| Executive Summary | | |
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| Title of the Work | *How to improve the attainment of students in Food Technology by using personal, learning and thinking skill, specifically reflective learners through assessing themselves and others?* | |
| Author | AUDREY WELLINGTON | Date of Completion 05/2010 |
| Institutional Contextual Details E.g. Phase (Optional) | Phase | |
| Major Needs Identified | * There is the school need for students to leave school with good qualifications but also with a wide range of skills to help them in an ever changing world.<br>* To improve my practice, generate new knowledge and improve students' attainment.<br>* To raise attainment of students studying Food Technology by implementing personal learning thinking skills specifically reflective learners with a focus on self and peer assessment into the Food Technology lessons.<br>* To deliver lessons that is tailored to meet the needs of all my students with a focus on reflective learners through self and peer evaluation.<br>* There is a national need for students to become successful learners, confident individuals and successful citizens.<br>* There is the local need for students to develop lifelong learning skills which are needed for the workforce. | |
| Methods used to collect data. | * QUESTIONNAIRE<br>* OBSERVATION | |
| Summary of Major Findings (Or recommendations to others) | * Students enjoy viewing pictures that prompt reflection, critiquing videos, watching videos and writing the steps for making products, giving and receiving constructive feedback, journal writing and participating in quizzes. Students enjoy the activities and resources used for self and peer assessment but prefer peer assessment activities and resources than those use for self assessment. Students find the resources and activities effective for supporting peer and self assessment. These instruments can also be used to assess students' learning. Reflective learners demonstrate the following characteristics. They prefer to work alone, are independent, feel in control of their learning, are motivated, are | |

| | self confident, like challenges, are aware of their strengths and weaknesses and know what to do to overcome weaknesses, enjoy sharing reflection openly, show self awareness of their own learning, show willingness to accept criticisms from their peers, are engaged in their learning, spend more time looking over their work and take pleasure in setting themselves targets.

There are a number of benefits to be derived from students doing peer and self assessment. These are students: recognise their strengths and weaknesses and know what to do to overcome weaknesses, get positive feedback form their peers and make reference to them, are able to evaluate the work against success criteria and suggest ways of improving their work, understand learning objectives and know what they need to do to achieve them, know what their finished products should like, able to define their target market, are able to critically evaluate the outcome of their learning, learn from theirs and others mistakes and do better on written tests as a result of feedback form their peers.

Even though the benefits associated with peer and self assessments are numerous, there can be a few problems as well. If students do not understand the assessment criteria they will not do well when assessing work done by their peers. Reflection can be time consuming. Students who lack critical thinking skills prefer to give verbal feedback than written feedback. Students can be shy at first when sharing their reflection openly but develop with confidence over a period of time. Students who are less comfortable reflecting openly lack confidence in sharing their reflection. Reflective learning is hampered by noise. |
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| Impact of the Project (And evidence source)<br>• Knowledge<br><br>• Practice | * I have developed new insights as to how students learn.<br>* I have improved my practice which as a result improves students' attainment.<br>* The teaching standards have improved greatly as I started to think about strategies that will affect the students' learning I have developed a deeper understanding of how students learn and my role in the fostering learning. |

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| • Pupil/Student learning Experience | *I have developed a great number of skills. My skills of organisation, presentation, analysis and my wiliness to share ideas with other members of staff have dramatically increased.<br>* I am more able to critically evaluate others viewpoints and consider them in relation to my own practice.  I am able to create strategies that stimulate students' reflective learning skills. I know what works best and what does not for the students that I teach.<br><br>* The students become more critical judges of themselves and others performance.<br>* They enjoyed the activities and resources used to stimulate reflective thinking.<br>* The research has caused the students and me to develop a better relationship. |
| • Pupil/Student Learning Outcomes<br>(What happened as result?) | * Students are more enthusiastic about learning.<br>* They have become quite independent, motivated, as a result of being able to reflect on their learning.<br>* They are able to make links between existing and new knowledge.<br>* They become more self aware of their learning and know whenever they are achieving their learning objectives.<br>* They are able to set realistic targets and work hard to achieve them.<br>* They are able to identify, evaluate and explain their strengths and weaknesses<br><br>* They spend more time looking over their work which improve the quality  and accuracy of their work<br>* Their learning has improved as a result of reflection.<br>* Students develop self confidence.<br>* Students are able to critically evaluate the outcome of their learning.<br>*<br><br>* |
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| Other Information | |