



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

MODULE CODE : ECPT6003

ASSESSMENT COMPONENT: A2
Professional Observation

STUDENT NAME: Lewis Evans

STUDENT NUMBER: 2008375

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.

Introduction

For my professional observations I observed three educators from three creative disciplines at higher education: BA Film & TV, BA Acting and MA Art & Design, totalling 6-hours. The purpose of this selection is to broaden my understanding regarding teaching approaches from professionals. The rationale of my choices is to observe in relevant fields and across learning levels. The learning undertaken throughout this process will be used towards my own personal and professional development to inform my practice and action plan. To reflect on the experience, I will be using David Boud's reflective model. The teachers observed will remain anonymous and will be referred to as the following:

- Teacher A – BA Film & TV (film analysis and theory)
- Teacher B – BA Acting (directing actors)
- Teacher C – MA Art & Design (seeking an approach to aid understand)

Experience

Teacher A

The lecture observed was lecture 2 of 5, as part of a module for 22 level 4 film students. Teacher A conducted several announcements before starting, but an energetic cohort caused several delays, resulting in the task taking 25-minutes longer than was intended. Teacher A displayed an excellent use of learning recap from the previous week to refocus the cohort. The lesson's content was well thought out with clear intention behind it by cleverly linking activities undertaken the previous week with the learning outcomes of the lesson. Teacher A displayed great subject knowledge with the lessons content clearly designed with the cohort's subject level and knowledge being considered. Unfortunately, the cohort's energy and enthusiasm proved to be difficult to manage. Teacher A had designed the lesson to engage the learners through discussion, but this often resulted in difficulty refocusing after each activity. With regards to the professional standards, Teacher A remained respectfully professional, a clear demonstration of *Demonstrating leadership, integrity, courtesy and respect towards others*, with a particular focus on the importance of role modelling respectful behaviour in my own practice. As the educator, I want to be able to demonstrate the same behaviour towards my learners as I would want them to demonstrate towards me (Educators Wales, 2025).

Teacher B

This was a lecture designed as a one-off lesson to help prepare the students for their approaching practical projects. It was delivered for 30 students, with level 4 and 5 mixed in together. Teacher B had a unique approach to their teaching in that they did not use any visual aids to support their lesson. Teacher B expressed that they had planned a presentation, but they felt it became too big and therefore became too much to cover in the time they had, resulting in choosing to simply use their notebook for talking points to keep them on track. This is something I had not seen during my experience learning to teach. Visual aids, commonly PowerPoint presentations are a staple in teaching today, so I was interested to see the implications of this approach. It was genuinely engaging and refreshing to not have to switch focus between the teacher and a screen. It felt more personable, discussion and debate felt welcomed. However, by not having a form of presentation, the lesson began to feel unstructured

and often the point being made would get lost in tangents. At times, it was difficult to keep track of the point being made based on feedback from others. The key takeaway is that structuring your lesson is vital, but you are free in your delivery. Teacher B created a safe environment for learning which clearly displayed the professional standard of *Demonstrate commitment to learners, their learning, safety and well-being*, especially regarding consideration for learners starting points by making the lesson accessible (Educators Wales, 2025).

Teacher C

This lesson took place for 8 level 7 students, 7 of which were Chinese, with 1 Welsh student. The reason I mention this is because the standout for me with regards to Teacher C was how well the students were clearly considered by the teacher when putting this lesson together. Teacher C is an English speaker but nearly every slide had portions of the English text translated into Chinese, with some slides even being 50/50 English and Chinese. Teacher C admitted that the translation was done through an AI software and therefore apologised for potential inaccuracy. Teacher C also allowed the Chinese students to use speech to text apps via their smart phones which allowed the students to follow along comfortably. Most of the examples used to illustrate a point was also made relevant to China using Chinese art examples for classroom analysis. Beyond the inclusive efforts made, what struck me most was how focussed on the student's development Teacher C was. A great effort was made to present the required learning, but an even greater effort was followed on why and how the learning applies to the students. Teacher C was a great example of the professional standard *Value and promote diversity, equality of opportunity and inclusion* (Educators Wales, 2025). This has been a difficult standard for me to fully understand how I can achieve this, however, through Teacher C I have valuable methods of adhering to this standard in my own practice. Allowing students to use appropriate tools to learn and considering the cohorts background for two examples.

Reflection

Teacher A

Though observing Teacher A, it has become clear to me that being flexible in my teaching would be an incredibly useful skill to learn for my practice. Structure is good, planning is good, but all of that can still lead to a failed lesson if you are not able to manage their behaviour. As the educator, you inherit a responsibility to ensure everyone can learn, and this comes in more forms than just disruptive students. This is made clear throughout the professional standards but also in Phil Race's (2020) work. Race explores that learning has evolved in recent years, the expectation from students goes beyond simply sitting and listening but now students seek inspiration and enlightenment from their lectures (Race, P, 2020, p. 2). While it cannot be put to fact, perhaps the students of this cohort were displaying this notion, resulting in disengagement from the lesson. A student not engaging could be due to several factors with some being beyond your control, however, this is where the ability to assess the situation in real time comes into play. Carol Thompson and others (2024) refer to this when discussing adaptive learning in their guide to lesson planning. Stating that a key reason for adaptive teaching is to accommodate to the changing needs of students. A student could experience something at the start of your lesson which then changes their behaviour for example. Student needs are typically divided into two types, overt needs which are formally identified, and covert needs, those that are identified throughout learning (Thompson, C, 2024, p. 51). Beyond this is the ability to adapt to the various learning styles of your cohort. While a learner may have a dominant learning style, it is not always a cemented characteristic. Learners can adapt to your teaching style as much as a teacher can adapt to a learner style (Thompson, C, 2024, p. 53). Adaptive learning goes both ways for both teacher and student and having that ability is extremely valuable.

Teacher B

In contrast to Teacher A, Teacher B had similar issue of disengagement but for the opposite reason. If Teacher A was too rigid in their approach, Teacher B was too unstructured in theirs. "Death by PowerPoint" has been a commonly used expression since the early 2000s with Cherie Kerr's book (2002) detailing that PowerPoint and presentations in general are a tool to support your lesson, but not *be* your lesson (Kerr,

C, 2002). This is where I feel Teacher B's approach was unique and could have been engaging if structured better. Teacher B had excellent points paired with interesting perspectives based on their industry experiences as well as what they have learned by teaching the topic of acting. However, clarity would be lost from overexplaining or going on tangents that would often lose their direction, therefore disengaging learners. What makes a good plan is clarity and specifics according to James Avis (2019), and this can be achieved through three questions "What do I want the students to learn? How can I help them to learn it? How will I know what they have learnt" (Avis, J, 2019, p. 136). When teaching it is easy to lose the attention of your cohort if they cannot see the purpose in the point you're making. Learners will often listen with the intent of 'how does this affect me?'. This can be answered by setting out clear objectives for the lesson by evaluating what the purpose of the learning is, as set out by Alan Rogers (2002). Rogers states that the whole point of engaging in a lesson is to accomplish either; a new skill, understand something, learn how to behave to meet demands, or for self-development such as confidence (Rogers, A, 2002, P. 143). Through this observation I now better understand the importance of lesson planning but also, I now have a framework for achieving better lessons. Furthermore, is finding an effective balance between visual aids and teaching to enhance my practice.

Teacher C

Teacher C utilised visual aids that supported the learning, without an overreliance on them to teach, and was student focused which informed their approach and lesson content. While Teacher C has their style of teaching, they were still able to change their approach when required. Observing Teacher C led me to research adult learners where Knowles and others (2025) explore the idea of *Releasing the Energy of Other*. The research looks at how teachers may find that maintaining control is their objective and by doing so will neglect their main objective which is to facilitate the development of their cohort. Achieving this, at times, involves a releasing of control "to release energy in others", which in this case means using your lesson to draw out that which is already within your students and develop it (Knowles, M, 2025, pp. 137-142). For example, there were 2 students who did not want to engage with the discussion despite several attempts from Teacher C to adapt the questions or topic to be more relevant to their practice; rather than allowing the lesson to come to a complete stop, Teacher C respectfully moved on, accepting that not every student in their cohort

enjoys that style of teaching. However, for my own practice, understanding this and having strategies in place could help to engage those students. Reece and Walker (2007) detail various teaching strategies based on cohort size. In this instance, the cohort was made of 8 students which can be an awkward environment for learning, but the implementation of an ice breaker could ease the tension to encourage participation (Reece, I, 2007, p.107). This comes with the sense of knowing how encouragement could be mistaken for antagonising and knowing when to stop.

Learning/ Action Plan

Identified within my action plan currently are the following targets based on my microteach experience:

- Develop my own knowledge on teaching strategies.
- Improve my digital literacy to enhance teaching.
- Develop my public speaking ability and classroom presence.
- Build a reflective practice for problem solving.
- Find an appropriate solution to manage my nervous fidgeting.
- Develop digital skills for employment.

The learning undertaken through the professional observations will inform this action plan further for my own professional development. To inform my action plan I want to summarise the learning achieved from each teacher to make it clear where the targets set in my action plan have derived from.

Teacher A

Knowing how to manage your cohort's behaviour is just as important to a lesson's success as lesson planning. This will often require a flexible approach to your class which can allow you to adapt your teaching strategy; hopefully with a result of preventing declining engagement from disruptive behaviour. Race (2025) goes beyond this in the understanding on how group size impacts behaviour. This cohort was 22 students, groups larger than 10 change the role of a teacher considerably and requires more facilitation of consensus to avoid the more confident members to dominate the lesson (Race, p, 2025, p. 174). I will learn how to set clear targets for lessons to aid behaviour management through achieving clarity of expectations for both teacher and student.

Teacher B

Your lessons should follow a structure which is informed by having a goal for the lesson. Working backwards could be a good strategy for this by ascertaining the purpose of the lesson, then curating the steps required to achieve said goal. Where your freedom remains is how you choose to work through those structured steps. Visual aids can help the lesson stay on track as a representation of the steps of the lesson, but not being tied to it as the teacher is important for learner engagement. According to

Kimbrly Carraway and Cognitive Neuroscience (2014) there are 8 principles active with regards to how people learn. Principle 4 states that “the brain is particularly attuned to purpose, meaning, and relevance” (Carraway, K, 2014, p. 220). I will learn how to effectively use visual aids to support lesson structures to represent what the learning goal is and how we will achieve it.

Teacher C

Your cohort should ultimately inform your lesson planning and teaching strategy. Taking the time to understand the learners you have within your cohort means that you can, to the best of your ability, tailor the learning around them. If learners can see the effort being made by their teacher, this can hopefully create a sense of support for their development from someone who is trying to facilitate a safe and inclusive environment for them to learn. Finding the balance between structure and flexibility to evolve my practice is the key learning from this observation. A method that could be implemented comes from Vicky Duckworth (2013), suggesting that inclusive teaching is best practice for supporting my goal of adaptive teaching through anticipation and being proactive (Duckworth, V, 2014, p. 53). I will develop my ability to adapt lessons to cohort behaviour by being proactive in my approach through learning from experiences and making reasonable adjustments where necessary.

Using SMART, I will create development goals for myself that will be added to the larger body of my action plan in my portfolio.

Target	Specific	Measurable	Achievable	Realistic/ Relevant	Time- bound	Professional Standard
Learn how to set clear targets for lessons to aid behaviour management.	Use the verb list when creating lesson plans when establishing learning aims and objectives.	Reflect on if cohort was more or less focussed cohort when given clear lesson objectives.	Implement this approach at the start of every lesson I teach on placement.	A well-structured lesson can help mitigate disruptive behaviour.	Within 6-Weeks.	Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment
Develop ability to adapt lessons to cohort behaviour.	Develop methods for inclusive teaching practices by reading 3 theories.	Trial and error with reflection on results and effectiveness. Look for a balance between sticking to a structure and being flexible.	Through placement and course modules I can track my progress through reflections.	Structure can help set goals; flexible approaches can allow me to engage learners.	Within 2-Months.	Demonstrate effective strategic leadership and governance
Learn how to effectively use visual aids to support lesson structures.	Research 3 experts in giving presentations, adapt the learning into teaching and experiment with 3 ways of using visual aids to support teaching.	Gather feedback from cohort and compare engagement levels after different approaches.	Through placement and other opportunities for public speaking.	Finding a balance in the embedding of digital tools for teaching.	Throughout my placement.	Critically reflect on own values, knowledge and skills to improve learning and leadership

Conclusion

To conclude, this experience has been a fantastic opportunity to see first hand the daily challenges and successes of teaching. I have spent a significant amount of time learning, but my focus has always been on the content and rarely on the teacher. To shift that focus has been a great exercise in developing my understanding on teaching and how no two cohorts are the same. I feel better prepared going forward in my professional development.

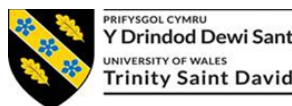
Word Count: 2,716.

Reference list

1. Avis, J., Fisher, R., Thompson, R. (2019) *Teaching in Lifelong Learning: A Guide to Theory and Practice*. 3rd edn. London, England: Open University Press.
2. Carraway, K. (2014) *Transforming Your Teaching – Practical Classroom Strategies Informed by Cognitive Neuroscience*. New York & London: W. W. Norton & Company.
3. Duckworth, V. (2014) *How to be a Brilliant FE Teacher: A Practical Guide to being Effective and Innovative*. London: Routledge.
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 November 2025). (Educators Wales, 2025).
5. Kerr, C. (2002) *Death by PowerPoint: How to Avoid Killing Your Presentation and Sucking the Life Out of Your Audience*. Execuprov Pr.
6. Knowles, M., Holton, E., Robinson, P., Caraccioli, C. (2025) *The Adult Learner: The Definitive Classic in Adult Education and Human Resource Development*. 10th edn. New York: Routledge.
7. Race, P. (2020) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 5th edn. Routledge.
8. Race, P., Brown, S., (2025) *The Lecturer's Toolkit: A Practical Guide to Assessment, Learning and Teaching*. 6th edn. London & New York: Routledge.
9. Reece, I., Walker, S. (2007) *Teaching, Training, & Learning: A Practical Guide*. 6th edn. Great Britain: Business Education Publishers Limited.
10. Rogers, A. (2002) *Teaching Adults*. 3rd edn. United Kingdom: Open University Press.
11. Thompson, C., Spenceley, L., Tinney, M, Battams., Solomon, A. (2024) *The Ultimate Guide to Lesson Planning: Practical Planning for Everyday Teaching*. 1st edn. Routledge.

Appendices

Teacher Observation Form: Teacher A



Teacher	Teacher A
Date	06/10/2025: 10am – 12pm (2-Hours)
Group	BA Film & TV Level 4
Topic/Context	Ways of Thinking 1: film theory and analysis (Lecture)
Notes on the lesson:	
• Lesson was well planned, with clear objectives and purpose which was used well to hook students attention through applying the learning to an up-and-coming project. • Resources were prepared well, to include a presentation, with photo and video examples for context and critical analysis. • Humanist approach: friendly, approachable atmosphere/ environment. • Great use of recap at the start by going over the Padlet assignment and giving feedback in real time. • Technical difficulties handled well. • 25 minutes till the lecture is introduced, a lot of announcements and recap at the start. Student behaviour made task more difficult. • Great use of demonstrating the elements being introduced (the low-key lighting example, turning the lights off and using the monitor to make their point). • Effective use of quick quizzes and Q&As to assess learning and reengage students. • Several points where control of the room was lost. Cohort was easily distracted. • Excellent subject knowledge. Clearly teaching from a place of vast theory and practical application.	

- Consistent demonstration of learning assessment throughout the lesson, ascertaining entry level behaviour, and learning taking place.

What I have learned:

- Teachers should have multiple tools for keeping cohort's focussed such as recap, visual aids, large digital timers.
- Behaviour management is a large part of the role.
- Cohort size will impact the lesson and therefore different cohort sizes may require different approaches.
- Link the learning to the bigger picture, give the students context to what they are learning, how does it impact them.
- Find ways to make your point, the use of a physical demonstration (where possible and appropriate) can illustrate your point far better than a text heavy PowerPoint slide.
- Find the most efficient route to get to the learning if you do require giving course updates/ announcements.
- There is a challenge of students treating you like their friend, rather than their teacher. Establish and maintain healthy boundaries with learners.

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

- *Demonstrating leadership, integrity, courtesy and respect towards others* by remaining professional and respectful to their cohort despite not necessarily receiving the same professional respect in return. Target: Role model the behaviour that I expect my cohort to have in my own practice.
- *Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment* by understanding that teaching is not just one thing, each lesson may ask of you to utilise several teaching strategies and approaches. Target: Develop knowledge on teaching strategies to ensure I am prepared for the various challenges of teaching.

Teacher Observation Form: Teacher B



Teacher	Teacher B
Date	06/10/2025: 2:30pm – 4:30pm (2-Hours)
Group	BA Film & TV Level 4 & 5
Topic/Context	Directing Actors (Lecture)
Notes on the lesson:	
• Little evidence that the lesson was planned with a goal or structure in mind. • No handouts, no visual aids etc were used. • No clear learning outcomes established. • Classroom presence was great. Despite not using visual aids, it was interesting to observe a teaching approach that relied entirely on being present and holding the attention solely. • The lack of structure however did result in going over time. • The lesson would have benefited from a demonstration. Due to the nature of the topic (directing actors), having students either participate themselves or having student actors present would have been a great way to boost engagement and enhance learning. • Teacher displayed excellent knowledge of the subject area with a blend of theory, personal experience and industry/ professional examples. • Responded well to questions with clarity.	
What I have learned:	
There is more than one way to deliver a lesson. It's hard to imagine turning up to class and there not being a PowerPoint as part of the lesson. However, for a lesson to work it needs a plan that is established by ascertaining what the purpose of the lesson is. If it is not clear as to how the lesson they have attended benefits them, they will most likely disengage. Figuring out what the learning aims and objectives are and then clearly establishing them to the students makes a huge difference the learning experience. The purpose of visual aids goes beyond PowerPoint;	

there are several ways in which you can visually teach something such as demonstrations. They can serve as lesson checkpoints for learners to keep engaged.

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

- *Demonstrate commitment to learners, their learning, safety and well-being* by creating a safe environment for learning by being welcoming and actively encouraging discussion and questions. Target: Research ways on making a classroom/ lecture feel welcoming, what teaching strategies best facilitate student development.

Teacher Observation Form: Teacher C



Teacher	Teacher C
Date	09/10/2025 – 10am – 12pm (2-Hours)
Group	MA Art & Design Level 7
Topic/Context	Developing your practice by “Seeking an aid to understanding” (Lecture)
Notes on the lesson:	
• Lesson was well structured, learning outcomes were clear throughout. • The presentation used was engaging and displayed inclusivity. The majority of the students were Chinese; therefore, the teacher made a significant effort to have Chinese translation on key slides. • Classroom presence was fantastic. The teacher has a strong focus on student development, and this was clear throughout. • The approach was to introduce theory and make it relevant to the students. The teacher did not want to simply introduce a theory and move on, they wanted the students to know why the theory was relevant, how they are being expected to use it, and more importantly, what they personally gain out of it for their development and practice. • The best example I have observed of the teacher facilitating growth, learning, development. • Excellent in-depth knowledge of subject area. • Handled the lack of participation well. • Displayed inclusivity for the cohort, displayed the ability to make adapt the lecture in a variety of relativism.	

- Effective implementation of technology in the pursuit of inclusivity by using Generative AI to help the teacher translate presentation text and the encouragement for students to use speech to text translation apps during the lesson.

What I have learned:

Your cohort should ultimately inform your teaching strategy with the objective to be as inclusive as possible. It is possible that your cohort could help you with this and present you with a tool that enables them to best engage with the lesson, in this case it was the translation apps for the ESL learners.

Embrace technology as an effective tool to enhance my practice. I have reservations surrounding AI for example, but this observation demonstrated a sincere way it could be used in my own practice. The balance for my own development is finding how much technology I am comfortable with using during my lessons before I feel overwhelmed by it, or it begins to detract the lessons content rather than enhancing it.

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

Value and promote diversity, equality of opportunity and inclusion by taking their cohort into consideration when creating the lessons content adapting their approach to make content accessible. Target: Develop inclusive teaching strategies to facilitate a variety of cohorts.

Develop and implement effective policies and strategies to support the delivery of effective learning, teaching and assessment by implementing new or advanced digital/ technological tools such as the speech to text translation apps. Target: Research emerging technology relevant to education and workout how I can implement them into my teaching as a form of effective enhancement to my practice.