

This Assessment will comprise of two parts, the first being a literature review outlining current thinking and guidance in relation to behaviour management and effective learner engagement from both an academic and legislating perspective. This literature review will consider the development of managing behaviour within a periodic concept, critically analysing theoretical perceptions of education pedagogy and legislative guidelines. Part 2 of this assignment will comprise of two reflections of two observations that I have carried out, focussed on effective learner engagement and behaviour management, and one reflective account of my own teaching practice.

MAIN BODY

Holton (1995) analyses the periodic concept of conflict within a classroom, stating that behaviour management has been needed within the classroom environment dating back to medieval times, however, it is still an ongoing issue in the modern day. Multiple methods have been introduced to combat extreme behaviour, ranging from the introduction of the cane in the 1970's through to the 1990's, when it was finally banned, being used on students who would not conform, and physical punishment by means of hitting or slapping, and 'deadly' sarcasm, in which students were humiliated and downgraded (Lebor, 2017). Lebor (2017) considers that the method of corporal punishment was used because safeguarding students was a little-known concept, becoming a teacher was 'almost a license to be sadistic or at least carry out abuse with impunity', a concept in which within modern times, has been abolished. Education has been reformed, and a positive safeguarding culture for both student and teacher has replaced the corporal punishment method of teaching, with multiple strategies being implemented to ensure that safety and behaviour management is priority within the post-compulsory educational sector. One such strategy is that of Fred Jones (2007) who recommends a positive classroom atmosphere coined *Positive Discipline Model* to prevent problems from the onset, a strategy that has been adopted in many aspects of educational theory and practice. Jones *et al.* (2007) believed that by helping students to understand values, such as self-control, independence and responsibility, students would understand the structure of a classroom, discouraging misbehaviour, eliminating wasted time. To achieve this, Jones *et al.* (2007) recommended that the teacher should move amongst the students, presenting themselves with a physical closeness whilst placing emphasis on body language, proximity, breathing and posture, and a reward system, in which should negative behaviour be observed by the teacher, positive activity time would be taken away, promoting the desirable behaviour to motivate students to behave. Jones' theory has come under criticism as many believe that his method does not teach students to be

ethical people, it only attempts to create compliance (Kohn, 2012). Kohn (2012) determines the problematic aspects of Jones' methodology, suggesting that physical proximity to students can be representative of intrusion on a student's personal space. In terms of intimidation, this strategy can be even more questionable, as Lebor (2017) suggests that the dynamics within a classroom can be dictated by multiple aspects within a room, suggesting as an example that if the student and teacher were of the opposite sex and if sexuality or gender are not experienced or understood as binary by either the student or the teacher, it can be interpreted as a sexual connotation of power as opposed to an assertiveness within a classroom environment, creating a negative impact within that environment that was not an issue before. A second theory coined *Choice Theory* by William Glasser in (1998) suggests that most of the behaviour demonstrated within a classroom setting is chosen, driven by a genetic makeup to satisfy five basic needs: survival, love and belonging, power, freedom, and fun. Glasser (1998) focusses on 'love and belonging' as the most important of these needs in the educational context, elaborating that connectedness with other individuals is the foundations that humans need to satisfy all other needs. Lynch (2016) compares Glasser's theory to a management structure; for the students to learn, effective management of teaching needs to occur. Lynch (2016) further describes *Choice Theory* as a role in which teachers need to understand the basic needs of a student to ensure that they understand that working hard and being obedient is worth their time and have a positive influence on their lives. Developing positive relationships with students and connecting with them, providing them with a sense of safety, competence, and power, allows the student to be able to have freedom within their own educational journey and to enjoy the journey that they are on. It can be argued that *Choice Theory* is a humanistic approach to learning, considering that all the basic needs are met the student is on their own journey to self-actualisation, a theory in which psychologist Abraham Maslow (1943) describes within his Hierarchy of Needs, suggesting that human motivation is based on individuals seeking fulfilment within their lives.

Bennett (2018) believes that challenging behaviour within the classroom environment is a result of poor relationships between students and lecturers, suggesting that as human beings, we are remarkably social people, who enjoy the company of others who share a common goal. This is evident when looking at the classroom environment; all individuals who are in the class are there to achieve a qualification within that subject area. It can be argued that the demographics of students come from a wide variety of circumstances which Parsonson (2012) describes as an ecological systematic issue. Within further and higher education, there is a wide

range of ages, circumstances, external problems, and different experiences, this is what Bennett (2018) establishes as the primary reason for poor behaviour within the post sixteen education sector. The Further Education and Development Agency (1998) defines disruptive behaviour as “patterns of repeated behaviour which significantly interrupts the learning of others or threatens their personal security or well-being”, a statement that the University and College Union (2022) believes can be easily rectified by simply setting some ground rules within the classroom environment that promote responsible behaviour drawing on Fred Jones’s Theory of *Positive Discipline* and Glasser’s *Choice Theory*. It is evident within The Union and Collage Union (2022) *Classroom Management* documentation that approaches to further and higher education focus on the perspective that each student is an individual, and need a balance of management and humanism, focussing on the dual perspective that students have a right to learn just as the teachers have a right to teach, establishing an approach based on research, suggesting that the most important strategy in classroom and behaviour management is reinforcement. Understanding how to integrate theoretical perspectives within effective classroom management is described by the Welsh Government (2010) as a practical approach, although the handbook *Practical Approaches to Behaviour Management in the Classroom* is aimed at secondary school education, it can be considered as a transferable handbook for those in the post sixteen education sector. The Welsh Government (2010) suggest that the management and humanistic theories considered establish the essential characteristics of effective teaching, are the characteristics of the teachers themselves, suggesting that the effective teaching must include an element of the values that underpin what teachers do. Values such as respect and equal treatment are those of which are respected most by students of all ages, with teachers working in a preventative manner, as an authoritarian figure that over time has no legitimate basis. Robertson (1996) elaborates that authority does not come from a teacher giving orders and enforcing obedience, but from the demonstration that the teacher gives to the classroom of communication and commitment of the student’s individuals education.

It can be seen throughout this piece of literature that corporal punishment; the once favourable form of managing behaviour within a classroom, was abolished in favour of safeguarding students. Contemporary research as indicated that positive behaviours and an element of freedom provide greater benefits to both the learner and the teacher. There are multiple theoretical approaches to behaviour management to be explored, however, all have a common theme and each, their own criticism, alluring the complexity that is, the management

of people. It can be argued that the multi-workings of theoretical approaches, strategy and characteristics are what is needed to manage behaviour within a classroom from a humanistic approach. The understanding of hardships and external social environments, and a passion driven by the subject from the teacher to engage and motivate in a preventative format is what moves teaching away from an authoritarian perspective, and forward into an inclusive, diverse, positive experience that can be benefitted by all on their educational journey.

Part 2

These reflective accounts will comprise of two observations undertaken within my placement setting, outlining strategies and approaches used for learner engagement. These reflections will be based on Schon's reflection in action and reflection on action model. The third reflection will be that of my own teaching practice.

LECTURER A observation

Reflection in action

It was apparent that the lecture was small, with only one student in the room and one other student online which considering learner engagement, meant using multiple approaches. Lecturer A demonstrates professionalism throughout, in a motivating tone suggesting excitement and enthusiasm. Lecturer A sets clear goals for what will be covered in today's lecture and explains that all the lectures will be recorded and uploaded to further help them following the lecture. Lecturer A is very aware of the students that are within the group, as these are level four students, they are new to academic writing, in which lecturer A appears to understand. It appears that lecturer A understands the two students, knowing them by name and by their interest as displayed by linking the lecture to their own experiences. Lecturer A keeps the taught component brief as to not overwhelm the students and is continuously asking if the two students understand. Lecturer A is using multiple methods of lecturing, including speaking in front of the class, and interacting with the on-screen display to demonstrate further information. Lecturer A easily goes from the student in the class to the student online, making an inclusive, interactive environment. It is evident that lecturer A has a personal connection to each student, as the topics that are discussed are put in the context of the personal interest of each, both very different. The motivational tone is met with support, somewhat of a motherly caring nature, offering guidance and reassurance that the students will be able to complete the assignment with ease, and further provides them with the information needed to contact lecturer A following the lecture should they have any problems.

Reflection on Action

With the student class size being small, I thought that it was interesting how lecturer A was able to conduct the room. Lecturer A set a clear plan for the lecture, showing an authoritative approach in which Baumrind (1971) characterises by the behavioural principles of high expectations of the appropriate behaviour within an education environment and a warm student- teacher relationship, a characterisation clearly demonstrated by lecturer A. By explaining the schedule of the lecture at the beginning lecturer A set a clear expectation for the class, which allowed the students to hold their attention and engagement. Lecturer A's tone throughout was enthusiastic and exciting, a technique that Douglas (2019) applauds when managing behaviour within a classroom, allowing the teacher to cut-through low-level disturbances to help keep a firm control and satisfy student engagement. Furthermore, reflecting on this approach and the engagement between lecturer A and the students, lecturer A was very quick to answer students, and rewarded them with praise "yes, very good" when a question was answered, a strategy that Dwyer *et al.* (2010) emphasises as an imperative strategy in particular when working with students who are new to education, in order to build confidence in their own intelligence, to provided them with a positive mindset of themselves. Allowing the personal element to the lecture allowed lecturer A to create a caring environment and a culture of safety within the education system, a pedagogy that many educators have advocated for to allow the student to have a familiar sense of support within the education sector as they do within their personal lives, a method that Zhang (2008) suggests is best used within the higher education sector to create a sense of belonging, often an issue when considering behaviour within the classroom.

LECTURE B

Reflection in Action

Lecturer B presents in a calm and collective manner, with all the students being online it is difficult to measure the engagement initially as out of five students only one student had their camera on. The lecture starts with a recap of the previous session, and an introduction of what will be taught throughout this lecture. Lecturer B is highly prepared with a PowerPoint presentation and works through the presentation with allocated sections for discussions in between topics, when prompted the students do engage with lecturer B, however, this is in simple one-word answers. Lecturer B does not address the students individually, and if no

discussion is started it is overlooked and the PowerPoint presentation continues. If a student does ask a question, lecturer B focusses fully on the individual student, providing an answer and then elaborating. Lecturer B tried to make jokes throughout the lecture, however, without the cameras being turned on and the microphones being turned off, it is difficult to measure the engagement with the students.

Reflection on Action

Lecturer B's tone was calm and collective throughout the lecture, however, at times came across as monotone, a tone that ESS (2022) describes as boring and unengaging, recommending that teachers should add theatrics to their voice, varying their inflection and volume can add fun to the lecture and keep students engaged. Teaching to a classroom that is solely online is a difficult concept when the teacher is being faced with a blank, silent screen that prevents interactions between the students and the teacher and the interactions between the students themselves. Dixon (2015) recommends setting ground rules at the start of an online lecture that promotes the use of their camera and their microphone throughout the lecture to benefit the experience of the lecture, but also the attainment of the lecture, a process that was not completed by Lecturer B, leaving lecturer B isolated and disconnected from the students which can have a negative effect on their behaviour. Pandolpho (2021) suggests that physical disconnection can have a negative impact on engagement within higher education as there is less identification between the students and the students and the teacher, coining it a critical element, teachers should incorporate culturally responsive elements into their online teaching by ensuring that they act as though they are in the same room for students to not lose their identity and to target the natural, humanistic interpersonal skills. By setting ground rules and providing an explanation as to why cameras should be on would have created a better learning environment for both the students and the lecturer within this observation. Lecturer B often tried to inject multiple elements of humour into the lecture, although met with blank screens, Appleby (2018) suggests that humour has been shown to have many benefits for students including an increase in learning, self-motivation, and a creation of a positive social and emotional learning environment, suggesting that had this lecture been within the classroom environment then there would have been an increase in student engagement.

Reflection of my own teaching practice

Reflection in Action

As this was the first time that I was meeting a new cohort of students I was apprehensive to create a positive rapport with the students, this is an online lecture that is designed to introduce myself, the module, and the assignment to the students. I am eager to set the ground rules within this lecture as to what is expected from the students and how we would conduct the further sessions for the module. At first, I am greeted by the students, and I introduce myself. The students are very welcoming and are excited to work through this module with me as it has been designed to interject some practicality to their degree work. I start with the basics of the module, a brief overview of what will be covered, but I am interested to know if there were any areas in which they would prefer to have more time taken in explanation. I had a clear plan for the lecture, and I can stick to it using both controlled time and a PowerPoint for the assignment. I am also able to use some informal time to get to know the students, asking them about their backgrounds and if they wanted to share why they were participating in an advocacy degree. I was overwhelmed at the responses and how well I integrated into their previously formed cohort on a professional level. I felt that it was important to understand their individual interests within the module and ensured that I used a motivated and enthusiastic tone. My intention was to create an excitement going into the module and to motivate the students to gain enthusiasm and passion for the subject.

REFLECTION ON ACTION

Following the first meeting with students it was evident that they had channelled the enthusiasm that was intended, I felt that the introduction of myself and the module were well received and as such the lecture was successful. My intention for this lecture was to revive the student's passion for a subject that had in previous modules been theory heavy, and sociology focussed as opposed to practical advocacy. It was my understanding before this module, that because of Covid-19, there was a lack of comradery within the group, and that some of the students were falling behind with their assignments and were under pressure to complete. I was also made aware that the students were not putting their cameras on, not engaging with content within other modules, in which I felt needed to be addressed during the first lecture to ensure that I was able to manage the behaviour of the students throughout the whole module. To do this, I drew from Fred Jones (2007) positive discipline model, in which I felt connected nicely with the content of the module being taught. The module focussed heavily on individual values and morals, so within my introduction to the content, I indicated that these are what we would

be focussing on, and we discussed what values and morals meant. Fenstermacher *et al.* (2009) encourages open conversation with students about their own personal views, morals, and values as a good way to open up to your students in a soft manner, delicately explaining what you do and do not find acceptable. It was with this in mind that I explained to the students that as a student lecturer, I find it very difficult to talk to an empty screen, and that throughout the module I would appreciate open cameras and open mic sessions, as I believe that education is not only about learning from the teacher, it is also about learning from each other, and in order for that to happen, conversation is a priority. I was both surprised and relieved that the students eagerly agreed with this, and by assessing the body language they displayed, it appeared that they relaxed and were content with clear guidelines. In a similar manner to lecturer A from my observation, I was keen to make the session upbeat and energetic, to ensure engagement and to ensure that motivation was within my own pedagogy. Valerio (2012) describes this type of classroom motivation as intrinsic motivation, the desire for new knowledge and understandings is important when exploring a new topic area, and as previously observed, kept the engagement of the students. I also felt strongly that I needed to draw from William Glasser's choice theory, and focus on the need of love and belonging, specifically the connectedness of the group. I felt that with the start of a new module, it was necessary to encourage the development of new relationships between the students, as due to Covid-19, there was a sense of disconnectedness. This I felt was achieved within the lecture during the informal discussion, when conversation surrounding the topic were being reviewed and discussed by the students.

Appendices

- Consideration of potential targets for future PD in relation to behaviour management/ learner engagement skills.

Observation 1

Teacher	Caroline Lohmann-Hancock
Date	26th October – 4hours
Group	Level 4 – Sociology

Topic/Context	Learning in a Digital Era ECGE4005Q
Notes on the lesson:	
• Caroline came into the lecture early and set the screen up on time. • Caroline anticipated problems with the computers, and he expressed beforehand that she was concerned • Caroline has clearly displayed different dimensions of the professional standards framework ○ A1 – Caroline clearly had a plan of what needed to be done during this lecture. ○ A2 – standing up and lecturing to the group both in the room and online. (Blended Learning) ○ A3 – asking individuals if they understand, asking they want her to go over them again. ○ A4 – Blended Learning, working within a computer suit room to compliment the purpose of the module. ○ K1 – the subject material is assessed by the assessment that is being discussed. ○ K2 – the content was very specific to the course, advocacy/sociology and was put into Loman terms ○ K3 - assessed that the students needed the information to be written down, so Caroline was typing an example onto a word document and explained that she would put it onto Moodle.	• Within the room there is only one student. Online there is only one student. • Caroline starts by explaining that she will be doing a breakdown of one of the assignments. • Caroline is calm and confident, she speaks relatively quickly, enthusiastically. • Caroline gives multiple examples of what they could use within their assignment. • When the group are asked a question by Caroline, neither of them were able to answer, so Caroline made it fun by saying “shall I tell you” • Caroline is very clear, she can double check that the group is keeping up with her, by asking if they understand after every part – asking everyone personally with confidence makes people listen. • Caroline is very aware that this is a level 4 group who have possibly not been asked for an assignment before, she opens a word document and visually explains the process of writing an essay. • Pen picture goes at the end of the essay following the reference list. • When Caroline describes intersectionality she gives it a brief description, however, the part that isn’t relevant to the class, she explains that they will probably look at that in further lectures. • Caroline gives multiple examples to ensure that all interests are covered. For example -homelessness – disabilities – health etc. • Once finished Caroline asks if everyone understands, she then does a full breakdown again, reiterating that her example is not prescriptive, and other options are available. • Caroline moves swiftly into the next part of the lecture, using the computer she opens a word document to visually display the next part of the lesson. • This part of the lesson is about referencing, everything is visually displayed on the screen. • Caroline elaborates about ‘sweeping statements’ – providing examples • Emotional language also cannot be used “ISN’T IT TERRIBLE THAT vulnerable groups in society are often stigmatized in society” • Again, Caroline gives multiple examples to back up her argument. • Even with only two students attending the lecture, Caroline still teaches with passion. • I asked a question about referencing because I was unsure, I felt a little bit embarrassed but happy that I have the confidence to ask. I asked about referencing a speech quote as a secondary source. • Caroline often used made up examples, she ensures that the students know that it is made up and that it is not an academic source. • Again, Caroline checks that everything is ok before moving forward. • When a student gets an answer wrong, Caroline doesn’t beat around the bush, she says no, tells them why and then moves on. • When they get stuck, she scrolls back and hopes it jogs their memory. • Another student entered the class at 10am, Caroline clearly knew why he was late. She was friendly and made him feel welcome. • “We stand on the shoulders of giants” • Caroline makes something that is relatively boring, exciting, I feel comfortable within her classroom, it is warm and inviting.

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| <ul style="list-style-type: none"> ○ K4 –using the computer to demonstrate assessment process, also using it for the team’s app to do the blended learning. ○ V1 – previously assessed the learning styles of the group ○ V2 – asked continuously for feedback ‘do you understand’ ‘are there any questions?’ | <ul style="list-style-type: none"> • Caroline signposts to where further information can be found • Once Caroline finishes this section, she navigates through what she has talked about to check that everything is covered. • It almost feels like it is a mantra, the students can answer questions in a repetitive way. • Caroline often uses personal scenarios and uses them to provide examples. • Caroline further cheerleads the individuals within the group when something is right, often referring to them being correct later during the lecture • I participated within the lecture, I felt the need should out, and I immediately felt that I was inappropriate or overstepped my position within the classroom. I am feeling slightly nervous. • Further to finishing a section, Caroline missed something, and a student picked it up, Caroline was respectful and admitted that everyone gets things wrong sometimes. • Caroline appears unaware of the time, she notices that it is two hours into the lecture and sees that the students need a break, she proposes to finish the section and then a break will be taken. • I am feeling slightly tired, and I am struggling to concentrate. • During the break, speaking to Caroline, I learnt that there are 14 students on this module, which is split between both advocacy and sociology. I expressed my concerns that should only a few students turn up through my entire observational experience then we would not be able to view the real-life scenario and that would leave me at a disadvantage. Caroline reassured me that yes sometimes this happens, but not always and then hopefully when COVID is under control students will return onto campus. From an neoliberal perspective, online learning is a positive, however, if you take the opposing view, then there are many critiques. Neoliberalism is the distilled action of capitalism • Upon starting the second half of the lecture, Caroline jumped straight back to where she was, following her plan to finish referencing. • Following the completion of the section of the lesson, Caroline. Lists what they have covered. • Caroline does a full assessment of learning at the end. she asks if everyone understands. She alliterates that people get I worn sometimes, and that includes PHD students and lecturers. • Following this Caroline goes back to the assignment to remind them how it all fits together. This follows the assessment part of the lesson plan. • Caroline asks a direct question, “does this make sense”? • She finishes the lecture with a breakdown of the lecture, allowing time for students to ask questions. Both students in the room asked to speak to her privately following the lecture. There doesn’t feel like there is a lot of confidence in the room. However, Caroline is inspirational and does create a fire. |
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What I have learned:

I have learnt that the way we teach is important to the way that students learn, allowing for enthusiasm and individuality to come through. I have also learnt that structure is important, however, can be irrelevant if there is no motivation within the classroom. Furthermore, I have learnt that talking to individuals directly can create better dialogue.

Targets to improve my own practice (mapped to professional standards where appropriate):

- I will be more aware and focused on the importance of organization prior to the lecture starting, it's not just about what you teach in the classroom, but how it is presented.
- I will assess the voice that I use to teach and how I teach to prompt dialogue.
- I will practice 'spotlighting' individuals within my placement to prompt dialogue, this will require me to gain confidence.

Observation 2

Teacher	Ken Dicks
Date	12 October 2021
Group	Level 5 - Sociology (Advocacy Module)
Topic/Context	Work, Poverty and Welfare in the Modern World ECAY5004
Notes on the lesson:	
• Ken turned up half an hour early to set up the computer in the room • Ken sent an email out the evening before to let student know the structure of the lecture • Ken started the lecture, with a run down of the assessment, a	• Ken explained that the rooms have been given new technology in order to have more efficiency with blended learning, demonstrated the new process and provided an explanation • At 1.58 no students had turned up into the room... I feel apprehensive and embarrassed for ken, he expected some individuals to partake in the lesson • Ken made a joke about a recap on the last session – to put everyone at ease he joked about people now turning their mikes off to hide the noise of notes ruffling

walk through of the assessment submitting process

- Ken displayed practically how to create a teams meeting
- Ken has clearly displayed different dimensions of the professional standards framework
 - A1 – preparing the students before hand via email, having a plan of action
 - A2 – standing up and teaching the lecture
 - A3 – after each section of the topic, ken asks for feedback, asks questions and receives questions from students.
 - A4 – blended learning
 - K1 – assessment 2
 - K2 – online technology submission, walk through whilst sharing his screen
 - K3 – assessed that individuals needed visual interpretations and instructions
 - K4 – using the computer to demonstrate
 - V1 – Previously assessed the different learning styles within the group
 - V2 – asked for feedback, “does everyone understand” “are there any questions?”
- Ken swiftly moves the lecture back to the content; he does a recap of everything that they have already been through. Even though he told them that he would be asking them. – lecture 2 (Caroline)
- He did however ask “where did we get to on Friday” the group did answer
- Ken explained his frustrations to me, explaining that if he had known that all the students
 - I asked ken to invite me into the teams meeting – he didn’t, but I didn’t want to interrupt him, I felt slightly left out, but I understand that it is not my lecture and the assessment process is important.
 - Ken did a full speech about how to access and record a teams meeting, unfortunately he did not realize that because he had gone onto another teams meeting, the teams meeting he was on had paused! He quickly realized and collected himself, he started again.
 - On student said that she had a better way of doing it... ken seemed annoyed, but he ate his words, he calmly explained that if she wanted to put her way onto the forum she could. The student again commented that something was wrong – ken was calm and repeated that the screen we needed to look at was in the bottom corner.
 - Ken provides reassurance about the submission from a technology point of view. Makes jokes and ensures that his students are happy for him to continue.
 - Ken has a moment where he forgets that he needs to describe where to turn it in, he expresses that he is angry at himself, and continues to teach.
 - Following this he started strong with theorists Durkheim – structural functionalist Weber – The moral approach to work
 - Ken talks through his plan for the rest of the lecture,
 - Ken checks if students understand – he provides examples of how he began to understand sociological concepts “Dialectical Materialism”
 - Material – materialistic items – Marxism (conflict theory) – one student offered this to the group and ken thanked him for offering and expanded. Ken further provided a demonstration of the conflict through the ages.
 - Ken recaps following each slide, with an example.
 - Ken’s strategy for teaching is lecturing which is a good example for teaching a large or very large class. Ken enjoys content and provides multiple examples to ensure that all learning styles are covered.
 - When questions are asked, ken gives good examples, does not tell them if they are wrong, but makes them feel like they are on the right track
 - I was invited to the teams meeting when I asked to be. I felt more comfortable being able to see the students. Thankfully most of them had their cameras on and I was able to see their reactions to the teaching.
 - Upon viewing the team’s video, it is clear to see that the students are engaged, taking in the information, note taking.
 - When students ask question, ken takes it seriously, he took his time to provide an explanation.
 - During the break ken explained to me that he often asks for feedback to see if the students understand, he prefers the students that continuously ask questions as opposed to the quiet ones. If he needs to revisit it then he will, repeatedly.
 - Ken often provides summaries at the end of his slides.
 - Ken provides examples in current time that help students to understand the theories – for example Marxist proletariat conflict theory looking at care homes in the modern day
 - Ken uses his phone to time his presentation, cautiously and subtly checking how long he has per section
 - When students get it wrong- he doesn’t tell them they are wrong, he tells them that it is complex and tries to find a way to involve their answer or steers them into the right direction.

were going to be virtual today, he would not of had to drive in.

- Ken does have a good rapport with his students – he knows them and what their strengths are and their weaknesses he knows their names and their lifestyles
- Ken has a strong body language, he moves around a lot when he is teaching and uses his hands to teach
- Ken uses his slides as his lesson plan, he is able to take a slide and interpret it into his speech, at times he struggles to get interaction, but he carries on anyway – ken explained that conversation is less when online, and he misses face to face teaching.
- So far ken has not anticipated any issues and has not conversed them to me – but I will ask at the end of the lecture.
- The students seem engaged. – not taking and. Asking questions
- The students seem motivated, but I appreciate that the topic is hard to interpret.
- All of kens slides are referenced even if he doesn't refer to the references
- Ken takes time to assess the learners and the effectiveness of his teaching. When asking if individuals understand what he is teaching, I feel it must be difficult for ken because he is lecturing to a screen
- When asking questions and ken gets a response, he thrives, and makes that person feel like they are 100% listened to. – expands their idea, gives clear examples,
- When ken goes through the slides, he takes a second to read his prompt and then starts talking, he doesn't always read off the slide, he leaves that to the students and helps other people to expand on their own ideas.
- FEEDBACK.
 - Told the class they would be recapping and then didn't follow it through.
- Provided citations to quotes and a reference list.
- Ken always brings his background to fit the criteria and learning outcomes to be able to provide clear examples of practice. Although these were not discussed at the start of each lecture, he did provide lesson structure via email.
- Most of the time when ken asks are there any questions, students offer further information as opposed to questions, prompting further information.
- Ken repeatedly says, "hopefully I am making the point" And recapping on what he has just said, "and that is why it is called symbolic interactionism"
- Ken pauses when he provides something for the students to look at to allow time for them to write it down.
- It appears that things that ken doesn't know he agrees and moves on swiftly, however he repeats what the student has said in order to reiterate.
- Ken keeps track of time and when he feels like he is. Running over he. Verbalizes this to the class..
- He has obviously changed his lesson plan to. Allow for important information not to be rushed. He verbalizes this to his students and asks for feedback.
- When ken made a joke, he didn't get the reaction he expected, so quickly moved on.
- Ken uses guided assessments in handout form for the students to complete, this is sometimes in a quiz form, a practical "what would you do in this situation" or a place to put research, this allows him to check students learning.

What I have learned:

There are multiple lecturing styles, kens preferred choice for this lecture was to stand at the front of the room and read through his theme. I have learnt that even information that is heavy and complicated, if it is presented on the slides well, it can be broken down.

I have learnt that being organized can benefit both teacher and students and can also hit criteria within the different dimensions of the professional standards network, but not all of them need to be met.

I have learnt practical elements to teaching, the importance of technology and how it can benefit blended learning.

I have learnt that no matter if the class is small or large, if there is someone to teach you should always give it your all.

From a teaching perspective, it can be difficult when you anticipate problems within the lecture, if a student behaves in a certain way, or makes you feel incapable. It is important to remember that you have a lesson plan, and if what the individual has decided to bring up isn't on there, you can acknowledge and move on.

Targets to improve my own practice (mapped to professional standards where appropriate):

- I will allow for time to structure my lessons and prepare with this structure in mind.
- I will consider the content that I deliver, allowing time to break down anything that is complicated into smaller sections
- I will allow myself time to practice the technology within the classroom that I will be teaching in, to ensure that I can anticipate any problems and deal with them effectively, however, I will not panic if something goes wrong.
- I will learn to anticipate the size of the class and will strive to ensure that my teaching style does not change. If the class is small in size, or large, I will ensure my teaching is consistent.

Own teaching Lesson Plan

Topic: ECAY5003 – Assessment Tutorial – Joint lecture with Jane Gwynn		Class: level 5 Advocacy	
Date: 6th December 2021	Length of lesson: 1.5 hours		Number of students: 11
Resources required: Power Point Presentation Assessment Guidelines			
Aim of Lesson • To Unpick Assessment question 1			
Learning Objectives – The Learners Should Be Able To: • Understand the assessment question • Understand what essay structure to use • Have an idea of what they want to write about			

Previous student knowledge required for the session:

Level 4 Advocacy

Anticipated difficulties (if applicable):

Lack of Students participation/Attendance due to emergence of Omicron b Covid 19 Variant

Lesson Detail:

Stage	Focus	Strategy	Time
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Introduction	Welcome to the module, an introduction of Jane and I, a basic what the module is all about, and a platform to air concerns.	Q and A session	15 mins
Welcome introduction			
Development			
Assignment 2 (Jane)	Unpicking assignment 2	-	30 minutes
Break			10 minutes
Assignment 1	Unpicking assignment 1	Tutorial – PowerPoint presentation	30 minutes
Plenary/conclusion			
Q&A – final thoughts	Measuring the students understanding	Informal invitation to discuss concerns, anticipated problems, what they are looking forward to etc...	5 minutes

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Action Plan

- I intend to further develop my pedagogy focussing on learner engagement and behaviour management and practice different theoretical concepts within my teaching practice. I believe that even though during my teaching practice I have found a technique that works well, it may not necessarily be the most effective. Practicing multiple techniques will allow me to develop my skills further as a professional teacher.
 - I anticipate this to last throughout my final year of PCET
- I intend to further research the psychological elements that cause students to be distractive within the classroom to gain further knowledge of external factors when teaching in a post sixteen setting.
 - I anticipate this to be conducted within six months

- I intend to conduct further observations in settings where managing behaviour is more prominent to further my knowledge and understanding and to be able to further reflect on other professionals practice.
 - I intend this to be ongoing throughout my final year of PCET.

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