

Digital Innovation and Professional Practice

A Critical Evaluation of the Role of Digital Innovation
in Professional Practice

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Word Count - 5016

Introduction

Using digital technology within the further education sector can have many benefits for student learning, accessibility and development. This piece will entail an investigation of the relationship of technology and pedagogy but additionally linking it to the arts sector, and identifying how this can impact it positively and negatively. Digital technology in the education has its advances, whether it would be online tools, presenting for learning, collaborative practice or simply making learning better and more accessible for both teacher and students. It can enhance the student's productivity but improving the efficiency of learning. By using these tools through digital technology, pedagogy has been made easier but additionally engaging and innovative, relating to, 'The use and value of appropriate learning technologies', (K4, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Recognising the importance for technology in education today is crucial due to the ongoing evolutionary change of computers and machinery, as well as online. Due to these modern advances, it's been easier for educational systems to deliver learning that's innovative, creative and engaging. There are many tools that have come to the surface that can help teachers deliver their sessions and research to students, but also tools that students can use

to make their experiences better. Programmes, applications, the internet, communication spaces and online research - the utilisation of technology has improved education for all. Exploring all avenues of digital technology and the link to pedagogy will help better understand the importance and it's enhancement. By doing this, looking into the sector of the arts specifically in further education will provide the particular details on how technology has created a better place for learning.

The Role of Creativity and Digital Innovation

1791 Words

Within the post 16 sector over the last few years, technology has become an important piece of equipment to use, with either teaching or using to better our learning. Due to the modern times and how technology has evolved, educational systems have had to adapt and by doing so, has had to change ways they deliver learning to students. This would be through collaborative learning, individual interaction or using digital tools for their academia. Specifically in the arts in the post 16 sector, the departments and the way of teaching has significantly had to change. There are positives to this development, but with any advancement, there can be negatives. Throughout this review, there is going to be an exploration that discusses the relationship between digital technology and pedagogy within the arts sector of higher education, whilst looking at the improvements it has made. Additionally identifying some of the problems it has caused or potentially can create in the future, adhering to 'Acknowledge the wider context in which higher education operates recognising the implications for professional practice', (V4, UK Professional Standards Framework (UKPSF) | Advance HE, 2019).

Technology in the classroom has created some evolutionary changes, but for the arts, it has developed this external and accessible feature that is easier

for students and teachers. The most significant piece of educational technology that has been created specifically for art and design is the creative programmes such as Adobe Photoshop, Adobe InDesign and Adobe Lightroom. These tools have changed the way that students and teachers develop their creativity due to the accessibility. These programmes have been designed for users to be innovative and productive with their creations, and so in the post 16 sector, these are commonly used for students to explore their skills. In the article, MITCHELL, M. (2012), the author says, “Technology allows for changes in curriculum to ensure that learners are taught skills that remain valuable for life. Photoshop skills have become an acknowledged educational program in itself since graphics designers, illustrators and artist’s alike use the program to inform their own unique studio practices”. From this development, the curriculums in education, specifically Higher Education has advanced because of the technology and its influences. Educational technology, like the Adobe programmes has improved pedagogy for students and teachers, and it’s allowed the creativity of this sector to flourish.

In the book, *Innovative Teaching and Learning Practices in Higher Education* p.13, Branch *et al.*, (2017), it says, “skills are essential for students to be successful in the rapidly changing environment of work and society”. The use of technology within the pedagogy is crucial and vitally important as the world is continuously evolving. Programmes, applications, devices, machinery etc is always improving and so, keeping up to date and using these within the

classroom setting ensures that both teacher and students are up to date with contemporary technology.

With primarily using technology and no other means for education, the use of applications and tools have shifted the way of learning and has easily changed how accessible it is to engage, become productive and create. Tools such as, Kahoot, Padlet, Ms Whiteboard, Google Forms and Vexox have made it easier for teachers and students to engage with one another through technology devices. Since Covid-19, the use of these tools has significantly increased due to the obstacles of being able to teach through online. Having to adapt with digital learning and delivering sessions through applications such as Microsoft TEAMS, it became beneficial to use collaborative tools and find other routes for student engagement. In a review by Research Square titled, 'Integration of Mentimeter into the Classroom: A Scoping Review', says, "both students and teachers can benefit from the learning experiences created by such an interactive tool", *Scoping Review: Integration of Mentimeter, Research Square, (2022)*. Within the post 16 sector, tools such as these have become useful due to the ability to create at home and engage with the teacher and the rest of the classroom. The downside to this, is the lack of practical and tangible work that can be done. Relying on these could impact the development of learning as students are unable to fully implement their ideas through these tools and will need to be creatively involved in workshops, relating to, 'The use and value of appropriate learning

technologies', (K4, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

The use of technology through education has changed the delivery of teaching and learning, and so pedagogy has become more innovative and creative. Eady and Lockyer, (2013), says "Educators and researchers point to the potential of technology to increase motivation and engagement of learners, cater for different learning styles and improve learning outcomes". With digital tools available, utilising these with pedagogy is a way of creating an engaging space, but additionally gives students a range of strategies, and new skills to use for the future, similar to 'Design and plan learning activities and/or programmes of study', (A1, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*). Using means of technology throughout education has primarily a political and societal stance as it encourages students to become familiar with the tools available.

One positive attribute that the internet and digital technology brings to the arts sector, specifically in Higher Education, is the use and easy access to pursue external work, such as; online exhibitions, artist open calls/submissions and interviews. In the journal by, Ramaiah (2014), it states, "Online exhibitions provide a practical and cost-effective solution and overcome the limitations of physical exhibitions and also interactivity to users... Technologies and online exhibitions go hand in hand". Due to the advancement of technology, online

and digital exhibitions have become a new and immersive tool for artists and collectives to use. Additionally, during Covid-19, universities and colleges took advantage of this to create end of year exhibitions due to the impossibility of showing work in person. Since this, collaborative displays of artists from across the globe have taken place and it's become easier and more accessible for artists to display their work, (Shows, 2020).

The positives to embedding digital technology in pedagogy is as follows; preparation is easier, creating work has endless opportunities, accessibility, productivity, engagement and the amount of resources available through the internet. Obviously technology and the internet has changed the way for teachers, students and creators today, but on the other hand, there are negatives to using this. Cano et al. (2022), states, "the influence of technology on education is not always beneficial... distancing from healthy activities and physical personal relationships". Limiting the use of technology in education will help provide a balance between interactions, creativity, accessibility and productivity. Although the tools available now are designed for easy access through devices, using these too much can hinder other aspects of student's development.

Other disadvantages to using technology too much or simply relying on it involves, confidentiality problems, fatigue, a potential lack of engagement or interest, technical issues, a loss of documents or having difficulty with working

other students in collaborative tasks. Although having digital technology and the internet is easy to use and has many advantages for every aspect of education, it's important to limit the use and reliance on the tools and to incorporate practical and in-person tasks or sessions, adhering to *(K4, UK Professional Standards Framework (UKPSF) | Advance HE, 2019)*.

An example of this would be within the arts and photography department, students will need to primarily use workshops and hands on tasks to develop their knowledge and skills such as; developing film, painting, illustration tasks, using mediums and materials and additionally knowing out to install pieces of work. The majority of the curriculums within the arts sector, primarily in Higher Education is focused around workshops and seminars that are surrounded by manual handling and to build experiences, and so using technology won't be needed.

In regards to using technology within pedagogy, it's important to recognise and be aware of problems that surround ethics and students privacy. Going by the GDPR, General Data Protection Regulation, Voigt and Von Dem Bussche (2017), both student and teacher have their rights to privacy within the post-16 sector. Going by this law, and being aware of issues surrounding confidentiality is crucially important. From this, technology has problems surrounding privacy and it's easier for the students or teachers personal information to be seen. So, its important to create safe spaces and ensure protection for each individual, adhering to 'Respect individual learners and

diverse learning communities', (V1, *UK Professional Standards Framework (UKPSF)* | *Advance HE*, 2019).

Additionally, using technology can be complicated through channels and chats that involve students and teacher. Private or third-party chats through WhatsApp or any communicating network can prove to be problematic due to the lack of monitoring. Watts et al. (2017) says, "Unfortunately, cyberbullying has greater negative effects because victims can be bullied no matter where they are, 24 hours a day, seven days a week". The increase of cyberbullying due to the access of social media and communication platforms is terrifying, especially in education. Creating safe spaces, ensuring that safeguarding is in place and additionally recognising any implications can minimise and hopefully assist students with support and guidance.

A common framework that is used throughout education when implementing technology is titled, TPACK, (Mishra and Koehler, 2006). TPACK, stands for, Technological, Pedagogical and Content Knowledge. Combining all of these elements helps to understand and comprehend the styles of teaching and utilising digital technology with pedagogy. For example, using content knowledge in the arts sector such as taking photographs, using a digital camera, followed by the pedagogical knowledge which entails how to teach students to use their cameras, to then finish by incorporating the

technological aspect - using technology such as; computers and programmes to transfer and digitally edit their images. This framework is ideal to use due to the simple and effective steps to follow, relating to 'Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme', (*K2, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Expanding on frameworks, the Digital Standards Framework for Welsh Post-16 Education, Jisc (no date), articulates the approaches for digital learning within technology for education, and it helps identify and prioritise the developments. Encouraging participation, collaboration and engagement through pedagogy and technology assists and improve student's learning and skills. Going by this framework with teaching will help the delivery and utilisation of the tools that are now available.

Digital technology is always improving and becoming more advanced as time goes on, and so attempting to use the tools within the post-16 sector gives opportunities for both teachers and students to keep up to date, but mainly make most of it and incorporating it within their studies.

Selection and Justification of Appropriate Teaching Tools and Resources

1046 Words

From discussing the teaching tools that can be used collaboratively, there's one tool in particular which would be beneficial to use for my own teaching practice. As a part of this, the chosen tool Padlet, allows for students to collaborate creatively on a noticeboard. Tech & Learning says, "This creates a space for teachers and students in education to share... it's instantly updated for anyone sharing the space to see right away", (Edwards, 2022). This tool is creative and allows all students and the teacher to drop in any information which could be either photos, articles, videos or links. The noticeboard is designed for it to either be full of research, or the teacher can input work to keep student's up to date. I chose this specific tool due to the open collaboration assets it has and how innovative it is, adhering to, 'Design and plan learning activities and/or programmes of study', (A4, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

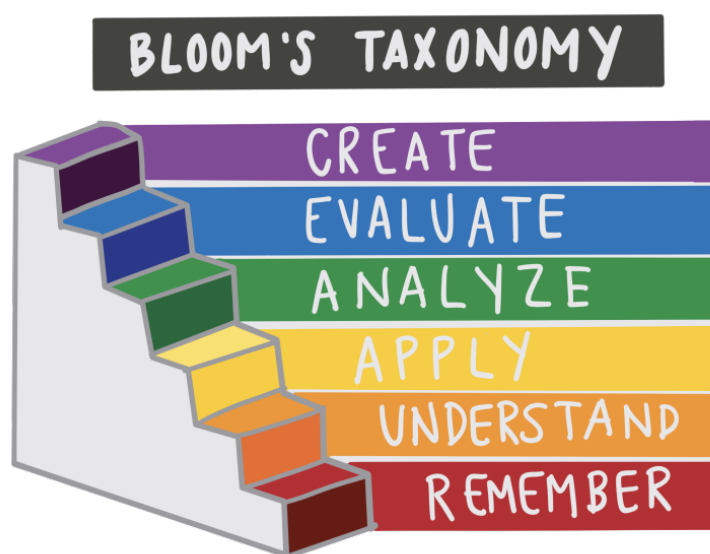
Following the analysis of the framework TPACK, Mishra and Koehler, (2006), using Padlet in a session of teaching has many benefits. Firstly, the content knowledge being applied to this is simple - users will be able to incorporate their research and findings onto the noticeboard that has been created. From

teaching a small lecture prior to the tool, students will have knowledge on the subject and be able to investigate for themselves. The pedagogical side includes using a different strategy and tool to keep students engaged whilst also being creative. Finally, the technological knowledge involves understanding on how to use the tool. Creating, demonstrating and then allowing other users to collaborate with one another. Together, the TPACK framework used within the tool Padlet, suggests that the development and use of the tool is effective and relatively easy to access.

Padlet was chosen due to its interactivity and collaborative elements. From research, it's clear that the tool encourages students to be more involved but the outcomes from using it is positive. An investment in time with creativity, efforts and resources develops student's skills and familiarity with the tool and also the core knowledge on the subject. It enhances the learning outcomes and development of the students ability to learn, adhering to *(A1, UK Professional Standards Framework (UKPSF) | Advance HE, 2019)*. Following this, Bloom's Taxonomy, Bloom, B.S. (1956), is a system that is used to distinguish the different levels of learning and assessment with the human cognition.

Within the levels of the Bloom Taxonomy, Padlet will have a significant impact on student's ability to remember and apply the tool for the future. As Padlet is an interactive and collaborative digital tool, it's use will be further up the

pyramid on the taxonomy scale. Anyone who uses Padlet will be able to create, analyse, apply, understand, remember and evaluate what is on the noticeboard. Due to all of the different elements and interactivity, students will find it easier to remember and comprehend the use and what is on the board, rather than a simple and monotonous tool.



(“General Use of Bloom’s Taxonomy,” 2021)

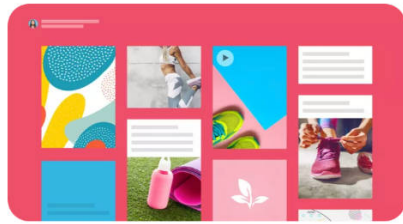
R.A.T. Model, (2019) is another framework that has been created to understand if the use of the digital technology tool is a replacement, amplification or transformation within professional practice, specifically looking into Higher Education. When looking at Padlet, I’d say its considered a replacement rather than an addition. Padlet is a tool that combines a variety of elements and is incorporated it into one. Replacement is due to the interactive pieces such as the noticeboard, collaborative practice and using it to generate ideas rather than a pen and paper. The tool has amplified technology due to it’s easy access through the internet, and ability to be

involved with other users at once. Simply retrieving information from online and dropping it to the noticeboard allows all users who have access to view the collated research and this way, they can learn from one another. Lastly, Padlet has transformed pedagogy due to its structure, organisation attributes, and simple use with tasks. Beetham and Sharpe (2013) says, “Students are in general positive and optimistic about the use of technology in education but evidence is mounting that their prior experiences with technology do not prepare students well for higher level study”. From this, it’s important that now more than ever, that students need to be familiarised with the use of digital technology with their education to prepare for them the future in the forever-changing world of technology and innovation, (*K4, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

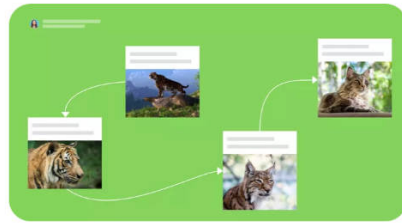
TIM, The technology Integration Matrix, Florida Center for Instructional Technology (2019), is a framework that that’s main purpose is to enhance students learning through technology. There is 5 characterises involved within the educational setting which is; active, collaborative, constructive, authentic and goal-directed. Along with these, they are associated with levels of ‘technology integration’; entry, adoption, adaption, infusion and transformation. Because of the interactivity and productivity elements that Padlet carries specifically for the post-16 sector, TIM is an essential framework to use that can distinguish the convenience of the tool. Following the table of TIM, Maclemale (2019), Padlet falls under the Collaborative

Adaption that is from Collaborative Learning and the Adaption Level. In this section, it states, 'Collaborative use of tools, some students choice and exploration. Students use technology tools to collaborate with others than working individually at all times. The teacher facilitates students in exploring and independently using technology tools'. Students will have full exploration and freedom within the tool and the use of it. They will be able to utilise this to help their development of learning in academia, but will also be able to use it for independent reasons if they found it useful. Teachers can view the creation and monitor what is being included, whilst additionally providing support and guidance when needed, *(K2, UK Professional Standards Framework (UKPSF) | Advance HE, 2019)*.

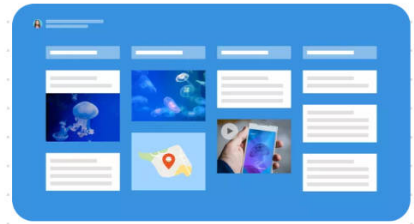
Padlet is a creative and innovative digital tool that is extremely useful for digital innovation within pedagogy and professional practice. By using this tool for my pedagogy, I can create boards and tasks that will push students to improve their skills with technology and their understanding of the subject itself. *(K1 & K2, UK Professional Standards Framework (UKPSF) | Advance HE, 2019)*.



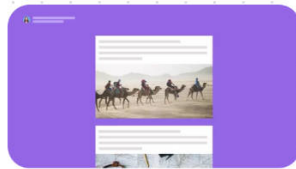
Wall



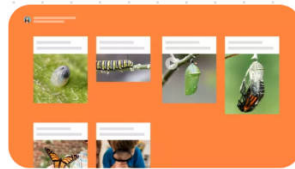
Canvas



Shelf



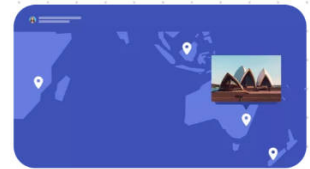
Stream



Grid



Timeline



Map

Padlet, (Mundy, 2022)

Application of the Chosen Learning Tools

983 Words

The concept of my session which I have generated, discusses the female pioneers in history who have paved way for women artists today.

The subject surrounding the tool involves sharing the history of female artists who broke ground within the art scene.

Before delivering to students, I ensured I had a presentation prepared, (See Appendix A). Using powerpoint as a digital tool to teach students entails I have the accessibility to display research, knowledge and information. This makes sure that students comprehend the concept of the session, learn historic facts and be able to apply this to the use of the digital tool. The powerpoint includes relevant information to do with female artists that have broken ground throughout history, adhering to, 'Teach and/or support learning', (A2, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Lesson Plan Template



Lesson Plan

Topic: Female Artists Who Shapes History		Class: PCET students	
Date: 15/5/23	Length of lesson: 20 minutes		Number of students: 7
Resources required: Laptop, internet, power point			
Aim of Lesson: For students to learn about the history of art with female artists and pioneers. Understand the dominance with male peers and how long it took for women to get recognized. Additionally, use their technology to go through my digital tool, <u>Padlet</u>, to post research of any other female artists they can find within 5 minutes to create a board of empowerment. Videos, photographs, articles, links, names, pieces of artworks etc. Work together collaboratively and in the lesson to curate a board that is full with research and information.			
Learning Outcomes – The Learners Should Be Able To: Learn how to quickly research and collate information within a short space of time and additionally work with other students to create a piece. Know the history and background of our pioneers who broke ‘rules’ for women for us today.			
Previous student knowledge required for the session: Knowledge on how to use their laptop/computer and the internet to use the digital tool, <u>Padlet</u>.			

Anticipated difficulties (if applicable): Technical issues with the link not working, students wifi not connecting properly or other issues where the tool isn't working collectively. I've required for students to bring in their laptop devices prior to the session, (evening before) as a reminder so they shouldn't forget.

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

A1 Design and plan learning activities and/or programmes of study – this is being met by creating and using the digital tool Padlet. A tool that students can interact collaboratively with one another through a noticeboard.

A3 – Assess and give feedback to learners – ask students questions at the end on the session overall and check in on engagement and understanding.

K1 – The subject material – showing students a presentation on a wide range of artists from the 18th century to today. Giving history and contemporary knowledge on the subject.

V2 – Promote participation in higher education and quality of opportunity for learners – Getting students to engage in the task and participate with one another. Giving opportunities as its easily accessibly with a laptop or mobile device.



Lesson Detail:

Stage	Focus	Strategy	Time
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Introduction			
Power point	A short power point for students to understand the subject and concept before moving onto the tool.	Discussing over 6 artists in a brief depth and covering the importance of female recognition within the art scene. Following this with digital tool, Padlet. Using a qr code and shortened link that has been generated through Bitly, students will be able to scan or type in that's more accessible.	5 minutes
Development	Using Padlet, students can research and drop in pieces related to the subject – female artists.	Videos, links, photographs, art works and any information is relevant. Students will research online in the session and actively collaborate with one another to fill up the noticeboard with research.	15 minutes
Plenary/conclusion	Conclude by reviewing Padlet and asking any questions	Look over the noticeboard on Padlet and discuss with students the research and information they've collected. Ask any questions to students for reassurance if they've understood or enjoyed the collaborative digital task.	5 minutes

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

Using the digital tool to assess how much they've learned or understood during the session.

Gives me an opportunity as a teacher to see if they've been able to complete the ask and use their initiative to research and collate.

Informal reflection (to be completed after the session)

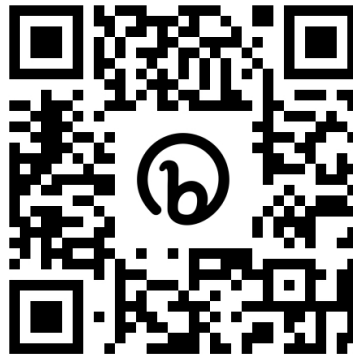
The session overall was great and I found it to be interesting as there were many different styles used. To begin with, I conducted the powerpoint that I described above, and slowly took the group through each slide. The power point entailed a description about female artists who created history and paved a way for women artists today. Then following with some slides discussing the artists themselves, to which there was 6. This gave the group an informative background for the tool. The presentation went great, students were engaged and followed through and seemed to be intrigued with what I was teaching.

The tool itself was the most intriguing and fun part. Students used the link or qr code that was presented on the last slide of the powerpoint and started to gather information to drop into the tool. After a few minutes, the noticeboard on Padlet started to build and in the end, there seemed to be a wide range of useful information. Articles, photographs, biographies, events, movements etc all flooded the board and it was great to witness. There seemed to be no technical issues in regards to the technology itself which was a relief and the tool ran smoothly for all users in the room.

Overall the session went brilliantly and I found that students were informed, engaged and interested in what I was delivering. The use of Padlet as my digital tool was a great choice as students were able to collaborate and build a board together of research and pieces. This is useful due to the sheer amount of knowledge that can be shared between one another. A collaborative tool is definitely something I would utilize in the future.

From the delivery of the powerpoint, I had an aim to follow it by using the digital tool titled, Padlet. Creating this tool was easy and simple, and I was able to generate the noticeboard in preparation for the session. As mentioned in the Lesson Plan, the student's should be able to easily identify the task, utilise the tool to collate research and build a collaborative board together through their technology devices. They should use the powerpoint given and further expand on collecting knowledge and research. However, to be able to complete this small task, all student's will need to bring in any devices and have experience of using the internet. Although the tool Padlet is extremely easy to use and navigate, which is one of the reason it was chosen, student's will at least need to be comfortable using the internet, similar to, 'The use and value of appropriate learning technologies', (*K4, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Throughout the session, students were engaged in the delivery and what was being presented through the powerpoint. At the end of the presentation, the last slide includes the description of the task involving Padlet, and included is a QR code and a link so students are able to access it. I created these by using the URL shortener, Bitly, (Bitly. The power of the link., no date), Majority of students were able to access the tool through these, but some had difficulty. It wasn't clear if it was the device or the tool itself.



(QR Code for Padlet Access)

Once all students had access to Padlet and the noticeboard created, they all seemed to be involved, intrigued and engaged. Conversations back and forth between myself and the group were about if they had any difficulty, or what was being put onto the noticeboard. Whilst students were dropping in any relevant information, I was also able to see at the same time through my device on the progress. The tool itself seemed to be a success as they all researched the internet and was creative with their collating of knowledge.

The activity took approximately 15 minutes as I wanted students to appropriately research and take time to be involved in the task I created, relating to, 'Design and plan learning activities and/or programmes of study', *(A1, UK Professional Standards Framework (UKPSF) | Advance HE, 2019)*.



This photograph was taken at the start of the session, moments prior to beginning the presentation. All students were ready to use their devices, as before this, I sent an email entailing they need to remember to bring their technology in.



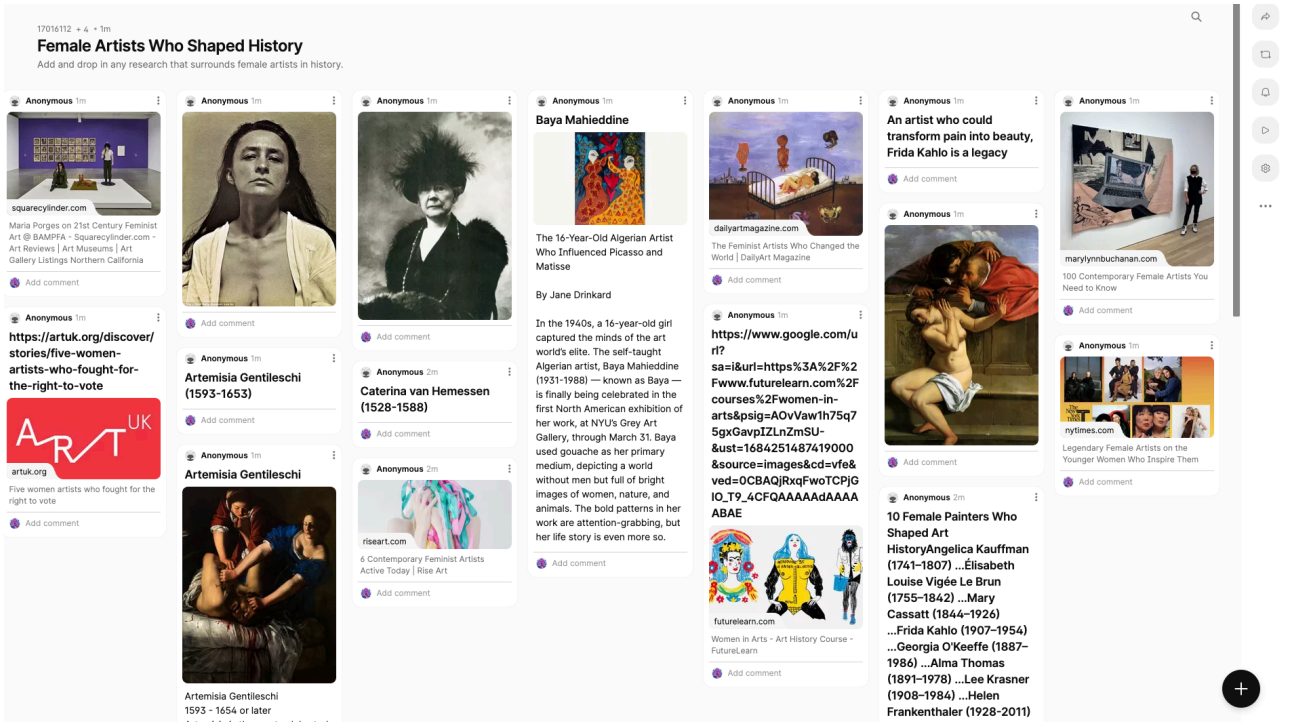
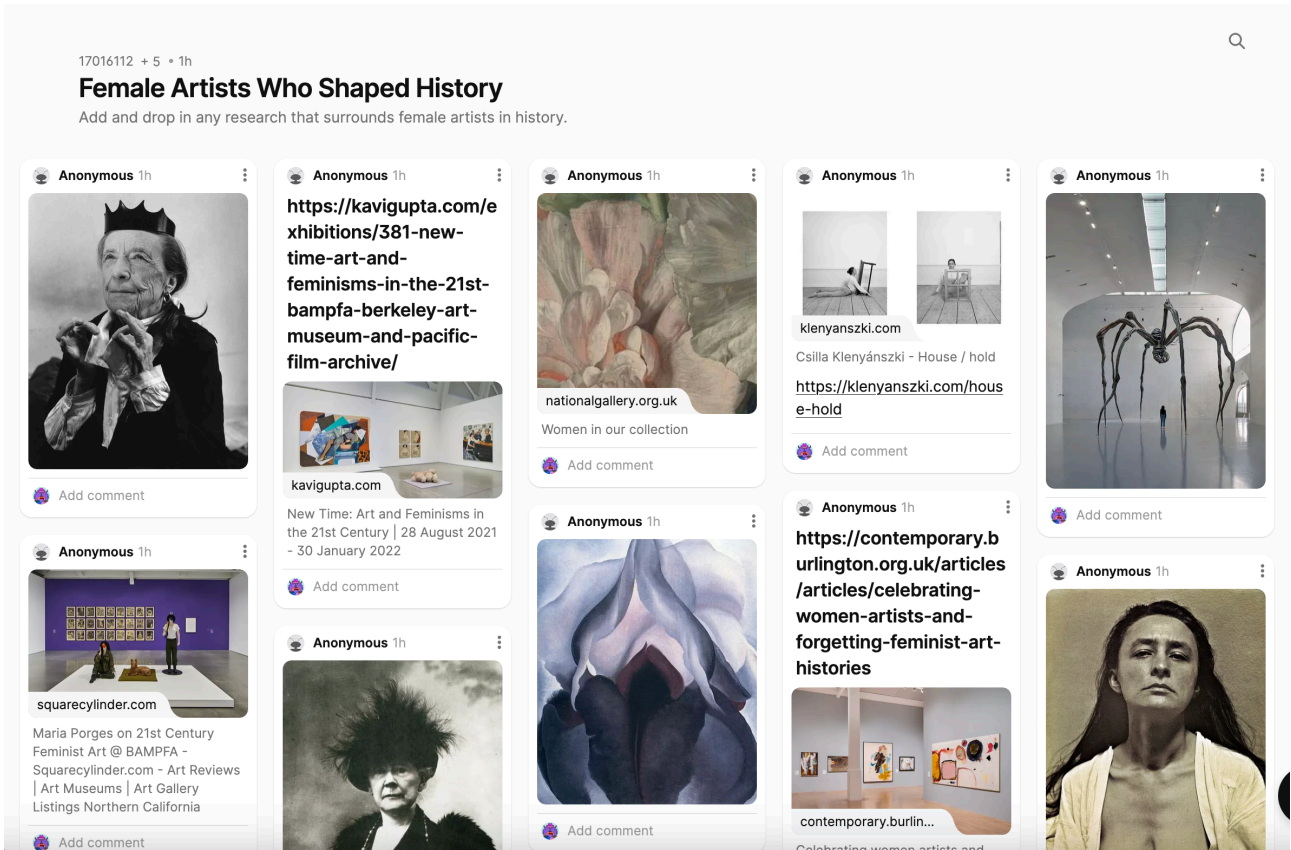
This image shown portrays the presentation of the research and knowledge prior to the tool. Delivering information about a range of important female artists in history to provide background intelligence. Images, name of the artist and reference was provided on the screen, whilst I delivered additional information, similar to, 'The subject material', (*K1, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

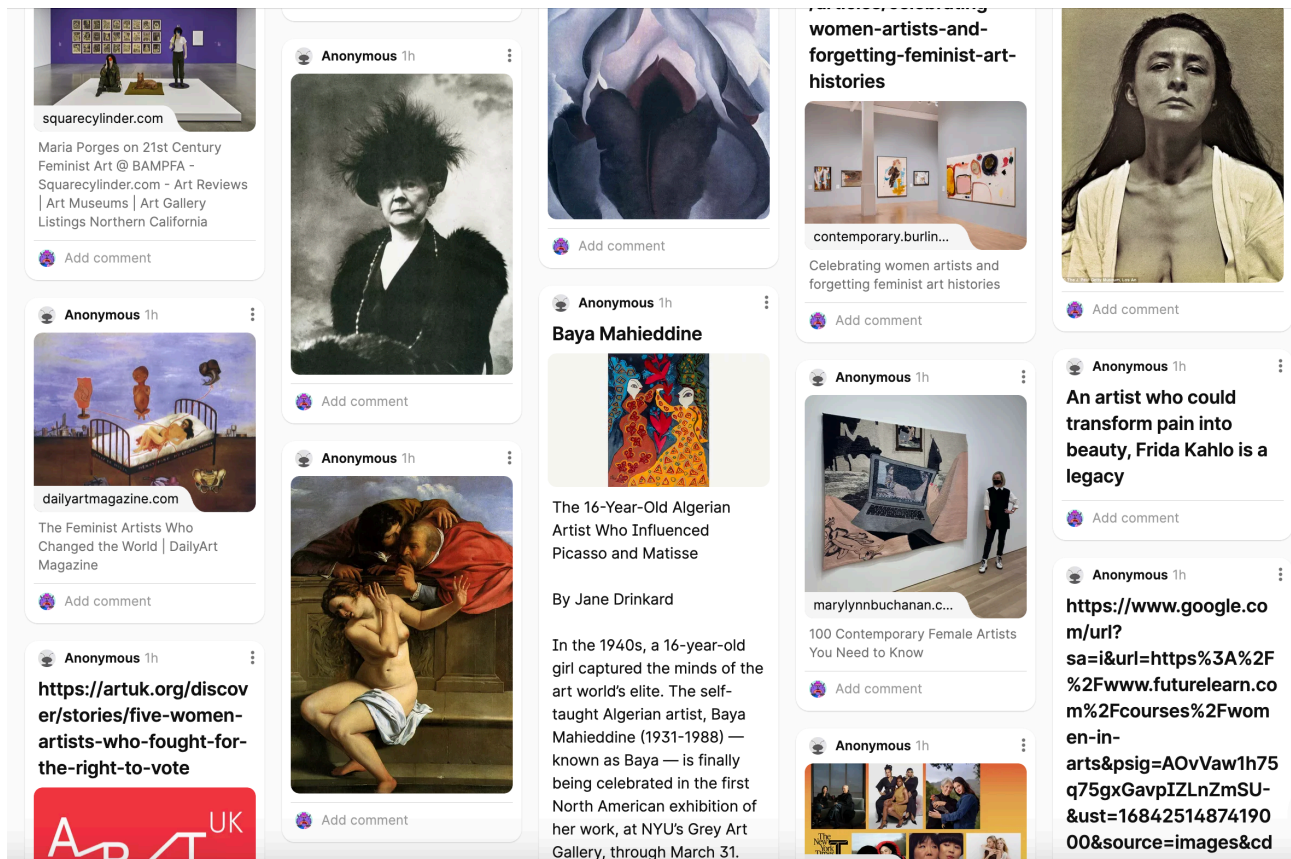


This is the last slide of the powerpoint that discusses the task at hand. It provides a short and straight-forward description of the outline of the task and the tool itself, whilst additionally giving the QR code and shortened URL link.



Lastly, this photograph depicts the observation and interest in the ongoing collaboration between all students in the room. It was intriguing to witness the additional research being dropped in, and what students found what was linked to the concept of the session. In the end, the Padlet board was quite full of different materials and mediums, adhering to, 'Methods for evaluating the effectiveness of teaching', (*K5, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).





From the collection of images above, it's clear that the tool Padlet was very useful for the sessions and mainly for students to utilise. The screenshots show that there's a range of resources and information; from articles, photographs, journals, exhibitions, artist biographies etc. The range of knowledge and understanding here on the noticeboard is exceptional and it's pleasant to witness the diverse research that has been collated. All students were engaged and seemed to thoroughly enjoy the task which was an additional positive, similar to, 'Promote participation in higher education and quality of opportunity for learners', (*V2, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Using a tool such as Padlet provides an endless amount of freedom with all of the alternative options that are available, The creativity and innovation that could be made using a small collaborative piece is not only easy and considerable to use, but it's additionally beneficial for pedagogy and the learning of technology. Being able to view the whole board and to see the students responses to the task was interesting. As mentioned, whilst the task was currently ongoing, I was able to view as an administrator the changes and inputs on the board and what was being dropped in during the current time. The group listened and followed the task given, and the final result on the Padlet board was extremely pleasant to see as a teacher.

Evaluation and Reflection

924 Words

Reflecting on the session and the use of Padlet as a tool, I believe that it went considerably well despite it being the first time for both myself as a teacher and the student's use of said tool. During a part of this evaluation and reflection, I'll be adhering to the ERA Cycle of Reflection, (Jasper, 2013).

Experience

Throughout the session of teaching students, I felt considerably confident and excited for the use of the tool. The delivery of the powerpoint was successful and during the presentation, myself and the students conversed about information involved. This additionally shows that they're engaged, listening and are interested. The tool in particular was an innovative and intriguing piece to use due to the freedom and collaborative aspect of it. Although there could have been a task that was more tangible and hands-on, the use and accessibility of retrieving information from the internet and pasting it onto a noticeboard was fascinating. In terms of pedagogy and the relation of digital technology, this advancement is easier and simple to utilise within the post-16 sector.

All students involved seemed to react in an exciting and invigorating way as the tool was new and fresh for all of us. The experience as a whole was

compelling and inspiring as I myself learned about the use of technology within pedagogy and additionally, I learned from the students from the research they included.

Reflection

During the utilisation of the tool, there was a slight complication where one student had trouble with accessing Padlet. They mentioned that the link didn't seem to work for them, but it worked for others. Whilst attempting to fix the issue, the student managed to eventually get access and begin the task, simile to, 'Acknowledge the wider context in which higher education operates recognising the implications for professional practice', (*V4, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*). I believe that the reason that the whole session went considerably well was due to familiarity with the tool prior to the session. Although I haven't used the tool before this, I attempted to become familiar with the operations and options that Padlet provided to make the most out of it. Additionally, If any complications occurred, I would be confident enough to resolve the issue.

From reflecting, I have learned that the advancement of technology in current times has advanced considerably since the last 5 or even 10 years. There is a lot of technological tools and programmes/software available that they all have a significant use for. Using these in the best interest and appropriately can enhance students learning experience and pedagogy as a whole.

Action

If in future a situation like this arises, the difference to this approach would be to check over the tool and accessibility with the link and QR code to minimise implications. Additionally, I believe that because there was a limited time for this session and utilisation of the tool, in future there would be an opportunity to create a longer lecture and involve Padlet as the task a bit more. Possibly reflecting on the outcome of the board and discussing the research and information collated with the students at the end. Due to the time restraints in this session, I didn't have much time to do this, and instead I created a feedback form through Google Forms that allowed me to receive feedback on both the presentation and the tool. See Appendix B and C for the feedback forms; created form and the feedback itself, adhering to, 'Assess and give feedback to learners', (A3, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

From the feedback forms that have been filled out by the students, reviewing them is interesting due to the range of responses. As shown below in the Appendices, the majority of the comments and answers are positive and confident. Some responses could be considered as constructive and so these would help for future teaching. One comment states about how I read off the slides during my presentation and I completely agree. At times I did go off-script with my own knowledge, but particular facts were included in the comment section of the slides, and so this hindered my performance and

ability to teach with the students and to keep them engaged. Additionally, some of the comments all fall under the same notion of having to possibly discuss the Padlet board at the end to see why students chose particular articles or artists. Sharing the information with one another will help students gain more knowledge and understanding of the subject in hand, relating to, 'Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices', (A5, *UK Professional Standards Framework (UKPSF)* | *Advance HE*, 2019).

I'm pleased that the session went smoothly, and although there is some comments for improvement, it's great to know for the future as this will not only improve the delivery but help my development as a teacher.

Changes to make would be; allow extra time to discuss at the end with the group on the final development of the tool, go off-script and speak freely to the class to keep engagement up, and to be relaxed. These, along with the positive comments left on the form should assist my development as a teacher and my pedagogy, relating to, 'The implications of quality assurance and quality enhancement for academic and professional practice with a particular focus on teaching', (K6, *UK Professional Standards Framework (UKPSF)* | *Advance HE*, 2019).

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Appendices

A - Materials for Application of Digital Tool

B - Feedback Form

C - Feedback Form Responses

D - Action Plan for Future Development

Female Artists Who Shaped History

Women Artists in History

For as far as history goes with any creation of art, women have always produced pieces and been active with their work. From the Renaissance, to Impressionism, Surrealism and Postmodernism, women have continuously attempted to have their pieces noticed. The history of art until recently has been dominated by male figures and women have struggled to get representation.

Artists Who Broke Ground

Conversational pieces from particular artists have paved way for creators today. Without their bravery, persistence and advocacy, movements and inclusion for women wouldn't have been as much as it is now.

Julia Margaret Cameron

'Faith', 1864
albumen silver print,
photograph
23.8 x 18.4cm



Berthe Morisot

'The Cradle', 1872
oil on wood, painting
46 x 56cm



Frida Kahlo

'Self-Portrait with Thorn Necklace
and Hummingbird', 1940
oil on wood, painting
16x24cm



Guerrilla Girls



'Do Women Have To Be Naked To Get Into The Met', 1989
Poster, museum

Cindy Sherman



'Untitled Film Still #3', 1977
photograph

Tracey Emin



'My Bed', 1998
display, assorted mediums and
objects

Task

Briefly research female artists and artworks that created conversations and movements for women today. Drop any relevant information onto Padlet, (link below). Take 10 minutes to build a collaborative board that discusses the empowerment and progression of the history of women artists.



<https://bit.ly/3o0fLvX>

B - Feedback Form

Feedback - Women Artists in History

A brief feedback entailing questions about the session - the digital tool, Padlet and the small lecture given. Honesty and detailed questions would be appreciated and beneficial.

sumbummers@gmail.com [Switch account](#)



Not shared

From the session, did you learn anything from the context given?

Your answer

Did you find it informative and interesting to follow?

Your answer

In regards to the digital tool Padlet, did you have any difficulty using or accessing it?

Your answer

Can you give your opinions on the tool as a whole of using it in an educational setting?

Your answer

Would there be any improvements for future sessions? If so, can you go into detail?

Your answer

How was it using a tool that could enable you to interact with other students at once (a collaborative piece)?

Your answer

Was there enough context given prior to the tool being introduced and used?

Your answer

Would you use this tool in the future?

Your answer

Was there any positive moments from the session?

Your answer

How would you rate your experience from 1-10?

Your answer

Submit

Clear form

E - Feedback Form Responses

From the session, did you learn anything from the context given?

4 responses

I learnt about some great artists and appreciate women more and more specially in art history

I did, it was good to think about an aspect of art I hadn't considered

Yes, I was able to learn about different female artists and their areas of work.

Yes, it was interesting

Did you find it informative and interesting to follow?

4 responses

It was easy to follow and not too much information which made it easier to be interested and it was informative

Yes

Yes, it was interesting to hear about their work.

yes very interesting

In regards to the digital tool Padlet, did you have any difficulty using or accessing it?

4 responses

I struggled to get into padlet on my laptop which made it difficult to add or drop links and information onto padlet as I was having to do this on my phone and it wasn't as easy

No

No. I've used it before and so I knew how to access and add in new posts. The link took me directly to the board which was useful.

no difficulty, easy to use and great idea to have everyone finding information themselves

Can you give your opinions on the tool as a whole of using it in an educational setting?

4 responses

I think it is a good tool to use as it allows the students to see and discuss subject areas and share information that may help other students and from a teachers point of view, it is a good way to see how your students are interacting and if they understand what they are researching

I can see it would be super useful for collaborative work

I love padlet! It's a great tool for collaboration and sharing ideas. Although I didn't get a chance to look at anyone else's ideas.

good idea to put all the ideas together in one document. it would have been interesting to go through what was chosen and discuss in class but I'm assuming that due to the time limit this could not happen

Would there be any improvements for future sessions? If so, can you go into detail?

3 responses

Minor, but you read directly off the slides, which is always less engaging. It might be better to just put bullet points to remind you what to say, and then expand on them "off script"

I wasn't 100% sure on the purpose of sharing the ideas. I remember the lecturer mentioning that this was a task to highlight and celebrate their work which was great. But I wasn't sure what I was gaining from it exactly in terms of learning. I may have missed this but though! If I was to suggest an improvement, I would say an opportunity to work together on going through some of the resources and ideas collated would have been nice to learn perhaps about more artists and other students ideas on why they chose the link. The padlet let's you comment on their posts so maybe that could have also been used?

As mentioned in previous question, discuss in class the choices of the students

How was it using a tool that could enable you to interact with other students at once (a collaborative piece)?

3 responses

Good! I can see it would make group work much easier

It was so nice to be able to watch everyone else's posts pop up on my screen. Seeing it on the main board was also pretty impressive! Especially as we had so many by the end! It did feel like a group effort in that respect!

As mentioned above, great to have everything in one document

Was there enough context given prior to the tool being introduced and used?

4 responses

there was a good amount of information about Females in art history but maybe there could have been a little bit more about how to use padlet

Yes, but maybe a quick demonstration of how to use it might have helped the less tech- savvy learners

I feel that the information given on the tool and what we needed to do was clear. For me it's just that I wasn't sure how it relates to the artist we learned about or how this ties in with what we were supposed to have learned from the session as a whole. Although I do appreciate however that I have a raised awareness of female artists and now have a whole padlet board to work though to look at! So if this was the purpose then that's something I took away from it 🙌

yes

Would you use this tool in the future?

4 responses

I would

Yes

100%

maybe

Was there any positive moments from the session?

4 responses

I enjoyed the whole lesson, it was easy to follow along with and presented well

I enjoyed it all really

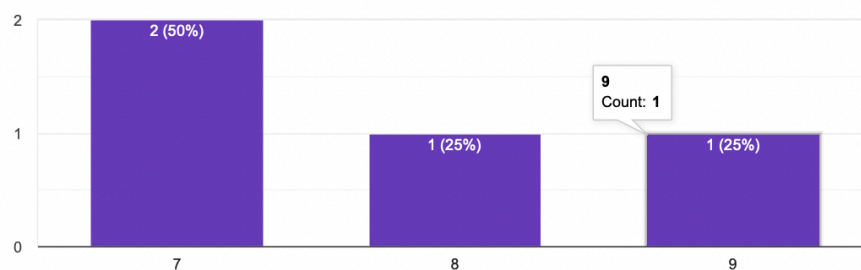
I liked how you started to see everyone's ideas building up!

all positive

How would you rate your experience from 1-10?

 Copy

4 responses



D - Action Plan for Future Development

Using the SMART goals model by George Doran, Arthur Miller and James Cunningham (1981) for the development of my action plan for future development will assist and help outline my aims and objectives.

Additionally, I will be adhering to the Professional Standards throughout the action plan, (*UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

	Keep sessions entertaining with the use of technology	Familiarising myself with digital technology	Demonstrate tools before using in the session	Discuss more and share thoughts with students
SPECIFIC	Use a range of strategies, methods and tools to keep sessions engaging (A1)	Research, use by myself numerous times and learn all options of the	Show a step by step scenario or pull up tool and show students how	Create conversations , ask questions and reassure students (A3)
MEASURABLE	If students are engaged and interacting (A2)	Knowing how to use the tool without the use of researching	Students showing understanding of the tool and being	Reassurance and confidence is present in students
ATTAINABLE	Make sure I have a structure of the session and a mixture of methods (A4)	Time, research and consistency to learn and adapt to new digital technologies	Make sure to take time in the session to take students through the tool (K6)	Leave time during session to converse and have discussions (A3)
RELEVANT	Creates interesting sessions and an exciting environment for students (V2)	Extremely relevant as we need to keep up to date with advanced and modern technologies	Provides students with confidence and a clear vision of what is asked of them for the task (A5)	Helps create understanding and rapport with students (K5)
TIME-BASED	During the session but takes time to prepare beforehand	Will take a while due to researching new tools	Approximately 5 or 10 minutes depending on the simplicity	Depending on students questions and thoughts