

Critically reflect on your progress in planning, preparing and teaching lessons that incorporate specific pedagogical principles. (This evidence should be taken from your Professional Learning Passport –PLP.) Identify one of these pedagogical principles as an area for development and justify the next steps in your development.

This essay requires the reflective practitioner to self-analyse the whole process of delivering a lesson. This encompasses meditating upon the lesson's planning, preparation, delivery, and outcomes. The chosen lesson must include a specific pedagogical principle. The practitioner must combine inward reflection in conjunction with a rigorous outward analysis of current educational literature. Then, the reflective process becomes critical, as meaning and significance are extrapolated from the introspection and future plans to further teaching practice and positively influence learners are drawn.

The area of teaching which I feel I want to develop further within my practice is the deployment of blended learning experiences. I felt this was necessary to expand due to the feedback I received from my class mentor following the first term of my professional teaching experience. The class mentor identified that I had done well in modelling some teaching techniques based upon observations within the classroom. Despite the positive feedback, there is clear room for improvement and development of my use of a range of imaginative approaches that go beyond what I have observed. Through critical reflection and reviewing the literature, I aim to generate a scheme to broaden my pedagogic repertory beyond just what I have observed first-hand. I want to gain an insight into how to best use various teaching strategies and further my teaching practice, with the ultimate goal of benefiting learners.

The blended learning case study lesson included below in the appendices contains many teaching techniques. These include face-to-face digital teaching, paired experimentation, differentiated scaffolded reflections, and a group discussion. Overall, the blend of techniques and methods is strong in that lesson. However, lessons of this imaginative ilk were not used enough across my first teaching venture.

Given the broad scope of the Welsh governments' QTS descriptor of 'blended learning,' I chose to focus upon three specific teaching techniques to review critically review. The first is digital learning or e-learning in conjunction with face to face learning, often referred to as a "blended learning [practice]" (Nikiforova, 2021., p.2). During a time of such uncertainty, I feel refining my skills in this area could be crucial before a potential lockdown occurs. The second technique is integrating drama and performance when teaching other areas of learning. This is a method of high potential as in the past, as I have taken part in amateur dramatics performances and theatre studies education but have failed to use any of these skills within my teaching practice yet. The final facet I will review is integrating visual arts when teaching lessons across the curriculum. I chose to research visual arts-related teaching methods as my knowledge and experience in the subject area are weaknesses. So, by critically reflecting using education research, I hope to make the initial steps towards turning a deficiency into a pedagogic strength of mine.

Coe *et al.* (2020) suggest that high-quality teachers must be cognizant and act upon the independent requirements of each learner. The impact of the Covid-19 pandemic has resulted in many individuals needing teaching that contains "a purposeful, well-designed, systematic, integrated combination of in-person [and] online learning activities" (Nikiforova, 2021., p.2). Much of the educational research surrounding this blended learning practice is within higher education. However, the findings and reflections are still valuable and

applicable to a primary practitioner who must be ready to acclimatise teaching to students' circumstances and milieu (Hattie 2012).

A strength of the blended learning approach that is noted by Nikiforova (2021) and Bower et al. (2017) is the convenience of the digital aspect of the method. Learning can be accessed from anywhere, as long as the learner has digital access. This could aid a primary school learner in accessing learning that is absent due to illness. Coe et al. (2020) emphasise that esteemed educators facilitate pupil freedom and inspiration. This easy access could provide students with the autonomy and desire to access content from home beyond school hours and independently further their learning.

Prescott et al. (2018) argue that blended learning helps teachers distinguish the different levels of teaching and instruction required for learners. One of the key ways to activate hard thinking, according to Coe et al. (2020), is to align tasks and instruction according to the pupils' needs and readiness. The instantly produced quantitative data from blended learnings digital technology could assist a teacher in more easily determining the levels of students. Therefore, if current levels are determined, tasks can be differentiated to ensure the instruction is targeted for each individual. Thus, a positive of blended learning is its ability to generate actual data related to learners' currently levels and, therefore, can aid a teacher in creating differentiated instruction and ensuring that each student is moving upwards in the progression steps.

Much of the educational research into the efficaciousness of a blended learning approach found a myriad of weaknesses. Nurray et al. (2012) outlined that dual teaching environments can lead to excessive learner workload. This mismanagement could be detrimental for learners of any age, as Rosenshein (2012) argues that unexplored concepts have to be introduced to pupils in attainable amounts. Therefore, a blended learning

approach's weakness is the methods' high capacity to store and facilitate content which may lead to overwhelming levels of teaching for some children.

The issue of the potentially harmful byproducts created by the relationships between the digital and face-to-face environments is evident in much of the research. Nurray et al. (2012) contend that the symbiotic relationship developed by this dual structure of blended learning teaching constricted many learners' progress as achievement in the digital and face-to-face component was reliant upon achievement in the other. Moreover, Nikiforova (2021) elucidates the potential technical issues of the digital facet of blended education, such as poor internet connection in school or at home and lack of access to digital devices. Thus, when the interdependence of the two environments of blended learning is meditated upon in conjunction with the often uncontrollable and unpreventable potential technical issues, the strategies' overall reliability to deliver quality learning in both environments consistently is called into question.

Overall, the educational research surrounding blended learning, an amalgamation of "online and face-to-face teaching" (Oliver and Trigwell, 2005., p. 19), is balanced, highlighting the many positives and negatives of the strategy. The methodology enables face-to-face and digital learning, offering potentially absent learners and teachers greater access to education. Moreover, the real-time data that most digital platforms offer can enable teachers to deploy differentiated instruction more easily in the face-to-face and digital sections of the teaching technique. However, there are apparent drawbacks and considerations for an educator using a blended educational approach. The dual reliance of the two environments combined with digital technologies unreliability may result in the methods' ability to be deployed in an effective manner being stifled. Furthermore, such difficulties could negatively impact learning outcomes if educators did not have contingency plans for such scenarios in place.

According to his report in 2018, the young generation of Wales desired an increased “focus on general social competences” (Donaldson, 2018., p.17). Examples of such included skills such as individual confidence and self-esteem. Andrikopoulou and Koutrouba (2019) drew a distinct link between arts within the classroom and increased student self-esteem. Therefore, a review of current educational literature with a genius loci of deploying dramatic arts-based techniques across all curriculum areas is highly applicable to the new curriculum for Wales.

A myriad of recent educational research into dramatic arts techniques being blended into all lessons across the curriculum has occurred. A significant finding from (Braund 2015) was that drama could assist in learning scientific concepts. When a study was conducted regarding the effectiveness of a science-based play, Braund (2015) argues that props, physical movement, and pupil proximity helped make students visualise often tricky scientific notions. Donaldson stated that an environment that drives learner engagement must be stimulative and enable exploration (2018). Therefore, the excitement and spectacle of viewing educational theatre pieces could be used in schools to enhance learning across all subjects by galvanising the students’ minds beyond a standard classroom-based lesson.

There is also evidence exemplifying that, as a teaching technique, drama helps develop cognition and learning in other areas of the humanities. Both Andrikopoulou and Koutrouba (2019) and (Braund 2015) argue that drama is best used as a tool when learning languages and developing language skills. Moreover, Andrikopoulou and Koutrouba (2019) argue that dramas strength across the humanities can be attributed to the inversion of typical classroom roles. They describe a stage of drama teaching as in role, where students and teachers act out, react and shape their own perceptions (ibid 2019). Subsequently, in the second out of role stage, the student and teacher reflect analytically together. Furthermore, Coe et al. (2020) believe that great teachers construct and support learners autonomous

motivation. The freedom and collaboration with the teacher in drama methodologies, where direct instruction is absent, and roles are made equal, could be more likely to give learners the autonomy, competence, and relatedness (ibid 2020) required to create autonomous motivation in the classroom.

Beyond cognition and learning outcomes, research shows that student skills and attitudes can be improved when blending drama-centred teaching strategies into different lessons. Peleg and Baram-Tsabari (2011) discovered that a science-based play did not wholly change learners' views on science but altered their opinions on school science. Similarly, Braund (2015) contends that, for some students, blending dramatics into classroom-based science lessons provides relief from the tedium of many science lessons. According to Coe et al. (2020), a significant priority for a teacher should be to manage the classroom in such a way that is optimal for creating opportunities to learn. It could be argued that by incorporating dramatics into a science lesson, an educator can maximise learning opportunities by keeping engagement at a high level throughout a lesson. This could be done by the techniques' ability to reframe and widen pupils' scope of what is possible within a science lesson, increasing enthusiasm and providing some respite from potentially more mundane content.

Conversely, similarly to the blend mentioned earlier of technology and face to face teaching, research shows that incorporating drama teaching methods into lessons across the curriculum has its drawbacks. Firstly, despite an overall positive effect on learning outcomes, Peleg and Baram-Tsabari (2011) concluded that drama activities did not improve factual recall, and posttests indicated that much knowledge was not retained to a high degree. Coe et al. (2020) emphasise the durability and flexibility of knowledge being dependent upon students' ability to connect ideas through schemas. Therefore, to fully harvest the techniques'

cognitive benefits and engagement, a scheme would be required to ensure drama based learning is being kept in childrens' long term memories.

Both Braund (2015) and Andrikopoulou and Koutrouba (2019) noted that lack of teacher training and confidence towards drama based pedagogy was a limiting factor for many educators. To add to that, Braund (2015) and Andrikopoulou and Koutrouba (2019) also stated that the success when blending the methodology was highly dependant on pupils' willingness to try the new methods and teachers' own personalities as to whether they regularly experimented with different teaching strategies or not. Given that high-level teachers plan lessons that include smooth transitions explain to learners why a specific activity is happening (Coe et al. 2020), lack of teacher conviction and training and preparation before blending drama activities is likely to be highly detrimental towards overall lesson flow and learning outcomes.

To conclude, the educational research outlines a number of strengths and limitations of blending drama and theatre-based learning techniques into lessons. The strategy can particularly aid learners' understanding of challenging scientific concepts and language skills. Moreover, the dramatic environment of expression can be harnessed to break traditional roles in the classroom, increase students' confidence, and generate increased enthusiasm and engagement in numerous subjects. Conversely, when commingling such methods into lessons, educators' prior training and confidence can limit the technique's efficaciousness. Furthermore, plans to facilitate the content learnt through drama into the long term memories of children must be particularly considered when deploying this approach.

According to the Wales Government (2010), almost 80% of what children learn is from their peers in school. Moreover, metacognition and unpacking thoughts and ideas are at the very centre of learning (ibid., 2010). The visual arts could be a method to foster such creative, collaborative, and meta-cognitive skills simultaneously.

Several findings were concluded in a study researching the impact of blending visual arts into teaching geometry in high schools. In the study, one group learned through a visual arts geometrical program, and the control group received their regular school teaching. Schoevers et al. (2020) extrapolated that all students improved at geometry, with no disparity being shown between each research group. Hattie (2012) reinforces such findings by suggesting that almost every technique works in the sense of positively affecting achievement. Furthermore, Schoevers et al. (2020) stated that visual arts groups were stronger in their use of daily geometrical words in descriptions. However, the visual arts provide other benefits with the learning, such as promoting creative skills in pupils (ibid., 2020). Therefore, it can be argued that blending the visual arts will keep learning standards consistent when used in lessons where drawing and shapes are pivotal to learning whilst enhancing other vital skills such as creativity.

Becker (2020) asserts that the visual arts can provide a myriad of ways to learn and foster interdisciplinary connections. Blending such methodology into lessons can therefore support in achieving one of Donaldson's (2010) criteria for good teaching of reinforcing cross-curricular responsibilities. Additionally, Becker propounds that high-level arts integration programs have been shown to benefit language and literacy in deprived schools and classes with pupils who require additional learning needs or have students for which English is an additional language. Such benefits listed by Becker (2020) include positive outcomes in alphabet knowledge, syntax, vocabulary, narrative, reading, and writing for students with additional learning needs. The Welsh Government (2010) affirmed that it is indispensable for educators to put much effort into the consideration of how they teach and to ensure each learner experiences challenging learning. Thus, if blended correctly, using a high-level arts integration program, the visual arts could be used as a tool for teachers in

Wales to benefit and challenge learners, therefore improving achievement levels for children with additional learning needs or learning English as an additional language.

Educational research shows that, as a teaching method, the visual arts are a highly adaptive tool for educators that can be commingled into all subject areas to differing degrees. Schoevers et al. (2020) indicate that visual arts teaching methodology can save educators valuable time when taught using a stringently planned integrated program. It could be argued then that if visual arts methods can help learners ascend the progression steps and help teachers better manage their time, the method can help “maximise the opportunity to learn” (Coe et al., 2020., p.6).

Hosack (2014) lists numerous other benefits to deploying visual arts as a teaching method. Hosack (2014) describes them as being rich in information regarding societies and communities. Arts ability to reflect contextual and periodic information is highly applicable for a teacher in Wales who nurture Welsh national pride and create authentic and relatable contexts for learners (Donaldson, 2018). For some younger children, particularly those in the foundation phase, expressing thoughts opinions through language may be difficult at first, or critically analysing language may also be a struggle. Hosack (2014) argues that the visual arts help children’s analytical skills; it builds on innate and already practised visual skills that young people have been honing all their lives. Accordingly, the visual arts can help teachers create lessons that provide contexts around learning and enable younger learners to develop critical thinking skills whilst circumventing any potential barriers due to language deficiencies.

In conclusion, the visual arts as a teaching technique have been shown to provide a number of benefits when blended into other areas of learning. They can be used in maths to help teach conceptions and properties of shapes, keeping achievement high and fostering creativity. Visual arts programs also blend well into language lessons, being particularly of

use for meeting the requirements of students with additional learning needs and learning English as an additional language. The visual arts can help add social and historical contexts to lessons whilst aiding teachers in maximising time efficiency. Finally, the visual arts can be blended into lessons to develop analytical and critical thinking when the pre-requisite language skills are absent from young learners.

This essay assesses the effects of blending a number of teaching methods into a range of lessons. It is essential for a reflective practitioner to decipher the efficaciousness of blending numerous innovative teaching techniques to hit the Welsh government's standard for innovation. Educators should develop an innovative outlook on their practice, through constant trial and assessment of different approaches, in order to improve pedagogic outcomes (Wales Government, 2017). Ultimately, finding blends of different teaching methods that can complement one another within a single lesson is a facet of the Welsh government's pedagogy standard as well, as it is a form of progressing and refining teaching (Wales Government, 2017) with the ultimate goal of improving optimal outcomes for learners.

The first section assesses the strengths and weaknesses of blending face-to-face and digital teaching into lessons and lesson blocks. The implications of this research on my future teaching practice are numerous. In a world affected by Covid-19 absences, I will ensure that during periods of lockdowns and non-lockdowns, some form of educative content can be set for class members who cannot attend school, in conjunction with face-to-face teaching. Therefore ensuring I align with the Welsh Government's values and dispositions to make meeting the rights and needs of all pupils a top priority. I will also use a combination of digital programmes with easy access to quantitative data to inform my in-person and digital instruction to best aid learners in ascending the progression steps. However, when any lessons are planned with a mixture of face-to-face and digital teaching, contingency paper-

based plans will be created, as much of the research reflects the possibilities for digital technology to fault randomly.

I will now begin to plan for more drama-based teaching methods into lessons that contain traditional methods. The research has reflected that I can enhance pupil autonomy and confidence by using drama to break down traditional classroom roles and perceived status'. I will begin actively researching education centred theatre performances to blend into a block of teaching. However, the research has made me aware that prior and post lessons should be planned around the dramatic pedagogy in order to cement the knowledge learnt in the learners long term memory.

Finally, the educational research has helped me discover some scenarios to which the creative arts can be best commingled into a lesson to improve outcomes for all. For pupils in the foundation phase, who perhaps lack the language skills to express ideas fully or to refine their critical thinking and analytical skills through text, I will blend the visual arts into a lesson as a stimulus to assess or means of expression. Moreover, in order to be a collaborative practitioner, I will consider finding and attempting to implement a school-wide visual arts program to perhaps blend into as a starter in a block of maths lessons. Therefore, this could help other practitioners improve the primary pupils' basic understanding of shapes and help foster the learners' creativity.

Word Count: 3228 Words

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Appendices

Professional Experience	Year 5 Maths Lesson, Smiley Faces – Assessment
Template 1	
Pedagogy Standard	Assessment for learning
What did you do and why?	I chose to work towards the assessment standard. I decided to use the assessment for learning technique of asking learners to assess how their own understanding of the maths method was taught and practised in the lesson. I taught them the ladder method, a multiplication technique new to nearly all learners. At the end of the lesson, the students drew a sad, medium, or happy face in their books after practising questions and completing a plenary. I used this assessment for learning method to accelerate learning by using the student self-assessment to decipher my subsequent lesson planning for the next week. I found that the majority of children were excelling in utilising the method. Therefore, I could increase the level of questions and decrease the scaffolding given to them in the next lesson to ensure they are all being challenged and ascending the progression steps.
What have you learned?	I learnt the importance of the chilli challenge differentiated lesson planning that my PTE 1 school implements into every lesson plan. There was a wide variety of responses to the new methodology, and many learners' confidence of understanding

	was not evident reflected in their work or vice versa. Therefore, I also knew which level of differentiated sheet questions to motivate them to use in the coming lesson.
What next?	As a result of this experience, I am going to try the method again, but at different stages of the lesson. This means that if some learners complete a specific coloured differentiated chilli sheet early in the lesson and feel confident, I can try and encourage them to practice more difficult questions on a more complex worksheet. Therefore, getting feedback during the task and reacting at the moment to further achievement.

Professional Experience	Using coins to improve 2-, 5-, and 10-times tables – Real life authentic contexts
Template 2	
Pedagogy Standard	Real life authentic contexts

What did you do and why?	I chose to use 2, 5, and 10 pence coins during the starter of a maths lesson. The main activity of the class was a maths bingo activity using the exact times tables. In order for the learners to see the real-life applicability of knowing their times tables, I handed out coins to use and count. I had many of the coins and some plastic replicas of coins and asked them questions such as "how many 5 pence pieces would I need to pay for an item worth 50 pence?" The students were to calculate the answers using the coins in pairs, write the answers down on whiteboards, and hold up the answers as fast as possible.
What have you learned?	I learnt that when the learning is related to the children's real-life experiences, such as paying for sweets with small change, etc., and an extrinsic motivational factor is added, such as a house point. Much enthusiasm is generated. The paired work also created a game-like enjoyable competition between a group of high-standard learners who wanted to earn the house points for their team and felt that what was being taught could actually translate into their lives out of school.

What next?	I will share this simple maths starter with other practitioners verbally by telling other colleagues of the success of this method. I will also plan to implement this simple technique of finding links between content to the children's' lives more frequently. Moreover, I will attempt to bring authentic contexts into other lessons in other areas of learning, such as literacy lessons, by creating activities such as writing a leaflet advertising Swansea or a letter to Father Christmas.
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Professional Experience	Year 5 'Missions' flight numeracy Themes – Cross-curricular themes
Template 4	
Pedagogy Standard	Cross-curricular themes

What did you do and why?	I chose to engage with the cross-curricular responsibilities of every educator in Wales for this experience. During the specialised 'missions' lessons in my PTE 1 school, four stations are set up with different smaller tasks. The learners must complete at least two of the stations' tasks in an hour. This allows many opportunities for student autonomy and the inclusion of cross-curricular themes in lessons. For this 'missions' task, I required students to use previously acquired digital literacy researching skills to complete a flight-based task in conjunction with numeracy skills. The students were to research the different speeds of multiple types of birds, convert the speeds into other units, and then find the difference between the species' speeds and even with an aeroplane.
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What have you learned?	I learnt that combining digital literacy and numeracy into more minor achievable questions, as they could go from breed to breed, resulted in many children completing far more work than they would have if the speeds were just provided for them. They didn't need to research to find the answers. It made the learning more enjoyable to certain students as they felt more adept at researching via the internet, and using digital literacy skills, than numeracy skills. However, the confidence gained from finding the speed themselves and the collaborative structure of the task encouraged them to push their numeracy abilities and confidently attempt complex addition and subtraction questions.
What next?	In terms of the next steps, I will share the effectiveness of combining numeracy and digital research skills tasks with my colleagues. I would also like to incorporate digital literacy with literacy skills in one of my next 'missions' lessons. Furthermore, I feel that setting collaborative activities during lessons containing cross-curricular themes was good in helping other students learn in whichever area they felt weaker in off other group members. This allowed students to teach each other and learn collaboratively across multiple areas.

Professional Experience	Year 5 Screencastify independent digital forces experiment –
Template 4	Blended learning experiences

Pedagogy Standard	Blended learning experiences

What did you do and why?	For this experience, I chose to focus on advancing learning by using digital teaching software to provide them with different teaching methods than they are used to. I wanted to offer the children the opportunity to receive blended learning experiences that could support them in completing a science experiment individually without needing the aid of a teacher or teaching assistant. My role for this experience was as the digital teacher of a science lesson related to forces. I chose to do this because of the PTE 1's schools frequent deployment of the carousel lesson structure. The carousel structure results in one group of students not receiving direct teaching from a staff member. Moreover, I wanted to ensure that the two other groups being taught in person by staff members received the best education possible. This meant creating an individual lesson and activity that was stringently planned, delivered, and digitally explained. To achieve this, I used a Google Chrome recording software called <i>ScreenCastify</i>. I sought some initial advice and support from a colleague who possessed an advanced understanding of the platform to collaborate and gain some tips. Owen and Thomas (2014) argue that for learners to be engaged in independent learning in a carousel system, they must be taught the relevant prior knowledge. Thus, it was a necessity for me to equip the students with this prior knowledge and ensure that they fully understood the task I was setting them. I created multiple drafts of a script and detailed PowerPoint to achieve this aim. Following that, I collaborated informally with my class mentor and another year five
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	colleague via email. This meant that I received a myriad of advice and improvements to my initial drafts before independently recording the whole digital lesson. I sent my two MP4 videos to my fellow year five colleagues. Subsequently, the teachers emailed the videos to the learners via Hwb, ready for the lessons that coming week. The first video contained the prior learning that was necessary for the children to complete the friction-based experiment. They needed an understanding of push and pull forces and Newtons and using Newton metres. Along with my videos, I prepared differentiated worksheets using the red, yellow, and green chilli challenge format, which is often used in the class. The second video sent to the students contained in-depth explanations of each of the three differentiated worksheets and tasks. I felt this was necessary as the class teacher did not construct carousel groups based on ability. Therefore, the three-tier sheets allowed the learners the freedom to work in these mixed groups and still meet their own individual learning needs. The learners were set a task of completing a science experiment in pairs, recording their findings using a worksheet as a template individually, and then discussing results as a whole group of eight to ten children.
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What have you learned?	This experience was relevant for me, as I had never used any digital learning software. Moreover, I had not deployed many different teaching methods in my practice before this lesson. To achieve my aims and allow students to learn with a unique teaching approach, I had to research and learn how to create a high standard lesson using ScreenCastify. Through the informal forms of collaboration and seeking advice, I learnt that, particularly when teaching digitally, slowing down my voice and leaving long pauses in my explanations was required. I also learnt that in order to effectively implement differentiated independent worksheets, equal amounts of time were to be allocated to the initial teaching of relevant knowledge and the explanations of each of the three-tier tasks.
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What next?	A variety of critical signifiers reflected to me that many elements of this blended learning experience were a success. Visually, I could see that the children enjoyed using the Newton meters and gaining experience measuring force along different surfaces during the independent experiment. Furthermore, when I came to marking the students' books, learners of different levels who completed different coloured chilli tasks had achieved their learning outcomes. Overall, I learnt that with detailed planning, redrafting and collaboration with colleagues, there is nothing to fear about attempting more innovative teaching methods and offering the learners a blended learning experience. This relates to my overall learning as I now feel confident creating blended learning, or entirely digitised lessons and plans, as I am now familiar with <i>ScreenCastify</i>. Following the three cycles of the carousel in which each group had the opportunity to do the independent science activity, I again sought out advice and support from my class mentor. Much of the positive feedback given gave me confidence and aided me in ensuring that I more frequently aim to achieve the blended learning professional standard. As a product of this feedback and initial conversations before planning the lesson, I collaboratively devised some improvements to help further my future practice. Firstly, specifically for science experiment lessons, I learnt that the teacher must always complete the experiment first before the lesson, testing out whether it works or not. To add to that, even when using unique digital lesson resources
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	to teach, I learnt that a paper-based backup lesson plan must always be created in case of any Wi-Fi failures or technological glitches. I also learnt that to fully assess the effectiveness of a unique teaching method; evaluations must be made throughout the lesson planning and delivery, rather than just assessing the methodologies' effectiveness in real-time during the lesson. This relates to my overall development as I have grasped the importance of providing the students with a well rounded blended learning experience. Moreover, I am now able to create digital lessons remotely for students and ensure they all reach their targets if another Covid-19 lockdown occurs or I have to self-isolate at home for any reason. The enthusiasm that different teaching and learning methods gave the students was vital in them achieving the learning outcomes. Through verbal discussions, I will share the successes and lessons learnt during this experience with other colleagues. This could help them use tools such as <i>ScreenCastify</i> to develop their own practice and offer their students a blended learning experience.
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	Target	What have I done?
Target 1	Read in text comments to identify why using too many direct quotations is not how to write an academic essay.	Read multiple academic essay writing guides and made sure to paraphrase and build arguments off paraphrasing, rather than just directly quoting during the entire literature review.
Target 2	Revisit academic writing and Harvard referencing handbook	I fully read the UWTSD Harvard referencing handbook and re-learnt my notes taken from the academic writing person tutor sessions. I feel my referencing is therefore improved in this assignment.