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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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AI Acknowledgement

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

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A Critical Evaluation of the Role of Digital Innovation in Professional Practice

Introduction

> Our aim was for technologies to be integrated in purposeful ways that would improve educational outcomes and experiences for our learners… The challenge is knowing how pedagogy (still) needs to change. Knowing that things have changed is not enough (Beetham and Sharpe, 2020, pp. 1,3).

Technological innovation has been the driving force of advancement in the digital age. Within this advancement is the requirement for adaptation, a race to the next big innovation. A race the education system has been accused of failing to keep up with. In 2023 the Organisation for Economic Co-operation and Development (OECD), launched an investigation into AI's ability to outperform humans across literacy and numeracy. The evidence revealed that since 2016 AI's capabilities have increased substantially and will only continue to increase with more complex iterations. The results suggest that this could change the workplace and education systems dramatically (OECD, 2023). AI is the latest innovation that has taken the world by storm but is a small part in a bigger picture; the world of education has always needed to keep up with technology to stay relevant. In 2013 educator Neil Selwyn explored how technology has made many changes that Selwyn refers to as the 'death of distance' or 'end of geography' (Selwyn, N. 2013, p. 1). Cementing that idea would be the 2020 pandemic which forced a total shift in education when those of the modern world were confined to their homes. Technology and its ability to transform classrooms to virtual spaces allowed the continuation of learning and employment for many and avoiding education coming to a halt. The pandemic revealed the importance of innovation to education institutions remaining relevant. This also revealed how technology innovation may lead to pedagogical innovations. Virtual teaching required a different approach, highlighting how pedagogy may need to evolve alongside technology. This evaluation will exploration the relationship between pedagogy and technology. Phill Race states that the importance of this exploration is to not only find how technology can enhance teaching but also where it's limitations are (Race, P. 2025, p. 274). Despite its advancements, technology is still a tool.

Literature review

The role of creativity and digital innovation

Introduction

The role of a teacher is to facilitate the learning and development of students. Every decision must be made with the student in mind, especially when higher education has now become more accessible and inclusive (Marshall, S. 2020, p. 3). This purpose is especially relevant with today's growing dependence on technology. How can teachers effectively utalise technology to enhance the learning without the technology overtaking it. This is the basis of this literature review to explore the relationship between digital innovation and pedagogy. The advancement of technology is unavoidable; teachers need to keep up with the innovation which does present challenges of learning software regularly. That said, innovation oftens comes as a response to something such as an idea, behaviour or professional practice according to Anthony Edwards. This suggests that there is reason for digital innovation in relation to pedagogy (Edwards, A. 2012, p. 10). There is a relationship between how pedagogy can engage students to promote learning and how digital tools may help with solving problems within this.

Digital innovation to enhance engagement and motivation through behaviourism and constructivism

To understand how digital innovation can enhance student engagement and motivation, first needs to be established what *does* engage students. Models such as B.F. Skinner's behaviourism (1938), regarded as traditional pedagogy, creates an environment of learning in a passive experience of information transferring from teacher to student, in potentially non-creative methods (Reece, I. and Walker, S. 2007, p. 3). While effective at imparting information to any number of students efficiently through a simple correct (reward) or incorrect (punishment) methodology, it limits how students can engage with the learning, potentially hindering their motivation especially if repeatedly punished for misunderstanding. This is due to behaviourism regarding students as empty vessels, and not as individuals with varying perspectives (Pigot-Upshall, T. 2017). In contrast, Jean Piaget's constructivist (1952) approach allows mobility for learning through the shifting from teacher-centred to student-centred

environments. Students can construct their learning through experience or discovery. Teachers become facilitators of experiences that generate learning rather than instructors of learning (Reece, I. and Walker, S. 2007, p. 3). When the focus of learning becomes a process of discovery over recall, the experience can be tailored to the learner which has the potential to boost motivation and engagement by creating autonomy of the material. Phill Race further supports the idea that students learn more from trial and error. Teachers should encourage students to own their mistakes as this is where the learning resides (Race, P. 2014, p. 29). This can look drastically different from learner to learner. Michael S. Knowles and others (2025) express concern in their exploration into andragogy experience-based learning. Knowles (2025) explains that teachers should have no reason to expect all learners to behave the same way, especially in higher education with adults (Knowles, M. 2025, p. 83). This is where we can look forward to how digital integration can enhance the learning experience, by opening doors to wider possibilities to improve learners experience through autonomy.

Consider constructivism and the gamification of learning through digital tools. Research carried out by Laura Varela-Candamio, and others (2020) established that the key factor for motivating students through gamification is the introduction of challenge. Lack of challenge within learning is a common reason for disengagement. Gamification of the learning content however offers teachers a method for introducing challenge to students which can increase motivation by delivering clear markers for progression. Varela-Candamio (2020) experimented with this idea by evaluating the learning outcomes of two groups; the control group which followed a traditional learning approach, and the experimental group which followed learning integrated with gamification. The results showed “significant differences in the experimental group in learning outcomes ... whereas no statistically significant changes were found in the control group” (Varela-Candamio, L, 2020, p. 159). The results showed higher learner outcomes with the use of gamification broadening what can be achieved in the classroom by affording flexibility in the learning (Varela-Candamio, L, 2020). Games traditionally start easy and progress in difficulty in order to reach the next stage, encouraging the player to learn and adapt with the challenges. The gamification of learning could have the same impact on motivating learners through creating clear steps for them to master in order to progress either academically or professionally. A

popular tool among younger learners is Kahoot, a quiz-based software that introduces a competition element with a podium of winners.

If a constructivist approach can be enhanced through the utilisation of gamification, then how can a behaviourist learning route be enhanced by digital innovation. M. D. Roblyer and Aaron H. Doering (2014) created a technology integration model based on teaching strategies. Their work takes the ideas of objectivist learning and proposes suitable methods a teacher should use to integrate technology into their lesson via the sub-theories such as Skinner's behaviourist theory (1938), or Robert Gagnés cognitive-behavioural theory (1965). Focusing on behaviourism, Roblyer and Doering (2014) evaluate that behaviourism functions by generating participation through stimuli which through reinforcement is strengthened. They suggest that this can be mimicked through computer programs as they can be coded to provide a consistent and reliable stimuli which can be reinforced by a teacher (Roblyer and Doering, 2014, p. 52). By taking this integration and applying it to behaviourist practice, an approach to digitally enhance the learning could be through the use of interactive presentations such as Mentimeter. Mentimeter is an interactive presentation software launched in 2014 with the intent to boost audience participation. The pedagogical enhancement derives from maintaining the teacher as the central focus point but encouraging students to engage with the lecture through interactive segments of the presentation, acting as the stimulant. Students responses appear in real time projected to the cohort and as the educator you could give positive feedback to encourage further engagement.

Digital literacy as a means to problem-solve

Digital innovation goes beyond the immediate pedagogy within classrooms. German engineer and founder of the World Economic Forum (WEF), Klaus Schwab, in 2018 claimed that we are at the beginning of the fourth industrial revolution. Schwab suggests that due to the rapid evolution in technology with regards to artificial intelligence (AI), 3-D printing, augmented and virtual reality (AR & VR), we are at the forefront of witnessing change in core life skills such as creativity, problem-solving, collaboration, and communication. Almost every part of daily lives is being altered in some way by the development of technological innovation (Schwab, K, 2018). When creating lessons teachers need to consider how the digital tool they are using engages the development of these core skills. It is a blending of teaching the curriculum while

also understanding how the digital tool can develop transferable skills in the fourth industrial revolution, appropriately equipping students with the tools to succeed. Teachers now need ensure they are digitally literate for employment and pedagogy. There are 5 core digital literacies as laid out by instructional design specialist Dustin Summey (2013) which are *Locating & Filtering, Sharing & Collaborating, Organising & Curating, Creating & Generating, Reusing & Repurposing* (Summey, D, 2013, p. 5). Within the 5 categories comes what looks like an endless list of further literacies. However, within the literacies are many solutions to problems that can be resolved via digital tools. Problem-solving is a highly desirable transferable skill in the professional world, especially in the field of education. Digital literacy, while something teachers could disregard as an unnecessary task, is in fact required through the professional standards. With one standard specifically requiring, “Leading practices and approaches which enable digital literacy and the use of digital technologies to enhance teaching and learning” (Educators Wales, 2025). The purpose goes beyond ensuring employment for educators, but that digital practices are present in the learning. Not only to enhance the pedagogy but to develop student’s transferable skills that now in the digital era are asking for a different way of thinking about personal and professional problems.

According to the Organisation for Economic Co-operation and Development (OECD), problem-solving refers to “an individual’s capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious” (OECD, 2015). With the advancements in technology the possibilities to explore solutions has grown exponentially for teachers and students. From the perspective of the teacher, if learners engage more from a tailored experience which can vary from cohort to cohort, then how is it possible to keep up. Lecturer in education Peter Scrimshaw in his work *Computers and the teacher’s role* (1997) explores how computers and technology and their compulsory use can feel like a burden, causing teachers to lose sight of the support they provide. With the integration of digital innovation teachers are able to explore and experiment with teaching strategies, new ideas such as gamification, digital collaboration and commutation more flexibly due to the number of new tools at their disposal (Scrimshaw, P, 1997, p. 100). Applying the OECD’s definition, a solution to engage a disengaged cohort may not be obvious, however, with the use of digital innovation

teachers now have the ability to be proactive in their approach to solve the problem by experimenting with the various tools that would have previously been inaccessible or did not exist. The unavoidable embedding of technology within the classroom is leading to the idea of the *Flipped Classroom*, an idea explored by university lecturer Pete Atherton. A flipped classroom is the evolution of the learning environment as a consequence of digital technologies giving students a wider pool of resources to look at, whenever they like. Students have autonomy over the learning with teachers being able to facilitate through things such as uploading lecture presentations and resources ahead of time on platforms such as Moodle. Atherton (2018) warns that this gives merit to the importance of teachers experimenting with educational technology to problem-solve for the enhancement of students learning. Atherton says, “it should be handled with care, with careful planning, testing and evaluation. The consequences of jumping in with both feet could be embarrassing at best, damaging for the learners at most” (Atherton, P, 2018, p. 10). This is the idea of Beetham and Sharpe (2020) in the opening of this essay. Technology needs to be implemented *purposefully* for the benefit of the learner, but this now goes beyond learning a specific course. There is a wider application of preparing students for the new professional world in the digital era.

Conclusion

The explored topics, while worthwhile in their pursuits, may present new issues to overcome. Issues that can be clearly observed is the disparities in socioeconomic backgrounds, directly impacting digital device access. There is a ‘supply and demand’ effect taking place as observed by researcher Neil Selwyn. Selwyn has observed that the current generation *expect* digital integration to be woven into their daily lives, which extends into the way they are taught and learn (Selwyn, N. 2020, p. 28). This has put education institutions in a difficult position; it cannot fall behind in technology but also cannot leave disenfranchised students behind in order to keep up. Visionary educator Dr Fiona Aubrey-Smith summarises this issue as a “situation in which we feel obliged to meet particular expectations even if we consciously know that they do not align with our personal beliefs.” (Aubrey-Smith, F. 2024, P. 163). This reintroduces the idea of technology being used purposefully in pursuit of enhancing the leaners experience. That could lead to the decision of *not* embedding technology into a lesson if that means the decision is the difference between a student being able to participate or not. New problems require new ways of thinking. Creativity is a sought-after transferable skill

and is how teachers can navigate this new technological world. Inspired by the ideas of Sun Tzu's book *The Art of War*, author Michael Michalko details that often problems seem impossible because we lack the ability to see beyond it, which forces you to explore new perspectives (Michalko, M. 2006, p. 7). While it may be difficult, within this new venture are opportunities to achieve things in education that have been previously unavailable. By remaining rooted in the belief that the priority is the students experience, it can help guide the education system to enhancing the learning experience meaningfully. It is important to have an optimistic perspective on technology in education. We have observed the potential of its implication through improving engagement, increasing motivation and directly improving learner outcomes. The key is purposeful embedding because as innovative educator George Couros wrote, "Technology will not replace great teachers but technology in the hands of great teachers can be transformational." (Couros, G. 2019).

Selection and justification of appropriate teaching tool

The research undertaken within the literature review has led to putting theory into practice through designing and conducting a lesson with the embedding of a digital tool. I will be using the TPACK framework for embedding technology into lessons. TPACK considers how content, pedagogy and technology should complement one another, highlighting areas of overlap for lesson effectiveness (Mishra, P. and Koehler, M. 2006, p. 1025).

Learning objective and context:

I will be teaching during a pedagogical exchange development day with PCET students from Beijing, and peers from my PCET class. I want to teach my cohort how to write creatively as this is what I specialised in during my undergraduate studies for filmmaking. This could be a new area of exploration for this cohort, meaning that a consideration for their entry behaviour is required. Using Lev Vygotsky's zone of proximal development (ZPD), I will design a lesson that is at the appropriate level for the cohort to avoid it being too difficult or easy, resulting in disengagement, and no learning taking place (Vygotsky, L. S. 1978). The aim of the lesson will be to create a short story to narrow the focus of the lesson. The 3 areas of the ZPD model as suggested by classroom innovation specialist Paul Main (2021), are *what the learner cannot do, what the learner can do with guidance* (the ZPD), *what the learner can do unsupported* (Main, Paul, 2021).

1. **What the learner cannot do:**

The cohort is predominantly sport, STEM, and education in their respective fields of study. It is safer to assume for the purposes of this lesson that the cohort does not write creatively, nor possess the skillset to do so. However, they will all have varying reading and writing skills due to their requirement to write essays as part of their current and past studies.

2. **What the learner can do with guidance (ZPD):**

The cohort can write academically; therefore, they should have a skillset for structuring their essays through various methods with the most common method being *Point, Evidence, Explain*. Using this concept of a 3-stage structure I can research an easy 3

stage short story structure that could be used as the scaffolding for learning the skill of creative writing.

3. **What the learner can do unsupported:**

When a 3-stage creative writing structure has been taught and used to develop the key elements of the cohorts short stories, a different 3-stage writing structure will be introduced for the cohort to use independently to bring their ideas together into a cohesive short story.

With the foundation of the lesson established, I will use TPACK to embed Mentimeter into the lesson.

Key content knowledge:

My background is screenplay writing, a skill that I discovered and developed during my studies on the BA Film & TV course. I have an award nominated short film and achieved firsts on my writing work at university. Storytelling is a major passion of mine, and something that I have spent 5 years of my life learning the elements about to hone my craft. I have a skillset that is based on theory and practice, providing me with the ability to teach storytelling and creative writing through a variety of means. Storytelling has a magic about it, but behind the magic is usually a structure. In that is the key to teaching people the craft of creating their own narratives.

Pedagogical approach:

Collaboration is the key to the lesson as it is rooted in creativity. The cohort are potentially new to the practice and therefore require scaffolding for learning. A blend of pedagogies is required, behaviourism and constructivism. Behaviourism is required to transfer information from myself to the students for them to understand the key principles that will be introduced. Constructivism will encourage the cohort to put theory into practice and build upon their skillset. This blend of pedagogies should provide a balance between theory and practice for optimal learning.

Technology tool:

I need a digital tool that can accommodate collaboration and interaction, with the ability to carry out traditional pedagogy as well. PowerPoint and Google Slides offer the features I require; however, they are difficult to setup and manage as you need the

emails of your cohort to send the sharable files. This costs time and crosses into data protection. Mentimeter however, is a digital tool that has the primary function of text slides to teach from, with a variety of interactive slide options integrated in. Enhancing the two pedagogies I plan to use. Mentimeter has a variety of interactive options such as open-ended answers, word clouds, polls, multiple choice and more, meaning I have a variety of ways I could encourage collaboration. Having variety means I have ways to increase or decrease the lessons difficulty and maintain the zone of proximal learning. I could use a word cloud, before progressing to the open-ended questions for example.

Why these tools and strategies support the content:

Mentimeter supports the pedagogies being used through pairing information slides with interactive slides. I can teach the lessons content through transferring my knowledge to the cohort and then reinforce the learning through a variety of activities that encourage the students to immediately put theory into practice.

Filmmaking and storytelling are highly collaborative specialisms. By utilising the interactive and collaborative features on Mentimeter I can create a safe learning environment that is optimal for experimenting with ideas to create stories.

Student activities and Assessment:

To assess entry behaviour, I will use Mentimeter's Ranking feature to get the students to rank their confidence with creative writing. The cohort will rank their confidences again at the end of the lesson to compare the results and determine the lessons success. A word cloud will be used to ascertain what the cohort understands of the subject at the lessons start.

To experiment with gamification to boost engagement, the students can vote on which story prompt they have to use via Mentimeter's multiple choice feature. Building on this will be a series of open-ended questions to scaffold the learning materials and support the students development. The final writing task will remove all learning scaffolding to encourage students to put their learning into practice. The students will have the opportunity to share their work at the lessons conclusion.

A feedback form using Mentimeter's Scales feature will conclude the lesson by asking the students to answer 4 'strongly disagree' or 'strongly agree' questions. 2 questions

will be to gather feedback on the lesson’s content and pedagogy, and 2 questions will be to gather feedback on the digital tool.

Application of the chosen learning tool

Lesson Plan:

<table>
<tr><td colspan="2">Topic: Creative Writing</td><td colspan="2">Class: PCET Professional Development Day – Pedagogy Exchange</td></tr>
<tr><td>Date: 26/11/2025</td><td colspan="2">Length of lesson: 30-minutes</td><td>Number of students: 20</td></tr>
<tr><td colspan="4">Resources required:

-Mentimeter presentation

-Paper

-Pens/ Pencils

-Digital devices – laptop, tablets, smartphones (students)</td></tr>
<tr><td colspan="4">Aim of Lesson

An introduction to creative writing in the form of short stories.</td></tr>
<tr><td colspan="4">Learning Outcomes – The Learners Should Be Able To:

• Define creative writing.
• Develop a creative practice.
• Create a short story.</td></tr>
<tr><td colspan="4">Anticipated difficulties:

- Mentimeter not working – the lesson is design with the use of the Mentimeter, however, in the event it does not work, have print outs of the lesson content.
- Students struggling to join – there may be connection/ device issues which make it difficult for students to join. Allow group work to resolve this.</td></tr>
<tr><td colspan="4">Professional Standards (where are these being met within the session)

In my practice and with others, I...

- Demonstrate commitment to learners, their learning, safety and well-being by tailoring the lesson level to the cohort’s entry behaviour, ensuring a suitable difficulty.
- Value and promote diversity, equality of opportunity and inclusion by making sure my cohort has access to the learning materials and adjust where needed.
- Demonstrate leadership, integrity, courtesy and respect towards others by modelling the behaviour I want my cohort to display.
- Build positive and collaborative relationships by integrating appropriate activities to encourage collaboration.
- Demonstrate a commitment to sustainability by using digital tools and sustainable materials such as paper.</td></tr>
</table>

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	1. What the lesson is and getting students to join the Mentimeter. 2. Learning outcomes & lesson structure. 3. Entry level behaviour. 4. Get students to reflect on current knowledge.	1. Open Mentimeter – slide 1 (intro), slide 2 (QR code & Passcode). While students join, place paper and pens on the tables. Sort students into groups (or group based on table numbers) 2. Slide 3 & 4 – provide context (lesson designed around a digital tool). 3. Behaviourist: Slide 5 interactive (ranking) – get students to vote on their confidence level at the start of the lesson (will be used to compare later). 4. Behaviourist: Slide 6 interactive (word cloud) – 'what comes to mind when you think about creative writing?'. Interact with students' answers, provide context where needed.	5-minutes for introduction
Development	5. Theory and practical. 6. Collaboration and creation.	5. Behaviourist: Slides 7, 8, 9, 10 & 11 – work through the material and build upon slide content. 6. Constructivist: Slides 12, 13, 14, 15, 16, 17 interactive (multiple choice & open-ended questions) – Work through the slides and encourage the students to engage by voting and uploading contributions. Provide feedback and help develop ideas. Get the students to engage and provide feedback with the work uploaded. Create a collaborative environment and really use the interactive Mentimeter to enhance collaboration across the groups. At slide 17, introduce the timer (5-minutes) and help develop their ideas into a completed short story.	20-minutes for development

Plenary/conclusion	7. Share completed work (optional). 8. Confidence level revisit. 9. Lesson summary. 10. Gather feedback on the lesson and end the lesson.	7. Constructivist: Slide 18 – allow time for students to share their work and gather immediate feedback from them about the process. 8. Slide 19 interactive (ranking) – Get students to vote on their confidence level on creative writing now having gone through the learning, collaboration and creativity. 9. Slide 20 – Go over learning outcomes and asses if we achieved what was set out for the lesson. 10. Slide 21 interactive (scales) – there are 4 questions; 2 on the lesson itself and 2 on the digital tool (Mentimeter), ask students to give their feedback via a sliding scale of strongly disagree and strongly agree to ascertain how effective the lesson was and if the digital tool hindered or enhanced the experience.	5-minutes for plenary/ conclusion

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

I will use Mentimeter's word cloud, open ended questions, rankings and scale questions to determine confidence levels (before and after), entry behaviour (knowledge before the lesson), and analyse their contributions, and gather student feedback to determine the lessons effectiveness.

Informal reflection (after lesson):

- The lesson was successful.
- Mentimeter was easy to use and enhanced the lesson.
- Students enjoyed the lesson and based on feedback, learnt a lot from it.

Images from the lesson:

Figure 1 - Mentimeter access with students joined.

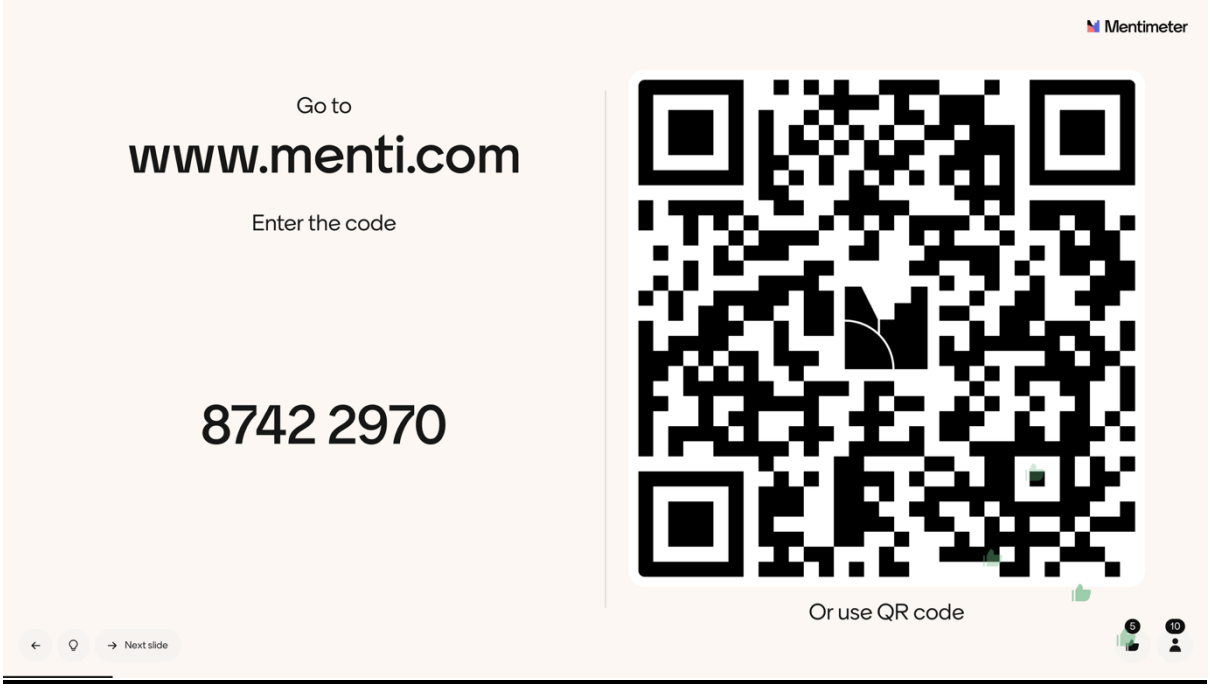


Figure 2 - me helping students join Mentimeter.



Figure 3 - Students confidence levels at the start of the lesson.



Figure 4 - Reviewing the results of the confidence check.



Figure 5 - Students confidence levels after the lesson.

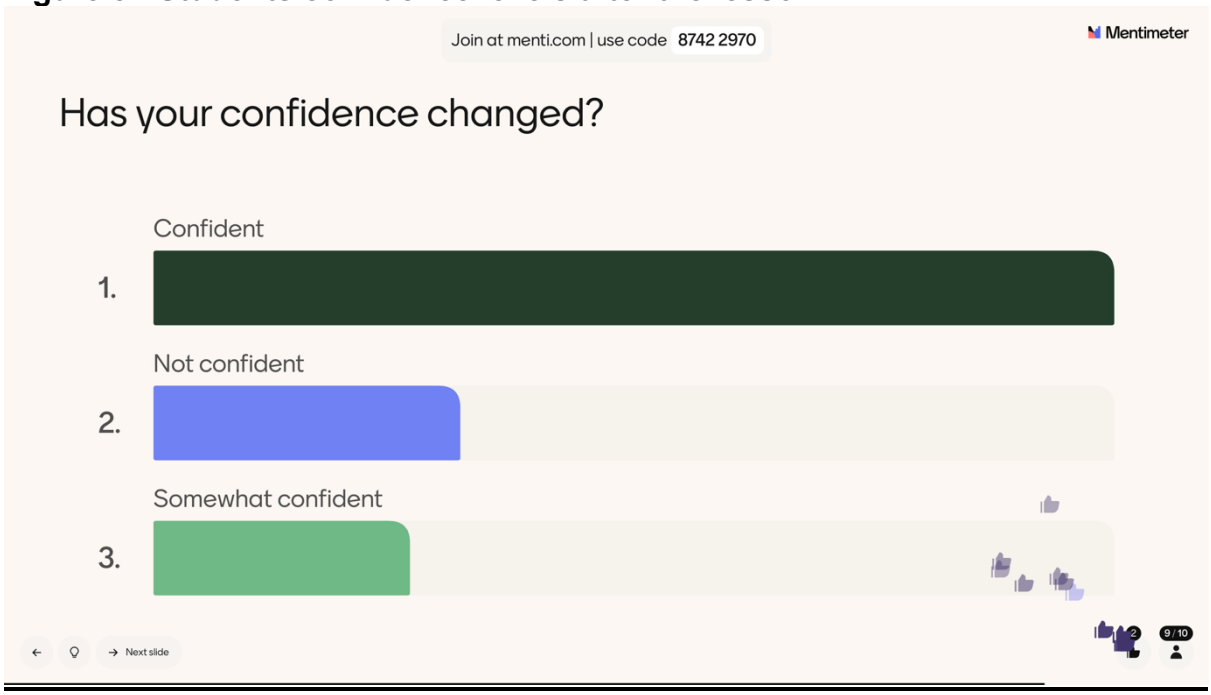


Figure 6 - Entry behaviour word cloud contributions.



Figure 7 - me teaching the theory behind before the activities.



Figure 8 - Students voting on the activity/ writing prompt.

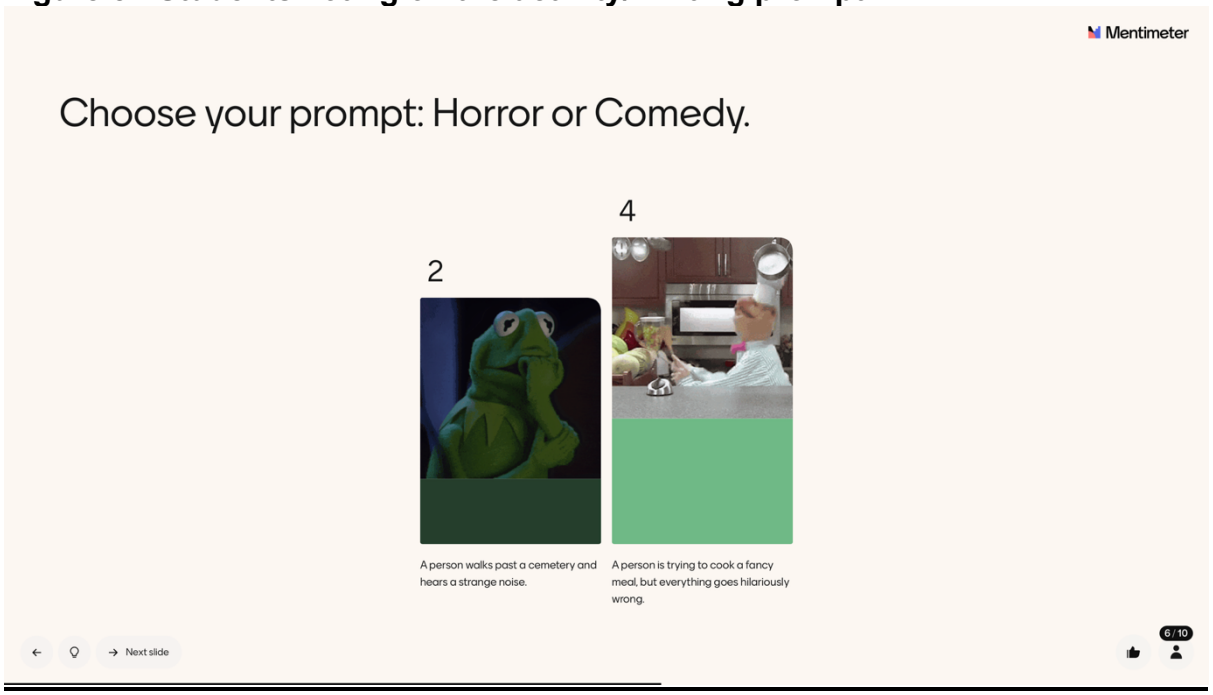


Figure 9 - Contributions to one of the writing activities.

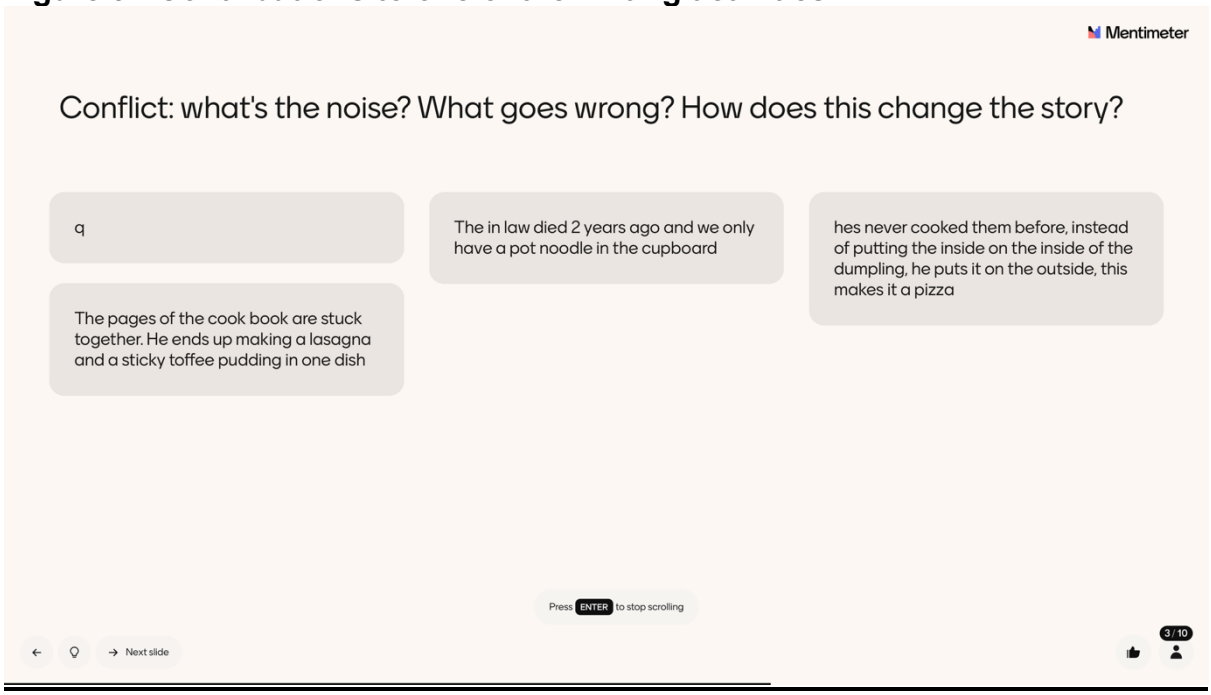


Figure 10 - Students collaborating and building ideas.



Figure 11 - Students story developments.

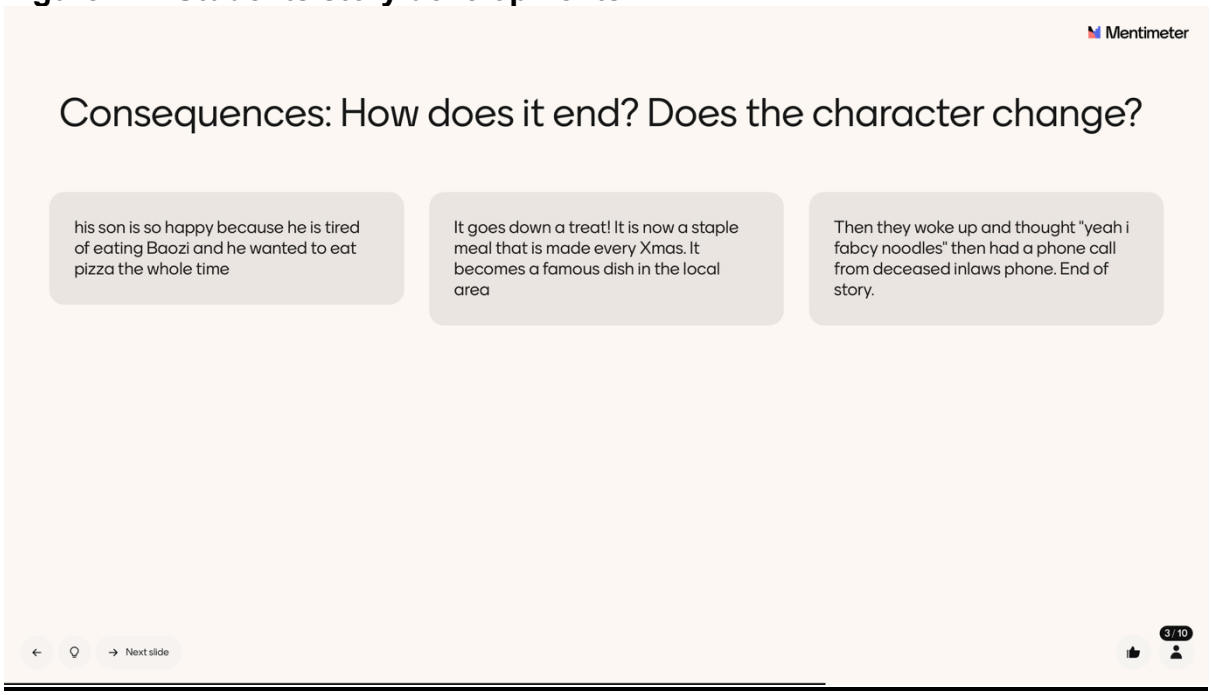


Figure 12 - Students collaboration through contributions on the board.



Figure 13 - Students bringing everything they have learnt and collaborated on for the final writing task to create their final short story.



Figure 14 - Group 1 sharing their short story.

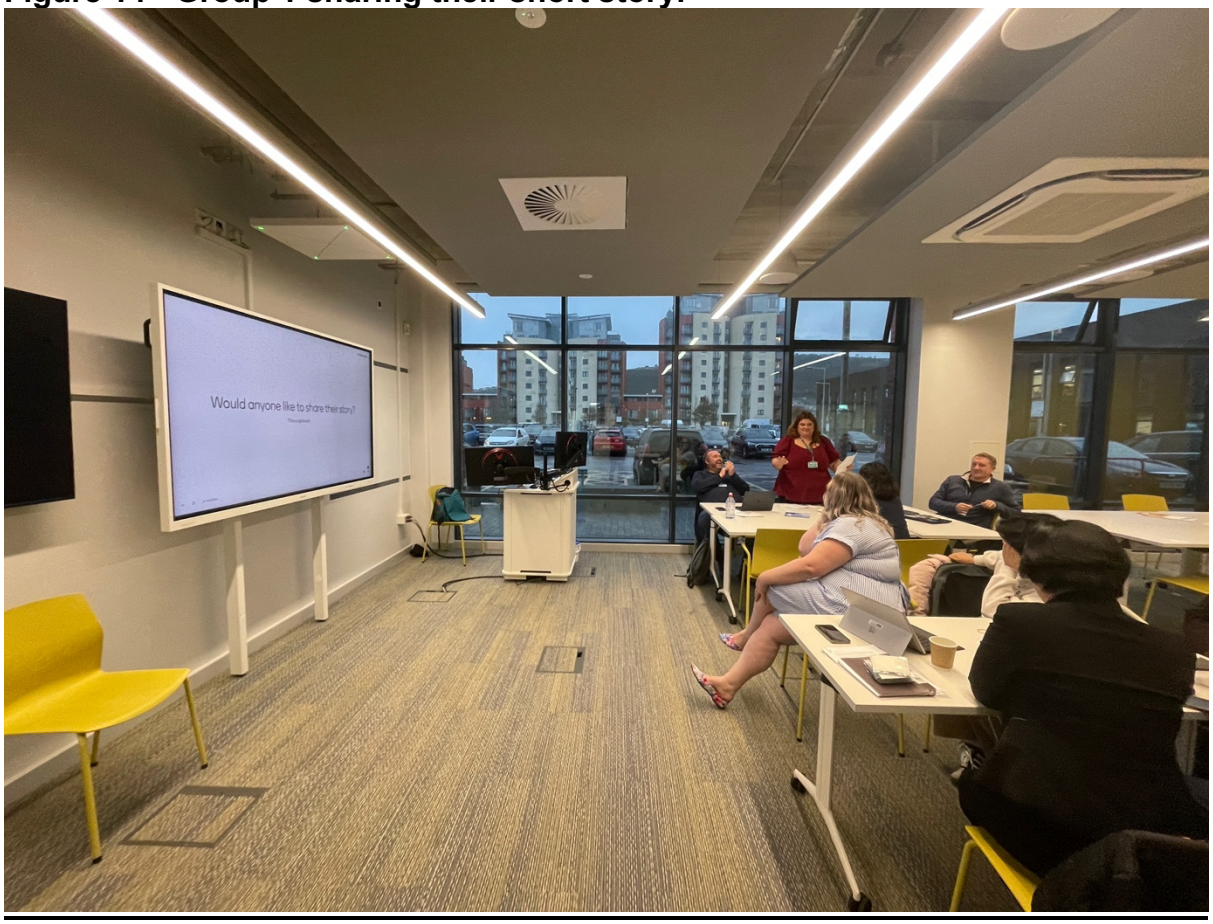


Figure 15 - Group 2 sharing their story.



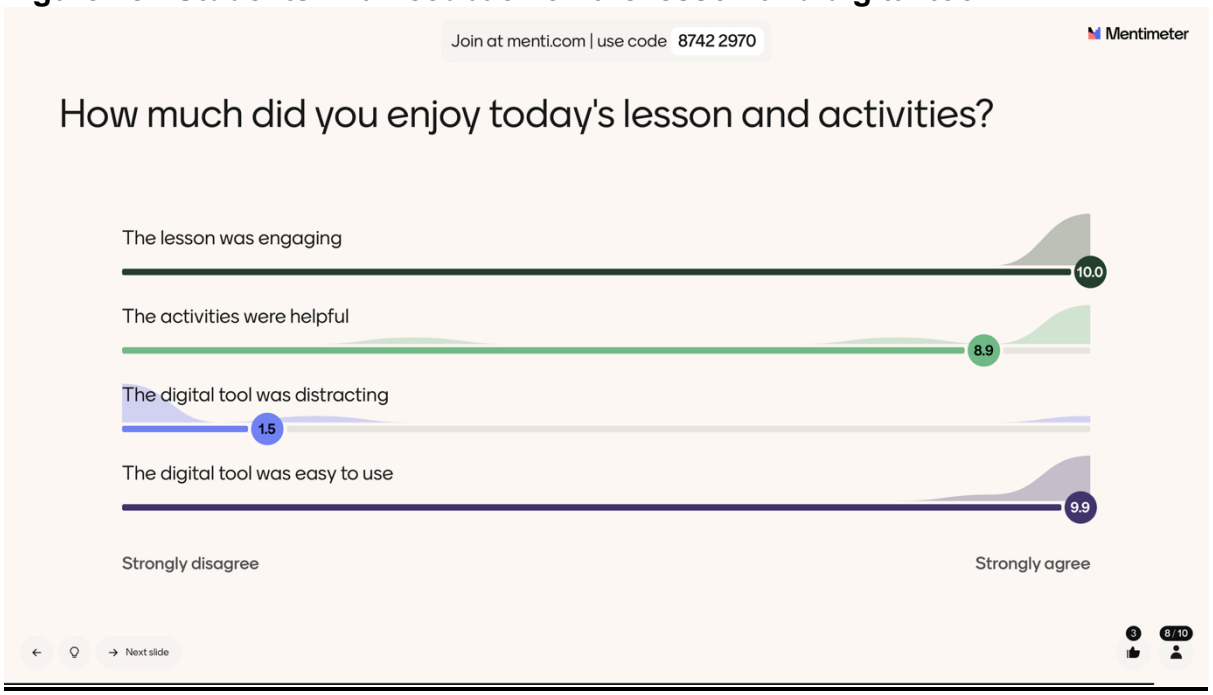
Figure 16 - Group 3 sharing their story.



Figure 17 - Students giving feedback on the lesson.



Figure 18 - Students final feedback on the lesson and digital tool.



Conclusion: Evaluation and Reflection

Experience

My motivation for using Mentimeter as my digital tool was to experiment with how technology can enhance creativity, collaboration, learning, and my teaching approach. The central focus was collaboration; however, the cohort was diverse with visiting students from Beijing, and students from UWTSD. With students from various backgrounds, the tool needed to help bring the students together. Mentimeter has functions that would be familiar to the students such as PowerPoint slides, but with the enhancement of interactive slides that project students contributions anonymously to the whole classroom on the screen. I then designed activities that would prompt students to think creatively and then share their ideas with the class through Mentimeter The designs purpose was to relieve the students of any anxiety about contributing but also help other students struggling to think of ideas by finding inspiration from their peers.

This is exactly what happened during the lesson. As expected, many students were apprehensive about creative writing, however, once they started contributing, the energy in the room changed rapidly. The pressures of creativity eased through the digital tool allowing students to contribute anonymously. This allowed the students to have fun as they were free to experiment with ideas without fear of judgement. As the teacher, I could give feedback to the cohort as a collective, rather than putting the spotlight onto one student at a time. Which was an unexpected advantage in terms of efficiency.

Initially I was nervous to use Mentimeter during my lesson as I generally like to keep things simple. Prior to the lesson my only experience with using digital tools in the classroom were PowerPoint, and Kahoot during my microteach. From that experience I concluded that I did not think Kahoot was a suitable tool for myself as I found it stressful to host and focus on the pedagogy. As a result, I had considered all digital tools would cause the same issues for myself. However, Mentimeter was the right balance of familiarity and new. This meant that quickly my anxieties eased when the lesson began, and especially when I could see the students getting genuine value from it.

Reflection

Based on student feedback in figure 18 Mentimeter had a positive effect on student engagement, creativity, and collaboration which was an enhancement to the lesson, and caused little to no disruption to the lesson. The behaviour difference between allowing the students to contribute at their own pace through Mentimeter versus when I circulated the room and asking students directly about their ideas was drastic. When asked directly students seemed to freeze which was a contrast to the snowball effect that would occur on the board through Mentimeter. An unexpected positive effect was how the digital tool enhanced inclusivity. For the students from Beijing, English was not their first language and many of them were using devices with apps that helped with translation. When interacting with Mentimeter on their own devices, students were able to type their responses in their first language, and Mentimeter would present all contributions in English. Bridging the gap between languages by allowing students to contribute in their preferred language while allowing me to understand and provide feedback meaningfully without disrupting the flow of the lesson.

I found a balance between allowing the behaviourist part of the lessons inform the constructivist part of the lesson by having the information taught inform their practice. This was better facilitated by Mentimeter. Having everything the students and I needed in one software allowed better focus due to minimal disruptions. The lesson could work without the digital tool's support, however, the digital tool enhanced collaboration and improved my interactions with the students. Students could submit their answers to which I could then build upon, creating an effective blend of pedagogies.

My confidence with using digital tools in my teaching has increased due to having such a positive experience with this lesson. The digital tool created a smooth experience with only a minor issue of Mentimeter kicking out a couple of students randomly once. Allowing the students to contribute at their own pace, then allowed me to teach at my own pace. In contrast to Kahoot where I felt overwhelmed. This digital tool helped me keep a productive pace throughout the lesson, which meant I could give better constructive feedback.

Outcomes

From the experience I have learnt the importance of embedding technology with purpose. Throughout the design of the lesson, I was considerate of the students experience and, set aside my own apprehensions about using advanced digital tools.

The students from Beijing provided the following feedback:

> *"We were deeply impressed by the creative writing session we shared. We truly experienced the charm of the interactive and participatory teaching style in the UK, which is highly inspiring and worth learning from."*

This feedback demonstrates the effectiveness of allowing students to participate in lessons. The fact that Mentimeter is not mentioned specifically signifies the importance of the digital tool being used purposefully. If utilised well, it should go unnoticed as the lesson is the priority, not the tool. For my own practice when designing lessons, I will consider embedding technology but only when it is necessary.

The idea of digital literacy as means for problem-solving, a key part of my literature review, I have learnt how experimenting with technology has now provided me with ideas for potential future problems. Inclusivity is a major part of professional teaching standards and, this experience has informed me that technology can be the difference between a student being able to engage or not. What still remains is that the students learning experience is the priority. I now have a questions that I can ask myself when considering technology in my lessons. Questions around inclusivity, collaboration, scaffolding and more will ensure that I am making better informed decisions in my professional development and practice.

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