



MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A1
Practical Teaching Session

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Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Reflection Essay

Experience / What?

This reflective essay is based on Boud (1985) reflective method which involves three stages 'What?', 'So what?' and 'Now what?'. Reflecting on my 30 minute micro-teaching performance, done for five students at the University of Wales Trinity Saint David campus in Swansea Bay.

The lesson was planned prior through google docs and then I delivered through google slides. HYROX was the lesson topic, which is a global indoor fitness race that combines 8 kilometers of running with 8 functional workout stations (Cycfitness, 2024), (HYROX, 2024).

Reflection / So what?

I believe that there are plenty of positives to take from the performance as I had managed the timings from the lesson plan well. As well, the five students were engaged throughout the session and every question I asked the group, the students correctly identified and answered correctly. I worked under the Professional Standards for Further Education (FE), by using a clicker to present, wore appropriate clothes, engaging body language and an enthusiastic tone of voice in the delivery for the lesson which demonstrated a commitment to learners, their learning, safety and well-being (Educators Wales, 2025).

It was evident that I had technical issues with the youtube video and I should have checked before presenting that all the videos worked. The video was meant to give myself a break from lecturing and provide the students with examples of techniques and an insight into the atmospheres at the HYROX competitions. Next time, I should check beforehand that the videos work and all the other slides have the correct information on show which was also highlighted by the students. Having

a second option on the lesson plan, such as, setting the task for the pupils to find video examples would increase my credibility and student enthusiasm as they will notice a teacher that is prepared but also make the lesson run smoother (Farhang et. al, 2023). However, the students and the tutor praised me for the handling and dealing of the situation as I maintained composure and professionalism by explaining the video and carrying on with the lecture.

Feedback from the students has given me an insight to how students want to be taught and how I could improve the delivery in future. This comes under the Professional Standard for critical reflection on my own values, knowledge and skills to improve learning by creating and taking opportunities to discuss and have peer assessment from colleagues and lecturers (Educators Wales, 2025).

The students stated that I was very clear and confident on the delivery, with great understanding and knowledge of the topic. Similarly, another conveys that I had good subject knowledge as I challenged the learners effectively through question and answers. However, Killen & O'Toole (2023), emphasises that utilising questioning would engage and encourage the students to revise and discuss the topic when delivering a vast amount of information, for example, instead of lecturing the positives and negatives of HYROX I could have set a research group or paired task to give feedback for the class. This comes under the Professional Standards for valuing and promoting diversity, equality of opportunity and inclusion by challenging unacceptable behaviour and creating a safe environment to learn while everyone has an equal opportunity to contribute in the lesson. As well, demonstrating dignity, courtesy and respect towards others by behaving professionally at all times and respecting and listening to everyone's opinions and views (Educators Wales, 2025).

However, the majority of the students suggested including a research or group task which according to Caruso & Wooley (2008) and the National Survey of Student Engagement Report (2006) have shown to contribute to student learning, retention and overall success. Additionally, this would give me a break from lecturing for 30 minutes.

The students said the google slides presentation was set up professionally with a variety of colours, pictures, references and videos. Although, a few students mentioned that there was an overload of text and information on each slide, which affected the clarity of the topic and their focus on listening and learning.

The majority of the students emphasised on the use of the Welsh language throughout the session, which comes under the Professional Standard of FE for understanding the importance of the Welsh culture and language as a bilingual nation by involving an opportunity for the Welsh language to be spoken and applying a Welsh words in the presentation and lecture (Educators Wales, 2025). However, students suggested that I should apply more reassurance and praise for the students through both languages, which according to Henderlong & Lepper (2002) can have a positive effect on motivation, but only if done immediately and unexpectedly.

According to the tutor the lesson planning and preparation was done well with good consideration of anticipated difficulties and the structure of learning outcomes was appropriate and achievable. Although, I should have included what my contingencies would be.

Also, the tutor saw good consideration of professional standards in line with the session and a great range of teaching strategies. However, similarly to the peer assessments the tutor states that I should consider including activities that will help to move the learners from passive to active learning.

The teaching and delivery was done well as I assessed entry behaviour and asked a question to engage the learners. Also, the tutor highlighted the transparency of outlined aims and objectives at the start with excellent classroom presence, confidence, good tonation, with pitch and pace to the delivery.

As well, I showed clear enthusiasm for the subject, which came across clearly in the body language and eye contact, with open presentation style, continually audience facing and good use of hands to explain new or complex information.

The main areas that the tutor believes needs improvement are the presentation format to ensure that the font size and images are large enough for learners sitting at the rear of the class to see. Additionally, the tutor and Greco et. al (2008) suggests using a dark writing on a light background as this is less strenuous and an easier read for the audience. Contrastingly, Chang & Taylor (2005) suggest there is only significantly improved learner awareness in a dark room compared to a light room regardless of which font and background is displayed.

Learning / Now what?

In the future I would ensure the presentation videos work before the lesson goes ahead. Also, if I had gone through the slides from the back of the classroom I would have instantly noticed and avoided the overload of information on a small font on each slide.

The second learning I will take into the next teaching session is incorporating more interactive and enjoyable tasks instead of continuously lecturing for 30 minutes. Providing a group task, class discussion or even a fun quiz on kahoot to encourage independent learning and use teaching aids to gain and retain attention, engagement and enjoyment throughout the lesson (Senthamarai, 2018).

1098 words

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