

Reflection

I will be reflecting on the micro teach session on the 23rd of September 2024. For this reflection, I will be using Gibbs Reflective Cycle (1988) to reflect on my work and identify where improvements can be made.

Description

The session that was planned was based around supporting Deaf Learners in the classroom environment. This included a brief introduction to the different hearing support devices available and introduction signs in British Sign Language. The session was delivered to six students, all of whom were post graduate students in different fields, however, for the purpose of this micro teach I planned the session with the assumption that the students had no prior knowledge of the subject. Race and Pickford (2007, p16) identified five factors that underpin a successful learning, it was these five factors that I used in my planning of the lesson, with particular focus on the students wanting to learn what I am teaching, and using their 'intrinsic motivation', as this topic is something that may be of use to them moving forward in their teaching careers.

Feelings

Before the session I was not nervous about delivering my lesson, I was however anxious about the lesson plan that I had submitted and the quality of the lesson that I was going to deliver. Ashwin (2020) describes lesson planning as a crucial part of the students learning. Using a lesson plan does give the lesson a core structure and timings to follow which can be useful to stop the lesson going off course. In contrast Gov.Uk (2016) stated that lesson planning can turn into a 'box ticking' exercise, causing additional work for teachers and it is more about creating a paper trail of the

lesson. Both sides of the discussion are valid and relevant, however, as I am new to the role of the teacher, I found having a plan to follow, along with rough timings, helpful in keeping the lesson on track and flowing which was beneficial to me.

Evaluation

The session went well. It had a natural flow and a balance of lecture style teaching, interaction with the students and interactive activities. The students in the session, I feel, were engaged through the lesson and some asked questions on the topic following the session which showed their interest and engagement on what they had learnt. Following the session, I requested feedback from the learners, all the feedback I received was positive with learners saying that they found the session interesting and that they all enjoyed learning a little bit of sign language.

I believe that I demonstrated a 'commitment to learners, their learning, safety and well-being' (Welsh Government, 2023) while introducing the topic for the micro teach by acknowledging that Deafness/hearing loss can be a sensitive topic and letting the students know that if they felt uncomfortable at anytime they could leave the room and I would follow up with them after the session to check on their wellbeing.

What I feel could have gone better was my use of technology in the session, some students struggled to use the QR code to access the word cloud activity. Also, when I tried to play a video clip, the sound on the video was not working. This led to support from one of the learners who was able to help me in getting it working.

Analysis

The sign language aspect of the session went well as the students were looking forward to learning some signs. The students working in pairs for this section made group more relaxed. The peer feedback also said that the students felt that I was

knowledgeable on the subject and that my passion for it came through in my lesson. Passion in what you are teaching is described by Rogers (2024) to benefit the students as educators who show passion in what they are teaching instil in the students an appreciation of the knowledge you are giving them. This would imply that by me sharing my passion with the group that the students appreciate my knowledge on the subject.

Conclusion

With the difficulties I faced with technology, I feel this was due to my lack of experience with these programs and not being familiar with the computer system, so not knowing how to set the volumes. I also was not prepared for students to have difficulties around accessing the interactive activities, I assumed that all the students would be comfortable with this. This was an oversight on my part and something I must take into consideration in the future.

From this experience I have also learnt how half an hour class goes very quickly and so not to over saturate the lesson with activities, it is important to give the students the opportunity to absorb the information and to ask questions about topics they are unsure of.

Action Plan

If I was to do this again, I would use the feedback given from this session to give the students warning of the need to use technology so that they are aware in advance of the session, this would also allow for students to let me know if they do not have access to technology to take part in the lesson. This would overcome the digital barrier to accessing information which would meet the teaching standard: "Value and

promote diversity, equality of opportunity and inclusion” (Welsh Government 2023) by ensuring the equality of opportunity for the learners.

I would also become more familiar with the programs that I wish to use before running the session to ensure that all technical difficulties are overcome. I could overcome these difficulties next time by adapting the activities to reduce the use of technology, while still ‘demonstrating a commitment to sustainability’ (Welsh Government, 2023).

Moving forward, I would like to be able to add more incidental Welsh into future lessons that I run. I do have limited Welsh skills, so I need to improve on my incidental Welsh to be more inclusive of Welsh language learners in the room. This would also support the professional standard of ‘Understand the importance of the Welsh culture and language as a bilingual nation’ (Welsh Government, 2023). This is something I can see that I need to improve on as an educator.

Reference list

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