

A critical evaluation of the role of digital innovation in professional practice

Introduction:

In post-secondary education, merging digital innovation and professional practice has become a central focus of inquiry and exploration and has significantly developed conventional teaching and learning methodologies (PLoS ONE, 2021). This essay critically evaluates the impact of digital innovation on professional practice within the post-16 education sector, examining its effects on pedagogical approaches and student engagement strategies.

As the digital era unfolds, educational institutions face mounting pressure to adapt and utilise technology to address the changing needs of learners in a dynamic global landscape. From the widespread adoption of online learning platforms and virtual classrooms to the application of data analytics for tailored instruction and predictive modelling, the post-16 education landscape is undergoing a profound redevelopment driven by digital advancement. This transformation extends beyond academic settings, encompassing administrative domains such as enrollment procedures, student support services, and institutional strategising (UNESCO, 2024). "It can enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance. In times of crises, distance learning can mitigate the effects of education disruption and school closures" (UNESCO, 2024).

However, although digital innovation in post-16 education offers benefits like increased accessibility, flexibility, and efficiency, it also brings challenges, such as digital inclusivity, data privacy, cybersecurity, and widening socioeconomic disparities (GOV.UK, 2022). This essay examines these challenges and opportunities to suggest the best ways to use digital technologies in creating inclusive and effective educational environments.

The role of creativity and Digital innovation:

This literature review looks into the impact of remote learning on student engagement in the post-16 sector. Analysing a series of reports provides valuable insights into the challenges and initiatives in post-16 education and distance learning, thereby contributing to the ongoing discourse in this field.

"The Learning Age: A Renaissance for a New Britain" was written by the Department for Education and Employment, guided by the Secretary of State for Education and Employment at the time, David Blunkett. The report, published in 1998, outlined the role of education in the Government's vision for lifelong learning, stating that Britain was embarking on a "new age" (UK Department for Education and Employment, 1998). As new technology advances, jobs and industries and the skills needed to execute them effectively are advancing. The report focuses on providing accessible education and training to all to meet the needs of a changing society.

Statistics included in the report showed that although University education was a great strength, other areas of the post-16 sector needed improving; "seven million adults have no formal qualifications at all; 21 million adults have not reached level 3 (equivalent to 2 A levels), and more than one in five of all adults have poor literacy and numeracy skills" highlighting the urgent need for post-16 education and distance learning improvement (UK Department for Education and Employment, 1998). Research suggested that although eight million adults studied in colleges and universities on training courses delivered through Training and Enterprise Councils or at evening classes, more needed to be done to support learners (UK Department for Education and Employment, 1998). One of the main aims of the new movement was to put learners first and learn more about the obstacles preventing this more significant proportion of post-16 learners from accessing education. The most common obstacles noted were fear, cost, time, lack of information and inconvenience (UK Department for Education and Employment, 1998).

As a promising response to the research, the Government's change envisions a future where learners can study from home, at their workplace, or even at a nearby library or shopping centre, in addition to traditional educational institutions like colleges and universities.

Distance learning through broadcast media and online platforms will increasingly become a gateway to accessible education (UK Department for Education and Employment, 1998).

Furthermore, the report states that the Government aims to empower individuals to learn wherever they prefer, offering support in assessing their progress and determining their next steps. Therefore, the Government launched the 1999 University for Industry (Ufi) initiative to enhance adult education and skills training via online and distance learning. Through an online platform, Ufi facilitated access to diverse courses and training programs offered by different educational providers (UK Department for Education and Employment, 1998). The Department for Education and Employment stated in the report that the Ufi would provide a flexible learning style, "for example, seven days a week all year round, as the Open University does" However, the Ufi initiative concluded in 2007. Its responsibilities became embedded into other educational and skills development endeavours (UK Department for Education and Employment, 1998).

The Open University, a renowned institution in the UK, specialises in distance learning and research. Founded in 1969, The Open University is celebrated for its adaptable educational approach, offering diverse undergraduate and postgraduate programs accessible to students globally (The Open University, n.d.). Like The University for Industry, The Open University's mission is to broaden access to higher education, particularly for working adults, individuals with family obligations, or those with disabilities who may find traditional campus-based learning challenging. The Open University has aided learners in pursuing academic achievements while managing life commitments by employing innovative teaching techniques such as supported open learning and online resources (The Open University,

n.d.). The positive impact of Open University on its learners is shown through the National Student Survey and its high rankings (Smith, 2015).

In addition, The UK Digital Strategy, updated in 2022, aims to further develop the post-16 education sector by promoting digital skills development and integrating digital technologies into educational environments, aiming to enhance accessibility to high-speed internet, enabling more flexible and remote learning opportunities (GOV.UK, 2022). The strategy also supports using data-driven tools to personalise learning experiences and improve educational outcomes. By developing a robust digital infrastructure and improving digital inclusivity, the strategy seeks to prepare students for the evolving digital economy and ensure they possess essential skills for future employment (GOV.UK, 2022). Again, it highlights the future workplace as focusing on digital innovation and the need for a new way of learning, such as remote learning.

Business and Education writer Wylie Wong's article, "The Case for Smart Classrooms," published in the Community College Journal, discusses the benefits and potential of technology in classrooms and enabling distance learning classes, describing a Smart Classroom as an educational environment equipped with a "myriad of high-tech tools, including digital projectors, computers, and other devices designed for interactive learning" (Wong W, 2008). These smart classrooms, with tools such as PowerPoint presentations, videos, and web-based resources, create a more immersive and captivating learning atmosphere. Moreover, they cater to diverse learning styles, potentially improving student understanding and engagement (Wong W, 2008). This benefit of smart classrooms is supported by statistics in the report that reveal that eighty-five per cent of Montgomery County Community College professors desire to include advanced technology, particularly interactive elements, in their classrooms. Through technological advancement, professors can record audio and capture videos of lectures to post online to assist with distance

learning and online learners, resulting in increased student engagement and recruitment (Wong W, 2008).

However, the Vice President for IT, Celeste Schwartz, highlights that the faculty cannot meet this demand, stating that "during peak hours, there are some faculty without smart classrooms, and they are not happy...People expect it. Our students expect it" (Wong W, 2008). Indeed, from the literature reference in this review, it is clear that technological advancements and remote learning have positively impacted student engagement, but to what extent?

As an emergency response to the COVID-19 pandemic, most institutes and Universities moved rapidly and widely to an online format. University campuses closed, face-to-face teaching stopped, and remote teaching was used as the sole form of education. It seriously impacted student engagement and can be seen as "qualitatively different from typical online learning, " forcing staff and students into an unknown education environment (Hollister et al., 2023).

The following will examine the pandemic's impact on student engagement and what elements we can use to shape future hybrid delivery, highlighting the disadvantages of remote learning.

The study "Engagement in Online Learning: Student Attitudes and Behavior During COVID-19" by Hollister et al. selected a sample of students who began their University course in person but moved to an emergency online format (Hollister et al., 2023). The study shows that 51% of students were happy with their in-person course, and only 19% were happy after the move to remote learning; 57% of respondents said that maintaining interest in the course material was "worse online," 65% claimed they had fewer opportunities to collaborate with peers, and 42% said that keeping motivated was a problem showing a

substantial decline in student engagement during online learning during COVID-19 (Hollister et al., 2023).

When analysing the study on student engagement, three dimensions are explored: behavioural, cognitive and affective. Behavioural engagement relates to the active responses to activities, cognitive engagement analyses mental effort towards these activities, and affective engagement analyses the emotional investment towards activities. Each dimension considers several factors: social, political and teaching environment (Hollister et al., 2023). The study states that social engagement between learners and faculty members in a classroom setting positively impacts learning outcomes; these interactions can be learner-to-learner interactions, learner-to-staff interactions and learner-to-study interactions. Research shows that student-to-student interaction provides a dynamic sense of community (Hollister et al., 2023).

The study assessed online versus in-person learning in three areas: lecture engagement and performance, tools implemented for online learning, and changes in student interactions; while students rated professors and course staff positively, there were notable declines in lecture engagement, attendance, and perceived ability to keep up with coursework despite higher expected grades (Hollister et al., 2023). Most students reported reduced student-student interactions, negatively impacting their learning experience. The survey revealed significant decreases in lecture attendance, instructor preparedness, and punctuality between Fall 2019 and 2020 (Hollister et al., 2023). Students report better engagement with learning when discussions account for a more significant portion of content due to enhanced interactions, as graduate students find student-instructor interactions crucial for engagement, valuing online communication tools and group activities over peer interactions (Hollister et al., 2023). Effective student-instructor interactions include multiple communication channels, regular updates, timely feedback, and minimal instructor participation in discussions (Hollister et al., 2023).

Further supporting this study, the UK Digital Strategy, which has been referenced through review, suggests that one major issue of remote learning is the reduction in teacher-student engagement. The lack of face-to-face interaction hinders teachers' ability to provide immediate feedback and personalised support, which is crucial for effective learning. This limitation affects students' motivation and comprehension, reducing the overall quality of education (GOV.UK, 2022).

Further research into remote learning in the post-16 education sector has revealed significant drawbacks, particularly highlighted during the COVID-19 pandemic. Remote learning exacerbates existing educational inequalities. Students from disadvantaged backgrounds often lack access to essential technologies and reliable internet connections, which impedes their participation in online learning. This digital divide contributes to widening socioeconomic disparities, as students already disadvantaged face further setbacks in their educational progress (Goldhaber et al., 2022).

Moreover, remote learning significantly impacts students' mental health and well-being. The isolation and lack of routine associated with online education lead to increased stress and anxiety. Students have reported difficulties managing their emotions and behaviours due to the lack of social interaction and the challenges of adapting to a new learning environment. These issues highlight the necessity for robust support systems to help students navigate these transitions and maintain their mental health (Goldhaber et al., 2022).

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

Building on the significant research conducted for my literary review, I began to delve into the potential of digital tools to promote collaboration between learners and test them in a

distance learning environment. The ultimate aim is to determine if these tools increase student engagement in a remote environment.

Digital tools are vital in supporting the 21st-century skills framework in the post-16 sector through improving communication, collaboration, critical thinking, and learner creativity. The article 'Designing Learning and Assessment in a Digital Age' suggests that these tools are important in preparing students for the challenges of modern education and the professional working environment (Jisc, 2021). These digital tools achieve this by integrating essential 21st-century skills into everyday learning experiences. For example, platforms such as Google Workspace and Microsoft Teams facilitate collaboration and communication through shared documents, virtual meetings, and real-time feedback. These features are crucial for fostering teamwork and communication skills (Jisc, 2021).

Collaboration among students in a post-16 setting is effective and essential for many reasons, allowing for more rigorous learning and understanding. According to the Education Endowment Foundation, collaborative learning approaches have positively impacted learning by involving students working together on activities or learning tasks in a group small enough for everyone to participate. When students collaborate, they can share diverse perspectives and challenge each other's thinking, leading to a more comprehensive grasp of the material and dynamic outcomes. This underscores the importance and effectiveness of collaborative learning in a post-16 setting (Education Endowment Foundation, 2024).

Collaborative learning also helps develop essential soft skills such as communication, teamwork, and problem-solving, which are crucial for future academic and professional success (Edutopia, 2024). Working in groups teaches students to articulate their ideas clearly, listen to others, negotiate, and resolve conflicts in a supportive environment. Through group work, students feel a sense of belonging and social competence while building resilience. According to Edutopia, the student-focused nature of group work boosts

emotional awareness, critical analysis, and creative problem-solving. This will, in turn, prepare students for collaborative work environments in their future careers (Edutopia, 2024). When planning group work, Edutopia advises ensuring that the group is created to balance each member's strengths, ultimately promoting the success of the group's engagement (Edutopia, 2024).

Education theorist Lev Vygotsky highlights the importance of collaboration in his framework, the Zone of Proximal Development. Vygotsky's framework is defined as the range of tasks a learner can perform with the help of a more knowledgeable other (MKO) (Vygotsky, 1978; Berk & Winsler, 1995). The more knowledgeable other in a learning environment could be a teacher or peer. The main ideology is that the learner would not otherwise be able to complete the task with the MKO's guidance. This framework underscores the role of social interaction and collaborative learning in cognitive development, suggesting that learners achieve greater understanding and skill acquisition through guided support and cooperation with others (Vygotsky, 1978; Berk & Winsler, 1995). The more knowledgeable other (MKO) can provide learners with 'scaffolding' to bridge the gap between something a learner cannot do and their ability to do unaided (Vygotsky, 1978; Berk & Winsler, 1995).

Jerome Bruner's scaffolding framework refers to the support that a teacher or MKO provides to a learner, tailored to their needs, to help them achieve tasks they cannot complete independently. As the learner's knowledge and confidence increases, this support is gradually removed, allowing them to perform the task on their own (Wood, Bruner, and Ross, 1976; McLeod, 2019). Bruner identified several key aspects of scaffolding. These steps include engaging the learner's interest and simplifying the task by breaking it down. Keep the learner focused and motivated, highlight the essential parts of the task to guide the learner, and provide support to prevent the learner from becoming overly frustrated (Wood, Bruner, and Ross, 1976; McLeod, 2019).

Practically implementing the above findings in my professional practice, I selected two distinct digital tools to provide 'scaffolding' to learners, following the 21st Century Framework, and promote collaboration in an online session with post-16 learners. This application of research in a real-world setting underscores the relevance and potential impact of these findings.

The first digital tool I researched was Mentimeter. Mentimeter is an interactive presentation software that allows educators and presenters to engage with their audience through real-time polls, quizzes, word clouds, and Q&A sessions. It enhances participation and feedback, making it a valuable tool for dynamic and interactive learning environments (Mentimeter, 2024). A lecturer from Universiti Teknologi PETRONAS states, "Mentimeter helps to facilitate student-centred learning and create a fascinating environment for active learning". Quotes such as this from a student at Universidad de Guadalajara, stating, "It's very helpful to make classes interactive and motivating", suggest that this tool might benefit my session (Mentimeter, 2024).

To find out what prior knowledge the students had on the subject area I was teaching, I decided to use a word cloud in Mentimeter. Using a word cloud in Mentimeter during an online session offers several benefits. It promotes active participation by allowing all students to contribute ideas simultaneously, making sessions more inclusive (Mentimeter, 2024). The visual representation of frequently mentioned words highlights vital themes, facilitating immediate identification of important topics for discussion. According to EdTech Magazine, word clouds can simplify complex data, making it easier for learners to grasp and remember key concepts (EdTech Magazine, 2024). Additionally, word clouds can serve as effective icebreakers or brainstorming tools, enhancing engagement and collaboration in a virtual setting (McQuivey, 2024). This interactive element helps maintain attention and fosters a dynamic learning environment.

Following this, I wanted the students to be able to use a collaborative digital tool to complete a research task visually and innovatively. Padlet is an online interactive platform that allows learners to create virtual boards to post notes, images, links, videos, and other multimedia content (Padlet, 2024). Lecturers can use templates to provide a structured task. An editable mind map template board proved helpful for the research task. This choice was supported by feedback from an Instructional Technology facilitator who stated, "Teachers who take advantage of Padlet's many opportunities for creative interactive activities have a chance to guide student learning and communication in almost any subject area" (Common Sense Education, 2024).

The digital tool selection was also made using the SAMR model, which provides lecturers with a framework for embedding technology into an educational setting. Several frameworks can be used to embed technology, such as RAT, SAMR, TPACK and TIM. For the purpose of this assignment, I have chosen to use the ASMR framework. The SAMR model, developed by Dr. Ruben Puentedura, stands for substitution, augmentation, modification, and redefinition. Each level represents a way of involving technology in learning and its impact on learners (Educational Technology, 2024). I have chosen to use this framework as it has a simple structure and focuses on transforming learning rather than using technology to substitute a task.

Using a word cloud in Mentimeter falls under the Augmentation section of the SAMR framework, as learners were able to add live updates to the word cloud and see answers appear in real-time, which would not be achieved if written on the whiteboard. Learners can also add their suggestions anonymously, which often provides learners with the confidence to share ideas privately rather than stating them in front of the class. More frequently inputted answers appear on the screen in a more significant and dynamic way, suggesting a level of transformation. An article by Benjamin Luke Moorhouse suggests that using Mentimeter eliminates the possibility of "the more confident students respond, or students

are 'put on the spot' by being nominated to speak by a teacher" (Nation and Macalister, 2020).

Similarly, using a mindmap in Padlet for the research task falls under the Augmentation section of the SAMR framework, as the software allows students to add multimedia elements and online research to a mindmap. The software also allows students to collaborate with each other in real-time and comment on each other's findings. Adding multimedia such as website links, images, and videos transforms the research task. A review written for Common Sense Education states, "Students remain engaged throughout the process and see the work of other students, which can help spark them if they are struggling for examples", supporting the idea of innovative collaboration (Common Sense Education, 2024).

Please scan the QR code below...



What elements do we need to create theatre for children?



Application of chosen tool:

Screenshot 1: Using the software Mentimeter, I wanted to ask the students a question to gauge how much knowledge had been understood from the previous session I had run with them the week previous.

Therefore, I asked students to scan a QR code which I created using Mentimeter and saved as a PNG and inserted into Canva to design a PDF.

This PDF would be displayed on the screen using the Share My Screen function for students to scan using their mobile devices. If students didn't have access to a phone, they were able to copy a link from the chat which they could use to access the Mentimeter website and insert a code which can be seen in screenshot 2.

Screenshot 2: I inputted an open-ended topic-related question into Mentimeter for students to create a word cloud in the session. This screenshot shows how I set up the word cloud in the software. This word cloud would be displayed on the screen using the Share My Screen function and contributions can be seen to be added in real-time.

By asking the class an open-ended question, the possibilities for answers were greater and it allowed for interesting group discussion. Once the word cloud was created, I was able to encourage students to expand on their answers further.

Students could submit answers anonymously and could see other's suggestions which gave students confidence to answer.

The screenshot shows the Mentimeter web interface. On the left, there's a sidebar with a 'New presentation' button, a settings gear, and a list of slides. The main area displays a presentation slide with the title 'CCYD TIE' and the question 'What elements do you need to devise theatre for children?'. Below the question is a word cloud of student responses. The word cloud includes terms like 'comedy', 'music', 'props', 'funny', 'script', 'colours', 'bold', 'fun', 'hero', 'costumes', 'spectacular', 'fiction', 'immature', 'childish', 'cheesy', 'cultures', 'education', 'audience involvement', 'exaggerated', 'superhero', 'friendships', 'entertaining storyline', 'reliable storyline', 'teamwork', 'a goal', 'animals', 'songs', 'dance', 'villain', 'modest', 'inspiring', 'weird costumes', 'teaching opportunities', 'reliable characters', 'colourful lights', 'punchy characters', 'childish', 'cheesy', 'cultures', 'education', 'audience involvement', 'exaggerated', 'superhero', 'friendships', 'entertaining storyline', 'reliable storyline', 'teamwork', 'a goal', 'animals', 'songs', 'dance', 'villain', 'modest', 'inspiring', 'weird costumes', 'teaching opportunities', 'reliable characters', 'colourful lights', 'punchy characters'. On the right, there's a 'Content' panel with a 'Slide type' dropdown set to 'Word Cloud', a 'Question' field containing the question text, and an 'Image' field with a placeholder for the CCYD TIE logo. At the bottom, there's a 'Speaker notes' section.

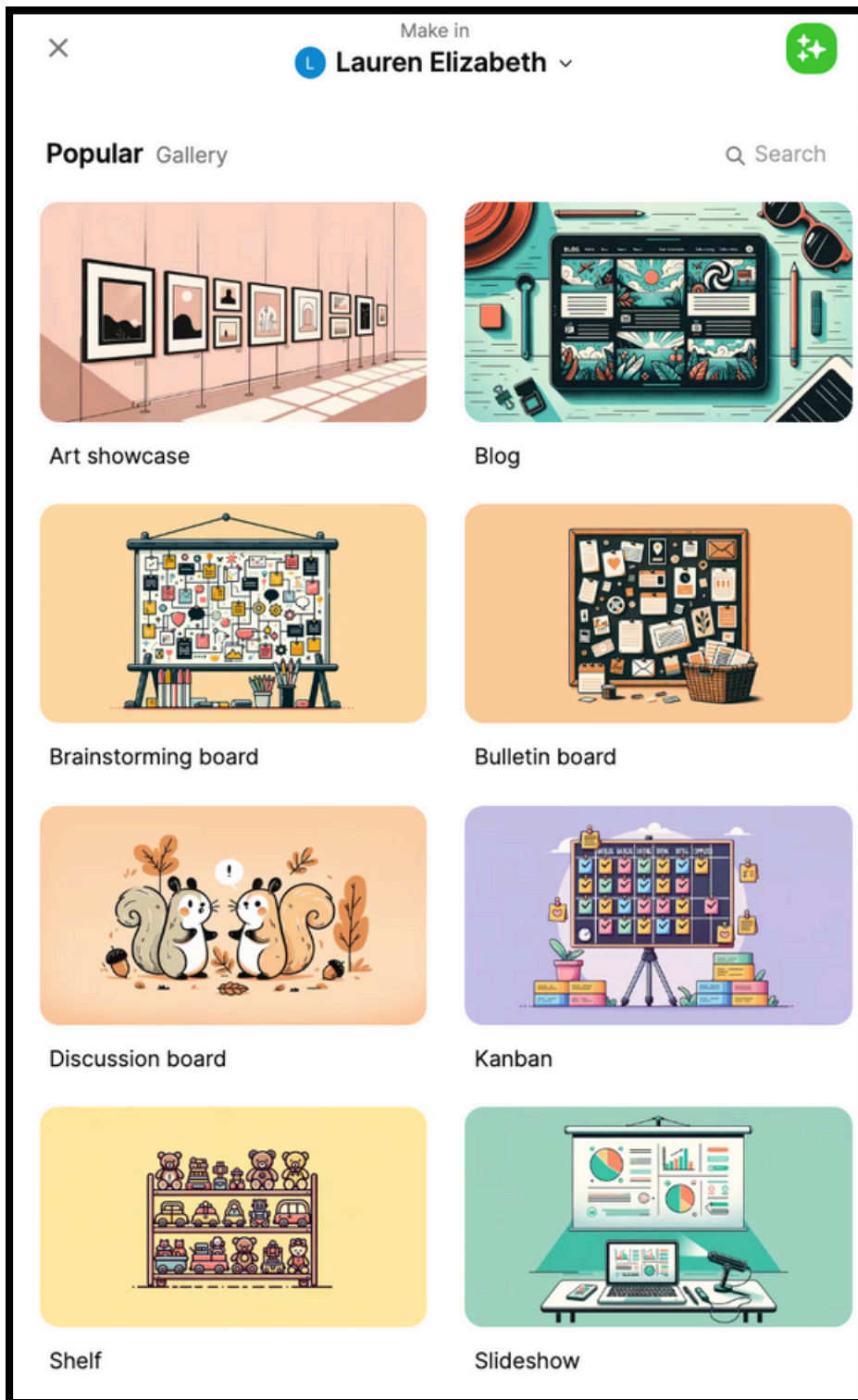
CCYBOTIE

What elements do you need to devise theatre for children?

88 responses



Screenshot 3: This screenshot shows the results of the word cloud that was displayed on the screens. Students were encouraged to input more than one answer which proved effective as 88 responses were submitted in a class of 30. A copy of this word cloud was downloaded for students to display in their classroom to be able to refer back to as a teaching strategy at a later point.

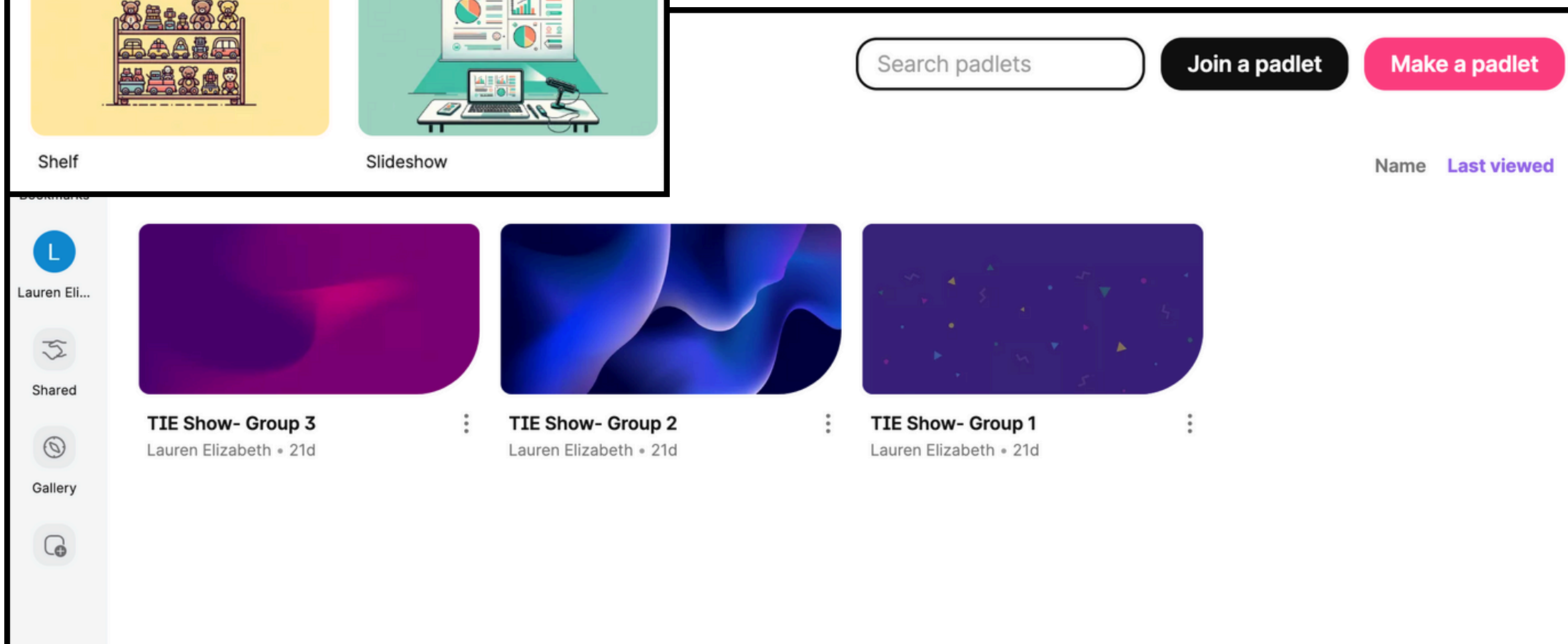


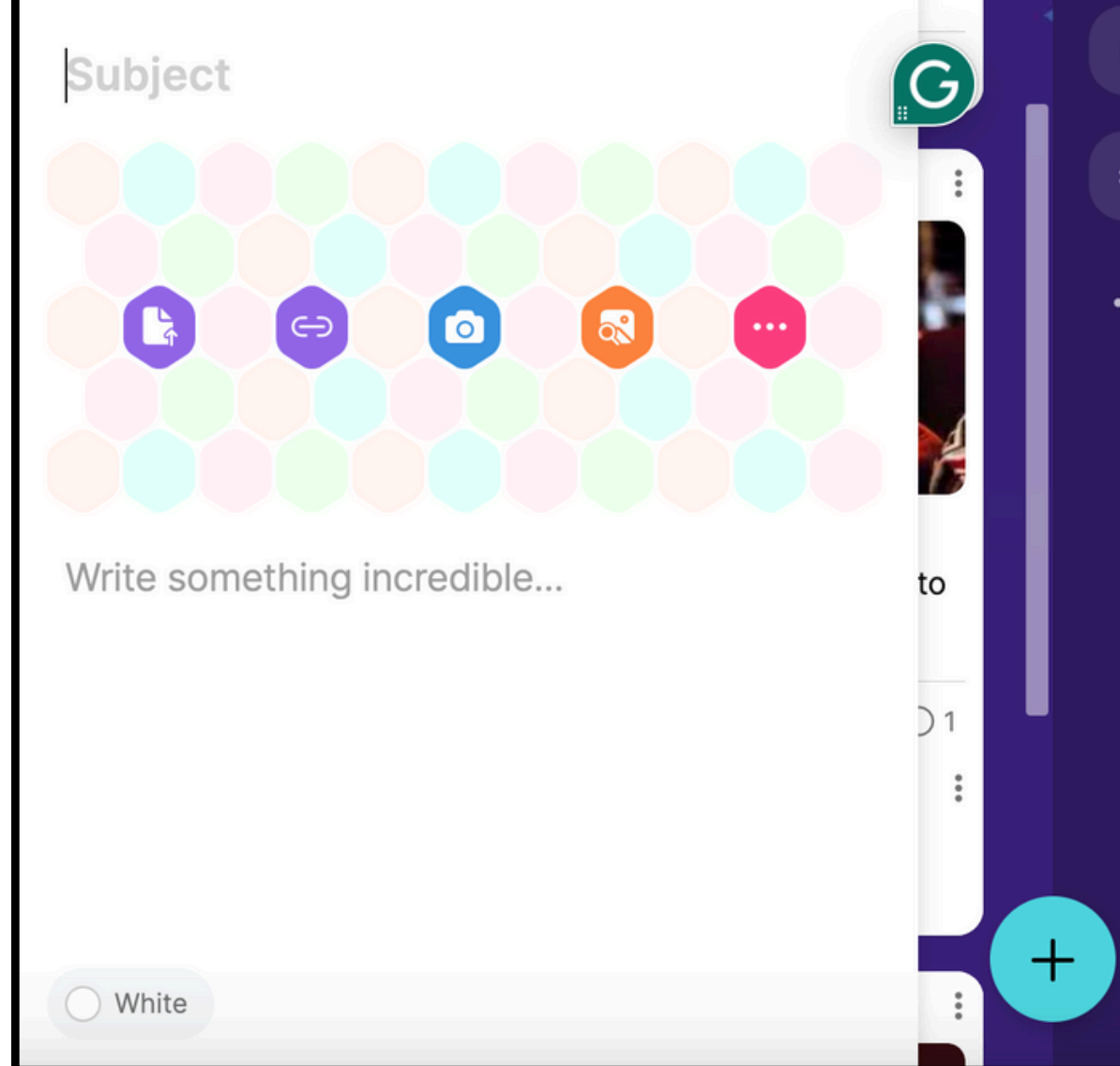
Screenshot 4: Later on in the session, students were asked to complete a research task in groups using Padlet.

Padlet is an online platform that allows users to create and share digital content on virtual "walls" or "boards." It is designed for collaborative projects which was the main learning outcome for the session.

Padlet enhances interactive sessions by enabling real-time collaboration with multimedia support, making it ideal for education and professional use. Its user-friendly interface and versatile layouts cater to different needs, encouraging active participation and engagement. Padlet allows for easy feedback and reflection, integrates with other tools, and ensures accessibility across devices. Privacy settings protect sensitive information while archiving and sharing features provide lasting records. Additionally, Padlet fosters creative expression, leading to innovative contributions.

Screenshot 5: I created a different mind map board for each group.

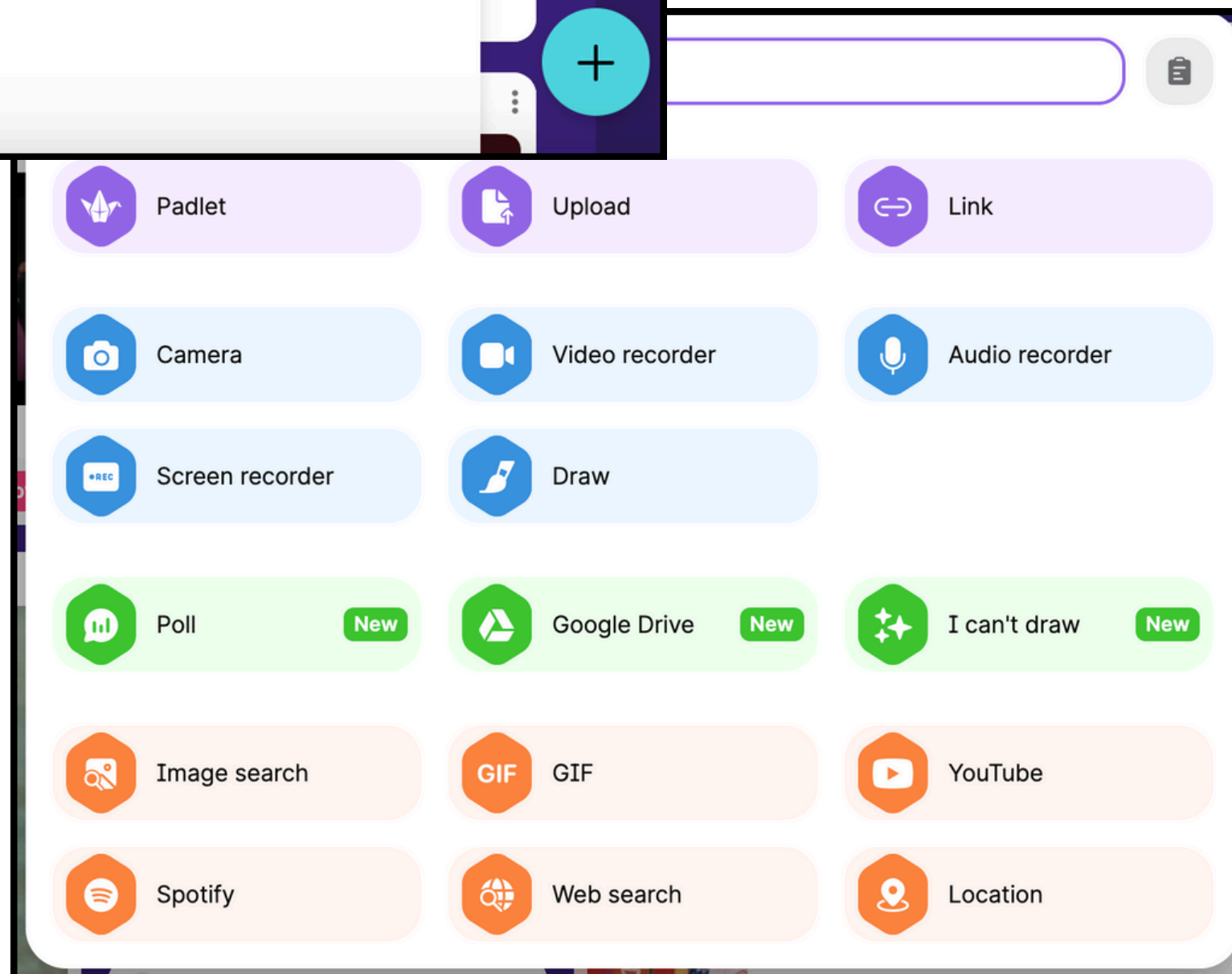


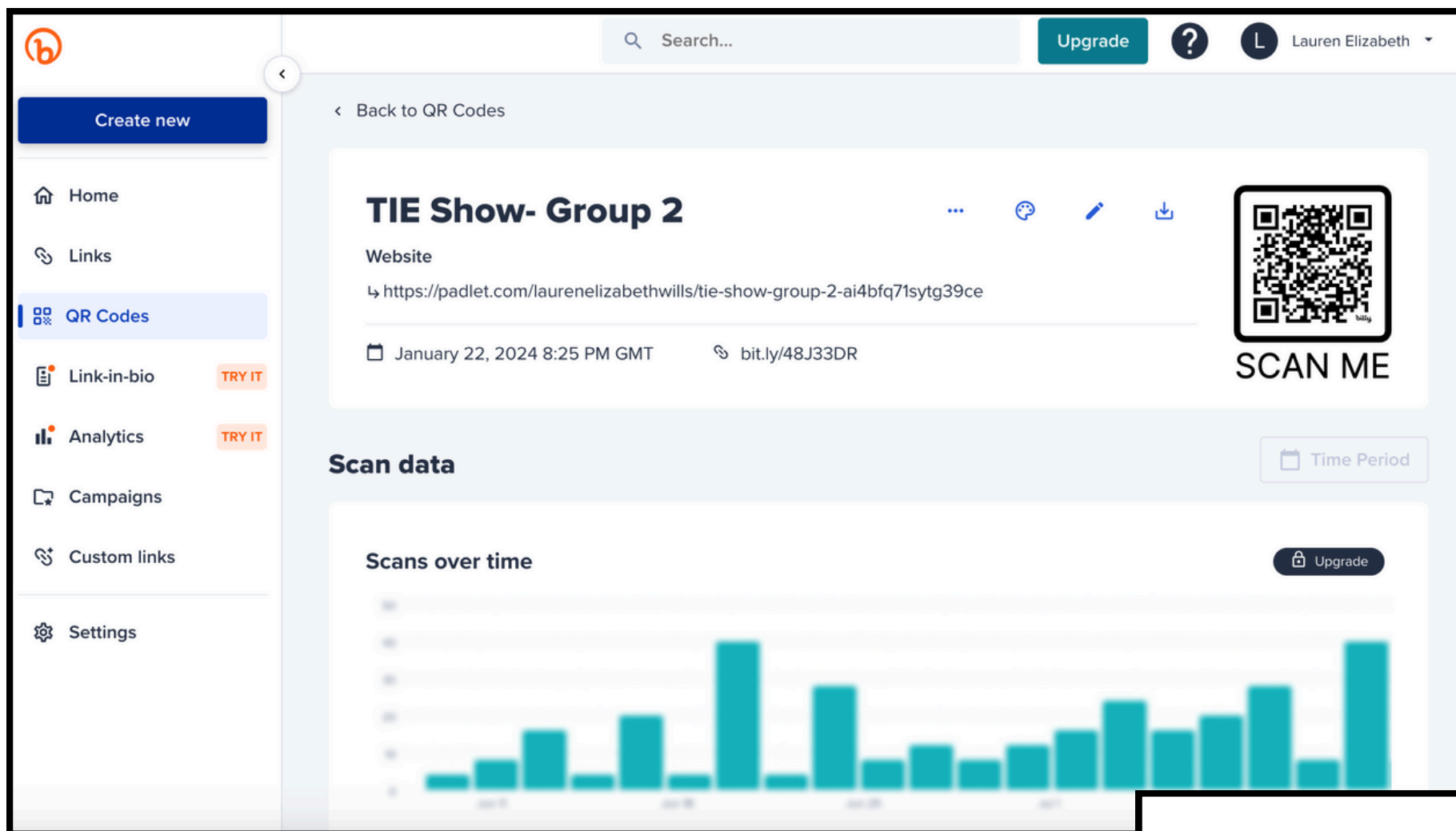


Screenshots 6 and 7: These screenshots show the different tools that students can use to research topics which include text, uploading documents, links, and pictures (both live and from the internet).

Screenshot 7 shows the more advanced features of Padlet which allows for a more detailed exploration.

I shared my screen and gave students a tutorial on how to use the software as there were members in the group who had not used Padlet before.





Screenshot 8: For each group to be able to access their mind map board, I created a QR code for each group using the software, bitly.

Bitly is a URL shortening service that allows users to take long web addresses and convert them into shorter, more manageable links.

Screenshot 9: I used Canva to create a PDF with group QR codes, which I shared with students using the Share My Screen function. Again, if not able to access via QR code, a link was provided in the chat.

CCYD TIE

Team task

Use Padlet to research your TIE topic.

Explore the digital tools to present your research in an interesting way.

GROUP 1 bit.ly/3tZzX4b	GROUP 2 bit.ly/48J33DR	GROUP 3 bit.ly/3S7inTK
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The following screenshots display the mind map boards that were created by each group. Each group was asked to present their ideas. We were able to complete the peer review by sharing screen and opening for discussion.

Screenshot 10:



TIE Show- Group 1

Use this mood board to explore ideas for your TIE show!


Anonymous 20d

friendship seperation

If you are fortunate enough, you may have a friend who separated around the same time and in a similar situation as you.

 Add comment


Anonymous 20d



 Add comment


Anonymous 20d

Some Disney films include, Beauty and the beast when she gets seperated from her father. Frozen is also a really good example as both sisters are segregated from eachother for a long period of time.

 Add comment


Anonymous 20d


Anonymous 20d



 Add comment


Anonymous 20d

when Bambi losses his parents.



 Add comment


Anonymous 20d

Seperation of family members: parents splitting up, not being close to your siblings/ not being aloud to see your siblings, moarning death of a family member, step families


Anonymous 15d

CANDIDATE BRIEF FOR ASSESSMENT




LEVEL 1/2 VOCATIONAL AWARD IN PERFORMING ARTS (TECHNICAL AWARD)

DOCX

5639U2 Creating - Candidate Assessment Pack (For assessment in 2024)

WE MADE HISTORY NOW ITS YOUR TURN

 Add comment


Anonymous 20d



friendship wont always last.

 Add comment


Anonymous 20d

Seperation.

Seperation can come in many forms, including friendship seperation, family seperation; academic seperation.

 Add comment


Anonymous 20d

Flock of penguin loosing each other



nypost.com

Dramatic moment shows penguin getting separated from flock as ice breaks

 Add comment


Anonymous 20d




Anonymous 20d

Fiction story

The story is fiction

 Add comment


Anonymous 20d



 Add comment

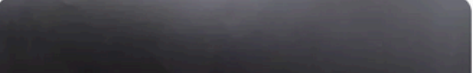

Anonymous 20d



 Add comment


Anonymous 20d

Duck family/friends













long period of time.

 Add comment

 Anonymous 20d



There are always people that you would not expect the friendships to get separated.

 1

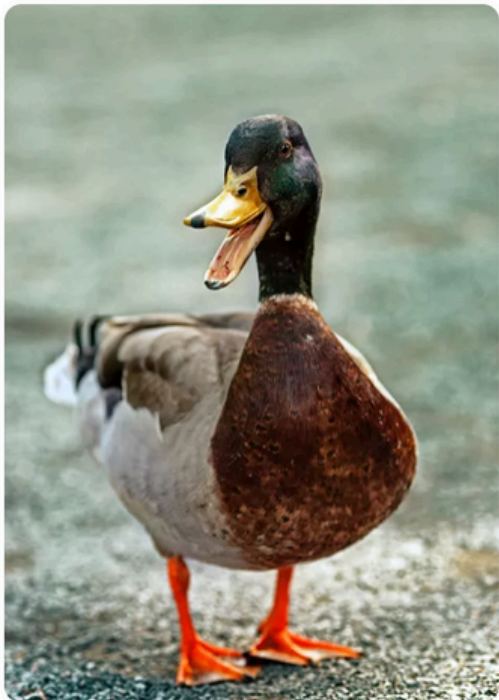
 TYLERRRRRRR 20d
so real 🥺🙏

 Add comment

parents splitting up, not being close to your siblings/ not being aloud to see your siblings, moarning death of a family member, step families

 Add comment

 Anonymous 20d



 Add comment

friendship wont always last.

 Add comment

 Anonymous 20d

Some themes we are going to look into, is how a mother duck may lose her flock. How some friends may get seperated when they leave primary for comprehensive

 Add comment

 Anonymous 20d



 Add comment



YouTube

YouTube

Reject

Approve

 Anonymous 20d



 Add comment

 Anonymous 20d

Duck family/friends



Eventually getting separated after the story progresses

 Add comment

 Anonymous 20d



 Add comment













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Screenshot 11:

The image shows a social media application interface for a group named "TIE Show- Group 2". The header is dark blue with a brain icon and the group name. Below the header, there's a grid of posts. Each post has a title, a description, and a "Add comment" button. The posts are arranged in a grid that scrolls horizontally. The topics of the posts include "growing up", "School", "puberty", "age", "new special friends", "Family", "Games", "Jealousy", "music", and "Characters". Some posts have images or videos. The interface is dark-themed with a blue header and a green bottom bar. On the right side, there's a vertical toolbar with icons for home, search, post, notifications, and settings. A large green plus button is at the bottom right.

Anonymous 20d

weird and creative costumes

Add comment

Anonymous 20d

Be proud of yourself

Add comment

Anonymous 20d

everyone is unique

Add comment

Anonymous 20d

tubo the snail

Add comment

ogres are like onions-shrek

Add comment

Anonymous 20d

Looks aren't everything

Add comment

Anonymous 20d

phantom of the opera

Add comment

Anonymous 20d

it's okay to be different

Add comment

Anonymous 20d

frozen- hans turns

Add comment

Add comment

Anonymous 20d

dumbo

Add comment

Anonymous 20d

YouTube

HEATHERS Off-B'way "Beautiful"

Add comment

Anonymous 20d

just because someone looks different doesn't mean they can be judged or treated different than others.

Add comment

Add comment

Anonymous 20d

mean girls-you need to be pretty to be noticed

Add comment

Anonymous 20d

Heathers

Add comment

Anonymous 20d

lightning McQueen- everyone thought he was lame until he won a race and was popular

Add comment

Anonymous 20d

rewrite the stars

THE GREATEST SHOWMAN REWRITE THE STARS LYRIC

YouTube

The Greatest Showman | "Rewrite The Stars" Lyric Video | Fox Family Entertainment

Add comment

Anonymous 20d

Dumbo with his big ears

Add comment

Anonymous 20d

lion king - Simba

Add comment

Anonymous 20d

YouTube

The Lion King - Hakuna Matata || 1080p || HD || English

Add comment

L

↶

↷

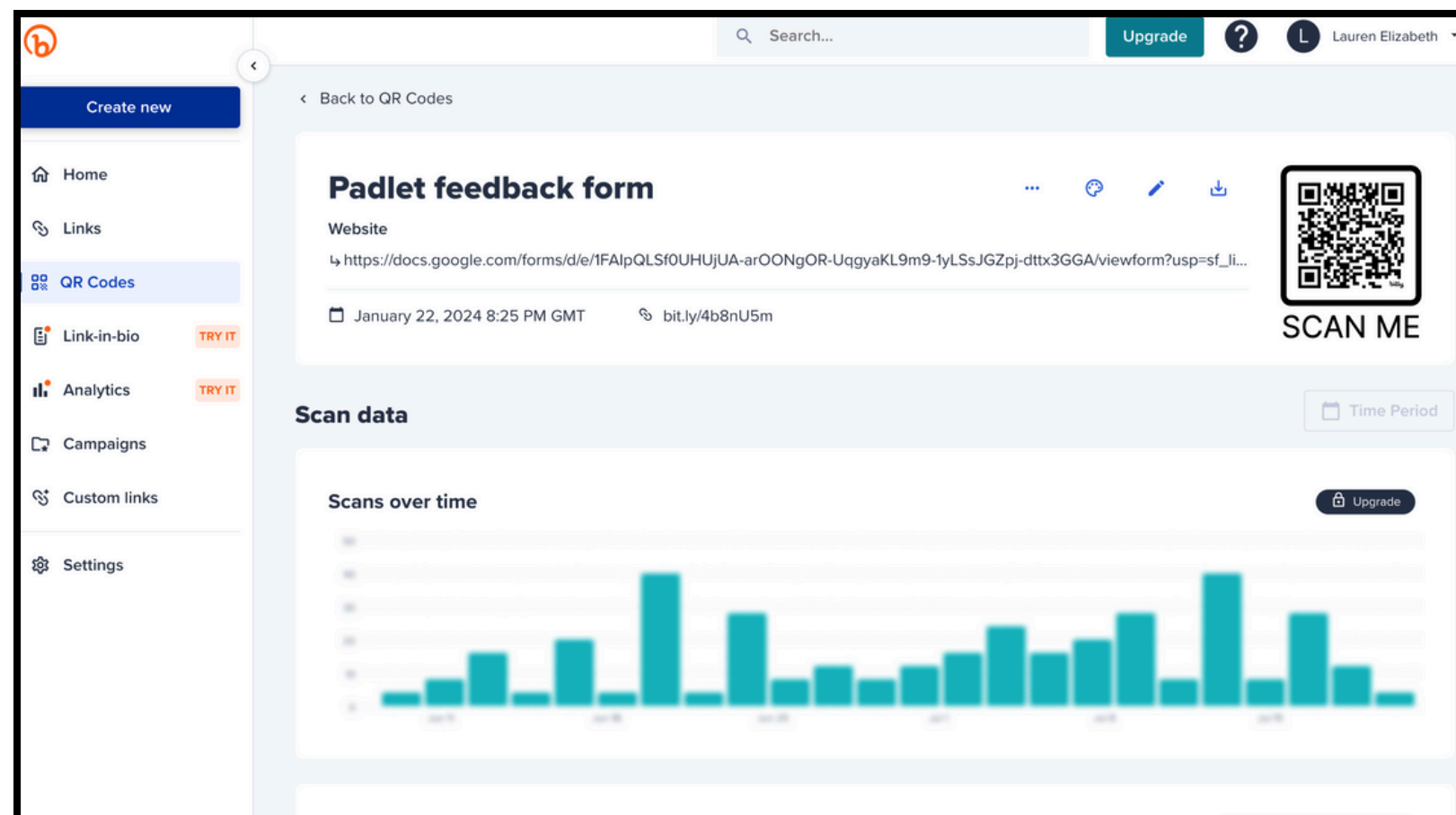
🔔

▶

⚙️

⋮

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Screenshot 13: To collate feedback, I created a Google Form which I shared with students using a QR code on screen.

I input the Google Forms into Bitly to create a QR code and input the QR code into Canva to make the below graphic to share on-screen (screenshot 14)



Untitled form

Questions Responses 30 Settings

Digital Learning Tool Experience

Please complete the below questions based on the digital tools you have used in today's session.

How comfortable do you feel using technology in your lessons? *

1 2 3 4 5

Very uncomfortable Very comfortable

What device did you use to access Padlet? *

☐ Chromebook

☐ Phone

How easy did you find Padlet to use? *

1 2 3 4 5

Very difficult Very easy

How did you feel using Padlet?

Short-answer text

What was the most useful tool in Padlet? *

Screenshots 15 and 16 show the Google Form feedback form which students were asked to complete at the end of the session.

Untitled form

Questions Responses 30 Settings

What was the most useful tool in Padlet? *

Short-answer text

Was Padlet useful to collaborate with your team? *

1 2 3 4 5

Not at all Absolutely!

Do you feel this tool helped further your learning experience? How?

Long-answer text

What other software have you used to research topics? *

Long-answer text

If you could improve Padlet, what would you add?

Long-answer text

If you have an additional learning need, can you share your specific experience of using this tool with us? If applicable, please let us know how we could improve this for you. If not applicable, state N/A.

Long-answer text

Timestamp	How comfortable do you feel using technology in your lessons?	What device did you use to access Padlet?
23/01/2024 09:49:09	5	Chromebook
23/01/2024 09:49:13	5	Chromebook
23/01/2024 09:49:18	5	Chromebook
23/01/2024 09:49:34	2	Chromebook
23/01/2024 09:50:02	4	Chromebook
23/01/2024 09:50:09	4	Chromebook
23/01/2024 09:50:14	4	Chromebook
23/01/2024 09:50:15	4	Chromebook
23/01/2024 09:50:18	5	Chromebook
23/01/2024 09:50:21	3	Phone
23/01/2024 09:50:26	4	Chromebook
23/01/2024 09:50:40	3	Phone
23/01/2024 09:51:52	4	Chromebook
23/01/2024 09:53:05	5	Chromebook
26/01/2024 12:50:51	5	Chromebook
26/01/2024 12:50:53	5	Phone
26/01/2024 12:51:03	5	Chromebook
26/01/2024 12:51:07	5	Chromebook
26/01/2024 12:51:13	5	Chromebook
26/01/2024 12:51:27	5	Chromebook
26/01/2024 12:51:34	5	Chromebook
26/01/2024 12:51:53	4	Chromebook
26/01/2024 12:51:56	4	Chromebook
26/01/2024 12:52:06	5	Chromebook
26/01/2024 12:52:18	5	Chromebook
26/01/2024 12:52:22	5	Phone
26/01/2024 12:52:36	4	Chromebook
26/01/2024 12:52:37	5	Chromebook
26/01/2024 12:53:20	5	Chromebook
26/01/2024 12:53:35	5	Chromebook

How easy did you find Padlet to use?	How did you feel using Padlet?
4	
5	alright
4	Comfortable
3	idk
4	It was easy to figure out
4	Good it was easy to use
5	It was alright
4	comfortable?
5	okay
3	Good
4	It was fun, a different method of getting down ideas, kind of like a scrapbook :)
5	Ok
4	I felt it was very useful I found it helped alot
4	i liked how everybody got to put their own creativity into it. I felt padlet was easy to access and easy to use
5	its wicked
4	Pretty good
5	awesome sauce
5	excited
4	good
5	Very comfy
5	it was fun
5	great easy to use
5	very good
5	GOOD
4	i was happy
5	I feel comfortable using it
4	its okay, fun to comment on others work
5	cool
4	its good but placing things is a bit difficult
5	relaxed

What was the most useful tool in Padlet?
Putting text up there
links
Text
being able to add links
The links and images
When you can drag a photo and it will stay there
Writing
image
i don't know
Idk
Adding photos :)
All of it.
Adding all the different things
the fact that you could add photos and information in the same little text, and that you could comment on your peers work too.
being able to scroll down so everything isnt squished into a small space.
Image input tool
adding photos/media
sharing images
uploading files
Image import and comment availability
able to get feedback easy by showing photos of what you done
sharing drawing and work
image import and comment
seeing other peoples designs
posting tool
Sharing my work
Adding photos and text to comment on others work
comments
inserting images
img sharing

Was Padlet useful to collaborate with your team?	Do you feel this tool helped further your learning experience? How?
2	
5	links to show how our child hood was
5	Yes, we all worked together easily this way.
1	
5	Yes because it's online and not on sheets so it's always there to access
3	You can discuss with your group and see what everyone thinks
4	It could help others but I feel it encourages teamwork
4	not really
	i don't know
2	
3	
5	Yes :)
5	The tool helped a lot with collaborations and concepts.
3	Yes, had many features.
4	i guess so, i feel its opened my options on things i can use in class
5	yes, it allows the whole class to share ideas and work together
4	
5	Yes as it allowed a closer form of contact/collaboration with my classmates
5	enabled me to see other people's work easily
5	no but it was fun to use
5	
5	yes because i was able to look at other peoples ideas to inspire my own
5	yes, from getting information from others and ideas
4	yes, it lets everyone show what they have done
5	yes i can get help through other people for things such as feedback
5	yes because it is an easy and convenient way to give and receive feedback and also get inspiration.
5	Yes Since I can get feedback for my work
5	I think it'll be good to share ideas, 100% better than using a groupchat as you can order them
5	yes because ii was able to see other peoples ideas
4	no but it is good fun
4	yes, but also distract me if i dont limit myself

What other software have you used to research topics?
Google docs
Google
Google slides
google
Google classroom slides
Slides
I'm not sure- not off the top of my head
google
i don't know
Fr
Google
None
Google
google, slides, docs
google
Google
I have used search engines like google and bing.
pinterest
google
Opera GX
google
pintrest
google
google
google
Google
google. youtube etc
google
google
?

If you could improve Padlet, what would you add?
Make it so you can see who types it
more chose on photos
Nothing
I think it's alright
Not sure
make it quicker
nothing
Gg
Nothing
.
more creativity within
being able to reply to someones post without having to add a whole new comment and move it underneath
add reaction functions, to heart someones work or comment to let them know you liked it
can't think of anything
nothing
maybe more organization
an option to like what someone has put on there
nothing
private messages
collapsible comments section for each post
More Space for stuff
I have no idea sorry :(
nothing really good
not much

If you have an additional learning need, can you share your specific experience of using this tool with us? If applicable, please let us know how we could improve this for you. If not applicable, state N/A.	
yes	
N/A	
I have dyslexia and I thought adding images and links were very helpful to get my ideas across	
N/A	
i don't know	
Gh	
N/A	
N/A	
N/A	
N/A	
N/A	
no learninhg need	
N/A	

Evaluation and Reflection: (1000) 1073

For the purposes of this assignment, I will analyse my findings using Driscoll's Model of Reflection of "What?", "So what?" and "What now?" (Driscoll, 2017). This reflection will examine a teaching session that used collaborative digital tools, Mentimeter and Padlet, in an online session for post-16 students. Through Driscoll's Reflective Model, I will document the sequence of events in the session, analyse the impact of the technological tools on students' engagement and whether they achieved the desired learning outcomes and actions I can use in the future to improve my implementation of technological tools in the learning environment.

What?

On 19th January 2024, I held an online session with 30 A-level and Performing Arts students from The College Merthyr Tydfil to start a new project I was running with them: creating a Theatre in Education show for younger students. The session took place via Zoom. I was the lead facilitator alongside my colleague, who assisted the session. The session's outcomes were to explore the elements of devising theatre for younger students and to use an interactive digital tool to research themes, characters and context of the group's theatre in an education show. The introduction provided a personal introduction and an icebreaker to the session before moving into the context of devising theatre for a younger audience.

To gauge prior subject knowledge, students were asked to scan a QR code that would take them to a word cloud on a Mentimeter, where they could submit anonymous answers about how much they knew about the topic.

I used strategies such as PowerPoint (through the sharing screen function) and videos to show examples of how to share knowledge, followed by a discussion. I set a group task to decide which theme they would explore for their theatre-in-education show. To keep this task fair and encourage positive learner behaviour, students were asked to vote using the function on Zoom. After a short break to avoid screen fatigue, I introduced the students to

the software Padlet, and they were asked to complete a group task to research their chosen theme, characters and context for their show. To keep students focused and engaged, they were asked to present their findings to the group, and I would share their Padlet mind maps on screen for peers to view. The session concluded by referring to the learning objectives and completing a question-and-answer session to gauge how much knowledge had been retained. In the session, students were then asked to complete a feedback form sharing their experience using Padlet.

So, what?

From the feedback forms students were asked to complete regarding Padlet, 24 of the 29 students that were asked responded positively to using Padlet. This positive feedback can be seen in Appendix A, where students shared comments such as "It was fun, a different method of getting down ideas" and "I liked how everybody got to put their creativity into it" (Appendix A). This quote supports the idea that Padlet is an innovative way to complete the research task. A journal entry by Ameera Ali states that her experience of using Padlet was also innovative, saying "students were able to classify and connect content while the visual representation of the information facilitated an engaging way of creating, organising, synthesising and analysing the material" (Ali, 2021).

Appendix B shows that students found the most valuable tool on Padlet to be multimedia, which was very effective in engaging students and keeping them focused on the task. The research completed was more detailed, visual and creative. This evidence is supported again by other lecturers stating that students "were able to interact through multiple means of action, engagement and expression, which seemingly improved their interest and engagement" (Ali, 2021). Furthermore, from the student feedback, it was clear that the multimedia element was also helpful for those with additional learning needs as a student stated that as they have dyslexia, they found it helpful to use images and links to articulate their ideas (Appendix C). Padlet caters to various learning styles and needs. For example,

visual learners can benefit from pictures and videos, while auditory learners can engage with audio recordings (Syahputri and Murdiono, 2022).

It was notable that student engagement increased using Padlet. Students were aware that as an online tool, they could refer back to it throughout the research process whenever needed, suggesting that it was more helpful than if completed without technology (Appendix D). Supporting research states, "The 'lifetime' availability of the content created also fostered reiterative learning" (Ali, 2021). However, a further article written for the Journal of Education points out that although the use of a digital tool is effective, it is limited; "successful use of e-portfolios is for all students to have a reliable Internet connection and suitable technology for learning" (Syahputri and Murdiono, 2022).

Finally, Appendix E asks students how well they collaborated with their team using Padlet. Collaboration has been a significant focus of this assignment, and the feedback clearly shows that students were able to work more effectively as a group using the digital tool. This feedback was based on groups of 7-10 learners. Research suggests that Padlet is used best in smaller groups. Ameera Ali states that using this software "may be more challenging in a larger course" (Ali, 2021).

Total workcount: 4,344

Now, what?

I will be reflecting on my findings through the creation of an action plan. All of the professional standards in the action plan are referenced from the Welsh Government's 'Professional standards for further education teachers, work-based learning practitioners and adult learning practitioners in Wales (Welsh Government 2017).

Target	Objectives	Action	Timescale	Professional standard
1. Creating a productive online learning environment	- Setting tone - Creating collaborative online environment - Relevant online tasks	- Researching best online practice - Ensuring inclusive and safe learning spaces	- Throughout online LAMDA teaching hours	- Demonstrating commitment to learners and their safety.
2. Continue embedding technology into pedagogy	- Enhance student learning through digital tools - Using transformative tools	- Trial different technology and their uses - Reflect upon my practise and the benefits of using technology as a substitute	- Throughout online LAMDA teaching hours	3. Plan and deliver effective teaching and assessment
3. Managing student engagement in online sessions	- Creating sessions that are student focused - Embedding activities that engage students	- Find measurable ways to monitor engagement - Trial a series of digital tools in regards to engagement	- During my next online Theatre in Education course	- Creating sessions that allow students to take responsibility for their own learning

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Appendices:

Appendix A:

How did you feel using Padlet?

29 responses

Good
It was fun, a different method of getting down ideas, kind of like a scrapbook :)
Ok
I felt it was very useful I found it helped alot
i liked how everybody got to put their own creativity into it. I felt padlet was easy to access and easy to use
its wicked
Pretty good
awesome sauce
excited

Appendix B:

What was the most useful tool in Padlet?

30 responses

the fact that you could add photos and information in the same little text, and that you could comment on your peers work too.

Image input tool

The links and images

sharing images

Putting text up there

image import and comment

Adding photos :)

Adding photos and text to comment on others work

seeing other peoples designs

Appendix C:

If you have an additional learning need, can you share your specific experience of using this tool with us? If applicable, please let us know how we could improve this for you. If not applicable, state N/A.

13 responses

N/A

I have dyslexia and I thought adding images and links were very helpful to get my ideas across

no learning need

Gh

yes

i don't know

N/A

Appendix D:

Do you feel this tool helped further your learning experience? How?

25 responses

i guess so, i feel its opened my options on things i can use in class

Yes because it's online and not on sheets so it's always there to access

enabled me to see other people's work easily

yes, it lets everyone show what they have done

Yes :)

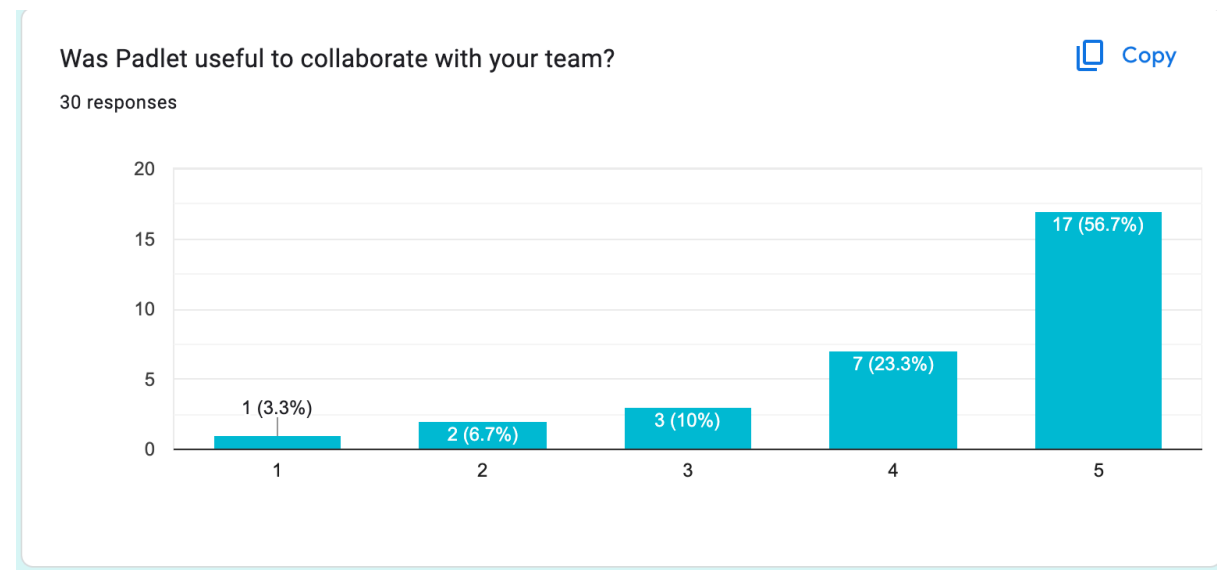
I think it'll be good to share ideas, 100% better than using a groupchat as you can order them

yes i can get help through other people for things such as feedback

yes because it is an easy and convenient way to give and receive feedback and also get inspiration.

yes because ii was able to see other peoples ideas

Appendix E:



Lesson Plan Template



Lesson Plan

Topic: Devising Theatre in Education (online via Zoom)	Class: Drama and Performing Arts A-Level students (30)
Date: 19/01/24	Length of session: 2 hrs
Resources required: • Powerpoint • PDF's with QR codes for Mentimeter and Padlet • Laptop/Mobile	
Aim of Lesson: • To explore the elements of devising theatre for a younger audience • To use Padlet to investigate the themes, characters and content of your own theatre in education show.	
Learning Outcomes – The Learners Should Be Able To: • Define the elements of creating theatre in education for younger audience • Utilise the technology to produce an interactive mind map showcasing research	
Previous student knowledge required for the session:	
Anticipated difficulties (if applicable): • Internet connection • Students not having appropriate technology • Student engagement	

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

- **Demonstrate commitment to learners, their learning, safety and well-being:**
 - Promoting positive attitudes to learning
 - Ensuring learners are supported and taught in a safe learning environment (specifically online), taking appropriate action where required using relevant policies and guidance

- **Demonstrate dignity, courtesy and respect towards others-**
 - Treating all learners equally and fairly, ensuring all have an equal opportunity to be heard and respecting views
 - Behaving professionally at all times.

- **Value and promote diversity, equality of opportunity and inclusion-**
 - Treating all learners equally and fairly
 - Challenging unacceptable behaviour.

- **Plan and deliver effective learning, teaching, and assessment-**
 - Making use of digital teaching and learning platforms to support teaching, learning and assessment
 - Creating and planning learning environments where learners are active participants as individuals and as members of collaborative groups

- **Demonstrate a commitment to sustainability-**
 - Using digital tools

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	• Personal introduction • Introduction to the session and gauging prior knowledge	• Powerpoint and Mentimeter as icebreaker	10 mins
Development	• Context into devising theatre in education for a younger audience • Watching example of a theatre in education show and discussing • Group task to discuss theme for theatre in education show and share back to group • Decide on theme (vote)	• Video/ discussion/ group task and share back	45 mins
Break	• Padlet research task • Explaining how to use Padlet • Present findings to group	• Group work and interactive tool	10 mins 40/5 mins
Plenary/conclusion	• Refer back to learning outcomes and discuss what has been learnt	• Question and answer/discussion	10 mins

