



MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A1
Practical Teaching Session

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Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
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.

Microteach Reflection & Appendices

Reflective practice:

- 1,000-word essay.

Appendices submitted separately to include:

- Copy of the lesson assessment form – Teacher Observation Form.
- Copy of the Lesson Plan and Resources (Presentation, and Kahoot quiz).
- Action plan for future professional development.

Word count – 1,100.

Introduction

I delivered a 30-minute microteach on *Narrative Structures*. The topic decision was influenced by my undergraduate studies in film & Tv, and my placement on the BA Film & TV course. Using the David Boud model of *Experience, Reflection, Learning* (Boud, 1985, p. 20), I will critically reflect on the experience to ascertain areas of learning for future development.

Reflection

Teaching strategies:

Experience

I used lecture and quiz as my teaching strategies for my microteach. A lecture style approach was the result of considering entry level behaviour, concluding that storytelling may be a new topic to those participating. Therefore, a lecture felt appropriate to introduce information within a tight timeframe. This is supported by Reece and Walker (2009, p.10) and their *figure 1.5* on the roles of teachers in different learning environments that states that within a lecture environment the role of the teacher is to “control time and pace of learning, giving information and help” (Reece and Walker, 2009, p.10).

To then assess learning undertaken I used a *Kahoot!* Quiz. I wanted develop my digital skills to adhere to the professional standard set out by Educators Wales to “Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment” (Educators Wales, 2025). This standard has a focus on digital literacy to enhance learning. This is why I used a digital tool that I was unfamiliar with. As for the *Kahoot!* Quiz I found it disrupted the flow of the lesson when hosting. I found it difficult to successfully juggle hosting the quiz, analysing the answers, providing feedback on answers, while maintaining an engaging atmosphere.

Reflection

Based on feedback, using a lecture strategy allowed my cohort to follow along the lesson’s content comfortably. By considering the entry level, I was able to make the lecture an appropriate level and therefore garnered positive engagement with the lesson. Based on personal observation of the students, disengagement occurred during the quiz. While competition can boost engagement in some, it can also cause disengagement with others. It can be likened to an exam, and according to Phil Race, “Exams don’t do much to increase students’ want to learn” (Race, 2020, p.54). As the educator, I need to be more aware of appropriate learning assessments.

Learning

For learning, a variety of teaching strategies can be paired to maximise learning, and engagement with the content. This will come from considering the learners I will be teaching, influencing the strategies I should use.

Technical difficulties:

Experience

2 students had WIFI issues and were unable to participate in the Kahoot quiz. After several minutes of waiting and preparing my contingency plan, I decided to proceed with the online quiz with those who were able to connect, with the consent of those not able to fully participate.

Reflection

I waited too long to act and when I did, I made a poor decision. This issue cost me time resulting in not concluding my lesson with a roundup of the learning taken. It also left 2 students unable to participate in the activity. In my professional practice I need to facilitate a balance between passive and active learning, to accommodate those who may thrive in one over the other. This idea is supported by Arend and Davis (2012) when discussing educators as being the facilitators of learning. Their take on making learning fun supports the idea that students not being able to participate in a group activity can negatively impact their learning (Arend and Davis, 2012, p. 277). As per the professional standards by Educators Wales (2025), I did not fully “Demonstrate commitment to learners, their learning, safety and well-being” (Educators Wales, 2025).

Learning

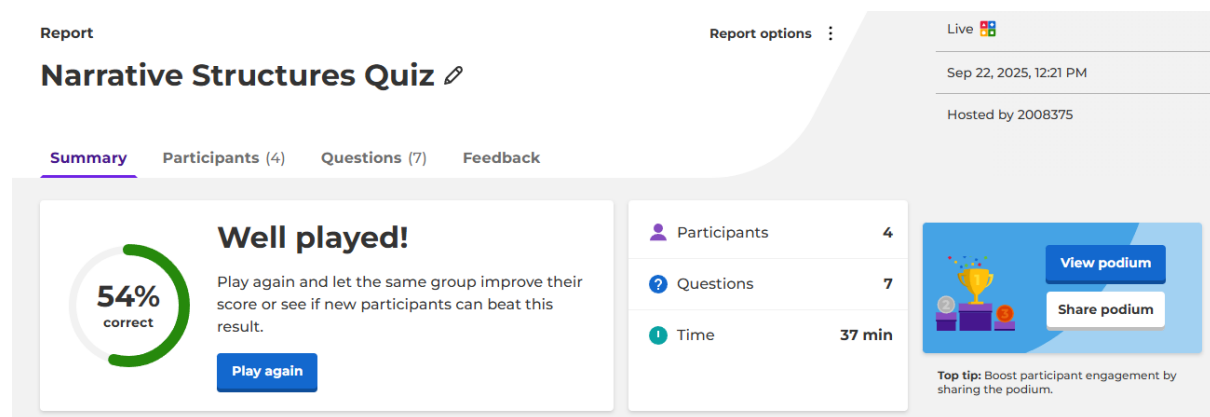
My learning from this experience is to spend more than one contingency plan in place and develop my problem-solving capabilities to ensure everyone in my cohort is treated fairly.

Public speaking:

Experience

- Speaking Pace

Overall, feedback was positive with several peers complementing my ability to speak clearly. However, I at times spoke too quickly. This made it difficult for certain learners at times to keep up with my lecture. I think this is supported by the learning assessment results which show a 54% average score (Evans, 2025). There may be other unaccounted factors and as previously stated not all students participated, but based on feedback, my speaking speed is a factor that impacted learning.



- Fidgeting

My nerves also manifested in repeatedly clicking a whiteboard pen lid. This was a subconscious behaviour, and I for the duration of the lesson remained unaware of the volume of the clicking sound. One peer's feedback expressed that while they were able to tune it out, there is concern regarding those with Additional Learning Needs (ALN) being distracted.

Reflection

- Speaking Pace

The impact of this is that students may potentially miss information and could cause difficulty for English as Second Language (ESL) learners. There was an ESL learner as part of my cohort, and in their feedback, they expressed that slowing down my speaking would have made it better to follow for them. This idea is supported by Shahrehabaki's (2018) paper on speaking rates, discussing how a non-native to any language typically speaks at a slower speech pattern, which

can then influence their rate recognition of words when listening to a native of the language (Shahrebabaki, 2018, pp. 176-189).

- Fidgeting

This unconscious behaviour, if not managed appropriately could cause difficulty for those with ALN to concentrate. Failure to understand distraction management from both me and other learners could result in disengagement and therefore learning not being accomplished. Avis (2019) details the legislation regarding this, emphasising “the responsibility of education providers to anticipate and adjust to individual requirements” (Avis, 2019, p. 103).

Learning

I will investigate public speaking to develop effective speaking habits, and I will experiment with less distracting fidget tools to better manage distractions. This has developed my knowledge on approaching various learner types, informing my practice on becoming a more effective educator. An idea supported by O’Leary (2020) and his research into what makes an effective teacher, how the effectiveness of one’s teaching ability goes beyond aspects that are clearly observable (O’Leary, 2020, pp. 114-134). Being aware that while it may be ‘observed’ that learning is taking place, if ineffective teaching is happening, the unobservable such as the level of understanding a student has could go unnoticed.

Conclusion

To conclude, based on the experience of the microteach, several things have become apparent with regards to my current teaching level. These will require development and will inform my professional development action plan, to include knowledge on teaching strategies, digital literacy, and public speaking.

Reference list

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4. Educators Wales. (2025) *Professional standards for further education and work-based learning leaders in Wales*. Available at: <https://educators.wales/leaders-professional-standards> (Accessed: 07 October 2025).
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7. Race, P. (2020) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 5th edn. Routledge.
8. Reece, I. and Walker, S. (2009) *Teaching, training & learning: A practical guide*. 6th edn. Business Education Publishers Limited.
9. Shahrehabaki, A.S. and Imran, A.S. and Olfati, N. and Svendsen, T. (2018) *Acoustic Feature Comparison for Different Speaking Rates*. Springer, Cham.