

Student name: Ada Marino

Student number: 1903003

Lecturers: Caroline Lewis - Marion Phillips - Katie Gardner

Table of contents: Reflective account, Action Plan, List of references

Word count 1090 (excluding the Action Plan)

“We don't learn from experience; we learn from reflecting on experience”

(J. Dewey, 1933)

The lesson titled “What is Photography?” was delivered to six students, all of whom seemed engaged well with the topic proposed, demonstrating attention and interest.

The objective was to introduce the subject with a foundation suitable for those who had minimal prior knowledge, however in reality despite the lack of specific information regarding their existing familiarity with the subject, the decision to begin with basic concepts was made on my aim to ensure inclusiveness and create a constructive lesson allowing each student to participate and feel comfortable as we progressively advanced through the lesson. To begin, I defined photography, discussing its historical context and significance. I thought that this was necessary for those unfamiliar with the topic, providing a common ground. In the preparation of the lesson I have tried to identify the most important points to introduce, based on the nature of the subject chosen and having as

guide the criteria of lesson plan preparation “Analyse the topic in terms of concept, principles and skills involved” (Teaching Toolkit 1) .The lesson was structured in 3 parts following the guideline components of Introduction, Development, Conclusion.

Having each component written in the document shown to the students, allowed me to break down the sections and individually categorise the contents, this facilitated me to proceed as I was afraid that the tension could make me forget, and stumble over interruptions. Each underlined segment served as a visual cue, permitting me to maintain focus and follow a structure hoping to reduce the risk of losing my train of thoughts.

Upon reviewing my previous lesson plan and analysing my initial expectations I recognized that while some aspects were observed, others were somewhat marginalised. Specifically, the section ‘Aims’ were generally upheld while instead various points outlined in the professional standards proved more challenging to implement fully, like for instance “Ensure accessibility in the methods of presenting the slideshow. A clear document.”, or “Draw connection among ideas applying Bloom’s Taxonomy” referred to the learning domains without giving specifications of which one would have been more involved.

I presented my document in PDF format, and surely a more organised PowerPoint presentation would have had more beneficial effects in terms of visibility of contents on the screen. A PowerPoint would facilitate understanding of the lesson by clearly displaying key points, visual material, in a structured manner, allowing the students to follow along more easily. I have mentioned the Blooms model aiming to broadly cover all 3 domains of learning the Cognitive (thinking), Affective (feeling) , Psychomotor (doing)

(B. Bloom, 1950) but without considering that the psychomotor was not intended as the presence and control of the class space in order to establish a closer contact with the learners, but addressed more to the physical activities “how to learn physic motor skills to

intricate performance and the reflective” (CDC,2018) . The Affective and Cognitive domains were both present as emphasise (feelings, attitudes, and values) and (intellect, thinking skills) which are essential for a holistic understanding of art, and that I believe the students have been stimulated by.

Influenced by the emergency to arrive in time to the conclusion, and be able to give all the information prepared in the document filled with a consistent volume of contents, I had no time flexibility so I was not able to compress the contents and to go slower. Reading the feedbacks I deducted that was necessary to give more time to the students for reflection, probably also include other activities would have been fruitful in terms of interaction expansion, as for example the activity of searching on google an image imprinted in their mind and then compared with my selection was well received. In my opinion it gave the right enthusiasm to the class, in fact I was really glad that, among the vast scenarios of historical images, there was a matching image by a student, as demonstration of good response and attention paid.

As strategies I have included in the lesson the point Observation a few times, this represented my method to start with an initial personal consideration then directed to the learners inviting them to give their opinions and generate a discussion trying to amplify the critical thinking. However I believe that other forms of strategies, as already mentioned, in order to assess the students need to be included in the next lesson like quiz, group activities or at least reinforce and expand the activities proposed and move from the tendency of a Behaviourist rhythm, which could potentially occur in a lecture, to a more Constructivism approach which could instead create a more solid terrain and having learners as not merely passive recipients of information, but actively engaged in shaping their own learning experiences; this system could arise the level of interactions and see

applied the Collaborative learning principle sustained by Lev Vygotsky “This collaborative process is characterised by reciprocal teaching....By engaging in discourse, negotiation, and reflection within a social context, learners not only acquire domain-specific knowledge but also develop essential competencies such as communication, critical thinking, and perspective-taking” (Lev Vygotsky, 1962)

The feedback received by the lecture and the students were very constructive and supportive, listing what I have achieved and pushing me to reflect on how to improve the weak points. As Graham Gibbs (1985) model sustains the Reflective Cycle lies in its ability to promote continuous learning and professional development which invite to go through the stages Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan or David Boud 1985 and Driscoll 1990 who go through a more simplified process, but which perform the same function, like the act of recording experiences that holds significant value, and intended not only as documentation of the learning journey, but also used a practice that provides a reference for future adjustments. Is also important to say that how we elaborate the experience is very subjective, the philosopher John Dewey who realistically indicates “Notice a difficulty” as the first step into a reflecting experience.

I have reflected on the experience of delivering my first lesson, and considering also the pressure impact on my performance I feel that it has been a great experience, the student’s responses validated my perception and through that my confidence was increased, moreover all the feedback received, added to my personal impressions, clarified many points leading me to evaluate how to reinforce the Professional Standards and meet the desired Learning Outcomes in order to incentivize the progress in the course of my teaching path.

ACTION PLAN

Make necessary adjustments for future lessons based on this reflection, continually striving for improvement

Explore new forms of teaching strategies, like change role and integrate more activities

Meet Outcomes and Professional Standards more accurately

Assess students creating opportunities to promote reflection and collaborative learning

Prepare a more suitable document where the contents of the lesson are visible and clear

Create a safe environment where students feel comfortable asking questions and sharing their thoughts

Use trigger warnings in case of sensible contents

Explore the benefits of technology aiming to amplify the efficiency and productivity

Manage the time with pauses to create a space for discussions, reflection, evaluation

List of References:

Affective Domain. "Affective Domain of Learning". Available at:

<https://thepeakperformancecenter.com/educational-learning/learning/process/domains-of-learning/affective-domain/amp/> Accessed date 27th September 2024

CDC, 2018 "PD201 - Domains of Learning". Available at: <https://youtu.be/N-ZEcFaqcoE>

Accessed date 28th September 2024

Duckworth V. 2014 "How to be a brilliant FE teacher : a practical guide to being effective and innovative" Available at:

https://www.google.co.uk/books/edition/How_to_be_a_Brilliant_FE_Teacher/EZ6wAAAAQBAJ?hl=en&gbpv=1&pg=PT6&printsec=frontcover Accessed date 26 September 2024

Gerta, 2023 "THREE DOMAINS OF LEARNING: COGNITIVE, AFFECTIVE AND PSYCHOMOTOR". Available at:

<https://gerta.eu/three-domains-of-learning-cognitive-affective-and-psychomotor/> Accessed on 27th September 2024

HIX.AI, 2024 "Collaborative Learning : The Theory Of Vygotsky 's Conception Of Zone Of Proximal Development" Available at:

<https://essaygpt.hix.ai/essay/collaborative-learning-the-theory-of-vygotsky-s-3de0e9>

Accessed date: 3rd October 2024

Juicy English 2019 Lesson planning: 4 stages for effective lesson planning. Available at:

<https://www.juicyenglish.com/blog/lesson-planning-4-stages-for-effective-lesson-planning>

Accessed date: 24th September 2024

Lee T. 2016 [LEARNING THEORIES: BEHAVIORISM, COGNITIVISM, CONSTRUCTIVISM, AND CONNECTIVISM](#). Available at:

<https://traviselearning.net/blog/2016/2/25/learning-theories-behaviorism-cognitivism-constructivism-and-connectivism> Accessed date 01/10/2024

Reflection Toolkit, 2020 Gibbs' Reflective Cycle. Available at:

<https://www.ed.ac.uk/reflection/reflectors-toolkit/reflecting-on-experience/gibbs-reflective-cycle> Accessed date: 29th September 2024

Rich. D. 2020 We don't learn from experience... Available at:

<https://medium.com/@davidjrich/we-dont-learn-from-experience-11f5d1073c73> Accessed date 1st October 2024

Udemy Editor, 2020 3 Domains of Learning: A Brief Summary on Bloom's Taxonomy of Learning Domains. Available at

https://blog.udemy.com/domains-of-learning/?utm_source=adwords&utm_medium=udemyads&utm_campaign=Search_DSA_GammaCatchall_NonP_la.EN_cc.UK&campaigntype=Search&portfolio=GreatBritain&language=EN&product=Course&test=&audience=DSA&topic=&priority=Gamma&utm_content=deal4584&utm_term=.ag_160250050062.ad_700876706368.kw.de.c.dm.pl.ti_dsa-1456167871416.li_1007460.pd.&matchtype=&gad_source=1&gbraid=0AAAAADROdO2g0UnfzY6Raq3q2M1g44A1F&gclid=CjwKCAjwX4O4BhAnEiwA42SbVJ-i7EAomzC-b8iYfri_8QgHsW0d3V3Blcw2YzLTbYulpDFwEI1R8BoCjX4QAvD_BwE Accessed date: 28th September 2024