

Assignment 1

Effective Teaching, Learning and Assessment (ETLA)

M6X02269/PCET6001

Reflect and Critically Evaluate Micro-Teach 2

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Introduction

Following the completion of the second 45- minute micro-teach, it is important to reflect and critically evaluate the experience. Reflection is not a straightforward process and therefore I have decided to continue to demonstrate the Gibbs (1998) Reflective Cycle Model, this model is a much more simply and accessible to use when reflecting on your teaching experience (Reece and Walker., 2006). In addition, Reece and Walker, (2006, P.422) stated that “A sign of a true professional is to undergo an experience, reflect upon it and learn so that there is an improvement in their professional practice”. I feel this is key because it emphasises the importance and ensures that all teachers need to reflect on their experiences in order to learn and improve. Furthermore, throughout I will be demonstrating the ‘Reflective Cycle’ including the six stages which are: Description, Feelings, Evaluation, Analysis, Conclusion and Action Plan. Also, the UK Professional Standards will be highlighted.

Description

I was set a task, to plan and design a 45-minute micro-teach, which should include appropriate learning objectives, a variety of contemporary pedagogies and also an appropriate cross-cutting enhancement theme. In addition, I was provided with a lesson plan to complete, which included all the key elements of a lesson such as the topic, aims, objectives, health and safety, professional standards and the lesson details and structure. When planning the lesson, it was very important to think about the learning styles which will be implemented throughout. (UKPSF- A1 – Design and plan learning activities) (UKPSF- A2 – Teach and/or support learning) According to Pritchard, (2013) Learning style is defined variously as a way an individual learns, an individual preferred way to think and demonstrate information, and also an individual preferred means of gaining skill and knowledge. Furthermore, it is very important to think about all the different learners, since they do not all learn in the same way. Therefore, over many years and through a great deal of research the three particular learning styles include Visual, Auditory and Kinesthetic (V-A-K) was identified (Pritchard., 2013). (K1- The subject material) (UKPSF- K2- Appropriate methods for teaching, learning and assessing in the subject area)

In addition, I had decided to use the 'Dale's Cone of Experience' model when planning my lesson. This model is a famous pyramid model which was created in the 1960s, when Edgar Dale said that learners retain information by what they 'do' compared to what they 'hear', 'read' or 'observe'. Therefore, his research led to developing the cone of experience which is known as 'learning by doing' also commonly known as 'experiential learning' (Dale, 1969). Once I had established, I was going to use the 'Dale's Cone of Experience' I then decided to present my lesson using PowerPoint Presentation, this is because I feel more comfortable and confident. Also, the students can either make notes or just read the content themselves. Furthermore, using PowerPoint Presentation allows you to easily insert important content, images and video links. (UKPSF- K4 -The use and value of appropriate learning technologies) 'Cone of Experience' displays that 10% is what they read, 20% is what they hear and also 30% is what they see, such as the content, images and the lecturing. According to Smith, (2019) individuals are more likely to take you and your lesson more seriously if your presentation is visually appealing, also a more attractive PowerPoint is more effective. I selected a range of contemporary pedagogies which included an interactive group or individual activity which involved the seven students completing a Mind Map and also taking part in an online Kahoot quiz which I have created. The lesson also included five YouTube videos which explained key information on the topic. Moreover, the 'Cone of Experience' displays that 50% is what they see and hear, and also 70% of what they say and write and therefore this would be completing the task.

After delivering my lesson I used the Evaluation Forms which I had previously used during my first lesson, which I give to each of the students, to allow instant feedback on my lesson. I also got professional feedback from Marc Flagg who was observing my lesson. (UKPSF- A3 - Assess and give feedback to learners) (K5 - methods for evaluating the effectiveness of teaching, using an evaluation form).

Feelings

Prior to the micro-teach, I was still very nervous. I feel I was nervous because I had a range of different technologies and contemporary pedagogies and I was thinking I could either have a technical fault or the interactive group activity would not be so interactive and fun as I would like it to be and that maybe the students would not enjoy that type of learning.

In addition, I had printed out all the handouts with additional copies, I have a hard copy of my lesson plan and PowerPoint slides, just in case there was a technical fault and I was unable to use the computer. During the start of my micro-teach I was still very nervous because the students do not have any previous knowledge of the topic and I was afraid that they were not going to be interested or understand. However, to ensure that all the students understood the topic I made sure to continuously ask them questions throughout the entire lesson. Reece, I. and Walker, S. (2006, P. 117) stated that "Posing a series of questions to students in order to promote thinking and understanding" therefore to ensure understanding of a topic questioning is very important. Throughout the micro-teach I started to feel more confident, I did not rush my lesson and I was loud and clear throughout. The YouTube videos were a good tool and they helped to break up the lesson nicely rather than just talking at the students. After the micro-teach I was happy and surprised with myself for having the ability to forward my knowledge about 'Health-Related Components' and other fitness knowledge onto individuals who do not have any knowledge about the topic. I feel that the students were very interactive and interested within my lesson and they asked a number of questions and therefore many of the students left the lesson knowing and gaining a great deal of new knowledge. Furthermore, from looking at the feedback forms from the students and observer I also very pleased to have delivered another successful micro-teach. The feedback stated that I had met my aim and objectives, the students enjoyed learning about different health and fitness aspects, the mind map and quiz were very useful and helped the students to retain the knowledge. However, other feedback included that because the topic is about physical activity and health, many students said they would have liked to do an outdoor lesson which is more physical and fun.

Evaluation

Coles, (2004, P.166) stated that "Evaluation is the making of judgments. These judgements should be made using a description, critical analysis and synthesis to form a new perspective". In addition, as a teacher evaluation is important in order to pick out all the good and bad points about your lesson in order to improve and develop your teaching practice.

Moreover, I was able to identify many aspects which I feel went well, and which did not go so well. The first aspect which went very well was the group activity, which was the Mind Map, created to identify what the students may already know, or what knowledge they had gained from the lesson. I feel the Mind Map was a success, it was very interactive and also all the students were able to complete the activity which was a good form of assessment and confirmed that the students gained the knowledge throughout the lesson. I demonstrated this teaching strategy because as a teacher it is important that you come up with different and new approaches when teaching your students, to help them absorb new information. Therefore, a Mind Map was a great strategy because I knew the students did not have any previous knowledge on the topic and also it was a good strategy to promote interactivity. In addition, Mind Mapping is a form of organising information visually, starting with a broad concept and branching out to other terms which are related to it, also this is an effective learning tool which is hands on, visual and very interactive (Devanesan, 2018).

Another, aspect which went well was the amount of questioning which was demonstrating throughout the lesson. I started my lesson with a range of pre- planned questions which were displayed on the PowerPoint, for example What is Health? What is fitness? These questions were pre-planned in order for me to find out what the students might already know about the topic. In addition, Reece, I. and Walker, S., (2006, P.117) stated that "Questions need to be carefully considered so that the learners supply their knowledge and do not simply answer yes or no". Therefore, the questions within the lesson were open-ended questions, in order to promote and encourage the students to give a freer and a more flexibly answer.

Furthermore, during the lesson I continuously asked the students questions to ensure thinking and understanding of the topic, this also made the lesson more interactive as the students are involved and feeling that they are contributing to the learning (Reece, I. and Walker, S., 2006). Also, from the feedback many students stated that the continuous questioning really helped them to understand and absorb the new information more effectively.

Another aspect of the lesson which went well was the Kahoot Quiz. I previously created a quiz for my first micro-teach and I decided I would continue to create the quizzes because they are very interactive and fun for the students. I created a multi-choose quiz including 10 appropriate questions. Games and quizzes are a learning strategy which encourages and promotes competition also games involve students interacting with other students and as a result, it is a learning tool which is often enjoyed (Reece, I. and Walker, S., 2006). Furthermore, I choose to include a quiz because as a teacher it is important that you assess your students about the knowledge gained, and therefore, quizzing the student at the end of the lesson is a good and fun way to assess, also creating immediate feedback.

However, there were also aspects of the lesson which I feel did not go so well. The first aspect includes the use of the videos. From looking at the student feedback forms I was able to identify that the videos were not as useful as I would have wanted them to be. I had included four videos related to all the health components. However, I feel it would have been more interacting with the students if I had explained the components myself rather than using a video. This is because I do not want the students to think that it is an easy option out of teaching.

Another aspect which I feel did not go to well was using the time and space to have done a more active and a physical lesson, this is because the topic is related to health and physical activity. Therefore, I could have made the lesson more associated to the topic and it could have also been a more hands on lesson which would have changed the learning style to kinesthetic. Likewise, the Dale's cone of experience suggested that students learn more by 'doing' rather than 'reading' (Dale, 1969).

In addition, I feel that kinesthetic learning is one of the most appropriate styles of learning within sport and physical activity lessons because the students will learn more when involved in 'hands-on' activities also this style will encourage demonstrations, practical work and work outside the classroom (Reece, I. and Walker, S., 2006).

Analysis

Learning theories are often diverse, however it is important to recognise the individuality of the learners and also ensure that new learning is set in a similar context of the learners previous experiences, teacher can ensure this by essentially creating new experiences by modifying those experiences that already exist (Coles, 2004). Furthermore, teachers are required to make appropriate judgments on when, how and where they will present the learners with new knowledge and experiences. Moreover, as teacher it is important that you select the correct approaches when teaching, traditionally teaching children is the pedagogic approaches and for adults it is the andragogic approaches (Coles, 2004). However, Quinn, (1995) suggests that both approaches should be seen as parallel rather than opposites because both concern the process of learning and therefore, both methods are appropriate when teaching children and adults.

As a result, I had the concern the 'adult' environment and therefore, the use of appropriate contemporary pedagogies was very important. Persaud, (2019) states that "pedagogy can improve the quality of your teaching and the way students learn, helping them gain a deeper grasp of fundamental material'. In addition, within my lesson I included the use of a group activity, questioning and interacting with the students throughout and also, a fun Kahoot quiz. However, there are many advantages and disadvantages of demonstrating these teaching and learning styles. The advantages and disadvantages of demonstrating questioning throughout a lesson include students are more involved, key questions can be pre-planned, questions can build from simply to complex and also you can gain feedback on the quality of learning gained within your lesson (Reece, I. and Walker, S., 2006). Furthermore, I selected this type of learning to encourage the students to engage with the work, tasks and each other, making the lesson more interactive.

Also, Collier, (2018) suggests that effective questioning motivates students and helps to develop an interest of a topic. Therefore, questioning within my lesson was very beneficial for all the students and they all gained an interest for the topic. However, there are also many disadvantages when demonstrating this learning style, this include being able to respond quickly to student answers and careful planning will be needed to ensure questions are appropriate and not too many closed questions are selected.

Furthermore, there are advantages and disadvantages of demonstrating a mind map task within a lesson. The key advantage of this learning tool and the main reason why I had chosen to do this within my lesson was engagement. As a result, everything is very clear on a mind map and therefore, students can see the plan or the set task develop through their input and also work together to add additional ideas (Gooding, 2017). In addition, all students are involved and participating within the task, sharing and thinking of ideas and answers. Devanesan, (2018) also suggests that mind mapping is a great tool to validate your students' ideas and make them feel comfortable when thinking openly and critically. However, the disadvantages include it can be time consuming and therefore, as a teacher it is important to set a time on the task to ensure the students do not spend too more time on it, because you also need time to go over the answers. Therefore, when setting this task, I give it a 15 minutes time frame to complete and also to discuss the mind map.

Moreover, there are advantages and disadvantages of creating and delivering an online quiz. The advantages of using this learning tool include it is fun, can gain immediate feedback, good assessment strategy and it is a great way for the teacher to observe students. Trang, (2018) infers that "quizzes are meant to track, report, and evaluate learning progress and outcomes". As a result, I created the quiz in order to assess and identify what knowledge was gained and therefore to track the learning and results. However, there are also disadvantages of creating a quiz, this includes it can be very time consuming and it takes a great deal of skill to conduct (Maryellen Weimer, P., 2018).

Conclusion

In conclusion, I feel that the overall teaching and learning experience was successful. I demonstrated appropriate learning objectives, many contemporary pedagogies and also an appropriate cross-cutting enhancement theme which included health and physical activity. The learning styles included the Mind Map group activity, the interacting and continuous questioning throughout the lesson involving all students, also allowing for pre-planned questions and feedback on the quality of learning gained (Reece, I. and Walker, S., 2006). Also, the Kahoot quiz online was another learning style which promoted and encouraged a fun and competitive environment for the all students to be involved, in order to use the new knowledge gained to win the quiz. In addition, Cox., (2019) infers that “Games are also a great way to keep lessons interesting”.

Although, the micro-teach was successful, I feel there were many positives and negatives about the experience. The positives include: the students all got involved with the interactive group activity, completing the mind map. As a result, all mind maps were fully completed and from the student feedback, they all really enjoyed and stated the task was very useful. Another positive about the experience was the amount of questioning throughout the lesson. Cuccio-Schirripa and Steiner (2000, p.210) stated, “Questioning is one of the thinking processing skills which is structurally embedded in the thinking operation of critical thinking, creative thinking, and problem solving”. Therefore, the amount of questioning showed that all the students were thinking, getting involved and were interested. Also, I continued to ask the students questions throughout to also encourage the students to engage with the work, tasks and each other, making the lesson more interactive.

In order to improve the teaching and learning experience and future practice it is important to look at what the negatives were and what you need to improve on and make recommendations for the future to enable the improvement. Furthermore, the first area of improvement and future recommendation would be to more confident. I feel I am still very nervous and anxious before my teaching begins and also throughout the begin of the lesson. However, I do feel I will gain more confident as I continue to teach and start to build on my experiences and learn and improve from them.

As a result, I will become a more confident teacher by ensuring and continuing to be well prepared, always having a plan B, speaking with confidence and always reflecting on my experiences. According to Meso, (2019) As a teacher you might experience nervousness and uncertainty, however when you put your skills and knowledge to work and experience success, you will identify the difference and your confidence will grow.

However, the key area of improvement for future practice would be to use the space and time more effectively. I would ensure this by making my lessons more active, which would be perfect for the topic. In addition, I would include more physical demonstrations, getting the students out of their seats and encourage them to get involved in physical activity. Also, from the student feedback I was able to identify that many students said that “they would like to have done something outdoors and more active” and therefore demonstrating ‘active learning’.

Action-Plan

If I was to do the micro-teach again, I would make the lesson more interactive and physical and therefore demonstrating ‘active learning’. Felder & Brent (2009, P.2) suggests that active learning is "anything course-related that all students in a class session are called upon to do other than simply watching, listening and taking notes". Moreover, I feel ‘active learning’ would be one of the best and appropriate ways of learning when demonstrating health and physical activity and therefore, instead of using videos and pictures which reveal key knowledge, I will get the students who feel most comfortable involved and performing the key demonstrates.

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