

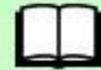
Do starter activities have an impact on lessons or learning?

“Do starter activities have an impact on lessons or learning?”

- a report of an action research project by Roddy Smith

6. Recommendations

- A central bank of starter activities should be set up on Sharepoint.
- The Starter questionnaire should be integrated into teaching observations.
- The project materials and findings should be shared in CPD workshops.
- Learners could be involved in the design of starter activities.



1. Research questions

How are tutors using starter activities to improve lessons?

What kind of starter activities can be used?

How effective is the use of starter activities in lessons?



2. Initial research

Starter activities are regularly shared on TES by teachers in schools but little research has been done in the FE sector. I decided to focus my research on starter activities being used by my colleagues in Functional Skills, Hairdressing, Beauty Therapy & Foundation Studies.



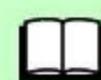
5. Key findings

Tutors and learners were enthusiastic about the use of starter activities. However, tutors were concerned about the time it takes to develop them and so wanted ways to share them. Tutors and learners had differing views on their impact on punctuality. Learners valued most those activities that were directly relevant to the session.



4. Data analysis

As I was only working with a group of four tutors I decided to gather and triangulate in depth qualitative evidence and insights gathered from the questionnaires, tutor observations, learner feedback and my own reflections during the research project.



3. Method

I brought the team together for project meetings to share and evaluate starter activities and asked them to complete a questionnaire about their use of starter activities over a sequence of 3 sessions. Each tutor was also observed using starter activities. Feedback from learners was also captured in focus group discussions.

