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Y Drindod Dewi Sant
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Trinity Saint David

MODULE CODE: ECPW5005

**ASSESSMENT COMPONENT: A Critical
Evaluation of the Role of Digital Innovation in
Professional Practice**

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Word Count (Excluding Quotes and Application of Digital Tool): 3736 words.

Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☒ No ☐
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

Introduction -

The purpose of this essay is to assess the effectiveness and potential integration of the Digital Learning Tool, Mentimeter, within a post-16 classroom with the aim of enhancing student engagement. To assess this effectiveness and to best inform my decision of choosing the Mentimeter, I will carry out a literature review of current research applying various academic journals and peer reviewed articles to study the application of Mentimeter within contemporary pedagogy and the potential ability of Mentimeter to create a synthesis between Technology and Pedagogy. With this, once my decision is informed on of the effectiveness of the Mentimeter, I will aim to apply this within a Level 4 Foundation Art and Design group, with the aim of applying the tool to best assess students' entry knowledge and interpretation of a subject or concept. I will endeavour to consider how my practice can be developed such as through the integration of digital learning tools to enhance my teaching whilst fortifying the notion of 'Pedagogy before technology', especially within a time of rapid change and development of Technology where the lecturer must navigate an ever-shifting dialogue surrounding the effect of technology within Teaching and Learning.

The role of creativity and Digital Innovation –

The purpose of this literature review is to evaluate the effectiveness of using Mentimeter as an integrated learning tool, to enhance the learning environment and to aid in boosting discussion and engagement within a post-16 classroom. As Pedagogy develops it can be seen that current education will need to develop and advance with the times, adapting and integrating systems such as Mentimeter with the potential of developing a synthesis between Pedagogy and Technology. The current research into this field highlights that this may be incorporated in various facets from interactive based learning, to developing and preparing students in

advance of future industries and the usage of Technology. This could be suggested by Khan (2025, p.07) findings it is suggested that “Raising a culture of innovation and experimentation with technology in education is also vital.”, reflecting a possible necessity of integrating digital learning tools such as Mentimeter within contemporary Pedagogy.

Furthermore, it has been noted by Gokbulut (2020, p.3) “For this generation, it is necessary to provide learning environments that are technology-based, engaging and motivating.” This could suggest that students require more visual stimuli as to further engage the student within their learning. It is possible that these results may not be generalisable to a broader range of students as one concern expressed by Mohamed et al (2020, p.1203) regarding Mentimeter was whether the designers took into consideration the accessibility and ability to edit the visuals as to aid additional learning need students, “However Mentimeter needs improvement in the area of inclusion to better serve students with visual impairments and other forms of functional diversity”. Though Mohamed et al does not provide information on the particulars of what ways the Mentimeter could be improved upon regarding the “forms of functional diversity” and whether their students faced issues.

Whilst the wider application and usage of digital integrated learning platforms can aid in further engagement within the classroom, another focus could be drawn to the engagement of individual students who may have less confidence to respond within the classroom, and as such Mentimeter could be potentially seen to aid in such as one positive posited by Gokbulut (2020, p.4) is Mentimeter’s application of anonymity surrounding students answers “... active participation and motivation in the classroom are high by providing the opportunity for the students who have passive, shy and peer shyness in the classroom to participate in the class”. With this, surveys such as that conducted by Mayhew et al (2020), have shown Mentimeter possible benefit in enhancing the students’ voice as suggest by Mayhew, “Greater willingness to participate appears linked to anonymity” this is made possible through students’ ability to access Mentimeter without having to create an account or provide any personal details. Whilst previous studies such as by Khan (2025, p.5) “However, anonymity may also lead to less accountability in responses, a point that could be

further explored in future research [22].”, identifying that students’ responses how anonymity could lead to students not taking ownership for their answers, if the student could be considered shy or less confident, presenting the opposing issue within Mentimeter’s design.

Furthermore, it is possible that students may take advantage of this detail of anonymity, and potentially abusing this detail, to not interact within a lesson, presenting a possible shortfall of Mentimeter’s design; this can be reflecting with the research of Mohamed et al (2020, p.8) that “Free riders and the unmotivated could not be singled out due to the anonymizing nature of the program.” The only detail indicative of students presence when using the Mentimeter is the participant counter, and as one detail that Mayew et al (2020) considerer how the participate counter can be used in regards of lecturers to know when to move on with the slides and the acknowledging of students’ responses, “Mentimeter shows the number of responders in real time in the corner of the screen”. Whilst one area potentially not reflect is how the participant counter can enable lecturers to attain how many students are present and have responding to the Mentimeter, though this does not solve the issue of the anonymity of the Mentimeter as this cannot preclude which students aren’t participating. This current research into this field highlights that this may be an ongoing issue or something that may require further development.

When considering the potential benefits of incorporating a digital learning tool such as Mentimeter within a classroom setting, a recent study by Mohin, Kunzwa and Patel (2022, p.49) state through their findings that “Some also support that the use of Mentimeter breaks up the lectures and reinforces the information which is necessary for quality learning.” This could suggest that this disruption to, or in addition to traditional forms of teaching such as chalk and talk or lecturers, where students may be considered passive learners, but in this situation it could be proposed then that through integrating the students responses within the lesson structure can possibly pushed the student to become active within their learning. With this, as highlighted within research by Mohamed et al (2022, p.1201) that “Students responded favourably to the tool's facilitation of visual representation through word clouds, adding an extra dimension of excitement to the already engaging lectures.” This

could suggest that through the interactive questions options on Mentimeter such as Word Cloud, where the lecturer can pose questions and the students provide instant answers that populate the digital whiteboard, this could allow students to reflect about they've learned at the end of the lesson or it can be used to challenge their thinking and assess their learning as denoted by Gokbulut (2020, p.109) "This practice can contribute to understanding whether keywords remain in students' memories, or which phrase most often remains in their memories."

When considering the possible positive effects of Mentimeter on a larger group as highlighted in an analysis of Mentimeter's possible ability to provide an outlet for all students to be capable to engage within the classroom, Mayhew et al. (2020) found "A key theme was that Mentimeter allows all students to engage and, because this engagement is easy and completely anonymous, students are less restricted by a lack of confidence or other constraints.", reflecting and building upon previous discussions on the anonymity embedded within Mentimeter design; whilst equally Mayhew et al highlights the accessibility of Mentimeter's interactive design which can be seen to be further bolstered by Khan (2025, p.04) "Mentimeter's features, such as live polling and shared responses, help this interaction, enabling students to work together and actively construct knowledge". Furthermore, a recent study by Pichardo et al (2021, cited in Ranjbaran et al, 2023, p.288) can be seen to consider how the Mentimeter can offer and provide a safe and inclusive space as to enable all students an equal opportunity of learning and responding within a lesson whilst also recognising the individual backgrounds possible experiences of students, "the inclusive potential of Mentimeter, as it allows participation from a diverse audience with different backgrounds and capacities, ensuring inclusive and equitable education for all." Alongside this, regarding the students own knowledge within pedagogy and application of such, by Ranjbaran et al (2023, p.288) "Mentimeter could be a beneficial tool for educators to use, especially when preparing for exams or assessing students' understanding of challenging concepts." When considering the possible wider usage and benefits of incorporating Mentimeter within the assessment of students learning and approach to possible difficult concepts and how the Mentimeter can aid in setting up students prior to exams and means to develop students recall and development of their own interpretations and ability to question ideas and concepts.

When considering current research surrounding potential negatives surrounding the incorporation of Mentimeter within a post-16 classroom, one aspect that was reflected is the possible inaccessibility experienced by some students to access and use digital devices and access to WIFI/data. As denoted by Gokbulut (2020, p.6) “it was recognised that a few students did not have an internet connection, and they used the Internet connection of their friends”, this may overlook a potential disparity between learners and their access to digital platforms whilst in this case it is denoted that students were able to access the internet via a peer, this may possibly overlook a potential shortcoming of incorporating a digital integration tool such as Mentimeter within a lesson without taking into consideration contingencies if issues such as digital inaccessibility could occur. Equally it could be suggested that Gokbulut may not have taking into consideration the mature learners who may potentiality, dependant on each students own experience, may have less familiarity of using both digital devices but also digital learning tools such as Mentimeter. The current research surrounding this may suggest a possible disparity that could be investigated further.

Overall through this literature review, it has informed my decision that the potential positives out way the potential negatives that may be associated with the Mentimeter, along with this, as informed through this data, prior to the incorporation of the digital learning tool within the lesson that it would be positive to develop a list of contingencies that can be explored if a student or students are in a position where their an issue of accessing a digital device or WIFI/Data within the lesson. I will endeavour to consider the various factors highlighted within this literature review which will inform and anchor my decisions within contemporary research when integrating a digital learning tool such as Mentimeter within my teaching.

Selection and Justification of appropriate teaching tool(s)/resources -

In order to make the most appropriate decision for choosing the Mentimeter for this lesson, for Level 4 Foundation Art and Design students, I have worked through the technical integration model TPACK (Spector et al, 2014, p.103). When considering the way, I am integrating the Digital Integrated Learning tool Mentimeter within my lesson I have considered the Pedagogical, Content and Technological knowledge, to best assess how the Mentimeter, among other things with which I will detail below, may allow me to better assess the students learning and entry knowledge prior to carrying out the lecture, this in turn coincides with the Professional Standard “Plan and deliver effective learning, teaching and assessment” (Welsh Government, 2023, p.12) through considering how this tool will best aid my lesson and thus students learning.

Pedagogical Knowledge –

The Mentimeter may potentially allow me to best carryout teaching strategies such as Brainstorming and Group discussions through using ‘Open Ended’ and ‘Word Cloud’ based interactive questions through the Mentimeter for students to respond too, their answers they provide would then allow me to assess both the entry knowledge of the students but how they approach the conceptual ideas of Alternative Bodies and Non-traditional Art materials. Their answers in turn can be used as jumping off points for further group discussions seeing how students interpret their peers’ answers. With this, by reiterating that there are no wrong answers, as to encourage students to become confidence in voicing their opinions and ideas, and as contextualised by Reece and Walker (2006, p.77) that within Maslow’s Hierarchies of Needs, for a classroom setting, to achieve ‘self-actualisation’ it is through being ‘enthusiastic and supportive’ of students and in turn their individual needs. This also reflects professional standard “Demonstrate dignity, courtesy and respect towards others” (Welsh Government, 2023, p.11), whilst also enabling the students of various confidences to become more involved within a group setting which as stated by Reece and Walker that an advantage of group work is that it “Involves the students – and quiet members of the group can emerge as leaders”

(2006, p.114). Thus, the Mentimeter has the potential to integrate and enhance strategies such as Group discussion and Brainstorming.

Alongside this, students take responsibility for their learning through responding to and engaging with the Mentimeter, using questions within the Mentimeter to prompt students to consider their own knowledge and as posited by Barak (2016, cited Keengwe, 2023, p.38) “In social-constructivist approaches, meaningful learning occurs when learners actively engage in the process of creating and exchanging knowledge”. This engagement then can enable students to feedforward this knowledge alongside the provided PowerPoint and group discussion too their task and how they respond. This in turn, correlates with the Professional Standard to “Enable learners to share responsibility for their own learning and assessment” (Welsh Government, 2023, p12). Furthermore, taking into consideration students’ individual needs and requirements through assessing students’ responses through the Mentimeter, if they are in the right area of the discussion but require some added guidance, this can equally be developed further through offering students one to ones as to provide optional added support to any student who may be unsure of how to approach the concepts explored within the lesson.

Content Knowledge –

When considering my knowledge of the Content that will be applied for the lesson that it will focus on materiality and interaction with and of the body with material, this will be delivered through PowerPoint using artists and creatives tailored to the group taking into consideration the various areas within which the Foundation Art and Design students are exploring in their practice each student will have a primary focus at this point within the course such as fine art, illustration, graphics, fashion, and photography. And as such tailoring the content to the research area of the students as to best benefit their learning whilst recognising the potential overlap between each creative subject whilst still following the set-out concept of bodies by the course lecturers, with which I adhere too.

When considering the way in which the content can be furthered through Mentimeter could be through building the students up and developing their confidence through

introducing ideas that will be developed further within the lesson. This, in turn reflects, as defined by Shvarts and Bakker (2019), Jerome Bruner's Scaffolding Theory:

“a temporary quality of support and creation of a new functional system by contingent interaction between a leading level and the background levels or between an adult and a child”

Where through the incremental increasing of difficulty and information shared, it can challenge the learner and their confidence, and with time the aim is that they can achieve these tasks without that initial support having to be in place. Whilst also recognising that each individual learner may require additional support to reach a certain point reflecting an equity and opportunity of learning for every different type of learner. This equally reflects the various types of learners as denoted by Honey and Mumford (1992, cited Thompson et al, 2024, p. 53) where potentially the Mentimeter can aid in both 'Reflectors' who best learn through reflecting and thinking, whilst the task itself then can benefit 'Activist' style learners who prefer to learn through doing. This is just two of the types of learners outlined by Honey and Mumford.

Technological Knowledge –

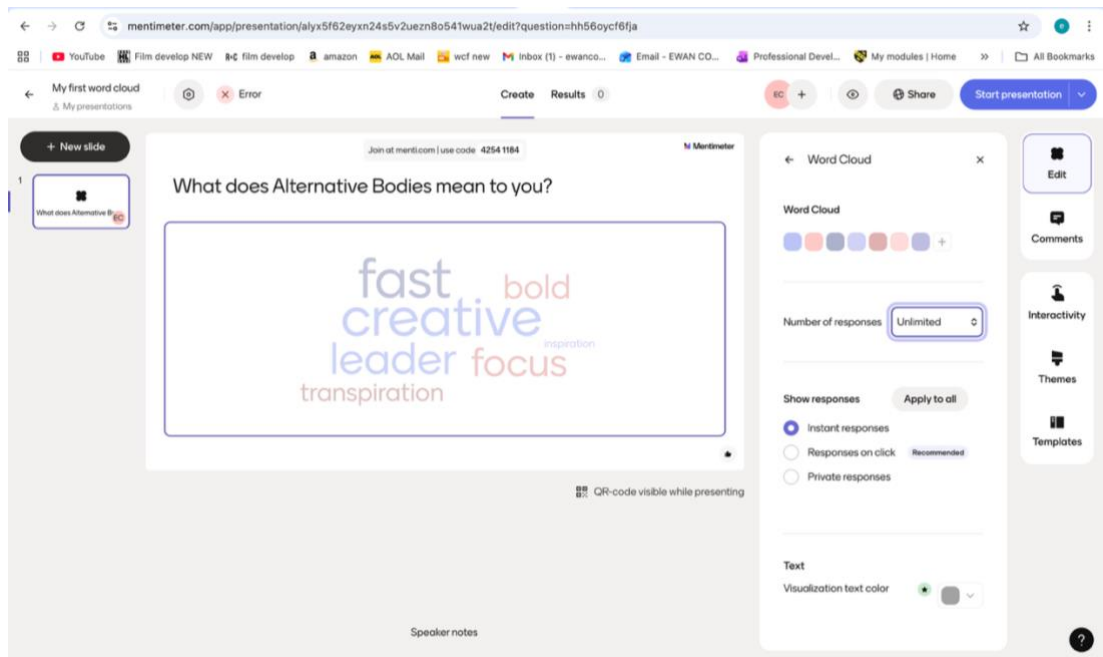
When considering technological knowledge, one aspect that arose is the possible inaccessibility of students access to digital devices or WIFI/Data to access the Mentimeter, as some students may not access to such devices and in turn this could present as a possible stigma, as denoted by Sangeeta et al (2025, p.521) “Many would argue one large issue in that disparity in access to technology, especially in ghettos or economically challenged communities”. Contingencies that are in place if students face any issues regarding accessibility, can include solutions such as students sharing devices to respond to the Mentimeter, along with as available within the classroom is the access to computers, and as the Mentimeter can be accessed through a code supplied alongside the QR code this can allow students to take part via devices other than a phone. Whilst it is also important to recognise that students may have and have not, had previous experiences of using digital integrated learning

tools such as Mentimeter as Thompson et al states (2024, p.43) “it is important that we don’t make assumptions about what learners will know when it comes to the use of technology”.

Whilst students experience of using integrated digital technology within their learning can be seen to break from traditional methods such as chalk and talk, and instead this tool could challenge the students by placing the learning on the student through having them respond virtually to the Mentimeter. This reflects as posited by Fosnot and Perry (1996, p.27-28) surrounding Jean Piaget ‘Constructivist Theory of Learning that “we as human beings have no access to an objective reality since we are constructing our version of it, while at the same time transforming it and ourselves.”; where the student in this situation, is constructing their own version of ‘objective reality’ through expressing their own interpretations through the Mentimeter, where their responses can be developed further then through group discussion. Furthermore, another area that could be considered, is to limit the extent of how much the Mentimeter would be used within the lesson, focusing on the tools ability to break up the traditional methods of learning such as chalk and talk lectures where students are passive learners and the lecturer is feeding them information, this positive disruption of the norm reflects Mezirow (1991, cited in Thompson et al, 2024. P.10) “... significant value in shaking up our routines and challenging our thinking in order to open up new ways of looking at things.” With this the student is taking responsibility for their learning through interacting with the Mentimeter and responding to each question posed to them, this places the students learning in their hands and they in turn become active learners in turn.

Application of the chosen learning tool(s) -

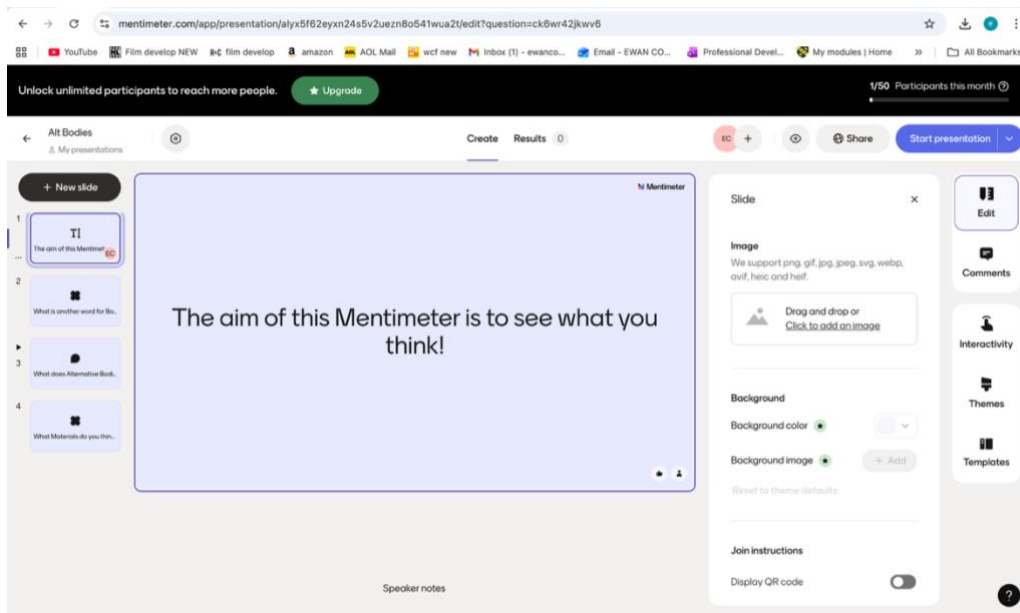
A pictured below is my set up and development of the digital learning tool Mentimeter, from the creation and editing of the tool, to its application within a lesson and the resulting responses attained through the Mentimeter.



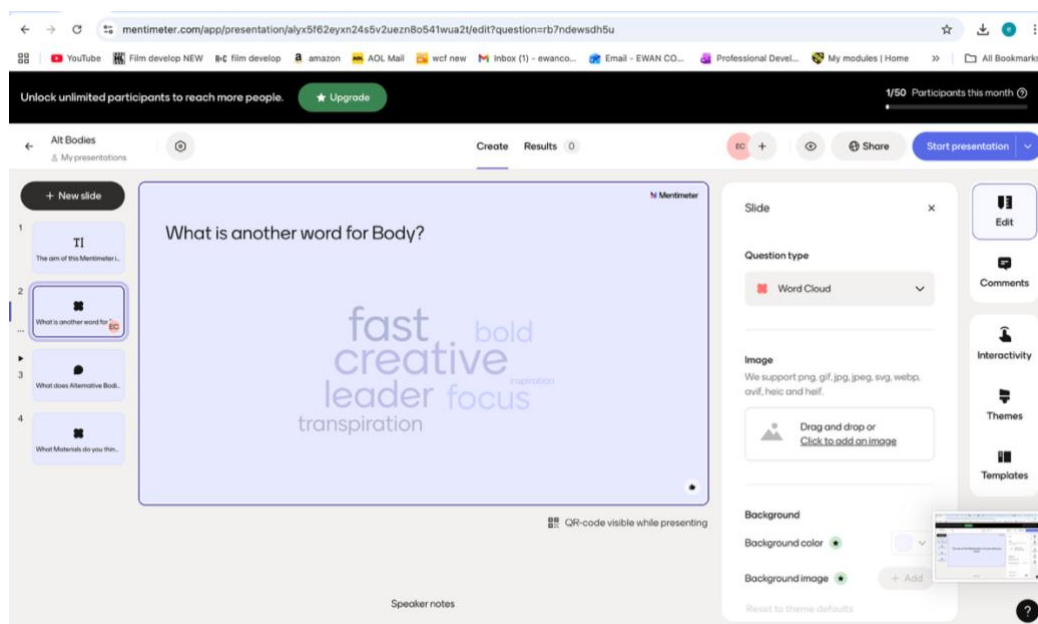
Overall, I found the Mentimeter very easy to design and the website to be navigable. When considering the style of the Mentimeter, due to the limit choice of colour palette that can be chosen for the background of the slides I have opted to use a light background with dark text as this can be more visible for students to read and more visually appealing in comparison to a dark background with light writing, which I am aware can be less enjoyable to read from.



I found the creation and sharing of the QR code to enable students to access the Mentimeter to be equally accessible with the ability to download the code directly from the website straight forward. Whilst one negative of Mentimeter I found was when using and sharing the Mentimeter, it has a limit of 14 days before the Mentimeter expires, this timer must be manually reset, this is in place as a possible prompt to encourage users of Mentimeter to subscribe. To note, for best practice I will keep a copy of the questions and choice of question type if the Mentimeter is lost and thus can be recreated with ease, whilst not ideal, it is a way to deal with such issue

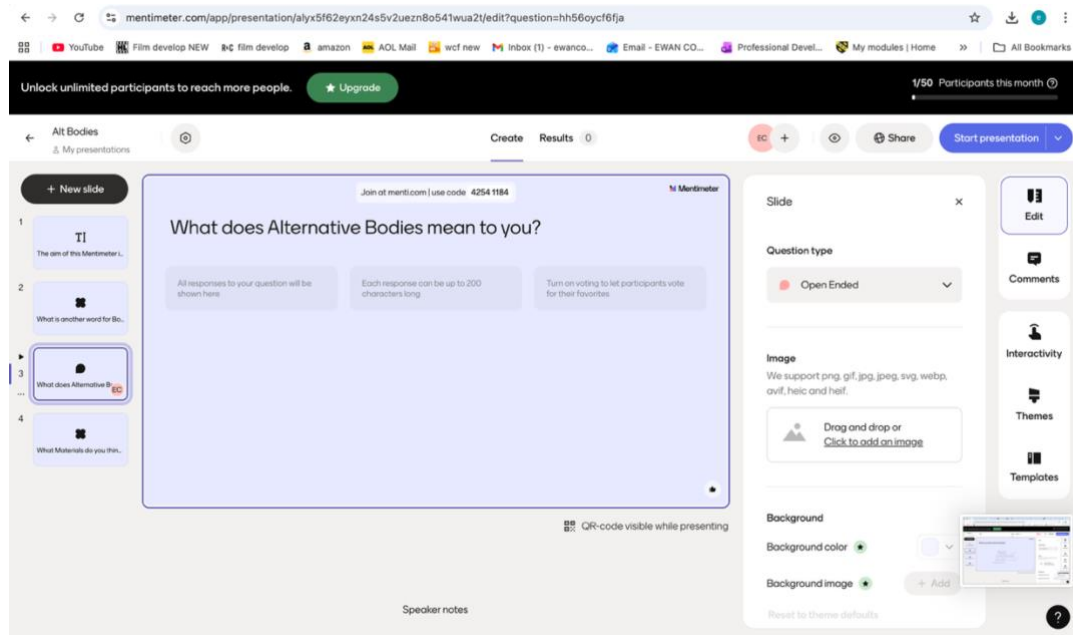


As recommended by my Mentor to include a first slide to introduce to students the aim and objective of the Mentimeter and to provide clarity of the reason behind using such a platform.

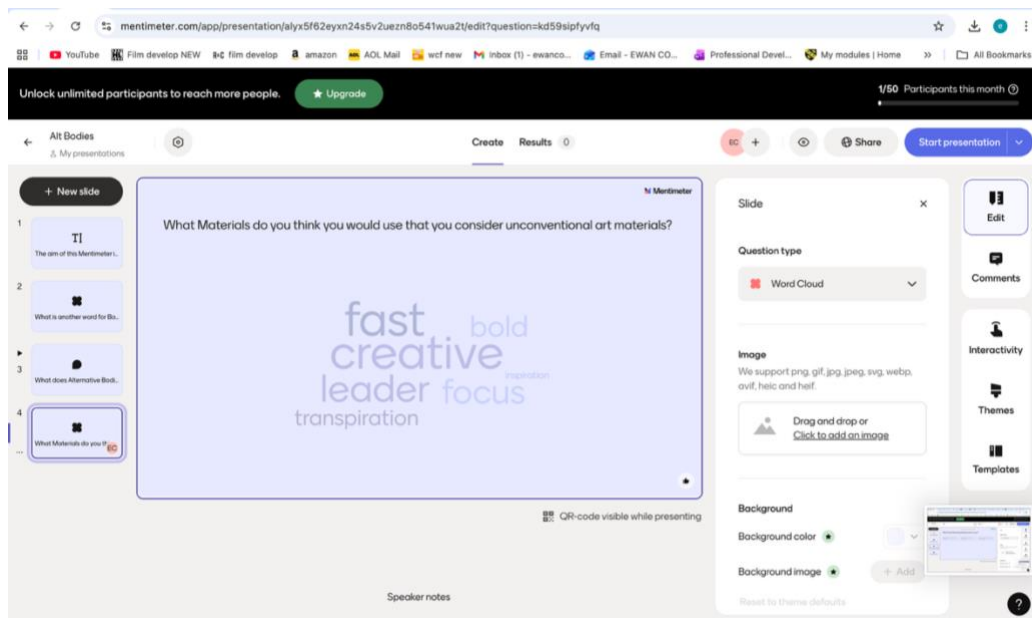


I found the benefit of word cloud as seen, is that when students provide the same answer Mentimeter will then highlight this by increasing the font size of the word, this can be useful in assessing students' knowledge especially if there is a specific correct answer which is required for students to know, whilst in this scenario, there is no incorrect answer as I am using the Mentimeter to assess students' knowledge. As highlighted from student feedback one benefit of Mentimeter is that you are able to

see everyone's answers thus introducing a more interactive element within a lesson outside of a conventional question and answer format.



For this slide of the Mentimeter I have opted to use an Open-Ended interactive question type as this can allow students to respond with more detailed whilst still including the option of students being able to contribute multiple answers for this question.

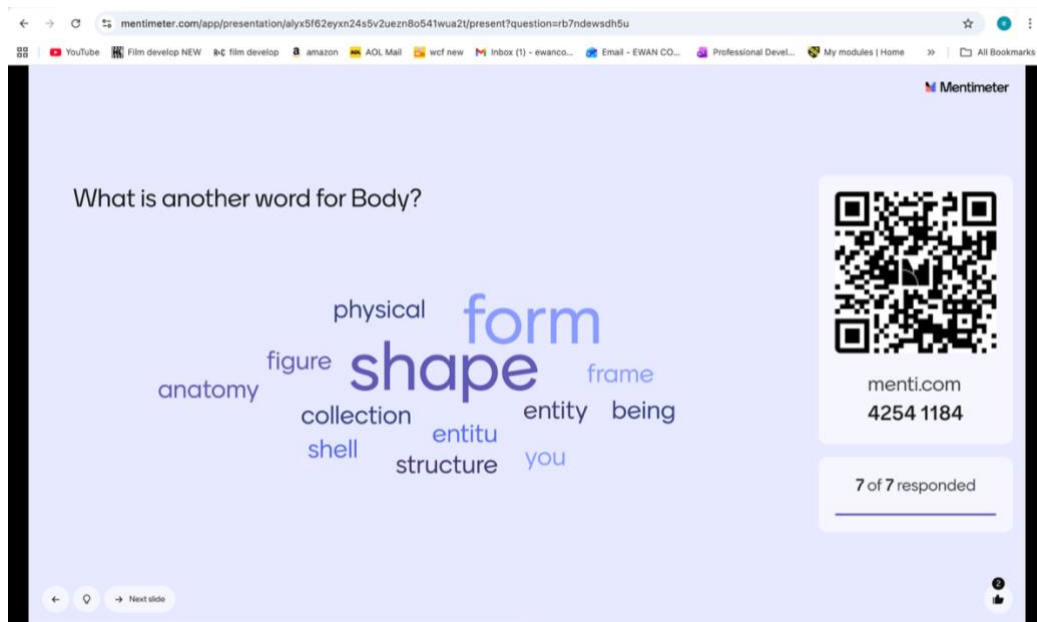


As this question requires less detail surrounding the students choice as I intend to question the students using their answers as prompts for discussion I have opted to use Word cloud as this would best enable a more clear layout of answers.

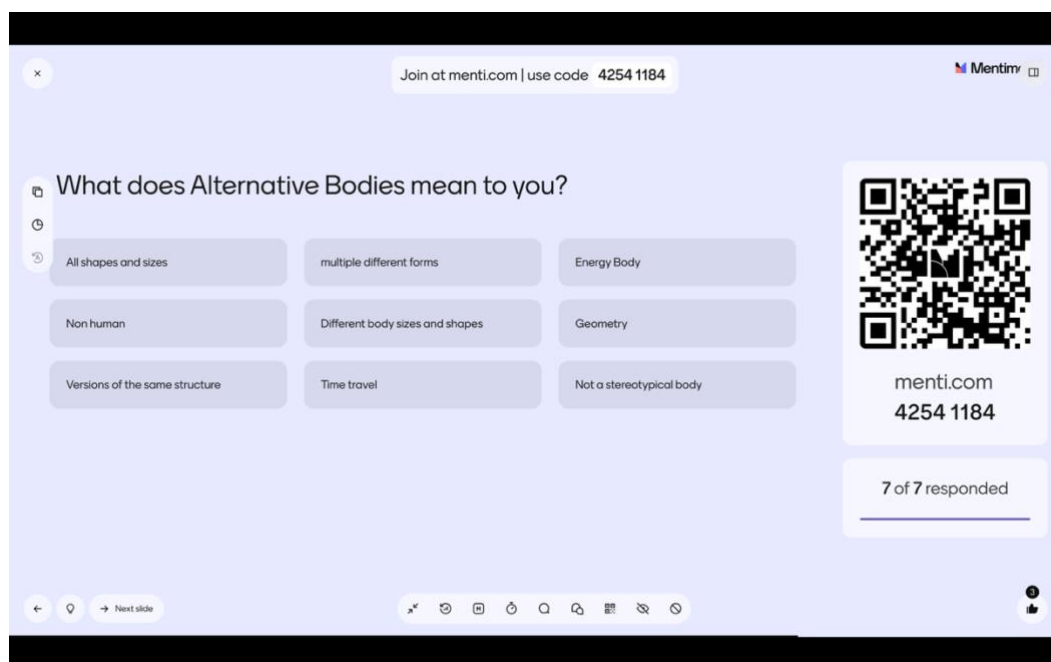
The Application of the digital learning tool within a lesson -



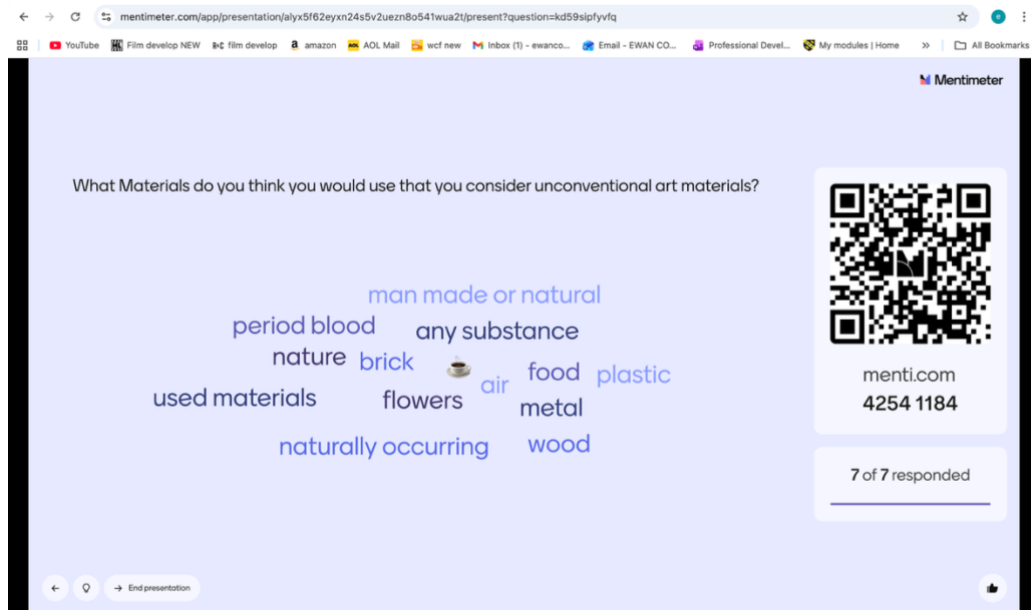
Pictured above is the students view of both their phone devices after scanning the Mentimeter QR code and their answers appearing on screen. As noted from feedback one student states "I found it keeps people engaged and I find if someone keeps talking about something or they go off on a tangent, I just end up zoning out. But was able to stay engaged what you were saying because it was to do with a particular topic or artist." This reflects a positive effect of enabling group discussions and enhancement of the students learning and experience.



As pictured here and below are the students responses and usage of 'Word Cloud' for this question and the final question which were used to further group discussions and enable teaching strategies such as Brainstorming.



As pictured above I have employed the usage of Open-Ended responses, within the lesson I found this to be interesting as this was a question less about seeing a similarity between answers as Word Cloud enables, but instead more to assess the uniqueness of each students ideas.



As pictured above are the students' responses to the concept of what materials they consider unconventional, these responses along with what will be covered in the presentation will aid in students' decisions making later for the task of responding to the concept of Alternative Bodies.

As highlighted below in yellow is when the Mentimeter is used within the lesson plan and how it is being used for the assessment of the students' entry knowledge and the usage of developing students' confidence in answering within a group setting.



Lesson Plan

Topic: <i>Alternative Bodies</i> lesson and task apart of <i>Bodies</i> Module.	Class: Full-time and Part-time Foundation Art and Design students
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Date: 29th Jan 5th Feb 12th Feb and 19th of Feb.	Length of lesson: 1:30 pm to 3.30 pm, 2 hours in total.	Number of students: 40 students in total, 10 students per group.
Resources required: TV Monitor to show presentation on, various materials (dependent on students' choice and outsourcing), print out of lesson's task.		
Aim of Lesson The aim of the lesson is to introduce and develop students' knowledge surrounding the concept of Alternative Bodies and for the students to source and use untraditional art materials based off the students own choice to interpret and respond as they see fit to the concept outlined of 'Alternative Bodies'.		
Learning Outcomes – The Learners Should Be Able To: - Student should be able to define and list words relating to the concept of alternative bodies and untraditional art materials using the digital integrated learning tool Mentimeter. - Student should be able to take part in the task of experimenting with materials that they have defined and chosen to be untraditional art materials and respond in their own way to the concept of Alternative Bodies. - Student should be able to create and develop a response or group of responses to the task set.		

Previous student knowledge required for the session:

Students will have had a brief introduction of the Title of the module *Body*, and to work broadly within the theme of 'Body' creating two responses, one for an external organisation and the latter to carry out research and analysis on three artists/creatives.

Anticipated difficulties (if applicable):

Students may not be able to access the Mentimeter if they do not have access to a digital device such as phone to respond to the online Mentimeter, if this difficulty is experienced, to counteract this, students can share with another student who may have access to the Mentimeter, and furthermore students can access to computers in the classroom as well.

Students may struggle to respond to the task and concept of Alternative Bodies, to counteract this issue, included within the handout sheet is Richard Serra's Verb List, and as a part of their task they can choose two of the verbs to use as prompts to work from, and furthermore if students are still facing any difficulty as made aware at the end of the presentation that the I will be available for one to ones with the student if they require further help. With this, prior to the setting of the task the students during and prior the presentation will be provided examples of other artists and creative usages and approaches to responding the concept of bodies using non-traditional materials.

If the students are unable to carry out the task within the time set, they will be provided a handout to take away that will outline the task and enable them to pursue the task in their own time and along with this the student will be able to access the PowerPoint via Moodle after the lesson.

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

In my practice and with others I aim to demonstrate and **Understand the importance of the Welsh culture and language as a bilingual Nation** through greeting and saying goodbye to students in Welsh, along with when appropriate and relevant to the students recommending artists relating too or reflective Welsh culture.

In my practice and with others I will **Value and promote diversity, equality of opportunity and inclusion** through providing every student the opportunity to respond and shared their opinion within the lesson, and to respect their views and ideas whenever possible. With this, through their usage of digital integrated learning tools such as Mentimeter will provide everyone the opportunity to see their answers visually on the screen, and respond if they would like to,

In my practice and with others I aim to **Plan and deliver effective learning, teaching and assessment** through the usage of various teaching strategies and integrated digital tools as to offer students various ways to attain knowledge and aid various types of learners and their specific learning needs.

In my practice and with others I aim to **Enable learners to share responsibility for their own learning and assessment** through the usage of setting a task to allow students to respond to the ideas that have been presented and applying their own knowledge, with this, when students regroup after a previously stated time, through group discussion and peer to peer responses; students will be able to carry out both summative and ipsative feedback as to assess how they have responded to the ideas, their chosen materials or format and if/how they will continue to develop further aspects of what they have interpreted.

In my practice and with others I aim to **Demonstrate a commitment to sustainability** through printing only the necessary amount of handout sheets needed for the lessons in

relation to how many students there are, along with emphasis within the task of outsourcing, upcycling, and scavenging material to use and respond to with.

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Greet students in Welsh, introducing myself and later listing out aims and objectives for the <i>Alternative Bodies</i> Lesson and links to <i>Bodies</i> Module.	Greeting students in Welsh i.e. Shwmae Heddiw a Prynawn da.	5 minutes
	Brainstorm and Q & A using Mentimeter to attain student entry	Introduction and covering of the lessons aims and objectives, followed with brainstorm and Q&A	10 minutes

Development	knowledge. Presentation of Alternative Bodies with the usage of question and answer to aid in group discussion around their perception of the topic	using the integrated digital learning tool Mentimeter to attain entry knowledge of students. This can equally aid in boosting students' confidence in their voices through the displaying students' responses. The students' answers can be used as prompts for Q&A. (Remember, to aid in encouraging answers from students, when using Mentimeter, the lecturer can complement and positively reinforce a student's response such as "who gave this answer, this is brilliant/great answer!?" as this can encourage a student to take ownership of their answer and feel confident in answering. Establish student entry knowledge – What is another word for body? What does alternative bodies mean to you? What materials do you think you would use that you consider are unconventional art materials?	
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Development	After presentation and class discussion, students will be given handout for task to be responded too within the lesson. This is something the students then will be able to continue further within their own time and in relation to the	Lecturer will switch over from the Mentimeter and begin PowerPoint of artists/creatives response to 'Bodies', during this time stopping to ask students opinions and feedback to the artworks pictured. Potential questions that can be used to prompt students' responses and aid in group discussions during presentation: <u>What's your thoughts when you see this material being used?</u> <u>How does that make you feel?</u> <u>What do you think that material is?</u> Once the lecturer reaches the last slide of the presentation regarding Richard Serra's Verb List, the lecturer will then provide the students with the printed-out hand out sheet, going over the task, and the various ways they can potentially interpret this.	30 – 40 minutes (Allowing time for student answers within this)
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Plenary/conclusion	Task: Students will go off and source non-traditional art materials and create a response to the Alternative Bodies concept introduced to the students. Materials: Students will choose materials that will consider ‘non-typical’ or non-traditional art materials. Optional Extension Task to completed in students own time: Students to complete research on 3 to 5 artists relating to the subject covered within the lesson	With this, the students can use 2 verbs of their choice from the Richard Serra Verb List, which will be included on their handout, to inform their action or act as prompt for the students when responding to ‘Alternative Bodies’ concept. Alongside this, to be completed in their own time, students are to carry out research into 3 to 5 artists relating to the concept, this can be completed within their blog or sketchbooks. Important to emphasis to students, this lessons emphasis is on process over finished outcome and to not be too focused on creating something finished but instead use this as a jumping off point for further experimentation and exploration. With this, place emphasis on the importance of documentation as this is important both towards evidence for their module but equally to their everyday practice.	30 – 35 minutes 10 minutes
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	and the overall module. Option for one to one's with students if needed, if not lecturer can provide other students within the studio time for one to ones.	Students are to go off for 30 minutes to source materials and create a response and later reconvene in the presentation space. Lecturer to offer one to ones if need by students, or to be generally available if there are any questions. Students to regroup in presentation area, where there will be a small group discussion and potential for summative and ipsative feedback where students can assess how they found the task, what areas interested them and where they could take the ideas they have explored too.	
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		End session with positive affirmations and feedback, remembering to use students name whilst doing so, as to reaffirm student-lecturer professional relationship and confidence in student	
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Assessment Strategies: when and how are they included within the lesson?

Throughout the lesson the lecturer will use question and answer along with group discussions, this can aid in potential peer to peer learning through the sharing of responses and to attain the entry knowledge of the students and opinions.

At the end of the lesson, there is for the potential for students to carry out summative and ipsative feedback through a small group discussion and presentation of the students work surrounding the students' responses to the concept of alternative bodies.

Informal reflection (to be completed after the session)

My initial first lesson with the students, I found was both exciting as it was my first experience teaching purely on my own without another lecturer present, whilst equally positively challenging as I experienced various obstacles that I feel I handled well and thus this experience will aid me for future lessons. An example of an obstacle faced was dealing with two

students who both ignored the presentation at hand and talked distracting both myself and other students, it took for three separate times to ask them to be quiet and concentrate for them to actually stop talking. This, though initially vexing, provided me with a good challenge. The responses to the task I found interesting and seeing each students' individual and unique creations reflecting their own interpretations of *Alternative Bodies* Concept and choices of materials from students, using salt, bubbles, and in a different session, cigarette buds, cling film, and clothing bonding tape to name but a few. Overall, I found this lesson and concurrent lessons to be exciting, and I am looking forward to further teaching with the foundation group, and this has taught very important skills and lessons regarding how to approach different learners and their specific needs and requirements.

Evaluation and Reflection – 1247 words

Overall, I found the Mentimeter to aid and enhance my teaching and through feedback the learning of various students with which I will detail below. One aspect that I found the I benefitted through the using the Mentimeter was in taking pressure of myself through placing the learning on the students and their interaction and as denoted by Race and Pickford (2008, p.69) "They'll learn more from what *they* do than from what you tell them.", this act of placing the responsibly of learning on the students equally reflected my Mentors recommendation of too levee my initial nerves through having students responding straight away at the start of the lesson instead of me going straight into a lecture. The Mentimeter equally challenged students thinking whilst equally creating a more interactive form of teaching that could lead into group discussion and brainstorming teaching strategies more smoothly thus reflecting and enhancing the learning outcomes and aims for the lesson, as highlighted from feedback from one student "It was a good warm up task and challenged your opinions of what terms mean and to be more open minded about the meanings within words".

I found as the Mentimeter was used with a Level 4 Foundation Art and Design group, there is a large cross-section of learners of different ages, and thus different understandings of using both digital device and learning tools such as Mentimeter whilst possibly some younger students can be recognised, as coined by Race and Pickford (2008, p.98) as being "... 'digital natives' - they have grown up with technology, and find it perfectly natural to play with until they get it to do what they want it to do". Equally there are students, myself included, who may be considered "digital immigrants" who may have felt initially sceptical and anxious of using this tool and have had less experience with using technology. But as contrasted within my feedback, that one student who admitted that they are themselves less experienced using digital devices found the tool beneficial and were able to grow in confidence using digital tools such as Mentimeter for future lessons.

One area that was highlighted within student feedback was how one student felt the Mentimeter tool to not be as best suited for smaller groups: "I can defiantly see this working with a bigger group, and it could stop people from speaking over each other, but it's not need as much with a smaller group". I found that particular groups usage of the Mentimeter was not needed, but instead using the questions instead as prompts for direct group discussion, as the digital tool may in turn potential detract from peer to peer learning, and instead of pushing them continue using the tool I opted instead to use a more open dialogue and build off students answers. Whilst in contrast, a group of an exact same size, i.e. 4 students found "the Mentimeter to be efficient and enabled everyone to get a chance to answer and see their responses". So potentially from this, it may indicate that Mentimeter shortcomings was not in the class size that determined engagement, but instead on the individual needs and requirements of that particular group and in turn, reflecting in action, to enable the student's discussion to progress and lead into group discussion. This can also reflect as aforementioned within the Selection and Justification section of this essay, the individual learning types as attributed to Honey and Mumford (1992, cited Thompson et al, 2024, p. 53) and the individual needs and adjustment to best aid these various

learning types. This act of reflection in action, altering how the Mentimeter is incorporated within the lesson in turn embodies Schön's reflective cycle (2016, p.50):

"As he tries to make sense of it, he also reflects on the understandings which have been implicit in his action, understandings which he surfaces, criticizes, restructures, and embodies in further action."

I also found as this was a lesson that I repeated four times with four different classes this enabled me to reflect and development with each group and how they approached the tool and thus in turn enabled me to feed forward into my own teaching style and this in turn reflect the Professional Standard "Critically reflect on own values, knowledge and skills to improve learning" (Welsh Government, 2023, p.12). Along with developing and adapting details within my PowerPoint such as removing information as to then use the strategy of question and answer with students to assess how they interpret an image and the connection they may make. Another detail that arose through the usage of the Mentimeter within the lesson was the benefit of not using unnecessary paper and print outs for students, this can be the same for the power point as I would not have been able to print these images out on paper as this would not be sustainable and environmentally friendly as such reflecting the Professional Standards "Demonstrate a commitment to sustainability" (Welsh Government, 2023, p.12).

During one lecture, I found there were students who were presented as being anxious learners especially as this is a new subject and exploring more abstract concepts that I am introducing them too, I found having something like a Mentimeter meant that students would be able to contribute anonymously whilst also having the opportunity to discuss their answer if they felt comfortable. This decision is reflective of my research and main choice of using this tool as something I arrived at through my literature review of contemporary research surrounding the exploration of the digital integration tool Mentimeter. This equally coincides with the Professional Standard to "Value and promote diversity, equality of opportunity and inclusion" (Welsh Government, 2023, p.11). With this, through covering the aims and objectives prior to using the Mentimeter I found it set out what was needed to be achieved by using the Mentimeter and this in turn reflects Locke and Latham (2017,

cited in Thompson et al, 2024, p.129) best practice of “Setting clear goals can have a significant impact on both motivation and performance”. Equally the Mentimeter gave students the ability, if they did not want to contribute but perhaps through seeing their peers’ contributions potentially meant that students may have felt more comfortable contributing their own thoughts. This is something that I took into consideration, along with giving students the opportunity to contribute whilst also emboldening the statement that there are no wrong answers, as this is a subject that is subjective and build on interpretation and discussion. As recommended by my Mentor was the usage of complimenting responses provided on the Mentimeter prior to asking whose answer is what, as to encourage students to feel more confident in their answers and take ownership due to Mentimeter anonymity in who provided answers, I found this to be a successful technique as I noticed a greater willingness for students to own up to their answers, and in turn developed group discussion and thus embody the Professional Standard to “Build positive and collaborative relationships” (Welsh Government, 2023, p.11).

Going forward I will look to apply and use the digital integrated learning tool Mentimeter within various parts of my lessons as to provide an interactive and alternate form of learning that can break from the monotony of the conventual form of learning students may experience, with this, as suggestive of feedback Mentimeter would be benefit a larger classroom as it can aid in all students voices to be heard and in turn reflect the professional standard to “Value and promote diversity, equality of opportunity and inclusion” (Welsh Government, 2023, p.11). With this, the usage of the digital integration model such as TPACK (Spector et al, 2014, p.103) I will endeavour to apply within my future lessons as to best access the effectiveness of the digital tools such as Mentimeter can be in further the teaching and learning of students. Overall, I found the incorporation and usage of the Mentimeter to be easy to use, and I noticed there was a positive continuation of students feeding forward from these ideas covered during the usage of the tool within their task and later discussions and one to one’s. With this, I found this usage of the tool provided a much-needed balance between students responding and interacting with a digital tool to further the lesson and students learning but equally it balanced out the rest of the lesson which covered included a presentation and

question and answer to a more hands on and interactive task. Thus, complimenting and aiding various styles of learning and different learners' needs.

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