



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

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.

This is my reflective account of my microteach that I taught on the 24th of November to a class of five students. This reflection will be following Driscoll's three step reflective model (Driscoll, 1994).

What?

The microteach was a 30 minute lesson which I taught to half of my PCET cohort. I designed and planned a lesson around photography and composition, as Photography is my subject specific area. I started the lesson with some questions to assess entry behaviour by my learners, in addition to reinforcing the relevance and importance of the lesson by providing a hook. Using an open question to the whole class using higher or lower answer approach immediately integrated participation from all of the learners. (Avis, et al., 2019)

Through the next part of the lesson, I gave a brief history of photography specifically focussing on the development of the compositional techniques and perspective. I then split the class into two small groups and set the task of them analysing the two photographs I provided them, initially just labelling them with the compositional techniques they could see and then challenging them by asking them to compare the images. I chose to use small group work activities as I knew there was a mixed group with varying prior knowledge of the subject and I wanted them to be able to support each other to improve their learning experience. (Race, 2020) They then had to feed back to each other and we discussed some of the answers more in depth. I ended the session with a recap this took the form of getting the class to quickfire list techniques they could remember, going around the class until they couldn't remember any more. The timing of the lesson was mostly accurate as I finished exactly on time and completed everything, I had planned apart from allowing time for questions.

So what?

Immediately after finishing the microteach, I was feeling very self-critical of how I had done during the lesson. I felt as if the 30 minutes had passed by in a blur and I felt concerned that the learners felt the same way. However, after some reflection and receiving feedback from the learners and my observer I can see that the lesson was successful in many aspects.

As I was last to go in the session, I was concerned about the energy in the room being down, my approach to the questioning at the beginning was to make the room feel as comfortable but also to make the lesson feel interactive from the start. I considered the idea of 'starting strong' (Thompson, et al., 2024) with an energetic short activity in the beginning to best set the tone for the lesson. This worked well in my favour as it allowed the learners to engage well instantly and helped bring the energy back into the room. I also wanted to create a safe learning environment linking in with the professional standard *Demonstrate commitment to learners, their learning, safety and well-being* in order for the students to get the most out of the lesson I was teaching them.

When putting together my lesson and creating the aims I considered Blooms Taxonomy of Learning (Benjamin S. Bloom, 1956) which I found really helpful for defining how my tasks would allow learners to achieve what I had planned. I aimed to cover the first 4 stages: Remember, Understand, Apply and Analyse. This seemed like a lot to cover within just 30 minutes however knowing the topic I was teaching it seemed realistic that I would be able to cover all these areas which defined my aims. Through my feedback it has been noted that the aims and objectives I set for the lesson were met so therefore I would say I have successfully been able to cover the areas I set out to.

When delivering the context portion of my lesson I felt uncomfortable and was aware of monitoring my speaking speed as I often find myself speaking too fast when leading workshops as I want to ensure I get across all of the information I have planned. This is normally something that doesn't cause as much of an issue once I start my tasks as I feel more comfortable within the lesson and this is exactly what happened during my microteach. In terms of my feedback on this from my observer and my learners it is a bit mixed which likely reflects how it is not an issue for me throughout the entire lesson. It is reflected more within the learners' feedback that at times they felt I was speaking a little too quickly and that it would have been good to have spent a bit more time on the initial context portion.

Now what?

When considering my teaching practise after this initial teach I have defined a few areas that I need to work on for my learners to have the best experience in my lessons.

Reflecting on my planning and timing to better align with the professional standard *Plan and deliver effective, learning, teaching and assessment*, is the first area for me to look at. When putting together my lesson plans in future I will ensure that I break down the timings in a way that matches the activities set in the lesson as this was noted in my feedback from my observer and will ensure that I give the appropriate time for activities. I will also make sure I allow some flexibility in my timings as I was posed an interesting question by a learner near the end of my lesson and as I hadn't accounted for this it meant I ran out of time for any general questioning to the class which would have just allowed me to check everyone was happy and understood what we had covered during the lesson. Finding some techniques to help reengage learners if they go off topic will also allow me to handle unexpected moments and help my overall lesson. This was something that I noticed during my session and has also been noted in my feedback so will be sure to include this in my action plan.

I will also continue to work on being aware of the speed I am speaking as this is something I would like to resolve as issue throughout my time studying for the PCET as I am really committed to the professional standard of *Critically reflect on own values, knowledge and skills to improve learning*.

Word Count: 1,064

Reference List

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Race, P., 2020. *The lecturer's toolkit : a practical guide to assessment, learning and teaching*. Fifth Edition ed. s.l.:Routledge.

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