



Prifysgol Cymru
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MODULE CODE: ECPT6003

ASSESSMENT COMPONENT: A1
Practical Teaching Session

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(Lecturer to indicate Yes or No against each element)

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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

This essay will explore my experience of a thirty-minute micro teaching session, where I delivered an introductory lesson on needle felting to a group of six learners while being observed by a tutor. I will be using the Gibbs reflective cycle (Gibbs, G, 1988) to explore the experience.

Experience

In my lesson plan, I allotted five minutes to the introduction. I began with a discussion about the history of wool within Wales and its impact on Welsh culture. I wanted to define the connection between the wool industry and the professional standard of Welsh language and culture (Estyn, 2024). The session continued with a 20-minute workshop (Training, T, 2024) to help learners use tools to create a needle felted project. I premade some pieces to ensure students could complete as much of the task as possible within the time frame. The pack provided included a small pre-needle felted body of a sheep, four pre-needle felted legs, and a needle, base and wool to complete the task. I then provided a demonstration that the learners could follow along using the materials provided. Follow along is a teaching technique recognized for fostering independent growth by allowing students to build confidence in their skills whilst the teacher guides the learners through the practice (Easton, J, 2025).

I continued the session using Q&A tactics. Encouraging learners to be comfortable when asking questions, listening, and discussing needle felting offered an opportunity to learn from each other's experiences. Q&A tactics allow learners to develop oral and listening skills to create a positive collaborative learning experience (Costigan, R.D and Brink, K.E, 2020). During the final 5 minutes of the session, I used Q&A to recap the session by discussing the aspects of what was learnt in the session. Q&A is established as an effective technique for recall/ memorization and on improving student engagement (Knobloch, J, Kaltenbach, J and Bruegge, B, 2018). I finished the micro teach with two minutes and thirty seconds' spare.

Feelings

Because I had never planned a lesson before I felt anxious about planning and executing the micro teach. It was important for me to ensure the learners enjoyed their experience and not feel anxious undertaking a new skill. Research indicates anxiety is common within most first-time educators (Frenzel, A.C, et al, 2016). To help overcome anxiety I focussed on using both project / assignment and Q&A techniques as they are recognised to positively impact student learning (Mitchell, D,. and Sutherland, D, 2020). Offering a safe environment to learn meant that an affirmative teaching domain was an appropriate method for my teaching. Affirmative teaching domains encourage collaborative learning, focussing on valuing emotions and social development (Cchiaro, 2023).

I was unsure if students may have viewed needle felting uninteresting and disengage. Students interest and enjoyment in a subject positively impacts engagement (Li, H, 2022). If students lack interest, they are likely to disengage in the session (Li, H, 2022). I addressed disengagement by using various needle felting techniques throughout the workshop to maintain interest. As the session progressed and engagement remained, my anxiety decreased and my confidence improved.

Direct communication and discussion with the students provided an opportunity to identify which teaching skills were successful. Working in groups where students and teachers are encouraged to discuss ideas facilitates successful learning and develops the confidence of both learner and teacher (Bevan, S, 2019). I was anxious about my time management resulting in me feeling like I ended the session too quickly. I could have spent more time on the recap. Recapping is a beneficial strategy, allowing students to strengthen their memory of the session and positively discuss information (Retrieval practice, 2025). After my session, I felt much more comfortable with my subject choice and enjoyed sharing information.

Evaluation

Planning and executing the micro teach provided a valuable insight into the realities of teaching. The planning stages helped me structure the, alleviating some anxiety regarding successful performance. Lesson planning has been identified as essential for structuring successful teaching sessions (Thompson, C. et al, 2024). I would have preferred to have developed the timeline of my lesson plan further. As much as twenty minutes remained unstructured in between the introduction and recap. If structured, it may have provided opportunity to allow more time for the recap, reducing feeling that it was rushed.

Although the group discussion encouraged students to discuss the process of needle felting, it occasionally lost focus. Providing a flexible framework to follow would have ensured effective time management for learning. Successful group discussions maintain active engagement in learning (Hagene, E, 2025).

Analysis

I chose to teach needle felting as a workshop specifically to provide a motivating and enjoyable learning experience. Locke's theory of motivation (Locke, E.A, 1993) states if you provide students with a goal such as creating a product to take away, the motivation of the session is enhanced. I intended for learners to have a rewarding outcome for their efforts, reinforcing incentive, and reducing any possible repetitiveness that may negatively affected their interest (Lelis-Torres, N, Ugrinowitsch, H, Apolinário-Souza, T, et al, 2017). Maintaining enjoyment and motivation in a group setting is important as students may be at varying stages of development (Training, T, 2024). Fostering an interactive atmosphere is of particular importance for beginner learners to produce a motivating environment (Hobbs, K. et al, 2022).

My time management could have been improved if I had further developed the structure within my lesson plan. Structured teaching has been shown to have positive effects on student learning (Laburnum, 2019). I would have felt more confident delivering the remaining session without feeling rushed. Improving my confidence would help me focus on providing structured successful lessons within the appropriate time frame.

Confidence in teaching has been identified as an essential element for successful student learning (Lee, D, 2025).

Conclusion

The session provided me with a realistic teaching situation. It gave me opportunity to prepare and execute a concept for realistic class. I met my lesson aims and delivered information to my students.

On reflection, developing a flexible structured session would have utilised my time more effectively. By improving structure, I hope to develop my confidence further when teaching.

Action plan

I will address my lesson structuring and lack of confidence and focus on ways to improve my professional development. Please refer to the appendices for further information on my action plan.

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