



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Effective Teaching, Learning and Assessment in PCET

FORTY – FIVE MINUTE PEER GROUP MICRO TEACHING SESSION

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1. Introduction

This report will analyse my second micro teach, assessing the personal performance, the effectiveness of the contemporary pedagogies used, as well as the cross-cutting themes.

The reflective element will adhere towards the strategy used by Gibbs (1998) The Reflective Cycle (See Appendix 1). Joined within the reflective report will explore the development of the lesson plan, the thought behind the chosen subject, as well as looking at the lesson in depth. To conclude the report, an evaluation of the class appraisal will be taken to continue professional development.

Throughout the micro teach, a purpose was to accomplish as many professional standards that I could. Embedded throughout this report is reference to the professional standards that I achieved. Shown in Appendix 2 is the lesson plan, and within the lesson plan is the professional standards that I met throughout the micro teach. Illustrated within Appendix 3 is the lesson assessment form which is referred to within the report.

2. Contemporary Pedagogies

Pedagogy is the knowledge and skill that a person needs to develop to become a successful teacher. An effective teacher has a vast repertoire of different teaching and learning models, strategies, as well as knowing how to create the right conditions for learning (Inglis and Aers, 2008). Overtime, the meaning of pedagogy has been placed into 'four domains', which are subject and curriculum knowledge; teaching repertoire of skills and techniques; teaching and learning models; and conditions for learning. Although the learning objective will define the chosen strategy, different models will suit different situations. For example, within my micro teach, 'conditions for learning' covered the atmosphere that I created in the classroom, which was achieved through good relationships and stimulating materials (A2) (Pedagogy and Practise, 2004).

3. Teaching Techniques/ Assessment Strategies

A key component for planning for my micro teach was the methods for teaching. I decided to choose collaborative learning and programme instruction as I believed it was the most appropriate method for teaching, particularly as it was the best form of strategy to deliver the content (K2).

3.1 Collaborative Learning

In depth research shows that collaborative learning leads to profounder learning as students teach other, as they are gaining a wide range of perspectives (Kulikovskikh, Prokhorov and Suchkava, 2017). I highlighted collaborative learning as an imperative focus within my micro teach, as it gets my class to work together in small groups, which augments team work and communication.

To portray collaborative learning within my class, I set out a stereotype activity which tasked the students to pick a piece of paper from a box of chocolates (A1). Each group had to pick one each, with the paper displaying a country on it. With the countries that the two groups picked, they were given five minutes to come up with a list of stereotypes regarding that country. After five minutes, they revealed what they had come up with. This task was designed to get the students thinking about different stereotypes, as this theme fits in perfectly well with Intercultural Communication. It was also designed to get the students working together collaboratively, gathering a range of thoughts and ideas.

3.2 Programme Instruction

In recent years, there has been a growth in game – based activities within the classroom, which has become more familiar within a learning environment. Game – based activities are a good way of focusing on engagement and motivation by inspiring the students through graphics, animation and audio. A lot of game-based activities use a scoring system, which is seen as motivation for personal improvement (A4) (Schnaubert and Bodemer, 2018).

Programme instruction was used within my micro teach with the use of Kahoot (A1, K5). Using Kahoot was a great way of seeing if the information I revealed throughout my lesson was retained by the class. A high percentage of them were questions that I had mentioned within my lesson, so it was a good way of testing their knowledge.

Throughout the quiz, I was supportive in terms of providing reminders of where I covered the topic in class, as well as explaining the feedback at the conclusion of the Kahoot quiz (A2, A3).

4. Cross Cutting Themes

Cross cutting themes are issues that touch on a wide-ranging principles, such as democracy, equality and sustainability. They need to entail action in multiple fields and as such need to be integrated into all areas of the European Funding programmes. They also need to be addressed in the dialogue on development of the programmes (European Social Fund, 2018).

Cross – cutting themes are a crucial part of everyday life, and within my micro teach, I concentrated on a theme which relates accurately to Intercultural Communication. The cross-cutting theme which was embedded throughout my micro teach was equality skills. There was a commitment to link equality with the content that I was providing. This was accomplished by educating on equality and diversity, as well as identifying cultural sensitivity. This cross-cutting theme was enhanced when the class were made to take part in the stereotype activity, where they identified stereotypes on a range of different countries.

5. Peer Assessment

By requirement, peer assessment entails a knowledge and understanding of the criteria used to make decisions. Bould (1991) recognizes two stages of peer assessment:

- the identification of standards and/or criteria to apply to an understanding of subject content;
- the ability to make judgements about the extent to which they have met these criteria and standards (Goldie, 2002).

Personally, there were pros and cons with the use of peer assessment. The pros, overall, was that it improved the effectiveness of learning. A big factor for this was the feedback received. As there's more students assessing you, it provided myself with a greater opportunity to build on my weaknesses. It was also a great opportunity to build on teamwork, as you are working together to come up with an overall census on a performance. It created a lot of discussion and enhanced my feedback, which is only beneficial for myself.

However, a possible downfall with peer assessment was perhaps the fact we were all friends, and towards the end of the day, the professional attitude that we had talked about maintaining had dipped. This was relevant when certain members of the group were not acting at a respectable and professional manner.

6. Reflection Framework - Gibbs' Reflective Framework

The framework that I will be using for my reflection will be Gibbs' Reflective Cycle. Gibbs emphasizes the significance of being able to specify, reassigning knowledge and visions gained from one situation to another. As a result of this, Gibbs' reflective model is regularly used in developing reflective frameworks and it was the most rational way for myself to put across my micro teaching experience (Williams, Wooliams and Spiro, 2012).

6.1 Description of the Event

On the 26th October, I had the opportunity to present my second micro teaching session to my peers. The micro teach was designed to follow the lesson plan that was planned previously leading up to the lesson (K1). My micro teach took place at 11am at the SA1 Waterfront Campus.

Leading up to the micro teach, I had come up with a lesson idea to teach about Intercultural Communication. This topic is one that occurs in everyday life and is something that we don't recognise necessarily. My thought process regarding this topic is that it's something I enjoy teaching, but more importantly, one hopefully my peers would enjoy learning about.

However, a key factor for myself to have a successful lesson was to form a valuable lesson plan. It enabled me to have a structure, in terms of what I wanted to deliver and how I achieved that. It was very important for myself as it gave me the organisation that I required to produce an excellence lesson.

6.2 Thoughts and Feelings

Feelings are a near and accustomed part of emotional experience, however, it's particularly difficult to conduct. Because of these difficulties, there's the temptation to put feelings to one side for as long as possible (Goldie, 2002). This was a personal concern for me, as I struggle to harvest my feelings, and explaining my thoughts and feeling about the micro teach took a lot of deliberating.

As the micro teach started, I felt slightly nervous as there was still doubts regarding my ability to achieve the micro teach to a good standard. An aspect which put me at ease was the lesson before me didn't go as well as planned, so I wasn't following an excellent lesson. Although it's unforgiving to mention, it did put my nerves at comfort.

During the time of the micro teach, I just wanted to complete the lesson to a good standard. With the introduction to my topic, there were thoughts gathering in my head whether my class would think it's a tedious subject to cover. Other niggling thoughts included if I'm making sense and if I'm delivering the content correctly. The whole experience made me feel nervous, but equally excited. I was teaching a subject that I enjoyed being taught, and the experience made me confident that my class would equally enjoy it too.

As a group, we have all grown to become good friends. This made me feel confident in the fact that they are understanding, as they are going through the same experience. I was also reassured that they were all very supportive to every person throughout the day. The bond that we have created made me feel relaxed when I was delivering the lesson, and they all made it a comfortable environment to teach in, which enhanced my confidence.

When the micro teach was over, my initial feelings were one of feeling relieved and joyous. This was because I felt my micro teach was completed to a good standard, and although I was slightly over on time, I was content with how the whole session went. I was proud of myself for planning and executing the lesson with short notice, and this further enhanced my confidence in being able to produce an effective lesson. This was backed up with the feedback that I received from my peers. I was delighted with the positives that I obtained, but I was equally enchanted with the negative feedback. This gives me an opportunity to work on my negatives, which will better my performance for future development.

As my thoughts regarding the micro teach started to sink in, I developed a deeper understanding on how it all went. Although I still maintain that I'm happy with how it all progressed, I gained a more sympathetic view of the lesson. I had more clarity over the negative aspects, such as developing more ideas regarding the knowledge that I

displayed. However, generalising over the whole experience, the positives far outweigh the negatives, and I'm satisfied with what went right, but also what went wrong, so that there is a clear base for improvement.

6.3 Evaluation

Regarding to what went well with the overall experience, I found that it was a lot more relaxing as I had experience from the first micro teach. I knew what to expect from the whole experience, in terms of understanding the environment, but also with how to deal with certain aspects. Previously I would not have the understanding on how to react if something went wrong, where now I recognise how to respond in the correct manner.

Before my micro teach, I had to sit through two other lessons, and during those lessons, my anticipation of waiting to start added a few nerves. The first micro teach of the day set the bar at an impressive height and ousting their lesson would have been a colossal task. To a certain degree, it added more pressure, as I knew what the standard was, and failing to reach those standards would make me question myself and my lesson.

6.4 Analysis

An aspect in which I did well was keeping composed and relaxed. Although I highlighted there was an aspect of me which was nervous, I believe that this did not show when I was teaching. This created a relaxing teaching environment, as well as a comfortable atmosphere amongst my peers. It was mentioned that the class felt comfortable speaking to each other about the subject, which was an intention of mine. Throughout the lesson, the class were excellent in contributing to matters, particularly as there were facets where the class had to partake. I was impressed with their attitude to take on the activities, which had a positive contribution to the overall lesson (A4).

The day before my micro teach, me and a fellow colleague decided to rent a room in the SA1 library to practise our respective classes. Upon completion, I realised that my timing was a bit shy of the time given, which forced me to add more content to my lesson. When it came to the main micro teach, I acknowledge that my timing could be an issue. During my micro teach, I realised that I was going over in time, which made

me rush the last few slides, and consequently, disrupted the stress-free flow of the lesson.

In hindsight, I wish I gave myself plenty of time to practise my lesson as it would have given me the opportunity to reflect. This would have fixed my timing issues and would have prevented me from rushing the conclusion. I felt that my lesson was flawless before practising, which made me feel unnecessary to add anything else. As I realised that I needed to add more content, it rushed me into adjusting my lesson and I was unable to go through the updated lesson thoroughly.

6.5 Synthesis

Before any lesson, you have a fixed image in your head about how you want it to go, and for me personally, that mind set is all about perfect scenarios. I was not aware of any flaws to my lesson, up until the initial moments before I started. This ultimately hindered my performance on the day, as what I wanted to say or wanted to do, perhaps didn't have the expected outcome. I certainly should have been more aware of the probable outcomes and I shouldn't have been so assured that all aspects that I wanted to deliver would have the desired outcome.

With regards to how my peers contributed to the class, they were crucial in providing feedback into my performance and execution of the lesson. This required collective team work to assess various aspects from my lesson. This included the planning and preparation, the delivery of the lesson, and the conclusion. This established what my targets for improvement were for future lessons. Although I was flattered with the positives that they provided me, I was more attentive of what I needed to work on, as they were fundamental for future improvement.

6.6 Action Plan

For my second micro teach, I set myself a goal to be more organised, in terms of my lesson plan, to the actual delivery of the lesson itself. Although this time around I had less time to plan my lesson, I believe I achieved my goal. I was much more prepared with what I wanted to teach, which provided me with confidence to establish a good lesson plan, and an effective Prezi presentation (K4). I also made sure that I left a day to spare to go over my lesson, just to iron out any creases which certainly were there.

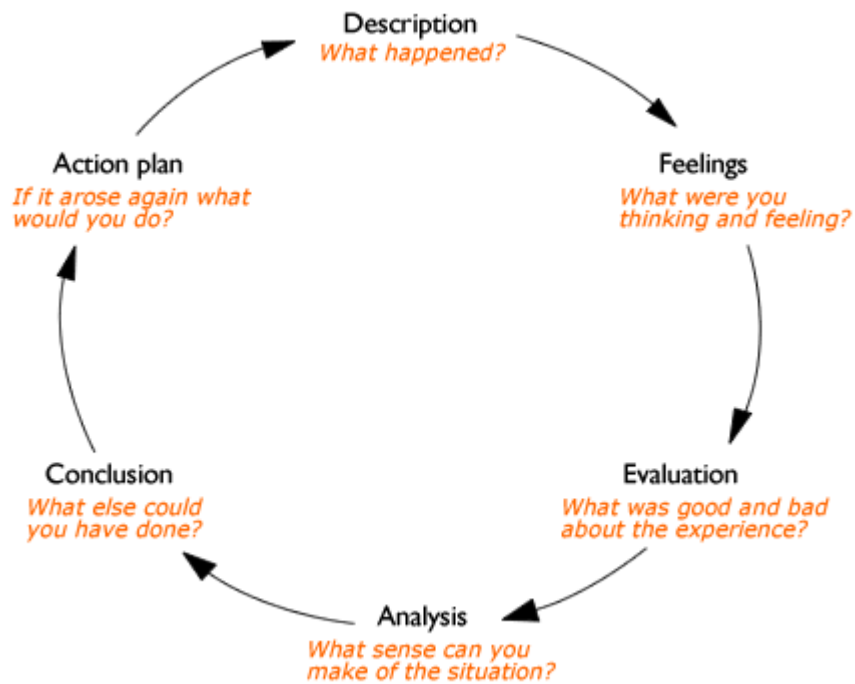
Looking back from my first micro teach, I certainly took on board aspects in which I needed to improve on. There was undeniably a vast improvement in many areas, which made me more comfortable in delivering my lesson. These are aspects that I would continue to work on for the next time, just consolidating my planning and organisational skills to the next level. This would fortify my organisational and planning skills, which would only enhance my confidence in performing an effective lesson for future situations.

7. Conclusion

Generally, the result of my micro teach in terms of my performance and the feedback I received, was accurate. While there were many positives, I am more aware of the negative advice that I was given, as it will provide me with an understanding of where I went wrong and where I can improve on for my personal professional development. In comparison from the first micro teach, this experience was more intense in terms of preparation, management and accuracy. With the use of contemporary pedagogies and cross cutting themes, it underlined the importance that they have on the learning experience. A future objective is to keep containing a different range of contemporary pedagogies, cross cutting themes, as well as teaching strategies. This won't only vastly improve my personal development, but it will also improve the learners experience from my classes.

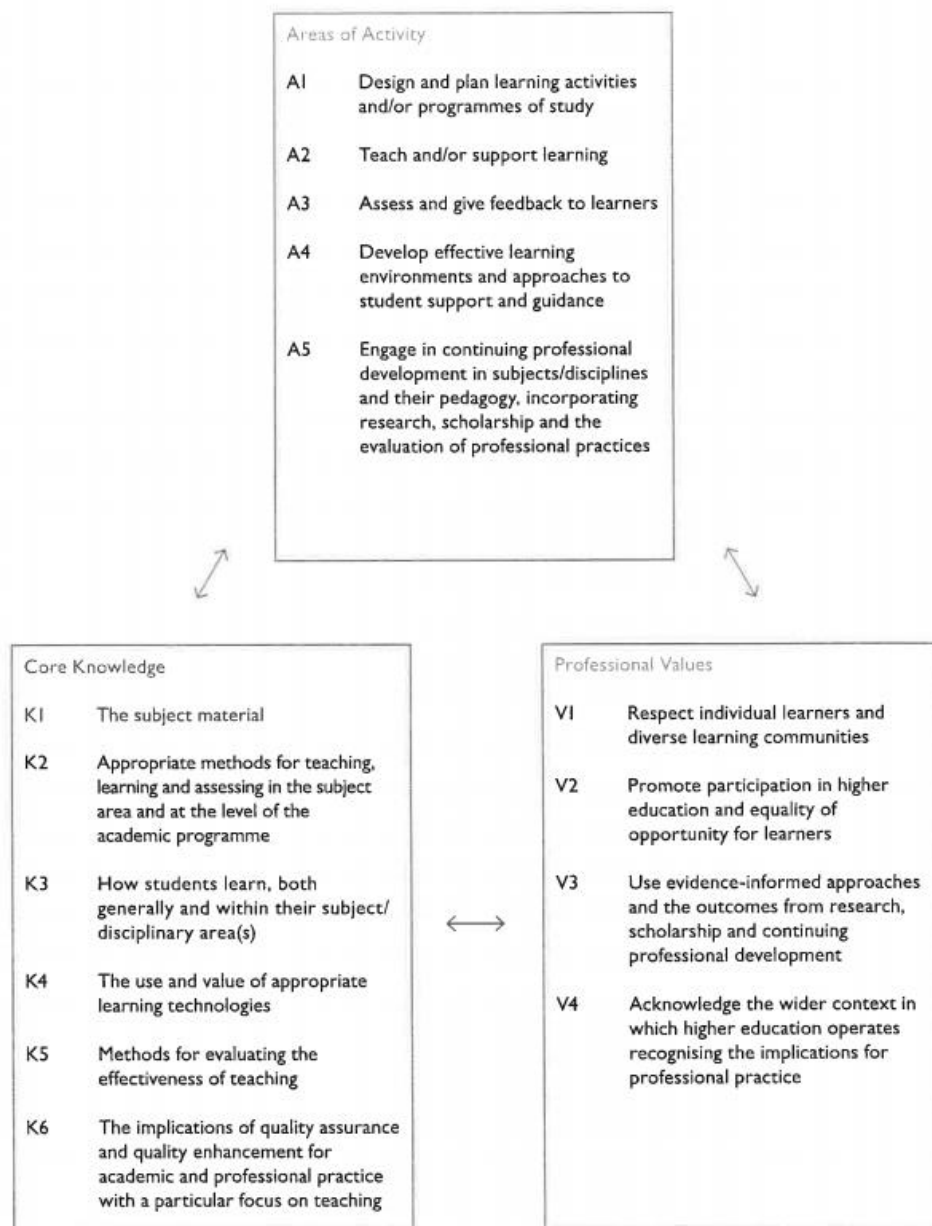
8. Appendix

Appendix 1 – Gibbs' Reflective Model



Appendix 2 – Professional Standards and Lesson Plan

Dimensions of the Framework



LESSON PLAN

TOPIC: Intercultural Communication		CLASS: PCET
DATE: 26/10/2018	LENGTH OF LESSON: 45 Minutes	NO IN CLASS: 4
ABILITY/SPECIAL EDUCATIONAL NEEDS: N/A		
AIM OF LESSON To educate the learners on Intercultural Communication and how it can have an impact in the world that we live in today.		
LEARNING OBJECTIVES - The Learners Should Be Able To: 1) Recognising what Intercultural Communication is and why it's important. 2) Identify various stereotypes and how it can have an impact on different cultures. 3) Distinguish between multiple cultural differences from around the world.		
PREVIOUS KNOWLEDGE: Some may have a general idea about my topic, but overall, the in depth knowledge will be limited.		
ANTICIPATED DIFFICULTIES: • Time management. • Class environment as we are perceived as friends rather than colleagues. • Lack of in depth knowledge on the subject. • Lack of teaching experience.		
RESOURCES/EQUIPMENT REQUIRED: • PowerPoint. • Kahoot. • ~~Youtube.~~		

HEALTH & SAFETY:

I will be following the University of Wales Trinity Saint David's health and safety guidelines.

PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:

(Include detail of standard, not just a reference number)

Areas of Activity

- A1 - Two different activities will be used which will enhance the learner's knowledge of the subject in focus.
- A2 - This will be met, particularly through support of the activities.
- A3 - This will be achieved through giving feedback on the activities which they have taken part in, as well as answering any questions that they may have throughout.
- A4 - An environment which will encourage an effective learning environment and to support student support will be met through myself. I will enhance a positive learning environment which will be backed up with encouragement from myself.

Core Knowledge

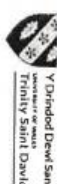
- K1 - This will be highlighted through the learning objectives and then achieved during the micro teach.
- K2 - Two teaching strategies (Collaborative learning and programme instruction) will be used, as it's the most appropriate method for teaching this content.
- K4 - I will be using Prezi to present my micro teach, and within that, YouTube and Kahoot will be used to enhance the lesson.
- K5 - Kahoot will be used at the end of the micro teach to test knowledge of the learners, which in effect will evaluate the effectiveness of my lesson.

Professional Values

- V1 - Respect of the individual learners will be met through acknowledgement and understanding before, during and after the micro teach.
- V2 - During the micro teach, there will be a lot of encouragement and opportunity for the learners to participate. This will be further backed up with equal opportunity for all learners to take part and participate during the micro teach.

Appendix 3 - Lesson Assessment Form

PGCE/PCE (PCET) LESSON ASSESSMENT FORM



Student Teacher Name: Scott James Establishment: Walsley SA1 Date: 26.10.18

GRADE DESCRIPTIONS: (When compared with an experienced teacher)

- VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.
U - Needs attention through further development and improvement.

Context of observation
(e.g. class, ability, number of students; topic; main activities and organisation; other features)

A. SUBJECT KNOWLEDGE		VG	G	S	U	General Notes and Comments:
1. accuracy of knowledge of subject matter						
2. understanding of context e.g. scheme of work, programme of study						
B. LESSON PLANNING AND PREPARATION		VG	G	S	U	
1. detail and structure of plan						
2. clarity and suitability of learning objectives						
3. consideration of S/L/Ds, anticipated difficulties, health and safety, etc.						
4. resources selected, prepared, organised						
5. consideration of professional standards						
6. consideration of appropriate cross-cutting enhancement theme(s)						
7. consideration of active learning, learner engagement and skills development						
C. TEACHING		VG	G	S	U	
1. lesson start, e.g. outlining content, aims and objectives						
2. presentation: instructing, explaining, demonstrating						
3. effective questioning						
4. choice and variety of tasks/activities						
5. variety and suitability of teaching strategies/methods/approaches						
6. use of emergent technologies						
7. pace of lesson, use of time						
8. lesson ending, e.g. summarising, recapping key points, etc.						
D. CLASS MANAGEMENT AND CONTROL		VG	G	S	U	
1. presence and voice projection						
2. transitions - smooth						
3. awareness, vigilance and intervention						
4. use of praise and encouragement						
5. management of tasks/learners/work groups						
E. MONITORING AND ASSESSING STUDENTS' PROGRESS		VG	G	S	U	
1. monitoring understanding and progress during lesson						
2. suitability of assessment strategies/methods/approaches						
3. assessing achievement of learning objectives						
4. giving feedback and setting targets for progress						
F. EFFECTIVENESS		VG	G	S	U	
1. in setting high expectations for work						
2. in conveying enthusiasm and challenging students						
3. of students' engagement and learning in this lesson						

Observer Signature: _____

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