

Reflective Account of Micro-Teach Session (Live Cinema and Foley)

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On 28th November, I led a micro-teaching session in the immersive room that explored Live Cinema and Foley. Below is my reflective account of the session using Gibbs reflective model.

Description:

The micro-teach session consisted of two elements; subject knowledge of Katie Mitchell and Live Cinema and a practical exploration of Foley in an immersive setting. A series of teaching strategies were used throughout the session. Firstly, I began with an introduction, followed by an icebreaker, for learner's to introduce themselves. Videos were shared on Katie Mitchell and Live Cinema, followed by questions and answers regarding learnt knowledge. A further video was shown to explain Foley before a task was set for learners to use the props provided to recreate the sounds shown on the 360 screens. Throughout this group work, discussions were encouraged regarding furthering the use of immersive spaces.

Feelings:

At the beginning, I was nervous and had recently been very unwell so was anxious about my delivery. Being unwell, my session had been rescheduled so I didn't know the learners in the session, which was slightly daunting. My nerves showed at the opening of the session in a shaky voice. When dealing with nerves in teaching, I try to remember why I'm teaching. An article, by Christina Dobbs, came to mind; despite my anxieties, "in my heart I knew what sort of teaching would be effective" (Dobbs, C L. 2002). I feel passionate about finding engaging and innovative ways to teach, hence using the immersive room to explore new technologies. Reminding myself of this, calmed my nerves and I was able to "articulate" myself well (Appendix A).

Evaluation and Analysis:

I believe that the choice of subject was suitable for learners and provided scope for interesting conversations.

When completing research into teaching styles, I found an article that analysed work across Universities in emerging technologies in the creative arts. Through inquiry-based learning and integrating research into teaching, it was suggested that both learners and teachers were "compatriots in the search for knowledge" (Dooley, Kath *et al* 2020). Using this ideology, I wanted to choose a topic that was experimental and provided learners with the ability to problem solve and take responsibility for their own learning. The article expands further and explores Griffith's four stage model which provides students with autonomy. Griffith's first approach suggests that subject matter is linked directly to the teacher's specialist

area (Dooley, Kath *et al* 2020). These two findings guided me to my subject choice focusing on Live Cinema and Foley.

Also, by choosing a topic I know well, I was clearer in my delivery and was able to present in detail. This was reflected in feedback from assessor; “your professional knowledge is excellent” and “when there were questions from the learners you dealt with them appropriately and elaborated on the information provided to them when necessary” (Appendix A)

The task set in the session was well selected for the immersive environment and provided engaging and creative learning.

When choosing what task to set the learners in the session, I knew I had to align my teaching strategies to the learning outcomes of the session. For example, for students to “physically demonstrate the technique of Foley” (Appendix B) I decided to use group work, which according to Reece and Walker, is the number one teaching strategy (Reece & Walker 2007). I also used the Welsh Professional Standards when considering the task as I wanted to create a safe environment where teachers and learners can “build and maintain” positive relationships (Welsh Government 2017) which is what group tasks encourage.

This was effective for the chosen task as learner A stated in their feedback “showing this in the immersive room made it more interactive especially as a group as 1 person could focus (on) each screen” (Appendix C).

The use of technology and the immersive space provided an advanced way of approaching Foley. Learner B stated “I really felt I learned something new today. It made me think about sound in a whole new way” (Appendix D).

I believe the layout of the room also helped learners to feel submerged into the session. As you can see from Appendix D, seating was placed in the centre of the space so that learners were surrounded by the screens and were immersed in the action. This was effective for both the videos shown and the main task. The selection of videos used in the session were appropriate and provided learners with visual examples to solidify understanding. This is supported by Learner A’s comment “it was great to see live cinema and foley to understand what we had to do” (Appendix C).

Although the use of technology was positive in the session, there were also some technical difficulties as it was the first time using the equipment in the immersive room. I tried to remain calm and resolve the issues as quickly as possible.

Conclusion and action plan:

In line with the Welsh Government's professional standards, I will be "critically appraising my own practice and adapting it in the light of reflection and feedback, including feedback from learners" (Welsh Government 2017) so the following section will suggest considerations from feedback gathered in the session and from the assessor.

Towards the end of activity, learners expressed they'd like more time on the activity and Learner C suggested it "could potentially be extended" (Appendix F). As I was conscious of time, this is something I would take into consideration in future workshops.

Following this, feedback from the assessor suggested that in the future, an extension task could be prepared to further knowledge. A really insightful suggestion from Learner C was that "Students record their version of the ambient sounds and play it over the video" (Appendix F) to extend the activity.

Members of the group joined online which I was not prepared for. If I were to do this session again, I would make sure that I had an activity prepared for online users as this is becoming more common with advanced technologies and the current climate. Although I was unprepared, I made sure to check with the online learners throughout the session and invite them to engage through the chat function. This was also reflected in feedback from the assessor (Appendix A).

I would also like to spend more time practising with the immersive room equipment to avoid any technical difficulties throughout the session and to see how it can enhance the sessions in the future. I believe this would also improve the learner's experience.

Please see Appendix G for an action plan.

Reference List

Dobbs, C. L. (2002). New Teacher Nerves. *Journal of Adolescent & Adult Literacy*, 45(6), 540–542.

Dooley, K. *et al.* (2020) 'Immersive media practices in the classroom: models of the teaching research nexus in an Australian context', *Media practice and education*, 21(4), pp. 241–260. Available at: <https://doi.org/10.1080/25741136.2020.1832829>.

Reece & Walker (2007) 'Teaching Training and Learning ; A practical BEP guide' - Chapter 3 provides guidance on some key teaching strategies

Welsh Government (2017) *Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales*.

Appendices

Appendix A

PGCE/ProfGCE/PCE (PCET)

Teaching Observation Record

Guidance on the use of form

This form is intended to be used to record feedback from formally observed teaching sessions including micro-teaching. The trainee teacher should complete Section 1 in advance of the teaching session and forward the completed form to the scheduled observer. They will then provide feedback to the trainee based on the headings indicated in Section 2 and suggested areas for feedback. However, this is not intended to be prescriptive in nature, but rather to promote dialogue on the quality of the teaching that has been observed in order to provide guidance and to inform targets for future professional development for the trainee teacher. Section 3 should be completed by students following receipt of the observation feedback as a reflection on the feedback obtained and the suggested points for development.

Section 1

Trainee teacher: Lauren Williams	Observer: Caroline Lewis
Date: 28/11/23	Time: 14:00-14:30 (30 min session)
Topic: Foley in Live Cinema	Group: Mixed ability
Setting (classroom, workshop etc): Classroom/immersive teaching space	Number of learners: 6 (3 in-person, 3 online)

Trainee Teacher notes

Please note here any information you feel would be beneficial for your observer to be aware of prior to the start of the lesson, such as your rationale for a particular teaching approach, how this lesson fits into the wider curriculum for the learners etc.

Please note here any specific areas that you would like to request feedback on from your observer, for example delivery style, planning and preparation, teaching strategy used.

Section 2

Observer Feedback:

1. Lesson planning and preparation:

For example (but not limited to)

- *Lesson plan (structure, detail provided, variety of activities, appropriateness)*
- *Resources prepared (clarity of any slides used, handouts provided, are resources accessible)*
- *Learning outcomes (suitability of outcomes for learning group and subject)*

Not received so unable to review.

2. Teaching and delivery:

For example (but not limited to)

- *Lesson start/conclusion (timing, sharing and reflecting on outcomes, were outcomes met?)*
- *Classroom presence and presentation skills (appropriateness of teaching strategies used)*
- *Pace of lesson and use of time (inclusiveness of lesson for all students, overall workload expectation on students and impact on well-being)*

The lesson began on time and with a positive introduction. You spent time explaining your role and your background to the students and also using the opportunity to get to know them. You gave an indication of what the session would entail and how you expected the learners to engage with the session. You outlined the workshop approach that you would be using and the rationale for this within the learning space that had been chosen.

A number of videos were used to good effect within the session to first introduce a particular director and theatre style as well as explaining how foley works in the context of cinema. The practical session then involved learners working with the props that had been provided to recreate the sounds for the imagery displayed on the screens.

The overall pace of the lesson was appropriate and the learners appeared to have a suitable amount of time in which to complete the tasks assigned to them.

3. Professional knowledge and skills

For example (but not limited to)

- *Subject or vocational knowledge (familiarity with the subject being taught, responding to questions)*
- *Clear expectations for learning and behaviour (formative and summative assessment, checking on student knowledge)*
- *Identification of and engagement with professional standards (which standards are evidenced and where)*

Your professional knowledge is excellent and you articulated yourself well within the session. When there were questions from the learners you dealt with them appropriately and elaborated on the information provided to them when necessary.

You made it clear to the learners how you expected them to engage with the session and provided appropriate instructions for the workshop element. During the activity you involved yourself with the task and were readily available to provide any support needed.

Although the students joining the class online did not have the same experience within the setting as those who attended in-person you managed that aspect of the class well and provided appropriate instruction and check-ins with them at regular intervals.

4. Points for future development (no more than 3 or 4). Where possible these should be identified in negotiation with the trainee teacher.

- Remember to share the learning outcomes with the students at the start of the session and re-visit them at the end to check on the learning attained.
- Consider the inclusion of extension activities for learners to further develop their knowledge during the class should they reach the attained learning earlier.

Section 3

Student teacher reflections:

Note here your reflections on the lesson itself, the feedback obtained and any plans you have to address the development points notes.

Appendix B



Lesson Plan for Micro-teaching session

Topic: Live Cinema and Foley		Class: Part Time PCET
Date: 28/11/23	Length of lesson: 30 mins	Number of students: 3 in person and 3 online
Resources required: • Katie Mitchell Live Cinema video: https://www.youtube.com/watch?v=iSj7cnwY-sg • World of Foley video: https://www.youtube.com/watch?v=7GGC6zpF-Qs • 360 Rainforest video- created on immersive room equipment • Props to create live foley sounds		
Aim of Lesson • To recreate Foley in an immersive environment.		
Learning Outcomes – By The End of The Session, The Learners Should Be Able To: • Students will be able to define Live Cinema. • Using the props supplied, students will be able to physically demonstrate the technique of Foley. • Students will judge the effectiveness of an immersive environment to create sound effects for video.		
Previous student knowledge required for the session: • No specific prior knowledge is needed as information and context of Live Cinema and Foley will be provided. Although a good technical understanding is useful.		
Anticipated difficulties (if applicable): • Using new technology in the immersive classroom • Difficulties may arise for participants joining online as the workshop is practical		

Professional Standards (where are these being met within the session)

In my practice and with others, I will...

- Demonstrate my commitment to learners, their learning, safety and well-being by providing an inspiring and safe environment during my session.
- Demonstrate dignity, courtesy and respect towards others throughout my session by making sure I listen and respect learners' opinions and present myself in a respectful and professional manner.
- Maintain and update knowledge of my subject by making sure the knowledge I share is up to date and relevant to the session through appropriate research.
- Plan and deliver effective learning through research, lesson planning and sourcing appropriate materials for the session.
- Build positive and collaborative relationships with learners through discussions and activities throughout the session.
- Enable learners to share responsibility for their own learning by setting a Foley task that requires learners to demonstrate knowledge and work together to achieve a goal.
- Critically reflect on my own knowledge by completing a reflection account and analysing feedback given to me by learners and lecturers.

Appendix B Continued

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	● Introduce myself to learners and my background in the subject area. ● Allow students to introduce themselves to gain information about prior knowledge and to create a safe environment. ● Introduce learners to the session and what will be expected of them throughout through learning aims and outcomes.	● Icebreaker	5 mins
Development	● Provide students with information and context about Katie Mitchell, Live Cinema and Foley. ● Set the main task- to recreate sounds to a 360 video of the rainforest using props.	● Video ● Question and answer ● Group work ● Simulation ● Demonstration	20 mins
Plenary/conclusion	● Gather feedback from students regarding the session using feedback sheets.	● Discussion and brainstorming	5 mins

Appendix C

Learner A feedback sheet

PCET- MICROTEACH LIVE CINEMA AND FOLEY

NOTES

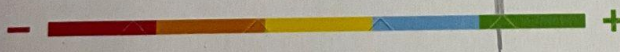
Overall enjoyed the session, it was great to see a live cinema and foley to understand what we had to do.

I loved getting hands on and experimenting with different objects to create different sounds. Showing this in the immersive room made it more interactive especially as a group as 1 person could focus each screen. Good for a collaborative lesson.

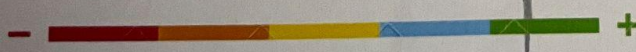
From my back ground it would be interesting to see how it could implement into VR but I can see using VR for a more experimental and practice the sound.

FEEDBACK

WAS THE WORKSHOP INFORMATIVE?



HOW DID YOU FIND YOUR EXPERIENCE IN AN IMMERSIVE ROOM?



3 WORDS TO DESCRIBE THE WORKSHOP

interactive, immersive, Experimental

Appendix D

Learner B Feedback sheet

**PCET- MICROTEACH
LIVE CINEMA AND FOLEY**

NOTES

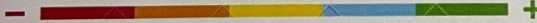
It would be great to do a
Sound design workshop for
students & open days.

I really felt I learned something
new today, as it made me think
about sound in a whole new way,
Spatial sound being key in XR.

FEEDBACK

WAS THE WORKSHOP INFORMATIVE?



-  +

HOW DID YOU FIND YOUR EXPERIENCE IN AN IMMERSIVE ROOM?



-  +

3 WORDS TO DESCRIBE THE WORKSHOP

Informative Inspiring Engaging

Appendix E

Pictures of room set up



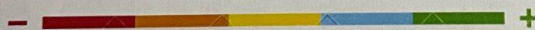
PCET- MICROTEACH LIVE CINEMA AND FOLEY

NOTES

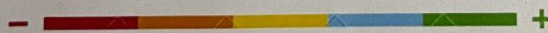
Really enjoyed the session.
Could potentially be extended - students record their version of the ambient sounds and play it over the video. Imagine would be very interesting exercise for budding sound technicians.

FEEDBACK

WAS THE WORKSHOP INFORMATIVE?



HOW DID YOU FIND YOUR EXPERIENCE IN AN IMMERSIVE ROOM?



3 WORDS TO DESCRIBE THE WORKSHOP

Fun, Different, Creative.

Appendix G

Action Plan from Micro-teaching session **Lauren Williams 1602240**

Next Step	What do I need to do to achieve this?	Time scale	Expected outcome
Practise embedding inquiry based learning into my teaching style	• Further research into Inquiry- based learning and Spronken-Smith and Walker • Workshop different exercises with learners	Over the next year	Develop teaching style
Practise with immersive room technology	• Organise time to use the equipment in the space • Host small workshops to experiment with technology	Next 6 months	Being able to use technology in immersive room without technical difficulties
Time management	• Stick to timeframes more closely	Next 6 months	Being able to follow a timeframe more effectively to support activities
Extension task	• Prepare extension tasks for students who finish tasks to further learning • Make sure to have a plan B with tasks	Next 6 months	Ability to cater to all classroom ability needs
Engaging online users	• Check ahead of time if there are people attending online • Make sure the activities selected are flexible • If not, have an alternative task for online users	Next 6 months	Engaged learners both in the space and online