#### Guided Activity 4.1: Surfacing your Pedagogical Beliefs: Your Notes

**For the instructions about how to complete this activity** see **Guided Activity 4.1** in

Aubrey-Smith, F. & Twining, P. (2024) *From EdTech to PedTech: Changing the way we think about digital technology.* Routledge.

Available from <https://routledge.pub/From-EdTech-to-PedTech> (hardback, paperback, Kindle or eBook).

**Part 1**

**Niq’s typical Pedagogical Practice**

Niq’s classroom is organised with the learners’ tables in rows facing the front of the class. Niq uses a seating plan which places learners with special educational needs (including behavioural needs) at the front of the classroom, and learners who Niq trusts to conform with expectations in rows at the back. Niq will typically introduce a topic on the board at the front of the classroom. Niq will have carefully planned a learning sequence that breaks the topic down into small pieces that are introduced in sequence, one at a time. Niq will ask closed questions to check that the learners are following what is being said. After the input, which lasts approximately 35% of the lesson time, Niq gives the learners activities to do which involve applying what has been taught to reinforce it and check that they have understood it. Niq has carefully prepared different activities for different groups of learners who are perceived to be of different abilities. This is in order to differentiate the task so that it is appropriate for the differing ability levels of learners. Learners are grouped by ability and carry out assigned tasks and then depending on their score, progress on to predefined ‘next step’ tasks. Different ability groups are given different worksheets on which they record their responses. Learners work individually, they are discouraged from talking to each other as this is distracting for the rest of the class. Niq sits at the front of the class responding to requests for help, or circulates around to check how learners are progressing. At the end of the lesson Niq gives a quick recap of the key points for the learners to remember before collecting in their work, which will be marked and returned in the follow-on lesson.

**Sam’s typical Pedagogical Practice**

Sam’s classroom has clusters of tables organised into horseshoe shapes where learners are all oriented towards the front of the classroom. Learners are allocated to a table, based on their current level of competence. Sam usually starts the lesson with a teacher input, and checks the learners’ understanding at regular intervals. Once Sam feels that the majority of the class have understood the main points, each group is given an activity to do to reinforce the teaching input. Learners are encouraged to cooperate with each other, talking about the task, and each learner completes their own response. Sam tends to work with one group, whilst keeping an overview of what the other learners are doing. Sam tries to elicit any misconceptions that the learners in the group have – and then help to correct those misconceptions. At the end of the lesson Sam reinforces the key points for the learners to understand, using examples of their misconceptions as part of checking their understanding.

**Aba’s typical Pedagogical Practice**

Aba’s classroom has groups of tables. Learners are not ability grouped. Aba typically starts their time with learners by providing a teacher input and regularly asks questions and encourages the learners to discuss the answers in pairs before responding. Once Aba feels that the majority of the class have understood the main points they are given an activity to do in their groups. The learners are expected to collaborate to develop one shared group response to the activity. Aba circulates, talking with groups, ensuring that everyone is contributing to the group discussions. The learners know that towards the end of their time with the teacher, one of the groups will be asked to share their work with the rest of the class.

**Jo’s typical Pedagogical Practice**

Jo’s classroom is set up so that it can be reorganised to suit the activities that are taking place. The approach is generally problem based. Individual learners may be focussed on different problems that are of particular interest to them personally. These are often linked to their local community. Investigating a problem and deciding how to address it might take weeks to complete, and involve inter-disciplinary work. Learners are expected to work individually or in self-selected teams, and can choose how they are going to approach their problem.

At the start of each day Jo leads a whole class session to sort out organisational issues and hear from individuals and teams about how their work is progressing and to discuss any issues that they need help with. Jo encourages learners to talk to each other about the full range of ideas in that shared space - exploring themes and patterns and posing their own consequent questions. This may involve learners sharing what they are working on. Jo asks open questions and encourages learners to capture their ideas, review contributions by others, and extend or build upon each other's ideas.

Following the whole class discussion at the start of the day individuals and teams then carry on with their work. Jo works alongside learners, sometimes providing direct instruction, sometimes modelling how to approach a task, sometimes learning in conjunction with them. How the learners work, the tools and competencies that they use, and the outcomes that they aim to achieve reflect the issue or problem that they are addressing in the context of the community involved. Part of Jo’s role is to help the learners understand how different communities operate, and what are seen as appropriate and valued ways of working within those communities. Often Jo is learning from or alongside the learners.

Learners know that their problem based projects will culminate in a presentation that aims to summarise what they have learnt. These presentations will be shared with a range of audiences beyond the school. The intention is that their work will have an impact - this might be in highlighting an issue, or stimulating action to address it, or some other tangible outcome.

**Part 2 (***Select one option)*

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| Niq | Sam | Aba | Jo |