

Description

On 19th of November 2019, I delivered a 45-minute session to seven of my peers. The theme I choose to present it is part of the concept and meaning of my paintings. The topic was dreams. (k1) Although it may seem a theme without relevance with art, but since always, I have been interested about psychology, particularly the psychology of dreams. Since everyone dream, I thought that it could be an interesting topic to discuss. As the subject it is too abroad, I had to spend a lot of time thinking what the aims and the learning objectives for the lesson could be, as I wanted to provide a direction for everyone involved, consistency and to be specific (a4).

I started to plan the lesson by analysing the topic in terms of concepts. Using the pedagogically approach and the PowerPoint (k4), and as part of the aims of the lesson, I determined to explore how the brain function during sleep. While this introduction to the theme, I considered to identify the areas of the brain involved with dreams, an appropriate cross-cutting to give students a summarized explanation to conduct them to the main theme. Also, to correlate the psychological and historical components of dreams, to develop the significance of dreams and to capture the significance of a lucid dream. (k2)

During the development, after mentioning the journalist Charlotte Beradt, who in 1933, secretly began to collect dreams of citizens, by reason of most books written by Jewish authors were burned in NAZI bonfires, including books of dreams interpretation, (The Mind explained, 2019). Using an andragogical approach (k2;v1;v2), students were asked to select a dream in the classroom, individually and share them as a group. To create a discussion about their meaning, and curiosities such as, if people dream in colour or in black and white, demonstrating the reasons for that occurrence. (Design and plan a learning activity a1).

In association with dreams, therefore, are my paintings. My paintings are characters and individuals that influenced me through their life stories. I aim to demonstrate how unique and fascinating people's stories can be. Recently, when I started to develop lucid dreams. "the ability to control a dream" (Shane, 2017), my paintings drastically changed, although I used the same technique, my paintings are now with more detail, and hard for the viewer to decipher if that person it is real or not.

As the room was divided in two large tables, (a4) I was more focused to just one side of the room, to develop an effective learning, approaches to student support, and guidance during the activity and discussion. (teach and support learning a2; develop and effective learning environment a4). As part of the conclusion, a description of what is a lucid dream, three steps to develop a lucid dream, what it is possible to do during one, how to wake up from one, and how to differentiate a lucid dream from reality. Also, as part of the discussion, (v2), what is sleep paralysis and the differences between a night terror and a nightmare. Practicing the 4’c, critical thinking, communication, collaboration and creativity. (Schupak, 2016).

To finalise the lesson, continuing with the andragogical approach, (v2) I asked the students “How do you know you are not dreaming right now?”, to employ Descartes ‘Dream Hypothesis’ “... *there are no definite signs to distinguish dream experience from waking experience*”. (McKanzie, 2017), (v3). Stating that we do not realise when we are dreaming. Only when we wake up, we know what happened, so how do you know that you are not going to awake up soon, and realise that it is all a dream, at this precise moment? These questions gave room for debate and the opportunity to assess the students regarding with the theory previously provided, (asses and give feedback to learners a3).

This was the end of the lesson. Although, during research for the micro-teach, I found a free website for teachers (use and the value of appropriate learning technologies k4), to collaborate and share resources of instruction, share common assessments or create and share our own. The website is masteryconnect.com, and handful tool, shared with colleagues.

This reflection will be designed using Gibbs model of reflection (1988), (k2) considering it as a good form to work through an experience.

Feelings

While preparing the lesson plan, the main concerns were in relation to the time stipulated, and how to meet the aims, including the activity and discussion. I was also afraid that the subject could not be as interested to others, as it is to me. Throughout the lesson, I felt that I was much more relaxed this time comparing to the first micro-teach. I was feeling confident about the theme.

During the pedagogy approach (a4), I realised that in linguistic terms, due to be more familiarised with the group, the nerves did not interfere much, and I was very glad my accent and voice were loud and clear. I felt secured and believe that I captured the necessary information on the PowerPoint. The content on PowerPoint, supported my pedagogical approach, giving relevance to the TPACK, (k2; k4), Mishra, *et al.*, (2006) states “... this order is important because the technology being implemented must communicate the content and support the pedagogy in order to enhance students’ learning experience”. (Kurt, 2018), (v3).

During the andragogical approach (a1,a4,v2), I felt mostly happy about what I delivered, especially because this time, there was much more interaction as half of the lesson was student-led.

I felt mostly glad when students continued discussing the dreams after the lesson finished, and even during break. During this short period of time, it was very interesting to know more about personal dreams. The fulfilment feeling of having the students approaching myself regarding with the lesson. Also, some students approached for personal enquiries, in respect with psychological issues. It was interesting to see how the physical, mental and psychological wellbeing can influence dreams (to respect individually learners and diverse learning communities v1).

Evaluation

As I' Anson *et al.*, (2003, pp.189-199) states, “...*microteaching as a vehicle for enabling students to become aware of their values, attitudes and assumptions about learning as they are enacted within microteaching.*”

Following the feedback, there was a development regarding on how to monitor and progress the lesson, preparation and organization. Also, there was more professional standards awareness. Consequently, a more effective use of Bloom Taxonomy hierarchical model (a2;a4;k2), used to classify educational learning objectives into levels of complexity and specificity. The six levels of cognitive domain, such as: knowledge, comprehension, application, analysis, synthesis and evaluation, (David, 2014), (v3).

Despite the lesson topic “dreams” (a1), there was in fact more consideration, in relation with the first micro-teach, about some areas that intersected the main topic, such as the brain activity and areas of the brain, language, and literacy. (teach and support learning a2; v3;k1;k2).

Overall and regarding with the Maslow’s pyramid of needs (a4;k2;v3), took in consideration psychological, safety, love, esteem, self-actualization, by be aware of the students, how learners interacted as a team, also the nice environment of the lesson. (McLeod, 2018)

On this micro-teach there was more planning. There was the opportunity of learning with the mistakes made previously, after all it is what experience it is about. The structure was clearer and the learning objectives more explicit. (a1;a2;a3;a4) Teaching strategies involved an informal and direct instruction, (k2;k4) overall the sense of a cooperative learning, due to the activity and debate. (v2) This gave the opportunity to students to work and learn with others, improving their self-confidence. (an appropriate method of teaching and assessing in the subject area and at the level of academic programme, k2).

On this micro-teach, students were aware of the outcomes. (A4) “The SOLO Taxonomy” (1982) by John Biggs, and Kevin Gollis, delineates *“cognitive developments of individuals... Biggs argues that the quantity and quality of any learning outcome range from concrete to abstract, from one-dimensional to multi-dimensional, from unordered to ordered, and he divides a specific learning outcome, from low to high, into five grades.”* (Li et al., 2013, p.155).

The tutor used a formative assessment (K2) while presenting the lesson, (examine students, inform teacher knowledge, inform instruction, administer tasks, assess students), and the use of questions to provide engagement between students as well as the tutor. (a4;k2;v2;v3)

Analysing

Using the Dales Cone of experience (v3;k2) to analyse this micro-teach, there was more focus on the methods at the bottom of the pyramid, those are also the most effective ones according with Dale’s research. Bottom to top: Direct Purposeful Experience -- Go through the real experience, Model or Simulate a Real Experience, role-play a situation, participate in a hands-on workshop, watch demonstration, view exhibit, watch moving pictures, watch still pictures, listen to Lecture (Hear), read. (Janoska 2017)

Large part of the lecture involved teach to others, personal experience and discussion with others. (v2) Taking this in consideration, there is a bigger probability of remembering the subject matter for a longer period. (k2) Students retain more information in action by participating in activities for example, write and sharing dreams. Students also learn visually, seeing other students to share personal matters, brings curiosity, in turn, more attention. There was the option of looking and touch on a physical painting. The probability of remembering, is much less when the student is only teaching in a verbal way, in contrary there was a PowerPoint, as one emergent technology, to support the tutor and demonstrate the subject in a visual way.

The psychologist Piaget, (v3) one of the most influential early proponents of a constructivist approach to understanding learning, said: “*Learning is a process of adjustment to environmental influences...*” (Pritchard, 2014, p.21).

The result of this lesson provides information to students to construct their own knowledge. Previously the lesson, students had experienced dreams, certainly some of them were curious and had more information about dreams. Woolfolk (1993) states: “*The mind of the student will mediate input from the outside world to determine what the student will learn, learning is active mental work, not passive reception teaching*” (Pritchard, 2014, p.22).

In analyse, the sense of the lecture, is that there are different ways to interpret knowledge and understanding, every student is different from another. Taking the social constructivism as one of the most valued approach of learning, the dialogue between students and teachers, activities and debates, brings the concept of *Scaffolding*, (Pritchard, 2014) (a2;a3;k2;v1;v2) “*The undertaking of this role, in a planned way, is known as ‘Scaffolding’*”. (Pritchard, A. 2014, 26) (V3).

Vygotsky, a Serbian psychologist, (v3) who developed the sociocultural approach to cognitive development, created the zone of proximal development, (ZPD), the ability of letting the learner work by their self's. The tutor only shows support, maintaining a distance. During the activity, the tutor left the students to dialogue between themselves, interfering only to answer questions and clear misunderstanding facts. (David, 2014)

Analysing the learning styles, (a4;k2) in relation with the lesson, VAK learning style was taken in consideration, (visual, auditory, kinaesthetic) (MindToolsVideos, 2018) . During the initial part of the lesson, was more teacher-led, where there was the opportunity to show to students the PowerPoint and the chance to provide illustrations, written materials and a physical painting, in a visual way. (used evidence-informed approaches and the outcomes from research v3, the subject material k1).

During the development of the lesson, until the conclusion, students were asked to describe specific information (promote participation in higher education and equality of opportunity or learners v2), such as: “What is sleep inertia?”, “What are dreams and REM?”, “What is a lucid dream?”, “What is sleep paralysis?” etc... as well as the opportunity to provide two different discussions, relatable with the topic. The opportunity to encourage questions, specially while explain how the brain work and the different areas of the brain, as it is a more complex subject. (E.g.: Any questions in relation with the Prefrontal cortex, Amygdala? etc...)

To kinaesthetic learners, during this lesson the tutor also demonstrate three initial rules to put the theory of lucid dreams into practice. The tutor also provided real life situations by giving examples of sleep paralysis, and by displaying a painting, a portrait, of someone who appeared during a lucid dream, students had the chance of stand up or passing the painting around to see more in detail. (MindToolsVideos, 2018)

Dreams were in fact, a topic of interest and personal research, (used evidence, informed approaches v3). Applying Howard Gardner’s metacognition concept, “Cognition about cognition”, metacognition refers to knowledge and thought about learning itself. (Lichtenstein, 2019).

John Flavell (1976) said: “To work metacognitively is to consider and take active control of the process involved in learning and thinking as they are happening” (Pritcher, 2014)

During the development, of the lesson the teacher function was essentially to promote and stimulate the conversation and maintain the flow of the discussion. (v2) Bringing again the concept of scaffolding and complementing the domains of bloom taxonomy: The cognitive, affective and psychomotor, during discussion. (Using appropriate methods of teaching, learning and assignment in the subject area & at the level of academic programme k2) (David, 2014).

Conclusion

This micro-teach gave me the opportunity to build my confidence with the language, and competence in relation with my posture in the classroom.

As Richardson (2016, p.182) stated “...a key purpose of soliciting feedback from students is to *inform instructional change*”.

From the feedback, the lesson was very informative and enjoyable. I meet the set-up time, 45 minutes. I should have had prepare informative sheets, summarizing the information delivered, in order to meet the needs of the students learning styles, who rather the visual and verbal method.

Action Plan

Using the base of this micro-teach, I aim to follow the professional standards. Professional standards support the teacher to not go off topic, meeting the criteria and to follow the curriculum. Also, to improve skills such as the interpersonal skill, the ability to communicate with others. Specifically, when delivering a lecture to students without foundation of arts, in this specific kind of situations, the chance of arousing questions is larger, be able to answer, and to adapt myself to environments and to students.

As Richmond (2016, p. 182) stated “...a key purpose of soliciting feedback from students is to *inform instructional change*”. To get feedback, to have a deeper notion of positive and negative aspects, the importance of a reflection, to identify strengths and areas of improvement, and to evaluate ourselves. The bloom’s taxonomy reflection, (k2) remembering (what did I do), understanding (what was important?), applying (when did I use this before/ when I could use this again?), analysing (patterns or relationships in what I did), evaluating (how well did I do), creating (what should I do next/design). (Pappas 2010)

Also, in the future, where teachers will have the time and opportunity to get to know their students, would be interesting to see and be able to identify students learning styles. With reference to Honey and Mumford (k2) four distinct learning styles, based on Kolb's work: activist (those people who learn by doing), theorist (learners like to understand the theory behind the actions), pragmatist (need to be able to see how to put the learning into practice in the real world), and reflectors (people learn by observing and thinking about what happened). (Ruby Rumson, 2017). Aiming to be able to practise what I have learned, in order to provide an enjoyable and productive lecture.

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