

SSE Focus Group April 2023

2nd Year

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Question 1-11 from AP 1 Meeting

These questions focused on what learning means to them, how they learn best, group work and CBAs.

- Similar responses to the 5th Years when explaining what learning means to them and how they learn best reflecting a **range of learning styles** and favourite subjects. Greater **focus on how useful what they learn now will be in the future** when compared to the 5th Years.
- For room layouts most said **rows of two or groups of four** were preferred to single desks **unless they were likely to be distracted**. Two students said that they would prefer single desks as they like having their own space.
- In most of their classes, students were **able to discuss work** with classmates **before and during classwork tasks**. This is an even **higher figure than reported by the 5th Years**. The vast majority found it significantly **more helpful than distracting**.

- **Most** responses about **CBA**s suggested that they were a **positive experience**. One student said that they were a “Waste of time tbh” but the other students stated that while the CBAs may have been daunting at first, “They are handy for later on in life”. One student even stated that “they are fun”.

11. Did you speak in class today? To who? Click on all that apply to you. (0 point)

[More Details](#)

● Spoke to the teacher	6
● Spoke to the whole class	2
● Spoke in a pair or group	5
● I did not speak in class today	0



- The results for question 11 showed that **students are still reluctant to speak in front of the whole class**. It also illustrates that teachers have **altered their teaching styles to meet the needs of their students** by offering opportunities to **work in pairs or groups**. **All of the students surveyed had spoken in class that day**.

Question 12-16 from Looking at Our School 2022

- As reported by the 5th Years, students stated that no one wants to be the first person to ask a question but **once the first person asks a question then they are far more likely to ask one themselves**. They said that the **increased wait time** during the week that we focused on questioning **made a positive difference to their participation in class**.
- **Many students said they would be willing to risk incorrect answers** but didn't normally take the opportunities to do so in class. The **increased wait time** during the week that we focused on questions made them **more likely to risk incorrect answers** and students said that “if we make a mistake, we can learn from it”. Some of the 2nd Years made references to **feeling judged by others in the class** based on their responses to questions in class. This was not an issue mentioned by the 5th Year focus group.

- Just like the feedback from the 5th Years, the **majority admitted that they do not reflect on their learning** unless there are tests coming up and even then, not as frequently as they should.
- The focus group admitted that many **students do not take responsibility for their learning** as much as they should and that it can depend on the subject or the teacher. Some of the group explained that “a lot of the time people just give up after getting a bad result”.
- When questioned further a student stated that “Again sometimes people would rather blame problems with grades on the teacher instead of saying they need to study more”. Suggesting that **students need to take more ownership of their learning**.

What conclusions can we draw from the focus group?

The feedback suggests that **teachers in the school employ a varied use of questioning**. The **increased wait time** during the question focus week **made the most difference**.

Student **participation in class has increased** since our first intervention in January.

The **use of groupwork has hugely increased** since students were in 1st Year and is very beneficial for the majority of students in the school. This shows how **we as a staff have changed our teaching styles to meet the needs of our students**.

Students need to reflect on and take greater ownership of their learning as they mainly study when exams are coming up.