



**The College**  
of West Anglia

# Vote for Success



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The  
Education  
& Training  
Foundation

This project has been developed and supported by the Foundation's  
Practitioner Research Support programme and the East Midlands  
Centre for Excellence in Teacher Training (emCETT)



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## Vote for Success

### How do we increase the use of voting pods by the academic staff within the Technology Department?

Report written by Joyce Chen and research conducted by Joyce Chen, Ozan Erdinc and Celia Geen

#### Introduction and rationale

This research project is designed to investigate how often the voting pods are used by the teaching staff within a pre-identified department. We believe that voting pods provide an effective and engaging way of recapping and assessing learning but we feel that they are underused due to lack of staff training opportunities or expertise. This project is conducted by the Learning Practice Department at the College of West Anglia where continuous professional development, staff training and teacher education courses are delivered across three campuses (King's Lynn, Isle and Cambridge).

A voting pod is an electronic device which can be used to collect learner response by various methods such as multiple choice questions, gap filling exercises and short texts etc. Using voting pods provides an immediate and real-time feedback on the learners' understanding. The College purchased the voting pods for a number of years but the data on the usage of the devices has been limited.

The Learning Strategy of the College of West Anglia (See Appendix 1), upon which teaching, learning and assessment are based, has ten Principles. Principle 3 is 'Technology is used both to enable and enhance our learners' experience'. This principle is particularly salient and directly links to the purpose of this research project. In line with this Principle, we would like to identify the extent of under-usage within a teaching department in order to provide training opportunities for this technology to be used to engage learners and enhance their learning experience. By using the devices, we hope to encourage 'high-quality interactivity' (Petty, 2006, page 190) in the classroom so that learners can provide simultaneous feedback on what they have learnt. This also provides lecturers with immediate evidence of their learners' progress or any issues they have.

We anticipate investigation on the following research questions in order to determine how voting pods can be widely encouraged for use in teaching, learning and assessment:

- How often are the voting pods used by the teaching staff within the Technology Department?
- What are the barriers for the teaching staff to use the voting pods?
- What training modes and training resources are required to encourage participation?
- What is the impact on teaching and learning from the use of voting pods?

We will collaborate with the TEL (Technology Enhanced Learning) department to investigate and establish an overview of the current usage of the voting pods. We will also engage our target learners, in this instance, the lecturers from the Technology Department to conduct the training sessions.

By completing the research we would expect to see an increase in the use of voting pods within the department in question. This will provide lecturers with more individualised information on learner progression. By engaging the lecturers in this research and providing information based on their feedback, the project may inform further professional development on the use of wider technologies across the College.

If successful, the resources developed during this process can be reused, reducing or eliminating the need for photocopying. This will result in fewer journeys between campuses saving time and money as well as reducing the carbon footprint as College of West Anglia has three campuses (King's Lynn, Isle and Cambridge).

The outcome of this research will then be disseminated by presenting the research project using Padlet, a web-based interactive noticeboard, at the College of West Anglia Programme Managers' Conference and at the Practitioner-led Action Research Conference held by the Education and Training Foundation. Online training resources and information about using the voting pods will be created and developed on the College VLE (Virtual Learning Environment) called Learn, based on the feedback and recommendations from this research project.

## Methodology

The journey through the whole project was based on the basis of an action research cycle of *planning, action, monitoring and reflection*. (Elliott, 1981; Cooke and Roberts, 2007) We followed different principles for the researchers to collect information including both qualitative and quantitative data throughout the project by means of questionnaires, surveys, face to face interviews and training sessions.

At the planning stage, we knew that there was an interest in using this technology through our regular contact with staff. Senior management had approved the project and we also received the support of the Technology Department. We then decided to concentrate on this department to start our focus group.

We then designed an initial survey by using the online survey tool SurveyMonkey to collect answers to our research questions, such as how often the voting pods were used and what the barriers were to use the equipment. The results were collated through SurveyMonkey and analysed in this report with supporting charts and tables.

Based on the analysis of the initial results, the researcher then identified which department to plan and set up training sessions and resources. The Technology Department was selected to take part in the research project because enquiries about the use of voting pods had been received from this department previously and the barriers to use the equipment had been identified through the initial survey. The approach for searching for participants was to ask lecturers from the Technology Department who were interested in taking part in the research. Six members of staff registered their interest in taking part in this project. Before any training sessions were arranged, the 6 participants all signed the consent form (see appendix 2) and the researcher held an interview with them to complete an initial questionnaire (see appendix 3) in order to identify their training needs and any issues related to voting pods.

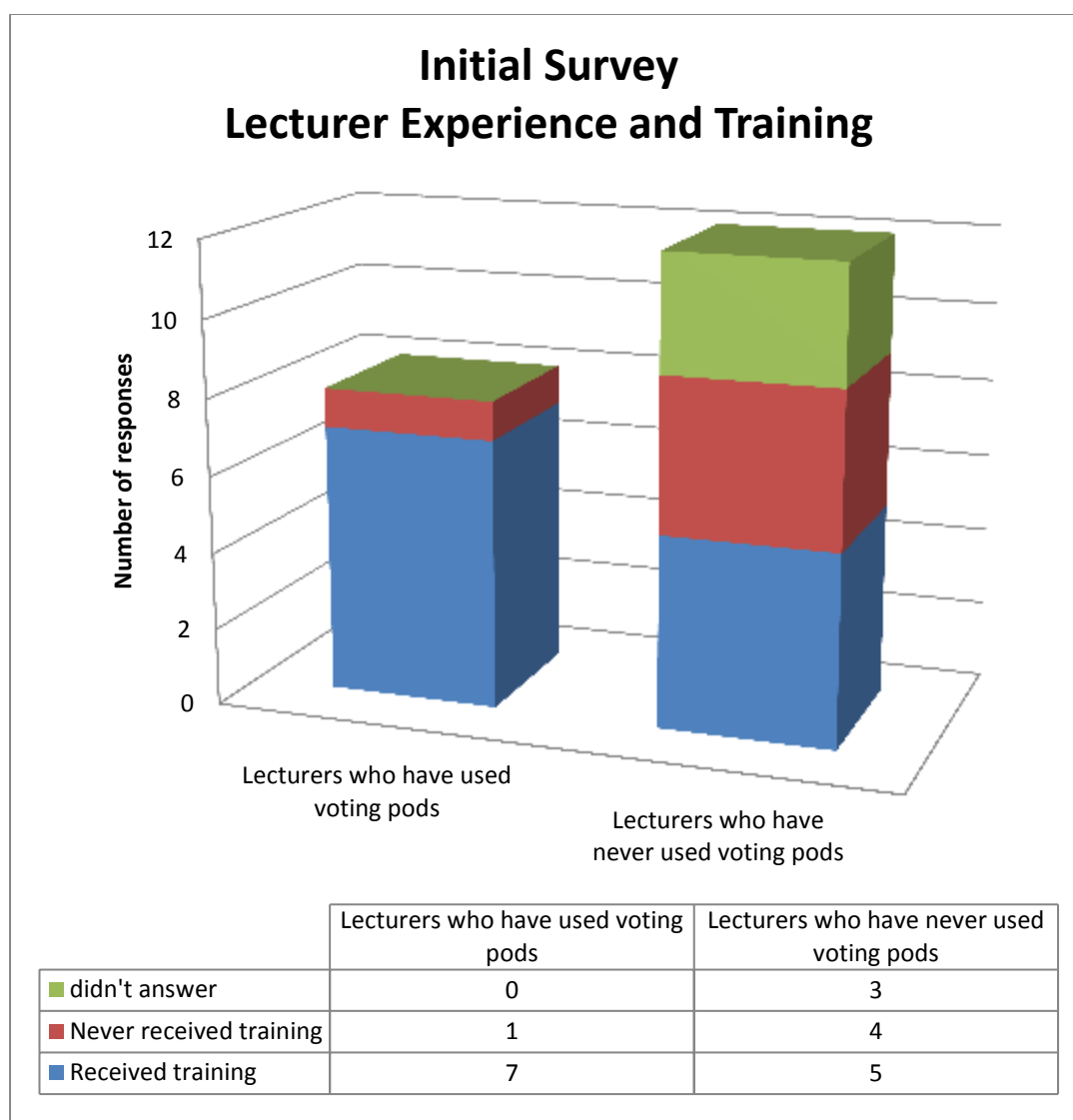
Before the training sessions were set up for participants, a selection of resources were researched and prepared by the researcher. The resources included online videos and guides which were used to assist training. The researcher also chose the most efficient and direct (on-the-go) setting to use voting pods which does not require any preparation. The researcher arranged three separate training sessions with the participants. Two sessions were delivered in small groups and one session was one-to-one. The delivery mode was very practical. The researcher demonstrated how to use the voting pods and key functions before the participants also showed their understanding by using the pods during the training session. The focus was on how to use the voting pods 'on the go' without any need for resources preparation. The initial plan was to record training sessions which could then be edited and uploaded to the College online platform. However due to the poor quality of the videos and lack of specialist support in filming, the recordings were not adequate to use. Further solutions for filming need to be explored. All participants agreed to use the voting

pods within three weeks of their initial training sessions. Throughout the training period, the researchers offered to provide further assistance and contact to monitor their progress on using the voting pods.

At the completion of the project, a final survey was sent out by email to the participants for the researchers to examine the usage and to evaluate staff feedback to understand how they have been using the pods and what effect they have had on students' learning. Furthermore, participant feedback was used for continuous evaluation and improvement of the training programme.

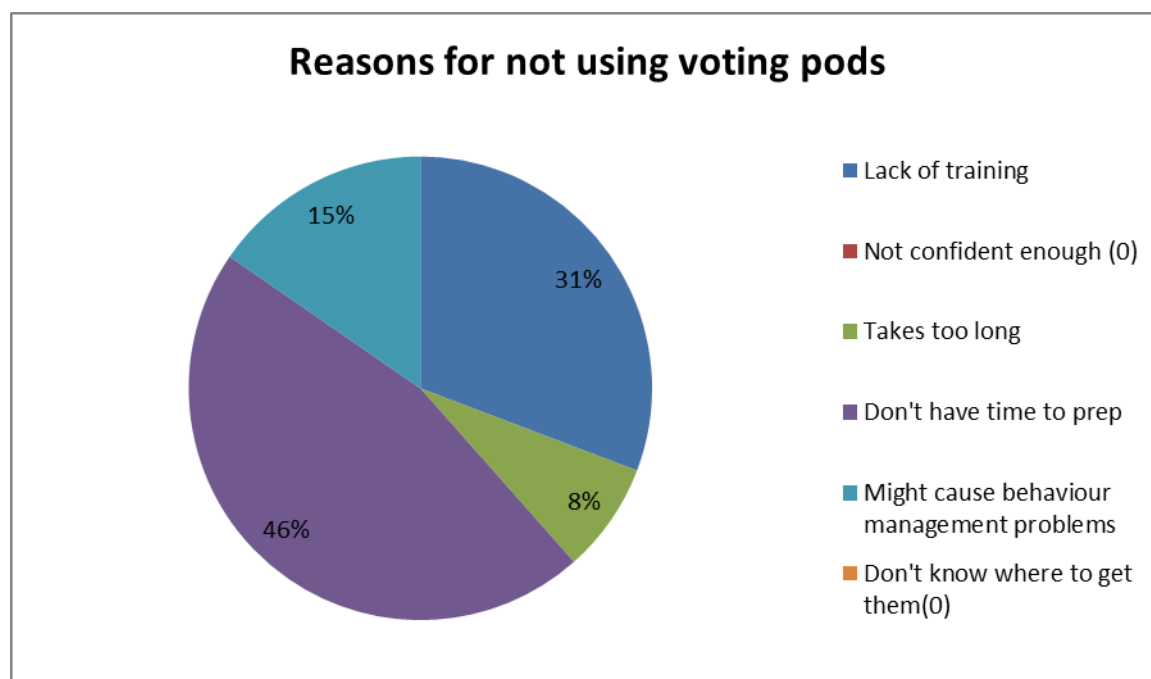
## Results

The initial survey was sent out to sixty members of staff who work in the Technology Department based at two College campuses. A total of twenty responses were received. Results of the initial survey show that 60% of the respondents in the Department of Technology never used voting pods in their teaching (see Chart 1.1). However more than 50% of those who have never used voting pods have received training in the past. The reasons why voting pods have not been used are predominantly related to limited preparation time and lack of training (see Chart 1.2). 46% of lecturers said they have not used voting pods before because of time needed to prepare resources and 31% of the same group explained that lack of training was the reason. Other reasons include concerns about behavioural management and the time which is required to use the pods in class.



**Chart 1.1: Initial survey**

Furthermore, 87.5% of the eight lecturers, who have used voting pods, received training on how to use them. Half of them have not used the equipment since September 2014. The feedback is varied on what would increase their use of voting pods in teaching. Two key factors are highlighted from the feedback, including more preparation time and more practice on the use of voting pods.



**Chart 1.2: Initial Survey**

To further investigate the results, the overall data shows 80% of the total respondents had not used the voting pods before or during this academic year. However 70.6% of them had already received some kind of training on how to use these kits previously. Therefore evidence does not appear to support the assumption that voting pods are underused due to lack of staff training opportunities, as nearly 71% had received some kind of training. It is apparent that they are underused because of the perceived difficulty of setting them up and the time needed to prepare resources.

In fact there are a variety of different reasons cited by participants for not using pods as listed on the table below.

- 'Question sessions are not a part of my teaching, so still struggle to see where to fit them in.'
- 'Not suitable for our type of course.'
- 'Better intelligent students.'
- 'I still see these as a solution seeking a problem and probably better for large groups with academic subjects.'
- 'Practical based sessions, pods are not suitable.'

**Table 1: Initial Survey**



After the initial stage of our research, six participants agreed to take part in the project. The researcher used a questionnaire to interview each participant in order to establish individual experience and needs on using voting pods. The results showed that only one participant had training on how to use voting pods and the other participants had never had training before. Three out of six participants did not know where to find or book the equipment. The only participant who had previous training on using the pods indicated that more time is needed to prepare resources that will help the use of voting pods. Four participants indicated that they would like to have training on how to use them. It is evident that training sessions are necessary to help participants start using the equipment.

A final evaluation survey was created (see appendix 4) and sent by email to all participants to investigate the results followed by the training sessions. Five out of six participants replied to the email, four out of five participants have since continued to use the voting pods with their learners after the training sessions. Apart from one participant indicating that the voting pods were only used once, the other lecturers have used the kits at least twice or more (see Table 2). The overall feedback with regard to their experience about using the voting pods is generally positive. One of the participants mentioned that the training session has given him 'confidence in using the pods for the first time'. Three lecturers mentioned that they will continue to use them in the near future. However one major barrier to the usage of the pods is that the lecturers feel that they need time to build up and develop resources to incorporate the use of voting pods in teaching and learning.

Survey questions by emails	Answers
<b>Are you still using the voting pods since last follow-up survey in early March 2015?</b> <b>(a) If yes, how many times have you used them?</b>	<ul style="list-style-type: none"> <li>• 'Yes I have used them once.'</li> <li>• 'I did do a session with (the researcher) and it was beneficial, I have only used the voting pods twice since then but intend to use them again next week.'</li> <li>• 'Mainly use the Friday morning with a group of 14 year old students who come to college from school 1 day a week, used as a recap tool.'</li> <li>• 'I do use them I recently got a set of *expressions instead of pods which the students like more.' '4 times.'</li> </ul>
<b>b) If no, why and what can we do to help you use voting pods in your session?</b>	<ul style="list-style-type: none"> <li>• 'I haven't used them since the follow up survey. I fully intend to use them but have not yet found the time to set up a lesson for them.'</li> </ul>
<b>Overall, what is your feedback on the information and support you receive from us regarding the voting pods?</b>	<ul style="list-style-type: none"> <li>• 'The information that I received gave me the confidence to use the pods for the first time. I developed an end of unit quiz that was used successfully, I will be using the pods</li> </ul>

	<p>again, I just need time to develop the resources.'</p> <ul style="list-style-type: none"> <li>• 'The reason for the limited use is due to being on the *CET course which has tied up a lot of my free time so I have not been able to develop my theory sessions and standalone voting pod resources as I intend to in the future. I do see more use of voting pods as I build up specific resources and will use them on an ad hoc basis.'</li> <li>• 'Only had 1 meeting with (the researcher), which was mainly about how to set them up, other than that limited contact.'</li> <li>• 'Students liked the expressions better having the freedom to write answers instead of just multiple choice. I am still developing material with them however am concentrating on finishing portfolios with the learners and will look at more material later.'</li> <li>• 'Very good. All information has been clear and concise.'</li> </ul>
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**Table 2: Final survey**

\*ActivExpression is one of the advanced models of the Promethean voting devices.

\*CET= Certificate in Education and Training

## Conclusion and Recommendations

Analysis of the quantitative and qualitative data and information collected throughout the research has drawn the following conclusions:

- At the initial stage, the evidence has shown that the voting pods are definitely under-used but not the reason we pre-determined as lack of staff training opportunities because majority of the staff have had training in the past. This may be in part be attributed to some of the training sessions which were not followed up with further sessions to ensure that staff continued to practise and use the devices. This might also be due to the fact that lecturers were provided with too much information in one session but not enough time to actually practise the technology. This resulted in lapses in staff knowledge and missed opportunities to further development on encouraging the use of the voting pods.
- The findings from the initial survey suggested that the main reasons to the under-usage of voting pods are primarily lack of training opportunities and limited preparation time. However some of the comments from the lecturers illustrate that there might be variations of perception on how 'new' technologies in general can or should be used in teaching, learning and assessment. Hammond (2012) summarises the barriers to using ICT and one of which was that 'many teachers may lack confidence in using IT or they may simply find it difficult to fit technology into their preferred teaching approaches.' (Hammond, 2012, page 375) In this research, the issue regarding time for preparation of resources has been identified throughout the project despite the fact that the simplest setting of voting pods was introduced to help reduce the preparation time. Lecturers' perception on how technology can be used and how it relates to teaching, learning and assessment still remains arguable.
- The information collated from interviews and questionnaires with the participants show that the lecturers need training sessions and help with setting up the equipment however it was not made explicit what type of delivery modes is best suited to the participants, whether small groups, individual help, online learning or blended learning.
- The feedback from the training sessions reflects the potential usage of voting pods. It is evident that taking part in this project has encouraged the use of the equipment and the confidence of the participant. However one barrier to using the pods remains unaffected, which is the time to prepare resources and to incorporate them with the use of voting pods.
- The impact of this research project can see how the Professional Standards, outlined by the Education and Training Foundation, have been achieved, particularly Standard 2, 6, 8, 10, 11, 15, 17 and 20 (see appendix 5).
- It is also important to indicate that some lecturers' perception on whether voting pods can or cannot be used in certain subject (academic or vocational) or context

(practical or theoretical) (see Table 1), provides valuable information for the researchers to reflect on.

Further to the outcomes of this research, it is important to consider the following recommendations:

- Further promotion and development on using the voting pods is required. This can be achieved through setting up a specific course for the use of voting pods on the College VLE, Learn. Online resources should be structured and published on Learn. The content of the resources should ideally be tailored to bite-sized learning blocks to ensure that the users can understand easily. We also recommend that lecturers to share their ideas and resources on the College VLE. The usage of the online course can then be tracked and monitored. Additionally, delivery modes need to be further investigated to find out what the lecturers require to equip their skills and knowledge of using the pods.
- Solutions to produce the best quality videos of demonstration on using the pods need to be explored particularly to meet the localised needs, in this case, the College of West Anglia.
- Continuous and sustainable support to tutors is required to encourage them to use 'new' technologies. It might not always be straightforward but it is worth considering using 'expert' lecturers who are positive and proactive about using the technologies in teaching, learning and assessment. Another approach to encourage lecturers to use new methods can be achieved through 'collaborative learning'. For example, the participants in this project can act as the role models to promote the use of voting pods. It is also possible to include the members of staff at the LRC (Learning Resource Centre) to offer support and guidance on using the voting pods.
- It is also important for the TEL (Technology Enhanced Learning) department, which is in charge of educational technology, to investigate where the voting pods are across different departments and if there is a system of booking them. It is essential for the researchers to continue to collaborate with TEL and to explore different means of using electronic voting system because there are already existing applications which can be used on the mobile phone device to collect learner response.
- It would be beneficial to record the learners' feedback on the use of voting pods and how they feel about using the equipment in learning. Further investigation on students' feedback needs to be carried out.

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## Appendix

- **Appendix 1- Learning Strategy**
- **Appendix 2- Consent form**
- **Appendix 3- Initial questionnaire**
- **Appendix 4- Final survey**
- **Appendix 5- Professional Standards**

# Learning Strategy

**Being a document that identifies the 10 college principles underpinning quality Teaching, Learning and Assessment, and explains how Programme Area Teams are to work with the 10 principles**



**The College**  
of West Anglia

**The Learning Practice**

**College of West Anglia**

**This copy dated 20 August 2014**

# The 10 Key Principles

## Introduction

The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners. (LLUK, 2007, p2)

### **1. Effective learning and teaching strategies are used in all learning opportunities to ensure our students' development of skills and understanding is exceptional.**

*The most effective teaching strategies are those which move learners from being passive to being active and are well-matched to subject areas and the needs of learners.*

Effective active learning strategies:

- ✓ are creative, challenging and enjoyable
- ✓ focus the responsibility of learning on the learner...
- ✓ encourage learners to develop & use higher order thinking skills (complex judgemental skills)
- ✓ have an effect size of at least 0.5<sup>1</sup>

### **2. Learning environments inspire our learners towards their goals and aspirations**

*The most effective learning environments foster a culture of attentive focus on the development of knowledge, skills and understanding.*

Effective learning environments, both online and physical:

- ✓ are safe and inclusive
- ✓ inspire learners to learn
- ✓ are flexible and encourage teachers and learners to work actively
- ✓ celebrate learners work

### **3. Technology is used both to enable and enhance our learners' experience.**

*The most effective technology enhances learning, increases access and adds value to face-to-face online activities.*

Effective technology enables learners to:

- ✓ engage fully in classroom learning activities
- ✓ engage with others to develop their learning network
- ✓ access learning beyond the boundaries of the classroom

...and enhances learning opportunities by:

- ✓ enabling access to a broad range of relevant resources and information
- ✓ extending the ways assessment evidence may be produced and presented

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<sup>1</sup> See the CWA document: **Ten Highly Effective Classroom Methods** for an explanation of effect size and examples of effective active learning strategies.



The remaining principles (4-10) *develop* the three overarching principles and provide an operational framework for the learning strategy.

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#### **4. Appropriately challenging objectives underpin all learning opportunities, and provide direction for intended learning and assessment outcomes.**

*Effective learning outcomes are challenging; sharply focussed; matched accurately to individual needs; geared towards developing knowledge, skills & understanding; and measurable (i.e. contain at least a verb, and typically a standard & a condition)*



In communicating outcomes to learners:

- use language appropriate to the learner group
- share the outcomes in formats that are accessible to all learners; by accessible we mean *meaningful, understandable & available*

#### **5. All teaching is planned**

*Planning ensures that the course content, the order of the content and the learning assessment & teaching methods meet the needs of all learners.*

Planning needs to take account of:

- an accurate understanding of learners' prior knowledge, skills and understanding
- the available:
  - resources
  - time
  - expertise (right staff, right 'topic')
- the content to be covered (i.e. syllabus, equality and diversity, literacy, numeracy)
- the assessment requirements



In planning:

- use schemes of work and session plans effectively to ensure relevant learning<sup>2</sup>

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<sup>2</sup> Refer to the College policy on the use of schemes of work and session plans

## 6. All learners have an equal opportunity to succeed and participate

*There is clear differentiation/personalisation/individualisation in the planning and delivery of lessons so that all learners have an opportunity to actively participate in learning, and to succeed.*

The development of learners' skills and understanding is exceptional when teachers:

- generate high levels of enthusiasm for participation in, and commitment to, learning
- use well-judged and often imaginative teaching strategies that, together with sharply focused and timely support and intervention, match individual needs accurately (Ofsted, 2013)<sup>3</sup>



In planning and teaching:

- use subject knowledge and [industry] experience to plan astutely and set challenging tasks based on learners' prior knowledge, skills and understanding;
- accommodate different learner preferences and support needs (e.g. differentiate by task, outcome, level of support, feedback, individualisation)
- set learning activities which stretch and challenge and are relevant to the learners' current knowledge, skills and understanding
- enable learners to connect learning with their interests, talents, passions, goals and aspiration(s).

## 7. Sessions have crisp starts and effective ends

*Learning is most effective when i) learners quickly give their full attention to the purpose of the session ii) they have the opportunity to consolidate their learning formally before they leave a session and iii) when the teacher is in the control of both of these elements*



In designing session starts & ends, plan and use:

- a variety of appropriate and subject-relevant activities to focus learners
- appropriate methods which make:
  - the progress that learners have made visible to both themselves and the teacher
  - forward links to future learning

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<sup>3</sup> Ofsted, 2013. Handbook for the inspection of further education and skills from September 2012. **18 April 2013.**

## 8. All assessment feedback leads to action and learning

*Assessment feedback is a dialogue between teacher and learner leading to / resulting in the identification of strengths, and both areas for improvement & the action required to achieve improvement*

Assessment feedback is most effective when it:

- is matched to learning outcomes;
- enables learners to know what they have done well;
- enables learners to know what they need to do to progress, and how;
- focuses on behaviour/s that can be changed;
- is positive, geared towards the learner (i.e. it considers the effect of feedback on the individual) and honest;
- makes reference to wider skills, including English and maths.

Feedback can be formal or informal; verbal or written (including online)



In giving feedback:

- be timely
- be objective / free from bias / focused on only what has been seen or done
- be balanced and constructive
- be focused on action
  - prioritise action points, indicating critical issues and actions against the outcomes
- be equitable (i.e. in a consistent format), and
- ensure it is given in accessible language

## 9. Effective behaviours enable learning

*Learning is most effective when behaviours are managed, and learners operate within known & understood expectations.*

Effective learning behaviours rely upon:

- staff having consistently high expectations
- setting standards / establishing appropriate boundaries, making these known to learners, and applying them consistently
- learners recognising and fulfilling their responsibilities to themselves and others
- staff and learners following industry standards, taking due account of health and safety



In your professional practice:

- uphold the general responsibilities stated in the college charter
- show great awareness of equality and diversity wherever learning is taking place
- manage learners' behaviour through skilful use of the principles in this strategy

## 10. Classroom support is effectively matched to learner needs, and enables progress

*Development of learners' skills and understanding results from timely support and intervention wherever learning is taking place.*

The term *classroom support* refers to 'others' in the classroom contributing to effective learning. At CWA this includes, but is not limited to:

- Learning support staff
- Teaching support staff
- Learning coaches
- Expert learner[s] (i.e. learner[s] who take increasing responsibility for their learning and management of their learning journey)



In your professional practice:

- use all opportunities from formal or informal feedback (including initial, formative, ipsative and summative assessment) to ensure that classroom support is matched accurately to individual needs, at the point of:
  - planning,
  - delivery, and
  - evaluation

## **The Importance of Learning**

The College of West Anglia has for many years recognised the importance of learning in all sessions; all teachers should, via a range of strategies, maximise the learning that is taking place. Learning is the progress being made by students during a session ... students understanding and/or applying, knowledge and skill.

All planning should focus on learning .... Encouraging learning via the teaching and assessment strategies that are chosen.

As a teacher, a good question to ask yourself is ... “is learning taking place at this moment? ... and if not, why not? And what can I do to ensure that learning takes place?

The observation process has focused on learning, and in the future will continue to do so even more.

The CWA learning strategy/policy is based on a set of ten principles which interrelate with the professional standards for teachers, tutors and trainers in the lifelong learning sector (LLUK, 2007<sup>4</sup>) and the framework for teaching and supporting learning in Higher Education (HEA, 2011<sup>5</sup>).

## **The Role of the Teacher**

Teachers will be proactive members of one or more course teams, supporting other team members, and the Course Director, in the planning and delivery of the curriculum ensuring that the programme of activities meets all of the learning outcomes. Course teams must meet regularly to review the progress of students and to evaluate their own performance, with clear plans for improvements

Teachers must use the correct syllabus and guidelines as set out by awarding bodies in order to deliver appropriate content and assess students appropriately.

All teachers will familiarise themselves and use a range of learning technologies, resources and services to improve the learning experience

Teachers will act as a role model for students and demonstrate the professional standards expected in business, commerce or industry including attendance, punctuality and dress codes

Teachers will maintain on-going professional development to ensure that their subject knowledge and skills remain current and are used in practice to engage students in their learning.

The College's Learning Practice will provide help and guidance to address particular concerns or to develop effective curriculum planning and delivery.

## **How Programme Area teams are to work with the ten principles:**

- The principles are based on accepted research into what is effective teaching and leads to effective learning. The principles are to be adopted across the college.

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<sup>4</sup> LLUK, 2007. New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector.

<sup>5</sup> HEA, 2011. UK Professional Standards Framework for teaching and supporting learning in higher Education

- Against each of the 'principles' are a set of prompts; these are not exclusive, indeed other questions might be asked and perhaps should be asked. Each of the principles should be debated by Programme Areas, and practices agreed.
- Faculties will engage in developmental activity to develop strategies (if they do not already exist within the Faculty) to meet each of the identified principles. Each Faculty or each Programme Area will therefore agree a set of statements, against each of the principles, as to how the Principle will be enacted. Once agreed these should be published for all members of the Faculty i.e. the agreed way we do things in this Faculty.
- It could, and perhaps should, be the case that certain actions are agreed to be completed by all members of the team e.g. all team members to generate two generic starts to sessions, and place those on learn/shared area.
- The Learning Practice will develop and disseminate appropriate generic resources to underpin the principles and can also provide bespoke support for FE and HE in FE teams.

**College Position on Schemes of Work [long-term planning], Session Plans [short-term planning] and reflecting on/evaluating sessions.**

Individual approaches to planning will normally involve the standard college templates for session planning and schemes of work. Planning should be comprehensive and shared with support staff ie LSOs/TSOs. There is a simple planner for advising LSOs as to what to do in your session. Planning may comprise a mixture of long and short-term approaches, e.g. a comprehensive scheme of work, generic session plans and learners' ILPs; or a scheme of work and comprehensive session plans etc.

- **Schemes of Work, using the standard college format, must be generated for all courses/modules/units.** Awarding body-devised schemes may be used as a basis for supporting long term planning but only where they reflect the level of detail of the standard college template (if such schemes do not reflect the level of the detail of the college template then the latter must be used).

As a minimum, long-term planning must include the following:

- The overall aim of the programme of learning
- The number of weeks/the dates the Scheme covers
- The topics to be covered, or outcomes to be delivered, during each week/session
- The teaching activities for each week, or session (demonstrating inclusive practice)
- What specialist learning resources are required
- The assessment/feedback strategy
- Relevant mapping (e.g. to embedded functional skills/professional standards including Numeracy and Literacy)
- Equality and Diversity can be included
- **Session outcomes/aims-objectives must be generated for all lessons.** These may be added to the Scheme of Work or detailed within individual session plans.
- **Session Plans (using the standard college template) MUST always be used, and made available to others, in the following instances:**
  - To support quality systems and processes e.g.
    - During notice periods for observed sessions (typically, the two-day window)
    - All sessions during an Ofsted inspection
  - Sessions as directed by the HoF/Line Manager e.g.

- For challenging classes
- For staff new to teaching

When undertaking short-term planning (ie Session Plans) the following must be included::

- The date and time
- The purpose of the session
- What additional resources will be required
- Generic outcomes/objectives
- Differentiated outcomes/objectives
- The connections between learning outcomes/objectives &:
  - Teaching activities
  - Learning activities
  - Assessment methods (and how long activities are planned for)
  - Equality & Diversity

#### ▪ **Reflecting and Evaluating**

Reflecting on how a session went is critical to improving performance. The following questions might be useful

- What went well? and why?
- What didn't go well? and why? And what will I do differently next time ... feeding forward for future planning
- What do I need to do more of?
- What do I need to do less of?

Your reflections/evaluations should be recorded on an appropriate form e.g. LNG03-03 or the journal tool – 'CWA online portfolio'.

#### **Handy forms to remember:**

Scheme of Work LNG03-02

Evaluation of Session LNG03-03

Session Plan LNG03-124

Programme Plan LNG03–11 (portrait) or LNG03-14 (landscape)

LSO Planning Tool LNG03-139

## Appendix 2

### **Action Research Project Title: Vote for Success**

How do we increase the use of voting pods by the academic staff within the  
Department of Technology?

Celia Geen : [cgeen@col-westanglia.ac.uk](mailto:cgeen@col-westanglia.ac.uk)

Ozan Erdinc: [oerdinc@col-westanglia.ac.uk](mailto:oerdinc@col-westanglia.ac.uk)

### **Informed Consent Form**

Thank you for showing interest in taking part in this action research project.

#### Research Aim:

The overall aim of this action research project is to increase the use of voting pods within the Technology Department.

#### Research Objectives:

1. Establish how often the voting pods are used by the participants.
2. Create training resources suitable for a range of training modes to encourage participation and accessibility.
3. Increase the use of voting pods by providing suitable training and helping staff to overcome barriers to use.

#### Duration:

We expect the active support to start in January 2015 and end by 28/03/15. The Project deadline is 30/06/15.

#### What does it involve?

You will be registered and guided to use a dedicated section called 'Voting Pods Training' on the College's on-line learning platform (Learn). Training resources and project related paperwork will be uploaded on this page. This should make the whole process more accessible to you.

Training will be delivered in a range of modes such as face to face (one to one or small group) and online training (screencasts and webinars and possibly other online tools).

You will be asked to complete short questionnaires/surveys/evaluation forms during the project. You will also be asked to take part in a maximum of two face-to-face staff feedback sessions at a mutually agreed time.

You will not be observed on how you use the voting pods in your sessions unless you want to be.



**Please note the following:**

- This Action Research Project is funded by emCETT. The data will be used to inform the final project report which will be made available to you, emCETT, the College, and the wider audience. The participants will not be identified.
- Participants should also be aware that parts of the research may also be submitted for consideration for publication in educational journals and again, participants will not be identified.
- Participation in the research is voluntary and you may withdraw from the research at any time.

☐ I have read and am willing to take part in the research.

Signature:

Name.

Date:

Thank you for agreeing to take part in this research.

# Appendix 3

## Action Research Project: Vote for Success

How do we increase the use of voting pods by the academic staff within the Department of Technology?

Celia Geen : [cgeen@col-westanglia.ac.uk](mailto:cgeen@col-westanglia.ac.uk)

Ozan Erdinc: [oerdinc@col-westanglia.ac.uk](mailto:oerdinc@col-westanglia.ac.uk)

### Initial Questionnaire

Please complete this questionnaire in order to help us to design a training programme suitable for your needs.

```
graph TD; Q1[Have you used voting pods before?] --> YES[YES]; Q1 --> NO[NO]; YES --> Q2[Have you had any training on how to use voting pods?]; NO --> Q3[Have you had any training on how to use voting pods?]; Q2 --> Q4[How many times have you used voting pods in this academic year? (Please circle)]; Q4 --> Q5[How confident are you in using voting pods? (1= very confident; 4= not confident at all)]; Q3 --> Q6[Why have you not used voting pods before?]; Q5 --> Q7[What would increase your use of voting pods in your session?]; Q6 --> Q7; Q7 --> Q8[Name:]; Q8 --> Q9[Date:];
```

Have you used voting pods before?

YES

NO

Have you had any training on how to use voting pods?

Have you had any training on how to use voting pods?

How many times have you used voting pods in this academic year? (Please circle)

0      1-3      4-7      more than 8

How confident are you in using voting pods? (1= very confident; 4= not confident at all)

1      2      3      4

Why have you not used voting pods before?

What would increase your use of voting pods in your session?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Appendix 4

## Final Evaluation Survey

sent by email

Hi

I believe that you were invited to take part in the research (the researcher) conducted since February. I have now taken over his project and on the final stage to complete his research. I would really appreciate your input to comment on your experience of the project and how you have used the voting pods. What is most important is that your contribution will help us continue our support with you and many other members of staff across the college. I hope you wouldn't mind completing three very simple questions.

- 1. Are you still using the voting pods since last follow-up survey?**
- 2. (a) If yes, how many times have you used them?**  
  
**(b) If no, why and what can we do to help you use voting pods in your session?**
- 3. Overall, what is your feedback on the information and support you receive from us regarding the voting pods?**

Please complete this by (date) and let me know if you need more support.

I am in the process of developing materials and resources using the voting pods on Learn. I will be in touch when the information is made available to you.

Thank you very much for your involvement in this project.

# Professional Standards for Teachers and Trainers in Education and Training – England

## Introduction

Teachers and trainers are **reflective** and **enquiring** practitioners who think **critically** about their own educational assumptions, values and practice in the context of a changing contemporary and educational world. They draw on relevant research as part of **evidence-based practice**.

They act with **honesty** and **integrity** to maintain **high standards** of ethics and professional behaviour in support of learners and their expectations.



Teachers and trainers are ‘dual professionals’; they are both subject and/or vocational specialists and experts in teaching and learning. They are committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

These expectations of teachers and trainers underpin the 2014 professional standards, with their overall purpose being to support teachers and trainers to maintain and improve standards of teaching and learning, and outcomes for learners.

The professional standards are set across three sections each of equal importance: each links to and supports the other sections.

## The 2014 professional standards:

- set out clear expectations of effective practice in Education and Training;
- enable teachers and trainers to identify areas for their own professional development;
- support initial teacher education;
- provide a national reference point that organisations can use to support the development of their staff.

The corresponding Guidance, which was developed with the support of practitioners, aims to help teachers and trainers use the standards and apply them to the context in which they work.



# Professional Standards

**As a professional teacher or trainer you should demonstrate commitment to the following in your professional practice.**

## Professional values and attributes

**Develop your own judgement of what works and does not work in your teaching and training**

- 1 Reflect on what works best in your teaching and learning to meet the diverse needs of learners
- 2 Evaluate and challenge your practice, values and beliefs
- 3 Inspire, motivate and raise aspirations of learners through your enthusiasm and knowledge
- 4 Be creative and innovative in selecting and adapting strategies to help learners to learn
- 5 Value and promote social and cultural diversity, equality of opportunity and inclusion
- 6 Build positive and collaborative relationships with colleagues and learners

## Professional knowledge and understanding

**Develop deep and critically informed knowledge and understanding in theory and practice**

- 7 Maintain and update knowledge of your subject and/or vocational area
- 8 Maintain and update your knowledge of educational research to develop evidence-based practice
- 9 Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence
- 10 Evaluate your practice with others and assess its impact on learning
- 11 Manage and promote positive learner behaviour
- 12 Understand the teaching and professional role and your responsibilities

## Professional skills

**Develop your expertise and skills to ensure the best outcomes for learners**

- 13 Motivate and inspire learners to promote achievement and develop their skills to enable progression
- 14 Plan and deliver effective learning programmes for diverse groups or individuals in a safe and inclusive environment
- 15 Promote the benefits of technology and support learners in its use
- 16 Address the mathematics and English needs of learners and work creatively to overcome individual barriers to learning
- 17 Enable learners to share responsibility for their own learning and assessment, setting goals that stretch and challenge
- 18 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement
- 19 Maintain and update your teaching and training expertise and vocational skills through collaboration with employers
- 20 Contribute to organisational development and quality improvement through collaboration with others

