

Observations of Internal Placement.

My Observations are based upon an Internal Placement observing the module; HPFY3008 Being Human. This module ran in Block 6. It had two lecturers: Dr Tristan Nash, a philosophy lecturer and Dr Luci Attala, a anthropology lecturer. Tristan taught the first 2 weeks, and Luci the final two weeks of the module. The first two weeks were half online and half in person in Lampeter, while the final two weeks were online only, meaning that there was a blended learning approach. The Class profile of this group was a foundation degree level group with varied ages and varied academic capability. This module was structured to inform the students of the basic theories of both philosophy and anthropology. The two learning outcomes for this module were to 'demonstrate knowledge of a variety of different societies and some of their institutions and beliefs' and 'to show knowledge of a variety of social institutions and how they function.

This module was all new to me, I had never participated in a philosophy/anthropology module or course of any kind so I could take observations not only from an educator's point of view but from the view of a student. I felt both excited and apprehensive in observing this module as I had no prior knowledge however to ensure I took accurate observations that correctly represented the teaching given to the students I needed to approach this was an open mind.

Upon asking both lecturers if they could anonymously disclose if there was anyone in this module who had special requirements or learning disabilities, they said that there weren't any students that they were aware of. However, upon further research I discovered many approaches to help students with these needs, these included; communication between the student, the university support team and lecturers. It is also important to gain the child's attention with direct eye contact, so that you can tell if they are engaged and understanding the content. It is also very important that all lectures are recorded so that the students with additional needs, can also go back to the lecture if they had missed it for any reason or simply needed a recap. In a university education setting it is noted that notes and lesson plans are placed online for pupils to access and also to clearly highlight when lectures are, indicating any and every important deadlines and dates that are approaching in addition as grades, guidelines and expectations. In addition to this, the

Megan Genevieve Pearson

1900634

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lecturer should be consistent once applying rules; and cue and perform them regularly, while also enforcing oral directions and communication with visual and tactile support. (**Good Schools Guide (2021) *Adjustments for pupils with SEN: What is reasonable?***) Furthermore, helping the student build relationships; through the use of peer mentoring allowed the student to make a bond with peers studying the same topics as them, meaning if the student came into a problem that they felt uncomfortable bringing up to their student support or the module leader it would mean they could ask a peer.

Additionally, using a practically-based curriculum supported by multi-sensory teaching and learning that addresses every type of learners, will aid the student in reaching their best potential with achieving higher grades! (**Candice Evans (2021) *Five Ways to Help Students with Special Needs.***)

The teaching styles of the two lecturers differed. One lecturer chose to use a classical linear approach, this approach progresses straight from one stage to another. (**TOJET: The Turkish Online Journal of Educational Technology (2016) *Supportive Learning: Linear Learning and Collaborative Learning.***) While the other lecturer chose to use a Holistic approach, this approach seeks to fully activate all aspects of the learner's personality. The lecturer who chose to follow a linear approach used mostly Powerpoints and then added open discussion. This lecturer's style was very professional and succeeded in fulfilling the aims of the module. The lecturer who chose to follow a holistic approach used a vast variety of resources, including powerpoint, discussion, break out rooms, assigned reading and video critique to gather information, though this approach was informal and very personal the lecturer still achieved in fulfilling the modules aim. It is important to highlight that both lecturers used visual and audio material to communicate material and information to the students. When it came to the group discussions both lecturers asked questions of varying difficulty to allow any and every individual to have a chance at answering the question. Tristan encouraged conversation during the beginning of each lecture, I noted that this stimulated the foundation year students to respond with a positive outlook towards what they would be learning each session. Getting the students into a restorative mindset allowed Tristan to evaluate the participation levels of the students, meaning that he could also check on the wellbeing of the students through gauging their participation levels. (**GOV UK (2021) *Children with special educational needs and disabilities (SEND).***)

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When it came to student participation in this module, it was very poor. It was evident that there was a clear lack of participation and engagement. However, the few students that did engage did seem to enjoy the topic and were constantly adding points to the conversation, and with group discussion they always had something to say. The lack of engagement in this module could have been because of many factors such as; technical difficulties due to the internet, lack of interest in the subject or personal reasons. In addition to lack of student participation it was also evident that the disruptions in the class increased when particular students were not chosen to share their point of view. This distribution not only seemed to upset the lecturer but it was also seen to disrupt and unsettle the class, resulting in short breaks in an attempt to resettle the class. The disruptions continued for the entirety of this module and in my opinion there could have been attempts in order to discipline the distributive party, this brings into question why didn't the lecturer have discipline within his lecture? (**Sandra M. Way (2016) School Discipline and Disruptive Classroom Behavior: The Moderating Effects of Student Perceptions.**) A conventional deterrent framework assumes that harsher punishment would minimise misbehaviour. According to normative viewpoints, enforcement is dependent on adherence to law and jurisdiction, as well as expectations of justice and validity. Students who view school authority as a real and constructive teacher student relationships are graded as less destructive. More school policies and perceived strictness predicts more negative activity, not less. In my opinion I do believe a humanistic approach is the best approach in order to have discipline over the class and to maximise their enjoyment while learning!

It was very clear in this lecture that the flow of classroom communication with both lecturers came primarily from teacher to students, with clear emphasis on the teacher being the facilitator and the primary source of information. and there was limited communication moving into the reverse direction from student to teacher beside the few that were the only ones participating. It can be said however that when it came to the students joining the lecture prior to the lecturers joining the students would talk among themselves about how they were finding the lectures and about anything interesting they had discovered which I believe to be a very positive observation. There was little to no evidence to indicate the degree to which students are actively involved in learning, this was largely due to the fact that there weren't opportunities provided for them to be able to do this.

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A key observation that I made was that at the end of every lecture both lecturers engaged with the students to find out how well students have learned the material of the lesson. This was done by either asking a question that summed up the content learnt that day, a debate that discussed a key topic with varied opinions or a fact they found interesting from that day. Another observation made was surrounding assignments, both lectures took their time when clearly and precisely explaining the assignments. This I believe to be beneficial in any situation as it allows the student to get a clear picture of what exactly the assignment needs to be composed of which will then aid the student in getting the best possible marks. The students were also given the opportunity to use a lecture to plan the assessments with the lectures again this was a huge positive!

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