

The STeP Journal
Student Teacher Perspectives

Volume 4 Issue 4
December 2017

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Editorial

Welcome to the latest issue of the STeP journal. STeP has now attracted over 80 papers from over 20 institutions and TEAN is delighted to present this rich collection from students who show thoughtful reflection concerning a wide range of topics on teacher education.

Oliver McGuinness from the University of Manchester has undertaken an analysis of the significance of analogies and metaphors in education, linking to experiences in the science classroom. He explains that analogies and metaphors have a close link into human imagination and have been shown to help increase conceptual understanding of a topic, while also being powerful tools of communication. Oliver suggests that all science teachers would benefit by planning to use them in their lessons to encourage students to use communication, lateral thinking, and resilience skills to understand the similarities.

Jonathan C. Acomb from the University of Manchester discusses students' opinions of 'Flipped learning' in secondary science. He explains that students learn new material at home, and then use lesson time to tackle problems and interact with the subject matter. The rationale behind this is that students get more time with a teacher when they are solving problems or applying knowledge in the classroom, so teachers can help build higher levels of understanding. His research found that students considered the benefits of Flipped Learning were: being able to learn at their own pace; more interactive lessons and being better prepared for lesson time.

Joanne Deane from Nottingham Trent University asks whether teaching about disruptive technologies such as artificial intelligence change pupils' perceptions of the value of design and technology (D&T). In her study, after lessons focussing on Artificial Intelligence, pupils showed more awareness of D&T being related to problem solving, they displayed critical thinking, and work outcomes showed progress in problem solving skills. Joanne considers that her research suggests that teaching pupils about disruptive technologies can have a positive impact on pupils' learning and to some extent, their perceptions of the value of D&T.

Harry Gowlett from Nottingham Trent University is also concerned with D&T. He is looking at tinkering activities to support the teaching of iterative design. He suggests that successful practitioners of the subject strive to find ways to adopt engaging pedagogical techniques to support the teaching of iterative design. The focus of his study with two key stage three classes, wanted to find out whether the tinkering activities created aided learning whilst supporting the introduction of the iterative design process. Tinkering activities did seem to have a positive effect.

Katie Lynn from University of East London is looking at the influences on children when they are choosing a musical instrument. She researched children's preferred choice of musical instrument and the reason(s) for this choice. The main group of children involved in the study had yet to begin instrumental tuition which was provided free by the local council. Contrasts were made with another group of children who had been given an opportunity to choose from three instruments for free

tuition. Her findings explore the effects which influence instrument choice and how this information could improve the number of students continuing with instrumental tuition at a post-primary level.

Tamsin Adams from Canterbury Christ Church University considers autism with particular respect to suggestions that children with Autism Spectrum Disorder (ASD) have difficulty with regulating their emotions. Tamsin discusses what emotional regulation means and the importance of recognising and regulating emotions. In her study she looked at the individual's ability to recognise emotions, followed by looking at the individual's emotional responses to different images or scenarios. Among her findings she reports that the children within the study could identify the emotional state of others, but struggled with relating the emotion to the self, and managing that emotion.

Stacey Green from the University of Cumbria discusses how information communication technology (ICT) can facilitate high quality teaching and learning for dyslexic children and their spelling. The use of an iPad was utilised in small group spelling sessions to assess the effect ICT, specifically iPads, can have on pupils who have a diagnosis of dyslexia or significant literacy difficulties as recognised by the school. She found that the children had improved spelling confidence and ability when various methods were introduced to the children on the iPad such as spell check and a speak tool software to hear the word.

Phil Martins from the University of Cumbria presents a critical reflection on how sensory stories facilitate High Quality Teaching and Learning for children with Profound and Multiple Learning Disabilities (PMLD). The results of his research suggested that the use of Sensory stories did indeed help students to reach their targets. Given his results Phil would advocate the use of Sensory stories within a PMLD class and intends to make use of them in future practice. He notes however that this success may be partially or greatly due to the use of 'intensive interaction' in conjunction with the sensory stories and signposts further research into the two.

Anna Stoten from Canterbury Christ Church University asks how Year 2 pupils' reactions to stories about children with ADHD Attention deficit hyperactivity disorder were influenced by the featured teachers' response to symptoms. In her research, two vignettes included the identical symptoms of ADHD as the behaviours of the featured child, but varied in the teacher's response to these symptoms. This allowed the comparison of responses during analysis in attempts to give insight into the social experiences of pupils with ADHD in the classroom and the possible influence of teaching practitioners upon these experiences.

Joseph Lamb from Bishop Grosseteste University wonders how teachers reflect on their practice. In his study he found that teachers reflect on their practice based on feedback from senior management, discussions with colleagues and personal experiences. Teachers did not allow pupils to evaluate their teaching and were reluctant to ask colleagues to evaluate their teaching practice due to the fear of being seen as inadequate. He recommends that schools should support teachers to engage in reflective discussions with colleagues in order to increase criticality and teachers should utilise pupils' feedback and opinions as part of their reflective practice.

Jade Diebelius from Canterbury Christ Church University wanted to develop an 'Expandable Intelligence' using Lucas and Claxton's 'Expansive Talking Framework' in maths. Her research illustrates a reflection on pupils' responses and her analysis against four habits of mind, chosen from Claxton (2002) Building Learning Power that supports the belief that intelligence is expandable. Jade's key finding from the research was that attitudes have the potential to be developed in the short term and expandable intelligence is a state of mind that transcends experiences and cannot be seen in just mathematics. Her paper concludes with implications for future practice.

Lauren Smith from Newman University focuses on the effectiveness of Mantle of the Expert within the Early Years Foundation Stage. It looks into the teachers' perceptions of Mantle of the Expert, what teaching strategies are used to implement Mantle of the Expert and whether it addresses all seven areas of the Statutory Framework for the Early Years Foundation Stage. Findings from Lauren's paper show that teachers positively perceive Mantle of the Expert, where children develop academically and personally. However, Mantle of the Expert is not without its limitations, as it can be challenging to understand its concepts and to plan for.

We complete the issue with a paper from **Emma Fox from Canterbury Christ Church University**. Emma was a runner-up in the Critical Writing Prize 2017 organised by Critical Publishing and TEAN is pleased to be able to add her paper to this issue of STeP. Emma's paper concerns the effects that school closure has had on a school community. Her research project explored the conceptualisation of well-being, and what it is 'to flourish', and seeks to ascertain if an intervention based on 'Mindfulness' practises can promote or even maintain the well-being of pupils amidst such a destabilising climate.

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