

**MODULE CODE: ECPT5007**

**ASSESSMENT COMPONENT: A2 Written  
Assignment**

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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 | Yes <input checked="" type="checkbox"/> |
|----------|------------------------------------------------------------------------------------------------|-----------------------------------------|

|              |                                                                                                                                                                                                 |                                                                        |
|--------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|              | for bibliography, using tools to summarise, compare and interrogate materials.                                                                                                                  | No <input type="checkbox"/>                                            |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| 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 <input checked="" type="checkbox"/><br>No <input type="checkbox"/> |
| WRITING      | For this assessment, you can use Generative AI to create text for submission.                                                                                                                   | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| CREATIVE     | For this assessment, you can use Generative AI to create creative materials, such as images.                                                                                                    | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| PROGRAMING   | For this assessment, you can use Generative AI to create and check code.                                                                                                                        | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |
| NONE         | For this assessment, you are not allowed to use <b>any</b> type of Generative AI support. This includes research support, structure support, writing/proofreading support and creative support. | Yes <input type="checkbox"/><br>No <input checked="" type="checkbox"/> |

## **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.

## **Critical Reflection on Learning Through Observation**

This critical reflection will focus on three micro-teach sessions I observed on the 23rd of September 2026. These sessions were carried out by my peers in the PCET programme.

Tracy's micro-teach was on CPR, Scott's micro-teach focused on plaster of Paris, and Natalies micro-teach looked at Biomimicry. I will critically reflect on these three lessons using my peer feedforward forms I created for these individuals on their lessons. Through critically evaluating these sessions, I will focus on how observing lessons helps me develop my understanding of teaching practices within the PCET programme. These different microteaches used a range of pedagogical methods of teaching such as behaviourist and constructivist approaches (Curzon and Tummons, 2013). These will be discussed in more depth later. The purpose of this assignment is not just for me to reflect on these individuals micro-teach sessions, but to critically evaluate teaching and learning approaches, managing the learning environment and the strategies used to engage the class in different assessment techniques. In this reflective essay I will also draw from several theories and the Professional Standards for Further Education Teachers and Work-Based Learning Practitioners in Wales (2023) to see how they are effective in a further education classroom linking into multiple pedagogical theories (Welsh Government, 2013).

### **Tracys micro-teach:**

The first microteach I will focus on is Tracys microteach on CPR. This lesson used multiple teaching methods as the first half was more of a behaviourist style lesson whereas the second half was a practical activity that took a more constructivist approach (Pritchard, 2014). Tracy also used a video and did a true or false activity to check knowledge at the end.

By using all these various teaching methods in her microteach the learner engagement was particularly good (Barkley, 2010). I also felt that because the topic of giving CPR is something that is important to us all this also helped with engagement as theorists like John Dewey has shown, interest in a topic increases learner engagement (Dewey, 2008).

There were multiple assessment techniques in Tracy's microteach. During the didactic part of the session, Tracy demonstrated step by step of how to administer CPR to a dummy. Once Tracy had demonstrated, it was our turn to have a go. Tracy watched us all and gave us feedback of what was right and what we could do differently. At the end of the session, we completed the true or false activity. Activities such as a knowledge check allowed Tracy to check what we had learnt from the session (Angelo and Zakrajsek, 2024). There was also space for questions throughout the session.

One way in which Tracy's lesson showed inclusive practice was by including two trigger warnings in the session. The first trigger warning was at the very start of the lesson when she explained we would be practicing and discussing the use of CPR. There was also a second trigger warning before Tracy showed us a video of someone unconscious and needing CPR. Tracy made sure we were all okay before watching the video and it was clear that we were all okay to leave if we felt it would be too triggering for us. Another way in which Tracy's lesson was inclusive was by bringing in multiple dummies for us to practice on to make sure there was enough that we could all practice giving CPR. These trigger warnings aligned with the professional standard of value and promote diversity, equality of opportunity and inclusion.

The classroom environment for this session was very appropriate. Tracy carried out the lecture part of her session using the projector board and us sitting around tables. When it came to the practical part of this assignment we moved to the other side of the classroom where tables and chairs had been moved out the way for us to safely practice CPR. The trigger warnings also helped with the learning environment as it made it feel a very safe space. This fit in with the Professional standard of demonstrating commitment to learners,

their learning safety and wellbeing (Welsh Government, 2013). Another professional standard that Tracy met well in her session was maintaining and updating knowledge on her subject (Welsh Government, 2013). Tracy included recent research and information from the British heart foundation in her micro-teach.

### **Natalies micro-teach:**

The next micro-teach I will critically reflect on is Natalie's session on Biomimicry. Natalie's micro-teach was a lecture-based session that mainly followed a didactic style of teaching (Curzon and Tummons, 2013). Natalie started her session with a quiz to test our prior knowledge around Biomimicry. This quiz was completed in pairs which is a positive as paired activities increase active participation from learners (Topping, 2017). The rest of the lesson followed the didactic approach where Natalie spoke to us about examples of Biomimicry in the community. Natalie planned this lesson well which fit into the professional standard of plan and deliver effective learning, teaching and assessment (Welsh Government, 2013).

Natalie seemed confident whilst teaching this topic and it was clear she had an interest in Biomimicry and knew a lot about it. Natalie made myself and my peers feel comfortable asking questions by creating a safe learning environment. By using different teaching and learning approaches in her lesson this made it very engaging (Race, 2013). However, because the session was a didactic teaching style I did find myself disengaging slightly in comparison to the more practical micro-teach sessions we were taught (Petty, 2009). Blooms taxonomy has shown it is much easier to engage in practical psychomotor style lessons rather than a lecture-based learning session which could be why I found myself disengaging (Anderson and Krathwohl, 2001). However, Natalie's passion on this topic shined through and made it

more engaging for students. This demonstrated commitment to learners, their learning safety and wellbeing (Welsh Government, 2013).

I observed two different assessment techniques in Natalie's session. At the very start of Natalie's micro-teach, she asked us to all name someone who we thought related to sustainability. This allowed Natalie to assess our knowledge on the topic. Natalie then moved on to the quiz. We completed the quiz questions in pairs. This worked well as it encouraged both myself and my peers to communicate and discuss our answers with each other. Pairs also work to break the ice for sessions, and it did do this as it got us all working collaboratively (Reece, 2006). I do think Natalie would have benefited from using an assessment technique at the end of her micro-teach to assess what we learnt from the lesson. Paul Black and Dylan William have discussed the benefits around doing this (Black Et Al, 2003).

Also, by Natalie using a paired activity this created an inclusive environment as it allowed all learners to support one another and contribute to answering questions (Barkley, 2010). Natalie's learning environment was slightly different to everyone else's micro-teach as Natalie had technical difficulties and could not get her PowerPoint working on the board. Natalie adapted to this well by putting the PowerPoint on her laptop and had us all sitting around one table together so we could all see. This created a more relaxed intimate environment which I felt was beneficial as it can be easier to communicate with one another and not feel any nerves speaking out to the rest of the group when in a calmer environment like the one Natalie created (Pritchard, 2014).

Overall, Natalie's session was engaging, informative and successful. One way in which Natalie could have improved was from using a wider range of assessment techniques to further engage learners (Angelo and Zakrajsek, 2024). However, the comfortable and inclusive learning environment in this lesson made peers feel confident to contribute and share our ideas which I found enjoyable to be a part of.

### **Scott's Micro-teach:**

The third and final micro-teach I am going to analyse is Scott's micro-teach that looked at using plaster of Paris. Scott's microteach was a constructivist style lesson where Scott guided us to make our own Plaster of Paris cast (Reece, 2006). The start of Scott's lesson was more didactic where Scott went through a PowerPoint presentation that taught us about Plaster of Paris and how to use it (Minton, 2005). After the PowerPoint we then gathered around a table that Scott had set up before the lesson where we created our own Plaster of Paris casts. This section was a psychomotor style of learning where Scott showed us first how to do it and then observed and supported us to do it ourselves (Pritchard, 2014).

The engagement in this lesson was good as students had to listen to what Scott was telling us to be able to complete the activity properly. Scott kept the engagement throughout by consistently checking in with our progress and praising us and assisting if needed. At the end of this lesson, we did a question-and-answer activity recapping what we had learnt. This was very good as it went over the content in the PowerPoint that we learnt at the very start of the lesson which checked our knowledge from the lesson (Race, 2013).

Scott mentioned at the start of the lesson that he had forgotten some of the resources, but he adapted by this well and managed to arrange everything before the lesson began. This

showed me the importance of checking resources before a session to make adaptations if needed. The classroom environment for this lesson was planned very well. Scott had cleared an area to complete the practical activity and made it a clean safe workspace for us to work from. This lesson was inclusive by having enough resources for us all to join in on the activity. Scott brought aprons, gloves and different sized casts so that everyone was able to join in safely. One feedback I mentioned for Scott that I reflected on for my own teaching was standing in front of the board. At times I could not see the text on the board as Scott was stood in front of the presentation. This is a small and minor issue but one that could massively affect learners if it continuously happened in lessons with important content on the slides (Wallace, 2015).

There was a range of professional standards met in Scott's lesson (Welsh Government, 2013). Scott demonstrated commitment to learners by making the aims of the lesson clear and having both didactic and psychomotor learning styles in the lesson (Welsh Government, 2013). Scott also upheld the professional standard of maintain and update knowledge of my subject and how best to teach and assess them by including a knowledge check at the end of the lesson and showing examples of his own plaster of Paris casts he had made prior to the session (Welsh Government, 2013). The professional standard to plan and deliver effective learning teaching and assessment was met by the time Scott had taken to set up a practical workspace and bring in all the resources needed for the lesson (Welsh Government, 2013). Scott demonstrated effective strategic leadership and governance by guiding the class and keeping us on track throughout the practical part of the lesson (Welsh Government, 2013).

### **Summary:**

In summary, watching these three microteaches showed me the importance of psychomotor learning. Although the content I am teaching usually takes a heavily didactic approach, I am going to try and include as much psychomotor learning as possible, when possible, as I can see how much more people learn when connecting mental thinking with physical movement (Pritchard, 2014). I have also learnt the importance of including activities at the beginning and end of the lesson (Rossa, 2014). By doing this, the learner engagement improves much more, and you can assess and measure what students are learning from the lessons (Barkey, 2010). These are critical pedagogical methods that I will take into my teaching to ensure students are engaging meaningfully with my lessons (Curzon and Tummons, 2013). Another key learning I gained from observation was the importance of including the Welsh language in my lessons (Welsh Government, 2013). Understanding the importance of Welsh culture and language as a bilingual nation is one of the professional standards and one, I am going to do my best to incorporate in future lessons (Welsh Government, 2013). Although I am not a Welsh speaker, I understand the importance of bringing this into my lessons when possible and seeing others use the Welsh language in their lessons, I understood the importance of celebrating this culture. As I mentioned previously, standing away from the presentation so learners can see the board is something I will be conscious of doing to make my learning inclusive and accessible to all (Wallace, 2015). Overall, observing these microteaches was very constructive and beneficial for my future teaching to ensure I am drawing on pedagogical knowledge and theories to better support my learners.

## Reference list

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## Appendices

Peer observation 1

Peer observation 2

Peer observation 3

### **Peer observation form 1**

PGCE PCET Microteach

Peer Observation Form

Guidance on this form:

The purpose of this form is to offer feedforward on your peers microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

## Section One:

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| Trainee Teacher Name: Tracy           | Feedback completed by: Mia Kelleher |
| Date: 23 <sup>rd</sup> September 2026 | Topic: CPR                          |

## Section Two:

Please comment on the below:

Planning and Preparation: very well planned out. Resources such as the CPR dummies were given, presentation good and clear. Reassurance given throughout demonstration. Very clear steps. Informative video. Trigger warning given multiple times.

Teaching and delivery: well taught, well explained, variety of learning styles. (Videos, presentation, question and answer, practical work, watching and then demonstrating). Felt able to ask questions throughout. Questions with the panels was interactive.

Links to professional standards:

- demonstrate commitment to learners their learning safety and wellbeing (assess knowledge level, different learning styles)
- value and promote diversity, equality of opportunity and inclusion (trigger and sensitivity warnings, awareness of everyone's comfortability and safety in the classroom)
- Understand importance of welsh culture (welsh phrases on the presentation)
- demonstrate dignity, courtesy and respect towards others (behaved professionally, acted as a role model, led by example and equal opportunities to work and learn)
- maintain and update knowledge of subject (included recent research and information from British heart foundation, recent acronyms used and most recent CPR procedures so no mouth needed)

- plan and deliver effective learning teaching and assessment (lesson plan and brought in resources).
- build positive relationships (guided learners step by step demonstration and checked our knowledge before beginning)
- demonstrate effective strategic leadership (met the needs of learners)

What went well: very informative, learnt a lot, practical skills, everyone was involved, Tracy was informative and enthusiastic. Very clear understandings. Gave different methods to use. Step by step on what steps to take in what order. Scored out knowledge and confidence at the beginning and at the end which made me realise how much my confidence in this skill had improved over the half hour lesson. Assessed our knowledge at the end.

Areas for development: would have liked more time on the practical. More chance to review what we had learnt at the end. Very successful lesson I enjoyed and learnt a lot.

## **Peer observation form 2**

### **PGCE PCET Microteach**

#### **Peer Observation Form from Mia Kelleher to Natalie Male**

#### **Guidance on this form:**

The purpose of this form is to offer feedforward on your peers microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

#### **Section One:**

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| Trainee Teacher Name: Natalie Male    | Feedback completed by: Mia Kelleher |
| Date: 23 <sup>rd</sup> September 2026 | Topic: Biomimicry                   |

## Section Two:

Please comment on the below:

Planning and Preparation: good planning, Natalie had plenty of notes written and drew on theories, researchers and real word evidence which I felt showed so much knowledge. The PowerPoint was good, the real world examples and how they work in today's world was very interesting. I could see Natalie had done a lot of research for this presentation. The quiz was fun, engaging and informative.

Teaching and delivery: teaching styles varied (quiz, knowledge check, presentation). Natalie seemed confident and comfortable when talking about this topic. I felt I could ask any questions and she would be able to give us information on it. You could tell she was passionate on the topic. Variation of learning styles made this engaging. I feel I learnt a lot from today's lesson

Links to professional standards:

- Demonstrate commitment to learners, their learning safety and wellbeing (assessed our knowledge at the beginning and end of the session, used different learning styles, worked collaboratively with other students during the quiz)
- Maintain and update knowledge of my subjects and how best to teach and assess them (showed her own knowledge on the topic and gave us interesting examples of how this topic has been applied in the real world, used researchers and their stories of the discoveries which was really interesting)
- Know how to use evidence and research to improve my practice (reflect on latest discoveries and real world examples of this topic)
- Plan and deliver effective learning, teaching and assessment (presentation, pre planned quiz and assessed our knowledge)
- Critically reflect on own values, knowledge and skills to improve learning (used a lesson plan, developed own skills, explained new examples)

What went well: engaging lesson. Very informative, enjoyed the use of pair quiz to make it more engaging and informative. Drew on her own knowledge. Made all students feel comfortable asking questions and getting involved. Natalie was passionate with the topic and made it interesting through her knowledge on the topic.

Areas for development: more information on the slide to take away from this lesson.  
More examples. Maybe more practical work like using examples for us to see in person (I know Natalie mentioned she had looked at getting some examples, Velcro to see and feel in person for example would have made it more engaging) maybe more examples from wales/UK or the actual university to make it more interesting to us.

### **Peer observation form 3**

PGCE PCET Microteach

Peer Observation Form from Mia kelleher to Scott Roberts

#### **Guidance on this form:**

The purpose of this form is to offer feedforward on your peers microteaches outlining what went well and what could be improved from the perspective of you as a participant.

Please remember to be constructive and respectful in your feedforward.

These feedback forms should be sent to your peer no later than two days after the microteach. These forms are then used to write Assessment 2 of the module.

#### **Section One:**

|                                       |                                     |
|---------------------------------------|-------------------------------------|
| Trainee Teacher Name: Scott Roberts   | Feedback completed by: Mia kelleher |
| Date: 23 <sup>rd</sup> September 2026 | Topic: Paris plaster                |

## Section Two:

Please comment on the below:

Planning and Preparation: very well planned, PowerPoint full of detail and brought the correct resources. Was missing sieve and measuring jug but managed to get substitutes and carried out the lesson fine regardless. I would not have noticed we were missing resources if Scott had not said. Lesson seemed well planned and well structured and fit in the time frame well.

Teaching and delivery: well taught. Practical demonstration. Psychomotor style teaching of explain, show, and then us complete the task ourselves. Asked questions, tested our knowledge at the end to see what we had learnt. Different learning styles used (presentation, practical, knowledge check). Delivered well however read off slides and stood in front of presentation so I could not see the texts at times.

Links to professional standards:

- Demonstrate commitment to learners their learning and safety and wellbeing (aims clear and learning styles were varied, classroom safety by setting up a clear practical workspace)
- Maintain and update knowledge of my subject and how best to teach and assess them (knowledge check at the end, showed examples of his earlier plaster models, supported learner progress by helping us with the practical activities)
- Plan and deliver effective learning teaching and assessment (lesson plan, resources in the session, workplace set up, identified aims and objectives, used different learning styles)
- Build positive and collaborative relationships (guided learners throughout the practical activity)
- Critically reflect on own values, knowledge, and skills to improve learning (shared good practice and related opportunities for us to discuss)
- Demonstrating effective strategic leadership and governance (guided and kept us on track throughout the practical part of the lesson)

What went well: the psychomotor style of learning was interactive, clear, and worked well. Students were engaged and I learnt a lot. The creative style was interactive and was nice to have our own moulds to takeaway at the end of the session. Particularly good mix of teaching and practical work.

Areas for development: less reading from the screen and just include points on the presentation as prompts instead. Avoid standing in front of the screen so that students can see the board and read the information. A video demonstration as well as teachers own demonstration would have been good too. Improve confidence. Definitely knew the information and how to do it so improve the confidence when explaining it (do not need to be shy, nervous).