

ASSESSMENT: 6007

**A REFLECTION OF A CRITICAL INCIDENT RELATING TO THE
HINDERANCE OF ACTIVITY USE DURING A LESSON IN THE
PANDEMIC.**

This assignment evaluates a critical incident regarding corona virus restrictions halting the use of activities during an AS level business studies class. My task involved three lesson observations spread across one day; all AS and A level and performed in a college setting. I observed and identified three critical incidents of which one has been chosen as focus of my first assignment. After noting these critical incidents in the accompanying STEER documents (see appendixes) this assignment will be used to reflect, learn and practice empathy in each situation to discover: 'If I was the teacher, would I proceed differently?', linking reasons to teaching theories and methods.

The purpose of this assignment is to also demonstrate depth in understanding of *critical reflection* based on my observation of a *critical incident* (CI). To define, Tripp characterises the term as looking beneath the surface of incidents that may seem typical at first, however, with analysis, become critical thus drawing conclusions of significance from that event (Tripp, 1993). Meanwhile, Mezirow (1998) describes *critical reflection* as a personal opportunity that challenges one's entire belief system (psychological, political, socio-cultural, for instance), in the context of the issue being discussed, asking the 'why's' instead of the 'what's' or 'how's'. Therefore, I understand that the depth and detail required to perform a reflection well may challenge or even

alter understanding entirely on the topic of effective teaching. Also, I sense from the two authors that curiosity is key to delve deeper into seemingly mundane tasks, assessing the wider impact and meaning of such event.

The notion of reflection itself has been transcribed into many cyclical models from theorists throughout time from Gibb's reflective cycle (1988) and Kolb's cycle of experimental learning (1984) to Bassot's integrated cycle (2013). For instance, Gibb released his model with the idea that it should be followed to effectively change through development from a six-step framework to improvement (see figure) including challenging assumptions, change habits and deepen understanding. When applied to teaching, it could be said that the activity serves as rather a duty to hone in on any beliefs previously held that may hinder development within the practice.

Particularly with the Donaldson's 2022 debuting curriculum ever nearing, change seems inevitable. A brand-new set of purpose's pedagogical principles and key areas of development which will be drawn upon at key points of this assignment. Therefore, it could be useful to adopt a model so as to gather practice now in order to seamlessly integrate said curriculum changes within my practice.

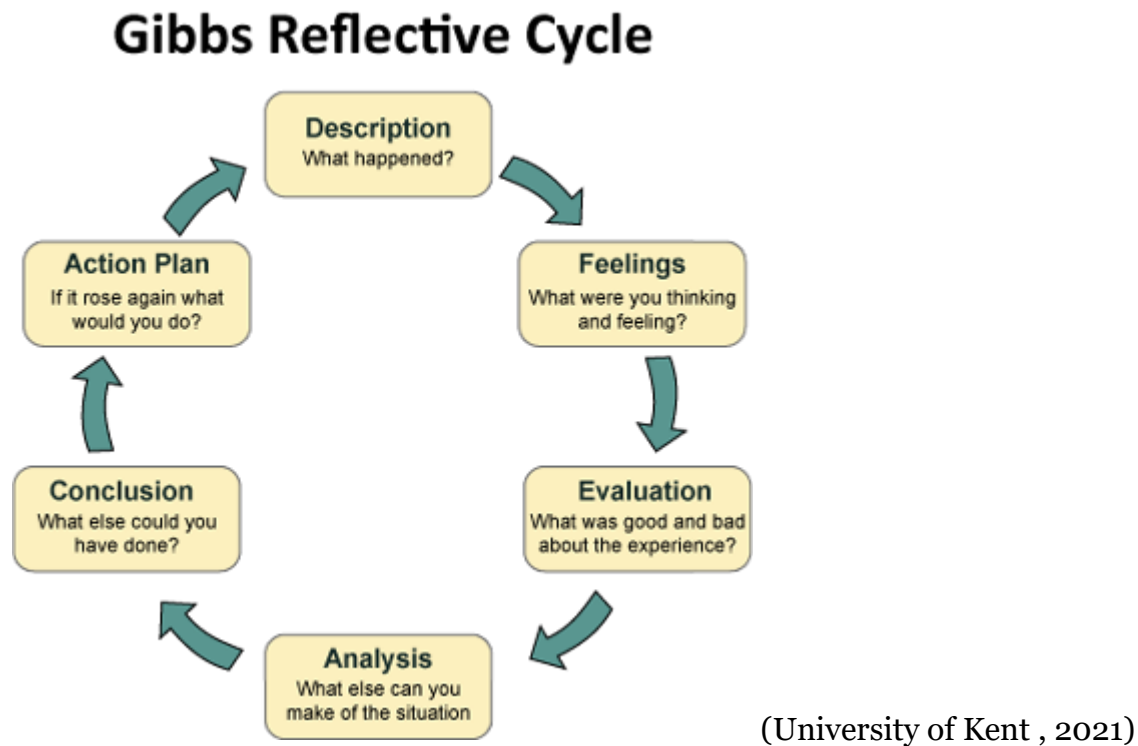
However, practicing critical reflection using other people's theories has been criticised. Kreber and Carolin (2004) state that whilst reflection theories mean well, they are found many times to be inefficient due to practitioners being unable to develop and deepen their own, unique reflection thus instead, copying the literature. A theorist previously mentioned, Mezirow (1997) states autonomy in reflection without influence

from others is paramount as personal habits and biases that could do with improving have a chance to with critical reflection. Therefore, it could be said that using any influences, even from frameworks developed by theorists such as Gibb could hinder the autonomy required to perform critical reflection effectively. Yet, it could also be said that using a model could grant a sound framework of which to customise or build upon autonomously according to one's own experience, conscious of any impeding biases or belief that could hinder development to becoming a teacher.

Although this assignment is not laid out using any particular framework, it could be likened to that of Gibb's (1984) as I will describe the CI including feelings and thoughts, along with a literature review that I use my judgement to evaluate different author's perspectives in relation to the CI that I experienced, this paper's heading: 'reflection and next steps' could go some way to making sense of the situation meanwhile satisfy the 'action plan' node of the model through giving my recommendation on how I would remedy as a teacher. Finally, the conclusion speaks for itself, a summary could be likened to the respective node of the model and therefore completes the reflection according to Gibb.

With further reference to the contrary perspective, I am mindful as well as challenging of my biases throughout this reflection to draw the most from it. From this, I understand that depth and detail in order to learn from my observations is key. Therefore, much of this assessment investigates potential issues created by the critical incident in order to improve my awareness of the teaching profession, my awareness of self through critical analysis and self-reflection.

Fig 1:



To grant context to the critical incident, I will firstly describe the scene of which such event took place. I arrived at what was to be my first time observing a college’s business department at AS level. Firstly, covid restrictions were immediately noticeable via signage and a full discussion on the new imposed rules was given, including being escorted to class, my lunch-break designated area and seating plan. To reference such restrictions, the current Welsh government guidance encourages distance between people and to wear face coverings indoors due to risk of infection (Welsh Government, 2021). Once chaperoned to class, my attention was drawn to the walls adorned with busy, colourful depictions of brand awareness through big posters and mind maps; yet the atmosphere was notably quiet. The students seemed obedient and eager to learn to start with. Stood behind a sheet of clear sheet of plastic front and centre was a

masked teacher, beneath them a line of tape. Uniformed rows of students utilised the rest of the space. I respected the restrictions, however, felt a slight unease regarding the lack of freedom to roam and wondered if the students also felt the same in regards to their learning. Nevertheless, a lesson refreshing on common business terms (elastic versus inelastic demand, market share, internal and external customers) commenced, students observed as a teacher stood far back with a PowerPoint presentation, sharing their knowledge through speech and glancing periodically at their textbook. Around thirty minutes in, the teacher states: “We would have done an activity now but covid rules states I can’t step over this line of tape”, then proceeded to instruct the students to read their textbooks alone. A small proportion of students reacted by sighing whilst some became notably tired with some tell-tale signs; fidgeting, touching each other’s belongings and talking among themselves, more so than at the start of the lesson.

Witnessing this CI has sparked curiosity towards how it relates to Donaldson’s Four purposes, in particular, ‘enterprising, creative contributors who are ready to play a full part in life and work’ (Welsh Government, 2021). This is because the activity in question may have provided opportunity to showcase knowledge of business terms in a creative and proactive way, fitting the language used by Professor Donaldson. Without such activity, some learners may have not learnt well that day; to what extent could be uncovered whilst researching how learning styles affect effective learning. It could be argued that the students already demonstrated actions towards the purpose through being visually creative with posters and mind maps that filled the walls, however, these decorations may have been created before the pandemic.

In addition, Donaldson cited by The Welsh Government (2021) described said purpose using the subheading of: 'Lead and play different roles in teams effectively and responsibly' and stood out as a key area to be linked to the social impact of learning. Often, teamwork is required in the workplace, of which workers are to contribute and be conscious of how their role affects the whole business. It could be argued therefore that activities requiring teamwork positively encourages the purpose, with the students in this particular CI seeming eager for it. This was demonstrated through team interaction, through the subsequent talking among small groups when reading was instructed. Therefore, researching into social learning could prove quite relevant to this assignment's purpose.

On the other hand, respecting current boundaries within an educatory setting could be demonstrating some of the topics under the 'ethical, informed citizens' node of the purposes (Welsh Government, 2021). As the teacher used clear boundary setting in the form of tape, clear plastic and distance, it could be argued that they 'understand and consider the impact of their actions when making choices and acting' as cited by The Welsh Government (2021), hence the lack of activity and stepping over the line of tape. With reference to the restrictions as mentioned previously, a teacher lessening distance infringes the boundaries encouraged by government, therefore, contravenes the 'respect the needs and rights of others' sub-heading of this particular purpose, during this pandemic (Welsh Government, 2021). Relating this purpose to the students' perspective, what could be regarded as a culture change in terms of how the lesson was delivered was eventually met by fidgeting and talking, possibly showing resistance to change. Rather than respecting fellow students' needs referenced as a purpose of the curriculum, perhaps students' priorities laid with the need for interaction and to be social which could be explored in further detail with accompanying literature.

Nevertheless, it appears that the pandemic has changed the delivery of lessons within this department, of which any benefits or consequences will be explored through the following literature review.

Firstly, reading literature on learning styles evidenced an array of models of which three have been selected in the synthesis below for comparison. Firstly, Flemming's 'VARK' theory defined four styles, with the notion that people learn differently': For example, 'Auditory' learners absorb information better through listening, whereas 'Kinesthetic' learners prefer to learn by doing, including physically performing tasks (Csapo & Hayen, 2006). In addition, Kolb's 'learning styles inventory' (LSI) represents a four-part sequence split into two cognitive dimensions (see appendix). As the earliest theory of them all, Kolb claims learning happens when theory building (diverging stage) develops to Accommodators (active experimentation and concrete experience) (Kolb, 1976). The four-stage theory connected with arrows appears to show a completion of the whole cycle to achieve learning. A similar notion appears to have been adopted by Honey and Mumford's theory as their theory has been said to have been built upon Kolb's (Allinson & Hayes, 1988). The study referenced compares Kolb's LSI to Honey and Mumford's 'Learning Styles Questionnaire' (LSQ): Here, an 'Activist' learner prefers active, autonomy in involvement of learning whilst disapproving any overuse of structure, similar to 'Pragmatist' who prefers group work: 'Theorists' and 'Reflectors' tend to deter themselves from involvement, instead championing understanding, logic and interpretation (Allinson & Hayes, 1988). However, this study also critiques Kolb stating that although Honey and Mumford created the LSQ to improve on Kolb's LSI, their independent study found the LSQ to

clearer and more reliable at identifying people's styles. Consequently, it could be argued that although these theories appear to have similarities, one could provide more accuracy and reliability in distinguishing one's style. Through studying the visual representations of such models (appendix), Honey and Mumford's appears integrated and visually similar to Honey and Mumford's through its layout and distinguishing groups that prefer deep thinking, and groups that prefer activity.

Meanwhile, it appears aspects of all three theories have similarities. As well as all having four-part representations of style, it could be argued that 'learning by doing' is represented by all, from 'Activist' to 'Kinesthetic' to the 'Accommodating' node described by Kolb. This observation may link to the CI as the learners are described as being delivered a lesson through auditory, reading and visual means, with a lack of kinesthetic. It could be said that the latter style could have been included via the activity proposal. Therefore, for those who strongly prefer to learn by doing, lessons like this could be seen as disadvantaging a potentially large chunk of the class, potentially explaining the restless behaviour between some of the students.

On the contrary, it could be said that the lesson structure already included three out of four learning styles presented by Flemming and therefore, was effective enough without the activity. This rests parallel with this theorist's notion that better teaching uses two or more styles (Fleming & Baume, 2006). Continuing the theme of suggesting the number of styles used, a study found including 2000 participants based on VARK finds that many teachers use one mode of teaching, usually auditory as this is still the traditional and preferred mode of teaching. However, they also find that student's own

learning style changes in line with auditory, as they get used to it (Csapo & Hayen, 2006). Therefore, it could be argued that identifying one's learning style could be rendered ineffective if it's the case that students morph preferred learning to that of the teacher. Relating it to the CI, this could mean that the students may be dealing with a change of teaching technique, suitable for use during covid restrictions. It could also mean that any kinesthetic inclined students could very well adapt and may end up preferring auditory techniques over kinesthetic in future.

Nonetheless, while these theorists champion their idea of identifying with a style, all theories appear to box learners into a category thus could risk stereotyping through self-identification. Stereotyping has been researched in terms of social identities where gender or social status influenced people's perception of their abilities, including educational contexts (Sinclair, et al., 2006). While Reynolds (1997) agrees that learning styles encourage these negative connotations with labelling, Caple and Martin (1994) suggest bi-passing a theory such as Honey and Mumford, instead asking open questions about how individuals like to learn best. With respect to the CI, it appears that identifying as a certain learning style could therefore skew perception of abilities in another.

Synthesis of learning style theories

Neil Flemming VARK (Fleming & Baume, 2006)	Visual	Auditory	Read/Write	Kinesthetic
Honey and Mum- ford (Honey & Mumford 1986)	Pragmatist	Reflector	Theorist	Activist
Kolb's learning styles (Kolb, 1976)	Diverging (feeling and watching)	Assimilating (watching and thinking)	Converging (doing and think- ing)	Accommodating (doing and feel- ing)

Nevertheless, the lack of activity may have hindered chances for the students to be more sociable with each other, particularly in groups. This notion is based on thought leader Vygotski who asserts that a child's effective learning is dependent on their social experiences that develops them through the stages of maturing as described within the 'Zone of Proximal Development' (Bruner, 1984). This could imply that further hinderance of activities or at least opportunities for collaboration may disturb child development, of which could imply as activities grant opportunity for collaboration, are necessary for effective learning. On the contrary, Piaget formed four stages of cognitive development (see appendix) and states that children enter these different stages of development depending on age, with everybody entering the same stage at similar times. As this describes a more internal process, it could be argued that external factors such as relations may not play a role as important to development, therefore not as necessary as how Vygotski describes.

Although Piaget's theory may not seem to relate to this CI considering the latter stage finishes at twelve years, a study finds something that supports further development past Piaget's four definitions. In fact, Huitt & Hummel (2003) finds that people past the last biological stage 'formal operational stage' where intelligence has supposedly matured do not necessary enter that stage, instead remaining in the former stages, unless granted the correct circumstance for them individually. This is where Vygotski could build upon or even remedy Piaget. Maybe a person's specific circumstance includes the state of their peer to peer relations.

Nevertheless, Donaldson's four purposes and the professional teaching standards list keywords that appear relevant to pro- Vygotski, pro-socialist views. The 'enterprising, creative contributors' node pays particular attention towards sharing ideas and teamworking (Welsh Government, 2020). As this is the new curriculum, it is evident that practitioners must work toward eliciting team work, to what extent during the pandemic, is yet to be discovered.

Whilst adopting a Vygotskian sociable classroom could be seen to support the purpose of the curriculum, it may not be the best way of developing all. While researching attitudes towards group work, an article noting the difficulties of groups work and states some students do not have the necessary social skills to perform well in groups. This is paralleled with Blatford et.al (2003) who although support Vygotski then predicted in 2003 that group activities will only grow in importance, also reported a strong aversion towards groupwork in UK school's during that time. Upon reviewing literature thereafter, the view has been echoed by Shimazoe & Howard (2010) indicating aversion to group work is still an issue for many, with many of them not having the skills to work as a team. With respect to the CI, this could mean that lack of group activity may benefit those who would rather work alone. However, it could be argued the implications of which may impede on their ability to work well in groups.

To sum up, the CI alongside the accompanying literature review has highlighted issues surrounding the hinderance of activities due to the coronavirus pandemic. The essence of which has been reflected upon with respect to my privileged position as an observer. As mentioned previously, there are many reflection models that I have considered whilst contemplating, of which Gibb has been selected as framework. Although Kolb's

cycle has also been discussed, Gibb's appears to elicit more depth through additional stages in the cycle and encouraging detailed responses (Oxley & Ilea, 2016). In addition, the version used is listed in the appendix for reference.

Description:

In short, the CI entailed witnessing the stoppage of an activity regarding readdressing business terms which would have required the teacher and students to go against current pandemic restrictions. Reactions relating to restlessness adorned the classroom atmosphere after proposing to work alone from a textbook.

Feelings:

I remember feeling as if the activity stoppage may have curtailed learning, yet to what extent was not apparent to me until after researching through literature. However, as I felt concerned enough to pursue the topic further, curiosity of my unease spurred the need to discover whether this was in fact, an incident that could be termed critical. This seems to correspond with Tripp (1993) who suggests many incidents become critical once researched as referenced earlier in this paper. After conducting research, the vast array of learning styles and social learning literature suggested validity in my sense of unease and curiosity regarding the situation.

Evaluation:

After researching, learning styles appear to be individualistic providing an account on which learning technique best suits the person. This has developed my practice

through awareness of three thought leaders of the field who have developed their methodologies and have been subsequently widely recognised within the educational field. Although there have been criticisms of labelling to a specific style, I believe similarly to Fleming & Baume (2006) incorporating all styles into lesson material would cater for multiple abilities and preferences for learning.

Analysis:

As the four purposes of education come into effect as of 2022, there seemed to be avenues of which activity could positively support such purposes. Therefore, activity seemed like a grand opportunity missed. Upon researching however, criticisms arose on the difficulties of group work aversion and how classrooms may tend to use auditory techniques to teach their students. Therefore, on one side activities could be seen to support team building skills and on the other hand, could hinder learning from lack of ability to perform well in teams. In terms of my performance in recording the information in the STEER document, I feel I could have enquired more into the student's previous lesson structure, along with discussions with the students on what they would like to do. However, from the moment my role was a privileged observer, I understand that further enquiry could risk anonymity.

Conclusion:

I was tasked with completing several observations into critical incidents within an educational setting. I felt the task has been beneficial to my development as a teacher in learning more detail into social learning and learning styles. This is hoped to build upon my pre-existing knowledge and perhaps challenge my lesson planning in future.

I hope to observe the classroom, even when I begin to teach, to always use critical reflection while being a practitioner.

Action Plan:

I suggest the next steps are to incorporate activities that both abide by current laws regarding the virus, whilst also including those who prefer to learn by doing. My suggestion as seen on my STEER document includes a Dragon's Den type activity where such plan can be altered so that participants need not move from position. It is hoped that the suggestion satisfies the 2022 curriculum regarding 'enterprising, creative contributors who are ready to play a full part in life and work' (Welsh Government, 2021). This is through the inclusivity of group work and paying attention to learning styles of students as individuals to bring out the best in their learning.

My main task was to observe three critical incidents, of which one was chosen as a means to expand upon in the form of a critical reflection. My approach consisted of honing in on how an activity could have hindered learning and inclusivity for some students that day, paying focus to learning styles and the impact of social learning. With the 2022 changes ever nearing, the curriculum provides a new start with clear objectives of which activities to elicit social learning seem relevant. Within the literature review, a synthesis of Kolb, Honey and Mumford and Fleming were discussed, alongside social learning theories comparing Vygotski to Piaget. Vygotski's pro social views of learning appeared to criticise those of Piaget's who classifies children's stages of learning depending on age. However, the study I found suggested

flaws in Piaget, to which Vygotski could remedy. However, criticisms merged again with the lack of group work and even aversions to it. Nevertheless, aspects of both sides appeared relevant to the CI and therefore, worthy of discussion. My action plan involves reading further into the importance of reflection in teaching practice, to which the use of Gibb has seemed useful in providing detail in description and eliciting ideas on how best to proceed as a practitioner. Also, incorporating many learning styles into teaching whilst encouraging an open atmosphere to elicit confident students who choose how best to learn is a goal for the future.

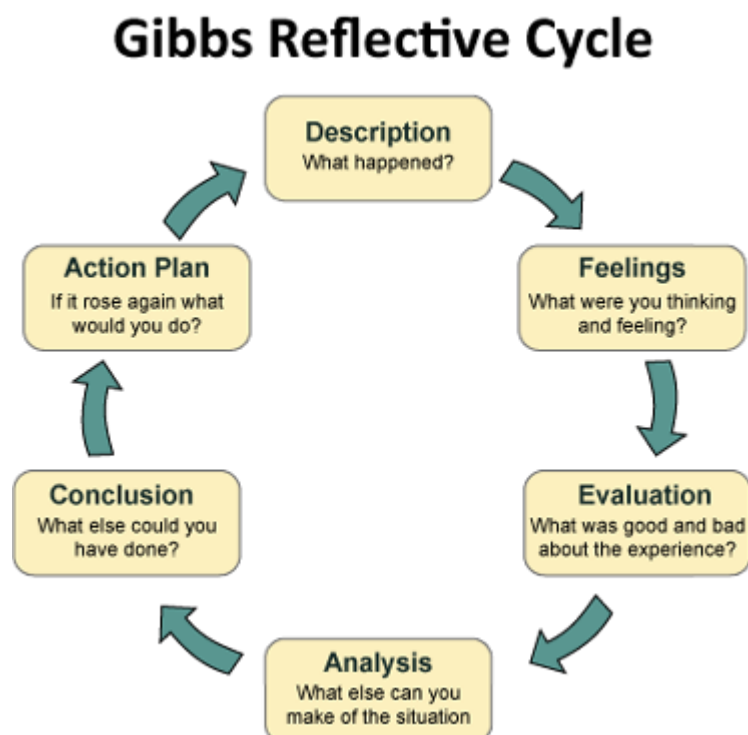
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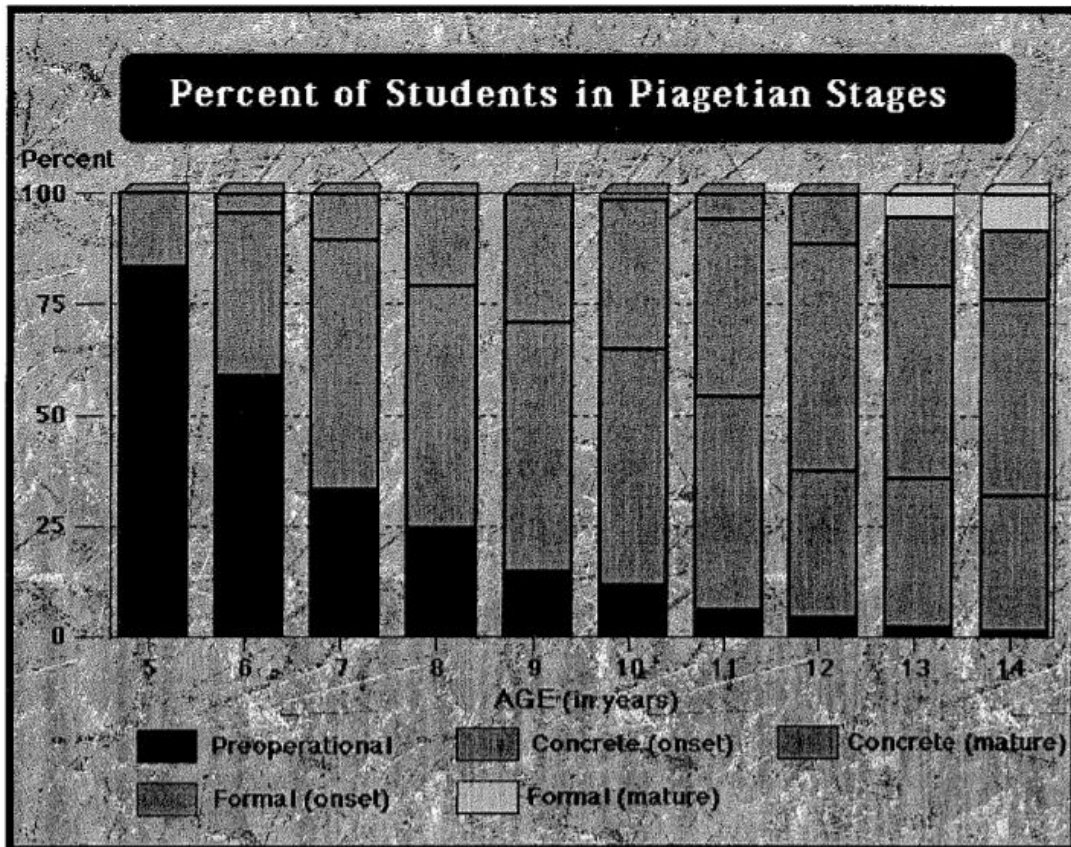
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Appendix:

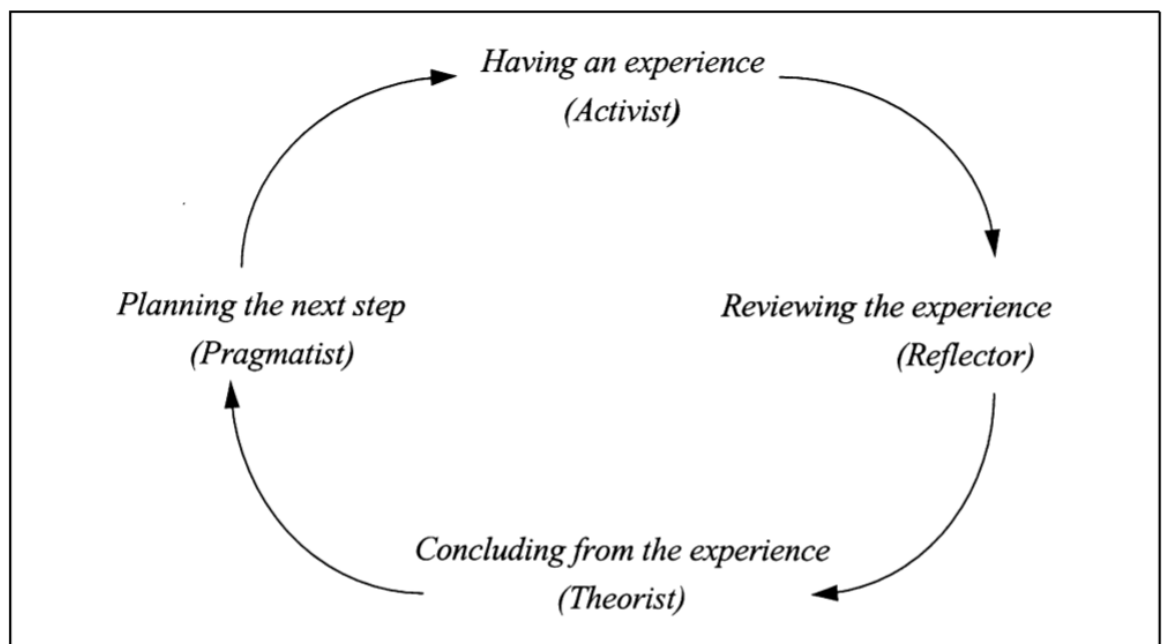


(University of Kent , 2021)



(Huitt & Hummel, 2003)

Figure 1: Honey and Mumford's Learning Cycle



(Swales & Senior, 1999)

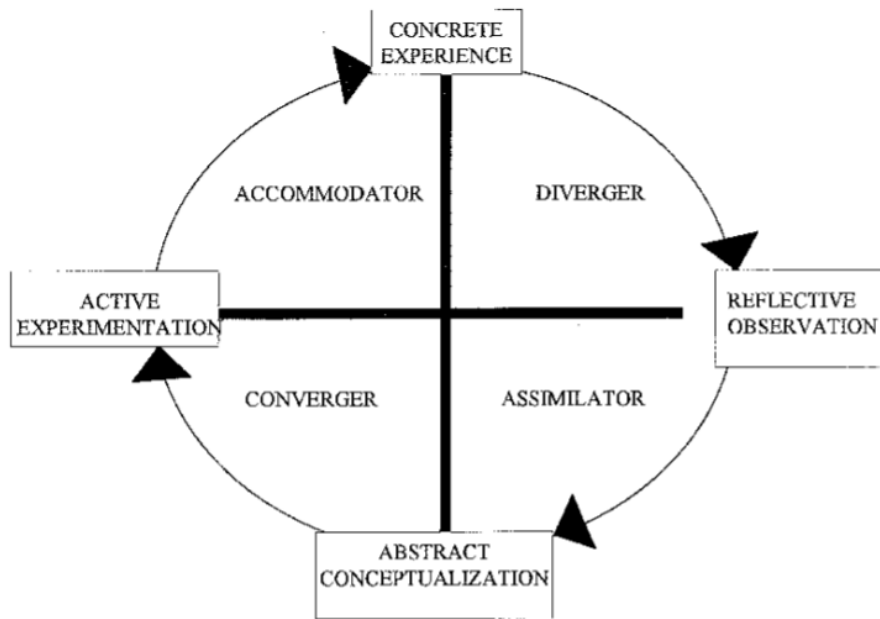
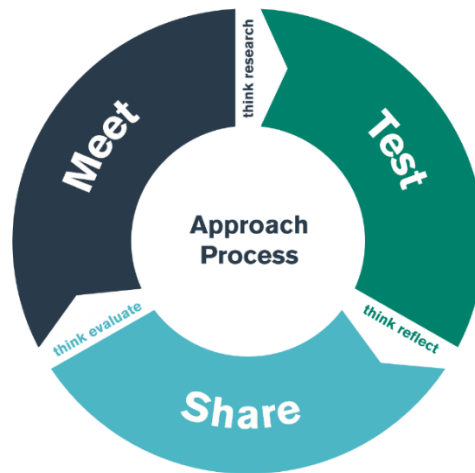


Figure 1. Kolb's two-dimensional learning model and four learning styles

(Loo, 2004)

PGCE Module ECAD6007C

Case Study and Critical Incident Methodology Steer



Student-Teacher Enquiry Evidence Record

OBSERVATION / FIELD NOTES

Record 1

Date and time, year group: 22/09/2021 10:00-12:30

Where and When: Context of the observation – subject/AOLE, general classroom context

Subject: Business Studies AS level

Topic: Refreshing general business terms

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

The classroom's walls were adorned with busy, colourful depictions of brand awareness through big posters and mind maps; yet the atmosphere was notably quiet. The students seemed obedient and eager to learn to start with. Teacher was stood behind a clear sheet of plastic and other coronavirus distancing measures appear to be in place. A lesson regarding general terms such as elastic vs inelastic demand commenced, students observed as a teacher stood well back with a powerpoint presentation, sharing their knowledge via talking and glancing periodically at their text book. Around thirty minutes in, the teacher states: "We would have done an activity but covid rules states I can't step over this line of tape", then proceeded to instruct the students to read their text books alone. Students became notably tired with the tell tale signs: fidgeting, talking among themselves.

Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider?

Learning styles

Methods of teaching and how covid has affected them i.e essentialism – very teacher led learning vs existentialism – student freedom

Lack of collaboration with peers – Vygotski vs Piaget – In Vygotski's case, covid classrooms would risk development in children, whereas Piaget's theory would not be as affected.

Many links to affecting Donaldson's 12 pedagogical principles, 4 purposes and 6 areas of improvement

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Quiet class, middle of the day. Nothing arises suspicion regarding the time of day, rather the restrictions in place throughout the educational setting.

Record 2

Date and time, year group:

A2 level – Business Studies 13:00-15:00 Key stage 5

Where and When: Context of the observation – subject/AOLE, general classroom context

Where? In the classroom whilst discussing business forecasting using the profit and loss account info. The students were generally quiet and well behaved which made the incident further stand out.

What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work)

What? Quiet student A looking uncomfortable sat next to two other students who were laughing, chatting yet answering the questions correctly. Student A remained silent, slow to follow prompts and fidgeting. Teacher asked if they were 'OK', they were met by a subtle nod.

Areas of possible exploration: what you think could be “under the hood” in these incidents?
What avenues of research could you consider?

- Theories relating to belonging as a form of learning as demonstrated by the two louder students. Vygotski v Piaget
- Theories relating to wellbeing in classroom (link to health and wellbeing Donaldson’s 4 purposes)
- Positive/negative reinforcement against speaking up - SKINNER, PAVLOV – childhood home issues?
- Link to learning theories VARK, for example, as Students B and C may be more auditory, whereas student A may read better (and activity you perform generally alone).

Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here)

Record 3

Date and time, year group: AS level Business studies 12:00 14:30
Where and When: Context of the observation – subject/AOLE, general classroom context The lesson took place around 2 hours into the students' day. The students deemed settled and focused.
What happened: a detailed description of the critical incident (the more detail the better to refer to in your later work) During a discussion into elastic v inelastic demand, a student couldn't quite pronounce the word they were trying to say: Innovative. Whilst trying to pronounce, several other students said the word, smiling and laughing with the student having difficulty. The class reacted with smiles and laughs and a cheeky comment which was taken in good spirits.
Areas of possible exploration: what you think could be "under the hood" in these incidents? What avenues of research could you consider? The need for belonging – Mazlow's hierarchy of needs. Schools generally cater for the lower level needs of safety, warmth etc. The next level needs of belonging to a group could be satisfied here through small acts of kindness taken with good spirits. Learning through collaboration from peers. Several theories including Vygotski could be useful here as many believe we learn through social experiences.
Notes: any details you can note (is it a busy environment, is it after lunch, are there lots of distractions, are directions made explicit - the more you can refer to the better here) A smaller class of eager to learn students. Many colourful pictures on the wall containing previous group works taken place.

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Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Dyfodol Llwyddiannus 2022
Y Cwricwlwm yng Nghymru | The

3 Cyfrifoldeb Trawsgwricwlaidd:
Llythrennedd, Rhifedd a Chymhwysedd Digidol

3 Cross-curriculum Responsibilities:
Literacy, Numeracy and Digital Competence

4 Diben y Cwricwlwm

- yn ddysgwyr uchelgeisiol galluog sy'n barod i ddysgu drwy gydol eu hoes
- yn gyfranwyr mentrus, creadigol sy'n barod i chwarae eu rhan yn llawn yn eu bywyd a'u gwaith
- yn ddinasyddion egwyddorol, gwybodus yng Nghymru a'r byd
- yn unigolion iach, hyderus sy'n barod i fyw bywyd gan wireddu eu dyheadau fel aelodau gwerthfawr o gymdeithas.

The 4 Purposes of the Curriculum

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

6 Maes Dysgu a Phrofiad

- Celfyddydau mynegiannol
- Iechyd a lles
- Dyniaethau
- Ieithoedd, llythrennedd a chyfathrebu
- Mathemateg a rhifedd
- Gwyddoniaeth a thechnoleg

6 Areas of Learning and Experience

- Expressive arts
- Health and well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Y 12 Egwyddor Addysgegol:
Mae dysgu ac addysgu da yn;

- Canolbwyntio'n gyson
- Yn rhoi her i'r holl ddysgwyr
- Defnyddio cymysgedd o ddulliau
- Defnyddio cymysgedd o ddulliau gan gynnwys y rheini sy'n hybu sgiliau datrys problemau, sgiliau creadigol a'r gallu i feddwl mewn modd beirniadol
- Gosod tasgau a dewis adnoddau sy'n adeiladu ar wybodaeth a phrofiad blaenorol ac yn ennyn diddordeb
- Creu cyd-destunau dilyn ar gyfer dysgu
- Dilyn egwyddorion asesu ar gyfer dysgu
- Ymestyn oddi mewn ac ar draws Meysydd Dysgu a Phrofiad
- Cryfhau'n gyson cyfrifoldebau trawsgwricwlaidd a chyfluoedd yn cael eu darparu i'w harfer
- Cymhell plant a phobl ifanc i gymryd cyfrifoldeb cynyddol dros eu dysgu eu hunain
- Hybu datblygiad cymdeithasol ac emosiynol a pherthnasoedd cadarnhaol
- Hybu cydweithio

EXPERIENCE TEMPLATE

1. What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on.

My task included observing three lessons throughout one day - all AS and A2 level/key stage five, in a college setting. 'Bridging' lasts three days; of which the other two days were dedicated to compiling my steer documents and a share day to discuss observations with peers. I had engaged with this experience to develop my teaching practice through becoming aware of the impact of critical incidents on learning. It was my first time observing a college's business department, with the intended outcome being to be more aware of how I fit in to the teaching profession, how I would remedy certain circumstances and what I can learn from other teachers, from a privileged observer standpoint. Specifically, I was looking for how the teacher differentiates tasks between learners of different abilities as this is an area within the professional standards I am unfamiliar with and wish to gain experience in. After discussing these critical incidents, I will use assignment planning to reflect, learn and practice empathy with respect to the situation to answer: "If I was the teacher, would I do anything different?", linking this to teaching theories and methods that form my reflection. I feel that the critical incident concerning the lack of group activity due to covid 19 provided scope for further research into learning styles and social learning.

2. What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

Experiencing a live teaching session first hand I feel was an incredibly valuable experience. Firstly, the hype around covid 19 restrictions within education facilities was realised as soon as I entered the college, this impacted the course of my observations tremendously. I understood that activities and group work are hindered from the moment the pandemic is still rife in this area. As I witnessed the student's attention begin to dwindle, I wondered if it would be different had there have been some form of group work or activity to *break up* the lesson. The profession standard of differentiating tasks to learners abilities was not realised, however, grants myself good scope to explore how I would proceed to do this had no covid restrictions occurred. Similarly, providing and linking educatory materials to real life contexts will also be researched of which my recommendations (including activities) stated below propose a remedy for such situation.

Donaldson's four purposes of: "Ambitious, capable learners", "enterprising creative contributors", "ethical, informed citizens" and "healthy, confident contributors" will be explored. I immediately notice that group activity could provide grand opportunity for groups to contribute to a lesson in a creative way. However, I also notice that teacher-centred learning could provide opportunity for teachers to impart their knowledge and expertise in a uniformed

way thus in keeping with the purpose “ethical, informed citizens”. Nevertheless, these matters are to be further researched.

I will proceed to share this with peers through researching into learning styles to find out how students learn best, with respect to peer to peer learning that has inevitably been hindered through restrictions. Perhaps learning through reading and writing methods that involve working alone may please the majority of this class? This is a rhetorical question that will underpin my reflection and form the base of my assignment. Overall, I feel this experience has brought to light lots of questions in order to learn, rather than concluding learning whilst on this task. In terms of my intended outcomes, I have ideas on group tasks that would remedy the lack of activity as listed below, however, fully understand how these may not be possible to proceed until likely next year, when numbers of coronavirus cases have significantly subsided.

3. What Next?

Is there anything you intend to do as a result of this experience? You might want to consider some of the following questions: Are there any specific actions that you will take? What would you do in similar circumstances in the future? Is there anything you intend to change? Do you have plans for any further learning or development opportunities? If so, who or what can help

- using the standards, people, written resources, online materials, workshops etc? How will you share what you've learned?

In terms of taking action in regard to activity planning, there could be scope for group work, with respect to covid 19 measures. I wish to change lesson structure from teacher-centered learning to incorporate more social involvement with respect to task differentiation and catering to many learning styles. Activities that do not involve so much movement will be considered, however, I understand may still not be possible. There seems to be much scope in terms of future learning, including learning styles (notably, Honey and Mumford, Kolb, Fleming), peer to peer learning (Vygotski) and looking into teacher-led learning of which corona virus has bought an autocratic undertone to (essentialism v existentialism), for example. Future learnings can be aided with scholarly material which I indeed to source from Google Scholar, text books from key theorists in fields of psychology and education and keeping up to date with covid 19 information as it unfolds.

TARGET <i>What area do you want to develop in your own practice?</i>	Differentiation and catering to learners of all abilities: Bring 'learning by doing' to business studies. I thought of an activity that gets students interacting with each other, getting them out of their seats could also be an option, restriction depending. Activity one (without restriction) The proposed activity would be based upon the TV series 'Dragon's Den' whereby to explain sales forecasting/market share/demand etc.. small groups of individuals would be given a business idea to then research together and propose to the group, using props if necessary. The rest of the class would act as the dragons (angel investors). Differentiation would occur through the type of business researched. A card could be given to certain groups with a pre-planned business that is easy to research, or with less business terms to decipher. Whereas, the students with more ability could plan one themselves or be given a card with a business whose information is notably more difficult to find. An activity such as this will hopefully also incorporate a visual representation of the business (for this, PowerPoint could be useful) and reading and writing notes of other student's businesses, just as the dragons do on the show. When researching learning styles, Neil Fleming's Vark theory (2008), for example, incorporates reading/writing, auditory, visual, kinesthetic and it is hoped this
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	activity suffices all nodes of this theory to a degree, if executed exactly as planned. Activity two (with restrictions) Instead of verbally reciting business terms and writing them down in a copying exercise, I propose linking a video to a PowerPoint lesson to a Dragon's Den show (pre-selected by myself to filter out unnecessary information) that explains these terms in real life circumstances. If by chance terms are not fully explained, additional knowledge can be given during or after the video. Albeit not as kinesthetic as perhaps the first activity, this activity still creates the visuals suited to visual learners. Differentiation could occur through asking appropriate questions to the appropriate learner. For example, student A answers the meaning behind <i>demand</i> whereas student B explains what a <i>profit and loss account</i> is. Furthermore, it is hoped that the professional standards of linking educatory materials to real life contexts is realised through both of these options.
TIMESCALE <i>When do you want to achieve this by?</i>	Covid 19 restrictions depending: April, 2022
RESOURCES <i>What do you need to help you achieve this? Who do you need to talk to/observe? What do you need to research?</i>	What are my research options: • Learning styles • Social learning • Teacher led learning/essentialism versus existentialism (laissez faire or limited rules) I would either need to comprise my own lesson plan with the proposed activity inside it or observe a teacher including videos within their lesson plans to see the reaction or feedback from students.
SUCCESS CRITERIA/ OUTCOME <i>How will you judge whether it has been successful or not? What impact do you hope to see in teaching and learning? What</i>	Student feedback or the monitoring of student behaviour or understanding of the business terms featured in the activity would indicate the level of success. The impact I hope to see is either inclusion of more visual/auditory materials that bring real life context to the classroom or physical activity. The research this is based on have been listed above and comprise of learning styles, peer to peer learnings and teacher led learning.

<i>research/literature is this based on?</i>	
MONITORING/ EVALUATION <i>How will you check that you have successfully achieved your target? Lesson observation? Book scrutiny? Pupil voice?</i>	Similarly, pupil voice would be the most valuable in terms of evaluating whether a lesson had been successful. However, this would also be backed up with solid theory underpinning the rationale behind task setting. Lesson observation including educatory materials aimed at those who learn through many different means (auditory, reading, writing etc) would also be beneficial to observe from a distance to witness reactions and learning instead of possibly being pre-occupied by my own performance of teaching.