

Managing Behaviour and Supporting Learner Engagement

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Using the ERA cycle, (Jasper, 2013)

Part 1 - Essay

Introduction

Through teaching in the PCET/Higher Education sector, staff must be aware of behaviour, engagement and the student's well being. At times, there may be instances that the student may present a behavioural pattern that could either be linked to the lack of interest, or problems at home. It's important to be conscious and attentive to the group to improve their academia but also well being, similar to professional standard, 'promote participation in higher education and equality of opportunity for learners', (V2, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Throughout teaching, student's may present some challenging behaviours that can either impact their learning or the rest of the group. Being disruptive, distracting, causing a disturbance or interference can hinder their academia due to the lack of engagement. To be able to establish some management with behaviours, communication and other methods may be used. To do this, putting down ground rules or reinforce appropriate and professional behaviour can impact and reflect onto the students, adhering to professional standard, 'methods of evaluating the effectiveness of teaching', (K5, UK *Professional Standards Framework (UKPSF) | Advance HE, 2019*). At times, students may need a role model that can influence their attitudes, work ethic and outlook on themselves and their course. Being mindful, using positivity, recognising limits and optimistic behaviour as well as creating effective relationships with students can dramatically impact the way they view their studies. Fred Jones says, "For teaching to be enjoyable, you must be able to simply relax and teach. Classroom management must be built from the ground up so that most problems do not occur", (Fredric H. Jones & Assoc. Inc., 2014). His theory suggests that setting limits, creating a positive classroom environment and effective body language can dramatically improve the atmosphere and limit negative behaviour. This is useful due to the progression of the relationships shared with students and it gives the group a positive outlook on the teacher.

Some students may present more challenging behaviour than others, and it's important to try and identify the cause or reasoning. Motivation, problems at home, lack of interest in the topic, sense of fear, habits or simply being tired can all affect their ability to engage and learn. In situations like this, using the Jablonsky and DeVries Reinforcement Theory (1972), can help reinforce optimistic behaviour with the students and push for better outcomes. The theory suggests that using positive reinforcement as soon as possible and avoiding punishment improves the wellbeing and outlook on the course. If there is a dispute between the teacher and the student, it's crucial to overlook the scenario, identify the root of the problem and work a solution - using alternative methods can develop alternative reactions. Additionally, Susan Wallace states in the book, *Managing Behaviour in Further and Adult Education: Third Edition*, (Wallace & Wallance, 2013), that 'Understanding the needs and attitudes which the learner brings to the classroom or the workshop is an essential first step in establishing a positive learning environment'. When teaching adults, the process and development is different from children. The reasons for this is because adults have more responsibilities and limited time. Particularly in Higher Education, handling behaviour and supporting students works differently due to their maturity and age. From a survey conducted in 2013, (*Managing children's behaviour, attitudes and practices: Baseline Survey*, Welsh Government), it states some methods that may be useful when teaching adults. In section, 3.1 *Disciplinary Methods Used* of questioning parents on their methods, it states that praising good

behaviour and reasoning with the students are part of the top three preferences. Although this survey was created for children, these strategies can apply to managing behaviour with adults in the Higher Education sector. When dealing with conflict or a situation with students, it's important to adhere and be reminded of equality and equity by going through the Equality Act (2010). Situations such as racism, discrimination, verbal abuse and harassment can arise between either students or to a teacher, and following policies and legislations is vital and so using professional standard, 'Respect individual learners and diverse learning communities', (*V1, UK Professional Standards Framework (UKPSF) | Advance HE, 2019*), is crucial to equality. Additionally, safeguarding and communication is key due to protecting students from abuse and neglect. According to Ideagen, (Abbie Glossop 03 Feb 2022), the 5 Rs of safeguarding are as follows; recognise, respond, report, record and refer. Furthermore, recognising trauma or personal problems can assist students with their wellbeing and support. Revolt Sexual Assault states that, 'almost two thirds, (62%) of students and graduates have experienced sexual violence at UK universities', (Revolt Sexual Assault, 2019). This statistic is shockingly horrific and sadly only 1 in 10 have reported the incident. Using methods of safeguarding and taking appropriate steps to ensure a student's wellbeing optimises their mental health and impact on their personal life, not just their academia. It's about creating a safe space. In the publication, (A Handbook for Teaching and Learning in Higher Education by Stephanie Marshall, in the section Assessment: Understanding

the Basics and under case study 6.1 by Sam Elkington, pg 77), it says, 'Engaging learners with assessment criteria and rubrics is held up in the literature as an effective way of clarifying learning outcomes, particularly when utilised early on in a programme of study.' (Fry et al., 2009) Using methods as such at the start of the course can outline the expectation and provides students with the knowledge of understanding the marking criteria - knowing what to include.

Other ways of engaging students with the course is to encourage initiatives, be attentive, recognise the limits, present a positive behaviour and to debrief. Some methods may work on a minority of students, where as the others may work on another groups, which is similar to the professional standard, 'develop effective learning environments and approaches to student support and guidance', (A4, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*). Utilising a range of strategies and to be consistent ensures an optimistic and exciting atmosphere for students to learn and thrive. From this, it can also improve any behavioural problems in the classroom.

At times, using the Pillars of Pivotal Culture would be useful as it may improve the advancement and progression of students. Consistent, calm adult behaviour, routines, interventions, recognition and rewards can make an impact. But during any conflict or disagreements with students, taking other approaches such as; delivering sanctions, confrontation, structure and setting expectations may be needed. Using (Services for Education, '*The Five Pillars*

of Pivotal Practice), it says, 'simply practice and cement consistency, explain why adult behaviour is the elephant in the room and demonstrate that great behaviour management is counter-intuitive'.

According to the Welsh Government under the document, Post-Compulsory Education and Training (PCET) Principles for Change (2020), it states that there could be changes that will help assist the the PCET sector with education on the challenges it may face in the future. It discusses 'Brexit, Climate change and Covid-19, an ageing population, digital transformation and automation of our economy and economic and social inequality'. These changes will help improve and advance the sector but additionally assist with students and their education. With these developments, students may feel more inclusive, paid attention to and supported throughout their academia, which will help with their learning.

Students may need coaching or perhaps looking for a mentor throughout their studies. The reasons for this could be to seek support, gain knowledge or improve skills, overcome an obstacle, requiring assistance or to seek guidance. A framework conducted by Sir John Whitmore titled, 'GROW Model' (Coaching for Performance, 1992), entails a step by step coaching method that focuses on to unlock potential and possibilities. It's one of the most commonly used models due to the success at the end. Using models like this will give students the ability to delve deep into their aspirations or goals, which further along will push for interest and engagement. This framework is an ideal piece to use to coach and push students for success.

Conclusion

Giving students support and guidance throughout their academic study is important, whether it would be through communication, support or mentoring. But additionally, paying attention to their behaviours can suggest any personal factors that may be affecting their wellbeing, It's important to notice the signs and recognise any disruptions or complications, whether it would be with one student or more. Treating every student equally and respectfully, but also providing encouragement and attentiveness can massively support them to flourish, connecting to professional standard, 'respect individual learners an diverse learning communities', (V1, *UK Professional Standards Framework (UKPSF) | Advance HE, 2019*).

Part 2 - Reflective Account

Introduction

I observed 2 lecturers using different scenarios - through TEAMS and in a classroom setting. Along with this, I conducted my own observation from my placement. For the full description on the sessions and observation as a whole, see Appendix A, B and C.

Throughout the observations, I will be using the ERA cycle, (*Jasper, 2013*), to analyse and reflect.

Lecturer A

Experience

From the observation on TEAMS, I noticed that the session included a variety of elements that link to student engagement and behaviour management.

Lecturer A made sure to set out their own boundaries and rules at the beginning of the session and it seemed to be effective, similar to professional standard, 'engage in continuing professional development in subjects/ disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practice', (A5, UKPSF, *Advance HE*, 2019). Asking students to be mindful of disruptions and to follow their requests worked well. Lecturer A additionally showed a lot of strategies that continuously kept the students engaged. Methods such as; online quizzes, group tasks through breakout rooms, the use of a powerpoint, a digital tool 'MentiMeter' and q&a's. It was clear that they prepared their session to keep it exciting so that the student's learning would be improved, linking to professional standard, 'design and plan learning activities and/or programmes of study', (A1, UKPSF, *Advance HE*, 2019).

During the breakout rooms task, a student fed back to Lecturer A and mentioned that the participants in their group did not engage or interact - this leaving them to do it alone. Lecturer A's response was professional, understanding and they stated to the whole group that they would discuss it at the end. They noticed the issue, addressed it briefly and acknowledged the problem. This situation is similar to 2 elements of the Pillars of Pivotal Culture - consistent calm adult behaviour and restorative follow-up. This is because Lecturer A dealt with the matter in an adult profession and attitude, but also wanted to include restorative practice to tackle the problem.

Reflection

Throughout the small conversation between Lecturer A and the student, I felt comfortable. This is due to the attentiveness and kind behaviour that Lecturer A displayed, whilst also taking a professional approach to the students in question.

From observing, I personally would use the methods of engagement similar to Lecturer A as all through the session, the students were interacting and listening, adhering to professional standard, 'the use and value of appropriate learning technologies', (*K4, UKPSF, Advance HE, 2019*).

Additionally, using methods such as establishing firm ground rules and reinforcing appropriate behaviour reminds the group of the professional standards that the Lecturer is expecting.

Action

If in the future I find myself in a similar situation, indicators that will show similar signs would be, lack of engagement, disruption, ignorance or refusing to adhere to requests, or lack of participation. To resolve these issues, it would be ideal to act on similar elements to the behaviourist and humanist. Fixing behaviours and removing any negative influences.

Lecturer B

Experience

As Lecturer B kindly asked some students to move closer and the response was not predicted - using professional standard, 'promote participation in higher education and equality of opportunity for learners', (V2, *UKPSF, Advance HE, 2019*), I found myself and other students to react due to the lack of attentiveness. Ignorance and persistence was apparent, and Lecturer B changed their teaching styles to make sure students were involved - similar to, 'the use and value of appropriate learning technologies', (K4, *UKPSF, Advance HE, 2019*). Students would ignore the Lecturer with their presentation and discuss amongst themselves in a high volume. The remaining of the group to became distracted, and I wasn't able to hear or comprehend what was being presented. It was disturbing as I wasn't able to listen. Lecturer B again requested silence and to be respectful and mindful of other students. As someone observing, I found that they dealt with the situation professionally.

Reflection

It became apparent that Lecturer B had a behaviourist notion with their teaching as they attempted to fix the situation - this was mainly out of their best interest for students to get involved - similar to professional standard, 'methods for evaluating the effectiveness of teaching', (K5, *UKPSF, Advance*

HE, 2019). They seemed to be a humanist as they continuously tried to remove negativity from the classroom and always pushed an optimistic attitude when possible.

I've learned that although students may need to converse, it may be wise to stop any distractions that will affect the rest of the group. It can feel disheartening as a teacher as it can show that students are not fully engaging or interested. By stopping any misbehaving during the session gives the group a picture of how you are as a teacher. Lecturer B showed signs of scripted interventions as they tried to stop disruptions and created encounters with the group. I believe that the situation declined at times due to the lack of attentiveness, engagement and respect.

Action

I would attempt to confront and politely ask, similar to what Lecturer B done. Using methods similar to the behaviourist and the humanist seemed to be effective. If in the future that similar situations are present, I believe that the first few signs of disruption would be attitude, lack of engagement and being impolite or ill-mannered.

Lecturer B handled the situations professionally but mainly for their students best interest for learning. All of their requests and actions situated around student enhancement with their academic progress, using professional

standard, 'promote participation in higher education and equality of opportunity for learners', (V2, *UKPSF, Advance HE, 2019*)

Own Teaching Observation

Experience

I noticed some students would at times ignore my questions. Majority of the students were engaging and provided research and an outline of their essay, but others were more reluctant to discuss and share. In a particular group, 3 out of the 5 students were impolite as they didn't respond. A lack of eye contact and communication was present, which at times made me feel quite uncomfortable.

I attempted to embody notions similar to one of the pillars of pivotal culture - consistent, calm adult behaviour which includes clear expectations. I outlined that I needed for them to engage in the session as it'll help with their essay. I noticed some students started to become disruptive. They became engaged with their own discussion which started to distract the students I was talking to. I later found out that the subject of their conversation was not essay related, and when asked to leave it at the end and focus on the session, they seemed to agree and become involved. Although a small minor attitude was present, they seemed to take my position seriously. The group tutorials went smoothly and I was able to assist them with their essay subjects on research.

Reflection

I began to question is it due to my status in the university - a student on teaching placement.

Throughout the session I believe I dealt with the situations professionally.

Presenting a behaviourist and humanist attitude towards students gave them an outlook on how I am as a teacher.

Perhaps the small dispute occurred because they could be worried about their ideas or progression in their essay and being in relation to the psychological aspects of motivation. But due conversation matter between them, it seemed to be more of a lack of interest rather than fear.

Action

It may be best to possible conduct individual tutorials rather than groups to solely focus on the student. This way any distractions or behavioural issues will be erased. Or, the other option would be to create groups randomly as this can help with their ongoing project. Conversing with other students on their ideas is a great stagey to use.

Noticing the beginning of any behavioural complication would be ignorance, lack of motivation and engagement. At times it can be quite easy to notice as so mentioning it in the beginning could prevent anything worse from occurring.

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Professional Standards

A1 - Design and plan learning activities and/or programmes of study

A4 - Develop effective learning environments and approaches to student support and guidance

A5 - Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research scholarship and the evaluation of professional practices.

K4 - The use and value of appropriate learning technologies

K5 - Methods for evaluating the effectiveness of teaching

V1 - Respect individual learners and diverse learning communities

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

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Appendices

A - Lecturer A Teaching Observation Form

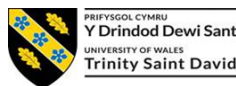
B - Lecturer B Teaching Observation Form

C - Lesson Plan - Own Teaching Observation

D - Action Plan for Future Development SMART - (Table)

Appendices A

Teacher Observation Form



Teacher	Laurence Blake
Date	15.02.2023
Group	Hotel Management
Topic/Context	Analysis Tools and Frameworks

Notes on the lesson:

Laurence's session was conducted through TEAMS and his lesson included a variety of teaching methods and styles along with technology. At the beginning of the session, a slide was presented that states about keeping cameras on and microphones off to ensure respect to other students and the lecturer. In terms of managing behavior in the classroom setting, this works well as it gives the students a slightly strict preference at the start and so if they go against what was asked, any conflict from then on is justified. Additionally, this is a good element to include due to the number of students Laurence had in his lecture. Later, Laurence divided the students into groups and put them in breakout rooms. He gave the groups a task that they would need to engage and discuss amongst themselves and to then feedback. After the breakout rooms were finished and the groups finished with their task, Laurence discussed with each group on what they conversed about etc relating to the topic at the time. One group raised Laurence's attention for a different reason. A student pointed out that most the members in her group did not engage, interact or share opinions with the themselves and they found it difficult as they done the task alone. They openly spoke about this in front of the entire group and the lecturer, and Laurence gave a professional and attentive response. He mentioned, "thank you for sharing that I appreciate it, I'll discuss the issue with the students at the end of the lecture". After that, he asked those students in the group to stay on the call to talk about it. In terms of keeping his lecture innovative and exciting, Laurence used a lot of methods which I found very engaging. The use of mentimeter, breakout rooms, questionnaires, discussions, a PowerPoint and other resources helped to keep the group engaged and listening.

What I have learned:

From observing Laurence's session, I've learned quite a few things.

- To outline and state any issues that I would prefer not to happen at the beginning of the session. Mobile phones, third party discussions etc.
- Always pay attention and address any concerns from other students. Be a proactive listener and observe.
- Deal with situations professionally if they arise.
- Use a range of teaching methods to keep students fully engaged and attentive during the lesson.

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

Make sure to engage with students during sessions
– A4 (develop effective learning environments and approaches to student support and guidance)

Be aware of other students learning within the setting – K3 (how students learn, both generally and within their subject / disciplinary area(s))

Be passionate about teaching and create a lot of engagement with students – A2 (teach and/or support learning)

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Appendices B

Teacher Observation Form



Teacher	Martin Bush
Date	21.03.2023
Group	BA Illustration 1st Years
Topic/Context	Lithography and Printmaking Lecture
Notes on the lesson:	
During the session conducted by Martin on Lithography, there were a few moments which I noticed a lack of engagement and a slight bit of conflict. At the beginning, Martin insisted on students to bring themselves to the front of the room, to observe the lesson better. Some students at the back seemed to ignore the tutor. Martin spoke up, and asked again politely to come to the front but from this, tension grew. In the end, the students involved moved, but whilst doing so, they seemed to be heavy handed with their chairs (university property), and began to mutter under their breaths. From observing, Martin dealt with the situation professionally but also quite firmly as he wanted every student to be present and engaged with what he was teaching. He strongly attempted to control the environment, and presented factors which may come under a behaviorist and a humanist. He made sure to interact with the classroom, keep the students engaged but most of all try to keep the room positive. I did notice in the middle of his session, that the students from the beginning started to talk with one another and completely ignore what Martin was presenting. Due to their volume of conversation, this seemed to disrupt other students and especially Martin. He again politely asked if they could keep their conversations for later. He attempted to fix issues with the students discussed whilst also trying to keep the rest of the group engaged.	
What I have learned:	

From observing Martin's session, I've learned quite a few things.

- Check on the students that you're presenting to from time to time to keep the engagement.
- Notice any disruptive behaviors that may be present. This often affects other students and their ability to learn as they're unable to focus but it's additionally unprofessional.
- Keep a firm stance with conflict when necessary and display a strong presence to the class.
- Interact and engage with students to build rapport

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

Make sure to engage with students during sessions
– A4 (develop effective learning environments and approaches to student support and guidance)

Be aware of other students learning within the setting – K3 (how students learn, both generally and within their subject / disciplinary area(s))

Be passionate about teaching and create a lot of engagement with students – A2 (teach and/or support learning)

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Appendices C

Lesson Plan Template



Lesson Plan

Topic: Group Tutorials – Prep for Essay		Class: BA Illustration 1st Years
Date: 28.03.23	Length of lesson: 2 hours	Number of students: 15
Resources required: Notebooks, pens / stationary. Possible use of laptops or the internet.		
Aim of Lesson: To discuss with each group their choice of essay question, elaborate on their decision and to build research and references in preparation for their essay. Guide students on pathways for their reading or research.		
Learning Outcomes – The Learners Should Be Able To: Effectively research and reference to build up their argument or case for their chosen essay question.		
Previous student knowledge required for the session: Experience on essay writing and gathering research or knowledge.		
Anticipated difficulties (if applicable): students may not have chosen their question for their essay, or there may be a lack of students present in the room which will affect the group tutorials teaching strategy.		

Professional Standards (where are these being met within the session)

K2 – Discussing with students their concepts for their essay – assisting them with their current knowledge and research for the response and displaying a range of methods of teaching.

A3 – Giving a lot of feedback through group tutorials to students and assessing their current body of research

V1 – always be open minded about their opinions or chosen idea – be respectful to all students and their ideologies

K1 – have a good understanding and knowledge of the subject to be able to give the students the best feedback and further advice for their academic research and essay.

Lesson Detail:

Stage	Focus	Strategy	Time
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Introduction	A brief introduction to the room about the task and what the aims and objectives are for the session.	Talk with students in the room before the group tutorials begin and organize students into groups for the session.	10 minutes
Development	Have the students discuss to each other in their groups about their ongoing idea, and talk with each student.	All students discuss with one another in their groups about their chosen essay question, amount of research collated and how their getting on with the piece. Additionally I shall go from group to group throughout the session – talk with each student in their groups to identify and see what they have done so far, what reading and references they have within their written essay and if they need any assistance with questions or guidance.	1 hour
Plenary/conclusion	Conclude session with overall questions for the room	Questions such as; is there any additional assistance, do they know how to correctly reference and collate information Also include email or ways of contact if they need help over the next week before Easter break. General questions etc.	10 minutes

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

Question and answer to the whole class – at the beginning of the session and at the end.

Group and individual tutorials with students – throughout the session as the main focus

Informal reflection (to be completed after the session)

At the beginning of the session, my mentor split the classroom between them and myself, and our aim was to work the room of students to individually discuss their chosen essay question and the research and knowledge they have accumulated. I managed to speak to 12 students in depth about their essay and the rest of the group briefly.

I noticed that throughout the session, some students were more inclined to discuss their essay topic than others. It took some time with the other students to get them comfortable to talk about their piece, but after a while they seemed to relax. I tried to help in any way that I could with the tutorials and provide as much information and guidance for them. Giving notes on referencing, reading skills, structure, creating connections and analyzing. They seemed to trust any advice I had to give and especially some students engaged in conversations about their concepts.

For the introduction I was stood by Gwen at the beginning of the session and we briefly discussed what we were going to be doing throughout and what we were aiming for at the end of the session.

Although the majority of the session went according to my lesson plan, there were some moments that was unexpected. All students were in groups of 4 or 5 so it made it easier to go around the room between Gwen and I. There was one particular group where I had to be a little firmer and become a humanist. 3 out of the 5 students in the group were quite ignorant when I asked them how they are doing with their essays. No responses, no eye contact and whenever I asked a question I'd get nothing in return. I thought that maybe they are probably anxious with talking to someone on placement. But the more I was discussing with the others in the group, the more I could hear snide comments from the 3 students. I asked if what they were discussing is relative to the group tutorial conversation and the answer was no. So, my response came under of them to pay more attention to the discussions as it's distracting myself and the others. Disruptive behavior and attempting to fix the issues. Under engagement and trying to be a behaviorist to fix behavior and create more engagement.

Finishing the session, the students were able to progress with their essays with the guidance from Gwen and I, and we were able to see what knowledge they're including and what they have learned from the past lectures. Helping with their referencing skills, literature skills and development of creating an essay.

We finished the session with a Q&A teaching strategy to see if students have any final questions or advice with their essays and this could give us all clarity.

Appendices D

Action Plan for Future Development

Using the SMART goals model which was created by George Doran, Arthur Miller and James Cunningham, 1981, article '*There's a S.M.A.R.T. way to write management goals and objectives*'.

	Keep sessions exciting to maintain or improve engagement	Build rapport with students that will help with behaviour and learning	Establish ground rules	Pay attention to any students that show signs relative to lack of engagement	
SPECIFIC	Use a range of teaching strategies and methods to keep it fresh	Use communication, support, mentoring or coaching	Using body language, communication and setting rules into place on my teaching methods	Converse with the student on how they're feeling and if you can offer support or help with anything	
MEASURABLE	Noticing if students are engaging and paying attention	If students can converse and ask for advice or help	Paying attention to improvement on any misbehaviour or disruptions	If student engaged in conversation or becomes more involved	
ATTAINABLE	A realistic goal that can be achieved over a few weeks – dependant on behaviour	Building rapport with students can take a while	Ideally from the beginning, giving the group a clear image of how I teach	<u>Dependant</u> on student and their wellbeing	
RELEVANT	To provide students with the best experience and learning	For them to feel at ease and comfortable in my sessions	For students to be respectful, mindful of others and to pay attention	For any student to be at ease, happy and safe	
TIME-BASED	After a few sessions, I would ideally like to see change	No realistic date, dependant on student	Again, dependant on student but ideally asap	Any time before the course ends.	