



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

MODULE CODE: ECPT6006

**ASSESSMENT COMPONENT: A Critical
Evaluation of the Role of Digital Innovation in
Professional Practice**

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STUDENT NUMBER: 2000251

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.

Introduction

Through this assignment I will be discussing the role of technology and digital innovation within the education sector specifically focussing on Higher Education settings. When considering the Professional Standard 'Maintain and update knowledge of my subject(s) and how best to teach and assess them' (Welsh Government, 2023) it is essential to evaluate how technology can play a role in helping us to deliver taught content in new and interesting ways while still showing awareness of how this may not always be appropriate.

I am specifically interested in how digital tools can be integrated into lessons in order to increase class participation as often within my background of education within the arts there can be small class sizes and therefore participation can sometimes be an issue. I am interested in how using anonymity through a digital tool could hopefully allow students to feel more comfortable giving ideas and suggestions in a group setting. I will be undertaking research into the existing evidence that looks at how Digital tools can be used to improve the learners experience within their sectors. Continuing the development of this research I will be using the SAMR model to select an appropriate digital tool that I could integrate into one of my own lessons. Having the opportunity to utilise my own example of digital innovation within the classroom will be beneficial for demonstrating the theory and research I will have undertaken in the literature review. It will also give me the chance to see how the real life practical application of an anonymised tool and how much impact, if any, I experience it having on the level of class participation.

The role of creativity and Digital Innovation

When considering teaching and education within this period of constant digital innovation it is essential to constantly evaluate as the practitioner what the most effective strategies are for educating our learners. Pedagogy should always remain the top priority and the integration of technology should only be done so when it compliments or improves the basic frameworks we already have in place. Technology can be used to enhance effective teaching and learning by giving students the chance work collaboratively and helping to increase their responsibility for their own learning which is a vital skill to develop in the Post-16 education sector. (Daniela, 2020). If educators can find a way in which technology enhances the learners experience, then both learners and teachers alike will have a better experience.

Research has shown that students with access to digital resources within their education are changing their individual methods for studying. Digital tools allow students to have access to

supporting resources and therefore are taking more responsibility for areas, they would have perhaps seen gaps in their knowledge previously. (Sharpe, 2019) Further research also suggests that it is not just the students having access to digital content it is essential that the digital content available is well planned and complimentary to the in-person teaching experience otherwise the benefit will not be experienced by the students and in turn could have detrimental effects on their studies. (Semington, 2023) There is a broad consensus that when technology is used within an education setting, whether this is within a classroom setting or whether there are asynchronous resources available digitally it should always be purposeful and as practitioners we should also have pedagogy in mind. Some experts argue that there continues to be inconsistency throughout the post-16 education sector regarding the quality of the digital learning provisions available for students and that we should be careful about its application before racing forward into this new digital focussed era in education. It is essential that assumptions are not made regarding learner and educators' abilities and preferences and that the use of digital technologies is carefully considered and tailored specifically. (Shaw & Walker, 2025) There is a risk that implementing this digital resources or platforms may increase the workload of educators however, if used correctly the research suggests that if technology is held in mind while content is being planned it can fit well into the existing time frames available.

Analysing the Post-16 education sector there is a common issue that is arising due to the long-term effects of the Covid Pandemic (Lowe, 2025) where there is often a lack of participation in classroom discussions and a reluctance to answer questions perhaps out of a fear to get things wrong or to be seen as other (Eva Bauer, 2025). This is likely due to the disruption of traditional education during important formative years and should be something we focus on helping through the way we deliver content in Higher Education. Through this investigation into the literature surrounding technology and pedagogy the idea of utilising anonymity through digital learning tools will be discussed in regard to whether there is evidence to suggest that this could be a suitable solution to this problem.

There a plethora of digital tools available within the world of education, selecting the correct one to use is just as important as the content itself. Studies suggest that anonymous tools have a positive impact on student's educational experience when used correctly. This is supported by investigations done into student participation and anonymous technology within the higher education settings. It is reported that allowing students to reply to questions, in addition to be able to pose their own to lecturers and peers, anonymously was effective in increasing the volume of student engagement. Without their identities being attributed to their input students felt more positively about interacting with course materials as it successfully removed the feeling of potential judgement. (Tan, et al., 2020). The idea of

using technology to allow students to participate anonymously is far easier now with the range of digital tools available however, it is not a new concept and has been achieved prior with far more limited technology. A relatively simple study comparing students' participation in lecturers when being questioned in a traditional way versus when they were asked to answer using electronic keyboards to submit answers and form part of a summative assessment. There are significant benefits to this form of answering being used with increased participation from the full range of students, it is noted however that there is less flexibility in terms of questioning the answers further as once the level of anonymity is stripped away the reluctance returns. (Freeman, et al., 2006). When considering these different factors it is important to remember the role that the pedagogy and therefore teacher plays within these scenarios. The professional standards refer to 'Maintain and update knowledge of my subject(s) and how best to teach and assess them' (Welsh Government, 2023). This suggests it is the responsibility of the educator to keep themselves upskilled so that they are comfortable using different digital platforms and that they are confident in their abilities to select an appropriate tool or scenario to implement digital technology. When used correctly the research suggests that digital technology and in specific the students being able to remain anonymous when using these platforms can have a positive impact on the learners experience in addition to the educators.

In contrast some argue that the introduction of anonymous platforms opens new pathways for students to act negatively towards each other. Research has shown that there are many advantages to the use of technology where the participants are kept anonymous through their answers. The same benefits of anonymity where students identities are hidden and therefore allows them to increase their participation without having to attribute themselves to their contributions can also be seen in a negative light. Studies have seen that without the accountability of their identity being revealed students often feel they can act differently than how they would in an in person scenarios. Selecting the wrong type of digital tool or not managing it properly opens access for bullying behaviour and potential safeguarding issues to arise. (Reynolds, et al., 2017) It is also important to be aware that the majority of students now will be digital natives and we should remain mindful as practitioners of our own knowledge and experience. There may be cases where students know more than the educator and in that case it is important that educators have the methods for dealing with issues that arise and have methods in place to mitigate these when possible. This research is useful when considering the Professional Standard 'Demonstrate commitment to learners, their learning, safety and well-being' (Welsh Government, 2023) as if technology is being brought in education being mindful of how this can be harmful is essential.

Further research into the negatives of anonymity within education highlights an area of accountability that is actually taken by the students themselves. Through research it has been determined by scientists that students are actually more like to self-police the content on the online platforms. If positive education practise and values are reinforced through the in person offering then this is likely to filter through to online platforms where students take accountability for each others behaviour which is strengthened as they develop their core values through higher education. (Saveski, et al., 2016). This study does focus on one particular platform which may have some drawbacks as each platforms functions in a different way to another and theretofore the evidence may be specific to this one platform and not seen generally.

In conclusion of this research into technology and its links with pedagogy there are many benefits to be seen from the implementation of digital tools. There is a broad consensus that technology can be a really useful tool when used correctly and this depends on two separate factors. The first being an appropriate digital tool being selected for the specific needs of the subject, lesson or content. Technology should be implemented when it will enhance the students experience and should not be used to eradicate traditional teaching methods. The second factor being that the content on the platform needs to be supportive to the teaching and compliment how the students are learning already. In regards to the use of anonymity within technology there is wide debate surrounding the success of these type of platforms being integrated into teaching and learning. Synthesising the findings of this research determines that there is generally increased student participation and engagement when they are able to interact via a platform anonymously. However, this does not come without any potential drawbacks surrounding misuse of these platforms or inappropriate behaviour. It is essential to have a good understanding of the platforms being used as teachers in order to mitigate these negative aspects if possible and be mindful of how these could impact learners.

Selection and Justification of appropriate teaching tool(s)/resources

In the contemporary world we live in there is an abundance of digital technologies that we could be using within the Post-16 teaching sector, it is important that the use of technology is purposeful within lessons and should add to the learners experience. Therefore, it is an essential responsibility of the educator to select an appropriate tool and to have suitable methods for doing so. When considering what digital tool would be most appropriate to utilise within my lesson, I have decided to use the SAMR model to work through my options and select the best suited tool.

After my literature review the aim of my use of technology will be to work with anonymity to hopefully improve the participation and student feedback within a session in my placement with the undergraduate Photography students. Starting my selection, I have considered the tools we have looked at during sessions thinking about the student's ability to remain anonymous and have narrowed down my selection to be between Vevox and Mentimeter. Both packages allow for the students to remain anonymous, and both provide similar options for how the results can be collated in a classroom setting. After having experimenting with both software's, I found Mentimeter to have a more user-friendly interface and more capabilities. It is important I select a tool I am confident using and so I will be moving forward with Mentimeter and now using the SAMR model to determine the most suitable use of this digital tool within my lesson.

As what I want to do with my tool is relatively simple I will be working with the idea of enhancing my lessons so considering how my tool can either be a substitution or an augmentation within the context of the session.

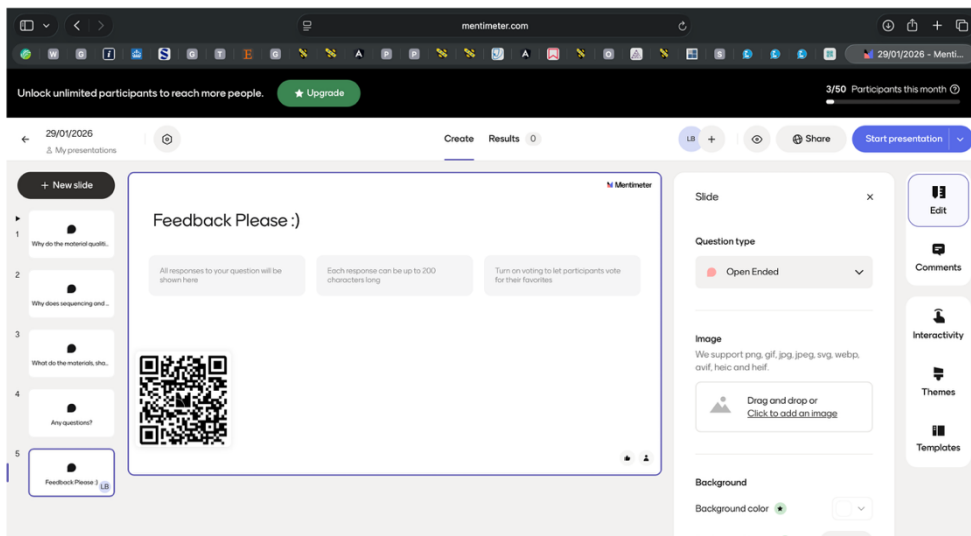
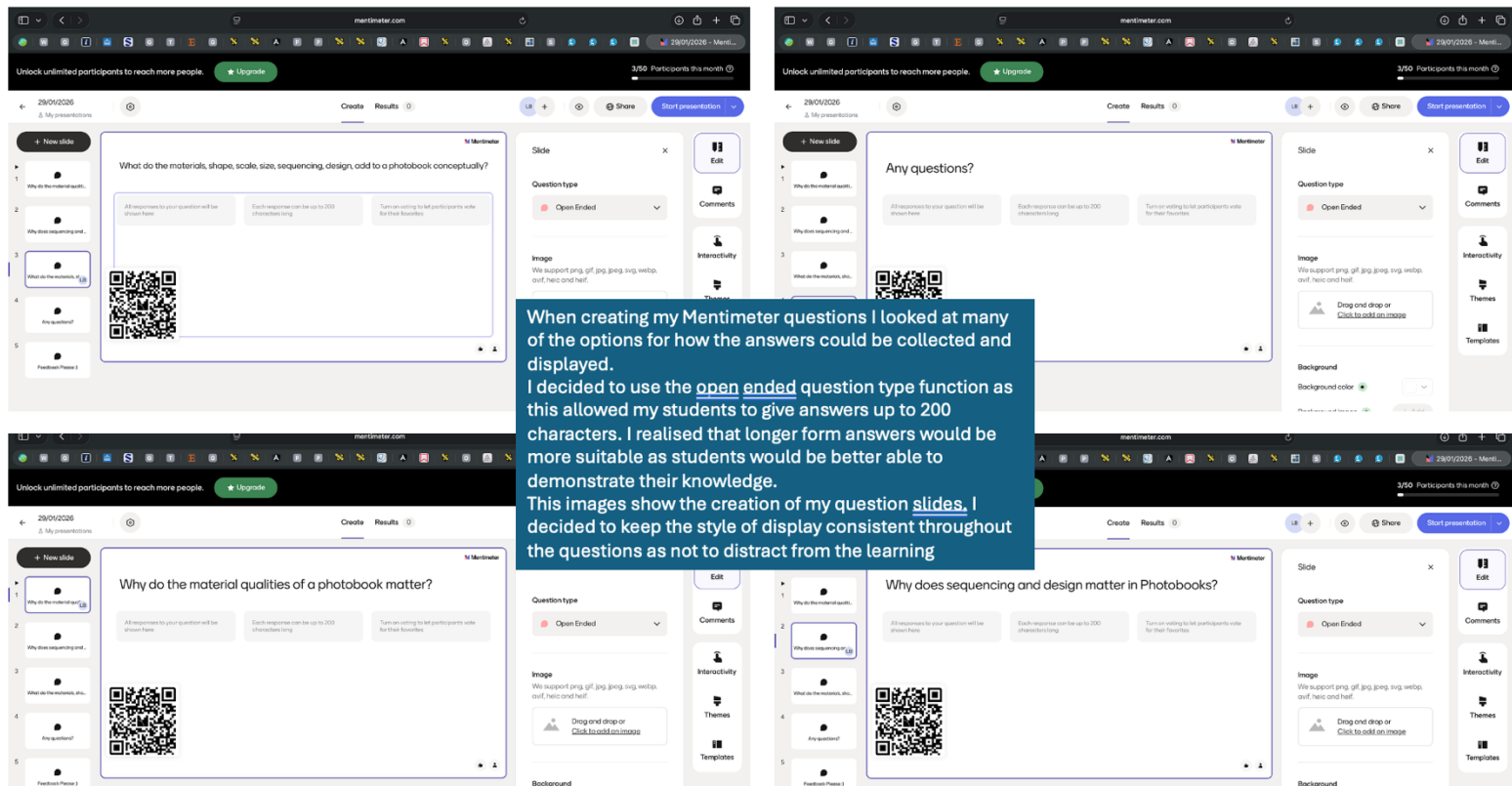
An example of how Mentimeter could be used as a substitution could be to get students to just answer questions based off prompts provided within the lesson. They could be simple true or false type questions which they could then answer using one of the various functions on the platform. This would simply replace the idea of getting them to raise their hands to indicate their thoughts. It could also be used to give them the chance to ask or answer questions which could potentially help to improve the participation within the lesson although I feel that this strays into the idea of simply using technology for the sake. When evaluating these ideas I don't feel that the benefit would be that great to the students as there are many traditional teaching ideas that could achieve the same effect. Also considering it from a teaching viewpoint it would be used very quickly and perhaps wouldn't have much engagement from the students so therefore the time taken to learn how to use the package and produce the slides could have been better spent organising other sections of the lesson. Therefore, I am looking more towards the idea of augmentation and how I can use a tool to improve my lesson.

The use of my tool within my lesson is something that I want to add to my students experience and create better engagement within the classroom. Thinking of the best strategy to do this I contemplated the Zone of Proximal Development (Moll, 1990). In particular the idea that learning often takes place socially as opposed to individually. It can be useful for students to have positive interactions with their peers as they can often learn more this way. This inspired me to think about how my tool could be used to gather answers from students and then utilising these to help the less confident students feel able to answer and therefore

be able to increase the overall participation of the group. The lesson could be improved students being able to answer questions anonymously where the answers are displayed to the rest of the class and as the teacher I could start some discussion surrounding answers giving positive feedback to reinforce the learners confidence and hopefully prompting the other students within the class. The answers displayed will form the idea of a More Knowledgeable Other will should inspire students with confidence to commit an answer to the board. This is something that often does happen in a traditional question and answer portion as people are often afraid of being the one to say something wrong, the use of technology in this way aims to mitigate this problem.

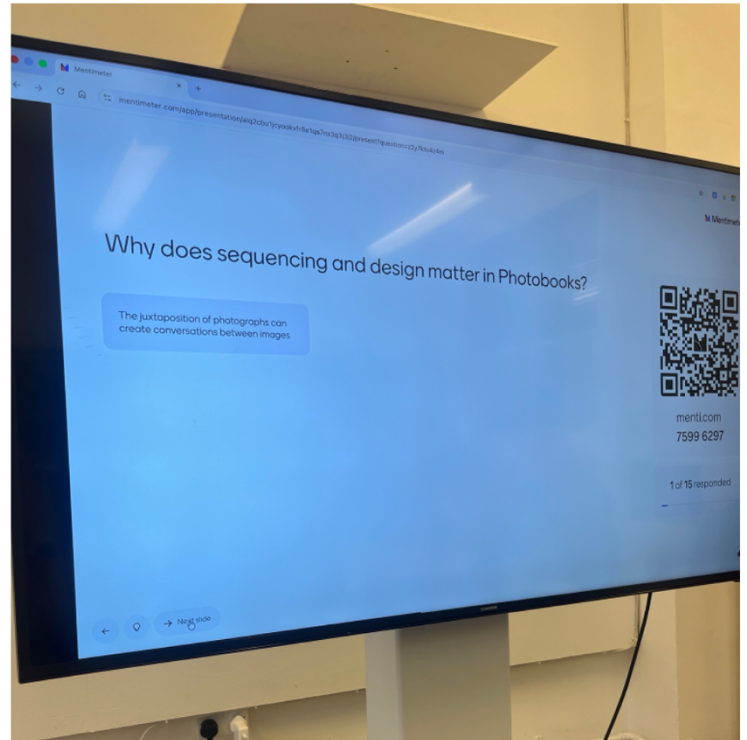
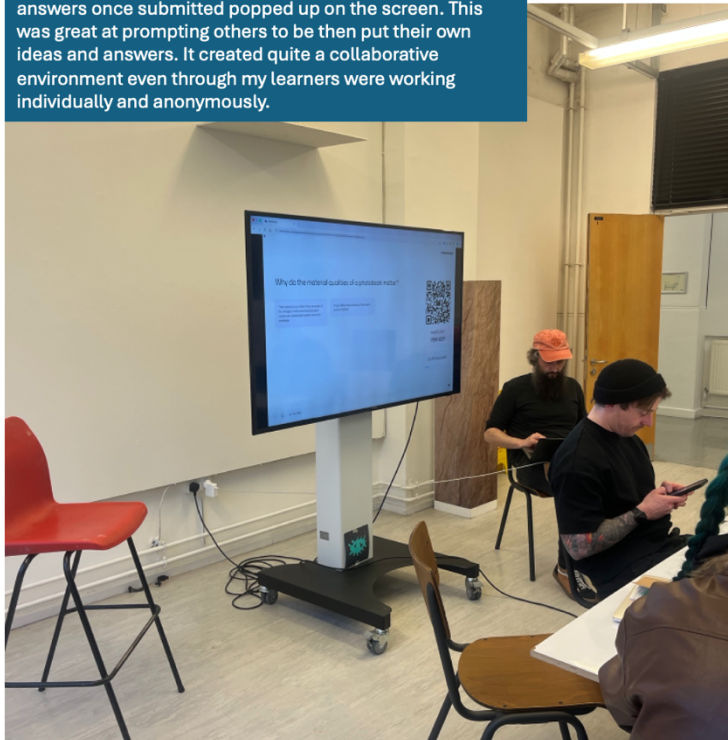
This particular use of the technology also works well within the idea of augmentation and improving the lesson as students will also be able to have a record of the answers as oppose to having to rely on notetaking during questions. This practically works well for both the educator and the learners as the students will essentially compile their own individual resource as a class that if done well will help them to demonstrate an understanding of what they have to complete within their work. This links in well with the professional standard of 'Enable learners to share responsibility for their own learning and assessment' (Welsh Government, 2023) A potential risk of this is that the answers are not useful to the students, in order to work around this I think the technology will be best integrated within a task where they have physical resources in front of them. They will therefore be able to conduct some research prior to answering which should allow them to synthesis what they have learnt into useful answers.

Application of the chosen learning tool(s)



When considering how I would gather feedback on my use of the digital tool from the students I decided to integrate it into my use of the digital technology itself. I used Mentimeter to create a similar slide to the questions I had asked previously. The difference with this one was that the answers would not be displayed on the screen and would only be available for me to see. This was because I wanted the students to be honest with their experience of using it and not be swayed by others comments or feeling like they needed to be nice as it would be shown on the board.

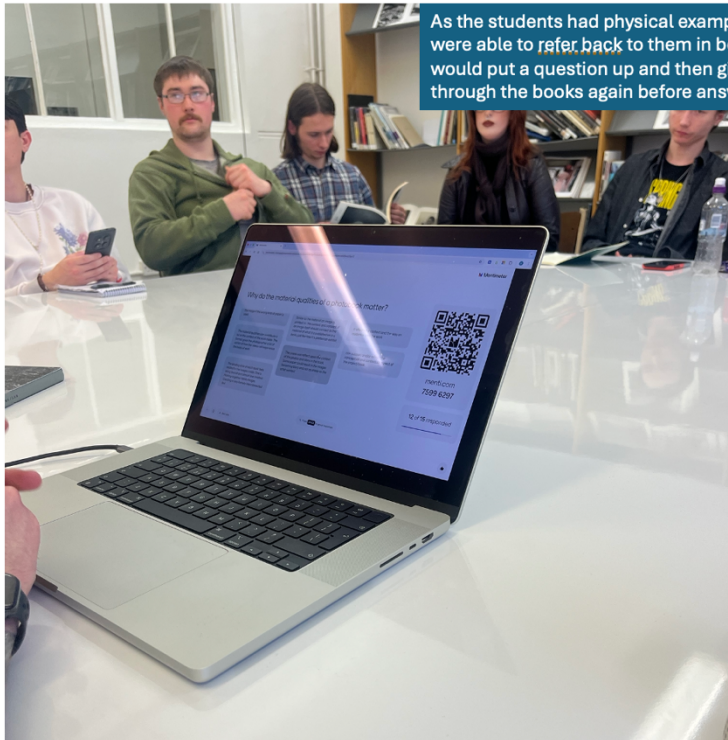
These images show the Mentimeter being used within the session- using the style of question I did was useful as the answers once submitted popped up on the screen. This was great at prompting others to be then put their own ideas and answers. It created quite a collaborative environment even though my learners were working individually and anonymously.



This photo shows my class engaging with the Photobooks provided to them and then using their phones to answer the Mentimeter questions



As the students had physical examples in front of them they were able to refer back to them in between the questions. I would put a question up and then give them chance to look through the books again before answering



The questions all had really good engagement from the students and I feel it was a useful way of seeing what they had learnt in the session
Being able to see how many people had answered allowed me to help prompt everyone to ensure they had put an answer in.

Why do the material qualities of a photobook matter?

- The material can reflect the concept of the images. An environmental project could use sustainable paper stock for example.
- It can affect the contexts of the work and it's themes
- It can lead to greater engagement by viewers
- It matters because it can completely change the context of a photobook as a whole. It can also equally add to the images themselves or take away from the image if the wrong kind of paper is used
- The book is a tactile, physical object. Its feel can impact the reading of the work presented
- The way that a book feels and looks can affect the way that the photographs are perceived and how they experience and digest information.
- Similar to the material an image is printed on, the context and concept of an image itself should connect to the material of what it is published on in a book, just like how it is printed on an exhibit
- The material qualities can contribute a lot to the context of the work inside. The
- It effects the context and the way an audience view the work
- can support and/or reflect the

menti.com 5801 9015

13 of 13 responded

Press SPACE to group responses

Why does sequencing and design matter in Photobooks?

- The juxtaposition of photographs can create conversations between images
- It matters as you wouldn't tell a story backwards as it takes away from the meaning of it one photo could be in the wrong place and you've lost the whole context of the work
- The message and story through the images could be effected by 'non relevant' sequencing
- It can determine the chronology of the work and how it's viewed
- Sequencing can help to produce a narrative within the work. Juxtaposition of images on spreads can also say a lot: whether it helps the context or mimics form etc.
- If the intention of the Photobook is to tell a cohesive story, creating a purposeful sequence is imperative. The design and placement of images also impacts this in ways to inform the reader.
- The images should compliment each other. Unless there is a specific context, they shouldn't compete for attention
- It can help create and change the narrative
- The order images are shown gives the reader an understanding of the work, it's up to the artist to decide what is best for their work, for how they want to tell

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12 of 12 responded

Press SPACE to group responses

As a class we discussed some of the ideas further that were displayed on the board. It was a great way to start conversations although some students were reluctant to discuss which I worked around by moving the focus the different answers as I didn't want them to feel pressured or uncomfortable

This is another example of the Mentimeter after it was used in the session.

The students requested a copy of the answers as it helped them with their research.

I was able to compile them into a PDF document and sent them out to the students after the session which tells me they found it valuable.

What do the materials, shape, scale, size, sequencing, design, add to a photobook conceptually?

The poll results are displayed in a grid of 10 boxes. The first three boxes contain the following text:

- Cost of production
- The feel and viewing experience desired by an artist
- It can influence the effect it can have on the reader, whether the images created have been showcased with its original intent

The next three boxes contain the following text:

- These elements act as signs which correlate with the concept to reinforce its meaning. A coherency of material language reinforces a coherent visual language.
- Every aspect of the books design can be linked back to the work. This extends the concept beyond the images themselves.
- The string changing in style like a more frayed string gives a rustic familial aesthetic. Matching with context of family and home life, whereas staples in a phone book give mundane but matching insid

The next three boxes contain the following text:

- For example Nikolett Juhasz book is an intimate family album to blow that up in a massive book wouldn't give the feel of personal experiences looking through albums to blow it up would lose it meaning
- Utilising all of these things will give an author more freedom to display intention and emotions in their Photobook. It adds meaning, depth and emotion
- The size of the images and therefore the size of the book, reflect the mood of

The poll results are displayed on the right side of the screen, showing a QR code, the Mentimeter logo, the code 5801 9015, and the number 13 of 13 responded.

There was a small amount of students messing around with the technology as you can see from this example. I decided to not give it too much attention as it was silly as opposed to harmful. I politely asked students to stay on task and to use the resource as intended as opposed to messing around. This was fine.

Any questions?

The poll results are displayed in a grid of 10 boxes. The first three boxes contain the following text:

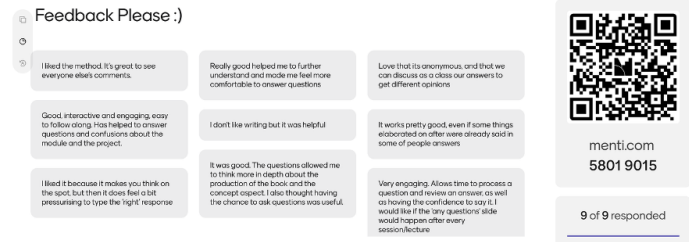
- Are any topics off limits for example personal experience eg
- Does it matter whether we make the book physically ourselves or printed elsewhere
- Can we reconstruct a pre-existing book? adding our own work onto another book if it fits the contexts of our work like changing the cover or printing onto the pages etc eg like the one on the table

The next three boxes contain the following text:

- aside from not being supported contentually, what are the aspects of photobooks that have failed in the past?
- Q3 will that affect our mark?
- Good, interactive and engaging, easy to follow along. Has helped to answer questions and confusions about the module and the project.

The poll results are displayed on the right side of the screen, showing a QR code, the Mentimeter logo, the code 5801 9015, and the number 5 of 5 responded.

Feedback Please :)



The poll results are displayed in a grid of 10 boxes. The first three boxes contain the following text:

- I liked the method. It's great to see everyone else's comments.
- Really good helped me to further understand and made me feel more comfortable to answer questions
- Love that its anonymous, and that we can discuss as a class our answers to get different opinions

The next three boxes contain the following text:

- I don't like writing but it was helpful
- It works pretty good, even if some things elaborated on other were already said in some of people answers
- Very engaging. Allows time to process a question and review an answer, as well as having the confidence to say it. I would like if the 'any questions' slide would happen after every session/lecture

The poll results are displayed on the right side of the screen, showing a QR code, the Mentimeter logo, the code 5801 9015, and the number 9 of 9 responded.

It was great to see the feedback they gave for the use of the tool. It worked really well using the tool itself to gather the feedback as students were already in the flow of using it and therefore happy to provide their feedback.

Lesson Plan

Topic: Photobooks		Class: Second Year BA Photography in the Arts & BA Documentary Photography and Visual Activism	
Date: 29/01/2026	Length of lesson: 1 hour		Number of students: 13
Resources required: • Presentation • Mentimeter polls • Photobook examples			
Aim of Lesson Introduce students to the idea of a Photobook. Particularly focussing on the function and form in order to inform them for the creation of their own photobooks by the end of the module.			
Learning Outcomes – The Learners Should Be Able To: • Explain why the sequencing and design of a photobook matters to its outcome • Explain why the materials used within Photobooks have an effect conceptually • Compare the use of different techniques utilised in example books and how this changes the outcomes • Evaluate the use of different materials, layouts and ideas again looking at example work and making judgement around what they would like to experiment with within their own work			
Previous student knowledge required for the session: An understanding of Photography and how images can be affected by the conditions they are viewed within			

Anticipated difficulties (if applicable):

Technology may not work as anticipated to- I will have it loaded up on a secondary device to hopefully limit the disruption if it doesn't work initially.

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

Demonstrate commitment to learners, their learning, safety and well-being- this will be met by creating a safe learning environment particularly with using anonymous digital technology to allow participation

Critically reflect on own values, knowledge and skills to improve learning and leadership- this will be met as I have worked on upskilling myself by learning a new digital tool which will hopefully improve the learners experience

Plan and deliver effective, learning, teaching and assessment- this will be met by ensuring this lesson plan is of good quality and covers what I need it to

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Questioning/Discussion	Open question- What is a Photobook? Give class chance to discuss briefly with each other and get people to give suggestions Putting an emphasis on the answers not needing to be correct just establishing if students have any prior knowledge	10 mins
Development	Context	Presentation- this will cover key components of what a Photobook is Starting with history and origin of the Photobook. Showing a number of visual references	10mins

		Look at a number of prominent Photobooks from contemporary visual culture Discuss examples paying particular attention to the materials, composition and visual language demonstrated through each of the examples Cover a wide range of content so the students all have at least one reference they are able to take away with them to help with the development of their own photobooks through the module	15mins
	Task	Hand out a number of physical photobooks asking the students to look through them in small groups Use Mentimeter to get students to answer questions regarding the presentation they have seen and the books in front of them Q1- Why do the material questions of a Photobook matter? Q2- Why does sequencing and design matter in a Photobook? Q3- What do the materials, shape, scale, size, sequencing, design, add to a photobook conceptually? Use Mentimeter to allow students to anonymously ask questions about the session and module outcomes Tutors can answer questions within session Have final Mentimeter QR code students can scan on exit to provide feedback on	15 mins

Plenary/conclusion	Questions/ Checking understanding	their experience of using digital technology within the session	10 mins
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Assessment Strategies: when and how are they included within the lesson?

- Formative assessment of knowledge learnt through session by utilising Mentimeter at the end of the session to allow students to synthesise the knowledge they have learnt and share group ideas

Informal reflection (to be completed after the session)

- The session went well, students were engaged with the content and seemed to enjoy the lesson
- The use of technology went very well with no technical issues experience students engaged well with the technology and the answers being displayed on the screen allowed for good class discussion
- I think students felt less under pressure to have the perfect answer because they didn't know who had said what- I did get some students to expand on their answers if they wished to however I would say this had varying success as some students were unwilling to discuss which worked around by letting them know they didn't have to expand
- Any questions box was very successful- lecturers I work with remarked that they have never had as many questions about the module and work required before and it worked well to cut out the nervousness around asking potentially 'silly' questions
- I would use Mentimeter again in my lesson perhaps experimenting with the different functions on there such as the Wordclouds. It added a nice element to my lesson and I believe allowed the learners to have a better experience

Evaluation and Reflection

When reflecting on my experience utilising digital technology within my lesson I would say that it was a successful application of my knowledge and my selected tool. From my perspective the lesson went to plan and there were no technical issues with the technology not work as expected. There was a real sense of student engagement from this portion within the session and I definitely felt students were more comfortable answering the questions set to them due to the fact that they were anonymous. I also really enjoyed learning and working with Mentimeter myself, the software was easy to use and to develop into a useful tool for me within my lesson. It was really fulfilling as I utilised this tool within my placement setting as so I am aware that sometimes they struggle with students not wanting to answer and so to bring something into the classroom that was able to get everyone student in the classroom to participate in an activity and be able to showcase their knowledge to the class felt like a good achievement. Following the justification of the tool and deciding the use of it for the purpose of augmentation was a good decision as it didn't over complicate what I was trying to achieve and the outcome was successful, now I am more confident with the technology it gives me ideas of how I could continue to use it in the future perhaps in a more transformative way.

When considering the feedback from my student I have found it very useful to me in order to best understand their experience and also to see if I have achieved what I set out to. The majority of the feedback I received was positive and demonstrated to me that the students enjoyed and found the use of the technology useful to them and their learning experience. Many of the students referred positively to the fact that it was anonymous and that being a contributing factor to allowing them to feel more confident giving their answers. This is very useful to me as the teaching practitioner as my whole research revolved around this idea and was aimed to increase the participation within the class by having this element of anonymity. This links well with the professional standard 'Demonstrate commitment to learners, their learning, safety and well-being' (Welsh Government, 2023). By allowing the students to feel more comfortable by introducing a different teaching technique has allowed students to feel their answers are valid and their opinions matter.

Another common comment was the students found the chance to ask questions useful and that they left the session feeling more confident in their own abilities as well as knowing that they all had a good understanding of the topic. This links in well with the idea of increasing students motivation as discussed in the Lecturers Toolkit where the idea of focussing on the students learning experience as opposed to our teaching experience is more beneficial for helping the students engage better and achieve more through their outcomes. (Race &

Brown, 2025). Instead of the sole focus and responsibility being on the teacher working in this way within my lesson allowed students to participate in discussion regarding their own suggestions thoughts and ideas they were able to engage better with each other and the course material. It was also mentioned by the students and my colleagues within the department that the opportunity for the learners to ask questions at the end was really useful in clarifying any issues or areas where the learning didn't quite land. This is something that I will bring forward into further lessons that I plan even if I do not use any other technology in the lesson I think it will be beneficial for my students to have the opportunity to submit anonymous queries. This also links well with the professional standard 'Maintain and update knowledge of my subject(s) and how best to teach and assess them' (Welsh Government, 2023) as I am taking on board the feedback students have given me and will be adapting my teaching to best suit the needs of my students and their subject.

In terms of negative feedback there wasn't that much, the feedback I did receive mentioned that the writing was not something they enjoyed and that there felt like a bit more pressure because they perceived writing their answers down as needing to have the correct answer. These are both valuable observations to me as these were things I had not considered when designing the tool. I selected an option that allowed students to write more but perhaps this could come across as overwhelming to those who don't enjoy writing and also doesn't consider anyone with ALN. This is something I could mitigate in the future by informing students their answers can be as long or as short as they comfortable writing. Additionally, with the feeling of needing it to be right I can emphasis that the class are there to learn from and support each other and that is something does put down an answer that could perceived as incorrect then we are able to work together to work towards a better answer.

In conclusion, utilising digital technology within my teaching practise has been a very helpful experience as it has shown me simple ways that I can elevate my lessons and allow my students to feel the most comfortable in the classroom. I would love to do a similar activity with the same group again to see if their confidence continues to grow the more they are familiar with the technology.

In terms of future developments for my teaching practise I am looking to continue exploring different digital platforms that I could integrate into my subject area. Traditionally within the arts education the use of technology is relatively limited as there is more a focus on hands on learning experiences. However, after this experimentation I can see that technology will not replace these elements but instead can be used to compliment them.

Word Count (excluding application of tool section):3692

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