'Academic Literacy' in the Sixth Form

Optimising Engagement with Academic Articles in Economics and Music through Lesson Study

Jane Brandon

&

Andrew Ross

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> *'As I work on this essay, over the Christmas of 2015, I know that a copy of my book* The Wild Places *is being sledge-hauled to the South Pole by a young Scottish adventurer called Luke Robertson, who is aiming to become the youngest Briton to ski there unassisted, unsupported and solo. Robertson's sledge weighs seventeen stone, and he is dragging it for thirty-five days over 730 miles of snow and ice, in temperatures as low as -50C, and winds as high as 100mph. Under such circumstances every ounce counts, and I felt impossibly proud when I found out that* The Wild Places *(paperback weight: 8.90oz) had earned its place on his sledge and impossibly excited at the thought of my sentences being read out there on the crystal continent, under the endless daylight of the astral summer.'*[1]

The opening quote from Robert Macfarlane's meditation on the power of books in 'The Gifts of Reading' (2016) is an important, if extreme, reminder of the value of words. Which author wouldn't be delighted that their writing had been prized highly enough to be carried to the brink of human endurance in one of the harshest environments in the world, when every milligram of weight matters?

In education too, the importance – one may even say the life-defining – power of words, of reading, of sustained focus, and absorption of narrative and argument is consistently underlined in practice and in research. While many teenagers wouldn't attempt a trip to the South Pole with a book in tow, Maryanne Wolf[2] and Alex Quigley[3] amongst many others have shown that engagement with reading is a pivotal driver for success inside and outside the classroom. It is a marker of academic potential leading to excellence in examinations and an indicator of future achievement in higher education and the workplace. There is an experiential and emotional aspect of this too, as outlined by Mary Myatt: 'Reading is a gateway into unfamiliar places, other people and alternative experiences... the brain, it seems, does not make much of a distinction between reading about an experience and encountering it in real life; in each case, the same neurological regions are stimulated.'[4] When young people read, then, they can take on the feelings and experiences of others and in the act of doing so empathise with perspectives far beyond their own social and political circumstances. Academic articles, too, brimming with ideas, references, and (potentially contentious) arguments, enrich understanding and fruitfully challenge students' established opinions. Indeed, according to Wolf, engagement with sustained reasoning of this type is one of the most crucial markers of our human potential. 'Literacy alters the brain in profoundly transformative ways, which alters the person, which alters the species, which alters humanity itself. There is little more important for the future of our species' intellectual development.'[5]

This project was borne out of a drive to encourage Sixth Form pupils to benefit from, and be intellectually transformed by, academic articles that would usually be encountered for the first time

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[1] Robert Macfarlane 'The Gifts of Reading' (2016), p. 31-2

[2] Maryanne Wolf 'Tales of Literacy for the 21st Century' (2016)
[3] Alex Quigley 'Closing the Vocabulary Gap' (2018)
[4] Mary Myatt 'The Curriculum: Gallimaufry to Coherence' (2018), p. 111
[5] Maryanne Wolf 'Tales of Literacy for the 21st Century' (2016) p. 1

at undergraduate level in two contrasting subject areas: Economics and Music. It is unashamedly ambitious and founded on a belief that engagement with material of this complexity and richness can lead to benefits in both the short and long term. Reading widely is highly prized in the essay sections of both subject specifications: case studies, beyond-the-textbook topical examples and wider cultural understanding are key parts of demonstrating excellence in examinations and our quest for A*s. Reaching further, though, it is also these skills of assimilation, grappling with complex arguments, and forming substantiated opinions that underpin the smooth transition from school to university, not to mention the skills needed to make the most of students' performance in the interviews for the most competitive university courses, including Oxbridge. And further ahead still, these skills are the bedrock of career building.

What follows, then, is a cross-curricular investigation into how engagement with subject-specific academic articles can be optimised in the Sixth Form. This overview will outline why literacy of this type is such a challenge in the 21st century and why it is so important, both from the perspective of secondary age teaching and also in the transition to university. Secondly, it will focus on the pedagogical processes and strategies that have been shown to encourage increased 'academic literacy'. Thirdly, it will evaluate the potential advantages and disadvantages of using Lesson Study as a means of testing ideas in the classroom. Fourthly, there follows a write-up of the lessons themselves and our initial pedagogical conclusions.

School Literacy

Alex Quigley underlines the tight link between literacy and socio-economic potential in contemporary Britain: 'the evidence is stark: children who are disadvantaged fall behind their more affluent peers by around two months for each year of secondary school.'[6] Literacy then, including academic literacy at the top end of the performance spectrum, determines progress and can literally define futures. Further research has focused on the correlation of literacy with social equity lasting throughout life.[7] Quigley goes on to outline the case for whole-school literacy initiatives that ensure that all subject-areas build on subject specific vocabulary as well as general modes of academic discourse. He identifies three tiers of reading: (1) everyday words; (2) words that are essential in cracking the academic code and more obscure words not usually contained in everyday speech; and (3) specific academic terminology.[8] As will be explored later, students in this study required support with both tier 2 and tier 3 words during the course of the six case study lessons. During the study our decisions about how to increase and test comprehension also resonated with Quigley's, using prediction; questioning; clarifying; summarising; inference; activating and relating with prior knowledge.[9] We also chose to explore the meaning/subject-resonance of significant vocabulary in the articles that we selected. Finally, we strove to ensure that our 'teacher talk' was as 'academically rigorous and precise as possible. 'Just as developing a reading culture requires nurturing, with systematic planning and a shared sense of purpose, so does creating a culture of academic talk.'[10]

Maryanne Wolf articulates the centrality of reading in shaping human experience and identity: 'Joseph Epstein's admonition, that "we are what we read" is as physiologically real as it is figuratively

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[6] Alex Quigley 'Closing the Vocabulary Gap' (2018), p. 176
[7] Linda McMillan and MaryAnn O'Neil 'Literacy and Social Equity' (2012)
[8] Alex Quigley 'Closing the Vocabulary Gap' (2018), p. 88-9
[9] Alex Quigley 'Closing the Vocabulary Gap' (2018), p. 98
[10] Alex Quigley 'Closing the Vocabulary Gap' (2018), p. 149

correct for an individual.'[11] And in terms of early development, she points out that 'being read to remains one of the most powerful predictors we have of later reading ability… [due to the power of] sustained joint attention.'[12] Crucially for this project, Wolf outlines the importance of what she terms 'deep reading' in assimilation of thought. The ability to take time to be with text, to engage with it uninterrupted and to allow it to literally change our neural programming: 'Deep reading processes *underlie* our abilities to find, reflect, and potentially expand upon *what matters* when we read. They represent the full sum of the cognitive, perceptual, and affective processes that prepare readers to apprehend, grasp, and assimilate the essence of what is read – beyond decoded information, beyond basic comprehension, and sometimes beyond what the author writes or even intends.'[13]

This type of deep reading, though, is under threat.[14] 2-13 year olds in America are online for an average of 7 hours per day and 'A recent British study indicates that 51 per cent of children between three and four years have a tablet.'[15] Deep attention is becoming 'continuous partial attention… For example, in one study cited by Baron and conducted by Time Inc., young people switched media sources twenty-seven times in an hour. In another study, students reported using, on average, three to four digital devices at a time, rapidly switching their attention from one to another.'[16] This has led to radical changes in the type of reading that we typically engage in. 'Reading researcher Ziming Liu describes the 'new norms' for reading as skimming, word-spotting, and moving from topic to topic without necessarily adhering to the linear sequence originally constructed by the author. These behaviours are the objective correlative of our fragmented attention.'[17]

In this world of almost incomprehensible amounts of information at our fingertips[18] then the challenge is how to maintain the skill of single point focus and deep engagement with reading. And

[11] Wolf, p. 4. 'Through processes whose examination will reveal as much about the brain's design as the reader's skills, literacy propels the ever deepening expansion of thought, as whatever is read becomes integrated with what is known, felt, inferred, hoped, and imagined by the reader.' (p. 3)

[12] Wolf, p. 40-2. 'Literate persons activate areas when they process language that were not activated before they were literate. Ongoing research by James Booth and Stanislas Dehaene's group indicates that literacy makes new connections between language and visual attention systems that were never there before.' (p. 59)
[13] Wolf, p. 112. 'The more we know the more we see.' (p. 118)

[14] Wolf 'First my greatest fear. It is a triptych. I worry about the formation of deep reading capacities in the young; about the deterioration of these capacities in expert readers; and about the indifference and/or lack of knowledge about the consequences of both.' (p. 143) 'As cautioned by [Sherry] Turkle, we are en route to becoming *cultural bystanders*, whose detachment prevents awareness of the potential loss of qualities essential to our humanity.' (p. 141)

[15] Wolf, p. 144
[16] Wolf, p. 146 'human attentional systems are evolutionarily predisposed to move immediately to any new or novel stimulus.' (p. 147)
[17] Wolf, p. 148
[18] Wolf 'Study by the Global Information Industry Center at the University of California in San Diego. In a single year 'Americans consumed information for about 1.3 trillion hours, an average of almost 12 hours per day. Consumption totalled 3.6 zettabytes and 10,845 trillion words, corresponding to 100,500 words and 34 gigabytes for an average person on an average day. A zettabyte is 10 to the 21st power bytes, a million million gigabytes.' (p. 154)

what we need to develop is what Wolf terms 'cognitive patience.'[19] As she points out: 'The most important issue in the transition from a literacy-based culture to a digital one is whether the time- and cognitive-resource-demanding requirements of the deep reading processes will be lost or atrophied in a culture whose principal mediums advantage speed, multitasking, and the continuous processing of the ever-present next piece of information.'[20] It is this challenge that is at the heart of this project.

'Academic Literacy': The Knowledge Curriculum and the University Perspective

In the current educational research landscape the battle of the 'progressives' and the 'traditionalists' continues to rage. On one side are ranged those who advocate flexible pupil-led lessons, group exploration with minimal teacher-intervention and soft-skills development.[21] On the other side, are those who espouse the primacy of subject knowledge, the importance of scaffolding concepts, the merits of regular testing and the importance and relevance of (the now quite contentious issue of) teacher-talk.[22] On the latter side of the argument Hirsch frames the situation as a question of civil rights, with strongly political and egalitarian connotations: 'Once the centrality of knowledge (not general 'skills') is fully grasped by educators and the wider public, the right to parity of knowledge among young pupils will come to be understood as a civil right… 'success' understood as becoming a person with autonomy, who commands respect, has a communal voice that can write and speak effectively with strangers, can earn a good living, and can contribute to the wider community.'[23]

The purpose here is not to choose one side in this debate, indeed arguably the best lessons seek to develop both knowledge and 'soft skills'. However, the importance of engagement with academic articles sits squarely at the centre of this pedagogical 'dispute'. For, if we value arguments, specialists, ideas, and subject matter beyond the syllabus (that is not broken down into bite-sized chunks), then we are also embracing knowledge-based academic rigour. Following on from this, if we embrace academic challenge we also by definition need to be comfortable exposing students to material commonly introduced at undergraduate level 'early'. What this can offer of course, once the challenge is overcome, is powerful and manifold. Students have the chance to think outside the syllabus, form their own arguments either for or against those that they read, and enrich their broader subject knowledge. Additionally, references in one article may lead to another leading to further reading in a domino effect leading to more research for its own sake. Thus the pragmatic and the idealistic come together: students may learn more about their subject to prepare them for their examinations and future degree studies, or in more abstract and more widely-applicable terms thirst for knowledge and learning for its own intrinsic reward.

It is interesting to note that universities are also attempting to tackle the divide between secondary approaches to reading and those demanded by research courses at undergraduate level. An example is the Information literacy programme at Vanderbilt University, where a librarian was embedded into a Music Degree programme, in order to encourage increased engagement with library search facilities and to offer guidance on associated skills such as referencing, research methodologies and

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[19] Wolf 'All educated individuals of our societies need to be able to exert cognitive patience, which translates into the extra millisecond necessary for denser, more demanding texts, regardless of discipline.' (p. 152)

[20] Wolf, p. 155
[21] Refs: Simister, Dweck etc.
[22] Refs: Hirsch, Christodoulou etc.
[23] E. D. Hirsch Jr 'Why Knowledge Matters' (2017), p.2

issues surrounding copyright and intellectual property.[24] Interestingly from the perspective of Beutter Manus, 'First Year students lack experience with differentiating between primary and secondary sources, locating credible information sources (both online and printed), evaluating the quality of information, and even narrowing a topic.'[25] It is precisely these types of skill that this study seeks to address.

Classroom Strategies and the 'Power of Struggle'

There have been numerous studies about the best ways of gaining 'intellectual mastery' of a topic area. One of the most compelling ideas that comes out of this research, drawing on ideas from the field of neuroscience, is the importance of difficulty and the need to allow students to struggle in order to learn. This resonates strongly with Wolf's 'cognitive patience', referenced above. Myatt points out that giving time to such 'difficult' tasks within the curriculum is both vital and challenging: 'The problem is that too much of pupils' work is over-scaffolded, overladen with writing strips and generally over-supported. A further problem is that a race through the curriculum means that the material is atomised and the pupil never gets the chance to see where their work sits within a bigger picture.'[26] This atomisation and tendency for 'surface' appreciation of concepts and ideas, is thus driven by curriculum content demands and time constraints.

In Wolf's terms, too, the current explosion of digital engagement has also lead to massive changes is the process of reading itself: 'During our present transition, with its emergence of a "digital reading brain", unknown changes have begun to accompany the co-occurring emergence of a new reading style – one that is able to integrate multiple sources of information, but that often appears fragmented, less focused, and potentially less able to attain previously achieved depths of concentration, comprehension, and even immersion in reading.'[27] Jamie Thom, too, points out that concentration itself is at risk: 'In a society that provides thousands of opportunities to procrastinate, the ability to encourage reflection and avoid rushed thinking becomes challenging. In Daniel Kahneman's *Thinking Fast and Slow (2012)*, the author outlines that the human brain has two different modes of thinking… system 1 is our fast and automatic manner of thinking that requires little moderation or effort. System 2 is our attention and effortful mental activity, including agency, choice and concentration.'[28]

Reading has thus become a double-challenge in the classroom: it is challenging to integrate the time required for reading long complex texts in a crowded syllabus with the attendant pressure over covering specific examined subject content. And it is challenging to break free from the grasshopper-like tendencies of reading in the 21st century where eyes flit from one piece of scrolling text to another, seldom dwelling on any one, but attempting to surface-assimilate multiple inputs at once.

David Didau gives hope that Kahneman's 'System 2' thinking may be achievable, through hard work. Indeed he highlights the fact that 'cognitive strain' is in itself vital to learning: 'Learning happens when we think hard, so we need to create conditions which induce *cognitive strain*. Strain is

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[24] Sara J. Beutter Manus, 'Librarian in the Classroom: An Embedded Approach to Music Information Literacy for First-Year Music Undergraduates' (2009)

[25] Sara J. Beutter Manus, 'Librarian in the Classroom: An Embedded Approach to Music Information Literacy for First-Year Music Undergraduates' (2009), p. 256

[26] Mary Myatt 'The Curriculum: Gallimaufry to Coherence' (2018), p. 78

[27] Maryanne Wolf 'Tales of Literacy for the 21st Century' (2016) p. 5

[28] Jamie Thom 'Slow Teaching: On Finding Calm, Clarity and Impact in the Classroom' (2018), p. 109

unpleasant and stressful. We're wary of the unfamiliar and so we concentrate.'[29] He also suggests the ways in which meta-cognition can support progress: 'Teaching meta-cognition, or any other meta-skill, demands the deliberate deployment of two venerable and unfashionable teaching methods: scaffolding and modelling.'[30] It is precisely these methods of scaffolding and modelling that shaped our approach to lesson planning in the study that follows. As will be show in the case studies, though, the element of struggle was one both embraced and experienced as a testing challenge by our students.

Lesson Study – Potential and Challenges

Lesson Study originated in the Japanese education system in the 1880s. The system 'emphasises critical feedback on lessons, assessment of lesson plans, and reflective practice'[31] with a number of teachers collaboratively planning, evaluating, observing and adjusting their lessons to achieve shared previously-defined outcomes. Dudley has outlined how this system may be integrated into classroom practice in the UK context, highlighting its power for change due to close collaboration and an egalitarian mind-set that allows for safe professional critique and an emphasis on shared learning. It is this programme that we followed in the case study that follows.

The translation, though, of a set of study patterns from Japan into the Western context is not without its challenges. As outlined by Sonal Chokshi and Clea Fernandez, time pressures, the need to 'quantify' the efficacy of interventions, and self-consciousness about the observation process can prove hurdles to beginning. Later, not keeping sufficient focus on the research question can lead to incidental learning that is outside the scope of any particular study.[32]

In this study, we found the professional dialogue and context expedient for exploring the topic, and the planning and observation sessions proved fruitful and insightful. Keeping the research topic clearly in mind, as well as ensuring that we followed the process set out by Dudley carefully, meant that it was a very effective medium for exploring the topic.

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[29] David Didau 'What if you everything you knew about education was wrong?' (2016), p. 218 'One of the most troublingly counter-intuitive discoveries in the field of cognitive psychology is that current performance is a poor indicator of future learning. It seems that the better our performance is at the point we encounter new information, the less likely we are to retain and be able to transfer this information to different fields.' David Didau 'What if you everything you knew about education was wrong?' (2016), p. 216
[30] David Didau 'What if you everything you knew about education was wrong?' (2016), p. 208
[31] Mohammad Reza Sarkar, Keisuke Fukaya and James P Lassegard '"Lesson Study" as Professional Culture in Japanese Schools', p. 176
[32] Sonal Chokshi and Clea Fernandez 'Challenges to Importing Japanese Lesson Study: Concerns, Misconceptions and Nunaces' (2004)

Summary of lesson study project: Economics and Music

JBN/AR effected June/July 2018

Ex ante

Proposal / area of research: to research and build capacity of learners' ability to manage longer, academic texts

Background – why research it?

- 'Bite sized' learning apparent from the style of KS5 text books etc appears to have engendered an inability to work with longer, more demanding resources/extracts etc
- 'Deep thinking' to some extent replaced by superficiality (screen time / pupil centred 'discovery' type learning)
- Exam focus limits the need to go beyond the essentials of subject specifications and, possibly, has constrained the need (and desire) to further subject knowledge and interest

Objective: to explore ways and means of building capacity of working with longer, subject-focused texts by working with year 12 pupils to see how best to build such capacity through a series of 3 lessons, each focusing on a different academic article journal.

Desired outcomes: for teacher, to know what works in supporting learners' access to assimilate and manage more demanding texts to deliver greater content in greater depth; for students, to increase confidence and capacity to manage academic type resources (such as might be encountered at HEI).

Method: running over a three week period learners worked with academic articles and a range of support mechanisms.

Two case pupils were selected to assess the reactions during the lesson and for review *post hoc* (suggest one middle and one high ability). Lesson outcomes will comprise summary notes (short form / bullet points); mind maps; summative, holistic paragraphs (abstracts).

LS elements comprise: (i) the pupil learning to be developed / improved (ii) curricular content (iii) pupils' needs based on the case pupils and, (iv) pedagogical approach to be refined/developed etc.

The 3 lessons to follow the lesson study pathway with the second and third being informed by the first. Should adaptation in the method be required according to perceived need then this can be so.

Ex post

Postscript to the project (AR)

'One of the end goals of teaching is to instil in students the ability to wrestle with the most demanding texts, interpret them independently, and understand why and how they mean what they do.'[33] If we as educators at KS5 particularly see the preparation of students for higher education as an important part of our role then there would appear to be little more important than to develop competence with academic type journal articles.[34] It is a fungible skill transferable across the curriculum and often in connection with non-narrative non-fiction[35] which presents the ultimate

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[33] Lemov, Driggs and Woolway *Reading Reconsidered – a practical guide to rigorous literary instruction.* (2016) Jossey-Bass, San Francisco, p59
[34] AR#6 the comment was made that going beyond the A-level specification was 'appreciated.'
[35] Non narrative in the sense that there is no obvious beginning – middle - end

challenge as such articles are not sequenced. 'Reading non-fiction[36] poses a double-challenge (…) [as] non-fiction often demands a strong base of prior knowledge but reading non-fiction is one of the primary ways such a base of knowledge is built. Much of what many students must read in college is non-fiction (…) but their reading (…) is usually heavily weighted towards fiction. Thus students arrive on campus unprepared.[37] Reading non-fiction, harder texts with rigour and purpose (which was the essence of this lesson study project) underpins Lemov's 'core of the core'[38] and makes 'students better prepared for college and life.'[39]

This short lesson-study project took a group of high ability learners[40] and challenged them with a series of academic journal articles in music and economics. It sought to build competence in coping with such articles through different approaches – beginning with no instructive guidance, through refinements revealed experientially as the project unfolded, to blended approaches[41] that supported deeper understanding – all of which were based on lesson study feedback and review. So, why academic journal articles? We were both of the view that, 'even though it can be difficult to teach students to read outside their comfort zone, it is folly not to,' [42] and as practising teachers we are aware of nearly all students' reluctance to push their reading exposures beyond A-level exam-board approved textbooks and related material. We were eager to build capacity with journal articles and it was quite a revelation to witness students' ability to scramble rapidly up the ladder of cognitive strain[43] and to enhance the absorption rate[44] of material.

At the outset the extended and demanding nature of the material appeared daunting, off-putting even,[45] and there was a tendency to become embroiled in the finer detail and minutiae which obscured the bigger picture.[46] Early on, 'gist reading'[47] was apparent - a lack of attention to detail and a difficulty with subject specific academic terminology combined, unhelpfully, to engender a lack of desire to explore further – rather learners preferred to pass over such vocabulary.[48][49] Unsurprisingly deficiencies in understanding emanated from this.[50] Whilst the purpose of the activity was intentionally not to chunk and dissect the content, the guiding of attention with text directed questions (TDQ) was valued. Identifying the deep structure and strands of reasoning of the articles

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[36] Strictly non narrative fiction which disseminates information or presents an argument, p116 often with different organising principles and lack an obvious beginning, middle and end' p117

[37] Lemov et al p115

[38] Ibid p5

[39] Ibid p6

[40] Summer term of year 12

[41] Creation of mind maps, flow-charts, lists for and against, bullet-pointed summaries, for example

[42] Lemov et al P60

[43] Essentially Daniel Khaneman's 'Type 2' thinking (*Thinking Fast and Slow*)

[44] Absorption rate is how quickly students assimilate new knowledge

[45] AR#2 Students interviewed were 'overwhelmed by detail' and found it 'hard to pick out the main points'

[46] Colour 'coded' / highlighted areas of text was a popular 'go to' at the outset – but what was being highlighted?

[47] Interpretation of the text but not based upon a sound understanding of it, Lemov at al p60

[48] Highly revealing metacognition was apparent in AR#4 – the class concluded that having 'a rough idea isn't necessarily good enough' when it comes to definitions

[49] Lesson JBN#1 M said she ignored difficult words

[50] AR#2 interviewed pupils commented the 'sections are so long to summarise' and found it 'hard to pick out main points' and felt 'overwhelmed by detail'

was problematic, but simple refinements in the delivery process (especially the TDQ)[51] – allowed for learners to establish their own guided pathways through extracts without heavy scaffolding taking place.[52] This lesson study project supported the 'close reading' concept[53], namely 'the methodical breaking down of the language and structure of a complex passage to establish and analyse its meaning.[54] 'Close reading' (…) [is] one of the fundamental experiences of attending (or preparing) for college'[55] and, 'choosing harder texts (…) is one element necessary in preparing students for success in college.'[56] As such it should prove of enduring value to learners.

As the lesson study cycle unfolded students were far more accepting and willing to work with the articles – surely evidence in itself of a successful project, but informing students as to how best to handle the material requires layered reading[57] combined with TDQ. The ideal outcome Lemov sees as 'mastery expressed through writing'[58] which, although not developed in this project, could be seen as a natural follow-on.

Another revelation was the way TDQ acted as a spur to directed discussion - essentially seminar-type learning – and this emerged as one of the most fruitful outcomes of the project[59][60] even if one has to caution that 'too much discussion is 'gist' – the assumption that students understood all of the text just because they are able to provide a general summary.[61] Also in evidence was the desire for a concrete outcome – a 'product' – mind-maps and related visuals and summaries of points for and against in particular, was seen as a valuable part of the activity.[62] Intriguingly, almost no one researched any further into the authorship nor the political persuasions of the articles.[63] The key findings are summarised below.

Key points (evidence from the project's lessons and post lesson interviews)

- Over a short period such as this, it is feasible to increase learners' capacity to manage longer academic related materials
- Initially such tasks are seen as daunting, especially if no guidance was given for focus
- JBN/AR tailored lesson inputs considerably to achieve the desired lesson outcome – most noticeable for both was a need to limit the length / number of lesson-based activities

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[51] Essentially text dependent questions which are those that cannot be answered without firm knowledge of the text. (…) To answer TDQ required attentive reading. Nothing else will do.' Lemov et al p75

[52] JBN#3 Guided to 'things to look out for (…) to understand it better (…) little titles helped.'
[53] Lemov et al 'Close reading (…) starts with establishing meaning via sustained and methodical attention to what the text says, a task that can be immensely challenging – and immensely worthwhile.' p72
[54] JBN#5 C described the TDQ as 'very helpful otherwise would have skim read it'
[55] Lemov et al p60
[56] Ibid p17
[57] Reading multiple times
[58] Lemov p61
[59] AR#2 both interviewed students stated this had been the best section of the lesson – the pacey high intensity being high on challenge
[60] Daisy Christodoulu in *Seven Myths About Education* (Routledge 2014) outlines in 'Myth 2' that a teacher-led and fact-filled approach is passive (learning) and thus less effective, is taken to task. A didactic approach can result in effective learning, 'pupils will struggle to commit any facts to long term memory while they are trying to make sense of lots of information on their own' (p39) summarises the point. Others are similarly supportive of such approaches, notably Barak Rosenshine in *Principles of Instruction* (American Educator Spring 2012 pp12-39) is just as forthright in favour of teacher directed (didactic) teaching and learning.
[61] Lemov et al p71
[62] JBN#5 the 'best' part of the lesson was the completed mind-map
[63] Especially important in any politico-economic context for traces of political persuasion

- Outcomes improved hugely with pre-released questions or other related tasks / foci rather than merely asking them to read material
- Key terms and specific language are critical in deep understanding. A temptation to pass over unfamiliar words was apparent throughout in all 6 sessions.
- Increasing challenge, pushing beyond the boundaries of specifications (and connecting to real world events) has been valued by case pupils
- A lack of motivation occasionally apparent (something that might be explored further – is there always the expectancy that the work will be done for them by us / others?)
- Teacher led discussion (questioning, probing, considering other perspectives etc) was seen by case pupils as particularly rewarding and enjoyable (didacticism)

Extracts used in the sessions:

AR 12XEC

AR#2: *Brexit, the Economics of International Disintegration* (American Economic Association Fall 2017)

AR#4: *The Elephant that Became a Tiger: 20 years of Economic Reform in India* (Cato Institute 2011)

AR#6: Economists (various) for Brexit *The Economy after Brexit* (2016)

JBN 12YMU

JBN#1: Debussy and Spanish Nationalism (Arizona Journal of Hispanic Cultural Studies 2003)

JBN#3: Huib Schippers *The Guru Recontextualised?* (Asian Music 38, 1 2007)

JBN#5: Jan Ling *Is World Music the Classic Music of our Time?* (Popular Music 22, 2, 2003)

Lesson study #1 JBN

12Music Thursday 14th June 2018 P5

Lamas / Colonised Consciousness of Spanish Music

Stage 1 Metacognition

Why?	University style study; closing the gap; connection to course (C)
	Wider knowledge (M)
Reaction?	Difficult; cultural links and background (C)
	Surprises (M)
Strategies	Highlight (M) [subsequently noted that M had colour-coded highlights
	Re-read three times (approx. 1hr) (C)
Challenges	Next time summarise at foot of each page after reading (C)
	Ignore difficult words; next time look up the words (M)
Going beyond	Listened to the Jota (C)
	Didn't get round to it (M)
Stage #2	Article comprehension and answering the three questions posed re the colonised consciousness: apparent difficulties with these tasks / high on challenge and needed guidance and support; the flow diagram supported the eventual understanding and the two key arguments (the 'traveller composers' appropriating what they considered Spanish to use in their works to add 'authenticity;' caricaturing; commercialisation, and secondly the nationalist composers erasing the eastern influences to connect Spain more to a European musical heritage).
	Listening to the pieces: repertoire analysis.
	Jota Espanol: both quite comfortable with repertoire commentary
	Chabrier Rhapsody: both able to identify key features; use of prior knowledge apparent. Dance / recurring motif / large orchestra / 6/8 time (M); muted trumpet / repetition / dance (C)
	Debussy Estampes: as above. Habanero rhythm / sudden changes (C); strumming and flourishes (M)

	Pedrell: 'doesn't sound Spanish' (C); 'not distinctive enough / not dance like / diationic / no dissonance (M)	
Stage #3	Key questions linking back to extract: guidance and support required	
Interview at end	Enjoyment:	Going beyond specn but related to it (C) / Agreed (M)
	Learned:	other composers explored Sp music for own purposes (M) / questioning the authenticity (C)
	Best:	Flow chart; explanations of key terms (M); summarising and listening to the pieces (C)
	Change?	Guidance on the key aspects to look out for (M)
		Able to select more of the inputs / resources / articles (C)

AR 15/06/18

Lesson study #2 AR

12Eco Friday 15th June 2018 P2

Sampson / Brexit Economic Disintegration

Stage #1 Metacognition

      Why?

(R) Extra reading to enrich the course (compulsory, as it was set as part of the course)

(N) Topical relevance, with current political resonance (particularly linking with the debate in parliament this week)

      Reaction?

(R) Long document

(N) Interesting/intriguing

      Strategies?

(N) Divided the article into sections to tackle on different days; completed additional research to clarify terms; highlighting; summarising ideas in the margin and writing down definitions

(R) Highlighting, re-reading, didn't look things up

      Going beyond?

(N) Referring to Twitter; Google; looked at the abstract of the article on Twitter

(R) Didn't go beyond the text

Stage #2

Working to identify the main themes of the article, in pairs, and listing them on whiteboards.

This was found to be challenging and identifying the 'deep structure' of the article proved difficult. (R) in particular required help from AR to clarify terms (i.e. 'welfare') and locking down subject knowledge/meaning.

(N+J) worked together to identify 5 areas [Trade barriers; customs union; financial sector impact; regulation; economic models]. There was a tendency for them to focus on the detail and get drawn into the analytical models themselves, rather than the 'big picture', although N showed an impressive awareness of and hunger to learn about how these models work and whether they are reliable.

(R+F) worked to identify 5 aspects [investment; effect on trade; immigration; post-Brexit options & consequences; welfare]. They found the material challenging and were nervous about whether they had the list 'right'.

AR then outlined the 5 points, as a summary. (R) made the observation that the author is strongly anti-Brexit, and discussion ensued about how he builds a persuasive argument.

Stage #3

Pupils worked in pairs to make mind maps around the five themes.

(R) observed that the 'sections are so long to summarise' and found the task daunting. In this section of the lesson (R+F) finished a summary of 5/5 points and (N+J) finished a summary of 2/5 points. All pupils found it difficult to identify deeper frameworks, sections of the argument and structural features within the unfolding argument.

AR observed that it may be helpful to write notes as an intermediate stage in tasks such as these i.e. (1) reading and highlighting; (2) short summary; (3) mind map.

AR lead discussion of the mind map on the board, asking questions as the session progressed. N demonstrated very strong wider knowledge/subject knowledge in this section and made sophisticated links between elements of the argument and the overall conclusion.

Short discussion and review: (R) found it 'hard to pick out main points'; (F) 'overwhelmed by detail'; (N) found the lesson 'high intensity'... 'hard to recall facts and fast paced.' (but when questioned further revealed that the pace wasn't fast 'in a bad way!')

Interview at end   Enjoyment: Relaxed; informal; fast-paced (R); tight on time; helped econ u/s; topicality; tying in data and theory (N)

Learned: increased ability to work with such docs; being able to talk more knowledgably about Brexit (N);

Best: the discussion element with teacher input (both)

Change? Guided questions to focus the reading (N); not keen on mind maps (N); help with complicated elements (R)

AR and JBN 15/06/18

Lesson study #3 JBN

12Mus Thursday 21st June 2018 P5

Huib Schippers, *The Guru Recontextualized? Perspectives on Learning North Indian Classical Music in Shifting Environments for Professional Training*

NB this session informed by, and prepared on, the outcomes of #1

Stage #1 Metacognition

Comparison between working with this article and the previous one?

Easier / harder to access and understand?

(C) Guided to, 'Things to look out for…to understand it better…little titles helped' (referring to pre-released focus questions to accompany article)

(M) 'One topic! … easier…in sections…one teacher' (experiences of)

Approach (strategies)

Both had colour-coded their highlighting in addition to 1 ¼ page of notes (C) and separate notes with sub-headings that followed extract (M) [length not seen]

Pre-release questions / pre-work

(C) 'Time consuming…worked with the sub-headings'

(M) 'Page numbers were good'

What would be taken from this experience for the next session?

(M) Annotate in margins

(C) Read in 'one go' rather than in sections

Both: make use of section (sub) headings

Stage #2 Content and context

Background to author and citations; 'What is a scholar? …'The source is good.' (C) Support required with this new area

Listen to extract A Shankar *Breathing Under Water* for features of Indian and non-Indian music; both effective apparently in these aspects of repertoire and features: 'Sitar apparent…drums join in late' (M); 'Stays in same key / scale… identifies the alap (slow intro)… timeless feel' (C)

Non-Indian aspects (M) strings part (C) sung in English

Paired article analysis concerning the meaning of the sliding scales. A challenging section that required pinpointing from the article, extraction and some explanation. Worked paired on unpacking the meanings. C able to pinpoint rapidly, M much less so (but did use own notes on the cultural diversity aspect).

Stage #3

Review of these and then proceeded to work on the part populated mind-map. Some evidence of being tied up with the minutiae (e.g. of the timings of the day's lesson p126) but rather well done overall, there being almost complete consistency of C/M's 'product' with that of JBN (cells 1-4). Apparent that both would have liked to have completed the final cells, 5 and 6!

Interview at end

Liked most?

Both Mind map compilation (despite C's jocular misgiving, 'No!' when suggested)

Learned?

(C) Definitions (M) Knowledge about teaching (the Indian repertoire)

Worked best?

(M) The sub-headings from the pre-released questions / pre-work

(C) The mind map completion

Change for next time?

(C) Speed matters a little to complete the m/map (M) Discussing the terms rather than write them

Postscript

Both aware that in three sessions we have been unable to complete the intended material.

Possible re-think about expected outcomes but without guiding the session content further as aware that to maintain the intended challenge we shouldn't be rowing back on the demands envisaged. Consideration of two lessons might be a suitable way to deliver the content effectively yet retain continuity? Or reduce the content to fit the hour?

AR and JBN 22/06/18

Lesson study #4 AR
'The Elephant that Became a Tiger'

Introduction:
Discussion around items in the news: Trade war between China and the US; tech giants and data.

Task 1: Meta-Analysis of responses to the article

Pupils found the film had good 'depth' and highlighted 'key issues as well as responses by the Indian economy to the economic crisis.'

(N) Preferred the writing style in the previous Brexit article. Found this one 'repetitive.'
(N) Considered this article to be lacking depth/detail. 'Didn't talk about Asia with enough specificity' in relation to World Bank (article sets up counter conclusions for Africa/central America without any detail). Liked key points about infrastructure.
(N) Identified lots of repetition due to exec summary. She considered that in order to access the material fully more historical context and background knowledge was necessary (i.e. googling around it)

(R) Found the Brexit article harder and it was longer. This one was easier to read.

General responses from the class:
- terms more difficult in this one.
- This one was longer (?)
- Didn't have as much familiarity with Indian context as the Brexit context.
- Brexit article structure had clear subheadings.
- Preferred the content of the Indian one - liked its 'newness'.
- Appreciated links with inflation and unemployment and economic growth etc.
- Liked the focus questions - looking specifically for positives and negatives, and felt that they would have got less from it if it hadn't been set up in this way.
- Read it twice including review. Skim reading, then reading again in more depth picking out parts that linked with the question.

Task 1A: Authorship and Key Terms

Few of the students had done background research on the author. (R) Looked up author in the lesson (!)

Key terms – (N) asked about 'fiscal stringency'
AR outlined the following terms: Economic development; Inward looking socialism; Crony capitalism; Maoism
Class came to the conclusion that having 'a rough idea isn't necessarily good enough!' when it comes to definitions.

Task 2: Positives and Negatives Lists

(N) Identified that there are about half and half in terms of positives and negatives. She plunged into the article straight away and had already highlighted text in the article to denote positives and negatives in her PDF version. She commented that the negatives often 'merge' into positives, which makes separating them out more challenging. (N) Identified environmental degradation which is

implicit in the article, therefore taking material from the article and going beyond it based on her own general background understanding. Impressive!

(R) Was relying very much on those working around her during this phase of the lesson. (R) looked a little distracted and didn't contribute much in general discussion [not much evidence that R had engaged with the article]

General response - some of the class pre-created charts separating out the positives and negatives into columns. Students sometimes found it hard to focus on big picture questions I.e. 'Skills' rather than detail. The class appreciated the addition of ideas on the board, summarised by AR.

Task 3: Cross-checking with the Spec

The class cross-checked the notes on the board with the list of constraints from the spec. ticking them off.

All confident with this task, although (R) appeared to be seeking reassurance from fellow students. 10 of 17 factors were identified by the class. Strong link was established with theme 4 'development economics'.
Very positive feeling in the room when these points were revealed to have direct correspondence with the Spec., justifying the relevance of the reading material.

Task 4: Plenary

Consideration of relevant data / Population pyramid / Trading stats etc.

Questions after the class:

Aspects of the lesson enjoyed most:

(R) Interactive and conversational style

(N) Liked the structure, moving from meta-analysis, to substance (positives and negatives) and clarification of terms

Key learning:

(R and N) How to extract data and facts from longer articles

What aspect of teaching worked best?

(N and R) Group work then sharing, then intervention by AR to clarify (i.e. definitions)

What would you change in the future?

(R and N) This lesson worked better than the last one, due in part to having specific foci before completing the reading. Very good amount of content covered in 1 hour. This could be usefully expanded in future lessons.

Other: the use of laptops in the lesson is of interest. Difficult to know if they were used for the articles pdf / own notes etc or if it was for other purposes.

Lesson study #5 JBN

12Mus Wednesday P1 11th July 2018

Jan Ling, *Is 'World Music' the 'Classic Music' of Our Time?*

Source: Popular Music, Vol 22, No 2, (May 2003)

Stage #1 Metacognition

Comparison between working with this article and the previous one?

(C) Split up…good (relating to the pre-work and notes construction from the sections)

(M) More about one thing… a case study

Easier / harder to access and understand?

(C) Good structure

(M) Summary points useful (the numbered lists in the article)

Approach (strategies)

Noted that both had bullet pointed summaries (completed pre-work)

(C) Read twice

Pre-release questions / pre-work

(C) Very helpful otherwise would have skim read it

Experience from the 3 articles?

(C) Value of making notes now apparent

(M) Value of summarising

Stage #2 Content and context

a. Quite a few examples needed explaining:

Understanding of key terms in extract: classic v classical; plethora

Neither was aware of the Grand Tour tradition in 18th c.

Galant style and 'empfindsamkeit'

b. Summarising the main argument actually quite well done by C (the analogy regarding travel and similarities was explained)

Stage #3 Mind map creation

A framed activity with the key stems on A3 completed which dove-tailed with the sub-headings for notes construction made for a more accessible task. 'We've done well' (C);

'easier' (both) and in review at end their content correlates reasonably well with the handout summary from JBN.

Extension questions revealed plenty of engagement with material: discussion for the need for different instruments and aural v notation with world v classical (European); less analysis needed with world music (M); learning by ear not the way we learn it (C).

Interview at end

Liked most?

(Both) The discussion questions at the end in which they could share their views

Learned?

(M) How world music has emerged and how classical music became popular

(C) The links between world and classical

Worked best?

(Both) The product – a one sided mind map

Change for next time?

Neither had suggestions here

AR 13/07/2018

Lesson Study #6 AR

The Economy after Brexit

Intro
Discussion of current news issues: protectionism and Trump; Tesla battery factory in China

Stage 1: Meta-questions

Intro to this section: Class discussion comparing Sampson's article (Lesson Study #2) and the present article.

(R) Found the article quite long this time; liked the structure; appreciated the fact that it is divided into lots of short sections with subheadings etc.; felt that the introduction to academics/authors would have been more helpful at the very beginning of the article; found the language easier than the first Brexit article

General class points:
- appendix included detail and no helpful links within the text. Footnotes would have helped with this;
- found this easier to access as they had more prior info about Brexit than the Indian economy;
- this article was good at showing both sides of the argument;
- sub headings and structure helped with comprehension;
- the language in this one was easier;
- rereading sections where necessary to clarify was helpful;
- it was difficult to work with the appendices in their current form;
- the lesson series as a whole has helped to build confidence with tackling longer articles, principally through repetition and practice.

Stage 2: Background to the article

AR outlined the remit of this Pressure group of economists to oppose 'Project Fear', and highlighted the following features of the article through discussion: (1) Authors credibility underlined by inclusion of mini-CVs encouraging us to believe them to be trustworthy sources; (2) Clearly pro-free market approach; (3) The argument could have been better if there was reference to final data and robust case studies and Sampson's argument was far better substantiated in this respect

(J) met Roger Bootle at an IEA conference; he expressed the view that (quote) 'the euro is a disaster!'; he placed emphasis on the fact that the UK completes 70% of its trade outside the EU as a way of substantiating his positive view of Brexit in relation to the economy.

Stage 3 - Key questions from the article:

White board task in pairs – pupils engaged with this and were purposeful (although this was a challenge contextually as it was the final session of the year!)
'What reasons are given to suggest EU membership has constrained UK economic performance?

(R) Made a class contribution highlighting how value of the pound would decrease;

(J) Made a class contribution about immigration and control of the boarders

(General points) UK is a significant net contributor; some EU policies don't work well for the UK i.e. the common agricultural policy; wage compression at the lower skilled workers in the economy; subsidies not positive overall; euro and business confidence an 'unmitigated disaster' according to Bootle; over-regulation

Why might there be grounds for optimism if the UK leaves the EU?'

(General) encouraging productivity in UK; no trade deal required with the EU (e.g. America has no trade deal); supply side reforms; WTO rules would apply; increase in jobs and more workers will move to stronger sectors

Worked as pairs/threes. When completed by them AR passed each a summary to cross-check with their own output.

Stage 4: overall impressions

The class appreciated covering this material and bringing their own views to the reading. In terms of this article, the class did no find it convincing overall due to the lack of supporting information included in the article, but found it a useful counter-argument to their previous encounters with the material.

Concluding Interview

(J and R) Appreciated the extra reading and the fact that it feeds through to the reading element of exams

R particularly liked the slides to support the lesson structure and J liked to hear other people's views. Both appreciated the opportunity to reflect on the possible positive outcomes of Brexit. (J) identified a link between this material and her work on the Cambridge essay competition (re. link with common fisheries policy)
Link with uni work is very positive (J)
Reading the news is also really positive (J)

What would make such lessons even better for the future?
(J and R) It would be helpful to make list of pros and cons before the lesson; both found the list of bullet points was very helpful

(R) appreciated going outside the syllabus. It helps to have motivation to do extra reading rather than being self-motivated. Felt that making notes ahead of time would be better set as homework, as she feels that she is better at completing 'what has to be done'!