

Overview

Monday, December 9, 2019 10:22 AM

Student Name: Rhiana Smith

Student Number: 1900781

Assignment Title: A portfolio which illustrates a critical reflection of progress made on the planning and implementation of three pedagogical principle

Pathway: Secondary PGCE

Link to One Note: https://uowtsd-my.sharepoint.com/:o:/g/personal/1900781_student_uwtsd_ac_uk/EllqKZlaJ69Gi9TfqzNVfcQB_D_QuMOMLcKCjmgVjJxEIQ?e=tWO4vD

Cross Curricular Responsibilities

Monday, December 9, 2019 10:23 AM

Illustrative Example One - Literacy – Extended Writing Task.

The slide is titled 'Extension Task' and contains the following text:

Write half a page to show your understanding of the symbolism associated with Christingles and why they are so important to Christians.

Paragraph on Christingle

- Explain the symbolism associated with Christingle
- Explain the importance of a Christingle for Christians
- Remember to use key words such as: Represent, Jesus, Light, Blood, Candle, World.

Literacy Targets

- 2a** - Capitalise words such as Christingle, Christians, Jesus, Christ Light
- 6a** - Try not to confuse words such as 'they're' and 'their'
- 5a** - Christingle, represents

Cross Curricular Responsibilities, as outlined by Professor Donaldson in Successful Futures, include all teachers incorporating Literacy, Numeracy and Digital Competency into lessons. "Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them." (Donaldson, 2015)

Illustrative Example One shows an aspect of a lesson that I did with a middle ability year 7 class at the end of a topic. The task I created to incorporate literacy into my lesson was an extended writing piece that explicitly identified and outlined literacy targets such as capital letters, correct grammar and spelling. As the class was a middle band set and therefore a mix of abilities I scaffolded their learning by listing what I would like them to include in their writing including some key words that they should include. Also, due to ability, I outlined that I would like them to write a paragraph, however if this was a higher ability class I would expect half a page. This activity is effective in preparing them for Religious Education at a higher level such as GCSE where extended writing is required in examinations.

Illustrative Example Two - Symmetry

The slide features a list of bullet points and a circular Rangoli pattern image.

- Rangoli patterns can be made up from lots of different shapes. They can be square, rectangular or circular – or a mix of all three.
- They are often symmetrical and take inspiration from nature –sometimes taking the shape of peacocks, swans, mango, flowers etc.

Cross Curricular Responsibilities, as outlined by Professor Donaldson in Successful Futures, include all teachers incorporating Literacy, Numeracy and Digital Competency into lessons. Illustrative Example Two shows how I incorporated numeracy into my Year 7 Divali lesson in the form of shapes and symmetry. As my subject is Religious Education, it is difficult to incorporate numeracy into my lessons however this lesson, as it included Rangoli patterns, was appropriate. I wrote the word 'symmetry' in bold and underlined it to make it a 'buzz word' and here I stopped my teaching and asked for a pupil to tell me what symmetry means and examples of it. We then as a class discussed how we would make our shapes symmetrical and the success criteria for doing so. Moving forward, especially in PTE2, I will aim to include more numeracy in my lessons and be more considerate as to where it may be appropriate to be included. As can be seen in the picture shown of my learning journal, my mentor commented on how effective the inclusion of numeracy was in my lesson.

Illustrative Example Three - Literacy

The slide is titled 'Task' and contains the following text:

Write your own 'I have a dream speech' using the template.
Think about the things that you would like to change in the world and the changes that you would like to see.

Some ideas –

- Climate Change
- Racism
- Starvation
- War
- Bullying
- Education
- Womens' Rights

Illustrative Example Three shows how I incorporated literacy into a lesson where literacy skills are very low. This lesson on Martin Luther King's 'I Have A Dream' speech was delivered to a bottom set Year 8 class where the average reading age is six years old. Therefore, literacy levels are low and my lessons with them are often very practical and interactive, however this is not sustainable and I still have a responsibility to develop their literacy skills. In order to do this, I created the writing frame shown to assist their writing, modelling where punctuation and capital letters should be. The corresponding slide provided them with some ideas that they could include in their speech. In order to develop their oral skills including speaking and listening, at the end of the lesson the pupils read out their speeches.

Font : have a dream that one day

_____. This is
important to me because

_____. I think that
some of the main issues in the World are
_____. Some of the
things/people in the world that inspire me are

_____. I
think that the world would be a better place if

_____. I would like to
see this before I am _____ years old. I have a
dream.

Build on previous knowledge and engage interest

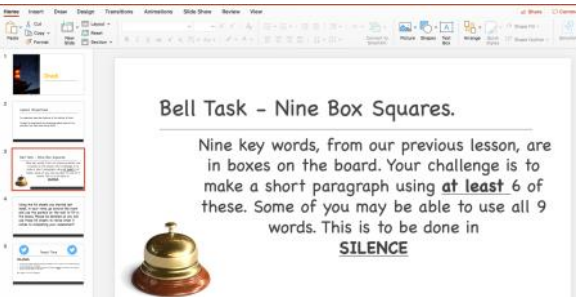
Monday, December 9, 2019 10:23 AM

Illustrative Example One - 'Decision Alley' Activity – Engaging Interest



In Successful Futures, Donaldson asserts that "Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest." (Donaldson, 2015). In order to incorporate this into my lesson, as can be seen in Illustrative Example One, I make my lessons accessible and strive to engage interest. One of my Religious Education classes is a compulsory year 9 class that have RE twice a fortnight, and I find that this class are the most dis-engaged of all of my classes and keeping them on task is difficult as they have other GCSE's to focus on in which they actually have examinations, as they do not have one for Religious Education. In order to engage interest I strive to make my lessons with them especially engaging and practical. This picture shows a 'Decision Alley' activity I did with them which required them to work as a team to argue against their peers on a moral question. As the activity was practical and involved several key skills, the lesson was very effective.

Illustrative Example Two - Building on previous knowledge



"Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest." (Donaldson, 2015) In order to achieve this I start almost all of my lessons off with an APK (Activate Prior Knowledge) task, unless we are starting a new topic. This is in response to research that shows how effective repetition is when teaching as it moves information from the short term memory to the long term memory. In this task, as a starter, I asked the class to use key words from the previous lesson to be included into a short paragraph, this required pupils to remember their meanings and context and hopefully helped them to retain the information in their long term memory in order for them to recall it in their end of year assessment.

Illustrative Example Three - Engaging Interest – Afghan War 'Investigation'



Illustrative Example Three shows the Powerpoint presentation and resource used in a lesson that built upon previous knowledge and engaged interest. This lesson was done with an option year 9 class who were studying Just War Theory and were struggling to understand it. In order to engage interest and make the topic relatable and accessible I decided to set them a task that I named an 'investigation' to engage them from the start. I then gave them the resource shown and instructed them to use the Just War Theory criteria that they had learned about during the previous lesson to decide whether the Afghan War was a Just War. This met both 'engage interest' and 'build on previous knowledge' as it engaged their interest by making the topic more exciting and engaging whilst they activated and built upon knowledge that they gained last lesson.

Afghanistan War Fact File

The original justification for going to war in Afghanistan—defending against the aggression of the September 11th attacks—had broad global support. The hijacking and crashing of four U.S. planes on September 11, 2001, brought instant attention to Afghanistan. The plot had been hatched by al-Qaeda, and some of the 19 hijackers had trained in Afghanistan. President Bush used his executive power to authorize U.S. armed forces without formally seeking a congressional declaration of war against Afghanistan. NATO and the UK were asked to support this decision and they did. In the aftermath of the attacks, U.S. President George W. Bush decided the US needed to remove the Taliban from Afghanistan and dismantle al-Qaeda. Bush demanded that Taliban leader Mullah Mohammed Omar "deliver" to the United States authorities all the leaders of al-Qaeda who hide in your land," and when Omar refused, U.S. officials began implementing a plan for war.

The 9/11 attacks happened on September 11th. The war began on September 14th. From the outset the terrorist attack against the United States should have been defined as a criminal rather than a military threat, requiring a political and diplomatic response, including extradition, reparations, economic and political sanctions, and judicial proceedings. If this happened, military deployment in this context could then have played a much smaller role.

The war in Afghanistan is the longest war in United States history and has currently been ongoing for 18 years. It recently surpassed the length of the Vietnam War.

The war in Afghanistan continues destroying lives, due to the direct involvement of American and also non-American soldiers and civilians.

chance of fighting, unexploded ordnance from previous wars and United States nuclear bombs continue to kill.

Hospitals in Afghanistan are treating large numbers of war wounded, including amputees and burn victims. The war has also inflicted invisible wounds. In 2009, the Afghan Ministry of Public Health reported that fully two-thirds of Afghans suffer from mental health problems.

About 147,000 people have been killed in the Afghanistan war since 2001. More than 16,000 of these killed have been civilians.

Many Afghans dealing with ill health and war wounds find it difficult to get to hospitals and clinics because violence makes roads unsafe.

The war has increased the effects of poverty, malnutrition, poor sanitation, lack of access to health care, and environmental degradation on Afghans' health.

The United States and the Taliban in Afghanistan are in talks about ending the war. U.S. officials are working with the Taliban to draft an agreement on withdrawal of the troops, provided that they don't continue providing a hospitable environment for terrorists.

It is unjust to wage war if defeat is the most likely outcome. The nature of the war in Afghanistan means that U.S. military forces cannot achieve success on their own -- the struggle for stability is not purely a conventional military struggle. It requires collective action by countries in South Asia and support from other countries.

upon knowledge that they gained last lesson.

Critical Reflection

Monday, December 9, 2019 10:23 AM

Professional Teaching Experience, commonly referred to as PTE, has been an opportunity to apply all of the theories around teaching and learning that university lectures have introduced into a real-life situation. The teaching and learning strategies used in PTE1 thus far have been based upon the twelve pedagogical principles recommended by Professor Graham Donaldson in his 2015 review of the curriculum in Wales *Successful Futures*, as these twelve principles outline what he believes good teaching and learning should look like in schools and therefore have been the foundations of every lesson or activity planned.

The first of Donaldson's twelve pedagogical principles outlined in this essay will be Assessment for Learning. In *Successful Futures*, Donaldson asserts "Good teaching and learning means employing assessment for learning principles." (Donaldson, 2015) In order to understand the context of this, a definition of Assessment for Learning must be introduced. Gardner (2010) defines AFL as "the process of seeking and interpreting evidence for use by learners and their teachers, to identify where the learners are in their learning, where they need to go and how best to get there" (ARG, 2002, cited by Gardner, 2010).

It is important to recognize that assessment in the classroom can split into two categories: summative and formative. Formative assessment may be defined as a less formal type of assessment, often not graded or used to collect data, but instead recognized as an ongoing tool to gauge effectiveness of teaching and how well a class understands something. Formative assessments could be a hinge question in the middle of a lesson in order for a practitioner to assess both the learners understanding and consequently their own teaching.

Summative assessment contrastingly is often carried out to make a judgement as Tarras (2005) defines; "The process of assessment leads to summative assessment, that is, a judgement which encapsulates all the evidence up to a given point. This point is seen as a finality at the point of the judgement." (Tarras, 2005)

The importance to make a clear differentiation between the two types of assessment lies in a responsibility to recognize that some aspects of AFL may be more or less effective depending on which type of assessment is being carried out.

Commonly, the justification for AFL being such a popular and effective method of teaching chosen by practitioners is that successful Assessment for Learning strategies result in improved learner progress on a continual basis. (Jones, 2005) Moreover, another way in which AFL can positively enhance the learning experience of pupils is, according to Keller (1983), feedback has a positive influence on the intrinsic motivation of pupils, whether this be the positive effect on self-esteem that comes from feedback or whether the pupils feel more valued due to a teacher taking time to read their work and offer help in ways that they can move their learning forward or improve a grade.

This notion from Keller echoes that of the research of Spendlove (2009) who wrote that pupils interpreted AFL as "knowing and understanding the success criteria is 'like knowing the teacher's secret'" (Spendlove, 2009). This notion of students feeling that they are almost equal with a teacher or at least aware of a success criterion of how to move forward may leave students feeling that they have a more successful chance of attainment and a success criterion outlines a clear structure of how to do so.

AFL, however, as is the case with all methods of teaching and learning, is not suitable in every classroom environment. According to Wiliam (2013), a name synonymous with AFL, "The big mistake that Paul and I made was calling this stuff

"assessment" ... because when you use the word assessment, people think about tests and exams (Stewart, 2012). He later commented that it should probably have been called something like 'responsive teaching' (William, 2013b). This criticism of AFL is one of the profound downfalls of the method of pedagogy as the word 'assessment', for many pupils, often has negative connotations; especially if these pupils struggle academically or find assessment environments difficult. Furthermore, the word 'assessment' often leads one to associate such with summative assessment as opposed to formative assessment and one may argue that formative assessment does not need to be referred to as a form of assessment as it is often of a continuous nature, as opposed to the 'snapshot' nature of summative assessment.

The second principle explored in this essay is "good teaching and learning regularly reinforces

Cross-curricular Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them" (Donaldson, 2015). Savage (2011) presents a definition of a cross-curricular approach to teaching reading: "A cross-curricular approach to teaching is characterized by sensitivity towards, and a synthesis of, knowledge, skills and understandings from various subject areas. These inform an enriched pedagogy that promotes an approach to learning which embraces and explores this wider sensitivity through various methods" (Savage, 2011) As Savage notes, by a practitioner acknowledging and embracing other subject areas this on the whole enriches pedagogy and is overall positive for the pupil.

One of the most commonly recognized benefits of teaching in a cross-curricular way is that the outcomes of such teaching is often relative to the pupil that is learning and their learning is viewed holistically instead of in a linear way, merely aiming to conform to a set curriculum or reach a certain level in an assessment. This holistic approach to learning is recognized by Rowley and Cooper (2009):

"In cross-curricular work the intention is to progress learning at all levels. Therefore, it aims to assess attitudes towards and progress in understanding one's self, understanding others, understanding essential local issues to the community, collaboration and understanding global issues. This is because cross-curricular is the only approach that allows this to take place." (Rowley and Cooper, 2009)

As with almost every method of teaching and learning, cross-curricular methods too has its' criticisms, the most fundamental and pragmatic of which being the acknowledgement that in a secondary school environment where teachers are often specialists in their subject, cross-curricular work can be difficult as many teachers have had limited experience of cross-curricular work, either as pupils or subsequently during their school-based training (Barnes and Shirley, 2007). One may argue that due to this, a teacher may be doing an injustice to their pupils by attempting to teach a number of subjects to an adequate level instead of teaching their own subject to an excellent standard, just to conform to curriculum recommendations that favour cross-curricular learning.

Furthermore, subject progression is difficult to achieve, even when only two subjects are involved, it is almost impossible with three or more. (Barnes, 2012) As Barnes wrote in 2012, for some pupils, a cross-curricular approach to learning may be difficult to process when the distinctions between each subject become blurred and unclear.

The third and final of Donaldson's 12 pedagogical principles recommended for effective teaching and learning in *Successful Futures* discussed in this essay is "Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest" (Donaldson, 2015)

The importance of building on previous knowledge and engaging interest is believed by some to be a fundamental requirement in basic teaching and learning, or as

Christensen, Garvin, and Sweet (1991) noted "the teacher's responsibility to engage students in learning". Accordingly, teaching and learning strategies including the planning of activities has been developed in line with Donaldson's recommendations in order to make lessons more engaging through a blend of approaches including making lessons relevant, inspiring and accessible. Furthermore, McCredden and Baldock (2009) also noted that the most important aspects of student engagement are "the switching on of a student's effortful thinking". Often, learning can become passive when teaching is not engaging and consequently pupils become surface learners, hearing information and transferring it onto a page without actually processing and understanding it in their own way. By making lessons more engaging and as McCredden and Baldock call "switching on a student's effortful thinking" this will enhance their likelihood to retain information because they have learned and processed it in a way that is individual and tailored to them.

It must be recognized, however, that engagement involves an interactive environment in which student asks questions, participate and exhibit critical thinking (Paschal, 2002). Whilst in theory one would expect a teacher making their lessons engaging to be reciprocated by the pupils and for them to share their enthusiasm, this is not always the case and expecting pupils to exhibit critical thinking and participate in an active learning is possibly unrealistic, especially in a challenging classroom environment.

The second part of this principle recommended by Donaldson was the emphasis on teachers building on prior knowledge in their lessons. It is believed by Donaldson that the way in which a pupil interacts with and processes new information may be improved by building upon prior knowledge which would allow the pupil to recognize links between information that they already know and understand and this new information. Prior knowledge is one of the most influential factors in learning (Ausubel, 1968, cited in (Hattie and Yates, 2014), p. 114). The influence of prior knowledge on a pupils understanding of new information may be linked to the work of E.L Thorndike and Skinner who identified a link between repetition and pupil attainment where pupils who were exposed to the same information on numerous different occasions were more likely to retain this information over a long period of time. This notion is echoed by Marzano (2004) who wrote that "even a shallow amount of correct prior knowledge does much to improve learning in the short run and allows for greater depth at a future time."

However, in some cases, pupils having prior knowledge of a subject can potentially affect their learning negatively if this prior knowledge is incorrect. Strangman and Hall (2005) report several studies that highlighted that some pupils new learning was impeded by their prior learning as they had harbored misconceptions and incorrect information and consequently this interfered and conflicted with the new information that they were learning.

Professional Teaching Experience has provided me with the opportunity to incorporate the three discussed pedagogical principles into my own teaching and explore the effectiveness of such.

As a student teacher completing my PGCE, Assessment for Learning is a topic that continuously is discussed in lectures and in conversations with mentors due to it being such a fundamental element of teaching and learning. Therefore, I find myself incorporating it into almost every lesson I teach in the form of formative assessment as I view this as a continuous process.

An example of how I incorporated AFL into my lessons can be seen in illustrative example one shows a lesson plan I created for a year 7 assessment lesson. This type of assessment was of a summative nature as I needed to complete tracking and each pupil needed a grade on their progress report, although as I am progressing through my PGCE and placement I am aware that giving a pupil a grade is not always the best form of feedback as this labels a child in relation to a set of criteria that is a 'one size fits all' and fails to recognize that the pupil may have

excelled in other areas of the topic and produced other exceptional pieces of work but for whatever reason struggles under assessment conditions and is therefore left to believe that they are less successful than their peers who potentially gained a higher grade than them. The group was a top set year 7 and therefore required less support and scaffolding from myself in this lesson in order to prepare them for the assessment itself. Due to this and to promote independent learning, I chose to initially start them off on the assessment without going through the questions as a class in order to formatively assess whether they were prepared enough for the assessment and this was effective as it pushed them to work more independently. However, it became apparent on question 3 of the assessment that they needed support so for the second assessment lesson (the lesson plan shown) I facilitated discussion as a class before the remaining questions were answered. As the lesson plan reads, level explanations were shown to them before the assessment so that they were aware of the success criteria and how to achieve the level that they desired.

Illustrative example two displays a picture of marking that I conducted on a Year 8 assessment. At the beginning of my placement when I struggled to incorporate AFL into my lessons effectively I believed that detailed marking in pupils books would be an effective and sufficient way of doing so, however as I progress through my placement I realise that this is not the case as pupils can often become overwhelmed when they see a large amount of red pen in a book with lots of comments and suggestions for improvement. Therefore, I have now adapted a 'two stars and a wish' method of marking where the only comments I leave on a book, apart from correcting spelling, punctuation and grammar, are two positive aspects about their work and just the one suggestion of how they may improve their work as this gives them one clear and concise way to move forward.

Self-Assessment is another effective method of incorporating Assessment for Learning into a lesson and can be seen in illustrative example three. In this lesson, I incorporated peer assessment into my teaching in the form of a starter activity so that the pupils were focused wholly on self-assessing and knew that it would be a concise task as I have found that when I set peer assessment activities, pupils would end up off task or would complete peer assessment to a low standard. As I have learned from this, in order to both scaffold them and ensure that I kept them on task, I included some points that they may want to include in their self-assessment and this was effective as initially students struggled to speak positively about themselves, which I assume is due to embarrassment.

Cross Curricular Responsibilities, as outlined by Professor Donaldson in *Successful Futures*, include all teachers incorporating Literacy, Numeracy and Digital Competency into lessons. "Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them." (Donaldson, 2015)

Incorporating cross curricular responsibilities into my Religious Education lessons, especially in the case of numeracy, is one of the most challenging aspects of my placement so far as there are so many lessons and topics where numeracy would be inappropriate and simply not needed in the lesson. Literacy, however, is far more applicable and appropriate to a content-heavy based subject like Religious Education.

Illustrative Example One shows an aspect of a lesson that I did with a middle ability year 7 class at the end of a topic. The task I created to incorporate literacy into my lesson was an extended writing piece that explicitly identified and outlined literacy targets such as capital letters, correct grammar and spelling, As the class was a middle band set and therefore a mix of abilities I scaffolded their learning by listing what I would like them to include in their writing including some key words that they should include. Also, due to ability, I outlined that I would like them to write a paragraph, however if this was a higher ability class, I would expect half a page. This

activity is effective in preparing them for Religious Education at a higher level such as GCSE where extended writing is required in examinations.

Illustrative Example Two shows one of the ways that I incorporated numeracy into my Year 7 Divali lesson in the form of shapes and symmetry. As my subject is Religious Education, it is difficult to incorporate numeracy into my lessons however this lesson, as it included Rangoli patterns, was appropriate. I wrote the word 'symmetry' in bold and underlined it to make it a 'buzz word' and here I stopped my teaching and asked for a pupil to tell me what symmetry means and examples of it. We then as a class discussed how we would make our shapes symmetrical and the success criteria for doing so. Moving forward, especially in PTE2, I will aim to include more numeracy in my lessons and be more considerate as to where it may be appropriate to be included as numeracy is of course of vital importance to a child's education.

In Successful Futures, Donaldson asserts that "Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest." (Donaldson, 2015). In order to incorporate this into my lesson, as can be seen in Illustrative Example One, I make my lessons accessible and strive to engage interest. One of my Religious Education classes is a compulsory year 9 class that have RE twice a fortnight, and I find that this class are the most dis-engaged of all of my classes and keeping them on task is difficult as they have other GCSE's to focus on in which they actually have examinations, as they do not have one for Religious Education. In order to engage interest, I strive to make my lessons with them especially engaging and practical. This picture shows a 'Decision Alley' activity I did with them which required them to work as a team to argue against their peers on a moral question. As the activity was practical and involved several key skills, the lesson was very effective.

The second element of this principle states that teachers should set tasks and resources that build on previous knowledge. In order to achieve this, I start almost all of my lessons off with an APK (Activate Prior Knowledge) task, unless we are starting a new topic. This is in response to research that shows how effective repetition is when teaching as it moves information from the short-term memory to the long-term memory. In this task shown in illustrative example two, as a starter, I asked the class to use key words from the previous lesson to be included into a short paragraph, this required pupils to remember their meanings and context and hopefully helped them to retain the information in their long term memory in order for them to recall it in their end of year assessment.

Moving forward into PTE2 I will make a conscious effort to incorporate the recommendations of Professor Donaldson into all of my lessons in order to ensure that I am teaching effectively and in a way that is contributing to the overall efforts for the new curriculum to be a success in Wales. Upon reflecting in my critical reflection, I have identified that I need to incorporate more numeracy into my lessons and develop the ways in which I use AFL, as the strategies I use at present are limited and repetitive. I am aware that good teaching and learning is a non-negotiable responsibility, and this will be an area of my professional learning that will be constantly developing and evolving throughout my teaching career.

Word Count: 3197 words.

References

Monday, December 9, 2019 10:23 AM

Askham, P. (1997). An instrumental response to the instrumental student: assessment for learning. *Studies in Educational Evaluation*, 23 (4), 299-317.

Barnes, J. and Shirley, I. (2007). Strangely familiar: cross-curricular and creative thinking in teacher education. *Improving Schools*, 10(2), pp.162-179.

Christensen, C. R., Garvin, D. A., & Sweet, A. (1991). *Education for judgment: The artistry of discussion leadership*. Cambridge, MA: Harvard Business School

Donaldson, G. (2015). *Successful Futures: Independent review of curriculum and assessment arrangements in Wales*. Caerdydd: Llywodraeth Cenedlaethol Cymru.

Gardner, J. (2010). *Developing teacher assessment*. Maidenhead: Open University Press.

Hattie, J. and Yates, G. (2014). *Visible learning and the science of how we learn*. London: Routledge/Taylor & Francis Group.

Jones, C. (2005). Assessment For Learning. *Learning and Skills Development Agency*.

Keller, J.M. (1983). Motivational design of instruction. In C.M. Reigeluth (ED.), *Instructional design theories and models*(pp. 383-434). Hillsdale, NJ: Erdbaum.

Marzano, R. (2004). *Building background knowledge for academic achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

McCredden, J. E., & Baldock, T. (2009). More than a pathway to success: Lecture attendance, Lectopia viewing and exam performance in large engineering classes (pp. 986–991). *Paper presented at the 20th Australasian Association for Engineering Education conference*, University of Adelaide.

Paschal, C. (2002). FORMATIVE ASSESSMENT IN PHYSIOLOGY TEACHING USING A WIRELESS CLASSROOM COMMUNICATION SYSTEM. *Advances in Physiology Education*, 26(4), pp.299-308.

Rowley, C. and Cooper, H. (2009). *Cross-curricular approaches to teaching and learning*. London: SAGE.

Taras, M. (2005). ASSESSMENT – SUMMATIVE AND FORMATIVE – SOME THEORETICAL REFLECTIONS. *British Journal of Educational Studies*, 53(4), pp.466-478.

Savage, J. (2011). *Cross-curricular teaching and learning in the secondary school*. London: Routledge.

Spendlove D (2009) *Putting Assessment for Learning into Practice*. London: Continuum

Strangman, N., Meyer, A., Hall, T. and Proctor, P. (2005). Improving Foreign Language Instruction with New Technologies and Universal Design for Learning. *IALLT Journal of Language Learning Technologies*, 37(2), pp.33-48.

William D (2013a) Assessment: The bridge between teaching and learning. *Voices from the Middle* 21(2): 15–20.