



Effective Teaching, Learning and Assessment in PCET

Reflective Writing

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Introduction

This report critically analyses the second micro teach and the contemporary teaching strategies used within it, this report follows Gibbs' (1988) 'Learning by doing' reflective cycle in order to establish the positives and areas for improvement within the micro teach. The professional standards are highlighted and included throughout this report and an overview of the professional standards can be found in Appendix 1. Furthermore, this report also includes a critical analysis of peer assessment and an overview of the positives and negatives of it. Lastly, this report also evaluates the cross-cutting themes used throughout it with examples on how it was incorporated.

Gibbs (1988) 'Learning by doing' reflective cycle

This reports follows Gibbs (1988) reflective cycle which is divided into 6 stages which are:

- Description
- Feelings
- Evaluation
- Analysis
- Conclusion
- Action Plan

Gibbs (1988) reflective cycle can be found in Appendix 2.

Description

The second micro teach took place in room 305 of the IQ building in the new SA1 campus on the 26th of October 2018, for this specific micro teach we were only going to be teaching to a small number of students that we had already previously agreed on, leaving me with 4 students. Unlike the previous micro teach I did not have the advantage of being in the middle of the day, as for this time I went last which proved to be a bad decision, as most people were exhausted and did not dedicate that much attention to my session.

My previous idea for this micro teach was to continue the last session and follow into Game Sense, however upon consideration, I thought it would be more appropriate if I did a more academic subject to show that I can do both physical and academic sides

of Sports Management, so therefore I went for Sports Development and Entrepreneurship (K1). This micro teach was split into 3 sections. (V1, K2 and K3)

- Firstly, a small activity to get the students engaged from the start, the activity was to generate as many ideas for new inventions that would help make day to day life easier.
- Secondly, all of the academic information was provided by using a PowerPoint presentation with relatable examples to generate discussion and to provide an insight into what academics are saying about the sports development and entrepreneurship field. (A2)
- Lastly, the students had to in pairs, create and design an entrepreneurial idea regarding the sports market taking into consideration funding, costing, location, resources and feasibility and afterwards present it to the other team. (V2, A3, A4).

Aim and Learning Objectives (L/O)

The aim for this micro teach was to recognise various entrepreneurs and sports development projects and incorporate it to a business idea designed by the learners.

The learning objectives were as follow:

- L/O 1 – Give examples of entrepreneurs and sports development ideas
- L/O 2 – Design, plan and explain a new business idea within sports development.

Session Plan

This session plan (A1) was more detailed following my last reflective practice as I had established that I needed to expand more on the professional standards which was my main focus for this lesson plan, by expanding on the professional standards I can ensure that I meet the activities, core knowledge and values that are desirable for the higher education teaching curriculum (Owens, 2007), the professional standards section can be found on the second page of Appendix 3. Furthermore, this lesson also includes the cross-cutting themes and also contemporary teaching practices which both will be analysed further in the next section of the report. As this micro teach was not as physical as the previous one I did not require a specific risk assessment so instead I just stated that for this lesson we shall follow the university health and

safety regulations and also ensure students were aware of fire exits and protocols. A copy of the lesson plan can be found in Appendix 3.

Contemporary teaching strategies

Within this micro teach I had to incorporate 2 contemporary teaching strategies (V3):

1. Programmed Instruction

Programmed Instruction is a contemporary pedagogy that focuses on testing the students after providing them with information. The reasoning behind using this contemporary teaching practice is to ensure that all learners have the same knowledge and skill post lesson. (Emurian, 2007). This was achieved by integrating a question and answer approach at the end of the session to gather an understanding of the students' knowledge on subject. (K5)

2. Collaborative Learning

Collaborative learning is when “students work with each other to form questions, discuss ideas, explore solutions, complete tasks and reflect on their thinking and experiences” (Sun et al, 2017). I achieved this by pairing the students up and allowing them to be as creative as they wanted while designing a sports development idea.

I believe this contemporary teaching practice relates well with the cross cutting themes enforced in this micro teach.

Cross Cutting themes

The cross cutting themes for the period of 2014-2020 structured by the European Structural Funds in Wales are (Welsh Government, 2018)

- Equal Opportunities and gender mainstreaming
- Sustainable Development
- Tackling poverty and social exclusion.

Within this micro teach I incorporated employability and entrepreneurial skills (A5) which are transferable skills that are essential and can be used in future careers. (Emden and Becker, 2016). I incorporated these skills by creating a task that enforces team work, communication, presentation skills, initiative, problem solving, creative thinking and risk taking. The reasoning behind the group work task instead of individual

work was to reinforce the development of their transferable and employability skills. (Ayres, 2015, pp. 98).

Linking with the cross-cutting themes recommended by the Welsh Government this micro teach also incorporated social exclusion as the students were instructed to produce an idea that integrates everyone.

Lastly, the students were also asked to ensure their ideas were going to help the nation to be healthier and improve general well-being which links with an act produced by the Welsh Government called the “Well-being of Future Generations Act” which aims at producing a healthier Wales by 2050. (Welsh Government, 2015).

Feelings

Before the micro teach I was feeling calm and somewhat relaxed until I reached the library to print off my lesson plan and suddenly realised I had lost all the work I had previously done, however after I spoke to the librarian and the IT support they managed to find the work I had lost which provided with a sense of relief as I was massively stressing about it and also I was conscious that I was delaying the start of the first student to teach their micro teaching.

As it was not the first time I was teaching I was feeling confident and relaxed as I had been practicing in my placement and also for this micro teach I decided, upon reflection from the previous micro teach, to trial run my presentation which realistically really helped me.

Throughout the micro teach my focus was on the timings as I was aware that I had prepared an activity which was going to occupy the majority of the lesson and therefore I was time conscious during the academic and theoretical side of the micro teach. Conducting a second micro teach made me feel happy and proud as I was so confident and natural during it that it made me realise how much I had already grown during this process. However, I did feel disappointed during my micro teach as some of the ‘students’ input levels and participation were low which annoyed me, on the other hand I do believe it provided me with the opportunity to practice with disengaged students.

Linking back with the previous point I did feel upset and angry after the micro teach due to the attitude and input given because I had given hundred percent input and

dedication to their micro teaches so I expected the same forthcoming and engaging attitude from them which was not the case.

Afterwards, I did feel upset and expressed my concerns to Caroline over the lack of effort provided by my students, I also felt that it had not gone as well as I had previously planned and practiced. Furthermore, when it came to the feedback section not everyone helped and pitched in ideas for my feedback form which made me feel left out and also provided me with less observations than everyone else.

The fact we were not being assessed by a lecturer also made me feel discouraged to put more effort as I was being assessed by my peers and therefore I saw it as an opportunity to be more relaxed and laid back in my teaching instead of being focused on the assessor, personally I would have liked to have been assessed by a lecturer as I could have obtained more detailed feedback then the one I obtained from my peers. The next session of the report analyses peer assessment in relation to academic sources.

Retrospectively, I think I might have over exaggerated as everyone seemed to have enjoyed it and I do feel like it went better than I had firstly anticipated but the disengaged students clouded my judgement and impression from the micro teach.

Peer Assessment

“Peer Assessment is defined as an arrangement in which individuals consider the amount, level, value, worth, quality, or success of the products or outcomes of learning of peers of similar status.” (Topping, 1998, pp. 205). Peer assessment came into this micro teach as we were told that we were going to be assessing the other students within our group and also creating feedback for their micro teaches.

I found it really hard to be critical and practical in assessing my peers as I see them as friends and did not want to be negative or upset them. However I did notice that peer assessment was a more relaxed and easier approach as it took the pressure of the micro teach because we were not been marked by a lecturer or a marker. There are some good positives that I think peer assessing provide students such as increase level of critical thinking and also their autonomy as well as enhance student confidence and learning. (Azarnoosh, 2013).

Conversely, I think as mentioned above that friendship bias is a potential downside to peer assessment however no concrete study has proven this so it could just be my own personal opinion. Furthermore, personally I do not like peer assessment because it did not provide me with a good amount of feedback and guidelines for my reflection.

Evaluation

I thought the lesson was satisfactory considering the difficulties I had in regards to attitude, input and concentration. I really do believe that if I had been in a different group it would have gone much better and perhaps would have provided me with more feedback and observations as my groups lacked in criticism. On a positive note, I did manage to gain some experience on dealing with disengaged students which has proven important as I have had some students that have been difficult to deal with in my placement. Additionally, it did provide me with a different style of teaching so it was a good practice for my placement and also for future jobs I might pursue.

I think that after the session I was underwhelmed and annoyed at how people behaved which clouded my judgment of how the session truly went, looking back at it now I believe that it was a successful lesson where people learnt something, created an idea and managed to present it to the other students.

The only aspect of the session that I would do differently is the speed of delivery as I spoke clearly and slowly but however moved on the next topic quickly instead of spending more time especially in the more academic slides.

Overall, apart from the speed of delivery I believe the session was successful and it proved that I could teach academically as well as practically.

Analysis

As mentioned previously the students negatively impacted the micro teach however the more I reflect and consider it the more I am actually quite glad that it was not perfect and that they were not as engaged as I wanted as it prepared me for those situations. As a result of the peer assessment the students assessing my micro teach filled in an assessment form, which can be found in Appendix 4, outlining the positives and areas for improvement regarding my micro teach; has said previously they lacked in criticism and provided me with various positives and only one area for improvement

which made me slightly annoyed because when it was me assessing them I provided at least 3 so they can reflect for their action plan.

I am really happy that for this micro teach I decided to test run the presentation and practice it as I had not done it before and it allowed me to have an understanding of how long I should take in each section. The PowerPoint presentation can be found in Appendix 5 (K4). Furthermore, it allowed me to realise that I was under time in my practice so I added an extra slide and task that I think was very beneficial to the subject.

Conversely, the students did mention that perhaps I should have spent more time within the academic and theory slides, and therefore I would have had more time if I did not add the task and slides but overall I do believe that the task was necessary and the slide focusing on Richard Branson was a good way of seeing an example of entrepreneurship instead of me just telling them about it as some students learn better by doing and seeing then just telling. Overall, I believe that for this specific occasion it was beneficial to add the extra slides however it is dependent on the type of students and class that I teach to, but because this was a small class and very business/arts based I thought that visual examples would be more valuable.

Conclusion

With hindsight I believe I over reacted my feelings and thoughts towards my micro teach, I really thought that it had gone terribly and no one had learnt anything but looking back at it now I am confident that I delivered a great lesson that covered the contemporary teaching practices and involved cross cutting themes within it.

The fact I went last did not help, however I am happy to have had the experience because not always is my lesson going to be first thing in the morning and it is important to know how to deal with tired and disengaged students which I think I dealt with well.

Additionally, I am glad I expanded on my professional standards as it allowed me to understand them better and therefore meet my action plan from the previous reflection.

Conclusively, my own judgement seems to be impacting my own opinions of my session delivery and I need to believe more on the way I teach and on the feedback

provided to me. Furthermore, I should not let disengaged students affect my delivery and my judgement.

Action Plan

Going forward, I will not be upset or annoyed by disengaged students as I have been a student before and I know that sometimes lessons are just not as interesting as others, but I will instead try and make my lessons as engaging and relevant as possible.

Furthermore, If I was to deliver the same lesson again I would not change anything about it apart from perhaps spending an extra 2 or 3 minutes on the theory side but I personally believe that the task was more relevant and a good way of applying the theory into practice.

Lastly, I believe moving forward that I should keep trial running my presentations and dedicating enough time for lesson planning as it has been highlighted by mentors, peers and assessors as a positive aspect of my teaching.

Conclusion

Overall, this report analysed my second micro teach in relation to Gibbs (1988) model of reflection, it also considered cross cutting themes and different pedagogies used throughout with a personal reflection on the session and the peer assessment. Additionally this report also outlines potential personal recommendations for future teaching that were generated from the critical reflection.

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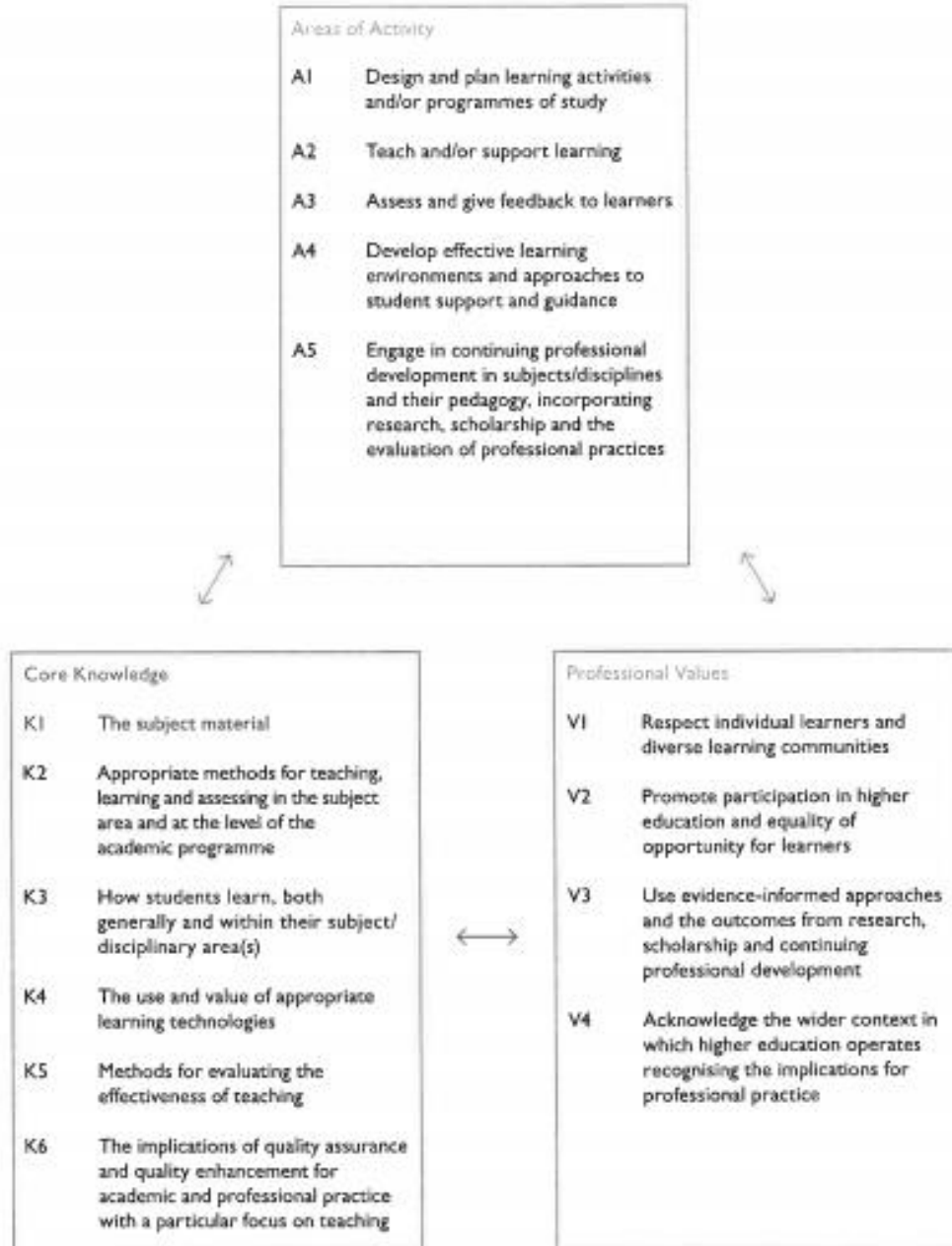
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Appendix

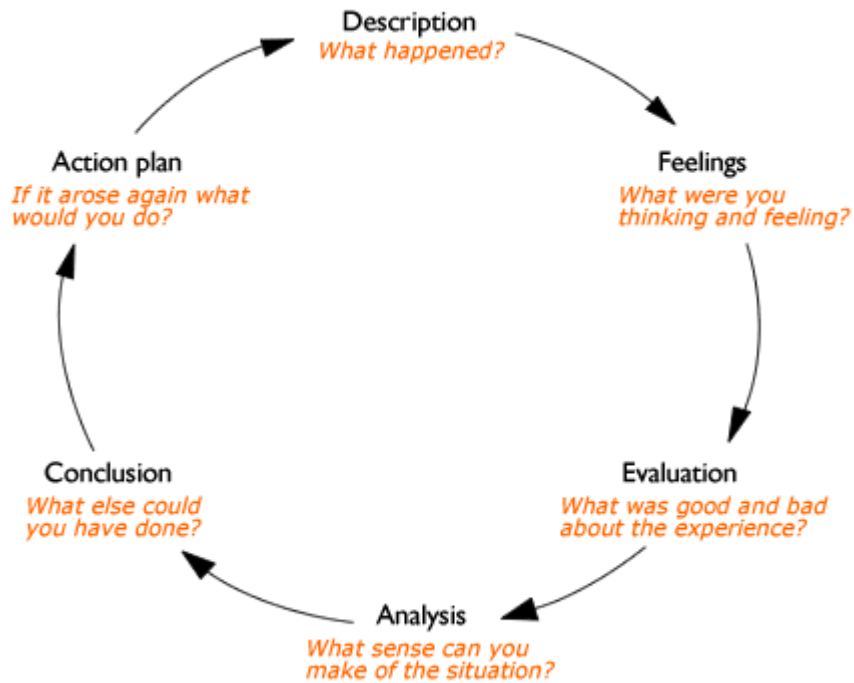
Appendix 1: Professional Standards

Dimensions of the Framework





Appendix 2: Gibbs (1988) reflective cycle





Appendix 3: Lesson Plan



LESSON PLAN

TOPIC: Sports development and entrepreneurship		CLASS: PCET	
DATE: 26.10.2018	LENGTH OF LESSON: 45 minutes		NO IN CLASS: 4
ABILITY/SPECIAL EDUCATIONAL NEEDS: N/A			
AIM OF LESSON Recognise various entrepreneurs and sports development projects and incorporate it to a business idea designed by the learners.			
LEARNING OBJECTIVES – The Learners Should Be Able To: - Give examples of entrepreneurs and sports development ideas - Design, plan and explain a new business idea within sports development.			
PREVIOUS KNOWLEDGE: Some may have general entrepreneurial knowledge but very limited knowledge on entrepreneurial sports development.			
ANTICIPATED DIFFICULTIES: Class environment – as perceived as friend instead of lecturer Time Management Lack of knowledge within sports development Lack of interest			
RESOURCES/EQUIPMENT REQUIRED: PowerPoint White board pen/cloth A3 paper			
HEALTH & SAFETY: Follow the university health and safety regulations and ensure students are aware of fire exists and protocols.			



PROFESSIONAL STANDARDS

Please note WHEN and HOW relevant professional standards occur and are met:
(Include detail of standard, not just a reference number)

Areas of Activity:

A1- Design and plan learning activities and/or programmes of study: this was met by creating this lesson plan and also the PowerPoint presentation.

A2- Teach and/or support learning: by teaching using contemporary teaching methods and also engaging in conversation during group work.

A3- Assess and give feedback to learners: after the group work I will provide feedback on their ideas and provide recommendations to improve, and also areas to consider.

A4- Develop effective learning environments and approaches to student support and guidance: provide students with the opportunity of using their mobile phones/computers/~~ipads~~ to research various logistical aspects of their ideas and also provide as much guidance and support without giving them the answers but instead allowing the students to come up with their own ideas.

A5- Engage in continuing professional development in subjects/disciplines and their pedagogy, incorporating research, scholarship and the evaluation of professional practices: provide recaps and tasks for further weeks linking back with previous weeks to encourage continuing professional development and also incorporate employability skills within the session, as for example team work, communication and leadership.

Core Knowledge

K1- The Subject material: sports development and entrepreneurship

K2- Appropriate methods for teaching, learning and assessing in the subject area and at the level of the academic programme: use various methods of teaching, mostly contemporary to engage students to establish their own entrepreneurial idea which falls within the aims of the module.

K3- How students learn, both generally and within their subject/disciplinary area(s): a combination of lecture style/activities to engage all students while ensuring it is relatable to sports.

K4- The use and value of appropriate learning technologies: use of PowerPoint to present the information.

K5- Methods for evaluating the effectiveness of teaching: by using a Q+A at the end to establish whether or not students understood the information taught to them, and also by using tasks so they can put the knowledge gained into action.

Professional Values

V1- Respect individual learners and diverse learning communities: Ensure everyone is comfortable and enjoying the lesson.

V2- Promote participation in higher education and equality of opportunity for learners: By using group work, it allows students to communicate their ideas and share knowledge.

V3- Use evidence-informed approaches and the outcomes from research, scholarship and continuing professional development: Use contemporary teaching strategies to get students engaged and learning from various skills that will be beneficial for their life after university.



CROSS-CUTTING ENHANCEMENT THEMES

Please note any cross-cutting enhancement themes are embedded in the lesson and
WHEN and HOW they are met:

The cross cutting enhancement themes demonstrated and integrated within this micro teach are based around employability skills and entrepreneurial skills such as :

Team work: by assigning them a paired task where they have to communicate with each other and listen to other people views

Communication and presentation skills: by getting them to explain their idea to the rest of the students

Initiative: by having to design a new sports development idea

Problem solving: by identifying a gap in the market and basing their ideas off that

Creative thinking: by thinking outside the box in the first task

Risk taking and potential failure: by presenting an idea that could turn out to be unrealistic or impossible to achieve

Another cross cutting theme across this lecture is tackling social exclusion, as the students should be able to plan and create an idea that integrates everyone without discriminating. Alongside tackling social exclusion another cross cutting theme that will be vital through the whole module will be well-being and ensuring the ideas and projects created works towards making the nation healthier and better therefore improving general well-being.



LESSON DETAIL:

STAGE	FOCUS	STRATEGY	TIME
INTRODUCTION	1- Set the scene	Activity- think of as many new creative ideas	5
	2- Learning outcomes	PowerPoint	1
DEVELOPMENT	1- Learning outcome 1: The learners should be able to give examples of entrepreneurs and sports development ideas.	PowerPoint: Theory on Sports Development and Entrepreneurship with relatable examples, allow time for discussion on the examples and also time for students to provide other examples.	10
	2- Learning outcome 2: The learners should be able to design, plan and explain a new business idea within sports development.	Activity: In pairs, design and create an entrepreneurial idea for the sports development market considering funding, costing, resources, location and feasibility and then present it to the other group.	20
PLENARY/ CONCLUSION	1- Recap	PowerPoint: Recap on the subject with Q+A related to the topic.	3
	2- Next Lesson	PowerPoint: Present the focus of next lesson	1



ASSESSMENT STRATEGIES USED (WHEN and HOW):

For this micro teach I am going to use contemporary teaching methods to engage the audience such as programmed instruction and collaborate learning.

Programmed instruction is when you test the students after providing them with information before progressing onto the next subject. I will be integrating this contemporary teaching method by using a Question and Answer approach at the end of the session to gather whether or not the students have acquired enough knowledge and understanding before progressing to the next lesson on the following week.

Collaborate learning is when you allow the students to work collaborative to overcome problems and tasks, I will be using this as I am pairing up the students and allowing them to be as creative as they want when creating a brand new sports development idea for this module.



INFORMAL LESSON EVALUATION:

(This section should be completed straight after the lesson)

- Everyone seemed to have enjoyed it, Jonathan was mocking around which annoyed me.
- Task went well with everyone cooperating and presenting his or her ideas.
- Perhaps spoke too fast and did not focus enough on the academic and theoretical side.
- This exact idea should have perhaps be used for a longer teaching session instead of only 45 minutes.
- Concentrations level amongst the class were low so perhaps I should have made it more interactive.
- Good use of Richard Branson to explain entrepreneurship



Appendix 4: Lesson Assessment Form

PGCE/PCE (PCET) LESSON ASSESSMENT FORM					
Student Teacher Name: <u>Alice Swagy</u>		Establishment: <u>UNTSO (SAI)</u>	Date: <u>26/10/15</u>		
GRADE DESCRIPTORS: (When compared with an experienced teacher)					
VG - Excellent awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. G - Comprehensive awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. S - Awareness, understanding and application of different approaches to the planning and delivery of effective teaching and training. U - Needs attention through further development and improvement					
Context of observation (e.g. class, ability, number of students, topic, train activities and organisation, air features)					
A. SUBJECT KNOWLEDGE					
1	accuracy of knowledge of subject matter	VG	G	S	U
2	understanding of context e.g. scheme of work, programme of study				
B. LESSON PLANNING AND PREPARATION					
1	detail and structure of plan	VG	G	S	U
2	clarity and suitability of learning objectives				
3	consideration of SPLDs, anticipated difficulties, health and safety, etc.				
4	resources selected, prepared, organised				
5	consideration of professional standards				
6	consideration of appropriate cross-cutting enhancement theme(s)				
7	consideration of active learning, learner engagement and skills development				
C. TEACHING					
1	lesson start, e.g. outlining content, aims and objectives	VG	G	S	U
2	presentation: selecting, explaining, demonstrating				
3	effective questioning				
4	choice and variety of tasks/activities				
5	variety and suitability of teaching strategies/resources/approaches				
6	use of emergent technologies				
7	pace of lesson, use of time				
8	lesson ending, e.g. summarising, recapping key points, etc.				
D. CLASS MANAGEMENT AND CONTROL					
1	presentation: voice projection	VG	G	S	U
2	transitions - smooth				
3	awareness, vigilance and intervention				
4	use of praise and encouragement				
5	management of tasks/learners/work groups				
E. MONITORING AND ASSESSING STUDENTS' PROGRESS					
1	monitoring understanding and progress during lesson	VG	G	S	U
2	suitability of assessment strategies/resources/approaches				
3	assessing achievement of learning objectives				
4	giving feedback and setting targets for progress				
F. EFFECTIVENESS					
1	in setting high expectations for work	VG	G	S	U
2	in conveying enthusiasm and challenging students				
3	of students' engagement and learning in the lesson				
General Notes and Comments:					
Planning and Preparation - Good focus on previous lesson - good examples when speaking, maintained eye contact.					
Development/Delivery - Good use of examples throughout when speaking, particularly with the tags. Engaging with the class throughout. Asking us questions and encouraging us to participate. Very confident + knowledgeable on the topic. Supporting throughout.					
Plenary/Conclusion - Good that she has mentioned what's happening next lesson + good example of what you have done previously. - Recapping.					
TARGETS FOR IMPROVEMENT - Take time to go through the content - make it clearer so that we are more confident with answering the questions at the end.					
Observer Signature: _____					

Appendix 5: Power Point Presentation

Sports Development and Entrepreneurship

Activity

Individually think of as many new creative ideas as possible, go wild.
You have 5 minutes

Some Ideas

- A torch with an additional bulb
- Wheelchair convertible to crutches
- Multicolour headphone wires
- Reusable candle that captures wax and creates a new candle
- Sand less beach towel
- High Heels which convert to flats



Learning Objectives

The learners should be able to:

- Give examples of entrepreneurs and sports development ideas
- Design, plan and explain a new business idea within sports development.

Sports Development

- "... a process whereby effective opportunities, processes, systems and structures are set up to enable and encourage people in all or particular groups and areas to take part in sport and recreation or to improve their performance to whatever level they desire"

Collins (1995, p.21) cited in Collins (2010).

Sports Development



- Development of Sport – Aim is to develop sport
 - Olympics
- Development through Sport – Aim is to develop people
 - Health, education, crime, regeneration, peace, social inclusion

Entrepreneurship and Entrepreneurs

- "The capacity and willingness to develop, organize and manage a business venture along with any of its risks in order to make a profit."
Business Dictionary
- "Serve as agents of change; provide creative, innovative ideas for business enterprises; and help businesses grow and become profitable"
Kurakto and Hodgetts (1998) cited in Ciletti (2012, p.4).



"An entrepreneur is someone who jumps off a cliff and builds a plane on the way down."
- Reid Hoffman



9 ★

10 ★

Activity

- In pairs, design and create an entrepreneurial idea for the sports development market considering funding, costing, resources, location, feasibility and present your idea to the other group.
- 10 minutes to design, 5 minutes to present each.

11

Past student ideas

- ThoughMother
- 5 a side lunch time football club
- Mom and kids exercise time
- Spin bike buses

12 ★

Recap

- What is Sports Development?
- What are the 2 paths of Sports Development?
- What is Entrepreneurship?
- Give an example of an Entrepreneur.

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Next Lesson

- Establish what a business plan is and adapt it to your business ideas.
- Create business aims and objectives tailored to your business ideas.

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Any Questions?



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References

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- Collins, M. (1995). Sports Development Regionally and Locally. Loughborough: Loughborough University for Sports Council and Institute for Leisure and Amenity Management.
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