Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

MODULE CODE: ECPT6006

ASSESSMENT COMPONENT: A Critical Evaluation of the Role of Digital Innovation in Professional Practice

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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 ☐
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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.

Introduction

Technology can be used to transform and amplify communication within teaching and learning. Technology integration in pedagogy has significantly changed communication and collaboration for both students and teachers. The aim of this essay is to discuss how technology has affected communication in various areas of learning, such as engagement, accessibility and clarity in the classroom. Effective communication within teaching provides stability for learners and technology provides the ability to modify and amplify sharing information. Technology can connect students by supporting diverse learning needs and help foster positive and respectful collaborative relationships with learners, furthering good practice in connection to the professional standards of teaching. This essay will explore the positive incorporation of technology in teaching but will additionally discuss the possible negative aspects of technology integration within professional relationships. Technology can create a negative environment for students due to improper application, causing it to replace aspects of learning instead of enhancing it. This essay will discuss how using technology where it is transformative and appropriate could be providing a vital role in creating more inclusive, responsive, and effective learning environment.

Literature review – The role of creativity and digital innovation

Communication within teaching is a staple in building stable, reliable and respectful relationships within pedagogy (Prozesky, D.R. 2000). Communication allows for teachers to share content with students with clarity and understanding from learners. Ultimately, without practical communication, both teaching and learning will be ineffective for all parties (Duta, N. Panisoara, G. and Panisoara, I.O. 2015). Recent technological implementations in teaching have broadened the abilities of teachers to use it to better communication and collaboration with students (Bhasin, B. 2012). This helps further develop connections to professional standards in teaching by building collaborative and respectful relationships between both students and teachers in learning. This essay will explore the foundations of how to use technology to amplify communication in teaching by discussing theories and specific software tools alongside their benefits and draw backs when placed in a pedagogical environment.

Both early and recent research into technologies effect on communication in reference to how it can amplify its reach towards various students. George Siemens is an education theorist that has focused his research on connectivism (Siemens, G. 2017). Siemens suggest that technology assists in accessibility when sharing information. This furthers the concept of how technology allows for a wider reach in education, allowing for students to learn and develop with online classes, networking events and tutorials (Goldie, J.G. 2016). Modern software has made learning easily accessible through the internet, using software such as YouTube, forums and social media (Learning Theories. 2026). Building a social presence establishes trust and reliance from students, and modern teaching requires a social presence to build engagement in student communication (Mok, M. 2024). This aspect of information being both easily shared and received shows how technology innovates connection online, allowing for collaboration in a learning environment.

Using technology to create a more accessible learning experience by fitting specific needs for students, allowing for students for specific preferences in communication to use technology to discuss information through their preferred format (e.g. email, videocall, text and message boards) (Mayer, R.E. 2005). Richard Mayer theorises that adding layers of interest in education allows for better student engagement (Mayer, R.E. 2005). Following this information, students learning would be improved by considering the layers of interest in having various options for communication builds that student engagement and comfortability. Creating a comfortable learning environment forester a positive learning experience, which is heightened using communicative technology.

The reliance of having digital influence through social communication using technology can be a negative element of constant screen usage in teaching. Overreliance on technology negatively effects teaching as tech issues (computers shutting down, lack of access to certain tech, lack of internet/Wi-Fi and other general issues with technology) causes major disruptions to the learning environment (Garcia, A. 2023). This creates a further divide in between learners and teacher, as students who rely on technology to communicate with lecturers become cut off from resources.

A lack of digital resources can have a harmful effect on the students experiences due to it creating a barrier to learning. Online resources can have major benefits for allowing

access to collaborative information, and a lack of resources means a loss of opportunities for further learning (McMartin, F. et all. 2008).

Following this information, the use of technology in education is reliant on funding for both students and teachers. The ability to run software that innovates communication in a learning environment is dependent on whether or not a student can afford the hardware to run the software or if the institution has the funding to supply it to the student. To use communicative software, there is an expectation of students access to technology. This creates an environment where a student's financial situation could exclude them from using potential software, causing a divide/barrier in the students learning (Leondar-Wright, B. and Yeskel, F. 2007).

Digital resources in teaching have become staple elements of modern teaching in the post 16 sector of education. The Open university is an example of online learning for post 16 students that has a heavy reliance on digital resources to teach their students. The Open University is an online university that labels itself as an accessible learning experience for students of all backgrounds (The Open University. 2026). The Open University prioritises communicating with students using digital elements, such as online meetings, chats and groups.

Prioritising student collaboration has proven effective for The Open University. Students report overall approval of their learning experiences due to the flexibility of being able to access information and communicate with lecturers and other students online (Whitlock, N., Brawley, K. and Alam, H.A. 2026). Digital/online communication in post 16 teaching allows for learners to work around personal schedules, which opens opportunities to continue with further education whilst working. This level of education would often not be possible for learners who work full time, but the proper integration of technology in post 16 learning has allowed for these learners to communicate with teachers in their own timeframe.

However, digital/online learning can also lead to negative impact on social connections. Exclusively online learning has affected learners in post compulsory sector by excluding the ability to build and form connections with fellow students amongst their classes (Lashgari, K. Talkhabi, A. and Nazarpour, M. 2011). Sole

communication through emails and text messages does limit the ability to form interpersonal relationships between students and teachers. Social relationships in teaching helps improve student engagement and enjoyments and additionally betters student mental wellbeing (Elffers, L. Oort, F.J. and Karsten, S. 2012).

Within the post 16 sector, there is a major emphasis on building connections and friendships during the learners' studies, which becomes difficult to build when there is no physical interaction between learners and teachers (Foubert, J.D. and Urbanski, L.A. 2006). The lack of access to in person clubs, societies and events removes the option of further developing connections outside of online classrooms. Proper social connections improve student mental wellbeing (Foubert, J.D. and Urbanski, L.A. 2006). Technology being used as a replacement for all in person teaching has proven ineffective for younger adult students who thrive through connection (Foubert, J.D. and Urbanski, L.A. 2006).

Research by theorist Hrastinski discusses how thoughtful discussion using digital discussion boards enabled for students to contribute to a larger pool of information using digital media in comparison to standard classroom Q&A. Within the study, Hrastinski found that the use of technology elevated the learning experience due to higher levels of engagement from learners (Hrastinski, S. 2009). This evidence furthers the concept that digital collaboration provides a level of interest in the students that is more interactive and therefore more engaging for the students.

Digital tools like questionnaires, word clouds, quizzes and lists allow for students to explore these traditional classroom techniques with modern tech, further building interest in a standard tool used in teaching. Capitalising on this interest allows for more technology to be used, allowing for further student engagement whist developing technological and communicational skills for both the learners and educators (Mayer, R.E. 2005). This additionally refers to the level of interests by Mayer, allowing for students to experience various levels and types of software to gain more interest. Maintaining student engagement whilst using technology both improves their ability to retain information but also to further collaborative relationships through sharing information.

A drawback of using digital software for online communication in teaching leads to students and learnings lacking boundaries in personal time and work time. This lack of boundaries between students and teachers time off allows for exhaustion, burnout and overworking (Sutton, R. 2024).

Despite this, access to easy communication at all times allows for learners to reach lecturers during times where in other situations it would not be possible. Communication through software (for example Outlook) allows for professional communication on weekends and evenings, which can ease comfort for students who are struggling to have discussions within the hours of classes (Taylor, B. 2025).

However, using technology to share information has been effective in building collaborative relationships with both students and teachers, maintaining a high level of professional standards. Software's like Teams, Skype, digital libraries, message boards and forums allow for learners and educators in higher education the ability to collaborate through sharing information (Goldie, J.G. 2016).

Collaboration in higher education develops social skills and ultimately improves the communication abilities (Kezar, A. 2005). Using specific software (such as Mentimeter and Veevox) improves learners information sharing and builds good relationships which would not be possible without the use of technology. Knowledge sharing in higher education innovates the learning experience by allowing for opportunities for students to view things from various perspectives, developing their knowledge within their specific subjects (Al-Kurdi, O. El-Haddadeh, R. and Eldabi, T. 2018).

The use of technology innovates collaboration in higher education by providing a broader reach to students and educators from various cultures, subjects and professions (Al-Kurdi, O. El-Haddadeh, R. and Eldabi, T. 2018).

Communicative technology software increases productive collaboration between students and teachers, especially in the post compulsory sector. Diedre Gordon focuses on how chat box technology has improved teaching discussion in post compulsory classes (Grogan, D. 2015). Her studies demonstrate how digital communication can build more critical and reflective conversations by discussing viewpoints that would not be communicated without technology due to students and

teachers being in different areas of the world (Grogan, D. 2015). In virtual communication with students, collaboration allows for more thoughtful discussion and Grogan displays further examples of how this can be applicable to current professional standards of post compulsory education.

In contrast to this, there are aspects of digital communications that are viewed as having a negative effect on learning for both students and teachers. Technology can have negative physical and mental effects on students, leading to a lack of engagement with students (Strom, A. 2021). Long-term screen exposure physically strains eyes and posture, harming the student's ability to actively listen, reflect and reply to teachers. Furthermore, the cognitive effects of persistent use of technology creates a disconnect between student and learner (Strom, A. 2021).

However, further research combats this by discussing how technology should be implemented with purpose to uplift communication, instead of replacing aspects of teaching that are more effective through human connection (Wee, L. 2025).

Following this information, the use of technology for communicative purposes within teaching in the post compulsory sector has shown to have advantages in improving student collaboration. When implemented correctly and affectively, by assessing the needs of the students, technology can innovate the teaching experience by creating accessibility through online communication. However, it can hinder students' relationships with each other and with teachers when not used to innovate/uplift the communication but to instead replace it. The use of technology in learning communication should focus on how it can elevate the teaching experience, not to substitute it.

Selection and justification

Before selecting a tool, I assessed the lesson aims and outcomes that I wanted for my class, and which would be most appropriate for my students. For this assignment, I planned on teaching a class of first year BA Illustration students. I wanted to integrate the use of technology into their module as I found it important to ensure that the students found a benefit in using it. The students' brief for their module was to create four final illustrated outcomes that were themed around a social issue of their choice.

For my class, I wanted to have a focus on building communication through information sharing with the students. The software that I selected was Mentimeter. Mentimeter is an interactive presentation tool that allows teachers to use word clouds, quizzes, polls, open ended questions and rankings for students to answer in real time (Park, C. 2025). My aim with choosing this software was to better student engagement and give them the ability to share information. Using the SAMR model (Kurt, Dr.S. 2023), I will be assessing how this software has modified and redefined the learning experience. My goal is to use Mentimeter to allow the students to discuss their subjects, themes, development and research through Mentimeters various information sharing tools to build a collaborative atmosphere.

Modification

Mentimeter allows for students to lead in sharing information, instead of having the conversation be led by a tutor. The use of word clouds and open-ended questions pushes a higher level of collaboration. This allows for the technology to redefine how students can share information to uplift their learning. Additionally, this gives students the opportunity to take responsibility for their learning by learning through engaging in conversation, which maintains a string connection to professional teaching standards (Welsh Government 2020). Students sharing information as a cohort has been proven to benifit their learning experience in higher education due to it raising student engagement (Chin Wei, C. et all. 2012). Using the digital tool of mentimeter modified the experience by allowing students to use a digital platform that makes it easier and more accessible for the students to communicate by sharing information.

Additionally, the software allows for anonymous answers, which builds a level of comfort for the learners. Having the ability to feel safe in a learning environment is important fostering positive interactions with the learners Twemlow, S.W. (Fonagy, P. and Sacco, F.C. 2002). Mentimeter provides the opportunity to submit questions, information and opinions whilst removing possible fears from students. Social anxiety heavily affects students in higher education (Russell, G. and Topham, P. 2012). Using this software can help develop confidence in students to share and collaborate which would not be possible using a strategy that requires in person conversation. This fosters inclusivity in learning and allows for more diverse communication from the students.

This connects to professional standards (Welsh Government (2020) by appreciating and considering diversity and inclusion in the classroom in higher education. Anonymity in information sharing allows for positive contributions from the students and can guide students through difficult conversations without singling out the individuals (Chester, A. and Gwynne, G. 1998).

Mentimeter provides an elevated form of communication with the students, by redesigning how students collaborate. This software creates comfortability for the students and balances the learning experience for learners and educators. Considering these elements, I decided to use Mentimeter to uplift my teaching by modifying how students can contribute to the lesson.

Redefinition

Mentimeter provides a shared space for learners regardless of physical location, which allows for remote students to participate in collaborative learning. This ensures that active communication is inclusive of all students. Communication between students in this situation would be hindered by physical distance, but Mentimeter redefines how teachers can encourage discussion amongst students, strengthening engagement despite students not being able to physically participate.

Mentimeter allows for digital feedback from the students. At the end of the interactive presentation, students can send critique and positive feedback for how effective they felt the lesson was. I believed that this communication between students and teachers would be beneficial for a teaching environment as it would provide me with the opportunity to assess and critically reflect on my teaching. This level of open communication between students and teachers builds a new learning experience for higher education. Additionally, the feedback provided is anonymous, which again provides a safe environment for students to be honest with their feedback for their educators (Chester, A. and Gwynne, G. 1998). This allows for less outside influence on students' opinions, again enhancing the comfort of students when sharing information and opinions (Dudek, N.L. Dojeiji, S. Day, K. and Varpio, L. 2016). This allows for teachers to improve their skills, proving that Mentimeter is beneficial for both students and teachers to develop their communication. This redefines how feedback can be

provided for educators, creating a new form of critique that would not be available in another similar software. Additionally, it strengthens the connections to professional teaching standards by allowing me to reflect and critically assess my own knowledge and skills (Welsh Government 2020).

Mentimeter reshapes the ability to communicate/collaborate for all parties involved in teaching. The software enables for an entirely new learning experience in post compulsory education. Following the SAMR model (Kurt, Dr.S. 2023), Mentimeter shows that the software can be increasingly beneficial for digital and in person learning. However, it should be implemented in a way that is appropriate for both the subject and lesson aims. When used appropriately, Mentimeter boosts classroom collaboration and communication in a form that would not be possible without the software. I believed that this best suited my intentions for my lesson. My aim is to build an environment where students feel safe to contribute their ideas and discuss it further with their peers. After assessing Mentimeter, (using SAMR) I believed that this software best fit my needs to innovate the students learning experience.

Practical application

Lesson plan

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Lesson Plan

Topic: Module assignment		**Class: First year illustration students**
Date:11/02/2026	**Length of lesson: 1 Hour**	**Number of students: 19**
Resources required: • **Student devices (mobile phones to complete the questionnaire)** • **Premade questionnaire – Made using mentimeter** • **Digital whiteboard to display the quiz**		
Aim of Lesson		

The aim of the lesson is for students to discuss what themes/ subjects they want to explore and illustrate in this new module. The aim is for students to share information on themes, artists, and references and discuss their development on this assignment.
Learning Outcomes – The Learners Should Be Able To: • **Learners will be able to outline their chosen themes for their projects.** • **Learners will be able to discuss their chosen artistic inspiration for their projects.** • **Learners will be able to critically reflect on information shared and discuss in a professional manner.**
Previous student knowledge required for the session: • **Students should have prior knowledge of what needs to be completed for this assignment.** • **Students should have prior knowledge of the requirements outlined within the brief for this module.**
Anticipated difficulties (if applicable): • **Students might not have a device to complete the questionnaire. I will preface for those who do not have the devices to pair up with students who do.** • **Students might find the questionnaire boring and disengaged. I will attempt to combat this by using different types of questions and answering techniques.** • **There might be technical issues with the quiz. I will be attempting to prevent this by sharing access to the quiz with my tutor and arriving at the lesson early to set up the quiz.**
Professional Standards (where are these being met within the session) • **Build positive and collaborative relationships with the students by using technology to work collaboratively by guiding them to share information. I will be using the quiz to help students actively listen to each other and build connections through their projects.** • **Enable learners to take responsibility for their own education by having share and discussing research to further their own development. The students will be discussing the development they have made on this project outside of the lesson whilst other students will be able to contribute with recommendations on research for each other.** • **Demonstrate dignity, courtesy, and respect towards others by treating all students' contributions equally. Additionally, I will always remain professional whilst actively listening and responding positively to contributions.**

<u>Lesson Detail:</u>

Stage	Focus	Strategy	Time
Introduction	Introducing the quiz	Lecture/ discussion – Outlining the lesson aims and outcomes to the students and encouraging them to join the online questionnaire.	1-2 mins
Development	Questionnaire will begin	Q&A - Students will complete the online questionnaire.	15 mins
	Group tutorials	Group discussion – gathering students into groups to discuss specifics of their projects. 3 groups – 10 minutes discussion each	35-40 mins
Plenary/conclusion	Recap + preparing students for their next class	Recap – going through what was discussed in the lesson and assisting students in going to their workshop.	1-2 mins

Assessment Strategies: when and how are they included within the lesson?

Lecture / Discussion – Introduction; Discussion of aims and outcomes with students.

Q&A – Development; For students to share and discuss information that they have researched.

Group work – Development; To discuss students' ideas and explore the next steps.

Recap – Conclusion; refresh students' minds on what was discussed in the lesson.

<u>Informal reflection (to be completed after the session)</u>

The lesson was effective in allowing students to share information and develop their communication skills.

I had a few tech issues that haulted the class a handful of times, which I tried to assist with but struggled

The students participated well and communicated with me and each other throughout the discussion.

There were sections of the lesson that were quite clunky, making the atmosphere a bit stale.

Overall, I felt that it went quite well but can be improved by taking more consideration of how I use technology in my future lessons.

<u>Use of the tool</u>

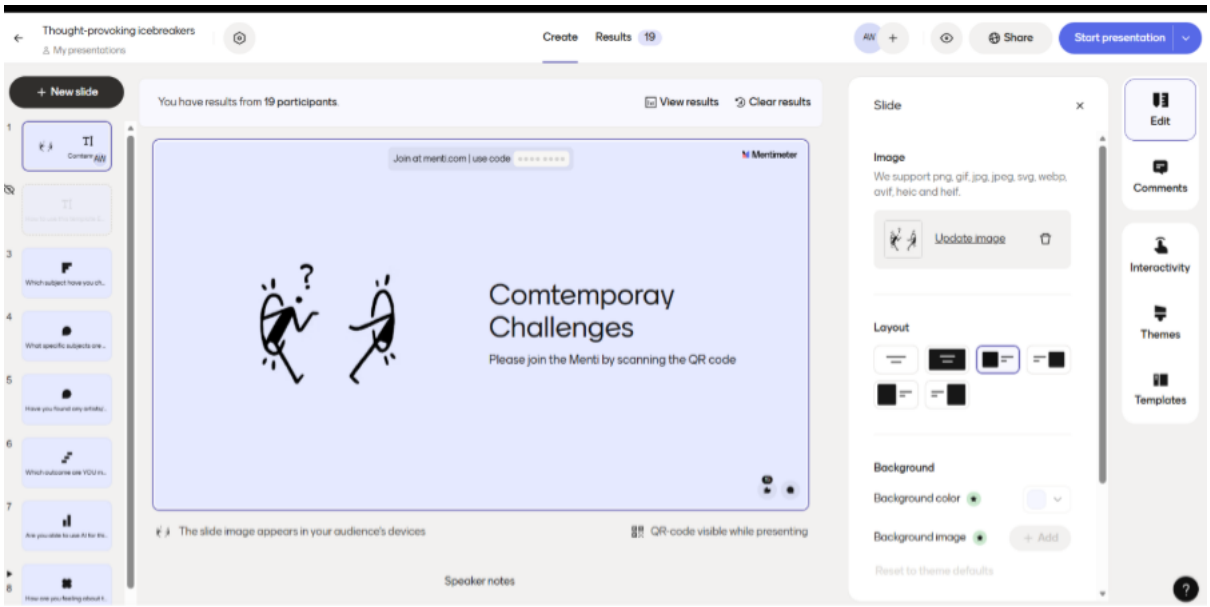

Figure 1; Willicombe, A (2026) Mentimeter editing screen (SCREENSHOT)

Figure 1 displays the editing screen used to create my Mentimeter presentation. I found the software very intuitive with my goals, and it had a very simple design. I focused on making sure that my questions and clear for the learners.

Responses

Which subject have you chosen? 16 / 19

1 An inconvenient truth (Extinction & Climate Change)

2 Health, wealth, and happiness (Issues of Wellbeing and Poverty)

3 The Rise of the Machines (The Future of Work)

4 Blindspotting (Inequality)

Figure 2; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

What specific subjects are you researching? 18 / 19 23

Oil spills birds	Extinction
Illegal fishing	gender inequality
The current political climate	Animal testing
Ocean issues	poverty, healthcare, nhs waiting times
cost of living	Ai in terms of how it is changing illustrations and using artists work for data sets.
Ai< icecaps	current political issues
Mental health and its connection to the digital world	Deep sea mining, freshwater ecosystem, amphibian disease, microorganisms and fungi, invertebrates (climate change and extinction)
Extinction of animals	
Homlessness and health/ mental health Mental health in	Illegal fishing

Show more

Figure 3; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

cost of living

Ai< icecaps

Mental health and its connection to the digital world

Extinction of animals

Homlessness and health/ mental health Mental health in the population

how AI is affecting how we view things- for example how the quality of AI is changing video quality [lots of fake news]

Prohibition comics

Not quite yet

Ai in terms of how it is changing illustrations and using artists work for data sets.

current political issues

Deep sea mining, freshwater ecosystem, amphibian disease, microorganisms and fungi, invertebrates (climate change and extinction)

Illegal fishing

Homlessness and health mental health Mental health stats in the population

Jo Frederick's

.Save trees and the forests 🌲 . Stop gay hate 🏳️‍🌈 . Healthy eating 😋

Show less

Figure 4; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

Have you found any artists/ groups/ cohorts / inspiration in your research? 16 / 19 16

Caricature

no not yet

Not yet, just researching the specific themes in my topic.

Maria Zherdeva Ethernautics Maria Zherdeva Banksy

American prohibition comics

Dawn Mellor, Marcia Diaz's "Birdcage" and Spike Dennis

yes:))

Computer says no

yes

Yes indeed

Jakub rebelka, human intelligence art movement and stephen stalenhag

Jo Frederiks

Gwen John

dystopian film and tv, carlos barberena, banksy, sliman mansour

sci-fi work!!!! giger len H. Nicholas matt chinworth

Anish kapour. Art workers coalition. Theaster gates

Figure 5; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

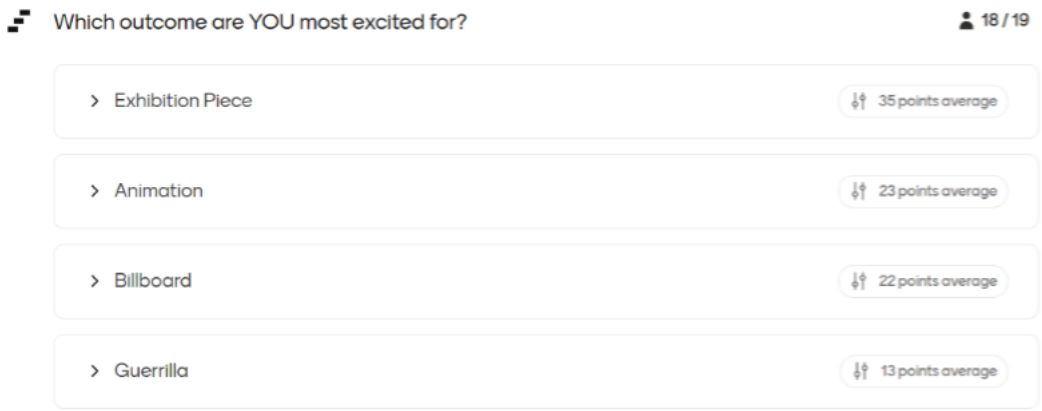

Figure 6; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

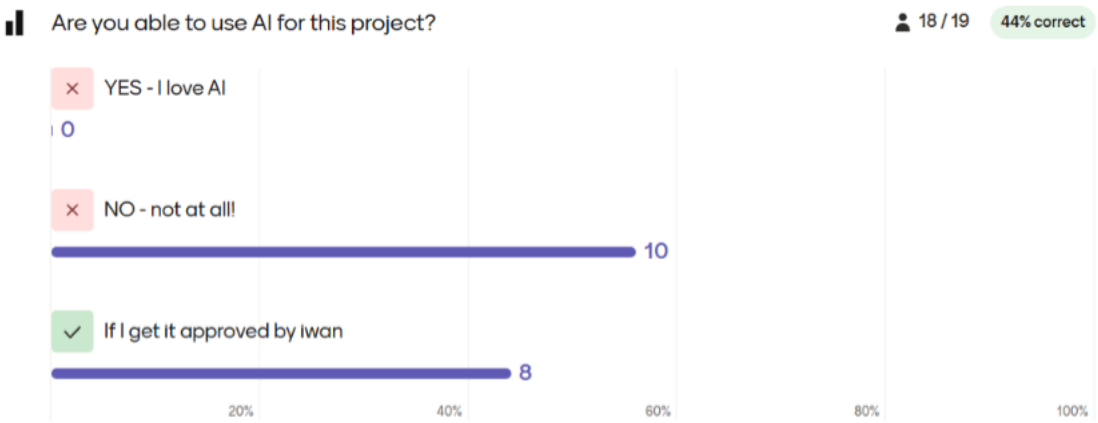

Figure 7; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

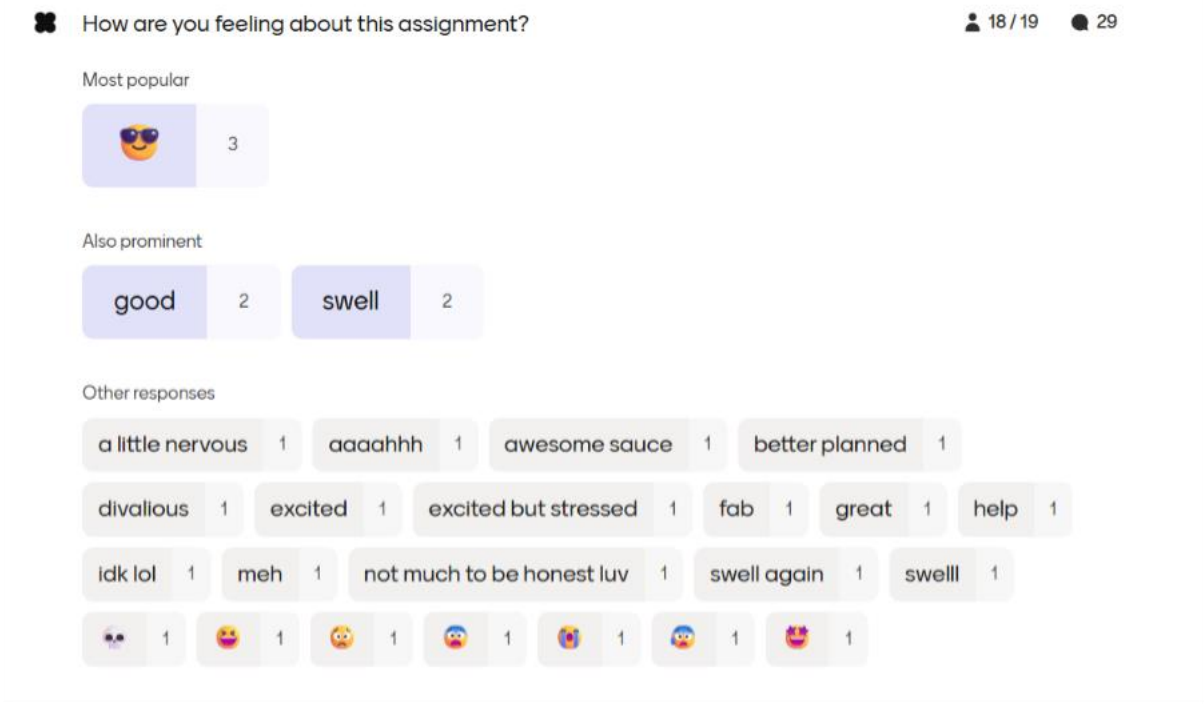

Figure 8; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

Figure 2-8 displays the answered questions from the students. Many of them were playful in their responses but also some were serious. I found their variations in responses interesting, and many students began discussing their contributions out loud during the discussion. I used a large variation of question types to better maintain students' interest in the use of technology.

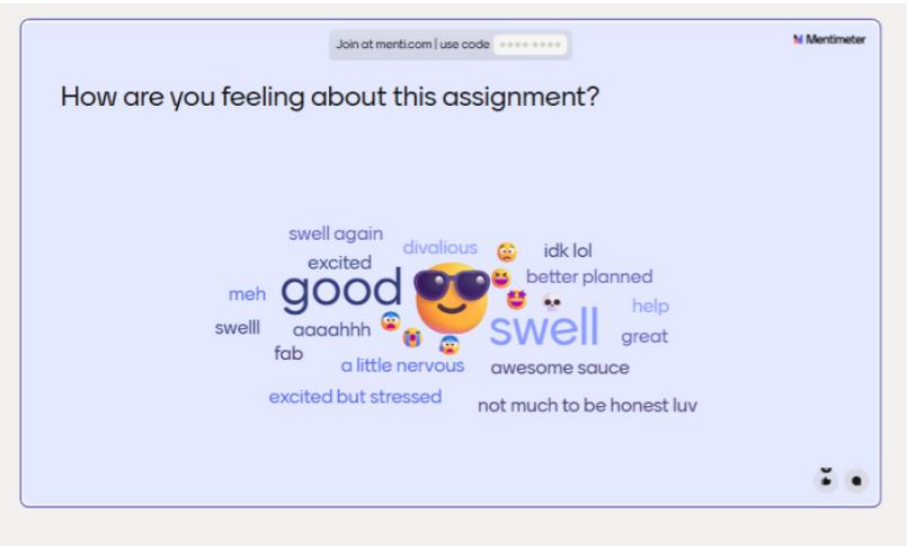

Figure 9; Willicombe, A (2026) Mentimeter results (SCREENSHOT)

Figure 9 displays what the students would have viewed on the digital whiteboard as their responses were submitted. I found the display very intuitive and effective in displaying the information clearly.

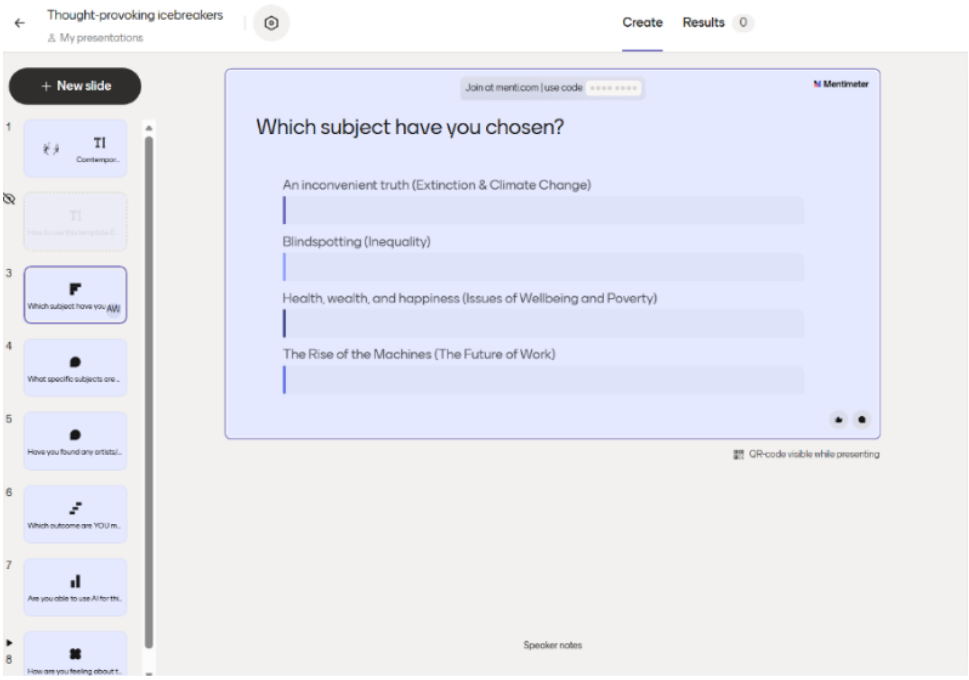

Figure 10; Willicombe, A (2026) Mentimeter presentation (SCREENSHOT)

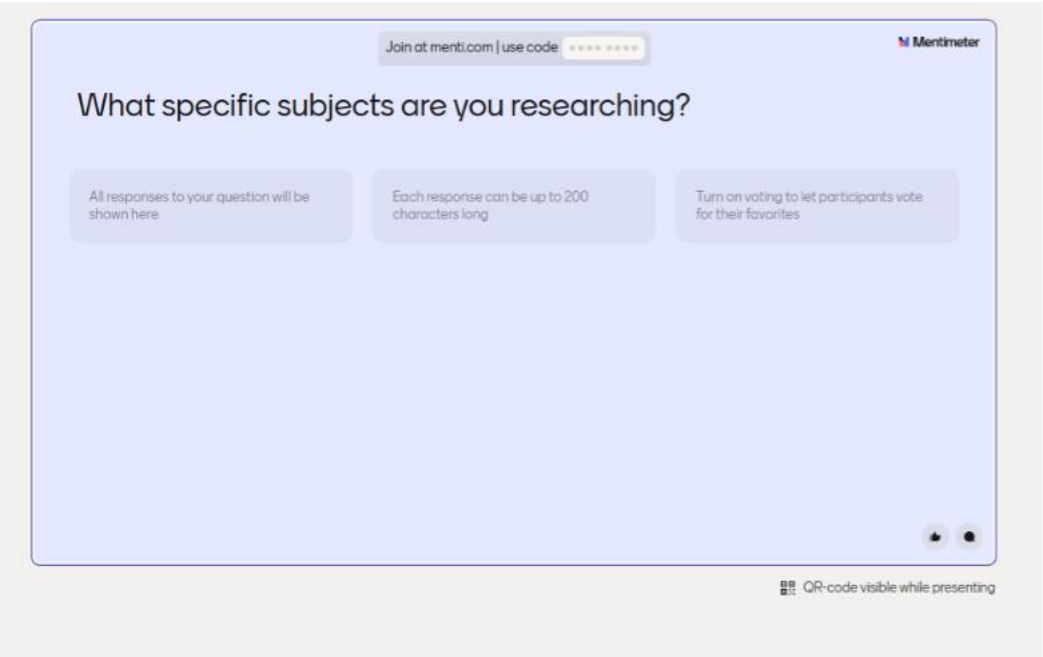

Figure 11; Willicombe, A (2026) Mentimeter presentation (SCREENSHOT)

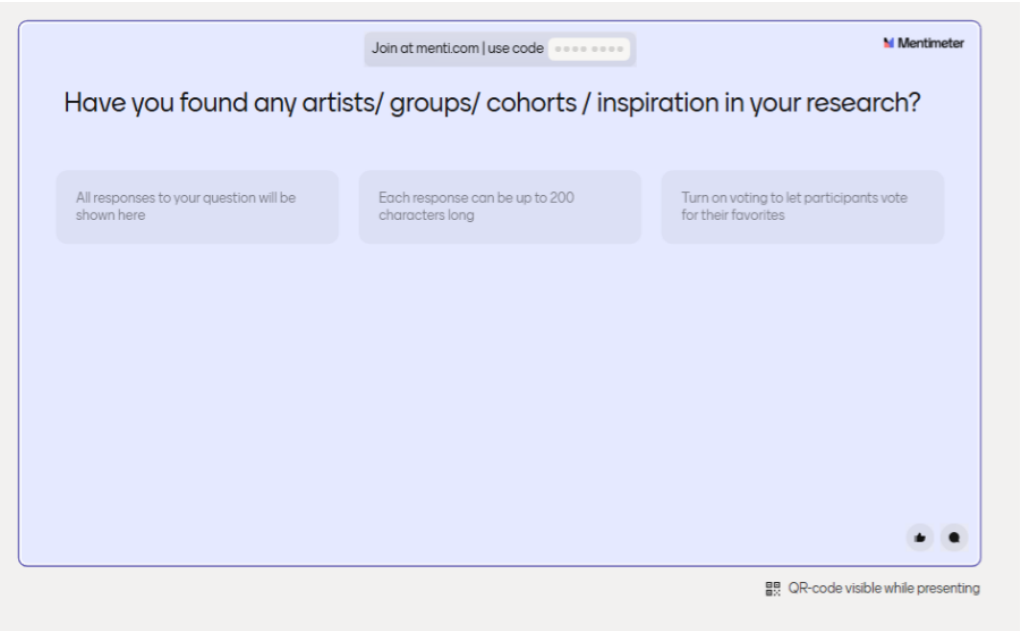

Figure 12; Willicombe, A (2026) Mentimeter presentation (SCREENSHOT)

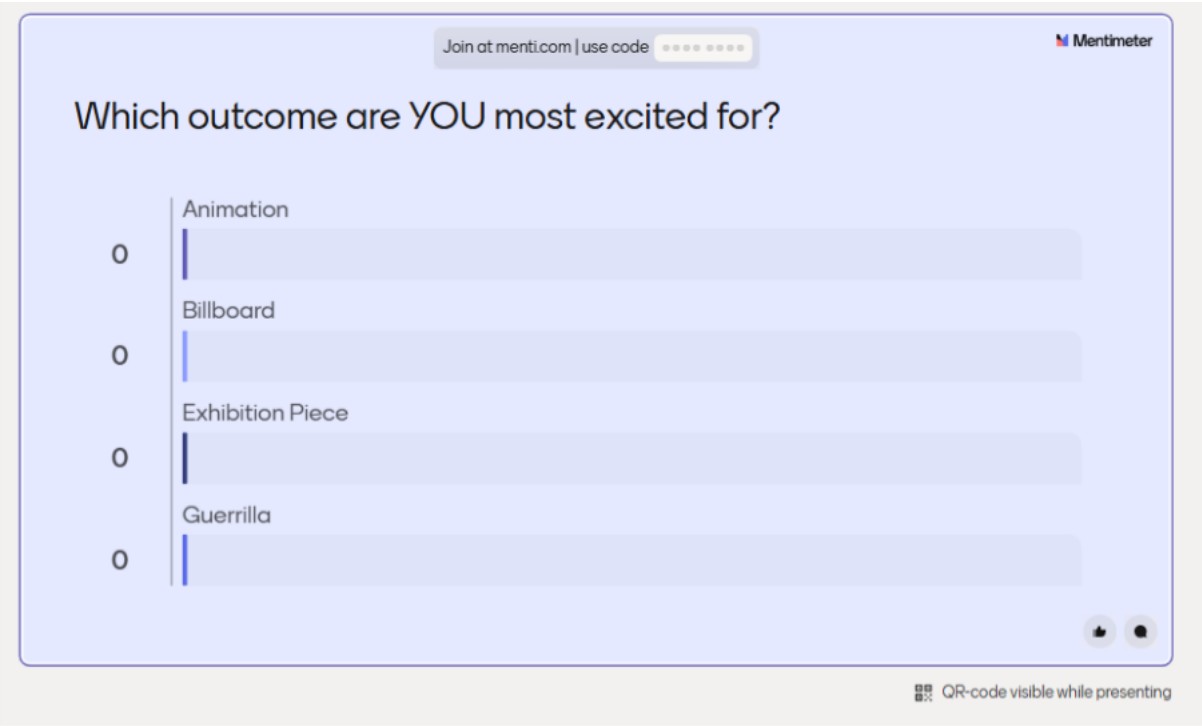

Figure 13; Willicombe, A (2026) Mentimeter presentation (SCREENSHOT)

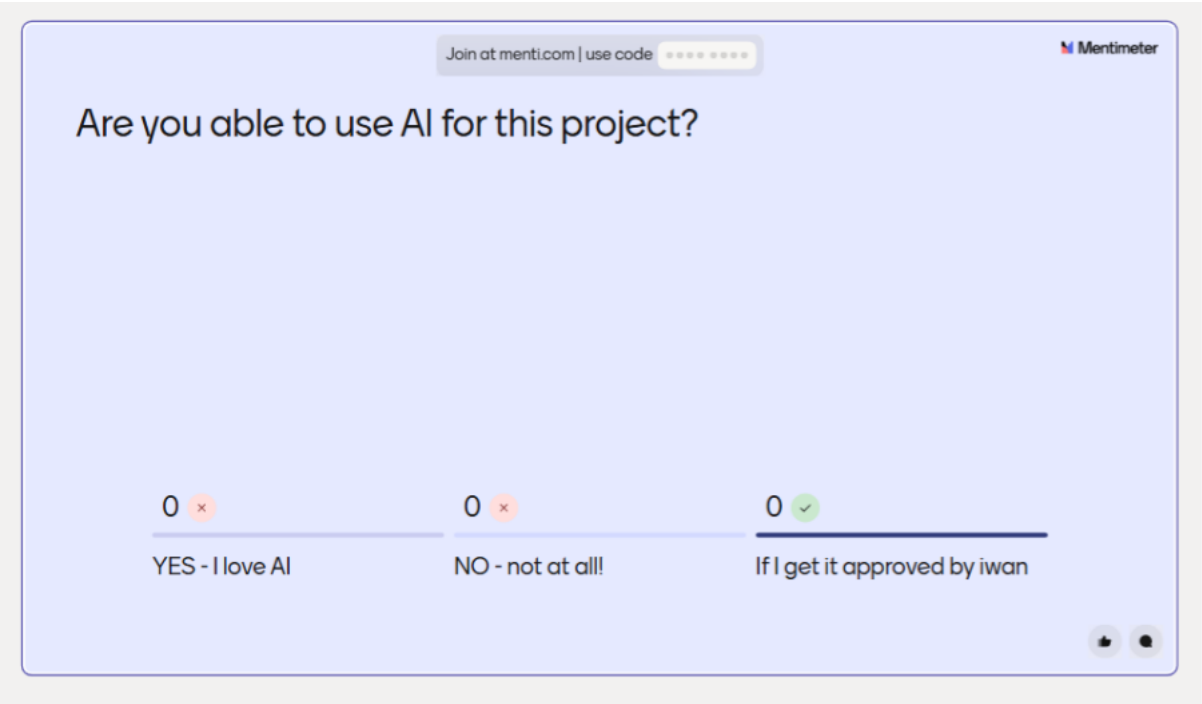

Figure 14; Willicombe, A (2026) Mentimeter presentation (SCREENSHOT)

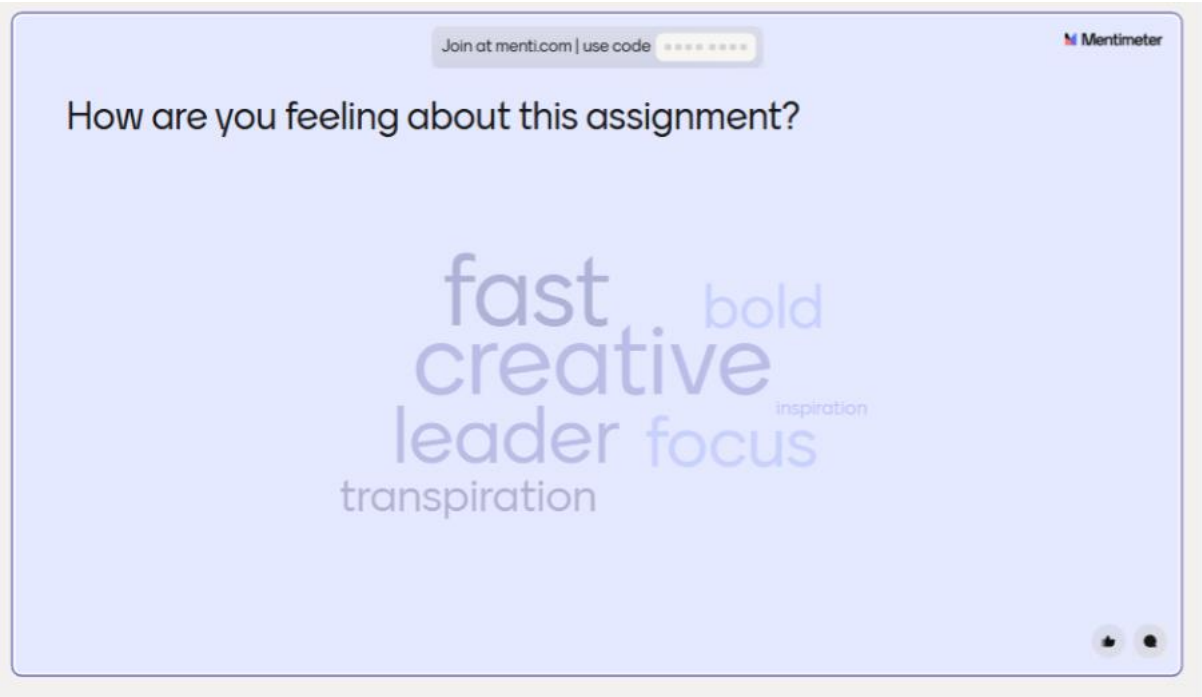

Figure 15; Willicombe, A (2026) Mentimeter presentation (SCREENSHOT)

Figure 10-15 displays what the students saw before answering the questions. I found that the students enjoyed the format.

Evaluation and reflection

This section of the essay will be critically evaluating the execution of my lesson and the use of my technological tool (Mentimeter) to innovate my teaching. The tool that I used was specifically used to assist the students in developing their collaboration skills. Mentimeter was an effective tool used for my aims and outcomes as it allowed me to give easy access to the students to participate. I applied the tool to the session to ask them questions on their current module. I will be using the Gibbs reflective cycle to discuss the outcome of my lesson.

Description

The lesson began with me a brief introduction into the lessons aims and outcomes, followed by me directing them to the Mentimeter QR code, using a digital whiteboard to

display the link for the students. Highlighting lesson outcomes at the beginning of the lessons allows for students to reflect later in the lesson to see if they have met their aims. This builds respectful relationships whilst also setting realistic expectations for the students (Gavrin, A. 2015). I highlighted to the learners that contributing to the PowerPoint would be beneficial to their learning as creative industries often prioritise professional communication (Zeegen, L. 2020). After this introduction, the students began completing the questionnaire that I had created using Mentimeter.

Before going forward with the first question, I specified that the contributions that the learners would be adding would be completely anonymous. Anonymity builds a sense of safety in discussion (Chester, A. and Gwynne, G. 1998). However, the students discussed out loud their digital contributions, and feedback from many suggested that they enjoyed specifying their individual contributions.

After this, I had technical difficulties with connecting my computer to the digital whiteboard in the classroom. I had sent the questionnaire to my observing tutor before the class began so I was able to get assistance in projecting the screen. Technical issues was one of the anticipated difficulties I had considered in my lesson plan. Tech issues is a barrier in teaching that effects most areas in modern day teaching, as there is a reliance on technology in higher education (Reich, J. 2020).

Mentimeter significantly improved student engagement, as a majority of the questions had answers from all of the students. In the word cloud section of the survey, many students submitted multiple times, and then further discussed their answers in person. Mentimeter helped students conversate about their research using the software and in person. Technology has improved collaboration skills by allowing students to critically reflect on their research with their peers (Chin Wei, C. et all. 2012).

I used a variation of question types (word cloud, rankings, open ended questions, quizzes, etc.) to maintain student interest. Using various techniques allows learners to develop their cognitive thinking skills. I wanted to push this to keep students interested in the presentation, as I had worried about possible issues with a lack of engagement.

The question that gained the most discussion was the ranking of themes using a point bases system (seen in picture 2 in the practical application). Students engaged with the

question and contributed to playful arguments on which subject was most enjoyable. Playful debate within a classroom setting helps build rapport and encourage critically reflecting on knowledge presented by diverse parties (Ghafar, Z. and Region-Iraq, K. 2024).

The session continued with the students completing the questionnaire. After this, I and my observing tutor went to each student to do group tutorials to discuss the student's development on their projects.

Feelings

Before the session began, I reflected on how my emotions felt during my pervious teaching experience. I recognized that my nervousness has negatively affected my thinking which made me feel panicked. Nervousness is a common issue within teaching, and effects most new teachers (Lindqvist, H. *et al*. 2022). After assessing this, I wanted to focus on calming my nerves. I struggled heavily with worrying about if the students would enjoy the lesson and find it engaging. Students enjoying the learning experience has been proven to help them retain information that is delivered to them (Leming, M. 2026). Studies also find that learners who participate in classes that they consider boring perform at a lesser standard in comparison to classes they find more engaging (Leming, M. 2026). Knowing this, I was anxious that the students would disengage from the questionnaire.

During the lesson, I felt that the students engaged well with elements of the questionnaire. There were sections where the students struggled or lacked interest, which caused me to panic which caused me to slightly spiral/stumble with my words. As I continued, I calmed down and finished the quiz. Often in teaching, educators will feel worried or panic before a lesson but calm as they continue teaching, as the cognitive focus shifts to prioritise student learning (Lindqvist, H. *et al*. 2022).

After the session, I was content with the lesson as a whole. However, I had felt that many elements of the session could have been improved. I felt that there were many aspects of the session that was stale which led to me struggling slightly verbally, but I will reflect on how my emotions caused me to stumble with my words. Despite this, I felt that the session was incredibly useful in helping me improve my teaching

techniques. I enjoyed conversating with the students and viewing their contributions to the lesson.

Evaluation

The session was successful in allowing students to discuss their research and development. The technology innovated the session by helping students actively engage with each other. Many students discussed their research to the class, and many gave feedback that they found it helpful towards their own research. Additionally, a large majority of the students answered all questions with serious consideration. Students taking contributions with thoughtful consideration builds deeper discussion which improves connection to peers in the classroom (Jacknick, C.M. 2021). Students actively collaborated, which helped me reflect on how I would like to prioritise students finding their classes engaging.

However, there were many instances where I thought I could improve my teaching for my future lessons. An example of this is that my computer had technical issues, which led to me being a few minutes late starting the session. Studies find that students perform at a higher level if their time is considered valuable, which is something I would like to take into more consideration in my future teaching (Gavrin, A. 2015). Furthermore, there were a few students that struggled to set up the software on their personal devices (mobile phones). I tried to resolve this aspect by assisting everyone on their device. When using technology in teaching, it is important to understand each student's level of digital literacy. Students who study in higher education often struggle with general assumptions about their level of understanding of software's, which can negatively affect their learning by not giving them the level of support needed to complete their courses (Oberstein, S. 2024).

Overall, there were many instances where I learnt how to be more considerate of students needs and how I can create a more welcoming environment for students when introducing them to new technology.

Analysis

The questionnaire/presentation was an effective strategy due to interactive engagement improving learners' ability to retain information. Interactive classes foster deeper engagement in comparison to traditional learning techniques (Reality Pathing. 2025). Using technology to innovate interactive learning adds another level of interest to the sessions.

Conclusion

Overall, this experience gave me insight into how to properly assess how to use technology appropriately to improve classroom communication. This experience has helped me develop my knowledge into how to use technology to enhance the learning experience, rather than replace it. Practical application of the tool taught me the impact of technology has in strengthening communication, which provides meaningful connections. This session has strengthened my understanding of how technology as a resource must be carefully considered as a tool for encouragement and applied appropriately. Additionally, my future lessons will have much more consideration of the possible difficulties that come with using technology and will contemplate how to combat those issues without sacrificing student experience.

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