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**University of Wales**  
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**Principles of Teaching, Learning and Emergent Technologies**

**Reflective Writing**

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## Introduction

This report looks in depth into the reflection of my first micro teach, in both planning and delivery, using Gibbs' (1988) 'Learning by doing' reflective cycle to reflect on the session establishing strengths and areas for improvement for further teaching. Alongside reflection of the micro teach, this report also critically analyses various forms of emergent technologies used such as Kahoot, PowerPoint and Padlet within the 30 minute micro teach session outlining the pros, cons and also personal experience.

## Gibb's Reflective model

Gibbs (1988) Reflective Cycle originated from Kolb's Cycle (Potter, 2015) and it contains 6 steps to a reflection which are:

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action Plan

The cycle can be found in Appendix 1.

The following report will expand on each of the stages with personal experience on the first micro teach and recommendations for future teaching sessions.

### Description

My first micro teach happened on the 26<sup>th</sup> of October 2018, it was a Wednesday, and my allocated spot was just after lunch so I was already aware that the numbers could be lower than previously expected, as people might have taken the lunch break as an opportunity to go home, with that in mind I had planned 3 different scenarios; luckily 16 of my class mates showed up which was my absolute perfect scenario because it resulted in 4 in each group which was what I had already planned for. The topic I choose for this first micro teach was based around one of the modules I had done on my first year of Sports Management. The module highlighted fundamentals of coaching and therefore I thought that by coaching something practical and also easy would be great way to show my knowledge and passion for the subject. I previously had selected Game Sense, which is a theory within coaching; however once I started

planning the lesson I realised that it was a very broad subject and it would be more suited for a 45 minutes or even an hour micro teach, which resulted in me going back to the drawing board and breaking down coaching to the basics resulting in the lesson focus that I ended up delivering.

The lesson that I designed and delivered consisted of 3 parts:

- Firstly, assess the learners' previous knowledge and teach the correct technique for throwing and catching by using Kahoot which is a fun interactive quiz.
- Secondly, separate the group into 4 allocated zones with a member of each team in each respective zone, a diagram of the classroom with the respective zones can be found in Appendix 2. Furthermore, I gave each group a balloon and instructed the participants to throw it and catch it using the techniques I had explained previously. I also introduced rules to keep the game engaging and competitive, those rules can be found in Appendix 3.
- Lastly, after recapping and ensuring everyone understood the basic techniques of throwing and catching used in the game, I used Padlet to acquire information on their views of the session, what they thought was good and also what they learnt.

### **The Aim and Learning Outcomes (L/O)**

The aim of this micro teach was for students to be able to demonstrate the basics of throwing and catching through a fun and active game and the L/O were as follow

1. The learners should be able to demonstrate catching and throwing following the coaching points
2. The learners should be able to show communication characteristics during the game

Learning outcomes are highly important when planning and delivering a session as L/O are used to express what the teacher expects learners to achieve and be able to also demonstrate (Maureen, 2014).

### **Session Plan**

Effective lesson planning is key aspect of a day to day life of a teacher and probably the most important aspect in order to achieve good teaching, focused class management and sustain education progress. (Butt, 2003)

The lesson plan stated the various aspects of the lesson while constantly focusing on achieving the 3 points mentioned above, but also outlined the professional standards that I thought were met throughout my session. Furthermore, due to the nature of my session I also had to create a more detailed risk assessment for this specific micro teach and both an overview of the session plan and the risk assessment can be found in Appendix 4 and 5 respectively.

### **Feelings**

“Reflective practice also helps us understand the links between feeling, thinking and doing. How we feel affects how we think. This affects what we actually do.” (Ghaye, 2011). Hence why it is highly vital to analyse those feelings before, during and after evaluating the micro teach.

Around an hour before my allocated time I was feeling nervous as I had probably never felt before, not so much because I was going to be delivering a micro teach but it was more because I had to change the room in order to comply with the session I had planned and was unsure of how long that process would take, so I found myself stressing and worrying throughout most of the presentations in the morning of that Wednesday up until lunch time and was only able to calm down and relax briefly once the room was how I wanted it.

The presentation itself went great in my opinion as I kept the group engaged and focus on the task at the hand, however there some moments in the presentation where I felt stressed or overwhelmed and spoke perhaps a bit faster than I wanted to and also forgot what I was going to say at some points.

As soon as the micro-teach finished I felt like a huge weight was lifted off my shoulders and I was allowed to relax and enjoy the rest of the micro teaches. However, I did feel speechless when receiving feedback at the end of my micro teach as everyone was so nice to me and I was not used to receiving such comments neither was I expecting it, as in my head it had not gone as well as everyone was saying and also I was hoping for some criticism but because everyone really enjoyed it I got some good comments but a lack of areas for improvement from the participants.

Retrospectively now, I feel confident in the lesson that I delivered and very grateful for the feedback that my peers provided me with.

## **Evaluation**

In my personal opinion the session went fantastic with high enthusiasm being shown by both me and my students. Conversely, I should have checked that everyone could participate before jumping into activity just as a precaution.

One of the aspects that I credit myself for was the establishment of the teams as I provided each student with a coloured post-it note that represented what team they were going to be assembled into.

On my reflection sheet the observer did mention that I should not use yellow font on Power Point slides which I did not realise because it was a hyperlink so therefore I did not see it until I was presenting the actual micro teach, so for next time I will double check colours when I prepare for the next micro teach.

All the students seemed to be having fun and were energetic throughout the session with some even taking leadership roles within the activity. However, I did receive the comment that the session might have been too hard or too strenuous for the participants involved, on the other hand they were aware that it was going to be an active activity and also in my personal opinion it was not that physically demanding, but perhaps for next micro teach I will choose something that does not involve moving around or is less active.

Overall, I found that the micro teach went really well which was then reflected on my grade sheet which can be found in Appendix 6.

## **Analysis**

Personally, I believe that the post-it note idea to arrange the groups was an ideal way to manage the class and avoid havoc when it came to put them into their respective areas for the activity. It also allowed me to pair up people that are loud and confident with those that are perhaps a bit more shy and reserved to even out the groups. The only downside to this approach is that those who are friends outside the classroom might want to stay together and this could have a negative impact on the activity if I split them, conversely it can also work to my advantage as they could challenge each other more and therefore make it more competitive. I believe it's an aspect that will only come with experience and it highly relies on the group of students I have.

One of the aspects that I really think cost me some “very goods” in my assessment sheet was the timing, as I rushed through the beginning and it affected the schedule of the rest of the session; also I did not spend all the time I had previously, while planning, allocated to the main activity. I was scared that I was not going to have time to include the Padlet part of the session and I really wanted to provide the students with time to reflect and establish positives and areas for improvement not only for me but for themselves.

The reasoning behind wanting to include Padlet was because of the positives that are affiliated with this emergent technology as for example it improves class participation as they get to discuss topics and provide ideas to one another, and also it brings out reflection and creativity out of the students in order to for them to reflect on the session delivered drawing out strengths and areas for improvement, allowing the teacher to get an understanding on whether or not the students understood the lesson (Halsted, 2014). However this is highly dependent on Wi-Fi and the use of a computer or mobile phones, so if there was a situation where the majority of students did not have their phone, which is highly unlikely, then I would just get them to write down their reflection on their notebooks or even on post-it notes.

Within Padlet comments there was only one that provided me with some criticism, which was to “communicate the aims of the task more beforehand” and upon reflection I agree with the comment made, as I could have spent an extra minute or so explaining what the purpose of the fundamentals of sport are and therefore relate it throughout to the aims of the task, equally I could have dedicated more time beforehand creating the aims to perhaps narrow down confusion or misinterpretation. A screenshot of the Padlet page generated through my micro teach can be found in Appendix 7.

Conversely, an area that I think provided me with high marks was the use of Kahoot to establish previous knowledge and also use Kahoot to teach through instead of having PowerPoint slides, as I would instead at the end of every question talk about the right answers and the techniques for throwing and passing embedded in that answer. Studies suggest that using Kahoot has a positive influence on student engagement with the task and also their motivation towards learning (Licorish et al, 2018). However, the same study also suggests that over using Kahoot can have a negative impact in the classroom dynamics as it can become boring and repetitive

(Licorish et al, 2018) so for my next micro teach I might vary and use other forms of emergent technology such as Sway or YouTube to increase variety.

Furthermore, I did use PowerPoint Slides to cover some aspects of the lesson as PowerPoint is an emergent technology that can be used to increase and also maintain student interest and dedication to the lecture (Clark, 2008).

### **Conclusion**

Upon reflection on the comments made, I strongly believe that everyone really enjoyed the session and that it was so positive to have a different approach instead of just the traditional lecture, I believe it showed my passion towards the subject and also the ease that I have, at least I hope I do, when I publically speak.

In addition to everything mentioned above I think I need to dedicate more time towards the planning side, to perhaps plan extra activities just in case I have time left over in the future and also expand furtherly on the professional standards section as I think I could have achieved higher if I just expanded on how I achieved the various professional standards instead of just listing them.

### **Action Plan**

Going forward, I will always ensure to check that everyone is able to participate and also check for understanding on the learning outcomes before moving on to the main session.

As said previously, I aim to prepare better or at least expand further on the lesson plan in order to focus more on the learning outcomes and the professional standards. Furthermore I will design and plan more activities so if I am short on time I can give the students another task and if I am on time then I can save it for next time.

### **Conclusion**

Overall this report analysed in depth my micro teach and the feelings and thoughts I had throughout. It followed Gibbs (1988) model of reflection and explained the reasoning behind the various forms of emergent technologies used to enhance student experience. This report also outlined recommendations, generated from the reflection, for myself going forward with my teaching degree.

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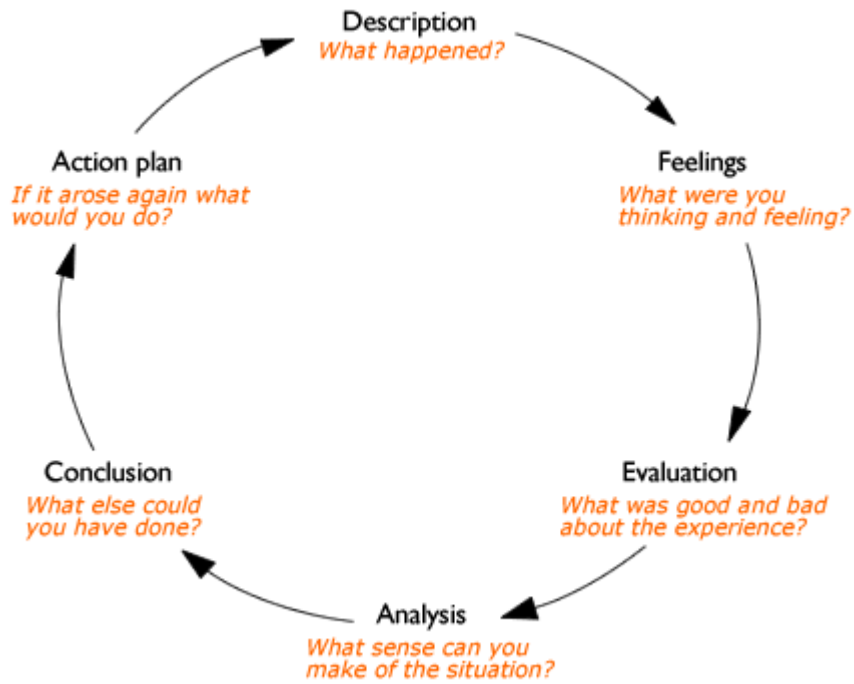
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## Appendix

### Appendix 1: Gibb's (1988) model



## Appendix 2: Game Diagram





## Appendix 3: Game Lesson Plan

### Game Lesson Plan

- Divide the class into 4 groups (group 1, group 2, group 3 and group 4) then allocate one individual from each group into an area of the classroom.
- Have the groups throwing and catching the balloons in between each other for about 1 minute just to get used to it (praise good throwing and catching)
- Introduce the numbers rule (3 minutes)
  - o So when the teacher shouts "1" or "2" or "3" or "4" those respective players will move clockwise to the next grid (while the game of throwing and catching game is still happening)
- Introduce the change grid rule (2 minutes)
  - o All 4 individuals move from the grid they are in to the next grid clockwise
- Introduce the anti-clockwise rule (3 minutes)
  - o Shout "anti-clockwise 1" so then all the people on "group 1" have to move anti-clockwise instead of clockwise but if the teacher shouts "1" without saying anti clockwise they are still expected to go clockwise

Alternate between numbers/change grids and anti-clockwise as the rules are introduced, ensuring everyone is understanding the game and everyone is engaging.



## Appendix 4: Lesson Plan

**LESSON PLAN**

|                                                                                                                                                                                                                                                         |                                     |                           |  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|---------------------------|--|
| <b>TOPIC:</b> Throwing and Catching                                                                                                                                                                                                                     |                                     | <b>CLASS:</b> PGCE (PCET) |  |
| <b>DATE:</b> 26th                                                                                                                                                                                                                                       | <b>LENGTH OF LESSON:</b> 30 minutes | <b>NO IN CLASS:</b>       |  |
| <b>ABILITY/SPECIAL EDUCATIONAL NEEDS:</b><br>N/A                                                                                                                                                                                                        |                                     |                           |  |
| <b>AIM OF LESSON</b><br>To demonstrate the basics of throwing and catching through a fun and active game                                                                                                                                                |                                     |                           |  |
| <b>LEARNING OBJECTIVES – The Learners Should Be Able To:</b><br><br><ol style="list-style-type: none"> <li>1. Demonstrate catching and throwing following the coaching points</li> <li>2. Show communication characteristics during the game</li> </ol> |                                     |                           |  |
| <b>PREVIOUS KNOWLEDGE:</b><br>All students should be able to have a previous basic knowledge of how to throw and catch but might not be doing it effectively.                                                                                           |                                     |                           |  |
| <b>ANTICIPATED DIFFICULTIES:</b><br>Too boring or uninteresting for some individuals<br>Controlling the time especially in the game                                                                                                                     |                                     |                           |  |
| <b>RESOURCES/EQUIPMENT REQUIRED:</b><br><br>Balloons<br>Soft Ball<br>Power Point<br>Socrative<br>Padlet                                                                                                                                                 |                                     |                           |  |
| <b>HEALTH &amp; SAFETY:</b><br>Risk Assessment provided separately                                                                                                                                                                                      |                                     |                           |  |

**PROFESSIONAL STANDARDS**

**Please note WHEN and HOW relevant professional standards occur and are met:**  
(Include detail of standard, not just a reference number)

Design and plan a lesson plan outlining objectives and focusing on main subject (A1, A2, and K1).  
 Provide positive feedback and praise to students demonstrating correct throwing and passing techniques (A3).  
 Use Kahoot to establish understanding of throwing and catching and also evaluate the previous knowledge of the subject. (K2, K4, A4, V1,V2)  
 Use Padlet to gain feedback on the session (A3, K3, K5)



## Appendix 5: Risk Assessment

Risk Assessment – 26/09/2018

Throwing and Catching Activity

| Hazard                 | Who will it affect    | How to control it                                                                                                                                                                                                                                                          |
|------------------------|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Slips, Trips and Falls | The participants      | Ensure all bags are either to a corner of the room or under the tables, chairs must be tucked in so ensure no risk while participants move (walking) from a grid to the other.<br>Ensure participants have tied their shoes so it prevents them from tripping and falling. |
| Medical Condition      | The participants      | Check for injuries/allergies and respond depending on the gravity of the injury as for example if it is an injury that prevents them from walking then they can sit in between activities or even become a judge of the activity if it is too severe.                      |
| Equipment              | The room/participants | Instead of using soft balls or hard balls such as tennis balls a balloon will be used as it will not hurt either the participants or the room.                                                                                                                             |
| Fire                   | Everyone              | Ensure participants are aware of the fire protocols, assembly points and exits.                                                                                                                                                                                            |



## Appendix 6: Grade Sheet

## PGCE/PCE (PCET) LESSON ASSESSMENT FORM

Student Teacher Name: Alice Surgy Establishment: UWTSD - Micro Teach 1 Date: 26.09.2018

| GRADE DESCRIPTORS: (When compared with an experienced teacher)                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |  |  |  | Context of observation<br>(e.g. class, ability, number of students; topic; main activities and organisation; other features)                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| VG – Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.<br>G – Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.<br>S – Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training.<br>U – Needs attention through further development and improvement |  |  |  |  | PGCE (PCE) Peer Group                                                                                                                                                                                                                                      |
| <b>A SUBJECT KNOWLEDGE</b><br>1 accuracy of knowledge of subject matter ✓<br>2 understanding of context e.g. scheme of work, programme of study ✓                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |                                                                                                                                                                                                                                                            |
| <b>B LESSON PLANNING AND PREPARATION</b><br>1 detail and structure of plan ✓<br>2 clarity and suitability of learning objectives ✓<br>3 consideration of SpLDs, anticipated difficulties, health and safety, etc. ✓<br>4 resources selected, prepared, organised ✓<br>5 consideration of professional standards ✓<br>6 consideration of appropriate cross-cutting enhancement theme(s) N/A<br>7 consideration of active learning, learner engagement and skills development ✓                                       |  |  |  |  | <b>General Notes and Comments:</b><br><b>Planning and Preparation</b><br>Lesson plan appropriately detailed with clear measurable objectives. Professional Standards considered and accounted for with engaging teaching and assessment strategies chosen. |
| <b>C TEACHING</b><br>1 lesson start, e.g. outlining content, aims and objectives ✓<br>2 presentation: instructing, explaining, demonstrating ✓<br>3 effective questioning ✓<br>4 choice and variety of tasks/activities ✓<br>5 variety and suitability of teaching strategies/methods/approaches ✓<br>6 use of emergent technologies ✓<br>7 pace of lesson, use of time ✓<br>8 lesson ending, e.g. summarising, recapping key points, etc. ✓                                                                        |  |  |  |  |                                                                                                                                                                                                                                                            |
| <b>D CLASS MANAGEMENT AND CONTROL</b><br>1 presence and voice projection ✓<br>2 transitions – smooth ✓<br>3 awareness, vigilance and intervention ✓<br>4 use of praise and encouragement ✓<br>5 management of tasks/learners/work groups ✓                                                                                                                                                                                                                                                                          |  |  |  |  | <b>Plenary / Conclusion</b><br>Overall an extremely engaging, well-planned lesson that was delivered with confidence and managed very well. <u>Very Well Done.</u>                                                                                         |
| <b>E MONITORING AND ASSESSING STUDENTS' PROGRESS</b><br>1 monitoring understanding and progress during lesson ✓<br>2 suitability of assessment strategies/methods/approaches ✓<br>3 assessing achievement of learning objectives ✓<br>4 giving feedback and setting targets for progress ✓                                                                                                                                                                                                                          |  |  |  |  |                                                                                                                                                                                                                                                            |
| <b>F EFFECTIVENESS</b><br>1 in setting high expectations for work ✓<br>2 in conveying enthusiasm and challenging students ✓<br>3 of students' engagement and learning in this lesson ✓                                                                                                                                                                                                                                                                                                                              |  |  |  |  |                                                                                                                                                                                                                                                            |
| Observer Signature: <u>Carli Hui</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |                                                                                                                                                                                                                                                            |

## Appendix 7: Padlet

