

Appendix: Group discussion analysis

Re: Lesson Observation

Date: 22.10.2013 (Tuesday, Day A)

Time: 8:40 a.m. – 9:50 a.m.

Class: 5A

Subject: Liberal Studies

Teacher: Ms. Tsoi

Group Discussion Analysis

Note: For discussion of Q.4, students were divided into focus groups according to their subject results (i.e. ~ ability grouping.) The following present data collected in a brief interview of Group A (strongest) and Group F (weakness) on their performance in the group discussion.

Interview questions	Responses from Group A	Responses from Group F	Remarks (CWK)
1. Did you feel confident in tackling Q.4 before the discussion?	Yes, confident in tackling the task. Also confident in the group collaboration.	OK. Some members had stronger confidence; some didn't. There were similar trainings before, so it should be fine.	Group A very ready to get involved in the learning. Group F said they were confident but during discussion, they were rather listless, only asking members to give points.
2. Do you think the discussion went well?	Generally it went smoothly. But there was some ambiguity in the question, so it took time for clarifications.	Generally it went ok. There was not much difference in opinions (because they could not think of much to say, especially at the beginning.)	Group A really on the track of discussion, and the richer content provided food for rich discussion process. Group F perceived the discussion as ok but they were not aware of thin content nor ways to tackle.
3. You completed the worksheet for Q.4 at quite a later stage of the discussion. Why?	Different reasons: (1) no need to hurry; clear ideas and opinions more important; (2) there was ambiguity requiring clarification; there might be problem to write so early.	At first, they were not in a good condition (some still very tired; some not yet clear-minded.) They could not think of much to say. They also could not confirm the direction, having bits and bits loosely.	Group A aware of key tasks in discussion, and would not head on answering blindly, plus their confidence. Group F not in a good state of learning, and not knowing how to move forward, nor the motivation to do so.
4. What helped you finish the worksheet? (for Group F only)	N/A	After Ms. Tsoi gave the guidance and set the scaffold, they could start to answer the question.	Group A can find their way out. Group F needs instructions and guidelines.
5. What have you learnt from this group discussion?	Learn to think in multi-perspectives. Learn to analyze the question. Learn from others the way to express.	Learn from teacher on setting the direction. Be more familiar through practice of skills in answering Q. Learn from others.	Group A take both the issue and the exercise seriously and learn correspondingly (cognitive, and meta-cognitive.) Group F take it as an exercise.

Overall remarks: Group A was more confident in and capable of having authentic discussion and the process was learning-bounded. They could have cognitive and meta-cognitive learning outcomes. Group F required preparation to enter a learning state and needed strong scaffold and guidance; learning was more exercise-orientated, fulfilling teacher's requirement or expectations. They were not able to assess their learning unless being asked to reflect on it.