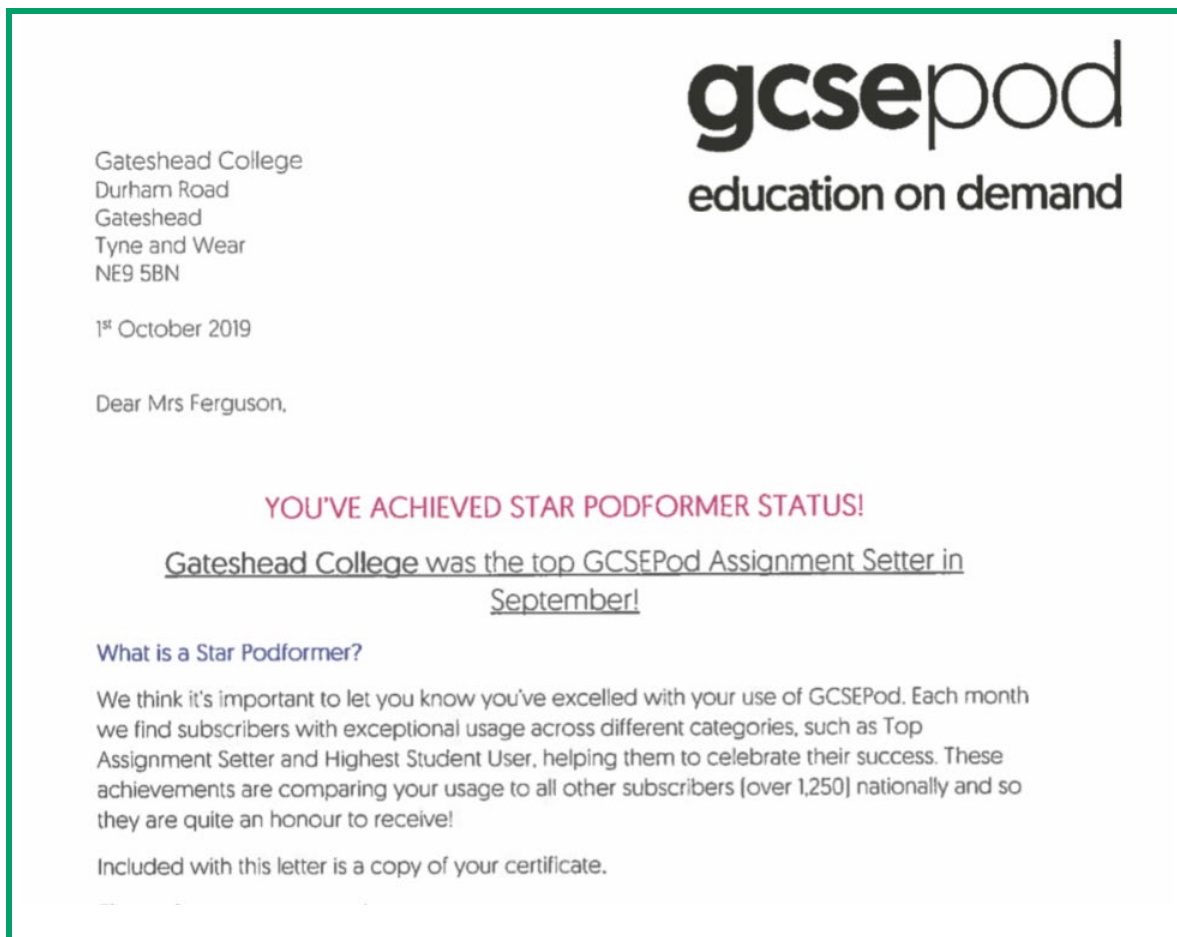


Figure 12c-2: Star Podformer Status

- The use of creating contextualised pods as a revision tool will be developed as CPD for staff across other vocational areas as a way of engaging more practical learners with background theory.
- We have built stronger relationships with other FE providers involved in the project and have been approached by organisations to offer CPD sessions on creating podcasts as a tool for teachers or created by learners in the classroom for peer teaching.

Evidence of improvement in learners' achievements, retention and progression

Homework assignments for flipped learning consist of either one or more videos, followed by a series of assessment question in the form of freestyle and multiple-choice responses, individually selected by the teacher; multiple-choice questions are marked automatically, allowing learners to self-assess instantly. Free written responses are marked by teachers and feedback given constructively, allowing teachers to mark and respond to learners' work more efficiently, as well as reflect, track and monitor learners' progress.

Learners who have used the tool as a flipped learning approach have found it beneficial in aiding their understanding when something new is being introduced or as means of consolidating any previous knowledge.

"GCSE pod gives you an idea of what the lesson is going to be about. This is good because it doesn't make me look like I'm lost in the class."

Case Study 1

Completion of homework online had increased initially, but as learners progressed through the academic year, the number of completed assignments online decreased.

Some teachers assigned fewer pods as the year progressed; pods were initially used as an effective introductory tool, but it was believed they did not develop the higher order thinking skills necessary to develop learners' confidence in enhancing their responses. Therefore, this impacted on the number of assignments created on GCSEpod.

For a minority of learners, engagement with GCSEpod, outside of the classroom, significantly improved performance; although not consistently across the case studies or active users. For many learners, their level of engagement with GCSEpod decreased, once they became familiar with the skills and assessment criteria required for GCSE English.

"Once I got an understanding...as an overview, I felt I didn't really learn much."

Case Study 2

Learners felt the pods were relatively basic and did not develop higher order thinking skills (Case Study 3).

Case Study 3 preferred the tutor's own podcast, as he could engage with the tutor which felt more relatable and 'adult-like' in comparison to GCSEpod, which he felt was too monotone and 'boring'. Furthermore, he felt the tutor's podcast was much more in depth 'showing you how to analyse language' and went beyond the basic level of GCSEpod. He felt the podcast was aimed at a particular set of learners, who were familiar with the tutor's teaching style.

Although the number of pods streamed and downloaded increased with learners using the GCSEPods to revise for the November exam, learners said they, 'preferred to be taught in a classroom because they were able to ask questions', allowing teachers to elaborate and stretch and challenge (Case Study 2).

Both case studies 2 and 4 used GCSEpod for 6 weeks leading up the exam, both successfully achieved a grade 4 in the GCSE English November resit. Case study 2 started at Entry Level 3 and continued to progress over a three-year period. The learner passed his exam on his third attempt. Case study 4, had a positive impact on his learning and improved his self-confidence, he was able to gain instant feedback and identify areas of development, allowing him to reflect on his answers without

having to wait for tutor feedback. Overall, he felt his skills had developed as he is now able to identify more technical aspects of language to meet the assessment criteria required for GCSE English.

For a minority of learners, GCSEpod allowed learners a greater sense of responsibility for their own learning, allowing them to set individual targets in order to focus on their weakest areas or skills, becoming more autonomous.

However, for learners where podcasts made a positive impact on development and engagement, podcasts are not the only factor having a positive impact on learning; more research is needed to fully explore the impact.

Learning from this project

Learners have a digital platform they can use at any time, which works well for some learners, fitting around their working lives. GCSEpod appears to be aimed at lower level learners or is effective as an introductory tool for a particular skill or topic, which should then be developed in class. Although, learners tended to use GCSEpod as a tool for revision purposes, leading up to their end exam, this should be used alongside taught sessions, allowing teachers to proactively support and motivate learners to develop skills gaps.

The voice in GCSEpod uses Received Pronunciation which learners are not accustomed to and found difficult to engage with. In contrast to GCSEpod, learners engaged more with the teachers' podcasts because the voice was familiar, allowing learners to relate to the teacher. Furthermore, the content was more contextualised and vigorous and, therefore, more challenging; although, it was evident teachers used a specific learning style suited to learners and, therefore, a more generic approach or teaching style would be more suitable for a wider audience. Having said that, it was evident the teacher had built up a relationship with learners, enabling them to reflect on previous teaching which GCSEpod could not.

Observations of classes, where learners created their own video podcasts, proved to be highly successful in some sessions; although less keen to record and listen to their own voices. These sessions have proved to be a highly effective engagement tool, which positively impacted on teaching, learning and assessment.

Where learners have not enjoyed making their own podcasts, the 'have a go' reflective approach has meant teachers have re-evaluated the concept of learners creating their own podcasts and re-trying this teaching strategy, using an alternative technology for learners to record their own voices. This will be assessed over a longer period with different vocational areas to fully assess the impact.

Case Study 1

Profile

Cast study 1 is resitting their GCSE English for the third time after failing it twice. The teacher has concerns that the student has dyslexic traits however this cannot be assessed as English is their second language. They are conscientious and work tirelessly, with much effort. They were fully engaged with GCSEPod towards the end of last academic year so it will be interesting to see if using it for a full academic year can be the difference they need in order to achieve her Grade 4.

Initial feedback on Podcasts

'Last year, the teacher told us about GCSEPOD, at first I wasn't really sure of it, because apps aren't really useful for me, I rather revise from papers or books, because it makes it more easier for me to memories, but I still had a go trying it and surprisingly it wasn't that bad, I started doing all of the assignments when the teacher puts them, and normally I use these questions and videos to help me pepper for the next class, also to make me more motivated, because I know what I'm doing. I have also used GCSEpod as a revision, but mainly to revise the main things in English, for example, similes, adjectives, verbs, and much more.

I find this app is really useful if I want to revise something simple or to memories the definition of the keywords that I'm going to be using in the exams, however I don't think it can help on getting really high marks in the exam, as it only shows you the very basic things.

I think this app helped me with my English, for example my vocabulary, and interpreting language, as I understood why the readers needs to understand a character's goal, and how the opining of the text can help me.

I think it's a good and effective tool to revise or to know something I'm not sure of, as I can watch the videos as much as I could and then answer the questions straight away, this is so I can see if I understood the video or not, there's also questions that the teacher needs to mark and to also know what I'm progressing and what I need to work on, there's space to write something down and the teacher can mark it, I normally get my marks straight away after a I submitted, which is a really good.

To be honest, I have never used the mobile version of GCSEPOD as I only used the website from my PC which I can access all the time and whenever I'm free, the only bad thing about it is I still have things from last year, which made it confusing for me, became there's so many things are in there and it's hard to find the assignments that the teacher asked to do.

I really like the idea of the range of video s that I can watch, with ought ads or anything, also it's very clear and simple to understand nothing complicated, I also like the feedback I get from the teacher whenever I do a question. I also like the idea of little pods that I can listen to on my way home or just when I'm in break doing nothing, however the only thing that I don't like about GCSEPOD is that it doesn't give

you an exam style question that you can answer online and get feedback from the teacher.'

January review

I have been using GCSE pod, more recently, my opinion hasn't changed yet, I still prefer revising from papers more than apps, however I think I got used to it now, and it became something to do weekly, I still use GCSE pod, on my way to college, since the questions are easy and straight forward and it doesn't need a lot of time. in my opinion I think it GCSE pod give you an idea of what the lesson is going to be about, this is good because it doesn't make me look like I'm lost in the class.

Case Study 2

Profile

Case Study 2 is a returning learner, who has studied in the college for the last 3 years. This student has progressed year on year with their literacy skills, starting their learning journey completing Entry Level 3 Functional Skills. They previously achieved Grade 2 in GCSE English and then worked very hard to develop his skills gaps in the academic year of 18/19. In June 2019's summer exam, they achieved a Grade 3, with only 3 marks away from a Grade 4. They were extremely upset and felt very de-motivated to begin their learning journey again this academic year.

Not only is achieving a grade 4 a condition of their current study programme, it is their ambition to progress to University to become a PE Teacher. The student likes to study independently and, at times, the mastery approach in the classroom can prove overwhelming, especially as this is their third attempt at re-taking his GCSE. GCSEpod will be an ideal learning and study platform for this student as they can 'top up' their skills by revising and working on specific skills outside of the classroom; hoping to overcome the challenges they have faced in recent attempts.

Feedback



<https://youtu.be/IP3D-VBUVIQ>

Case Study 3

Profile

A mature student, 59 years old, who is not very IT literate. They tend to work independently in class but do take part in group activities with some encouragement, and is happy to ask for support if needed. They are very self-motivated and love creative writing and will often do additional work at home and bring it in for feedback. The student demonstrates signs of dyslexia and does sometimes struggles to process information, sometimes needs longer to complete tasks. They do have a hearing impairment, for which they will ask for clarification if a task is not fully understood or will speak to their teacher at the end of the lesson. They also require materials to be printed in a larger font.

Initial Review of GCSEPod

'I know I have shown you an interest in the online aspect of learning, and I've spent many a curious hour seeking answers to questions, queries, and conundrums circling my mind: I found discovering the internet, the ability to instantly satisfy my thirst for knowledge and quell my ignorance, a pivotal moment in my life. Being able to have a fathomless library available in my home 24 hours a day was a fascinating concept to me, and still is. The ability to have education on tap for everyone no matter whom, or where they are from, fascinated and filled me with a sense of hope and enlightenment.

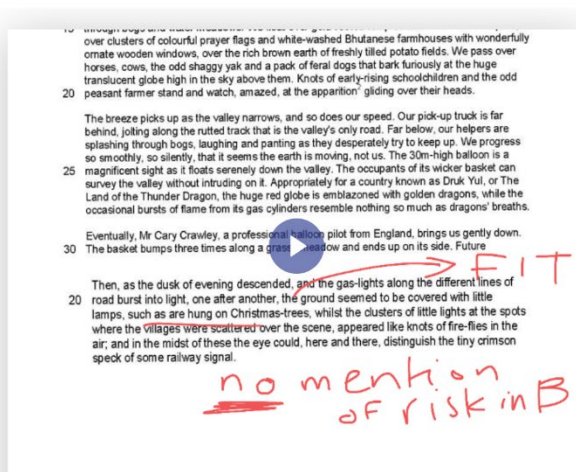
So even though I found, and still find, GCSEPod intriguing, interesting, and ultimately, part of the way forward in teaching technology, I believe the commercial business model upon which it is built to be morally repugnant.

As a more mature man I must humbly accept that I cannot absorb information like a sponge, as I did in my youth; I counteract this by studying thrice as long and continually seeking new sources of insight for the course I am learning.

I'm a little bit old school, I believe that education is a right, and it should be made available to any human being that requires it: the only charge being your time and dedication. I also believe that society, as a whole, benefits from this mentality.

I find GCSEPod's adverts a little patronising, glitzy, and vacuous, with a lot of claims thrown in the air and not a lot of evidence.

Obviously, I will continue to use it to better myself – last summer, when I first embarked on this grammatical learning spurt, I watched scores of children's 'Learn English' videos, so I'll watch anything – but I think I have the wrong attitude to be in front of a camera espousing the virtues of GCSEPod.'



<https://drive.explaineverything.com/thecode/EQSDWKZ>

Initial review of GCSEPod vs. a staff made pod

November 15th

Yeah, I watched that - with sound. I found it a bit more grown up in the way it was explained; it reiterated how much work I still have to do to fully understand other people's words as opposed to just writing what I think.

I didn't comprehend how different paper 2 is, and I don't really understand the reader v writer perspective difference, though I'm sure I will.

With relation to GCSEPOD,- is this vid in isolation? It seemed to be directed at a group of students that the staff member knew, who possessed a particular hand out (You did say that). Is there more? If there is, I would be intrigued and thankful for any other, relative, links you could share.

I suppose the thing about GCSEPOD is the breadth and scope of the area it covers. I would like to be able to do assignments in my front room, on my phone, in Spain, wherever, and that is the promise of GCSEPOD: I just haven't experienced it yet.

The staff made pod has given me a real insight into GCSE and the depth I now know I need to demonstrate in GCSE.

Final Interview: 18th January

What were your initial thoughts about GCSEpod?

Originally I thought the idea of using pods in fascinating and I was certainly intrigued in the concept and usage of it. This is the future! It's flexible, as you can use it in your own time and at your own leisure, even when I'm in Spain. You can pause it and have as many breaks as you want.

Do you still continue to watch GCSEpod now and, if so, how often?

I spent hours initially watching the pods and wanted to improve, but you do have to be self-motivated. The pods, after a while, can be a little repetitive and so I got bored. Once I got an understanding of GCSE, as an overview, I felt I didn't really learn much. I still watch a couple, but no-where as much as I did in the beginning.

Did you find GCSEpod easy to use?

I thought the pods were easy to find; however, the system didn't always allow you to carry on where you left off, as there are no book marks. The pods were quite simple and short, but it would be even better if there was a 'back button' so you could go back 2-3 seconds, rather than having to manually move the cursor. In all honesty, the system was quite primitive.

I was quite frustrated that you couldn't edit the documents on the extended tasks. The ordering of the pods also needs development and there needs to be clear signposts to direct you how to develop further. It's very disorganised.

How did you find the quality of the GCSEpods?

The pitch of the voices were too monotone and to be quite honest, a little boring. As I have a hearing impairment, the voices were too quick to understand what they were saying.

The GCSEpods gave me an understanding of the scope of GCSE English, giving me a clear outline of what the course entails and what I need to do. I did find them quite basic and simple though, as they didn't go into any real depth.

How did GCSEpod compare to the lecturer's own pod?

Martin's pod was much more knowledgeable in comparison to GCSEpod; you could tell straight away, he was a lecturer. He definitely knew his stuff! He spoke in depth and made clear links to the source, to show you how to analyse further. It was definitely more relatable, as it felt more 'adult like'. However, Martin's pods were very specific to his learners, which I couldn't particularly understand. He had a different and unique teaching style, only his learners would be able to relate to.

In contrast, GCSEpod was not specific on any realm and there certainly was 'no wake up moment!'

I did think the GCSEpods were more professional, but needs to be more developed in terms of the content.

Case Study 4

Profile

Case Study 4 is a returning learner who attended both regular classroom sessions, and additional twilight sessions as they were preparing to complete the November resit. They have a diagnosis of ADHD and did say at the beginning of the academic year that they often struggle to focus in the class, particularly in a noisy environment, and do prefer to work independently. When we discussed the use of Podcasts, they were very positive towards this saying that they help with their concentration and with regular access, felt they were able to remember the requirements for the GCSE questions.

Initial review of GCSEpod



<https://youtu.be/txnUTWhnJXA>

Rationale for learners creating their own video podcasts.

After heavy use of the Pods for October/November revision with resit students, the most common piece of feedback was that videos are very basic, just giving an overall outline and not giving details on how to actually answer the exam questions.

Following this feedback, I wanted to make my own. I took the mock assessments we were aiming to complete during this academic year and created a format of looking at the questions, highlighting key words, commenting on how to identify quotations, and how to structure the response, with examples to demonstrate how marks are achieved across Level 1 – Level 4.

I researched a variety of recording software that would be used for the Pods, and after some consultation with other practitioners, I was introduced to ScreenCastify – A Google Chrome extension app that records the screen, and any voice over you want to add. This would allow for the simple creation of a PowerPoint presentation, which can then be spoken over, outlining the content and expanding where possible. The software is easily accessible, but the pods have to be recorded in one go, with no option of editing. Whilst I was happy to make my own, there was no guarantee that students would access them and use them in preparation for the class or for

their mock papers and final exams, which led to the decision of encouraging students to create their own. The podcasts took place over 3 lessons, and were differentiated based on learners' strengths, in order to give the best possible advice to others within their pods.

Lesson 1 (PowerPoint 1):

In preparation, based on their highest marked responses in class and in a mock, students were given a number on a post it within their folders: 2, 3, 4 or 5, corresponding to the questions they would be focusing on for their Pod. Groups were made to be as even as possible in terms of numbers.

Students were introduced to a new text for Paper 1 – an extract from 1984 – and the text discussed before asking learners to move into their numbered groups. Whilst in their groups, learners were asked to spend 10-15 minutes planning a response to the question before spending 10 minutes to write up a part of their response. From this, groups were asked to peer assess and identify who had the strongest response on the table. This was to then be used in the following lesson and the idea of creating a Pod introduced.

Lesson 2 and Lesson 3 (PowerPoint 2 and planning sheet):

Students were asked to get back into their groups following last lesson and to decide on roles for each person within the group, designating them a specific part of the pod to create. (See planning sheet). The pods were to take the same format as the ones I created, which were used as a demonstration for students to re-create with 1984.

Each member of the group worked collaboratively on the same PowerPoint to create the base for their pod, as well as making notes on what to say when completing the voice recording. Students were given the full lesson time to create their presentation in order to record their pod in the following lesson.

Once completed and proofed, the group were taken into a quiet room to record their vocals over their PowerPoint. Students were shown how to use ScreenCastify on the laptops, asking them to log in to my account as the pods would then automatically save to my Google Drive, where they would be shared on google Classroom.

Once recorded and saved, students were asked to use Menti to share their feedback on the experience of making their own pod, before they were shared for students to access.

Lesson Resources

[Extract from 'Nineteen Eighty Four' by George Orwell](#)

[Part 1, Chapter 1: Part One](#)

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly

through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig-iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

Outside, even through the shut window-pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The blackmoustachio'd face gazed down from every commanding corner. There was one on the house-front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own. Down at streetlevel another poster, torn at one corner, flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a bluebottle, and darted away again with a curving flight. It was the police patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

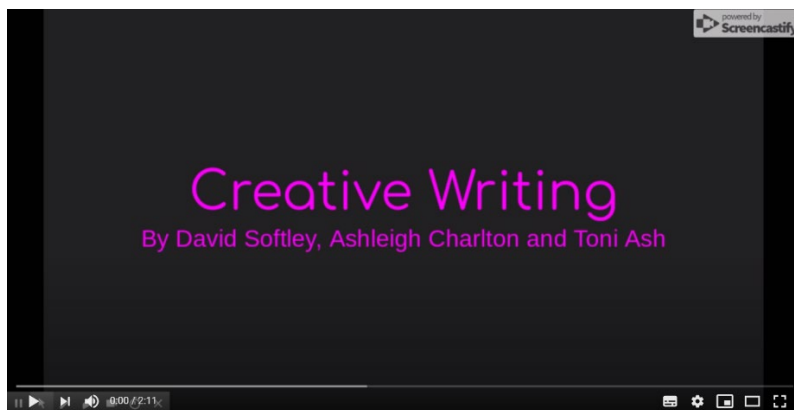
Lesson PowerPoint: Inequality

https://padlet.com/louise_donkin/ts20zh7hii40

Pod planning sheet

https://padlet.com/louise_donkin/ts20zh7hii40

Example Pod created by the teacher



<https://youtu.be/vBFT1yXO91Q>

Teacher's PowerPoint: How to create a video pod

https://padlet.com/louise_donkin/ts20zh7hii40

Student's own PowerPoint- Creative Writing

https://padlet.com/louise_donkin/ts20zh7hii40

Student's Video pod

https://padlet.com/louise_donkin/ts20zh7hii40

Practitioner reflection on students creating pods

The process of asking students to work collaboratively on the same laptop to create a presentation was considerably time consuming, so if I were to repeat the same task, I would ask students to create the base for their pod using Google Slides, where multiple people can access and edit the same file at the same time, quickening the process.

As a lot of the feedback was about working in groups, I would give students the opportunity to either work in groups again, or give learners the opportunity to work independently if they felt more comfortable and in terms of voice recording, I am looking into several text to speech apps which could be used as an alternative, or ask for a volunteer in each group. Following a supportive observation from another member of staff, it was commented on that recording your own voice rather than using a voice recording makes the pod more relatable, as you can hear the enthusiasm and confidence in what they are relating to a listener, so where possible, students will be encouraged not to use a voice app unless necessary.

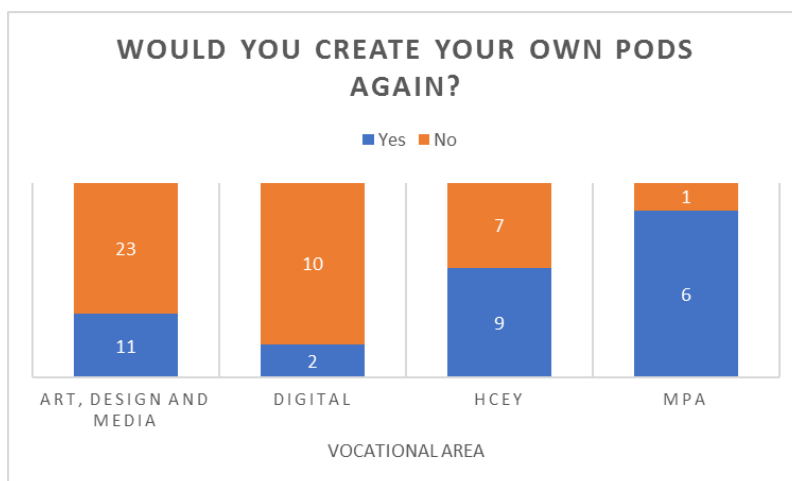
Several students, since recording the pods, have accessed them on Google Classroom, but only a handful as several were embarrassed about listening to themselves again. Rather than just giving students access to the pods made by themselves, I will make an accessible folder where all pods can be accessed by others, following learner permission.

Since speaking with my lead practitioner and staff from other vocational areas, I am potentially delivering CPD internally and externally on how these can be used across any vocational area as a means of helping learners to revise for assessments or as a form of summative assessment, demonstrating knowledge.

Learners' feedback on creating pods

- Overall, 60% of students said they would not like to create their own pods again
- 9% said they were unfamiliar with Screencastify or the computers being used and 25% said they were either anxious or uncomfortable about recording their own voice.
- 13% of students said they would be happy to do the task again, but would prefer to work individually rather than in a group, use some text to speech technology instead of recording their own voice or have someone volunteer to record the voice over on their behalf.
- 40% of students said they would be happy to create their own pods again, giving feedback that they enjoyed creating the Pods as it was a different form of learning, and they found it fun and enjoyable and found that it boosted their confidence in relation to their knowledge of the exam.

A graph to show which Curriculum groups would create their own pods again.



Video: Learner's Reflective feedback



<https://youtu.be/QXJr3cFME74>