



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

MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A1

Practical Teaching Session

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Use of Generative AI in Assessment

(Lecturer to indicate Yes or No against each element)

RESEARCH	For this assessment, you can use Generative AI to support you in research, including searching for bibliography, using tools to summarise, compare and interrogate materials.	Yes ☒ No ☐
STRUCTURE	For this assessment, you can use Generative AI to support you in structuring your submission, including creating a draft argument structure, identifying parts and headings, etc.	Yes ☒ No ☐
PROOFREADING	For this assessment, you can use Generative AI to check your own text/creation for grammatical and syntactical mistakes, including rephrasing of your own work within specific standards.	Yes ☒ No ☐
WRITING	For this assessment, you can use Generative AI to create text for submission.	Yes ☐ No ☒
CREATIVE	For this assessment, you can use Generative AI to create creative materials, such as images.	Yes ☐ No ☒
PROGRAMING	For this assessment, you can use Generative AI to create and check code.	Yes ☐ No ☒
NONE	For this assessment, you are not allowed to use any type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support.	Yes ☐ No ☒

AI Acknowledgement

I confirm that I have not used any AI tools in the research and creation of this assignment.

I confirm that I have not presented any AI generated materials as my own work.

I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

OR:

I acknowledge the use of [AI Tool] [(AI Tool url)] on [Date] to [Purpose my work]. I used the prompt(s):

Examples of AI statements

I acknowledge the use of ChatGPT (<https://chatgpt.com/>) on 3-4/12/2025 to:

- look for sources to support my research
- Arrange my list of references

I confirm that I have not presented any AI generated text as my own work. I confirm that I have copies of my drafts, notes, and other resources I used before, and after the use of AI tools which I may be asked to provide in evidence.

Microteach reflection

Just few days after my first assignment in the PCET course, which is Microteach, a truly wonderful way to gain teaching experience and build a solid foundation of skills that refine the pedagogical aspect through experience, observation and evaluation-based experimentation (Iliasova et al., 2025; Nasution et al., 2023; Shahat et al., 2025). I decided to present a simple lesson relevant to the daily lives of all learners: which is "Screen Time", that affects both mental and physical health (Mascheroni & Zaffaroni, 2023; Small, et al., 2022; Pickover, 2025).

I reviewed a large number of scientific publications, books, and other journals to gain a clear understanding of the lesson topic, despite my extensive prior knowledge (Kirschner, Hendrick & Heal 2022). This created some pressure due to the sheer volume of information that needed to be summarized, and the most relevant points selected for the presentation (Barbayannis et al., 2022; Evans et al., 2022).

In spite of the comprehensive preparation, my previous academic background, and the experience lecturing in media and other fields, I felt a bit apprehensive because it was my first assignment in the current course (Sammephet & Wanphet, 2013; Lindqvist et al., 2023). The level of anxiety was compounded by the feeling that my fluency might negatively impact the lesson's flow as English is not my first language (Attia & Algazo, 2025).

My mentor advised me to be honest with my colleagues about this at the beginning of the lesson, which I did. I felt relieved to see that the learners understood what I was saying, accepted my way of teaching (Emiru & Gedifew, 2024). This was further reinforced by the eye contact I maintained throughout the lesson with all the learners, which is extremely important in conveying information and ensuring students accept it (Toivanen et al., 2025; Daumiller et al., 2025).

As the lesson progressed and the key points of the presentation were clarified, the initial tension began to dissipate, replaced by a sense of engagement with the learning objectives. These objectives, clearly presented to the students, were implemented throughout the lesson, which included several activities designed to elicit their opinions and experiences on the topic. In addition, documenting outcomes before planning instruction, which ensures that teaching, learning, and assessment activities align with what students are expected to learn (Race, 2020).

While the students actively participated in these activities, I noticed they extended slightly beyond the allotted time. This might be because I hadn't explicitly stated the time required to complete each activity at the outset. This is crucial for effective lesson management and maximizing the use of the available time (Nweke and Osakwe, 2024; Fu et al., 2025).

I had anticipated that individual student experiences and varying backgrounds regarding screen formats might negatively impact discussions. However, I found the students remarkably engaged and remarkably receptive to discussing and even critiquing their personal opinions and experiences considering the lesson's detailed explanations. The various questions and student feedback sessions contributed significantly to this positive outcome. Studies have shown that self-assessment clearly contributes to fostering positive thinking in learners, encourages constructive participation, and is an important tool for understanding learners' abilities, driving them towards continuous development, contrary to prevailing ideas that suggest it may lead to discouragement and regression (Andrade, 2019; Yan et al., 2020).

I have always believed that diversifying teaching methods adds dynamism and helps deliver information to a wide range of learners. Some may find a particular teaching method appealing while others don't, and vice versa. This contributes to greater student engagement by catering to different learning styles, thus providing greater opportunities for deeper interaction with the lesson content (Kurt and Sezek, 2021; Zhang, Yang and Liu, 2024). I tried to use the method of writing on the whiteboard to convey specific information that I consider important. Although writing on the whiteboard may be considered by some to be a traditional teaching method, it has an important role in quickly attracting students' attention and passing on immediate information because it does not require prior preparations or arrangements (Baldos et al., 2025). It seems the font size I used wasn't suitable for some students, a point raised by some of my colleagues in their feedback. This seemingly minor detail could cause significant embarrassment for visually impaired or disabled students, who might not be able to follow the lesson properly due to the font size on the board.

I relied on modern digital media in some parts of the presentation, I believe it is very useful, given my academic specialization, and the fact that it is a flexible tool, can be used to convey pedagogical meaning. It could also provide teachers with suitable means

of measuring the extent of students' understanding of the information and eliciting learners' feedback on the lesson (Almahasees, Alhajri & Grami 2022; Li 2022). I used "Google Forms" as a useful tool to gather student feedback on the lesson topic and its delivery. I gathered some very important points that I reflected on at length and found to be valid, requiring further review and consideration for improvement in future lessons. Among the most prominent feedback points were those related to the academic aspect, such as the need to utilize more recent studies on the topic, in addition to including sources within the presentation slides. This is something I may have overlooked because I presented all the sources on the last slide. However, this was insufficient, as academic integrity and credibility necessitate citing sources within the presentation (University of Leeds Library 2025; Hong Kong Polytechnic University 2025).

After finishing the session and reviewing the lesson plan, I found some shortcomings regarding the details of the lesson's flow and timing. While these were quite clear to me, they might be somewhat unclear to someone else teaching the same topic immediately after me. I believe this should be taken into consideration in the future, ensuring that the lesson plan is organized, detailed, time-bound and carefully reflects learning objectives (Krepf et al. 2023).

In conclusion, I am fully convinced that teaching is not a specific time that the teacher spends with the learners and provides them with appropriate educational material for a particular subject, but rather it is a process of mutual learning and evaluation from both parties, which must be based on sincerity that includes conveying the pedagogical goal before the instructional one, and conveying the value before the information (Halstead & Taylor, 2000). Therefore, Therefore, there will be an opportunity for a deeper impact on learners, so that education becomes an enjoyable life experience whose effects are not easily erased from the minds and souls of students.

Next time, I will be fully prepared to address any shortcomings I observed, whether from my own experience, from the mentor, or through feedback from colleagues (Gibbs 1988). I will work diligently to maintain, refine, and develop the positive aspects I gained during this experience to prepare for deeper and better experiences in the future.

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