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Frequently Asked Questions

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What does 'qualifying text' mean?
Our model only processes qualifying text in the form of long-form writing. Long-form writing means individual sentences contained in paragraphs that make up a longer piece of written work, such as an essay, a dissertation, or an article, etc. Qualifying text that has been determined to be likely AI-generated will be highlighted in cyan in the submission, and likely AI-generated and then likely AI-paraphrased will be highlighted purple.

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Microteach rational: Wiring a UK three-pin plug.

I have chosen to conduct my microteach on wiring a three-pin UK plug top, as the subject provides the opportunity to demonstrate both theoretical and practical teaching practices. I will be teaching around 15 students from an extensive range of backgrounds and experiences, with the majority already in the teaching industry, the simplicity and universality of the task make it accessible to learners of the varying backgrounds. This will align with the principles behind inclusive education, ensuring that all learners can participate meaningfully within the 30 minute session.

To support the Welsh government's goal of achieving one million Welsh speakers by 2050 (Welsh government, 2017; Cymraeg 2050: A million Welsh speakers, 2017), I will utilise Welsh terminology in the PowerPoint presentation and display live English to Welsh translation on the interactive screen. Enabling me to bring bilingual elements throughout the session this helps create an inclusive language environment while fostering cultural understanding and a sense of identity in the classroom. Equality, diversity, and fairness are promoted through differentiated scaffolding and collaborative learning strategies, ensuring equal participation. I will make resources and activities accessible to all learners, regardless of their background, beliefs, or abilities. Visual aids, bilingual glossaries, and step-by-step guides will support learners with additional needs, while peer collaboration will foster mutual support and shared learning. This inclusive approach reflects the principles of universal design for learning (UDL), which advocates for multiple means of representation, engagement and expression. I will address sustainability through a discussion on the safe and environmentally

responsible disposal of electrical waste (WEEE, Waste and Electrical and Electronic Equipment), as well as the importance of recycling materials to reduce environmental impact. Aligning with the principles of education for sustainable development and global citizenship (ESDGC), this approach encourages learners to consider the broader implications of their work and develop responsible habits.

My approach integrates both pedagogical and andragogical methods. Pedagogy, traditionally associated with younger learners, involved structured teacher-led instruction. Andragogy, as defined by Knowles (1984) is a learner-centred approach more suited to adult education, promoting autonomy and experimental learning. Oshiyemi (2005) argues that understanding the principles of both pedagogical Andragogical frameworks allows educators to tailor their methods to better meet learners cognitive an experimental needs, thereby fostering a more inclusive and effective learning experience.

I will apply Kolb's Experimental Learning Theory (1984), which posits "that learning occurs through a cycle of concrete experience, reflective observation, abstract conceptualisation, and active experimentation". This model is fundamental to my microteach, as I will begin with a live demonstration and progress through observation, discussion, and hands on practise. Kolbe emphasises that "Learning is the process whereby knowledge is created through the transformation of experience" (1984, P 38). Kolb's theory forms an essential part of my teaching philosophy, supporting both vocational learning and hands on skill development. By applying this theory, I will create a more effective learning environment and enhance student engagement.

The session is designed to progress through Blooms Taxonomy of Cognitive Development (Anderson & Kathwohl, 2001), beginning with basic recall and understanding of plug components and culminating in evaluation and creation, as learners inspect their work and reflect on areas for improvement. This structured progression supports the development of higher order thinking skills, encouraging learners to take ownership of their learning.

Although time constraints prevent the use of formal icebreakers, I will begin the session with informal check-ins, such as sharing recent experiences. I like this strategy as it fosters rapport and builds a positive classroom climate, without being too formal or direct, which helps make the learning experience more personal for the learners. This approach supports the Humanist learning theory, which places emphasis on the whole learner, allowing us to recognise the importance of emotional well-being, self-expression and personal growth in the learning process (Rogers, CR (1969). By creating a supportive, respectful, environment, learners are more likely to feel valued and motivated to participate in the learning process.

Learners work in pairs throughout the session to promote peer collaboration and social learning. A PowerPoint presentation will guide the theoretical aspects, including safety procedures and basic calculations related to fuse ratings. I will be encouraging learners to contribute throughout the lesson by answering questions participating in discussions and engaging in the practical task. This will enable me to bring in critical thinking and problem-solving skills to the microteach. This approach supports constructivists theory, where learners actively construct knowledge through experience and reflection (Kerka, 1997; Doolittle & Camp, (1999).

I will deliver the practical component through stage demonstrations, with learners replicating each step under supervision. During this time, I will provide ongoing feedback to ensure learners feel supported and confident as they progress with the task. The final step will involve inspecting the completed plug to reinforce the importance of safety and accuracy. This support Vygotsky's zone of proximal Development (ZPD), where learners are guided through tasks just beyond their current ability, with support gradually withdrawn as competence increases (Vygotsky, 1978). Bruner (1976) similarly emphasised the importance of scaffolding, where structured support enables learners to progress independently.

The final stage of my teaching will include a short worksheet that will, serve as a reflective tool allowing learners to revisit key concepts, reinforcing the experimental and humanist principles that underpin the session. By the end of the session, learners will be able to correctly wire a UK three-pin plug, understand the selection of fuses and inspector plug top for defects.

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