



## Fellowship Update

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| Name  | Anna Nesbitt  |
| Project Title                                   | The use of quizzing to correct student misconceptions and embed knowledge at KS3.   |
| Reason for doing the Action Research/Fellowship | <p>I am very passionate about educational research after completing my degree in education studies. During my teacher training and career so far I have had the opportunity to work in a range of diverse settings and I truly believe that a knowledge and understanding of the theory underpins practice.</p> <p>I wanted to do the fellowship to help me develop and improve my own practice in a brand new setting. I am very passionate about teaching and learning and the quality of students education, therefore I wanted to focus my fellowship on something that I could incorporate not only into my own lessons, but also school/trust wide.</p>   |
| A snippet of progress to date                   | <p>As part of the fellowship programme I am focusing on the use of quizzing to correct student misconceptions and embed knowledge at KS3. Current government policy states that a providers curriculum should be 'coherently planned and sequenced' in order to allow students the opportunity to build knowledge and skills for their future learning and employment (Ofsted, 2019). With this in mind I decided to base my literature review research around the positive impact of quizzing as a tool for teachers, particularly in a SEND setting. When writing my literature review I sectioned it into five key categories; baseline assessments, constructivism, reducing anxieties, assessment and cognitive load theory.</p> <p>One of the main focuses for my literature review is how quizzing can be used as a tool for teachers to guide student learning rather than as a form of assessment. I asked teachers to complete a survey and found that most use quizzing as an assessment tool, either through multiple choice questions, or quick fire quizzes at the end of a lesson. Instead of this I wanted to research the impact of using quizzing as a baseline assessment tool. I found that much of teacher instruction is lost at the beginning of a unit of work, because teachers are not always taking into account what their students already know. On reflection I realised I had done this in my own lessons. I had previously introduced a new topic and found that students were disengaged, possibly because they lacked knowledge and therefore could not find meaning in what we were studying. As a result of this I wanted to focus the start of my literature review on how baseline assessments can be used to avoid this, by placing common misconceptions and assessing student's prior knowledge before starting a new piece of work.</p> <p>When undergoing section 2 of this assignment I put a baseline assessment into place, finding that it worked as a 'hook'. Most students were engaged with</p> |



discussion and wanted to tell me what they already knew about that particular topic. They also wanted to know more about what they didn't. However, the downside to quizzing at the start of the topic is the risk of raising student anxieties. There never seems to be a one size fits all approach to teaching, and I have found that the strategies you use are solely dependent on the setting on which you are in. I've had to adapt my approach in the classroom, because children with severe learning difficulties or ASD can have feelings of anxiety when being tested. Of course, when using quizzing as a tool to embed knowledge and find student misconceptions this can be a negative factor. Take one student who I teach as an example; when doing a baseline test in a Geography lesson the student became very distressed, assuming that the quiz was about his academic performance, thus not completing it at all. This meant that the purpose of the quiz was null and void for that particular student and therefore was it a waste of time?

Generally the literature I have read has pointed towards quizzing in schools being a purposeful and useful form of judging a student's pre conceived knowledge, their misconceptions and in some cases a quick way for teachers to assess. I have also found after conducting staff surveys that it something that they rely greatly on to assess where there students are, either at the end of a lesson, topic or unit of work. Yet there is still the argument that the 'test' or quiz can be quite an ordeal for both student and teacher, as students will quite often shut themselves off from tests and this leads to behavior management problems in the classroom that did not exist before.

I am yet to trial the use of regular online quizzing with students in my setting – something I hope to introduce. I want to see if low-stakes or no-stakes quizzing can be used in our setting to embed knowledge. The idea is that the student is not being 'tested', more that the quiz is used a revision tool so that students are taking some ownership over their learning.

Unfortunately the outbreak of Covid-19 has meant that despite setting up online quizzes through a website called Diagnostic questions, I have not been able to trial the online quizzing programme. I continue to write section 2 of my fellowship based on work I had done previously around baseline assessments, end of term quizzes and conversations with teachers and students. This has made conducting my research and therefore my professional development more difficult, but this is something I am still interested in and would like to trial when the chance is there.