

Case Study 4

Profile

Case Study 4 is a returning learner who attended both regular classroom sessions, and additional twilight sessions as they were preparing to complete the November resit. They have a diagnosis of ADHD and did say at the beginning of the academic year that they often struggle to focus in the class, particularly in a noisy environment, and do prefer to work independently. When we discussed the use of Podcasts, they were very positive towards this saying that they help with their concentration and with regular access, felt they were able to remember the requirements for the GCSE questions.

Initial review of GCSEpod



<https://youtu.be/txnUTWhnJXA>

Rationale for learners creating their own video podcasts.

After heavy use of the Pods for October/November revision with resit students, the most common piece of feedback was that videos are very basic, just giving an overall outline and not giving details on how to actually answer the exam questions.

Following this feedback, I wanted to make my own. I took the mock assessments we were aiming to complete during this academic year and created a format of looking at the questions, highlighting key words, commenting on how to identify quotations, and how to structure the response, with examples to demonstrate how marks are achieved across Level 1 – Level 4.

I researched a variety of recording software that would be used for the Pods, and after some consultation with other practitioners, I was introduced to ScreenCastify – A Google Chrome extension app that records the screen, and any voice over you want to add. This would allow for the simple creation of a PowerPoint presentation, which can then be spoken over, outlining the content and expanding where possible. The software is easily accessible, but the pods have to be recorded in one go, with no option of editing. Whilst I was happy to make my own, there was no guarantee that students would access them and use them in preparation for the class or for

their mock papers and final exams, which led to the decision of encouraging students to create their own. The podcasts took place over 3 lessons, and were differentiated based on learners' strengths, in order to give the best possible advice to others within their pods.

Lesson 1 (PowerPoint 1):

In preparation, based on their highest marked responses in class and in a mock, students were given a number on a post it within their folders: 2, 3, 4 or 5, corresponding to the questions they would be focusing on for their Pod. Groups were made to be as even as possible in terms of numbers.

Students were introduced to a new text for Paper 1 – an extract from 1984 – and the text discussed before asking learners to move into their numbered groups. Whilst in their groups, learners were asked to spend 10-15 minutes planning a response to the question before spending 10 minutes to write up a part of their response. From this, groups were asked to peer assess and identify who had the strongest response on the table. This was to then be used in the following lesson and the idea of creating a Pod introduced.

Lesson 2 and Lesson 3 (PowerPoint 2 and planning sheet):

Students were asked to get back into their groups following last lesson and to decide on roles for each person within the group, designating them a specific part of the pod to create. (See planning sheet). The pods were to take the same format as the ones I created, which were used as a demonstration for students to re-create with 1984.

Each member of the group worked collaboratively on the same PowerPoint to create the base for their pod, as well as making notes on what to say when completing the voice recording. Students were given the full lesson time to create their presentation in order to record their pod in the following lesson.

Once completed and proofed, the group were taken into a quiet room to record their vocals over their PowerPoint. Students were shown how to use ScreenCastify on the laptops, asking them to log in to my account as the pods would then automatically save to my Google Drive, where they would be shared on google Classroom.

Once recorded and saved, students were asked to use Menti to share their feedback on the experience of making their own pod, before they were shared for students to access.

Lesson Resources

[Extract from 'Nineteen Eighty Four' by George Orwell](#)

[Part 1, Chapter 1: Part One](#)

It was a bright cold day in April, and the clocks were striking thirteen. Winston Smith, his chin nuzzled into his breast in an effort to escape the vile wind, slipped quickly

through the glass doors of Victory Mansions, though not quickly enough to prevent a swirl of gritty dust from entering along with him.

The hallway smelt of boiled cabbage and old rag mats. At one end of it a coloured poster, too large for indoor display, had been tacked to the wall. It depicted simply an enormous face, more than a metre wide: the face of a man of about forty-five, with a heavy black moustache and ruggedly handsome features. Winston made for the stairs. It was no use trying the lift. Even at the best of times it was seldom working, and at present the electric current was cut off during daylight hours. It was part of the economy drive in preparation for Hate Week. The flat was seven flights up, and Winston, who was thirty-nine and had a varicose ulcer above his right ankle, went slowly, resting several times on the way. On each landing, opposite the lift-shaft, the poster with the enormous face gazed from the wall. It was one of those pictures which are so contrived that the eyes follow you about when you move. BIG BROTHER IS WATCHING YOU, the caption beneath it ran.

Inside the flat a fruity voice was reading out a list of figures which had something to do with the production of pig-iron. The voice came from an oblong metal plaque like a dulled mirror which formed part of the surface of the right-hand wall. Winston turned a switch and the voice sank somewhat, though the words were still distinguishable. The instrument (the telescreen, it was called) could be dimmed, but there was no way of shutting it off completely. He moved over to the window: a smallish, frail figure, the meagreness of his body merely emphasized by the blue overalls which were the uniform of the party. His hair was very fair, his face naturally sanguine, his skin roughened by coarse soap and blunt razor blades and the cold of the winter that had just ended.

Outside, even through the shut window-pane, the world looked cold. Down in the street little eddies of wind were whirling dust and torn paper into spirals, and though the sun was shining and the sky a harsh blue, there seemed to be no colour in anything, except the posters that were plastered everywhere. The blackmoustachio'd face gazed down from every commanding corner. There was one on the house-front immediately opposite. BIG BROTHER IS WATCHING YOU, the caption said, while the dark eyes looked deep into Winston's own. Down at streetlevel another poster, torn at one corner, flapped fitfully in the wind, alternately covering and uncovering the single word INGSOC. In the far distance a helicopter skimmed down between the roofs, hovered for an instant like a bluebottle, and darted away again with a curving flight. It was the police patrol, snooping into people's windows. The patrols did not matter, however. Only the Thought Police mattered.

Lesson PowerPoint: Inequality

https://padlet.com/louise_donkin/ts20zh7hii40

Pod planning sheet

https://padlet.com/louise_donkin/ts20zh7hii40

Example Pod created by the teacher



<https://youtu.be/vBFT1yXO91Q>

Teacher's PowerPoint: How to create a video pod

https://padlet.com/louise_donkin/ts20zh7hii40

Student's own PowerPoint- Creative Writing

https://padlet.com/louise_donkin/ts20zh7hii40

Student's Video pod

https://padlet.com/louise_donkin/ts20zh7hii40

Practitioner reflection on students creating pods

The process of asking students to work collaboratively on the same laptop to create a presentation was considerably time consuming, so if I were to repeat the same task, I would ask students to create the base for their pod using Google Slides, where multiple people can access and edit the same file at the same time, quickening the process.

As a lot of the feedback was about working in groups, I would give students the opportunity to either work in groups again, or give learners the opportunity to work independently if they felt more comfortable and in terms of voice recording, I am looking into several text to speech apps which could be used as an alternative, or ask for a volunteer in each group. Following a supportive observation from another member of staff, it was commented on that recording your own voice rather than using a voice recording makes the pod more relatable, as you can hear the enthusiasm and confidence in what they are relating to a listener, so where possible, students will be encouraged not to use a voice app unless necessary.

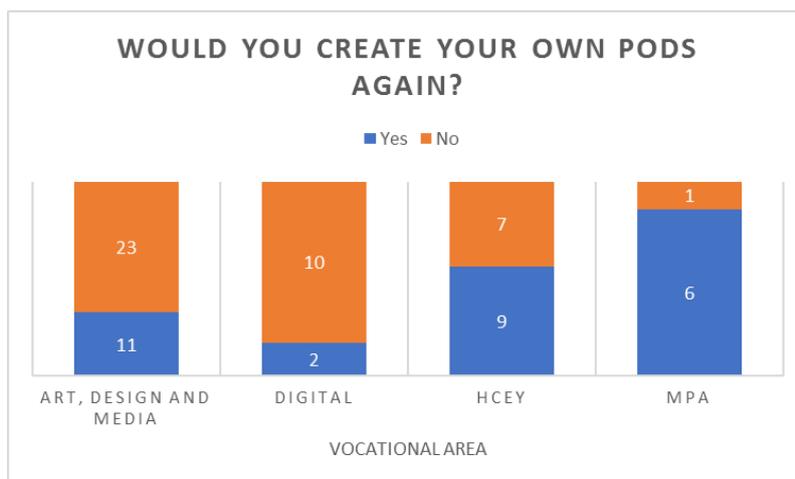
Several students, since recording the pods, have accessed them on Google Classroom, but only a handful as several were embarrassed about listening to themselves again. Rather than just giving students access to the pods made by themselves, I will make an accessible folder where all pods can be accessed by others, following learner permission.

Since speaking with my lead practitioner and staff from other vocational areas, I am potentially delivering CPD internally and externally on how these can be used across any vocational area as a means of helping learners to revise for assessments or as a form of summative assessment, demonstrating knowledge.

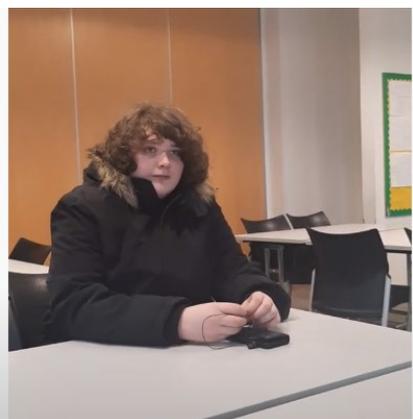
Learners' feedback on creating pods

- Overall, 60% of students said they would not like to create their own pods again
- 9% said they were unfamiliar with Screencastify or the computers being used and 25% said they were either anxious or uncomfortable about recording their own voice.
- 13% of students said they would be happy to do the task again, but would prefer to work individually rather than in a group, use some text to speech technology instead of recording their own voice or have someone volunteer to record the voice over on their behalf.
- 40% of students said they would be happy to create their own pods again, giving feedback that they enjoyed creating the Pods as it was a different form of learning, and they found it fun and enjoyable and found that it boosted their confidence in relation to their knowledge of the exam.

A graph to show which Curriculum groups would create their own pods again.



Video: Learner's Reflective feedback



<https://youtu.be/QXJr3cFME74>