



**MODULE CODE:** ECPT6005

**ASSESSMENT COMPONENT:** One

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## Use of Generative AI in Assessment

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# Part 1 – Behaviour Management and Learner Engagement in Post-Compulsory Education

## Introduction

In the complex landscape of post-compulsory education (PCE), and specifically within Higher Education (HE), managing behaviour and supporting learner engagement is a sophisticated pedagogical challenge that extends far beyond simple classroom discipline. While there is often a misconception that HE students are inherently self-motivated, authors on the topic (Lebor, 2017) suggest a persistent "battle against being educated," where disruption can manifest as passive aggression, digital subversion, or even verbal abuse. This essay critically evaluates current academic thinking, centring on the Big Six theorists; Jones, Wong, Gibbs, Brophy, Mendler/Curwin, and Glasser - alongside the *PERMA model* and statutory duties like *Prevent*. It explores the effectiveness of these strategies in HE and the unique challenges presented by an increasingly diverse learning environment.

## Theoretical Perceptions of Behaviour Management

The *Big Six* foundational theorists provide a diverse framework for managing the HE environment. Fred Jones (2007) argues that management must be built 'from the ground up' through high physical proximity and the establishment of relentless routines. Jones's emphasis on "meaning business" through non-verbal cues remains a vital tool for maintaining a productive atmosphere. In contrast, Harry Wong (2009) shifts the focus from discipline to facilitation. He suggests that the first day of a course is crucial for establishing procedures that lead to achievement. For the HE educational practitioner, this means moving away from an authoritarian role to that of a manager of outcomes, ensuring that academic standards are negotiated and understood from the outset.

Jeanne Gibbs (2001) focuses on self-esteem and the development of "membership groups" or tribes - supporting the emotional dimension of a degree-level cohort. This is particularly effective in smaller HE seminar groups, where fostering a sense of belonging can counteract the 'depersonalisation of knowledge' often found in large-scale lecture delivery. William Glasser's (1986) *Control Theory* adds a psychological layer, suggesting that all behaviour is an attempt to satisfy intrinsic needs for freedom, power, and belonging. Glasser argues that HE

learners often disrupt when they perceive assignments as *meaningless chores* that do not satisfy their need for professional autonomy, therefore, assignments must be perceived as useful to their future careers to ensure engagement.

The *Discipline with Dignity* model by Mendler and Curwin (2018) is perhaps the most critical for HE, where adult learners must never be humiliated. They advocate for a three-dimensional approach—prevention, action, and resolution—emphasizing that educators must understand the *why* behind student disaffection. Finally, Jere Brophy (2010) provides the *Expectancy x Value* model, suggesting that motivation is the product of a learner's expectation of success and the value they place on the task. In an HE context, if a student sees no value in a specific module or feels failure is inevitable, their engagement will drop, potentially leading to non-attendance of lessons or disruptive behaviours.

## Engagement, Well-being, and the PERMA Model

Engagement in HE is defined as the investment of time, effort, and resources by both students and institutions to optimize learning. Current research by Preece (2023) integrates positive psychology via *Seligman's (2011) PERMA model: Positive emotion, Engagement, Relationships, Meaning, and Accomplishment*. Preece identifies 13 specific teaching practices conducive to well-being in PCE, such as greeting learners at the door, using interactive technology, and 'picking up on positives. These practices are vital in HE to combat the rising mental health difficulties among young people.

Engagement is further linked to Csikszentmihalyi's (1990) concept of *Flow*, a state of optimal experience reached when a task's challenge perfectly matches a learner's skill level. If a degree-level task is too challenging, it leads to anxiety; if too simple, it leads to boredom. HE facilitators must act as perceptive practitioners (Kounin, 1997) who are aware of all interactions and can maintain this delicate balance to foster deep immersion in the subject matter.

## Strategic Communication and Pivotal Culture

Effective behaviour management in HE relies on *Pivotal Culture*, which centres on consistent, calm adult behaviour. This involves the use of scripted interventions to de-escalate confrontations without causing public loss of face. This also relates to *Transactional Analysis* (TA), which suggests that educators should aim for Adult-to-Adult communication. HE

learners, who often balance studies with complex adult lives, may respond with rebellious childlike behaviours if a tutor adopts a controlling parent ego state.

To build academic resilience, HE practitioners utilize coaching and mentoring, specifically the *GROW model (Goals, Reality, Options, What next)*. Mentoring provides a solution-focused approach that helps learners take responsibility for their own progress, moving them away from *self-worth protection* strategies where they might self-sabotage to avoid being judged (Brophy, 2010).

## Legislative Perspectives and HE Challenges

Behaviour management is in part also a statutory requirement. The *Safeguarding framework* and the *Prevent Duty* (Home Office, 2011) mandate that HE institutions identify and support individuals vulnerable to radicalisation. Statistics show that a significant proportion of those convicted of terrorist offences in the UK have attended HE institutions, making this a critical safeguarding issue (Home office, 2011). Furthermore, tutors must be mindful of Adverse Childhood Experiences (ACEs) and the impact of domestic abuse and sexual violence. A key study by Revolt Sexual Assault (2018) found that 62% of students at UK universities have experienced sexual violence, which significantly impacts their ability to engage with learning.

A major challenge unique to the HE sector is the rise of digital disruption, including cyber-bullying and large-scale plagiarism and AI generated work. Tutors report that first year degree students often 'cut and paste' from the internet and attempt to pass it off as their own work. Lebor (2017) cites a case where a third-year BA student submitted work that claimed "*In my recent book I argued,*" demonstrating he had not even read the plagiarised text. The rise of Large Language Models (LLMs) has exacerbated this issue; it can now be very easy for learners to generate work using AI tools such as ChatGPT. This subversion of the academic process requires a shift in assessment strategies, moving towards for example, multi-faceted oral tests and professional discussions to ensure authenticity.

## Conclusion

Effective behaviour management and learner engagement in HE requires a holistic integration of academic theory, practical relational strategies, and legislative adherence. While the Big Six theorists offer diverse tool, from Jones's routines to Mendler's dignity; no single theoretical model is a panacea. Practitioners must cultivate a *Pivotal Culture* of consistency

while utilizing the PERMA model where they can support the emotional well-being of vulnerable students. Ultimately, current guidance suggests that the most effective strategy is the cultivation of a supportive, *Adult-to-Adult* environment underpinned by professional standards and robust safeguarding, ensuring that every student can achieve success.

## Part 2 - Reflective Accounts

### Observation One Reflection

This reflective account is based on the observation of Lecturer One listed in Appendix One. This particular module revolves around the taught instruction of software and is delivered in a PC room with each learner using the software themselves on a machine.

The beginning of each lecture is far from optimal due to the large cohort size and the shortage of workstations for each learner. There is typically a rush for the desktop machines with some learners needing to instead use laptops on portable tables. This creates a challenge in establishing the *Relentless Routines* advocated by Pivotal Education. The use of additional laptops on portable desks creates a fragmented learning environment, which may impact the learners' perceived Value of the session. The room geometry is a significant barrier to engagement; several workstations face away from the smart screen. This contradicts Fred Jones's (2007) theory of high physical proximity and the need for a layout that facilitates 'meaning business' through non-verbal cues.

The software is complex, requiring high levels of concentration. The lecturer delivers a 60-minute demonstration, this for one exceeds the 15-minute maximum attention span for adult learners suggested by Mendler and Curwin (2018). Subsequently, learners who lose track of the instructional delivery end up having conversations. This situation is characterised by the concepts in Csikszentmihalyi's *Flow* (1990) – where if the challenge is too high or the pace too rigid, it triggers anxiety or withdrawal.

The large cohort size (and subsequent noise) makes 1-to-1 support difficult. This limits the *relationships* and *accomplishment* elements of the PERMA model, as learners may not receive the immediate recognition of effort required for positive emotional well-being.

The wide age range (18–40+) creates a complex communication dynamic. Younger learners may be more prone to the background conversations, while mature learners may feel the *Adult-to-Adult* dynamic is being compromised by the constant reminders for silence. This creates an undesirable dynamic where Lecturer One is frequently needing to remind learners to keep quiet during their instructional delivery. This reactive approach to the

disruption can inadvertently reinforce the negative behaviour, with the lecturer can adopt the role of the *controlling parent* and the disaffected learners becoming the *rebellious child*.

## Observation Two Reflection

This reflection is based on the observation on an observation in appendix two of a session delivered by lecturer twos as part of their Building services and Energy Performance module.

The observed session took place during a module focused on Building Services, a technical module covering complex systems like electrical, plumbing, and energy performance. The cohort was small, consisting of only five learners, which theoretically should allow for high levels of engagement; however, the diversity of the group presented unique challenges. Three of the five students were international learners for whom English was a second language (ESL), a factor that significantly impacted their ability to process technical terminology and perform the required calculations.

The primary barrier to engagement was the technical language gap. In HE, engagement is defined as the investment of time and effort to optimize learning. In this session, engagement was frequently interrupted because the ESL learners struggled to keep pace with technical terms, leading to frequent, though polite, interruption to seek clarification. While this demonstrated a desire to learn, it disrupted the flow of the lecture delivery.

From the perspective of *Brophy's Expectancy-Value Model*, a learner's effort is the product of their expectation of success and the value they place on the task. The ESL learners clearly valued the content, but their struggle with technical terminology likely lowered their expectancy of success, leading to the observed side conversations in their native language as a coping mechanism to clarify content among themselves.

The lecturer encountered a specific behavioural challenge with students conversing in their native language while they were speaking. The lecturer's response was to politely ask them to ask questions directly for clarity and to avoid side conversations during the class.

This approach can be critically evaluated using Transactional Analysis. The lecturer operated from an *Adult ego* state, characterized by rational thought, balance, and non-threatening communication. By seeking to understand the root cause of the side-talk (a need for clarity)

rather than reacting from a *Controlling Parent* state (which might involve shaming or authoritarian shouting), the lecturer maintained a professional *Adult-to-Adult* interaction. This aligns with the discipline with dignity principles, ensuring that the student-teacher relationship is not damaged by the intervention. Furthermore, the intervention aligns with the *5 Pillars of Pivotal Education*, specifically the pillar of *Relentless Calm* and *Scripted Interventions*. The lecturer did not escalate the situation but instead redirected the energy back toward the primary learning objective.

Reflecting on this session through the *PERMA model*, the lecturer's approach supported *Relationships* and *Accomplishment*. Preece (2023) notes that picking up on positives and creating a safe environment to make mistakes is conducive to emotional well-being.

However, one area for improvement could be the pre-emptive use of *glossaries or visual aids* to support ESL learners before they become overwhelmed. In my own future practice, I would consider the types of additional support and learning resources I could provide ESL learners.

The observation of Lecturer Two highlights that in the technical HE sector, behaviour management is often less about discipline and more about managing the cognitive load of diverse learners. Moving forward, the integration of more inclusive support strategies for ESL learners will be a key target for my own professional development action plan.

## Reflection of Own Teaching Practice

The following reflection is based on a session delivered as part of a Digital Surveying module in a typical classroom setting.

The session aimed to demonstrate the importance of accurately registered terrestrial laser scans and methods for evaluating point clouds to a cohort of 24 students. The primary challenge of this session proved to be managing the low-level disruption in a lecture room setting.

A specific challenge arose with persistent chatter among a group of learners at the back of the class. Using *Transactional Analysis*, I addressed this from an *Adult Ego* state, characterized by rational thought and non-threatening communication. I queried whether they had questions or needed points clarified, assuming their conversation was content-related. My

approach aligned with Mendler and Curwin's (2018) principle that discipline should never be humiliating. By "legitimizing" the talk as a quest for clarity, I preserved the learners' dignity.

While this quelled the disruption initially, it proved a short-term solution as the chatter resumed. This suggests that while the relationship was maintained, the intervention did not address the root cause of disengagement.

The session was largely passive due to the room's limitations (a lecture room rather than a PC room), which restricted the doing element of evaluating point clouds, I was instead limited to demonstrations. Engagement is the product of the expectation of success and the value placed on the task. While learners were quite engaged with the demonstration, the lack of immediate practical application likely lowered the value for some, leading to the disengagement and disruption at the back of the room.

Reflecting on this session through the lens of **Preece (2023)** and **Pivotal Education**, I have identified three **SMART targets** for my professional development:

1. **Transition to Active Learning:** To prevent the chatter caused by passivity, I will implement "*Think-Pair-Share*" every 15 minutes. This encourages relationships and ensures all 24 learners remain active.
2. **Physical Presence:** I will move around the room more strategically. Preece (2023) notes that a teacher's movement is motivating and helps build rapport with learners who are less confident to ask for help publicly.
3. **Scripted Interventions:** For recurrent chatter, I will develop a *Scripted Intervention* based on the 5 Pillars of Pivotal Education. This ensures I maintain *Relentless Calm* if a polite query for quiet is ignored a second time.

## Conclusion

This reflection demonstrates that while my communication style is professional (adult-to-adult), the physical constraints of the learning environment must be countered with more robust *active engagement strategies*. By moving from a passive demonstration model to a more interactive, PERMA-aligned approach, I can better encourage the engagement of my learners.

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# Appendices

## Appendix One – Lesson One Observation

Lecturer: Gavin Traylor

Date: 20/04/2026

Module: ACBA4018 Digital Technology BIM

This module is delivered in 2-hour session, with the first hour being taught instruction on how to use Building Information Modelling software (BIM) – (Autodesk Revit), and the second being independent working as the learners complete the tasks. Learners are taught in a PC room with the lecturer at front demonstrating step by step how to use the software to achieve certain tasks. One critical issue is that the class is too large for the room, there is not enough PC stations and additional laptops need to be used on portable desks. This creates issues with learners rushing to secure desktop pcs at the start of each lesson. The large size of the cohort also makes background noise a problem, with the noise levels of background conversations disrupting the delivery of the module. This issue is also exacerbated by the size and geometry of the room, and the subsequent layout of the workstations, with some learners facing away the lecturers smart screen.

The lecturer is often needing to remind learners to keep quiet whilst he is delivering the instructional part of the lecture. The size of the cohort also makes 1-to-1 support during the session difficult, with there not being enough time to assist each learner with their work. The class consists of a range of ages, from 18/19 yr olds to mature learners double this age, meaning there is a large spectrum of the level of maturity and behaviour.

The software is complex and challenging to explain at times – if a learner stops paying a attention for brief moment, they can easily miss critical steps and fall behind.

## Appendix Two - Lesson Observation Two

Lecturer: Ian Brown

Date: 23/04/2026

Module: ACBA7001 Building Services and Energy Performance

This module is focused on building services, this encompasses electrical, plumbing, ventilation systems and more. It is a fairly technical module requiring considerable calculations of system demands in order to specify the correct equipment for a given building. This requires a good numerical ability and comprehension of the physics of heat transfer and basic thermodynamics. Learners who do not have this background knowledge can struggle with the content and at performing the required calculations.

The cohort for this module is small with 5 learners in the session observed. 3 of the 5 learners are international students for whom English is their second language, this presents additional challenges to delivering technical content. It was observed that these learners at times struggled to keep up with the subject matter being delivered as they were not familiar with some of the technical terms used, they would frequently need to interrupt (by politely raising their hand) lecturer two to clarify the terms being referred to. This would disrupt the flow of the lecture delivery. There were times where the international students would converse in their native languages whilst lecturer two was still talking (all 3 international students from the same country), lecturer two would then politely ask them to either ask a question directly if they needed clarity on something and avoid having side conversations during the class.

## Appendix Three – Lesson Plan

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 |                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------------------------------------------------------------|
| <b>Topic:</b> Digital Surveying                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                 | <b>Class:</b> ACBA4017 Digital Surveying and Highway Design |
| <b>Date:</b><br>27/04/2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Length of lesson:</b> 1 hour | <b>Number of students:</b> 24                               |
| <b>Resources required:</b><br>Powerpoint                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                                             |
| <b>Aim of Lesson</b><br>To demonstrate the importance of accurately registered terrestrial laser scans and the methods for evaluating point clouds.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                 |                                                             |
| <b>Learning Outcomes – The Learners Should Be Able To:</b><br>Evaluate the quality and accuracy of point cloud using the methods demonstrated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                 |                                                             |
| <b>Previous student knowledge required for the session:</b><br>Learners should have participated in the previous laser scanning practical session and used the equipment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                 |                                                             |
| <b>Anticipated difficulties (if applicable):</b><br>Failure of IT equipment<br>Issues with buffering of screen recordings embedded in powerpoint.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                 |                                                             |
| <b>Professional Standards (where are these being met within the session)</b><br><br>1) <i>Demonstrate dignity, courtesy and respect towards others</i> by being courteous and polite to all attendees and attentive to learners needs and requirements throughout the session.<br>2) <i>Plan and deliver effective learning, teaching assessment</i> by diligently preparing session material appropriate for a first introduction to laser scanning, particularly leveraging explanatory images and video to visually explain concepts and applications. Delivery to include a live demonstration of the technology in use and video media to demonstrate applications of the technology within real world projects.<br>3) <i>Critically reflect on own values, knowledge and skills to improve learning</i> by obtaining session feedback from learners and assessors, reflecting on the feedback, identifying areas for improvement and determining specific action points to work on in my professional development. |                                 |                                                             |

| Stage                     | Focus                                                                                                     | Strategy                                                                                                                                                                                                        | Time           |
|---------------------------|-----------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <b>Introduction</b>       | Recap of the key learning outcomes of the practical laser scanning session carried out the previous week. | A step by step overview of the laser scanning task that the group previously completed.                                                                                                                         | <b>5 mins</b>  |
|                           | <b>Development</b>                                                                                        |                                                                                                                                                                                                                 |                |
|                           | showcase of the finalized data that was captured by learners previously.                                  | Using an animated video of the finalized laser scan point cloud data that learners had contributed to capturing                                                                                                 | <b>10 mins</b> |
|                           | Highlight initial errors in alignment                                                                     | Showcase an animated video that focuses on the issues with the initial uncorrected alignment of the data.                                                                                                       | <b>10 mins</b> |
|                           | Showcase issues with uncleaned point clouds                                                               | Highlight the problems that can arise when trying to align uncleaned pointclouds with screen recorded examples.                                                                                                 | <b>15 mins</b> |
|                           | Demonstrate correct procedure for prior cleaning of point cloud and subsequent alignment                  | Showcase through the combination of live demonstration in register360 software and screen recordings the correct procedural order to clean and align scan data to produce an accurately registered point cloud. | <b>15 mins</b> |
| <b>Plenary/conclusion</b> | Session wrap up and recap                                                                                 | Recap on key points and processes covered in the session and check learners comprehension through a series of open questions poised to the group.                                                               | <b>5 mins</b>  |

Lesson reflection is detailed in main body of text.

## Appendix Four – SMART Action Plan

| Action No. | Target/Goal                                                                                                                              | Action Steps                                                                                                                                                                    | Links to Professional Standards                                                                     | Resources                                                | Target Date for Completion | Comments/Progress |
|------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------|-------------------|
| 1          | Increase learner engagement by transitioning from passive to active learning segments every 15–20 minutes to reduce off-task chatter     | Implement the 'Think-Pair-Share' method of questioning. Give learners 1 minute to think and 2 minutes to discuss in pairs before sharing with the class.                        | K2: Approaches to teaching.<br>A2: Teach through appropriate approaches.<br>V2: Promote engagement  | Visual timers, 'think-pair-share' prompts.               | As soon as practical       |                   |
| 2          | Improve classroom monitoring and rapport with learners at the back by strategically circulating the room during the demonstration phase. | Move away from the lectern and circulate through the inner loops of the room while delivering content. Provide individualized feedback and "positive noticing" to the back row. | V1: Respect individual learners.<br>A4: Support and guide learners.<br>A2: Appropriate environments | Wireless clicker (to enable movement away from the PC).  | As soon as practical       |                   |
| 3          | Enhance behaviour management consistency by developing scripted interventions to handle recurrent chatter.                               | Maintain an <i>Adult Ego</i> state. Use private redirects instead of public queries to preserve learner dignity.                                                                | A5: Own CPD.<br>V1: Respect individual learners.<br>K1: How learners learn.                         | Pivotal Education Pillars, Transactional Analysis models | As soon as practical.      |                   |