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MODULE CODE: ECPT6005

ASSESSMENT COMPONENT: 1 – Reflective Assignment

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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.

Part 1 - Essay

In this first part of the assignment it will be outlined the current thinking and guidance in relation to behaviour management and effective learner engagement. To go into more detail about this aspect it is important to take into account the complexity of the current education system and the fact that higher education institutions 'exist in wider economic and political systems, which both facilitate and limit ways in which they respond to individual and societal needs' (Avis *et al.,* 2020, p. 3). In addition to this, the privatisation of higher education within the UK has had an impact in the learning environments and increasingly education has been regarded 'as a product to be sold and purchased, with students positioned as consumers' (Avis *et al.,* 2020, p. 4). Within this current climate, we will look below into some of the strategies, theories and their application towards promoting engaged learners and managing challenging behaviour. We will also briefly touch upon relevant policy and legislation. Taking this into account it is important to acknowledge that the setting that it will be referred to is Higher Education within the UK and specifically UWTSD BA Photography programme where I currently teach. Therefore when it comes to current policy it would be the one related to this institution.

Hart in his journal article 'Classroom behaviour management: educational psychologists' views on effective practice' acknowledges the importance of: Establishing firm rules, reinforcing appropriate behaviour, educator's response to undesired behaviour, maintaining positive staff-student relationships and interactions, as well as creating a good learning environment where learners physical and psychological needs are met as key factors to create an effective classroom behaviour management (2010, pp. 354-356). Hart in his article addresses schools but his advice could be applied as well in the context of higher education. Furthermore, in practice Hart advocates for a mixture of behavioural and humanistic approach (2010, pp. 356-359). For instance, Hart elaborates that 'behavioural strategies aim to increase desirable behaviour using reinforcement, and to decrease undesirable behaviour using extinction (withdrawal of reinforcement through ignoring unwanted behaviour or using 'time out')', this approach can be good practice and useful in terms of reinforcing appropriate behaviour and in some cases as a possible response to undesired behaviour (2010, p. 356). Hart claims that a humanistic perspective attaches 'great significance to the relationship between teacher and pupil. One example is learner-centred education, where the teacher displays empathy, […] and the encouragement of critical thinking' (2010, p. 359). Again, these strategies are good practice in the classroom

to promote student engagement but their effectiveness will largely depend on the group of learners being taught.

Lebor in *Classroom Behaviour Management in the Post-School Sector* claims that ‘prevention, though not always possible’ is key towards possible challenging behaviour (2018, p. 82). Similarly to Hart, Lebor elaborates that successful strategies include: ‘Establishing ground rules’, ‘maintaining regulations and discussing issues with students outside the classroom’, positive reinforcement, empathy and mutual respect (2018, p. 82). Lebor later on also adds ‘communicating the curriculum effectively’, connecting and supporting learners in activities and assignments (2018, p. 87). We could argue that within this list of strategies as with Hart there is a mixture of a behavioural and humanistic approach.

According to Lebor all the aforementioned strategies are possible ways forward for educators to improve practice (2018, p. 86). By extension we could add that the these strategies and the ones proposed by Hart are helpful towards establishing and creating a pivotal culture within the classroom. One where both educators and learners are engaged and involved in the learning. A pivotal classroom culture is based on the values established and created by both the lecturer and students. One of the key factors of this environment is the type of language and communication that all participants are engaged with. This is when transactional analysis theory can be useful to manage challenging behaviour or situations leading to it. It constitutes an useful tool within education since it ‘helps teachers and learners to stay in clear communication and avoid setting up unproductive confrontations’ (Stewart & Joines, 2008, p.3). Transactional analysis analyses social interactions and provides a ‘theory of communication’ to understand both lecturer and learner behaviour (ibid.). Transactional analysis establishes a set of ego stages of the communicator to understand behaviour, it differentiates between ‘controlling parent, nurturing parent, adult, adapted child, free child’ (ibid., p. 21). Each of these categories comes with their specific type of language, tone, gesture and facial expressions. Its possible application within the classroom stems from acknowledging the traits of each of these ‘ego stages’ to be able to detect from the outset within the learners and applying an adult communication and behaviour characterised by ‘a response to the here-and-now situation, using all the person’s grown-up resources’ (ibid., p. 26).

Lebor provides a critical summary of the main learning theories and their possible application in higher education with a focus on managing behaviour (2018, pp. 27-37). For instance when it comes to Fred Jones, Lebor explains that his theory aims to create a positive classroom environment 'teaching students responsibility, independence and co-operation' which are all good practice (ibid., p. 28). The issue comes that in order to achieve this environment Jones claimed that the educator should move and create a close physical proximity with the learner (ibid.). Lebor elaborates how that can be very problematic in the classroom because of gender and cultural dynamics amongst others and therefore it relies on good practice principles but the problem comes on how those are delivered. If we focus on the context of behaviour management this close proximity with the learners as proposed by Jones can create stress, uncomfortable feelings not only because of gender dynamics but also due to some learners being neurodiverse for instance. Going back to this idea of creating a pivotal learning culture is the importance of knowing your learners.

Another theoretical framework that Lebor analyses is Maslow's hierarchy of needs that explains how learners need to have basic physical and psychological needs covered such as shelter, food amongst other in order for learning to take place (2018, p. 29). Lebor acknowledges that this theory can be useful to manage behaviour and specifically understanding learners motivation or lack thereof (ibid.,). However, Lebor explains how in practice Maslow's hierarchy of needs is rigid and learners might 'deprive' themselves of basic physiological needs (ibid., p. 30). Again, according to Lebor Maslow does not address 'disruptive or difficult students per se' (ibid.).

According to Lebor Harry Wong's approach can be applied to a range of educational contexts (ibid.). Wong's methodologies rely on 'structuring lessons through organisation, creating a safe and positive environment'', (ibid.). Following Wong the educator needs to be flexible and adjust to learners and since each group of students is different Wong rather than a theory of teaching is closer to a series of suggestions that are all good practice but again do not necessarily address how to deal with disruptive behaviour (ibid., p. 31).

When it comes to a legislative framework in the context of managing behaviour and learner engagement Lebor acknowledges that 'it is hard to legislate for all situations' (ibid., p. 40). By extension that statement can be applied in the context of UWTSD. It worth noting that UWTSD has policy and legislation in place to ensure students engagement as

well as a misconduct policy that can be found in the Academic Quality Handbook 2024–2025 (UWTSD, 2025 - a). In addition, UWTSD has a support for study policy and procedure for students with additional learning needs (UWTSD, 2025 - b).

In this first part of the assignment we have summarised some of the current thinking related to effective learner engagement and behaviour management. We have also proposed a set of practical strategies to use in the classroom as well as highlighted some of the key values towards creating a pivotal learning culture.

Part 2 - **Reflective account**

The importance on reflecting on own teaching practice and the practice of others is key in terms of establishing an effective and thriving learning community. This aspect is also acknowledged in the following professional standard: K3 critical evaluation as a basis for effective practice.

Following on previous assignments I will use Gibbs reflective cycle (1988) as the framework for my reflective account. The education setting in which I conducted the teaching observations and delivered my own teaching is within the BA Programme: Photography in the Arts and Photography and Visual Activism at UWTSD.

Description
During the Spring 2025 I conducted two teaching observations within the BA Photography programme. The first teaching observation was for level 6 students part of the module Major Project where students develop a body of photographic work to be shown in an exhibition both in Swansea and London. The main focus of this session was on writing the report for their final submission. The second teaching observation was part of the module research in practice which is usually taught collaborative with Fine Arts. Within this module there is an emphasis on how theory is connected to practice and there are usually guest speakers who demonstrate how this approach applies to their practice. When it comes to my own teaching it is based on a session that I delivered for level 5 Photography students and part of the module Visual Enquiry 2 focusing on photobooks. In this session, I introduced the definition of a photobook for learners to use in their own practice and provided examples from practitioners.

Feelings

My initial feelings after the first observation were positive. The lecturer was very knowledge the topic of essay writing and well prepared. I thought as well that he handled very well a situation where students seemed reluctant to complete a group exercise. The way he dealt with potential disruptive behaviour was very calm, and respectful. My initial feelings after the second observation were positive as well. In this case for the module research in practice the students felt more engaged and curious, so overall there was a feeling of a positive environment. I thought that in this instance the educator response to undesired behaviour, the use of mobile phone, was delivered in a calm and effective way. Again, as in the first observation I felt assured about the way the lecturer handled the situation and thought that if I was in a similar situation I could use that approach. My feelings after my own teaching session were mixed. It is very different to be on the observant role and have a more detached stance rather than being the observer and the delivering and performing the session. I had positive feelings in terms of the content of the session and I felt well prepared. I had mixed feeling when it come to dealing with students and possible disruptive behaviour. Like in observation number two there were learners using the mobile phone and felt insecure about to how to handle in the situation. I was not sure about making general comment in the class or talking to the students individually after the session. That created certain uncertainty and I felt less focused when delivering the session.

Evaluation and analysis

In both observations the lecturers demonstrated their knowledge in the field and made use of recent and up to date scholarship. We can connect this to the following professional standard: V3 use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice. This contributed to creating an atmosphere were learners were encouraged to take own initiative and being curious about their subject matter, which I thought it was very good practice. In the first observation the lecturer managed very well students motivation and avoided a possible situation of lack of engagement. Overall, this experienced lecturer was calm and handled the situation and learners very well. We can link this to the following professional standards: V1 respect individual learners and diverse groups of learners and V2 promote engagement in learning and equity of opportunity for all to reach their potential. In the second observation the lecturer observed that particularly two students were making an excessive use of their

mobile phone. The lecturer decided that rather than interrupting the session he preferred to talk to those students individually, once the lecture had finished. This proved a very good idea since after the conversation one of the students explained his additional learning needs and why he relied on the phone. The second student however was more vague about their reasons. Again, this was very good practice and we can link it to the following professional standards: V1 respect individual learners and diverse groups of learners and A4 support and guide learners. Both lecturer put into practice some of the principles of a learning pivotal culture, establishing ground rules, keeping student engaged and dealing with possible problematic behaviour that I described on more detail on the previous section. I learned through those two observations but when I tried to put them in practice on my own session, I thought I was not as successful as my colleagues.

To conclude the lecturers observed both made use of a diversity of learning and teaching strategies that were a demonstration of good practice of learning engagement. Furthermore, they both demonstrated good practice in terms of managing behaviour. I took onboard those examples as starting points and through them I identified three main action points to improve my own teaching practice. Those action points will be covered on more detail in the action plan that tis part of the appendices.

Word count: 2450

Reference List

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APPENDICES

Teacher Observation Form

Teacher	**RM - observation 1**
Date	**26/03/2025**
Group	**BA Photography and the Arts, and BA Photography and Visual Activism (Level 6)**
Topic/Context	**Module: Major Project - report writing**
Notes on the lesson:	
	-The session was part of the module Major Project where students develop a body of photographic work to be shown in an exhibition both in Swansea and London. This session focused on writing the report for their final submission. **-The lecturer had a powerpoint presentation ready with examples from previous students of how to write a report.** **-The lecturer showed examples from his own practice to demonstrate different ways of writing the report.** **-The lecturer split the class in groups and gave them 30 minutes to identify the structure of their report, and collectively provide an example.** **-There was a group of students that seemed reluctant to complete the task and the lecturer spent a bit more time with this group clarifying questions and demonstrating how they could achieve the task.**

What I have learned:
- **Teaching strategies and content preparation. The lecturer used a wide range of teaching strategies and was well prepared for the session.** - **Calm and assertive language. The lecturer reacted in a calm way to the group of students that didn't seem to want to complete the task. He also used assertive language and encourage students to complete the task. To do so he provided further examples to this group. In that sense, it was a good example of how to deal with potential disruptive behaviour from learners.**
Targets to improve my own practice (mapped to professional standards):
- **The importance of being prepared and provide learners with a wide range of examples. Connected to the following professional standards: K2 approaches to teaching and/or supporting learning, appropriate for subjects and level of study and K4 appropriate use of digital and/or other technologies, and resources for learning.** - **Learner-centred approach. Allowing students to test and try the material explained in the session. Linked to the following professional standards: V2 promote engagement in learning and equity of opportunity for all to reach their potential and A2 teach and/or support learning through appropriate approaches and environments.** - **Lecturer capacity to respond in a calm way and provide solution to the possibility of some of the learners non engaging with the session. Related to the following professional standards: V1 respect individual learners and diverse groups of learners and V2 promote engagement in learning and equity of opportunity for all to reach their potential.**

Teacher Observation Form

Teacher	**PD - observation 2**
Date	**18/03/2025**
Group	**BA Photography and the Arts, and BA Photography and Visual Activism, Fine Arts (Level 5)**
Topic/Context	**Module: Research in Practice**
Notes on the lesson:	
	-The session was part of the module research in practice which is delivered collaborative with Fine Arts. There are usually invited speakers that address how theory informs their practice. **-The lead lecturer explained the structure of the class and the topic covered that day. Lecturer had a presentation and it was well researched and prepared.** **-Lecturer then introduced the guest speaker who delivered a lecture about their own practice.** **-There were mainly two students that spent significant time on their phones during the guest speaker lecture. Main lectured noted their behaviour and at the end of the class asked them individually to have a quick chat. During that conversation learners had the opportunity to explain their reasons for using the mobile phone in one instance there was a reasonable motive and in other the lecturer suggested next time to use a notebook rather than the mobile for note taking purposes. Lecturer remained calm and I thought it was a very good response to undesired behaviour.**
What I have learned:	

- **Educator response to undesired behaviour, in this case the use of mobile phone, was delivered in a calm and effective way.**

- **Similarly to the first observation the lecturer was well organised, calm, assertive and there was a curious, open-minded environment in the class.**

Targets to improve my own practice (mapped to professional standards):

- **To use similar strategies to response to undesired behaviour, especially the use of mobile phones. As it was demonstrated in this class the importance of knowing the learners and their motives for using mobile phones. This target is connected to the following professional values: V1 respect individual learners and diverse groups of learners and V2 promote engagement in learning and equity of opportunity for all to reach their potential.**

- **The use of positive reinforcement when students participate and contribute to the class to help create a learning environment where students feel safe and their opinions appreciated. This target relates to the following professional standards: A4 support and guide learners and V2 promote engagement in learning and equity of opportunity for all to reach their potential.**

Lesson Plan Template

Lesson Plan

Topic: Visual Enquiry 2 - Photobooks		**Class: BA Photography and the Arts and BA Photography and Visual Activism (Level 5)**
Date: 12/03/25	**Length of lesson:** 60 mins.	**Number of students:** 16
Resources required Laptop and cable to connect to a screen to project a slide presentation. Classroom with a big table and all students to seat around the table.		
Aim of Lesson To introduce the definition of a photobook for learners to use in their own practice and provide examples from practitioners.		
Learning Outcomes – The Learners Should Be Able To: -Find out the definition of a photobook. -Discuss with your peers what visual strategies from the ones demonstrated in class you might incorporate in your practice.		
Previous student knowledge required for the session: Session is aimed to level 5 students. Therefore, they will already have some initial knowledge about the topic.		
Anticipated difficulties (if applicable): n/a		

Professional Standards (where are these being met within the session)
Some of the professional standards that are covered within the session include:

-(V1) Respecting individual learners and diverse learning communities by allowing students to discuss in small groups at their own pace and with colleagues that are familiar with to scaffold for students to be able to work with other groups as well.

- (V3) Use scholarship, or research, or professional learning, or other evidence-informed approaches as a basis for effective practice. This is met through in the lecture with the range of practitioners used since they are examples that come from own research practice.

-(V5) Collaborate with others to enhance practice. Learners are encouraged to discuss in groups their own definition and to them share to the whole class, encouraging a safe collaborative environment.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Session overview.	Lecture. (Slides 1-2).	2 min.
	Contextualising the session within Visual Enquiry 2 schedule.	Lecture. (Slides 3-4).	2 mins.
	Activity to assess their initial knowledge of the	Lecture (Slides 5). Question and answer.	3 mins.
Development	Introducing a working definition of the photobook.	Discussion and group work. (Slide 6-8).	5 mins.
	Examples of practitioners using the photobook.	Lecture, and a wide range of online technologies including audio and video. (Slide 9-40).	20 mins.

	Activity in small groups to find their own definition of a photobook and discuss visual strategies that they will apply to their work.	Discussion and group work. (Slide 41).	20 mins.
	General questions and assessment question.	Lecture. (Slides 42).	3 mins.
	List of references.	Lecture. (Slides 43).	2 mins.
Plenary/conclusion	Summary of the ideas discussed in the session.	Discussion. (Slide 44).	2 min.
	Same score question that at the beginning.	(Slide 45).	1 mins.

Assessment Strategies: when and how are they included within the lesson?

At the beginning there is a quick score question to see if they know the definition of a photobook. Before the conclusion I ask the students the same question to find out what they have learned from the session.

Formative assessment is also provided throughout the session when learners feedback to the group, I also add and contribute to the discussion.

Informal reflection (to be completed after the session)

In the future include more small activities throughout the session to engage learners further.

Overall, the session went well, but some of the students didn't contribute to the whole group. Arrange individual tutorials to see if they need further assistance around the topic.

Action plan for future professional development

The below action plan is based on the two teaching observations undertaken, my own teaching experience and the research conducted for this module. As a result I have identified three action points related to managing behaviour and supporting learner engagement.

1. Setting clear expectations and ground rules. The importance of establishing boundaries at the beginning of each of the modules. To do so, on the introduction for each module it will be explained the attendance policy, engagement, deadline submissions and the classroom values. This is connected to the following professional standard: A2 teach and/or support learning through appropriate approaches and environments.

2. Knowing the learners and creating a supportive pivotal culture. To support this, it is crucial to spend time, specially at the beginning of the course, doing activities that allow students to interact with each other in a relaxed way to little by little getting to know them. Also having an open door policy where learners are encouraged to talk to lecturers in a relaxed way to raise any concerns or if they have any questions that might feel uncomfortable to ask within the classroom setting. This action point is related to the following professional standards: V1 respect individual learners and diverse groups of learners and V2 promote engagement in learning and equity of opportunity for all to reach their potential.

3. Promoting an inclusive environment. To achieve this and given the current post-16 context where learners came from different cultural backgrounds and learning needs there will be opportunity for students to engage in learning activities with their peers but also through individual tutorials. This is related to the following professional standards: V2 promote engagement in learning and equity of opportunity for all to reach their potential and V4: respond to the wider context in which higher education operates, recognising implications for practice.