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Module: Teaching toolkit, Assignment 2

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Table of contents: Introduction, Development, Conclusion (Reflection) Reference list, Action Plan, Observation forms.

Introduction:

In my analysis of six hours and half of lesson observations, I examined the methodologies employed by two lecturers. The different approaches not only reflect individual teaching styles but also the broader implications of performance management in educational settings. One notable aspect of my observations is inspired by the importance of observing "team-teaching," as discussed by Jarzabkowski and Bone (1998, page 235) that offers numerous advantages in the exchange of ideas and teaching methodologies and assimilation of and effective educational strategies.

“Since our goal was to develop and disseminate good practice using practitioner experiences, Gosling’s (2002, page 5), ‘dominance’ of observation (Wilcox and Gray, 1996 page 12)

During the observations, it became evident that the lecturers employed varying strategies that directly aligned with their philosophies of teaching and learning. The Lecture 1 emphasised the value of innovation in education through the integration of technology as a method for teaching and assessing students. The Lecture 2 instead focused on developing team discussions as a means to facilitate an exploratory process. This method encouraged students to collaborate and share their insights, allowing them to assimilate notions presented during the sessions into a broader context. Emphasising dialogue and

interaction, the session aimed to cultivate a deeper understanding of topics by encouraging diverse viewpoints and critical analysis.

Lecture 1

Module Visual Studies 1

Module code: ADAA4014

Participant learners: 16

Duration of the lesson: 2 hours

The observation with Lecturer 1 was on the module Visual Studies 1 that delved into the diverse forms of composition integral to visual communication. By comprehending the underlying principles, students will gain insights into the efficacy of image creation, storytelling, and the interplay between visual elements and the viewer.

The curriculum covered a range of compositional techniques, and students had to explore how these schemes can be leveraged to guide the viewer's gaze, and convey narratives through visual media beyond the primary objective to associate images to the specific component assigned.

The methodology adopted by Lecture 1 was to create a dynamic learning environment where students had to respond to a task. Students were instructed to collect images and identify predominant factors such as colour, texture, balance, lines that contribute to the cohesiveness and impact of a visual language and composition.

Lecture 1 gave an introduction on the assignment to complete going through the guidance points, underlying his availability to answer further questions by email whenever needed after the session. I believe that this assurance, especially for first year learners, of being supportive reflected and demonstrated the commitments of the teacher 1 towards his students applying the professional standard to create an inclusive space and give life to an

approach for constructive learning access. The session proceeded into the Mac suite. Students were requested to login into their portal, look at various photographic platforms like BritishJournal Photography and Lens Culture and entrance to a platform called Milantone, a digital tool to create structured layouts that combine text, images, links, and other media,collecting the images and demonstrating the ability to individuate the technique of composition formatting correctly and adding points like title, year, artists.

The point of the lesson was to look at platforms and assimilate information of the photographs and expand the secondary skills.

During the activity, Lecture 1 provided solid support and guidance to the students.

He actively assisted them by answering their questions and monitoring their development and results. By encouraging faster students to excel, rewarding them, while also ensuring that slower learners had ample opportunities to complete the task. *"Encourage use of peer support within learning activities" (*Fry H., Ketteridge S.and Marshall S. 1999*, page 174)*

Moreover, aiming to create this dialogue between theory and practice, between digital room and physical gallery, *"subject- specific skill" (SEEC, 2002, page 165) "group working, using learning resources, self-evaluation,management of information, autonomy, communication, problem solving" (SEEC , 2002, page 167)* contributed to improve the skills of students in terms of familiarise with both simultaneously and be able in future to manage in different circumstances *"improve their general skills for studies and career management" (*Fry H., Ketteridge S.and Marshall S. 1999, *page 172)* The teaching methodology resulted to be productive as the students responded well to use digital tools*,"sense of personal engagement with the technology" (Collis and Mooner) (DSKMAG, 2010)* researching the various artists, identifying images with the characteristics of the components requested and mostly have worked enthusiastically in collaboration in the first

part of the session and more independently in the second part as to gain autonomy in the process of research and completion of the task. *“Become more effective, independent and confident self-directed learners” (*Fry H., Ketteridge S.and Marshall S. 1999, *page.172) “learner autonomy” (Goslin and Moon, 2001 page 34)* The integration of the digital platform also allowed students to assimilate from other students and expand the knowledge in terms of artists, techniques and style of presentations. *“Brown and Cocking, 2000 in their summary of research into school learning noted ‘Opportunities for continued contact and support as teachers incorporate new ideas into their teaching are limited, yet the rapid spread of Internet access provides a ready means of maintaining such contact if appropriately designed tools and services are available” (G. Hoban and A. J. Herrington, 2005)* Leading the learners through the global photographic networks is a very valid method in launching them to look at the contemporary photography culture, but also looking at an industry where the graduated students will be projected as those giving space to different kinds of photography like commercial, political, activist. After one hour, Lecturer 1 and all the students returned to studio 1 where the first session was initiated. The results of the task assigned were uploaded on Mood board, a white canvas where a visual representation of the images collected by students was presented. Lecturer 1 reviewed the results, assessed the learning outcomes, confirming that students had effectively participated and responded with a deep research of artists and interesting images which corresponded to the scheme composition assigned. The activity generated a space for confrontation, discussion, and feedback. *“ Monitor assessment and results to check the fairness to all groups is demonstrated” (*Fry H., Ketteridge S.and Marshall S. 1999 *page, 179)* Dividing the sections in different sessions in terms of intensity meant that students had to be fully absorbed in the first phase, concentrated on the material to be

collected, like photographs and data, make decisions of how to list, present and include the information in a document, while the second part of the session created a space of reflection *"action learning" (Mc Gill and Beaty, 1995 page 141-142) (*Fry H., Ketteridge S.and Marshall S. 1999 *pages 141-142)* to look at the results, analyse and evaluate the choices made *"attempt to evaluate and to plan for change through the experimentation" (Kolb, 1994 pages 135-136)* and also confront with other students involved going through observations which are important stimulation points during the studies path.

After the assessment, the Lecturer 1 and the students moved to Glynn Vivian gallery to explore a real space. The intention was to convey a sense of presence and connection as a bridge between the viewer and the artwork and simulate the same task without the use of digital tools.

This hands-on practice allowed participants to interact with their concepts in a physical environment, facilitating a more profound understanding of the various techniques used by visual artists in the creation of an artwork . The students have assimilated information during the session in the digital room and then applied in a physical space without the use of technology to recognise the photographic elements. *"Learning is the act or process by which behavioural change knowledge, skills, and attitude are required"*

(Boy and Apps, page, 12)

This balance between intensity and relaxation, technology and traditional teaching, cultivates a holistic educational experience, promoting both immediate engagement and lasting understanding and accomplishing also a goal for a lecture. Collis and Moonen emphasise the significance of teachers' personal engagement in the effective integration of technology in educational settings *"personal engagement" (*Fry H., Ketteridge S.and Marshall S. 1999, *page 155)* Incorporating technology in a way that resonates with

instructors' beliefs and experiences not only enhances their engagement, but also leads to better student outcomes. When teachers are confident and enthusiastic about the tools they are using, they can more effectively inspire their students, creating a dynamic and interactive learning environment. The session concluded with the assignment of creating a contact sheet with the images taken in the gallery.

Lecture 2

Module ADVANCED CREATIVE ENQUIRY

Module code: ADAA6001

Participant learners: 18 students

Duration of the lesson: 1 hour and 30 minutes

Lecturer 2 delivered a lesson to year 3 students who will graduate in 2025. The session started introducing the digital document of the brief of the Advanced Creative Enquiry which is the conduit of the final module Major Project. The presentation included directives for the construction of the final dissertation and creation of a body of work, for each student to exhibit for the final degree show at the end of the academic year, “front- loading” (Fry H., Ketteridge S.and Marshall S. 1999, page 11) The brief has been explained accurately “general guidelines risk being banal, detailed suggestions to context-specific” (Fry H., Ketteridge S.and Marshall S. 1999, page, 165) with the first phase components which involves collaborative work in order to finance and promote the final graduation show through prior stages “walk-through” (Stone, 1994. Page 111).
The intent of the session was to go into the formations of teams, accepting candidates and nominate 2 leaders, “discuss the different roles that individuals can take in the group” (Jacques, 1992- page 167) after a verbal presentation of 3 voluntary students, through a system of democratic votation in conclusion 2 students were elected by other students in

anonymous form. The various categories were listed on the white board by the lecturer 2 and the functions of each of them were explained. The methodology applied for this session was different in comparison with the session I have assisted previously with Lecturer 1. My impression was that a concrete idea of a professional meeting for a collective discussion was created where the lecture 2 intervened with suggestions and advice, guiding and enlightening the student through the process.

"The value of teamwork" (Thorley and Gregory, page 113) For year 3 students reproducing a professional space have surely helped to build confidence and familiarise with an environment with the likeness of a workplace, how to approach it, present themselves, improve skills in communication and be prepared once they will be exposed to job meetings in future.

During the session the students discussed each category and made a decision of how to allocate them among the categories. This choice to independently be part of one specific team was based on skills developed, orientation, preparation and aimed contribution.

The lecturer 2 constantly interacted with the students during the discussion helping them to evaluate the various commitments to be carried and performed for each component present. *"Students need to be inspired and motivated" (*Fry H., Ketteridge S.and Marshall S. 1999, *page 165)* Choose of which category to be part was not the only commitment of the day, go through the various functions and start to plan, how to navigate and build up a social platform to promote the show, fundraising strategies, name of the exhibition, design of the publication and final poster, considering all the costs for the realisation and success of the degree exhibition. The lecture 2 invited the students to work consistently into the research, to contextualise the choice of exhibition title and work in a collaborative way to face all the steps of this process. Moreover, as assignment for the week's later session the

Lecturer 2 decided to communicate to go through with the first 3 project presentations, looking at topics that students aim to explore, research and sources of influence beyond to discuss the progress regarding the flow and strategies of the teams. At page 89 of the volume “A HANDBOOK FOR TEACHING & LEARNING IN HIGHER EDUCATION SECOND EDITION” (Fry H., Ketteridge S.and Marshall S.1999, page 89) in the chapter ‘Lecturing for learning’ are specified points for a great conduct of a lesson.

‘use of outlines and lists;
pauses to allow clarification;
short intermissions for review of material / personal reactions/ questions;
repetition of the main points;
final recap of the key points.’

All these points were observed by lecture 2 during the session.

The session concluded with a summary of key points discussed. Learners were asked to provide a progress update on the strategies implementation for the development of the degree show and personal projects to present.

Lecture 1 & Lecture 2

Module: Experimental Strategies

Module code: ADAA5003

Participant learners: 19 students

Duration of the lesson: 3 hours

The last 2 hours of observations were dedicated to a session with both lecture 1 and 2 for second year students. My aim was to understand how to manage the teaching in collaboration *“mutual support between colleagues” (*Fry H., Ketteridge S.and Marshall S. 1999 *page 228)* and how incorporating varied teaching styles and perspectives, the students would have responded.

The lesson was the continuation of a session constituted by external visit to 4 different locations where second year students are intended to do an exhibition. The students, formed in 4 small groups, had to engage in a comprehensive research process, delving into the histories of the selected sites to understand their cultural, architectural, and social contexts. Race & Pickford, 2007 affirmed “Small group teaching between students and tutors is important for a number of reasons. Students have the opportunity to ask questions about what they have covered in lectures that they wouldn't have asked their lectures at time…also find out more about how their tutor’s mind work, and equally lecturers can check up on how students’ learning is going” (P. Race and R. Pickford, 2007. Page, 38) The session began with an exploration of various artists' exhibition promotional materials, allowing participants to dissect concepts and glean inspiration for their own poster designs. Each group engaged in detailed discussions about the promotional examples fostering an environment for the assimilation of new ideas that align with the insights from Lecture 1 and Lecture 2.

Throughout the discussions, groups evaluated potential strategies to create impactful designs aimed at attracting a broader audience. Attention was directed towards understanding the unique elements of successful promotional pieces, assessing their visual language, layout, colour choices, and messaging. The session was structured to allow each group to present and discuss their lectures independently, fostering an environment conducive to personalised attention.*”ensure that all groups have your attention for equal time”.* (Fry H., Ketteridge S.and Marshall S,1999, page 174) However some groups evidenced more difficulties in the process.”Levels of outcomes” Bloom, 1956 (Fry H., Ketteridge S.and Marshall S, page 34) Both lectures offered support and organised group tutorials to sustain, motivate and interact with the students in difficulty. “Facilitating learning through appropriate intervention” (Fry H., Ketteridge S.and Marshall

S, page 144) The two lecturers provided the necessary support, giving feedback *“Help students to learn from their mistakes” (P. Race and R. Pickford, 2007. Page, page 37) “trial-and-error as a valid and productive way of going about their learning” (P. Race and R. Pickford, 2007. Page, 38 page 37)* aimed at sustaining motivation and encouraging interaction among students.

Reflections:

In reflecting my experience as an observer and learner, I can identify connections to Gibbs' Reflective Cycle ‘Learn by Doing.’ (G.Gibbs, 1988 page 11) The first stage, **Description**, involves recounting the experience I had while observing. I documented the environment, the actions of those involved, and my initial thoughts and feelings during the observation process.

Moving to the second stage, **Feelings**, I explored my emotional responses. I felt a mixture of curiosity and apprehension, which impacted how I perceived the interactions and learning moments. Recognizing these feelings allowed me to approach my observations with awareness, understanding and sense of familiarisation at the end.

The third stage, **Evaluation**, prompted me to assess the positives and negatives of the experience. I observed effective communication and engagement among students, though there were for instance some students that manifested complications during the process. This evaluation helped me recognize the complexities of the teaching process.

In the **Analysis** phase, I considered how different pedagogical approaches influences the interaction and learning mechanism of students, deepening my understanding of effective teaching strategies.

The fifth stage, **Conclusion**, involved synthesising my observations and analyses to draw lessons about my role as an observer. I recognized the value of active participation and engagement, as well as the significance of assessment and feedback systems in the

learning process directed to the students.

Finally, in the **Action Plan** stage, I formulated strategies for my future teaching. I intend to engage more actively in discussions and activities, integrating digital tools as a form of assessment, and applying the insights gained from my reflections to enhance the outcome for my teaching path. This structured approach inspired in Gibbs' model has provided clarity and direction in my development as an observer, and contributed to arouse aims for building the foundation of my future as a teacher.

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ADA MARINO

1903003

ACTION PLAN

Observe the professional standards demonstrated during the lesson I have assisted.	articulate objectives at the beginning, ensuring that all learners will comprehend the goals of the lesson. This clarity helped maintain focus and directions
Promote diversity of ideas, concepts and methodologies	**Promote Collaborative Learning**: Group activities that foster collaboration among students with diverse backgrounds and experiences. Encourage students to share their unique viewpoints and ideas, which can lead to richer discussions and a deeper understanding of the subject matter. **Flexible Methodologies**: Use different teaching methodologies to provide to various learning styles. For instance, incorporate technology-based resources. This diversity in delivery can help students grasp concepts more effectively and appreciate the multiplicity of approaches. **Critical Thinking**: Challenge students to critically evaluate different methodologies and concepts. Engage them in discussions that require them to consider positions other than their own, promoting tolerance and an appreciation for complexity in ideas. **Reflection**: Encourage students to reflect on their learning experiences and how the diversity of ideas has influenced their understanding. Journals or group discussions can serve as platforms to express their thoughts and feelings about the material.
Create an inclusive space	**Promote Inclusivity** All students have same opportunities **Create Safe Spaces** All students have to feel comfortable to express theirselves **Celebrate Achievements**: Recognize student accomplishments, to boost confidence and foster a supportive environment Dedicate equal time to students

Create an environment where students don't feel intimidated, unsafe and judged.	cultivate an atmosphere where students feel secure and valued, ultimately enhancing their overall learning experience.
Aim to maintain updated knowledge through a system of active learning.	Through a system of active learning enrich mine and students knowledge.
Combine, in the teaching process, integration of white board, availability of digital resources for presentations, discussion activities to stimulate the critical thinking, promote reflection and support progression	Integration of various activities is an incentive for students' stimulation, these create a dynamic learning environment were variety of educational activities contribute to an expansion of interest and responses.
Learn how to provide constructive feedback **Learn how to enable learners to share responsibilities for their own learning and assessment**	Be constructive rewarding students and focusing on area of improvement, balancing the positive and negative. Incorporating self-assessment, through a model of independent tools, like the practice of journal, can encourage reflection and critical thinking in students and teach how to measure own progress

Teacher Observation Form

Teacher LECTURE 1	
Date 10th October	
Group 16	
Topic/Context : VISUAL STUDIES 1	
Notes on the lesson:	

The module Visual Enquiry 1 is designed to deepen and understand visual materials through both personal and collective photographic analysis. This module aims to enhance the observational skills, critical thinking, and aesthetic orientation, essential for the development of students and their artistic profiles and create support working alongside the Artist Zine module to optimise the productivity process.
The lesson observed presented one of the components of the module and the task assigned had the function to explore the various types of composition related to visual communication.
Understanding the principles behind these schemes for effectivity of the image creation, visual narrative behind an image and how technical elements within a visual piece interact with one another and with the viewer.

Lesson structure:

Checking reminded to be in contact through email to seek additional guidance addressing any uncertainties students may have.

Presented a digital copy of the task sheet Exhaustive explanation of the session and activity

The class of students were separated into 3 groups and had to complete the task based on identification of images with the specific composition relevance assigned.

The session proceeded into the Mac suite.

For this task, students had to collect images from photographic platforms, assimilating information of the photographs and expand the secondary skills. Additionally, access to Milantone and upload the compositional elements they have identified formatting correctly and adding information like title, year, artists.

During the activity, Lecture 1 provided solid support and guidance to the students.
He actively assisted them by answering their questions and monitoring their development and results.

By encouraging faster students to excel, rewarding them, while also ensuring that slower learners had ample opportunities to complete the task.

Lecturer 1 made it a point to give everyone enough time to complete their assignments, creating an environment full of opportunities to navigate into the learning process.

He recognized the importance of promoting collaboration, with a space for expansion of interpersonal skills, development of skills such as time management, familiarity with software tools and technologies relevant to photography, visual data analysis, and creativity.

The session lasted 15 minutes into studio1 dedicated to the introduction and 45 minutes into the digital room. After 1 hour all students went back to the class to proceed with the second session after a break.

After one hour, lecturer 1 and all the students returned to studio 1 where the first session was initiated.

The results of the task assigned were uploaded on Mood board, a white canvas where a visual representation of the images collected by students was presented.

Lecturer 1 reviewed the results, assessed the learning outcomes, confirming that students had effectively participated and responded with deep research of artists and interesting images which corresponded to the scheme composition assigned.

The activity generated a space for confrontation, discussion, and feedback.

Following the assessment, the lecturer 1 and the students transitioned to the gallery to further explore a real space and basically repeat the activity with the variant of being in close contact with artworks and photographing the works with the same characteristics assigned.

This hands-on practice allowed participants to interact with their concepts in a physical environment, facilitating a more profound understanding of the various techniques used by visual artists in the creation of an artwork.

The gallery served as an extension of the previous dialogue, encouraging collaboration and fostering an atmosphere for creative exploration.

This balance between intensity and relaxation sessions cultivates a holistic educational experience, promoting both immediate engagement and lasting understanding.

Session concluded with homework assignment; student must produce a contact sheet for the week after.

What I have learned:
Explain clearly the brief assignment document and the relative outcomes equip the students to gain the necessary skills to navigate into various professional environments in future and achieve the goal of finding the resources to finance the group exhibition. **The promotion of a collaborative line among students creates an inclusive, supportive environment as teamwork increases productivity, improves communication skills and makes the final purpose efficiently achievable through exchange of ideas, resources and prior knowledge.** **Giving independence in cover responsibility roles to students is beneficial as the students can reinforce their confidence, work collaboratively but think in autonomy, amplifying intuition for decisions, improve sense of time management, and boost critical thinking.** **Approach diverse methodologies of teaching to combine theory with practice**
Targets to improve my own practice (mapped to professional standards):
Promote diversity **Delineate objectives' lesson through a visual map using the digital tools.** **Cover the cognitive domain through discussions and collaborative works** **Create a healthy, safe, constructive learning space** **Promote active learning interacting with students and sustain the reciprocal transfer of notions.**

Teacher Observation Form

Teacher LECTURE 2	
Date 1ST October	
Group 18 STUDENTS	
Topic/Context : ADVANCED CREATIVE ENQUIRY ADAA6001	

Notes on the lesson:

The module is designed to begin the exploratory process of researching and making practice-based work. This module aims to prepare the learners to navigate into dissertation structure, engage with practically professional contexts, as they will move towards the Major Project in semester 2.
The outcome consists in identifying a specific topic within the defined subject area that resonates with students' creative practice through an expansion of the research that will guide the student's inquiry and develop a proposal that outlines research focus, objectives, and methodology.
The practical part of the module objective is to build up strategies in order to finance the final graduation show and prepare an individual body of work sustained by a research investigation.

STRUCTURE OF THE LESSON
The various categories outlined by the lecturer represented the key areas of focus that are essential for development as a professional through a digital document.

The lecturer invited students to elect 2 leaders.

The students were subdivided into groups with a specific commitment and responsibilities to accomplish the goal of fundraising, explained by the lecturer previously using the whiteboard.

During the session, the students engaged in a thorough discussion regarding each category relevant to their team assignments.

The lecturer 2 actively facilitated this interaction, guiding the students in assessing the various commitments required for each component involved in the team dynamics.

The session terminated with a recap, request of progress update of strategies to adopt, and presentation of 3 projects for the week after.

What I have learned:
Explain clearly the brief assignment document and the relative outcomes equip the students to gain the necessary skills to navigate into various professional environments in future and achieve the goal of finding the resources to finance the group exhibition. **The promotion of a collaborative line among students creates an inclusive, supportive environment as teamwork increases productivity, improves communication skills and makes the final purpose efficiently achievable through exchange of ideas, resources and prior knowledge.** **Giving independence in cover responsibility roles to students is beneficial as the students can reinforce their confidence, work collaboratively but think in autonomy, amplifying intuition for decisions, improve sense of time management, and boost critical thinking.**
Targets to improve my own practice (mapped to professional standards):
Promote diversity **Delineate objectives' lesson through a visual map using the board.** **Cover the cognitive domain through discussions and collaborative works** **Create a healthy, safe, constructive learning space** **Promote active learning interacting with students and sustain the reciprocal transfer of notions.**

Teacher Observation Form

Teacher: LECUTURE 1 LECTURE 2	
Date 17th October	
Group 19 students	
Topic/Context Experimental Strategies	

Notes on the lesson:

The last two hours of observations focused on sessions from both Lecture 1 and Lecture 2.
My goal was to gain insights into managing collaborative teaching and to assess how the integration of varied teaching styles and perspectives influenced student responses.
Students, divided in groups, are requested to prepare an exhibition in a specific location. The locations chosen are St. Mary Church, Botanical Garden Sketty, The Coach House pub in Wind Street and St. James Church in Uplands.

The students had to research the histories of the sites, establish contacts, visit the spaces, conceive ideas to produce individual pieces, topics to explore, installation decisions and curation considerations and communicate the upgrade to the lectures.

Lesson was also aimed and structured to give insights to the learners on how to create an effective exhibition poster and advertise for the advertisement launch on a digital platform.

Lesson structure:

Recap of the previous lesson where lectures 1 and 2 visited 4 external sites for the preparation of 4 different exhibitions.

The session started with the illustration of artists' exhibition promo to look at to assimilate notions and structure the posters for the exhibition.

Each group went through the exploration of the vast recourses presented, starting to familiarise with new ideas for the poster guided by lecture 1 and lecture 2 to evaluate possible strategies for the success of the posted design aimed to attract an audience.

In the session it was also requested to look at the progress in terms of research and material produced initially, the theme of the show, the title of the exhibition and how they intend to move forward.

The session was divided into sections to permit each group to present and discuss with lectures without other groups interference and focus on individualised attention.

The students responded well to the task and have demonstrated to feel absorbed by the commitment to achieve their goals. However, some groups manifested to have more difficulties in the process.

Both lectures offered support and organised tutorials to sustain, motivate and interact with the students in difficulty.

What I have learned:

During the session I have focused on the importance of collaboration between lectures and students.

Different perspectives, teaching methodologies.

Tutorials are essential for the students' learning process as they clarify doubts, share insights, reinforce their critical thinking, and receive constructive feedback which help to focus on specific areas where they need improvement.

The contact with physical material like the promo provided by the lectures represent a great incentive to explore tangibly and pay attention to details such as paper texture, ink, and the structures and styles of the illustrations for the announcement of the show.

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

Consider as strategy to involve more the students in my next lesson aiming to increase their interest and assessing regularly their level of attention and learning proposing and inviting them to interact through different activities like quiz, discussions, assignments, simulation method to amplify the class participation and offer a higher expectation of productivity.

Demonstrate commitment to the students finding always ways to support them with tutorials, discussions, feedback, assessments and accessibility to resources.

Combine various activities digital and physical to make an environment full of variety and stimulations and which contribute to the growth of transferable skills.

Implementing strategies, like effectively maintaining and updating my knowledge in my subject area ultimately improving my teaching practice and student assessment approaches.

Monitor constantly students' progress to create a supportive line and become a point of reference in case of learning difficulties.

Encourage students to understand the benefits of collaboration and diversity of ideas.