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The Role of Digital Innovation in Professional Practice: A Critical Evaluation

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Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

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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.

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1.0 Introduction

The Fourth Industrial Revolution hit hard. Technological progress over the past 50 years has created not only new markets and jobs but also new means of communication, and now we teach and learn (UNESCO, 2023). Interactive learning, devices, and digital tools have disrupted classrooms, challenging teachers' skills and knowledge, and continuously replacing chalkboards, making them obsolete.

During COVID-19, the global education system had to adapt and embrace technology to stay relevant in this constantly changing environment. Indeed, this rapid spread of technologies, widespread digitalisation, and 24/7 interconnectivity cannot be ignored by educational institutions and teaching professionals. In response, educators have adopted innovative teaching methods, integrating new digital tools into classroom activities, introducing blended and online learning opportunities, and ensuring the continuity of education (Zou et al., 2025).

In the context of professional practice, digital innovation is an important topic that affects not only the adoption of new digital tools and the skills needed to use them but also their meaningful integration into existing pedagogical frameworks and theories to create their transformative effects (Wei, Alias, and Hanim, 2025). The new modes of teaching, learning, and assessment have emerged from intentional exploration of the digital landscape and its pedagogical potential. The role of educational institutions and pedagogy itself has started to evolve, emphasising sustainability, climate change, diversity, inclusion, and peace (Morales-Aguilar et al., 2025).

Technologies can support these educational and socio-cultural goals in various ways. Using gamification, virtual (VR), extended (XR), and augmented (AR) reality is a key method for assessing learners' procedural knowledge and improving practical skills in a safe setting (Radianti et al., 2020). The emergence of Artificial Intelligence (AI) has been truly transformative, challenging existing pedagogical ideas and creating new obstacles. However, integrating AI into digital tools and services has improved learning by making it more intelligent and efficient (Rosenberg et al., 2022). AI-enhanced intelligent textbooks represent a progression from traditional texts and change how learners interact with them (Sergey Sosnovsky, Brusilovsky and Lan, 2025). The speculative world's approach, if accessible, can help marginalised groups imagine and experience actions and personas through AI modelling, VR, and AR, thus preventing digital exclusion and socioeconomic barriers (Tolbert et al., 2023, pp. 247–265). Pedagogies of peace, while emphasising the role of educational organisations in promoting social harmony, employ peace-promoting and restorative justice practices such as compassion, empathy, and storytelling to rebuild relationships, reduce ethnic disparities, and strengthen connections between teachers and learners (Bar-Tal and Rosen, 2009).

However, despite AI's ability to spark imagination, critical thinking, and creativity, some ethical considerations have been raised regarding its use in education (Iván Miguel García-López and Trujillo-Liñán, 2025). Therefore, as AI technology evolves, a deeper exploration is needed to ensure a standardised approach and ethical, responsible use of AI in education.

The developed Digital Standard Framework for post-16 education in Wales signifies the start of standardising digital practices, offering a structured, safe pathway for the ongoing development of Welsh teachers and learners. This strategic framework features a nationally

agreed set of professional standards that practitioners and organisations can utilise to understand the necessary skill set and development trajectory to successfully implement the Digital 2030 strategy (Welsh Government, 2019).

Various educational theories and innovative techniques can lay a strong foundation for integrating this framework into daily teaching practices and continuous professional development. However, this report aims to critically evaluate the role of digital innovation in professional practice by analysing academic discussions on suitable teaching tools and the incorporation of innovation into professional routines.

2.0 The role of creativity & digital innovation in professional practice

According to Corazza (2014), creativity is a blend of divergent and convergent thinking, with the former being a key element that enables individuals to broaden their imaginations and generate new ideas.

Therefore, following the same logic, creativity in teaching involves using innovative and meaningful practices to inspire, engage, and guide students' learning. This approach must be student-centred, emphasising independent and collaborative learning — digital tools can support this by providing a strong foundation for effective collaboration, self-expression, and creativity.

Indeed, creativity and digital innovation have become core expectations of modern professional practice in post-compulsory and higher education (Kukulska-Hulme et al., 2024). Digital tools, rather than being merely “add-ons”, are now fundamental capabilities that allow practitioners to craft engaging learning experiences and prepare students for the complexities of digitally mediated workplaces (Kelder et al., 2025).

However, despite digital innovation's creative potential, it is crucial to recognise the constraints and implications for practitioners who are now expected to be both creative professionals and digitally competent educators.

2.1 Conceptualising creativity and digital innovation

As aforementioned, creativity in education is typically the capacity to generate ideas that, through innovative practices, add value to specific learners within a particular context.

As detailed by Brownhill (2024a, pp. 45–226), in professional practice, this is less about “artistic originality” and more about creative problem-solving, re-designing learning experiences, and adapting practice to meet emerging needs. Recent research on creative practice in higher education suggests that creativity should be a shared endeavour — evenly distributed among teachers, students, and curricula — rather than a trait of a few “creative” individuals.

Conversely, digital innovation involves implementing new or significantly improved digital tools, processes, or practices that transform how work is carried out, how services are delivered, and how students learn. Enomoto, Warner, and Nygaard (2018, pp. 1–73) describe innovation in teaching as ranging from incremental changes to disruptive shifts that overhaul learning environments, assessment methods, and curriculum design. Furthermore, they emphasise that innovation is not solely about technology — it includes new pedagogical strategies, various forms of collaboration, and creative uses of physical and digital spaces. Nonetheless, in digital education, these ideas come together.

Beetham and Sharpe (2013a, pp. 13–244) argue that effective digital learning occurs when educators design “pedagogically sound” activities that leverage the specific capabilities of technology, rather than simply transferring existing practices into the digital realm. Therefore, creativity, in this view, lies in how practitioners imagine, design, and organise learning, not merely in their choice of tools.

2.2 Creativity as a dimension of professional practice

Professional practice in post-16 and higher education is increasingly seen as inherently creative. For instance, Marshall (2019, pp. 120–165) emphasises that academic and PCET practitioners must design curricula, learning activities, and assessments that respond to diverse learners, meet employer expectations, and adhere to quality assurance frameworks. Furthermore, this design is not a mechanical implementation of policy, but a process of creative judgement, negotiation, and experimentation.

Research on creativity in Higher Education (HE) discussed by Brownhill (2024b, pp. 26–128) suggests that creative teaching practices involve at least three interconnected elements:

- **Creative learning design** — including projects, simulations, case studies, or real-world tasks instead of relying solely on lectures.
- **Creative classroom practices** — such as improvisation, responsive questioning, and adapting explanations.
- **Creative professional identity** — where educators see themselves as designers, facilitators, and co-learners rather than just content experts.

However, this creativity is shaped — and sometimes limited — by the broader context. Johnston, Macneill, and Smyth (2020, pp. 19–39) discuss the neoliberalisation of contemporary universities and show how institutional policies, funding models, and digital strategies influence what is considered legitimate innovation in universities, often prioritising efficiency, data, and standardisation.

Critically speaking, creativity can serve as a managerial expectation “lever” — “be innovative” — without sufficient time, support, or recognition for the complex labour involved. Therefore, while educators are expected to be creative and digitally innovative, their capacity to do so is unfortunately inconsistently supported.

2.3 Digital innovation and pedagogical design

According to Lowyck (2002), pedagogical design, introduced as a new concept in teaching and learner support, describes the deliberate use of methods, strategies, and tools to ensure learning is effective, efficient, and productive.

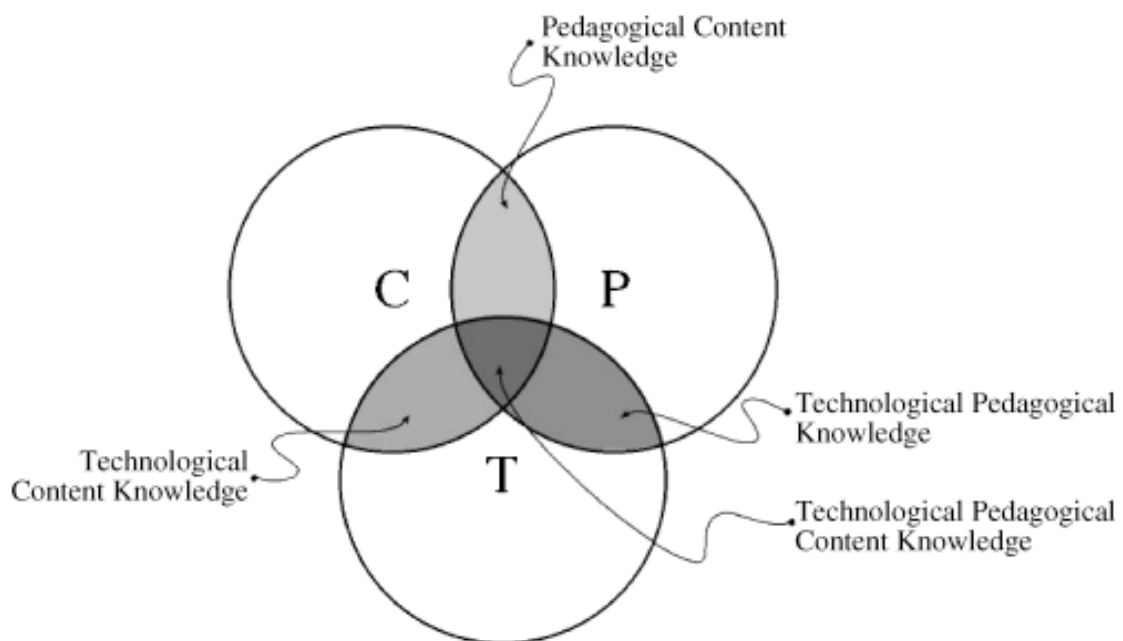
Some academic sources on rethinking pedagogy provide a useful starting point for understanding digital innovation in professional practice. Rethinking pedagogy involves critically examining and updating teaching methods to better align with current needs (Beetham and Sharpe, 2019, pp. 15–85).

Beetham and Sharpe (2013b, pp. 31–78) argue that digital technologies should be regarded as components within a broader learning space design, with educators explicitly considering how they enhance learning outcomes, activities, feedback, and assessment. Digital innovation, therefore, is not simply about adopting the latest platform for the sake of doing something new, but about redesigning learning activities to harness new opportunities – such as asynchronous collaboration, multimodal expression, or data-driven feedback.

Daniela (2020, pp. 25–220) offers a collection on digital pedagogies in higher education, emphasising “smart pedagogy” in media-enriched environments, where VR simulations and gamification as teaching methods can help with creative problem-solving and reflection when intentionally embedded in the curriculum.

Mishra and Koehler (2006a) propose that frameworks such as Technological Pedagogical Content Knowledge (TPACK) and Substitution, Augmentation, Modification, Redefinition (SAMR) assist practitioners in conceptualising their own digital innovation. TPACK indicates that effective use of technology depends on the intersection of content knowledge, pedagogical knowledge, and technological knowledge, emphasising that technology choices must suit both the subject matter and the teaching approach, as shown in Figure 1.

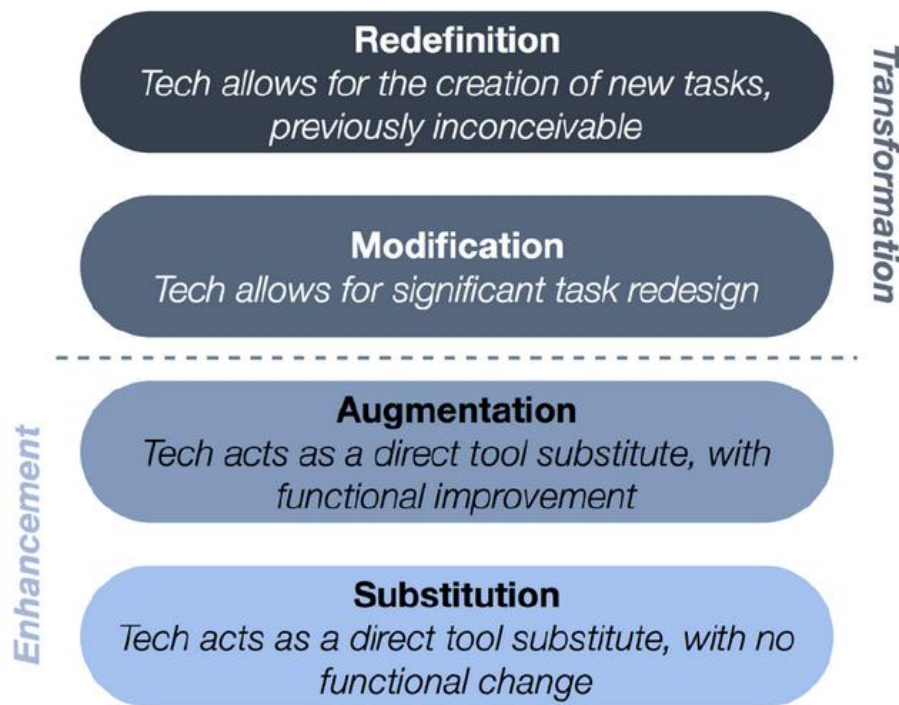
Figure 1: TPACK Model



Source: Mishra and Koehler, 2006b.

The SAMR model (see Figure 2), originally proposed by Dr Ruben Puentedura, places technology integration on a continuum from simple substitution to transformative redefinition of the learning task (Hamilton, Rosenberg and Akcaoglu, 2016a). It provides a valuable framework for the effective, practical, and structured integration of technology into education (Kurt, 2023). The model encourages educators to reflect thoughtfully on how and why they use technology in their teaching, prompting them to critically evaluate the purpose and approach behind each digital tool they introduce. Through deliberate and incremental integration of technology, teachers can build their digital confidence and continuously develop and refine their teaching methods, gradually reshaping their pedagogy to create more effective learning experiences for students.

However, while both frameworks are widely employed in education, recent reviews have warned against treating them as simple checklists.

Figure 2: SAMR Model

Source: Hamilton, Rosenberg and Akcaoglu, 2016b.

For example, SAMR has been criticised for its lack of empirical basis and for implying that deeper levels of technological integration are always preferable, regardless of context (Zamri and Mohamad, 2024). Therefore, these models should be used as reflective tools to enable professional practitioners to critically evaluate the purpose, depth, and practical availability of the specific digital tool for students' learning and application processes.

2.4 Ethical, legal, and professional considerations

Although a significant amount of academic literature emphasises the positive potential of digital innovation (Selwyn, 2019, pp. 1–159), critical accounts highlight structural, ethical, and other risks and problems (Couldry and Mejias, 2019, pp. 3–213). Creativity and digital innovation in professional practice form part of a complex network of ethical, moral, legal, and professional responsibilities. For educators, adopting new tools is not value-free: decisions about data protection, AI, accessibility, and workload directly influence trust, inclusion, and well-being (Selwyn and Gašević, 2020). This section evaluates four interconnected areas that require careful consideration when integrating digital innovation into practice.

2.4.1 Data protection, privacy and learning analytics

The expansion of digital platforms, analytics dashboards, and tracking tools means that large volumes of learner and staff data are routinely collected and processed by third-party providers and companies that are not legally or physically controlled by educational organisations. Under

the UK General Data Protection Regulation (GDPR), such processing must have a clear legal basis, be transparent to data subjects, and adhere to principles of purpose limitation, data minimisation, and security (ICO, 2023).

Research on learning analytics highlights particular risks around consent, profiling and the potential for surveillance if data are used to monitor behaviour rather than support learning (Cormack, 2016).

Hoel and Chen (2018) argue that learning analytics projects require robust governance frameworks that address privacy-by-design, clear responsibilities and role definitions and mechanisms for student voice in decision-making. Similarly, a recent report endorsed by the Higher Education Policy Institute (HEPI) stresses that while an increasing amount of data can help universities create targeted student support and improve their retention, institutions must ensure compliant contracts with technology providers and vendors, clear privacy notices, policies and procedures to protect the private data of the students and staff (McIntosh, 2017).

Therefore, for teaching practitioners, this means comprehending local institutional data protection policies, using digital tools and specific software appropriately, and clearly explaining to learners the purpose of each tool, what data are collected, why they are collected, and how long this data will be retained.

2.4.2 Academic Integrity and the Use of AI

The rapid spread of generative AI tools evidently raises new concerns and questions about academic integrity, authorship, and professional ethics (Bittle and El-Gayar, 2025).

Traditional definitions of academic misconduct focus on plagiarism; sector organisations such as the Quality Assurance Agency for Higher Education (QAA) now explicitly include the undeclared use of generative AI as a form of misconduct, where AI-generated text is passed off as the student's own work (QAA, 2023).

A recent review of AI and academic integrity highlighted AI's dual nature: it can undermine integrity when used to fabricate assignments, but it can also support integrity through drafting assistance, feedback, and detection tools when used transparently (Balalle and Pannilage, 2025).

Some UK universities have responded by issuing guidance that emphasises the critical, disclosed use of AI for brainstorming, language polishing, or study support, while prohibiting unacknowledged text generation for assessed work (University of Birmingham, 2025).

However, for professional teaching practitioners, the ethical challenge is twofold. Firstly, they must model and teach responsible AI use, requiring students to declare AI assistance, discuss its limitations, and reference it appropriately (Partovi and Yongpradit, 2024). Secondly, they must avoid over-reliance on imperfect AI-detection tools as the sole evidence in misconduct cases, given documented concerns about false positives and bias (Giray, 2024). Perhaps, by adopting a constructive approach, they can present AI literacy as an aspect of digital professionalism, emphasising honesty, transparency, and critical evaluation rather than merely prohibiting it (Read, 2025).

2.4.3 Accessibility, inclusivity and universal lesson design

Ethical digital practice also requires that resources and environments be accessible to all learners, including those with learning difficulties or who use assistive technologies.

For instance, international web accessibility standards, such as the W3C's Web Content Accessibility Guidelines and the UK's Web Content Accessibility Guidelines (WCAG), emphasise perceivability, operability, understandability, and robustness, with practical implications for the design of everyday teaching materials and tools (World Wide Web Consortium, 2016).

Guidance from UK public bodies and universities highlights practical measures: maintaining sufficient colour contrast — usually a minimum ratio of 4.5:1 for standard text — avoiding colour as the sole means to convey meaning, using clear headings, providing alternative text for images, and ensuring materials can be navigated with keyboard and screen readers (Pun, 2016).

According to Tsalapatanis and Mulcahy (2021), captioning videos, transcripts for audio resources, and accessible document formats are now standard requirements rather than optional extras. Inclusive design guides emphasise the importance of involving diverse users in testing and continuously improving resources.

Therefore, from a professional perspective, accessibility is not just about technical compliance. It is vital to meet ethical and legal duties under equality and disability legislation. Incorporating accessibility from the beginning, rather than adding adjustments afterwards, aligns digital innovation with social justice, ensuring that new tools do not unintentionally increase exclusion or create additional barriers for disabled and neurodivergent learners.

2.4.4 Workload, well-being and the pace of change

Watermeyer et al. (2020) observe that introducing new digital tools significantly affects the workload and well-being of staff and learners.

Research on staff well-being in higher education indicates that rapid digitalisation, especially during and after the COVID-19 pandemic, has led to increased workloads, blurred work–life boundaries, and “digital exhaustion,” particularly when change is continuous, and support is limited (Wray and Kinman, 2021).

Similarly, studies on digital technologies and employee well-being in other sectors show mixed effects — technology can encourage flexibility and independence. However, it may also increase expectations of constant availability and performance monitoring (Sansovini and Magida, 2025). In digital learning, learners may experience cognitive overload, notification fatigue, and anxiety when multiple platforms, logins, and communication channels are introduced without a coherent design (Lister et al., 2024). Ethically responsible innovation, therefore, requires attention to pacing and support.

Professional bodies and wellbeing reports recommend providing adequate training, clear communication, time for experimentation, and rationalisation of tools rather than a continuous layering of new systems (Feldman and Newman, 2021).

For teaching practitioners, this involves advocating for realistic implementation timelines, avoiding unnecessary complexity, and integrating digital well-being topics into their work with students — such as notification management, maintaining healthy online boundaries, and workload planning.

Overall, these ethical, legal, and professional considerations serve as guardrails for creative digital practice in education. They do not oppose innovation but guide it in ways that respect rights, uphold integrity, broaden participation, and safeguard well-being, ensuring that digital creativity contributes positively to, rather than undermines, the core values of professional education.

2.5 Implications for professional practice

Across the reviewed literature, several implications arise for professionals working in post-16 and higher education settings:

1. Creativity is part of everyday practice, not a separate activity.

Educators are architects of learning, not merely facilitators of content. Creativity involves choices about learning outcomes, activities, assessment, and feedback, all of which can be enhanced and, at the same time, made more complex by digital tools (Beetham and Sharpe, 2013c, pp. 64–78).

2. Digital innovation should be pedagogically and contextually driven.

Innovation as a process is inextricably linked to learners' needs, disciplinary demands, and local constraints, rather than to the possibilities offered by a particular technology. Frameworks such as TPACK and SAMR can support reflective decision-making, but they must be applied critically and flexibly (Mishra and Koehler, 2006c).

3. Digital capabilities development is both an individual and organisational responsibility.

Practitioners need opportunities for professional learning that emphasise creative digital design, experimentation, and reflection, rather than just technical skills training. At the same time, institutions must align policies, infrastructure, and culture to achieve sustainable, inclusive digital practice (The Open University, 2022).

4. Critical perspectives are essential.

Discussions about creativity and innovation can hide issues related to inequality, surveillance, and increasing workload. Therefore, a critical, research-informed approach to digital practice is necessary to encourage practitioners to question whose voices shape innovation agendas and to support learner-centred, ethically grounded design (Johnston, Macneill and Smyth, 2019, pp. 63–233).

2.6 Conclusion

To summarise, the reviewed literature indicates that creativity and digital innovation are now essential to teaching professional practice in post-compulsory and higher education; however, their roles and importance remain complex and continue to be debated.

It was also observed that creativity manifests in how practitioners design and facilitate learning, negotiate institutional demands, and co-construct knowledge with learners. Digital innovation offers powerful tools and diverse learning environments for these activities, enabling new forms of collaboration, multimodal expression, and feedback. Nonetheless, technology does not guarantee creativity — it can just as easily support existing practices or create new forms of exclusion if not adopted appropriately.

Regarding professional teaching practitioners, the main challenge is adopting a critically informed, reflective approach: viewing themselves as creative designers of learning, using digital tools strategically rather than reflexively, and collaborating with colleagues and institutions to foster cultures that genuinely support experimentation, inclusion, and ethical practice. This reframes creativity and digital innovation not as mere “buzzwords,” but as ongoing, context-dependent processes that both influence — and are influenced by — everyday professional practice.

3.0 Selection and justification of suitable teaching tools

In this section, I apply the theories of digital innovation discussed earlier to my own professional practice. I focus on Microsoft Forms, which I used to gather structured learner feedback on my teaching session. I explain how this tool supports my objectives in the PCET context and aligns with learning theories and digital innovation models such as SAMR.

3.1 My teaching context and reasons for selecting Microsoft Forms

My current teaching takes place in the higher education sector with adult and mature learners, including both domestic and international students, on business-related modules. Sessions are delivered in a blended environment using Microsoft 365 tools. In this context, any new tool must be practical, accessible, and compatible with the existing digital ecosystem.

For this session, I decided not to use tools like Vevox or Mentimeter, as they did not integrate easily into my plan and could have over-complicated the delivery. Instead, I chose Microsoft Forms because it is part of the same Microsoft 365 environment my learners already know. Its simplicity and accessibility enable me to quickly create clear, structured feedback forms, making it a practical, purposeful innovation.

3.2 Theoretical framework: learning, feedback, and motivation

Although Microsoft Forms is often regarded as an administrative tool, in my practice, I used it as a pedagogical resource to support my ongoing development. This aligns with several learning theories discussed in my course.

From a behaviourist perspective (Seel, 2012, pp. 438–442), learner feedback collected through Forms provides insight into how my teaching behaviour influences learners' responses. I can then modify future sessions and assess whether changes lead to improved feedback patterns over time.

From a cognitivist viewpoint (Xiaohui, 2024, pp. 1–2), Forms allows me to ask specific questions about clarity, understanding, and cognitive load, such as “Which part of the session was hardest to follow and why?” This helps me identify where learners may have struggled to process new information and where the strategy and teaching plan need improvement. By asking open-ended questions, Forms also support a constructivist approach (Allen, 2022). I encourage learners to articulate and reconstruct their understanding in their own words. This process of summarising and reflecting helps them build personal meaning from the session content.

A humanistic perspective is also important here (Kumari, 2024). Asking for feedback through Forms demonstrates that I value learners' views and am willing to adapt. Anonymous responses can help adult learners feel more comfortable sharing honest opinions about pace, difficulty, or the classroom atmosphere. This fosters a more trusting, learner-centred environment where students feel heard and respected. I can redesign future sessions accordingly to show that their input has an impact. This boosts their sense of ownership and belonging.

3.3 Microsoft Forms and Digital Innovation Model — SAMR

I chose the SAMR model to frame my use of Microsoft Forms as a digital innovation.

Figure 3: Microsoft Forms implementation of the SAMR Model

Substitution	At this level, Forms simply replace a paper feedback sheet. Learners complete the same kind of questions, but online instead of on paper.
Augmentation	At this level, Forms enhances the process by automatically collating responses and generating charts. This saves time, reduces the risk of losing paper forms, and makes patterns easier to spot.
Modification	At this level, I can redesign the feedback activity itself. For example, I can schedule Forms to be completed on learners' phones at the end of the session, include branching questions based on answers, and share a summary of anonymised results with the group in a follow-up session. This turns feedback into a dialogue rather than a one-way process.
Redefinition	At this level, I could use Forms to involve learners more deeply in shaping future teaching. For instance, I might co-create some of the questions with them ("What would you like to be asked about our sessions?") or use Forms as part of a flipped reflection activity, where learners complete a reflective form before the next class, and I use their responses to tailor the content.

Source: Author's creation

Figure 3 shows that it is more than an administrative survey tool; it becomes part of a redesigned, participatory feedback process that supports my ongoing development as a teacher.

3.4 Ethical, legal and practical considerations

Using Microsoft Forms also raises ethical and legal questions I needed to consider. Since Forms is part of the institutional Microsoft Office 365 environment, it complies with UWTSD's data protection and GDPR policies, thereby reducing the risk of data leaks and maximising data security.

4.0 Application of the chosen learning tool

From an application perspective, Microsoft Forms was a manageable innovation. It took some time initially to design a meaningful set of questions, but once created, the form could be reused and adapted for future sessions. The automatic summary of responses actually reduced my workload compared to reading and manually collating paper feedback.



The introductory section of the lecture

Overall, Microsoft Forms proved to be a suitable digital tool for my teaching context. While teaching students how to use Microsoft Forms effectively, I can demonstrate its use in professional environments.



The final part of the lesson with the displayed QR code

The generated QR code can be accessed on Android or iOS devices using the built-in camera. The students faced no accessibility issues, as I alternatively provided a direct link to the questionnaire.

4.1 Lesson Plan**Lesson Plan**

Topic: Digital skills — Questionnaire Design and Microsoft Forms		Class: CertHE (Level 4)
Date: 17/11/2025	Length of lesson: 3 hours	Number of students: 14
Resources required: ➤ Functioning and connected presentation equipment ➤ Wireless presentation remote (clicker) ➤ Microsoft Office 365 (Teams, PowerPoint, Outlook, OneDrive) ➤ PowerPoint slides: <i>Questionnaire Design & Microsoft Forms</i> ➤ Microsoft Forms (institutional account) ➤ Learners' own devices (smartphones) ➤ Internet access ➤ PCs (available in the classroom)		
Aim of the Lesson: ➤ This session aims to enable learners to grasp the principles of effective questionnaire design and apply them by creating a short questionnaire and a feedback survey in Microsoft Forms for use in their assignment work and future practice.		
Learning Outcomes – The Learners Should Be Able To: ➤ Define what questionnaire design is and explain its purpose in research and data collection. ➤ Identify and distinguish between key question types (open-ended, closed-ended, multiple-choice, rating scales, ranking). ➤ Apply core principles of question wording, order, length, layout and ethical considerations to improve questionnaire quality. ➤ Collaboratively design a short questionnaire for a given topic, using appropriate question types and structure. ➤ Create a simple feedback questionnaire in Microsoft Forms and generate a QR code link to embed in a PowerPoint slide.		
Previous student knowledge required for the session: ➤ No in-depth prior knowledge of questionnaire design is needed.		

Anticipated difficulties (if applicable):

- Some learners may not have a device or may experience login issues with Microsoft 365.
- Equipment malfunction, software lags, or no internet access.

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

- Plan and deliver effective learning, teaching, and assessment by thorough lesson planning, choosing suitable teaching techniques tailored to the subject and audience, and implementing fair assessment practices. Focus on prioritising students' knowledge and skills acquisition most effectively and safely through engaging discussions and the integration of Q&A sections.
- Build positive and collaborative relationships between the lecturer and students by fostering a respectful and supportive, friendly atmosphere, developing trust by asking students opinions on the learning subject, active listening and empathy.
- Demonstrate a commitment to sustainability by avoiding printed handouts and utilising digital training materials, such as PowerPoint presentation slides.
- Critically reflect on one's own values, knowledge and skills to improve learning and teaching practices by applying reflection-in-action and reflection-on-action techniques during and after the lesson.
- Demonstrate dignity, courtesy, and respect towards others by adhering to the University's code of conduct, rules, and regulations, as well as the Equality Act 2010, while providing appropriate support and safeguarding to students throughout and beyond teaching activities.

Stage	Focus	Strategy	Time
<u>Introduction</u>	Welcome, session overview and entry behaviour check.	<u>Slides 1–3:</u> ➤ Brief self-intro ➤ Aims and outcomes ➤ Session structure Quick question: "Who has designed/completed a questionnaire before?" ➤ Short <u>Q&A</u> to activate prior knowledge.	10 min
<u>Development</u>	What is questionnaire design?	<u>Slides 4–6:</u> ➤ Brief input on what a questionnaire is and why we use it ➤ Class <u>discussion</u> on why clear objectives matter <u>Activity:</u> Think–pair–share on what information they'd collect for a simple study.	20 min
	Question types	<u>Slides 7–9:</u> ➤ Open and closed questions	20 min

	Question wording, order, length & presentation	➤ Rating/Likert and ranking questions Activity: Small groups sort example questions by type—quick plenary check and corrections. Slides 10–16: ➤ Key principles (clear wording, no leading/double-barrelled questions, logical order, reasonable length, readable layout) ➤ “bad” question examples. ➤ Brief note on consent, anonymity and confidentiality.	25 min
	Collaborative questionnaire design	Break	30 min
	Creating a feedback questionnaire in Microsoft Forms	Video -> Group activity: In groups of 3–4, learners work on a given topic to design a draft questionnaire (8–10 questions) with a mix of question types, clear wording, and a logical flow. ➤ Active support of the students ➤ Design a short feedback form in Microsoft Forms ➤ Generation of a QR code ➤ QR code integration into the slide Activity: Create a simple feedback form and a QR code for their presentations. • Technical help provision • Link activity to assignment	30 min
Plenary/Conclusion	Recap, Q&A and completion of feedback	Final slide: ➤ Short Q&A on assignment ➤ Optional: learners complete very short Forms feedback via QR code.	15 min
		Total Duration:	3 hours

5.0 Evaluation and reflection

In this section, I will utilise Driscoll's model of self-reflection, also known as "What?, So What?, Now What?" (Greene, 2024).

5.1 What?

In my recent session, I used Microsoft Forms as a learning and feedback tool to collect structured, anonymous feedback on my teaching, supporting critical reflection and demonstrating a transferable digital survey instrument that learners will need to use in their upcoming assessment.

The main learning outcome for the session was that learners should be able to create their own Microsoft Forms questionnaire. After my in-class demonstration, students designed simple Forms aligned with their presentation topics and generated QR codes. They later used these Forms successfully in their assessed presentations, embedding QR codes into slides and collecting peer feedback. This showed that the intended transfer of digital skills into authentic assessment practice was achieved.

At the end of the lesson, I shared a short Form via QR code and a link, asking learners to rate the usefulness of the activities and what supported or hindered their learning.

5.2 So What?

Pedagogically, Microsoft Forms functioned as a formative evaluation mechanism and a vehicle for learner voice. It supported assessment for learning by providing measurable evidence of learners' experiences during the session, rather than relying solely on my perceptions. The data confirmed strengths in explanation and structure, but highlighted weaknesses in how time was allocated to digital scaffolding.

For learners, designing and using their own Forms demonstrated constructive alignment: the digital tool they initially encountered as respondents became the same tool they used in their assessments. This facilitated the transfer of learning and the development of digital skills, as they applied principles of questionnaire design, layout, and ethics in an authentic context.

Theoretically, the activity aligns with constructivism. By creating their own forms, learners actively constructed and reconstructed their understanding of questionnaires and digital feedback. From a humanistic perspective, anonymous feedback promoted psychological safety and signalled that I value learner perspectives and am willing to adapt my practice.

In terms of digital innovation, my use of Forms lies between Augmentation and Modification in the SAMR model. It goes beyond simply replacing a paper feedback sheet. However, it has not yet transformed feedback into a sustained, co-created evaluative dialogue.

The limitations are instructive. Some items in my own form were too general, which reduced diagnostic effectiveness, and placing feedback at the very end meant some learners were already preoccupied with assignment queries. Minor access issues highlighted the need for multiple access routes and contingency plans.

Overall, this reflection leads me to a clear conclusion — technology should be purposeful, not just performative. Microsoft Forms added value because it directly supported my intended outcomes and integrated smoothly with existing Microsoft 365 tools. Introducing additional “flashy” platforms merely to seem innovative would have increased cognitive and digital load without a clear pedagogical rationale.

5.3 Now What?

In my future professional practice, especially when using Microsoft Forms, I plan to enhance the feedback design to ensure items are explicitly aligned with learning outcomes and key session aspects, making the data more actionable.

More broadly, I will implement the following principles for digital integration in my PCET practice:

1. **Pedagogy-first approach** — begin with the learning or evaluative purpose, then choose the tool that best supports it.
2. **Simplicity and coherence** — focus on a small, unified set of tools to prevent digital overload.
3. **Inclusivity and ethics** — offer diverse access options and maintain data protection standards.
4. **Iterative, evidence-based refinement** — view digital tools as part of a continuous cycle of planning, formative evaluation, reflection, and redesign.

In conclusion, I now feel more confident in justifying when and why I use tools like Microsoft Forms, and in ensuring that any digital innovation in my teaching is meaningful, aligned with the desired outcomes, and responsive to learners’ needs.

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