

Effective Teaching Learning and Assessment in PCET

Reflection on 45 Minutes Microteaching

I was asked to deliver 45 minutes of lesson to eight students about some subject.

I choose as a topic, to give deliver my microteaching on subject Film and Television Production, given a continuity to my previously microteaching of 30 minutes.

I started by welcoming all the students with a logo design of "Film and TV" on the PowerPoint, asking if they were all well and comfortable. Immediately afterwards I introduced the theme I was going to talk about in class and made a summary of what we were going to talk about and do in class, where a mention a recap of the last lesson, a video that they made as a activity last lesson, visual composition, research, quiz game, role play and finely an activity that they would have a possibility to choose in between two chooses that I would provide to them.

Recap: I recapped images from the slides I used in the previous class, explaining that I demonstrated that there were several ways to achieve the same result through two debt accounts. Then I introduced those who are considered the "Major Roles" in the film industry, explaining the role they play in producing each one. Then I passed the interview of Cristiano Ronaldo for them to see as an audience. I demonstrated the basic light setup with the name of "Three point light", I simulated a 2D visual mock up on the slide, the positioning of the cameras for an artist and explained some aspects of the sound engineer and his positioning in a shooting production. I played the video of "Cristiano Ronaldo" again, and I continued the

game quiz, which resulted in 96% the accuracy overall. We put into practice what they learned in class with an activity that I offered, from a 1 minute interview where they would apply the techniques of lights, camera and sound. I present the video interview I edit from the footages that students record.

Visual composition: I used those same footages to talk about visual composition, where I highlighted the position, colour, lights, and focus.

I created two versions of the same photo, a normal photo where I used to ask students to describe the visual composition of the photo, and another with the "Three point light" divisions where I explained the pros and cons of the image. I explained the origin of why the western society read the images that way with the "Gutenberg Diagram" and why the colours are flashy with a wheel of primary and secondary colours.

I exemplify how to use: the "Rule of Third" to manipulate the image to make the audience feel isolation through the image.

Vanishing point to make the audience look in one direction without them being aware of it. and how you use colour to highlight an important person or object in a scene. I

includes "Michael Jackson" video music where I showed how the director and all the production manipulated us as an audience and made our attention all for Michael Jackson even though there were a lot of people around him throughout the entire video.

Research Time: I set up a task based on the previous topic I present at class about roles in the film industry and I ask the students to make a quick research on the specific roles, which was;

- Director
- DOP

- 1 Camera Assistance
- 2 Camera Assistance
- Sound engineer

Following this exercise, I asked the class if they would like to play the game on paper or using their electronic device.

by unanimous vote decided to do so through the electronic device.

After the game I asked I showed the students the same list of roles they had done the research and the game, which of these roles they would like to play. And to finally the lesson, I created an activity where I gave two choices:

- “30 seconds each of manipulation” where students would have to produce four 30 seconds video to get the audience attention or perception using the following techniques; isolation, vanishing point, conversation and colour.
- “The late night show PGCE/PCET” where student would have to produce and set up a television video show format in the class room using the creativity and available sources at the classroom.

The students chose to do "The Late Night Show".

And they successfully completed the task, with all students satisfied with their performance and class.

My lesson plan was designed following the UK professional standard Framework, prioritising some important points the three specific areas ((UKPSF), 2011):

Area activities

1. A1 Design and plan learning activities and/or programmes of study.

Teaching the subject matter standard action of the film industry, showing examples and evident on the power point.

2. A2 Teach and/or support learning.

Providing plausible evidence with images, videos and equipment for the students to work.

3. A3 Assess and give feedback to learners.

Using questions and answers to assess their knowledge following the learning process of the students, the quiz game to assess and to instant feedback.

4. A4 Develop effective learning environments and approaches to student support and guidance.

I create a “Late Night Show” activity, where students would be able to experiment using appropriate filming equipment related to the subject I teach.

5. A5 Engage in continuing professional development in subjects/disciplines

and their pedagogy, incorporating research, scholarship and the evaluation of professional practices.

I incorporate a research activity where students would have to do a research about the “Major Roles” in the film industry to be able to play the online quiz game.

Core Knowledge

1. K4 The use and value of appropriate learning technologies.

Using the power point to present and explain the subject film industry.

“Adobe Premier “to edit the previous interview filmed by students

Online quiz software “Quizizz”

2. K5 Methods for evaluating the effectiveness of teaching.

Questions and answers to evaluate the engagement of the class during the PowerPoint explanation.

The “Quizizz” game result which give me the instant perception if the students were receiving successfully the information that was delivered.

3. K6 The implications of quality assurance and quality enhancement for

academic and professional practice with a particular focus on teaching.

Choosing and assessing adequate hardware and software tools that students would be able to use safely (Cameras/ Light/ Microphone Quizizz).

Professional Values

1. V1 Respect individual learners and diverse learning communities.

Giving students a choice of two different activities (“30 seconds of manipulation” or “Late night Show PGCE/PCET”).

2. V2 Promote participation in higher education and equality of opportunity for learners.

Incentive students to research the major roles in the film industry and give them a choice to work in the role that they feel more comfortable.

Creating activities where every students could be involved (“Quizizz” game using their electronic device and the “Late Night Show” with different roles for them to choose).

3. V3 Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development.

Using of films and video interview to explain the roles according the standard requirements in the film industry, and videos equipment to exercise the productions values in the classroom.

4. V4 Acknowledge the wider context in which higher education operates recognising the implications for professional practice.

I was inspired by 6 teaching learning strategies in planning my class. Circle talk Brainstorm, Jigsaw, Head Talk, Quiz, One minute challenge. That's because I wanted to make the students working dynamic active and communication, so that I could do a formative assessment. I did not try to copy exactly these teaching methods, because even though I know they are quite effective, I felt that in my case they would not work if I did not adapt them to my classroom. And also, for a personal matter, feeling that my teaching strategy would have to make more sense to me and my students, and only then would I act comfortably, knowing that I was using my own teaching style instead of a simple imitation of what I saw, read or heard (Donovan, 2009).

Regarding of my previous experience, my 45 minute microteaching was less stressful, in terms of plan and delivery. I did manage to be calmer and relax, what allowed me to have a better performance in front of the class when I was communicating.

I felt that I was more communicative and made better use of the classroom space so that I felt more comfortable. This time I was aware of the reflection of light on the screen which made me use a power point hardware (Presenter clicker) that allowed me to move without having to worry about being near the table where the computer was.

The good thing about my experience was that I planned everything I was going to do in class, and it went well. My planning was all timed and because I had a very ambitious final exercise, I still thought I could finish the class without completing my learning objectives.

It was good to have summarized the previous class and to see that the students still remembered the previous subject. This made the subject I had planned to teach focus in a more acceptable way.

One of the positives sensations, it was after showing the video that I edited with the footages of the previous class, the students' satisfaction to have seen a work done by them being screened. And to have seen that individually everyone played an important role in this exercise. In this case the satisfaction was mutual, because I just proudly gave the opportunity to those who had never had the opportunity to work with a camera and made them believe in their abilities that are often hidden behind our fears.

The bad thing of the experience was the quiz game. This time the results of the game quiz was 66% which makes me wonder if my questions were a bit above the appropriate level for the students. but at the same time the learning process is made with errors that we correct during our journey.

I feel that my learning objectives was clearer this time because I anticipated the material that would be given from the beginning of the class and got the students to complete the objectives on time.

Sometimes the hardest thing is to backtrack to correct what is right. What is this case.

This lesson plan was designed in such a way that no different forms of learning were discriminated against. Understanding the term VARK which is the four learning styles (Visual, Auditory, Reading/writing preference, and Kinaesthetic) my lesson plan was accomplished this way:

- **Reflectors**

Introduction

Review of the edited footages produced by the students

- **Pragmatist**

Get students opinion and Identify on the video interview what can be improved.

Curiosity "Victoria" (2015) Film

- **Theorist**

Quick overview of the major roles explaining which one of them.

Use the online software "Quizizz" to evaluate the engagement of the class with three simple questions about the subject in a group.

- **Activist**

Students will choose what role they would like to play in the Film and TV industry. Choices: director/DOP/Camera assistance/Gaffer/actor.

Students will produce a 2 min video advert/novel/interview/drama/news report. Students will be preparing everything from the beginning.

As is apparent I tried to manage learning time so that it was the same in each style but unfortunately the activity (activist) would have to take more than 50% of the time. but this activity was done thinking in Kolb's theory of learning where the aim would be to reflect back on all the points mentioned in the class so that the exercise could be performed.

My lesson plan was more directed to a pedagogy. The reason why I did that was because I did want to explore the student's creativity. To let that happen I asked only open-ended questions letting the students give their opinion based on the subject. As an example after showing them the video I asked questions about the composition of the vote asking, "what do you think about this composition", and according to the answers I was directing them and making a formative assessment.

The formative assessment was done in three ways in this micro teaching:

- Questions and answers where I noticed that only one student did not participate.
- Quiz game: where students had fun answering questions about the subject.
- Workshop where all students successfully played their role

If it arose again, I would experiment a different classroom exposition using the active learning , where I would divide the students into groups of two where I would create exercises that would make them pursue more research and in the end where they could compete through online software encouraging collaboration and spontaneous socialization.

Because this lesson was only 45 minutes I had to prepare and setup all the equipment in advance so the students could just use and do the task, I feel that if I would do it again I could shorten the summary having a five to seven minutes were the students would experience to setup the equipment by themselves what would give them a real perception of time.

It was a very positive experience, where I had a second chance to rectify the mistakes, I made the first time. This reflection will be part of a learning cycle that I hope will never close. It is this learning experience that I will try to take with me on my teaching journey, where I will teach to learn and learn to teach.

I planned this class to provide students with the best learning experience, but what I did not experience was the feedback that came in the form of very positive feedback. but I have a notion that it won't always be like this.

The process of this experience reflected not only on the work I did before but also on all the experiences I had as a student. It reminded me of all the good and bad memories I had of teachers that influenced my journey to this day, and I am sure it was reflected in my personality, posture and tone of voice when I was delivering the class. And if for some reason these personalities have marked my life, I believe it will be no different with my students. If so, let it be for the positive.

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