

This assignment consists of two parts. Part one will outline the current research, guidance and legislation around the behaviour management of students and the obtaining of effective learner engagement in further and higher education. Part two of the assignment incorporates two observations of teaching professionals with a specific focus on learner engagement, critically reflecting on the strategies and the approaches used to manage learner engagement during the sessions. An appendix will include the two teaching observation forms completed during observing sessions, a lesson plan in which I demonstrate my personal strategy for the engagement of students and an action plan of key points to carry forward into my own future teaching practice.

Part 1

Alongside work-based learning initiatives and in addition to the open university, Wales has 8 universities and 13 further education colleges, Audit Wales (2020), and in March 2020, due to the outbreak of Covid-19, this sector of the education system was thrown into disarray along with most other industries around the globe. Post-16 learning was shifted from traditionally known onsite, in-person learning to remotely accessed practices dictated to by internet access, device ownership and the technical know-how of a student (OECD, 2020).

According to the Office of National Statistics (ONS) (2020), the Coronavirus outbreak and the arrangements made to mitigate its impact have adversely affected higher education students. Using an ONS constructed student covid impact survey (SCIS) to measure experiences during covid, 53% of students reported disappointment and dissatisfaction with their university experience, and that also over half of the student population stated their overall wellbeing and levels of mental wellness have diminished (ONS, 2020).

Almendingen *et al* (2021), stress that the impact of blended and online learning on students has been underestimated, and colleges and universities could be doing more to support the shift to digital pedagogy. Alongside issues such as personal circumstances, environmental conditions and digital poverty, it is suggested by Almendingen *et al* (2021), that students have missed out on the training required to engage effectively whilst learning online, with Neuwirth, Jovic and Mukherji (2021), agreeing that while higher education institutions rapidly provided staff training in response to the changing situation, students who, used to traditional face to face classroom environment, had none. Neuwirth, Jovic and Mukherji (2021), add that this involuntary transition to virtual classrooms for established students was hurried, poorly managed and did not allow for the creation of an environment with

appropriate online learning behaviours and etiquette guidelines or expectations in place. Kulinich, Makeeva, and Orlova, (2021), agree, suggesting that at this time of rapid transition, it was revealed that students were lacking in ‘electronic etiquette’, creating the argument that if students had been trained to be virtual students, behaviour management and learner engagement would be much improved.

Research by Castelli & Savary (2021), found that 90% of students in their study confessed to having cameras off at some point during their online education. Of the reasons given, personal appearance was the greatest concern, closely followed by other people using the same space or the physical location behind the student being unattractive or distracting, however, it can be seen as a lack of professional aptitude to not engage with those with whom you are online with, both as students and as future employees. Just this year, an American study of corporate organisations by Vyopta (2022), found that employers have little confidence in people who regularly keep their video off during calls, admitting that they felt these employees had less chance of progressing through the ranks due to non-engaging attitudes. In addition, Molly Hocutt, an online content manager, suggests of the ten most negative and disruptive online classroom behaviours, eating on camera, wearing pyjamas in your bedroom and having a blank screen are the worst behaviours of an online classroom and suggests that largely the most effective way of setting expectations is to demonstrate high standards, however, that formally establishing ‘virtual learning rules’ before a class is becoming a common practice. Hocutt (2022), also suggests creating a document to complement the learning material or a message sent with invite links could be well placed to create a set of common learning environment behaviours.

Carefully considering the aspects of equity, diversity and inclusion, Bearman *et al* (2021), suggest that in order to remain person-centred, it is believed best not to mandate students to turn cameras on, however, Castelli and Savary (2021) identify, that with the implementation of a ‘camera use’ policy, communicating the benefits of webcam use and allowing the student a choice, that unspoken social norms would prevail and students would follow peer-led example rather than an instruction. This can be understood as normative conduct theory by Ciandini *et al* (1991), which proposes that students will follow the majority and will therefore be more inclined to keep their cameras on if this is the exhibited fashion.

Before the covid-19 pandemic, Wales was hot on the trail of digital innovation within its learning future, with the Welsh Government (WG) (2019), *Digital 2030 Mission Paper*

acknowledging that increased amounts of automation and use of machine learning will change the nature of jobs for human employees, making it vital for digital skills acquisition as early as possible in education. This affirms page 13 of the Employability Plan (WG,2018) which states that preparation for a radical shift in the world of work must be mindful of the rapid developments in automation, artificial intelligence and digitalisation and that Wales is developing an education and training system that will prepare our nation for the challenges and opportunities of tomorrow, further suggesting that training students in online virtual professional behaviours are an enhancement of their skill set and transferable into employment. In response to this and specifically focusing on learner engagement in a post 16 post covid landscape, Welsh Government (2020), have compiled a *Covid 19 Resilience Plan* which emphasises the principles with which tertiary education will move forward, however, this can be seen as contradictory as the document states that the effects of covid on education are not and will continue to not be measured equally across Welsh communities. However, resilience, ‘the process of adapting well in the face of adversity, trauma, tragedy, threats or significant sources of stress’ American Psychological Association (2012), is argued by Pavitt (2020), as influenced by bias, and assumptions of the norm, based on personalised socialisations, suggesting that individual interpretation of a policy would be more appropriate than a blanket approach to any single cohort. Narrowing the focus further, the UWTSD (2022), narrative document allows for the co-design of future expectations. It can be seen that there is a perfect opportunity to implement an etiquette policy pertinent to professional online classroom behaviour.

To conclude, it can be seen that despite the government's plans to build and renew the post-covid education sector, much could be done to improve the current landscape of teaching and learning. Levels of personal resilience are open to interpretation, mandating the use of cameras removes the aspect of choice and individual circumstances are diverse. However, with the co-design of policy to encourage the use of cameras, the informing students of expected levels of online etiquette and the inclination to follow trends, individuals could be encouraged to engage with learning more appropriately, with their cameras turned on.

Part 2

I took the opportunity to observe several lecturers teaching styles for this module, then chose two which I believed to be opposing positions. I chose one session where there was very little class engagement in terms of camera usage and visual involvement and one where nearly all attendees had cameras on and were happy to get involved visually as well as verbally. Then loosely following the structure of Rolfe, Freshwater and Jasper's (2001), 'what' model, I reflected on the comparisons between the two.

Of the two sessions I chose to reflect upon, one was purely online, delivered using Microsoft Teams software. The other used a blended learning approach, whereby students could access the session on campus, face to face or join the Microsoft teams meeting online. Both sessions had had Teams' invitations and links sent out via email several days before delivery.

Lecture one was the first lecture of the last module for UWTSD level six 'Early Years' students, the content focused on linking sustainability to the early years. None of the eleven students had decided to come on to campus for this session and therefore the five attending students were online, as was I. As my role was to observe, I kept my camera on at all times and watched the interactions between the cohort themselves and also the students with the lecturer. The lecture opened with a song, appropriate to the lecture, played on youtube, and the lecturer sang along, alone. The staff member then did a casual welfare check, enquiring how they were feeling about their last ever module and how previous submissions had gone. One person responded, without her camera on and they discussed options concerning obtaining career advice. The lecturer offered a personal tutorial for further discussion so as not to concentrate on the topic for too long and distract from the lecture content and the session moved on. Aside from this, no student had reacted to the warmth and nurturing questions of the check-in, nor had anyone turned on their camera.

An hour and five minutes into the scheduled lecture the teacher began to share a pre-prepared PowerPoint as lecture content. The focus of the PowerPoint was sustainability and our social responsibility to protect our planet. The lecturer asked the five attending students how sustainability could be linked to working with children in early years setting. Nobody answered. I felt embarrassed. I felt uncomfortable with the lecturer and answered the question myself. The lecturer was evidently pleased someone had answered her and broken the silence and was happy to engage in discussion. This was done on my part to encourage others to speak too, however, nobody else followed my lead. Hoping that suggested answers such as

planting seeds, protecting wildlife habitats and such would encourage others to suggest ideas, however, everyone still stayed off-camera and muted. This was the format for the entirety of the session, with extremely little engagement unless a student asked a question about the assignment, with the lecturer then often coming to me for involvement regarding her content, rather than conversation being nonexistent.

On discussion post-lecture and between just the lecturer and myself, I made clear my frustration. I believed that the lecturer had used several strategies to engage her students, the majority of which had not encouraged the students further and surmised that the students had been rude and bad-mannered. The lecturer, however, had a completely different perception of the session and offered that this being the last module, her students were apathetic and disengaged due to exhaustion.

My second observation was very different. Part 3 of a set of the National Health Service Wales's corporate training package, was an hour's introduction to NHS personnel governing documents, current policies and relevant procedures. Designed in order to welcome new or transferring NHS staff, the session was delivered by the Learning and Development team within the organisation via Microsoft Teams. The facilitator was warm and welcoming, just as the UWTSD lecturer had been, however, before commencing with the icebreaker conversations and PowerPoint presentations, this lady announced that in order to get the most out of the seminar, it was expected that microphones remained off but that cameras were to remain on where possible. She went on to confirm that verbal interaction was expected via the platforms 'chat' tab or by the 'hand raised' tab.

This, I believe gave a very clear indication of what was expected of every attending member and that despite there being clear differences in the cohorts, one a group of university students and one new NHS employee, in this session, every attendee had received clear clarification of the expectations from the outset. Although there appeared to be no apparent consequences, and the motivations for keeping cameras on were different, only two of the 18 people present in this session had cameras off.

The session continued with varied teaching strategies, PowerPoint presentations, youtube extracts and pre-recorded NHS audio clips. I observed that during a lengthy Youtube video about pension plans, not one person turned their camera off. This did illuminate the levels of interest and enthusiasm regarding the subject matter, like body language, yawning and fidgeting became more frequent, however, all attendees bar two continued to engage with the content and meet the expectations of the tutor in keeping their cameras on. When considering this through the normative conduct lens, as discussed in part one of this assignment it can be seen that the initial and clear 'camera on' culture, was observed throughout the whole session which implies that given a clear sense of expectations from the outset of an online learning landscape, people will react both due to the clear guidelines and maintain the trends happening around them.

Broader factors such as digital poverty, typical environment and physical appearance are valid reasons for further discussion around learner engagement and the management of behaviour specific to the use of cameras during online learning, however, authors such as Gillis and Krull (2020), say these aspects should not be barriers to good engagement unless absolutely necessary. This is confirmed by Beetham (2020), who offers that learners have the

opportunity to increase their resilience based on the varied capabilities they hold and can utilise and by linking academic expertise with professional practice, further suggesting that the future of online education is not a game that can be opted out of, more that we can choose to be designers of our futures or have our futures predesigned.

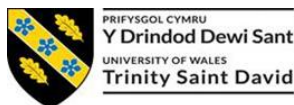
References

- Almendingen K, Morseth MS, Gjølstad E, Brevik A, Tørris C (2021) 'Student's experiences with online teaching following COVID-19 lockdown: A mixed-methods explorative study', *PLoS ONE*, 16(8).
- American Psychological Association (2011) *Building Resilience* Available at: <https://www.apaservices.org/practice/update/2011/06-09/building-resilience> (Accessed 22 May 2022).
- Audit Wales (2021) *A Picture of Higher and Further Education*. Available at: <https://www.audit.wales/publication/picture-higher-and-further-education> (Accessed 22 May 2022).
- Beetham, H. and Sharpe, R. (2020). *Rethinking Pedagogy for a Digital Age: Principles and Practices of Design* (3rd edition). New York: Routledge.
- Castelli, FR, Sarvary, MA.(2021) 'Why students do not turn on their video cameras during online classes and an equitable and inclusive plan to encourage them to do so', *Ecology and Evolution*, 11, pp. 3565– 3576.
- Cialdini, R.B., Kallgren, C.A. and Reno, R. (1991) 'A Focus Theory of Normative Conduct: A Theoretical Refinement and Re-evaluation of the Role of Norms in Human Behaviour', In M.P. Zanna(Ed), *Advances in Experimental Social Psychology* vol 24, pp. 201-234.
- Fox, B., Bearman, M., Bellingham, R., North-Samardzic, A., Scarparo, S., Taylor, D., Thomas, M. K. E., & Volkov, M. (2021). 'Longing for connection: University educators creating meaning through sharing experiences of teaching online', *British Journal of Educational Technology*, 52, pp. 2077– 2092.
- Gillis, A. and Krull, L. M. (2020) COVID-19 Remote Learning Transition in Spring 2020: Class Structures, Student Perceptions, and Inequality in College Courses. *Teaching Sociology*, 48(4), pp. 283–299.
- Hocutt, M. (2022) '10 Virtual Classroom Rules and Expectations to Practice in 2022', *Livestorm Education Blog*, 26 April. Available at: <https://livestorm.co/blog/virtual-classroom-rules> (Accessed 22 May 2022).
- Kulinich, M.A., Makeeva, E.Y. and Orlova, N.Y. (2021)' Electronic Etiquette during the Pandemic: Theory and Practice of Teaching', *V1 International Forum on Teacher Education* pp. 0993-1006.

- Mr Tompkins EdTech (2020) *Teams Etiquette for Students*. 18 August. Available at: <https://www.youtube.com/watch?v=fdaMa1DSwXo> (Accessed 1 June 2022).
- Neuwirth, L. S., Jović, S. and Mukherji, B. R. (2021) 'Reimagining higher education during and post-COVID-19: Challenges and opportunities', *Journal of Adult and Continuing Education*, 27(2), pp. 141–156.
- OECD (2020) *Policy Responses to Coronavirus*. Available at: <https://www.oecd.org/coronavirus/policy-responses/the-potential-of-online-learning-for-adults-early-lessons-from-the-covid-19-crisis-ee040002/> (Accessed 4 June 2022).
- ONS (2020) *Coronavirus and the Impact on Students*. Available at: <https://www.ons.gov.uk/peoplepopulationandcommunity/educationandchildcare/articles/coronavirusandtheimpactonstudentsinhighereducationinenglandseptembertodecember2020/previousReleases> (Accessed 22 May 2022).
- Pavitt, C. (2020) 'Resilience and Inclusion', *Advance HE*, 3 September. Available at: <https://www.advance-he.ac.uk/news-and-views/resilience-and-inclusion> (Accessed 1 June 2022).
- Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical Reflection for Nursing and the Helping Professions: A user's guide*. London: Palgrave Macmillan.
- UWTSD (2022) *Narrative Document* Available at: <https://www.uwtsd.ac.uk/academic-office/appendices-and-forms/> Accessed 22 May 2022).
- Vyopta (2022) *The Challenges of Hybrid Work* Available at: https://go.vyopta.com/vyopta_wakefield_survey_22 (Accessed 22 May 2022).
- Welsh Government (2018) *Employability Plan* Available at: <https://gov.wales/employability-plan-2018> (Accessed 22 May 2022).
- Welsh Government (2019) *Digital 2030 Mission Paper* Available at: <https://gov.wales/digital-2030-strategic-framework> (Accessed 22 May 2022).
- Welsh Government (2020) *COVID-19 Resilience Plan for the Post-16 Sector* Available at: <https://gov.wales/resilience-plan-post-16-sector-coronavirus> (Accessed 22 May 2022).

Appendices

Teacher Observation Form 1



Teacher	Purposely left blank
Date	28/03/2022
Group	Level Six BA Early Years Education and Care students.
Topic/Context	Regaining Paradise, Sustainability in the Early Years.
Notes on the lesson:	
Before	This lecture was offered to students both in-person and online. No one came on to campus to be taught. There were eleven students in total, 6 not attending and 5 online. The session was not recorded. The lecturer was enthusiastic to have me observe the session and introduced me to the cohort at the beginning.
During	Gave an introduction and defined the aims and objectives. Method of lecture delivery was mainly PowerPoint presentation, questioning of students to measure insight and attempts to create discussion/debate. Lecturer asked regularly if students were ok and if the content was being understood.
After	The lecturer offered time after the lecture and enquired if I had enjoyed the session. We discussed the lack of engagement and enthusiasm and I admitted to my frustration, addressing that I found that lecture particularly uncomfortable to be present in and how the lack of cameras was impacting my perception of future teaching practice.
What I have learned:	

That not all students want to be engaged with learning at all times. Some students prefer to be on the periphery of a session, only really answering questions when prompted and not wanting to contribute.

That student motivations are different and that not everyone is keen to learn, some may be directed to learn by their employer for example.

The song playing at the introduction of the session was calming and it was apparent that this tutor-led in a very pastoral way.

That the lecturer for this module was very concerned with the welfare of her students and set a comforting mood, this was reassuring.

Targets to improve my own practice (mapped to professional standards where appropriate):

A4, V1, V2,

Promote positive behaviour and learner engagement.

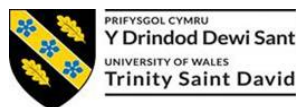
A2, A4, K2, K3, K5, V3, V4

Acknowledge the wider context of higher education and recognise the implications of post-covid trends on professional practice and learner engagement.

A1, A2, A4, A5, K2, K3, K4, V3

Research, develop, monitor and reflect upon the trends both locally and globally in order to create the best possible environment for both teacher and learner.

Teacher Observation Form 2



Teacher	Purposefully left blank
Date	17/05/2022
Group	NHS New Employees
Topic/Context	Corporate Induction
Notes on the lesson:	
Before	This session was part of the corporate induction series for new employees of the National Health Service. This was offered solely via Teams Video Call and 18 people were in attendance in addition to the individual presenting. This individual was not aware that I was making observations or notes with regard to anything other than employment commencement, however, no confidential information is compromised nor are identities shared.
During	Gave an introduction and defined the aims and objectives. Gave a clear overview of the expected behaviours and levels of engagement, whilst demonstrating how best to utilise the Teams platform. The method of delivery was primarily PowerPoint presentations; you tube clips and short discussions. No measurement of understanding or learning was apparent. The trainer did not offer a break, nor did she check that everyone was ready to move on, nor did she ask if there were any concerns, issues or questions
After	Teams meeting continued for as long as required for people to ask questions.

What I have learned:	
	That motivations to learn are different. That the trainer did not concern herself with the welfare of the learners. That the guidance of using Teams appropriately in terms of keeping the camera on and other various examples of online etiquette produce different outcomes.
Targets to improve my practice (mapped to professional standards where appropriate):	
A1, A2, A5, K3, V1, V2, V3, V4	To research and create a study of the outcomes obtained when defining online learning etiquette and when not doing.
A1, K1, V1, V3, V4	To research the differences in the attitude of learners dependent on their motivation.

Lesson Plan Template



Lesson Plan

Topic: Getting the best from Microsoft Teams		Class: Post 16	
Date: TBC	Length of lesson: 1 hour		Number of students: TBC
Resources required: Internet Access/suitable device Microsoft Teams			
Aim of Lesson To introduce the cohort to the professionalism necessary to get the most from learning and training on the digital platform known as Microsoft Teams			
Learning Outcomes – The Learners Should Be Able To: Realise the implications of unprofessionalism during the online study Realises the benefits of good levels of engagement Professional Etiquette on Teams.			
Previous student knowledge required for the session: None			
Anticipated difficulties (if applicable): Lack of attendance (due to ongoing Covid related illness) Lack of engagement Internet connection problems			

Lesson Detail:

Stage	Focus	Strategy	Time
Introduction	Introduce self. Check attendance Housekeeping & break times Outline the intended session and its aims & objectives.		10 mins
Development	Realise the implications of unprofessionalism during online learning	Start by demonstrating the behaviours not desirable during a Teams call or Team's lesson. These could include eating distractions caused by noisy packaging, noisy eating, and missing oral hygiene. A second undesirable behaviour is to be wearing night clothes with your bed behind you. Students need to remember that online sessions are recordable are made available widely and have the potential to be viewed by millions. These images are easily sharable and can be easily manipulated. Thirdly demonstrate the impact on a trainer/tutor/lecturer of having a series of blank screens to talk to.	15 mins
	Realises the benefits of good levels of engagement	Move on to discuss and demonstrate the expected levels of engagement throughout a session, including statistics on engaging with peer groups and teachers online, theory on the development of groups and feelings of belonging and examples of outcomes obtainable when an effort is made to engage with lectures	15 mins

Plenary/conclusion	Professional Etiquette on Teams.	Show videos via YouTube in order to evidence the theory that supports learner engagement and positive behaviours. https://www.youtube.com/watch?v=fdaMa1DSwXo	5 mins
		Discuss the regularity with which students need to be reminded of their obligation to engage. Discuss the positioning of the above resource on learner platforms, recognising that a brief set of ‘rules’ could be incorporated into a module for clarification as to what is considered good ‘Teams’ etiquette. Discuss how often the resource/lesson will be revisited in order to update rules and expectations.	15 mins

Assessment Strategies: when and how are they included within the lesson?

Learning is measured by online ‘camera on’ visual engagement.

Learning is measured informally by questioning and gauging answers.

Informal reflection (to be completed after the session)

N/A

Appendix C Action Plan

Again, loosely using the principles of Rolfe (2001) the following actions have been identified to be taken by me to enhance my practice in future lectures where it is apparent non-engagement or under engagement may be due to a lack of visual insights and cameras remaining off.

Converse with my students regarding the benefits of keeping cameras on and maintaining engagement during lectures in order to familiarise students with the advantages. Offer opportunities to coproduce solutions and find a circumstance that benefits all parties.

May upload a five-minute seminar or presentation and produce a written document that can be shared and revisited and reaffirmed when necessary.

Research more into normative conduct theory to understand the motivations surrounding the behaviour copying of students.